



Leadership & Culture

Expectation: Leaders promote positive relationships across all parts of the school community and lead by example so there is a strong partnership ethos.



Expectation: Leaders are committed to educating all children and young people in their community so that all children are known, belong and feel valued.



Expectation: There is a culture of being inclusive and breaking down potential barriers in all aspects of school life so that children thrive and achieve. The school culture celebrates neurodiversity.



Our Provision:

- Leaders are visible: they walk the school and are present during unstructured times, and at the beginning and end of the day.
- Leaders build strong relationships with parents and carers.
- Leaders seek and listen to staff voice.
- Leaders spend time with pupils during unstructured times of the day to develop relationships.
- Leaders regularly model aspects of good practice within the classroom.
- Teaching staff are able to work collaboratively to reflect and develop their practice so that they feel skilled and confident.
- Leaders know pupils well and support teachers to plan and implement approaches that support learners.
- Leaders understand the needs within their local community and are aware of the support services available to enable a collaborative response to supporting families.
- Leaders value diversity and ensure that all staff understand the wide-ranging needs of the pupils within their local community.
- Young people are involved in decision making about what school life looks like.
- Pupil achievements and successes are celebrated in the broadest sense (e.g. Brilliant Box, Star of The Week, Lapford Legends, Termly Awards, Reading Celebrations, SuperKind badges etc.)
- Leaders talk to children and young people in the classroom, connecting with them as individuals.



- Every leader is a leader of SEND and inclusion. All leaders work collaboratively across their different areas of responsibility, for example SEND, safeguarding, and behaviour, to ensure inclusion for all.
- Leaders model respectful language that supports inclusion of all, and there is a culture that challenges non-inclusive practice.
- Decisions about all aspects of provision, including extra-curricular activities and trips, are made with all children in mind.
- Reasonable adjustments are made to whole-school policies to meet the needs of children and young people, including uniform and behaviour policies.
- Leaders collaborate with parent carers to understand barriers to school life.
- Leaders ensure that staff have the time and knowledge to identify children's strengths and needs and adjust their teaching accordingly.
- Leadership roles are available to all staff across the school that provide ambitious opportunities for our children: OPAL Play, Subject Specialisms, Enrichment (clubs etc.), additional scheme (SuperKind, Our School Our World, Start Small, Dream Big)
- Leaders create and maintain links with the local community by contributing to the Lapford Lookout magazine, going on local visits, involving the school with church services and community groups and providing opportunities for children to protect their local environments.
- Leaders provide relevant, consistent and clear policies and procedures.
- Leadership qualities are encouraged in our older children as they become role models and take on school roles (librarians, school councillors, digital leaders, house captains)