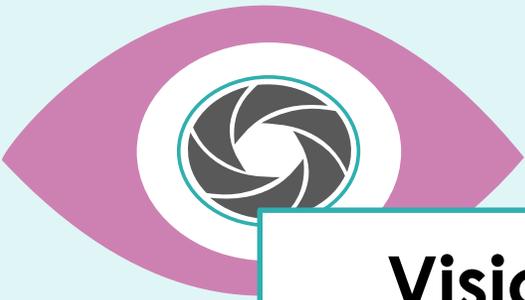




Schools Programme  
2019/2020

How **it works** and how  
**it makes a difference**



## Vision

VotesforSchools' vision is of a politically engaged, tolerant & cohesive society, made up of informed citizens. We look forward to a world where all young people are able to open up about difficult subjects & listen to each other's views.

**"Standing up for yourself is sometimes tough** whether you're at school or in the workplace. Chatting about these issues whilst we are young **helps prepare us** for life beyond our educational setting" - Student



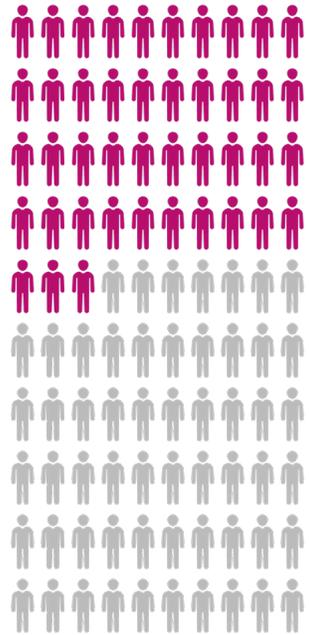
## Mission

VotesforSchools exists to give young people the knowledge they need & tools required to change the world around them. The programme helps teachers to address current affairs & sensitive topics while lighting up the classroom & sparking student interest in new areas. The voting platform gives young people a respected & influential voice.



"I think this week's topic was quite challenging & I found it **rather difficult to come to a decision:** however, I like that because **it really made me think**" - Student

# The VOTESFORSCHOOLS story

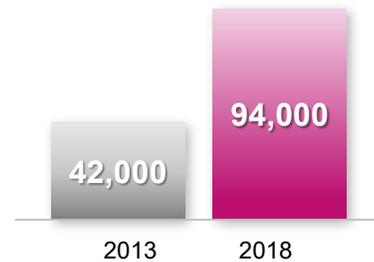


**43%**  
Of 18-24  
year olds  
voted in  
the 2015  
election



In 2015, the youth turnout in UK elections reached an all-time low. Fewer & fewer young people were casting votes or campaigning during the election. This was not because they didn't care, but was because they a) didn't feel represented by current politicians, & b) didn't feel that the political system had been built with them in mind<sup>1</sup>. The two founders of VotesforSchools saw this problem in both the wider world & their own families.

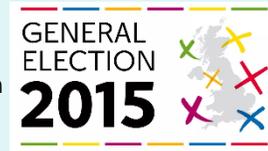
Since then, the UK has witnessed an increase in societal issues. Communities have been deeply affected by hate crime, with adults expressing themselves through violence rather than discussion. Many young people have fallen into gangs or been groomed by extremists, while others have lived in fear of them. Some of these issues are encouraging young people to become more active in their communities for the right or wrong reasons. We find ourselves, in 2019, at a critical juncture for empowering young people, educating them about what is happening in the world around them & enabling them to speak to one another.



**Double**  
Between 2013 &  
2018 hate crime  
more than  
doubled

**May 2015**

Youth turnout reaches an all-time low at the UK General Election



**June 2016**

The UK holds a referendum on EU membership

**Mar 2018**

Figures reveal incidents of hate crime have doubled since 2013



**Feb 2019**

Some students in the UK participate in a climate strike

**Present day**

Hate crime, gang violence & extremism are all still on the rise, but with it, many young people are becoming active & speaking out

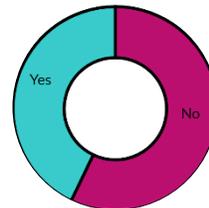
# The story

Following the election in May 2015, Kate & Vivienne discussed the idea of helping schools to encourage young people to vote & learn about current affairs. They decided to try out a small Secondary school pilot to see if they could do anything to help teachers. They made a few sets of materials & set up a simple online voting process.



As it turned out, teachers loved it! The schools that tested the idea immediately asked whether they could be part of a full programme. Soon after Kate & Vivienne pulled together a team to provide lessons about current affairs every week to schools around the country.

Since then, VotesforSchools has continued to grow. It now works with infant schools through to Colleges, with special schools, young offender institutes & free schools. The team not only remove some of the burden placed on teachers to cover extra areas of the curriculum, but also work tirelessly to give young people a voice on the issues they care about.



