

# Bluecoat Trent Academy Statement of Practice



## **Our Vision is:**

*Strive for excellence; shape the future*

## **Our Values are:**

*Care*

*Aspiration*

*Respect*

*Excellence*

Document Owner	Principal
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## Related Policies, Statements of Practice and procedures

ALT – SRE- Policy secondary

BTA – SOP Curriculum

SOW Religious studies and Citizenship

## Statement of Practice

Bluecoat Trent Academy (BTA) recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values students are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society and at BTA, students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Make personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of human achievements and aspirations
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

At Bluecoat Trent Academy SMSC permeates the life and work of the school. Through SMSC we seek to develop attitudes and values that will enable students to become responsible and caring members of society. Through our Tutor programme we give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

We provide students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. All students study Citizenship once a week within the Humanities curriculum. All students take a Citizenship GCSE, within this we seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. Students are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements which reflect universal human principles.

As a school we are aware of our collective responsibilities towards spiritual, moral, social and moral education and we:

- ensure that all staff are aware of their role in developing students' morals
- interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life
- ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible. This is demonstrated through a wide range of events such as the annual Summer Festival, this combines a rewards day and a variety of prizes are awarded to students throughout the school. There are also termly Celebration of Achievement assemblies for all year groups to recognise effort and participation in the life of the school and activities outside BTA. The Positive Achievement awards system encourages a culture of success and achievement for all. Students are also encouraged to contribute to the school by developing their leadership roles as prefects, peer mentors, form representatives, etc.
- ensure students have information about all extra-curricular and enrichment activities
- ensure that the RSHE programme provides opportunities for discussion and reflection on the Assembly themes
- build community and business links into the curriculum and tutor time wherever possible
- ensure displays reflect and respect cultural variety
- provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment afternoons

Staff are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to students' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop students' skills, attitudes and understanding.

## **2. Spiritual Development.**

Pupils' spiritual development is shown by their 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, feeling and values, a 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.

Spiritual development is concerned with how a student develops:

- Personal values and beliefs
- A willingness to reflect on their experiences
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth. Bluecoat Trent Academy promotes spiritual development as part of student personal development though:

- The school values 'Citizenship, Aspiration, Respect and Excellence'
- School Rules – the Positive Achievement system 'Be ready, be respectful, be responsible'
- The RHSE Programme
- Religious Education
- All subjects of the curriculum
- Assemblies
- The ethos of the school – values, attitudes and expectations which encourage imagination, inspiration and contemplation
- Opportunities to develop their understanding of spiritual issues
- Opportunities for reflection on aspects of their lives
- Wonder at the natural world and human achievement

## **3. Moral Development**

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable code of behaviour is important. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school's code of conduct will form basis of any judgment on moral development as well as the extent to which students show:

- An understanding of the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Respect people, truth and property
- A concern for how their actions may affect others demonstrating understanding of the consequences of their behaviour and actions

- An 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
- Personal conduct so that they take responsibility for their own actions
- Personal behaviour through principles rather than fear of punishment
- A knowledge of standards of morality

Bluecoat Trent Academy is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles. The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and students including:

- Telling the truth
- Respecting the rights and property of others
- Being considerate towards other people
- Taking responsibility for one's own actions
- Self-discipline
- Respecting the beliefs and practices of others in a multicultural society

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. These values provide the framework for students to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions. At Bluecoat Trent School we reject:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Obscenity
- Intolerance including racism and LGBT issues

At Bluecoat Trent Academy we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors
- The RSHE Programme
- Assemblies
- Positive Achievement Policy
- Rewards and sanctions
- Welfare and guidance
- Core curriculum including Citizenship and Religious Education

#### **4. Social Development**

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming students' attitudes to good social behaviour and self-discipline so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Social development is therefore concerned with how a student develops their:

- 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 school helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The school systematically plans for social development of students through a range of teaching and learning activities including:

- Classroom organisation and management
- Student grouping and opportunities for group work
- The school values 'Citizenship, Aspiration, Respect and Excellence'
- School Rules – the Positive Achievement system 'Be ready, be respectful, be responsible'
- School productions
- Residential trips
- Social trips
- The RSHE Programme
- Extra-curricular activities
- Student Leadership opportunities which support students in the school community

#### **5. Cultural Development**

A student's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At Bluecoat Trent Academy we seek to develop in students:

- 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, 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

The school curriculum provides experiences of all aspects of culture for students including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic and religious education. The Language Faculty has a specific role in supporting the teaching and learning for students about cultural diversity through the curriculum. There are also opportunities for cultural visits and exchanges including:

