

THE EDUCATION CENTRE

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

This policy sets out to underpin the spiritual, moral, cultural and social development that is seen in action at The Education Centre. This policy is kept under review and shall be formally reviewed once each year. Monitoring of this policy occurs through observations made by staff and feedback received from them.

We recognise the importance of spiritual, moral, social and cultural development in the learning process experienced by all during their time here.

SPIRITUAL DEVELOPMENT

This is understood as recognising that the term “Spiritual” denotes there is a side to human nature and experience, which cannot be explained, in rational or intellectual terms. It could be claimed that the emphasis on spiritual is the rationale for the existence of Religious Education, and whilst there are occasions when students may feel a sense of awe, wonder and mystery in this area, we recognise such experiences pervade all aspects of the curriculum. Students experience such feelings when they :-

- ❖ Acknowledge existence of their own emotions and feelings as a result of interacting with peers
- ❖ Experience feelings when taking part in sporting activity
- ❖ Exercise their imagination through creative ideas
- ❖ Acquire an insight into beauty inherent in a piece of timber or artwork

Whatever their source or significance, it is acknowledged that such moments of insight point to an element of mystery in human existence. This in turn may give rise to feelings of transcendence, which may in turn give rise to thoughts about existence of a divine being, or the belief that one’s inner resources provide the ability to rise above every day experiences.

MORAL DEVELOPMENT

The Education Centre recognises that values and patterns of behaviour are learned in school and that adults, especially parents/carers and teachers, have a responsibility to set a moral example which students take account of in acting out their own personal behaviour. We can confidently state that we are working towards the following aims, i.e. that students will :-

- ❖ Behave morally as a point of principle
- ❖ Have the knowledge of the codes and conventions of conduct agreed by society
- ❖ Have the knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues
- ❖ Have the ability to make judgements on moral issues

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Through everyday practice we aim to enable students to develop an understanding of the difference between right and wrong, to show the importance of respecting other people, the truth, and the property of others and to show how their actions may affect others. In doing so, we aim to provide opportunities for students to make reasoned judgments. For example, discussions in PSHE help young people to form their own values and resist bad values whilst giving them a sense of self-worth. Young people will inevitably question why things are as they are and will test boundaries.

In creating an ethos in which students can question, reason and learn to work within boundaries, while showing tolerance towards others, a statement of values has been drawn up for The Education Centre which it will endeavour to promote as part of the moral development of the student: -

The Education Centre encourages:

- ❖ Telling the truth
- ❖ Keeping promises
- ❖ Respecting the rights and properties of others
- ❖ Taking responsibility for one's own actions
- ❖ Self discipline

The Education Centre rejects: -

- ❖ Bullying
- ❖ Cheating
- ❖ Deceit
- ❖ Cruelty
- ❖ Irresponsibility
- ❖ Inappropriate language
- ❖ Racism and other forms of prejudice

SOCIAL DEVELOPMENT

This area of the curriculum is recognised as enabling students to form meaningful working relationships with their peers and teachers, so that the pupil learns how to be a student at school in preparation for life in the outside world, and it is this that forms the basis for our pastoral care. Through the nature of the school as a community, the students have the opportunity to integrate socially on a wider scale through involvement in a variety of offsite activities.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT PRACTICE

The ethos of the school should reflect these four concept areas. In following the recommendations of good practice in the Staff Handbook it is expected there is a consistency amongst staff in the values that are transmitted to young people, for example in handling classroom discipline, conflict or difficulties.

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ALL SUBJECTS OF THE CURRICULUM

These concept areas can be developed and utilised in all subjects of the curriculum. In every subject there are opportunities to bring to the fore questions, concerns and moral dilemmas. Such learning experiences will provide for students to:

- ❖ Discuss matters of personal concern
- ❖ Develop relationships with adults and peers
- ❖ Develop a sense of belonging in the community
- ❖ Be challenged by exploring the beliefs and values of others while deepening their knowledge and understanding of their own faith and beliefs
- ❖ Discuss religious and philosophical questions
- ❖ Understand why people reach certain decisions on spiritual and moral issues

CONCLUSION

In conclusion The Education Centre, working within a framework of the law, does not attempt to assess the students own development in these four areas for such an activity could be deemed as intrusive and any judgements made highly subjective. That does not mean that we ignore comments made by students of their own volition or that we do not enter into dialogue with students who initiate such discussions. However, The Education Centre will evaluate its curriculum and other areas of school life by regular monitoring and review to ensure that appropriate opportunities for development of these four concept areas are being provided.

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Within the county guidelines, The Education Centre will encourage in all students the growth of:

- ❖ Self-esteem
- ❖ Self-confidence
- ❖ Self-awareness
- ❖ A sense of responsibility
- ❖ Tolerance
- ❖ A sense of independence

The school will provide access to necessary factual knowledge so that students are able to:

- ❖ Make their own, informed decisions
- ❖ To have awareness of outside influences
- ❖ Prepare for life after school

Throughout the school will encourage in students:

- ❖ The ability to adjust and adapt to new situations
- ❖ A sense of co-operation and teamwork
- ❖ Respect for self and others

PERSONNEL

This policy will be carried through by a team drawn from within and outside the school.

