



Diocese of  
**Blackburn**

 THE CHURCH  
OF ENGLAND



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# Every Child Matters – All Precious in God’s Sight

This resource is designed to support the church school seeking to define, evaluate, develop, express and celebrate its distinctive Christian approach to the delivery of the ‘Every Child Matters’ agenda.

The church school, as an integral part of the mission of the church, has concern for the total well being of the child – body, mind and spirit. Each child is accepted and respected as unique - ‘a child of God, precious in his sight’ and should be valued, have access to learning excellence and enjoy holistic provision within a Christian context. Unpacking and expressing this concept requires insight and an understanding of the essential nature of what it means to be a church school.

Each school has a unique context, and may change over time. It is important that you recognise where your uniqueness lies and how far Christian values and principles underpin the foundation of the life and work of your school.

The resource contains material to help you express your distinctiveness in your Every Child Matters policy and articulate the Christian dimension to your strategies for the delivery of the outcomes in the context of your church school. It will guide you in your work with the church(es) and other partners as you network extended services to meet the specific needs of your children and their families.

The material is designed to encourage discussion as you involve staff, children, governors, parents and carers in policy development, monitoring of practice and the evaluation of outcomes:

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## **A vision for our church school**

**The 'Every Child Matters' agenda centres on universal expectations for every child, that are mutually reinforcing and can narrow the gap between less advantaged children and their peers. As a church school we embrace this vision from a Christian perspective that accepts and respects all as unique 'children of God, precious in his sight' and of infinite worth.**

Our church school delivers education from a Christian perspective in which each child is valued, has access to learning excellence, and enjoys holistic education in a socially cohesive and integrated, Christian community.

Each child is accepted as a unique 'child of God'.

In a Christian environment the individual child's needs will be recognised and met, as and when they arise. A personalised plan will be designed to provide support and challenge in academic and personal development. This will encourage achievement of the child's highest potential, the gaining of self esteem and growth as an independent, responsible citizen.

We have a vision of children developing lives that reflect Christian values and teaching as we nurture personal faith and spiritual growth.

Our school is committed to extending opportunities for sustainable, wrap around care designed to meet the specific needs of children and their families. We will network with the church and other partners to afford a Christian dimension to our provision.

Our school's commitment to working with partners will be fundamental to achieving negotiated outcomes to further develop Christian education.



## **Our church school has a vision for children's personal development.**

Our church school respects each child as a unique being, a child of God, loved and accepted in a school ethos that encourages and celebrates difference. We endeavour to afford sustainable opportunities for the holistic academic and personal development of each child encouraging a lifestyle based on Christian values and teaching. The school also ensures there are opportunities for spiritual growth and the development of a life of faith.

Authority for Christian personal development and living is built upon the foundational teaching of the Bible, reason, Christian tradition and experience. The school accepts and promotes a set of values and beliefs based on Christian authority. In obeying Jesus' command 'love God and love your neighbour as yourself' the school offers a way of life that acknowledges the integrity of the person, who may or may not accept these values and beliefs. Relationships in the church school are based on the Christian principle that all should be loved and accepted as they are – and as they could be with God's and our community's help.

Our school will work with the church, other partners and agencies to promote holistic personal development, based on the example of the life and teaching of Jesus. This provides the moral and ethical basis for:

- acceptance of all - as they are - of equal worth and unique in the sight of God;
- holistic Christian personal development that is balanced in all aspects - body, mind and spirit;
- opportunities for spiritual growth and development of a Christian faith that respects other members of the Christian faith, those of other faiths and those without faith;
- development of codes of behaviour and a way of living based on Christian values
  - love unconditional love regardless of personal cost;
  - joy joy which comes from inner security;
  - peace peace from well-being with God, ourselves and others;
  - forgiveness forgiveness without conditions so as to encourage new beginnings;
  - reconciliation reconciliation healing relationships;
  - justice justice based on equality tempered with mercy;
  - respect respect shown to self, other children, adults, animals and the environment.
- development of 'well-being', not dependent on lifestyles, friendships, events or possessions, but rooted in a Christian faith that brings a sense of inner peace, contentment and harmony;
- flexible programmes recognising and meeting the individual's changing needs from a Christian perspective;
- partnerships with parents and carers that help to meet the child's needs and afford opportunities to develop parenting skills based on Christian values.

## Model Policy

..... Church of England / Methodist  
**School's Policy for the Challenge of  
'Every Child Matters – all Precious in God's sight'**

**Our church school will be advised by and will work in partnership with Children's Services and the Diocesan / Church Authority to meet the 'Every Child Matters' agenda from a Christian perspective.**

### **Christian basis when relating faith to the life and work of our church school -**

Each individual is valued and is unique in the sight of God. Children and their families are to be accepted as they are and have their needs met through Christian care, in a safe and secure environment. They should be nurtured in a Christian ethos that provides opportunities for life enhancing experiences and be challenged by excellent education. Each child should develop self-esteem, be able to make decisions and have the confidence to become a responsible citizen.

### **Our church school has a vision –**

Our school and the church will work with its stakeholders and the churches' agencies to ensure all children can grow in Christian understanding as they experience:

- respect as a unique being, a child of God, loved and accepted in a church school family that encourages and celebrates difference. The school will endeavour to afford opportunities for holistic academic and personal development of each child encouraging a lifestyle based on Christian values and teaching. There will be opportunities for spiritual growth and the development of a life of faith;
- in a Christian family context life is valued as a gift from God – requiring the development of knowledge and understanding in order to promote and support healthy standards of living. The school will provide information, a support framework and activities to encourage a healthy way of life;
- a safe and secure Christian environment which fosters respect for self, other children and adults, animals and the environment;
- a Christ-centred, creative and joyous learning environment that supports and challenges as they celebrate success, enjoy school and achieve their full and highest potential. Personalised learning programmes will be readily adapted to meet the changing needs and circumstances of a child;
- developing an awareness that as young citizens and members of Christ's family they have shared responsibilities – at home, school, church, in the local neighbourhood as well as at national and international level; and how they can make positive and valued contributions to the quality of life of others;

**Policy for Every Child Matters – All Precious in God’s Sight – continued**

- acquisition of strategies and key skills necessary to develop children’s future economic well being, whilst being mindful of the needs of others. The development of a Christian ethical view enables them to make ‘decisions based upon evidence and principles’.
- sustainable, wide ranging and high quality wrap around care, including parenting support and development, which is in accord with our Christian ethos and values. Our school will network, with partners, to ensure provision, including Christian based activities, in buildings belonging to our own or other schools, the church or in other community facilities;
- adults who meet health and legal employment requirements, including CRB clearance, and are committed, competent and willing to further develop their professional skills and knowledge as they work as members of our Christian community;
- the school working as a team member in multi-agency provision, including the church and voluntary organisations, to ensure all children are valued as ‘children of God’ as their needs are speedily and effectively met;
- in partnership with the church, extend the usage of buildings and appropriate facilities for wrap around child provision and wider community use that is in harmony with the mission of school and church.

