



British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

The Martin High School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. 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.

It follows equal opportunities 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 Martin High School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The academy uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways The Martin High School seeks to instil British Values.

Democracy

Here at Martin High School we are committed to educating our pupils in the democratic processes of our country.

Student leadership plays a significant role in our school with an annual election by ballot for students to sit on the Student Council.

We have a system which consists of form group representatives, year council meeting and a half termly whole school council meeting. All of these groups help to make whole school decisions that impact on the student body. These decisions are decided by majority vote, with a clear rationale.

As a school, we frequently questionnaire students to seek both views and evaluations of how things are progressing at school.

Relationship play an integral part in the school's success; and the positive discussions between students and adults in the school community lead to decisions being democratically made.

New for 2016 will be the appointment of senior students to sit on the governing body; to witness first hand their work (where appropriate) and to participate in discussions that are student specific.

The rule of law

At the MHS the code of conduct is written in conjunction with students. Weekly assemblies are used to disseminate messages about the laws of our country as well as consolidating our expectations of conduct within the school community.

Every week PSHE delivery in tutor groups covers a wide variety of topics and daily registration is also in a structured programme in which features of rule of law are discussed.

We have visits from our local police, and operate multi-agency working. When there is a pertinent social issue we engage the relevant bodies to ensure our students have a well-rounded understanding of the rule of law. Recently this has included Key Stage 4 students engaging in Chelsea's Choice, and looking at the consequences of on-line grooming and underage sexual relationships.

Individual liberty

Valuing every individual is at the heart of MHS's ethos. Our whole school community is built upon the belief that every child should be supported and feel safe. Our Ofsted 2015 and our student voice support this.

There is a robust anti-bullying policy (see our website) and there is a culture of cohesion evident at the school. As part of PSHE there is also a programme around bullying and tackling anti-social behaviour.

As a whole school we participate in the National Anti-Bullying week; ensuring our students feel their voices are heard.

New for 2016 will be our work with LGBT groups to ensure our LGBT students feel well supported and happy at school.

Mutual respect

High expectations of everyone in our school community, modelled by all adults had engendered an environment of mutual respect.

Within our Behaviour for Learning Policy (available on our website), we use a restorative justice system to enable students to fully understand the impact their behaviour has on others and their own learning. Our behaviour records demonstrate that students are respectful of one another, as does our Ofsted report 2015.

Tolerance of those of different faiths and beliefs

All students have statutory RE lessons delivered as part of their timetable. As a school we encourage learners to share their faiths and actively support any relevant faith based celebrations. (See our website for this year's Diwali and Christmas celebrations).

Our assemblies programme is also used as an opportunity to share events that are of different faiths and beliefs.

In RE philosophy and discussion is used to explore belief in a safe environment so all children can explore their ideas; ensuring tolerance for all faiths (see our website curriculum/religion, ethics and philosophy) for more detailed information.

