College Road Primary School

Values-based Education Policy

"Values help me be the best person I can be."

Rationale

At College Road, we embrace the principles of Values-based Education which seeks to promote educational philosophy based on valuing self, others and the environment through the consideration of an ethical values vocabulary.

We believe that values are principles that guide our behaviour. At College Road, we aim to promote positive human values such as *patience*, *respect*, *appreciation* and *acceptance* to all members of our school and wider community. These core values are the foundation upon which our school ethos exists, empowering pupils as reflective learners and ensuring their spiritual, moral, social and cultural understanding, so that they develop their own moral compass for what is right or wrong, and ultimately become good citizens. Our Values philosophy therefore underpins our work to actively promote the fundamental British Values of democracy, individual liberty, mutual respect and tolerance of those from all faiths, backgrounds and cultures.

Aims

- To empower children, using ethical vocabulary, to be able to talk about their feelings and emotions and about how to be a good person
- To raise standards by promoting a school ethos which is underpinned by core values that support the development of the whole child as a reflective learner.

Teaching and Learning

- It is expected that all adults in the school model the use of values so that the children learn implicitly how we should behave and treat others to be a good person. We need to **walk the walk** and **talk the talk**. *(See Expectations of Staff below)*
- Values will be taught through both discrete lessons and implicitly across the wider curriculum and through assemblies.
- We have a two-year rolling programme of 22 core values (11 per year). One value is introduced and taught each month.
- The value of the month is introduced in an assembly at the beginning of each month, followed by at least one follow-up lesson taught in class.
- The values lesson provides an opportunity for personal reflection, moral discourse, and an appropriate activity to promote understanding. (Ideas for lessons and activities can be found in the VbE folder of the s:drive in VbE resources/Values folder).
- Within each classroom, there should be a Values display or area that, as a minimum, shows the Value of the Month. (Ideas for displays can be found on the Values-based Education website or in the VbE folder on the s:drive).

- This policy should be read in conjunction with, and as a complement to, our Behaviour Policy and our Teaching and Learning Policy

The 22 Core Values of College Road Primary School

Cycle 1 2020-21		Cycle 2 2021-22	
September	Courage	September	Friendship Inc. Loyalty
October	Appreciation	October	Equality Inc. fairness
November	Kindness Inc. love and caring	November	Consideration Inc. thoughtfulness
December	Patience	December	Humility
January	Self-Respect	January	Courtesy
February	Curiosity Inc. Creativity	February	Honesty Inc. Integrity
March	Humour	March	Happiness
April	Respect	April	Acceptance Inc. tolerance, empathy, forgiveness
May	Determination	May	Hope Inc. positivity, optimism, faith
June	Trust Inc. fairness	June	Responsibility Inc. reliability
July	Freedom	July	Unity

Expectations of all staff

In order to try to meet the needs of our pupils, staff always try to be 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 (and adults).
- Demonstrate good examples of all our school values, with both children and adults.
- Focus on and emphasise the positive.
- Only disapprove of poor behaviour, never the child.
- Speak quietly and avoid shouting.
- Try to make time for one another.
- Have a good sense of humour.
- Communicate with parents to ensure that they appreciate the school's values and to ensure that there is a common understanding.
- Are mutually supportive.
- Are valued by the governors and the community.
- Face reality and help pupils to come to terms with difficult issues as they arise, such as death.

Pupil Attitudes and Characteristics

Throughout the school, the development of the following attitudes, which contribute to reflective thinking about values, are encouraged:

- Displaying helpful politeness and good manners to everyone in school, including holding open doors, welcoming visitors and greeting people in the corridor.

- Speaking quietly and politely to others (their peers and adults).
- Listening carefully to and thinking about what others are saying – linked to the Learning muscles of Empathy and Listening.
- Reflection and stillness – during assembly and also through specific reflection time in the classroom using mindfulness or similar approaches.
- Empathy and tolerance.
- Using imagination.
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practise.
- 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.
- Being trustworthy.

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 peaceful climate in the classroom and on the school site.
- Taking children to beautiful places to experience peaceful situations and encourage them to value them.
- Pupils setting their own targets for their work and behaviour.
- Pupils involved in the assessment of their own work.
- Giving opportunities for decision making.
- Following the school's behaviour policy that clearly defines how the school puts emphasis on behaving well and positive thinking.
- Giving time in class for pupil to respond to some of the basic needs within us: friendship, love co-operation, to clarify their understanding of values.
- Allowing children to sit and work in silence to think through their own thoughts.
- Helping children to be relaxed and unstressed but focussed on their activities.
- Opportunity for role-play so that skills associated with negotiation, co-operation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.

Benefits for the Pupils

When children are expected to be reflective about values, the benefits are:

- Children behaving more calmly and purposefully *(kindness, patience, curiosity, consideration, courtesy, happiness, responsibility, unity, friendship, freedom).*
- Children able to concentrate and reflect more on their own behaviour *(humility, self-respect, determination).*
- Children being more self-aware and self-accepting *(self-respect, acceptance, appreciation, freedom).*
- Children being more considerate to others and less ego-centred *(humility, respect, friendship, kindness, consideration, courtesy, acceptance, unity).*
- Children taking a greater responsibility for their own actions *(courage, responsibility, trust, honesty, determination).*

- The improvement of self-confidence and self-esteem *(equality, self-respect, hope, trust, courage, happiness, freedom, curiosity).*
- Pupils knowing themselves better and being able to relate to others more effectively *(friendship, equality, kindness, patience, humour, respect, unity).*

Parental Involvement

Parents were involved in the process of selecting the 22 core values.

Every month, parents receive a Value of the Month newsletter which contains suggested activities for families to complete together that address the month's value. It also has a story or piece of text linked to the Value of the Month that can be shared with their children.

At the bottom of each Value of the Month newsletter, is a value 'Wow' slip, which parents can send back to school, in order to share when their child has demonstrated that particular value at home.

Organisation of Values Across the School

Our Values permeate every aspect of school life. They are on display in every classroom and in the school hall, forming a rolling programme of display by each year group on the hall display boards.

Values are displayed outside the school office window to allow visitors to the school immediate access to our approach and vocabulary.

Values form part of our recruitment process; they are part of each application as well as the interview.

We have a Values mosaic in the playground that is visible to members of the local community, thereby boldly displaying our approach.

CFM and LD September 2020