



Goldington Green Academy Values Education Policy

Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green Academy we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff members understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff members know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate. Our school is a group 3 Academy located to the north of the town centre, approximately 3 miles from the centre. Children are aged from 2 – 11 and come from a wide range of social and cultural backgrounds. Approximately 28% of the pupils

have free school meals. The process of policy writing involved consultation between the Headteacher, representatives of teaching and, parents, governors, school council and Healthy Schools advisors. Further guidance came from the Bedfordshire Drug Education Guidance Policy and national guidance, specifically circular 4/95 Drug Education and Schools.

Aim

At Goldington Green Academy 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 learning environment.

Equal Opportunities

At Goldington Green Academy we promote equal opportunities to all pupils regardless of gender, ethnic or social background.

We will provide each child with the opportunity for suitably differentiated, hands on, practical experiences regardless of their race or gender.

This is achieved through:-

- the use of evidence/materials requiring degrees of basic skills and from a variety of cultural backgrounds
- differentiation by outcome
- differentiated means of expression.

Values Based Ethos

The Values run through every area of school life, we aim to provide a friendly and peaceful environment in which children want to participate and belong: - in the classroom, playground and dining hall. We take every opportunity to involve parents and the community and ensure that communication between home and school is clear, open and honest. We work hard to ensure that relationships within school are based on mutual respect and trust. Adults model Values Education to the children in their interactions throughout the school, as living the values is key to the personal and social progress the children have made.

Values Based Curriculum

The children and parents receive a newsletter stating the Value of the month. In the classroom the teachers reiterate the importance of the Value of the month and how it can be demonstrated with others. All children produce a piece of work on the Value of the month in their PSHE lessons at the end of each month. Each teacher then selects one child's piece of work on the Value of the month each month, and this piece of work is displayed in the entrance area of the school to promote Values Education. Furthermore, an evidence portfolio is collated of the children's work on Values Education once it has come down from the display. This portfolio will then be kept in the entrance area for parents, children and the wider community to share and observe. The children also have the optional values homework which they undertake, share and reflect upon at home. The children are then rewarded in school for completing the homework task on Values and sharing their ideas with both their teachers and peers. During each week the Value is reflected upon in different ways through various activities in classes or year groups. Through class reflection time's children get the chance to vote for a classmate who has demonstrated the month's value and the selected child's photograph is displayed in the reception area on the Values Tree to be celebrated.

Rationale

At Goldington Green Academy we give regular thought to how values can be used to support the child as a reflective 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. They are generally encouraged to experience life in a world which is external to their inner selves.

As a school community we believe that the ethos of the school should be built on a foundation of values.

We have selected twenty two values which will be taught on a two year rolling programme. We have involved the parents, children and the staff in a survey to vote for which month would be most appropriate to celebrate each of the twenty two values. The values we focus on are:

- Respect
- Thoughtfulness
- Courage
- Understanding
- Unity
- Hope
- Humility
- Freedom
- Responsibility
- Friendship
- Appreciation
- Co-operation
- Peace
- Patience
- Simplicity
- Tolerance
- Love
- Honesty
- Quality
- Happiness
- Care
- Trust

These Values 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 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 head teacher.
- A programme of school assemblies that introduce and explore a value each month. Pupils are encouraged to be actively involved in exploring 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:

- 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 Council.
- 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.
- By the end of each month teachers providing pupils the opportunities to produce a piece of work on the value of the month to be displayed in the school's entrance area.

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 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, all staff aim 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 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.
- Speaking 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.
- 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.
- 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.
- 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.
- Including visualisation as a teaching technique to help in the development of the imagination and memory.
- 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 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.

The approaches outlined in this policy describes how we at Goldington Green Academy use core values as a basis for its work. The success of our approach to teaching and learning is not easily measured but it will be evident in the school's positive ethos and in the personal qualities that pupils display in the community.

Monitoring and Review

The Values Education subject leader is responsible for monitoring the operation of this policy. Progress is reported annually to the head teacher and the Governing Body.

Jade Harrison & Alice Theobalds
Values Education Subject Leaders
October 2022

This policy will be reviewed every three years by the Curriculum Committee.

See also;

R.E. Policy
Behaviour Policy
Anti-Bullying Policy
Sex and Relationships Policy
Drug Education Policy
PSHE Policy