



## Stockton Sixth Form College British Values Statement

Stockton Sixth Form College 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 College are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Stockton Sixth Form College accepts admissions from all those entitled to a 16-19 year old education under British law, including students of all faiths or none. It follows the policies regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, sex, sexuality, political or financial status, or similar. It is dedicated to preparing students for their adult life beyond the formal examined curriculum and an understanding of British Values is a critical part of this education.

The Government emphasises that sixth form colleges are required to ensure that key 'British Values' are taught and promoted. The Government set out its definition of British Values in the Prevent Strategy. These values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs and none

Stockton Sixth Form College uses strategies within the curriculum and beyond to promote British Values. The examples that follow show some of the many ways Stockton Sixth Form College seeks to embed British Values.

### **Democracy:**

At Stockton Sixth Form College we promote the importance of democracy through:

- Student representatives from each tutor group attending half-termly Student Council meetings. The tutor groups are actively involved in the creation of the agenda and representatives seek the views of the tutor groups in advance of the meetings and provide feedback about discussions and decisions.
- The Student Council elects a Chair and Vice-Chair via a ballot.
- The Chair and Vice-Chair are our Student Governors with full voting rights at governing body meetings.
- The College's core values, agreed by the Student Council, are displayed widely within college.
- Local MPs visiting the college and holding Hustings events.

- The principle of democracy is also explicitly explored within the following courses:
  - Economics (e.g. democratic decisions in the economy, such as the Scottish Referendum and its economic implications)
  - Geography (e.g. the processes which operate to resolve conflict over the use of a local resource such as land, buildings, space)
  - Government & Politics (e.g. elections and their function, pressure groups and their part in the political system)
  - History (e.g. looking at how democracy works within America and comparing this to British systems)
  - Law (e.g. the democratic process of law-making and the role of the House of Commons)
  - MFL (e.g. considering the differences between government systems, the rights of an individual in a democracy)
  - Public Services (e.g. the advantages of democracy,)
  - Sports Studies (e.g. ways in which sport has been used to overcome authoritarian states and promote democracy such as the Rugby World Cup in South Africa)
- The College is consultative in all it does and managers strive to communicate with and consult staff whenever decisions need to be made.
- The student voice is listened to and acted on where appropriate, e.g. through course questionnaires and focus groups.

### **The rule of law:**

At Stockton Sixth Form College we promote the importance of the rule of law through:

- Teaching students the rules and expectations of the college which are highlighted by the student code of conduct and student expectations and action can be taken against those whose behaviour is not in accordance with these expectations.
- Staff must also follow the staff rules of conduct.
- Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Visits from authorities such as the Fire Service reinforce this message.
- Friday enrichment activities also promote this British Value. For example, the Law enrichment programme consists of a series of visits to courts and talks from professionals such as magistrate judges, police and probation officers and the driving theory course helps students understand the importance of the Highway Code and become responsible drivers.
- The principle of the rule of law is also explicitly explored within the following courses:
  - Business Studies (e.g. EU legislation relating to bailing out industries)
  - Computer Science and ICT (e.g. Data Protection Act, Computer Misuse Act, the study of piracy and offensive communications)
  - Economics (e.g. taxes and subsidies)
  - Government & Politics (e.g. the rule of law in terms of pressure groups)
  - Health and Social Care (e.g. looking at legislation that protects the rights of those both providing and receiving health and social care services and the consequences of these being broken by examining methods of redress)

- Law (e.g. the study of criminal and civil law and the formation of statutes)
- Media Studies (e.g. copyright law, looking at how the BBC follow the law)
- Psychology (e.g. The Mental Health Act and sectioning)
- Science (e.g. The Health & Safety at Work Act when conducting practical experiments)
- Sports Studies (e.g. the BASES Code of Conduct which outlines how exercise professionals should conduct themselves)

### **Individual liberty:**

At Stockton Sixth Form College we promote the importance of individual liberty through:

- Actively encouraging students to make independent choices with the knowledge they are in a safe, secure and supportive environment.
- Students are encouraged to exercise their right to free speech by representing their views to the Student Council.
- Staff further promote this right through class debates in which students are encouraged to come to their own decisions and form opinions about a range of subjects (e.g. political systems, business ethics, CERN programmes, stem cell research, animal ethics).
- Students have a wide choice of Friday enrichment programmes, e.g. arts & crafts, book-keeping, charity fundraising. Alternatively students may choose to use the day to work within college and have access to the college facilities, including the sports facilities.
- The principle of individual liberty is also explicitly explored within the following courses:
  - Art & Design (e.g. students are able to pick their own theme in their work)
  - Computer Science & ICT (e.g. Freedom of Information Act, censorship)
  - Economics (e.g. the role of the market economy versus mixed systems where governments intervene to correct market failure)
  - Health & Social Care (e.g. freedom of choice concerning treatments, students choosing areas and topics of interest for coursework units)
  - History (e.g. slavery and the abolitionist movements)
  - Law (e.g. the study of the nature of justice and personal liberty)

### **Mutual respect:**

At Stockton Sixth Form College we promote the importance of mutual respect through:

- All members of the College community treating each other with respect.
- Reiterating this through our teaching and learning environments, e.g. taking turns to answer and listening and valuing each other in what they have to say.
- Promoting and celebrating equality and diversity throughout the year, e.g. planning events around the diversity calendar across the year.
- The principle of mutual respect is also explicitly explored within the following courses:
  - English Language (e.g. adopting an open mind when looking at varieties of English spoken in the UK such as multicultural London English)

- English Literature (e.g. a choice of texts that reflect human diversity and explore themes such as misogyny, homodynamics and hetero-norms, class struggles)
- Geography (e.g. issues relating to multicultural societies in the UK)
- Health & Social Care (e.g. treating clients with respect and dignity as a key principle of care)
- Media Studies (e.g. through the study of representations of age, gender and ethnicity)
- MFL (e.g. being able to communicate and discuss contemporary topics such as gay marriage rights, racism, immigration and bullying)
- Performing Arts (e.g. exploring different choreographers such as the Alvin Ailey African American Dance Theatre, DV8 Physical Theatre Dance Company, Akram Khan Dance Company)
- Psychology (e.g. breaking down barriers and reducing stigma surrounding mental illness, both in class and across college through the celebration of World Mental Health Day)
- Sports Science (e.g. sportsmanship, TV coverage of minority sports, equal pay for male and female athletes)
- Travel & Tourism (e.g. respect for and by tourists in the UK and abroad)

**Tolerance of those with different faiths and beliefs and none:**

At Stockton Sixth Form College we promote the importance of tolerance of those with different faiths and beliefs and none through:

- Equipping students with the ability to understand their place in a culturally diverse society and by giving opportunities to experience such diversity within the College community, e.g. by actively encouraging students to share their faith and beliefs and celebrate festivities throughout the calendar year.
- The principle of tolerance of those with different faiths and beliefs and none is also explicitly explored within the following courses:
  - Art & Design (e.g. studying designers and artists from a range of cultural backgrounds and being able to incorporate their own beliefs into their projects)
  - Business Studies and Public Services (e.g. the importance of employers respecting employees' beliefs by observing religious holidays and provision of prayer rooms)
  - English Literature (e.g. poetry exploring Christian concepts of sin, chastity, marriage)
  - Government & Politics (e.g. the war on terror)
  - Health & Social Care (e.g. respecting different beliefs in care, such as dietary requirements and what to do after death)
  - History (e.g. the effects of being intolerant and the lessons from Nazi Germany)
  - Law (e.g. The Race Relations Act)
  - Performing Arts (e.g. musical theatre production of Aladdin which covers the topic of arranged marriage within Middle Eastern culture)
  - Psychology and Science (e.g. sensitive discussion of evolutionary theories)

- Religious Studies (e.g. Islam, different Christian perspectives, secular perspectives, Hindu and Buddhist teachings and beliefs)
- Sociology (e.g. modelled through the class notes and staff conduct)
- Sports Studies (e.g. considering how religious clothing such as burkas, turbans and scarves can be incorporated into exercise sessions, how fasting affects sporting performance)

Further to these values are our agreed College ethos which underpins all that we do. The purpose of Stockton Sixth Form College is to provide outstanding educational opportunities for young people, which enable them to develop the knowledge and skills to progress to the next stage of their career. We are committed to raising the aspirations of young people in the Stockton area. We believe that all young people can be successful. We set high standards and have high expectations of our students. We believe that a sixth form college is about developing the whole person. We value diversity and promote respect within our community.