



## Promotion of Values at Torpoint Community College

(Links to Fundamental British Values, International Learning and the United Nations Charter on Children's Rights)

### Linked Policies/Protocols

- PSHEe Policy
- Behaviour Policy

**Reviewed: Jan 2020**

**Next review due: Jan 2021**

**Governing Body Committee: CSC**

**CLT contact: Jeremy Plumb**

**Policy adopted by the Full Governing Body on:**

**The points covered in this policy reflect the UNCRC and our commitment to it – we understand the Articles affecting children’s’ rights in respect of promoting Values:**

- **Article 2** – We encourage all our students to respect one another - without discrimination
- **Article 3** – Everything we do is in the best interests of every child
- **Article 4** – We encourage our students to respect and protect each other’s rights
- **Article 5** – We respect and encourage the rights and responsibilities of parents to guide and advise their child and work together with them to ensure they apply their rights properly
- **Article 6** – We ensure that every child survive and develop to grow up to be healthy and happy wherever possible
- **Article 8** – We preserve the identity of every child
- **Article 12** – We respect the views of every child and take their views seriously
- **Article 13** – We ensure that every child has the right to say what they think and express how they feel
- **Article 14** – We ensure that every child is valued and has the right to think and believe what they want and to practise their religion without discrimination
- **Article 15** - We ensure that every child has the right to meet with other young people and join groups and organisations as long as it does not impact on anyone else enjoying their rights
- **Article 16** – We encourage our students to respect each other’s privacy
- **Article 17** – access to information from the media
- **Article 23** – We encourage our students to respect every child with a disability having the right to live a full and decent life in conditions that promote their dignity
- **Article 27** – Wherever possible we meet the physical, mental and emotional needs of one another
- **Article 30** – We encourage our students to respect that every child of a minority has the right to use the language, customs and religion of their family
- **Article 31** – We encourage our students to respect one another’s right to relax, play and join in a wide range of cultural and artistic activities

## Promotion of Values

At Torpoint Community College (TCC), we actively promote positive, inclusive values in conjunction with the UNCRC. These include democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those of different faiths and beliefs - **Article 14 – freedom of thought, belief and religion**. We believe these values are those values expected of anyone living in Britain, regardless of their nationality, culture or religious belief. Fundamental British Values (FBV) are central to our approach - **Article 4 – protection of rights and Article 2 – without discrimination**.

Our ethos reflects these values. We place great emphasis on building positive relationships in College, amongst the students themselves and between staff and students - **Article 12 – respect for the views of a child; Article 4 – protection of rights; Article 13 – freedom of expression**. We strongly believe students should not merely be taught such values but that they are embedded into College life and how we do things.

We strive to support our students to develop into confident, happy, successful young adults who have empathy towards and an understanding of those less fortunate than themselves. Students refer to the College as a “listening school” and student wellbeing is paramount – **Article 3 – in the best interests of the child**.

The information below reflects how TCC works to promote positive values through the ethos and life of the College, for example through a broad and balanced curriculum, and through social, moral, cultural and spiritual development – **Articles 2, 12, 13, 14, 24 & 31**

The College recognises the importance of education in helping young people to acknowledge their roles and responsibilities as members of a global community – **Articles 28 & 29**. We aim to provide students with opportunities to examine their own values and attitudes and to understand the global context of their lives so that they will have the knowledge and understanding to play an active role in the international community – **Article 17**.

## Background and Rationale

You may well have seen the debate in the media about the way that schools promote values, and whether we should be promoting specifically ‘British’ values, particularly in the light of publicity about a group of Academies in Birmingham.

Though it has acquired a greater urgency in recent months, the importance of schools espousing British values is not new:

The 2008 National Curriculum includes the following statement:

*“The school curriculum should contribute to the development of students’ sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain’s diverse society and of the local, national, European, Commonwealth and global dimensions of their lives”*

The 2011 Teachers’ Standards state, as part of teachers’ personal and professional conduct:

*“Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs”*

These values support the national Prevent Strategy, put before Parliament in 2011 by the Home Secretary as a response to radicalisation of British citizens.

The Prevent Strategy recognises the importance of schools in counter-terrorism activities. All schools need a clear statement of British values and how they are promoted through the school's curriculum.

DfE guidance and the Ofsted framework expect:

*“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.”*

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014.

