



St Peter's
Collegiate Academy

British Values Policy

Owner:	Head of School
Reviewed by:	Local Governing Body
Date of Review:	March 2026
Next Review:	February 2027

Numquam Frustra



'Life in all its fullness'

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Statement of intent

Rooted in our Christian values, of service, respect, and aspiration, our vision is inclusive and welcomes everyone, from all backgrounds, who seek an education grounded in Christian values and beliefs, which we strive to integrate into everything we do. We represent our values and virtues as a flower, as a visual representation of every student's quest for knowledge and wisdom, helping them flourish as lifelong learners who seek to love God, serve the community, and live life in all its fullness.

Values

Developing values like respect, service and aspiration is crucial for secondary-age students as they navigate through a formative period in their lives. These values serve as guiding principles that shape their character, influence their interactions with others and contribute to their overall growth and success.

Values	Scripture	What does this mean for our St. Peter's learning Community?
Respect	<p>Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves. Look not only to your own interests but also to the interest of others.”</p> <p>(Philippians 2:3 - 4)</p>	<p>When we show respect to everyone, we create a positive and inclusive environment where everyone feels valued and safe. This means listening to each other, appreciating diverse perspectives, and treating one another with kindness. Respectful interactions reduce conflicts and promote cooperation, allowing both students and staff to focus on learning and personal growth. In this supportive community, we enhance academic achievement, nurture healthy relationships, and prepare for successful and respectful interactions beyond school.</p>
Service	<p>But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for hope that is in you; yet do it with gentleness and respect.</p> <p>(1 Peter 3:15)</p>	<p>When we serve each other and our peers, our academy becomes a community of care and support. This means offering help, showing kindness, and prioritising the well-being of others. In an academy where service is valued, the atmosphere feels welcoming and collaborative, with everyone contributing positively. In such an environment, students and staff are more connected, motivated, and inspired to learn and grow together. By embracing a spirit of service, we enhance our academy community, and develop the skills and compassion needed to make a positive impact beyond our academy walls.</p>
Aspiration	<p>Love the Lord your God with all your heart, soul, mind and strength, and love others as yourself.</p> <p>(Mark 12:30)</p>	<p>When we all aspire for students to fulfil their God-given potential, our academy becomes a place of encouragement and growth. This means setting high expectations, providing support, and believing in each student's unique abilities. In an academy where aspiration is valued, the atmosphere is inspiring and driven, with everyone striving for excellence. In such an environment, students and staff are more motivated, ambitious, and eager to achieve</p>

		their best. By embracing a spirit of aspiration, we enhance our academy community and help students develop the skills and confidence needed to reach their full potential and make a meaningful impact beyond our academy walls.
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Virtues

Virtues are qualities or characteristics that are morally good and valued in individuals, often seen as contributing to ethical behaviour, personal excellence, and positive social interactions. At St Peter's Collegiate Academy, we aspire for all students to demonstrate these virtues every day because they contribute to personal development, positive relationships, and a strong sense of moral character.

Virtues	What does this look like in student and staff conduct?
Truthfulness	Being honest and sincere in words and actions, adhering to truth and accuracy.
Responsibility	Taking ownership of one's actions, duties, and obligations, and being accountable for them.
Perseverance	Persisting in a course of action despite difficulties or obstacles, showing determination and tenacity.
Resilience	The ability to bounce back from adversity, setbacks, or challenges, and to adapt positively to difficult situations.
Empathy	Understanding and sharing the feelings, thoughts, and experiences of others, and responding with compassion.
Compassion	Showing kindness, care, and concern for others' well-being, particularly in times of distress or need.

