



# HOW VOTESFORSCHOOLS SUPPORTS THE 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.

Inspection Framework Areas	School Self-Evaluation/VotesforSchools Commentary
Personal Development	
<p><b>The curriculum extends beyond the academic, technical, or vocational and provides for learners' broader development, enabling them to develop and discover their interests &amp; talents.</b></p>	<p>VotesforSchools' weekly current affairs and topical content allows all voters to engage in learning that goes beyond the classroom. The platform uses child- and youth-focused topics to capture the interests the whole school community. The diversity of topics ensures all voters have ample opportunity to discover an interest or subject that they may not have been introduced to previously.</p> <p>Through regular references to community action and prospective career options, VotesforSchools encourages voters 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><b>Sample topics:</b> "Is speaking English enough?"   "Will what you learn in PE help you get a job?"   "Is gaming good for you?"   "Should everyone volunteer in their community?"   "Could you break a record?"   "Do you see yourself as the leader in your own life?"</p>
	<p>VotesforSchools' debates help to support a wide range of skills that contribute to character development in young people. These include tolerance,</p>

<p><b>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.</b></p>	<p>empathy, oracy, confidence &amp; resilience. Through weekly debate and discussion, voters are given a safe space to explore social &amp; political issues, and build skills of tolerance, respect, compassion, listening to others &amp; 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, voters 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><b>Sample topics:</b> “Will vaping be banned?”   “Does the modern world make it harder for diseases to spread?”   “Should students wear masks in school?”   “Do we take the benefits of nature for granted?”   “Should learning about coping with loss &amp; bereavement be included on the curriculum?”   “Are young people equipped to deal with loneliness?”</p>
<p><b>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</b></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 voter. The topics regularly allow teachers to delicately facilitate discussions that expose voters to a range of views and opinions that support their understanding of diversity and allows them to celebrate diversity within the UK.</p> <p>Every debate ends with the opportunity to vote, and each vote then feeds into national policy and is shared with key decision-makers. This leads voters 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 voters to model good democratic practice and empowers them to use their voice and vote in future. It breaks down some of the</p>

<p><b>characteristics as defined by law.</b></p>	<p>psychological barriers that stop children and young people engaging in politics and community action.</p> <p><b>Sample topics:</b> “Does Pride month inspire unity?”   “Will Brexit affect you?”   “Will the high street bounce back after the pandemic?”   “Is the refugee crisis really over?”   “Is uniform a barrier to self-expression?”   “Should more people get involved with religious celebrations?”   “Will your generation see the end of LGBTQ+ prejudice?”   “Will a new policing bill end travelling peoples’ way of life?”</p>
<p>Quality of Education</p>	
<p><b>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.</b></p>	<p>VotesforSchools ensures schools can provide a package that provides cultural capital to all voters inclusively. The weekly topics expose them to a range of stories, experiences, knowledge, and skills that enable them to engage in today’s society.</p> <p><b>Sample topics:</b> “Do you enjoy reading?”   “Do the Olympics need updating?”   “Does gender bias cause problems for everyone?”   “Should we be allowed to travel this year?”   “Is streaming good for the music industry?”   “Should you go on school trips?” (Secondary) &amp; “Are trips the key to cultural capital in education?”   “Do we know enough about South Asian heritage?”</p>
<p>Behaviour &amp; Attitudes</p>	
<p><b>Relationships among learners and staff reflect a positive and respectful culture. Learners feel safe and do not experience bullying or discrimination.</b></p>	<p>VotesforSchools directly supports teachers in developing a positive relationship with voters. 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 their classes.</p>

	<p>VotesforSchools is designed to empower voters 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><b>Sample topics:</b> “Will increased awareness help end modern slavery?”   “Do you think it is possible to reduce bullying in your school?”   “Do young people know the signs of an abusive relationship?”   “Is "cancel culture" unfair?”   “Is it important to fit in at school?”   “Are neurodiversity labels helpful?”   “Does the internet normalise toxic support networks?”</p>
<p>Leadership &amp; Management</p>	
<p><b>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).</b></p>	<p>VotesforSchools directly aligns with the Government’s Prevent duty by providing weekly content that enables voters 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, voters 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 young people and give them a voice within their schools, local communities, and nationally. Empowering voters 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>

**Sample topics:** “Should teens involved in county lines be classed as criminals?” | “Should youth criminal records last into adulthood?” | “Will the recent anti-racism protests lead to change in the US?” | “Do we take cyber security for granted?” | “Has lockdown made online platforms more dangerous?” | “Is involvement with a criminal gang always a choice?” | “Is the internet driving us apart?” | “Has tackling racism in education improved since the protests of 2020?”