



## RAINBOW GUIDING PRINCIPLES 2025/2026

|  |  |  |   |  |   |
|--|--|--|---|--|---|
| <p><b>We have the Rainbow Guiding Principles to ensure that everything we do across the Trust is aligned with our shared vision and values. They act as a consistent foundation for decision-making, professional practice, and school improvement — guiding how we work with one another, how we support our children, and how we continue to grow as a collaborative, values-driven organisation. The principles keep us focused on what matters most: ensuring each and every child flourishes, no matter their starting point.</b></p> | <p><b>WHY DO WE EXIST?</b><br/>TO ENSURE THAT EACH AND EVERY LEARNER NO MATTER WHAT THEIR BACKGROUND OR THEIR CIRCUMSTANCE REACHES THEIR POTENTIAL AND LEAVES US READY FOR THE NEXT STAGE OF THEIR LIFE.</p>   |  |   |  |   |
|  | <p><b>WHAT DO WE DO?</b><br/>At the Rainbow, we flourish together as we listen, learn, lead, lift and love.</p>  |  |   |  |   |
|  | <p><b>HOW WILL WE SUCCEED?</b></p>   |  |   |  |   |
|  | <p><b>People First</b><br/>We value, support, and invest in our people — they are the heart of our success.</p>  | <p><b>Better Every Day</b><br/>We strive every day to be better than yesterday, learning, growing, and evolving.</p>           | <p><b>Children at the Centre</b><br/>Every decision we make starts with what’s best for the children we serve.</p>  | <p><b>Stronger Together</b><br/>We believe in the power of collaboration, shared purpose, and collective strength.</p>   | <p><b>No Excuses</b><br/>We take responsibility, remove barriers, and never settle for excuses.</p>   |
|  | <p><b>HOW DO WE BEHAVE?</b></p>  |  |   |  |   |
|  | <p><b>FRIENDSHIP</b><br/><br/>All are invited to the Rainbow. The true meaning of friendship means as friends, we are there to support and celebrate with each other. We are not afraid to tell each other the truth and we use our genuine friendship to enable others.</p> | <p><b>WISDOM</b><br/><br/>To use the life experiences and knowledge from each other distilled into our guiding principles.</p> | <p><b>TRUST</b><br/><br/>To trust in each other is essential to human life and lies at the heart of all relationships. Our schools, staff, children and families have trust in each other allowing us to live and work together in harmony.</p> | <p><b>EXCELLENCE</b><br/><br/>To ensure our children and staff have high levels of endurance to ensure they never give up, living life in all its fullness. Developing the endurance of each other develops character, self-control and steadfastness.</p> | <p><b>ENDURANCE</b><br/><br/>To ensure that our academies are centres of excellence, which focus on the nurturing and achievement of all its members.</p> |



## RAINBOW GUIDING PRINCIPLES 2025/2026

**CURRICULUM: ALL LEARNERS ACCESS A KNOWLEDGE-BASED CURRICULUM; SO THAT THEY ACHIEVE WELL AND LEAVE READY FOR THE NEXT STAGE.**

| OVERARCHING   | PEOPLE FIRST   | BETTER EVERY DAY | CHILDREN AT THE CENTRE   | STRONGER TOGETHER | NO EXCUSES  |
|---|--|------------------|--|-------------------|---|
| STAKEHOLDERS  | LEARNERS   | PARENTS/CARERS   | TEACHING STAFF   | SLT/CLT           | LAC/TRUSTEES  |
| KEY AREAS   | INTENT   |                  | IMPLEMENTATION   |                   | IMPACT  |
| <b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b>   | <b>AMBITIOUS CONTENT</b><br>The curriculum meets the <b>ambition</b> of the EYFS Statutory Framework, NC and exam board specifications with <b>enrichment</b> opportunities that consider the <b>school's context</b> and needs of learners. All children have access to the <b>broad</b> curriculum. <b>Reading</b> is prioritised within a <b>language rich</b> curriculum.                  |                  | <b>SUBJECT KNOWLEDGE</b><br>Staff are <b>experts</b> in their subjects: they <b>model</b> clear content; they have clear <b>knowledge</b> of the <b>sequence</b> of the curriculum; and an understanding of <b>end points</b> they are working towards.  |                   | <b>STAFF</b><br>Staff are <b>well supported</b> at every stage of their career so that <b>high quality teaching</b> is <b>consistently</b> offered to all learners.   |
| <b>DOCUMENTS REFERENCED:</b><br><br><b>TEACH LIKE A CHAMPION</b><br><br><b>STEP LAB</b><br><br><b>WALK THRU</b><br><br><b>NATIONAL CURRICULUM</b> | <b>EVIDENCE INFORMED</b><br>The curriculum is informed through <b>school based</b> and <b>external research</b> i.e. Ofsted, EEF guidance, Rosenshine Principles and the ECT and NPQ frameworks.   |                  | <b>PEDAGOGY</b><br>Staff ensure that <b>all</b> lessons address the <b>needs</b> of <b>all</b> learners, including appropriate adaptations where required. Tasks are <b>carefully selected</b> and delivered to ensure learners are <b>engaged</b> in their learning. Staff <b>adapt</b> teaching in a way that allows learners to transfer key knowledge to long-term memory. |                   | <b>LEARNERS</b><br>Learners acquire <b>knowledge</b> , produce work of <b>high quality</b> and <b>achieve well</b> in national tests and examinations.  |
|   | <b>CLEAR STRUCTURE</b><br><b>Clearly defined end points</b> are set at the end of each unit/year/key stage to ensure progression. <b>Concepts</b> are mapped in the curriculum to ensure that learning is built upon. Knowledge is broken down into <b>composite and components</b> within lessons. Learners starting points/barriers are considered to help them <b>access</b> the curriculum |                  | <b>FORMATIVE ASSESSMENT</b><br>Staff effectively use formative assessment, driven by <b>high quality questioning</b> , to <b>check for understanding</b> and use this information to move <b>learning forward</b> .  |                   | <b>COMMUNITY</b><br>There is an <b>active engagement</b> from the community. <b>Aspirations</b> within the community are high. Learners are prepared to be well rounded, active and <b>respectful</b> members of their communities. |