- Creative and performing arts for all students
- Cultural visits abroad
- Visits to centres of cultural interest
- Extra-curricular activities

#### Tutor time

	Tutor time activity	Purpose
<b>Monday</b>	Assembly	Consistent messages, build year group identity, Discussions on topical news stories. Rewards.  SMSC focus: opportunity for spiritual reflection and encouragement to explore the fundamental questions of life, including their own personal existence, journey and purpose.
<b>Tuesday</b>	Literacy: Class reader	Tutor group read novel together (guided reading), read for pleasure.  SMSC focus: PSHE themed text.
<b>Wednesday</b>	21 <sup>st</sup> Century Learning	Blended learning approaches, explicit teaching of thinking skills, metacognition and critical thinking.  SMSC focus: develop questioning, enquiring minds and learn how to express their ideas appropriately.
<b>Thursday</b>	PSHE Programme	SMSC focus: Develop and understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment.  Develop personal relationships, based on trust, self-esteem and mutual respect.
<b>Friday</b>	Careers	Engagement in Unifrog, Student Mentors and Speakers for Schools programme.

	SMSC focus: Personal reflection and target setting, being hopeful for their futures.
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**Student leadership**

At Bluecoat Trent Academy we believe student leadership is one of the central strands linked to student achievement and moral character development. We believe the more engaged you are in school, the more likely you are to succeed. We aim to involve the students so that they are just not just settled, but fully committed to their school community and that they are exceptionally proud of it.

Getting our student leadership right is critical to us as we want students to enthusiastically participate in a broad range of activities, many of which they organise themselves and all students are activity encouraged to lead. To deliver this model effectively and promote our values, we have prioritised the following key groups to shape Bluecoat Trent Academy:

- 1. Citizenship**  
Caring about our communities: Showing a relentless drive to serve others and support those in need including charity work and participation in community engagement through our Eco Council and Wellbeing Leaders
- 2. Aspiration**  
Caring about our futures: Acting as academy representatives and shaping the school through the School Council
- 3. Respect**  
Caring about others: Providing a peer to talk to as an Anti-bullying Leader or an additional level of pastoral support for a new student or as a SEND Leader
- 4. Excellence**  
Caring about our achievements: Promoting a love of learning and establishing effective student learning habits including through Library Leaders, Reading Leaders and Sport’s Leaders

**Enrichment**

Bluecoat Trent Academy is passionately committed to developing every facet of the young people in our care. We believe that while academic success of is a prime concern, we should pay equal attention to the support and development of our students' physical, mental and spiritual potential. Our enrichment programme reflects this ethos providing opportunities for all students to explore new interests, challenge themselves and have fun.

Our sessions are varied and include activities in: an extensive array of sports; STEM (Science Technology Engineering and Maths); Arts and Drama; film and digital media; English and newspaper clubs, music and many more. We want to recognise the gifts and talents that each child; celebrate this and know that dedicated practice will hone our abilities.

**Study clubs**

General homework and study clubs are available every week in order to enhance and support the curriculum. These clubs run at lunchtimes and after school and operate on a drop-in basis. The study clubs are there to help with class work or homework as well as to give support in areas where students may be struggling.

<b>Week Days</b>	<b>Before School</b>	<b>Break</b>	<b>Lunch</b>	<b>After School</b>
<b>Monday</b>	Library - Drop in session	Library - Computer Club	Library - Open for all	Library - Crafty Club Netball - Mrs Cameron 3pm - 3:30pm Football - Mr Cook 3pm - 4pm
<b>Tuesday</b>	Library - Drop in session	Library - Book Club Work Fun Club - Mrs Duckett	Library - Book Club Homework Club - Mr Dickinson	Library - Book Club Basketball - Mr Dickinson 3pm - 4pm Drama Club - Miss Mitchell 3pm - 4pm
<b>Wednesday</b>		Library - Handwriting Club Languages Club - Miss Griffiths		Library - Homework Club
<b>Thursday</b>	Library - Homework Club	Library - Games Club	Homework Club - Mr Dickinson	Library - Homework Club Learning support - Homework club 3pm - 4pm
<b>Friday</b>	Library - Homework Club	Library - Crafty Club		Library - Dance Club 3pm - 3:30pm

### **Cultural Capital**

It is our aim to broaden the experiences of all our students and promote learning beyond the classroom. To that end we are developing a wide range of opportunities including the Duke of Edinburgh Award Scheme and residential experiences.