

## Promoting British Values



**Bishop  
Perowne**  
Church of England College  
**Endeavour Forever**

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# Table of contents

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- 1 OVERVIEW**
  - 1.1 Purpose**
  - 1.2 Scope**
  - 1.3 Related documents**
  - 1.4 Reviews**
  - 1.5 Equality Impact Assessment**
  
- 2 RESPONSIBILITY FOR THE POLICY AND PROCEDURE.**
  - 2.1 Role of the Governing Body**
  - 2.2 Role of the Headteacher**
  
- 3 POLICY AND PROCEDURES**
  - 3.1 Curriculum themes and topics**
  - 3.2 Democracy**
  - 3.3 Individual liberty**
  - 3.4 The rule of law**
  - 3.5 Mutual respect**
  - 3.6 Acts of worship, assemblies and our behaviour policy**
  
- 4 DISSEMINATION**
  - 4.1 Promoting Awareness**
  - 4.2 Training**
  - 4.3 Monitoring the Effectiveness of the Policy**
  
- 5 GLOSSARY**

## 1 OVERVIEW

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### 1.1 Purpose

Refer to Section 3 Policies and Procedures

### 1.2 Scope

Refer to Section 3 Policies and Procedures

### 1.3 Related documents

Spirituality and Worship

### 1.4 Reviews

Refer to Section 3 Policies and Procedures

### 1.5 Equality Impact Assessment

Under the Equality Act 2010 the College is obliged not to discriminate against people on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and the Governing Board believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student or any other connected party and it helps to promote equality at the College.

## 2 RESPONSIBILITY FOR THE POLICY AND PROCEDURE

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### 2.1 Role of the Governing Board

The Governing Board has:

- delegated powers and responsibilities to the Head teacher to ensure all college personnel and visitors to the college are aware of this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the college regularly, to liaise with the Head teacher and the coordinator and to report back to the Governing Board;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### 2.2 Role of the Headteacher

The Headteacher will:

- ensure all College personnel, students and parents are aware of this policy;

- work closely with the link governor and coordinator;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

## 3 POLICY AND PROCEDURES

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### 3.1 Curriculum themes and topics

Our curriculum prepares children for life in British Society; this includes historical and geographical study in the context of the United Kingdom as well as national and international comparisons.

Topic examples: urban change, globalisation, terrorism, parliament and law, the Holocaust and World War I and II.

Mutual respect is also taught within formal PSHE and RE lessons. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E--Safety policy and PSE work on staying safe.

Tolerance of those of different faiths and beliefs is promoted in RE as children gain a greater understanding of religious diversity and practices for those religions represented in the UK.

Promotion of the concept of “fair play”, following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote cooperation with others and inclusion for all form an integral part of the PE curriculum.

### 3.2 Democracy

Students have many opportunities for their voices to be heard. For example the student council provides students with an outlet to share their ideas, interests and concerns through regular meetings with teachers and the head teacher. The school promotes democratic processes through the election of school councillors and student leadership team members. This fosters the concept of freedom of speech and group action to address need and concerns.

### 3.3 Individual liberty

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young people to make choices safely. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely.

### 3.4 The rule of law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. 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

### **3.5 Mutual respect**

At Bishop Perowne Church of England College, mutual respect is at the heart of our values. Young people learn that their behaviours have an effect on their own rights and those of others. We celebrate/recognise annually these events Bishop Perowne Christmas concert, Armistice Day, Children in Need, Comic Relief.

### **3.6 Acts of worship, assemblies and our behaviour policy**

Tolerance of those with different faiths and beliefs is promoted within tutorial discussions, assemblies, RE and actively through our behaviour policy. Assemblies are regularly planned to discuss diversity through the inclusion of stories and celebrations from a variety of faiths and cultures.

At Bishop Perowne Church of England College we will actively challenge students, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

## 4 DISSEMINATION

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### 4.1 Promoting Awareness

We will raise awareness of this policy via:

- The College website [www.bishopperowne.co.uk](http://www.bishopperowne.co.uk)
- Meetings with College personnel and volunteers
- Reports such as the annual report to parents and Head teacher reports to the Governing Board

### 4.2 Training

All school personnel:

- Receive training on induction which specifically covers:
  - All aspects of this policy
- Receive periodic training so that they are kept up to date with new information;
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### 4.3 Monitoring the Effectiveness of the Policy

This policy will be reviewed annually or when the need arises.

## 5 GLOSSARY

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Glossary of terms used within this policy and procedure document. For the full Glossary of terms used at Bishop Perowne CE College, please refer to the document “REF-02 Glossary of Terms”.

### P

<b>PE</b>	Physical Education
<b>PSHE</b>	Personal, social, health and economic education

### R

<b>RE</b>	Religious Education
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