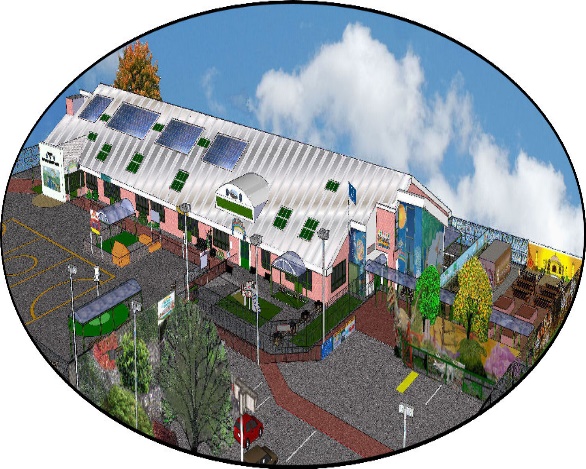
**Vision and Values: Statements**



***Created December 2018: Reviewed 2020***

***To be approved by full governors: March 2019***

School Vision:

**We aspire to become, remain and uphold the standards of -**

**“A world class centre of outstanding learning”**

Mission Statement:

**‘Together we’re better’**

Our core values:

**Acceptance**

**Fairness**

**Trust**

**Equality**

**Respect**

**Leadership**

**Acceptance**

* Understanding other people’s opinions and inviting constructive professional criticism
* Willingness to accept new ideas from all sources
* Supporting others in times of need via professional dialogue and interaction
* Volunteering when needed for the greater good of the organisation
* Strong moral principles, acting in the pupil’s best interests
* Open door policy when appropriate

**Fairness**

* Transparency (of SLT & meetings)
* Clarity of communication, avoiding mixed messages, duplication and having a “single voice”
* Clear policies, used by all that are relevant and appropriate

**Trust**

* Confidentiality when necessary
* Approachability
* Listening or asking to reconvene when listening can be of quality
* Discreet
* Professional honesty
* Professional opinion sought, invited and welcomed-when asked for
* Effective delegation, to staff with the skills to complete duties

**Equality**

* Consistent expectations of all staff
* Empower all to achieve
* Inclusive practices

**Respect**

* Leading by example
* Non-judgemental
* Empathetic
* Outward looking
* Willing to learn
* Demonstrates integrity
* Seeing everyone as part of the wider team

**Behaviours: staff and children**

**Acceptance**

* Understanding/ empathising/ different backgrounds/ circumstances
* Jigsaw/ PHSE
* Zero bullying tolerance – homophobic, bullying, racial

**Fairness**

* Consistent
* Rewards/ sanctions
* Opportunities (extra-curricular)
* Fairtrade
* Inclusion
* Safety & feeling safe

**Trust**

* Confidentiality
* Comfortable talking to staff – approachable
* Online safety
* Forming and modelling strong relationships
* PPG keywords
* SNA - Keyworkers
* SEND – 1:1 support

**Equality**

* Of opportunities, expectations, teamwork
* Avoid all gender bias
* Anti-bullying
* Strong safeguarding

**Respect**

* High expectations
* Modelled language
* Respectful in discussion
* Respect different points of view
* International outlook
* For the whole school environment

**Professional Development/ Appraisal**

**Acceptance**

* Meets individual needs
* Inclusion of a variety of staff beliefs, values, religion
* High quality inclusion

**Fairness**

* Appraisals for all staff
* Opportunities for mentoring and coaching
* Opportunities for all to observe outstanding practice
* Promotion based on school needs and restructure-preparing others with wider aspiration to leave, if necessary
* Transparency of process
* Opportunities to meet peers and provide mutual support

**Trust**

* Confidentiality
* Listening
* Feel valued
* High quality induction, mentoring and support
* Coaching ethos
* Instructional and supportive

**Equality**

* CPD available to all
* All training takes place when planned and promised
* Governor monitoring
* Staff development

**Respect**

* Mutual respect-treating people, when instructing, in a professional manner
* Leading by example
* All staff have a right to development
* Individuality is seen as part of each person’s uniqueness

**Curriculum**

**Acceptance**

* Understanding that children will have different strengths and weaknesses
* Interests are supported and encouraged
* Understanding that the need for support is not weakness
* British values are embedded

**Fairness**

* Opportunities are provided for all
* Access to broad and balanced curriculum – monitored effectively
* Targets to challenge all
* Inclusive of all pupils

**Trust**

* Peer/ self- assessment is encouraged
* Subject knowledge is deep and shared when possible
* Independent learning is encouraged
* Parents trust the school in what is being taught
* Online safety is essential
* Child led/ enquiry based learning supports a curriculum that meets the child’s interest

**Equality**

* Differentiation, where possible, to support and challenge
* Relevant/ relatable/ contemporary/ content/ material
* Opportunities/ experiences – providing variety of first hand experiences
* Enriched/ enjoyable
* Non gender specific stereotypical lessons or curriculum opportunities

**Respect**

* Celebrating differences where possible
* British values/ PHSCE/ Jigsaw/ RE-run through what we teach
* Showing respect for each other via the language we use
* Modelling language and behaviour by all staff
* Fairtrade activities highlights and addresses global inequalities
* We encourage building on children’s prior knowledge

**Vision**

**Acceptance**

* Equality: We all can achieve to our absolute maximum level, whilst remaining happy and cared for
* We accept everyone is different and cater for their needs accordingly
* Knowing what is/ is not acceptable and act on it accordingly
* Celebrating our diverse community

**Fairness**

* Listening to all
* Treating all the same
* No discrimination
* Everyone is valued
* Expectations – induction handbook, staff materials

**Trust**

* Feedback is essential to success be it written or spoken and its effectiveness diminishes the longer it takes after the error
* SLT all share same school aspiration
* All follow school policies
* Outstanding teaching and care side by side
* Trust that everyone will be treated the same
* Personal touch – links with community, open and friendly
* Introduction to staff profile – building good relationship with community

**Equality**

* Non- judgemental
* Inclusion at all levels
* Adapt when necessary to include all children/ staff

**Respect**

**We always respect:**

* Each individual child/adult
* The building and school resources
* Families – and our close parent partnerships

Key questions:

How do we recruit against these values?

How do we develop CPD alongside these values?

What happens if we don’t display these values day-day?

How do we exemplify these values?