**Delivery of the policy**

Our school will work with the church and other agencies to ensure a robust policy that will deliver outcomes surrounding the Every Child Matters agenda.

**Monitoring and evaluation**

All staff and governors will regularly monitor the policy to determine effectiveness and impact upon children  
Information will be included in the relevant sections of the Self- Evaluation Form (SEF).

**This policy was agreed by the Governing Body of .....  
Church of England / Methodist Voluntary Aided / Controlled School**

**on .....**

**Signed: .....**

## 1. Strategy: to be healthy

### **Christian basis when relating faith to the life and work of our church school:**

As a church school we understand that each person is made in the likeness of God and life is a gift, to be cherished. As role models we all will seek to adopt a way of life, based on Christian principles, which both respects the human body and seeks to ensure its health and well-being. The challenge for the church school is to demonstrate a Christian way of life which fosters avoidance of all aspects of health abuse.

### **Vision:**

Our school will create a Christian family in which life is valued as a gift from God – requiring the development of knowledge and understanding in order to promote and support healthy standards of living. The school will provide information, a support framework and activities encouraging a healthy way of living.

### **Aims:**

Our school will work with partners to ensure that in a caring, supportive Christian ethos and from a Christian perspective all children are:

- (a) in an environment where support and guidance on healthy ways of living are available for them, their parents and carers;
- (b) able to appreciate and adopt a healthy and balanced way of life that underpins their well-being:
  - physically healthy, with regular access to a range of health promoting physical activities plus quality medical care;
  - spiritually healthy, with opportunities to be nurtured in the Christian faith and to respect those of a different faith or no faith position;
  - mentally healthy, with support and enriching stimuli whilst developing a balance of intellectual and practical activity with quiet reflection;
  - emotionally healthy, with development of well-being, self-worth and empathetic insights to others;
  - socially, morally and culturally healthy with a well developed code of conduct and values based on Christian principles;
  - sexually healthy, understanding their own sexuality, the need for self care and why they should have respect and responsibility for others;
- (c) able to understand how to look after their bodies and how to make informed decisions about appropriate ways of living;
- (d) afforded opportunities to effectively recognise personal stress and develop appropriate management strategies;
- (e) able to develop empathy towards those trapped in abusive lives.

### **Monitoring:**

The strategies for achieving aims are found in existing policies/procedures. This documentation is now listed. **Examples only are given:**

Indicators will be regularly monitored, to determine effectiveness and impact upon the children.

**Accountability:** All staff and governors will regularly monitor to determine effectiveness and impact upon children. Information will be included in the relevant sections of the Self- Evaluation Form (SEF).

**Strategy: to be healthy – continued**

<p><b>School documentation:</b></p> <ul style="list-style-type: none"> <li>• Healthy Eating Policy</li> <li>• PSHCE Policy</li> <li>• SMSC Policy</li> <li>• Emotional Health and Well Being Policy</li> <li>• Sex and Relationships Policy</li> <li>• Drugs Education Policy</li> <li>• Behaviour and Anti-bullying Policy</li> <li>• Health and Safety Policy</li> <li>• PE Policy</li> <li>• Swimming Policy</li> <li>• Worship Policy</li> </ul> <p>add to the list...</p>
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<p><b>Indicators to be monitored:</b></p> <ul style="list-style-type: none"> <li>• the range and quality of information available to parents and carers to ensure the children are healthy</li> <li>• healthy ways of life are promoted for children</li> <li>• action is taken to minimize environmental health risks for children</li> <li>• children’s health needs are identified and assessed at an early age and/or stage</li> <li>• there is identification, monitoring and support of             <ul style="list-style-type: none"> <li>- physical development</li> <li>- emotional health and well- being</li> <li>- spiritual development</li> <li>- intellectual and academic development</li> <li>- times of quiet reflection</li> <li>- creative and expressive development</li> <li>- social, moral and cultural development</li> </ul> </li> <li>• children are recognising personal stress and are developing strategies to deal with it</li> <li>• children behave positively by supporting and befriending those dealing with ‘health issues’ etc,</li> </ul> <p>add to the list any other...</p>	<p><b>Other factors to be considered:</b></p> <ul style="list-style-type: none"> <li>• activities provided through extended service provision</li> <li>• policies reflect the ethical and moral teaching of the foundation church</li> <li>• quality of communication and involvement of parents and other adults</li> <li>• the school’s inclusive and empathetic approach to health education is accepted</li> <li>• the school’s outreach to the less fortunate provides opportunities to help others who have poor health or are disadvantaged.</li> </ul> <p>add to the list any others...</p>
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## 2. Strategy: to stay safe

### **Christian basis when relating faith to the life and work of our church school:**

All children will be welcomed into a secure, safe Christian environment where they are valued as unique 'children of God', included and accepted as they are. The Christian ethos will promote self-worth, self-respect and trust so that each child has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

### **Vision:**

Our school will provide a safe and secure Christian environment where children can express concern and which fosters respect for self, other children and adults, animals and the environment.

### **Aims:**

Our school will work with the church and other partners to provide a Christian environment where all are:

- (a) secure, valued and cared for by all other members of the Christian community;
- (b) confident in voicing concerns, raising questions and exploring and confirming values and beliefs;
- (c) listened to with respect - having their concerns recognised, recorded and appropriately acted upon;
- (d) identified and appropriately supported if they are suffering from maltreatment, neglect, violence or sexual exploitation;
- (e) safe from accidental injury and death whilst on the school site and that proactive measures are taken regarding safety in the neighbourhood;
- (f) safe from bullying and discrimination in a Christian community that respects and cares for others;
- (g) safe from crime and anti-social behaviour in this Christian school environment.

