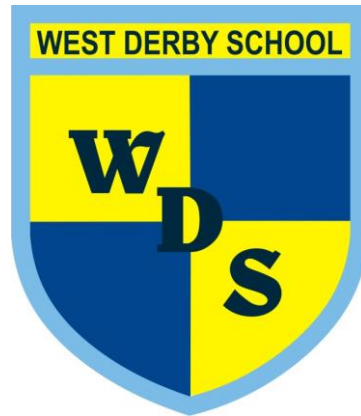


WEST DERBY SCHOOL



SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Policy will be reviewed:	Annually
Last reviewed on:	21/09/2023
Approved on:	11/09/2024
Next review date:	30/09/2025
Signed:	S Graham (Head teacher)

West Derby Spiritual, Moral, Social and Cultural (SMSC) Policy and Overview

Mission Statement

This policy is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the aims of West Derby School, valuing all students equally and as individuals. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics. All staff work together to create a happy, challenging, stimulating and caring environment in which students can enjoy their time at school and celebrate their achievement.

The school strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to their full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they promote.

Aims

- To create an ethos which develops students' spiritually, morally, socially and culturally
- To ensure that students are treated as individuals with individual needs;
- To deliver spiritual, moral, social and cultural education through all aspects of school life; the curriculum, extra-curricular activities, the pastoral system, form periods, PSHE and assemblies
- To ensure that the personal development of students is a fundamental part of the academic and pastoral system at our school; hitherto referred to as West Derby School Personal Growth Curriculum.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (September 2023) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

1. Definitions

Spiritual Development

Spiritual development relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

At our school, together with parents, we can help ensure that no young person lacks opportunities to develop spiritually. Spiritual development can include providing opportunities for us to encounter all the positive aspects of human experience and students who are developing spiritually are likely to be developing some or all the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- An awareness and understanding of their own and others' beliefs
- Their self-esteem, self-knowledge and belief in themselves
- A respect for themselves and for others
- Ability to explore the spiritual values of others through stories, drama, music, art and religious education to name just a few
- Ability to express themselves in a variety of ways and make time to reflect on their own experiences
- Ability to understand, express, use and control feelings and emotions;
- A sense of empathy with others, concern and compassion
- An increasing ability to reflect and learn from this reflection
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs;
- A readiness to challenge all that would constrain the human spirit, e.g. poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- A respect for insight as well as for knowledge and reason
- An expressive and/or creative impulse
- An ability to think in terms of the 'whole', e.g. concepts such as harmony, inter-dependence, scale and perspective.

Moral Development

Moral development is about the building, by students, of a framework of moral values, which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

The promotion of students' moral development helps students to value their relationships. It is central to the smooth running of society. No school can effectively promote students' moral development without the help of parents and the community.

Students who are becoming morally aware are likely to be developing some or all the following characteristics:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- A confidence to act consistently in accordance with their own principles
- An ability to think through the consequences of their own and others' actions
- A willingness to express their views on ethical issues and personal values
- An ability to make responsible and reasoned judgements on moral dilemmas
- A commitment to personal values in areas which are considered right by some and wrong by others
- A considerate style of life
- A respect for others' needs, interests and feelings, as well as their own;
- A desire to explore their own and others' views
- An understanding of the need to review and reassess their values, codes and principles in the light of experience
- An ability to be quiet around the school holding appropriate conversations;
- A commitment to follow school and classroom rules
- A commitment to a healthy, safe and environmentally friendly school
- A commitment to be fully equipped and ready for learning.

Social Development

Social development is about young people working effectively with each other and participating successfully in the community. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characters, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

The promotion of students' social development is key in enabling them to socialise both in the academy and the wider community. It helps to develop an understanding of citizenship and roles in society.

Students who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour;
- Relate well to other people's social skills and personal qualities
- Maintain and develop relationships within the school, working successfully with other students and adults in the school community
- Work, successfully, as a member of a group or team
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Share views and opinions with others, and work towards consensus
- Resolve conflicts and counter forces which militate against inclusion and unity
- Reflect on their own contribution to society and to the world of work
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within the wider social setting

- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school;
- Understand the notion of interdependence in an increasingly complex society.

Cultural Development

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups, their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

The promotion of students' cultural development will enable them to appreciate that the communities and society to which they belong, provide the conditions in which human creativity, imagination and insight can flourish.

