

British Values

St Angela's Ursuline School is at all opportunities working to "promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy, and this strategy is mapped in the school within SMCS, our curriculum and pastoral systems. At St Angela's these values are reinforced regularly and in the following ways:

Respect of those of different faiths and beliefs:

An integral part of the Catholic tradition is that of encompassing other faith beliefs. As a Catholic School community, students are clear that people have different faiths or indeed are not of any faith. This is achieved through enhancing students' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. The students are given the opportunity to be reflective about their own faith and that of others. Assemblies and discussions involving prejudices and prejudice-based bullying have been supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. We have a wide range of visit opportunities for students, for example, to local Mosques and the Gurdwara.

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 actively involved in exploring their understanding of right and wrong and have an active voice in developing schools rules, for example, The Mobile Phone Charter. 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. We invite speakers from the Police, EWO support and other agencies to reinforce this message. We are an active member of Speakers for School and have been privileged to have government speakers to explore active citizenship matters. We are a TELCO school and were actively engaged in the development of City Safe Havens, an excellent example of opportunity to bring law into the students' daily lives. Students understand the rule of law is to protect and this is actively underpinned in our safeguarding procedures.

Democracy:

We seek to ensure that all students experience and gain an understanding of democracy through concrete learning opportunities. Students are clear about their active role and responsibility in

the democratic process. For example we have an established student voice in school through our School Council, Anti Bullying Alliance and Student Leadership Teams, from Key Stage Three to Key Stage Five. Students are regularly consulted as to their views and opinions through school council meetings, school assemblies and individually through student questionnaires. Examples of listening and acting on the views of student voice, are the introduction of a Study Zone Area for the 6th Form students with a dedicated Study Supervisor and the Teacher/ Student Charter. As a listening school, we consistently, through our wall displays, school assemblies and classes, stress the 'rights' of all groups in school and the wider communities.

Individual liberty:

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Students explore their understanding of discrimination and personal safety. As a school, we educate and provide boundaries for all students to make choices safely. 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 and PSHE lessons. E-safety is also extended to parental advice in parent evening sessions ensure a home and school shared understanding and working. Whether it be through choice of challenge in lessons, to participation in our numerous extra-curricular clubs and opportunities, students are given the freedom to make choices.

Mutual respect:

As a school we take the obligation of mutual respect for others as the cultural richness of our school and wider community seriously. As a Catholic school we place 'Christ at the Centre' of what we seek as a school community and the highest priority in this work is to ensure that all students, cultures and faiths are recognised and respected within our school family. Our school mission statement & school ethos takes the core value of service to others and respect as a key starting point. Throughout the school year, teachers and adults model this key value and discuss topics of respect through our class discussions and school assemblies.

Values Reward System

Purpose

This reward system is designed to recognise and promote the consistent demonstration of British Values across all aspects of school life and is aligned with our Ursuline Virtues. It supports:

- High-quality learning (Quality of Education)
- Positive behaviour and attitudes
- Strong personal development

Core Structure of the Reward System

Achievement Points

Students are awarded **Achievement Points** when they demonstrate one or more of the five British Values:

- **Democracy** – student voice, respectful debate, contribution in lessons
- **Rule of Law** – following expectations, integrity, responsibility
- **Individual Liberty** – independent learning, resilience, positive choices
- **Mutual Respect** – kindness, collaboration, respect for others
- **Understanding** – inclusivity, cultural awareness, challenging discrimination

Each Achievement Point is:

- Logged on the school's google system
- Linked to a specific value
- Accompanied by clear staff oral feedback

Tiered Rewards (Termly System)

Achievement Points are cumulative and lead to recognised reward thresholds:

Points	Reward
5	Bronze Badge
30	Silver Badge
15	Gold Badge
20+	Platinum Badge

Additional Awards:

- **Values Champion** – consistent demonstration across multiple values

- **Headteacher's Commendation** – exceptional contribution

Rewards are celebrated through:

- Commendation Assemblies
- Tutor recognition
- Academic Reports

Communication with Parents and Carers

- Real-time tracking via school systems
- Positive messages home linked to specific values
- Termly summaries of achievement
- Recognition in newsletters and events

This ensures strong home–school partnership and reinforces expectations beyond school.

Integration with School Systems

The reward system is fully embedded within:

- Behaviour Policy
- Curriculum delivery (including Rise Up)
- Tutor programme
- Student leadership pathways (SSLT, Student Council, Liturgy Reps)

Students demonstrating sustained excellence are prioritised for leadership roles.

Direct Mapping to Ofsted Inspection Framework

Summary

The British Values Reward System is a **coherent, consistently applied framework** that:

- Reinforces curriculum learning
- Promotes excellent behaviour and attitudes
- Drives strong personal development

As a result, students are **engaged, respectful and well-prepared for their next stage and life in modern Britain.**

Quality of Education

How the reward system supports this:

- Points are awarded for applying British values within learning (e.g. debate, independent thinking, collaboration)
- Teachers reinforce curriculum intent by linking recognition to learning behaviours
- Encourages active participation, oracy and critical thinking

Impact through the system:

- Students engage more deeply in lessons
- Improved confidence in discussion and reasoning
- Students can clearly explain and apply British values in academic contexts

Behaviour and Attitudes

How the reward system supports this:

- Clear expectations linked to British Values underpin rewards
- Consistent recognition of positive behaviour across staff
- Centralised tracking ensures fairness and accountability

Impact through the system:

- High levels of positive behaviour and engagement
- Calm, respectful learning environment
- Students take responsibility and show strong attitudes to learning

Personal Development

How the reward system supports this:

- Explicit teaching and rewarding of values such as respect, understanding and responsibility
- Links to leadership opportunities and enrichment
- Regular communication with parents strengthens development beyond school

Impact through the system:

- Students demonstrate respect for diversity and others
- Increased participation in leadership and wider opportunities
- Students develop confidence, independence and readiness for life in modern Britain

Monitoring and Evaluation

To ensure effectiveness the school:

- Tracks merit distribution by group, subject and year
- Reviews data regularly at pastoral and leadership level
- Uses student and parent voice
- Adjusts practice to ensure equity and consistency