### **Monitoring:**

The strategies for achieving aims are found in existing policies/procedures. This documentation is now listed. **Examples only are given:**

Indicators will be regularly monitored, to determine effectiveness and impact upon the children.

### **Accountability:**

All staff and governors will regularly monitor to determine effectiveness and impact upon children. Information will be included in the relevant sections of the Self- Evaluation Form (SEF).

**Strategy: to stay safe – continued**

<p><b>School documentation:</b></p> <ul style="list-style-type: none"> <li>• Health and Safety Policy</li> <li>• Child Protection and Safeguarding Policy</li> <li>• Recruitment</li> <li>• Supervision Policy (of adults and of children)</li> <li>• Behaviour and Anti-bullying Policy</li> <li>• Physical Intervention Policy</li> <li>• Race Equality and other Inclusion Policy</li> <li>• Confidentiality Policy</li> <li>• Risk Assessment Procedures</li> <li>• Educational Visits Policy</li> <li>• Critical Incidents Policy</li> <li>• Worship Policy</li> </ul> <p>add to the list any others.....</p>
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<p><b>Indicators to be monitored:</b></p> <ul style="list-style-type: none"> <li>• children and their parents and carers are informed of risks at home and in the community and how to deal with them</li> <li>• children are listened to and their views are noted and acted upon</li> <li>• procedures to ensure the provision of a secure and safe environment</li> <li>• children’s punctuality and attendance rates are monitored</li> <li>• effective monitoring and recording of incident of bullying</li> <li>• number of complaints about bullying</li> <li>• justification for and number of children excluded</li> <li>• distribution of awards for good behaviour /attendance/contribution</li> <li>• how the behaviour and reward systems are monitored</li> <li>• response to ‘child protection and safeguarding checklist’.</li> </ul> <p>add to the list any others...</p>	<p><b>Other factors to be considered:</b></p> <ul style="list-style-type: none"> <li>• any trends in these indicators?</li> <li>• how do these indicators compare to those of other schools?</li> <li>• differences in the following indicators between: <ul style="list-style-type: none"> <li>- year groups or key stages</li> <li>- subject/curriculum areas</li> <li>- boys and girls</li> <li>- pupils from different ethnic backgrounds, including ‘traveller children’</li> <li>- looked after children</li> <li>- children with learning difficulties</li> <li>- children with disabilities</li> <li>- children in any other special circumstances</li> <li>- gifted and talented children</li> </ul> </li> </ul> <p>add to the list any others...</p>
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### **3. Strategy: to enjoy and achieve**

#### **Christian basis when relating faith to the life and work of our church school:**

Our church school is committed to the provision and celebration of excellent education in a Christian context. All areas of the curriculum should be enjoyed by children ready to learn and able to succeed to their highest potential. The uniqueness of the individual necessitates provision of personalised learning provision enabling children to enjoy and achieve in a caring Christian ethos.

#### **Vision:**

In a Christ-centred, creative and joyous learning environment children will be able to experience enjoyment of school and celebrate the attainment of their full and highest potential. They will be supported and challenged with learning programmes meeting their specific personal and educational needs. These will be readily adapted as a child's needs and circumstances change.

#### **Aims:**

Our school will work with the church, other schools, partners and agencies to afford opportunities to enjoy and achieve in a Christian community that will guarantee all children:

- (a) have high quality opportunities to ensure easy transitions;
- (b) know that enjoyment of school activities develops from their acceptance of a secure, loving Christian community in which their presence is valued and their co-operation is appreciated;
- (c) develop positive attitudes to learning as an individual and as a team-member;
- (d) have access to excellence in learning in a creative, enriching Christian environment;
- (e) develop and achieve their highest potential and meet challenging educational and personal standards within a Christian context which recognises the varied learning needs of the individual;
- (f) have learning and personal development programmes that readily adapt to meet changing needs;
- (g) take pride in their work and celebrate when they have done their best;
- (h) achieve personal development and social integration whilst enjoying a range of recreational activity in a supportive Christian environment;

#### **Monitoring:**

The strategies for achieving aims are found in existing policies/procedures. This documentation is now listed. **Examples only are given:**

Indicators will be regularly monitored, to determine effectiveness and impact upon the children.

#### **Accountability:**

All staff and governors will regularly monitor to determine effectiveness and impact upon children. Information will be included in the relevant sections of the Self- Evaluation Form (SEF).

**Strategy: to enjoy and achieve – continued**

<p><b>School documentation:</b></p> <ul style="list-style-type: none"> <li>• Teaching and Learning Policy</li> <li>• Personalised Learning Policy</li> <li>• All Curriculum Policies and Schemes of Work</li> <li>• Worship Policy</li> <li>• SEN Policy</li> <li>• Inclusion Policy</li> <li>• Gifted and Talented Policy</li> <li>• Ethnic Minority Policy</li> <li>• Achievement Policy</li> <li>• Assessment Policy</li> <li>• Data Analysis</li> <li>• Parental involvement/ home school links</li> <li>• Promoting Good Attendance Strategy</li> </ul> <p>add to the list any others</p>
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<p><b>Indicators to be monitored:</b></p> <ul style="list-style-type: none"> <li>• parents and carers are supported in helping children to enjoy and achieve</li> <li>• Foundation Stage prepares children for school and helps them enjoy learning and meeting early learning goals</li> <li>• children are enabled and encouraged to attend and enjoy school</li> <li>• celebration of best work is part of the school's culture</li> <li>• evidence of a high standard of presentation in displays etc.</li> <li>• children are supported and challenged whilst developing personally and academically</li> <li>• educational provision is regularly monitored to bring about improvements</li> <li>• children enjoy a range of accessible recreational provision</li> <li>• educational provision is made for children unable to attend school, those who are looked after and those with learning difficulties so they are helped to enjoy and achieve</li> <li>• evidence of work with other schools to provide a wider range of specialist activities</li> </ul> <p>add to the list any others...</p>	<p><b>Other factors to be considered:</b></p> <ul style="list-style-type: none"> <li>• the provision of individual learning programmes designed to support and challenge academic and personal development</li> <li>• high quality support, for the whole child, in collaboration with other services and agencies</li> </ul> <p>add to the list any others...</p>
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## 4. Strategy: to make a positive contribution

### **Christian basis when relating faith to the life and work of our church school:**

Our church school is concerned with a holistic approach to the personal development of each child so that all achieve their highest potential whilst developing as understanding and caring individuals who are becoming active and responsible citizens. The challenge for the church school is to demonstrate ways of living based on Christian values in the context of a society which may have different values.

