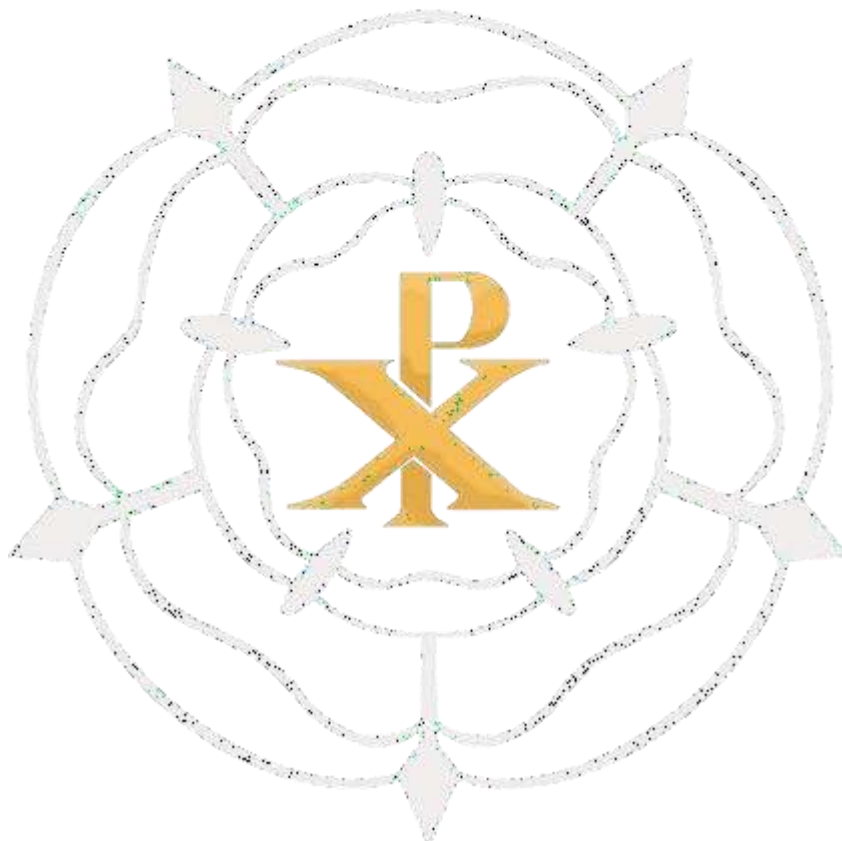
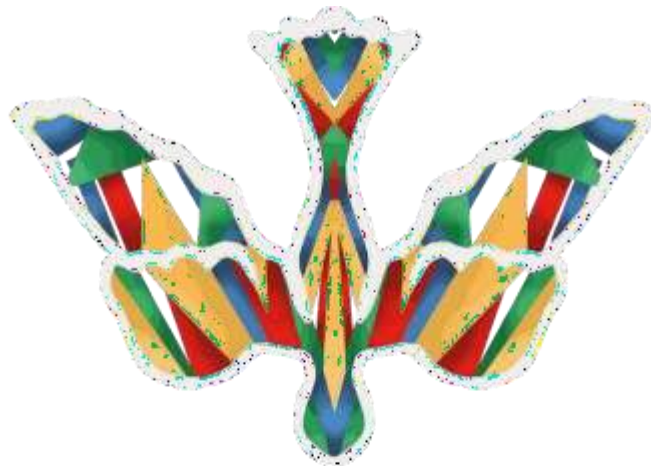

British Values Statement

The McAuley Catholic High School



Our Gospel Values & British Values

The Government set out its definition of 'British values' in the 'Prevent Strategy' (2011), which was designed to prevent the extremism and religious radicalisation of young people. British values are considered by the government to be democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. The promotion of 'British values' is central to Catholic education because British values have their origin in the Christian values of our nation.

This McAuley Catholic High School 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 the school's activity. We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God. 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. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected.

