



Farley Hill Primary school

Together Everyone Achieves More

Promoting British Values

Value	How we promote it
Democracy	- We have an elected school council that meets weekly. In September candidates in Oak Class prepare election and children are elected, 2 from each year group a boy and a girl. - The School Council are involved in key decisions about school life such as charity fund raising, special days/weeks with a specific focus. They regularly suggest ways to improve school further and take an anti-bullying assembly once a year. - Children's opinions are listened to by all staff; for example children raise issues with their school council representatives which are then taken to School Council meetings and addressed with the Headteacher. - Children also regularly pop in to see the Headteacher to discuss matters of concern or interest. - Oak (Year6) also stand as House captains and Vice Captains for our 3 houses Mars Jupiter and Saturn. Speeches are delivered to the whole school and the school community vote. - Oak (Year 6) pupils apply for specific jobs for example corridor monitors, office duty, gate duty, helping with Foundation at lunchtime, assembly monitors and Children in Oak (Year 6) and Beech (Year 5) support younger children regularly with their reading. - Beech (Year5) children are elected as Peer Mediators and provide support and apply problem solving skills at break times. - All children are responsible for looking after their environment-stacking chairs and tidying their tables - The beginnings of democracy are taught through historical research relating to the civilisation of Ancient Greece. - Government styles are looked at when studying Geography e.g. Spain, Africa, India and the United Kingdom and History e.g. World War 2, Guy Fawkes and Nelson Mandela - Democracy is also taught within PSHCE lessons and History and around the General Election children were involved in a school election which mimics the General Election process - The Go Givers Challenge allowed pupils in Year 6 last year to work autonomously on a cause of their choice. They chose to raise money for RSPCA Many of the above include voting and the children realise they can influence decisions made.
The rule of law	- We have high expectations of pupil conduct and this is reflected in our school rules Our behaviour system which is understood by all pupils and is based on a traffic light system. All of the children realise poor behaviour will mean a consequence of some type. - When a child shows exemplary or exceptional work, behaviour or positive learning behaviours their name will be displayed on the golden star in the classroom and the Unicorn award board in the school hall. - Other rewards for good behaviour include verbal praise and recognition and stickers Head teacher's awards and recognition in assembly - maths champions, Unicorn awards and Kindness awards. We also have a talent board celebrating achievements. - Lunchtime controllers promote good behaviour at lunchtime through their own reward and sanction system. - Rewards for good behaviour and behaviour for learning are given in Friday assemblies. - Parents sign a home-school agreement - Children are taught in PSHCE to know the right thing to do, even when the choice is a difficult one. - Peer mediators are trained in Year 5 to resolve disagreements and conflicts. - Visits are made by PCSO, Parish Council and Fire brigade.

Individual liberty	• Through our collective worship and teaching across the curriculum particularly in PSHE, children are taught about personal responsibility, the courage to stand up for what is right, justice, resilience and aspiration. • Children are encouraged to learn “behaviours for learning” and develop a growth mind set, preparing them for a rapidly changing world. Pupils in all year groups are actively encouraged to be brave learners, ‘have a go’, take risks in the learning and learn from mistakes. • PSHE lessons have specific units relating to individual liberty including “Good to be Me!” SEAL unit. • Children are taught how to keep themselves safe, including online. This is done through computing lessons, lessons across the curriculum that involve using ICT as well as e-safety days and external groups coming into school. ICT Leaders take a key role in this. • Bullying is not tolerated. Children are taught about bullying in “anti-bullying week” and are encouraged to talk about feelings, worries and anxieties. Two highly skilled nurture assistants are utilised to allow individuals to express concerns privately and to discuss ways to move forward. • Individual children, including those which are disadvantaged or vulnerable are given emotional support and consideration is given to individual needs. • All children are given regular opportunities to explore critical thinking issues and develop their ability to discuss their options, exploring how they may agree or disagree with one another. • A careers week is being planned to show the variety of jobs within the local community and consider their own future paths. • Children have the opportunity in Year 6 for numerous transition workshops. • Links between rules in school and laws in society.
Mutual respect Links to school ethos T.E.A.M	• All staff and children are treated equally and with respect. Every adult has the right to reward or sanction good or unacceptable behaviour. • PSHE time is taught weekly where the emphasis is upon creating effective, respectful relationships. • Through our school values, children are taught to respect each other, to be cooperative, collaborative and supportive. • We have high expectations of pupil conduct and this is reflected in our school rules which are based on our values and ethos and our Good Behaviour traffic light system which is understood by all pupils (an idea that came from School Council) • We hope to have an International Day next year which aims to celebrate differences and similarities between different countries and cultures as well as celebrate the diversity within our school. • Children take part in Comic Relief and Children in Need and recognise the need to help others both in Britain and internationally. • The children raised money for Forces Day, Marie Curie, The Nepal earthquake disaster fund and Poppy Day. • Oak run a Macmillan Coffee morning and the community comes. • Children heard from a range of speakers, including an ex Farley Hill pupil who went to Ghana to build a school, Fair Trade Traveller Education and the local Diocese. • Flags representing all of our children in the school hall. • Cultural board of celebration. • The whole school takes part in a French day and Oak (Year 6) run a French café for the community. • Children contribute to the local area and more widely by singing at the local Care Home, singing in a local supermarket and the local fetes. Projects with Reading University and supporting a Ghanaian school library and Nepal.
Tolerance of different faiths and beliefs	• Tolerance of different faiths and beliefs is promoted through the Locally Agreed Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. • Children hear about all of our Saint days • External visitors come in to celebrate Christingle and the Last Supper • Visitors share their experiences of different faiths to support the teaching of RE and children have the opportunity to visit places of worship including the Hindu Temple in Neasden. Chinese New Year is recognised and taught as part of the curriculum. • National and International festivals are taught as part of collective worship and the curriculum. • We have a range of resources including books about other cultures and a range of different artefacts and dolls. • Food from other cultures is celebrated and tried eg Welsh cakes. • Sign language is used in assembly.