

Temple Meadow Primary School



Temple Meadow
Primary School
Growing together, learning together

Vision and Values Policy

Safeguarding Policy Statement -

This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.

Policy Ownership: (Headteacher)

To SLT:	April 2023
To Staff:	April 2023
To Governors:	April 2023
Document Live date:	April 2023
Next Review Date:	April 2024

Our aims, vision and values are at the core of everything we do at Temple Meadow. Our values underpin our teaching and learning, and prepare our pupils as confident, happy citizens able to contribute to and create a more positive future for all. Our aim is that any pupil educated at Temple Meadow benefits from a lifelong positive impact from this educational experience. We aspire for all our pupils, parents and staff to take with them positive life affirming memories and firm values that influence everything they do next in their education and in their future careers. Temple Meadow is dedicated to developing pupils and adults to be the best they can all be.

Vision

Keeping our Vision and Aims live

The school community are regularly reminded of our school aims and our vision and values.

Building our vision based on our values

We periodically run a Visioning Day in which we focus on our individual core values and articulate what we value collectively at Temple Meadow.

It is very important that our Headteacher can articulate and work with all to develop shared aims, values and vision. Our Headteacher must inspire, nurture all and ensure our aims; value and vision are aspirational and support what is needed for success by our school community.

Since our current Headteacher (Cathy Walsh) joined in Jan 2009, we have had three visioning days in which we collectively explored our aims and celebrated our achievements to date. On our Visioning Days, we typically share what makes us proud of Temple Meadow; we remind ourselves of the school journey since the current Headteacher joined. We look at a timeline of when current staff joined and remind ourselves of our many achievements. We share what motivates us and why we choose to work in a high challenge area and in a high challenge school such as Temple Meadow. We develop our shared vocabulary of value statements and we collectively agree the provision, experiences and opportunities that we want our pupils to experience. Governors are key to supporting and developing these aims, vision and values.

Each time we run a Visioning Day, we are amazed at how articulate we collectively are, about our shared language and ideas for our core values and aspirations for Temple Meadow.

Visioning Day 26th November 2021

The pandemic delayed our Visioning Day significantly. However, holding a Visioning Day post pandemic when school life was more normal than it had been in a long time was a really valuable thing to do.



We agreed our 'Ways of working' which were to be: collaborative, engaging, thinking deeply, speaking out and having a voice.

Throughout the day we had music, daft things to do, brain breaks and prizes.

Our first task was to reconfirm and agree our vision and values.

Our next task was to understand our context, including 34% FSM.

We looked at things that put fire in our belly and we looked at some spoof videos around the hardship of MP's pay. We contrasted this to the fire in the belly of Marcus Rashford and how he channeled this to feed children during holiday periods.

Context matters

We then looked at our SEND context, with 19% of our school population on the SEND register. We appreciated 17% of our school population is EAL and we looked at the ethnicity profile in school.

We considered ACE's (Adverse Childhood Experiences) and confidentially shared some back stories of some of our pupils and the challenges that face them now and potentially in the future.

We brought all this together to start a talking point about our curriculum must be Inclusive.

Ethnicity

- 231 children White British
- 40 children Pakistani
- 20 white and Black Caribbean
- 13 don't tell us
- 12 any other Asian background
- 11 Black African
- 8 any other White background
- 8 Bangladeshi
- 6 White and Asian
- 5 white and black African
- 4 any other Ethnic Group
- 4 Black Caribbean
- 2 Indian
- 2 Chinese
- 2 any other mixed ethnic group

Revisiting our values from our last visioning day

We worked in phase teams looking at our values from our last Visioning Day and confirming what we still value and adding on new Values.

Agreed values from our Visioning and Values day on 26.11.21

	Early Years	Years 1-3	Years 4-6
Pink Confirmed from 2016 visioning	Nurturing Empathy Holistic Approach Good Manners Respect Care for Environment Supportive Non-Judgemental Opportunities for all Trust	Fairness Empathy Team Work Supportive Nurturing Care for the Environment Compassion Trust Politeness Caring Honesty Hard Working Good Manners Holistic Approach Confidentiality Patience Non-Judgemental Friendship Individuality Supportive	Individuality Empathy Supportive Working Hard Nurturing Opportunities for All Patience Holistic Approach Friendship Honesty Respect
Green New values agreed on 26.11.21	Time to talk and drink Happy and sage Play Inclusion Intrinsically motivated Diversity Problem Solving Independence Active Learners Reflective The Sky Is 'The Limit for All' Understand and Respect Emotions Exploring	Cultural Capital Fit 4 Life Mental Well-Being Community Cohesion Self-Worth Financial Literacy Poverty – Breaking Barriers Inclusion Digital Literacy Positivity Diversity Safe	Self-Worth Removing the Glass Ceiling Experiential Learning Perseverance Determination Mental Health Aspiration Challenge Stereotypes Resilience British Values Inclusive Digital World Ready Non-Judgemental

