Values and Relationships Statement

Reviewed on	March 2023
Date for Review	March 2025
Staff Responsible	Headteacher

Stocks Green School Values Statement

Stocks Green Primary School believe that relationships form the heart of any school community. As such, the school collaborated with all its stakeholders to form a set of shared values. These represent the values that we feel that all students journeying through Stocks Green School should aspire to and endeavour to show whilst in school and out in the wider community

At Stocks Green School we aim to instil in our whole school community the values which we all believe will help our pupils to grow to be responsible and educated citizens. The values were chosen by pupils, parents, staff and governors. Our values underpin everything we do in school and help us to guide pupils to make the right choices throughout the school day and beyond.

At Stocks Green we are:

- Kind

- Respectful

- Honest

- Resilient

- Inclusive

How these values will be exhibited by members of our school community

As stated above, Stocks Green Primary School believe that relationships form the heart of any school community. Below, we have set out how our values will be exhibited and embodied by pupils, parents, staff and Governors at the school. These guidelines help to nurture and shape the relationships we wish to form between all stakeholders at the school. We do this as we believe that effective relationships between all the stakeholders enable us to work together to provide the best possible opportunities and life chances for the pupils at Stocks Green Primary School.

How pupils will show our school values

Value: Kind	
Desirable Behaviours	Undesirable Behaviours
- Being polite and having good manners - Sharing equipment - Taking turns - Listening to what others have to say - Helping one another when we have a problem - Being aware of how we can impact on other peoples' feelings - Working as a team - Looking after each other - Encouraging each other - Enjoying other peoples' company - Sharing thoughts with each other	- Telling tales - Answering back - Shouting out - Interrupting - Rough play - Dominating play or conversations – verbally or physically - Teasing - Provoking others - Threatening - Winding other people up - Posting unkind things on social media - Saying unkind things to others - Bullying - Leaving people out - Taking jokes too far

Value: Respectful	
Desirable Behaviours	Undesirable Behaviours
- Listening to others - Good manners - Making eye contact with people who are communicating with us - Sharing resources, time and conversations with other people - Leaving the dining room tidy - Taking turns - Being polite - Respecting other peoples' choices and ideas - Looking after the equipment - Wearing the correct uniform - Being respectful to everyone in the school - Being respectful to others when on trips - Following the school rules - Listening in assembly - Walking around the school calmly - Celebrate the achievements of others - Developing collective responsibility - Holding doors open for others	- Being impolite in assembly - Answering back - Shouting out - Talking differently to different members of staff or pupils - Messy uniform or incorrect uniform - Disrespecting others abilities or achievements - Leaving the school messy –stepping on other peoples' bags and coats - Leaving equipment out at playtime - Dropping litter - Pushing past people when going through doors and down corridors

Value: Inclusive	
Desirable Behaviours	Undesirable Behaviours
- Letting everyone join in with games - Always welcoming new people in to school - Always welcoming visitors to the school - Awareness of other people's needs - Tolerant of others - Be willing to adapt to encompass all needs - Be willing to learn, respect and value the differences we all have - Open to learning about different cultures and ways of life - Embrace other cultures and perspectives - Having an open mind	- Being dismissive of others - Making hurtful comments - Leaving people out - Believing that there's only one way to do things - Having a closed mind - Discriminating against others - Targeted leaving of people out

Value: Resilience	
Desirable Behaviours	Undesirable Behaviours
- Keep trying - Have a go even if you are finding it challenging - Willingness to try new things - Working independently when possible - Respond rationally - Keeping calm in the face of adversity - Learning from mistakes - Holding a growth mind-set - Acknowledging that sometimes you need thinking time to complete a task - Try and try again - Being prepared to try different methods or strategies - Working as a team	- Giving up immediately - Closed mind-set - Whingeing and moaning when faced with a challenge - Copying others - Having a "I can't do" attitude - Blaming others - Fearing failure - Being negative

Value: Honest	
Desirable Behaviours	Undesirable Behaviours
- Tell the truth - Take responsibility for your own behaviour - Being honest when playing sports	- Blaming others for your own poor behaviour - Copying - Telling tales - Jumping to conclusions - Trying to get others in trouble - Making things up to get attention - Blowing things out of proportion

How parents will model our school values

Value: Kind	
Desirable Behaviours	**Undesirable Behaviours**
- Modelling polite and considerate conversation to all members of our school community– online, face-to-face and at home - Encouraging children to be kind to others - Being polite when discussing a challenging situation - Being willing to listen to other people's opinions - Understanding that there is always more than one side to a story	- Encouraging children to hit back, verbally and physically - Verbal and threatening behaviour online - Stirring situations online - Speaking negatively about members of staff, pupils or parents

Value: Respectful	
Desirable Behaviours	**Undesirable Behaviours**
- Valuing the part that all staff play within the school community - Understanding that all children are treated fairly in class - Understanding that we will always follow our Behaviour Policy when we need to correct behaviours - Understanding that there may be times when it takes the school staff longer to respond to emails or communication - Representing the school appropriately when on school trips - Understanding that the whole school community has the children's best interests at heart - Modelling respectful behaviour to adults - Showing confidentiality when supporting within the school	- Using phones on school trips - Sharing information from school trips or events with other adults - Talking disrespectfully to members of staff, pupils or other parents - Making unfounded accusations - Showing abusive behaviour in person or online

