



*Inspiring everyone to shine*

*Small schools - big aspirations. Branching out for learning.*

**How are our school values informing our policies at Shoscombe?**

<b>Values informing Policies</b>	<b>Creativity and Wonder</b>	<b>Respect</b>	<b>Aspiration</b>	<b>Joy</b>	<b>Empathy</b>	<b>Resilience</b>
<b>Assessment and marking</b>		<p>provide evidence of learning that is used to support learners in next steps in their learning drive teaching that matches the needs of the learner</p> <p>managed well so that all pupils can and will engage in the dialogue</p> <p>be specifically about what is next rather than what is right or wrong</p>	<p>empower and motivate learners to show what they can do</p> <p>given time and quality instruction, all pupils can and will eventually master the core intended learning</p>			<p>inform decisions made about interventions and resource allocations</p> <p>The articulation of these summative measurements will not be part of the dialogue with pupils about their learning</p> <p>promote the active engagement of learners in their learning and its assessment.</p>
<b>Behaviour/ Anti-bullying</b>		<p>Classrooms should be organised to develop independence and personal initiative.</p>	<p>Displays should be used to develop self-esteem through demonstrating the value of everyone's Contribution</p> <p>Our emphasis is on recognising good behaviour through praise and rewards.</p>		<p>Start each day afresh</p> <p>Encourage forgiveness</p>	
<b>Collective worship</b>	<p>exploring ultimate questions, sharing a sense of community and recognising things of worth and value.</p>			<p>have variety in approach by the range of styles and activities adopted and involve a variety of people, including visitors</p>		



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	enable all pupils to take part by, for instance: <ul style="list-style-type: none"> <li>• listening</li> <li>• watching</li> <li>• joining in</li> <li>• reflecting</li> <li>• responding</li> </ul>					
<b>Equality and inclusion</b>		<p>We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity</p> <p>We will assist our students in achieving to their very best potential. Where students experience barriers to their success we will work with them to address these in a sensitive and sympathetic way.</p>	<p>To raise the profile of pupil voice by giving School Councils and other forums a higher profile.</p> <p>To raise the achievement and progress of children in our 'vulnerable groups*' to at least in line with that of their peers.</p>		<p>We will teach our students the importance of equality and what forms discrimination can take and the impact discrimination can have.</p>	
<b>Mental health and wellbeing</b>					<p>Increase understanding and awareness of common mental health issues</p>	<p>Promote positive mental health in all staff and students</p> <p>Alert staff to early warning signs of mental ill health</p> <p>Provide support to staff working with young people with mental health issues</p> <p>Provide support to students suffering mental ill health and their peers and parents or carers</p> <p>Share ideas about how parents can support positive mental health in their children through our regular information evenings and through the designated mental health section in newsletter/website where appropriate.</p>



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<p>Religious education</p>		<p>As a Trust we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers. We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within the schools in our Trust and the wider world. It is a subject that celebrates diversity and challenges stereotypes.</p>				
<p>Relationships and Sex Education</p>		<p>ensure children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.</p> <p>Teach about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other, contact</p> <p>It should teach young people to understand human sexuality and to respect themselves and others.</p>			<p>Be inclusive in terms of different families and reflect sensitively that some young children may have a different structure of support around them</p>	<p>being taught what a relationship is, what friendship is, what family means and who the people are that can support them.</p>
<p>SEND</p>		<p>High quality teaching, differentiated for individual child's, is the first step in responding to child's who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all children, including those at</p>	<p>achieve their best become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training</p> <p>All children will have</p>		<p>recognises the personal and emotional investment of parents and be aware of their feelings</p>	



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		<p>risk of underachievement.</p> <p>The views of the child should be included in these discussions. This will be through involving the child in all or part of the discussion itself, or gathering their views as part of a One Page Profile.</p>	<p>access to a broad and balanced curriculum. Teachers will set high expectations for every child, whatever their prior attainment. Targets will be deliberately ambitious.</p>			
<p><b>SMSC and spiritual development</b></p>	<p>Educational enrichment trips, creative partnerships and visiting speakers which provide students with a range of experiences that may promote a sense of awe and wonder about the world.</p>	<p>Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs</p> <p>Assembly themes on moral issues, developed and reinforced during tutor and class time.</p> <p>Democracy. Rule of law. Tolerance. Mutual respect. Understanding of different faiths and beliefs.</p>	<p>Displays of student work to bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual.</p> <p>Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.</p>		<p>Kind and considerate. Helpful to others and listening to what they have to say.</p> <p>A participant in restorative justice.</p> <p>To raise awareness and promote respect for civil and criminal law.</p> <p>Fundraising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.</p>	<p>Develop their self-esteem, self-knowledge and belief in themselves.</p> <p>Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.</p> <p>Supervised and filtered access to the Internet together with regular assemblies focused on the safe use of the internet and related issues</p>