

King's Northway – Core Values for global citizens



Teaching and Learning dovetails with Behaviour and Attitude which then develops the 'whole child'. As part of the overall vision and values for King's Northway, following whole stakeholder consultation, we have selected six **core values** encompassing RESPECT that we believe are essential for our **WHOLE COMMUNITY to grow**. These values are wider than specific teaching and learning attitudes and should develop character as citizens...**King's Northway Value for Victory** (in life).

The **core values** we believe to be essential as the children journey in learning at King's Northway (signposts along the road) and other values we would love the children to grow and develop, as they become **resilient global citizens** (fruits growing on the tree) **both now and in the future**:

RESPECT:

Trust
Courage
Compassion
Forgiveness
Perseverance
Hope



Children **trust** Team King's Northway to keep them safe and to inspire them in their learning. Parents trust Team King's Northway to nurture their child(ren) and act in loco parentis. Team King's Northway trusts our children and their parents to work in honest partnership over seven years. As trust grows, 'all learners' then develop **courage**. Those who know they are trusted, loved and valued, can develop courage which then allows them to take a full and active part in school, their learning and positively impact the experience of being part of the King's Northway Family for themselves and their friends. Once we believe in ourselves with trust and courage, we can think of and understand others. **Compassion** asks us to look *outwardly*, ensuring each child and adult is valued equally and has the right to achieve. It allows us to walk in each other's shoes and 'be the change we want to see'. Compassion is a strong emotion where real change can happen ... change for all. Compassion allows us to 'shining from the inside out' and live out our Values. If we know we are loved, valued and understood, when we make mistakes we can learn from them. Our community understands the need to demonstrate **forgiveness** towards each other, to learn from the past and make our school and our choices better for the future. If we are forgiven, we can also forgive others, giving us freedom from unnecessary burdens of anger or resentment. **Perseverance** allows us to be the very best that we can possibly be. It allows us to keep trying and overcome any barriers that might come along our way. If we each persevere, we can **all achieve, all the time**. We strive courageously, can be creative, try new things and be ambitious for ourselves and each other. With **trust, courage, compassion, forgiveness** and **perseverance**, shining from the inside out, we have **hope**, a bright hope for our future that will contribute to making it a bright future filled with hope for everyone.

Nurture Values to grow alongside our **King's Northway** Core Values for Victory:

- i. Appreciation
- ii. Creativity
- iii. Friendship
- iv. Generosity
- v. Gratitude
- vi. Humility
- vii. Justice
- viii. Peace
- ix. Responsibility
- x. Service
- xi. Thankfulness
- xii. Trust
- xiii. Truthfulness
- xiv. Wisdom

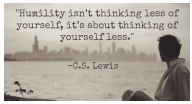


Value for Victory		Thoughts / Reflection
		RESPECT • TRUST • COURAGE • COMPASSION • FORGIVENESS • PERSEVERANCE • HOPE
a	Respect	We should respect each person regardless of status, gender or wealth. We should ensure we show bias towards those who are poor, in need or at the margins of society. As a school we believe that every child and adult is uniquely precious and worthy of kindness and respect. All learners, all valued, all achieving, all the time. Our school values every child and is proactive about ensuring that no individual is disadvantaged or treated differently due to their social background, gender, sexual orientation, culture or religious background. We equip children with the skills to recognise prejudice in the media or in the political process. We encourage all within our community to learn about and engage with our nation's democratic process both locally and nationally to help support, protect and sustain for the future the respect due to every citizen. As a community we do not merely tolerate difference and diversity, we actively celebrate the uniqueness of all individuals. Whilst it may not always be possible to respect the opinions of every member (for example if they are sexist, homophobic or racist) we do respect the individual and their right to hold views that are different from our own. We strive to create a culture that is characterised by openness, empathy and respect. We try to build humility and thankfulness in our relationships with one another and the natural world. We continually strive to improve our understanding of different faiths and cultural diversity, celebrating the richness of experience represented in British Society.
		

