

Barley Lane School

Friendship, Optimism, Hardwork

Our ethos and values 2021-22 (summer 2021 edit)

These must imbue and flow through and must be tangible every day in all of us and all our work:

- **Friendship:** respect-empathy-forgiveness-compassion-protection
- **Optimism:** self-aware- self-improving -problem solving -happy-affirming
- **Hardwork:** gritty-determined-resilient- makes a difference -things get done

For us it is helpful to pause and unpack our core values a little more for example if we consider matters of equality, diversity and inclusivity true “friendship” with its respect and compassion and empathy must by its nature offer them unconditionally and universally.

If we consider the crisis in wellbeing and mental health to have a “growth mind-set”; to be an optimist is a building block of good mental health as is to be valued and cared for with authenticity.

No one can succeed beyond school in college, in work, in life without a secure sense of their own worth and so the value of others.

The matter of wider societal values might be in a state of flux even crisis but notions of respect and kindness and hard work are timeless.

Our core aspirations for the children and young people

They are simple and few but we’d rather have clarity and simplicity and so focus and they are expressed above and embedded in our core values but we can again unpack them a bit...

We model and promote and seek to imbue and embed these qualities and they are incrementally more evident in the children and young people in our care throughout their time with us:

- **Friendship:** kind-can cooperate-has fun with others-can recover and move on (resilient)
- **Optimism:** engages with work and play-can be happy-has hopes and dreams
- **Hardwork:** is increasingly able to do more and different and challenging things across school life.

The children are more and more fluent in these core ambitions for them as people:

- **Be a good friend** and have good friends
- **Yes you can** because you are brilliant and talented and do loads of things well
- There is dignity and success always in **trying your best**; we learn and grow from our mistakes...

Our ethos and culture as a team: this will impact hugely on the children and young people and their happiness

- Our children and young people's dignity and their enormous worth and their progress as people and learners are all better supported by the reasoned acknowledgment that we are all "SEMH" in some ways or at some time but...
- That in no way defines or limits us and more than that it is often a characteristic of the most talented and best people who have battled with and learned from challenge and adversity and that is how we see our students as universally talented and good people who have shown courage in adversity.
- The children and young people and their families and carers in all their diversity have a right to high expectation and the best possible service and outcomes.
- We "change us to change them" and we each take personal responsibility in a bottom up model that understands and is committed to the power of positive role "modelling" and is innately and instinctively optimistic, proactive and problem solving;
- We focus our professional energies and curiosity always on the children and young people; our teaching and "parenting" on being there and being engaged and "present";
- We are curious and enquiring and want to better understand the children and young people in all their diversity and complexity and nuance so we can develop our practice so every interaction brings the steady drip of skilful kindness from a team that is self-aware and self-improving.
- We believe there is greater power in the collective and coaching; we learn and develop and improve together with a team ethic;
- We intelligently challenge and question all meetings and admin' and paperwork so only what is purposeful and helpful to the children and young people in our care is tackled and we focus our energies on teaching and caring and supporting.

- We will then keep our best talent and practitioners with the children and young people and intelligently challenge too traditional notions of “leadership” and “career progression” to keep our best people working directly with our students.
- In all of this we must therefore have the highest expectation of the youngsters and of ourselves in a context where everyone in our diverse school community is committed to forgiveness, redemption and fresh starts.
- In challenging and improving our own practice we will model and promote the humility and healthy self-evaluation and self-motivation our young people must acquire to thrive beyond school.
- In caring for and respecting and guiding the children and young people we will model and promote the reason, kindness and compassion they must acquire to be happy people and to make others happy.
- When we challenge and seek to change inappropriate behaviours in the young people we do so safely and in that context of reason, kindness and compassion and encourage the making of good choices and promotion of self-control.

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