British Values Statement

Kingstone High School recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom.

The school’s Equalities Policy follows guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

The Government emphasises that schools are required to ensure that key ‘British Values’ are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy. The five British Values are:

**Democracy**

**The rule of law**

**Individual liberty**

**Mutual respect**

**Tolerance of those of different faiths and beliefs**

These values are further embraced throughout the school curriculum in its focus on SMSC (Social, Moral, Spiritual and Cultural Development). The examples that follow show some of the ways Kingstone High School seeks to embed British values

**Democracy**

The principle of democracy is explored within the curriculum, particularly within the humanities subjects. Students learn about the British electoral system and the idea of representation. In History students learn how Britain remained a democracy after the First World War whilst many countries in Europe became dictatorships and the nature of life under the two systems is contrasted. In lessons students are encouraged to voice their opinion and to defend it in debate as well as voting on the quality of student presentations.

Democratic processes are used to select tutor group representatives and other positions of responsibility. The School has an effective and well-managed School Council system which enables students to participate in the democratic process.

**The rule of law**

At Kingstone High School students are taught about expectations; we have high expectations of students’ behaviour and appearance and these are consistently reinforced through the School Rules and Uniform Expectations. All teachers within the school actively uphold these and this is further reinforced through our programme of assemblies, form times and mentoring sessions. No student is above this and everyone knows they should be quite rightly challenged if they try to ignore the rules.

The rule of law is taught in many subjects. For example through tutor time experiences that cover legislation about drink and drugs and science with a focus on euthanasia and stem cell research. These are but a few examples where the rule of law is touched upon.

In P.E. students learn about the laws and rules of various sports and are given the responsibility of enforcing them when they officiate games, or as Sports Academy Leaders. Students have also taken part in the Magistrates Mock Trial Competition, led by the Humanities department. Observing the process and etiquette of formal debating within the legal process also nurtures in students an awareness of democracy and mutual respect.

**Individual liberty**

Students are encouraged to make independent choices. Staff educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely; this is a strand of much of the PSHE curriculum and is reinforced through the pastoral system and assemblies.

Kingstone High school has a Behaviour Policy, incorporating an Anti-Bullying Policy which is reviewed regularly and robustly enforced.

**Mutual Respect**

Mutual respect is in evidence throughout the curriculum. All students are given the opportunity to express their views in lessons within the context of an environment within which these will be valued, even when there is disagreement; this is evidenced through lesson observations.

Individual liberty and what it means is a value covered in Social Studies. In History, students learn about those fighting for the liberty of people subject to discrimination and oppression in the context of studying human rights, and topics such as slavery.

A focus on the “evaluating and improving” through peer assessment means that students are encouraged to appreciate each other’s efforts and skills.

**Tolerance of those of different faiths and beliefs**

Kingstone High School promotes respect and tolerance for those of different faiths and beliefs. There is tolerance of different views in class discussions, and in showing each other respect.

Students are encouraged to behave in a kind and respectful way towards each other and whereever possible, showing tolerance of different views and outlooks

Tolerance of those of different beliefs and faiths is not only a feature of Social Studies and SMSC but of other subject areas too through off timetable days.

It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

In addition there are many other opportunities and activities which students participate in which underpin the promotion of British values. Student Voice activities give students a role in contributing to the life of the school. Out of 45 students surveyed in December 2017, there was a 100% response from them that they understood the importance of the values programme and could talk with confidence about the value of the term ‘perseverance’.

The Kingstone for Charity committee supports various fundraising activities throughout the year.

The school also runs a Duke of Edinburgh award programme giving students the opportunity to develop their own individual skills and talents as well as taking part in the community service element.

Year 11 students all have the opportunity to take part in the National Citizenship Service Challenge, and Kingstone High School has a sign up rate which puts it into the top 100 schools in the country.

Through the many curriculum areas and sporting activities and clubs students at Kingstone High school have the opportunity to learn about and model British values in readiness to take their place as an adult in modern Britain.