The FPMAT Approach 2026-2027



Our Blueprints

FINHAM PARK
MULTI ACADEMY TRUST

CONNECTING LEARNING

The FPMAT Approach

“Blueprint: a plan that describes how to do or achieve something in the future”

Dear colleague

Thank you for taking the time to read this important document for our Trust. In our tenth year, we are trying to identify and celebrate strands that reflect our belonging together. These are wide-ranging, and almost everyone is engaged in elements of our work – whether directly or indirectly. Examples of our ‘connected activity’ include:

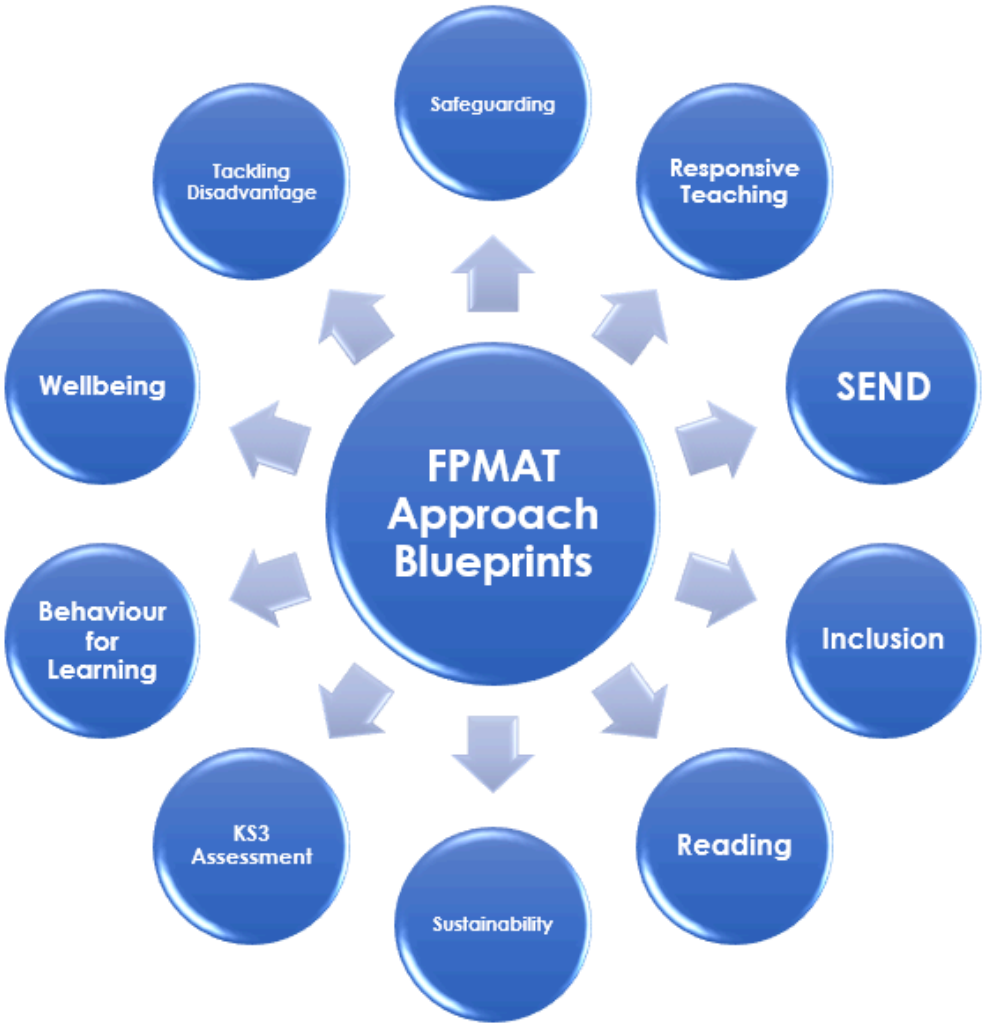
- Our values: Kindness Respect Teamwork Honesty Integrity Enjoyment
- Our vision for educating children, encapsulated in ‘The time of their lives’ and ‘World Class Education’
- Teaching & Learning development: Responsive Teaching & Connecting Learning
- Co-construction activity across the Trust on the things that matter: Curriculum, Assessment, Recording & Reporting
- Our Trust-wide strategy groups to address big issues: Attendance, SEND, Disadvantaged & Vulnerable Children; Sport & Active Leisure; Reading; Sustainable Futures; Digital Transformation; Post-16 and ‘World Class Guarantee’

For time immemorial, blueprints have been used to signify plans that are shared and, over time, realised. Our blueprints are unapologetically ambitious for the children we serve and for our colleagues who will guide them on their journey. They are intended, at a high level, to communicate ‘how we do things’ - our ‘approach’ to delivery across the Trust. These blueprints highlight decisions we have made together, about the way we would like things to be at Finham Park Multi Academy Trust. I look forward to reflecting on their realisation with you in the future.



