

Bellahouston Academy

Our Revised Vision, Values and Aims



Context

Like all schools across the globe, Bellahouston Academy has emerged through the challenges of the last few years looking forward to a brighter future. Session 2022-2023 was, therefore, an appropriate time to review our school's **vision**, **values** and **aims**, and refresh these, so that they are relevant to the current opportunities and challenges our young people and their families will experience. Our **vision**, **values** and **aims** allow us to clarify exactly the kind of school we want to become, and the kind of young people we want to develop here at Bellahouston Academy.

- Our **vision** gives a clear statement describing the school community we aspire to be;
- Our **values** are the principles and standards that matter most to the people within our school community;
- Our **aims** are the outcomes and objectives we intend to work towards and achieve for those within our school community, particularly our young people and their families.

Our **vision**, **values** and **aims** should be visible in the classrooms, corridors and social spaces of our school every day. Everyone within our school community should be working towards the achievement of our vision on a daily basis. We should look to live by our values in the way we behave, the way we treat one another, and the way we engage positively with the education on offer at our school. Our aims should be reflected in our curriculum, our school policies and practices, our improvement priorities, our relationships and our ethos, our decision-making, and the ways in which we spend our budgets.

A Vision, Values and Aims Reflecting Our School's Unique Context

Bellahouston Academy is a school which serves a very diverse local community. Our pupils come from a range of different ethnic backgrounds and have very different socio-economic circumstances. A comparatively high number of our young people speak English as an additional language, with some still continuing to develop their fluency and understanding. We have high stay-on rates in the Senior Phase; a very high number of these young people go on to a positive destination after leaving school, with many embarking on University study.

Consultation

It was important that our pupil, parents, staff and partners had the opportunity to give their views on the vision, values and aims of our school, especially if these are to truly represent all of our varied perspectives. To ensure that we, as a school community, agree on and share

ownership of our vision, values and aims, we undertook an extensive and detailed consultation exercise over the 2022-2023 session in developing and finalising these. Our consultation focused mainly on defining our shared values, as we feel – once agreed upon – these values would form the basis of our vision and aims.

- Pupils
The consultation on our school's renewed vision, values and aims began in the summer of 2022, when pupils began discussing their own views. Our Rights Respecting Schools pupil steering group first identified broad themes that they felt were most significant in our multi-cultural and aspirational school. Following this, year group assemblies and an online survey gave all pupils the opportunity to comment upon the views already expressed by the pupil steering group, and make suggestions of their own.
- Parents
Through our various communication channels, we issued an online survey, asking parents to consider the ideas already expressed by our young people regarding a renewed vision and values, and offer suggestions which reflected their own perspectives as parents.
- Staff and Partners
We consulted with staff, including our agency partners, at a school improvement workshop in August 2022. Colleagues engaged in group discussion regarding the values they felt were most relevant to our school, and then had the opportunity to suggest which ones they felt were most relevant to our immediate future. Teaching staff also considered the significance of our values in further consultation exercises related to: the promotion of racial equality in all aspects of our practice; and the development of a refreshed Broad General Education curriculum which meets the unique needs of our school's context.

Whilst there were obvious commonalities between the views expressed by these different groups, some themes seemed to be particularly important to specific groups. For instance, for a large number of our parents, Respect was felt to be a significant value; for our young people and staff, ideas related to Inclusivity were regularly highlighted as important.

Such an extensive consultation will, of course, mean that a broad range of views will be apparent in the responses received. In collating these views, we have looked to ensure that, whilst all viewpoints are taken into account, the final version of our vision, values and aims statement is clear, succinct and memorable. We have, therefore, grouped similar ideas together under 5 main values. The more detailed aims statements under each of these headings will make clear the range of suggested ideas which are thought relevant.

Following the completion of our consultation exercise, our agreed revised school values were as follows:

Our School Values

Belonging

Aspiration

Growth

Achievement

Respect

These values form the basis of our renewed Vision statement.

Our School's Vision Statement

We **belong** here, and will **aspire, grow** and **achieve** together, within a culture of **respect**.

Our school aims can be summarised as follows:

Aims (Summary Version)

Belonging

We will ensure that everyone feels welcome, safe and included at all times.

Aspiration

We will have high hopes for the future, and will take on any challenges with confidence.

Growth

We will strive to meet our potential, by trying to improve ourselves every day.

Achievement

We will aim to succeed in everything that we do, and will celebrate success.