**Jan 2016**

Kate Harris & Vivienne Creevey co-found VotesforSchools



**May 2016**

The first ever school joins the VfS programme

**Mar 2017**

The College, Primary & Prisons schemes are launched

 **VOTESFORCOLLEGES**



**Oct 2018**

The team join with a council to help all schools in the area

**Present day**

VotesforSchools works with over 500 schools in all different contexts & works with charities & the Government to share pupils' opinions



# The VOTES FOR SCHOOLS programme

Secondary

VotesforSchools is a two-part programme that provides resources for Secondary schools on a weekly basis & allows them to vote. It covers SMSC, British Values, the Prevent strategy & the new Personal Development criteria.

It is a yearly subscription, which covers schools for all 40 weeks of the academic year. Throughout the year it covers nine key themes & major news events.

Secondary schools receive 15 minute, 45 minute and Advanced resources. All materials can be delivered immediately. The idea is to free up all prep time for teachers. The lessons can be delivered by teachers, teaching assistants and even students themselves.

## How it works



- 1 Lead staff receive materials each week via email or through the website
- 2 Teachers can use the resources to deliver a lesson/assembly each week
- 3 Students vote Yes or No & they or the teacher log in & cast their vote online
- 4 Schools can look at their results on the website instantly

**Secondary 15**

**4 Is there any harm?**

Speed discussion (5 min)  
Look at the two side photos. You have to decide to discuss each question with a partner. Who? This one is up to you. You'll discuss it for a new position and discuss the next question.

Body Image:  
How do you think the appearance of a person affects their life?

Can there be enough of a young person's time about their body?

What do you think about the "body image" of a young person?

Click here to see a simple graphic of different body options.

**Secondary 45**

**4 What would you vote for?**

Reflect and share (4-4 min)  
Think the possible options on Brexit on the left. You will have options how already been reached by Parliament. You should also have the public. If you, as a young person, would like to see the UK leave the EU, you should also have the public.

Options for Brexit?

No-deal Brexit:  
Have it in your own words. "I think about it, but I don't know what to do."

Free-trade Brexit:  
The UK leaves the EU, but we still have a trade agreement with the EU.

A people's vote:  
The UK leaves the EU, but we still have a referendum to decide if we should stay in the EU.

Cancel Brexit:  
The UK stays in the EU, but we still have a referendum to decide if we should stay in the EU.

**Advanced**

An Advanced lesson for upper KS4/KS5 that focuses on skills needed for higher education

Each week students receive feedback from charities, politicians & many others

**Feedback: "Is it fair to shut down a city over climate change?"**

"If you want to make a point, to get that across, like the politicians, you have to be able to make a difference. You have to be able to get out of school. Climate change should be all up to the experts." - *Michelle Carter, 16 years old*

"Honestly, I completely disagree with the climate change protests. Most of the people that attend these are super arrogant kids who only want to get out of school." - *James, 15 years old*

"It's so interesting to hear what everyone thinks. It sounds like the questions and answers raised one exactly the same one: considered too. Honestly, no one involved in the lockdown probably wanted to make the lockdown. I don't know any other way than that. The experts and scientists are doing their best and ecological emergency means we might have enough food to eat in a few years. This and the politicians aren't paying attention. We need them to make some really big changes now and we've had everything else."

**Call to Action**

Spread the joy  
Come to the point, have to be able to appreciate why you appreciate them and why.

Conflict Manual  
What do you think about the "conflict manual" that the UK government has published? Do you agree with it? Do you think it's a good idea? Do you think it's a bad idea? Do you think it's a good idea? Do you think it's a bad idea? Do you think it's a good idea? Do you think it's a bad idea?

Lessons come with either a careers section or a community action section to take the topic further

Evidence sheets are provided so teachers can show the curriculum areas covered

**VotesTopic: Has Brexit broken Parliament?**

The leaving vote has supported the UK.

1.3 1.4 1.5 1.6 1.7 1.8 1.9 2.0 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 5.0 5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 6.0 6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 6.9 7.0 7.1 7.2 7.3 7.4 7.5 7.6 7.7 7.8 7.9 8.0 8.1 8.2 8.3 8.4 8.5 8.6 8.7 8.8 8.9 9.0 9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8 9.9 10.0

**Parliament across the curriculum**

Maths	English	Physics	History / Geography	Art
<b>Parliament, Area, Volume:</b> The area of a square is side squared. The area of a rectangle is length times width. The area of a circle is pi times radius squared. The area of a triangle is half times base times height.	<b>Speaking &amp; Writing:</b> The area of a square is side squared. The area of a rectangle is length times width. The area of a circle is pi times radius squared. The area of a triangle is half times base times height.	<b>Force &amp; Motion:</b> The area of a square is side squared. The area of a rectangle is length times width. The area of a circle is pi times radius squared. The area of a triangle is half times base times height.	<b>History - The UK:</b> The area of a square is side squared. The area of a rectangle is length times width. The area of a circle is pi times radius squared. The area of a triangle is half times base times height.	<b>Media Design:</b> The area of a square is side squared. The area of a rectangle is length times width. The area of a circle is pi times radius squared. The area of a triangle is half times base times height.