## RAINBOW GUIDING PRINCIPLES 2025/2026

**BEHAVIOUR AND RELATIONSHIPS: TO CREATE A CULTURE OF EXCEPTIONALLY GOOD BEHAVIOUR: FOR LEARNING, FOR COMMUNITY AND FOR LIFE**

| OVERARCHING  | PEOPLE FIRST  | BETTER EVERY DAY | CHILDREN AT THE CENTRE  | STRONGER TOGETHER | NO EXCUSES   |
|--|---|------------------|---|-------------------|--|
| STAKEHOLDERS   | LEARNERS  | PARENTS/CARERS   | TEACHING STAFF  | SLT/CLT           | LAC/TRUSTEES   |
| KEY AREAS  | SCHOOL STANDARDS  |                  | LEARNING AND DEVELOPMENT  |                   | PEOPLE   |
| <p><b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b></p>   | <p><b>Design The Culture You Want To See</b><br/>(Independent Review of Behaviour in schools 2017)<br/>Cultures require deliberate creation. A key role of leadership is to design a detailed vision of what the culture should look like for that school, focussing on social and academic conduct. Expectations must be as high as possible, for all</p>  |                  | <p><b>Teach each behaviour alongside managing misbehaviour</b> (EEF 2019)<br/>Teaching learning behaviours will reduce the need to manage misbehaviour. Behaviour should be taught not caught. Teachers will provide the conditions for learning behaviours to develop by ensuring children can access the curriculum and are engaged with learning. Routines will follow the rehearse, reteach and remind approach to ensure they are embedded and the children feel safe.<br/>Teachers will make clear what behaviour they expect to see.</p> |                   | <p><b>Build a culture of support which actively promotes wellbeing and a positive mindset.</b><br/>Actively supporting mental health, wellbeing and workload through policy and practice builds trust, safety and openness.<br/>Allocating time and resources to implement solutions can lead to an improvement in mindset; a belief that better is possible.<br/>Strong relationships for all stakeholders is key.</p>  |
| <p><b>DOCUMENTS REFERENCED:</b></p> <p><b>EEF IMPROVING BEHAVIOUR IN SCHOOLS (2019)</b></p> <p><b>INDEPENDENT REVIEW OF BEHAVIOUR IN SCHOOLS (2017)</b></p> <p><b>WHEN THE ADULTS CHANGE, EVERYTHING CHANGES</b></p> <p><b>BEHAVIOUR IN SCHOOLS (2022)</b></p> | <p><b>Build that culture in practice with as much detail as possible</b><br/>(Independent Review of Behaviour in schools 2017)<br/>Staff and students need to know how to achieve this, and what the culture looks like in practice from behaviour in corridors to canteen conduct. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture.</p> |                  | <p><b>Use classroom management strategies and an engaging curriculum to support good classroom behaviour.</b> (EEF 2019)<br/>Effective classroom management can reduce challenging behaviour and pupil disengagement. Staff development and coaching will allow staff to reflect on their classroom management. The use of 'Take up Time' and 'Rule Reminder' will support strong classroom behaviour.</p>  |                   | <p><b>Know and understand your children and their influences</b> (EEF 2019)<br/>Building strong relationships with children allows you to understand a pupil's context and will inform effective responses to behaviour. All children should have strong, supportive relationships with a member of school staff.<br/>Trained staff will work closely with families, building relationships and offering support. This will have a direct impact on the pupil.</p> |
|  | <p><b>Maintain that culture constantly</b><br/>(Independent Review of Behaviour in schools 2017)<br/>Consistency and coherence at a whole-school level are paramount. Whole school changes usually take longer to embed than individually tailored or single classroom approaches. However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole school level (EEF 2019)</p>         |                  | <p><b>Use simple approaches as part of your regular routine</b> (EEF 2019)<br/>The use of adaptive strategies and specific behaviour related praise will be used for individual children to support good behaviour. School leaders should ensure the school behaviour policy is clear and consistently applied at all times.</p>  |                   | <p><b>Use targeted approaches to meet the needs of individuals in your school</b> (EEF 2019)<br/>Every child is different. A range of adaptive strategies and support should be put into place for individual children/needs. All staff should receive regular training to support children with specific needs or challenging behaviour.</p>  |



