



Values

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Review Frequency:	Every 3 Years
Approved By:	Headteacher

Moss Lane is a happy, safe and inclusive community where expectations are high and where everyone is cared for and valued. Through an active approach, we promote independent, enthusiastic, confident and successful learners.

At Moss Lane School every individual is valued for who they are and what they contribute to the school. Our values are intended to support the personal, social and spiritual development of every pupil throughout the school. The whole staff team and all pupils are involved in promoting values and recognising where others are 'living the values'. The values are developed out PSHEC curriculum and have been selected by pupils, staff, governors and parents. Our values are important within the school community and which will be important throughout life

Aims

Through our values we aim to:

- Raise standards by promoting a school ethos which is underpinned by a set of shared ideals and principles, supporting the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere
- Improve behaviour and conduct by developing strong values within the pupils at the school
- Develop pupils understanding of what values are and why they are important in life
- Encourage children to 'live the values' in all aspects of their lives both in school and out
- Promote values to pupils in every aspect of school life
- Promote values by adults 'role modelling' with each other and with pupil
- Display our school values in areas of the school and share these with visitors
- Encourage parents to support the values at home by promoting the 'value of the month' to parents in newsletter
- Enable children to focus upon the positive aspects of themselves that they can value, thereby reminding them of their individual worth, their worth in the school and wider communities and the worth of those communities themselves and the environment as a whole.

Curriculum

There is a value each half term

- Each half term a new value is introduced, developed and promoted by all staff in every aspect of school
- Assembly themes will be predominantly values based and incorporate a range of religious festivals and a balance of different religions promoted in teaching the values
- 'Reflection time' will be used to encourage children to reflect upon values during assemblies and in classrooms
- Circle time and PSHE lessons will be used as formal opportunities to discuss and promote values within each classroom with informal opportunities being utilised whenever possible, e.g. playtime
- Values learning is displayed, on our whole school values display
- Values are promoted to parents and the wider community through the use of the monthly newsletter, in which each value is highlighted and explained, and through the use of the website which emphasises our values approach
- The values underpin the school's behaviour and Collective Worship Policy and is also closely linked to PSHE and RE.

Half termly Values

Autumn 1	Friendship
Autumn 2	Honesty
Spring1	Responsibility
Spring 2	Respect
Summer 1	Resilience
Summer 2	Independence

Staff responsibilities

All staff at Moss Lane School, no matter what their role, are expected to uphold the ethos of the school and therefore to accept and fulfill the following responsibilities:-

- Actively support and promote the whole school policy on values, led by the PSHCE leader and/or the Head teacher
- In teaching about values in the classroom, provide opportunities for personal reflection, moral discourse and appropriate activities which promote understanding and encourage the development of mindfulness; ensure that values are taught implicitly through every aspect of the curriculum
- Model values through their own behaviour and expect others to do the same
- Communicate with parents to ensure that they appreciate the school's values and to ensure that there is common understanding

In dealing with the children, value them by:

- Exercising patience and listening carefully to them
- Speaking quietly and never shouting
- Modelling and praising good behaviour
- Focusing on and emphasising the positive
- Helping them in developing relationships
- Supporting them to come to terms with difficulties and challenges when they arise
- Keeping them safe

In this way, the following skills and attributes will be developed in and should be expected of the children:

- The ability to be helpful, polite and exercise good manners towards everyone in school
- The ability to speak quietly, respectfully and politely to others and respect their property
- The ability to listen carefully to, and think about what, others are saying
- The ability to be still and to reflect, and to recognise the benefits of doing so
- The ability to express feelings constructively, thereby learning to manage feelings and resolve conflicts through understanding and discussion
- The ability to articulate clearly in order to enhance communication skills
- The ability to walk quietly about the school building
- The ability to develop positive attitudes towards work and play
- The ability to accept personal responsibility for their actions

British Values

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The government set out its definition of British values in the 2011 Prevent Strategy. At Moss Lane School we promote '**British Values**' through our spiritual, moral, social and cultural education which is at the heart of everything we do. We recognise that these values support the development of the 'whole' child and are promoted by all staff and are reinforced regularly. Our school values such as Respect, Tolerance, Freedom and Responsibility reflect the British Values. We also make links to British values through our PSHC, RE & E-safety curriculum, during assemblies and work through our School Council.

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	Respect is disseminated through all aspects of school life and we pay particular attention to this as part of our RE & PHSE curriculum. Discussions start with respecting ourselves and our family, friends, and other groups; the world and its people and the environment.	Records of PSHE Sessions / Collective Worship. RE curriculum RE planning and workbooks. Learning Walks for behaviour and behaviour for learning.	Children can talk about why it is important to show respect to others and how they feel about it for themselves. Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.
Democracy	The children at Moss Lane see democracy in school in a variety of ways. Democracy is met when children discuss respect and fairness.	The establishment of a the School Council each year models the democratic process. RE planning and work books. Learning Walks for behaviour and behaviour for learning.	Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.
Rule of Law	The children at Moss Lane are familiar with this concept through the school rules and classroom charters. Children are used to discussing ways in which they can carry out the school rules.	Class Rules School Rules/Learning Behaviours PSHE/Citizenship lessons; School Council meetings Collective Worship. RE planning and work. Learning Walks for behaviour and behaviour for learning	Children are able to talk about how and why we need to behave in school and demonstrate they understand and can abide by this.
Individual Liberty	Children develop self-esteem through positive praise (behaviour strategy) this helps them to see that they are important in their own right. Children are encouraged to develop independence in learning and to think for themselves.	Children are increasingly able to show independence in learning and to think for themselves. Classroom environments and lesson observations.	Children are consulted on many aspects of school life and demonstrate independence of thought and action.