



Grace Academy

SMSC and British Values Policy

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1. Introduction

The vision of Grace Academy is to develop well-educated, considerate and caring citizens with a strong sense of values, who will succeed in and contribute to modern society. At the heart of all we do is a drive to provide an outstanding education for students which develops the whole person through our shared values.

It is our Christian ethos provision that makes Grace Academy unique, shaping who we are as an organisation, and providing a clear road map for us all through our five shared values of grace, respect, integrity, potential and excellence. Our aim is for these shared values to be outworked through our academy culture, embedded in our enhanced curriculum, role modelled by our staff and explored and demonstrated by all of our students. We believe this will make a positive impact on learning and help meet Ofsted outcomes by:

- Maximising the impact of teaching and learning
- Providing a broad and balanced curriculum fit for purpose
- Promoting spiritual, moral, social and cultural development
- Improving students' behaviour, motivation and attitude to learning
- Enhancing the wellbeing of staff and students
- Strengthening leadership and management
- Promoting British Values
- Improving the overall effectiveness of the Academies

This policy will provide a framework to enable a clear consistent focus on what puts the Grace in Grace Academy, therefore ensuring all key stakeholders can play their part in making the academy vision become a reality.

Our ethos makes a tangible difference to the way we work together and with our wider communities. Within this framework it would be impossible to overlook the government's view of British values. British values are considered by the present government to be:

- Democracy;
- rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.

At Grace Academy these values are reinforced in a pervasive manner and permeate the academy community. We recognise not only the importance of helping pupils to develop academically but also spiritually, morally, socially and culturally. Our aim is that they are fully prepared for life in British society, to take their role as good citizens, able to make the best possible contribution to the community in which they live and wider. Within a framework of Christian Values, we teach the importance of British Values by going much deeper into the meaning of what it is to live a life of respect. This provides the context and meaning for understanding why British values are important.

2. Embedding SMSC

Grace Academy will actively promote our students spiritual, moral, social and cultural development as well as British values in line with our academy vision. Our staff will provide learning experiences that draw on students' own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding. Time is given for students to reflect, consolidate and apply their learning in all lessons. Attention is given to developing a safe and secure classroom climate because SMSC is connected to students' real life experiences.

The **spiritual** development of our students will be 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.

The **moral** development of our students will be shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

The **social** development of our students will be shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other students, including those 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; they 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 our students will be shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Understanding and appreciation of the range of different cultures within the academy 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, musical, 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 and respect others as shown by their tolerance and attitudes.

The values in our academies underpins all of our curriculum and culture and provide a lens through which effective SMSC and British Values are embedded. Importance is given to SMSC across the curriculum in lessons, tutor time, assemblies, enrichment and trips and visits. In addition, as part of our organisation of effective SMSC provision, the Academy Ethos and Enterprise journey is a framework which we use to embed four key Grace Academy themes:

- ✓ **Developing Shared Values:** Embedding our values of grace, respect, integrity, potential and excellence through the curriculum and culture
- ✓ **Building Healthy Relationships:** Developing the skills, values and wisdom needed to build positive relationships in every sphere of life
- ✓ **Understanding Christian Perspectives:** Exploring Christian viewpoints on faith based issues as part of a distinctive but inclusive curriculum
- ✓ **Readiness for Employability:** Preparing students for the world of work and life beyond the academy.

3. Embedding British Values

Grace Academy enables and encourages students to:

- Develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- 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;
- acquire a broad general knowledge of and respect for public institutions and services in England
- have further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures;
- have respect for other people; and
- have respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The examples that follow are expanded upon in the attached appendices. They are an indication of some of the many ways we seek to embed British values at Grace Academy and should be seen as an indication of our approach rather than an exhaustive list.

Democracy

At Grace Academy the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community, for instance, elections being held for Head Boy and Girl and our Prefects. The principle of democracy is explored in History and Religious Studies as well as in tutor time and assemblies.

The rule of law

The importance of laws, whether they be those that govern the class, the Academy, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through assemblies. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police are regular parts of our calendar and help reinforce this message.

Individual liberty

Within Grace Academy students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. We educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in computing and tutor time activities.

Mutual respect

Respect is at the core of our Academy ethos and is modelled by students and staff alike. The Academy promotes respect for others and this is reiterated through our classroom and learning environments. Mutual respect is embraced throughout the curriculum. The student mentoring programme is an example that promotes mutual respect and support between students across different year groups within the Academy. The restorative justice system is also an example used as part of the behavioural programme within an academy.