Collaborating, engaging, thinking, depth and everyone contributing

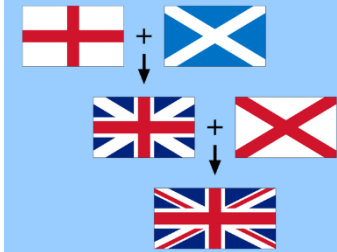


British Values / Temple Meadow Values

Once we had clarified our values, we wanted to explore our contextual British Values. We wanted to know whether our values are British Values; or are there additional things we need to ensure our children learn and understand?

We had a great debate about including British values in the curriculum.

What are our British Values / TM Values?

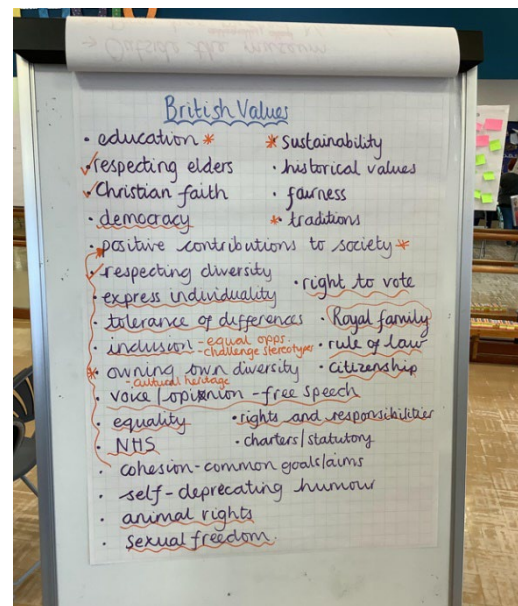


There are many more flags linked to TM community



Including British values in the curriculum

- What are they? Are they simply our values?
- Do we need democracy; free speech; equality; right to protest; civil society; rule of law; trial by jury etc etc
- Is animal welfare a British value?
- Self deprecating humour?
- Right to be 'me'
- Sexual freedom?/ sexual orientation?
- Opportunities for all?
- Healthcare for all at point of access?
- Is it the opposite of what we see currently greed, 'what's in it for me', sleaze, corruption, privilege?
- Come on folks 'Fire in your Belly' time!!!
- What is it and what must we build into our T&L culture?



British Values

- Rule of law
- Education
- Democracy
- The rights to be respected – (right to be me)
- Equal Opportunities – equality
- Respect, tolerance of faith
- Free Speech
- NHS – Value health care
- Debate/opinions
- Animal rights
- Citizenship
- ? system (Royal Family)

Rights and Responsibilities

- To education
- To health care
- The right to live in a democracy and the responsibility
- To have a voice
- The right to be me

British Values

- Education *
- Respecting Elders ✓
- Christian Faith ✓
- Democracy
- Positive contributions to society *
- Respecting diversity ✓
- Express individuality
- Tolerance of differences
- Inclusion – equal opps, challenge stereotypes
- Owning own diversity
- Voice/opinion - free speech
- Equality
- NHS
- Cohesion – common goals/aims
- Self-deprecating humour
- Animal rights
- Sexual freedom
- Sustainability *
- Historical values
- Fairness
- Traditions *
- Right to vote
- Royal Family
- Rule of law
- Citizenship
- Rights and responsibilities
- Charters/Statutory

Rights and responsibility to education

Working together we developed the content for this strand across school.

Early Years

- Coming to school is important
- Right and value of education
- To understand that some children can't come to school
- Value of coming to school/Nursery
- Why do we come to school?

