

Inspection: How does using VotesforSchools support British Values and SMSC?

At the heart 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.

We have outlined clearly how we support delivery on the following Ofsted & Independent Schools Inspectorate outcomes and provided some key responses to questions inspectors may ask when discussing British Values & SMSC.

Effectiveness of Leadership & Management

- Provide learning programmes or a curriculum that have/has a suitable breadth, depth, and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners, and employers, nationally and in the local community
- Actively promote equality and diversity, tackle bullying and discrimination, and lessen any gaps in achievement between different groups of pupils
- Actively promote British Values
- Make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other Government requirements, promote their welfare, and prevent radicalisation and extremism.





Quality of Teaching, Learning & Assessment

- ✔ Equality of opportunity and recognition of diversity are promoted through teaching
- ✔ Where relevant, English, Mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

Personal Development, Behaviour & Welfare

- ✔ Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation, and extremism, including when using the internet and social media
- ✔ Personal development, so that they are well-prepared to contribute to wider society in Britain, and respect others.

Question/Criteria	VotesforSchools commentary
How do staff engender a fair and unprejudiced approach on the part of the pupils?	VotesforSchools resources provide staff with the objective, fact-based arguments to help them debate and discuss current and topical issues. This puts staff in a confident position to present relevant and unbiased facts on a wide range of diverse topics. Use of VotesforSchools ensures there is an inclusive and unprejudiced approach to discussing sensitive subjects.
Is there equality of opportunity and appreciation of diversity taught in the school?	VotesforSchools gives a consistent and quality approach to ensuring that every pupil can access and can engage in discussion around British Values and develop their critical thinking.





<p>How does the school assist pupils in combating harassment and bullying? What evidence is there of improvement?</p>	<p>VotesforSchools encourages and empowers pupils to have a voice; the resources give them the tools to “be heard” on any personal issues, or when they see others in risky situations.</p>
<p>How do the curriculum and extra-curricular activities promote pupils’ British Values? How do you monitor the impact of this? Where would I be most likely to see examples of this being taught?</p>	<p>Using VotesforSchools as a tutor package means active promotion of British Values. The pupils vote on (largely British) issues every week, from Brexit to space travel, to how Government money is spent. VotesforSchools actively and explicitly promotes British Values as each week pupils vote on the topic being discussed. The school then receives the results of this two weeks later, providing access to the gender and age group votes as well as how many pupils participated. The VoteDiary allows staff to look at how the pupils are developing the skills associated with British Values such as tolerance, understanding and empathy.</p>
<p>What specific steps have been taken to improve pupils’ behaviour and learning with respect to the development of British Values?</p>	<p>VotesforSchools allows staff to facilitate lessons on engaging subject areas about which pupils are interested. Using VotesforSchools allows staff to develop pupils’ understanding of the world they live in, in an interactive and stimulating way. It also allows pupils to participate in democratic practices on a weekly basis. The weekly topics are relevant and pupil-centred. As a result, pupils are motivated and want to learn about the topics each week.</p>





How and where does the school monitor and evaluate pupils' preparation for life in modern Britain? What does this information tell you about how well pupils have developed?	VotesforSchools maps which areas of British Values, SMSC, and Prevent are covered each week by the topic. When young people vote, staff are given the data, showing what the pupils think and feel about certain issues. The accompanying VoteDiary also allows pupils to reflect on how their British Values skills have developed and how they would like to hone these in future.
How are pupils involved in the life of the school?	Using VotesforSchools allows pupils to consider how they can be heard within their own school. Fortnightly, there is a "Call to Action" at the end of the KS2 VotesforSchools presentation, which shows pupils how to make a change nationally, locally, or within the school setting.
Can you show me examples of displays or artwork around the school which promote British Values?	VotesforSchools provides display materials for schools to develop tutor display areas, promote the school's results and encourage development in the skills of being informed, curious and heard.
How and where do pupils/staff have the opportunity to discuss different points of view? How do teachers make sure that different viewpoints are valued?	VotesforSchools gives teachers the confidence to present a wide range of topics and actively encourage pupils to have differences of opinions. It also models objective and unbiased arguments, demonstrating to pupils that any opinion is valid but should be supported with informed evidence.