Tolerance of those of different faiths and beliefs

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the academy community. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages. Additionally, students are actively encouraged to share their faith and beliefs within the academy. Our Religious Education/Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures and this is delivered in different ways throughout the curriculum.

4. Roles and responsibilities

Our students will be encouraged to engage, explore and model British values as they contribute positively to the life of the Academy. Pupils are expected to treat each other and staff with respect, in line with the school's ethos and behaviour policy.

Our governors are encouraged to implement the Academy ethos as well as develop processes and procedures that are guided by shared values. They hold the staff accountable for the outworking of the Academy vision.

Our Academy Leadership Teams are encouraged to role model the values, establishing best practice in staff welfare, outstanding teaching, behaviour management and pastoral support to ensure our students' academic and holistic development.

Our staff are the key to building a culture centred on shared values. British values being one of these values. When staff effectively role model the values, we believe it will impact student outcomes and foster an effective climate for learning, as well as improve staff morale and wellbeing.

We see every role within the academy structure as important which is why we encourage all staff members to help embed our ethos in practice.

Our teaching staff are encouraged to engage students through an enhanced curriculum, showing commitment to promote and model the values through their attitude, actions and teaching practices. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.

The operational and support staff are encouraged to work together with others to create an effective learning environment that ensures our students' academic and holistic success is the number one priority for all.

Our ethos and enterprise team will work alongside staff and students to champion our vision and helping students develop shared values. They will help extend the impact of the values and ethos beyond the academy into parents, transition and the wider community.

A member of the Academy Leadership Team has the responsibility to monitor and review the implementation of this policy on an annual basis. The review will include staff and student feedback on effectiveness. The review is shared with the academy Principal, local governance, and strategic lead for Ethos and CEO.

The policy is reviewed tri-annually subject to statutory changes and changes required following the annual review. The appendices are specific to each Academy and may therefore be reviewed and amended on a more regular basis

5. Sources

In drafting this policy we have taken account of the following Department for Education, statutory and non-statutory guidance including:-

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils document, November 2013;
- Promoting fundamental British values as part of SMSC in schools document, November 2014
- OFSTED framework, September 2015;

Further information can be found within our policies and Grace Academy guidance for Ethos

Appendix B

PSHE Guidance Links:

- Department for Education Promoting fundamental British values as part of SMSC in schools:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

- Department for Education Improving the spiritual, moral, social and cultural (SMSC) development of pupils:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268826/dept_advice_template_smscadvicenov13.pdf

- PHSE Association Curriculum Guidance:

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

- PHSE Association Programme of Study for PSHE Education (Key Stages 1-5):

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Appendix C – Grace Academy Solihull Overall Plan

The core values of Grace Academy are grace, respect, potential, integrity and excellence. These values are used to help students understand their place both in the academy and in modern Britain.

Further details of the academy’s commitment to promotion of British Values and SMSC are contained in the Ethos Framework showing Ofsted links. More evidence such as impact reports can be given for examples mentioned in this document and for each criteria. Displays across the academy give students examples of British Values in action in a range of curriculum areas.

An understanding of how citizens can influence decision-making through the democratic process

- Student leadership and responsibility is covered through the Prefect system and ASA’s (Academy Student Ambassadors). These students find out students viewpoints through students surveys and form time activities and then work with both staff and students to positively change areas identified from student voice
- Post 16 students regularly participate in debates and discussions focused on politics and British and international current affairs as part of their regular tutor activities throughout the year
- “Understanding Parliament and Government” tutor activities – multiple sessions throughout the year: Years 7-11
- British Values assemblies on the rule of law and how important it is for people to know what their government is doing and
- Students participate in mock campaigns and voting during times of national interest: General Election (May 2015) and EU Referendum (May 2016)

An understanding that the freedom to hold other faiths and beliefs is protected in law

- Academy staff attend inter-school police forum to discuss trends and issues needing addressing in the academy as well as regular contact held with Police / Solihull Council and other relevant agencies
- “Multi-Faith Britain” tutor activities – multiple sessions throughout the year focused on understanding the ever-changing diversity of Britain’s religious landscape: Years 7-11
- “Understanding Faiths and Beliefs” multi-faith workshops presented by 3FF: Years 8-10

An acceptance that 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

- Regular assemblies tackling anti-bullying/homophobia/racism/mental health issues and other topics raised through monitoring of relevant issues
- Anti-Bullying Week assemblies and activities every year: Years 7-11
- Bullying and incidents of concern recorded, investigated by Safeguarding team, and resolve using Restorative Practices framework
- Bully 4 U performance and workshops presented by Loundmouth Theatre in Education for all Year 8 students including issues of homophobia/ racist bullying
- Tutor time: ART (Acceptance, Respect, and Tolerance) has helped students explore protected characteristics and issues of discrimination
- British Values tutor activities – multiple sessions during Spring Term, covering such topics as: what it means to be British; tolerance; and individual liberty and responsibility

