





Values and Ethos – Foreland Fields School



Foreland Fields School is A Gold Level Rights Respecting School. Children's rights are at the heart of our Values and Ethos.

<p>Values</p> <p>the principles that help you to decide what is right and wrong, and how to act in various situations</p>	<p>Ethos</p> <p>the set of beliefs, ideas, etc. about the social behaviour and relationships of a person or group</p>	<p>Behaviours</p> <p>the way in which one acts or conducts oneself, especially towards others</p>
<p>Respectful and Friendly</p> 	 <p>Article 3 (best interests of the child)</p> <p><i>The best interests of the child must be a top priority in all decisions and actions that affect children.</i></p> <p>All members of the school community will:</p> <ul style="list-style-type: none"> • Embrace the principle that every child matters. • Promote a mutually respectful atmosphere between all individuals involved within our school, acknowledging the contribution and importance of all individuals. • Show the same respect for everyone within our school community regardless of their role or stature. • Ensure that interactions are positive. Ensure all exchanges are friendly, in an appropriate tone, and remain respectable. • Promote a sense of pride in our school environment. 	<p>I ...</p> <ul style="list-style-type: none"> • am friendly towards all staff, pupils, staff and visitors. • do not shout or raise my voice when communicating with others. • help others. • make all people feel welcome in our school. • share with others. • show respect and care of school equipment. • tidy up after myself. • take responsibility for keeping myself and others safe. • am open to and value and the opinions of others. • have a good awareness of how my behaviour could be viewed by others. • present as a positive role model to others.

	<ul style="list-style-type: none"> • Maintain the physical environment of the school. • Promote respect as a core value in order for everyone to feel safe and comfortable with the school environment. 	
<p>Positive and Supportive</p> 	 <p>Article 28 (right to education)</p> <p><i>Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.</i></p> <p>Article 29 (goals of education)</p> <p><i>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</i></p> <p>All members of the school community will:</p> <ul style="list-style-type: none"> • Celebrate personal achievement and good behaviour. • Engage students in ways that are of benefit to them. • Ensure effective professional development pathways for all staff. • Create meaningful parent involvement. • Ensure that all individuals model the behaviours we want to see in our school. • Monitor the school's culture, and make adjustments when necessary. 	<p>I ...</p> <ul style="list-style-type: none"> • celebrate the achievements of others. • provide appropriate support to others in order for them to achieve. • value my own learning as highly as that of others. • behave in line with policy and procedures. • treat others as I would like to be treated. • communicate regularly and appropriately with other members of the school community as appropriate to my role. • ensure that others are treating all members of the community with dignity and respect and in line with school policy and procedures. • possess and promote a 'can do' attitude. • am open to new ideas and ways of working.

Promoting Independence



Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

All members of the school community will:

- Utilise skills to promote independence and resilience that will secure a positive future for our children.
- Promote a sense of awe and wonder in our pupils – whet their appetite to learn.
- Encourage group work in order that pupils learn from each other.
- Provide pupils with opportunities to test out their learning - Help them to make sense of what they have learnt and provide a context for the learning.
- Provide learners with timely and appropriate feedback on their learning.
- Ensure the level of support is appropriate and that it encourages and supports independence.

I ...

- try to do things for myself.
- ask for help when I need it.
- provide enough support to encourage independence.
- provide enough time for others to complete tasks independently.
- encourage others to learn through providing meaningful and motivating learning opportunities.
- celebrate the successes of others.
- help others to improve their skills by providing constructive feedback.
- provide opportunities for pupils to make choices, show preferences and be independent.

Aspirational Personalised Learning



Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views taken seriously.

All members of the school community will:

- Tailor the education to individual need, interest and aptitude so as to fulfil every young person's potential.
- Provide pupils with choices in order that they can reflect on their own interests and preferences.
- Promote collaboration with pupils to set shared learning goals.
- Encourage pupils to reflect on their learning.
- Ensure that all adults have high aspirations for the pupils and that pupils have high aspirations for themselves.
- Ensure that pupils have the knowledge and skills to progress towards their aspirations.

I ...

- enjoy learning.
- see mistakes as an opportunity to improve my learning.
- enjoy seeing others make progress in their learning.
- ensure that others know what interests me.
- See the potential in others.
- Have realistic yet high aspirations for others.
- Identify pupils' learning pathways working towards the next milestone in their lives.
- Am aware of the targets and personal learning intentions of all pupils I support.



Article 2 (non-discrimination)

The Convention (Children's rights) applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations.

Article 17 (access to information from the media)



Every child has the right to reliable information from a variety of sources and governments should encourage the media to provide information that children can understand.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

I ...

- provide all pupils with opportunities to learn.
- communicate well with pupils, staff and parents.
- Identify what I need to do to improve my skills and seek appropriate training/support.
- make changes to, and adapt, the environment to allow others to be more independent.
- use a range of different media to communicate with others.
- am kind and courteous to people from different backgrounds and cultures to my own.
- welcome and value the opinions of others, even if they are different from my own.
- Celebrate and promote equality and diversity.

	<p>All members of the school community will:</p> <ul style="list-style-type: none"> • Promote an understanding that all of our pupils have the capacity to learn, are entitled to the opportunity to learn and should have access to quality education in order to enable them to learn. • Ensure staff are trained and equipped to meet the needs of all pupils. • Ensure pathways Increase the extent to which all pupils can participate in the curriculum. • Ensure that the physical environment enables all pupils to access all facilities and, where appropriate, make adaptations to Improve accessibility. • Utilise a range of media to improve the availability of accessible information to pupils, parents and stakeholders. • Promote a community approach to learning and teaching. Develop pupils' exposure to other cultures and world-views, respecting people from all backgrounds and teaching the importance of tolerance and understanding. 	
<p>Total Communication</p> 	 <p>Article 12 (respect for the views of the child)</p> <p><i>Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. (Article 12)</i></p>	<p>I ...</p> <ul style="list-style-type: none"> • ask others to help me. • try my best to make sure that other people can understand me. • listen to others. • learn new ways to communicate with my friends and colleagues. • encourage others to communicate. • communicate what I believe others want, need and feel when advocating for them, not what I want, need and feel.

	<p>All members of the school community will:</p> <ul style="list-style-type: none"> • Acknowledge that the vast amount of pupils attending our school will have communication difficulties. • Provide and promote an approach that creates a supportive means of communication for our pupils to understand and be understood. • Promote different ways of communication for people with learning disabilities and their communication partners. • Empower our pupils to use their 'voice' and to be heard. • Ensure that communication is key to person-centred approaches and advocacy. • Ensure that our pupils are equipped to communicate in all environments moving into their adult lives. 	<ul style="list-style-type: none"> • tell others what I want, think and feel. • promote positive relationships between home and school.
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