There are also cross-curricular ideas providing ways to continue the debate in other lessons

A 15 minute tutor time lesson or assembly to introduce students to the topic & an in-depth 45 minute lesson which can be split up across a week (both in PowerPoint format). Schools also receive a weekly assembly and a parental engagement sheet.

# The VOTESFORCOLLEGES programme

VotesforColleges is a two-part programme that provides resources for further education providers on a weekly basis & allows them to vote. It covers SMSC, British Values, the Prevent strategy & the new Personal Development criteria.

It is a yearly subscription, which covers colleges for all 40 weeks of the academic year. Throughout the year it covers nine key themes & major news events.

Education institutions receive 15 minute and 45+ minute resources. All materials can be delivered immediately. The idea is to free up all prep time for teachers. The lessons can be delivered by teachers, teaching assistants and even students themselves.

## How it works

- 1 Lead staff receive materials each week via email or through the website
- 2 Teachers can use the resources to deliver a lesson/assembly each week
- 3 Students vote Yes or No & they or the teacher log in & cast their vote online
- 4 Colleges can look at their results on the website instantly



**VoteTopic**  
College 15

**VoteTopic**  
Advanced

**1 Why are we talking about this?**

1.1 **Why are we talking about this?**

1.2 **Somebody has been found guilty of using bribery to get her company in a college. She paid \$15,000 (£12,000) to have the site given an exam answer secretly corrected. She even took time in class.**

1.3 **Somebody has been found guilty of using bribery to get her company in a college. She paid \$15,000 (£12,000) to have the site given an exam answer secretly corrected. She even took time in class.**

1.4 **Somebody has been found guilty of using bribery to get her company in a college. She paid \$15,000 (£12,000) to have the site given an exam answer secretly corrected. She even took time in class.**

1.5 **Somebody has been found guilty of using bribery to get her company in a college. She paid \$15,000 (£12,000) to have the site given an exam answer secretly corrected. She even took time in class.**

**Activity 1) Can signing up to something cost you?**

1.1 **Can signing up to something cost you?**

1.2 **Can signing up to something cost you?**

1.3 **Can signing up to something cost you?**

1.4 **Can signing up to something cost you?**

1.5 **Can signing up to something cost you?**

Every week students receive feedback from politicians, charities & many others

**Feedback: "Do superhero films create unhealthy expectations about body shape?"**

1.1 **Do superhero films create unhealthy expectations about body shape?**

1.2 **Do superhero films create unhealthy expectations about body shape?**

1.3 **Do superhero films create unhealthy expectations about body shape?**

1.4 **Do superhero films create unhealthy expectations about body shape?**

1.5 **Do superhero films create unhealthy expectations about body shape?**

**Career Launchpad**

1.1 **Career Launchpad**

1.2 **Career Launchpad**

1.3 **Career Launchpad**

1.4 **Career Launchpad**

1.5 **Career Launchpad**

Evidence sheets are provided so teachers can show the curriculum areas covered

**VoteTopic**

1.1 **VoteTopic**

1.2 **VoteTopic**

1.3 **VoteTopic**

1.4 **VoteTopic**

1.5 **VoteTopic**

**Terms and conditions across the curriculum**

Maths	English	Biology / Chemistry	History / Geography	ICT / Art
<b>Shapes (Areas)</b> Students will be able to calculate the area of a rectangle, triangle, circle, square, parallelogram, trapezium, kite, rhombus, and composite shapes.	<b>Grammar (Dates)</b> Students will be able to identify and use the correct form of a verb, and to use the correct tense.	<b>Biology - Nutrition</b> Students will be able to describe the structure and function of the digestive system, and to explain the role of enzymes.	<b>History - The UK</b> Students will be able to describe the development of the UK, and to explain the role of the monarchy.	<b>ICT - Data Security</b> Students will be able to describe the importance of data security, and to explain the role of encryption.

There are also cross-curricular ideas providing ways to continue the debate in other lessons

A 15 minute registration time or assembly lesson to introduce the topic & an Advanced 30-45 minute lesson to prepare students for higher education



# Primary case study: St Chad's & Ramshaw schools

St Chad's RCVA and Ramshaw are two small primary schools in Durham. When they came on board in 2016, both schools were rated as 'Good' by Ofsted. The Head of both schools, Dominic Brown, was eager to teach pupils about global issues but was finding it hard to cover them with the pressures on the core curriculum.

Dom and his staff now use the VotesforSchools materials both for weekly assemblies and short circle time sessions. Teachers dive into the detail of topics in circle time and then pupils vote together as a whole school in assemblies. Dom asserts that VotesforSchools has been a brilliant tool and has enabled him to educate pupils about really difficult subjects. This was reflected in St Chad's 2018 Ofsted report.

