

The Crabtree Academy Trust

Crabtree Lane, Harpenden, Herts. AL5 5PU

Crabtree Infants' School
Headteacher: Mrs Sally Patrick



Crabtree Junior School
Headteacher Mr Ian Patrick

Vision and Values

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The Board of Directors shall conduct the Trust with a view to promoting high standards of educational achievement.

Crabtree Academy Trust is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The Crabtree Schools will 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 and will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0		Approved by Board of Directors

Contents

1. The Crabtree Academy Trust Vision Statement	3
2. The Crabtree Academy Trust Aims:.....	3
3. How values help us to achieve our aims:.....	3
4. What are the needs of children?	4
5. We communicate our values explicitly by:	5
6. Reflection, stillness and quiet	5
7. What we expect to see from the children when they are reflective about core values:	6
8. We find out if what we are doing really promotes reflective teaching and learning by:.....	6
Appendix 1: Values Education	7
Learning opportunities in Crabtree Infants' School	7
Learning opportunities in Crabtree Junior School	7
Appendix 2 –Useful resources	8

1. The Crabtree Academy Trust Vision Statement

Our vision at the Crabtree Academy Trust is to instil in our pupils the confidence to embrace life and encourage a love of learning. We offer a safe, nurturing and stimulating environment where we teach and encourage all of our children to realise their full potential and develop the necessary skills to become independent individuals in the wider community and active citizens of the future.

2. The Crabtree Academy Trust Aims:

- To encourage curiosity, self-esteem, independence and a love of learning.
- To provide experiences which are ‘aspirational’; to encourage and promote positive attitudes, mutual respect, consideration of others and high standards of behaviour.
- To provide high quality teaching and learning through working in partnership with teaching alliances and educational Institutions using imaginative ways of delivering a broad curriculum to stimulate and challenge all of our children.
- To develop the necessary skills to enable children to become independent, confident and effective learners.
- To provide a safe and supportive learning environment where everyone is valued and respected.
- To establish positive, cohesive and effective relationships between staff, pupils, parents and the wider community.
- To take pride in taking care of the school environment and feel proud to be part of the Crabtree Academy Trust, striving for continuous improvement in all that we do.
- To celebrate effort and success and build children’s confidence, enabling them to take risks in their learning.

3. How values help us to achieve our aims:

At The Crabtree Schools we focus on values so that all the children can reach our school aims. Values are felt and believed; they are seen and heard throughout the day. A set of core values, underpinned by British values – democracy, the rule of law, individual liberty, mutual respect and tolerance – gives all in our community a common purpose, an ethos that supports the pupil as a reflective and analytical learner and in turn promotes quality teaching and learning.

Values in our schools give us all a moral, social, spiritual and cultural “code” to live by, that are not bound by a particular culture or religion and we believe can be universally accepted. By using a common set of agreed values in our whole community we believe our children will blossom into good learners and citizens. These values are the principles that guide the way we behave.

Crabtree Infants’ School

At the beginning of each term there is an assembly focus on values. The children revisit all the values that were considered to be important at the beginning of the year. Then a decision is made about which value will be the focus of the term ahead.

Values discussed include those listed in the Crabtree Junior School table below.

Crabtree Junior School		
Term	First Year	Second Year
1	Responsibility	Co-Operation
2	Honesty	Peace
3	Hope	Caring
4	Respect	Trust
5	Appreciation	Perseverance
6	Wisdom	Thoughtfulness

During the 6/7 years children spend at The Crabtree Schools, children revisit a value three times, progressively gaining a deeper understanding. Each half term/term, one core value is:

- introduced during assemblies
- an implicit feature across the whole school
- an explicit focus in the curriculum
- the subject of display around the school.

4. What are the needs of children?

For the school to be effective and for our values to be meaningful children need:

- to be nurtured
- to feel secure and safe and know exactly what is expected of them (read in conjunction with our safeguarding & behavior policies)
- to be valued as people
- a balance of experiences-active/quiet, sound/silence, reflective/communicating, taught skills/exploratory
- help to develop their web of relationships
- to develop self- awareness and a knowledge of the world outside of themselves
- creative experiences including external exploration and internal reflection
- to be fully involved in the process of education

For these needs to be met all staff need to be as consistent as possible in their behaviour. The staff will:

- value all children
- show great patience and listen carefully to children
- *disapprove only of poor choices/behaviour, never the child*
- try not to rush and have time for each other
- be mutually supportive
- all be valued as equal partners in school
- avoid shouting
- be valued by governors and the community
- have a good sense of humour

- communicate with parents to ensure that they appreciate the school's values – this ensures a common understanding
- model expected behaviours
- share expectations with parents and the community via letters, newsletters/bulletins, school prospectus and the home school agreement
- give time for class and school reflection.

