Haynes Lower School
& Nursery

Values Policy

Policy Review:

This Policy will be reviewed every 2 years.

Reviewed	**September 2023**
Next Review	**September 2025**

Aim

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.

Rationale

At Haynes Lower School, we reflect consistently on the values that we are trying to promote in school. We regularly consider our core values and how the school sustains an ethos, which supports the pupil as a reflective learner and promotes quality teaching and learning. We are so very aware that society is faced with enormously complicated problems, which makes growing up a very difficult process.

Children are constantly bombarded with negative messages, which adversely affect their mental, emotional and spiritual development. Also, they are repeatedly being given the impression that happiness is totally obtainable from a material world. They are conditioned to believe that 'things' will provide happiness. For example, advertisements encourage children to believe that the only source of entertainment is derived from the television or video. They are generally encouraged to experience life in a world totally external to their inner-selves: a world which is full of noise and constant activity.

Impressions of society being violent and selfish leave their mark as the child develops into adolescence. Symptoms of pupil stress are seen as children finding it difficult to listen attentively and to give school work their full concentration. Social relationships suffer as the child often fails to appreciate that building meaningful relationships is their responsibility.

As a school community, we believe the ethos of the school should be built on a foundation of core values such as honesty, respect, happiness, responsibility and peace. These will at times be addressed directly through lessons and through weekly whole school assemblies, whilst at others they will permeate the whole curriculum. Either way, they are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage pupils to consider these values, thereby developing knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

Elements of Teaching and Learning

The elements of Values Education are as follows:

- Ensuring that at Haynes Lower our institutional values are consistent with the values that pupils are encouraged to develop.

- Actively promoting a whole school policy that wins the support of both teaching and non-teaching staff and is led and monitored by the Head Teacher and Values Education leader.

- Introducing monthly values through a programme of school assemblies. The children are encouraged to be involved in exploring their understanding of values in focussed assemblies.

- Values will permeate all areas of the curriculum and provision will be identified in planning, through the highlighting of all areas of SMSC. SMSC provision will provide opportunities for personal reflection, moral discourse, and an appropriate activities to promote understanding. Teaching and learning about values takes places in the following steps:

    1) By teachers explaining the meaning of a value
    2) Pupils reflecting on the value and relating to their own behaviour
    3) By pupils using the value to guide their own actions

- Ensuring that staff members model the values through their own behaviour.

- Ensuring that values are taught implicitly through every aspect of the curriculum.

Collective Worship

Each core value is introduced to the whole school in Collective Worship. This may be in the form of a fictional story or a real life story. The aim is to illustrate the meaning of the value and give examples of how this is demonstrated by people or individuals through their experiences and situations. Further Collective Worship take place weekly to further promote and explore the value. During Collective Worship there are opportunities for quiet reflection.

Ethos

We aim to maintain an ethos in our classrooms and school environment that is positive and all-inclusive. Class management is in line with the values being taught. In a safe environment, children feel secure and able to share their thoughts, feelings and experiences which are always welcomed and valued. Children recognise adults in school as important role models.

Lessons

Values are taught specifically in lessons as a follow up to the whole school Collective Worship. The values are also taught indirectly through cross-curricular subjects, for example PSHE (personal, social and health education), SEAL (social and emotional aspects of learning) and in literacy stories, history etc. Teachers frequently refer to the values throughout the course of the school day pointing out their relevance to children's learning and behaviour.

Rewards

Staff reward children who demonstrate the values in many ways, most commonly by verbal praise but other examples of reward include a values token.

Role Models

All staff in school model the core values and maintain a positive attitude. We recognise the need to act consistently in line with the values we wish to teach and to demonstrate this in our relationship with other staff, pupils and parents. Parents are informed of the Value and the way in which it will be addressed in school via the monthly newsletter and school website.

Staff Training and Welfare

Staff receive training and up-dates on our progress in Values Education and are consulted on values based issues within the school and ideas for improvement. All suggestions are treated and valued equally.