St Mary's Church of England Primary School

What Our Christian Vision Means…

Our Christian Vision

"Love one another. As I have loved you, so you must love one another." John 13:34

Love – We show love and care for everyone.
Opportunity – Our inclusive love ensures that all children have opportunities to live life to the full.
Values – Our Christian values give children the character and strength to live well and make a difference.
Education –Through our inclusive, loving care, all children flourish.

Unconditional love underpins all we do at St Mary's Church of England Primary School. We value and embrace the individuality of every child as they discover, learn and flourish in a place of security and love.

…for children

Children **do not feel judged** and feel they can **bring their full selves to school**.
Children **feel safe and loved**.
Children **feel *seen*** and **their concerns are acknowledged**.
Children are **positive** about and **love themselves**.
Children **feel welcome** and **accepted** in school for who they are.
Children **treat others equally** and with **respect**.
Children **accept and tolerate** one another.
Children **show love** and care towards others in the school community and beyond.
Children learn to be a good **friend** and **experience real friendship.**
Children **think** before acting or speaking, developing an awareness of their impact on others.
Children try to **live out the school's compassionate vision of love** through their behaviour.
All children can fulfil their **potential**.
Children are able to **grow** and **flourish** with **reassurance** and loving support.
Children feel like they **belong to something bigger**.

…for parents

Parents **do not feel judged**.
Parents seek to **build good relationships** with the school, one another, the church and wider community.
Parents **support the school** and school staff and **feel supported themselves**.
Parents **respect and value school staff** and **feel respected and valued themselves**.
Parents **respect,** and **feel respected by, other parents**.
Parents have opportunities to **interact** with each other, creating **supportive networks**.
Parents and school staff members **communicate effectively** with one another.
Parents feel **at ease** communicating with **all** members of the school community, including any staff member or governor.
Parents feel **confident** to speak and raise concerns and **feel listened to**.
Parents **feel welcome** in school and feel invited.
All members of the school community **set an example** of good conduct and compassionate care.
Parents have **peace of mind** that their child is in a safe, loving environment.
Parents have **trust** that the school community is working in their child's interests.
Parents feel that the school will **support the whole family** – they feel loved and cared for alongside their child.
Parents feel like they **belong to something bigger**.

…for staff members

Staff members **sacrifice their time and gifts** for each other and for the children.
Staff members are **supportive** of one another and feel supported. They **rally round** adults and children who are struggling.
Staff members **feel loved and respected** by everyone in our community.
Staff members feel **listened to and valued** and that their contribution to our community is important.
Staff members feel like they are **part of a team**.
Staff members **care about one another's wellbeing** and support this through our Wellbeing Champion.
Staff members feel **accepted** and **include** one another.
Staff members **interact** with one another **socially.**
Staff members continue to **grow and develop professionally**, so that we can give the best of ourselves.
Staff members **challenge one another compassionately and respectfully**, so that we can learn, improve and give the best of ourselves.
Staff members feel like they **belong to something bigger**.

…for governors and volunteers

Governors and volunteers **feel appreciated and valued** and that their contribution to the school is important.
Governors and volunteers **feel loved and respected** by pupils and staff.
Governors and volunteers are **invited to participate in school life and feel welcome**, helping them to feel **part of our community**.
Governors and volunteers are given appropriate opportunities to **interact with children.**
Governors and volunteers **give and receive support** in our school community.
Governors and volunteers **sacrifice their time and gifts to serve** our community.
Governors and volunteers feel like they **belong to something bigger**.

St Edmundsbury and Ipswich Diocesan Multi Academy Trust

SIAMS outstanding THE NATIONAL SOCIETY