

Glyne Gap School

Curriculum Guideline 9 (CG9): SMSC and Developing the Whole Child

Policy and Teaching Guidelines on pupils’ Spiritual, Moral, Social, and Cultural Development (SMSC); Support, Guidance and Welfare; and including policy on Collective Worship.

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1. Introduction

The school aims to “teach children the knowledge skills and confidence that will enable them to lead as full, happy and independent a life as possible. Within the school and community it aims to provide a learning experience that is exciting, challenging and relevant.”

As a school we aim to teach the whole child through Spiritual, Moral, Social and Cultural education. We aim to enrich and expand the lives of our pupils while developing their values, attitudes and beliefs in preparation for life in modern Britain. We highly value SMSC

education and endeavour to incorporate SMSC influences into all aspects of our pupils' development.

2. Spiritual Development

We believe that the ability and willingness to be able to reflect on experiences and upon our own and others' beliefs, religious or otherwise, are an essential part of learning for all. The insights, principles, beliefs, attitudes, feelings and emotions which cause us to reflect and guide, inspire and motivate us are the 'essence' of a person, are fundamental to value systems and are at the core of pupil self-esteem.

If pupils are supported to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them; in using their imagination and creativity in their learning and are given the opportunity, tools and time to reflect on experiences then they are going to be better participators, better communicators and better learners. This will not only affect their quality of life and learning now, but will inform their perspective on life and the respect they have for different people's faiths, feelings and values in their future lives.

Practical Arrangements

- The foundations of pupils' Spiritual Development are established through Glyne Gap Early Years learning which is full of fun opportunities to learn through exploration and for children to be active and adventurous learners.
- This is built upon through Glyne Gap School and FE learning with inspiring and pupil centred opportunities for Spiritual Development delivered through:
 - a) Tier 1 learning (individualised goal work set and evaluated termly) focusing on learning in areas such as self-advocacy, relationships and problem-solving and self-assessment (pupils are taught the skills of reflecting, to build upon and express personal values)
 - b) Tier 2 learning (breadth of learning through modular opportunities) e.g. Creative Development and Knowledge of the World learning in School and Vocational Development (Work and Leisure opportunities) in the Faculty (experiences to reflect upon, extend knowledge of and reinforce personal values).
- RE and Citizenship Learning for all pupils

3. Moral Development

Values

The moral principles and standards that we give our pupils come in large part from how we behave to each other – staff to staff, staff to pupil, pupil to pupil. The ethos and culture of the school must be clear and upheld by all – its central tenets are respect for every individual, and the school as a community for learning in a fun environment. We aim to prepare pupils for their future lives, helping them to develop morally so they are able to become part of the wider community living as part of modern Britain.

Specific values that the school endeavours to teach include:

- right and wrong
- honesty, truth and fairness
- respect for others
- importance of positive relationships
- self-discipline and sense of responsibility

Practical Arrangements

- Creating a climate for learning in which everyone is respected and valued.
- A whole-school focus on positive attitudes and good behaviour.
- Teaching pupils right and wrong and developing their understanding of how their behaviour affects others.
- Topics that reflect on pupils' own lives and others' lives and beliefs.
- Collective worship focusing on:
 - How pupils relate to themselves and others
 - Meaning and purpose
 - Awe and wonder
- Stories that have a moral meaning.
- Discussions that encourage the forming of ideas.
- Using opportunities/circumstance as they arise in daily routines.

4. Social Development

Through the social aspect of SMSC pupils learn about different types of relationships. They are taught about people's differences and how those differences are to be celebrated in order to be able to relate well to others in a range of different contexts. An emphasis is placed on teaching pupils learning to develop and enjoy friendships and good relationships including resolving conflicts when they occur. Ultimate happiness may well be determined

by the quality of a special relationship. Such relationships will carry certain rights and responsibilities, and will have implications for collaboration and co-operation. Pupils are actively encouraged to take risks and join in with activities and make a positive contribution to life in and out of school.

