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| **ETHOS QUALITY STANDARD** |
| **Criteria** | **Suggested EVIDENCE OF PRACTICE** |
| **8.1 WHOLE SCHOOL APPROACH** |
| 1. The school addresses the needs of the whole child.
 | Values and Aims Statement/Intent statementSchool prospectus/ website…Ofsted report/ recommendationsRelevant sections of School Improvement Plan (SIP) Department/ subject development planningExamples of pupil voice…Representation of change by learners on the school website |
| 1. The school is compliant with requirements of Statutory Relationships and Health Education in respect of PSHE(RSHE).
 | RSHE Statutory GuidanceCurriculum overview/Scheme of Work (SoW)…Learners' work…Evidence of monitoring…PSHE Policy |
| 1. The school’s Values and Aims Statement has been developed by/reviewed and agreed with the whole school community with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | Ofsted reportSEFValues and Aims Statement/Intent statementSchool prospectus/ website/newsletters…Induction programme…Examples of themes within assemblies/collective worship… Home/School AgreementBehaviour Policy Safeguarding PolicyInclusion PolicyEqualities Policy/Analysis Examples of community links…Visitor PolicyExamples of pupil voice…Examples of displays… |
| 1. All members of staff have a shared responsibility for promoting health and wellbeing to enable everyone to learn, achieve and progress.
 | Values and Aims Statement/Intent statementSchool prospectus/ website…Performance management systemContinuing Professional Development (CPD) fileStaff Well-Being Programme or equivalent…Examples of themes within assemblies/collective worship…Job descriptionsEvidence of and responses to, identified needs through monitoring/tracking…Examples of enrichment activities… |
| 1. School systems, policies and procedures reflect how the school addresses the needs of the whole child and enables the contribution of all individuals to be valued with due regard to gender, gender reassignment, faith or belief , disability, age, race or culture and gender identity.
 | Values and Aims Statement/Intent statementSEFSIPSchool prospectus/ website/newsletters…Induction programme…Examples of themes within assemblies/collective worship … Home/School AgreementBehaviour Policy Safeguarding PolicyInclusion PolicyEqualities Policy/Analysis Examples of community links…Visitor PolicyExamples of pupil voice…Examples of displays… |
| 1. Inclusion is seen as fundamental to enhance the health and wellbeing of the whole school community.
 | Equalities Policy/Analysis Inclusion PolicySpecial Educational Needs and Disability (SEND) PolicyAble, Gifted and Talented PolicySchool support systems…Common Assessment Framework (CAF) processEvidence of needs analysis…Identification in Scheme of Work (SoW)…Differentiated lesson plans on… |
| 1. The school has a coherent plan to promote fundamental British Values and to deliver effective Social, Moral, Spiritual and Cultural (SMSC) education.
 | SEFRelevant section of SIPWebsite…SMSC/PSHE plan… |
| **8.2 SCHOOL CULTURE AND ENVIRONMENT** |
| 1. The whole school community feels valued, respected and safe.
 | Values and Aims Statement/Intent statementCode of Conduct/group agreementsOfsted reportPupil Attitude Questionnaire (PAQ) or equivalent…Staff Wellbeing Programme or equivalent…Parental surveys…Visitors'/agencies’ feedback…Safety noticesAnti - Bullying CharterBehaviour Policy (including anti bullying)Duty rota, corridor supervision…Deployment of staff…School calendar, examples of enrichment activities…Examples of displays…Evidence of needs analysis… |
| 1. The school uses education and health data and the results of consultation to inform the Healthy Schools Improvement Plan linked to the SIP.
 | RSHE Statutory GuidanceExamples of data used (e.g. Health LSIP) …Relevant sections of the SIPCycle of consultation…Examples of impact …Curriculum overview/SoW… |
| 1. The school culture encourages rigorous monitoring, evaluation and review of systems, procedures and interventions to improve pupil outcomes. Unintended ones should also be considered.
 | SEFAnalysis of, and actions resulting from feedback…Pastoral and academic support systems…Examples of links with agencies and partners…Reduction in exclusionsEducation Health Care Plans (EHCP) |
| 1. The school environment is welcoming, clean and cared for and respected by all.