*"Your team provides extensive experiences to widen the perspectives of pupils ... You do not shy away from topical issues in your 'pupil vote' activities and show courage in enabling pupils to talk about challenging topics, such as acts of terrorism or the ethics of conflict."* – **2018 Ofsted Short Inspection Report for St Chad's School**

*"I love this scheme. I love how the subject matter appeals to all ages, allows the children informed choices and how quickly it gets the children debating. The video content is pitched beautifully and the curricular coverage is there for all to see. Children punch the air when they find out it's a VfS assembly. It is perfect for small schools like ours."*

– **Dom Brown, Headteacher**



# Secondary case study: Lingfield Notre Dame

Lingfield Notre Dame is based in Surrey & came on board with VotesforSchools in 2016. With an inspection long overdue, Julia Richardson (Deputy Head) jumped at the chance to become one of our pilot schools. She was immediately enthusiastic: *“We have SMSC and British Values already in place, but this is such an innovative, fantastic way to approach it.”*



VotesforSchools is now firmly embedded into the structure and ethos of the school. They have tutor time every day, with an extended session on Friday. Voting is done manually, with children putting their heads on the table, and raising their arms. Sophie Brack, a Year 9 tutor, simply counts the hands and inputs the data there and then. It is fast and easy and doesn't rely on children accessing the internet: *“It's so easy, the lessons are just there ready to go.”*

*“VotesforSchools has transformed tutor time at Lingfield Notre Dame. Pupils are enjoying having topical debates and are gaining a much better understanding of current affairs. As well as inspiring young people to have a voice on many issues it also means that we have confidently covered the Prevent Strategy, SMSC & FBV. The resources are varied & interactive. Each week the vote topic is hotly debated around the school and has a real buzz about it.”* – **Angela Brown, Head of Year 10**

The Head, Richard Bool, tells us that VotesforSchools is a great selling point for the school: it is mentioned in end of term letters and explained to parents at Head of Year evening groups. Most importantly, students love the lessons.

*“It doesn't feel like school. Me and my friends keep on talking about it even at lunch time and sometimes I end up debating with my Dad about it. Especially about whether there should be a law that makes us speak up if we see someone doing wrong.”* – **Year 9 student**

# catch 22

## Alternative provision case study: Catch 22

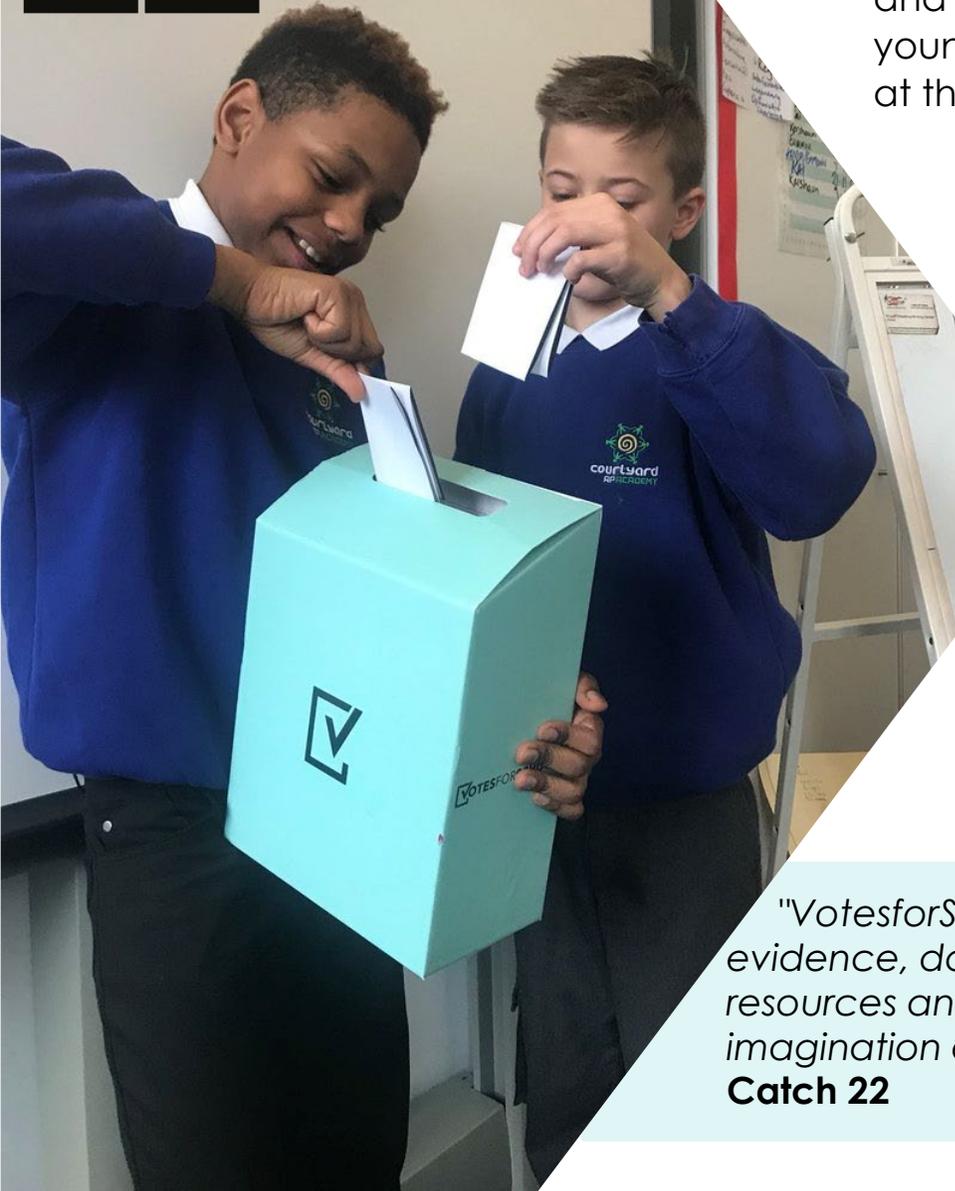
Catch 22 is an alternative education provider directly in charge of 25 schools, academies and study programmes. It provides inclusive education for some of the most vulnerable young people. In 2016, the organisation decided to trial the VotesforSchools programme at the Ashwood Academy and assess whether it was a good fit.