Practical Arrangements

- Tier 1 PSHE learning through Personal Autonomy with individualised goals and IEP targets to support the development of friendships and relationships.
- MTCP tier 2 learning through Personal Development
- Providing opportunities for pupils to work collaboratively
- Opportunities for playing games with rules, competition and fair play
- IEPs reflecting leisure opportunities
- Facilitation of membership of clubs, groups e.g. Boathouse
- Integration activities

Community Participation and Citizenship

Community

It is felt to be important that pupils see themselves as members of the community, with both the entitlements and the responsibilities that involves. At the heart of this is the school as a community, but participation is actively encouraged in the community local to a pupil's home or school, and in the wider community. It is our belief that both our pupils and the community itself benefit if our pupils are known and valued within the local community.

Practical Arrangements

- a. School as a community – whole school assemblies/Festivals/Celebrations/events; Art/Music/Drama residencies for whole school; residential trips; helping around the school, as monitors, in younger classes etc; School Fundraising for National Charities.
- b. Local community – integrated activities with mainstream schools; encouragement to children joining local Youth Clubs/Scouts etc.
- c. Wider community – curriculum work on shops and shopping; use of local facilities; visits to local places of interest; locally-based community service and vocational experience; participation in local events e.g. Bexhill Fun Run, Edwardian Week etc.
- d. Contributing to the community through work – for relevant pupils through the Employability strand of the KS4/5 curriculum.

Inclusion

It is seen as the right of every Glyne Gap pupil to participate in the wider community. It is the school's belief that it must play an active role in the facilitation of this. Inclusion and integration is discussed for all pupils at the liaison meeting held in Terms 5 & 6.

Citizenship

As far as is practicable, pupils are supported in gaining understanding at their own level of:

- a. concept of taking responsibility
- b. group decision-making processes
- c. ways of making our opinions known
- d. awareness of current issues of concern
- e. awareness of rights/responsibilities/roles as they reach adulthood

Practical Arrangements

- taking responsibilities within school, as a beginning to understanding wider responsibilities
- decision making processes
 - School and Student Councils
- ways of making own opinions known
 - FE students consulted on relevant issues, make representation to Governors
- awareness of current issues
 - environmental awareness work
 - discussion of newspaper items, current events as they occur, and in communication / Literacy lessons.
- rights/roles/responsibilities of adulthood
 - support for FE students as they approach 18
 - Health/Sex Education
 - Employability pathway
 - Careers Education

5. Cultural Development

At Glyne Gap School Cultural Development focuses on pupils being encouraged and helped to understand, appreciate and celebrate that they are growing up in a community that has a wide range of cultural influences that has shaped their own heritage and that of others. All learning is focused on developing skills to enable happy and fulfilled lives now and in the future and for most of our pupils that will be a future based in Modern Britain.

We strive to make the idea of 'Community' meaningful to each individual and for our pupils it ranges from the 'community' of class groupings, families, the school, the local community of Bexhill, East Sussex, Britain and the World. Differences are recognised, respected and celebrated, whether they relate to race, belief, ethnic, socio-economic grouping, tradition, custom or practice, and whether those be political, artistic, sporting or other culturally influenced differences.

The school actively encourages building relationships with families, local community groups and wider community groups and this is a key focus through modular work and RE and Citizenship learning. The school has a number of pupils who may experience different cultural opportunities in their home life and we aim to work with families to understand more about this and capitalize on the strengths of these opportunities, whilst recognizing that additional support may need to be put into building these relationships.

Likewise Glyne Gap learning focuses on the 'responsibilities' of being part of a community and how we can participate and contribute to our community. Just as our parliamentary system holds a central role in developing Britain, our 'School Council' and 'Student Council' actively play a part in the shaping of our School Community. When appropriate, we work with students and families to enable our older students to participate in Local and National elections.

Practical Arrangements

- Curriculum – pupils' awareness that Modern Britain is a multi-cultural society in a global community is promoted through work in all Tier 2 areas. This topic/module content may be adopted to reflect particular circumstances or events locally, nationally, or in an individual pupil's family for example incorporating the Olympic Values in Physical Development work, asking a parent to run a Thai food cooking class as part of our Knowledge of the World work and so on.
- Resources – books, pictures, videos, photos, wall displays, dolls, puppets, play equipment etc will reflect a wide variety of people, customs and ways of life including those who represent our cohort of students and their cultural heritage
- Individual Pupils –
 - Differences in background are recognised and celebrated, not ignored
 - Individual pupils (also students, staff and visitors) are encouraged to share their own customs, clothes, food etc with the rest of the class
 - Topics/Modules may have their content adjusted to relate to the life of an individual in the group
 - Whole school celebrations/festivals may similarly reflect the ethnic backgrounds of specific pupils
 - Pupils will be encouraged to identify with and take pride in ethnic groups to which they belong

