



Statement of British Values

At Hendon School we are committed to the promotion of fundamental British values. We recognise that it is not only important for students to achieve their academic potential but that we (as a school) have a role to play in preparing them for adult life by ensuring that we promote and reinforce British Values that underpin a modern, civilised society of which we can all be proud.

The proportion of students whose first language is not English is well above average, (68%) as is the proportion of students from minority ethnic heritages. Our multicultural intake covers 70 different languages spoken other than English.

“As one student told the inspectors, ‘With the experience of mixing with students of a range of cultures in the school and through learning different languages, we are given skills for life.’”

Ofsted 2011

The government set out its definition of British values in the 2011 Prevent Strategy, and the Prime Minister reiterated these values in 2014. The Government states that the core values are: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

British values permeate throughout the school curriculum and support the development of the whole child. The examples that follow are an indication of some of the many ways we seek to embed British values at Hendon School and should be seen as elements of our approach rather than an exhaustive list.

Democracy

Students have the opportunity to contribute more widely to school life through our “Student Voice”. Every student is a member of Student Voice using the Smart Student Council model. All students are encouraged to actively participate. The Head Boy and Girl also support Student Voice. Student Voice regularly report back to the Senior Leadership Team (SLT).

Students are involved in the interviewing process when new appointments are made in school. They also play a role in supporting charities, not only choosing the activities that they complete to raise money, but also making decisions regarding where the money that has been raised goes.

Students are engaged in the Democratic engagement project with Barnet Council. Each year we have students who stand for election as part of the UK Youth Parliament.

In lessons students are given equally opportunity to contribute. Rules in the classroom have been devised by students, staff and parents. These are explained at the start of the year and students are challenged for any breaches as these have a negative impact on the learning in the classroom.

There are a range of examples where democracy is taught in the curriculum. For example, in history where students examine why women won the vote. In PSHE where mock elections are held and students in Yr12 and 13 are encouraged and supported to join the electoral register.

The rule of law

Students are clear about the expectations and the rules of the school. These are consistently reinforced throughout the school. Students are taught how to manage their behaviour and take responsibility for their actions. Accountability takes place at all levels and all stakeholders are aware of the “non-negotiables”.

Students have visited the Houses of Parliament, have attended local Council meetings and on a number of occasions have asked questions; students have taken part in Mock Trials and attended law lectures. We have welcomed a number of speakers including our Schools Police Officer, other members of the Met police, barristers and magistrates. Annually we have talks from Outside Chance, who talk about life within prison. We have also had visits from a number of families who have lost their children to knife crime.

In Religious Studies, religious laws are often discussed but within the context that British Law always comes before Religious Law in the UK.

Individual liberty

Students are taught about risk and how to make choices safely. Students are encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. Students are encouraged to understand and exercise their rights and personal freedoms and advised to exercise these safely, through assemblies, PSHE, Citizenship and other subjects. Students are encouraged to make choices; set up their own clubs and activities through Student Voice. At key periods of transition students are able to decide which courses they take with some guidance from staff and our careers advisors.

As students move through the school privileges are earned e.g. the right to leave the site at lunchtime in Yr11 and the Sixth-form. For those eating in school there are a range of healthy choices available.

Opportunities that exist within the curriculum include, for example, learning about human rights in geography; rights and responsibilities in Religious Studies and e-safety in ICT.

Mutual respect

Mutual respect is at the core of our values. We understand that we don't always agree but we have to work together and we respect the right to be individuals. Students learn that their behaviour has an effect on their own rights and those of others. All members of our school community; staff, students, parent or the wider community, should be treated respectfully. A positive understanding of differences and willingness to listen to the views of others is embedded in our daily practices. Each week one mentoring session is spent looking at the issue of kindness and respect, with students and staff engaging with a challenge to demonstrate these.

Our Code of Conduct focuses on three key themes. We are a great school because we Value Ourselves; Value Each Other and Value Our School and Community. The Code of Conduct reflects that values that are important in Britain.

Our Behaviour Policy promotes good behaviour and challenges poor behaviour. Students are taught to respect each other and make sure they have the opportunity to succeed. As a school we take seriously our duty to prevent victimisation through education, support and monitoring. Mutual respect is seen throughout the curriculum, including SMART Futures lessons “people as an individual,” unit of study; in sport through “fair play” and peer support/mentoring across the year groups

Tolerance

Students here experience diversity on a day to day basis. We want to celebrate this by enhancing the students understanding of their place in a culturally diverse society. Every year we celebrate a number of events including European Language Day, Chinese New Year, St. George's and St. Patrick's Day. Assemblies are held to celebrate diversity. Students are encouraged to talk about their diverse heritage and to have inquiring minds.

There are a number of trips and other opportunities for students to learn about other faiths e.g. visit to local synagogues and cultures e.g. joint project working with our partner schools. The Religious Studies curriculum covers all major as well as some minor ones and also looks at atheism. Students are encouraged to share their personal experiences. As part of our community links we jointly work with a local Islamic School and Synagogue.

Our focus is to prepare all our students for adult life; this means becoming active and engaged citizens. We aim to do this though instilling core values in all our students by the adults and other students in the school modelling appropriate behaviour. Students are taught about the laws e.g. History how laws are made; Religious Studies they learn about crime and punishment; PSHE and form-time about the law and the consequences of breaking the law