



St. Gregory's Catholic High School

British Values Policy

Monitoring

The implementation of the policy will be monitored by the Assistant Headteacher.

Evaluation

The policy was reviewed by the Assistant Headteacher and SLT on 6th November 2025 prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Board for approval.

Key policy dates:

Ratified by the Full Governing Board: 10th December 2025

Review frequency: Annually

Next policy review commences: Autumn Term 2026

Mission Statement

Every member of St. Gregory's Catholic High School will work together in solidarity for the common good of our diverse community. We have no better inspiration than the teaching of Jesus Christ. We believe every person is unique and made in the image of God and should be treated justly with dignity, love and respect. We will follow Jesus by embracing our God given charisms to carry out our mission to serve. We are one family inspired to learn.

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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 personal development curriculum and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding. St. Gregory's Catholic High School recognises the importance of integrating the teaching of these values throughout all aspects of pupils' educational life, including through:

- Collective Worship

- Extra-curricular activities
- Wider opportunities, e.g. educational visits and work experience.
- Literature available at the school.

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 (2025) 'Schools inspection handbook for September 2025'
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
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This policy operates in conjunction with school policies including but not limited to:

- **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**.

- 2.1. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values. This should ensure that teaching methods are designed to bolster pupils' self-esteem and that all pupils are given the opportunity to speak and offer their views. Additionally, ensuring that lessons discuss, pull examples from and are respectful of a diverse array of cultures.

This extends to:

- Modelling behaviour that respects and adheres to the fundamental British values.
- Ensuring that pupils feel as though their views count and supporting them to develop positive self-esteem.
- Implementing and enforcing this policy and other policies and procedures that reinforce the British values, e.g. the Behaviour Policy.

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.

- 4.1. Pupils will be taught, in an age-appropriate way, the advantages and disadvantages of democracy, as well as how democracy works in the UK.
- 4.2. Staff will ensure that pupils feel as though their views and opinions matter, and will be given opportunities to talk about their feelings, e.g. through pastoral support and personal development curriculum.

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 personal development 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 personal development curriculum.

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

The school will ensure that respect for all individuals, regardless of their protected characteristics and/or backgrounds, is promoted throughout the school. Pupils will be taught about the importance of diversity in British society, and will learn about different cultures, beliefs and backgrounds throughout the curriculum and extra-curricular activities.

Staff members will ensure that they always treat everyone, with respect, and will ensure that pupils learn to treat each other and all members of staff with respect as well.

This is reinforced through the school's Behaviour Policy which will sanction disrespectful behaviour and reinforce positive and respectful behaviour.

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.