Mark Bailie
CEO/Executive Headteacher

Our Blueprints



Our Trust Values

- Kindness
- Respect
- Teamwork
- Honesty
- Integrity
- Enjoyment

Our Safeguarding approach

We are committed to creating and maintaining a safe, nurturing, and inclusive environment where everyone is valued, respected, and protected. Safeguarding is everyone's responsibility, and together, we will ensure that the welfare of our children remains at the heart of everything we do.

Culture

- The Board of Trustees, Governors and senior leaders are fully committed to safeguarding and creating a culture of safety. They ensure that safeguarding policies, procedures, and practices are consistently reviewed, updated, and followed across all schools and settings within the Trust.
- The designated safeguarding lead (DSL) and deputies have the authority to act independently and make decisions that prioritise the welfare of children.
- All staff, from senior leadership to support staff, are trained regularly in safeguarding, ensuring they understand their responsibilities under KCSIE and other relevant legislation.
- The Trust promotes a proactive approach to safeguarding, where staff are encouraged to report concerns, share best practices, and continuously develop their safeguarding knowledge.
- Children, parents, and visitors are also made aware of safeguarding procedures and expectations through clear communication, such as posters, newsletters, and information sessions.
- The Trust promotes a safe, respectful, and inclusive environment where children's welfare is paramount. This is reinforced through codes of conduct for staff, students, and visitors.
- Children are taught to understand their rights and the importance of speaking out if they feel unsafe. Our curriculum ensures children are educated about safeguarding and personal safety.

Procedures & Processes

- The Trust follows a clear set of safeguarding procedures that ensure timely and effective action when a safeguarding concern arises.
- Each school has a designated safeguarding lead who has responsibility for the oversight of safeguarding and child protection matters. The DSL has up-to-date knowledge and training, and is supported by a team of deputy DSLs.
- We adhere to local safeguarding children board (LSCB) procedures and works closely with external agencies (e.g., local authorities, police, and social services).
- A clear process for reporting concerns is in place, ensuring that all staff understand how and when to report and escalate safeguarding issues. Concerns are recorded securely and appropriately (on CPOMS), and a clear timeline is maintained for follow-up actions.
- The Trust has a rigorous recruitment and selection process in place, in line with Keeping Children Safe in Education (KCSIE), to ensure that all employees and volunteers are safe to work with children. This includes DBS (Disclosure and Barring Service) checks, references, and ensuring that all new staff are subject to safeguarding checks before they begin their roles.
- The Trust has a clear policy and procedure in place to handle allegations against staff, ensuring all allegations are taken seriously and investigated promptly.
- The Trust works with external agencies, such as the local authority designated officer (LADO), to ensure that investigations are impartial and thorough.

Monitoring

- The Trust conducts regular safeguarding audits & reviews across all schools to assess compliance with safeguarding policies and practices. These audits focus on areas such as training, reporting procedures, recruitment practices, and the effectiveness of the safeguarding culture.
- An annual safeguarding report is presented to the Board of Trustees. This includes an overview of safeguarding activity within the Trust, including staff training, safeguarding incidents, actions taken, and areas for improvement.
- The report highlights the effectiveness of safeguarding practices in each school and any recommendations for future actions.
- Pupils are regularly asked for feedback on their experiences of safeguarding, either through surveys, focus groups, or student councils. This feedback is used to refine safeguarding practices and ensure that the Trust's approach aligns with students' needs.
- Our schools implement a continuous professional development (CPD) programme that includes safeguarding refreshers and updates for all staff, ensuring that safeguarding knowledge remains current and in line with KCSIE and other relevant legislation.

Our Responsive Teaching approach

CURRICULUM

Our rationale of curriculum intent and design

- Our curriculum is planned to be ambitious and inclusive. It promotes progression at all stages and phases for our children.
- Our curriculum equips children with the powerful knowledge and wider cultural capital that they need to be responsible citizens of the world.
- Our curriculum is sequenced to promote progression of knowledge and skills over time.
- Our curriculum is engaging and helps to develop a love of learning amongst all children.
- Lesson planning is high quality, utilising powerful knowledge that has been identified as the key to mastery across subjects.
- We celebrate subjects as both individual and unique, whilst also identifying links, teaching strategies and transferable knowledge and skills across them to support embedding learning.