Year 1

- Our right to an inclusive education in Britain
- Appreciation of one country's education to another. UK vs Pakistan
- Inclusion in schools: Disability, SEND, Hub/L2L Provision

Year 2

- A child's education in the UK or educational rights in the UK
- Y2 education vs other countries
- Starting/finish ages
- Terminology
- Wider education - we don't just learn at school
- Media exposure linked to education privilege

Year 3

- Having a voice – right to voice opinion
- Difference between education through MFL. Celebrate our right to education and how different countries are unable. Taught through international languages celebration
- Our rights in education compared to others
- MFL – compare school days in other countries

Year 4

- How has British educational rights changed over time?
- Comparison between a school day vs child not at school
- State school's vs private schools
- Who is the education minister?
- COVID link – school shut down
- Age limit at school has changed
- Differences in UK schools and international schools
- How education is altered by war
- How education is affected by poverty
- How the internet affects education
- What does education look like after school/college/university

Year 5

- Should gender have an impact on the type of education children receive?
- ? of our British education to another country with a very diverse education, e.g. Africa
- Gender differences in education – girls' rights. Mala Yusuf
- Analysing the impact of the education minister
- Debate – does every child have the right to an education? Link to other British values)

Year 6

- How does/will my educational experience compare to others?
- Class divide to get into Cambridge or Eton etc



- Case Study – first-hand experience of a child who doesn't have an education
- Heavily linked to the understanding why there is such an importance of free education
- Gender imbalance of education around the world. E.g. Malala (Afghanistan)

Educating the educators

We love educating the educator at Temple Meadow. This task aimed to go deep and look at our unconscious bias.

Task 4

Educating the educators

11.10 – 12.10

What influenced our curriculum design?

Why have we chosen the content that we have?

Is it relevant to our pupil community? Does it support our values?



We used drama to explore a woman of South Asian heritage written out of history.

Spy who became first woman of south Asian descent to get blue plaque in London

Noor Inayat-Khan, first female radio operator, worked in occupied France before being executed by the Nazis



Let me take you on a journey and introduce you to Noor Inayat-Khan—a British-Muslim for a long time written out of history.



Inclusive curriculum

Everyone needs to see the 'me' in the curriculum, display and school community. We try really hard to examine our unconscious bias.

Inclusive curriculum

- How do we ensure our curriculum is inclusive and diverse
- We do a lot of great things such as diversity kits / skin tone pencils
- We celebrate all in our Proud to be me displays, on our photo wall etc
- It is deep rooted – it is Temple Meadow
- We are deeply rooted in equality of experience
- We love our Black History display; our women artists
- Do we all truly sustain this – do we face are unconscious bias?



Planet friendly lunch



Lunch time
12.10 -12.45

On the menu North African Bean Stew
Vegan / Plant based
But extras to make it vegetarian

Food in school

- Fruit
- Milk
- Sweets (birthdays)
- DT cooking
- Lunchtime
- Tuck
- Christmas Party
- Parent Cakes
- Tuck shop
- Science – healthy eating
- Staffroom
- Phase Pizza
- Breakfast Sandwich
- Parents' Evening
- Breakfast Club
- SATs Breakfast
- Residential
- Disco
- Year 6 Prom
- Coffee Mornings
- Sport's Day
- Hot Chocolate
- Staff Christmas Lunch
- School Dinner

What will we change?

So Nut Free
Supports healthy eating
Reduces obesity
Healthy
Less reliant on meat as protein
Planet friendly
Value driven
Ethical
Locally grown
Air files

Sketching out the practice that will be the policy

- AHT scribe -suggested headings:
- Pupils
 - Tuck
 - Drinks in school
 - Fruit / Milk policy
 - Lunch time
 - Sweets / birthdays / parties
 - Tuck shop
 - Promotions etc

Wonderful world

Task 6

Wonderful world 13.40- 14.20

We collectively decided that this is an important value. The environment matters, healing the planet matters, developing pupil voice to speak out matters to us.

We saw clips of our beautiful planet. Re engaged the 'fire in our belly' from David Attenborough at COP26 and with Greta. We would love to educate a future Greta at Temple Meadow.

Wonderful world and time to heal it



• <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwja-Mn16Kf0AhUCKewKHY4LDGMQuAJ6BAgDEAg&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dxxibm1ODEpl&usg=AOvVaw0WTXThwNX2Zt6AKZyAzdTO>

Fire in our belly - environment

- <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi179W05af0AhUPyaQKHwqsBegQIBBAB&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DwzF1LLbSepk&usg=AOvVaw3zULStcqJis9qVlrznD024>



- <https://youtu.be/ZwD1kG4PI0w>



Can we educate the next Greta?

