



Cambrai Primary School

Vision and Values | In Action

“Growing good people – doing great things.”

The notion that we have a school that grows children in to more than a ‘set of results’ is the bedrock of our vision and ethos for Cambrai. Our school aims to develop children in to ‘good people’, who will go on to do ‘great things’. Developing children’s character, through positive attitudes, resilience, bravery, kindness and care are central to daily life at Cambrai.

This bedrock encompasses all of school life, but particularly the approach and policies of the school in relation to:

- Personal, Social, Health, Citizenship and Economic (PSCHE – including Relationships and Sex Education),
- Fundamental British Values,
- Behaviour
- Spiritual, Moral, Social and Moral (SMSC) aspects of school life.

In order to realise this vision, in every day practice and interaction, at Cambrai, we live by a set of 6 virtues – which are articulated, recognised, lived and taught. These virtues, and ‘sub traits’ are:

Fairness	Kindness	Respect	Bravery	Coolness	Stickability
<ul style="list-style-type: none">• integrity• honesty• morality	<ul style="list-style-type: none">• generosity• humility• empathy• charity	<ul style="list-style-type: none">• manners• teamwork*• polite disagreement	<ul style="list-style-type: none">• courage• justice• leadership	<ul style="list-style-type: none">• self-control• independence*	<ul style="list-style-type: none">• motivation• resilience*• perseverance

*these sub traits have their own progressively planned year group expectations

Half Termly Virtue Focus

Each half term, there will be a half termly virtue of focus. This does not mean that others are ignored, but for that half term there will be:

- A virtue launch assembly – focusing on the focus virtue and looking at the virtue in action, in stories and fables,
- The half termly family group day will aim to promote and develop the virtue
- Class virtue ambassadors will all focus upon the current virtue – and award the class award for that week in the award assembly.

The aim of the half termly focus is to ensure that as a school community, we have a deep understanding of each virtue and it is actively promoted. The virtue for the half term is chosen in relation to staff views regarding which virtue focus would be a strong contributor to addressing any emerging issues within the school.

Specific Virtue Approaches

All virtues are promoted, interwoven and recognised and rewarded at all times, but for some virtues, there are specific approaches taken in their active promotion. These are detailed below.

Fairness

This is closely linked to the Fundamental British Value of **Democracy**

- PSCHE Curriculum – ‘relationships’ and ‘feelings and attitudes’, and ‘living in our world’ strands
- A culture of voting – linked to the Fundamental British Value of Democracy
- ‘Big Questions’ interwoven within our school curriculum – e.g. Should zoo’s exist? Should everyone have to work?

- Restorative approach to behaviour issues
- Every child will represent the school at sporting events as an equitable offer – this is explained and valued
- 'Team Reps' for each class to work with the school SLT to improve the school – these are voted for by children in their class
- Global Citizenship curriculum

Kindness

This is closely linked to the Fundamental British Value of **Mutual Respect and Tolerance**

- PSICHE Curriculum – 'relationships' and 'feelings and attitudes', and 'living in our world' strands
- School pets across school
- Children draw up a range of local stakeholders whom they want to work with and create cards and gifts for Christmas – cementing the school in their community, through kindness
- Reading stories and singing for local community events and locations – e.g. Christmas songs at the old people's home
- Collecting and raising money for charities – such as the local food bank and national charities, such as the NSPCC. Volunteering themselves as a resource – within school and community
- A friendship club for those children who need it (a specific intervention for those who struggle to make friends)

Respect

This is closely linked to the Fundamental British Values of **Mutual Respect and Tolerance** and the **Rule of the Law**

- A strong RE curriculum – including trips to and visitors from a wide range of faiths
- PSICHE Curriculum – 'relationships' and 'feelings and attitudes', and 'living in our world' strands
- Outdoor Education Programme – respecting the outdoors and own and others' safety
- Children taking responsibility for their own environment – tidying, planning for and maintaining their own school environment (including scraping and tidying away own plates and cutlery - from reception)
- A relentless focus by all staff on manners – children cannot take their lunch without saying please and thank you – this is the Cambrai Way
- A conscious decision to ensure a range of people are invited in to school – reflecting a diverse population – e.g. 'Grandad Wheels' author visit
- Close link with the Garrison and its personnel – inviting in for key events and recognising their value and contribution to the local area (e.g. Garrison musicians, chaplain and Physical Training Instructors)
- Visiting a range of locations – teaching children how to 'be' in a church, theatre, gallery etc.
- The progressive **teamwork curriculum expectations**, a sub trait for respect, is detailed below:

	Playing a part	Ensuring all people are heard	Teamwork for the greater good	When things go wrong
Reception	Turn taking – without prompting	Listening to each other – what makes a good listener?	Sharing toys and resources	Managing conflict without 'hitting out'
Year One	Taking turns and being fair with turns	Explaining your own ideas, not just what repeating others	Allowing others to have a role	Evaluating what you have done
Year Two	Playing games together – being fair	Listening to others ideas and acting upon them	Sharing roles	Playing games together and how to allow all to join in (being fair)
Year Three	Patience – why is it important? How can we demonstrate it?	Working together to enact others' ideas	suggesting practical ideas and comparing them	Solving problems between themselves
Year Four	Supporting each other – recognising	Talking partners – devising own rules for success	Sharing ideas and resources	Not blaming each other
Year Five	Supporting each other socially and academically – knowing our strengths	Keeping things fair not just within teams but across teams	Different roles within an effective team	Sharing solutions not problems

Year Six	Spotting when people are struggling and offering support to ensure an effective efficient team	Organising own projects for the good of all	Working together on performances and concerts, playing to peoples strengths	Solving problems and organising appropriate steps within the issue

