GREAT CITIZEN POLICY

Policy:	Great Citizen Policy
Reviewers:	Exec Team
Approved by:	Local Governing Body
Date:	5th February 2024
Review cycle:	2 years

VERSION CONTROL		
DATE	AUTHOR	CHANGES
September 2021	Lisa McVeigh	Section 2.4 addition of business and enterprise as specialism. Section 3.3 addition of project flavour in point 7 and student share in point 10. Section 4.3 removal of values time, addition of thought for the week and student share. Section 7.2 addition of student share.
January 2024	Lisa McVeigh	Changed 'student share' to 'student councils' throughout Section 2.4 addition of assemblies and use of tutor time. Section 3.3 addition of Project Can Do. Section 5.3 addition of governors to those who student leaders can provide feedback to.

> Our vision is to create a distinctively Christian and values driven environment that provides the best start to the 70 or more great years our students should enjoy when they leave our school. Our students should have the opportunity to live life in all its fullness and be good citizens wherever they may be.

1   Introduction

1.1   Our overall vision is to ensure that all people are able to flourish and develop within our academy and for the life they will lead when they leave our academy. This will include becoming a great citizen through social, moral, cultural and spiritual development. As such this policy serves as what is sometimes known as a SMSC Policy. We operate this as illustrated within our ethos and vision statements and are welcoming to students, families and staff of all faiths or none. In respect of this policy, our five nominated values apply.

Forgiveness – 'If you forgive others then you will be forgiven'.
Vocation – 'Lead a life worthy of the calling you have received'.
Respect – 'Do to others as you would have them do to you'.
Positivity – 'Be joyful always ... give thanks in all circumstances'.
Service – 'Whoever wants to be first must be a servant of all'.

2   The Academy's Approach to developing Great Citizens

2.1   This policy is carried out within the context and spirit of the academy's vision to be a Christian, values driven community where every adult and young person can be enabled to live life in all its fulness and is able to 'Be The Best They Can Be'. It is a priority for all who work at this school to strive to create a happy, challenging, stimulating and caring environment in which students can enjoy their time at the academy, celebrate their achievement and create a basis for 70 or more fantastic years after they leave us.

2.2   The academy strives to build a community which encourages all its members to develop a healthy respect for each other. Our whole approach to managing behaviour and conflict around the school is based heavily on the development of positive and respectful relationships between all members of the academy community including those of all faiths or none. In addition, we provide a happy, stimulating and caring environment where there are extensive and wide-ranging opportunities to develop each student to their full potential.

2.3   The academy uses its Christian Values as displayed below to inspire its approach.

2.4 The academy's approach will be evident through the following:
   I. Collective Worship and year group assemblies.
   II. Use of tutor time.
   III. Our Vision and Ethos Statements.
   IV. Emphasis of our Academy Values as displayed around the academy (see 2.3)
   V. Our Healthy TSCA Statements.
   VI. Our Core Values booklet and course.
   VII. Behaviour and Anti-bullying policies.
   VIII. Equality and inclusion policy.
   IX. RE.
   X. PSHE/SRE.
   XI. Each Curriculum area.
   XII. All other areas of school life, including our extensive commitment to learning outside the classroom.
   XIII. Our membership of Round Square and our special relationship with Gordonstoun School.
   XIV. Our business and enterprise specialism.
   XV. Links with the Parish Church.

3 Spiritual Development

3.1 Aim

All areas of the curriculum (both within and outside the classroom) may contribute to spiritual development. Although education and spiritual development are not synonymous, the special and wide-ranging experiences offered by the academy can make a significant contribution to spiritual development, awareness and understanding. At this academy our Christian Values of forgiveness, positivity and

service contribute to spiritual development of our students, staff and wider community.

3.2 **Objectives**

Students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values and ideas of others through stories, drama, music, art and religious education to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.

3.3 **In Practice** this is delivered through:

1. Support and guidance to help students deal with setbacks with positivity and resilience.
2. A Religious Studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values.
3. A PSHE programme which enables students to explore aspects of life through thinking about and discussing spirituality.
4. A collective worship programme to address the spiritual aspect of quiet and reflection – through opportunities for prayer in large gatherings as well as tutor groups, opportunity to reflect on Biblical events and characters and reflect on the relevance of these for contemporary spirituality.
5. Opportunity to share in Eucharist in the academy.
6. Provision of appropriate information advice and guidance for students as well as opportunities to explore pathways of development.
7. A wide-ranging programme for learning outside the classroom, trips, creative partnerships (such as with Round Square, Gordonstoun School, through Project Flavour, Project Can Do and with other local businesses) and through visiting speakers to provide students with a range of experiences, which may promote a sense of awe and wonder about the world.
8. A positive rewards and commendation system which helps to develop student self-esteem and which focuses on how they have displayed our Christian values so they have opportunities on a daily basis to think about their own development in those terms.
9. Displays, performances and celebration of student work bring a sense of pride therefore a sense of expressing the talents of the individual, particularly through emphasis on our value of Vocation.
10. The use of student councils and leadership to involve students in decision making and in the physical running of the academy.
11. The provision of a reflection room as a space for quiet and reflection when needed.