British Values

Democracy

'Happy those who are persecuted in the cause of right: theirs is the kingdom of heaven'

Examples of how we actively promote and model democracy include:

- Providing our students with a broad knowledge of and promoting respect for public institutions and services
- Educating students as to how they can influence decision making through the democratic process and providing opportunities for them to be involved in decision making processes to influence School developments e.g. Head boy/girl, Student Leadership Team, Young Activists and Chaplaincy team.
- Ensuring students views are listened to and used to inform whole School developments e.g. student voice, student questionnaires and involvement in conversations with parents/carers
- Providing opportunities through the curriculum, for students to develop the skills of debating
- Modelling how perceived injustice can be peacefully challenged by teaching about inspirational figures such as Ghandi, Mandela, Mother Teresa, Martin Luther King and Maximillian Kolbe
- Facilitating enquiries around "The Big Questions", "Matters of Life and Death" and contemporary moral issues through the Religious Education curriculum at all key stages

The Rule of Law

'Happy those who hunger and thirst for what is right: they shall be satisfied'

Examples of how we actively promote and model the rule of law include:

- The importance of laws, whether they are those that govern the class, the School or the country, are reinforced during the school day, as well as when dealing with behaviour and through assemblies, LCC and RHSE program.
- Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. This is reinforced by the daily interaction between our staff, students and their families
- Ensuring our school rules and expectations of behaviour and conduct are clear, fair and applied consistently e.g. through our behaviour for learning policy
- Helping our students to distinguish right from wrong e.g. by using the example of Christ and Gospel teachings when dealing with behaviour that is not acceptable, and by employing restorative practice when dealing with any negative behaviour.
- Helping students to understand that living under the rule of law protects individuals through our LCC and RHSE curriculum e.g. e-safety, anti-bullying, coercive control and abuse
- Having a behaviour for learning policy that is linked to restorative justice and based on the Christian values of forgiveness and reconciliation e.g. ensuring reintegration meetings following exclusion include restorative meetings led by pastoral staff

Individual Liberty

'Happy the gentle: they shall have the earth for their heritage'

Examples of how we actively promote and model individual liberty include:

- Within the school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Students are encouraged to know, understand and exercise their rights and personal freedoms as well teaching them that how they act can impact positively and negatively on others.
- Students are advised how to exercise these freedoms safely, for example through our LCC and RHSE lessons.
- Supporting students to develop their self- knowledge, self- esteem and self- confidence through our Catholic ethos, our way of treating people, by investing heavily in meeting the needs of all of the children, by providing equality of opportunity, by knowing and understanding the needs of all of the children.
- Encouraging pupils to take responsibility for their behaviour as well as knowing their rights e.g. through linking rights with responsibilities, by having a fair and consistent behaviour management policy, by ensuring opportunities are provided for students to engage in restorative practices and demonstrate the Christian values of forgiveness and reconciliation.
- Implementing a strong anti – bullying strategy, using an online reporting system and addressing bullying as part of the LCC Curriculum, including cyber.

Mutual Respect

"Love each other with genuine affection, and take delight in honoring each other."

Examples of how we actively promote and model tolerance of different faiths and beliefs include

- Respect for each other, for our school premises and for others in our local communities is an integral part of our School ethos and Behaviour Policy. Students see staff model this by treating each other with respect and courtesy and we promote this in the way our students interact with each other in their classes, around the school site and at off-site activities
- The school promotes respect for others and this is reiterated through our classroom and learning environments.
- In line with our commitment to democracy, pupils are always able to voice their opinions as we foster an environment where students can debate ideas and are safe to disagree with each other.
- We encourage pupils to provide evidence to support opinions and to realise the value of co-operation as well as decision making through voting. Our emphasis on ethics, fairness and justice means that we ask our pupils to ensure that they look out for those who might be vulnerable. The school actively promotes social inclusion through an explicit focus on fostering a respect for difference

Tolerance of different faiths and beliefs include:

‘Happy the peacemakers: they shall be called sons of God’

Examples of how we actively promote and model tolerance of different faiths and beliefs include:

- Promoting respect for individual differences through Collective Worship, Masses, the RE curriculum, welcoming students of all faiths, meeting the needs of our students with additional needs and through or LCC and RHSE Curriculum.
- Helping children to acquire an understanding of and respect for their own and other cultures and ways of life particularly through the RE and Geography.
- Openly discussing and celebrating the differences between people such as differences of faith, ethnicity, disability, gender and different family situations such as looked after children, young carers and the different countries and cultures from which our students come from.
- Sporting activities promoting an attitude of equality and fairness. We celebrate awards and achievements gained from both school and outside school.
- Inviting visitors to school to illustrate to our children different life experiences.