



British Values

The government defined what fundamental British values are in the 2011 Prevent Strategy which was reinforced in September 2012. These will be further supported by the requirements of section 78 of the Education Act 2002 in the provision of SMSC (spiritual, moral, social and cultural development) and the requirements of the Equalities Act 2011.

Promoting British Values at Tring School

At Tring School we fully support and follow the five part definition of British values:

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

Here are some examples of how we promote these values in our school community:

1 Democracy

Students have a powerful and effective voice within the school through our House and Tutor system, the School Council, local and national elections, questionnaires, consultation and the Life Skills programme.

Each House runs autonomously appointing Sixth Form Captains in a varied number of roles. These students work with Tutor groups to discuss issues and organise a range of events. The House Captains lead their House Council which consists of a student from each Tutor group, who have been elected by their peers. Issues are generated from each Tutor group and raised by the Tutor Representative at the House Council meeting. These views are then presented to the Leadership Team at Question Time, led by the Head Student team and involving all the student reps and any student from the school population. Issues discussed vary from how students learn best, to school uniform, to identifying where the school budget needs to be spent. Reps feedback to their Tutor groups through the minutes.

Elections are held biannually for the Tring Youth Town Council. Candidates promote themselves in Tutor time, assemblies and through a poster campaign. All students are taken off timetable to vote using the voting booths and ballot box provided by the local authority and used in the General Elections. The successful candidates meet monthly to discuss issues affecting young people in Tring and the local villages. There is a General Election to mirror the national version where Sixth Form students represent a range of the main parties, present their manifesto in an assembly and allow students to discuss in Tutor time and vote for the party of their choice. Nationally there is an annual election for a student to represent Hertfordshire at the the United Kingdom Youth Parliament. Students hear the views of the candidates in assembly and vote electronically for their preferred candidate.

Students are involved in the interviewing of new staff, are consulted as part of the subject review process and respond to annual questionnaires about the curriculum and subject areas. The Life Skills programme provides sessions on understanding how parliament functions, what the major political parties represent, how democracy works across the world, discussions with local political figures, Britishness, visit from a local magistrate to look at how the court system operates and ex-offenders discussing the law, courts and the prison system.

2 The Rule of Law

The understanding of the importance of laws, whether they be those that govern the class, the school or the country are consistently reinforced throughout the school day within the curriculum and as part of the assembly programme. The involvement of students in the creation and evaluation of rules, sanctions and rewards is important for them to better understand the reasons behind decisions and the consequences should these rules be broken.

The Life Skills programme provides sessions on topics such as why we have laws, moral dilemmas, prison life and the role of the UN in war, crime and consequences, drugs and alcohol. The Assembly programme includes presentations from the police, fire and ambulance services and the armed forces.

‘The House system offers students good support for their personal development and the management of behaviour is a strength of the school’. (OFSTED Report January 2014).

3 Individual Liberty

All our students will ‘Live to Learn, Learn to Live’ and through our school motto will be encouraged to become lifelong learners, have healthy and safe lifestyles, be economically secure and develop resilience and respect for themselves and others. As a Church of England School our Christian values will ensure this takes place in a safe and secure learning environment using the Trinitarian language of:

- *Wisdom* – successful learners – academically successful with external outcomes; knowing their learning styles; understanding our Language for Learning.
- *Hope* – confident individuals – developing lifelong learning skills; embedding interpersonal skills; creating happy children who enjoy school and are resilient to what life throws at them.
- *Koinonia/Community* – responsible citizens – able to function effectively in society; developing a solid moral framework; taking responsibility for themselves and others to produce caring, thoughtful and considerate young people.

Our House system, Assembly and Tutor programme and Life Skills will further ensure students are encouraged to know, understand and exercise their rights and personal freedoms.

4 Mutual Respect

Mutual respect is at the core of our school life and is evident the moment you walk through the front door. ‘The importance of ‘educating the heart’ is central to the ethos of the school where each member is respected, encouraged and affirmed. This is supported through the vertical tutor group system and highly effective transition arrangements. The Christian values of wisdom and hope are implicit within many aspects of the school life spiritual, moral, social and cultural development is promoted through the entire curriculum as well as through the pastoral system and is an outstanding feature of the school’. (SIAMS Report May 2014).

5 Tolerance of those of Different Faiths and Beliefs

Tolerance is gained through knowledge and understanding and all aspects of our students school life is designed to support this. Our curriculum offers rich and diverse opportunities and every student follows a Philosophy and Religious Studies course in Key Stage 3 and 4 and a series of allocated discrete days designed for discussing philosophical and moral dilemmas at Key Stage 5. Assembly and Tutor time further deliver the concept that people are free to have differing faiths or beliefs which should be accepted and tolerated and the Life Skills programme further explores prejudice and discriminatory behaviour. This enables students to achieve an understanding of their place as a citizen in our culturally diverse society and to prepare them with the skills to build a better Britain for the future. Other related topics include mental health homophobia, disability, Britishness and extremism.