### **Vision:**

Our school will encourage children to develop awareness that as young citizens and members of Christ's family they have shared responsibilities – at home, school, church, in the local neighbourhood as well as at national and international level; and how they can make positive and valued contributions to the quality of life of others.

### **Aims:**

Our school will work with the church, other partners and agencies to encourage all to:

- (a) think about the implications of Christian teaching in their daily decision-making and try to live by that teaching;
- (b) gain self confidence and self esteem as they adopt Christian principles which support their decision-making and the significant changes and challenges encountered in their lives;
- (c) develop the Christian concept of love for one's neighbour as they develop as young citizens with rights and responsibilities;
- (d) be involved in initiatives in the school, church and community that help others, promote social integration and cohesion, and care for and improve the environment;
- (e) accept that Christian values will not tolerate discrimination against nor bullying others;
- (f) develop listening and other interpersonal skills which facilitate good communication, understanding and support of others;
- (g) contribute to the prayer life and worship of the school;
- (h) have the opportunity to develop a Christian faith that informs their enterprising behaviour.

### **Monitoring:**

The strategies for achieving aims are found in existing policies/procedures. This documentation is now listed. **Examples only are given:**

Indicators will be regularly monitored, to determine effectiveness and impact upon the children.

### **Accountability:**

All staff and governors will regularly monitor to determine effectiveness and impact upon children. Information will be included in the relevant sections of the Self- Evaluation Form (SEF).

**Strategy: to make a positive contribution – continued**

<p><b>School documentation:</b></p> <ul style="list-style-type: none"> <li>• Citizenship / PSHCE Policy / SMSC Policy / Circle Time etc.</li> <li>• Worship Policy</li> <li>• Religious Education Policy</li> <li>• Procedures for gathering pupils' opinions e.g. School Council</li> <li>• Evidence e.g. Surveys, School Council Minutes</li> <li>• Personalised Learning Plans</li> <li>• Behaviour and Anti-Bullying Policy</li> <li>• SEN files</li> <li>• Records of community involvement</li> <li>• Achievement and rewards</li> </ul> <p>add to the list any others...</p>
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<b>Indicators to be monitored:</b>	<b>Other factors to be considered:</b>
<ul style="list-style-type: none"> <li>• children's social and emotional development is based on Christian values</li> <li>• children are helped to manage change and respond to challenges in their lives</li> <li>• children have opportunities to accept challenges and take part in decision making in circle time, school council etc.</li> <li>• children's Christian values influence their decision-making and relationships</li> <li>• children are helped to develop social awareness based on Christian values and to support others in need</li> <li>• children are involved in initiatives to help others and / or improve the environment</li> <li>• children take an active part in worship</li> <li>• use of children's prayers</li> <li>• action is taken to reduce anti-social behaviour</li> <li>• children who are looked after, or in any other special circumstances, are helped to make a positive contribution</li> <li>• children with learning difficulties and disabilities are helped to make a positive contribution.</li> </ul> <p>add to the list any others...</p>	<ul style="list-style-type: none"> <li>• the quality of opportunities available to challenge and enable children to contribute positively</li> </ul> <p>add to the list any others...</p>

## 5. Strategy: to develop the skills to achieve economic well being

### **Christian basis when relating faith to the life and work of our church school:**

We believe that the earth's resources are held in stewardship, to be used with equity and justice - for the benefit of all. A fairer distribution of resources would alleviate the poverty of many people and would help to conserve the environment. However this Christian ethical stance can run contrary to a prevailing western culture of materialism and consumerism. Therefore our curriculum aims to develop the skills and understanding required to achieve personal, sustainable economic well-being, whilst mindful of the needs and demands of others.

### **Vision:**

We envisage children acquiring the strategies and key skills necessary to develop their future economic well being, whilst developing a Christian ethical view that enables them to make positive choices with 'decisions based upon evidence and principles'.

### **Aims:**

Our school will work with the church, other partners and agencies to ensure all children understand the underlying Christian principles as they:

- (a) achieve their highest potential and actively encourage others to achieve theirs;
- (b) are encouraged to share selflessly and responsibly;
- (c) are encouraged to be proactive in helping to improve other people's lives;
- (d) remember that the school's Christian ethical beliefs promote equality of opportunity;
- (e) have opportunity to show initiative and develop inter-personal skills to work in partnerships;
- (f) develop strategies to manage change, make decisions, 'think outside the box', problem-solve and become risks takers;
- (g) develop an understanding of how to budget and manage money, including their pocket money and be aware of priorities in a budget;
- (h) are encouraged to evaluate the use of resources and the value of recycling materials, in and out of school;
- (i) understand how materialistic ways of life undermine principles of best use of world resources, environmental care and respect for others;
- (j) realise the importance of the church's work in helping people and supporting families in this country and overseas;
- (k) are supported in continuing their education;
- (l) are helped to recognise the contribution of their faith in preparing them for a world of work.

### **Monitoring:**

The strategies for achieving aims are found in existing policies/procedures. This documentation is now listed. **Examples only are given:**

Indicators will be regularly monitored, to determine effectiveness and impact upon the children.

### **Accountability:**

All staff and governors will regularly monitor to determine effectiveness and impact upon children. Information will be included in the relevant sections of the Self- Evaluation Form (SEF).

