



## British Values at Farnborough Grange

<b>Democracy</b>	<b>Ensure that everyone has a right to have a say</b>	Pupil Parliament, time given for Pupil Parliament to feedback in class and hear suggestions, voting for Pupil Parliament, talk partners in class, pupil questionnaires and pupil voice books, P4C assemblies weekly 'big questions' and philosophical questions to discuss in class, book votes
	<b>Ensure the child's, parent's and staff's voice is heard</b>	Open door policy, parent questionnaires, staff questionnaire, pupil questionnaire, parental workshops, parent / teacher consultation evenings, child's voice through Pupil Parliament, Dojos reward system, P4C assemblies, weekly 'big Questions' 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.
	<b>Support children to take turns</b>	Playtime / lunchtime supervisors playing games with children, talk partners in class, circle time, curriculum has focus on relationships, play leaders
	<b>Encourage children to share</b>	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
	<b>Support children to become independent and take responsibility</b>	Pupil Parliament, play Leaders, lunchtime choices, class monitors e.g. cloak room monitors, encouragement with developing personal skills e.g. putting on coats, shoes etc, having correct resources
	<b>Support children to learn boundaries</b>	Routines, consistency, uniformed behaviour policy and strategies in class, restorative justice, positive praise, behaviour policy, Anti-bullying week – odd socks day
	<b>Give children the opportunities to make choices</b>	Behaviour policy, free flow learning in EYFS, elections, lunchtime choices, P4C assemblies 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'.
	<b>Promote a climate to share opinions and ideas</b>	RE days, pupil voice books, Pupil Parliament, '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.
	<b>Ensure that children are listened to</b>	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
	<b>Respect everyone as an individual</b>	School value of Respect, welcome display, RE days, 'Valuing difference' as PSHE unit taught in all year groups, website, One-World Celebration Day, P4C assemblies, Anti-bullying week – odd socks day

	<b>Role model behaviour</b>	Behaviour policy, staff code of conduct, Pupil Parliament, Sports Leaders, teacher modelling, positive rewards, weekly star awards,
	<b>Celebrate differences in people</b>	'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, <b>outside awards in Celebration assembly</b> , wider world awareness focus in assemblies e.g. Black History Month, Red Nose Day etc, P4C assemblies
	<b>Support children to have a positive sense of their own identity and culture</b>	RE days, maps / globes in every classroom, Nepal unit in Year 1, <b>outside awards in Celebration assembly</b> , visits to Church of the Good Shepherd, focus on local history as part of curriculum, P4C assemblies
<b>The rule of law</b>	<b>Support children to understand right and wrong</b>	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, P4C assemblies, NSPCC Pants lessons, Anti-bullying week – odd socks day,
	<b>Share and support the rules of the setting with all stakeholders</b>	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
	<b>Ensure children have an understanding of the consequences of their actions</b>	Behaviour policy, restorative justice, home school communication, school values, class promises, behaviour steps, positive praise recognising good behaviour
	<b>Ensure there is no discrimination within the setting</b>	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
	<b>Ensure that any discrimination identified is addressed within the setting</b>	Anti-bullying policy, racist incident policy, staff aware of how to identify and report, behaviour policy, Anti-bullying week – odd socks day
	<b>Ensure all staff have an understanding of safeguarding policies</b>	Safeguarding CPD at the start of each year, including Educare Child Protection training for all staff, Local Committee Members and volunteers, reading and signing policy, questionnaire to ensure document has been read, weekly updates in the Friday email to all staff. Visitors given safeguarding leaflet and key information sheet (signed) as well as information and who to contact if concern – staff welcoming visitors follow script in office
	<b>Ensure children have a sense of fairness</b>	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).
<b>Individual liberty</b>	<b>Plan for individual children</b>	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
	<b>Ensure that all children have a key person</b>	Early Years all have key person, Teacher and LSAs trained in supporting children's wellbeing, ELSA, Nurture group