Pupils who are becoming culturally aware are likely to be developing some or all the following characteristics:

- An ability to recognise and understand their own cultural assumptions and values
- An understanding of the influences which have shaped their own cultural heritage
- An understanding of the dynamic, evolutionary nature of cultures
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- An openness to new ideas and a willingness to modify cultural values in the light of experience
- An ability to use language and understand images/icons, e.g., in music, art, literature, which have significance and meaning in a culture
- A willingness to participate in, and respond to, artistic and cultural enterprises
- A sense of personal enrichment through encounters with cultural media and traditions from a range of cultures
- A regard for the heights of human achievement in all cultures and societies
- An appreciation of the diversity and interdependence of cultures
- Broadened, developed and enriched interests and insights through interacting with opportunities the school and the wider community provides.

Fundamental British Values

As part of SMSC to promote fundamental British Values, the school will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people and
- Encourage respect for democracy and support for participation in the democratic

processes, including respect for the basis on which the law is made and applied in England.

Preventing Extremism and Radicalism

West Derby School is committed to providing a secure environment for all of our students, staff and stakeholders.

Our School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The normalisation of extreme views may make children and young people vulnerable to future manipulation and exploitation. West Derby School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

At West Derby School we will challenge:

- Extremist views
- Prejudice
- Derogatory language.

And we will:

- Provide a broad and balanced curriculum so that our students understand and become tolerant of difference and diversity
- Support our children to ensure that they thrive, feel valued and not marginalised. Any discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or parents will always be challenged and where appropriate dealt with.

2.Delivery of SMSC at West Derby School

- All faculties and departments should identify and consider ways in which they can contribute to the personal development of each student
- SMSC is highlighted in all schemes of work and lesson plans
- The PSHE programme will provide an opportunity to focus on specific issues and events which are in line with SMSC requirements, and also give time for reflection upon students' own identity and life both in and out of West Derby
- The rewards and consequences system in West Derby promotes moral understanding at all times
- Extra-curricular activities
- Personal Growth Days days
- External speaker assemblies
- Student Voice.

Community Links

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities
- School-community link organisations
- Hosting school events to which community members are invited audience members.
- Setting up work experience and volunteering opportunities for pupils with community organisations, and having an effective approach to careers information, education, advice and guidance (CIEAG).

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

3. Implementation of the SMSC policy

- Throughout a student's life at our school we will offer positive and realistic examples and role models for students to follow
- Opportunities for personal target setting, profiling, discussion, support and advice will be offered so that students develop self-awareness and self-esteem
- All faculties and departments will be required to consider ways in which they can contribute to the personal development of each student
- The school's vision and aims need to be shared by the whole school and everyone should work together to achieve the agreed goals
- Consistency in staff responses to students regarding rewards and sanctions is essential
- All staff should always aspire to achieve high student and staff expectations.

4. Monitoring of the implementation of the SMSC policy

- The Assistant Head Teacher of SMSC development will be responsible to the Headteacher for monitoring and maintaining the implementations of the policy
- Examples of good practice should also be recorded and shared at Department meetings
- The Assistant Head Teacher of SMSC development will be responsible for producing a short report to be fed into the School SEF and Action Plan
- The Assistant Head Teacher of SMSC development will be responsible for mapping Spiritual, Moral, Social and Cultural Development across the curriculum
- The Assistant Head Teacher of SMSC development will be responsible for auditing the current Spiritual, Moral, Social and Cultural provision, using the OFSTED criteria. They will then need to work with Curriculum Leaders to identify how to develop areas of weakness across the curriculum
- All adults in the school will be responsible for modelling good SMSC practice and delivering SMSC through both formal and informal contact with students
- The PPLs will monitor the behaviour and attitude of the students by analysing attendance and punctuality data, exclusions and any issues around behaviour from outside of the school.

5. Success Criteria

Students show attitudes of:

- Happiness, pride, forgiveness and responsibility

- Imagination, curiosity, creativity and intuition
- Exploring, searching, questioning and engaging
- Respect for different cultures
- Positive self-identity
- Empathy towards others
- Curiosity to learn about other cultures
- Willingness to step outside of the 'comfort zone' in learning about others
- Enjoying exploring cultural diversity
- Thoughtfulness and sensitivity towards others
- Acceptance that we are all part of the human race.

Students possess knowledge and understanding of:

- Right and wrong
- Surviving hardship, pain and grief
- How to deal effectively with moral conflict and temptation
- Their own culture(s)
- Stereotypes and generalisations
- Other cultures and traditions.