 | Code of Conduct…Ofsted reportInvestors in People AwardEco Schools |
| 1. The whole school environment promotes/ supports appropriate behaviours. E.g. physical activity spaces including playgrounds and emotional environment, including the facilities for eating.
 | Website…Lesson plans on…Examples of enrichment activities …Examples of pupil voice …Representation of change by learners on the school website |
| 1. There is a quiet space available for facilitating support for learners, families and staff.
 | Examples of spaces … |
| 1. There is clear signposting, in appropriate languages and/or visuals, to information and support services within and beyond the school. All of which are with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | Examples of a range signposting… |
| 1. The whole school community has access to free, clean and palatable drinking water throughout the day.
 | Whole School Food and Drink Policy |
| 1. The toilets, showers and medical facilities ensure the privacy and dignity to meet the needs of all members of the school community.
 | Examples appropriate to need… |
| **8.3 POLICY DEVELOPMENT** |
| 1. The school develops policies which: -
* support and reflect the school’s aims, values and ethos
 | Policy of choice contains relevant Values and Aims Statement/Intent statement, including evidence of wide consultation… |
| * make explicit the commitment to:
* value the contributions made by individual members of the whole school community
* show mutual respect and
* guarantee the entitlements of all with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | Curriculum overview/SowSchool Council minutesExamples of involving families…Staff meetings minutesGovernors' meetings minutesEqualities Policy/Analysis  |
| * have been developed through inclusive consultation with appropriate members of the whole school community
 | There is a planned programme for policy development and review…Consultation documents/minutes of meetings |
| * are implemented, monitored, and regularly reviewed and the mechanisms and timescales for this are documented within each policy
 | There is a planned programme for policy development and review…Consultation documents/minutes of meetings Governors' meetings |
| * make clear the roles and responsibilities of members of the whole school community so everyone understands the relevance of each policy to them
 | Specific to each policyJob/role descriptionsHome/school diary/planners…Website… |
| * indicate how the school uses appropriate data to inform and improve provision
 | Needs analysis…Examples of use of education and health data e.g. Health LSIP |
| * make links to other relevant policies and initiatives
 | Specific to each policy |
| * are reflected in the school prospectus/ website, are shared with and adopted throughout school and are available to be seen by all.
 | School prospectus/ website…Method of publicising |
| **8.4 CURRICULUM PLANNING, MONITORING, EVALUATION AND ASSESSMENT** |
| 1. The curriculum reflects the school’s aims, values, ethos, relevant policies and addresses the needs of the whole child.
 | RSHE Statutory GuidanceSEFSchool prospectus/website…Curriculum maps…Examples of curricular and enrichment activities which demonstrate this… |
| 1. Data and local information are used to inform planning and to address the identified issues facing the whole school community.
 | RSHE Statutory GuidanceExamples of data used e.g. Health LSIP…PAQ or equivalent and information from agencies…SoW with examples of use of data…Lesson plans on… |
| 1. All activities are planned, resources selected, and visitors deployed, monitored, and reviewed with due regard to gender, faith, disability, age, race, and gender identity.
 | RSHE Statutory GuidanceMinutes of meetings to plan and reviewExamples of activities and resources…Methods of evaluation…Examples of themes within assemblies/collective worship… Equalities Policy/Analysis |
| **8.5 GIVING CHILDREN AND YOUNG PEOPLE A VOICE**  |
| * 1. The purpose of participation is made clear, those involved are representative, appropriate methods are selected, time is allocated to feedback appropriately and it is made fun and interesting.
 | Group agreements…Evidence of selection processes…Examples of pupil voice…Representation of change by learners on the school website |
| * 1. There is a range of creative listening systems to ensure the views of all learners including those who are less vocal and visible are gained, valued and acted upon.
 | Anonymous post box…Ask it baskets…Evidence of peer/buddy support …Examples of pupil voice written/visual…Circle timeAdvocacy if appropriate…Learners attendance at review meetings… |
| * 1. Learner's participation and involvement are continually monitored, evaluated and reviewed.