## RAINBOW GUIDING PRINCIPLES 2025/2026

| SAFEGUARDING: TO DRIVE A DILIGENT CULTURE OF SAFEGUARDING ACROSS ALL ASPECTS OF THE TRUST'S WORK |   |                  |   |                   |  |
|--|---|------------------|---|-------------------|--|
| OVERARCHING  | PEOPLE FIRST  | BETTER EVERY DAY | CHILDREN AT THE CENTRE  | STRONGER TOGETHER | NO EXCUSES   |
| STAKEHOLDERS   | LEARNERS  | PARENTS/CARERS   | TEACHING STAFF  | SLT/CLT           | LAC/TRUSTEES   |
| KEY AREAS  | SCHOOL STANDARDS  |                  | LEARNING AND DEVELOPMENT  |                   | PEOPLE   |
| <b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b>  | <p><b>Planning for Prevention</b></p> <p>There is a culture of vigilance that focuses on early intervention and prevention and it is evident in all schools. The Trust establishes a contextual safeguarding approach to identifying and preventing extra-familial harm, including harmful sexual behaviour. The Trust will undertake a strategic assessment to identify the safeguarding threats/risks that are impacting on their children.</p>   |                  | <p><b>Recording and Case Management</b></p> <p>The MAT uses a single system for recording and case managing safeguarding concerns. The systems for recording concerns are being used consistently across the Trust. There are clear thresholds in place for the reporting of safeguarding concerns.</p> <p><b>Information Management</b></p> <p>All safeguarding records are stored safely, securely and comply with GDPR and the Data Protection Act 2018. DSLs and their deputies across the Trust are sufficiently trained in the management of safeguarding data.</p>     |                   | <p><b>Governance, Leadership and Management</b></p> <p>Governors / Trustees are aware and kept informed of the high priority safeguarding risks and issues across the Trust. There are clearly stated strategic safeguarding objectives and action plans at trust and local school level. Key staff are trained in the management of safeguarding data. The safeguarding policies, procedures and practice are consistent across the Trust.</p>  |
| <b>DOCUMENTS REFERENCED: KEEPING CHILDREN SAFE IN EDUCATION 2024</b>                             | <p><b>People and Teams</b></p> <p>Opportunities are provided for the safeguarding leads and deputies to regularly network across the Trust to promote good practice and consistency. The Trust has introduced a consistent model of supervision to support safeguarding leads and their deputies. All staff, volunteers and Governors are sufficiently trained in their respective safeguarding roles and / or responsibilities. There is an up-to-date job description and/or terms of reference for the senior DSL in the Trust and it reflects the strategic nature of the role.</p> |                  | <p><b>Working with Others</b></p> <p>The Trust develops effective working relationships with the statutory agencies across all of the relevant LA areas. All staff across the Trust understand when and how they should share safeguarding information with other agencies.</p> <p><b>Lessons Learned</b></p> <p>There is a formal process for identifying 'lessons learned' to support the professional development of staff across the Trust. There is a system in place to quality assure the reporting of safeguarding concerns by members of staff across the Trust.</p> |                   | <p><b>The Rich Picture</b></p> <p>There is a system in place that can provide an aggregated view of safeguarding trends across the Trust. The Trust regularly consults with the school community and other key stakeholders to identify safeguarding trends and issues.</p>  |
|  | <ul style="list-style-type: none"> <li>Safeguarding and Child Protection Policy</li> <li>Whistleblowing Policy</li> <li>Safer Recruitment procedures</li> <li>Guided Principles - Safeguarding</li> <li>Trust Strategic Safeguarding Model</li> <li>Clearly defined roles and responsibilities</li> <li>Quality Assurance of schools' Online Single Central Records</li> <li>DSL meetings</li> <li>Safeguarding supervision meetings with DSL</li> <li>Comprehensive training schedule for all staff, Governors and Trustees</li> <li>Filtering and monitoring systems</li> </ul>       |                  | <ul style="list-style-type: none"> <li>Safeguarding Policy process and procedures</li> <li>Child Protection Online Management Systems</li> <li>Safeguarding Partnership Threshold Guidance</li> <li>GDPR training</li> <li>Multi-agency partnership working</li> <li>Child protection records, retention and storage</li> <li>Quality Assurance of case studies</li> <li>Advice and guidance for all DSLs from the Director of Safeguarding and People Services</li> <li>Case management monitoring and reviewing</li> </ul>  |                   | <ul style="list-style-type: none"> <li>School Safeguarding meetings with school DSL</li> <li>Safeguarding Trustee meetings with Director of Safeguarding and People Services</li> <li>Child Protection and Safeguarding Policy Governor and Trustee visits</li> <li>External Local Authority audits- Section 175</li> <li>Internal audits and trust quality assurance checks</li> <li>Supervision meetings with DSL</li> <li>Identify and address 'Trends' through analysis of Child Protection Management data</li> <li>Single Central Record compliance and trust quality assurance</li> <li>DSL network meetings</li> </ul> |



## RAINBOW GUIDING PRINCIPLES 2025/2026

| PROFESSIONAL DEVELOPMENT: TO CREATE A WELL-EQUIPPED WORKFORCE THAT NURTURES TALENT TO SUSTAIN THE HIGHEST PROFESSIONAL STANDARDS  |  |                  |   |                   |   |
|---|--|------------------|---|-------------------|---|
| OVERARCHING   | PEOPLE FIRST   | BETTER EVERY DAY | CHILDREN AT THE CENTRE  | STRONGER TOGETHER | NO EXCUSES  |
| STAKEHOLDERS  | LEARNERS   | PARENTS/CARERS   | TEACHING STAFF  | SLT/CLT           | LAC/TRUSTEES  |
| KEY AREAS   | SCHOOL STANDARDS   |                  | LEARNING AND DEVELOPMENT  |                   | PEOPLE  |
| <b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b>   | <b>Professional development should have a focus on improving and evaluating pupil outcomes (DfE, 2016)</b><br>There is no improvement for children and no improvement in teaching without the best professional development for teachers.<br>(CST Knowledge Building School Improvement at Scale February 2021)  |                  | <b>Professional development should build knowledge and develop teaching techniques (EEF, 2021)</b><br><b>Professional development should be underpinned by robust evidence and expertise (DfE, 2016)</b><br>Research can never tell teachers what to do, nor should it; it can, however, help teachers and leaders with what Professor Steve Higgins (and others) have called 'best bits'. It can, and should, provide the theory underpinning the action in classrooms, leadership meetings, governing body committee and policy-making discussions. |                   | <b>Professional Development should motivate (EEF, 2021)</b><br><b>Professional Development must be prioritised by school leadership (DfE 2016)</b><br>Leaders who focus on leading teaching and learning and development are more likely to improve teaching practice and pupil outcomes than those who do not. That likelihood is substantially increased if leaders provide teachers learning opportunities that meet the conditions for effectiveness suggested by recent research |
| <b>DOCUMENTS REFERENCED:</b><br><br><b>EEF EFFECTIVE PROFESSIONAL DEVELOPMENT (2021)</b><br><br><b>TEACH LIKE A CHAMPION</b><br><br><b>WALKTHRU</b><br><br><b>DFE PROFESSIONAL STANDARDS (2016)</b><br><br><b>ECT FRAMEWORK</b> | <b>Professional knowledge should embed practice (EEF, 2021)</b><br><b>Professional development programmes should be sustained over time (DfE, 2021)</b><br>Experiences that are a continuous process and provide extended learning opportunities help educators master skills and instructional methods and also have a better chance at positively impacting student learning (Gulamhussein; Darling-Hammond et al) |                  | <b>Professional development should build a shared language for teaching and learning.</b><br>When staff use the same language for teaching and learning, it leads to richer and more productive conversations about how people learn most effectively. We know it is vital for our teachers to be aware of memory, cognitive load, forgetting and retrieval and that this knowledge impacts on lesson planning.   |                   | <b>Professional Development should include collaboration and expert challenge (DfE 2016)</b><br>Educators are often not given time to collaborate. This can be detrimental to both pupil and teacher learning because productive collaboration usually leads to better teaching and instruction. It also helps educators solve problems they are dealing with in the classroom.<br>(DeMonte; Darling-Hammond et-al)   |
|   | <b>Strategic Activity:</b><br>Whole school CPD to build collective efficacy<br>Curriculum innovation<br>Deliberate practice<br>Subject leader development<br>Sharing best practice<br>Peer reviews   |                  | <b>Strategic Activity:</b><br>Rainbow CPD Offer<br>Early Career Framework<br>Networks<br>Subject specific pedagogy<br>Instructional coaching  |                   | <b>Strategic activity:</b><br>Deliberate practice<br>Instructional coaching<br>Effective induction procedures<br>Early Career Framework<br>Leadership/Aspiring Leadership Programmes<br>NPQs<br>Effective Performance Development processes<br>Bespoke/individual CPD   |



