



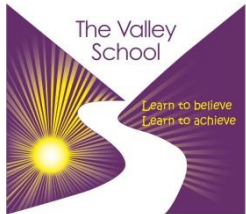
The Valley School

Review Date
December 2023

The Valley Values

David Pearce
Headteacher
Signature

Liz Ellis
Chair of Governors
Signature



THE VALLEY SCHOOL

THE VALLEY VALUES (INC BRITISH VALUES)

REVIEW DECEMBER 2023 (FULL GOVERNING BOARD)

KEY PRINCIPLES

“Learn to Believe – Learn to Achieve”

“Different for Different”

At The Valley School we value and respect difference, in line with all that is good within cultures around the world and which are embodied in British values. These values are also found in our own “Valley Values” of Respect, Co-operation, Friendship, Tolerance, Thoughtfulness, Happiness, Trust, Responsibility, Caring, Honesty, Courage and Patience.

Through teaching, reinforcing and embedding these values within our everyday practice as a school we advance the understanding of ‘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 abilities which the UK Government believes that ‘schools should promote’

We plan assemblies, celebrate kindness and plan lessons to teach the children about the values and aim to empower the children to stand up for the things that make good citizens.

As well as promoting our values we actively challenge students, staff or parents expressing opinions that are contrary to our values, including “extremist” views and principles. All staff have received Prevent training and have completed a certificated course from the government.

Overview

Democracy is at the heart of The Valley School. Our students are the most important people within our school and, as such, have significant influence over rule making and policy development. They are also involved in all interviews. In order to prepare them for being influential and effective as citizens, we use ballots, referenda and debating to make decisions together.

Our students are encouraged and taught to both understand and question rules within the context of the school so that they may grow into **law-abiding** and reflective adults. They are enabled to understand the values and reasons for laws and how they both protect and govern our world. They are taught to understand the link between rights and responsibilities. Our aim is that, by the time they leave the school, they will be able to function within society with empathy and respect for others and to manage their emotions and their behaviour effectively.

The ethos of our school supports the principle that, with **individual liberty** comes community responsibility. Our students are supported to make safe choices and to understand the impact they have on others. We celebrate difference and allow our students the freedom to be themselves, with a clear understanding of the needs of others.

Our commitment to **Mutual Respect and Tolerance** is far wider than how it relates to those of other faiths and beliefs. As young people who are vulnerable to prejudice and isolation because of their Special Needs, we celebrate difference and have a culture of acceptance. The Valley Values encourage our students to

have and show compassion, understanding and appreciation of difference. Half-termly creative days allow us to introduce new cultures, new experiences and to challenge mindsets.

We value every one of our students we will do all that is necessary to ensure their safety, and will support them to have confidence and self-worth and to learn how to keep themselves and others safe now and in the future.

By teaching the values of Respect, Co-operation, Friendship, Tolerance, Thoughtfulness, Happiness, Trust, Responsibility, Caring, Honesty, Courage and Patience we will build a culture of acceptance and tolerance and we will show that in the way we relate to each other and in all of our practices and policies.

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. This policy explores various forms of peer on peer abuse and how to include a planned and supportive response to the issues.

The needs of the victim and of the perpetrator must be met if real respect is to grow and if long term change is to happen in attitudes and behaviours.

Set in the context of an overt challenge to respect one another, we will ensure that students understand what constitutes harmful behaviours and how they must show the courage and share the responsibility to stand up to them and change them.

Abuse is abuse and will never be tolerated or passed off as 'banter' or 'part of growing up'.

We work together with students, staff and families to address these behaviours when they occur and to create the respect that is required to ensure that they remain rare occurrences, dealt with quickly and effectively.

Examples of Types of abuse

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.) Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

Cyber bullying Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone.

Sexting – this is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Those involved may choose to do so or may be pressured into doing so.

Prejudiced Behaviour – this refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Teenage relationship abuse – this is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner.

Gendered nature of child on child abuse – this is an issue that we need to consider within the specific context of The Valley School. Extensive research has shown that it is much more likely that girls will be

victims and boys will be perpetrators of the above types of abuse. There is also strong evidence that having SEN significantly increases overall the risk of becoming victim and/or perpetrator, for all genders. All staff must be fully aware of these vulnerabilities, so that signs are not missed and that any imbalance of strength/power is fully investigated and does not hide incidents of abuse.

Questions to answer together

What should you do if it is happening to you?

What should you do if you know it is happening to someone else?

What should you do if you know someone is doing this?

What should you do if you know that you are doing this to others?

What should parents and carers do?

What should staff do?

How do you stop it happening again?

Expected action taken from all staff

- Gather the facts
- Consider the intent
- Consider the perceptions
- Involve parents and carers