Respect

We will always treat each other with care and understanding.

A more detailed description of our school's aims, taking into account the broader range of related themes identified through the consultation exercise, can be found overleaf.

Aims (Detailed Version)

Belonging

Everyone - regardless of their gender, their sexual orientation, their ethnic or cultural background, their socio-economic circumstances, or their faith - will be made to feel welcome in our school. We will celebrate our diversity, and do whatever we can to ensure that each member of our school community feels safe, valued and included. We will put nurturing and positive relationships at the heart of everything we do.

Aspiration

We will be proud of who we are now, and optimistic about the people we can become in the future. We will have high hopes, expectations and standards for ourselves and for others. We will be proactive, approach challenges with confidence, and show resilience when things are difficult or unfamiliar; this is because we believe in ourselves.

Growth

Each day, we will aim to improve as learners and as people by developing our skills, by building our knowledge, and by supporting the wellbeing of ourselves and others. We will believe in and promote equity, and will offer everyone the support they need to progress. We will be honest, accept responsibility when we make mistakes, and aim to do better next time.

Achievement

We will take great pride in the success achieved by those within our school community, and understand that these successes are the result of effort, determination and practice. We will show commitment to our learning, and will strive for excellence; we will receive the support we need to achieve the best possible outcomes. We will recognise that achievements - whether these be academic, sporting, artistic or otherwise - build self-esteem and foster wellbeing.

Respect

In our school, we will always treat other people the way we would expect to be treated ourselves. We will listen to and take account of the views of others, including those whose lives are challenging, and those with perspectives different to our own; even when we disagree, we will try to do so with empathy and compassion. We understand that we have rights, and that others do too; we will behave in ways which allow other people to enjoy their rights.

The Relevance of our Revised Vision, Values and Aims to National and International Policy

Drivers

Whilst it is important that our renewed school vision, values and aims are reflective of our school's unique context, they must also take account of broader factors, such as national and international policy frameworks. Scottish Government's Getting it Right for Every Child policy (GIRFEC) is a key driver in our commitment to ensure that all pupils feel valued and supported. As you may be aware, the Getting it Right for Every Child policy (GIRFEC) identifies a range of wellbeing indicators for young people, sometimes referred to using the acronym SHANARRI. These wellbeing indicators are as follows:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included.

Our revised school values are very reflective of these wellbeing indicators, which means that, as we work to develop the wellbeing indicators within the GIRFEC policy, we will simultaneously promote our school's values. The table below makes clear the links that can be made between both.

Revised Values	GIRFEC Wellbeing Indicators
Belonging	To feel that we belong in our school, we must feel that – regardless of our background or circumstances - we will be included in everything we do. Our school must feel like a safe space where people know that they are always valued and respected .
Aspiration	If, by feeling included , we feel emotionally secure and safe , we will be more optimistic about our hopes and expectations for our future, and believe that Bellahouston Academy is a place where these hopes and expectations will be encouraged and nurtured .
Growth	When our aspirations are nurtured , we see each day as an opportunity to improve as learners and as people. This requires us to feel responsible , and understand that - while we will always be able to count on the support of others – we must find within ourselves the determination and resilience needed to make continuous progress and see ourselves achieving . Our growth as people will require us to be active , so we will feel more physically and mentally healthy .

Revised Values (continued)	GIRFEC Wellbeing Indicators
Achievement	We believe in equity; regardless of their starting point or the way they feel about their ability level, everyone is included in our commitment to nurturing skills and talents, and achieving the best possible qualifications and awards.
Respect	Feeling respected and included in the life of the school encourages us to feel emotionally safe and mentally healthy . Each of us should feel responsible for ensuring others are respected .

As well as revising and renewing our school’s vision, values and aims, we have – since October 2020 – been working towards accreditation as a UNICEF Rights Respecting School, achieving the Bronze award in 2021. In order to achieve the Silver award, we have been developing our own school Rights Charter. Our Rights Respecting Schools Pupil Steering Group have led a wider consultation exercise amongst pupils and staff, selecting - from the United Nations Convention on the Rights of the Child - the rights which are most relevant to our school, and promoting these as a means to raise awareness of the responsibilities, expectations and standards we have for ourselves and one another at Bellahouston Academy.

