

Safeguarding, SMSC and Fundamental British Values

Our vision for the school extends to all aspects of school life. In stating that we aim 'to create a learning environment within which every individual can realise their full potential, develop self-respect, respect for others and be prepared for life in a changing world' we are acknowledging that our role as a school lies both within and beyond the classroom. At THS we are proud of the care and support provided through the pastoral system and this is supported by many other key aspects of school life:

1. **A clear safeguarding policy.** Students are regularly reminded of who they can talk and refer to if they have safeguarding concerns. They also know to whom they should refer if they have concerns relating to racist events or bullying. The dangers of cyber bullying and the use of the internet are taught through ICT and re-enforced through FTT and assemblies.
2. **Assemblies.** These are held weekly for each Year Group (7-11) Years 12 & 13 also have a structured assembly programme. Assemblies are held by the Head of Year and SLT. Themes are recorded on the assembly log and their content supports our ethos, vision and values. A variety of outside speakers are invited to attend and deliver assemblies where specialist knowledge is an advantage.
3. **The School Council and Leadership Schemes.** We believe all students should use the opportunities of leadership to develop skills for life.
4. **Charitable involvement and support.** THS has, over many years, supported a range of local, national and international charities through a wide ranging series of events. Our first RAG week in 2015 set a very high standard for future events. Led by the 6th Form, the full involvement of the school and wider Taverham family reflected the community focus that is at the heart of all we seek to achieve.
5. **Personal Development (PD) lessons.** These are timetabled lessons for all year groups.

'We have a long tradition at Taverham High of teaching Social Education, CEG, PSHE and Citizenship. We have a team of experienced, interested and committed staff to deliver all PD lessons. In this way we hope to maintain the standards of teaching and learning in PD as well as continuing to raise the status of the subject amongst the students'.

PD aims to help students to learn how to become active, informed and responsible citizens. Our aim is that students should become:

- Aware of their rights and responsibilities as citizens
- Informed about the social and political world
- Concerned about the welfare of others
- Articulate in their opinions and ideas
- Capable of having an influence on their world
- Active in their communities
- Responsible in how they act as citizens

The essential elements of learning are:

- Knowledge and understanding – about topics such as laws and rules, democracy, human rights etc. The topics are outlined in the Citizenship programme of study, the PSHEE framework and the national framework for CEG.
- Skills and attitudes – critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action
- Values and dispositions – respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and a willingness to listen to, work with and stand up for others.

Most PD learning takes place within the taught curriculum although students are also given the opportunity to take part in Curriculum Enhancement days. PD teachers involve the local community and agencies in the delivery of some topics e.g. Road safety, Healthy Relationships, Drugs and Alcohol, Disability etc. Visitors from outside agencies, including the local police, are planned in advance and form part of the scheme of work.

In summary, the Key Concepts are:

- Democracy and Justice
- Rights and Responsibilities
- Identities and Diversity.

The Key processes are:

- Critical thinking and enquiry
- Advocacy and representation
- Taking Informed and Responsible Action

6. SMSC: Spiritual, Moral, Social and Cultural Development

SMSC (Spiritual, Moral, Social and Cultural) Development is promoted across the entire school curriculum and all aspects of school life. We aim to ensure that our students are equipped with the skills to be ‘thoughtful, caring and active citizens’. Visitors to school frequently acknowledge the success of this ethos. We seek to ensure that every opportunity is provided to develop an understanding of right and wrong, an appreciation and respect for diversity and the development of skills to allow all to participate fully in a democratic society.

For students, our understanding of these values is achieved in the following ways:

Spiritual

- the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Moral

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

7. Fundamental British Values

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

These values and those which also encourage our students to be truly global citizens underpin the taught and 'hidden' SMSC curriculum.

We aim to nurture students on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our students to be creative, unique open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

DEMOCRACY

All students are encouraged to debate, to express their views and make a meaningful contribution to all aspects of school for example through the School Council (democratically elected). In May 2015 over 90% of the school community was involved in a Mock Election; assemblies leading up to the election had a particular focus on the principles of democracy.

RULE OF LAW

Students are always helped to distinguish right from wrong, in the classroom, during assemblies and as they venture into the community.

Students are encouraged to respect the law and the school works very closely with the local police.

The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to students, staff and parents and carers.

INDIVIDUAL LIBERTY

- Within the school, students are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.
- Students are supported to develop their self-knowledge, self-esteem and self-confidence.
- Students are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PD lessons.
- Vulnerable Students are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school operates a robust system of logging incidents.
- Students are encouraged to be ambassadors for the school through the Leadership Scheme and through their involvement in whole school open days and evenings

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

- Mutual respect is one of the core values of our schools. The students know and understand that it is expected that respect is shown to everyone, adults and students alike.
- Students are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and students are encouraged to challenge prejudicial or discriminatory behaviour.
- Through the PD and RE curriculums students are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.

We offer a culturally rich and diverse curriculum in which all major religions are studied and respected. Global issues are regularly visited and a respect for all is inculcated.