## Strategy: to develop the skills to achieve economic well being – continued

<b>School documentation:</b>
<ul style="list-style-type: none"> <li>• Worship Policy</li> <li>• Religious Education Policy</li> <li>• PSHCE Policy</li> <li>• SMSC Policy</li> <li>• Other Curriculum Policies and Schemes of Work</li> <li>• Personalised Learning Plans</li> <li>• Work experience / student placements</li> <li>• Residential trips</li> <li>• Records of specific activities, if appropriate</li> <li>• Charities' Policy</li> <li>• Community Action Policy</li> </ul> <p>add to the list any others</p>

<b>Indicators to be monitored:</b>	<b>Other factors to be considered:</b>
<ul style="list-style-type: none"> <li>• children gain the competency in basic skills required for independency</li> <li>• children work independently and have a sense of achievement when successfully completing tasks</li> <li>• children recognise the need to achieve but not at the expense of others</li> <li>• children plan use of pocket money</li> <li>• children demonstrate care of the school's resources</li> <li>• extent to which re-cycling activities are fostered</li> <li>• the church works with children in helping them make the transition to the next stage of their education</li> <li>• children know how the church supports low income families</li> <li>• children demonstrate positive attitudes to the work of the church abroad</li> <li>• children are helped to prepare for their working life</li> <li>• children learn skills and strategies required in further education training or employment.</li> </ul> <p>add to the list any others...</p>	<ul style="list-style-type: none"> <li>• depth of understanding of issues related to economic well-being</li> <li>• developing understanding of issues of justice and inequality</li> <li>• developing a social conscience that may run contrary to a culture of materialism and consumerism;</li> <li>• adoption of strategies to help 'children who are looked after' or who have learning difficulties and disabilities to achieve economic well-being</li> <li>• opportunities offered in our extended school provision</li> <li>• church working with families</li> <li>• multi-agency work</li> <li>• LA provision</li> <li>• coordinating role of Children's Services.</li> </ul> <p>add to the list any others...</p>

## **6. Strategy: extended services through our school**

### **Christian basis when relating faith to the life and work of our church school:**

All children are accepted and valued as they are – children of God; with the school and church caring about their well-being. This is demonstrated in sustainable provision of secure wrap-around, extended care and activities that meet their needs at their developmental stage and helps them achieve their highest potential.

### **Vision:**

Our school will be at the hub of a network, including the church and other partners, supporting children and their families. We will ensure sustainable, wide ranging and high quality wrap-around care, in accord with our Christian ethos and values. This will include family support and development of parenting skills. Such provision will meet national, local and diocesan/church authority guidelines. The school, and its partners, will jointly provide activities in buildings belonging to our own or other schools, the church or in other community facilities.

### **Aims:**

To work in partnership with the church, other schools, other partners and agencies to demonstrate Christian concern and support for families through sustainable provision of:

- (a) high quality wrap-around child care, meeting national, local and church guidelines, that demonstrates Christian empathy and support;
- (b) activities which ensure children access imaginative and planned activities which reflect the Christian values and ethos of our school;
- (c) activities, including clubs, which are planned as part of the school's extended provision, that are in harmony with the Christian values, aims and ethos of our church school;
- (d) holiday clubs and activities which demonstrate Christian teaching;
- (e) workshops and activities to support parenting skills based on Christian values;
- (f) a balanced range of activities which help children, parents and carers to cope with and manage transition and life changes and make decisions about ways of living which reflect Christian values;
- (g) after school church celebration and worship for parents, carers and children.

### **Monitoring:**

The strategies for achieving aims are found in existing policies/procedures. This documentation is now listed. **Examples only are given:**

Indicators will be regularly monitored, to determine effectiveness and impact upon the children.

### **Accountability:**

All staff and governors will regularly monitor to determine effectiveness and impact upon children. Information will be included in the relevant sections of the Self-Evaluation Form (SEF).

## Strategy: extended services through our school – continued

<b>School documentation:</b>	
<ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Ethos Statement</li> <li>• Worship Policy</li> <li>• Staffing Policy</li> <li>• Curriculum Policies</li> <li>• Letting and Charging Policy</li> <li>• Insurance</li> <li>• Safety Policies</li> <li>• School Outings and Off Premises Policies</li> <li>• Health and Safety Policy</li> <li>• All policies relating to out of school care</li> <li>• Ofsted registration documents</li> </ul> <p>add to list any others....</p>	
<b>Indicators to be monitored:</b>	<b>Other factors to be considered:</b>
<ul style="list-style-type: none"> <li>• children attend and enjoy extended provision</li> <li>• parents and carers are kept informed about wrap-around care and its benefits</li> <li>• school's role in networking with partners to determine provision required; noting existing provision in the neighbourhood; who will be providers; and who will manage quality and effectiveness</li> <li>• activities are planned in conjunction with other schools, the church and other providers</li> <li>• all provision reflects Christian values and ethos</li> <li>• each Key Stage has available a wide range of appropriate recreational/ learning activities</li> <li>• specialist support is integrated into the planning of wrap-around activity</li> <li>• the community shares in the planning and development of the wrap-around activities and other provision</li> <li>• the school provides parents with contact information for activities</li> <li>• number of children involved in extended school provision</li> <li>• range of activities promoted through extended wrap around care.</li> </ul> <p>add to the list any others...</p>	<p>range of activities available includes –</p> <ul style="list-style-type: none"> <li>• for the children - homework and other clubs, Christian clubs and services, study support, music tuition, drama, dance, sport, craft master classes and additional curriculum opportunities etc. and other youth organisation and clubs</li> <li>• for families – family learning sessions etc</li> <li>• for the church – celebration, worship, groups etc</li> <li>• for the community – ICT, sport, arts, adult groups</li> </ul> <p>add to the list any others...</p>

## **7. Strategy: to ensure the commitment, competence and professional development of the adults working with children**

### **Christian basis when relating faith to the life and work of our church school:**

Christian faith is demonstrated through the high level of love, care, respect and empathy shown towards fellow members of the Christian family and to others living in the community. We are committed to working effectively and efficiently with others to ensure all work with children, their families and carers is of a high professional standard and is based on Christian values.

### **Vision:**

All adults working with children meet legal employment requirements, including CRB clearance, and are committed, competent and willing to further develop their professional skills and knowledge as they work as members of our Christian community.

### **Aims:**

Our school will work in partnership with the church, other partners, agencies and voluntary organisations to ensure adults working with children have an understanding of the Christian purpose of our church school and:

- (a) are willing and able to support the school's Christian ethos, aims and values;
- (b) meet health requirements, legal employment criteria and have current CRB clearance at the appropriate enhanced or standard enclosure level;
- (c) have an appropriate level of professional skills and knowledge, and the opportunity for further professional development.

### **Monitoring:**

The strategies for achieving aims are found in existing policies/procedures. This documentation is now listed. **Examples only are given:**

Indicators will be regularly monitored, to determine effectiveness and impact upon the children.