Four rights were thought to be key:

<p><u>Bellahouston Academy Rights Respecting School Charter – Key Rights</u></p> <p>Article 2 – The Right to Non-Discrimination</p> <p>Article 28 – The Right to Education</p> <p>Article 19 – The Right to Protection from Violence/Abuse/Neglect</p> <p>Article 12 – The Right to Respect for the Views of the Child</p>

However, other rights from the UNCRC were also thought to be relevant to our school’s context and the needs of our learners; these could be grouped under the four key rights above in the following way:

Bellahouston Academy Rights Respecting School Charter – Key and Related Rights

Article 2 – The Right to Non-Discrimination

- Article 14 – The Right to Freedom of Thought/Belief/Religion
- Article 8 – The Right to Protection and Preservation of Identity

Article 28 – The Right to Education

- Article 29 – The Right to pursue the Goals of Education
- Article 31 – The Right to Leisure, Play and Culture

Article 19 – The Right to Protection from Violence/Abuse/Neglect

- Article 27 – The Right to an Adequate Standard of living
- Article 6 – The Right to Life, Survival and Development

Article 12 – The Right to Respect for the Views of the Child

- Article 3 – The Right to the Best Interests of the Child
- Article 16 – The Right to Privacy

Our revised school vales are very reflective of these Charter Rights, which means that, as we work to protect and promote the rights enshrined within the UNCRC, we will simultaneously promote our school’s values. The table below makes clear the links that can be made between both. Some examples of how our school’s current practice reflects both these values and the linked UNCRC rights are also given.

UNCRC Charter Rights	Bellahouston Academy Revised Values
<p>Article 2 – The Right to Non-Discrimination</p> <ul style="list-style-type: none"> Article 14 – The Right to Freedom of Thought/Belief/Religion Article 8 – The Right to Protection and Preservation of Identity 	<p>These articles reflect our commitment to ensuring that members of our school community – regardless of their feel that they belong here and will be respected. We celebrate and are proud of our diversity, and will not accept prejudice, discrimination or bigotry.</p> <p>Some examples of our provision which reflect these rights are:</p> <ul style="list-style-type: none"> Culture Day LGBTQ+ Champion Group Extensive EAL Support for Pupils and Families
<p>Article 28 – The Right to Education</p> <ul style="list-style-type: none"> Article 29 – The Right to pursue the Goals of Education Article 31 – The Right to Leisure, Play and Culture 	<p>Education is key to unlocking tour potential. Every young person should aspire to achieve the best possible outcomes. Our pupils are expected to a commit to their own academic growth by developing skills and building knowledge, but growing into a more rounded individual also means developing interests, passions, and relationships through involvement in the wider life of the school. It is important - through the care they show for others’ wellbeing and the way they conduct themselves in class - that young people show respect for others’ right to an education.</p> <p>Some examples of our provision which reflect these rights are:</p> <ul style="list-style-type: none"> Annually-reviewed Senior Phase curriculum offer Our broad curriculum enrichment offer (e.g. clubs, trips and events) Our targeted support offer (e.g. Nurture groups, Supported Study programme, etc.)
<p>Article 19 – The Right to Protection from Violence/Abuse/Neglect</p> <ul style="list-style-type: none"> Article 27 – The Right to an Adequate Standard of living 	<p>Every young person has the right to live within a safe and supportive environment at home, at school, and in the local community, so that their growth as learners and as people is unaffected by any potential negative influences. This is a matter of equity, as we must respect the rights of everyone – regardless of</p>

<ul style="list-style-type: none"> • Article 6 – The Right to Life, Survival and Development 	<p>their background or circumstances – to a comfortable life.</p> <p>Some examples of our provision which reflect these rights are:</p> <ul style="list-style-type: none"> • Financial Inclusion • Mentors for Violence Prevention • Revised Anti-Bullying Policy
<p>Article 12 – The Right to Respect for the Views of the Child</p> <ul style="list-style-type: none"> • Article 3 – The Right to the Best Interests of the Child • Article 16 – The Right to Privacy 	<p>These articles reflect our commitment to ensuring that our young people feel that they have the opportunity to give their views on matters which affect them. It is expected that we will respect for the views of the young people at our school, and that – if they feel that they are actively involved by having their views listened to and acted upon, they will feel a stronger sense of belonging.</p> <p>Some examples of our provision which reflect these rights are:</p> <ul style="list-style-type: none"> • Pupil Steering Groups and Senior Captaincy Team • Pupil Focus groups (Subject and SLT) • Use of restorative approaches