Dave Moran, Headteacher at The Ashwood Academy, has been a huge supporter of the platform from the beginning, seeing the value of the data and evidence in a curriculum area notorious for being hard to reach. He told us: *"VotesforSchools is an excellent way to evidence hard-to-reach areas."*

The Ashwood Academy then introduced the idea to the Board of Directors and, following VotesforSchools presentation at a meeting, the whole education directorate decided they wanted it in all their schools (eight independent schools, four MATs & post 16 study programmes)

We have worked with Catch 22 to have VotesforSchools written into a blueprint that will form the 'ideal' curriculum for AP schools for use by the Department for Education. They believe that VotesforSchools is giving their young people a chance to engage in current affairs, whilst embedding some key skills that will support them as they move into adult life.

*"VotesforSchools is a package that gives everyone exactly what they need; SLT have the evidence, data and quality assurance of delivery, our teachers have outstanding lessons and resources and our students have engaging and topical relevant issues that capture their imagination and teach them a diverse range of subjects"* – **Head of Quality, Curriculum & People, Catch 22**



# Area case study: Barking & Dagenham



Barking & Dagenham has one of the highest rates of unemployment and child poverty of all the London boroughs & has struggled with gang & knife crime in the past couple of years. The Council Chief Executive told us they were looking for a cost-effective way of engaging young people in borough issues & for a way of finding out what young people thought.

Launching in all 61 schools in the Schools Improvement Partnership, we set up the voting system so the council could also find out what their young people thought about issues in the area. Since doing so, we have empowered the council to make decisions for young people as a direct result of their feedback.

We have also brought schools in the area together through joint debates & community action ideas. In June 2018, we hosted a borough debating competition focused on getting more young women involved in politics.

*"I think VotesforSchools is very important in Barking and Dagenham. For the first time Primary and Secondary schools can come together and listen to each other. Pupils of all abilities hear each other speak."* – **Evelyn Carpenter, Councillor for Barking & Dagenham**

We are now into our second year of working with the council who have extended their subscription for another 18 months.

*"VotesforSchools is a brilliant programme, which is engaging young people across Barking & Dagenham in politics and building a strong community where schools communicate with one another and tackle difficult issues."* – **Ben Spinks, CEO of Barking & Dagenham Schools Improvement Partnership**



VOTES FOR SCHOOLS

# What schools say about us

*"I would like to take this moment to say what a fantastic resource VotesforSchools is - it's so invaluable for teaching and informing the children about current affairs."*

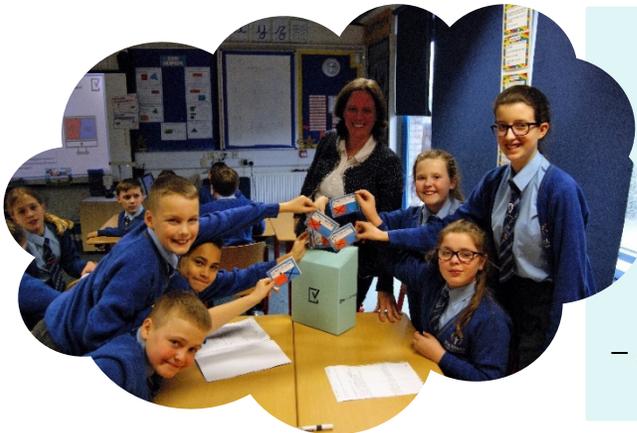
**– Senior Leader, Thomas's Clapham Secondary School**

*"Our Year 6 teacher told me they are having the best ever lesson using your anti-bullying resource & that she absolutely loves VotesforSchools. Our drama teacher also emailed me last week saying: 'I am not sure I have ever said it but I literally love this website. It is brilliant & such a useful tool.'"*

**– Deputy Head, Parkgate Primary School**

*"...thanks for yesterday. It was a real highlight of my career to have you all in and the outcomes were educational gold."*