Bravery

This virtue links closely to **Individual Liberty** – being brave, to be oneself

- Standing up for oneself and others – linked to our PSCHE curriculum themes of 'relationships', 'feelings and attitudes' and 'people who help me'
- Knowing how to recognise bullying – and the importance of bystanders
- The creation of safe spaces for children to share, open up and articulate feelings and beliefs – by interweaving opportunities for children to discuss and debate regularly across the curriculum
- Outdoor Education Programme – allowing children to challenge and push their own boundaries
- As children progress through school, we aim to develop leadership opportunities for them:
 - Team Reps
 - Librarians
 - Sports Leaders
 - Playground Leaders / Buddies
 - Specific steering groups as required
- We see the ability to confidently speak as a prerequisite for bravery – if children can say it confidently, they will say it. As such, we expect children to speak in sentences and staff both model and expect this during interactions with children
- Children are taught that being brave does not mean hiding your emotions – we have arrange of books and a 'soldier bear' to support children in dealing with their emotions as Service Family Children

Coolness

When children learn to remain cool and calm in a variety of situations, they can develop the skills of self-control, which leads to long term independence.

- PSCHE Curriculum – 'relationships' and 'feelings and attitudes', and 'mental wellbeing' strands
- The continual reward of those who do not react, but respond
- The Caretaker 'Golden Broom Award' for the tidiest classroom each week!
- A progressive approach to develop children's independence away from home – as detailed below

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
An after school club	An extended day experience	An overnight stay inside of school 'a sleepover'	An overnight stay in the school grounds	An overnight stay off site	A multi-day residential	An abroad experience

- The progressive '**independence**' curriculum, a sub-trait of 'coolness' is detailed below:

	Pride	Have a go	Basics	Responsibility
Reception	Use their initiative in the learning areas i.e. moving resources from one area to another	Have a go at activities rather than waiting for adults to lead these	Be able to collect own lunch and clear own cutlery and crockery away	Be self-sufficient at putting on coats and collecting book bags
Year One	To be able to gather the resources for a task	To be able to complete a simple task unaided and without the need for reassurance	Be able to get changed for PE and tidy away own equipment and clothing	Be able to pack own things into their book bag
Year Two	To use resource banks for improvement in works before asking for help	To gather all items needed for a task and begin straight away, then	Able to stick work into their books carefully and straight!	To complete homework and with the aid of parents bring in on time

		return these items when finished		
Year Three	To take responsibility for what they need to bring to school, PE kit etc.	If they encounter a problem to try and self-solve this (e.g. a text book short on the table)	To be able to tie their own shoelaces (needed for PE)	To take ownership of their homework not 'my mum hasn't done it!'
Year Four	To try a solution before giving up. 'I can't' is not used.	To use a range of strategies before asking teacher for help, e.g. peer support	Follow multistep instructions given by teacher without the need to 'double check'	To bring homework back on time and completed
Year Five	To take responsibility and have pride in their own appearance including their work	To support others when the need arises – using own initiative	Keep classroom resources ready to use and ensure that they are tidied away afterwards	If homework is a problem ensure that they request support from the teacher prior to marking sessions
Year Six	Tackle open ended tasks and investigations without need for support	Without prompting check edit and improve their own work and that of others.	To manage their own behaviour when no adult is present	To fulfil the school responsibilities and coordinate and run certain school activities without seeking reassurance

Stickability

- From day 1, children are encouraged to keep trying with appropriately faced challenges – whether these be academic, personal or social challenges. The notion of perseverance is valued highly
- When children 'sign up' to a role, club or experience – we encourage children to 'stick it out'
- We deliberately have limited meal choices each day – we encourage children to try, try and try again – teaching children the value of aiming for a varied diet – and persevering towards it
- The 'mental wellbeing' and 'feelings and attitudes' aspects of the PSCH curriculum
- We award a weekly 'Official Helper' in Early Years and Key Stage 1 – these are the teacher's 'Official Helper' for the week and must stick at it – resigning that with the privilege comes responsibility!
- The progressive '**resilience**' curriculum expectations, a sub trait for stickability, is detailed below

	Attitude	Working with others	Feelings
Reception	having a positive attitude to trying something new	Being happy for others if they win an award	Recognising own emotions
Year One	Positive attitude to trying again	Encouraging others to do well	Coping with different feelings and emotions
Year Two	Trying again for themselves without having to do told to do so	Encouraging others to do well – without needing adult encouragement to do so	Friendship feelings triggers and how to deal with these
Year Three	Self-motivation to want to complete tasks for themselves – not just because they 'have to'	Not crying when things don't go their way, how do you deal with these emotions?	How to cope with different personalities from themselves
Year Four	Self-motivation and taking the initiative to improve	Spotting when someone else is upset and struggling – and offering to help	Recognising and coping with disappointment or difficulty
Year Five	Coping without the T or TA help	Find an alternative if the original way doesn't work and accepting others weaknesses	Recognising other's disappointment and responding to it appropriately
Year Six	Using mistakes to learn from these and share with others	Keeping going in longer term challenges or projects – maintaining relationships	Realising that your first attempt isn't always the last one! We grow from mistakes.

Virtues Based Rewards

We reward the virtues and behaviours that we expect explicitly. We do this via:

- Each class having elected 'Virtue Ambassadors' – changed each half term. These ambassadors award a weekly virtue of the term award each week in the award assembly
- The Headteacher 'Golden Book' entry of the week – recognising exceptional behaviours against the school virtues

Other Awards include:

- The class teacher 'Wellington Worker of the Week' award, to recognise excellent work or effort
- The Always Club – for children who always do the right thing!
- The Above and Beyond Bands – to signify real above and beyond behaviours
- The Golden Broom! Awarded to the tidiest classroom each week by the caretaker
- Class recognition boards to signify who is meeting the current class focus expectations