



# SMSC Policy

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Updated October 2014

## **Introduction**

Responsibility: Assistant Principal (Curriculum)

Additional Responsibility: All Staff

Date of Review of Policy: May 2014

Amended October 2014

Next Review of Policy:

Role of the SMSC Co-ordinator: Create and maintain the schools SMSC Policy. Audit provision of SMSC and assess the impact of the provision. Deliver/Organise SMSC CPD where/when appropriate. (For further elaboration of role see SMSC folder)

## **Aims**

The purpose of this policy is to give guidance to staff about the ways in which they should help foster the spiritual, moral, social and cultural development of all the pupils at Melior Community Academy.

This is a whole school policy and does not refer to any specific department or aspect of the school but rather to the school and its community as a whole and it is the responsibility of all the adults working within the school and its wider community to set examples which will promote the spiritual, moral, social and cultural growth of the pupils of Melior.

The specifics of this responsibility lies within the curriculum followed, positive values and attitudes of the staff, the standard of assemblies and in the ethos and vision of the school.

The SMSC aspect of a young persons' education should impact on their development as an individual and as a personality, it should aim to enrich and extend each student in relation to values, attitudes, beliefs and behaviour.

## **Context & Background**

A major driver behind the production of this policy is the setting in which Melior Academy finds itself. There is a long history of social deprivation in the catchment area of the school. Unemployment both short and long term is well above the national average. Crime, drug misuse, deprivation and poverty are all common features of

catchment. It is against this backdrop that Melior seeks to provide our learners with life chances beyond just those of an academic nature.

An aspirational end point of the SMSC policy in conjunction with the other policies and daily functions of the school is that all students leave Melior with a next step of their own choosing alongside being rounded citizens who are prepared to play a full and active role in 21<sup>st</sup> century British Society.

**Evidence of the impact of this core school value is the fact that there were no NEET's in the school leaver's cohort in 2013 or 2014**

### **British Values**

Throughout the policy and in the daily work of the school there is an emphasis on the promotion of British values. This has been brought into sharper focus in recent times following the Trojan Horse affair in Birmingham and the government's renewed vow to see British values at the forefront of work in schools. British values in this instance are defined as mutual respect and equality, a value of democracy and tolerance.

These aspects are all encompassed within the school SMSC policy and areas where these values are actively taught rather than just being given credence.

*For Safeguarding Students who are Vulnerable to Radicalisation or Extremism please see Appendix 1.*

## **Definitions**

### **Spiritual**

The Spiritual element of SMSC can be defined as:

*Pupils' beliefs (religious or otherwise) which inform their perspective on life and their interest in and respect for different people's feelings and values. It is about their sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Furthermore it is about their use of imagination and creativity and a willingness to reflect on their experiences.*

### **Moral**

The Moral element of SMSC can be defined as:

*The pupils' ability to recognise the difference between right and wrong and a readiness to apply this understanding to their own lives. Moral education should encourage an understanding of the consequences of certain actions. Furthermore it should encourage pupils' interest in investigating, and offering reasoned views about moral and ethical issues.*

### **Social**

The Social element of SMSC can be defined as:

*Pupils' ability to use a range of social skills in different contexts including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds. It should show a willingness to participate in a variety of social settings cooperating well with others and showing an ability to resolve conflicts effectively. It should also involve an interest in and understanding of the way communities and societies function at a variety of levels.*

### **Cultural**

The Cultural element of SMSC can be defined as:

*Pupils understand and appreciate the wide range of cultural influences that have shaped our heritage. Pupils should willingly participate in musical, sporting, mathematical, technological, scientific and cultural opportunities. Furthermore the pupils should explore, understand and respect cultural diversity in the local, national and global communities.*

# SECTION 1: SPIRITUAL

## **Aims**

Melior's aim is to help pupils develop

- A sense that they are part of an existence which is bigger than themselves and their immediate concerns
- An awareness of the past and of the present to which they belong
- Aspirations for the future
- A readiness to challenge constraints such as discrimination, self interest, injustice and lack of self confidence
- An appreciation of the intangible

## **Provision**

Below are select examples of current provision in Melior. Please refer to the SMSC files for a more comprehensive catalogue of provision as identified by recent audits. (See also appendix 1 for a generic list of where SMSC can be found in school)

- Study of poetry leading to discussion and extended thinking
- Study of the theory of evolution and alternate theories
- Enrichment visits such as the Battlefields of WW1 and Auschwitz
- Reflection time as part of tutorial time
- Assemblies
- Religious education as part of Cultural Studies syllabus
- Melior's mission statement and vision
- A PSICHE programme
- Reward systems to recognise community service, kindness and courage as well as academic achievement

## **Impact of Spiritual Provision**

As above please refer to the SMSC files for a comprehensive evaluation of the impact of Spiritual provision.

- Improved behaviour in lessons
- Deeper thinking about issues raised in lessons
- Pupils are reflective about their work
- Pupils show creativity and self confidence in front of different audiences
- Outstanding record of work for a variety of charities
- A willingness to show empathy and listening skills

## SECTION 2: MORAL

### **Aims**

Melior's aim is to help pupils develop

- An understanding of the difference between right and wrong
- A respect for the rules of the school and the laws of society
- The strength to make the right decisions and not to bow to pressure
- Accept moral responsibilities
- Understand the consequences of decisions taken

### **Provision**

Below are select examples of current provision in Melior. Please refer to the SMSC files for a more comprehensive catalogue of provision as identified by recent audits. (See also appendix 1 for a generic list of where SMSC can be found in school)

- Ethical debates within the science curriculum
- Environmental concerns versus resource need in geography
- Enrichment visits such as the Battlefields of WW1 and Auschwitz
- Reflection time as part of tutorial time and within nurture provision
- Assemblies
- Religious education as part of Cultural Studies syllabus
- Melior's mission statement and vision
- A PSICHE programme
- Reward systems to recognise community service, kindness and courage as well as academic achievement

### **Impact of Moral Provision**

As above please refer to the SMSC files for a comprehensive evaluation of the impact of Moral provision.

