



# SOUTHEND HIGH SCHOOL FOR BOYS

## Promoting “values”: position statement

Southend High School for Boys is committed to the values enshrined in our 2020 Vision document and is fully resolved to honour and exceed the duties that are implicit, both as a public sector organisation and more significantly, as a community committed to embodying the values that we would want our pupils to learn.

### 2020 Vision

Pupils spend seven years at Southend High School for Boys: the influence of the school across that time can be significant in determining the life trajectory for each individual.

Our vision is to set them on the path towards young adulthood with the highest aspirations and equipped to make a positive and worthwhile contribution to society – often in the role of leaders.

Our responsibility extends beyond the necessary, but limited, confines of examination preparation, behaviour management and tutorial administration.

Pupils learn what we teach, but more significantly they learn by how we teach.

The extent to which they are **skilled** for **practical** adult life is very obviously in our hands; as is the degree to which they develop a sense of **moral purpose** for their public and private conduct in society.

Our actions demonstrate that high self-esteem is not a consequence of high performance but of knowing what it means to have been ‘at your best’ through effort – we help to shape the choices and attitudes that make for the **happy life**.

The opportunities and enthusiasm, within and beyond the classroom, induct our pupils into the **fulfilled life**.

The contented, **happy**, young adult who is living a **fulfilled life** will visibly demonstrate **self-assurance**.

Those who are skilled for the **practical life** and rich in wider cultural, social and personal experience can be seen to **live in balance**.

Entering adult life with a clear sense of **moral purpose** and equipped to act, we see our students maturing to be **agents of change** within society.

But also open to change and open to others – **empathetic** – as the values of *personal morality* and social justice blend with the tools that give access to sustained *happiness*.

(SHSB: 2020 Vision – January 2014)

Governors, school leaders, staff, students and parents are all expected to give *due regard* to sustaining and promoting these attributes and attitudes.

Evidence of our extensive work in this area can be found in our assembly programme, PSHE provision, the teaching of RE and Citizenship, the school's behaviour policy, and our approach to student participation and leadership.

The values that we embody, promote and cultivate are seen as 'universal' with an historic foundation in moral philosophy, rational discourse and spiritual reflection.

The school promotes:

- ✓ 'democratic values' and the relative merits of different forms of social organisation and civic structure;
- ✓ an understanding of the 'rule of law' including the uses and abuses of judicial, corporate or collective power;
- ✓ a concept of 'liberty' that is inevitably constrained by mutuality; and
- ✓ a deep recognition of the vitality and challenges of a multi-faith, multi-ethnic, multi-cultural society.

In doing so, the school recognises that these values are fundamental: to the extent that they underpin and over-ride other considerations, although we acknowledge they have also developed, and will mature further, over time. Our approach acknowledges, additionally, that these values – whilst often advocated within British public life and evident in many aspects of British political and social history – are not uniquely British.

January 2016