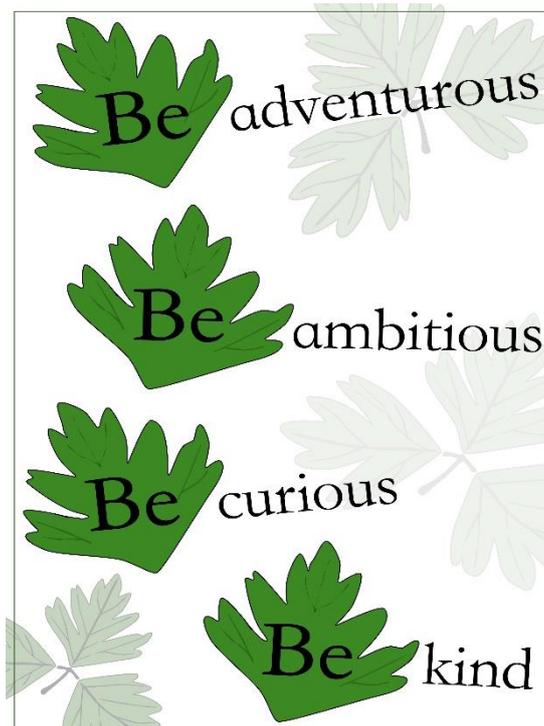


Badbury Park Primary

Values Education Policy



Aims:

- to raise standards by promoting our school mission statement underpinned by core values which support the development of the whole child
- to promote core values and consider how these support the pupils, staff and whole school community
- to promote reflective learners and improve listening and concentration skills and for children to be able to think before acting
- to enhance the quality of teaching and learning and enjoyment in school by pupils and staff
- to help children to develop mentally, emotionally and spiritually and improve self-confidence and self-esteem and know themselves better
- to help children to behave calmly and purposefully
- to help children to develop meaningful relationships where they are more considerate and less egocentric
- to teach children the meaning of each of the core values and their relevance to their lives
- to encourage children to take responsibility for their own actions and making relevant choices
- to help our children to grow into stable, educated, happy and civilised adults.

Teaching and Learning

The ethos of our school is built on a foundation of 14 core values. These are addressed directly through lessons and assemblies and permeate the whole curriculum. They are the basis for the social, intellectual, emotional, spiritual and moral development of the child. We aim for an environment where we all feel happy, valued and work together as a team.

The 14 values are taught on a rolling 2 year programme: 7 a year. There are an additional 4 values added each year to allow us to have a 'Value of the month'. These values are decided upon at the start of the year in partnership between staff, pupils and parents based on the needs of the school. Included in our core values are the Paralympic Values which are based on the history of the Paralympic Games and the tradition of fair play and honorable sports competition. They are: courage, determination, inspiration and equality.

The Core Values

	<i>Cycle A</i>	<i>Cycle B</i>
<i>September</i>	<i>Respect</i>	<i>Respect</i>
<i>October</i>	<i>Equality</i>	<i>Tolerance</i>
<i>November</i>	<i>Determination</i>	<i>Thoughtfulness</i>
<i>December</i>	<i>Love</i>	<i>Hope</i>
<i>January</i>	<i>Inspiration</i>	<i>Appreciation</i>
<i>February</i>	<i>Courage</i>	<i>Co-operation</i>
<i>March</i>	<i>Honesty</i>	<i>Happiness</i>
<i>April</i>	<i>Forgiveness</i>	<i>Resilience</i>
<i>May</i>	<i>Perseverance</i>	<i>Friendship</i>
<i>June</i>	<i>Humour</i>	<i>Hope</i>
<i>July</i>	<i>Freedom</i>	<i>Trust</i>

Assemblies

Each core value is introduced to the whole school in assembly; this may be in the form of a fictional story or a real life story. In addition we have weekly value assemblies which continue the theme for that month. 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 assemblies take place within Key Stages and areas promoting the values. During assemblies there are opportunities for quiet reflection. We link the Value where possible to the 4 Be's from our moto.

Ethos and moto (4 B's)

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.

Display

The current value is displayed prominently around the school and in classrooms.

There are numerous displays showing all of our core values in the school.

Reflection

Quiet reflection, sometimes known as stilling, mindfulness or silent sitting, is practised regularly in classes and assemblies. This is a period of silence for simple reflection during which the children are asked to consider something specific. This develops positive thinking, the imaginative side of the brain promoting creativity and problem-solving as well as relaxation and focusing of the mind. The reflection always has an aim and teachers and adults are the primary participants and role models for the pupils. Regular practise of quiet reflection helps to create a positive and calm atmosphere in the class and in assemblies.

Story-telling

Stories are used in classrooms and assemblies to demonstrate the values and act as a stimulus. This is an all-inclusive approach and encourages empathy and inspires children.

Lessons

Values are taught specifically in lessons as a follow up to the whole school assembly. The values are also taught indirectly through cross-curricular subjects, for example PSHE (personal, social and health education), SEALS (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 and use of the recognition board and recognition assembly certificates. They may be given responsibilities such as sharing of this behaviour with others (the rest of the class, the child's teacher, parents and headteacher).

Examples of children demonstrating values are picked up by staff continually and will become an integral part of our school day.

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 relationships with other staff, pupils and parents.

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.

Spirituality

By spirituality we mean being aware of, and having an understanding of our own thoughts feelings and emotions. The spirit is the source of our values. Quiet reflection encourages us to become self-aware and consider our qualities.

Developing Values Education

We recognise that values education requires all individuals to participate and reflect on who they are. This is challenging and requires continual reinforcement and revision of strategies and activities by staff. Therefore the integration of values education into our school day and curriculum is an on-going and evolving process.

Policy created - June 2019

Policy last reviewed - September 2022