## RAINBOW GUIDING PRINCIPLES 2025/2026

**ASSESSMENT: PROVIDE A SYSTEM TO ENSURE THE HIGHEST POSSIBLE OUTCOMES FOR ALL STUDENTS THROUGH HIGH QUALITY TEACHING AND LEARNING**

| OVERARCHING   | PEOPLE FIRST  | BETTER EVERY DAY | CHILDREN AT THE CENTRE  | STRONGER TOGETHER | NO EXCUSES   |
|---|---|------------------|---|-------------------|--|
| STAKEHOLDERS  | LEARNERS  | PARENTS/CARERS   | TEACHING STAFF  | SLT/CLT           | LAC/TRUSTEES   |
| KEY AREAS   | ASSESSMENT  |                  | LEARNING AND DEVELOPMENT  |                   | PEOPLE   |
| <b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b>   | <p><b>Importance of Use of Evidence</b><br/>The process of gathering data and evidence to improve children's attainment and progress and to reflect on the impact of curriculum is the main purpose of assessment.<br/>Utilise a wide range of assessment strategies, that are well chosen and meaningful. Use strategies that are reliable and valid<br/>Assessment is directly linked to curriculum.<br/>Staff are confident in making accurate, fair judgements to ensure planning for children next steps is robust.</p>                          |                  | <p><b>Attendance &amp; Behaviour Data</b><br/>Attendance data is collected and analysed weekly. Vulnerable groups are tracked and actions identified. Persistent absentees are tracked and actions identified. Attendance data is used to inform attendance action planning.<br/>Behaviour and attitudes data is collected and is monitored for trends.<br/>The data is used to identify barriers and needs and inform actions.</p> |                   | <p><b>Reporting to Parents/Carers</b><br/>Progress Evenings take place twice a year to share progress and attainment information, behaviour and attitudes and attendance, so that strengths and areas for development are shared.<br/>Reports are shared annually reporting on behaviour, attendance, progress and attainment.</p> |
| <b>DOCUMENTS REFERENCED:</b><br><br><b>WALK THRU</b><br><br><b>WORKLOAD REDUCTION TOOLKIT - DFE EEF</b> | <p><b>Summative Assessment</b><br/>Assessments are designed to test specified areas of the curriculum e.g. Maths and Reading tests.<br/>Testing cumulative curriculum progress.<br/>QLA is used to identify strengths and areas for development.<br/>Assessments used are regularly checked; they are purposeful and effective.<br/>Enable accurate reporting and summaries.</p>  |                  | <p><b>Analysis of Data</b><br/>Summative data is recorded on Arbor/MIS system. 3 times a year for core subjects. (Geography and History Termly)<br/>Annually for other non core subjects.<br/>Data drop meetings take place to set targets and analyse data.<br/>Trust wide reporting occurs termly, this data is shared at LAC and trustee level.</p>  |                   | <p><b>Reduction in workload</b><br/>Assessment is a useful tool to identify and support pupil attainment and progress.<br/>Marking policy is clear and focused on instant feedback. The marking policy is based on circulation and dot marking, reducing workload.<br/>Reporting is simple and clear.</p>                          |
|   | <p><b>Formative Assessment</b><br/>This is the foundation of all assessment and is the building block to ensuring teaching is appropriate and lessons support children to know more and do more.<br/>Teaching is responsive and lessons are adapted specifically for cohorts and SEND learners.<br/>Use of quick quizzes, hinge questions and low stakes testing.<br/>Walk Thru strategy used such as; circulation, show me boards meaning teachers can adapt lessons.<br/>Information fed back to subject leaders to inform curriculum planning.</p> |                  | <p><b>Impact on Curriculum</b><br/>Informs curriculum planning and decision making. Is integral in the process of curriculum evaluation. Assessment information (formative and summative) is shared with the subject and curriculum leads to support action planning.<br/>Curriculum is evaluated regularly using this information to ensure children know more and can do more.</p>  |                   | <p><b>Statutory Data</b><br/>Statutory data is analysed, impact is measured at local and national levels.<br/>Robust quality assurance of all data.<br/>Moderation and standardisation takes place within and outside the trust.</p>   |



## RAINBOW GUIDING PRINCIPLES 2025/2026

**LEADERSHIP:** OUR APPROACH TO LEADERSHIP IS VISION-DRIVEN, VALUES-LED, AND DEEPLY INCLUSIVE—EMPOWERING STAFF, INSPIRING CHILDREN, AND FOSTERING A CULTURE OF EQUITY, EXCELLENCE, AND COLLABORATION TO ENSURE CHILDREN, STAFF, FAMILIES, COMMUNITIES AND SCHOOL TO FLOURISH.

