

Values

Respect – At Wednesfield Academy we celebrate diversity. In our community, we acknowledge that everyone is different, and everyone deserves to be treated with respect. This means that we must never discriminate against others, show prejudice, or make assumptions based on stereotypes. We encourage our pupils to be thoughtful and mindful of others. This means thinking about their views, understanding about current affairs and those affected, being pro-active and developing political viewpoints.

Being respectful means we are considerate, we notice how people are feeling; check that people are happy; think about the consequences of our actions or comments. We are also considerate of our environment and how we affect it. This includes the school environment, our homes, and the wider world. Being considerate means understanding that we are not the only person in the world that matters and appreciating that we all need to work together for the common goal: a happy and productive life.

Examples

- Pupils can treat everyone with respect and kindness, regardless of their race, gender, or background.
- Pupils can actively listen to others and value their opinions, ensuring that everyone's voice is heard and considered.
- A pupil notifies the teacher about a peer who frequently disrupts the class and prevents others from learning.
- Pupils can be mindful of their language and avoid making derogatory or offensive comments or jokes that may perpetuate inequality or harm others.
- A pupil acknowledges, appreciates and respects the diversity in their classroom, treating everyone with equal respect regardless of their background, ethnicity, or beliefs.
- A pupil avoids making assumptions about others based on stereotypes and takes the time to get to know their classmates as individuals.
- A pupil respects personal boundaries and asks for consent before touching or using someone else's belongings.
- A pupil refrains from spreading rumours or engaging in gossip about their classmates, recognising the harm it can cause and choosing not to participate.
- A pupil actively listens showing respect when others share their experiences or perspectives, showing genuine interest and empathy.
- A pupil uses appropriate and polite language when addressing their classmates or teachers, demonstrating respect in their communication.
- A pupil stands up against any form of discrimination or bullying, advocating for a safe, inclusive and respectful environment for all.
- Pupils can participate in inclusive activities and games, making sure that everyone is included and feels valued.
- Pupils can participate in discussions and projects that promote diversity and inclusion, highlighting the importance of equality in society.
- Pupils can actively seek out friendships and connections with classmates from different backgrounds, fostering a sense of unity and breaking down barriers.

RESPECT



RESILIENCE

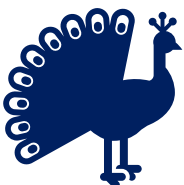


Resilience – The road to success is often challenging. Many people are motivated but true resilience drives people to keep going even in the face of setbacks, to take up opportunities, and to show commitment to what they want to achieve. Resilience is what pushes us to achieve our goals, feel more fulfilled and improve our overall quality of life. We want our pupils to leave our school as resilient, self-motivated individuals who can face life beyond school with confidence and a smile.

Examples

- Pupils can respond to teacher feedback to improve their application of knowledge and skills.
- Pupils can submit high standards of homework.
- Pupils can study independently.
- Setting clear and achievable goals to stay focused and motivated.
- Creating a study schedule: pupils can develop a schedule that allocates specific time for studying, homework, and revision, helping them stay disciplined and committed to their academic success.
- Breaking tasks into smaller, more manageable steps: Pupils can break down larger tasks into smaller, more achievable steps, making the overall goal seem less overwhelming and more attainable.
- Rewarding themselves: Pupils can set up a system of rewards for accomplishing their goals, such as treating themselves to something they enjoy after completing a challenging task or reaching a milestone.
- Finding intrinsic motivation: Pupils can identify their personal reasons for wanting to achieve, such as a desire to learn, grow, or make a positive impact, and use these motivations to fuel their drive and determination.
- Seeking support and guidance: Pupils can reach out to teachers, mentors, or peers for advice, feedback, and encouragement, helping them stay motivated and committed to their goals.
- Visualising success: Pupils can visualise themselves successfully accomplishing their goals, imagining the feelings of pride and satisfaction that come with achieving what they set out to do.
- Maintaining a positive mindset: Pupils can cultivate a positive attitude towards their work, focusing on their strengths and abilities rather than dwelling on challenges or setbacks.
- Tracking progress: Pupils can keep a record of their progress, noting milestones and achievements along the way, which can serve as a reminder of their capabilities and motivate them to keep going.
- Finding inspiration: Pupils can seek inspiration from role models, successful individuals, or stories of achievement, using these examples as a source of motivation and a reminder that success is attainable with hard work and dedication.

PRIDE



Pride – Research suggests that pride increases self-control and fosters dedication – skills that are valuable in adulthood and the world of work. Wednesfield Academy is a community, proud of our rich diversity. Our pupils are a representation of us, in school and in the wider community. Pupils show pride in belonging to our community through the way they present themselves and that of their work. Pupils can further illuminate the reputation of Wednesfield Academy through their contributions to school and community events.

Examples

- Pupils demonstrate that they are prepared for school with a positive, ready to learn mindset.
- Pupils are proud of their work and demonstrate this through outstanding presentation.
- Pupils are proud to be a pupil at Wednesfield and volunteer their time to support the school and its pupils.
- Pupils represent their form, their house, and the school with pride.
- Pupils participate in house competitions and community events.
- Pupils take pride in their interactions with staff and visitors, have respectful conversations and make a positive impression.
- Pupils are active citizens and take part in school, community, government, and world initiatives.
- Pupils attend school and local community events.
- Pupils volunteer to be peer mentors for a new pupil, helping them navigate the school and feel welcome.
- Pupils can learn about and celebrate different cultures and traditions, fostering an environment of cultural appreciation and understanding.
- Pupils are passionate about diversity and can engage in activities or initiatives that promote equality, such as organising awareness campaigns, advocating for inclusive policies, or supporting organisations that work towards creating a more equal society.

Meaningful Contribution - Research has shown that the more a pupil is able to contribute, either at home, in the classroom or in the community, the greater their overall mental health. Contributing promotes a sense of belonging and capability. Demonstrating that you can make a meaningful contribution is an essential life skill and something employers will look for in the future.

Examples

- A pupil actively participates in classroom discussions, sharing their ideas and insights to enhance the learning experience for everyone.
- A pupil takes initiative to research and bring in relevant resources or materials that can benefit the class or support a particular topic being discussed.
- A pupil volunteers to lead or assist in group projects, taking on responsibilities and ensuring that the work is completed effectively and efficiently.
- A pupil offers to tutor or mentor fellow peers who may be struggling with certain subjects, sharing their knowledge, and helping them improve their understanding.
- A pupil takes part in extra-curricular activities, clubs, or school events, contributing their time and talents to enrich the school community.
- A pupil actively participates in community service projects organised by the school, demonstrating their willingness to make a positive impact beyond the classroom.
- A pupil shares their hobbies or interests with their peers, organising workshops or presentations to introduce new skills or knowledge to others.
- A pupil takes on leadership roles in pupil council or clubs, advocating for the needs and concerns of their peers and working towards solutions.
- A pupil collaborates with teachers and administrators to provide feedback and suggestions for improving the school environment, curriculum, or policies.

MEANINGFUL CONTRIBUTION



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| | <ul style="list-style-type: none">▪ A pupil supports and encourages their peers, celebrating their achievements and helping when needed, fostering a positive and supportive atmosphere in the school. |
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