### **Accountability:**

All staff and governors will regularly monitor to determine effectiveness and impact upon children. Information will be included in the relevant sections of the Self-Evaluation Form (SEF).

**Strategy: to ensure the commitment, competence and professional development of the adults working with children - continued**

<p><b>School documentation:</b></p> <ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Staff Development - CPD Policy</li> <li>• Staff Handbook</li> <li>• Induction Policy and Procedures</li> <li>• Professional Development Records</li> <li>• Performance Management and CPD Policy</li> <li>• Recruitment and Safeguarding Policies</li> <li>• Zero Tolerance Policy</li> </ul> <p>add to the list any others...</p>
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<p><b>Indicators to be monitored:</b></p> <ul style="list-style-type: none"> <li>• all are willing and able to support the school's Christian ethos, aims and values</li> <li>• all relationships in the school demonstrate Christian values</li> <li>• school has appropriate records showing all adults working with children             <ul style="list-style-type: none"> <li>- meet health requirements</li> <li>- meet legal employment criteria</li> <li>- have current CRB clearance</li> <li>- have appropriate skills and knowledge</li> </ul> </li> <li>• there is evidence of opportunities for professional development</li> <li>• impact of CPD on school development</li> </ul> <p>add to the list any others...</p>	<p><b>Other factors to be considered:</b></p> <ul style="list-style-type: none"> <li>• challenge of shared training– across parish/ church boundaries, inter-school</li> </ul> <p>add to the list any others...</p>
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## **8. Strategy: to guarantee commitment to working in partnerships**

### **Christian basis when relating faith to the life and work of our church school:**

Christian schools are at the hub of successful partnerships meeting the Every Child Matters agenda. Effective leadership requires knowledge, competence in a range of skills, empathetic understanding, emotional intelligence, and professional will to plan and ensure effective partnerships. As a church school we follow the example of Christ. This requires leaders who are able to be visionary, proactive, strategist, a teacher, listener, coach and mentor, counsellor, reconciler, as well as being able to demonstrate humility. Christian values should define and support the school's commitment to efficient and effective working as a member in sustainable multi-agency team settings. Respect should be shown towards parents and carers and others working in partnerships to identify and meet children's needs.

### **Vision:**

Our school will endeavour to develop and use leadership skills including those demonstrated in the life and teaching of Jesus. Leaders will work as a team member in multi-agency provision, including the church and voluntary organisations, to ensure all children are valued as 'children of God' as their needs are speedily and effectively met.

### **Aims:**

To work as member(s) of multi-agency provision to meet children's and family's needs. Christian concern is demonstrated in sustainable team-working ensuring caring and effective support as we:

- (a) endeavour to develop and practice leadership skills that reflect a Christian ethical stance;
- (b) develop a team approach with other organisations involved with providing services to children, including social services, the health service, hospitals, the police, the church, private sector and voluntary organisations etc;
- (c) protect children from harm, afford them opportunities to voice concerns and fears, provide them with swift and easy referral to specialist support and help them achieve what they want in life;
- (d) work with parents and carers to enhance parenting skills that ensure all children are safe, valued, have the opportunity to develop to their highest potential and are encouraged to enjoy a way of life based on Christian values.

### **Monitoring:**

The strategies for achieving aims are found in existing policies/procedures. This documentation is now listed. **Examples only are given:**

Indicators will be regularly monitored, to determine effectiveness and impact upon the children.

### **Accountability:**

All staff and governors will regularly monitor to determine effectiveness and impact upon children. Information will be included in the relevant sections of the Self-Evaluation Form (SEF).

**Strategy: to guarantee commitment to working in partnerships – continued**

<p><b>School documentation:</b></p> <ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Parental Involvement</li> <li>• Policy and Guidance</li> <li>• Confidentiality Policy</li> <li>• Child Protection Policy</li> </ul> <p>add to the list any others...</p>
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<p><b>Indicators to be monitored:</b></p> <ul style="list-style-type: none"> <li>• good communication with parents regarding children’s needs</li> <li>• there is evidence of effective working as members of multi-agency teams</li> <li>• positive attitudes to other teams are articulated</li> <li>• the views of others influence the school’s stance and actions</li> <li>• a range of leadership skills are used effectually when networking partnership provision</li> <li>• there is evidence of early identification and referral of needs</li> <li>• the school encouraging specialist support</li> <li>• work with other providers to enhance parenting skills</li> <li>• children with needs are effectively monitored</li> <li>• children with needs are realising their potential in learning</li> </ul> <p>add to the list any others...</p>	<p><b>Other factors to be considered:</b></p> <ul style="list-style-type: none"> <li>• criteria for partnerships to include issues relating to the Christian foundation of the school</li> <li>• depth of understanding of the issues related to leadership from a Christian ethical point of view</li> </ul> <p>add to the list any others...</p>
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## **9. Strategy: to make available the building, appropriate facilities and resources for children's wrap around provision and wider community use**

### **Christian basis when relating faith to the life and work of our church school:**

The Christian teaching underlying the concept that all we have is held in stewardship from God challenges us to make available our buildings and appropriate facilities and resources outside normal school times. However there are responsibilities related to good stewardship that expect usage to be both accountable and compatible with the mission of the church and our church school.

### **Vision:**

In partnership with the church, we will extend the usage of buildings, appropriate facilities and resources for sustainable wrap around child provision and wider community use that is in harmony with the mission of school and church.

### **Aims:**

To work in partnership with the church, to ensure the availability of the school building(s), appropriate facilities and resources for sustainable children's usage and wider community activities:

- (a) in harmony with the mission and Christian values of the school and the foundation church;
- (b) demonstrating Christian stewardship in the care and respect shown to the buildings, appropriate facilities and resources, and environment.

### **Monitoring:**

The strategies for achieving aims are found in existing policies/procedures. This documentation is now listed. **Examples only are given:**

Indicators will be regularly monitored, to determine effectiveness and impact upon the children.

