



British Values at Farnborough Grange

Democracy	Ensure that everyone has a right to have a say	House Captains, School Council, talking to partners in class, pupil questionnaires and philosophical questions to discuss in class, book votes.
	Ensure the child's, parent's and staff's voice is heard	Open door policy, parent questionnaires, staff questionnaire, pupil questionnaire, parental workshops, parent / teacher consultation evenings, child's voice through School Council. As part of our Computer Science units' pupils have opportunities to share their opinions on why they think the algorithm was wrong and how they think it should be debugged. In Design and Technology, as part of the evaluation stage about their product, pupils share opinions on what they did well and what they could improve about their product.
	Support children to take turns	Playtime / lunchtime supervisors playing games with children, talk partners in class, circle time, curriculum has focus on relationships, play leaders
	Encourage children to share	Circle time, free flow learning in EYFS (transitional into Year 1), school values, class rules, paired reading, collaborative learning groups / carousel learning opportunities, sharing resources, play leaders, Anti-bullying week – odd socks day.
	Support children to become independent and take responsibility	Class monitors e.g. cloak room monitors, encouragement with developing personal skills e.g. putting on coats, shoes etc., having correct resources, School Council members, House Captains.
	Support children to learn boundaries	Routines, consistency, uniformed behaviour policy and strategies in class, restorative justice, positive praise, behaviour policy, Anti-bullying week – odd socks day
	Give children the opportunities to make choices	Behaviour policy, free flow learning in EYFS, elections, lunchtime choices, In Computing, when pupils create Digital Content they are given opportunities on how to design their work, and then they share their opinions of why they have selected the particular choices that they have, for example, why was it important for them to choose the font colour 'green'.
	Promote a climate to share opinions and ideas	RE days, pupil voice books, School Council, 'big question' discussions, class assemblies In Music, we consider each other's views and opinions when working collaboratively for example, when composing a piece of music. In Science, pupils have opportunities to work together practically in groups, which encourages them to share views and opinions and take instructions from others. There are opportunities to debate issues where pupils can share their opinions and listen to the views of others.
	Ensure that children are listened to	Paired talk, no hands up answering, approachable teaching styles, pupil voice questionnaires, ELSA support, Nurture group, additional wellbeing support when needed, Anti-bullying week – odd socks day
	Respect everyone as an individual	School value of Respect, welcome display, RE days, 'Valuing difference' as PSHE unit taught in all year groups, website, One-World Celebration Day, Anti-bullying week – odd socks day
	Role model behaviour	Behaviour policy, staff code of conduct, School Council, House Captains, teacher modelling, positive rewards, weekly star awards.

	Celebrate differences in people	'Valuing difference' as PSHE unit taught in all year groups, One-World Celebration day, maps / globes in every classroom, RE days, Art Week, Sports Day, outside awards in Celebration assembly, wider world awareness focus in assemblies e.g. Black History Month, Red Nose Day etc, Prize Giving ceremonies.
	Support children to have a positive sense of their own identity and culture	RE days, maps / globes in every classroom, Nepal unit in Year 1, outside awards in Celebration assembly, visits to Church of the Good Shepherd, focus on local history as part of curriculum.
The rule of law	Support children to understand right and wrong	School values; we respect, we aspire, we belong, school rules; be safe, be respectful, be kind, role play, behaviour policy (restorative approach), class rewards, story time, RE days, assemblies, PSHE curriculum, NSPCC Pants lessons, Anti-bullying week – odd socks day,
	Share and support the rules of the setting with all stakeholders	Open door policy, parent evenings, open days, Great Work celebrations, promises displayed in classrooms, adults to be the role models, values shared through newsletters to parents, regular assemblies
	Ensure children have an understanding of the consequences of their actions	Behaviour policy, restorative justice, home school communication, school values, class promises, behaviour steps, positive praise recognising good behaviour
	Ensure there is no discrimination within the setting	Inclusion policy, code of conduct, learning about different cultures in the curriculum, One-World celebration day, equal opportunities offered, performance management offering CPD, anti-bullying policy, racist incident policy, RE days, PSHE curriculum, Anti-bullying week – odd socks day
	Ensure that any discrimination identified is addressed within the setting	Anti-bullying policy, racist incident policy, staff aware of how to identify and report, behaviour policy, Anti-bullying week – odd socks day
	Ensure all staff have an understanding of safeguarding policies	Safeguarding CPD at the start of each year, including Child Protection training for all staff, Local Committee Members and volunteers, reading and signing policy. Visitors given a welcome speech at the office including how to contact DSL's, where they are and who to report safeguarding concerns to. Visitors also to read the Safeguarding information upon signing in on Sign In App.
	Ensure children have a sense of fairness	School value, inclusion policy, consistent approaches across the school, consistent rules across the school, equal opportunities for rewards, pupil voice, celebration assembly, NSPCC Pants lessons, Anti-bullying week – odd socks day, PE curriculum (pupils learn a variety of different games and by learning and following the rules of each game, pupils know how to keep safe and play fairly when using the equipment and playing games).
Individual liberty	Plan for individual children	Observations and planning, scaffolded support, intervention tracking, pupil progress meetings, SEND register, clear planning , Pupils with EAL recognised in data and planned for in planning units
	Ensure that all children have a key person	Early Years all have key person, Teacher and LSAs trained in supporting children's wellbeing, ELSA, Nurture group
	Ensure that practitioners have an understanding of the role of the key person, especially linked to attachment and supporting the individual needs of the child	Transition meetings, move up days, meet the teacher evening, ELSA, Nurture group, meet and greet every morning, breakfast club,
	Ensure all information about the child's progress and development is shared with the child's parents	Open door policy, parents evening, informal meetings, regular meetings to update if there is a particular issue, mid-year and end of year reports, reading records, half termly curriculum overviews for parents, school website, school Facebook page, newsletters.