- Provision will be made for a pupil where English is a second language and/or not spoken at home
- Individual support may be needed if a pupil is experiencing racial discrimination outside school
- Any incidents of discrimination within school are dealt with proactively
- Pupils' families –
 - respect is always shown to the wishes of a family regarding customs, belief, food, dress etc
 - requests regarding religious observance are respected
 - Families may share their customs with their child's class/school
 - Sensitive support will be given where a family may experience concerns e.g. where English is not spoken by all members; where a family may prefer a home visit rather than having to come into school

6. School Assembly

The school aims by its assemblies to reinforce its overall aims. Assemblies are designed to contribute to

- pupils' spiritual development (how they reflect on themselves and on human concerns)
- pupils' moral development (how they decide on right and wrong)
- pupils' social development (how they relate to others)
- pupils' cultural development (how they understand and value a set of beliefs, ideas and customs)
- pupils' religious knowledge (particularly the most well know bible stories and religious festivals)
- the ethos and corporate life of the school (particularly recognising and publicly celebrating children's achievements and respecting all)
- pupils' understanding of school values (friendship, teamwork etc)

.. and so help pupils lead as full, normal and independent a life as possible.

The weekly whole school and half termly department assembly on Friday afternoons has three main parts.

Part 1 Religious and Cultural Education

The first half of every assembly will follow a half-termly theme chosen because the theme lends itself to a spiritual, moral, cultural or religious dimension. As well as the main theme, the four year cycle systematically covers the best known bible stories, and the major festivals and celebrations of Christian and world religions. Some assemblies will be given over completely to such festivals or celebrations.

Please Note: Parents can request their child to be withdrawn from this part of the school assembly and from the collective act of worship. It is reasonable for school to ask why, as some concerns may be resolved. The school will always make alternative arrangements if pupils are asked to be withdrawn.

Part 2 Collective Act of Worship

Staff try to make the whole assembly a 'special time'. Children come into the hall to music which acts as a sound cue for pupils. At the end of the assembly, after the celebration of achievement element, will be a period of prayer/reflection/meditation. A candle is lit as a cue for this. A prayer will be read/signed etc by staff or children and will usually be Christian in nature.

Part 3 Celebrating Achievement

A major way of establishing a central element of the school's ethos will be this part of the weekly assembly. Certificates, awards, significant work, achievements etc will be celebrated. Children will be asked to demonstrate and show achievement themselves; work in whatever guise (including videos) will be shown. Staff will collectively have agreed a worker of the week in the morning briefing and this person will be announced in the assembly.

All staff and pupils will be expected to attend this part of the assembly.

7. Monitoring Progress

Every pupil will have a full multi-disciplinary review annually chaired by the Head of School. Every class teacher will meet with the Head of School, a representative from the Health Authority and a representative from Social Care every term. The pupils in that teacher's class will then be individually discussed in terms of any issues or concerns related to health and personal and social development and barriers to learning and achievements in the area

of learning. Any of the professionals may comment, make suggestions on how to overcome the barriers, agree further action and then together discuss and agree a collective judgement on the pupil's overall progress for the term based on the evidence that has been presented. Any significant cause for concern immediately triggers a planning meeting with parents.

In addition to this, the focus of the Spring term liaison meeting is the 'review of Personal Development, Behaviour, Feeling Safe and SMSC Outcomes'. Judgements are made by class teams on pupils' progress in each of these areas including a separate judgement made for each aspect of SMSC which are brought to the meeting for discussion and an overall judgement is then agreed.

In summer terms 5 and 6 the liaison meeting focus is the 'review of Full Participation and Personal Wealth' for all pupils, where judgements are made on Opportunities and Enhancements to Learning and Wellbeing which includes the quality of relationships, the quality and sufficiency of friendships, the richness of out of school provision, any unaddressed potential barriers to learning and wellbeing and the pupils' level of attendance. An overall judgement on Full Participation and Personal Wealth is then made at the liaison meeting for pupils, having taken all the relevant information and judgements into account.