The Eco / Green vision for TM

Forest School, outdoor learning, growing food with excellent care and rhythm, composting, planting, harvesting, planting trees, reducing our carbon foot print, do smart environmental maths, writing to an audience as though we had a school of Greta Thunberg's. Oracy, debate, discussion, persuasion, Food Policy, procurement, waste management, challenge to supplier re anti slavery, sustainability, child labour etc, ethical, moral, humanitarian etc etc

I want to do everything and go 'deep green' educating our pupils, educating the educators and educating our communitybut it is a journey to this.

Recycling and reusing

- Fossil fuels
- Procurement
- Renewable energy
- Debate, Oracy, Writing to change
- Deforestation
- Reducing Carbon Footprint
- Pollution
- Food Policy
- Growing Food

Visits:

Recycling Centre

Wind Farm

Experimental learning:

Plant Trees

Make own energy

Technology free day

Strands

- Solution based (positive slant for children, ease anxiety, no glass ceilings)
- Recycle, reuse, reduce
- Future proof technologies
- Local area
- Eating less meat

Fine tuning our language

Planet

~~Care~~

~~Protect~~

Nurture

Gently
Growth
Care
Best Interests
Slowly

~~Sustain~~

~~Replenish~~

~~Presume~~

~~Change~~

~~Heal~~

Perfect Planet curriculum strands

Perfect Planet

Y6 – Community link

Y5 – Tree Planting on school site

Y4 – Help Growing

Y3 – Cutting Garden

Y2 – Increasing birds to school site

Y1 – Increasing bees to school grounds

EYS – Bee garden

Fitting it all in our timetable – 10-day timetable

Task 7 14.20- 15.00

Unlocking our curriculum – finding space and time to do everything well

Should we have a 9 day plan?

What would you do better on day 10?

Would all focus days feature on that day?

I need time on day 10 to expand L4L building on Perfect Planet to develop a deeper and greener curriculum and we need time to work on Values curriculum (our version of British values).

Plenary – closing the day

Closing our day

All should be very, very proud of the journey we have been on.

We have a sensational teaching team that has been developed and honed over time.

It is a high expectations culture

It is a problem solving culture

We are highly innovative in our approach

We are value driven

We value educating the educator

We are pupil focused, community rooted

We are never complacent we can always improve, adapt and develop

We develop future citizens – we have high expectations of the adults and the impact they will have for our future society.



Amaryllis

Thing of beauty to take away.

It can either remain in it's bag. Ignored, needs not met; never to bloom and show it's future beauty

Or

You can plant it.

Water it (not too much).

Give it life – let it reach its potential.

Talk to it if you want!

It will reward you with the most exotic and dramatic flower – even the non gardeners at TM will be excited as you see it form its buds and then reveal, that absolutely amazing, exotic flower.

Its my metaphor for today and the exploration we have been on linked to our values.

Impact



It was such a lovely day. My email to all staff following our Inset captured the day as not all staff were part of the day as some inset days are only teachers with HLTAs invited and paid if available and if content relevant to their job role.

Dear everyone - I know not everyone was part of today but I just wanted to close the week by saying it was such a lovely day – my goodness we went deep about our Vision and our Values – it was lovely a couple of our HLTAs were able to join us.

First thanks goes to the office team in who ensured all the seemingly 'peculiar' things I needed and all the elements required were sourced or negotiated very efficiently.

Site team and other in the office helped set up the day and solved problems as they arose re technology.



So, what did we do? We used things such as 'line up' to check who had been here on previous inset days linked to vision and values or key training events

We revisited our values from our last visioning day in 2016 and captured those we still valued and added in many more. It was very interesting to see how our values had deepened and expanded over time – our own TM vocabulary around values had really strengthened.

We had a really good look at our current context regarding FSM, ethnicity, SEND etc and I shared some stories behind the statistics linked to some key pupils.



We looked at British values and explored what this means in our community context – we thought of curriculum strands for British Values curriculum and explored what one of these linked to 'the right to education for all' might look within each year group. We named other stands but the development of those strands are future tasks.

We had some daft brain breaks to keep us focused and sprinkled in some prizes during the day (shopping vouchers).

