

Fair Ways Education

Spiritual Moral Social and Cultural Policy and Practice

Document Ref:	Version No:	Summary of Changes:	Author	Release Date:	Approved By:
SC02	1	Launch	Gareth Webb	December 2015	
SC02	2	Review 2016 / 2017	Gareth Webb	November 2016	
SC02	3	Review 2017 / 2018	Gareth Webb	November 2017	QSGC
SC03	4	Review 2018 / 2019	Laura Willis	October 2018	QSGC
SC03	5	Review 2019 / 2020	Laura Willis	October 2019	QSGC
SC03	6	Review 2020 / 2021	Laura Rowe	October 2020	QSGC



Contents

1	Introduction.....	4
2	Spiritual Development.....	4
3	Moral Development	5
4	Social Development.....	5
5	Cultural Development	6
6	Leadership and Staff.....	7

Fair Ways Vision, Mission and Values

Our vision

To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

Making a difference through passionate care, support and education.

Our values

As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

P ROFESSIONAL ATTITUDE	A CCEPTING	R EFLECTIVE	T RANSPARENT
<ul style="list-style-type: none"> We do what we say we will We approach challenges with optimism and enthusiasm We don't judge, we notice We put the needs of the service before our own personal gains 	<ul style="list-style-type: none"> We don't give up on people We value all individuals and are willing to challenge them We embrace each other's differences as much as our similarities We accept responsibility for our actions 	<ul style="list-style-type: none"> We give feedback, we invite feedback, we listen to feedback We look inward before we look outward We learn as much from our mistakes as from our successes We listen to each other, learn from each other and grow together 	<ul style="list-style-type: none"> We are always willing to explain why We have the courage to be open and honest We earn trust through our transparency We live by our values even when no-one is watching

1 Introduction

- 1.1 This policy is carried out within the context and spirit of the school's vision for outstanding. It supports and reinforces the aims of Fair Ways Education, to support young people with social, emotional and mental health needs and young people with autism. Many of our young people have missed several years of their education with the main building blocks of learning and social and emotional growth missing. All staff work together to create a happy community, challenging, stimulating and caring environment in which students can enjoy their time at school and celebrate their achievements, however big or small. The whole life of the school promotes the spiritual, moral, social and cultural development (SMSC) set by the adults in the school and the quality of relationships they embrace.

2 Spiritual Development

- 2.1 This area relates to the beliefs, feelings and emotions through which young people acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development.

2.2 Objectives

Fair Ways Education will provide the young people with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- develop 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 spiritual values of others through stories, music, art and ASDAN
- allow pupils 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

2.3 In Practice

- Social Skills / emotional literacy
- 5 point scales
- therapy
- PSHE programme
- ASDAN short courses
- student meetings
- community cross-curriculum days
- school trips, guest speakers, public services visiting the school
- reward systems to develop engagement and self-esteem
- PLL conversations to promote reflection and empathy

- display young people photos and work to bring a sense of self-worth

3 Moral Development

3.1 Moral development refers to the young person's knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established behaviour policy to support young people with challenging behaviours and adopts the TEAM TEACH holistic behaviour management approach in an attempt to develop young people's positive behavior.

3.2 Objectives

The code of conduct and school expectations are to promote the following:

- treat others how we would like to be treated; be kind, polite and accept others
- keep our school damage free
- attend our lessons, stay in lessons, don't disturb other lessons and earn our learning points
- communicate without physically or verbally hurting others
- follow our behaviour scales and make positive choices

3.3 In Practice

- staff role modelling behaviours and reinforcing of school expectations and behaviour policy
- 1:1 support for young people
- PLL conversations with staff to reflect on behaviour and incidents
- restorative meetings
- themed discussions in student meetings
- themed topics for cross curriculum days
- PSHE and Life Skills programme – British Values, Religions and the Law
- key keep safe work – e-Safety and anti-bullying
- discussions on local, national and global incidents

4 Social Development

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

4.2 Objectives

Young people will be encouraged to:

- maintain and develop relationships within school, working successfully with others in the school community
- respond to opportunities being offered, to take responsibility for their own behaviour and learning
- gain an understanding of the wider society through their family / carers, the school, local and wider communities

4.3 **In Practice**

- interact with all staff and external partners of the school appropriately
- student meetings
- lunch and break times
- social skills groups
- speech and language therapy
- PSHE programme
- ASDAN short courses
- cross-curriculum days

5 **Cultural Development**

5.1 Cultural development refers to pupils understanding and responding to those parts of society and groups which hold a unique character or set of beliefs. The school will promote the cultural traditions of our own area and ethnic and cultural diversity of the world.