4. Moral Development

4.1 Aim

We take moral development to mean knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The academy's Behaviour Policy promotes positivity, respect and forgiveness in particular and includes a

clearly supportive approach towards those students who may struggle with school life for a variety of reasons.

4.2 **Objectives**

Using our Christian values as the basis for all we do the academy will seek to promote student and adult behaviour which is:
- Committed to demonstrating our values on a daily basis;
- Kind and considerate;
- Helpful to others and listening to what they have to say;
- Respectful to all members of the academy community and our neighbouring community;
- Committed to a healthy, safe and environmentally friendly academy;
- Committed to looking neat, clean and tidy with a pride in wearing the academy uniform;
- Equipped and ready for learning and 70 or more great years when they leave the academy.

4.3 **In practice** – at The Samworth Church Academy this is delivered through:
- Clear models of good behaviour from staff and student leaders and reinforcement of our values and expectations both inside and outside of lessons.
- Student support interventions focused on conflict resolution and restorative justice featuring forgiveness and respect as two key Christian values.
- Discussions based on moral issues and taking opportunities to discuss moral issues as part of subject based lessons.
- Our PSHE programme which is responsive to local, national and international issues.
- Collective worship themes and Thoughts for the Week on moral issues, developed and reinforced during Values Time.
- Fund raising activities for nominated charities and taking part in national charity events.
- The use of students in teams across the school e.g. Student Councils, School and Academy Guardians and their Team Leaders.
- Supervised and filtered access to the Internet together with regular messages focused on the importance of safe use of the internet and social media.
- Discussion of local, national and global incidents, in addition to existing programmes of study.

5 Social Development
5.1 **Aim**

Social development relates to the skills and personal qualities necessary for individuals to live to the full enjoying 70 or more great years and contributing positively to local communities. It focusses especially on our Christian values of Vocation, Leadership and Service.

5.2 **Objectives**

Students will be encouraged to:
- Maintain and develop positive relationships working successfully and respectfully with all in the academy and neighbouring community.
- Respond to and embrace the opportunities being offered, to show initiative and to take responsibility for their own learning.
- Gain an understanding of the lives, beliefs and struggles of others across the academy, local and wider communities.
- Actively participate in the academy and wider school community.

5.3   **In Practice**, at The Samworth Church Academy we provide opportunities for students to:
- Work in teams across the academy where students and adults can work together on projects and initiatives to demonstrate leadership and provide service to others.
- Elect representatives who can feedback views, ideas and concerns to their tutor groups and to the Executive Team and Governors.
- Experience, in programmes of study across the curriculum, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- Take part in a varied and responsive PSHE programme.
- Experience excellent care throughout their time in the academy through pastoral and career advice and guidance to enable each student to discover their own vocation and passions.
- Participate in the wider community through work experience and volunteering opportunities in the local community.

6.   Cultural Development
6.1   Aim
Cultural development refers to pupils increasing understanding of what gives varied societies and groups their unique character. In order to support our students in becoming great servants for 70 or more years, the academy will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world. This focusses especially on our Christian values of respect and service.

6.2   Objectives
The students will be encouraged to:
- Appreciate, understand and respect aspects of their own and other cultures in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the academy and the wider community provides.

6.3   **In Practice** at the Samworth Church Academy we encourage:
- Partnerships and links with other schools and organisations across the world and in our local diocese.
- Educational visits at home and abroad to experience other cultures and ways of life. A key element of this is sharing experiences with the entire academy community on their return.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- Participation in diocesan events such as the 'Living Well Together' conference.
- Student participation and delivery of collective worship and assemblies which have a themed approach and many opportunities to explore cultural diversity.
- Topic work across the school in different subjects which explore "culture" in all its various forms.

7. Role of Executive Team

7.1 To undertake audits and observations to assess the quality and impact of provision in the areas covered by this policy.

7.2 To promote student council opportunities and the related teams in order to maximise student participation and provide opportunities for the development of leadership skills.

7.3 To monitor student involvement in activities both inside and outside of school.

7.4 To encourage staff and students to be involved in activities which are spiritually, morally, socially and culturally engaging.

8. Expectations of Stakeholders

8.1 All stakeholders are expected to support the implementation of this policy with members of the academy community and its neighbours.

9. Who is responsible for this policy?

9.1 The Governing Body has overall responsibility for the effective operation of this policy but has delegated day-to-day responsibility for overseeing its implementation to the Principal and the Executive Team.

10. Monitoring, Evaluation and Review

10.1 The policy will be promoted and published throughout the Academy.

10.2 The Governing Body will review it within two years and assess its implementation and effectiveness.