



May 2024
Kate Emptage

All the pupils at Southgate School have complex needs. Therefore, we ensure that we meet the statutory requirements as set out in Section 78 of the Education Act (2002) and promote the spiritual, moral, social and cultural (SMSC) development of our pupils, whilst being flexible and responsive to the developmental needs of each individual pupil. We are committed to having a person-centred approach to learning for all areas of the curriculum.

British Values

Our Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the holistic development of each pupil. We recognise that such development is most successful when those values and attitudes are promoted by all staff, who also provide a model of behaviour for our pupils. The curriculum delivered at each stage (Journey, Semi Formal and Formal) offers a broad and balanced range of opportunities to explore these values.

We have linked each area of 'British Values' to our well-established Southgate Way:

Democracy (Southgate Way link - Communication):

The ability to understand others and communicate with them are priority areas for our pupils. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects of reference, photographs, visuals, PECS, Makaton/ BSL or body language. We use a total communication approach which ensures that all pupils are able to participate in our democratic processes within school.

We empower our pupils 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 those voices, we demonstrate that we support democracy and liberty.

We have an active School Council, a variety of opportunities for pupils to exercise their say on issues pertaining to school and beyond, as well as a strong P4C offer which promotes democracy and valuing every person's contribution.

Rule of Law (Southgate Way link – Opportunity):

We involve pupils in setting codes of behaviour as well as helping pupils to make decisions and choices that are positive for the school community and society at large.

Pupils are helped to learn to develop self-regulation skills and participate fully in restorative practice. We use a Nurture approach and believe all behaviour is communication. We support pupils in understanding that there will be natural consequences (not punitive sanctions) to any choice that we make and we are committed to providing a consistent and predictable environment within the school to support this development. This type of environment enables pupils to feel safe and secure which in turn reduces anxiety so that more challenging learning opportunities can take place.

Individual Liberty (Southgate Way link – Independence):

Pupils are encouraged to become reasonable and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights and that consent (both establishing your own boundaries and respecting the boundaries of others) is an

important part of developing independence. Some pupils 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. The Zones of Regulation are used consistently across school which promotes self-regulation and emotional independence. We support others on their journeys 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 to others as well celebrating one's self, boosts and nurtures a healthy sense of self-esteem.

Mutual Respect (Southgate Way link – Relationships):

We promote each pupil's inclusion in all aspects of school life, appropriate to each individual. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each pupil. This may include working with pupils from other schools, coaches, therapists and visitors. Opportunities to go into the community to meet with a range of people in a variety of situations are encouraged wherever possible. There is also a strong focus on developing, maintaining and repairing relationships within school and this is weaved through our school day at every opportunity.

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

Tolerance of different faiths and beliefs

We are a school where each person is respected and valued equally regardless of ability, gender, sexuality, age, faith, heritage or race. A particularly important aspect of this for our pupils is also developing tolerance for different opinions and views. We promote equity as well as equality so that pupils are able to understand that we all have different needs and will require different kinds of support.

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

Our Assemblies help all pupils to find out about themselves and others, linking their lives to the communities to which they and their peers belong. The themes cover each area of the Southgate Way as well as celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes and various celebrations. For example, pupils have visited many local places of interest. As a school, we take part in sporting activities which help to instil a sense of fair play and promote team spirit.

Spiritual, Moral, Social and Cultural (SMSC)

Southgate School has a strong commitment to the personal and social development of all pupils. The school's vision and values, put together by all the staff and pupils, supports the development of SMSC in all members of our community.

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

Here is a summary to explain SMSC, however this is personalised for all our pupils.

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.

Development of cultural capital is when we:

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

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

- Taking part in activities promoting a range of social skills
- Developing an awareness and respect for diversity
- Developing an understanding of right and wrong
- Developing the communication skills to make choices
- Taking part in sporting, cultural, artistic and musical opportunities both within school and with other settings.

SMSC is embedded throughout the curriculum at Southgate School. This integrated approach ensures that aspects of SMSC is considered in all subject areas. The Senior Leadership Team audits SMSC and Governors monitor it across 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 giving pupils an opportunity to explore aspects of SMSC

Impact

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

- We engage governors, families and the community for their feedback on our SMSC offer
- Listen to our pupil voice
- Wholeheartedly support the Nurture approach and restorative practices
- Audit SMSC provision across school

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.