Can you give examples of how British Values are promoted in the culture and ethos of the school?	Using VotesforSchools as part of the weekly timetable demonstrates an absolute belief that British Values are at the heart of the school. VotesforSchools is an inclusive package, meaning every pupil in every year group can access the weekly debate. As a result, this can bring genuine unity and cohesion to the school community and beyond.
How do teachers plan their lessons to include strategies and resources that reflect the diversity of cultural experiences in modern Britain?	The VotesforSchools lessons are planned and resourced for teachers, but they can also supplement teaching with the weekly list of “cross curricular” activities which demonstrate how other subject areas can use the theme of the VoteTopic to continue the discussion whilst meeting their own curriculum needs. Teachers are also actively encouraged to look at the SMSC, British Values and Prevent map that is downloadable along with their resources every week (also known as the “Curriculum Guide”). This gives the staff a real understanding of how they are contributing to British Values development in pupils.
How do you ensure that the pupils in this school learn about what is like to be in different communities, beyond their immediate experience?	VotesforSchools resources expose pupils to a diverse range of topics. Within these is an opportunity for pupils to make ethical and moral decisions. By looking at the different sides of a wide range of debates, they develop skills of tolerance, empathy and understanding.
How does the school help pupils prepare for the next stage of education, training or employment? How effective is this?	<p>VotesforSchools is giving pupils skills that will stay with them for life. These include but are not limited to:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> engagement in democracy<input checked="" type="checkbox"/> making your voice heard<input checked="" type="checkbox"/> articulating your opinion<input checked="" type="checkbox"/> listening to others<input checked="" type="checkbox"/> coming to decisions <p>The VoteDiary also allows pupils to think about how the skills and learning gained from participating in VotesforSchools can be used in further pathways.</p>



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How does the school help pupils to become active citizens, both in school and in wider society? What is participation in these activities like?

Participation in VotesforSchools is expected and required of pupils. We believe this platform is educating pupils about their world and communities, as well as consistently asking them how they can make a difference.



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Inspection: How does using VotesforSchools support your duty to prevent pupils 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 views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments”.

Department for Education (DfE) Guidance

At the heart 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 on the following pages gives examples of how we support our schools.



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Criteria	VotesforSchools commentary
Pupils should develop questioning skills and techniques to open debate in a safe way	VotesforSchools is working to develop these skills in every pupil. Though outstanding content with diverse activities, pupils are gaining skills of communication and critical thinking. The content also provides the teacher with materials to ensure the topic engages all pupils in the discussion in a safe and balanced way.
Pupils should feel confident to discuss honestly a plurality of views	The weekly debate allows this to happen within the classroom; alongside the debate itself, pupils can vote on how they feel. The content is unbiased and objective – we always ensure that both sides of any debate are clearly laid out and understood.
Schools should allow pupils to debate fundamental moral and human rights principles	This is exactly why VotesforSchools was set up: as teachers ourselves, we all agree that pupils should be able to engage in moral debates and this should not be government by whether they have a teacher who believes in that too. The package is whole-school, so every young person gets the opportunity to have these conversations. Our approach to this debate is youth-focused, so while the questions may often seem “light-hearted”, this is used to help capture their attention before discussing the topic in more depth. A good example of this is “Would you travel the world alone?”, which gave pupils the chance to think about the experiences of child refugees.
Give pupils a safe place to respond to current events that will challenge their beliefs	VotesforSchools works on a weekly basis, which allows us to respond to current events (both national and international). The resources are developed at the beginning of the week and are released on our website on Fridays for teaching the following week. This ensures our schools are equipped to discuss current events as they are unfolding, but also doing so in a calm and thoughtful manner.