We explored some of our values regarding diversity and we explored the story of Noor Inayat Khan, first female radio operator, worked in occupied

France before being executed by the Nazis – using drama as a technique.

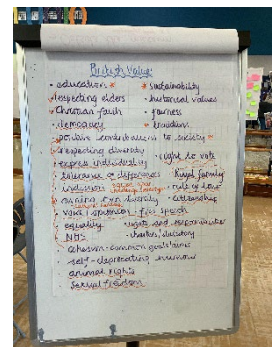
We looked at things that put 'fire in your belly' sharing some spoof video clips about MP Pay and how many jobs they need to do!!! Thought about Marcus Rashford motivation to change things.

We sat down to a Vegan / Plant based meal with veggie trimmings which was a 'North African Bean Stew' with jacket potatoes or brown rice and salad; all agreed very tasty. First time we have asked SIPS to cater to a recipe that I have provided, and yes it did have saffron in it! Decadent puddings followed. It was really lovely to have everyone sat down at one table – chatting and enjoying food together. A few of you have asked for the recipe so I will circulate it next week and SIPS too, always looking for veggie recipes that are not too spicy – so may appear on our menu.

We moved into our afternoon session linked to Food in school – that was such an interesting discussion and big challenge lies ahead to start with Nut Free school and then roll out many changes – loads more to follow on that.

I told you it was an intense day making us think deeply. We moved on in final segment to an element of British Values / values curriculum that will be something like 'right to nurture and heal our planet.' Great conversation on this inspired by some Planet Earth images and David Attenborough and Greta Thunberg speeches at COP26. We have thought of some very interesting strands and rite of passage visits that we want to build into this.

Closing the day, we discussed re launching a 9-day timetable leaving capacity for these elements of the curriculum we value so highly and allowing more time for key elements already in the curriculum. That needs further discussion and planned launch probably in January.



Elements of visioning and next steps will be spilling out into many, many areas of school life. Shame it didn't include everyone but it will impact everyone in some way or other over time; and everyone's voice will be heard. So huge thank you from me today and lovely to have Holly join the day as part of Y5 teaching team.

So, as you can see we achieved a huge amount; though also there is a lot to now do linked to taking all the Visioning outcomes forward. This Visioning and Values Policy has been updated reflecting our current views.

Next steps

We generated an awful lot of content that has been captured in our SDP so that Vision and Values permeates all areas of school life. In particular the curriculum' display, CPD, imagery and our new web site. WE have a lot to do with ECO and Values curriculum as well as in terms of Food in School.

Thanks from staff

Following the day a few staff sought me out to thank me for the day saying they thoroughly enjoyed it and some newer staff felt very included in the school ethos. A new teacher who was yet to join us was very appreciative of the opportunity. Many confirm they have planted their bulb and I have circulated the recipe as requested. SIPS catering also liked the recipe and planned to build into their repertoire. Below, one of our HLTAs contacted me after the day to say:

'Hi Cathy -I planted the Amaryllis plant on Friday evening, with the help of my daughter who was very eager to do so! She cannot wait to see the flower grow!

I also wanted to take this opportunity to thank you for organising such a lovely training day; I found it extremely informative and it was humbling to hear about the story of Noor Inayat khan. I won't be claiming over time as I feel the day was extremely beneficial for me, great training, with delicious food too!'

That was lovely to hear as one of the tasks was a drama technique used to illustrate a story mostly written out of history about the spy 'Madeleine' now celebrated with a blue plaque in London. This is the type of thing we are attempting to weave into our curriculum; content that is relevant to and has resonance with all our diverse teaching team and our diverse community.

Day 21st October 2016

Our Headteacher shared the journey to date that has been truly challenging with the aim of giving staff who joined more recently a sense of just how tough it has been. We all appreciate the school we are now so proud of has been due to all our commitment and dedication to improvement. On the Visioning Day, we looked at when we all joined with January 2009 a pivotal date when our current Headteacher joined. See below re comments and vocabulary generated during the day.

When did staff at Visioning Day start their Temple Meadow Journey?

We did a time line of when staff joined TM., appreciating not all staff understand just how far we have come and the Headteacher narrated some of the key events both positive and negative on our collective journey.

How did the journey make you feel?