An understanding of the importance of identifying and combatting discrimination

- British Values assemblies on extremism and radicalisation and how these attitudes and actions are the opposite of what it means to be British
- Assemblies on multiculturalism explain the influence other cultural traditions have had on what we call modern Britain. Assemblies also highlight the fact that what people consider “British” has always been a melting pot of many diverse cultural influences
- History SfL includes project on Auschwitz and a visit and presentation from Holocaust survivor, which focuses on the dangers of intolerance and demonising people based on religion, race, or sexual orientation
- All staff are Prevent trained. Through assembly, tutor, and lesson, staff encourage students to challenge and report any incidents of racist, religious, sexual or gender-based bullying, both in school and outside as well

Appendix D – Grace Academy Darlaston Overall Plan

The core values of Grace Academy are grace, respect, potential, integrity and excellence. These values are used to help students understand their place both in the academy and in modern Britain.

Further details of the academy's commitment to promotion of British Values and SMSC are contained in the Ethos Framework showing Ofsted links. More evidence such as impact reports can be given for examples mentioned in this document and for each criteria. Displays across the academy give students examples of British Values in action in a range of curriculum areas.

An understanding of how citizens can influence decision-making through the democratic process

All students took part in voting for issues to be discussed by the Walsall Youth Parliament (Sep 2016)

Election fever Tutor Time using resources from Parliament.uk (May 2015) and for the Referendum on (May 2016)

Curriculum examples include Geography: Different types of government and how democracy can shape a country, Year 10: March, Year 8 October. History Curriculum looks at the introduction of democracy in Year 7 and democracy in Germany in Year 8, 9 and 10

Student leadership and responsibility is covered through the Prefect system and ASA's (Academy Student Ambassadors). These students find out students viewpoints through students surveys and form time activities and then work with both staff and students to positively change areas identified from student voice

Post 16 have conducted a philosophical debate/ project surrounding forms of government and modern social commentators views as part of Skills for Learning (Autumn Term)

An understanding that the freedom to hold other faiths and beliefs is protected in law

Tutor time: ART (Acceptance, Respect, Tolerance) has helped students explore protected characteristics and issues of discrimination

Precious Life presentation by West Midlands Police: November 2016

Tapestry Prevent Event booked for Feb 2017

Saltmine Prevent Theatre Production held across year groups during 2015-2016

Tutor resources provided for students to discuss British Values and their importance (Spring Term)

Multiculturalism tutor time course: Years 9-11

Human Rights tutor time course: Years 9-10

Curriculum examples include Year 8 R.E lessons look at faith and tolerance and Year 8 History looks at slavery and the suffragette movement

Academy staff attend inter-school police forum to discuss trends and issues needing addressing in the academy as well as regular contact held with Police/ Walsall Council and other relevant agencies

Discrimination and Prejudice modules in PSHE/Citizenship

An acceptance that 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

Anti- Bullying Workshops provided for Year 7

Regular assemblies tackling anti-bullying/homophobia/racism/mental health issues and other topics raised through monitoring of relevant issues

Bullying and incidents of concern mapped on CPOMS and acted on by safeguarding team

Bully 4 U Theatre Company (Oct 2015) and workshops for all Year 8 students including issues of homophobia/ racist bullying

Year 7 Ethos literacy project encouraged students to write creative writing pieces on the subject of bullying and discrimination from the point of view of a victim.

Battlefield Project: Students teaching others about legacy of World War II and how this has affected and shaped British Values

Panels of faith leaders conducted by Head of R.E as part of British Values days

Prevent modules in PSHE/Citizenship

An understanding of the importance of identifying and combatting discrimination

Termly assemblies focus on Respect and have looked at discrimination, homophobia and the effects of discrimination.

Guests such as Footballers versus homophobia provide workshops

Anti-bullying week assemblies and activities: Nov 2014

Curriculum including work such as Year 9 English Module tackling homophobia by looking at organisations such as Rainbow laces working to tackle prejudice in football. Texts such as “Of Mice and Men” help students engage with issues of race and prejudice

Students through R.E and History will explore examples such Martin Luther King and Thich Quang Doc who have tackled discrimination on grounds of race and faith

All tutor groups in years 7-10 work on notice boards and assemblies to promote values across their year group.