Students are able to:

- Experience order, peace, wonder and calm
- Empathise with others at times of joy and tragedy
- Understand that people choose their behaviour and those choices have consequences
- Choose wisely with consideration for self and others
- Engage in self-reflection
- Negotiate disagreements fairly and compromise willingly when necessary
- Contribute confidently to the well-being of friendship groups and community
- Set aside self-interest to work with others for the common good
- Understand, appropriately express, recognise and respond to emotions in others
- Recognise and explore similarities and difference between cultures
- Listen actively to others' views and experiences
- Interact comfortably with those from cultures and traditions different from their own.

With specific reference to British Values, students will show:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.

APPENDIX 1

OPPORTUNITIES FOR SCHOOL-WIDE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

The school will promote awareness and understanding of spiritual, moral, social and cultural matters through:

- Displays around the building
- The school's aims and objectives
- Highlighting aspects of schemes of work
- Positive relationships between students and staff; staff and staff etc
- Assemblies
- PSHE time
- Extra -curricular activities
- Cross-curricular activities
- Awareness of social and cultural celebrations
- Choice of visits, visitors, field trips, etc
- The staff development programme.

Appendix 2

OPPORTUNITIES FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN SUBJECT AREAS

This checklist can be used within Departments and subject teams to consider ways in which the students' spiritual, moral, social and cultural development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

English

The studying of different texts – classical, contemporary, serious, humorous can provide challenging starting points and give an appreciation of the beauty of great language and literature.

Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects e.g. Dickens' social commentary or knowing that we can learn a lot about other cultures from its writing.

Studying drama and stories and creating opportunities for moral judgments.

Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.

Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.

Awareness of traditional tales and their cultural background.

Numeracy

Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.

An appreciation of the inherent pattern and beauty of mathematics.

Studying the patterns of Islam and their cultural/religious connections.

The promotion of positive attitudes towards mathematics through appropriate groupings.

An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.

I.C.T.

Working together to create a graphic design or study.

Researching religious artefacts on the website.

Setting up email correspondence with another school from a different country.

Following the Internet and Computer Acceptable Use policy.

Science

The development of an understanding of our place in the great scheme of things by studying space or life processes.

An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.

An awareness of the cultural background of science e.g. the Wise Men from the East who charted the birth of Jesus or the ancient Greek scientists.

Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, the pollution of the planet.

Health, drugs, smoking, drinking – an understanding of the social and scientific issues involved and an awareness of everyone's point of view.

Design Technology

The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'

Appreciating design in nature.

The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.

Group working – sharing of equipment and designing together.

Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

History

The study of artifacts, buildings, churches etc. gives students a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.

Moral issues can be considered, e.g., was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?

Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

The study of different localities helps students to understand the background, way of life and values etc. of different people and cultures. The Inuit's (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own.

Tolerance of other peoples' differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.

Local studies will encourage an awareness of the student's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.

Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

Art

Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.

Art can provide a valuable tool to study the past and make social or moral comment on it, e.g. what do the people in works by Lowry tell us about the social conditions of the time?

Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.

The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that students need to experience. Music experienced in our services and assemblies helps the pupils in their spirituality.

Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.

Music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.

Group music-making is an important social activity – working together and experiencing the same feelings together.

Physical Education

Caring for our bodies and respecting the health of others.

Obedying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, understanding that doing one's best is important.

Appreciating the aesthetic beauty of the movements of gymnastics or dance.

Building team spirit, being a good team member, valuing the contributions of others to the team.

Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.

Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

Personal, Social, Health Education/Citizenship

Listening to others and valuing what they have to say.

Holding debates and discussions leading to written work.

Drama and role play linked to choices.

Drawing pictures of feelings and emotions.

Religious Education

The exploration of moral and spiritual questions by discussing, for example, the great Bible stories or the stories from other religions.

Appreciating and valuing other faiths and beliefs of both groups and individuals.

Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.

Knowing about the historical, social and religious aspects of our own culture and that of others – Harvest, Christmas, Easter, May Day, Jewish New Year, Diwali, Eid etc - appreciating and respecting the values of the cultures concerned.