### **Accountability:**

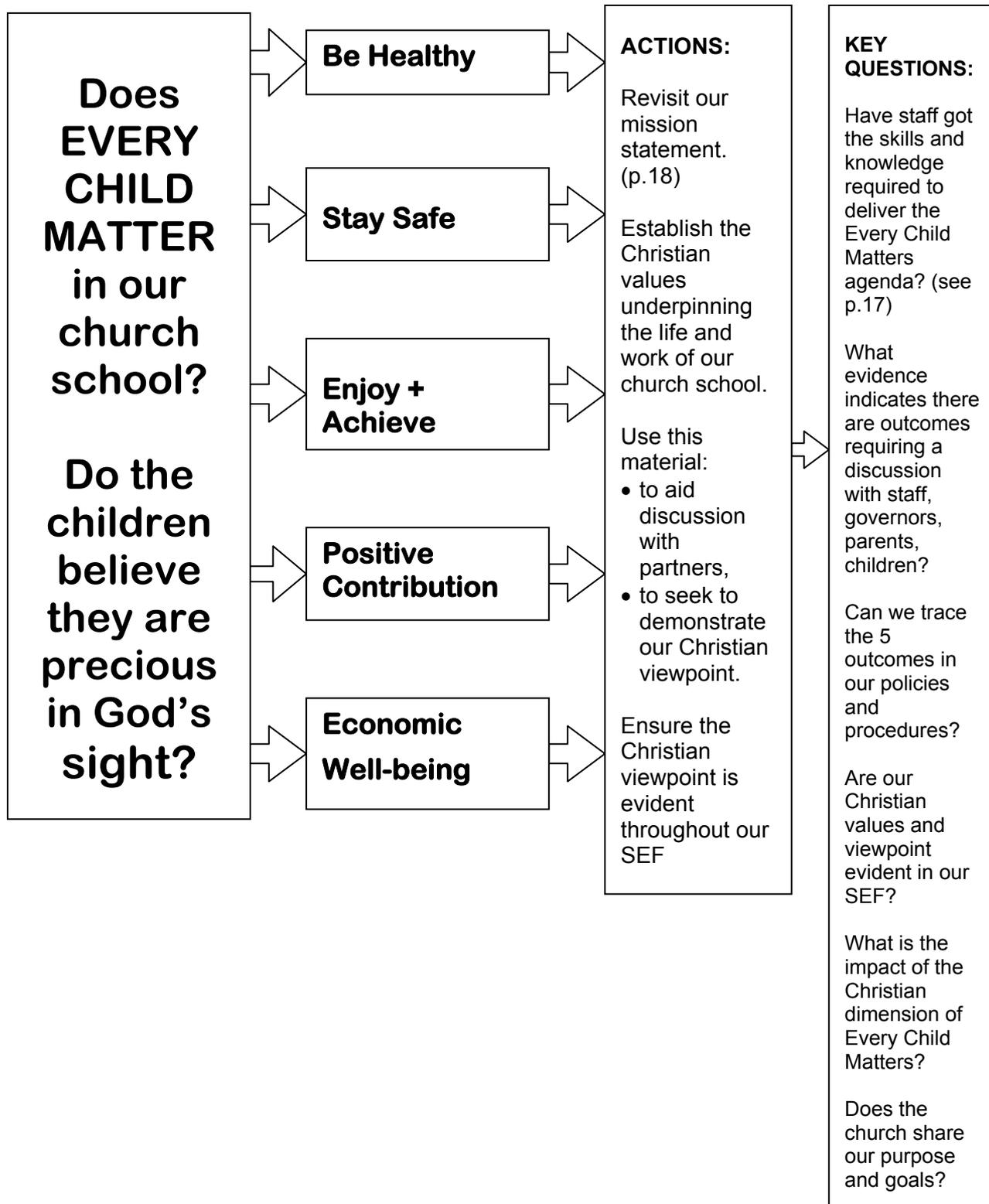
All staff and governors will regularly monitor to determine effectiveness and impact upon children. Information will be included in the relevant sections of the Self- Evaluation Form (SEF)

**Strategy: to make available the building, appropriate facilities and resources for children's wrap around provision and wider community use - continued**