5. We communicate our values explicitly by:

- all school newsletters/bulletins showing our focus value.
- integrating values explicitly and implicitly in the teaching and learning across the curriculum especially in circle times and PSH(C)E lessons

6. Reflection, stillness and quiet

Children at our schools are encouraged to reflect on their behaviour in the light of the core values. They are helped to understand that if they think carefully about the values, their behaviour will become more positive and the quality of their learning enhanced.

We give time for stillness and quiet reflection to help children take responsibility for their learning and behaviour. We look for opportunities to promote:

- use of imagination
- helpfulness, politeness and good manners to all at school and to visitors
- stillness
- walking quietly about the school building (This applies equally to staff.)
- care and respect of others' property
- listening carefully and thinking about what others have to say
- accepting personal responsibility for actions
- speaking politely to others
- positive attitudes to play and work
- being able to express feelings constructively, and so learning to manage feelings and resolve conflicts through discussion, understanding and practice

To promote these skills, we:

- create a peaceful climate in the school building and in the school grounds
- involve pupils in the assessment of their own learning
- help pupils to understand what it means to be resilient and resourceful
- give pupils opportunities for decision making
- give time in class for pupils to respond to some of their "basic" needs within us, e.g. friendship, cooperation, thus clarifying their understanding of values

We ensure all children have equal access to developing our values-led curriculum through a range of learning opportunities, for example:

- assemblies
- circle times
- making connections with our communities
- fundraising for a range of charities
- problem solving
- art, dance and drama
- PSHE
- writing
- debates
- School Council-values is a standing item

7. What we expect to see from the children when they are reflective about core values:

- Children behaving calmly and purposefully
- Children able to focus and engage and reflect more on their behaviour and learning
- Children more self -aware and self -accepting
- Children being more considerate to others and less ego-centered
- Children taking greater responsibility for their own actions and know that they have choices
- Improvement of listening skills
- Children more confident and more able to take risks with their learning
- Children having raised self esteem
- Children more self -aware and being able to relate to others more effectively

8. We find out if what we are doing really promotes reflective teaching and learning by:

- teachers planning together
- the Senior Leadership Team and Governors monitoring the Values Policy and by spending time in classrooms, talking with children, monitoring planning and assemblies.

Appendix 1: Values Education

Learning opportunities in Crabtree Infants' School

In order for children to follow our core values and to encourage reflective learners try the following activities with Foundation Stage and KS1 pupils:

The following are examples of activities that support this policy in Key Stage 1:

- Encourage children to explore their feelings and thoughts through drama, dance art and story
- Give time to teaching creative skills and time to use them freely
- Explore the use of the senses across the curriculum, and especially foster the development of listening skills
- Resolve relationship problems through careful and patient discussion and through SEAL strategies
- Revisit issues concerned with feelings and relationships and expand these as the child matures and gains in experience (See SEAL)

Young children generally feel experiences with their emotions and senses first, so are encouraged to think, talk about their feelings. By talking about feelings and listening to other children talking, the children become more aware of the feelings of other people.

Learning opportunities in Crabtree Junior School

The following are examples of activities that support this policy in Key Stage 2:

- Hear and reflect on the feelings of others. Encourage children to give reasons for their feelings and to consider why others feel differently. Listening skills are further developed, and empathy for the views and feelings of others.
- Encourage children to think about their inner thoughts about values and represent through drama, writing and art.
- Develop a class and school climate of trust between staff and pupils through PSHE and circle times.
- Ensure all assemblies encourage reflection through stillness and silence.
- Encourage pupils to consider situations that require critical evaluation leading to decision making and the assessment of the consequences of particular choices.

Appendix 2 –Useful resources

Values Education resource list and further information:

Promoting British Values – DFE Guidance materials.

How to Inspire and Develop Values in Your Classroom.

From Neil Hawkes priced £9.99 plus £1.50 pp. Email: Neil.Hawkes@btinternet.com

A Quiet Revolution 11.

£7.00 plus £1.00 pp. From Frances Farrer. Email: francesfarrer@googlemail.com

The Values Education Resource File from Abbey Press.

£94 contact Sharon.Moore@abbeypressgroup.com

Values Education and Quality Teaching: The Double Helix.

From Neil £20 including pp.

Look at www.LivingValues.net

www.Values-Education.com

Recapturing Childhood by Mildred Masheded,
ISBN 9781854250957 £10.00

Man's Search for Meaning by Victor Frankle

The Four Agreements by Ruiz

Music by Lucinder Drayton.

See *Bliss on the web. Good for Assembly*

SPLATT: Values in Song.

Catchy songs that make up a show about Australian animals. www.stylemusic.com.au

Neil Hawkes also has a number of texts which are on CD or can be emailed to you or sent on a CD for strictly your school's use:

- a. *Values Education and the Role of the School Assembly* £10
- b. *Blueprint for Developing Values-based Education* £5
- c. *Creating a Values-based Classroom* £10
- d. *Reflection* £10

(If you buy all four then the cost is £35 plus £1 pp if posted to you.)

www.Relaxkids Brilliant for reflection with children