PEDAGOGY

How our curriculum is implemented in our schools/classrooms

- Our vision is Responsive Teaching for all.
- We use effective strategies in lessons based on national research, action research in our school contexts and through guides/CPD i.e. WalkThrus
- Our lessons are ambitious, but scaffolded for the children in our classes. We know our children well and deliver in ways that ensure they can all be successful in learning.
- We identify and adapt planning to address gaps in knowledge for cohorts or individuals.
- We model and use checking for understanding to support and develop learners.
- Questioning techniques will be inclusive and encourage discussion, debate and critical thinking.
- Every teacher is a teacher of SEND.
- Every teacher is a teacher of Literacy, including Oracy.

ASSESSMENT

The assessment and feedback strategies that underpin our teaching

- Checking for Understanding is a key strategy in every lesson. Teachers will use a wide range of techniques to do this.
- We identify misconceptions and gaps and use formative assessments to regularly check whether progress has been made following reteaching or interventions.
- Our assessment informs our planning and how and what we teach.
- We teach students how to peer and self-assess and how to use the information gained from feedback/assessment to improve their work.
- Our assessments are planned as part of our curriculum and for the KS3 End of Year common assessments are used.
- We moderate and standardise across subjects, schools and the Trust.

CULTURE

The behaviours we expect to see in our learning environments

- All of our schools are inclusive and safe environments where we celebrate diversity and equality.
- We know our children well and develop positive relationships across all areas of our school and Trust.
- We have high expectations of good behaviour, which is modelled and taught in all of our schools.
- Colleagues are expected to use a range of strategies to support safe and calm learning environments, including individual approaches to meet the needs of students.
- Our behaviour polices are clear and concise to support children using them and all colleagues to apply them consistently.

PROFESSIONAL COMMITMENT

The professional behaviours all colleagues will exhibit to support world class T&L

- All teaching colleagues will engage with Instructional Coaching using Steplab to support their professional development at all career stages.
- We commit to life-long learning and promote a love of learning to our children and families.
- We engage in our own action research as well as using national/ international educational research.
- Subject knowledge is extremely important and our teachers are committed to addressing any gaps. Experts within our Trust support colleagues so no children are disadvantaged.
- Co-construction is an important aspect of our CPD expectations.
- Supported by The Lion Alliance we offer a range of CPD, specific to the needs of the contexts of our colleagues and schools and the wider education community.

Kindness - Respect - Teamwork - Honesty - Integrity - Enjoyment

Our SEN(d) approach

At Finham Park MAT, we are committed to providing an inclusive and supportive educational environment for all students, from Early Years through to Post-16. We recognise the importance of meeting the individual needs of pupils with SEND to enable them to achieve their full potential. Our approach is based on the principles of inclusion, equality of opportunity, and respect for diversity. This approach ensures that every child receives the support they need in line with current legislation and best practice.

Identification of SEND

- We adopt a proactive and systematic approach to identifying children with SEND, ensuring that every child's individual needs are identified early and addressed effectively.
- In the Early Years, our focus is on identifying any potential SEND as early as possible. This is achieved through regular monitoring, observation, and communication with parents and early years practitioners.
- We use the Graduated Approach (assess, plan, do, review) to assess and support children with additional needs.
- Throughout the school journey, we use a combination of observations, assessments, and feedback from teachers, parents, and external agencies to identify children who may have SEND.
- We are committed to providing ongoing professional development for all staff to ensure they have the knowledge and skills to support early identification, using the Trust wide processes & procedures to ensure consistency.

SEND Provision

- Our SEND provision is designed to meet the needs of all students, from Early Years through to Post-16. The provision is flexible and tailored to the specific needs of the child whether that be through play-based approaches in the early years; in class support; targeted interventions or preparation for adulthood for example. We encourage a whole-school approach to SEND, with all staff, including support staff, contributing to creating an inclusive environment.
- We offer a multidisciplinary approach, including specialist teachers, teaching assistants and other professionals (e.g. speech and language therapists, educational psychologists) who work together to support early identification and ensure that the children's needs are comprehensively met and that all professionals involved are working collaboratively.
- We offer a nurturing environment that allows children to build independence, social skills, and academic progress, whilst additionally providing support for children with more complex or specific needs who may require a higher level of intervention than can be provided within a mainstream classroom.
- We promote the inclusive participation of children with SEND in the wider school community, supporting them in accessing mainstream education, extracurricular activities, and social integration, ensuring that these opportunities are accessible.

