



Hazelbeck School SMSC Policy

'The spiritual, moral, social and cultural development of students is actively promoted with opportunities for them to take part in learning outside the school in the wider community. Students are made aware of their own and others' cultures and they are prepared well for life in modern Britain'. (Ofsted February 2015)

School Context

Hazelbeck is a generic special school with 126 students from a range of socio-economic, ethnic, religious and cultural backgrounds. We are co-located with Beckfoot School. Our pupil population is stable and the majority of our students make good or outstanding progress relative to their starting point and level of need. This is true for all groups of learners including students in receipt of the pupil premium.

School Aims, Vision and Ethos

At Hazelbeck our core purpose is the personal development of students and their academic success-our ethos underpins all aspects of school improvement. Our school motto, 'Enjoy - Learn - Succeed' reflects this. Our core purpose is for all Hazelbeck learners to enjoy school, become independent learners and to expect success. We aim to equip every Hazelbeck learner with the skills and qualities needed to be successful and safe in an ever changing world. This is communicated to students through our vision:



'The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.' Outstanding descriptor Overall Effectiveness School Inspection Handbook

In all our work as a school we seek to be both thoughtful and wide ranging in our provision for students so that all individual pupils thrive and the school is a cohesive, inclusive and supportive learning community.

Our aim is to impact on our students' **spiritual** development so they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures amongst our population.

Our aim is to impact on our students' **moral** development so they can recognise the difference between right and wrong and apply this in their lives; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly

Our aim is to impact on our students' **social** development so they develop highly effective social skills including collaboration and resilience; are happy to work and socialise with students from different religious, ethnic and socio-economic background and take an active part in running the school. Student voice is central to every big decision we make. We aim to support all our students to engage with British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (including those without faith) and to help each student understand how they can participate in and contribute positively to life in modern Britain.

Our aim is to impact on our students' **cultural** development so as they are excited to investigate their own and other's heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity.

Key Strategies that promote SMSC development at Hazelbeck

SMSC can be seen across all aspects of Hazelbeck and are embedded in the ethos and relationships across the school, in our curriculum, in the teaching and learning and classroom environment, on the school website and in the relationships across the school. We share a determination to provide a lived ethos and outstanding learning experiences for all. Particular features of the school's work to promote SMSC include Student Voice and Leadership; a whole school commitment to the School Ethos, rich curriculum provision, high priority given to the creation of a calm, inclusive and cohesive environment and to partnerships with Beckfoot, with health professionals and other community groups. Some of these key strategies are outlined below:

Pastoral Care

Pastoral Care is a key element of our provision of moral, cultural, social and spiritual development of all students, building strong relationships between staff, students and their families. We have a strong child centred pastoral structure with a classroom teacher, HLTA and team of SNTAs linked to each base. Each key stage is led by a member of the Leadership team. This structure allows issues raised by students and staff to be dealt with quickly by staff who know the students well. Staff within the school are Team Teach trained; in this way students are supported in managing their own behaviour. We promote strong parental involvement and connections to parents through the home-school diaries, website, letters and community events. We have a strong and effective partnership with other services such as the Nursing, Physiotherapy and Speech and Language services, as seen in our half termly meetings. Together with daily briefing sessions this creates a calm environment where strong communication promotes a shared understanding of each individual student's needs.

Curriculum

We offer a broad and balanced curriculum for all students that promotes and sustains a thirst for knowledge and understanding and has a very positive impact on all pupils behaviour and safety, contributes very well to their academic achievement, their physical well-being and and their spiritual, moral, social and cultural development. There are wide ranging opportunities for enrichment that include visits, visitors, leadership opportunities, after school clubs. The curriculum is helping to prepare Hazelbeck students for life in modern Britain through a particular focus on promoting independence and resilience and ensuring that learning opportunities are meaningful for students.

Provision for spiritual, moral, social and cultural development runs through all curriculum areas with each leader of learning creating opportunities for SMSC development across the school. Students are guided and supported at all key decision stages e.g. through the Vocational Fair where they choose options for Key stage 5, and the Bright Futures event which supports students and their families as they prepare for their lives in the community. Partnerships with local groups enhance our core and additional curriculum (eg Hazelbeck Allotment in Bingley, Forest Schools work at St Ives).

The RE curriculum at Hazelbeck is based on the locally agreed syllabus established by the Bradford local Standing Advisory Council for Religious Education (SACRE).

The curriculum at Hazelbeck supports all students understanding of how to keep themselves and others safe. This includes an understanding of right and wrong, prejudice based bullying, dangers from others and extremist views. More able students are given a safe space to discuss issues in a developmentally appropriate way.

PSHE Provision

PSHE is provided in the curriculum and is led by base teachers. It includes SRE, citizenship, careers education and health and wellbeing. This work contributes strongly to our SMSC provision. The school nursing team are also a crucial part of PSHE provision at Hazelbeck and help to prepare pupils for life in the wider community through supporting teachers to deliver lessons on hygiene and aspects of growing up.