Trust 	We trust each other and demonstrate our trust in each other for our ongoing work to our friends and colleagues. We develop trust with each person in school and then trust we will all live by our Core Value, through respect for each other. We encourage children to reflect on why trust is so crucial in our relationships and what the consequences might be when it is broken. Experience in school should develop a community where trust is rarely betrayed but we know that when it breaks down, forgiveness is needed and the capacity to offer a new start. As a community, trust is the glue that holds our relationships together. To develop character, we give each individual important responsibility (with appropriate support) and, in so doing, seek to encourage trustworthiness from a young age. We recognise that in the wider culture of our nation, citizens are trusted to live by the laws of our country. We trust that our leaders (children and grown-ups), in school and in the wider nation, will have the highest moral and ethical standards and will lead with integrity. We teach the skills required respectfully hold to account those in authority.
Courage 	Facing a challenge should be approached knowing we are loved and valued. We recognise that taking a moral stand or tacking a challenge will require courage but also know we can gain strength from our community. When facing challenge, together we can achieve anything. We can take assistance from our own personal beliefs and the beliefs of others. As a community we should draw on the strength of others and reach out to their potential. We should have the courage to participate in artistic, sporting and cultural activities that take us outside of our comfort zone. We should take inspiration from those who have gone before us, who have often been uncompromising in standing for justice and courageous in the face of persecution. William Wilberforce and Elizabeth Fry influenced British society through perseverance and courage. Martin Luther King, Mahatma Gandhi and Nelson Mandela also powerfully informed our culture through courage. Edith Cavell showed courage and was willing to risk her life to stand up for the rights of all on the Front Line, whether friend or 'foe'. Rosa Parks 'sat down' to stand up for others, her courage sparked a tidal wave of change across a continent. Malala Yousafzai was attacked for standing up for the rights of girls to have an education. Despite her young life being close to being ended, she continued the fight for equality and learning.
Compassion 	Compassion can be directed towards someone totally unexpected. We are all called as citizens to care for those outside our own culture or social circle as well as our friends and family. The literal meaning of the word 'compassion' suggests suffering with or alongside someone else. In developing character, we encourage an attitude of empathy and understanding of others, trying to imagine what it is like to stand in the shoes of another. Compassion is something that needs to be lived out. It is treating someone as you would also like to be treated. As a community, we try to share one another's burdens and to help everyone to know that struggling and failure are not signs of weakness but opportunities to learn more about ourselves and others, and to grow as an interdependent family. We

		actively look for opportunities to support charities and good causes that improve the quality of life for people in our own country and the wider world. We recognise that our nation has, throughout history, offered a safe place for those fleeing persecution and disaster. We celebrate the rich diversity that this has brought to our culture and seek to play our part in offering a welcome to all those joining our school community especially anyone in any kind of need.
Forgiveness 	We recognise it is essential to offer forgiveness and a fresh start to children and adults who have made mistakes. We teach that an individual’s behaviour can have a positive or negative impact on others and that this consideration must be paramount in deciding whether behaviour is appropriate. When sanctions are deemed necessary because behaviour falls short of expectations, we endeavour to demonstrate justice with compassion. As a community we recognise that forgiveness, offered and received is at the heart of any relationship that will become strong. We teach about how we can show we are sorry in practical ways and equip individuals with strategies to prevent them from repeating mistakes in the future. We believe that learning from the past and not holding grudges will help to develop character by making us more resilient. Our Behaviour Policy and King’s Northway Code is designed to allow children to choose to behave well. There are rewards and sanctions and it is restorative. We try not to make assumptions about people or situations before knowing all the facts about circumstances. Decisions about sanctions are made carefully and after consultation. We teach children about the justice system in modern Britain and the emphasis on principles such as the presumption of innocence until proven guilty and the concept of restorative justice.	
Perseverance 	Despite opposition and adversity, perseverance does not allow us to lose heart in our determination to complete a task or face a challenge. We can face difficulties and personal challenges in life but we learn to rise above it and strive for success. Perseverance may not have immediate results. At school, perseverance and endurance are important qualities in developing character. As a community, we value and celebrate perseverance, encouraging one another consistently to take one step at a time to achieve our goals. We offer a wide range of opportunities for children to volunteer in social enterprises and to work with others from a range of ages and backgrounds to foster co-operation and collaboration in problem solving. We aim to foster a culture that recognises that ‘quick wins’ are not always possible and are often not sustainable. We believe that the principle of ‘training well’ is usually more fruitful in building character than ‘trying harder’. We actively seek out contemporary as well as historical role models who have achieved their goals through persevering, even in the toughest circumstances. KJT – Katerina Johnson is a local example of this value. Rob Burrow – 7 Marathons in 7 days for Kevin Sinfield Moana / Katniss Everdeen / Mulan / Doc McStuffins	