Schools must also ensure they actively promote principles that:

- Enable students to develop their self-knowledge, self-esteem and self-confidence – **Article 27**
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the College is situated, and to society more widely – **Articles 2, 4, 6 & 29**
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England – **Article 28**
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own cultures – **Articles 2 & 14**
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 – **Articles 2, 4, 6, 12 & 13**
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England – **Article 4**

## **What is meant by “British Values”?**

The DfE published “Promoting fundamental British values as part of SMSC in schools” in November 2014. It clarified the understanding and knowledge expected of students in schools promoting fundamental British values. The audit completed with staff at TCC reveals that these values are promoted across our College.

We believe that the following list exemplifies some of the values held dear by British citizens:

- Democracy;
- Respect of the rule of law;
- Appreciation of the rights of other citizens;
- Individual liberty;
- The promotion of opportunities for all;
- Support for those who cannot, by themselves, sustain a dignified life-style;
- Religious tolerance and respect for cultural diversity;
- Treating others with fairness;
- Participation in community life;
- The contribution to, as well as the benefit from, cultural and economic resources.

Although this list is not exhaustive, we believe it encapsulates the attitudes at TCC. The safeguarding and wellbeing of our student is paramount.

## **APPENDIX A**

These values are embodied in the following more specific ways:

- Our College's motto is "Inspiring Optimistic Learners". All students are regularly spoken to about the importance of these three attributes for success in College. Students wear with pride the motto on their uniform

- Our three central tenets that underpin our approach at the College are Respect, Prepare and Focus. These are also applied to our expectations and Behaviour Policy
- All of our KS3 students study RE and Ethics as part of Belief and Culture
- Years 7 – 11 have ethics and debates throughout the tutor and PSHE programme;
- Assemblies and tutor activities regularly include discussions and themes from the UNCRC
- Weekly tutor time activities include keeping up to date with **CBBC News**
- The Belief and Culture programme contains the following elements which are directly applicable to promoting British values:
  - All students develop self-confidence and are encouraged to express their point of view and personal beliefs appropriately. There is an expected code of behaviour as there is across the College.
  - Students are reminded of the core values at the start of each unit of work, these include:
    - Commitment;
    - Fairness;
    - Respect;
    - Self-understanding;
    - Enquiry;
    - Openness.
  - ‘Rights Respecting School’ level 1 achieved
  - ‘Human Rights’ and ‘Ethical decision making’, Year 8; students reflect on right from wrong/the law and consider a range of moral influences and ethical theories with a link to learning about the Slave Trade in History.
  - ‘Peace and Conflict’, Year 9; giving rise often to an appreciation of British society as well as studying the Ethical conflicts of events such as the Holocaust.
  - ‘Global Issues’, Year 9; fostering compassion for others through the subject of Geography, answering questions and encouraging debate surrounding key world events and issues.
  - All students will look at a number of religions and culture, including Christianity, Islam, Judaism and Buddhism at KS3 as specified by the local agreed syllabus.
  - All students in Belief and Culture are encouraged to adopt core British values, including personal responsibility and voting (which is also carried out in lessons/tutor time).
  - Freedom of speech and respect for others is adopted in day to day learning as part of all subjects.
  - During tutor time, ethical debates focus on encouraging tolerance of others and an appreciation of diversity. Democratic values are used. Care of other students and people in the community is at the heart of ethical tutor activity.
  - Visiting speakers from a range of backgrounds/agencies/faiths/countries encourages students to have respect for their own culture as well as those of others.
  - In conclusion, the study of Belief and Culture focuses on equality and this is readily adopted naturally by our students. Values like freedom, respect and tolerance are accepted in class and College. In addition to this, the law is seen to be essential to British society operating effectively.
- Students participate in one hour long lesson per week of **Personal, Social, Health and Economics education (PSHEe)** from Years 7-9. These lessons are taught by a dedicated team of staff from a variety of areas and disciplines and have a dedicated PSHEe co-ordinator who maps the programme. PSHEe is also taught to Year 10 & 11; students benefit from one lesson per fortnight.