Monitoring and Reviewing

- Each child with SEND will have an Individual Pupil passport or a similar tailored support plan, which is reviewed regularly to ensure that it is effective in meeting the child's needs and that they are making progress towards their goals.
- We conduct regular reviews of SEND provision, including annual reviews for Education, Health, and Care (EHC) Plans, to assess the impact of interventions and identify areas for improvement.
- We track the progress of children with SEND through data analysis and regular assessment cycles. This helps us identify trends, evaluate the effectiveness of interventions, and make data-driven decisions about future support.
- We seek feedback from parents, , children and external agencies to ensure that the SEND provision is meeting the needs and that adjustments are made where necessary.
- The Trust conducts annual SEND reviews to assess compliance with policies and practices whilst focussing on areas such as training, provision, and outcomes for children with SEND.

Our Tackling Disadvantage approach

At Finham Park Multi-Academy Trust (MAT), we are committed to ensuring that all children have access to the opportunities and support they need to achieve their full potential. This includes a strong focus on our disadvantaged children, who can face unique challenges that impact their academic progress and overall wellbeing. Our Disadvantage strategy aims to break down these barriers, ensuring that every child within our trust can succeed.
Our vision is to implement evidence-based strategies that will raise the aspirations and outcomes of disadvantaged pupils across all eight schools within the MAT. We recognise that our approach must be tailored to meet the diverse needs of our children, while also promoting an inclusive culture that fosters resilience, self-belief, and academic success.

Our vision is to create an educational environment where all disadvantaged students are supported to thrive academically, socially, and emotionally. By aligning our approach with the EEF's guidance, we focus on the following key areas:

EEF Pupil Premium guidance

High-Quality Teaching

The foundation of our strategy is high-quality teaching for all. Evidence shows that the most effective way to raise the attainment of disadvantaged children is through high-quality classroom instruction.
Oracy is a key priority area for our Trust that we believe will support high quality teaching and learning.
Therefore, we invest in professional development for our teachers to ensure that all children receive the best possible teaching, irrespective of their background.

Targeted Support

Where necessary, we provide targeted interventions to address specific gaps in learning. This includes one-to-one support, small group tutoring, and tailored resources, ensuring that interventions are impactful and evidence-based.
Colleagues will research and select the best methods appropriate to the context and need. These will be planned, delivered and reviewed to measure impact and inform future interventions.

Building strong relationahips

We understand that a nurturing and supportive environment is key to a child's success. We place a strong emphasis on building positive relationships with disadvantaged children, fostering a culture of care and respect, and ensuring that our pastoral support is robust and responsive to individual needs. This includes working with families and communities to ensure the best support is offered and positive working relationships are developed.

Raising expectations and aspirations

At Finham Park MAT, we challenge all children, including disadvantaged pupils, to aim high and believe in their ability to succeed. Our strategy encourages children to set ambitious goals and attend school every day, while also providing the support and resources needed to achieve them.
We believe in giving disadvantaged (under resourced) children the opportunities that circumstances sometimes mean they might miss out on both academically and culturally.

Parent and community engagement

Recognising the importance of partnerships, we work closely with parents, carers, and the wider community to create a collaborative approach to supporting our disadvantaged children. This includes regular communication, workshops, and resources designed to empower families to support their children's learning. Links to business and further/higher education are also important to ensure all children get the same opportunities.

Our Disadvantaged/Pupil Premium strategy is rooted in the belief that every child, regardless of background, deserves the opportunity to succeed. Our approach will lead to measurable improvements in the academic progress and life chances of disadvantaged children across Finham Park MAT. Through continuous evaluation, collaboration, and innovation, we strive to make a tangible difference in the lives of the young people in Coventry and Warwickshire.

Our KS3 Assessment approach

Our aim is to have a consistent and effective assessment framework across all four secondary schools for Key Stage 3. By working collaboratively, our subject specialists have ensured that children at all schools experience a common approach to assessment, facilitating a smooth transition between schools and supporting our goal of delivering high-quality, cohesive teaching and learning experiences for all. This KS3 assessment approach is based on the principles of the primary model of assessment with WT, WA and GD stages. By co-constructing assessment grids across the MAT and ensuring that assessments are aligned and moderated, we will ensure that all students, regardless of which school they attend, are assessed fairly and equitably. Through rigorous moderation, clear assessment criteria, and a focus on both subject-specific and cross-curricular skills, we will support our students to achieve their full potential and make a smooth and successful transition to Key Stage 4.

