

Hazelbeck school SMSC policy

School context

Hazelbeck is a generic special school with 155 students from a range of socio-economic, ethnic, religious, and cultural backgrounds. We are co-located with Beckfoot School. Our pupil population is stable, and the majority of our students make good or outstanding progress relative to their starting point and level of need. This is true for all groups of learners including students in receipt of the pupil premium.

School aims, vision, and ethos

In all our work as a school we seek to be both thoughtful and wide ranging in our provision for students so that all individual pupils thrive, and the school is a cohesive, inclusive and supportive learning community.

Our aim is to impact on our students' spiritual development, so they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures amongst our population. Our aim is to impact on our students' moral development so they can recognise the difference between right and wrong and apply this in their lives; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly.

Our aim is to impact on our students' social development, so they develop highly effective social skills including collaboration and resilience; are happy to work and socialise with students from different religious, ethnic and socio-economic backgrounds and take an active part in running the school. Student voice is central to every big decision we make. We aim to support all our students to engage with British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs (including those without faith) and to help each student understand how they can participate in and contribute positively to life in modern Britain. Our aim is to impact on our students' cultural development so as they are excited to investigate their own and other's heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity.

Key strategies that promote SMSC development at Hazelbeck

SMSC strategies can be seen across all aspects of Hazelbeck and are embedded in the ethos and relationships across the school, in our curriculum, in the teaching and learning and classroom environment, on the school website and in the relationships across the school. We share a determination to provide a lived ethos and outstanding learning experiences for all. Particular features of the school's work to promote SMSC include Student Voice and Leadership; a whole school commitment to the School Ethos, rich curriculum provision, high priority given to the creation of a calm, inclusive and cohesive environment and to partnerships with Beckfoot, with health professionals and other community groups. Some of these key strategies are outlined below:

Pastoral care

Pastoral Care is a key element of our provision of SMSC development of all students, building strong relationships between staff, students, and their families. We have a strong child centred pastoral structure

with a classroom teacher, HLTA and team of SNTAs linked to each base. Each key stage is led by a member of the leadership team. This structure allows issues raised by students and staff to be dealt with quickly by staff who know the students well. Staff within the school are Team Teach trained; in this way students are supported in managing their own behaviour. We promote strong parental involvement and connections to parents through the home/school diaries, website, letters and community events. We have a strong and effective partnership with other services such as the Nursing, Physiotherapy and Speech and Language services, as seen in our half termly meetings with these services. Together with daily briefing sessions this creates a calm environment where strong communication promotes a shared understanding of each individual student's needs.

Curriculum

We offer a broad and balanced curriculum for all students that promotes and sustains a thirst for knowledge and understanding and has a very positive impact on all pupil's behaviour and safety, contributes very well to their academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. There are wide ranging opportunities for enrichment that include external visits, internal visitors and leadership opportunities. The curriculum is helping to prepare Hazelbeck students for life in modern Britain through a particular focus on promoting independence and resilience and ensuring that learning opportunities are meaningful for students.

Provision for spiritual, moral, social, and cultural development runs through all curriculum areas with each leader of learning creating opportunities across the school. Students are guided and supported at all key decision stages e.g., through the Vocational Fair where they choose options for key stage 5, the Bright Futures event which supports students and their families as they prepare for their lives in the community. Partnerships with local groups enhance our core and additional curriculum (e.g., Hazelbeck at Bingley Little Theatre, Forest Schools work at St Ives).

The curriculum at Hazelbeck supports all students' understanding of how to keep themselves and others safe. This includes an understanding of right and wrong, prejudice-based bullying, dangers from others and extremist views. More able students are given a safe space to discuss issues in a developmentally appropriate way.

PSHE provision

PSHE is provided in the curriculum and is led by base teachers. The school nursing team are also a crucial part of PSHE provision at Hazelbeck and help to prepare pupils for life in the wider community through supporting teachers to deliver lessons on self-care and aspects of growing up.

Whole school events

Whole school events are key to delivering moral, social, spiritual and cultural messages to all students providing clear guidance on right and wrong, attitudes to others as well as developing a sense of belonging, understanding of community and opportunities to celebrate achievement in all its forms. Some assembly examples are:

- Pride
- Black history
- Children's mental health
- Arts week assembly and exhibition
- Festival celebrations

Lunchtime clubs

All students take part in enrichment activities at lunchtime each day; they are able to make a choice from: performing arts, games outside, art club, film club. Some students choose to have quiet pastoral time. These activities provide social and cultural opportunities to participate with others.

Residential trips

Students access a range of residential enrichment activities ranging from activity holidays, cycling residential trips, visits to Paris, London, Whitby, Duke of Edinburgh expeditions and outdoor activity camps. Some projects involve links with our co-located school, Beckfoot, so providing further opportunities to develop social skills.

Leadership and monitoring of SMSC

SMSC is led by two teachers supported by the Senior Leadership Team.

Training is delivered to all staff in understanding SMSC development and the school ethos and vision and is part of new staff induction. Training updates keep staff aware of the most recent requirements in relation to SMSC and makes connections between provision for SMSC and the Equality Act, Behaviour and safety, Safeguarding, Leadership and Management, Curriculum provision for preventing extremism and safeguarding, Achievement and the Teachers Standards.

Monitoring of SMSC includes:

- Learning walks, pupil interviews and staff and parent questionnaires are used to evaluate SMSC development
- Analysis of progress, attainment, attendance and learning behaviour data by all groups in order to evaluate the extent to which all groups thrive as one aspect of equalities monitoring

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.

It will be approved by Hazelbeck Local School Committee and the Headteacher.