

BRITISH VALUES

RATIONALE

At Salesian College we aim to promote the British Values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, within the context of our Christian community.

- “the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs: and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010”

Within the teaching of the curriculum there are many opportunities to develop pupils’ awareness and understanding of what constitutes British Values. These are highlighted through Department Schemes of Work and can be found in the relevant departmental handbooks. The PSHE programme, Assembly programme, charity initiatives, extra-curricula activities and cultural experiences are all additional ways in which British Values are promoted and enhanced throughout school for all pupils.

THE COLLEGE COMMUNITY

Our Christian community built on mutual respect, personal responsibility and making a positive contribution to the College and wider community are evidence of our promotion of British Values.

DEMOCRACY AND RULE OF LAW

An understanding of and engagement in democracy is evidenced in a number of ways:

- Pupils learn about democracy and the rule of law in a number of curriculum areas, for example History, English, Politics and PSHE.
- In History pupils are taught about British democratic institutions and the working of Parliament.
- Year 9 Battlefields Trip to Ypres and Northern France – exploring part of our cultural heritage.
- In English a variety of literary texts engage pupils in discussion and understanding of democracy and rule of law.
- The School Council, Year Councils and Digital Leaders engage the pupils in a working democracy: they vote for their representatives; half termly meetings are held with agenda items for discussion and minutes taken. These minutes are shared with their peers, as well as the Senior Leadership Team and relevant members of staff for discussion.
- The Assistant Headteacher is responsible for ensuring that the School and Year Councils function democratically with mutual respect and tolerance for others.
- The co-educational Sixth Form has a Sixth Form Committee consisting of elected representatives from each form in Years 12 and 13. Meetings take place with the Sixth Form Leadership team, where sixth form issues are discussed and, where appropriate, referred to SLT for discussion. There is also a suggestion box within the Sixth Form Centre which is

managed by the Student Leadership Team and forms agenda items on the Committee meetings.

- An active House System engages students of all ages to work together.

INDIVIDUAL LIBERTY AND MUTUAL RESPECT

Individual Liberty and Mutual Respect are actively promoted in a number of ways:

- Our Christian community is built on mutual respect, personal responsibility and making a positive contribution to the College and wider community
- Promoting an ethos where all pupils can grow, flourish and respect each other as individuals.
- Promotion of a preventive approach to behaviour management, but when the occasion to correct is required, it exercises an ethos of forgiveness and reconciliation
- Promoting the values and traditions of diverse cultures, especially addressing racism and promoting race equality
- Pupils are encouraged to recognise their own worth and the worth of others. This leads to tolerance and acceptance of individual difference
- Regular opportunities to celebrate the achievements of pupils through weekly assemblies, displays and special presentations
- Promoting in pupils a sense of responsibility for their environment
- Comprehensive PSHE programme which promotes individual liberty and mutual respect
- The development of an Inclusion Curriculum, which includes (but is not limited to) celebrating different races, ethnicities, genders, sexualities, religions and socio-economic backgrounds.

POLICY CONTROL	
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