Assemblies (Collective Worship)

Assembly is held weekly; this is an opportunity for the whole school community to meet. Each week a different base leads the assembly. Assemblies are key to delivering moral, social, spiritual and cultural messages to all students providing clear guidance on right and wrong, attitudes to others as well as developing a sense of belonging, understanding of community and opportunities to celebrate achievement in all its forms. Some assembly examples are:

- Anti-bullying
- Sharing experiences e.g. MAD day with schools in Bradford, recent story-telling workshop
- Celebrating outstanding work
- Arts Week assembly and exhibition
- Meeting the School Nurse

Sixth Form

In sixth form we have a policy of encouraging students to volunteer, e.g. waiters and waitresses, PALS, A team, helping students in the morning on arrival. We monitor the personal development and volunteering undertaken by Sixth Form and this supports their SMSC development and is a crucial element of supporting their future.

Lunchtime and After School Clubs

All students take part in enrichment activities at lunchtime each day; they are able to make a choice from a wide range e.g. music, games outside, football, computer club, AAC club, table top games, film club. We support students to access after school clubs e.g. Art club, sensory club, football club and horse riding which take place at a nearby RDA centre. These activities provide social and cultural opportunities to participate with others. Transport is provided for some clubs to ensure the equality of opportunity in accessing provision that is key to our 'Enjoy, Learn, Succeed' vision for Learners.

Residential Trips

Students access a range of residential enrichment activities ranging from activity holidays, cycling residential trips, visits to London, the local city hall and outdoor activity camps. Some projects involve links with our co-located school, Beckfoot, so providing further opportunities to develop social skills.

Student Leadership, Consultation and Volunteering

Student Leadership is promoted and celebrated throughout the school; this includes leading Assemblies, voluntary roles and responsibilities (waiters and waitresses) and the Playground

Leaders. The A team is an elected body which leads on short-term projects. Student consultation is at the heart of all decisions.

National Accreditation Schemes

We have three national accreditations representing particular strengths:

- Healthy Schools Award
- Artsmark
- Investors in Pupils
- Eco Schools Silver Award

Leadership and Monitoring of SMSC

SMSC is led by a middle leader supported by the Senior Leadership Team.

Training is delivered to all staff in understanding SMSC development and the school ethos and vision and is part of new staff induction. Training updates keep staff aware of the most recent requirements in relation to SMSC and makes connections between provision for SMSC and the Equality Act, Behaviour and safety, Safeguarding, Leadership and Management, Curriculum provision for preventing extremism and safeguarding, Achievement and the Teachers Standards.

The provision of SMSC is audited by mapping of provision by all staff.

Monitoring of SMSC includes:

- Ongoing lesson observations which include a comment on SMSC provision in the lesson
- Learning walks, pupil interviews and parent questionnaires are used to evaluate SMSC development.
- Analysis of progress, attainment, attendance and learning behaviour data by all groups in order to evaluate the extent to which all groups thrive as one aspect of equalities monitoring. Monitoring and analysis by all groups of participation of students in optional activities by all groups to check whether there are groups of students who do not engage with any additional provision
- Participation in Sixth Form volunteering is carefully monitored by all groups in order to support all students to maximise their opportunities for future success.

The extent to which we are providing thoughtful and wide ranging provision for SMSC is evaluated in the SEF. Priorities for future action for SMSC are identified on the SMSC action plan/school improvement plan.

Appendices

Defining Spiritual, Moral, Social and Cultural Development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.
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The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
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The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate

diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Ofsted School Inspection Handbook September 2014

The Education (Independent School Standards) (England) Regulations 2003 state that schools need to:

- (2a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence*
- (2b) Enable pupils to distinguish right from wrong and to respect the law*
- (2c) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life*
- (2d) Provide pupils with a broad general knowledge of public institutions and services in England*
- (2e) Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions*

In the classroom these could manifest in the following ways:

- Teaching that encourages participation, creativity, reflection and independence
- Assessment and feedback that values pupils' work and effort and supports reflection
- Activities that develop social skills such as teamwork, leadership skills and self-reliance (if you wish to develop this aspect of your work more fully, our Core Learning Skills curriculum can help you)
- Core Curriculum content that teaches students broader general knowledge about life and values in modern Britain and uses the whole curriculum including stories and literature, the Humanities art, music to develop moral values and cultural understanding of diversity and appreciation of students own identity. Students also benefit from enrichment that adds to this core entitlement.

Within the Sixth Form this manifests itself in the following ways:

- Students' personal, social and employability skills are developed to prepare them for their next steps in education or at work, including the contribution of 'non-qualification' activity and/or work experience and appreciation of how to approach life in modern Britain positively
All students are provided with high quality impartial careers education, information, advice and guidance prior to starting post-16 courses and are fully aware of their choices following completion of their post-16 study programme.
- Students have an excellent understanding of the potential risks to their health and well-being and how to manage them.