

SMSC Policy

Mission Statement

This policy supports and reinforces the aims of Millais School, valuing all students equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which students can enjoy their time at school and celebrate their achievement.

The school strives to build a community that encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to their full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC).

1. Spiritual Development

Aim

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not the same, school experiences can make a significant contribution to spiritual development.

Objectives

At Millais School, students are provided with opportunities to develop their spiritual understanding by experiencing a curriculum, which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through, for example, stories, drama, music, art and religious education;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

At Millais this is delivered through:

- A Religious study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
- A discrete PD programme (for Years 7-11) which involves all years in opportunities for discussion, and debate to encourage learning and develop an awareness of core values;
- An assembly programme to address many aspects of SMSC and which underpins the school values;

- A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development;
- Educational enrichment trips, creative partnerships and visiting speakers that provide students with a range of experiences, and which promote a sense of awe and wonder about the world;
- A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
- A rewards system developing student self-esteem through certificates, postcards home and awards at all levels;
- Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
- The use of school council to involve students in the life of the school.
- A tutor programme for Years 7-11.

2. Moral Development

Aim

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour.

Objectives

The code of conduct promotes the concept of excellent behaviour by expecting students to:-

- wear the correct uniform and conform to uniform rules
- behave sensibly and in a co-operative and polite manner
- act with courtesy and consideration to other students, staff and visitors
- respect other people's property
- keep to the left and use one-way systems when appropriate
- eat only in the designated areas, not in the corridors
- keep the environment clean, tidy and litter free
- never risk being punished or excluded because you have been involved in anti-social behaviour such as bullying, fighting, smoking or vaping.
- never risk being permanently excluded because you possess any dangerous items or an offensive weapon, or you possess or are involved in handling/taking/supplying any drugs including alcohol

In lessons and tutor time students are expected to:

- exceed the minimum expectations displayed around school
- behave in a way which does not disrupt the learning of others
- take pride in their work
- participate fully with a positive and co-operative manner
- work hard
- listen attentively, record homework accurately and seek help if needed

Outside school or on the way home students are expected to:

- remember that when in uniform the school's reputation depends on the way they behave and the code of conduct still applies
- never act in a way which puts your safety or that of others in jeopardy
- behave appropriately on school transport or the right to travel may be removed

When using the internet/school network/any hand held device students are expected to:

- observe all rules as detailed in the relevant Acceptable Use Policy (AUP)
- never allow anyone else to know or use their passwords
- act in a safe, responsible/non-offensive way at all times
- understand that all aspects of internet use is monitored and recorded
- be aware that inappropriate use may result in loss of access as well as disciplinary action
- report any misuse immediately to a Member of Staff
- liaise with the school council to make suggestions about improving school behaviour
- take part in questionnaires and surveys.

At Millais this is delivered through:

- Clear models of good behaviour from staff and reinforcement of school and classroom rules both inside and outside of lessons
- A structure used by all staff that is focused on conflict resolution and restorative justice.
- A tutor time programme with discussions based on moral issues, where appropriate, across the school community.
- PD programme for Years 7-11.
- Assembly themes on moral issues, developed and reinforced during tutor time.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of students in teams across the school: Student council; Student Leadership Team; Eco Reps, Sports Leaders; Wellbeing Ambassadors.
- Supervised and filtered access to the Internet together with regular assemblies and specific E-Safety events focused on the dangers of the internet and related issues.

3. Social Development

Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Students are encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community.
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

At Millais we provide opportunities for students to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner
- Participate and lead in teams across the school: Student council; Student Leadership Team; Eco Reps, Sports Leaders; Wellbeing Ambassadors; Music Ambassadors; Form Captains; Sports Leaders; Charity teams; Librarians; News teams; and other clubs and societies.
- Designated Student Voice Reps reporting to the SLT through the whole school Student School Council.
- Develop skills in speaking and listening across programmes of study and to participate in key reflective work where students learn both from teacher interaction and support and also through independent study.
- Participate in a PD programme for Years 7-11.
- Receive high quality pastoral and career advice. Subject specific advice is given at certain milestones of a student's life at the school, for example Options, to help them make informed choices to support their Post 16 pathways. Careers advice is offered to students providing support on career/further or higher education planning.
- Participate in the wider community through volunteer support work in the local community.

4. Cultural Development

Aim

Cultural development refers to students' increasing understanding and response to those elements, which give societies, and groups their unique character. The school promotes the cultural traditions of Britain and the ethnic and cultural diversity of the world.

Objectives

The students are encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- Recognise that similarities and differences may exist between different societies and groups;

- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

At Millais we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as libraries; museums; galleries; theatres and other educational establishments – schools, colleges and universities – in order to better understand other cultures and ways of life.
- MFL/Historical/Dance visits to other countries such as USA (New York), France and Spain. The delivery of a wide range of languages including French, Spanish, Italian, German and Chinese enhances cultural understanding beyond the UK.
- Collective assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated within drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Divali, Hannukah.
- Provision of a Prayer Room for Muslim students when required.
- Topic work across the school that explores “culture” in all its various forms in relation to specific subject areas.
- Access to the Internet in order to explore cultures and activities as extension learning
- Cultural diversity issues through the delivery of the PD programme for Years 7-11.

Role of Senior Leaders and Key Staff

- To offer an Enrichment Programme, including an Activities Week, that supports the development of SMSC across the school.
- To undertake audits and observations of CA developments in SMSC provision.
- To promote and facilitate enrichment events in school.
- To organise themes for the weekly focus in tutor group time linked to an assembly programme.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To compile a broad sheet (photographs and programmes) to record the ongoing school’s support for S.M.S.C.
- To oversee a database of student involvement both inside and outside of school
- To encourage staff and students to be involved in enrichment activities that are spiritually, morally, socially and culturally engaging both inside and outside the classroom.