5.2 **Objective**

Young people will be encouraged to:

- appreciate, understand and respect others cultural beliefs
- appreciate , understand and respect aspects of British values
- 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, dance, sport and food
- broaden, develop and enrich young people’s interests and insights through interacting with opportunities the school provides

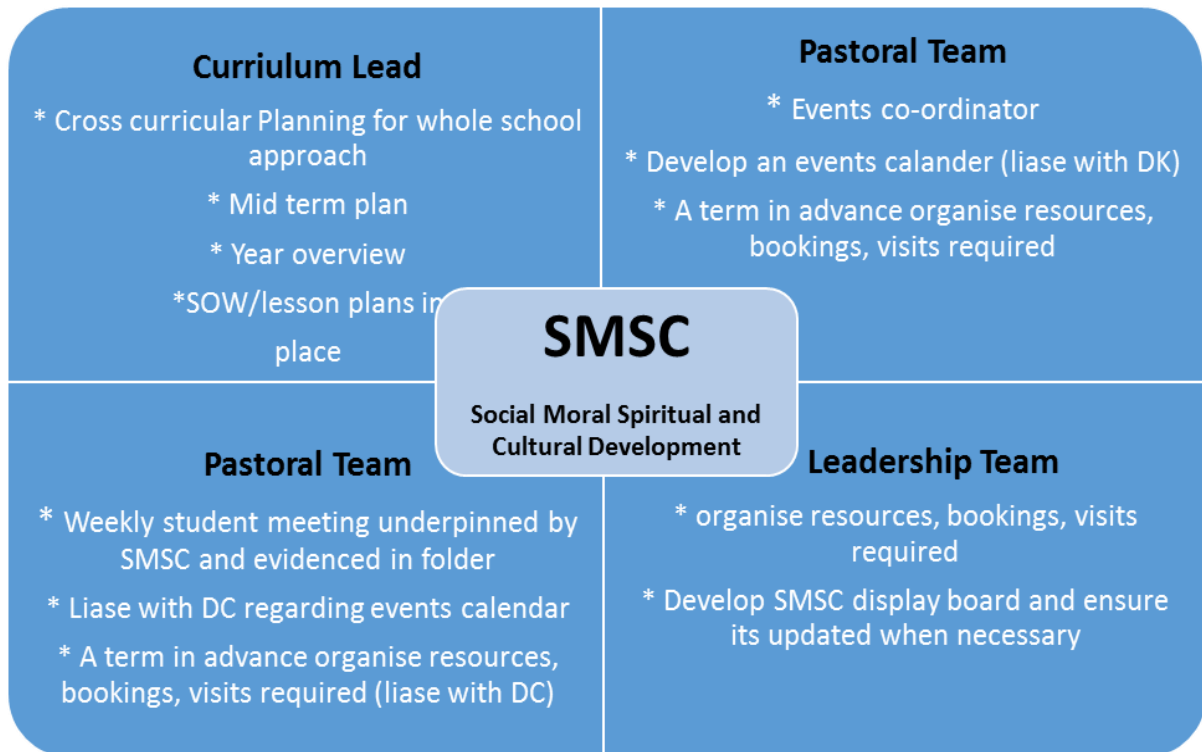
5.3 **In Practice**

- educational visits to other cultures’ way of life
- educational visits to places of worship
- cross curriculum days
- student meetings
- events – remembrance day, Easter, festivals

- PSHE programme
- ASDAN short courses
- access to the internet to explore cultures

6 Leadership and Staff

- 6.1 The leadership team will ensure the SMSC curriculum is at the heart of the school community. The school will undertake audits and observations to develop the SMSC approach with an organised focus group:



- 6.2 Each member of the group will promote the SMSC curriculum and encourage student involvement and development. Evidence will be collated in various formats to build on the school's programme, with pupils building portfolios of photo evidence.

Evaluation will take place on an annual basis.