- All students participate in an extended tutor programme focusing on developing skills and topical issues underpinned by values led approach.
- The PSHEe curriculum allows students to consider their rights and responsibilities, encourages them to see situations from a variety of perspectives and to articulate their opinions as well as justifying them.
  - Year 7 students consider their rights and responsibilities to the college and wider community. They study a topic with a sequence of lessons exploring their personal safety.
  - Year 8 students study a sequence of lessons exploring diversity and equality. In recent years year 8 students have taken part in the Devon and Cornwall Police Hate Crimes competition, following talks from outside speakers to understand how hate crimes are defined and their effects.
  - Year 10 students study a module about their rights and the issues of extremism and radicalisation.
  - In Year 11, students evaluate the potential risks and benefits of personal lifestyle choices including their impact on relationships and **recognise that risk assessment and management are part of life and give examples of how to manage and reduce risk in different circumstances/**
  - Students take part in debates within PSHEe lessons and group discussion tasks allow them to be able to express their view points while in a safe classroom environment.
- College Assemblies, held once every week for each House are detailed and focus on many of these identified elements through their themes as well as issues across society and the College. They are responsive to need as well as have a defined timetable.
- The College's system of organising students in vertical Houses at Key Stage 3 and Key Stage 4 and tutor groups encourages involvement of every student in College life.
- We have an active and lively Student College Council and Student Leadership Team and active and lively Student Voice structure.
- We have a Health and Well-Being Committee and a Headstart group. The College has been awarded the Silver UNICEF Rights Respecting Schools' Award.
- The College actively fundraises and supports a number of local, national and international charities. The students decide on the focus on an annual basis. In 2019 a College mufti day was held where students and staff brought in food provisions for the local food bank and over £330 was raised.
- Students actively enact the democratic process voting for the MYP through tutor time.
- Examples of activities in our Sixth Form include: volunteering in lessons, being part of the Patient Participation Group, The Weekly Bulletin and assemblies, which like the lower Key Stages in College, are responsive to need.

### **Racism/Racist bullying**

Racism/Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racism/Racist bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

Torpoint Community College actively encourages **it's its** students and staff to understand, embrace and celebrate their diversity.

Bullying or abuse of anyone because of their race will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the College's current reporting and resolution protocols.

Incidents of racist bullying are recorded using the B1/B2 reporting system and logged in SIM's; the bullying log is regularly reviewed by the pastoral leads, DSL's and safeguarding governor.

Torpoint Community College will always seek restorative outcomes for any cases of bullying including:

- 1:1 and small group mediation
- Working with parents and students
- Referral to Police Youth Liaison Officer
- Raising awareness and promoting positive relationships through PSHE and Rights Respecting Schools programme
- Sanctions taken against perpetrators of bullying in any form in line with College Behaviour Policy
- Individual or small group mentoring.

## **Links with Safeguarding**

We take great pride in encouraging all our students to feel part of, and to contribute positively to, fundamental values. We are absolutely focused on safeguarding the young people on our roll and work in partnership with other agencies and schools so that we achieve this. The College holds the Rights Respecting Schools Award assessed by UNICEF and the College promotes the UN Charter of Children's Rights in all that we do i.e. this underpins our commitment to promoting those rights, values and responsibilities within the College and wider community. We also integrate the international dimension into the curriculum by raising staff awareness and involving staff, students and the wider community in establishing and sustaining a wider range of communications with this country and other countries.

Young people at TCC are given support and guidance in terms of anti-gun crime, knife crime and anti-gang behaviour. At TCC, we are committed to the development of community cohesion and the prevention of extremism and radicalisation.

The local Police are positively encouraged to work in partnership with the College and young people here are encouraged to see the Police Officers as positive role models and our community partners. We are committed to working within our College's physical boundaries and within our local, national and global environments. We are also committed to respond to community concerns or local disturbances in a positive way which supports British democratic society.

See also the following policies and protocols:

- Safeguarding
- The Single Equalities Scheme

## APPENDIX B

### Headteacher's Message on TCC Website

Everything we do at Torpoint Community College is about giving our students an excellent education which will transform their lives. The first thing you will notice when we welcome you to TCC is the vibrant, happy and calm environment which inspires students to learn and helps them to discover their unique talents.

We value all our students as valuable members of our College community and as citizens in a larger local, national and international community. With approximately 650 students on our roll (90 in the Sixth Form), we are a small, caring and successful 11-19 co-educational foundation school. You can read our most recent Ofsted report here which highlights all the very good aspects of the College.

