Fair Ways School
Spiritual Moral Social and Cultural Policy and Practice

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
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*:

PROFESSIONAL	**ACCEPTING**	**REFLECTIVE**	**TRANSPARENT**
· 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.	· 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.	· 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.	· 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 high quality provision.. It supports and reinforces the aims of Fair Ways School, to support students with social, emotional and mental health needs and students with autism. Many of our students 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 students 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 students 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 development
- emotional literacy work
- Zones of Regulation
- Specific Therapies
- 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

- attunement conversations to promote reflection and empathy
- display students photos and work to bring a sense of self-worth

3 Moral Development

3.1 Moral development refers to the student'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 students with challenging behaviours and adopts the RiiSE holistic behaviour management approach in an attempt to develop students' positive behaviour.

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
- making positive choices

3.3 **In Practice**

- members of staff role modelling behaviours and reinforcing of school expectations and behaviour policy
- 1:1 support for students
- 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**

Students 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 members of 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
- Group sport

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**

Students 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 students' interests and insights through interacting with opportunities the school provides.

5.3 **In Practice**

- educational visits to other cultures' way of life

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- 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
- subject related cultural capital visits and trips.

6 Leadership and Members of 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.

6.3 The school SLT write the year calendar of SMSC sessions which link to national and international awareness days and events alongside some more school focused and relevant topics. Members of staff sign up to lead the SMSC sessions.

7 Associated Documentation & Legislation

None