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# Welcome!

**Please put your camera on.**

**We want people to participate but please use the 'raise hand' facility to ask questions and contribute when others are talking.**

**Please be considerate to others - together we want to create a safe, open and reflective space to learn.**

**You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.**

**The link to the feedback form will be put in the chat. Please do take the time to complete it after the session.**

**Thank you!**



# Who am I – and some quick questions



# The Power of Positivity - Strengths Based Education

**“...a learner-centered approach to teaching that helps students identify, articulate and apply individual skills relevant to their learning needs.”**  
**That is just leading in schools and teaching really!!**



## Our community – our wider influence

### Brooke:

141 children on roll  
Population of 1,500 in 600 households  
School built in 1838  
25 staff members

### Hempnall:

140 children on roll  
Population of 1,292 in 522  
households  
School built in 1847  
23 staff members



# Our investment in our staff



# Our staff charter – aims and purpose

**01**

Deliver sustainable  
**excellence**

**02**

Invest and trust  
**in our staff**

**03**

Improve people's  
**lives**



Three simple aims

Key is to improve people's lives – do schools usually do or think that!?

01

## Sustainable Excellence

**Sustainable Excellence is about ensuring that our school operates with high levels of trust, with high levels of accountability.**

The commitment and care shown by all staff are fundamental to the success of our children and we promise our staff that they will be supported, encouraged, respected and provided with an enjoyable and rewarding working environment.

We are dedicated to developing, growing and retaining talented leaders and staff and nothing is more important than staff development.

## Our staff charter

As a small school this is a challenge

As two small schools in federation this gets easier

Challenges at the moment are clear though!

02

## Invest and trust in our staff

A happy, healthy, well and motivated staff team are the foundations upon which our happy, healthy and successful school is built.

Through **investing and trusting in our staff**, we start from an assumption of professional trust and the belief that **everyone seeks to do a good job**. Leaders should be clear that processes of quality assurance and performance development are, for most staff, about recognising great practice and supporting colleagues in their professional commitment to get better at their jobs.

### Our staff charter

See what is good, trust it is always good, support others to be the best they can.

*Making the school that we would have wanted to go to.*



03

Improve people's lives

For too long in too many English schools, **staff have been asked to choose between being seen as good at their job and being a good mum, dad, partner, son, daughter or friend.**

We say, “no more”.

While we are far from perfect, we will do everything we can to support our staff to balance the demands of their jobs and those at home, and we recognise that in everyone’s life there are good times and bad. It is the job of all of us to support each other through both.

Our staff charter

Recognise there is more beyond school for everyone.

How can we thrive, not only survive, this winter and be in a better place in the Spring?