c	Hope 	The value 'hope' is about much more than just wishing as hard as we can that things will be different. It is about believing that the world can be better and being prepared to do something! Hope is an optimistic state of mind that is based on an expectation of positive outcomes with respect to events and circumstances in one's life or the world at large. "Learn from yesterday, live for today, hope for tomorrow." Albert Einstein
Nurture Values that will grow from our Core Values for Victory		
d	Creativity 	Creativity is the life blood that runs through our veins. It brings to light the hidden visions, dreams and narratives. It is the air we breathe; it disrupts, breaks new ground and establishes a new course. "Creativity requires us to use all our senses and still imagine more." Each one of us is creative but we all have different gifts and abilities. Some of us love to paint, others to cook: some like to make music, others to build models. Creativity is embedded in our very being. We need to ensure children understand never to underestimate their own inherent creativity. To have the courage to act on your creativity means you must be willing to take risks and be equally willing to fail. Reducing stress expands creativity. No matter the life experience, perceived talents, or long-held judgements everyone is creative in their own, unique way. Taking time to explore the value of Creativity will evoke a personal interpretation of how creativity plays a role in life, unlocking potential.
	Appreciation 	When you have an appreciation for something, you can see and truly understand its good qualities. One way to show your <i>appreciation</i> for a particularly wonderful musical performance is to give a standing ovation when it's over. A slightly different kind of appreciation is having good taste or the ability to see aesthetic beauty in something, like the teacher of a music appreciation class. Appreciation is a key to any relationship. Appreciating someone makes them feel good about what they do, and that it makes a difference to their lives. It makes them feel better about themselves, urging them to go on with new enthusiasm.
f	Friendship 	Treating others as friends shows trust, encouragement and compassion. Commitment to each other is strengthened by the value of friendship. It encourages us to place the needs of others above our own. Our friends may come from a wide range of backgrounds. We encourage an attitude of inclusivity and openness to others, regardless of religious, ethnic or socio-economic background. Our community culture is democratic, diverse and inclusive. However, we know that if our children are to be fully equipped for life in modern Britain, we need to be pro-active in forming links and building relationships with schools in a wide range of social and cultural settings.

g	Generosity 	This value encourages others to live a life devoted to serving others, often at great cost to yourself. If we consider our resources and time only for our own use that will prevent us knowing what it feels like to bless others. Happiness does not always increase with the number of material possessions that we acquire. If we consider our own resources as 'gifts', whether they be money, possessions, time or abilities, they will be used for the benefit of all in our school and in the wider community. As a community we seek to create relationships characterised by generosity, believing that, given a nurturing environment, each individual can flourish, achieve their full potential and contribute positively to society. Lord Shaftsbury and George Muller exemplified a joy in giving and shaped politics, culture and values of modern Britain.
h	Gratitude 	An attitude of gratitude dovetails with thankfulness. If we have an attitude of gratitude, we see life through positive eyes and have a desire to help others. At harvest, we bring food for others because we have a desire to share what we have. Gratitude is: "the quality of being thankful; readiness to show appreciation for and to return kindness." It is a feeling of appreciation felt by and/or similar positive response shown by the recipient of kindness, gifts, help, favours, or other types of generosity, towards the giver of such gifts. Gratitude is strongly and consistently associated with greater happiness. Gratitude helps people feel more positive emotions, relish good experiences, improve their health, deal with adversity, and build strong relationships. People feel and express gratitude in multiple ways. It is also one of the most overlooked tools that we have as humans.
j	Humility 	Humility is an appreciation of oneself, one's talents, skills, and virtues. It is not meekness or self-deprecating thought: "Humility is not thinking less of yourself but thinking of yourself less." Humility allows us to appreciate the self we have received. In recognition of the mysteries and complexities of life, one becomes humbled to the awesomeness of what one is and what one can achieve. Humility is to place others first; it is to appreciate others' worth as important. In recognises our worth as people. It is not in denial of your talents and gifts but to recognise them and live up to your worth and something greater. It is in the service to others that is the greatest form of humility.
k	Justice 	If we are passionate and uncompromising in standing against the injustices that we see in society then we are building a better world. We are called to speak up for the truth and out against injustice. We therefore equip children with the skills required to be reflective, become informed and be able to make just judgements for themselves based on facts and evidence. As a community we are consistently seeking ways to make our school an even more inclusive, democratic community in which everyone has a voice. We also foster an engagement with our national system of democracy, learning how it operates and how decisions that affect all our lives are made. Justice must be seen to be transparent and unbiased. Children as well as adults therefore contribute to policy making on Behaviour and Anti-Bullying. We learn about values that have informed our nation's justice system and the way this system functions to maintain law and order and keep us safe.