British Values play an integral role in helping the Academy to live out its Christian character. They are taught through PSHE and discreetly through the worship programme and other areas of the curriculum. They are further nurtured through the academy's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Equality Act 2010
 - Counter-Terrorism and Security Act 2015
 - Ofsted (2024) 'School inspection handbook'
- 1.2. This policy operates in conjunction with the following school policies:
 - Behaviour Policy
 - Safeguarding Policy (which includes our Prevent Policy)
 - Equal Opportunities Policy
 - Staff Conduct Policy

1. Roles and responsibilities

- 1.3. The governing board is responsible for the overall implementation of this policy and for ensuring that the British values are upheld throughout the academy.
- 1.4. The Principal will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.
- 1.5. The Principal is responsible for disciplining staff who do not uphold British values, in line with the Staff Conduct Policy.
- 1.6. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.
- 1.7. Pupils are expected to treat each other and staff with respect, in line with the school's Vision, and Behaviour Policy.

2. Aims and objectives

- 2.1. Through our policy and procedures, we aim to ensure that our pupils have:
 - An understanding of how citizens can influence decision-making through the democratic process.
 - An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
 - An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others, such as the courts, maintain independence.
 - An understanding that the freedom to hold other faiths and beliefs is protected in law.

- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

3. Democracy

- 3.1. Pupils have numerous opportunities to have their views heard, including through:
 - Pupil questionnaires/Voice of the learner
 - The Student Leadership Groups
 - The Equality, Diversity and Inclusion group
 - Christian Union
- 3.2. Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

4. The rule of law

- 4.1. The academy has a high regard for the laws that govern and protect the academy, the responsibilities that this involves, and the consequences when laws are broken. All pupils have the opportunity to reflect and feedback on academy rules and values.
- 4.2. Pupils are taught these values and the reasons behind laws, whether they govern the class, the academy or the country, that are essential for their wellbeing and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.
- 4.3. The academy organises visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message. Some examples of this may include talks from our local PCSO, West Midlands Police and West Midlands Travel.
- 4.4. The academy understands the importance of promoting British values through a comprehensive and unprejudiced curriculum.

5. Individual liberty

- 5.1. A safe and supportive environment is fostered throughout the academy, where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.
- 5.2. Pupils are taught about their rights and personal freedoms, and are encouraged and advised on how to exercise these safely, for instance through teaching on e-safety and PSHE lessons.

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6. Mutual respect and tolerance of different faiths and beliefs

- 6.1. Respect forms a core pillar of the academy's ethos. Pupils are treated with respect and learn to treat each other and all members of staff with respect.
- 6.2. This is reinforced through the academy's Behaviour Policy.
- 6.3. Through worship, students gain understanding of courageous advocacy. This is defined as speaking out against injustice and taking informed action to effect positive change.
- 6.4. Advocacy is nurtured through a curriculum that explores the wisdom of diverse worldviews, empowering students of all faiths and none to challenge injustice and uphold the shared values of human dignity and Christian ethics.
- 6.5. The academy acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally-diverse society and the opportunity for pupils to experience such diversity.
- 6.6. This is reinforced through the academy's Equality Information and Objectives policy.
- 6.7. Throughout the year, worship assemblies are held focussing on bullying, with reference to prejudice-based bullying, and discussion is encouraged.
- 6.8. Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum and the inclusive Christian ethos of the academy. These curricula encourage a movement beyond tolerance; actively celebrating diversity and support mutual flourishing.
- 6.9. The academy encourages its pupils from different faiths or religions to share their knowledge with their peers to enhance their learning.
- 6.10. Students exercise their voice through platforms such as the Student Leadership Groups, the Equality, Diversity and Inclusion group, and the Christian Union.

7. Challenging views that go against British values

- 7.1. The academy openly challenges opinions and behaviour, demonstrated by both staff and pupils that goes against British values.
- 7.2. The academy adopts a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any pupils displaying this behaviour will be disciplined in line with the Behaviour Policy.
- 7.3. Referrals regarding pupils that may be at risk of radicalisation will be made to the relevant agencies.

8. Staff training

- 8.1. Members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training.

- 8.2. Staff will be offered the opportunity for further training on upholding the values in this policy.
- 8.3. Refresher training provided bi-annually and full training offered every 5 years.

9. Policy review

- 9.1. This policy is updated by the Head of School and will be reviewed annually by the Executive Principal and the Academy Committee.
- 9.2. The next scheduled review date for this policy is February 2027.