| OVERARCHING  | PEOPLE FIRST   | BETTER EVERY DAY | CHILDREN AT THE CENTRE  | STRONGER TOGETHER | NO EXCUSES   |
|--|--|------------------|---|-------------------|--|
| STAKEHOLDERS   | LEARNERS   | PARENTS/CARERS   | TEACHING STAFF  | SLT/CLT           | LAC/TRUSTEES   |
| KEY AREAS  | VISION-DRIVEN, VALUES-LED  |                  | STRONG PARTNERSHIPS, STRONGER OUTCOMES  |                   | INSPIRATIONAL AND INCLUSIVE LEADERSHIP   |
| <b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b>  | <p><b>Embedding the Vision into Daily Practice</b><br/>To embed our vision, leaders consistently articulate and model the Trust's vision and values in all decisions, communications, and interactions, leading with clarity, passion, and integrity. This ensures that staff, children, and the wider school community clearly understand how their contributions align with our shared purpose, reinforced through consistent internal and external communications, and that every decision reflects our core values and commitment to excellence.</p> |                  | <p><b>Collaboration with Families</b><br/>Open and Transparent Communication: Schools provide regular, clear, and accessible communication with parents/carers about their child's learning, progress, and wellbeing.<br/>Family Engagement in Learning: Parents are supported to take an active role in their child's education through workshops, curriculum insights, and home-learning strategies.<br/>Inclusive and Supportive Relationships: create a welcoming environment where all families feel valued, listened to, and included in decision-making processes.</p>   |                   | <p><b>Creating a culture of belonging and inclusion</b><br/>Championing Equity: Leaders actively address barriers to learning and opportunity, ensuring all children—regardless of background, ability, or circumstances—can thrive.<br/>Listening to All Voices: Staff, children, and families are given meaningful opportunities to share their views and shape decision-making.<br/>Diverse and Representative Leadership: Leaders reflect the communities they serve and create an environment where diversity is celebrated and respected.</p>                    |
| <p><b>DOCUMENTS REFERENCED:</b></p> <p><b>CULTURE CODE</b></p> <p><b>LEADERSHIP MATTERS</b></p> <p><b>FLOURISHING TOGETHER</b></p> <p><b>TALENT ARCHITECTS</b></p> <p><b>LEGACY</b></p> <p><b>FLOURISHING TRUSTS</b></p> | <p><b>Leaders as Role Models</b><br/>Leaders embody the trust's values through their behaviours, setting the tone for staff, children, and the wider community. Professional conduct, interactions, and decision-making reflect the MAT's ethos.<br/>Staff and children are empowered to take ownership of the trust's values, demonstrating them in their own roles.<br/>Hold high expectations for ourselves and others, ensuring that every child receives the education they deserve.</p>  |                  | <p><b>Strategic External Partnerships</b><br/>Working with Local and National Organisations: Schools collaborate with universities, businesses, charities, and cultural institutions to enrich learning opportunities and raise aspirations.<br/>Engagement with Specialist Support Services: Effective links with SEND specialists, mental health services, and safeguarding partners ensure timely and targeted support for children who need it most.<br/>Influencing Policy and Best Practice: As a MAT, we engage with sector leaders, policymakers, and education networks to contribute to wider system improvement.</p> |                   | <p><b>Empowering and Developing Others</b><br/>Coaching and Mentoring: Leaders invest in the growth of staff through mentoring, coaching, and career development pathways.<br/>Encouraging Innovation: Schools foster a culture where staff feel safe to take risks, trial new ideas, and drive positive change in teaching and learning.<br/>Pupil Leadership Opportunities: Children are encouraged to develop confidence, responsibility, and leadership skills through structured roles such as school councils, digital leaders, and peer mentors.</p>            |
|  | <p><b>Culture of Continuous Reflection and Improvement</b><br/>School improvement plans, policies, and strategic decisions explicitly align with the MAT's overarching mission. Leaders regularly reflect on whether their actions align with the trust's values and make adjustments as needed.<br/>School and trust-wide reviews consider how effectively the vision and values are being lived out in practice.<br/>Feedback from staff, children, and the community is sought to ensure the MAT remains accountable to its mission.</p>              |                  | <p><b>Cross-School Collaboration within the MAT</b><br/>Shared Best Practice: Leaders, teachers, and support staff across schools work together to share expertise, develop innovative approaches, and improve outcomes for all children.<br/>Collective Professional Development: MAT-wide training, coaching, and leadership networks build capacity and ensure consistency in quality teaching and learning.<br/>Joint Projects and Pupil Opportunities: Schools collaborate on enrichment initiatives, cultural capital experiences, and student leadership opportunities to broaden children's horizons.</p>               |                   | <p><b>Leading with Passion purpose and Integrity</b><br/>Setting High Standards: Leaders lead by example, demonstrating professionalism, resilience, and commitment to the trust's vision and values.<br/>Building Strong Relationships: Trust is built through honest, transparent, and compassionate leadership that prioritizes the wellbeing of staff and children.<br/>Inspiring Through Action: Leaders communicate a compelling vision that motivates teams, celebrates achievements, and keeps the focus on the difference being made in children's lives.</p> |



## RAINBOW GUIDING PRINCIPLES 2025/2026

**ATTENDANCE: WE WILL HAVE CLEAR COMMUNICATION, EARLY INTERVENTION, TARGETED SUPPORT, STRONG PARTNERSHIPS WITH ALL STAKEHOLDERS SO THAT EVERY CHILD ATTENDS SCHOOL EVERY DAY**