	Ensure children have access to resources	Age-appropriate resources, classroom layout, well-resourced and organised classrooms, learning Displays.
	Ensure children have access to indoor and outdoor learning	EYFS curriculum, indoor and outdoor PE, regular planned outdoor learning opportunities, forest schools, outdoor areas established for all classes
	Support parental choice	Website, trips, workshops, parent questionnaires
	Support the rights of the child	Quality-first teaching, intervention groups, safeguarding, pastoral concerns discussed weekly, pupil voice, learning in a rich and productive environment,
	Support children to make the right choices	Rewards, restorative justice, school rules, school values, class promises, informative assemblies, PSHE curriculum,
	Listen to everyone's point of view	Circle time, RE days, pupil voice books, everyone has the right to share their ideas Culture,
	Ensure all stakeholders are considerate of others and the environment	Shared responsibility for classroom environment, adults modelling high expectations of consideration towards others and the environment
Mutual respect	Provide opportunities to consult parents	Website, newsletters, school Facebook page, half-termly curriculum overviews for parents, reading records, parent / teacher consultation, email, Tapestry and Dojo for communicating key messages, key staff welcoming families at the gate in the morning
	Work together as a team, respecting each other	School vision, value of respect, weekly Celebration assembly, staff meetings, LSA briefings, SLT meetings, Local Committee meetings, EYFS meetings, use of SharePoint, weekly briefing, Friday email for weekly messages / focus and thank yous, ECT mentors, open door policy, sports day, PSHE curriculum
	Ensure parents are involved in their children's learning	Newsletters, parent / teacher consultation meetings, Tapestry with shared learning in Early Years, Great Work celebrations, half-termly curriculum overviews for parents, half termly Meet the Teacher sessions with key workshop at the start, welcome meetings for parents who are new to the school, home learning, daily reading, school website, open door policy for communication, performance invitations to parents,
	Provide positive role models	Performance management, coaching, staff code of conduct, School Council, House Captains, Year 2 Summer 2 enquiry/ unit – Significant People
	Value individuality	Intervention groups, work on display, outside awards in Celebration assembly, star award, performances,
	Value all cultures and beliefs	One World Celebration day, RE days, religious celebrations – Holi day, trips to places of worship, multicultural food tasting, cooking lessons linked to topics.
	Respect all languages	RE curriculum, pupils with EAL, One World Celebration Day
	Respect each other's space	Circle time, PSHE curriculum, PE curriculum, carpet spaces, workstations for pupils with SEMH
	Ensure all stakeholders feel safe and secure	Safeguarding policies, risk assessment updated regularly through pandemic, health and safety policies, class promises, wellbeing focus, circle time, ELSA, Nurture group, emotional check ins, regular reassurance, parental support, early help, social stories, move up day, half termly Meet the Teacher meetings, whistle blowing policy, safeguarding training, home-school link worker, NSPCC Pants lessons
	Combat discrimination through awareness	Stories from different cultures, RE curriculum, class discussions, weekly themes, learning enquiry about Nepal, One-World celebration day, Anti-bullying week – odd socks day

<i>Tolerance of those with different faiths and beliefs</i>	<i>Ensure ethos of setting reflects an awareness of all cultures and beliefs</i>	<i>Website, RE days, One-World celebration day, stories from different cultures, other religions recognised and presented in assemblies by children, parent visitors talking in assemblies, letters translated if needed, local history celebrated through curriculum, assemblies are used to mark and celebrate significant religious festivals such as Chinese New Year and Diwali.</i>
	<i>Have knowledge and understanding of other cultures and beliefs</i>	<i>Visits to local church (other places of worship?) RE days, story time, RE curriculum, PSHE curriculum, visits from other faiths</i>
	<i>Celebrate diversity within and outside the setting</i>	<i>School visits to places of worship, home visits, RE days, One-World celebration day, learning enquiry about Nepal.</i>
	<i>Role model behaviour and attitudes towards others</i>	<i>Circle time, wellbeing focus, staff code of conduct, pupils rewarded for exemplary behaviour</i>
	<i>Encourage all parental input in the setting</i>	<i>Parent / teacher consultation, open days, open door policy, Parent questionnaires, reading records, feedback, trips, email, newsletters, Home-School Link Worker</i>