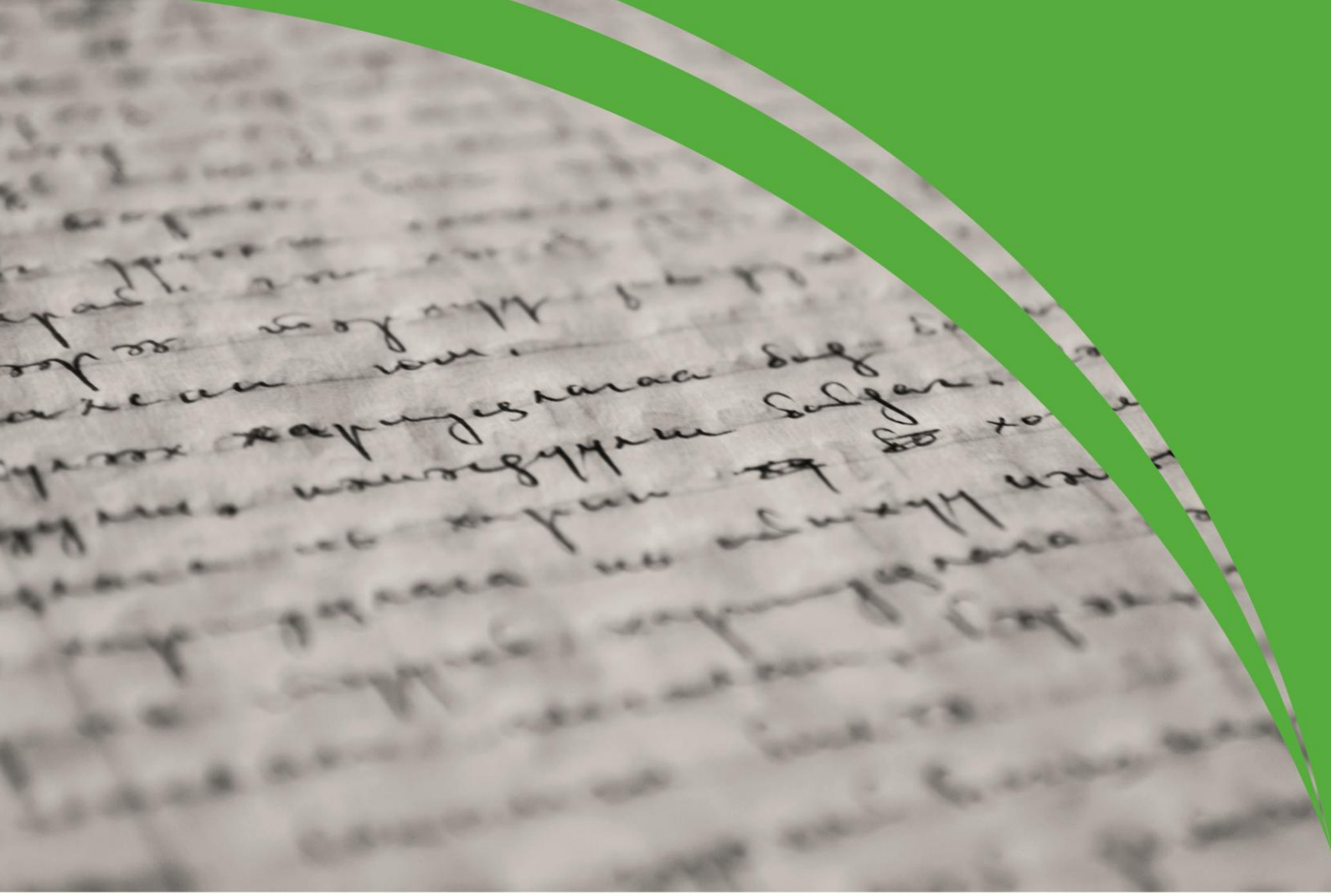


Values Policy

Key Document Details

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Our Aim

At Drove Primary School 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

At Drove Primary School we give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning. In our society children are increasingly encouraged through advertising to think of happiness as something which can be found simply in the material world. They are generally encouraged to experience life in a world which is external to their inner selves. As a school community we believe that the ethos of the school should be built on a foundation of values.

The Values we focus on are:

- Respect
- Responsibility
- Acceptance
- Caring
- Fairness
- Resilience
- Forgiveness
- Trust
- Courage
- Cooperation
- Independence

These are at times addressed directly through lessons and assemblies but also 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 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 civil adults.

Teaching and Learning

The elements of Values Education are:

- Ensuring that the school's institutional values are consistent with the values that pupils are encouraged to develop.
- The active promotion of a whole school policy that has the support of all the staff and is led and monitored by the values coordinator and principal.
- A programme of school assemblies that introduce and explore a value each month. Pupils are encouraged to be actively involved in exploring their understanding of values.
- Direct teaching about values in the classroom. These sessions provide opportunities for personal reflection, moral discourse and appropriate activities which promote understanding.

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

- Teachers explain the meaning of our new school value each month.
- A values lesson is delivered every month. This is recorded in PSHE books, Year 1 floor books and EYFS learning journeys.
- Our monthly value is displayed in every classroom.
- One assembly a month is dedicated to the value of the month.
- Each classroom has a values display with our Drove Values and British Values.
- By pupils reflecting on the value and what it means to them and their own behaviour.
- By pupils 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 the Pupil Parliament.
- 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.

Teacher Behaviour

In order to try to have a successful Values Based Education staff are always consistent with their own behaviour and their expectations of the children.

- Value all the children
- Display great patience and listen carefully to children.
- Focus on and emphasise the positive.
- Face reality and help pupils to come to terms with difficult issues as they arise, such as death.
- Only disapprove of poor behaviour, never the child.
- Try to make time for one another.
- Are mutually supportive.
- Speak quietly and avoid shouting.
- Are valued by the governors and the community.
- 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.

Pupil skills

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

- Displaying helpful politeness and good manners to everyone in school.
- Speaking quietly and politely to others.
- Listening carefully to and thinking about what others are saying.
- Reflection.
- Empathy and tolerance.
- Using imagination.
- Visualisation techniques.
- Stillness.
- 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.

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 places 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.
- 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 cooperation, 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.
- Including visualisation as a teaching technique to help in the development of the imagination and memory.
- 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

The benefits that come when children are expected to be reflective about values are:

- Children behaving more calmly and purposely.
- Children able to concentrate and reflect more on their own behaviour.
- Children being more self-aware and self-accepting.
- Children being more considerate to others and less ego-centred.
- Children taking a greater responsibility for their own actions.
- The improvement of self-confidence and self-esteem.
- Pupils knowing themselves better and being able to relate to others more effectively.

Conclusion

The approaches outlined in this policy describes how the school uses core values as a basis for its 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 pupils display in the community.