Pupils can influence and participate in decision-making on issues affecting them in their society	VotesforSchools gives children and young people the chance to have a voice on issues that go beyond the classroom. A weekly vote is used to make impact on policy change, institutional reform and to contribute to research, and pupils are told every week how their vote is making a difference. A “Call to Action” at the end of every fortnight (in the KS2 lesson) provides ideas on how pupils can influence their schools and local communities in a creative and youth-focused way.
Demonstrate that your school can provide a safe place to discuss and debate topical and controversial issues affecting young people	VotesforSchools enables any member of the school community, including support staff, to facilitate a debate on a weekly issue. The topic is aligned to the news agenda or to national events, such as Anti-Bullying Week or Black History Month. The content is unbiased and objective, going through quality-assurance checks to guarantee it is appropriate and accurate for pupils.
Pupils should know how to challenge extremist narratives and promote universal rights	VotesforSchools has worked closely with UNICEF to create topics that promote the UNCRC, and frequently consult other organisations to cover issues that relate to human rights, particularly those of children and young people. The weekly Curriculum Guides map the topics to the UNCRC.
Pupils can express their views and appreciate the impact their views can have on others	Through well-researched content, the lessons build in various opportunities for pupils to express how they feel about the topic. Alongside this, a VoteDiary (which is provided when schools sign up) allows pupils to self-assess their development in critical thinking, oracy and listening skills. Pupils can also leave comments when voting, and this platform is particularly valuable for those who are less able to vocalise their views in the classroom. These comments are monitored by the VotesforSchools team and later shared on the feedback slide for pupils to see.





<p>Pupils can discuss terrorism and the wider use of violence in a considered and informed way</p>	<p>Using VotesforSchools gives any teacher the opportunity to discuss terrorism and extremism (as well as other moral and ethical issues) in a coherent and clear way. It allows teachers to feel confident to discuss the topic without any prior understanding. The most important factor for schools is that VotesforSchools allows for consistent and quality conversation on these topics. The weekly resources ensure the discussions are appropriate and that teachers remain objective on these topics throughout the session.</p>
<p>Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change</p>	<p>VotesforSchools allows staff to facilitate discussions on subject areas that are relevant to pupils. Using VotesforSchools allows pupils to develop their understanding of the world they live in as part of an interactive and engaging way. It also allows them to participate in democratic practises on a weekly basis, developing an understanding of the importance of voting and making your voice heard.</p>
<p>Pupils should be given the platform to challenge Islamophobia, anti-Semitism and other prejudices</p>	<p>VotesforSchools regularly engages in debate and discussion on all discrimination- and prejudice-based issues. The ability to challenge all types of prejudice in a calm and considered manner allows pupils to feel more confident in opening up discussion with those who have differing (or prejudiced) views. The skills developed are transferable to a range of other issues, such as drugs, exploitation, gender-based discrimination and much more. Specific examples include: "Can sharing stories prevent extremism?" and "Is the UK a tolerant place to live?"</p>
<p>Pupils should use safe-to-learn anti-bullying strategies to minimise hate- and prejudice-based bullying</p>	<p>Specific topics on anti-bullying strategies and hate crime allow pupils to openly discuss these issues and develop strategies to combat them, both on a personal and institutional level. Each week, pupils are encouraged to challenge prejudice in its various forms or to consider why people hold different views. The modelling of debate and discussion encourages conflict resolution through effective and considered communication.</p>

 **Please Note:** See overleaf for endorsements from a range of teachers, experts, and policymakers about our Prevent coverage.



