

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 adult life in modern British society. The School's Purpose Statement stresses the importance we place on personal responsibility and, in particular, on the 'clear appreciation of and respect for the views and potential of others'. Part of our role in preparing pupils to engage positively with a rapidly changing world 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 and the DfE's 2014 guidance document [here](#). They are democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Caterham 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 Caterham the principle of democracy is alive and well. During the final weeks of the Autumn term, around 80% of the pupil body in the Senior School takes part in a voluntary survey and vote, conducted via Survey Monkey. It marked the final stages of voting for representatives to the School Council, which will see two pupils from each of the seven year groups making up the core membership (potential candidates had already been selected through voting in form groups during early October). Each summer term, Y12 pupils vote for their peers regarding who they think will make good prefects and heads of school the following year; their voting plays a significant part in the process of appointment. At the Prep School, all pupils are members of the Pupil Council and play an active part in reflecting upon whole school questions. Less directly, but no less importantly, the principles of democracy are explored routinely through the Wellbeing programme and through school assemblies, such as those held during Democracy Week, as well as in History, Philosophy and Theology and Politics 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 Purpose Statement, 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.

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 students 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. An example, given that our pupils are provided with iPads as part of digital learning strategy,

relates to online behaviour. Our online safety forums and approaches for pupils, a key element of our safeguarding programme (including protecting pupils from the dangers of

extremism and radicalisation as part of the Prevent strategy) is founded upon our Online Safety Policy and Acceptable Use documentation, both of which stress that with liberty comes responsibility – both to our peers and to those who may not share our own views. The Caterham Online Partnership, accessible to pupils, parents and staff via Firefly and the Parent Portal, draws together our approach to dealing with online concerns in a unified and collaborative way. We also seek always to equip 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. Students are actively encouraged to share their faith and beliefs within the School, exemplified by the slated conversion of the Chapel Room to a Multi-Faith Room, which will also accommodate those pupils who simply wish to find a quiet space in which to reflect or meditate. Our Wellbeing curriculum provides a broad and balanced education on a range of faiths, religions and cultures, as does our tutor time and assembly schedule, with pupil groups such as Voices for Change contributing at a whole school level. We have welcomed speakers who help us promote these values too, such as Laura Bates, author of *Everyday Sexism*, and the Honourable Stuart Lawrence, who addressed the Sixth Form on the critical role language plays in developing community projects.

Respect is at the core of our School's Purpose Statement 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, whether in Debating Society or simply in class discussion. 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.