

Windmill Hill School

Statement on SMSC / British Values / Cultural Capital



Our Core Values

The students and staff at Windmill Hill School will work together to define what it means to be a member of our school community and what binds us together.

At Windmill Hill we have 4 core values:

Respect

Compassion

Responsibility

Achievement

These are our working values and will be developed further as we welcome our students, their families, our staff and the wider community to Windmill Hill School

<u>Compassion</u>	<u>Achievement</u>	<u>Responsibility</u>	<u>Respect</u>
			
<p><i>We show compassion by:</i></p> <p>Understanding differences</p> <p>Helping & supporting others</p> <p>Forgiving mistakes</p> <p>Using kind words</p> <p>Co-operating with others</p> <p>Having patience with others</p>	<p><i>We achieve by:</i></p> <p>Attending school</p> <p>Being ready to learn</p> <p>Always trying our best</p> <p>Embracing opportunities</p> <p>Aiming high</p> <p>Using mistakes as opportunities to learn</p> <p>Celebrating all successes, no matter how small</p>	<p><i>We take responsibility by:</i></p> <p>Owning our behaviour & being truthful</p> <p>Reflecting on our actions</p> <p>Being ready to help others & be helped</p> <p>Being ready to listen & learn in lessons</p> <p>Looking after the school</p>	<p><i>We show respect by:</i></p> <p>Using appropriate language</p> <p>Following instructions</p> <p>Keeping hands & feet to self</p> <p>Keeping yourself & others safe</p> <p>Looking after property & equipment</p> <p>Listening to others</p>

One key indicator for a fulfilling life is social capital – the links and support networks that an individual has around them which supports emotional health and wellbeing (informing our curriculum drivers). To meet our core values, it is vital that our curriculum enables learners to develop these links by ensuring that our school community is accessible and inclusive to all. We achieve this by having a very clear focus and understanding on the three themes for safety:

- Support for the individual to develop the skills to make links (self-regulation and communication skills) – Relationship with self
- Develop positive relationships (communication skills and emotional regulation) – Relationship with others
- Build personal skills that help to develop positive mutually beneficial relationships, not only at an individual level, but between groups and to benefit others – relationship with the curriculum

The core values define how we expect all staff and students to conduct themselves on a day-to-day basis and act as a guide to promote safe and positive behaviour.

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British Values

We will promote 'British Values' through our spiritual, moral, social and cultural education which will permeate through the school's curriculum and support the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our students.

The curriculum in all phases will offer broad and balanced opportunities.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We will ensure that students are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We will empower our students by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We will have an active School Council.

Rule of Law:

We will involve students in setting codes of behaviour; helping students to make decisions and choices that are acceptable to the school community and society at large.

Students will be helped to learn to manage their behaviour and take responsibility for their actions. Staff will be committed to providing a consistent and predictable environment within the school and beyond. We will help some students to understand the connection between actions and consequences. This type of environment will enable students to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Students will be encouraged to become good and valued citizens. We will do this by supporting each student to become as independent as possible. We will endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some students will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We will support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem, as well as developing responsible citizens.

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Mutual Respect:

We will promote each student's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, students will work with a range of people and interactions with others will always be positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. The curriculum will be personalised and planned for students and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which may include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the students, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person will be respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We will place great emphasis on providing encounters and participation in events and celebrations to broaden all students' experiences and awareness of others.

Our Assemblies will help all students to find out about themselves and others linking their lives to the communities in which they belong. The themes will cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Students will be encouraged to experience British Culture through our curriculum themes. For example, students will have opportunities to visit many local places. As a school, we will take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our students may find it difficult to articulate their feelings and concerns; staff will be attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a student our accepted practice links to the Child Protection and Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff will work closely with parents, carers and other professionals to ensure that the students at Windmill Hill School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Spiritual, Moral, Social and Cultural (SMSC)

Windmill Hill School has a strong commitment to the personal and social development of all students. The school vision and values, developed further by all the staff, will support spiritual, moral, social and cultural characteristics in all students.

What is SMSC – Spiritual, Moral, Social and Cultural development?

Here is a summary to explain SMSC – it is personalised for all our students in Windmill Hill School.

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Spiritual development is when we:

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral development is when we:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development is when we:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In our school student's SMSC development is seen for example in:

- Taking part in a range of activities regarding social skills
- Developing an awareness and respect for diversity
- Developing and appreciation of theatre
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

SMSC is embedded throughout the curriculum at Windmill Hill School. This integrated approach ensures that aspects of SMSC is considered in all subject areas. The senior leadership team will audit SMSC and Governors will monitor it across the school.

Beyond the Curriculum

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Arts, Music and Cultural Specialists visits to school over the year
- Assemblies give students an opportunity to explore aspects of SMSC

Impact

In order to reflect further on the impact of all our work on SMSC:

- We will engage governors, families and community
- Hear our student voice
- Observe staff and student interactions
- Support Social Behaviour
- Complete learning walks reflecting on resources and practices.