



VALUES

Education Policy



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Version 6



Teagues Bridge Primary School

Values Policy

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Staff Responsibility	Mrs S. Abdulla
Governor responsibility	Stephen Reynolds

Aims:

At Teagues Bridge Primary School it is our aim to raise standards and equip children for life in modern Britain 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.

We give regular thought to how our values can be used to support the child as a 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, but we promote that happiness is more than this and it encompasses all the values that we believe are important to help children become good, thoughtful citizens.

The values we focus on are:

VALUES of the half-term?	Year A	Year B
Autumn 1	RESPONSIBILITY	HONESTY
Autumn 2	KINDNESS	SELF-CONTROL
Spring 1	EQUALITY	HOPE
Spring 2	PATIENCE	CO-OPERATION
Summer 1	COURAGE	PERSEVERANCE
Summer 2	TOLERANCE	SELF-BELIEF

These values are promoted through lessons and assemblies and permeate the whole curriculum. We encourage children to consider these values, and thereby ensuring that children 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 headteacher.
- A programme of school assemblies that introduce and explore a value each month. Pupils are set a task to work on together in the classroom where by they actively explore 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:

- Headteacher introduces the value of the month in assembly
- Teachers explaining the meaning of the value.
- Pupils reflect in the value and what it means to them and their own behaviour.
- Pupils complete the values passport.
- Staff model the value through their own behaviour.
- Each class has a task to complete to present in assembly at the end of the month.
- Values champions are chosen for demonstrating the value in school and at home.
- All staff, governors and parents are informed about the value of the month through the monthly Values Newsletter which explains 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 pupils, 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
- To have help to develop relationships
- To develop self-awareness and knowledge of the world outside of themselves.
- To have creative experiences, including external exploration and internal reflection
- To be fully involved in the process of education.

Teacher Behaviour

In order to meet the needs of children, staff try always 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
- Focus on and emphasise the positive
- Face reality and help pupils to come to terms with difficult issues as they arise, such as bereavement.
- 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.
- Speak 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.
- Articulate thoughts clearly in order to enhance communication skills.
- Walking quietly around 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.
- Schools behaviour policy clearly defines how the school puts emphasis on behaving well and positive thinking.
- Giving time in class for pupils 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 Pupils

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

- Children behave calmly and purposely.
- Children are able to concentrate and reflect more on their own behaviour.
- Children are more self-aware and self-accepting.
- Children are more considerate to others and less ego-centred.

- Children take greater responsibility for their own actions.
- Their self-confidence and self-esteem are improved.
- Children know themselves better are able to relate to others more effectively.

The approaches outlined on this policy describe how the school used the core values as a basis for its work. The success of our approach to teaching and learning is evident in the school's positive ethos and in the personal qualities that pupils display towards each other and in the community.