Focus on the difference we make

The difference you make

Listen to them

Happy memories

Make them believe they can follow their dreams

Respect

Praise

Making time to listen. Making them feel valued. Recognising when there is something not quite right and acting on it. Supporting wider family. Following it up.

Invest time to motivate pupils and celebrate successes. This will lead to build confidence

Celebrate differences of children and build a culture of celebration of others

Facilitated creativity

Positive praise, always listen, smile

Empathise and understand the needs of pupils

Listening to the

Supporting. Nurturing. Happy/always smiling

Raise aspirations/confidence. Get to know individual needs/listen to them.

Support individual needs

Manage behaviour

They can come into school happy and excited for their day

Responsibilities

Make them laugh/smile.

Nurturing – understanding their needs, making each child feel valued

Supportive of the children and their needs.

Listen to children

Encourage interests.

Nurturing their interests

Respect

Believe in them

Make it fun

Praise

Making them feel valued

I like to give children time, to nurture and make them feel safe and confident.

Making them know I believe in them. Showing them respect. Respecting wishes.

Nurturing supportive, to become confident learners. Encouragement. Motivation

Nurturing – make them feel safe. Listen to each child and encourage them to be individual learners.

Positive relationships: listening, understanding individual needs, trust. High expectations Engaging environment Opportunities for all

Listening to the children's points of view. Addressing their needs. Being supportive and reassuring. Safe environment.

Differentiate lessons so they can access learning and believe in themselves and make progress. Always nurturing and patient with the Give them time. Look at them as a whole individual.

Patience

Allow them to be themselves / children

Make them feel safe and secure to share who they are

Consistency

Nurturing them

Encourage Motivate Be a good listener Support needs and

Encouraging self-belief/ambition Positive praise/encouragement Reporting safeguarding concerns Building safe environment and relationships with children and families

Understanding that every child is unique Helping to create an inclusive learning environment

Making time to listen

Promoting independence

Listening, giving time and encouragement

Making them smile

Encouraging them to try when they

Make children feel safe. Listen to every child

Allow them to make

Happy, safe, confident, independent learners

Building self belief

Vision Statement

This is our mission statement and associated strap line. We developed this as a staff with governors in 2013; and each visioning day we review it to ensure it still encapsulates what we stand for.

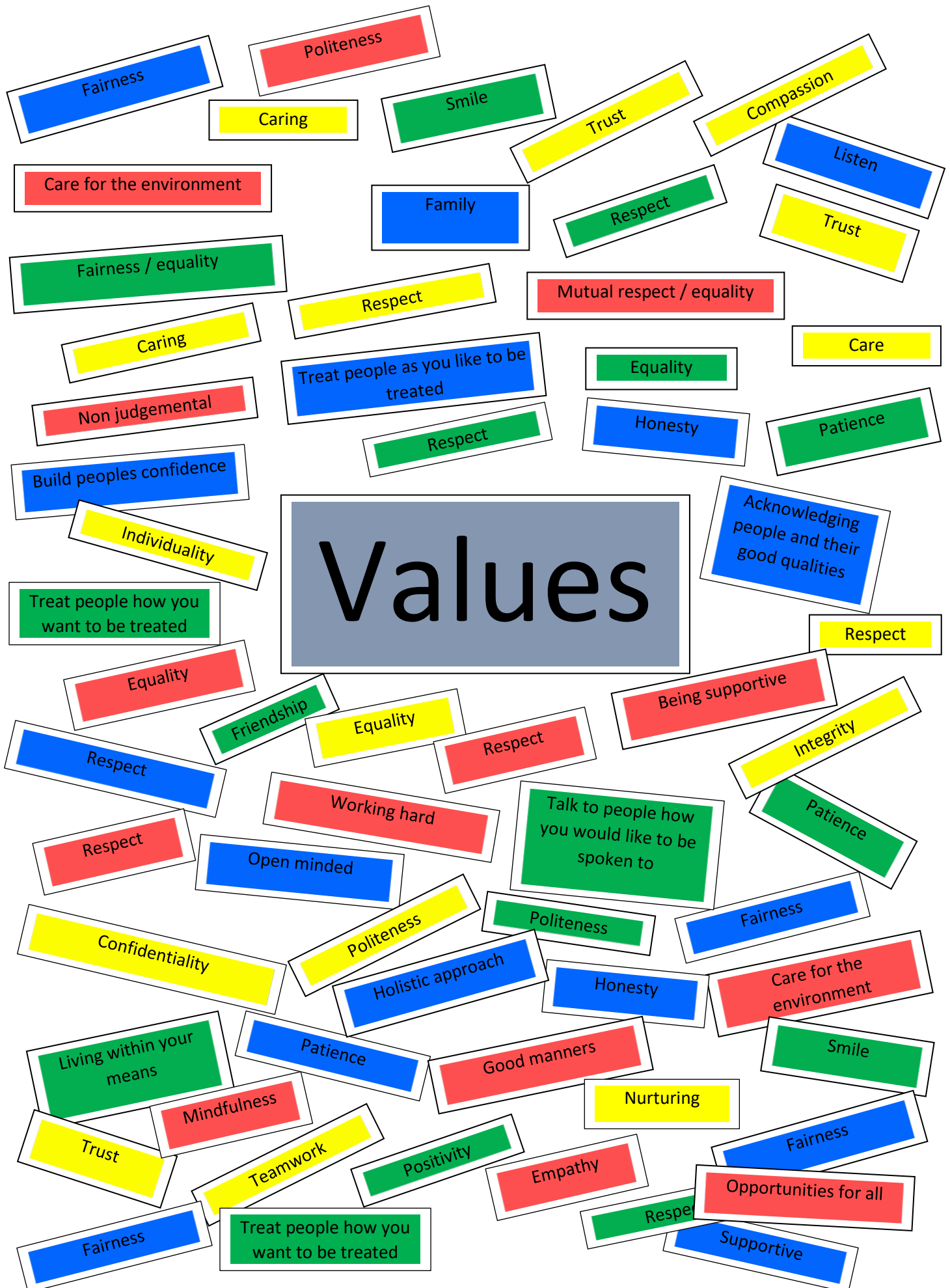
'Temple Meadow is a vibrant, welcoming family of learners; where we promote equality for all and partnership with our community.'

