



The Charter School East Dulwich SMSC and British Values

OUR MISSION

The Charter School East Dulwich (TCSed) is founded on the conviction that all children deserve the opportunity to succeed, whatever their start in life or personal circumstances. We will teach our students to be curious, creative, confident, courageous and caring. They will be happy in themselves, excited about their future and ambitious for success. They will leave us fully able to participate in our democratic society and prepared to meet the challenges and to harvest the opportunities of life in the 21st century.

The Charter School East Dulwich is committed to the positive development of our students' character and to their growth as responsible citizens of a democratic Britain.

To make this happen we will:

- Develop further as an inclusive and happy family school founded on caring relationships with every child
- Provide an exceptional academic education, supported by wide-ranging and exceptional sporting, cultural and artistic activities
- Always go 'the extra mile' to enable all students to achieve above and beyond their perceived potential
- Nurture in ourselves a love of learning and belief in growth mindset
- Continue to build a disciplined community based on personal and social responsibility.

Five core values underpin all aspects of our school life.

- Curiosity
- Creativity
- Confidence
- Courageousness
- Caring

These values form the backbone of character and relationship education at The Charter School East Dulwich. Students will leave our care understanding each of these values in depth and modelling them in later life.

This will be how we make our values real and enable us to evaluate how our provision teaches, supports and embeds British Values as listed by the British Government below:

1. Democracy.
2. The rule of law.
3. Individual liberty.
4. Mutual respect.
5. Tolerance of those of different faiths and beliefs.

TCSed values reflect the importance we place on Spiritual, Moral, Social and Cultural (SMSC) development of our pupils. We incorporate strong promotion of SMSC values with



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our provision, offering further support to British Values in the following ways, as set out below.

We promote pupils' SMSC and monitor the impact of the wide range of opportunities provided for them to develop their self-esteem and confidence.

Sp : Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning, including their emotional response to the Arts
- willingness to reflect on their experiences.

M : Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

So : Pupils' social development is shown by 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 social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

C : Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Impact is monitored regularly

Attendance records and Behaviour logs are reviewed weekly to monitor pupil "buy-in" to our expectations, and to enable addressing continued issues/rewarding improvement.

Restorative justice meetings are held following all behavioural breaches, plus breaches of our Equalities and Diversities (including homophobic/racist bullying or use of inappropriate



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language) lead to compulsory workshops, with restorative justice meeting at the end of the process.

- Vivo rewards are monitored each module to ensure we acknowledge strong TCSED expectations and values being met across all cohorts and year groups
- Progress and Achievement are monitored each 7 weeks, to ensure every child is able to meet challenging aspirational targets through identification of barriers to progress and programmes to address these
- SMSC is recorded on all lesson observation forms
- Displays reflect our school values, British Values, SMSC, CEG and WRL opportunities
- Involvement in trips, clubs, performances, etc is monitored to ensure accessible to all; particular attention is paid to disadvantaged pupils to enable their participation (financial support, priority booking, etc)

External validation of quality of British Values and SMSC provision : annual Whole-School Reviews led by current Ofsted inspectors.

Provision is tracked for the occurrence of opportunities for British Values, SMSC, CEB and WRL