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INSTITUTE**
BANBURY

Report on how Futures Institute Banbury promotes British Values as part of SMSC.

This report has been produced following the publication of: “*Promoting fundamental British values as part of SMSC in schools*” by the DfE in November 2014.

“All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are **actively promoting fundamental British values.**”

These British Values are:

1. An understanding of how citizens can influence decision-making through the democratic process.
 2. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
 3. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
 4. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
 5. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
 6. An understanding of the importance of identifying and combatting discrimination:
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British Values at Futures Institute Banbury

School ethos

At Futures Institute Banbury we subscribe to the eight conditions that all students should have in order to be safe, successful and happy.

- Belonging
- Heroes
- Sense of accomplishment
- Fun and excitement
- Curiosity and creativity
- Spirit of adventure
- Leadership and responsibility
- Confidence to take action

These are upheld throughout all areas of school life and we are continually evaluating them within the national, local and school context to ensure they are effectively delivered.

Effective relationships

Effective relationships work in a tripartite structure- students, staff and parents making this up. In order to foster these we are developing the following areas to promote these.

i) What we are doing in the school with mentoring and within the college structure

- Mentor meetings: a new curriculum is being launched to all colleges with the aim to better utilize the time to promote SMSC and British values. To develop and celebrate the identity of students as individuals but also acknowledge the importance of the collective and foster a sense of pride and belonging with mentor groups and the school itself.
- Assemblies: as a form of collective worship, should now reflect the mentor time program with a theme for the week that links with SMSC/British Values and promotes the eight conditions. Individual mentor groups have also created and presented their own assemblies on a theme of their choice.
- College identity: since the school divided into vertical tutor groups there has been an effective push to develop each college's identity. This has been through the creation of ties, colour-coded per college. Also the successful practice of celebrating 'the scores on the doors' in each mentor assembly has effectively fostered a sense of competition and pride. Lastly the creation of achievement points/100% attendance certificates and subject awards has



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also created a positive ethos where being successful is celebrated and rewarded.

- Creating student leaders and role models is a key area of development. Nominated Students represent the student body at Student Voice and we have just created Aspirations Ambassadors- students from years 7-9 who represent the 'face' of the school at events such as Parents Evening and also can guide visitors and support new students.
- Year 7 have a team building day, to allow them to develop a collective identity and start learning the importance of working together effectively

ii) Communication home

- Parents evenings: run from 4.00 until 6.30 and with the exception of sixth form are now run without timings so parents can be free to come when it suits them. These are held in the sports hall so all staff are in one place and clearly identified by subject.
- Reports: are issued three times a year, with the second report containing personalized comments to support the data (from all staff and mentors). These include information on other aspects than just academic grades such as responsibility for learning, punctuality etc.
- Mentor grower sheets: each student is mentored by their mentee and set targets according to their needs and reports. Parents are encouraged to attend these meetings too to input their views.
- SEN reviews: happen regularly with parents present and each student has a profile card, which they have a say in, which teachers can use to support them more effectively in lessons.
- Weekly word: is printed to allow for all students to take home and contains information for parents and also is a forum for celebrating academic and personal success for students.
- Social media and school website: is being developed so that we can access more parents such as creating a twitter account and using parent mail. We are exploring the options of communicating home in Urdu and Polish to help reduce the gap for the parents who are not confident in using English as a means to contact school.

iii) Community

- Liaison with local primaries: We visit the main feeder primary schools to support all new students in transitioning from primary to secondary school, creating an effective buddying system with volunteer year 10 students, promoting effective relationships across all year groups. There are also selected students who lead supporting programs like Tennis for primary students. Our drama students also visit the primaries to perform their school production and lead workshops.