DETAILED COVERAGE

The areas to be covered by the policy are as follows:

- ❖ Ambitions/aspirations/money/adulthood getting older/immunisations
- ❖ Bereavement
- ❖ Bullying
- ❖ Careers Education
- ❖ Drugs/alcohol/smoking
- ❖ Environment/litter/animals
- ❖ Health/hygiene/first aid/disease/eating/safety/leisure
- ❖ Induction
- ❖ Laws/political parties/local government/police rights/responsibilities/charity
- ❖ Presentation of self/fads/fashions/crazes
- ❖ Racism/equal opportunities/religion
- ❖ Sex Education/parenting
- ❖ Study/exam skills/ personal organisation

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With certain exceptions, these areas will be covered throughout the years, following an inverted pyramid model, so that the depth of the input will be adjusted accordingly to the needs of the student

METHODS OF DELIVERY

This will largely be decided by the subject matter and the individual provider, but will include the teaching of formal debating skills, together with discussion, written work and other techniques drawn from other areas.

DRUG AND SUBSTANCE MISUSE

The Education Centre condones neither the misuse of drugs or alcohol by members of the school nor the illegal supply of these substances.

The Education Centre is committed to the health and safety of its staff and students and will take action to safeguard their wellbeing.

The Education Centre acknowledges the importance of its pastoral role in the welfare of young people and, through the general ethos of the school, will seek to persuade students in need of support to come forward.

We believe and support the following educational aims in respect of substance use and misuse.

- ❖ To provide accurate information about substances
- ❖ To increase understanding of the implications and possible consequences of use and misuse
- ❖ To encourage an understanding for those experiencing or likely to experience substance use
- ❖ To widen the understanding of related health and social issues e.g. sex and sexuality, crime, HIV and aids
- ❖ To seek to minimise the risks that users and potential users face
- ❖ To enable young people to identify sources of appropriate support

These aims will be fulfilled

Through aspects of students, experiences in the taught curriculum and the informal curriculum.

The role of outside agencies

The school actively co-operates with other agencies such as the Police, Social Services, LEA and health and Drug Agencies to deliver its commitment to Drugs Education and to deal with instances of substance use and misuse

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ACTION TO BE TAKEN

In instances of substance misuse or supply on the premises, and following discussions with the personal mentor and other staff who know the student well:

- ❖ The Head teacher will inform the parents or carers at the earliest opportunity. The school and the parents/carers can then work together to support the young person involved
- ❖ If a young person admits to using or supplying substances off the premises, the teacher will inform the Head teacher and the pupils mentor, the parents/carers will then be informed

A school cannot knowingly allow its premises for the production or supply of any controlled drug, or the preparation of smoking opium or cannabis. Where it is suspected that dangerous/illegal substances are being consumed or sold on the premises, details regarding those involved, as well as, as much information as possible, will be passed on to the Police Liaison Officer, or other appropriate person.

The School will consider each substance instance individually and recognises that a variety of responses will be necessary to deal with incidents. The School will consider very carefully the implications of any actions it may take. It seeks to balance the interests of the student involved, the other school members and the local community. Permanent exclusion is seen as the last resort.

GUIDANCE FOR STAFF

Where a young person discloses substance misuse on the premises, staff will inform the Head teacher and Pupil mentor, and where appropriate take part in the planning of subsequent action. Where a young person discloses substance misuse off the premises, the staff member will use his or her discretion and knowledge of the pupil to decide on appropriate action, but will normally involve the Head teacher.

Where staff discover substances which are suspected to be harmful, illegal or deserving of investigation, they should note two circumstances which the substances may be removed from either **place** or **person**:

a) Place

If possible, remove substance from the place it was discovered in the presence of a witness. If this is not possible, do not leave the substance in place whilst you enlist the support of a colleague as a witness.

b) Person

When receiving or retrieving substances from a student, do so if possible, in the presence of a witness. In the absence of a witness, do not put off receiving substances, or within the bounds of your professional discretion, removing a suspicious substance from a student's possession.

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THE FOLLOWING GUIDELINES SHOULD BE OBSERVED AT ALL TIMES

1. Remove the substance and record the time, place and circumstance when the substance came into your possession.
2. Do not investigate the nature of the substance, but do record the approximate size and appearance
3. When possible, have the recordings countersigned by a witness
4. Take the substance to the Head teacher. Do not keep the substance on your person or in a place of safekeeping, as to do so may place yourself at risk.
5. In the presence of the Head teacher, place the substance in a suitable sealed container. The Head teacher and yourself and, where possible, the witness should sign and date the package. An official report should be completed, recording, the time, date and circumstances of the findings.
6. The Head teacher can choose to arrange for the police to remove the substance from the premises or may choose to dispose of it in the appropriate way.
7. In the event of the discovery of any equipment associated with substance use, especially needles and syringes, students should not be allowed to handle such items. All equipment found must be handled by adults with the upmost care. The Head teacher must ensure that materials are placed in a secure rigid container to await collection by the appropriate service.