**– Deputy Head, Turing House School, feedback from a debating event**

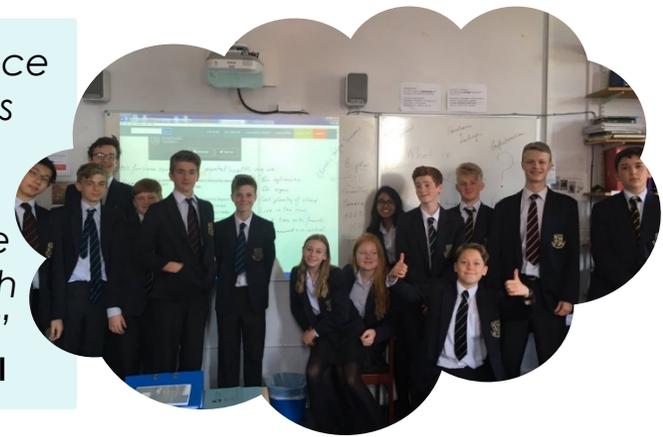


*"I am delighted that VfS is encouraging debate on thought-provoking topics that can encourage more young people to participate. The future of democracy is in their hands."*

**– Andrea Leadsom MP, former Leader of the House of Commons**

*"Learners are given the chance to discuss and debate various topics, both of which can be fun & more challenging. The lesson packs that are sent are bright, interactive & clear with varied & differentiated tasks."*

**– Head of Prison, HMP Buckley Hall**



*"We love VotesforSchools here, it's a great platform for discussion & debating. We've had Primary schools in, Heads of other schools and UTCs and I've been plugging VotesforSchools to all of them and they're really impressed with how it works."*

**– Head of SMSC, UTC Plymouth (college)**

## Inspections

*"Leaders ensure that pupils develop an understanding of democracy, respect & other modern British values. Pupils regularly vote on different themes to express an opinion. Such debate enables pupils to express their views respectfully and have their voices heard."*

**– OFSTED Report, The Ashwood Academy**

*"I wanted to let you know that we had a full Ofsted inspection and I showed the lessons that you make. The inspector was really impressed with it all. I wanted to thank you for such an excellent resource that you have made."*

**– Head of SMSC, Al Sadiq and Al Zahra Schools**

# The curriculum

VotesforSchools was designed to cover areas that schools find difficult to evidence. As a result, every lesson comes with clear evidence for how teaching covers SMSC, British Values and Prevent criteria.

This evidence can be collected & used for inspections without any additional prep. The programme also comes with an inspection pack which splits out all areas covered over a year and provides guidance for inspection days.

The VfS programme is constantly adapting to changes in the curriculum and we are already providing guidance on how the materials meet the criteria for the new Personal Development curriculum which will be monitored from September.

We also provide bespoke guidance for alternative education providers.

## How does using VotesforSchools support your duty to prevent students being drawn into extremism?

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015. In the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting **fundamental British values** and enabling them to challenge extremist ideas. It is important to emphasise that the **Prevent duty** is not intended to stop pupils discussing controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the issues associated with terrorism and develop the knowledge and skills to be able to challenge extremist viewpoints. **Department for Education guidance**

All the focus of our work is our understanding of the need to be able to demonstrate to external partners how **VotesforSchools** supports the requirements set by The Prevent Duty. The detailed table below gives examples of how we support our schools.

- Students should develop questioning skills and techniques to open debate in a safe way.
- Students should feel confident to discuss honestly a plurality of views.
- Schools should allow students to debate fundamental moral and human rights principles.
- Give pupils a safe place to register a concern easily that will challenge their beliefs.
- Students can influence and participate in decision making and issues affecting them in their society.

## Inspection: How using VotesforSchools supports the new draft Ofsted inspection framework 2019

All the focus of our work is our understanding of the need to be able to demonstrate to external partners how **VotesforSchools** supports the requirements set by these bodies.

### Areas of inspection homework

**Personal Development**  
The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to flourish and discover their interests and talents.

The curriculum and the provider's wider work supports learners in developing their character, including their resilience, confidence and independence, and help them understand how to keep physically and mentally healthy.

The provider prepares learners for the wider world by equipping them with the skills needed to be responsible, successful, active citizens who contribute positively to society, developing their understanding of fundamental British

Social, Moral, Spiritual & Cultural values, British Values, and Prevent	
<b>Secondary</b>	<b>Primary</b>
All of the above are covered by the VotesforSchools programme with weekly evidence of the criteria met.	All of the above are covered by the VotesforSchools programme with weekly evidence of the criteria met.

Personal, Social, Health and Economic education (PSHE)	
<b>Secondary</b>	<b>Primary</b>
The VfS programme can be used to support the delivery of a PSHE curriculum.	The VfS programme can be used to support the delivery of a PSHE curriculum.

Careers	
<b>Secondary</b>	<b>Primary</b>
Every fortnight, through the 'Career Launchpad', students are exposed to a range of careers and shown the requirements and journey needed to get there. VfS can help your school to meet <u>three of the eight Gatsby Benchmarks</u> .	VfS supports you to explore careers with pupils. Every fortnight, through the 'Career Launchpad', pupils are exposed to a specific career or job and shown the requirements and journey needed to get there.