**Through inspirational teaching, a genuine concern for wellbeing and a rich abundance of learning opportunities within and outside the College, we nurture high aspirations in our young people for themselves, their College and their community. Our students understand they are responsible for the choices they make. They know that making the right choices, self-belief, high expectations and working hard will empower them to shape the future they want. We expect them to respect themselves, their peers, their College and their community. In turn, each one knows they are valued.**

Our College motto is "Inspiring Optimistic Learners" and you can read our full Vision and Aims statement [here](#), and see a summary of our students' achievements and attainment [here](#).

If you would like to see what makes our students so special, you are welcome to join us during one of our successful 'in action' Open Afternoons or should you want further information about the College, please do not hesitate to get in touch.

Tel **01752 812511** or email: [enquiries@torpoint.cornwall.sch.uk](mailto:enquiries@torpoint.cornwall.sch.uk)

Kind regards

Dr Jeremy Plumb

Acting Headteacher

## APPENDIX C

### Our Values

The College has a rich and healthy history of promoting values for students and staff here at TCC. Then in 2011, the College adopted Foundation Status and a Trust, and stakeholders reviewed our values so that they reflect our organisation's aims and vision and built on our co-operative ethos and values.

Our aim is for all young people who attend TCC to leave us aspiring to be the best they can be. We are committed to recognising and realising the potential in each student: of nurturing curiosity, creativity and leadership, of achieving the very highest of standards and of instilling respect and care for ourselves, each other and our environment. We aim to harness the innate drive, energy and enthusiasm of young people so they leave our College confident, knowledgeable and successful citizens, capable of learning and adapting to an uncertain future. In a nutshell – promoting 'healthy minds and healthy bodies'.

We are firmly committed to the wellbeing of our students and promote both a "can do" and a "will do" approach from all our staff. We believe that by investing in the training and recruitment of staff to recognise and realise students' achievements and the development of a positive or growth mindset across the College, is fundamental to the strongly positive learning culture we develop. Our ambition, coupled with our high expectations, is to create opportunities so that our young people are able to raise their aspirations and be ambitious for themselves.

The word 'optimism' is originally derived from the Latin 'optimum', meaning 'best':

- An optimistic learner is happy and healthy, confident and resourceful, resilient and successful, able to work independently and in teams, and;
- An inspired learner is motivated to learn and radiates a sense of purpose that in turn, inspires others.

At TCC, we believe an inspiring optimistic learner has the skills, knowledge and positive values to make the most of the changes and challenges facing us in the 21st century. We aim for our students to talk about enjoying their learning; being empowered to go and find things out rather than being 'spoon fed' information. Throughout the College, we promote the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

There has been year on year improvement in the results our students make at both post 16 and GCSE/KS4. Last year Progress 8 was -0.17. The results our students achieve are a reflection of our care, support and guidance and of the opportunities students are encouraged to lead and participate in.

We believe strongly that personal growth occurs through adventure and we work hard to provide learning opportunities for students' well-being as well as academic progress and attainment. TCC has accredited as an Adventure Learning School. This allows us to build on work in progress and develop cross curricular project based learning opportunities with our Adventure Learning Mentor team. Our work is widely recognised; National Co-operative Green Schools Award winner in 2013, a Learning in the Natural Environment (LINE) beacon school sharing our practice with others and recent Gold Award winner for the Woodland Trust. We are also a UCL Beacon School.

We are tasked with, on your behalf and in partnership with you, inspiring such optimism.

We place a strong emphasis on working with and supporting our community – local, national and global – celebrating our community champions, regularly supporting charities and being ambassadors in other countries so that our students understand they need to be responsible global citizens.

Recent trips include Nepal, a teacher and student exchange with Sri Lanka, discussion at the New York United Nations Headquarters and camping on the Isles of Scilly. We also excel in offering a range of extra-curricular activities that benefit from unique links with our environment; Ten Tors Challenges, Duke of Edinburgh's Awards, to TCC's spectacular original drama productions; our most recent original musical 'Eva Kids', our successful Shakespeare play 'A Midsummer Night's Dream' and the Sixth Form production of 'Blood Wedding'.

