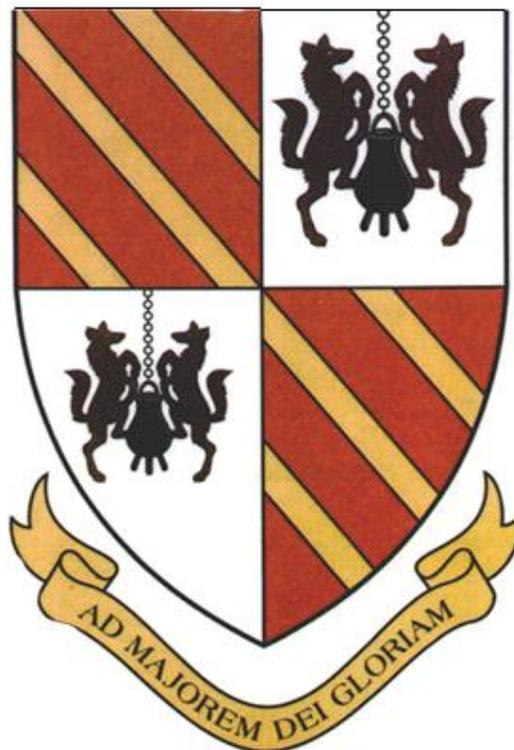


# Loyola Preparatory School

## British Values Statement

*“Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills , techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.”*



***Ad Majorem Dei Gloriam  
To the Greater Glory of God***

# British Values

## Loyola Preparatory School: Fundamental British Values Statement October 2020

### Loyola Preparatory School: Active Promotion of Fundamental British Values

The School recognises not only the importance of enabling pupils to flourish academically: we also embrace with enthusiasm our wider role in preparing pupils for later life in modern British society. Our own School Aims stress the importance we place on doing one's best as a way of expressing the Greater Glory of God, both in the personal development of the self and in service to others and the community. Part of our role is to prepare pupils to become positively engaged with a rapidly changing world which means ensuring that we actively promote and reinforce fundamental British values.

The government set out its definition of British values in the 2011 Prevent Strategy: they are democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Loyola Preparatory School these values are reinforced in a pervasive manner and permeate the school community. The examples that follow are an indication of some of the many ways we seek to embed British values at the School. They should be seen as examples of our approach, rather than as an exhaustive list.

At Loyola Preparatory School the principle of democracy is alive and well. The School Council plays an active part in reflecting upon whole school questions and suggestions. Less directly, but no less importantly, the principles of democracy are explored routinely through the PSHEE programme and through school assemblies, as well as in many Schemes of work such as History, Religious Studies and English lessons.

The importance of laws that govern the country - as well as rules which govern the School – are embedded in the School's culture and in our key documents, such as our School Aims, our Behaviour Policy, our Safeguarding Policy and our Codes of Conduct. Pupils are taught the value of and reasons behind rules and laws, namely that they govern and protect us, vouchsafing our freedoms as well as our responsibilities. Lessons will also explore the history of the rule of law across a range of cultures.

Pupils are actively encouraged to make independent choices, knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely. Pupils are encouraged to know, understand and appreciate their rights and personal freedoms – as well as the responsibilities that accompany them. This is achieved through equipping pupils with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the School community. Our PSHEE curriculum provides a broad and balanced education on a range of faiths and cultures.

Respect is at the core of our School Aims, and is modelled by pupils and staff alike. The School promotes respect for others: this is iterated throughout our classroom and learning environments. In line with our commitment to freedom of speech pupils are always able to voice their opinions and we foster an environment where they are safe to disagree with each other. Respect and tolerance is embraced throughout the curriculum, from the concept of 'fair play' in PE to our 'buddy' programme, which promotes mutual respect between pupils across different year groups within the School.

Revised **October 2020**

Review **October 2021**