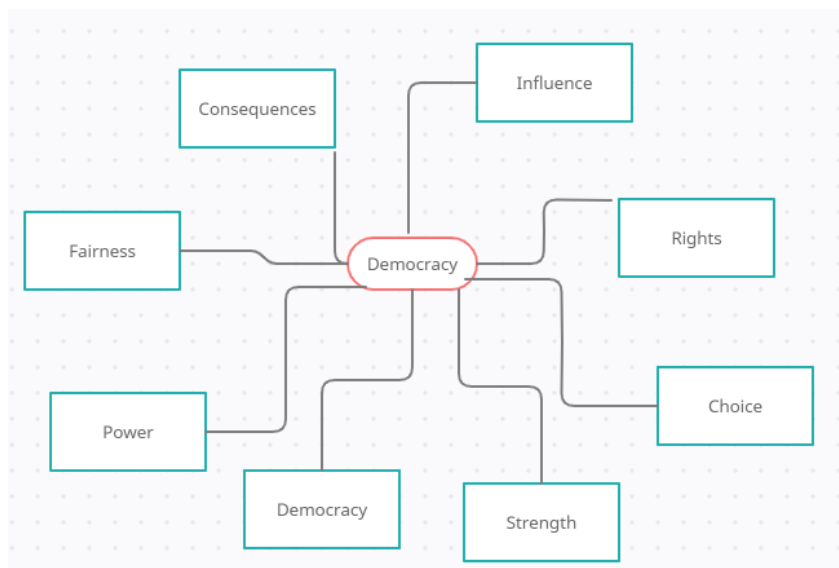


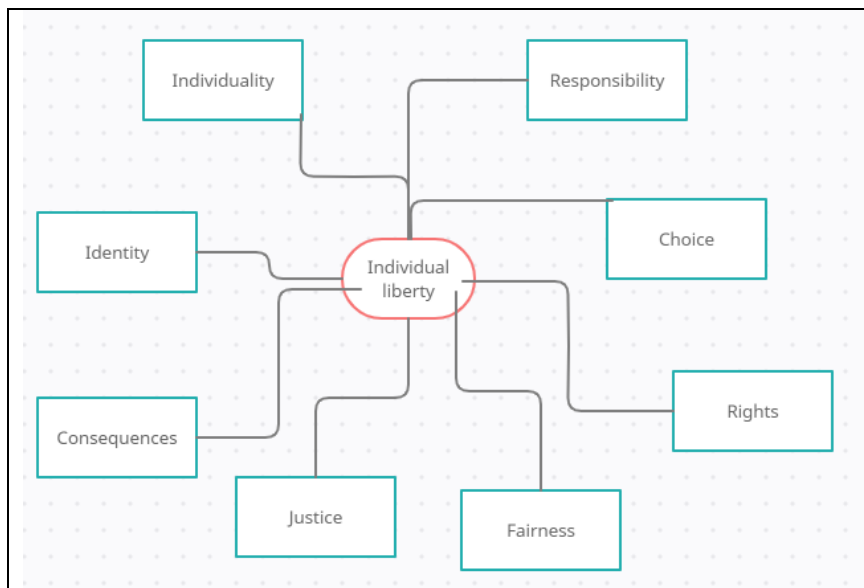
## *British Values and linked concepts*



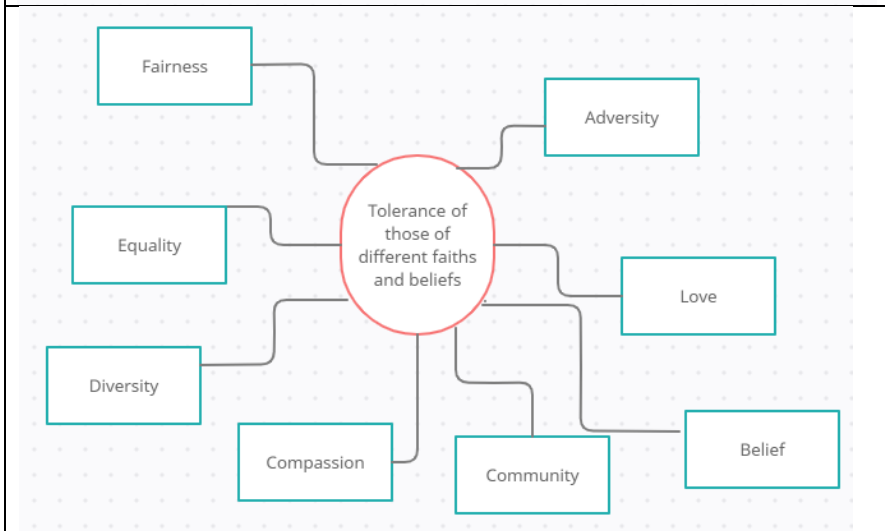
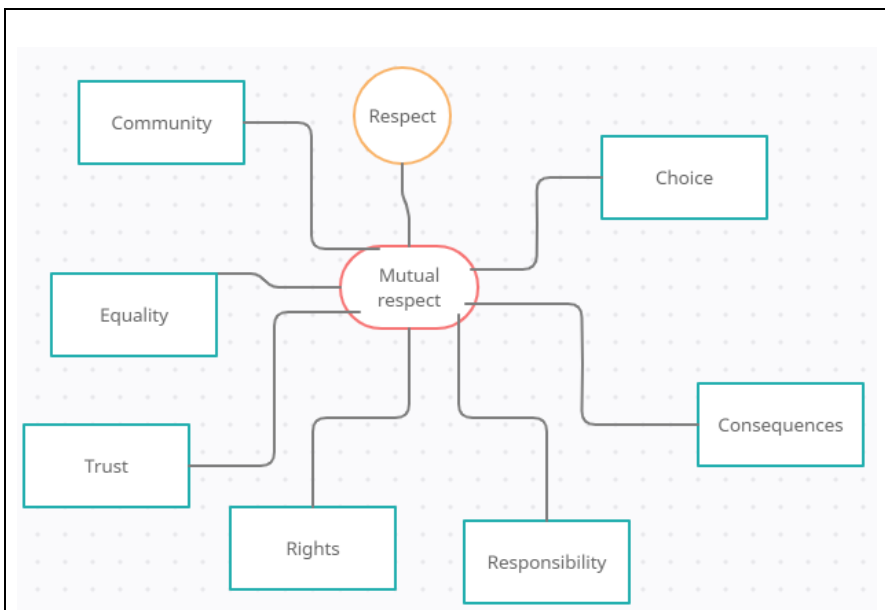
## *What we do at GBPS*

- We have our own school council with elected representatives from each class. Pupils make speeches to their class about why they think they should be chosen. Ballot boxes are hired from the local council to add authenticity to the voting process. Pupils are informed about voting rules and everyone's vote is counted. Year 6 pupils present their speeches to be elected for Chair and Vice Chair to the whole school during a special assembly.
- The elected School Council then discuss current issues within school and communicate their peers' ideas and suggestions. They feed this back during their regular School Council meetings. They help consider where some of the school's budget needs to be spent e.g. new resources. They also host charitable events and fundraising events for the school such as the Children's Fair, which is organised and hosted entirely by the pupils.
- Pupils partake in meaningful, respectful debates as part of their curriculum areas. This is woven into a variety of subject areas across the whole curriculum.
- Pupil voice is considered regularly in the form of pupil questionnaires and pupil conferencing.
- The children help to create their Class Charter in the Autumn Term of each academic year – they consider their roles and responsibilities within the school and how they can respect those.
- Pupils are made aware of their concepts (including fairness and democracy) and whole-school values for each topic. They know what they mean and what this looks like. Children model whole-school values such as co-operation within their class and group roles.
- A variety of further roles within the classroom, such as Digital/Sports and Art Leaders, are also all obtained through a formal application process to the Team Leader where their role is considered carefully.
- Our School Behaviour Policy is developed directly in line with rewards such as Golden Time, where the children are able to choose which activity they would like to partake in and enjoy.
- We take part in Christmas Jumper Day every year to support Save the Children, as well as Friendship Week (Anti-bullying), World Peace Day and Safer Internet Day.
- The theme of democracy runs through the curriculum, most notably in