## Meetings and CPD

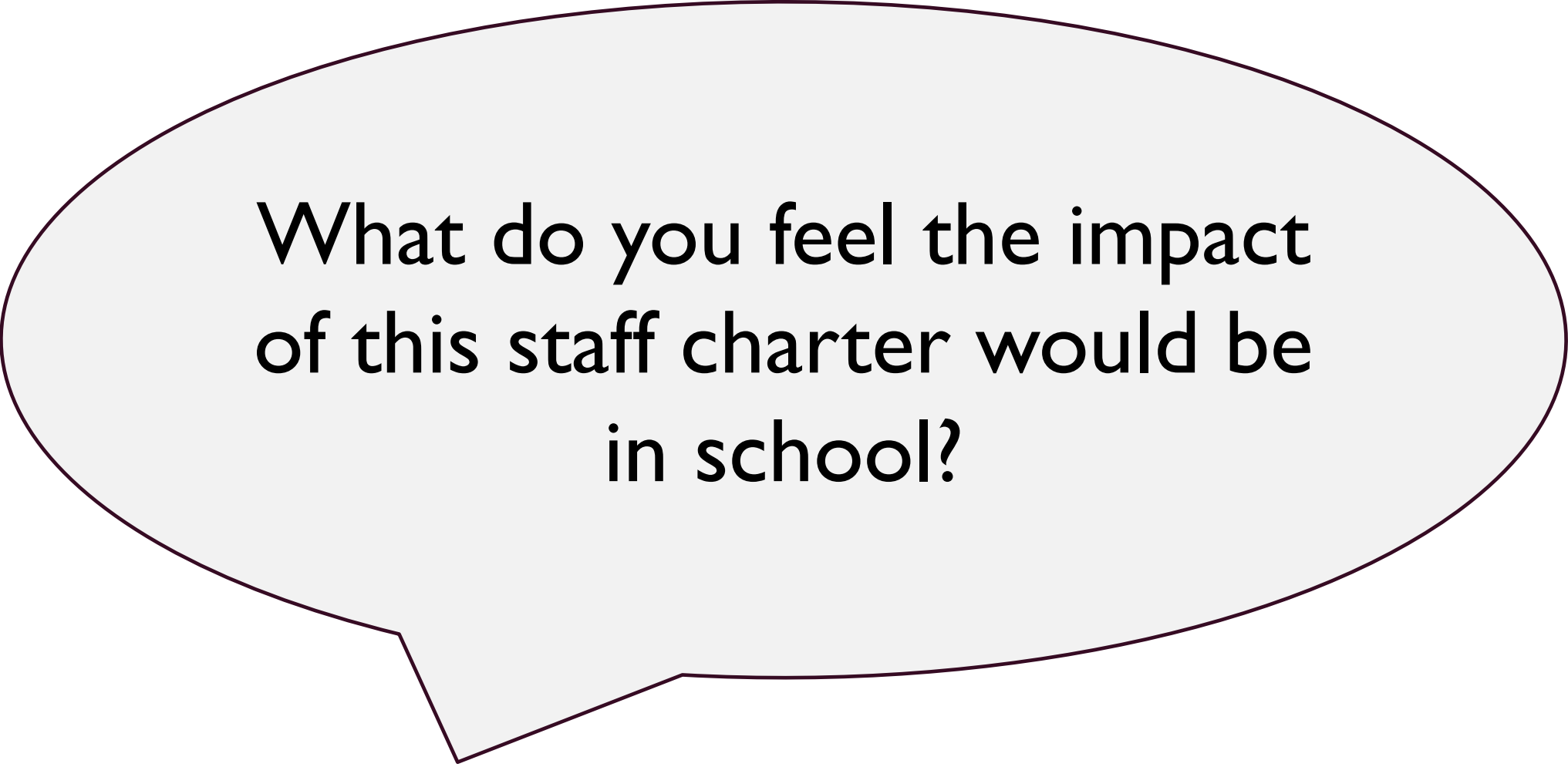
Meetings should have clear agendas, enabling focused discussions with tangible actions agreed.

All staff and leaders should be excited and enthusiastic to develop their practice and become better in their role through CPD. All staff are expected to attend mandatory CPD and INSET training in the school calendar.

Aim	Staff	Leaders
<b>Deliver sustainable excellence</b>	Attend flexibly. Where using technology to hold meetings remotely can improve wellbeing or flexibility for staff, we will do so.	If there is no longer a need for a planned meeting, leaders are asked to cancel the meeting.
<b>Invest and trust in our staff</b>	Meetings only take place where they are the most efficient and effective use of staff time.  Meetings should never take place simply because they are on a calendar.  Find and suggest own relevant CPD.	Mindful of staff health and wellbeing, ensuring staff have reasonable time for breaks and refreshments and attendance at extraordinary meetings will be voluntary.  Are given access to coaching and support.
<b>Change people's lives</b>	Attend when necessary. it is important that the right people are in each meeting so leaders are asked to excuse colleagues whose time could be used more usefully on other things	Arranged in normal working hours. The school recognises that there may be times with mutual agreement where meetings may take place outside normal working hours.

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## Discussion



What do you feel the impact of this staff charter would be in school?