L	Peace 	In school, children learn about different kinds of peace including peace that comes when it is quiet, the things that make for peace of mind and the qualities of a peacemaker. All families have disagreements and arguments from time to time. What are the things that cause members of your family to fall out? Are there particular times of the day that arguments happen? How do you feel inside at these times? Peace often goes hand in hand with justice. How does King's Northway seek to foster and develop itself as a community that is peaceful? "You cannot shake hands with a clenched fist." Golda Meir Indira Gandhi School of Sanctuary?
O	Responsibility 	Having accountability for something or someone. A job or duty that you have been asked to deal with. Something you are trusted to carry out. We can be individually or collectively responsible.
P	Service 	This is another way of showing friendship. We should endeavour to seek the common good in all that we do, striving to put the needs of others before our own. As a community, our gifts and talents should be used in ways that will improve the lives of others. We provide opportunities in school for serving as monitors, peer mediators and to stand as elected members of the school council. We help children to develop skills that will allow them to participate fully and contribute positively to the social and cultural life of modern Britain. Serving each other and the wider community is celebrated and seen as an important mark of character development. We can engage with wider service through partnering with charities, to inform and inspire us and to present positive role models for us to follow.
Q	Thankfulness 	We give thanks before and after many occasions in life. We can give thanks individually or as a community. An attitude of thankfulness comes from an active appreciation of what we have. We take time to reflect upon the many blessings that we enjoy acknowledging that some people in our own country as well as in the wider world do not have access to basic necessities such as clean air and space and time to play, education, adequate health care, communication technology or even a healthy diet. We regard as a moral imperative the need to work for a more just world out of an attitude of thankfulness for all we have. As a community we recognise that each person is valued and are thankful for the uniqueness of every individual member of our school and the gifts that we all bring and share to enrich our corporate life. We are thankful for the environment around us and respect nature, are aware of its fragility and the impact of human activity on the environment. In all that we do, we try to create a culture of making informed, ethical choices in order to minimise and negative impact on the environment. We also work with others to improve the environment for future generations.

s	Truthfulness 	When we speak with truth we speak with love. Truthfulness is interlinked with kindness so that we encourage each other and build one another up. As members of a community we believe that <i>knowing the difference</i> between right and wrong will be of only partial use if we do not have the courage to <i>speak</i> the truth and <i>do</i> what is right. Fundamental to any relationship is truthfulness. Children learn quickly the consequences of lying or lack of integrity, not only in our school community, but in the wider world as well as in the political arena. What we perceive as truthfulness can be influenced by many factors and experiences. Curiosity and respect should be promoted as we learn about the diversity of beliefs and social backgrounds that make up modern Britain's society.
t	Wisdom 	Wisdom is the ability to think and act using knowledge, experience, understanding, common sense and insight. Wisdom is often associated with compassion and ethics. It has often been described as 'the right use of knowledge'. Literature has explained: a wise person is one who can foresee the consequences of his/her choices'. Wisdom can be applied to many aspects of our lives both in school, at home and in the world. These cover relationships, finances, work, friendships and persevering with difficult situations. Wisdom can lead to success and happiness for all. Wisdom living leads to peace and acts of service. Buddhism has wisdom as central to freedom of suffering. It allows you to see right from wrong, become a guardian of justice, free of hatred and has good bodily, verbal and mental conduct. In Islam, wisdom is considered a divine attribute. Christianity along with Judaism views wisdom as a gift from God and something believers should ask for. Norse, Chinese, Baha'i, Jedi all hold 'Wisdom' in high esteem.