



QUORN HALL  
SCHOOL

# British Values, SMSC/Policy

**Person Responsible:** Head of Curriculum

**Last reviewed on:** 25/03/2024

**Next review due by:** 25/03/2025

**Created:** 12 November 2021

**Revisions:** Nov 21, Nov 22, Mar 23, Mar 24

Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not

- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data/Due Diligence Checking Ltd (DBS)
- Educare / National College (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)
- Neotas (Online searches / Social Media checks)
- VWV (legal)

Where this policy refers to ‘employees’, the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

At Quorn Hall School we are dedicated to providing a nurturing and inclusive educational environment that supports the holistic development of all our students, including those with Special Educational Needs and Disabilities (SEND) and Social, Emotional, and Mental Health (SEMH) needs. Central to our educational ethos is the promotion of British values and the fostering of Spiritual, Moral, Social, and Cultural (SMSC) development. This includes;

- arrangements to give pupils a voice in school matters
- establishing codes of behaviour and
- encouraging responsibility
- promoting work and interactions within the school which respects individuals and difference, and
- ensuring that pupils become familiar with different approaches to religion and culture.

Through tailored educational programs, discussions, and practical activities, we aim to nurture a generation of informed and responsible citizens who appreciate the complexities of governance and uphold democratic values.

Through the implementation of this policy, we are committed to providing a supportive and inclusive learning environment where all our SEND and SEMH students can thrive academically, socially, and emotionally, while developing a deep appreciation for British values and SMSC principles.

## **Legislation and Guidance**

[Independent School Standards](#) see pages 18 - 27 of the guidance in particular [Equality Act 2010](#)

## **British Values**

### **Our Values Statement**

We actively promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. We cultivate respect for diversity and promote a culture that is hostile to those with protected characteristics.

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 pupils.

## **‘British Values’ have been identified as:**

### **Democracy:**

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

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 that voice we demonstrate that we support democracy and liberty.

We teach students how citizens can influence decision making through the democratic process.

We have an active School Council

### **Rule of Law:**

We involve pupils in setting codes of behaviour, helping pupils to make decisions and choices that are acceptable to the school community and society at large. Students appreciate that living under the rule of law protects individuals and is essential for well-being and safety..

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

### **Individual Liberty:**

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. 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. We 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.

### **Mutual Respect:**

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people, and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with pupils from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for pupils 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 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 pupils, families, carers 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 is respected and valued equally without regard to ability, gender, faith, heritage or race.

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 Humanities and PSHE scheme of work helps all pupils to find out about themselves and others, linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places.

As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

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

The staff work closely with parents, carers and other professionals to ensure that the pupils at Quorn Hall 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)**

Quorn Hall School has a strong commitment to the personal and social development of all pupils. The school vision and values, put together by all the staff, supports spiritual, moral, social and cultural characteristics in all pupils.

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

#### ***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.

SMSC is embedded throughout the curriculum at Quorn Hall School. This integrated approach ensures that aspects of SMSC are considered in all subject areas. The senior leadership team audits SMSC and Governors monitor it across the school.

## **Teaching**

At Quorn Hall school we uphold the principle that the teaching of any subject must be conducted in a manner that is impartial and free from partisan political bias. We recognize the importance of providing our students with balanced and objective information, allowing them to form their own opinions based on evidence and critical thinking.

As part of our commitment to promoting SMSC development, we emphasise the following measures to preclude the promotion of partisan political views:

- **Impartiality in Teaching:** Our educators are trained to present information in a balanced and objective manner, refraining from promoting personal political beliefs or affiliations. We encourage open dialogue and respectful debate, allowing students to explore diverse perspectives and draw their own conclusions.

- **Curriculum Review:** We regularly review our curriculum materials to ensure that they reflect a diversity of viewpoints and are free from partisan bias. Any resources or teaching materials that may carry political connotations are carefully vetted to maintain neutrality and educational integrity.
- **Critical Thinking Skills:** Our curriculum places a strong emphasis on developing critical thinking skills among students. Through inquiry-based learning and evidence-based reasoning, we empower students to question, analyse, and evaluate information critically, regardless of political orientation.
- **Respect for Pluralism:** We foster an inclusive learning environment where students feel safe to express their opinions and beliefs, recognising that diversity of thought is essential for intellectual growth. We promote mutual respect and tolerance, ensuring that all viewpoints are heard and considered with dignity and empathy.
- **External Speakers and Events:** When inviting external speakers or organising events, we ensure that diverse perspectives are represented and that presentations are conducted in a manner consistent with our commitment to impartiality. Speakers are expected to adhere to our school's policies regarding the promotion of partisan political views.

By adhering to these principles, we strive to maintain the integrity of our educational program and uphold the values of impartiality, objectivity, and critical inquiry. Through a balanced and inclusive approach to teaching, we empower our students to engage thoughtfully with complex issues and contribute positively to society as informed and responsible citizens.

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

We engage governors, families and community;

Hear our pupils voice;

Observe staff and pupil interactions;

Support Social Behaviour;

Complete learning walks reflecting on resources and practices.