|  |  |  |  |
| --- | --- | --- | --- |
| ThemeJudges will be looking for examples of actions and processes that instil and promote the themes below | Examples of initiatives | Evidence of success | Original and innovative approaches |
| **Confidence** | * Vision and values are regularly reviewed and shared with all
* Learning skills, such as resilience and reflectiveness, are celebrated
* Leaders know all students and their families
* Feedback surveys
* Monitoring is light-touch and feedback is future focused
* Leadership at all levels encouraged
* Broad, balanced, creative curriculum in all year groups
 | * People buy into the school’s vision and values
* Displays celebrate a mix of curriculum success and the development of learning skills
* Open, honest, friendly, happy, diverse culture
* Improved student, parent and staff satisfaction
* Positive feedback on leadership team
* People have confidence to make decisions
* Engaged staff and teams
* Easy decision-making process
* People empowered to take risks
* Mistakes are shared and learned from
* Students are engaged, successful learners, who are well prepared for their next stage of education and life in the real world
 | Successful and innovative links with businesses/ the wider communityStudent suggestions acted upon e.g. running their own talent day, fundraising eventSharing big mistakes in a positive way e.g. Big Mistakes boards, leaders talking about the mistakes they’ve made and what they’ve learnt from themPupil voice acted upon e.g. a range of different extra-curricular clubs introducedStaff organise social events and/ or exercise clubsAll staff encouraged to take lunchbreak. Leaders lead by example. Staff room is an inviting placeWork has been done to reduce the number of meetings. Meetings are fun and purposeful.Wellbeing policy is in place. Technology and social media is used positively throughout the school e.g. WhatsApp support groups for staff, no-emailing over weekends, after 6pm. Students are directed to safe forums and games. Technology is used to deliver cross-curricular lessonsCreative recruitment drives to encourage diversity in recruitment process The school works with others on Fair Access Protocols Having talking groups for LGBTQ+ and celebrating individualsLeaders standing up and talking about their experiences of mental illness and other important vulnerabilities and diversities that need to be lead from the top  |
| **Personal development** | * A culture of great conversations that help people develop
* Reward and recognition programmes for staff and students
* Range of in-house and external CPD opportunities
* NQT and NQT+1 programmes
* Aspiring to leadership programmes
* All staff have 1:1’s
* Appraisal targets and school improvement plan targets include workload, SEMH
* People encouraged to develop skills unrelated to workplace
 | * Opportunities seized by people
* Appraisal process is supportive with gaols/targets being agreed together. People strive to achieve their targets
* Promotions across school
* People encouraged and supported to apply for promotion elsewhere
* Rewards gained and celebrated
* Diverse skillset in people
* Personal development, behaviour and welfare (of students and staff) is self-assessed to be strong
* Performance-related pay has been adapted to suit the school, as appropriate
 |
| **Support** | * Coaching, mentoring and buddying for students and staff
* Access to counselling
* Easy access to leadership team
* Governors are visible and visits are non-threatening
* Simple feedback processes
* School to school support
* Partnership working with parents, carers and extended family members
* Practice and policies are regularly reviewed with regard to workload e.g. marking policy, report writing
 | * Everyone has someone to go to for help and advice, including the Head Teacher
* Governors provide an appropriate mix of challenge and support
* Parents and carers are actively encouraged to engage with the school e.g. good attendance at consultation meetings, active PTA, silver surfer sessions for students to teach grandparents about technology
* There are clear benefits from giving and receiving support to/from other schools locally or nationally
 |
| **Positive relationships** | * People-orientated leadership team
* Positive communications across the school
* Leaders take part and are open and accessible
* Team building events
* Links to the community
* Behaviour across the school is positively managed, and seen to be a whole-school responsibility
* Students with SEND and those eligible for PPG are well supported
* Playground initiatives such as friendship bench, play leaders
 | * Open and easy dialogue at all levels
* Colleagues and students help each other
* People are inspired by team events and INSET days
* People are enthused by visits and visitors to the school
* The school has an inclusive ethos, and diversity is welcomed. People are celebrated for who they are
 |
| **Coping skills** | * Staff trained as Mental Health First Aiders (MHFA), Emotional Literacy Support Assistants (ELSAs)
* Other professionals bought in to support student and staff physical and mental wellbeing e.g. Educational Psychologist, nurse
* PSHCE, pastoral programmes in place
* Philosophy 4 Children, meditation, yoga etc
* Job adverts include what the school will offer to support staff wellbeing
* Leadership do what’s right for the students and staff, not for Ofsted!
 | * Positive engagement
* Low rate of student and staff absenteeism
* Good rates of staff retention and positive responses to job adverts
* Staff feel confident to request additional time/support as needed
 |