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- Work experience: three students are chosen after undergoing a tough selection process to be able to visit NASA in the US and have a week's work experience out there.
- Working with local businesses: There have also been more creative forms of expression with the Orwell Literary Prize- students working with local journalists to produce work that celebrates the school life
- BBC Radio Oxford was visited by Key stage three students for BBC School Report

Respect and tolerance for other faiths, races and cultures

i) Taught through PSHE

- Year seven introduction to PSHE focuses on bullying/cultural acceptance and then an introduction to the six main religions
- Further on in the school: discrimination (sexism/racism etc), what is my culture and what is the culture of Britain are explored. Human rights, freedom of speech and their relation to justice and the law are linked with society at home and abroad.

ii) Taught through new mentor programme

- each week now has a key theme, which relates to these concepts for the week tying in with SMSC and through assemblies led by SLT.

iii) Taught through all subjects

- all subjects are audited to ensure that each topic taught explicitly highlights the links to SMSC as well as academic knowledge and links to examinations. The emphasis is on skills and understanding for life.

iv) Upheld in school rules

- Zero tolerance on discrimination, whether it is verbal or physical and clear punishments for those who defy these rules.

v) Communication home

- Parents sign our home school agreement with their child to support the school policies and are also supported with more information/education on issues such as cyberbullying with talks held in the evening.

vi) Suitable uniform

- Within the basic requirements for uniform (such as all students wear a college tie) students are allowed adjustment to accommodate/express their religious beliefs.

vii) Religious needs

- We provide a room for prayer and quiet reflection at lunchtime for any students who require this.



Understanding right and wrong and the rule of law

- i) Clear behavioural policy**
- ii) Tracking of all bullying incidents**
- iii) Taught through mentor programme/assemblies**
- iv) Upheld in all lessons as per our policy**
- v) Working with external agencies**
 - We also work closely with our Community Police Officer and have also used other extra-curricular aspects as means to address this such as the production of Chelsea's Choice, watched by all Year 10 students.
- vi) Communication with parents**
 - Via meetings and through free talks provided i.e. Cyber Bullying
- vii) Staff training**
 - All staff are trained on Child Protection and by the end of this year will also have training on tackling extremism and understanding radicalization and how to report this.

Democracy

- i) Voting process of student voice**
 - Nominated students (voted for by the students themselves) represent their views at council meetings
- ii) Collecting views of other parties**
 - We use questionnaires such as survey monkey for focus groups to express views and identify issues and outcomes for these
- iii) Taught via mentor programme/assemblies**
- iv) Taught in some subjects explicitly and encouraged in all as part of SMSC across the curriculum**
 - This year debate club has started up- run across all year groups and students have also visited primary schools to share their skills

Rights and responsibilities

- i) Students and parents sign home school agreement on behaviour/uniform etc.**
 - This informs them of the need for each party (school, student and home) to share responsibility in the education of the child
- ii) Every Child Matters upheld in aspects of school life**
- iii) Development of student leadership roles**



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- Allowing students to have a say and also to take more responsibility is done through the developing area of student roles such as Lead Learners, Student Voice, Buddying system and Aspirations Ambassadors.

Making a positive contribution

i) Raising aspirations

- Year 10 and 11 students have access to Connexions meetings to discuss their future and what they wish to achieve and understand how to get there
- Mentor meetings- all mentors are encouraged to discuss progress regularly with mentees and encourage personal and academic success
- All Year 7 students have their Triple A Badge to achieve, allowing us to celebrate success of their contributions outside of school. For other years this is promoted in our weekly word newsletter and our school website

ii) Work experience programmes:

- Key stage 3 students take part in the BBC School Report, visiting local BBC Oxford Radio studios and producing their own news report

Knowledge and respect for public institutions and services

i) Developing links with local businesses to educate students on skills for life

ii) Emergency Services

- Both police and the fire service have been invited in to give assemblies on staying safe and respecting public institutions. This includes road safety, cyber bullying and e-safety

Combatting discrimination

i) Clear behavioral policy with stringent and consistent measure to tackle discrimination

ii) Taught and upheld through mentor programme/assemblies and in academic subjects

iii) Links with role models of community leaders/older students etc. to lead by example