Relationship education, health education & sex education	
<b>Secondary</b>	<b>Primary</b>
At secondary, VfS will offer weekly lessons that directly link to the RSE curriculum & health education.	The VfS programme will provide some content that covers relationships, health & sex education.

Citizenship	
<b>Secondary</b>	<b>Primary</b>
The VfS programme can be used to support citizenship lessons.	The VfS programme can be used to support citizenship lessons.

# Voting

Voting is a vital part of the VotesforSchools programme. It gives young people a voice & helps to educate organisations, charities & people in Government about what the next generation of voters care about. We have already had Ministers, global charities & celebrities respond to our votes. Our young people can see therefore see the value of making their voices heard.

Voting is straightforward. It can either be done offline, by staff on the website, or by young people themselves through their own voting accounts.

## Teacher voting

- 1) We set staff up with online accounts & their email is their username.
- 2) On our website, staff click 'Teacher login' on any device & type in their details.
- 3) They then click 'Manually enter votes' for any topic & enter the Yes & No votes.
- 4) Once done, they can view the results.

## Pupil/Student voting

- 1) We set pupils/students up with simple anonymous online accounts.
- 2) They go to our website, click 'Pupil login' on any device & enter their details.
- 3) They then click Yes or No for the vote & enter any comments they have.
- 4) Their vote is added to the school results.

Previous topics*
Do we treat strangers differently online than in real life?
Do your friends use homophobic language?*
Should the public have a vote on who becomes the next Prime Minister?
Should we give half of Earth to wildlife?
Should Eid be a public holiday?
Should all toilets be gender neutral?*
Do social media companies listen to young people?*
Do superhero films create unhealthy expectations about body shape?*
Should borders exist?
Is it fair to shut down a city over climate change?*

\*These topics were edited for KS2 or KS1

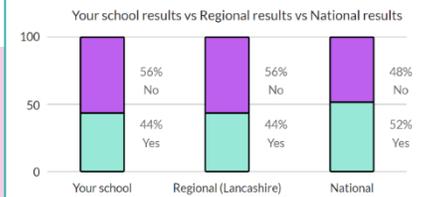


Can you understand why someone would become an extremist?

## Results in your school



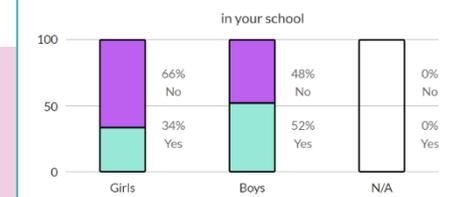
## How your results compare...



## Results by Tutor Group/School Year



## Results by gender



## Participation

Year 7	Yes	No	Total
Group 7L/JBE	2	0	2
Group 7R/AJC	2	1	3
Group 7L/DBU	6	2	8
Group 7T/NL	0	2	2

Once the votes are in, teachers can immediately look at the results and compare them in all sorts of different ways. You can compare your school to your region & the rest of the UK; you can compare tutor groups to each other, & you can even use participation tables to see who hasn't voted yet.

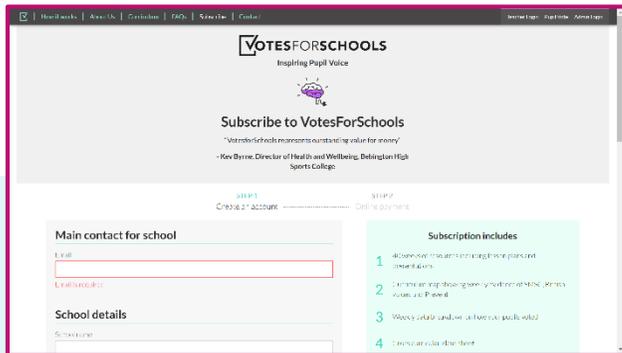
# Signing up

We have done our best to make sure that VotesforSchools is as simple & easy to sign up to as possible.

To get started, all you have to do is go to our website ([votesforschools.com](https://votesforschools.com)), click on 'Subscribe' & fill in your school details. It only takes five minutes & once you are finished, a school account will be created immediately, meaning you can go online & download materials right away!

Once you have created an account, a team member will be in touch to send you through all the onboarding materials you need & check that you understand how everything works. We work with schools & organisations in every educational setting so are able to be flexible to the way you work.

If you prefer, you can also email us on [info@votesforschools.com](mailto:info@votesforschools.com) or call us on 07754 862979 - we would love to hear from you.



