

Values Policy

Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Rationale This Policy is based on the work of Dr Neil Hawkes: <https://www.valuesbasededucation.com/>
In 2013 Dr Hawkes was invited to Hadley Wood School to speak to our staff and representatives of several other local schools who were seeking to find the 'soul' in their schools. Dr Hawkes had recognised the need for children to espouse shared values:

- for the values to be relevant to the children and chosen by them
- for the children to have a clear idea of what each values meant and how it looked and felt in action
- for all stakeholders to have the vocabulary to discuss the values and their own thoughts and feelings
- for all stakeholders to be reflective and mindful of their effect on others and themselves

Once everyone is able to explain how they feel in a situation and how they have been affected by the actions of others, a natural restorative justice begins to emerge. We have certainly found this to be the case: children are much more aware of their impact on each other and of their responsibility to society and to themselves. The ability to eloquently discuss the impact of values has also supported our previously challenging relationship with some parents.

Aims

The aim of Values Education at Hadley Wood School is to help children:

- become confident, capable and caring individuals as outlined in our School Vision.
- to have a mechanism by which the children can influence the ethos of the school in response to how their education feels to them
- to give the children the understanding of a number of important values and experience of how that value feels in action
- to give all stakeholders, but particularly the children, the vocabulary to discuss how they feel in a situation and how they feel issues should be resolved
- to allow the children to take responsibility for their own behaviour and the ability to reason and debate their personal values with their peers
- to encourage the children to be aware that others may hold different values, which should be respected in the way that they would wish their own values to be respected



Selection of the Focus Values

Each year all stakeholders are invited to a Parliament, where they will be organised into mixed age groups, each with a facilitator (staff, parent, grandparent or older child).

To ensure a positive focus, the Parliament will start with discussion of what we value about our school: the things that we would not want to lose or the things that have brought particular pride or pleasure. Children will be given the opportunity to share their ideas with the whole school.

In the second part of the parliament, children will be encouraged to discuss things that have gone less well, whether this be behaviours or events. The facilitator will support the group in defining which 'value' would have helped in that situation. For example, some children complained that others tried to queue jump and decided that as a school, we needed more '**patience**', which became a focus value for the coming year. The children will decide which two new values are the most important for their group and these will be shared with the whole school. The scribes will place the suggested values into 'confident', 'capable' and 'caring', ensuring that we have a range of focus for the coming year. The chosen values are then matched as closely as possible to the events in the coming year: **gratitude** at Christmas, etc. The chosen focus will be displayed in all rooms and also on the webpage.

Teaching the Values

Each Monday will be a 'whole school' Values Assembly with all staff in attendance. Each value will be studied for a month, with the language of that value and the concept behind it being unpicked for the children. Children will be encouraged to consider how that value feels in practice. Later in the week will be a Key Stage assembly focussing on the values for the different age groups. Each class will have a 'values' display and will include teaching about the focus value in their PSHE lessons. Reference to children showing the behaviours will be referred to across the whole curriculum teaching and at unstructured times. The KS2 children will have dedicated 'Mindfulness' lessons from Mrs Bertram, who is qualified to deliver these sessions.

Inclusion

All pupils are able to access values learning at their own level and in their own way. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are an inclusive school and seek to promote social inclusion, irrespective of disability, faith, nationality, sexual orientation, gender identity or gender expression.



Recognition and Celebration

All staff will be vigilant in finding children displaying the values. These will be recognised by certificate each Friday celebration assembly. A class who have worked collectively to display a value will be awarded 'star class'.

Children will also be made aware that espousing a value is its own reward and that they should not always expect praise, thanks or acknowledgement of their actions.

Working in Partnership with Parents

Fortnightly newsletters will always start with the current values, often with a suggestion of how parents can support the school in instilling the current value at home.

Evaluation of Impact

The calm atmosphere in the school and the considerate behaviour of the pupils and staff are evidence that the Values Agenda is having impact.

- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

In addition to this, more formal assessment of the children's well being is undertaken each half term.

Leuven Scales are used to record pupils' levels of wellbeing and involvement at every checkpoint. Scores are tracked, discussed and when appropriate relevant interventions are implemented.

At Hadley Wood School, assessment in PSHE and Citizenship include the following recognition of children's achievement during a weekly assembly:

- Children receive Values certificates for demonstrating the value of the month
- Star of the Week certificates for being confident, capable and caring school citizens
- Children receive Achievement certificates for excellent work
- Star Class Award – based on their demonstration of the values in action throughout the week
- Hadley Wood Hero - A special award to acknowledge thoughtfulness observed at school

Punctuality Pete – An award to encourage children to arrive in school on time

This policy should be read in conjunction with the following school documents:

Equalities

Learning and Teaching Policy

RE Policy

Collective Act of Worship Policy

SMSC Policy

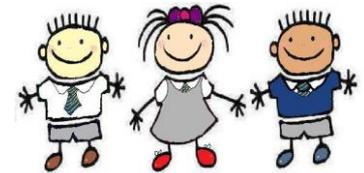
Behaviour Policy

Inclusion Policies (SEND, MA G & T, EAL)

National Curriculum

Policy written: April 2019

Policy review: April 2021



Confident Capable Caring