| OVERARCHING  | PEOPLE FIRST  | BETTER EVERY DAY | CHILDREN AT THE CENTRE   | STRONGER TOGETHER | NO EXCUSES  |
|--|---|------------------|--|-------------------|---|
| STAKEHOLDERS   | LEARNERS  | PARENTS/CARERS   | TEACHING STAFF   | SLT/CLT           | LAC/TRUSTEES  |
| KEY AREAS  | PUPIL ATTENDANCE AND ENGAGEMENT   |                  | PARENTAL ENGAGEMENT  |                   | PROFESSIONAL SUPPORT  |
| <b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b>  | <p><b>Clear Expectations and Consistent Communication</b><br/>Attendance expectations should be clear and communicated to all stakeholders—students, parents, teachers, and trustees. Schools should set high expectations for attendance and ensure these are consistently reinforced through regular communication with families. Attendance should be embedded as part of the school culture, with an emphasis on the value of regular attendance for student achievement.</p> |                  | <p><b>Early Intervention and Support</b><br/>Identifying and addressing attendance issues early is critical for improving overall attendance rates. School staff should actively track attendance on a weekly basis and intervene as soon as patterns of absence are identified, particularly for vulnerable students. Staff should be proactive in engaging with families to offer support.</p> |                   | <p><b>Partnership with Parents and Carers</b><br/>Engaging parents and carers is key to improving attendance. Schools should ensure that parents are fully aware of the attendance policy and the importance of regular attendance. Schools can offer support through parental engagement initiatives, including workshops and information sessions about how they can help improve their child's attendance.</p>   |
| <b>DOCUMENTS REFERENCED: DFE Working together to improve school Attendance</b><br><b>EEF- Supporting School Attendance</b> | <p><b>Targeted Support for Vulnerable children</b><br/>Vulnerable children, including those from disadvantaged backgrounds or with additional needs, may require targeted support to attend regularly. Schools should provide personalised interventions for students facing barriers to attendance. This may include mentoring, counseling, or other forms of individualised support.<br/>organisations for additional resources.</p>  |                  | <p><b>Building a Positive School Culture</b><br/>A positive and welcoming school environment encourages attendance. School leaders should foster a culture where students feel supported, valued, and safe. This can include celebrating good attendance and fostering relationships with students to understand their individual needs.</p>   |                   | <p><b>Tracking, Monitoring, and Data Use</b><br/>Continuous tracking and analysis of attendance data are essential for identifying trends and areas needing attention. Attendance data should be collected and reviewed regularly, with a focus on tracking vulnerable groups, persistent absenteeism, and overall patterns of attendance. Regular meetings should be held to discuss attendance data and devise action plans.</p>  |
| <b>EEF A tailored support to school attendance</b>   | <p><b>Supportive Leadership and Governance</b><br/>School leaders and trustees must demonstrate a commitment to improving attendance and hold all staff accountable for attendance outcomes. Leaders should ensure that attendance is a key focus of school development plans. Trustees should regularly review attendance data and hold leaders accountable for implementing strategies that improve attendance.</p>   |                  | <p><b>Celebrating Good Attendance</b><br/>Recognising and rewarding good attendance encourages positive behavior and motivates students. Schools should celebrate good attendance through assemblies, awards, and public recognition, emphasising the link between regular attendance and academic success.</p>  |                   | <p><b>Parental Engagement and Professional Support</b><br/>Strong relationships between the school, parents, and external support services are vital for overcoming barriers to attendance. Schools should establish strong lines of communication with parents, encouraging their involvement in supporting attendance. Additionally, external professional support should be used effectively to address specific barriers to attendance, such as mental health or family issues.</p> |



## RAINBOW GUIDING PRINCIPLES 2025/2026

**PERSONAL DEVELOPMENT: WE ARE COMMITTED TO ENSURING THAT EACH AND EVERY CHILD FEELS SAFE, VALUED AND SUPPORTED TO THRIVE PERSONALLY, SOCIALLY AND EMOTIONALLY AS PART OF A RICH, INCLUSIVE PERSONAL DEVELOPMENT OFFER.**

| OVERARCHING  | PEOPLE FIRST  | BETTER EVERY DAY | CHILDREN AT THE CENTRE  | STRONGER TOGETHER | NO EXCUSES   |
|--|---|------------------|---|-------------------|--|
| STAKEHOLDERS   | LEARNERS  | PARENTS/CARERS   | TEACHING STAFF  | SLT/CLT           | LAC/TRUSTEES   |
| KEY AREAS  | INCLUSION   |                  | CURRICULUM  |                   | WIDER OPPORTUNITIES  |
| <b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b>  | <p><b>CHARACTER DEVELOPMENT</b></p> <p>Character education sits at the heart of our trust's vision to ensure every child flourishes. We develop personal qualities such as resilience, empathy, honesty and responsibility, aligning with our core values. This forms a key part of our strategic direction, ensuring that personal development is prioritised alongside academic success.</p> <p><b>Leaders and teachers prioritise this by embedding character into all aspects of school life, modelling behaviours and creating consistent opportunities for children to reflect and grow.</b></p> <p><i>Effective practice looks like consistent modelling of positive behaviours, regular opportunities for pupil reflection, and an environment where values are actively lived out.</i></p> |                  | <p><b>PSHE/RSE</b></p> <p>Our PSHE and RSE curriculum supports children in understanding themselves and others, developing the knowledge and confidence to make informed decisions about their lives. It underpins emotional wellbeing, respectful relationships, and personal safety. This is a strategic priority across the trust to support lifelong learning and healthy development.</p> <p><b>Leaders and teachers ensure this area remains central to planning, training and curriculum delivery, ensuring it is implemented with care, consistency and progression.</b></p> <p><i>Effective practice includes well-sequenced lessons, sensitive facilitation of discussion and strong relationships that allow children to speak openly and ask questions.</i></p>   |                   | <p><b>CITIZENSHIP</b></p> <p>Citizenship education empowers children to be active participants in their communities and society. It encourages an understanding of rights, responsibilities, and what it means to contribute positively. This aligns with our strategic aim to prepare children to lead and engage meaningfully with the world beyond school. Leaders and teachers embed citizenship into the wider curriculum, developing a culture of responsibility and agency in every setting.</p> <p><i>Effective practice is seen when children take initiative, engage in decision-making, and reflect on their role in the wider world.</i></p> |
| <b>DOCUMENTS REFERENCED:</b><br><br><b>RELATIONSHIPS AND SEX EDUCATION GUIDANCE</b><br><br><b>PD Framework</b><br><br><b>Curriculum guidance documents</b><br><br><b>Rainbow Passports</b><br><br><b>PD Journeys</b><br><br><b>KISC 2025</b> | <p><b>BRITISH VALUES</b></p> <p>Promoting British Values is a statutory and moral duty. These values support children in developing respectful, democratic, and inclusive attitudes and behaviours. This is embedded within our strategic approach to nurturing responsible, open-minded citizens ready for life in modern Britain. Leaders and teachers ensure these values are consistently reinforced across school life, curriculum content, and classroom dialogue.</p> <p><i>Effective practice includes explicit teaching of the values, pupil voice opportunities and school cultures that model democracy and respect.</i></p>   |                  | <p><b>SMSC</b></p> <p>SMSC development provides the foundation for holistic growth and is a central strand in our strategy for personal development. It supports children in understanding themselves and the wider world, contributing to positive relationships, reflective thinking, and cultural awareness.</p> <p><b>Leaders and teachers integrate SMSC throughout planning, reflection and the wider school experience to ensure it is not an isolated element but part of the whole approach.</b></p> <p><i>Effective practice includes regular opportunities for discussion, reflection, and celebration of diverse cultures and beliefs.</i></p>  |                   | <p><b>INCLUSION AND EQUALITY DIVERSITY</b></p> <p>A commitment to inclusion and diversity shapes our trust culture and strategic aims. We ensure all children are valued and represented, and that barriers to learning are addressed to enable equity of experience and outcome. Leaders and teachers promote inclusive practices through curriculum design, representation, and targeted support, creating a culture of belonging for all.</p> <p><i>Effective practice is reflected in classrooms that reflect and celebrate diversity, where every child feels seen, heard and supported to succeed.</i></p>   |
|  | <p><b>SAFEGUARDING</b></p> <p>Safeguarding underpins every aspect of school life and is fundamental to our strategic direction. It creates the conditions for children to feel safe, supported, and ready to learn. All staff play an active role in maintaining a strong safeguarding culture.</p> <p><b>Leaders and teachers ensure safeguarding is a daily priority, embedded in practice, training and school culture.</b></p> <p><i>Effective practice looks like vigilant staff, clear routines, trusted relationships, and open communication between school and home.</i></p>   |                  | <p><b>DIGITAL CITIZENS</b></p> <p>Digital citizenship is a key part of our commitment to safeguarding and preparing children for a digital world. It is strategically embedded into our trust-wide vision of safe, responsible, and ethical learners who can navigate technology with confidence. Our approach incorporates PedTech (pedagogical technology), ensuring that technology is not only used for learning but also fosters responsible digital habits and critical thinking.</p> <p>Leaders and teachers prioritise this through integrated curriculum planning, safe digital practices, and by modelling ethical use of technology in all environments.</p> <p><i>Effective practice looks like children confidently and responsibly using technology, understanding its risks, and applying critical thinking skills when engaging with digital content.</i></p> |                   | <p><b>ORACY</b></p> <p>Oracy is a strategic focus that enhances children' ability to express themselves, reason clearly and engage with learning deeply. It builds confidence and prepares children for future leadership, communication, and collaboration.</p> <p>Leaders and teachers promote oracy as a key pedagogical tool, planning for purposeful talk and valuing pupil voice across the curriculum.</p> <p><i>Effective practice is seen in classrooms rich with dialogue, where structured talk, questioning and listening are central to learning.</i></p>   |