We pride ourselves on nurturing our children so that every child reaches their full potential and shines.

'Temple Meadow – an Irresistible journey towards a bright future'

Values

Value statements generated on our recent Visioning Day in October 2016.



Aims

We aspire at Temple Meadow Primary School to serve our school community meeting our unique contextual needs. We are a primary school in an area of high deprivation where many of our children are from disadvantaged and sometimes chaotic households. Many of our children have significant barriers compared to children in more affluent areas. Our aims link to our Vision and Values, which is firmly rooted in equality for all, as we believe that, every pupil deserves the very best education we can offer.

We aim high with a longer-term goal of Outstanding School judgement. This is highly aspirational, as we know that given our contextual issues, where children are below national and well below national on entry, we have to break down all barriers to achievement and quickly accelerate learning. For us to consistently meet national and exceed national expectations is a significant challenge but we focus our energies on achieving consistently improving outcomes.

Challenges and how we tackle these effectively

These are our challenges:

- High level of pupil mobility results in children sitting KS2 SATs at Temple Meadow when they haven't benefited from the 'full' Temple Meadow provision from our nursery through to Year 6; tackled **by** high quality induction of pupils new to Temple Meadow and quickly meeting their needs; including outreach to families picking up on safeguarding and other issues needing support.
- Increasing number of children with SEMH (Social, Emotional and Mental Health issues) tackled **by** continually coming up with new ideas to meet their needs in Sep 2018 we are trialled a Learn 2 Learn provision; in 2019 we have adapted and amended this as it proved successful last year
- Wider issues of deprivation impacting on our children including significant Child Protection and Child in Need concerns **tackled by** highly effective vigilance and safeguarding systems with school leading many Early Help Meetings and supporting Child in Need. Induction includes home visits for all new to Temple Meadow. Disadvantaged funding is targeted to benefit this key group.
- High levels of domestic violence in families within our school community **tackled by** highly effective vigilance and safeguarding systems and multi-agency approach. Our emotion coaching behaviour policy creates the climate and support that ensures our children feel, safe, respected and supported and can build resilience.
- Shrinking school budgets making it very challenging to maintain what we do so well **tackled by** clear strategic leadership that problem solves around intractable issues and has the capacity to action plan in difficult circumstances.