As part of the Headteacher's and Head of School's monitoring and evaluation procedure of termly lesson observation, we endeavour to ensure that every class will also be observed in class by a senior member of staff at least once each term. SMSC is always a focus of these lesson observations and is reported on and discussed with the teacher in the feedback.

8. Support, Guidance and Welfare

a. The Class Teacher - Key Responsibilities

All aspects of primary care, curriculum co-ordination, pastoral welfare and guidance are determined by the class teacher. The class teacher will co-ordinate the class team, multi-disciplinary planning with other professionals, and liaison with parents. Where appropriate s/he will arrange tutorials to support students' contributions to reviews, planning meetings and meetings with parents. Both Heads of School and the Headteacher will be available to support the class teacher in this role.

b. Safeguarding and Child Protection

The school has a separate Safeguarding and Child Protection Policy (CG2). Everyone has a responsibility for safeguarding and promoting the welfare of children and young people, and the Designated Safeguarding Lead carries the responsibility for liaison and co-ordination of this area.

c. Health and Safety

The local NHS Trust Hospital uses the school as a venue for annual medical checks on pupils on the H2R list and other potentially vulnerable pupils. The specialist community paediatric nurse that organises these medicals is in regular contact with Heads of School as the Health Authority's representative.

The school's dental officer regularly checks pupils' teeth and offers training and support to staff and parents.

Other Health Authority personnel (Physiotherapists, Speech Therapists and Occupational Therapists) meet with a special group of teachers on a termly basis to co-ordinate work, liaise and make budget decisions.

The school has a separate and extensive Health and Safety Policy with staff designated to have special responsibility for First Aid and Lifting Procedures and staff training, Fire Practice and Health and Safety inspections.

d. Attendance

Class teachers usually know of any reason for absence on the day of the absence. If a pupil does not arrive in school and parents have not informed the class teacher, then a member of the admin team will contact the parents before 10am to establish the cause of absence. Non-authorized absence is virtually unknown in the school. The LA provides Education Welfare Officer support – their role is usually to check registers and discuss with the Headteacher any general concerns. The Designated Safeguarding Lead monitors absence termly and reports to governors, including any interventions that have been put in place to improve attendance.

e. Transport

The LA organises, arranges and is responsible for all transport; we currently have a single provider – Home James. There is close liaison between the school, parents and Home James. A termly meeting is held to discuss transport which is attended by the Headteacher, the School Business Manager, a member of site staff, representatives from Home James and Empress and from the County transport team.

The school runs its own fleet of vehicles for educational visits. It is school policy for all pupils to wear safety belts when traveling in school vehicles and for all drivers of the minibuses to have passed the advanced minibus training and assessment course (See SH16 Use of Vehicles at School).

f. Social Services Liaison

In partnership with other East Sussex special schools Glyne Gap part funds a social care representative to act as "first point of call" liaison between social care and school. This

person joins and contributes to the school weekly progress and liaison meetings. Staff submit reports for all social service reviews, always attend child protection meetings and attend other reviews where they believe they have a significant contribution to make.

g. Respite Care

There are two major providers of respite that the school liaises with closely. The first is Acorns, a social services establishment that takes children between the ages of 10 and 18. The second is Greenwoods which supports students 18 plus.

h. Specialist Teachers

The school has staff with additional specialist training knowledge – in sleep disturbance; supporting behaviour in a family context; and continence. There are also specialists in communication, PE and home learning. All are available to work with families in the home setting.

i. Extended Schools Provision

In order to provide extended services in school we offer a variety of holiday and after school clubs to pupils. These comprise activities such as cooking, sports activities, outings and art activities. The holiday activity scheme runs for a number of days during school holidays (excluding the Christmas break) and is open to applications from all pupils who attend Glyne Gap, as well as external children/young people. Places are allocated as fairly as possible. The school is also open one Saturday a term for Family Day where pupils and their families can spend time together using school facilities. For older pupils there is a termly 'club night', Legend, which they can access with their families.

9. Related Policies

CG1 Teaching and Learning

CG2 Safeguarding and Child Protection

CG3 Working with Families

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