

**PASTORAL VISION:** We will nurture individuality, creativity and academic success through inspirational and challenging teaching, high expectations and aspirational goals. Our students will leave Le Rocquier School equipped with the skills and knowledge necessary to contribute to society in a positive way. Our community is inclusive, taking account of needs and reducing barriers to learning, to allow each individual to succeed.

**KEY PRINCIPLES:**

- \*We will model and instil self-belief, compassion and respect.
- \*We will develop students' character by our 'Values in Action'
- \*We will create a nurturing and motivating environment, rooted in mutual respect, in line with the UN Right's Respecting agenda.
- \*We will take into account individual needs of students, to allow each student to succeed
- \*We will safeguarding the students in our care

**RESPECT House Values**

- \*Honesty
- \*Kindness
- \*Success
- \*Fairness
- \*Loyalty
- \*Inclusivity
- \*Perseverance

By following the guidance of these key principles, we expect all students to leave Le Rocquier School with the skills and knowledge to access their next level of education and become good citizens, respectful of the world around them.

**SAFEGUARDING / WELFARE**

Designated staff, known to all colleagues, students and visitors lead on safeguarding and welfare.

Safeguarding is timely and handled in a caring, professional manner.

Welfare, including attendance, work with all students to allow them to overcome barriers to being in school.

We will hold 'focus weeks' such as Mental Health Awareness and Anti-bullying, to promote support available.

**INCLUSION**

Student passports are available to all staff, so they are aware of additional needs and how to support students in their lessons.

The Inclusion Register will be updated regularly, to give up to date and accurate information, via Provision Map.

Teaching assistants will support the development of knowledge and skills, through in-class support and via our support rooms.

Our ARC provisions will support those with specific needs to access the curriculum and be part of the school community.

**FORM TIME / FORM TEACHERS**

Form time will be structured lessons, led by Form Teachers. This includes:

- \*Behaviours for Learning
- \*House activities
- \*Learning journals
- \*Other learning/information linked to the year group, as directed by the Head of Year.

Form teachers are responsible for checking and monitoring basic standards, including:

- \*Uniform
- \*Equipment
- \*Attendance
- \*Behaviour / Rewards

Assemblies will be delivered weekly, usually led by the Head of Year. They will be linked to the Whole School Values, to embed a positive, work focussed culture across the school.

**ALTERNATIVE PROVISIONS**

Within the curriculum, alternative provisions are available for those who cannot access a full set of GCSEs. This includes:

- \*ASDAN
- \*Princes Trust
- \*L1 Construction
- \*Learning Support

Additionally, an alternative curriculum pathway at GCSE will allow a select number of students, who have disengaged from their learning to access their learning in a different way. They will become part of the Employability Pathway, which aims to prepare them for the world of work, alongside a range of workplace visits and Work Related Learning.

**HOUSE SYSTEM / CELEBRATING SUCCESS**

All lessons will be focused on praise and reward, as a way of motivating and engaging students.

Rewards will be given out consistently across the school. They are aligned to the learning behaviours expected in lessons, and are celebrated half-termly through the Reward Stall. All rooms have prominent reward boards, to allow students to see their success each lesson.

House Activities will be run each week by Heads of House. The aim of these sessions is to build a strong culture across the school, centred on our school values.

Students will have their voice heard, via their House Council.

**ASPIRATIONS**

We want all our students to aim high, with aspirations for success beyond Le Rocquier.

We will do this through high expectations for learning in lessons, learning journals, student data reports and mentoring.

We will embed the culture across school via focused assemblies, form time and PSHE lessons focussed on ambition.

We will have a School Alumni, and use these past students to inspire our current students.

Our school environment will be vibrant, displaying high quality work and the successes of our students.

**GOVERNANCE AND CONSISTENCY:** All of the above are governed by policies, including: Safeguarding and Child Protection, Student Attendance, Mental Health, Behaviours for Learning. They are monitored and evaluated via the DHT Inclusion and Student Learning (and wider inclusion team). The House Council, alongside the Right's Respecting team, will allow the students' voice to be heard throughout.