APPENDIX 3

SPIRITUAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within departments and subject teams to consider ways in which the students' spiritual development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

1. Encouraging students to consider their own values and attitudes.
2. Encouraging reflection on questions about religion and the meaning of life.
3. Reflecting on human experiences.
4. Exploring their own and other people's beliefs.
5. Encouraging students to consider and discuss their beliefs.
6. Developing a sense of awe and wonder.
7. Promoting understanding of ways that beliefs contribute to individual and group identity.
8. Promoting awareness of the value of a non-material dimension to life.
9. Considering ways that people have sought to explain the universe and the purpose of life.
10. Being concerned about the search for truth.
11. Promoting self-understanding.
12. Providing opportunities for problem-solving and discovery.
13. Encouraging the enjoyment of learning.
14. Encouraging students to think for themselves.
15. Developing students' capacity to think, reflect and express themselves on spiritual matters.
16. Exploring the beliefs that are central to religious traditions.
17. Providing opportunities to see another person's point of view.
18. Developing ways of demonstrating reflection and creativity.
19. Reflecting on their response to the possibility of a Divine Being.
20. Promoting respect for their own and other people's religious beliefs.
21. Recognition of the multi-faith society in which we live.

Appendix 4

MORAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within departments and subject teams to consider ways in which the students' moral development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

1. Developing students' sense of right and wrong.
2. Examining motives for action.
3. Exploring links between beliefs and values.
4. Considering the need for consistency between beliefs and actions.
5. Challenging hypocrisy.
6. Encouraging consideration towards others.
7. Developing students' awareness of the needs of others.
8. Promoting honesty and integrity.
9. Promoting discussion of ethical issues.
10. Challenging students to take personal responsibility for their own actions.
11. Exploring issues of evil and suffering.
12. Encouraging students to formulate and review their own values.
13. Treating students courteously and respectfully, and expecting them to behave similarly.
14. Providing opportunities for students to consider equal opportunities.

Appendix 5

SOCIAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within faculties and subject teams to consider ways in which the students' social development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

The curriculum provides ways of promoting the students' social development by:

1. Encouraging students to see issues.
2. Listening to the views of others.
3. Handling controversial issues.
4. Promoting good relations between individuals and groups.
5. Developing/understanding ways in which communities function and are organised.
6. Developing the capacity to discuss reasonably matters about which they feel strongly.
7. Promoting concern for those with special needs.
8. Promoting equal opportunities.
9. Providing opportunities to work in a range of groups.
10. Exploring aspects of citizenship.
11. Recognising links between beliefs and positive/negative aspects of society.
12. Respecting the right of others to hold views different from one's own.
13. Recognising the need to live harmoniously in society.
14. Negotiating conflict and coping with differences of opinion on important issues.
15. Writing for a range of purposes and audiences.
16. Providing opportunities to reflect on social issues.
17. Recognising that to be different is not necessarily to be wrong.
18. Providing opportunities for exercising responsibility.
19. Providing opportunities for students to contribute to the life of the school and/or community.
20. Enabling students to demonstrate initiative.
21. Understanding that everyone has equal worth and that all students have different abilities and talents.

Appendix 6

CULTURAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within faculties and subject teams to consider ways in which the students' cultural development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

1. Enabling discussion from different cultural perspectives.
2. Enabling students to question from the security of their own cultural traditions and practices.
3. Challenging racism and cultural elitism.
4. Exploring relationships between religion and culture.
5. Encouraging students to see the worth of themselves, their family, religion and culture.
6. Enabling students to encounter people from other cultures.
7. Encouraging openness to learning from other cultures.
8. Providing resources from different cultural perspectives.
9. Recognising the contribution of many cultures to the development of materials in the curriculum.
10. Developing positive attitudes to other countries and cultures.
11. Providing opportunities to visit museums, theatres, art galleries or other relevant cultural institutions.
12. Providing opportunities to work with artists, authors, performers and other visitors.
13. Developing openness towards the literature, music, drama and dance of other cultures.
14. Enabling students to appreciate the natural world through literature and the arts.

Appendix 7

PREVENT AS PART OF WIDER SAFEGUARDING RESPONSIBILITIES

Staff will be alert to:

Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.

Graffiti symbols, writing or art work promoting extremist messages or images.

Students accessing extremist material online, including through social networking sites.

Parental reports of changes in behaviour, friendship or actions and requests for assistance.

Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings.

Students voicing opinions drawn from extremist ideologies and narratives.

Use of extremist or 'hate' terms to exclude others or incite violence.

Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

Attempts to impose extremist views or practices on others.

Anti-Western or Anti-British views.