The Model

Assessment stages:

- Working Towards **(WT)** – The student is beginning to develop the required knowledge and skills, but there are still gaps in understanding.
- Working At **(WA)** – The student has demonstrated the ability to meet the expected level of knowledge and skills for their age, with little to no gaps in understanding.
- Greater Depth **(GD)** – The student has a deeper understanding of the subject matter, showing application of knowledge and skills beyond the expected standard for their age.

How it works:

Each subject has co-constructed assessment description grids for Year 7, 8 & 9. They have also developed assessments and their agreed criteria for determining what constitutes WT, WA, and GD. These assessments and criteria will be reviewed annually to ensure they reflect the progression expected in the curriculum.

The Year 9 assessments will provide information for teachers to track how well children are ready to transition into the demands of Key Stage 4. Results from Year 9 assessments will inform the level of support needed to prepare children for their GCSE courses.

Aligned assessments and Moderation

Progress checks:

- During the autumn and spring terms, progress checks will be based on similar types of assessments across all schools, with each school adapting them to the specifics of its curriculum where necessary. This ensures that all children are being assessed in a comparable way, allowing for better tracking of progress.
- These checks will be used to gauge the ongoing progress of children and identify any gaps in knowledge or skills that need addressing.
- Assessment formats can include regular quizzes, mid-unit tests, extended writing tasks, or practical assessments, as appropriate to the subject area.

End of year assessments:

- At the end of each academic year, children will sit formal assessments that test the full content of that year's curriculum. These assessments will be standardised across all schools within the Trust to ensure fairness and consistency in how children's achievement is measured.
- The assessments will include content from the entire year and will assess a broad range of skills, knowledge, and understanding.
- For Year 9, assessments will not only cover Year 9 content but will also revisit key concepts from Years 7 and 8. This approach ensures that children have retained and built on their learning over time, and helps prepare them for the transition to Key Stage 4.

Moderation:

- All summer assessments will be marked using common criteria, ensuring consistency across the MAT. There will be moderation in schools for the autumn/spring progress checks and samples compared across schools be subject leads to ensure parity.
- A moderation process will take place following these assessments to ensure that the grading is consistent and accurate across all schools.
- This moderation will involve subject leaders and teachers from all schools in the Trust, who will compare assessments and discuss the application of WT, WA, and GD criteria. The moderation will help identify any areas of discrepancy and ensure that results are reliable.

Recording and reporting

Assessment calendar:

- Each year the schools agree a joint assessment calendar which includes common assessment weeks in the summer term for Year 7&8 and Year 9. This ensures that assessments are completed at the same time and moderation can take place quickly afterwards.
- There are 3 summative data points during the Year for KS3. One in each term.

Reporting school/Trust:

- KS3 assessment data is shared at SLT, LGB and Trustee level though HT data reports each term.
- Progress information can be benchmarked against Y6 SATs data that children arrive at secondary with.
- Data is used at school level to inform evaluation of curriculum intention and implementation. This supports decision making at department and school levels.

Reporting to parents/families:

- Summative WT/WA/GD will be a snapshot for parents to inform them of their child's progress through the year.
- Information will be used to inform conversations between teachers, children and families about progress during each year of Key Stage 3.

Our Behaviour for Learning approach

Our Shared Vision: Clarity, Consistency and Kindness

At Finham Park Multi Academy Trust, we believe that behaviour is a collective responsibility rooted in relationships, mutual respect and high expectations. Across all eight schools, we commit to a consistent and robust behaviour culture that prioritises clarity, kindness, and accountability - ensuring that all children, especially the most vulnerable, feel safe, supported and empowered to thrive.

Clarity through robust systems

- All schools operate within a clearly articulated behaviour policy that is understood and consistently applied by every member of staff.
- Policies include defined rewards and follow up, ensuring predictability and fairness in how behaviour is managed.
- Systems are not static, they are regularly reviewed, refined and communicated clearly to all stakeholders.

Consistency with compassion

- Every staff member plays an active role in upholding expectations. Inconsistencies erode culture; therefore, policy is followed by all.
- Staff training and CPD are central to embedding consistency. Staff are given the tools and confidence to apply systems fairly, calmly and effectively.
- Leadership teams model high standards and act decisively to support colleagues, including addressing workload pressures linked to behaviour management.