Aims

- To keep children safe and maintain our very high-quality safeguarding approach in all areas of school life, ensuring our children feel safe, supported and valued therefore allowing them to thrive and flourish **we do this by** ensuring outstanding day-to-day safeguarding practice. Financial resources (via Disadvantaged Funding) prioritised so that we have Pastoral Support Workers providing support to pupils and families. Layered Designated Safeguarding Lead capacity through focused CPD.
- To build a reputation within our community as a school that supports pupil resilience, safety and values self-esteem **we do this by** delivering a bespoke PSHE curriculum (including Protective Behaviour), by a reputation for inclusion and family support.
- To ensure children have an understanding of positive relationships, body changes and the right to challenge things that do not feel right **we do this by** delivering a bespoke PSHE curriculum (including Protective Behaviour); by delivering Sex and Relationship Education involving Health Professionals.
- To value children as individuals: celebrating their achievements and supporting their individual needs within a framework of equal opportunities **we do this by** celebration Star Assemblies; positive Behaviour Policy and differentiation to meet their unique needs.
- To provide opportunities for social, moral, spiritual and cultural development so that children value and respect their own and other cultures **we do this by** delivering a bespoke PSHE curriculum and funding visits to places of worship that support community cohesion.

- To encourage children to accept personal responsibility for their own behaviour and to be caring and sensitive towards the needs of others and the environment **we do this by** our collaborative learning and through pupil voice in School Council and Eco Council.
- To provide a fun, engaging, immersive and relevant curriculum, which stimulates children's learning; encouraging them to work collaboratively and independently **we do this through** our irresistible curriculum and our focus on learning behaviour.
- To enrich our curriculum with experiences **we do this by** planning trips and providing clubs free clubs.
- To promote high standards of achievement through careful planning and assessment of children's progress, which maximises each child's individual potential **we do this by** differentiation and challenge.
- To reach age related expectations in each year group and to accelerate progress, so that although a high proportion of our children join our school below national that they leave us at national expectations **we do this by** high quality teaching and learning.
- To use the expertise of individual staff to encourage teamwork and promote quality teaching and learning **we do this by** collegiate approach to developing each other, sharing good practice.
- To value all our staff and provide opportunities for their professional development **we do this by** an annual questionnaire to staff seeking their views on workload and other issues; via Well Being survey; by coaching and mentoring and by a school structure embracing staff development.
- To promote a partnership between staff, parents, governors and the wider community, enhancing children's learning **we do this through** LPPA (Leading Parent Partnership Award) and via effective communication in newsletters, workshops, curriculum celebration events and Star of the Week assemblies.
- To match our available resources as efficiently and effectively as possible to curriculum and whole-school objectives **we do this by** strong strategic leadership and management of finances.
- To ensure our pupils develop the knowledge and skills that will support them, as life-long learners and allow them to participate in and contribute to the UK and the wider world **we do this by** developing literate, numerate pupils able to use and apply their skills creatively.
- To value and develop creativity through art, design, drama and performance **we do this by** our ensuring our school is colourful, inviting and showcases pupil achievements and that space is used imaginatively to provide an attractive, safe and stimulating learning environment. Achieving Arts Mark Gold will support this.
- To provide opportunities to play an instrument supporting our inclusive agenda and supporting well-being and skills for life **we do this by** funding two wider opportunity whole class teaching of instruments by a music teacher.
- Provide quality opportunities for PE and Dance supporting our inclusive agenda and supporting health and well-being for life attempting to tackle the obesity crisis **we do this by** focusing our Sport Premium on coached sessions including lunch time and building in opportunities for lifelong fitness.
- Develop children, parent and staff understanding of a healthy diet and safe preparation of food **we do this by** developing an effective Food Policy, Food Hygiene Training and via DT.
- Encourage children to aim high and build the confidence and self-belief that will empower them in all areas of their life, now and in the future, **we do this by** delivering a bespoke PSHE curriculum that includes Proud to be, Aiming High, Esafety etc.
- Give all children a voice and encourage them to participate. **We do this by** our school culture of collaborative learning.
- Support our families so that they can fully support their children's education. **We do this by** our work on LPPA (Leading Parent Partnership Award) and by effective communication through newsletters, workshops and parent meetings.
- Maintain and develop a safe and well-maintained site **we do this every day** and ROSPA accreditation recognizes strong practice re H&S.
- Ensure we have a moral integrity in our approach to all areas of school life, **we do this by** supporting the Living Wage, aiming for ethical procurement policy and considering our environmental footprint.