

# HAZELDENE SCHOOL



**VALUES POLICY  
REVISED MAY 2020**

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....

CHAIR OF GOVERNORS

TO BE REVIEWED JULY 2022

## HAZELDENE SCHOOL VALUES EDUCATION POLICY

### **Aim**

To raise standards by promoting a school ethos which is underpinned by core values that support the development of the whole child as a reflective learner.

### **Rationale**

At Hazeldene School we reflect consistently on the values that we are trying to promote in school. Hazeldene's guiding principles are that:

EVERY CHILD has the right to learn.

EVERY CHILD has the right to learn in a safe and secure environment.

THE ESTABLISHMENT OF AN APPROPRIATE ETHOS is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work.

We regularly consider our principles and core values. We reflect on how the school sustains an ethos, which supports the pupil as a reflective learner, through high quality teaching and learning. We are very aware that the children need to be prepared and equipped with many skills that are nurtured through childhood so they are happy, fulfilled and make a positive contribution to society in adult life, forming positive relationships with others in their community.

Children are constantly bombarded with messages, from, for example, other children, adults, television, printed materials, advertising and social media. Some of these may have the potential to adversely affect their mental, emotional and spiritual development. In a materialistic world, the children may be lead to believe that 'things' will provide happiness. For example, advertisements encourage children to believe that happiness can be achieved

through the purchasing of a particular product or experience. It is important that the children are given the objective guidance and support to make informed judgements and reflections about their experiences and the information they absorb.

Negative impressions of society such as violence or a lack of respect between one person and another can have an effect as the child develops into adolescence. Symptoms of pupil stress may present as a child finding it difficult to listen attentively and to give school work their full concentration. Social relationships may suffer. The child may fail to appreciate or be able to build meaningful relationships. Therefore, objective moral guidance as outlined in the school's prevent policy, is put into practice at Hazledene through the school's values education to support the well being and sense of fulfilment .

The school actively promotes the government's definition of British values from the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs .

These British values provide an important overarching framework from which the Hazeldene's eight Golden Rules and twelve core values stem.

The school's 8 Golden Rules are:-

- Do be kind and helpful
- Do be honest
- Do listen to people
- Do work hard
- Do look after property
- Do be gentle
- Do be safe
- Do be polite

The 12 core values

**friendship, respect, peace, thoughtfulness, hope, compassion, teamwork, community, honesty, positivity, courage, thankfulness.**

Hazeldene aims to provide moral guidance, and as outlined in the Behaviour Management policy and Prevent Strategy, the school's 8 Golden Rules provide a constant term of reference for the child and teacher. This can be seen when celebrating the good choices made by children. It can also be seen when helping children to understand the wrong choices that children make and the consequence of such choices, but also helping them to decide on the appropriate restorative measures. Interwoven with the Golden Rules are core values of the school community. These are listed above.

The teaching of British Values, the Golden Rules and Hazeldene's Core values are addressed readily throughout the day. These will at times be addressed directly through lessons and the acts of worship programme, whilst at others they will 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 pupils to consider these values, thereby developing knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

### **Elements of Teaching and Learning**

The elements of values education are:

- ensuring that at Hazeldene our institutional values are consistent with the values that pupils are encouraged to develop;
- actively promoting a whole school policy that wins the support of both teaching and non-teaching staff and is led and monitored by the Senior Leadership Team.
- introducing monthly values through a programme of weekly school assemblies. The children are encouraged to be involved in exploring their understanding of values in focused assemblies. The school has a monthly value focus with links to other values, the golden rules and constant reference to British Values. The children learn to understand the meaning of the value, explore the value in terms of

relationships with others and their community in terms of historical events and current news events.

- directly teaching about values in values lessons. These lessons provide opportunities for personal reflection, moral discourse, and an appropriate activity to promote understanding. Teaching and learning about values takes places in the following steps:
  1. By teachers explaining the meaning of a value;
  2. Pupils reflecting on the value and relating to their own behaviour;
  3. By pupils using the value to guide their own actions;
- ensuring that staff model the values through their own behaviour;
- ensuring that values are taught implicitly through every aspect of the curriculum.

### **Assemblies**

Each core value is introduced to the whole school in assembly; this may be in the form of a fictional story or a real life story. The aim is to illustrate the meaning of the value and give examples of how this is demonstrated by people or individuals through their experiences and situations. Further assemblies take place weekly to further promote and explore the value. During assemblies there are opportunities for quiet reflection.

### **Ethos**

We aim to maintain an ethos in our classrooms and school environment that is positive and all-inclusive. Class management is in line with the values being taught. In a safe environment, children feel secure and able to share their thoughts, feelings and experiences which are always welcomed and valued. Children recognise adults in school as important role models.

### **Display**

The current value is displayed prominently around the school and in classrooms. Each classroom will display a value of the month poster and reflection on what the value means to the children in the class. The values are displayed in the main entrance of the school. Examples of how the children have achieved the values will also be displayed around school.

## **Reflection**

Quiet reflection, sometimes known as stilling or silent sitting, is practised regularly in classes and assemblies. This is a period of silence for simple reflection during which the children are asked to consider something specific. This develops positive thinking, the imaginative side of the brain promoting creativity and problem-solving as well as relaxation and focusing of the mind. The reflection always has an aim and teachers and adults are the primary participants and role models for the pupils. Regular practise of quiet reflection helps to create a positive and calm atmosphere in the class and in assemblies.

## **Story-telling**

Stories are used in classrooms and assemblies to demonstrate the values and act as a stimulus. This is an all-inclusive approach and encourages empathy and inspires children.

## **Lessons**

Values are taught specifically in lessons as a follow up to the whole school assembly. The values are also taught indirectly through cross-curricular subjects, for example PSHE (personal, social and health education), SEALS (social and emotional aspects of learning) and in literacy stories, history etc. Teachers frequently refer to the British values and school values throughout the course of the school day pointing out their relevance to children's learning and behaviour.

## **Rewards**

Staff reward children who demonstrate the values in many ways, most commonly by verbal praise but other examples of reward include: house points given specifically for following the golden rules or school values, stickers, responsibilities, Head teacher sticker, sharing of this behaviour with others (the rest of the class, the child's teacher, parents, Head teacher and whole school during Thursday's award assembly).

Examples of children demonstrating British and school values are picked up by staff continually and have become an integral part of the school day.

**Role Models**

All staff in school model the core values and maintain a positive attitude. We recognise the need to act consistently in line with the values we wish to teach and to demonstrate this in our relationships with other staff, pupils and parents.

**Staff Training and Welfare**

Staff receive training and are consulted on values based issues within the school and are involved in ideas for improvement. All suggestions are treated and valued equally.

To be reviewed: June 2022