## RAINBOW GUIDING PRINCIPLES 2025/2026

| PARENTAL ENGAGEMENT: We have welcoming, inclusive, and supportive school communities where every parent/caregiver feels empowered, valued, and actively engaged in their child's education. We are committed to removing all barriers that hinder meaningful parental involvement. |   |                  |   |                   |   |
|--|---|------------------|---|-------------------|---|
| OVERARCHING  | PEOPLE FIRST  | BETTER EVERY DAY | CHILDREN AT THE CENTRE  | STRONGER TOGETHER | NO EXCUSES  |
| STAKEHOLDERS   | LEARNERS  | PARENTS/CARERS   | TEACHING STAFF  | SLT/CLT           | LAC/TRUSTEES  |
| KEY AREAS  | RELATIONSHIPS   |                  | PERSONALISED APPROACH & PARTNERSHIP WORKING   |                   | PROFESSIONAL SUPPORT  |
| <b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b>  | <p><b>Inclusive school culture</b><br/>Our schools provide a warm and welcoming atmosphere in which families feel valued and celebrated. Through our culturally responsive practice, we are mindful of diverse backgrounds and respectful of traditions, languages and perspectives. We maintain a culture of effective engagement, rooted in mutual respect and understanding.</p> <p>We develop strong, reciprocal relationships to facilitate a collaborative approach with our families. Taking time to develop deeper connections and seeking to understand without judgment.</p>  |                  | <p><b>Engaging families in the process</b><br/>Our schools embrace listening, respect, effective communication and professionalism to reduce barriers for children and families rather than create them.<br/>We aim to hold honest and transparent conversations about expectations and the reasons behind decision making. This is vital in fostering trust and making progress towards improving outcomes.<br/>We will develop a shared plan of action, working towards sustained improved outcomes and building resilience for the future.</p> |                   | <p><b>Respectful relationships and professional partnerships</b><br/>We work with families as partners to ensure their perspective is central to creating an effective support plan.<br/>Our multidisciplinary approach ensures that relevant partners (health, social care, community leaders, ect) are consulted and collaborate to provide wraparound support to achieve the best possible outcomes. We aim to connect families with the right offer at the right time.. We advocate for our children and families, and hold others accountable.</p> |
|  | <p><b>An empathetic approach with active listening</b><br/>We provide named members of staff, dedicated to building relationships, with a commitment to the process and an advocate for working in partnership.<br/>We understand that each situation is unique and that previous experiences can influence how a family engages with the school. We aim to identify solutions to remove any barriers to engagement.</p>  |                  | <p><b>Personalised support</b><br/>Our earliest help offer provides timely support, at the right level to meet individual needs.. We aim to remove barriers to improve outcomes for children<br/>We use contextual information and data to inform discussion and actions, whilst ensuring that all engagement is impactful.<br/>Ww work together to engage, empower and educate, We utilise local support and services to ensure families get the best support within our community..</p>   |                   | <p><b>Agreed priorities and shared expertise</b><br/>Our schools offer a community hub/information point to ensure parents/carers are well-informed about services and resources available.<br/>School leaders know the local priorities and issues which may impact on families. They work collaboratively with other stakeholders to address these in a solution focused manner.<br/>Leaders make effective use of school-led, local-led, and national data and resources to maintain relevant and up to date practice.</p>                           |
| <b>DOCUMENTS REFERENCED:</b><br><br><b>Working Together Keeping Children Safe Working Together to Improve Attendance Children's Well-being and Education Act</b>   | <p><b>Open communication &amp; wider opportunities</b><br/>We promote a culture of two way communication, using online tools and resources to enable families to share their thoughts, ideas and concerns.<br/>We provide regular updates on school and community events, through a range of media and methods.<br/>We believe in Investing time in nurturing parental relationships, and provide a visible staff presence within our school community.<br/>Our universal offer enables all families to engage in enrichment events, supporting their child's learning and progress and we offer opportunities to support or volunteer in the work of the school.</p> |                  | <p><b>Celebrate successes</b><br/>We recognise and acknowledge the positive contribution of families and share pupil successes through our range of communication methods.<br/><br/>We learn from our successes and challenges, always striving to further improve our practice for children and families.<br/><br/>#Flourishing Children<br/>#Flourishing families<br/>#Flourishing Communities.</p>   |                   | <p><b>Cohesive action &amp; Collaboration with key partners</b><br/>Our school professionals seek case discussions to facilitate learning and progression to achieve the best for children and families. They know the procedures for engaging other agencies to help streamline the support and to limit the times that families have to retell their story.We understand who to contact, what they do, and the specific processes within each borough to ensure a timely and effective response is available when needed.</p>                         |