Appendix E – Grace Academy Coventry Overall Plan

The core values of Grace Academy are grace, respect, potential, integrity and excellence. These values are used to help students understand their place both in the academy and in modern Britain.

British Values are met and addressed through a range of opportunities in the Academy. These include:

- Explicit British Values Ethos sessions delivered through tutor time (See British Values evidence folder)
- Opportunities to engage with British Values throughout the curriculum, in subject areas and during timetabled lessons (See SMSC Audit)
- Through one off stand-alone events designed to address individual elements of British Values (See British Values evidence folder)
- Through Academy life and core values which reflect and promote the values of British society.

Further details of the academy's commitment to promotion of British Values and SMSC are contained in the Ethos Framework showing Ofsted links. Further evidence such as impact reports can be given for examples mentioned in this document and for each criteria.

Future Planning:

- To expand the existing ethos tutor work to include shaped lessons which meet the varied needs of each year group as they progress through the Academy.
- To plan and implement a range of British Values ethos events across the seven year programme of the Academy.
- To deliver British Values events for our feeder schools to ensure a smooth transition of message from Primary to Secondary education.
- To collate impact reports, student feedback and other evidence in a British Values folder as evidence for how we meet British Values and to inform further developmental change.

The following reflect previous British Values events at our sister school in Darlaston. These are marked in green and will be updated in red when checked against those events run at Coventry prior to the arrival of the new incumbent AP for Ethos.

An understanding of how citizens can influence decision-making through the democratic process

All students took part in voting for issues to be discussed by the Walsall Youth Parliament (Sep 2016)

Election fever Tutor Time using resources from Parliament.uk (May 2015) and for the Referendum on (May 2016)

Curriculum examples include Geography: Different types of government and how democracy can shape a country, Year 10: March, Year 8 October. History Curriculum looks at the introduction of democracy in Year 7 and democracy in Germany in Year 8, 9 and 10

Student leadership and responsibility is covered through the Prefect system and ASA's (Academy Student Ambassadors). These students find out students viewpoints through students surveys and form time activities and then work with both staff and students to positively change areas identified from student voice

Post 16 have conducted a philosophical debate/ project surrounding forms of government and modern social commentators views as part of Skills for Learning (Autumn Term)

An understanding that the freedom to hold other faiths and beliefs is protected in law

Tutor time: ART (Acceptance, Respect, Tolerance) has helped students explore protected characteristics and issues of discrimination

Precious Life presentation by West Midlands Police: November 2016

Tapestry Prevent Event booked for Feb 2017

Saltmine Prevent Theatre Production held across year groups during 2015-2016

Tutor resources provided for students to discuss British Values and their importance (Spring Term)

Multiculturalism tutor time course: Years 9-11

Human Rights tutor time course: Years 9-10

Curriculum examples include Year 8 R.E lessons look at faith and tolerance and Year 8 History looks at slavery and the suffragette movement

Academy staff attend inter-school police forum to discuss trends and issues needing addressing in the academy as well as regular contact held with Police/ Walsall Council and other relevant agencies

Discrimination and Prejudice modules in PSHE/Citizenship

An acceptance that 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

Anti- Bullying Workshops provided for Year 7

Regular assemblies tackling anti-bullying/homophobia/racism/mental health issues and other topics raised through monitoring of relevant issues

Bullying and incidents of concern mapped on CPOMS and acted on by safeguarding team

Bully 4 U Theatre Company (Oct 2015) and workshops for all Year 8 students including issues of homophobia/ racist bullying

Year 7 Ethos literacy project encouraged students to write creative writing pieces on the subject of bullying and discrimination from the point of view of a victim.

Battlefield Project: Students teaching others about legacy of World War II and how this has affected and shaped British Values

Panels of faith leaders conducted by Head of R.E as part of British Values days

Prevent modules in PSHE/Citizenship

An understanding of the importance of identifying and combatting discrimination

Termly assemblies focus on Respect and have looked at discrimination, homophobia and the effects of discrimination.

Guests such as Footballers versus homophobia provide workshops

Anti-bullying week assemblies and activities: Nov 2014

Curriculum including work such as Year 9 English Module tackling homophobia by looking at organisations such as Rainbow laces working to tackle prejudice in football. Texts such as “Of Mice and Men” help students engage with issues of race and prejudice

Students through R.E and History will explore examples such Martin Luther King and Thich Quang Doc who have tackled discrimination on grounds of race and faith

All tutor groups in years 7-10 work on notice boards and assemblies to promote values across their year group.