- Improved behaviour in lessons and around school
- Students recognise the importance of the truth in their school lives
- Pupils make sound moral judgements and can articulate their feelings
- Pupils have improved relationships with peers, adults and the wider community
- Outstanding record of work for a variety of charities
- A willingness to conform to the accepted rules for the good of all

## SECTION 3: SOCIAL

### **Aims**

Melior's aim is to help pupils develop

- A positive relationship with others within and outside of school
- The confidence to participate fully in the classroom and in extra curricula activities
- Skills to work effectively as part of a group
- An understanding of citizenship of both the school the locality and society
- A realisation that every member of the community has a worthwhile contribution to make

### **Provision**

Below are select examples of current provision in Melior. Please refer to the SMSC files for a more comprehensive catalogue of provision as identified by recent audits. (See also appendix 1 for a generic list of where SMSC can be found in school)

- Group and paired work built into the teaching and learning activities of all departments
- Speaking and listening skills developed across the whole school
- A house system to be developed to foster cooperation
- Through a wide range of extra curricula activities that cater for all pupils
- Assemblies
- Project work in several areas of the curriculum
- Home-school agreements to involve all stakeholders
- A PSCHE programme
- Work experience opportunities
- School productions
- School council
- Prefect system

### **Impact of Social Provision**

As above please refer to the SMSC files for a comprehensive evaluation of the impact of Social provision.

- Improved behaviour in lessons and throughout school and the community
- Celebration amongst the students of school success

- Teamwork and consideration of others amongst pupils
- Pupils show creativity and self confidence in front of different audiences
- Outstanding record of work for a variety of charities
- Pupil performance is improved especially those within vulnerable groups

## SECTION 4: CULTURAL

### **Aims**

Melior's aim is to help pupils develop

- A sense of understanding and pride of their own culture
- An awareness of and respect for different cultures
- An appreciation of music, art, drama, literature and so on
- A lifelong love of learning
- Skills needed to play a full and active role within modern Britain
- A willingness to explore new ideas and evaluate their own values and beliefs

### **Provision**

Below are select examples of current provision in Melior. Please refer to the SMSC files for a more comprehensive catalogue of provision as identified by recent audits. (See also appendix 1 for a generic list of where SMSC can be found in school)

- The curriculum at Melior is broad and rich and gives all pupils the chance enjoy cultural experiences
- Clear anti-discriminatory policies rigorously enforced
- School drama and musical productions
- Extensive and inclusive sporting opportunities
- Assemblies
- Cultural Studies syllabus
- School visits to the theatre, galleries and foreign countries
- A PSCHE programme

### **Impact of Cultural Provision**

As above please refer to the SMSC files for a comprehensive evaluation of the impact of Cultural provision.

- Improved behaviour in lessons and within the school and community
- A positive impact on discrimination related incidents
- An inclusive school community with different cultures existing in harmony
- Students from other cultures make good progress academically
- Highly successful extra curricula provision in performing arts and sports

## **Evidence of Impact**

The reason for SMSC within any school is to have a positive impact on the pupils' achievement, progress and behaviour and safety. To provide evidence that SMSC is being effective tangible data needs to be used so that the impact can be measured. Below is a list of some of the sources of evidence that will be used to determine effectiveness.

- Attainment and progress data at a departmental and a whole school level especially of focus groups (PP, EAL, pupils of different ethnic origin etc.)
- Racist/Sexist/Homophobic/Discriminatory incident data
- Referral, behaviour and exclusion data
- Reward system data
- Student voice data

## **Evaluation**

Audits will be carried out bi-annually by each department to look again at existing provision and to assess the impact of a selection of SMSC activities. Good practice will be shared through CPD opportunities and the AP Curriculum will review and amend the SMSC policy accordingly subject to approval by the governing body.

## **Links to other Policies**

The SMSC policy lies alongside other policies in the academy. For further information please see

SPTA Whistle blower policy

MCA Equal Opportunities policy

SPTA e-safety policy

MCA Anti-bullying policy

SPTA Drug and alcohol abuse policy

MCA Child Protection policy

MCA School Safeguarding Policy

SPTA Equality and Diversity Policy

All of the above are available to read or download on the school website

[www.melior.org.uk](http://www.melior.org.uk)

## APPENDIX 1

### SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM/RADICALISATION

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

Schools can help protect children from extremism and violent views in the same ways that they help safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to relevant agencies, children whose behavior suggests that they are being drawn into radicalisation or extremism.

Melior Community Academy values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the UK may include the exploitation of vulnerable people, to involve them in terrorism or in an activity to support terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Melior Community Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism:

Extremism and radicalisation are demonstrations of unacceptable behavior by using any means or medium to demonstrate views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK

Pupils may become susceptible to radicalization through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them, their families and communities. It is vital that school staff are able to recognize those vulnerabilities.

Our Academy, like all others, is required to identify a SPOC (Single Point of Contact) who will be the lead at the academy for safeguarding in relation to protecting individuals from radicalisation and extremism.

**SPOC: Miss Z Bidmead (Principal) in the first instance if she is not available Mr T Joy (Assistant Principal).**