# Our children



# Our families



## Our cultures

### Hempnall:

Supported by Local Authority Lead Officer  
Developing through Partnership with Brooke  
Part of the Executive Headteacher's Network  
(NCC)

Member of the Educate Norfolk Primary Executive  
Committee



## Our important extras

Supporting children and the community  
to flourish together:

Village Hall Café

Parent Cafés

Working with local groups (WI, Brooke  
Society, Hempnall Trust...)

Supporting other Norfolk schools,  
teachers and Headteachers



## Why offer more?

**Family** and friends  
Access to **learning**  
The **opportunity** to lead a good  
life  
Being **understood**  
Building **resilience**  
Respect for their **individuality**  
Feeling **safe**  
Being **healthy**





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## Discussion

What are the challenges schools would face in looking to offer more than a basic curriculum?

# Our curriculum, teaching and learning



OFSTED high expectations on school curriculums

Enrich your curriculum – individualise provision

Nurture and support

Expert teachers

Getting the balance right between challenge, support, high expectations of all and fun!



# The Power of Positivity    **Applying skills to our development**

When children join school in Reception (aged 4)

Considering carefully the transitions that children make through the school

By the end – what do we want a Brooke / Hempnall child to be?

As they move to high school – how have we supported them in this step?

What key skills, knowledge and experiences are they leaving with?

Have we improved their lives?



# The Power of Positivity

## Supporting students to apply specific skills

SENCO and inclusion team

Teaching, Teaching assistants and support staff

Volunteers – trips, parents, talks, reading etc.

Structure of the curriculum and expectations on teachers

Working with other schools to best develop ourselves

Have we improved their lives?



## Our future development plans

Sustainability of structures moving forward

Retaining the best staff for the schools and children

Continued Professional Development

Continued school development and partnership / federation  
development

Developing and working with other schools

Have we improved lives?



# FLOURISH in schools



**Family** and friends

Access to **learning**

The **opportunity** to lead a good life

Being **understood**

Building **resilience** Discussion: which of these would seem:

Respect for their **individuality**

Feeling **safe** Easiest to implement in school?

Being **healthy**

Most challenging to implement in school?



# FLOURISH in schools

Our pledge is to... involve children in decision-making in school, celebrate their individuality and champion their voice.

*But in reality, our School Development Plan has MANY Flourish pledges!*



## Our pupils think...



We love walking up to the church and hearing Rev. Lynn

We have a fun, sporty headteacher and our PE teacher is really great

When we learn about things that are really happening in the world, it makes us understand much better

Our teachers are great, they listen and are really kind to us

When we move to high school, we miss the Brooke family and the love in our school

Our school is the best!





# The Power of Positivity    **Articulating our development**

## **Parents:**

Chance for their voices to be heard

Focussed areas – where will have the biggest impact on them?

Balancing their voice with the financial realities and time pressures

Open up, enable them to see what goes on in school

Listen and respond



# The Power of Positivity

## Supporting students to articulate their own development areas

Family and Friends: Wishes and feelings

**Family** and friends  
Access to **learning**  
The **opportunity** to lead a good life  
Being **understood**  
Building **resilience**  
Respect for their **individuality**  
Feeling **safe**  
Being **healthy**



# The Power of Positivity

## Students articulating development areas

As with the formulation of FLOURISH, we listen to our children

They help schools to formulate their development plan

Producing plans which support pupils to understand school development in a child friendly way is key

Work with the pupil leaders to continue the development



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The Power of Positivity

**In conclusion**

**Any comments or questions?**



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Feedback link:

<https://forms.office.com/Pages/ResponsePage.aspx?id=fhcZFOBXD0-v8P|htUnRDnAC4J52HLZPgP82sx53EV5UNEVFT|RMN|ZIS0|CUUpXVFIVRFIHQktFWi4u>

## **Matthew Reading – Head of Family Support**

There is a task and finish group planned, which will look at whether these Practice Week sessions have improved outcomes for children and young people.

If you are interested in joining this, please watch your inbox as an email will be sent to all participants asking if they would like to take part