Relationships at the Heart

- Positive relationships are the foundation of our behaviour culture. Every interaction is underpinned by respect, emotional safety and dignity.
- Our teams know our children and families well.
- We promote kindness without compromise, firm but fair boundaries are maintained, with clarity around follow ups and opportunities to repair and restore.

Restorative and Trauma-Informed Practice

- While we maintain clear boundaries, we recognise the importance of understanding the reasons behind behaviour. Restorative approaches are embedded in our response to conflict or harm. These are structured, facilitated and never used to replace necessary consequences — but to supplement learning and accountability. Staff are trained in trauma-informed practices, equipping them to support children whose behaviour may be shaped by adverse experiences, without lowering expectations.

Leadership & Culture

- Senior Leadership Teams lead by example, demonstrating calm authority, relational leadership and high visibility across school. Leaders support all staff in upholding the culture, including safeguarding staff wellbeing and workload in response to behaviour challenges. All staff are part of a culture of shared ownership. Behaviour is everyone's responsibility - not just SLT or pastoral teams.

Professional Conduct: No Shouting, No Shaming

- We model the behaviour we expect to see. De-escalation, strategic silence, non-verbal cues and restorative language are preferred tools for intervention. Staff correct behaviour without confrontation, ensuring dignity is preserved, even when firm boundaries are enforced.

Supporting All Learners

- Our systems are designed to support every child, with particular attention to those with SEND, mental health needs, or wider vulnerabilities. Reasonable adjustments are planned, not improvised, ensuring equity and inclusion are embedded in policy and practice. Interventions are targeted, data-informed and proactive, not reactive.

Training, Accountability and Growth

- Behaviour CPD is regular, relevant and responsive to need. Staff are expected to engage fully and reflectively with training, and leaders are accountable for ensuring consistency across the school. We learn from each other across the Trust, sharing best practice and aligning systems where possible.

A Culture of Belonging and High Expectations

Our schools are safe, respectful and inclusive communities where all children are supported to succeed. By aligning around a clear ethos - rooted in consistency, kindness and clarity, we create a culture where students and staff belong, achieve and flourish.

Our Reading approach

At Finham Park Multi Academy Trust we prioritise teaching every child to read, recognising it as key to academic success and future opportunities. Reading for pleasure is central to our schools' culture and is the entitlement of every child. We aim to inspire a love of reading through a curriculum built on three core threads: oracy, vocabulary development, and enriching experiences that build cultural capital.

Professional Commitment Reading Teachers: teaches who read and readers who teach

- All staff nurture a culture of reading as enthusiastic readers and effective reading teachers.
- We engage in reciprocal reading relationships with children.
- We stay up to date with a wide range of children's literature.
- We offer personalised reading recommendations based on children's interests and needs.
- We clearly justify text choices to support Reading for Pleasure (RfP) pedagogy.
- We value and build on children's reading experiences from home and the community.
- We collaborate with children diversify texts explored and celebrated in school.
- We promote reading across the curriculum – it is a shared responsibility, not just for English teachers.

Teaching of Reading Systematic Synthetic Phonics (SSP)

- We deliver high-quality Systematic Synthetic Phonics through an accredited scheme.
- Teaching is led by skilled, trained staff.
- Phonics teaching is matched to children's developmental stages and supports progression to fluent reading.
- Phonics-linked reading books offer appropriate scaffolding, challenge, and progression.
- Regular assessments track phonics knowledge and identify learning gaps.
- We provide 1:1 tutoring, and targeted interventions for children who need to catch up or keep up.

Fluency and Progression & Text Discussion

- Our teachers model fluent reading.
- We provide daily opportunities for reading aloud and fluency practice.
- Reading fluency is assessed regularly.
- Extra practise is given to children needing to increase reading speed.
- Support is provided for transition from decodable books to independent reading.
- Vocabulary is taught explicitly.
- During text discussions, teachers explore texts using explanations, questioning, and engaging pupils in dialogue to deepen text understanding.
- Teachers model comprehension strategies through thinking out loud as a reader. Children are taught to apply these strategies. Teachers make explicit links between texts and themes.