 | Evidence of levels of participation and involvement…Examples of shared decision making with learners… |
| * 1. Working with Families and Local Community to encourage learners to become responsible and caring members of society. They have a clear understanding of what is expected of them and how to show self-discipline.
 | Ofsted reportExamples of opportunities for learners to have roles of responsibility, to care for other members of the school community and to participate in activities in the wider community… |
| **8.6 PROVISION OF SUPPORT SERVICES FOR CHILDREN AND YOUNG PEOPLE** |
| * 1. Provision is made for early identification and assessment of need and procedures are in place for learners and their families to be supported.
 | Admission/ transition information…SEND, inclusion and pastoral information…Identification and assessment of need procedures… for learners and their familiesEvidence of services provided on site…Evidence of signposting…Teams Around Children (TAC)Teams Around Families (TAF)Education Health Care Plans (EHCP), Individual Education Plans (IEPs)Confidentiality Policy |
| * 1. The learning environment empowers learners to access support services through school, families and/ or independently.
 | RSHE Statutory GuidanceSupport systems…Curriculum overview/SoW…Lesson plans on…Examples of notice board displays signposting services…Confidentiality Policy |
| **8.7 PROFESSIONAL DEVELOPMENT NEEDS, HEALTH AND WELLBEING OF STAFF** |
| 1. The staff contribute to the decision-making process.
 | Examples of consultation process… |
| 1. There is an open and respectful climate in which the staff can share and explore any concerns and difficulties, problem solve collaboratively and seek help and support.
 | Staff survey – wellbeing programme or equivalent… Meetings structure…Staff support system, e.g. line management, SLT support…Confidentiality PolicyPerformance management system |
| 1. Members of staff, who are supporting the most vulnerable or challenging learners, are provided with the opportunities to discuss and debrief with supportive colleagues or other professionals within clear boundaries of confidentiality.
 | Improved Practice Model…INSETHandbook…Confidentiality PolicyCAF Training  |
| 1. Best use is made of all spaces, including the staffroom and workrooms to facilitate the wellbeing of staff. Toilets are maintained to a high standard.
 | Evidence to show how spaces used by staff are cared for… |
| 1. The school provides opportunities for staff to develop skills in managing social, emotional and behavioural aspects of learning.
 | SIPCPD file |
| 1. There are systems in place to identify, address and minimise levels of stress.
 | Risk assessmentsStaff support systems…Staff wellbeing programme or equivalent…Staff mindfulness…  |
| 1. There is signposting to information and expert advice and assistance, e.g. financial advice, health screening, counselling.
 | Notice boards/website…A planned process exists to signpost staff…Information from professional associations…School Nurse… |
| 1. Staff are consulted on training and support needs through a regular review process and the SIP supports staff to have access to relevant professional development activities.
 | CPD fileSIPPerformance management system |
| **8.8 CELEBRATING ACHIEVEMENT** |
| 1. The whole school community has time to reflect on and celebrate effort and achievement across a wide range of experiences, within and beyond the taught curriculum, including those attained outside of school.
 | Open days…Awards/presentation evenings…Family celebrations as appropriate… Examples of themes within assemblies/collective worship… DoJo's…Examples of displays…Newsletter/website…Awards boards…CPD file |
| 1. The school uses its own reward systems and/or externally recognised awards to support the enhancement of health and wellbeing of the whole school community and is consistent in their use.
 | External awards e.g. ASDAN, Duke of Edinburgh, First Aid Certificates, Work Related Learning, Music Grades…Behaviour PolicyExamples of themes within assemblies/collective worship… DoJo's…Examples of displays…Newsletter/website…Awards boards…CPD file |
| 1. Learners contribute to the organisation of celebratory events including displays.
 | Examples of specific events and displays and the contribution of learners to the planning process … |
| 1. Governors receive an annual report on the impact of work to enhance the health and wellbeing of the whole school community as identified in the SIP.
 | Governors’ ReportRelevant sections of SIP |