



Stukeley Federation Values Based Education Policy

in support of

**William Stukeley CE Primary School
and
Deeping St. Nicholas Primary School**

Approved by FGB: July 2023

Policy to be reviewed July 2025



*In our inclusive and happy schools, we make sure **everyone** feels welcomed, valued and valuable. Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community. Our shared Christian values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.*

Rationale

This policy is based on the work of Dr Neil Hawkes.

Back in January 2013, the school invested in a programme of Values Based Education; an educational philosophy that underpins the whole school curriculum. Dr Hawkes recognised that for children to embrace shared values:

- the values needed to be relevant to the children
- the children needed to have a clear idea of what each value meant and how it looked and felt in action
- all stakeholders needed to have the vocabulary to discuss the values and their own thoughts and feelings
- all stakeholders needed 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. Within the Stukeley Federation, we have found this to be the case: children are much more aware of their impact on each other and of their responsibility to society and themselves.

Intent

The aim of our Values Based Education is to help children:

- become independent and resilient members of the community, as outlined in our Vision Statement.
- 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

Implementation

Each Monday will be a Values ‘whole school’ Collective Worship/Assembly, with staff in attendance. Each core value (and its supporting values) will be studied for a term, with the language of that value (or values) and the concept behind it, being unpicked for the children. Children will be encouraged to consider how the values feel in practice. Later in the week will be a key stage assembly, focusing on the values for the different age groups. Each class will include teaching about the focus value/s in their PSHE lessons. Reference to children showing the behaviours, will be referred to during curriculum teaching and learning times, and at unstructured times.

We are committed to providing an environment that allows all children to gain access to our curriculum, valuing and including all pupils, regardless of any unique needs. All pupils will be able to access values learning at their own level and in their own way. We are an inclusive school and seek to promote social inclusion, irrespective of disability, faith, nationality, ethnicity, sexual orientation, gender identity or gender expression.

All staff will be vigilant in finding children demonstrating the values. These will be recognised each week – either through Collective Worship, or during a celebration assembly, often receiving a certificate for their efforts. Children will also be made aware that displaying a value, is in itself reward, and that they should not always expect praise, thanks or acknowledgement of their actions.

Impact

The calm atmosphere within the schools, and the considerate behaviour of the pupils and staff, are evidence that Values Education is having an 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.

Here are some of the individual benefits we have listed, by using VbE.

- More harmonious relationships between staff and learners, and amongst staff
- Happier, more self-confident students and staff
- More motivated, responsible and self-led learners
- Improved mental well-being
- Better educational outcomes
- Learners who understand the importance of values in their lives
- Improved resilience of staff and learners
- Fewer student absences
- Fewer exclusions
- Less staff stress/absences
- Lower staff turnover
- Less time spent on discipline
- Greater parental and community engagement
- Greater collaboration between students

In addition to this, pupil ‘well-being questionnaires’ will be undertaken periodically throughout the year; results will be analysed and acted upon.

Values Based Education

Revised Values:

Our values are underpinning and varied, but through discussion, we believe the principle driving forces are perhaps seen most brightly in the core values of respect, politeness, friendship, honesty, resilience and responsibility.

Core values, and their supporting values, are grouped as follows:

Core Value	Supporting Values
Respect	Equality Tolerance Understanding
Politeness	Thoughtfulness Appreciation
Friendship	Caring Sharing Love
Honesty	Trust Fairness Peace
Responsibility	Quality & Excellence Cooperation
Resilience	Determination Patience Hope