<pre> graph TD     RL((Rule of law)) --- CO((Co-operation))     RL --- CG[Common good]     RL --- CON[Consequences]     RL --- FA[Fairness]     RL --- J[Justice]     RL --- MOR[Morality]     RL --- RE[Reform]     RL --- RES[Responsibility]   </pre>	<p>Year 4's Greeks topic, which encapsulates the origins of democracy.</p> <ul style="list-style-type: none"> <li>● Behaviour is good at our school because pupils are aware of and respect the rules and code which exist within our school, as well as within the wider school and community.</li> <li>● Parent and pupil views on behaviour at the school are considered carefully, and regularly. These views are analysed and actioned.</li> <li>● Pupils annually read and sign the Home-School Agreement which is found in their Home School diaries, alongside their Class Charters which they sign and agree to abide by.</li> <li>● Pupils have a strong moral compass and can justify right and wrong choices.</li> <li>● Pupils apply their knowledge of rules/laws to their e-safety learning. They know how to report their e-safety concerns and the CEOP button is clearly advertised on our website's homepage.</li> <li>● As part of their 'Fire, fire!' Great Fire of London topic, Year 2 pupils receive a visit from the Fire Service which helps embed their knowledge in a real-life context. Year 3s also partake in a First Aid Day from a qualified nurse and first aid practitioner in order to learn the importance of basic First Aid skills.</li> <li>● Pupils receive regular e-safety assemblies, including those from Google's 'Be Internet Legends' programme which helps reinforce their core values of e-safety. E-safety is also embedded across the curriculum and children are exposed to the 'Be Smart' internet safety rules consistently.</li> <li>● Children who have struggled to follow the Behaviour Code are asked to reflect on their choices and given a sanction to realise the consequences of their choices.</li> <li>● Social stories are used for all children to access these same messages.</li> <li>● Whole-school assemblies and Circle Time/Jigsaw sessions are planned around a variety of themes, including the rule of law.</li> <li>● Pupils understand that racism is a law-breaking offence and Key Stage 2 pupils partake in a 'Show Racism the Red Card' workshop.'</li> <li>● All children partake in NSPCC assemblies and are taught/reminded of the NSPCC PANTS rule.</li> <li>● All pupils are made aware of the 'Clever never goes' message.</li> </ul>
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- Pupils are encouraged to adopt a 'growth mindset' approach to their learning and to be self-motivated, independent, resilient learners. This is embedded further through our learning pits and 'yeti' approach ('I can't do it YET!')
- Pupils are encouraged to take responsibility for their behaviour, including in their outdoor learning, such as Forest Schools, when on residentials and in their online learning.
- Pupils are made aware of the United Nations Convention on the Rights of the Child (UNCRC) and they co-create their Class Charters, ensuring that all rights are respected by themselves, their peers and their adults.
- Pupils celebrate their differences and are proud of them. This is further embedded through our Jigsaw PSHE programme. Vulnerable pupils relish in adding to their 'learning journeys' which showcase their strengths as a learner. VI pupils attend a weekly VIP Club where they partake in a variety of enriching activities.
- Pupils look out for and respect one another. They live the messages of Friendship (Anti-Bullying) Week and they use the friendship bench to ensure everyone feels included and nobody gets left behind.
- Pupils thrive on their multitude of key roles and responsibilities, including: Junior Librarians, Digital /Sports and Art Leaders.
- Pupil voice is celebrated and encouraged through regular School Council meetings, as well as throughout their lessons where an element of choice is woven in across all aspects of the curriculum.
- ELSA and Nurture sessions/Jigsaw/Assemblies teach the vital importance of self-respect and self-worth and the value of individuality. Identity and individuality are concepts taught within topics from EYFS to Y6.
- The school's message is to be kind and to be proud, positive praise is used by pupils and staff alike.
- The school's behaviour policy encourages children to reflect on their choices and consider the consequences of their behaviour, as well as thinking about how they could act differently if faced with a similar situation.
- Other key values such as: peace, passion, love and respect are also taught throughout the curriculum and the school participate in World Peace Day annually.
- Prevent training is undertaken by all members of staff on a regular basis and our children are involved in termly Prevent assemblies.



- Respect is one of our six core school values. It forms part of our 'Values Tree' which pupils earn 'blue luggage labels' for if they exhibit them consistently around the school.
- Through our Jigsaw PSHE programme and in circle times etc., pupils show respect for and inquisitively engage in finding out about the lives, faiths and cultures of their peers.
- Staff and pupils know to challenge disrespectful behavioural choices regardless of their form (be it verbal/physical etc.)
- Any 'extremist' views will not be tolerated and are actively challenged.
- Pupils regularly visit local places of worship, including for celebrations such as Harvest Festival, Christmas and Easter and visit other faith places of worship virtually.
- Members of different faiths or religions were invited to share artefacts with pupils to provide a real-life context for their cultural understanding and this has resulted in a range of RE resources being used throughout our 'Living Difference' RE curriculum, in which all major religions are studied.
- Through our Jigsaw work, pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family context (including looked after children/young carers).
- We also acknowledge different concepts within the range of religions and celebrate festivals in other cultures e.g. Diwali, Holi, Eid, Hannukah and Chinese New Year. As part of their topics, children are also able to prepare and taste culinary delicacies of food originating from different cultures.