



# Haughmond Federation Values Policy

September 2017

To be reviewed September 2018



Harlescott Junior School

## Aim

It is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

## Rationale

We realise that during recent years a great deal of national and local effort has been rightly directed towards school improvement and curriculum development. However we also believe that Values Education has a crucial role in education, because it plays a part in raising achievement and it encourages children to be emotionally intelligent, articulate learners. Values Education supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

As a whole school community we believe that the ethos of the school should be built on a foundation of values. The values we focus on are as follows:

### Sundorne Infant School and Nursery

	Main Value	Link to other values
Autumn Term (First Half)	RESPONSIBILITY	Hope Positivity Courage Determination Respect
Autumn Term (Second Half)	TOLERANCE	Patience Peace Respect
Spring Term (First Half)	LOVE	Thoughtfulness Empathy Caring Respect
Spring Term (Second Half)	HONESTY	Trust Respect
Summer Term (First Half)	CO-OPERATION	Unity Friendship Respect
Summer Term (Second Half)	HAPPINESS	Appreciation Respect



### Harlescott Junior School

	2018-2019	2017-2018
SEPT	RESPECT	CARING
OCT	HONESTY	QUALITY
NOV	PEACE	EMPATHY
DEC	CO-OPERATION	APPRECIATION
JAN	TOLERANCE	PATIENCE
FEB	LOVE	UNDERSTANDING
MARCH	FREEDOM	THOUGHTFULNESS
APRIL	RESPONSIBILITY	TRUST



<b>MAY</b>	<b>HAPPINESS</b>	<b>HUMILITY</b>
<b>JUNE</b>	<b>FRIENDSHIP</b>	<b>COURAGE</b>
<b>JULY</b>	<b>UNITY</b>	<b>HOPE</b>

These values are addressed directly through whole school assemblies, through lessons and circle times, but also permeate the whole curriculum. Our Values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and emotionally intelligent adults. We also expect our staff, governors and parents to support, adopt and live by the values to the best of their ability.

### **Teaching and Learning**

The fundamentals of Values Education are:

- The active promotion of a whole school policy that has the support of all the staff and is led and monitored by SLT and the PSHE/Values Lead.
- Assemblies that introduce and explore different values throughout the Year.
- Discussions about values in the classroom through PHSE lesson. These sessions provide opportunities for personal reflection, honest discussions and appropriate activities which promote understanding.

Teaching and Learning about Values takes place in the following ways:

- By teachers explaining the meaning of the value.
- By children reflecting on the value and what it means to them and their own behaviour.
- By children using the value to guide their own actions.
- By staff modelling the value through their own behaviour.
- By ensuring that values are taught implicitly through every aspect of the curriculum.
- Through the work of Class or School Council.
- By involving all staff, governors and parents in the values programme, through newsletters which explain how school and home can work together to promote positive values

### **Children's Needs**

In order for the school's purpose to be effective and for the values to be meaningful to the children, the staff understand that the basic needs of children are:

- To be loved.
- To feel secure and know clearly what is expected of them.
- To be valued.
- To have a balance of activities – active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.
- To have help to develop relationships.
- To develop self-awareness, emotional intelligence and a knowledge of the world outside of themselves.
- To have creative experiences.

### **Teacher's Approach**

In order to try to meet the needs of children, staff are consistent in their own behaviour and in their expectations of the children. They:

- Value all the children.
- Display great patience and listen carefully to children.
- Focus on and emphasise the positive.
- Only disapprove of poor behaviour choices, never the child.

- Speak quietly and don't shout.
- Are valued by the governors and the community.
- Communicate with parents, whenever possible, to ensure that they appreciate the school's values and to ensure that there is a common language and understanding.

### **Children's skills**

Throughout the school the development of the following skills which contribute towards reflective thinking about values are encouraged:

- Displaying politeness and good manners to everyone in school.
- Speaking quietly where appropriate, and politely to others.
- Listening carefully to and thinking about what others are saying.
- Reflection.
- Empathy and tolerance.
- Using imagination.
- Stillness and being comfortable in silence.
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practise.
- Reflecting on philosophical questions.
- Articulating thoughts clearly in order to enhance communication skills.
- Walking quietly about the school building.
- Developing positive attitudes to work and play.
- Accepting personal responsibility for actions.
- Care and respect of other people's property.

### **Activities that promote Reflective Thinking**

Teachers are especially mindful of the activities that promote positive thinking and incorporate these into their teaching as much as possible. These include:

- Creating a welcoming and peaceful climate in the classroom and on the school site.
- Encouraging children to value the world around them.
- Children are involved in the assessment of their own work and in setting their own targets for their work and behaviour.
- Giving time in class for children to respond to some of the basic needs within us: friendship, love, co-operation and to clarify their understanding of values.
- Allowing opportunities for children to sit and work quietly to think through their own thoughts.
- Opportunity for role-play so that skills associated with negotiation, cooperation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.

### **Conclusion**

The approaches outlined in this policy describe how we use core values as a basis for our work. The success of our approach to teaching and learning is not easily measured, but it is evident in the school's positive ethos and in the personal qualities that children display on a daily basis. Finally, our hope for the future is that by engaging with other schools and agencies, we can endorse Values education in order to promote the importance of core values throughout the wider community.