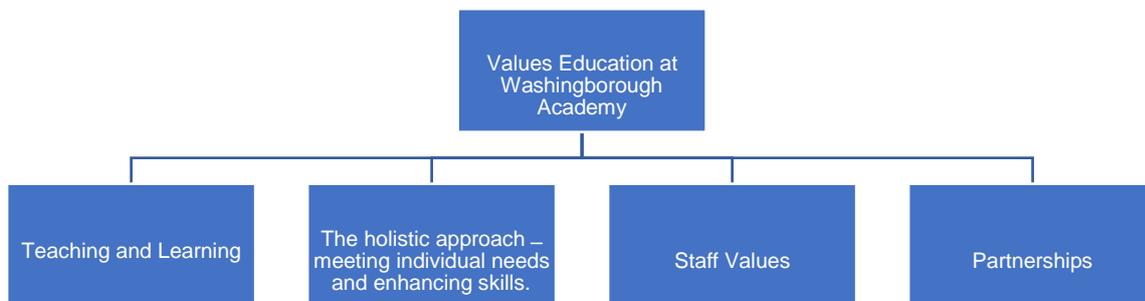


Values Policy

Aim

At Washingborough Academy, the promotion of our core Values is underpinned by four key objectives. These support the development of the whole child as a reflective learner within a calm and purposeful atmosphere. These objectives are teaching and learning; meeting individual needs and enhancing skills; staff values; and partnerships. This is depicted in the diagram below:



Rationale

At Washingborough Academy we realise that during recent years a great deal of national and local effort has been directed towards school improvement and curriculum development. However, we also believe that Values Education has a crucial role in education because it plays a part in raising achievement and it encourages pupils to be self-disciplined, active learners. Since 2010 Values Education has been intrinsic to our teaching and learning at Washingborough Academy, enabling children to make a positive contribution to the development of a fair, just and civil society. The importance of this has since been recognised in the government's implementation of 'British Values' within SMSC.

As a whole school community, we believe that the ethos of the school should be built on a foundation of Values. The Values we focus on are:

- Quality
- Respect
- Thoughtfulness
- Peace
- Happiness
- Love
- Patience
- Simplicity
- Caring
- Tolerance
- Hope
- Cooperation
- Friendship
- Courage



- Trust
- Appreciation
- Understanding
- Honesty
- Humility
- Unity
- Responsibility
- Freedom

These are addressed on a rolling two-year curriculum, with approximately three weeks focused on each Value. The Values are taught directly through whole school assemblies, at times through lessons and circle times, but also permeate the whole curriculum. Our Values 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.

How our Core Values reflect UK Government's 'British Values'

The four 'British Values' introduced by the government are:

- Mutual Respect and Tolerance of those with different Faiths and Beliefs
- Democracy
- Rule of Law
- Individual Liberty

These are covered through our Values work, as well as the work of our School Parliament. This is made up of one representative from each class, who is assigned a specific job role e.g. Health Minister, they are voted for democratically by their class. In the School Parliament, ideas are debated, and the children have their say on their school environment. This helps to reinforce confidence, safe in the knowledge their opinions are valued. We engage with local MPs, organise trips to the House of Commons and hold elections and referendums in line with national events. These allow the children to understand the importance of democracy, the Rule of Law and Liberty in action.

Objective one: Teaching and Learning

To be able to promote our Core Values, there are a number of fundamentals that we use. First of all, we actively promote a whole school policy that has the support of all the staff and is led and monitored by the Values leader and the Head teacher. We deliver a programme of school assemblies that introduce and



explore different Values throughout the year. We also encourage discussions about Values in the classroom. These sessions provide opportunities for personal reflection, honest discussions and appropriate activities which promote understanding. To ensure its centrality within our school ethos, Values Education has an equal weighting with academic subjects.

Through our teaching, we ensure the concept and meaning of each Value is understood by our pupils. This is delivered by giving pupils the opportunity to reflect on the Value they are learning, and what it means to them and their own behaviour. This helps our pupils to use the Value to guide their own actions and is further reinforced by the school staff who model the Value through their own behaviour. The Values progression document shows how each value is built upon through each age stage.

Our Core Values are not taught in isolation, but are instead taught implicitly throughout every aspect of the curriculum. An example of how we do this is the use of reflection (including the use of 'Just a Minute' clips), assemblies, and through engagement with Religious Education trips and visitors.

We also ensure we are inclusive of everyone involved with the school, by promoting Core Values through the School Parliament, and by including all staff, governors and parents in the Values programme through newsletters which explain how school and home can work together to promote positive Values.

Objective two: The holistic approach – meeting individual needs and enhancing skills.

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 and feel secure and valued. This enables pupils to participate in a balance of activities, including being active and passive; communicating and reflecting; being taught and exploring. Children are also provided with the opportunities to develop relationships, and awareness of themselves and the world around them. We recognise the importance of children being able to meet these needs in a way which also incorporates their skills and talents, including through creative and investigative experiences.

We encourage our children to think about the skills which contribute towards each Value. These may include empathy, using their imagination, stillness, expressing their feelings constructively, being polite and respectful towards people and property and articulating their thought in a clear and positive manner.

Teachers are especially mindful of the activities that promote positive thinking and incorporate these into their teaching as much as possible. It is important for



children to experience peaceful places, whether this is through the peaceful climate in the classroom and on the school site, or through taking them to beautiful places and encouraging the children to value these. Within these spaces, it is important for children to be given the time to respond to some of the basic needs within us, those of friendship, love and cooperation.

Children are given opportunities to reflect upon their work and actions. This happens through their involvement in the assessment of their own work and in setting their own targets for their work and behaviour; through role play, using negotiation, cooperation and assertiveness, and through listening to 'Just a Minute' clips after each play time.

Objective three: Staff Behaviour

In order to try to meet the needs of children, staff are consistent in their own behaviour and in their expectations of the children. They ensure that they value all the children, staff and visitors. They consistently show patience and listen carefully to the children and other adults, emphasising positive messages, as well as being aware of the children's needs. We ensure that it is the behaviour and choices which are disapproved of, never the child. To show children how we as adults live out our Values, it is important that they see us taking time for one another, being mutually supportive, being valued by the governors and community, and communicating effectively with parents to share a common understanding. These concepts allow us to create a highly positive environment for learning.

Objective four: Partnerships

We enjoy working with other Values schools and agencies; through this we can endorse Values Education in order to promote the importance of core Values throughout the wider community. We achieve this through working with Values-based Education, through our social media feeds and through our community events such as 'The Farmers' Market' and our regular Grandparents' Events.

Conclusion

The approaches outlined in this policy describe how Washingborough Academy 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 on a daily basis.