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Endorsements from the VotesforSchools community

✔ *“Just a quick email to say thanks for yesterday. It was a real highlight of my career to have you all in and the outcomes were educational gold. We have already received three emails from parents full of praise for the day and how it kick-started conversations around the dinner table.”*

Deputy Headteacher – Turing House School

✔ *“Leaders ensure that pupils develop an understanding of democracy, respect and other modern British Values. Pupils regularly vote on different themes to express an opinion. For example, during the recent presidential election in the United States pupils considered the quandary of ‘Should celebrities become politicians?’ Such debate enables pupils to express their views respectfully and have their voices heard.”*

Ofsted Inspection report – The Ashwood Academy

✔ *“Thank you for letting me be involved with VotesforSchools, I’m a firm believer of such engagement is the way forward to Prevent Extremism in all its forms.”*

Hanif Qadar – CEO of Active Change Foundation

✔ *“VotesforSchools is a great tool to get young people discussing contemporary issues in an informed way. It is an intuitive and creative platform that facilitates whole school discussion and debate whilst also meeting SMSC and Citizenship requirements. The team at VotesforSchools are very supportive and incorporate feedback into their product development so that it meets the changing needs of schools and young people today.”*

Bhawani Daniel – Acland Burghley School


✔ *“One of the biggest challenges faced today by Global Democracies, and it is an existential challenge, is the ability of our population to think critically for themselves, to hear what others say, and to judge their arguments impartially. VotesForSchools provides one of the most practical and excellent resources for teachers throughout*





the UK to empower the pupils they teach to do just that. To think critically, impartially and in a balanced way. We are so pleased to have been able to introduce this invaluable resource to the schools we support."

Nigel Cohen – Values Based Education

 *"Votes for Schools is about highlighting topics that influence our daily lives and leads to an understanding for young people that everyone can have a real voice. For teachers, all curriculum areas are enhanced through the debate provided by this innovative and inclusive resource."*

Dame Anna Hassan, DBE



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Inspection: How does using VotesforSchools support the new Draft Ofsted Inspection Framework (2019)?

At the heart of our work is an understanding of the need to be able to demonstrate to external partners how VotesforSchools supports the requirements set by these bodies.

Areas of inspection framework	School self-evaluation/VotesforSchools commentary
Personal Development	
<p>The curriculum extends beyond the academic, technical, or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.</p>	<p>VotesforSchools' weekly current affairs and topical content allows all pupils to engage in learning that goes beyond the classroom. The platform uses child- and youth-focused topics to capture the interests of pupils across the school. The diversity of topics ensures all pupils have ample opportunity to discover an interest or subject that they may not have been introduced to previously.</p> <p>Through a clear "Call to Action" and "Career Launchpad" at the end of each KS2 lesson, VotesforSchools encourages pupils to consider how they can foster emerging passions and interests as well as to seek out careers and roles that they may not ordinarily explore.</p> <p>Sample topics: "Is speaking English enough?" "Will what you learn in PE help you get a job?" "Is gaming good for you?" "Can music teach us about black history?"</p>





<p>The curriculum and the provider's wider work supports learners to develop their character – including resilience, confidence and independence – and helps them understand how to keep physically and mentally healthy.</p>	<p>VotesforSchools' debates help to support a wide range of skills that contribute to character development in pupils. These include tolerance, empathy, oracy, confidence & resilience. Through weekly debate and discussion, pupils are given a safe space to explore social & political issues, and build skills of tolerance, respect, compassion, listening to others & hearing views that are opposed to their own or those of their family/friends.</p> <p>Through relevant topics spread over the course of the academic year, pupils cover a range of subjects that support their understanding of physical and mental health. They also explore the contributing factors in society that impact their holistic health.</p> <p>Sample topics: "Is screen time bad for your mental health?" "Do anonymous apps make bullying worse?" "Do you know what is good for your body? (KS2) & "Should vaping be banned?" (KS2) "Is it hard for germs to spread in your school?" (KS1) & "Does the modern world make it harder for diseases to spread?" (KS2)</p>
<p>The provider prepares learners for life in modern Britain by: equipping them with the skills needed to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British Values; building their understanding of and appreciation for diversity; celebrating what we have in common and promoting respect for the different protected</p>	<p>VotesforSchools' mission is to directly provide schools with the tools to allow all teachers, regardless of experience or subject specialism, to confidently deliver a consistent and quality approach to British Values for every pupil. The topics regularly allow teachers to delicately facilitate discussions that expose pupils to a range of views and opinions that support their understanding of diversity and allows them to celebrate diversity within the UK.</p> <p>Pupils vote at the end of every debate, and this vote then feeds into national policy and is shared with key decision-makers. This leads pupils to the understanding that their contribution to society is important, both within their school and as a citizen of a wider community.</p> <p>The weekly opportunity to exercise their right to vote that VotesforSchools provides allows pupils to model good democratic practice and empowers them to use their voice and vote in future. It breaks down some of the psychological barriers that stop children and young people engaging in politics and community action.</p> <p>Sample topics: "Is it important for you to know about Brexit?" "Should Eid be a public holiday?" "Are your local shops disability-friendly?" "If you could live</p>