As a result, we offer a broad curriculum from Year 7 to 13 and the opportunity to experience or specialise in the performance arts, sciences, sports and physical education, emerging and creative technologies, languages, humanities, ethics, media, literature, psychology, ... far more than our small size of school would normally allow. We have vocational courses as well as formal academic courses at KS3, 4 and 5 and work closely with parents to identify the best combination for each individual.

Our high quality pastoral care is widely recognised as an example of best practice. Students are organised into vertical learning communities: Freathy, Polhawn, Tregantle and Tregonhawke named after four local beaches. Behaviour across the College is underpinned by our positive learning ethos and with just under 700 learners, 80 of which are in our excellent Sixth Form at TCC, we are recognised for the high level of individual care given to each student; our staff going the extra mile to support.

Becoming a Foundation School with a Co-operative Trust on 31st December 2011, was a natural next step for the College. We already worked closely in partnership with a large number of other schools, higher education providers, organisations and businesses so formalising links with key partners enables us to bring even better opportunities and improvements. Harnessing their strengths for the benefit of our learners in College and in schools across Torpoint and the Rame Peninsula is an exciting and rewarding journey.

## Appendix D

### Tolerance of those in Different Faiths and Beliefs

Torpoint Community College enhances students understanding of different faiths and beliefs through religious education studies; PHSE work; visits to places of worship, welcoming religious leaders from different faiths and talk about their beliefs and festivals and whole College topics where students learn about music, dance, design, living and faiths from different countries.

We enhance students understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Collective Worship and discussions involving prejudices and prejudice based bullying have been followed and supported by learning in PSHE etc. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the College. We use opportunities such as the Olympics and World Cup to study and learn about life and culture in other countries. As part of our worship, students explore how a particular value is important in a range of faiths and act out traditional faith stories that demonstrate this.

### Promotion of Values

During tutor time students are fully involved in the development of values for Torpoint Community College through UNICEF Rights Respecting Schools Agenda. This discussion has also formed the basis of staff training.

The initial values were developed as part of a project with the Sunshine College, Melbourne, Australia in 2008 and further developed when the College status changed to a Co-operative Trust in 2011.

The values, including those identified as Fundamental British Values will reflect the ethos and culture promoted across the College.



*Respect*

*Prepare*

*Focus*

## Values

**Including those identified as Fundamental British Values**



Torpoint  
Community  
College

## Mutual Respect

We find out students skills, interests and talents involving parents, and include these in our whole College planning to be used in learning and elsewhere in the College. We appreciate everyone is different but this celebrates those differences.

We try to help students learn the art of reflection and questioning to enable them to make sense of the world around them. We try to encourage students to understanding and increasingly solutions focused.

## The Rule of Law

The importance of laws, whether they be those that govern the class, the College or the country are consistently reinforced in our expectations throughout every College day, as well as when dealing with behaviour expectations and assemblies. We use our values to determine the Behaviour Policy throughout the College and these values are everywhere including the playground and the hall.

Students are taught the value and reasons behind laws that govern and protect us, the responsibilities that this involves, and the consequences when the laws are broken. Visits from the Police, Fire Service and other agencies develop students "strong" sense of immunity.

## Individual Liberty

Within College, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Students are actively encouraged to have rethinks during learning time. Our PSHE policy underpins and supports this decision making and enables students to make the right choices. It also gives students the vocabulary to enter into dialogue with others in their decision making.

As a College we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and empowering education, for example through our E-Safety teaching and PSHE lessons. We teach students that it is fine to have rethinks. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely. Whether it be through choice of challenge, of how they record or participation in our numerous extracurricular clubs/opportunities pupils are given freedom to make choices.

Our students have opportunities to direct their own learning by posing questions to co-construct learning. Our enrichment activities and vertical grouped tutor and house system offer opportunities for students to work in mixed age teams and take control of planning, organizing and holding events. Daily lessons, students are challenged by acute differentiation and constant encouragement to be independent learners.

## Democracy

All students have the opportunity to have their voices heard and we have a number of opportunities for students, through our College Council, student interview, parents, mentors, e-safety and safeguarding.

The College Council is appointed following a rigorous interview involving members of staff.

We intend for College Council representatives to attend a Governing Body meeting each year so all governors have opportunity to question students and to learn their views.

Students are always able to voice their opinions and we foster an environment where students are safe to disagree with each other.

