

# Children's Support Service

## SMSC and British Values Policy

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Updated Jan 2024

Approved by the Management Committee 1<sup>st</sup> February 2024

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This Spiritual, Moral, Social and Cultural Policy includes reference to British Values as set out in Promoting Fundamental British Values, published by DfE (November 2014).

Embedded throughout our curriculum offer are our values of:

Compassion and Kindness

Hope

Connection and Belonging

The Children's Support Service (CSS) is committed to the idea of education for all in a positive and supportive environment. The aims of the Service shape our holistic approach to education and ensure that all pupils have access to teaching and learning that is rich in spiritual, moral, social and cultural opportunities.

The service promotes a sense of responsibility and encourages pupils to reflect on their own learning. We seek to stimulate an interest in extracurricular pursuits and support pupils' participation in community-based activity where possible. Pupils enjoy increased levels of self-esteem and develop transferable skills which prepare them for further study, success in their relationships with others and life in the work place.

All adults model and promote appropriate behaviour, treating all people as unique and valuable individuals. The centres are places where pupils can find acceptance for themselves as individuals and where the opportunity to start again is fundamental.

Pupils learn to differentiate between right and wrong, and the ways in which their actions affect others. The CSS Behaviour and Relationships Policy promotes and rewards acceptable behaviour and provides opportunities to celebrate pupils' work and achievements.

All curriculum areas contribute to the development of individuals, referred to the CSS. They draw from as wide a range of cultural contexts as possible. This will be reflected in departmental planning.

Spiritual, moral, social and cultural development within the CSS is therefore considered to be an integral part of everything that is done to ensure that all pupils are given the opportunity to re-engage with education and eventually to become successful citizens.



## AIMS

CSS will promote the spiritual, moral, social and cultural (SMSC) development of all pupils. As part of this, CSS will also actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

## Spiritual development

CSS aims to:

- Give pupils the opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and the way in which they impact on peoples' lives.
- Encourage pupils to reflect on and develop what animates/motivates themselves and others.
- Encourage pupils to learn from reflection.
- Give pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- Develop a climate within which all pupils can grow and flourish and **feel hopeful**.
- Give pupils opportunities to reflect on their interest in and respect for other people's faiths, feelings and values.
- Promote teaching styles which:
  - value pupils' questions and give them space for their own thoughts, ideas and concerns
  - enable pupils to make connections between aspects of their learning
  - develop pupils' ability to transfer learning skills and encourage pupils to relate their learning to a wider frame of reference
  - ensures this is developed across the curriculum.

## Moral development

CSS aims to:

- Provide a clear moral code as a basis for behaviour, which is promoted consistently though all aspects of the Service.
- Enable pupils to recognise the difference between right and wrong and to readily apply this in their own lives, and in doing so respect the civil and criminal law of England.



- Promote racial, religious and other forms of equality.
- Give pupils opportunities across the curriculum to explore and develop moral concepts and values - eg personal rights and responsibilities, truth, justice etc...
- Develop an open and safe learning environment in which pupils can express their views.
- Investigate and offer views about moral and ethical issues, and give opportunities to enable pupils to understand and appreciate the viewpoints of others on these issues.
- Reward expressions of moral insights and good behaviour; make an issue of breaches of agreed moral codes where they arise – e.g. in the media as well as in school.
- Encourage all adults to model appropriate behaviour, promoting for example, fairness, respect, integrity.
- Recognise and respect the different cultures represented in the school and wider community.
- Encourage pupils to take responsibility for their actions e.g. respect for property, care of the environment and of the local community. And to understand the consequences of their behaviour and actions.
- Provide appropriate moral examples through literature, humanities, sciences and arts.
- Reinforce the service's values through images, posters, displays etc...
- Ensure this is developed across the curriculum.

## Social Development

### CSS aims to:

- Foster a sense of community in which everyone can feel safe, secure and happy, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion.
- Encourage pupils to **build connections** and work co-operatively and use a range of social skills in different contexts including working and socialising with pupils from different ethnic and socio-economic backgrounds.
- Encourage pupils to recognise and respect social differences and similarities.
- Help pupils to develop personal qualities which are valued in society, for example, **kindness, compassion**, thoughtfulness, honesty, moral principles, independence, self-respect.
- Help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.
- Help pupils resolve tensions between their own aspirations and those of the group or wider society.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.



- Encourage a willingness to participate in a variety of communities and social settings, by volunteering, co-operating well with others, being willing to resolve conflicts effectively.
- Provide opportunities for pupils to exercise responsibility.
- Provide positive and effective links with the world of work and the wider community.
- Encourage acceptance and engagement with fundamental British Values of Democracy, the Rule of Law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Ensure this is developed across the curriculum.
- Facilitate extra-curricular trips and visits to allow students to experience different social settings, e.g. Wembley, Royal Opera House, Imperial War Museum.

## Cultural Development

### CSS aims to:

- Provide opportunities for pupils to understand and appreciate the wide range of cultural influences that shaped their own heritage and that of others, and to explore their own cultural assumptions and values.
- Provide opportunities for pupils to understand and appreciate the range of different cultures within the school and further afield, as an essential element of their preparation for life in modern Britain.
- Extend pupils' knowledge and use of cultural imagery and language.
- Recognise and nurture particular gifts and talents.
- Provide opportunities for pupils to participate in, and respond to, artistic, sporting and cultural opportunities.
- Reinforce the service's cultural values through displays, posters, exhibitions etc...
- Promote a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Give opportunities to improve understanding and respect for different faiths and cultural diversity; to understand, accept and respect diversity as shown by their tolerance and attitudes towards different religions, ethnic and socioeconomic groups in the local, national and global communities.
- Ensure this is developed across the curriculum.

## British Values

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.

## ROLES AND RESPONSIBILITIES

### Senior Leaders

- Keep an open-door policy which is supportive of staff and pupils alike.
- Ensure the fabric of the buildings is well-maintained and welcoming to all visitors.
- Encourage the CSS team, including caretakers and administrative staff, to maintain an ethos and atmosphere which creates a safe, secure and happy learning environment.
- Use initial meetings with new pupils and families to emphasise the responsibility of parents and pupils for their part in this.
- Lead the Performance Management Review system, which gives open access to all for learning and development opportunities.
- Monitor this formally and informally by
  - a) taking note of comments made by visitors, pupils and parents/carers
  - b) pupil and parent/carer questionnaires
  - c) Tracking pupils in their destinations
  - d) PMR reviews.
  - e) Facilitating a centre-based discussions to examine past achievements and possible new developments.



## Extended Leadership Team

- Address SMSC in departmental policy and planning.
- Liaise with others to provide cross-curricular links.
- Monitor this through a departmental discussion to examine past achievements and possible new developments.
- Monitor SMSC through Lesson Observations

## SENDCo

- Ensure that an infrastructure of Pupil Passports and reviews is in place and working efficiently and smoothly so that the more intangible aspects of SMSC may be easily assimilated into everyday routine.

## All staff

- Promote and uphold the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Actively promote the values by challenging opinions or behaviours in school that are contrary to British values.
- Enable pupils to develop their self-knowledge, self-esteem, and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further promote tolerance and harmony between different cultural traditions, by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England.