



# St. Gregory's Catholic High School

## British Values Policy

### Monitoring

The implementation of the policy will be monitored by the Assistant Headteacher (Catholic Life).

### Evaluation

The policy was reviewed by the Assistant Headteacher (Catholic Life) and SLT on 6<sup>th</sup> March 2023 prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Board for approval.

### Policy Review Dates:

**Date last approved by Full Governing Board:** 8<sup>th</sup> December 2021

**Date submitted to Governors' Committee:** 15<sup>th</sup> March 2023

**Date submitted to Full Governing Board:** 29<sup>th</sup> March 2023

**Review Frequency:** Annually

**Start date for policy review:** March 2024

**Contents:**Statement of intent

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## Statement of intent

St. Gregory's is a Catholic school which seeks to live out the values of Jesus Christ. We promote these values by our words and deeds and Catholic doctrine and practice therefore permeates every aspect of our school's activity. We provide a Catholic curriculum, which is broad and balanced, recognizing that every pupil is unique and created in the image of God (Genesis 1:27). Our curriculum is designed to enable every pupil to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. Catholic Religious Education is the 'core of the curriculum' (Pope John Paul II) and the foundation of the entire educational process. We also provide a wide range of extra-curricular activities and strong pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected.

This policy sets out the framework in which **St. Gregory's Catholic High School** will ensure that we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

These values are officially taught through the RE and PSHE curriculum, and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Ofsted (2021) 'Education inspection handbook'

This policy operates in conjunction with the following school policies:

- **Behaviour for Learning Policy**
- **Child Protection and Safeguarding Policy**
- **Equal Opportunities Policy**
- **Disciplinary Policy and Procedure**

## 2. Roles and responsibilities

The **governing board** is responsible for the overall implementation of this policy and for ensuring that the British values are upheld throughout the school.

The **headteacher** will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

The **headteacher** is responsible for disciplining staff who do not uphold British values, in line with the **Disciplinary Policy and Procedure**.

Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.

Pupils are expected to treat each other and staff with respect, in line with the school's **Behavioural Policy**.

## 3. Aims and objectives

Through our policy and procedures, we aim to ensure that our pupils have:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others, such as the courts, maintain independence.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

#### **4. Democracy**

Pupils have numerous opportunities to have their views heard, including through:

- **Pupil voice questionnaires**
- **Young Leaders**

Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

#### **5. The rule of law**

The school has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. All pupils are involved in the creation of school rules to inspire them with this understanding.

Pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their wellbeing and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

The school organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

The school understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

## **6. Individual liberty**

A safe and supportive environment is fostered throughout the school, where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.

Pupils are taught about their rights and personal freedoms, and are encouraged and advised on how to exercise these safely, for instance through teaching on e-safety and PSHE lessons.

## **7. Mutual respect and tolerance of those of different faiths and beliefs**

Respect forms a core pillar of the school's ethos. Pupils are treated with respect and learn to treat each other and all members of staff with respect.

This is reinforced through the school's **Behaviour for Learning Policy** and posters throughout the school promoting mutual respect.

The school acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally-diverse society and the opportunity for pupils to experience such diversity.

Throughout the year, assemblies are held focusing on bullying, with reference to prejudice-based bullying, and discussion is encouraged.

Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum.

The school encourages its pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.

## **8. Challenging views that go against British values**

The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that goes against British values.

The school adopts a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any pupils displaying this behaviour will be disciplined in line with the **Behaviour for Learning Policy**.

Referrals regarding pupils that may be at risk of radicalisation will be made in accordance with the school's Prevent duty.

## **9. Staff training**

members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training.

Staff will be offered the opportunity for further training on upholding the values in this policy.