	<b>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</b>	Transition meetings, move up days, meet the teacher evening, ELSA, Nurture group, meet and greet every morning, breakfast club,
	<b>Ensure all information about the child's progress and development is shared with the child's parents</b>	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, weekly Farnborough Grange newsflash, newsletters
	<b>Ensure children have access to resources</b>	Age-appropriate resources, classroom layout, well-resourced and organised classrooms, learning displays,
	<b>Ensure children have access to indoor and outdoor learning</b>	EYFS curriculum, indoor and outdoor PE, regular planned outdoor learning opportunities, forest schools, outdoor areas established for all classes
	<b>Support parental choice</b>	Website, trips, workshops, parent questionnaires
	<b>Support the rights of the child</b>	Quality-first teaching, intervention groups, safeguarding, pastoral concerns discussed weekly, pupil voice, learning in a rich and productive environment,
	<b>Support children to make the right choices</b>	Rewards, restorative justice, school rules, school values, class promises, informative assemblies, PSHE curriculum, P4C assemblies
	<b>Listen to everyone's point of view</b>	Circle time, Pupil Parliament, RE days, pupil voice books, everyone has the right to share their ideas culture, P4C assemblies
	<b>Ensure all stakeholders are considerate of others and the environment</b>	Litter picking rota, shared responsibility for classroom environment, adults modelling high expectations of consideration towards others and the environment
<b>Mutual respect</b>	<b>Provide opportunities to consult parents</b>	Website, newsletters, school Facebook page, weekly Farnborough Grange newsflash on 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
	<b>Work together as a team, respecting each other</b>	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
	<b>Ensure parents are involved in their children's learning</b>	Invitation to celebration assembly for parents of chn receiving awards, 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,
	<b>Provide positive role models</b>	Performance management, coaching, staff code of conduct, Pupil Parliament, Sports Leaders, Year 2 Summer 2 enquiry/ unit – Inspirational Women

	<b>Value individuality</b>	Intervention groups, work on display, <b>outside awards in Celebration assembly</b> , star award, performances, P4C assemblies
	<b>Value all cultures and beliefs</b>	One World Celebration day, RE days, religious celebrations – Holi day, trips to places of worship, multicultural food tasting, cooking lessons linked to topics, P4C assemblies
	<b>Respect all languages</b>	RE curriculum, pupils with EAL, One World Celebration Day, <b>celebration of Annual International Mother Language Day (next year Wednesday 21<sup>st</sup> February 2024)</b> P4C assemblies
	<b>Respect each other's space</b>	Circle time, PSHE curriculum, PE curriculum, carpet spaces, workstations for pupils with SEMH
	<b>Ensure all stakeholders feel safe and secure</b>	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
<b>Tolerance of those with different faiths and beliefs</b>	<b>Combat discrimination through awareness</b>	Stories from different cultures, RE curriculum, class discussions, weekly themes, learning enquiry about Nepal, One-World celebration day, P4C assemblies, Anti-bullying week – odd socks day
	<b>Ensure ethos of setting reflects an awareness of all cultures and beliefs</b>	Website, RE days, One-World celebration day, stories from different cultures, other religions recognised and presented in assemblies by children, <b>parent visitors talking in assemblies? letters translated if needed, multicultural food day</b> , local history celebrated through curriculum, assemblies are used to mark and celebrate significant religious festivals such as Chinese New Year and Diwali.
	<b>Have knowledge and understanding of other cultures and beliefs</b>	Visits to local church <b>(other places of worship?)</b> RE days, story time, RE curriculum, PSHE curriculum, P4C assemblies
	<b>Celebrate diversity within and outside the setting</b>	School visits to places of worship, home visits, RE days, One-World celebration day, <b>multicultural food tasting</b> , learning enquiry about Nepal, P4C assemblies
	<b>Role model behaviour and attitudes towards others</b>	Circle time, wellbeing focus, staff code of conduct, pupils rewarded for exemplary behaviour
	<b>Encourage all parental input in the setting</b>	Parent / teacher consultation, open days, open door policy, Parent questionnaires, reading records, feedback, trips, email, newsletters, Home-School link worker