Reading for Pleasure pedagogy: Social reading environments

- Our teachers **read aloud daily** to expose children to rich language, structure, and ideas beyond their reading level.
- Storytime includes nursery rhymes, traditional tales, and high-quality literature.
- Children have dedicated time for **independent reading** and text discussion.
- **Informal book talk** is promoted through:
- Peer-to-peer recommendations.
- Teacher-child dialogue.
- Class discussions to build a shared repertoire of "texts in common".
- A school's **'Reading Spine'** features carefully selected texts that:
- Include heritage, contemporary voices, and diverse perspectives.
- Support progression in language, themes, and literary techniques.
- Encourage discussion, critical thinking, and reading enjoyment.

Building Reading Communities

- We foster inclusive, reciprocal reading communities by:
- Encouraging student leadership through initiatives such as reading buddies.
- We offer children access to events that promote Reading for Pleasure (e.g., World Book Day, author visits, Booknics, and award shadowing.
- Connecting school and home reading via parental involvement, book lending, and library engagement.
- Build meaningful, reciprocal reading relationships with children, families, and colleagues.

Reading environments & resources

- Our classrooms and libraries are welcoming, inclusive spaces for browsing, and reading for pleasure.
- They are accessible, well stocked, and regularly updated.
- All children can take home books matched to their reading level / ability.
- Children are offered choice and access to a wide range of quality engaging texts. Texts that will entice and tempt them to read.
- Available texts promote diversity and inclusivity, reflecting the school community and ensuring children see themselves represented in books.

Kindness - Respect - Teamwork - Honesty - Integrity - Enjoyment

Our Sustainability approach

Decarbonisation and Energy Efficiency

We aim to achieve carbon neutrality across all schools within the Finham Park Multi-Academy Trust (FPMAT) by integrating sustainable practices and energy-efficient technologies.

- We will reduce carbon emissions through strategic initiatives and to engage all stakeholders in the sustainability agenda.
- Establish a MAT-wide sustainability working group, calculate and monitor carbon footprints, and install energy monitoring systems.

Our commitment is to foster an energy-efficient culture that promotes sustainable energy use and cost savings across the trust.

- We will reduce energy consumption and encourage sustainable energy habits.
- All schools will implement 'Switch off fortnight,' and other awareness days and weeks to ensure for example that LED lighting across the trust, and engage in centralized energy tariff negotiations for green tariffs.

We strive to create environmentally sustainable school environments by minimizing waste and promoting sustainable procurement.

- We will reduce food waste and ensure sustainable food offerings.
- Schools will establish composting facilities, increase vegetarian/vegan options, and include sustainability criteria in procurement policies.

Adaptation and resilience

To develop school grounds that are resilient to climate change, providing safe and sustainable environments for learning and growth.

- We will mitigate the impact of climate change and enhance climate resilience.
- Colleagues will conduct school grounds surveys, analyse results, and prioritize actions for climate-ready infrastructure.

To use water efficiently across all FPMAT schools, minimizing waste and conserving this vital resource.

- We will implement efficient water use strategies across the trust.
- Schools and the Estates team will review current water management practices, install water-saving devices, and use rainwater harvesting for grounds maintenance.

Biodiversity and Green Infrastructure

We are dedicated to enhancing biodiversity across our school estates, creating rich habitats and green spaces for learning and nature.

- We will increase biodiversity and incorporate green infrastructure.
- By engaging with the National Education Nature Park, applying for biodiversity grants, and implement estate-wide biodiversity strategies we will enhance biodiversity.

To integrate sustainable estate management practices that support and protect local wildlife and ecosystems.

- We will adopt practices that enhance species diversity and protect natural habitats.
- Schools will reduce pesticide usage, establish no-mow zones, and install bird boxes and butterfly-friendly plants and other practices that protect local wildlife and ecosystems.

Climate education, Green skills and careers

To foster a sustainability culture within FPMAT, empowering students and staff with the knowledge and skills needed for a sustainable future.

- We will integrate sustainability into the fabric of our educational ethos.
- Each school will appoint a sustainability lead. They will also establish student eco-groups if not already in place, and embed sustainability in school values and communications with all stakeholders.
- Sustainability will be threaded through the curriculum and highlighted at relevant opportunities. For example, in Science, Geography and Design & Technology schemes.

To equip our students with the green skills and knowledge necessary for the future job market, embedding sustainability in our career guidance programs.

- We will prepare students for careers in the green economy.
- Staff will look for opportunities to incorporate sustainability-focused careers activities, complete a curriculum audits, and share best practices in sustainability education.
- Linked to our schools UNESCO AspNET work children will learn about the Global Sustainability Goals through the curriculum
- Highlighting 'Green Careers' in the curriculum will be important. For example, during lessons in 'Green Careers Week' each November.