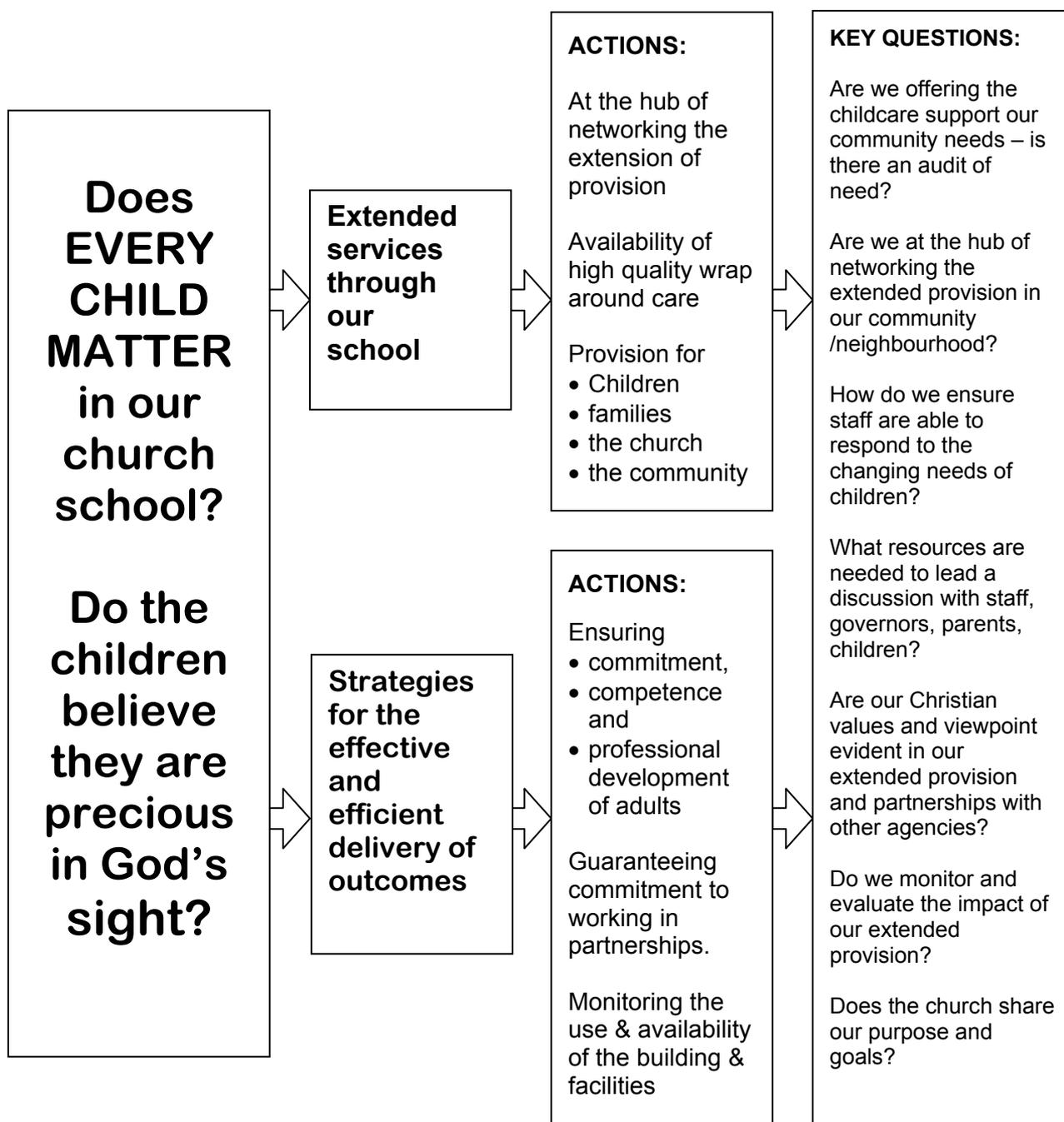
<p><b>School documentation:</b></p> <ul style="list-style-type: none"> <li>• Asset Management Plan</li> <li>• Health and Safety Policy, including Risk Assessment</li> <li>• School Accessibility Plan</li> <li>• Lettings and Charging Policy</li> <li>• Development Plan for Maintenance of the Building</li> </ul> <p>add to the list any others...</p>
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<p><b>Indicators to be monitored:</b></p> <ul style="list-style-type: none"> <li>• the school buildings, appropriate facilities and resources are available and fully used by: <ul style="list-style-type: none"> <li>- children in school-time</li> <li>- children and adults in extended wrap-around provision</li> </ul> </li> <li>• the environment reflects the respect and care shown by those using the buildings and facilities</li> <li>• there are good working relationships between school and other providers concerning usage and care</li> <li>• the church supports the school in decisions made concerning 'usage in accord with the Christian aims and values of school and church</li> </ul> <p>add to the list any others...</p>	<p><b>Other factors to be considered:</b></p> <ul style="list-style-type: none"> <li>• issues related to meeting the requirements of the trust deed and/or the mission of the church</li> </ul> <p>add to the list any others...</p>
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# Using the guidance and support material in our school.



# Using the guidance and support material in our school



## Common core of skills and knowledge required by adults involved in 'Every Child Matters' provision

<p><b>1. Effective communication and engagement with children and their families</b></p> <p><b>Skills:</b> listening and building empathy summarizing and explaining consultation and negotiation</p> <p><b>Knowledge:</b> how communication works confidentiality and ethics sources of support importance of respect</p>	<p><b>4. Supporting transitions</b></p> <p><b>Skills:</b> identify transitions provide support</p> <p><b>Knowledge:</b> how children respond to change when and how to intervene</p>
<p><b>2. Child development</b></p> <p><b>Skills:</b> observation and judgement empathy and understanding</p> <p><b>Knowledge:</b> understand context understand how babies and children develop be clear about your own job role know how to reflect and improve</p>	<p><b>5. Multi-agency working</b></p> <p><b>Skills:</b> communication and teamwork assertiveness</p> <p><b>Knowledge:</b> your role and remit how to make enquiries procedures and working methods the law policies and procedure</p>
<p><b>3. Safeguarding and promoting the welfare of the child</b></p> <p><b>Skills:</b> relate, recognise and take considered action communication, recording and reporting personal skills</p> <p><b>Knowledge:</b> legal and procedural frameworks wider context of service self-knowledge</p>	<p><b>6. Sharing information</b></p> <p><b>Skills:</b> information handling clear communication</p> <p><b>Knowledge:</b> importance of information sharing role and responsibilities awareness of complexities awareness of laws and legislation</p>

From the Every Child Matters – Change for Children web-site

## **The mission statement is appraised and agreed by the staff, children, parents and carers, and the governors**

Your school may find it necessary to appraise and amend documentation to include the 'Every Child Matters' agenda. If not already undertaken there should be an exercise to identify the Christian values underpinning the life and work of your church school. If existing statements are remodelled there will be opportunities to include material already presented in this paper.

It is suggested there be a revised order which would include detailing the history associated with the foundation of the school, followed by the mission statement, which is split into a one sentence statement of the purpose of your church school, followed by an outline of your vision. The aims and values statement would then follow.

**The following format is offered as an example.**

**Material already presented in this paper, is used as indicated.**

### **1. Statement describing the foundation historically and today:**

**Example only:**

**In 1885** St Stephen's School was founded to educate children in Little Harwood in the Christian faith, particularly in accordance with the faith and doctrine of the Church of England.

**Today,** in very different circumstances, we seek to promote and practise Christ-centred worship; life and teaching, consistent with the doctrine of the Church of England; yet recognising and being sympathetic to the multi-cultural nature of society.

### **2. The mission statement is presented in two parts:**

#### **(i) The purpose of the school –**

One sentence statement explaining what the school stands for and how it seeks to bring this to fruition.

#### **(ii) Our vision –**

A statement of how the Christian perspective can be linked to the development of three aspects as we seek to:

- develop ways of living based on Christian values and principles;
- meet the five areas of the 'Every Child Matters' agenda;
- ensure our church school is capable, effective and efficient to meet these demands.

### **3. Our aims – embracing our Christian foundation and purpose and the 'Every Child Matters' agenda - see 'Model Policy' -**

A statement detailing aims associated with the above vision statement:

- developing ways of living based on Christian values and principles;
- meeting the five areas of the 'Every Child Matters' agenda;
- ensuring our school's capability, effectiveness and efficiency when meeting these demands.

### **4. The sustainable Christian values underpinning and demonstrated in our relationships and in the work and life of our school – Outcome: life based on Christian teaching**

A statement giving the values needed in order to response to the challenge of Jesus' teaching which requires us to 'love God and love your neighbour as yourself'.