



South Downs Learning Trust



OCKLYNGE JUNIOR SCHOOL

PART OF THE SOUTH DOWNS LEARNING TRUST

VALUES BASED EDUCATION POLICY

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| Date approved by Governors | January 2018 |
| Date of Next Review | January 2019 |
| Status | Non-Statutory |

All our policies support our vision and are based on our core values

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| We are polite, well mannered, considerate, gentle and understanding of others | <ul style="list-style-type: none">• Respect |
| We are patient, honest, kind, good listeners, forgiving and admit when we have made a mistake | <ul style="list-style-type: none">• Reflection |
| We do not give up, we try to sort our problems calmly and give things a go | <ul style="list-style-type: none">• Resilience |
| We work hard, are helpful, reliable, look after property and co-operate with others | <ul style="list-style-type: none">• Responsibility |

Aims:

At Ocklynge Junior 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 Ocklynge Junior 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.

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:

- Responsibility
- Respect
- Reflection
- Resilience

These are how the values are broken down for the children and are the basis of all our behaviour systems:

We are Responsible - we work hard, are helpful, reliable, look after property and co-operate with others.

We are Respectful - we are polite, well-mannered, considerate, gentle and understanding of others.

We are Reflective - we are patient, honest, kind, good listeners, forgiving and admit when we've made a mistake.

We are Resilient - we don't give up, we try to sort our problems calmly and give things a go.

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 kind, thoughtful and balanced members of society.

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 PSHE team under the direction of the headteacher.

- A programme of school assemblies that introduce and explore a value each term. Pupils are encouraged to be actively involved in exploring their understanding of values under direction of the PSHE team.
- 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:

- By teachers explaining the meaning of the value.
- 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 School Rainbow Groups
- 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.

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 - active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.
- To have help to develop healthy relationships
- To develop self-awareness and a 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 try 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 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 sensitively and appropriately and avoid speaking in a disrespectful or aggressive manner, even when not in agreement
- Are valued by senior managers, 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 sensitively and politely to others
- Listening carefully to and thinking about what others are saying
- Empathy and tolerance
- Using imagination
- 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.
- 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 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.

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.

Implementing the Values Education Programme

- Values are introduced in assembly each term so children become familiar with the language, ideas and expectations of values shown through their behaviour.
- We have high expectations and clear boundaries: the foundation of good values require good discipline.
- We aim for a calm, reflective atmosphere which facilitates contemplation. Then the children get to know themselves better and develop a sense of responsibility for their own lives and happiness.
- At the start of the year class rules which are based on these values and are decided with the children: the rules are then real and meaningful for the children.
- Opportunities are taken to discuss values throughout the curriculum.
- As teachers, we try to live the values: we teach best by being role models.
- The school values forms the basis of our rewards and sanctions system. Behaviour is highlighted and referred to in terms of the values and rewarded or sanctioned for as appropriate.
- The school DOJO system is set up with the values underpinning their use.
- The lunchtime supervisors use the values as part of their reward and sanctions process.
- Stickers are given out in relation to the values that we see demonstrated around the school.

Conclusion

The approaches outlined in this policy describe 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.

Links with other school policies and practices:

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Anti-bullying policy
- SMSC policy
- Complaints procedures

- Safeguarding and child protection policies
- Confidentiality policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Thrive Information
- SEND report
- Code of Conduct.