Our Inclusion approach

Our Shared Vision: Every Learner Known, Valued and Included

Across our schools, we commit to an inclusive culture where every learner, member of staff and family is welcomed, respected and supported. We recognise diversity as a strength and difference as an asset. Our shared responsibility is to ensure that barriers are actively identified, challenged and removed. We believe that equality, diversity and inclusion (EDI) must be embedded in every aspect of school life: from curriculum and culture to policies, leadership and practice.

Consistency with Conviction

- Inclusion is proactive, not reactive: every child can access, engage and succeed.
- Differentiation, scaffolding & adaptive teaching are standard practice.
- Schools meet Equality Act duties while embedding inclusive practice daily.
- Staff are given the tools, time and training to implement inclusive strategies confidently and compassionately.

Diversity and Equity in Action

- Our curriculum reflects diverse voices, cultures, histories, and identities.
- Resources are reviewed for representation and balance.
- Fairness means meeting individual needs, not treating all the same.
- Reasonable adjustments & interventions are built into planning and provision.
- Schools are safe spaces for all identities, faiths, genders, and neurotypes.
- Discrimination and bias are actively challenged.
- Staff model inclusive language and behaviour.

Leadership and Culture

- Leaders champion inclusion with moral purpose and accountability.
- EDI are embedded in strategic planning, beyond compliance.
- Leaders amplify diverse voices and model inclusive decision making.
- All staff understand their Equality Act duties & receive evidence based CPD.
- Professional networks enable shared learning across schools.
- Staff experience the same respect, inclusion and support as children.
- Recruitment, progression, and leadership reflect our communities' diversity.

Student Voice, Belonging and Advocacy

- Learners are encouraged to lead and shape an inclusive school culture.
- Every child is reflected in the curriculum, environment, and ethos.
- We intentionally build safe, welcoming and accessible classrooms where difference is celebrated.
- Children are supported to challenge injustice with courage and compassion.
- Schools equip learners to be allies, not bystanders.

A Culture of Equity, Belonging and Aspiration

We are committed to building communities where every child and staff member feels safe, seen and supported. Through inclusive, equitable and diverse practices, we create schools where learners don't just attend, they belong.

Kindness - Respect - Teamwork - Honesty - Integrity - Enjoyment

Our Wellbeing approach

Our Shared Vision: Every Voice Valued, Every Person Supported

At Finham Park Multi Academy Trust, we believe that wellbeing is the foundation for thriving schools. When children and staff feel safe, respected and supported, they are better equipped to learn, grow and succeed. Across our schools, we commit to a Trust-wide culture of care: rooted in respect, responsibility and resilience. We strive to create an environment where wellbeing is not an add-on, but a central part of our ethos: embedded into daily practice, leadership decisions and school improvement.

Consistency with Compassion through Relationships at the Centre

- Staff members actively support the wellbeing of children and colleagues.
- Calm, emotionally safe classrooms are a core priority.
- Clear routines, expectations and support are applied consistently.
- Respect, emotional literacy and resilience are explicitly taught and modelled.
- Staff wellbeing is vital to children's success; leaders protect workload and provide space for reflection.
- Children and staff voice are valued—feedback is heard and acted upon.
- Regular wellbeing CPD and coaching help staff thrive.

Supportive, Restorative, and Trauma-Informed Practice

- We build strong, transformational relationships with children, staff & families.
- Resilience is nurtured through visible, accessible support not through isolation.
- Reflection, regulation and help-seeking are seen as strengths.
- When harm occurs, we prioritise repair through structured, supported restorative practice, alongside safeguarding when needed.
- Staff are trained to respond with compassion and high expectations using trauma-informed approaches.
- Children are supported to take responsibility for their behaviour and emotions.

Leadership and Culture: Everyone's Responsibility

- Leaders are visible, approachable, and model emotional intelligence.
- Staff foster a culture of trust, support, and professional challenge.
- Success is celebrated; struggles are met with dignity and support.
- Systems are designed to support all, especially the most vulnerable.
- Wellbeing is informed by both data and lived experience to guide improvement.

A Culture of Belonging, Balance and Brilliance

Our schools are more than places of learning, they are communities of care. Through consistent, compassionate and courageous approaches to wellbeing, we create environments where everyone feels they belong, everyone is supported to find balance, and everyone is empowered to be brilliant.

Kindness - Respect - Teamwork - Honesty - Integrity - Enjoyment



FINHAM PARK

MULTI ACADEMY TRUST