Value: Inclusive	
Desirable Behaviours	**Undesirable Behaviours**
• **Understanding that different children have different needs and levels of support in school** • **Respecting other faiths, genders and beliefs** • **Encouraging children to be tolerant and respectful of other faiths, genders and beliefs** • **Taking openly and honestly with children** • **Not being prejudiced** • **Understanding that every member of staff, pupil or parent in school deserves the same respect from adults and children** • **Including children in appropriate social events with their peers**	• **Prejudice** • **Teaching prejudice to children** • **Teaching pupils stereotypes** • **Derogatory comments** • **Telling children that they are better than others**

Value: Resilience	
Desirable Behaviours	**Undesirable Behaviours**
• **Trusting that the school staff will investigate and sort out any issues** • **Understanding that making mistakes is a positive step in learning** • **Recognising that a growth mind-set is something we should foster in children** • **Recognising that there may be multiple ways of doing things or solving a problem** • **Encouraging children to resolve their own conflicts peacefully and respectfully** • **Promote creativity within pupils by looking at alternative ways to solve problems** • **Thinking outside the box** • **Accepting developmental feedback about their pupils and use this to support learning at home** • **Respecting decisions made will always be with the best interests of the pupils, parents and school in mind** • **In sports – understanding that children are developing their skills, tactics and ability to win or lose respectfully**	• **Putting children down** • **Negative comments about their child's learning or achievements** • **Questioning achievements** • **Encouraging children to have a fixed mind-set** • **Questioning authority at sporting events** • **Arguing at sports events**

Value: Honest	
Desirable Behaviours	**Undesirable Behaviours**
- **Being open with the school and communicating directly** - **Working together to seek the truth** - **Accepting that all children are different** - **Believing in the honesty of others including the children**	- **Approaching others about school issues before giving the school a chance to discuss them** - **Discussing staff, pupils or other parents in social media groups** - **Discussing decisions made by the school in social media groups.**

How staff/governors will model our school values

Value: Kindness	
Desirable Behaviours	**Undesirable Behaviours**
Talk calmly and respectfully to children **Ensure that your emotions are under control when dealing with challenging behaviour** **Treat every child equally according to their needs** **Listening carefully and not making assumptions** **Modelling polite manners** **Modelling problem solving / conflict management in a child appropriate way** **Being consistent when dealing with behaviour** **Listening respectfully to others in the team** **Being flexible and supporting all other staff** **Talking positively about the school, staff, governors and pupils** **Working for the best interests of the children and families** **Respecting privacy of members of staff, governors and families**	**Shouting** **Berating pupils** **Running other people down: staff, governors, pupils or parents** **Ignoring someone's opinion** **Not keeping channels of communication open** **Staff/governors disrespecting the school on social media**

Value: Respectful	
Desirable Behaviours	**Undesirable Behaviours**
- Modelling polite conversations that we would expect - Modelling respectful relationships - Every member of the school staff/governing body is treated with equal respect - We work as a team - Presenting ourselves as respectful team members - Respecting school property - Respecting other peoples' views and religious beliefs - Having an open mind-set and being respectful of those bringing new ideas - Respecting the communal spaces, e.g. washing up and keeping cupboards tidy - Respecting and consistently implementing new ideas agreed by all staff/governors	- Running people down - Speaking disrespectfully to or about members of the school community - Having a closed mind-set - Having a dismissive attitudes to others - Discriminatory behaviour - Derogatory language - Not putting resources back in the right place - Being wasteful of resources - Hoarding resources

Value: Inclusive	
Desirable Behaviours	**Undesirable Behaviours**
- Welcoming visitors and new children - Welcoming new members of staff/governors into the team - Supporting new staff/governors - Treating everyone equally - Respecting others' beliefs - Celebrating differences in cultures or faiths - Learning words from other languages represented within our classes or school community - Respecting staff, governors and children's religious beliefs - Welcoming parents as an important part of the school community - Taking part in local community events - Recognising that not all disabilities are visible - Celebrating everyone's achievements - Welcoming governors as an important part of the school community	- Leaving people out - Not inviting parents to events or trips - Having favourites - Discriminating against other staff or governors - Deliberately not passing on information / resources - Treating people differently based on their roles - Treating people differently based on their religion or beliefs

Value: Resilience	
Desirable Behaviours	**Undesirable Behaviours**
• **Embracing mistakes** • **Understanding the value of mistakes** • **Being able to ask for help** • **Giving new methods / ideas a chance** • **Recognising when you are finding things challenging and accepting help** • **Viewing feedback as constructive** • **Managing triggers and employing self-care strategies** • **Recognising that you should have a life outside of work** • **Modelling making mistakes and that is okay to make them**	• **Letting emotions get the better of you** • **Giving up** • **Being entrenched in negative behaviour and not asking for support** • **Fear of failure** • **Taking things in a negative way when others are trying to help** • **Being dismissive and unsupportive when others make a mistake**

Value: Honest	
Desirable Behaviours	**Undesirable Behaviours**
• **Being honest if you need help** • **Allowing the children to see you as a human being / person** • **Openness with the children and parents** • **Tackling difficult situations and conversations straight away** • **Having an open door policy** • **Being approachable** • **Having honest conversations about choices, emotions and behaviour** • **Being brave and having honest conversations with other staff, governors, children or parents even if they are difficult ones to hold**	• **Not owning mistakes** • **Blaming others** • **Covering up mistakes** • **Blaming pupils** • **Keeping things to yourself - pretending it's not happening** • **Not recognising your emotions or triggers** • **Not being responsible for your behaviour / emotions** • **Burying your head in the sand** • **Being dishonest** • **Bending the truth or being economical with the truth** • **Manipulating situations** • **Not telling people when you need help**