## RAINBOW GUIDING PRINCIPLES 2025/2026

### PEDAGOGY TEAM

| PEDAGOGY:                              |  |                  |   |                   |  |
|--|--|------------------|---|-------------------|--|
| OVERARCHING                            | PEOPLE FIRST   | BETTER EVERY DAY | CHILDREN AT THE CENTRE  | STRONGER TOGETHER | NO EXCUSES   |
| STAKEHOLDERS                           | LEARNERS   | PARENTS/CARERS   | TEACHING STAFF  | SLT/CLT           | LAC/TRUSTEES   |
| KEY AREAS                              | Modelling  |                  | Adaptive  |                   | Feedback   |
| WHAT EFFECTIVE PRACTICE WILL LOOK LIKE | <p><b>Small Steps for Big Impact</b> – Learning is broken down into manageable, sequential steps to ensure deep understanding and mastery over time.</p>                       |                  | <p><b>Effective Scaffolding</b> – Support is carefully planned and adjusted to enable all children to access learning while gradually fostering independence.</p>                               |                   | <p><b>Adaptive Teaching</b> – Teachers use formative assessment to inform responsive teaching, adjusting lessons dynamically to meet children's needs.</p>               |
| DOCUMENTS REFERENCED:                  | <p><b>High-Quality Modelling</b> – Teachers explicitly model processes, thinking, and expectations, demonstrating excellence before children apply learning independently.</p> |                  | <p><b>Retrieval and Reinforcement ("5-a-Day")</b> – Daily opportunities for recall and reinforcement ensure key knowledge is retained, securing strong foundations for future learning.</p>     |                   | <p><b>Oracy and Metacognition</b> – children are explicitly taught how to articulate their thinking, strengthening understanding and problem-solving skills.</p>         |
|  | <p><b>Clear Expectations</b> – High expectations for all learners underpin every lesson, ensuring consistency, challenge, and ambition across the curriculum.</p>              |                  | <p><b>Cognitive Load Consideration</b> – Learning is designed to reduce cognitive overload, ensuring children can focus on and retain essential knowledge without unnecessary distractions.</p> |                   | <p><b>Purposeful Practice and Feedback</b> – Structured opportunities for deliberate practice, combined with timely and precise feedback, ensure continual progress.</p> |



## RAINBOW GUIDING PRINCIPLES 2025/2026

**COMMUNICATION:** We believe that effective communication is the foundation of strong relationships, trust, and collaboration. Whether we are engaging with children, parents, staff, or the wider community, our approach to communication reflects our values, vision, and commitment to excellence.

| OVERARCHING                                   | PEOPLE FIRST   | BETTER EVERY DAY | CHILDREN AT THE CENTRE   | STRONGER TOGETHER | NO EXCUSES   |
|---|--|------------------|--|-------------------|--|
| STAKEHOLDERS                                  | LEARNERS   | PARENTS/CARERS   | TEACHING STAFF   | SLT/CLT           | LAC/TRUSTEES   |
| KEY AREAS                                     | WELLBEING AND KINDNESS   |                  | COLLABORATIVE AND TRANSPARENT  |                   | CLARITY, HONESTY AND INTEGRITY   |
| <b>WHAT EFFECTIVE PRACTICE WILL LOOK LIKE</b> | We prioritise the wellbeing and time of our people through <b>appropriate, honest, supportive and compassionate communication</b> , always seeking to build trust and understanding in a timely manner. Because we value and respect our time together, we ensure that any meetings we hold are effective, have a clear purpose and that the right people are around the table. We respect different working patterns. |                  | Whether we are speaking with staff, parents/carers, stakeholders and the wider community, we ensure our communication is <b>child-centred, timely and aligned with our shared goal of improving outcomes for each and every child.</b> |                   | We share generously, celebrate success together, and make space for <b>constructive conversations</b> . Our communication fosters <b>partnership and inclusion</b> at every level.           |
| <b>DOCUMENTS REFERENCED:</b>                  | Our communication is <b>open to challenge</b> , reflective, and driven by a desire to improve — we listen well and speak with purpose. Every interaction is an opportunity to flourish.  |                  | We explicitly teach communication skills and provide a wide range of opportunities to our children to ensure that they are good citizens and that they are ready for the next stage of their lives.                                    |                   | Where possible, we endeavor to communicate in person. When using written communication, we seek to respond within 48 hours. We are present.  |
|   | We think carefully about how we communicate to ensure that it is effective and reflects our professional standards, including the consistent use of Standard English in all formal communication. We ask for feedback and we act on it.  |                  | We consistently model positive interactions.   |                   | We say what we mean, follow through on our promises, and <b>own our words and actions</b> . Even in difficult moments, our communication is <b>clear, transparent and solution-focused</b> . |