characteristics as defined by law.	anywhere, would you choose the UK?" (KS1) & "Is the UK a tolerant place to live?" (KS2) "Do we appreciate uniqueness?"
Quality of Education	
Leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.	<p>VotesforSchools ensures schools can provide a package that provides cultural capital to all pupils inclusively. The weekly topics expose pupils to a range of stories, experiences, knowledge, and skills that enable them to engage in today's society.</p> <p>Sample topics: "Do you think Banksy's recent stunt is art?" "Would you like to be a YouTuber?" (KS1) & "Do you want to be internet famous?" (KS2) "Do you enjoy reading?" "Do the Olympics need updating?"</p>
Behaviour & Attitudes	
Relationships among learners and staff reflect a positive and respectful culture. Learners feel safe and do not experience bullying or discrimination.	<p>VotesforSchools directly supports teachers in developing a positive relationship with pupils. It does so by supporting them with discussions surrounding moral dilemmas and tricky subjects in a delicate and age-appropriate way. Schools regularly report that the sessions support a positive rapport between teachers and pupils.</p> <p>VotesforSchools is designed to empower pupils and give them an opportunity to have their voice genuinely heard. This tool allows them to say if they see something that they believe is not acceptable, or if they themselves are being hurt or threatened. VotesforSchools and the skills it develops are designed with the empowerment of children and young people in mind, with them beginning to self-safeguard and use their voice as a means of speaking out as the main aim.</p> <p>Sample topics: "Are adults setting a bad example when it comes to bullying?" "Do your friends use homophobic language?" "Should we give money to charity?" (KS1) & "Will increased awareness help end modern slavery?" (KS2) "Do you think it is possible to reduce bullying in your school?" "Do you know what makes a happy family?" (KS1) & "Do young people know what an unhealthy relationship looks like?" (KS2)</p>





Leadership & Management	
Those with responsibility for governance ensure that the provider fulfils its statutory duties (such as under the Equality Act 2010), and other duties (such as those in relation to the 'Prevent' strategy and safeguarding).	<p>VotesforSchools directly aligns with the Government's Prevent duty. VotesforSchools provides weekly content that enables pupils to engage with controversial topics and discuss moral dilemmas. This supports them in building the skills that will enable them to be resilient in their communities. By directly addressing topics around equality - such as LGBTQ+ inclusion and racism - as well as topics directly linked to extremism, pupils are also developing the skills to understand these issues in an unbiased and objective way, often challenging views held by other influences in their lives.</p> <p>VotesforSchools' mission is to empower pupils and give them a voice within their schools, local communities and nationally. Empowering pupils and allowing them to be heard is a powerful self-safeguarding tool which will help with keeping them safe both now and in the future.</p>
	<p>Sample topics: "Would the world be a better place if everyone was the same?" "Could you make your community a safer place?" (KS1) & "Do you think you can help tackle extremism?" (KS2) "Can you spot a healthy relationship?" (KS1) & "Should teens involved in county lines be classed as criminals?" (KS2) "Would you break a rule if you knew you wouldn't get caught?" (KS1) & "Should under-18s be given criminal records?" (KS2) "Should you stand up for other people?" (KS1) & "Will the recent anti-racism protests lead to change in the US?" (KS2)</p>