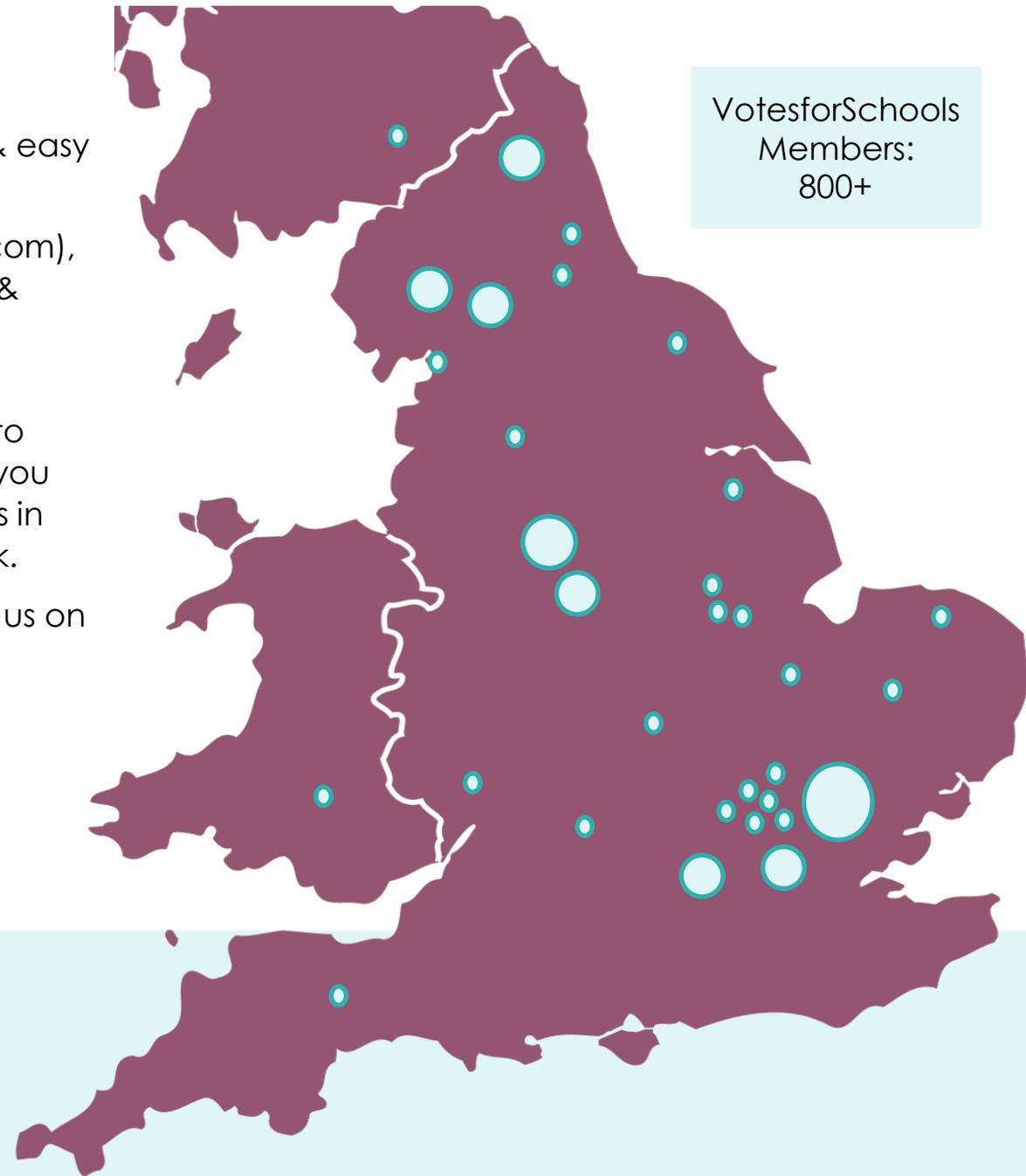
The screenshot shows the 'Subscribe to VotesForSchools' page. It includes a header with the logo and tagline 'Inspiring Pupil Voice'. Below the header, there's a section for 'Main contact for school' with an email input field. To the right, a 'Subscription includes' box lists four items: 1. 40 online resources for teachers, parents and carers; 2. 20 minutes of support from our team; 3. Weekly updates and on-line resources; 4. 24-hour email support. The page also shows progress indicators for 'STEP 1: Create an account' and 'STEP 2: Gift a payment'.

Go to [votesforschools.com/subscribe](https://votesforschools.com/subscribe) & fill in your school/college's details.



[info@votesforschools.com](mailto:info@votesforschools.com)

Drop an email to our team of teachers.



VotesforSchools  
Members:  
800+

# Pricing

Our subscriptions are straightforward. You can sign up for 1, 2 or 3 years at a time. If you are a teeny-tiny school, there is a reduced price as we want to make sure the programme is affordable to everyone.

## Primary

Duration	Small School (<100 pupils)	Medium-Large (>100)
1 year	£360	£500
2 years	£700	£925
3 years	£1,000	£1,325

## Secondary

Duration	Small School (<300 students)	Medium-Large (>300)
1 year	£500	£1,000
2 years	£925	£1,850
3 years	£1,325	£2,700

## College

Duration	Small College (<300 students)	Medium-Large (>300)
1 year	£500	£1,000
2 years	£925	£1,850
3 years	£1,325	£2,700

## Prisons

Duration	Small Prison (<100 learners)	Medium (100-200)	Large (>200)
1 year	£600	£800	£1,000
2 years	£1,150	£1,550	£1,950
3 years	£1,650	£2,250	£2,850

If you want to discuss subscriptions and pricing, please **give us a call on 07754 862979**

