

ST DOMINIC'S

GRAMMAR SCHOOL

MISSION, VISION, AIMS AND VALUES POLICY

Academic year 2026–27

MISSION

To inspire growth in mind, body and spirit.

VERITAS

Truth • integrity • wisdom • courage

Applies across EYFS to Sixth Form

Document control

Policy owner	Headmaster
Accountable body	The Governing Body
Operational leads	Headmaster and Senior Leadership Team; DSL for safeguarding alignment
Scope	All pupils, staff, volunteers, governors and the wider school community, EYFS to Sixth Form
Status	Whole-school policy and statement of strategic intent
Academic year	2026–27
Approval date	23-8-2026
Effective from	1 September 2026
Next review	By 31 August 2027, or earlier following a material change
Publication	Available to staff and parents; pupils receive an age-appropriate explanation

Policy status and interpretation

This policy replaces the School's previous Mission Statement and Aims document. It states the enduring purpose and values against which strategy, curriculum, safeguarding, pastoral care, inclusion and school improvement are tested. It does not replace the School's detailed statutory and operational policies.

In this policy, "School" means St Dominic's Grammar School; "pupils" includes children in the EYFS and students in the Sixth Form; "parents" includes carers; and "staff" includes employees, agency staff, contractors and volunteers where relevant.

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1. Purpose and principles

The policy provides a clear, shared direction for education and care throughout the School. It is intended to secure excellent outcomes and the wellbeing of every pupil, while preserving St Dominic's distinctive Christian foundation and commitment to truth.

CORE COMMITMENT

Every pupil is known, valued, kept safe and challenged to flourish. Decisions must be lawful, evidence-informed, proportionate and consistent with the best interests and wellbeing of pupils.

The School will:

- provide a broad, balanced, ambitious and inclusive education suited to pupils' ages, aptitudes and needs, including those with SEND or EAL;
- promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life in modern Britain;
- create a culture in which safeguarding is everyone's responsibility, pupils are listened to and concerns are acted upon promptly;
- eliminate unlawful discrimination, advance equality of opportunity and foster good relations;
- evaluate the lived impact of the mission through pupil outcomes, experience and wellbeing, not solely through written intentions.

2. Mission, motto and Christian character

2.1 Mission

TO INSPIRE GROWTH IN MIND, BODY AND SPIRIT

This threefold mission applies to each pupil and to the development of the School as a learning community.

2.2 Motto: Veritas

Veritas—truth—calls the community to intellectual honesty, personal integrity, careful reflection and the courage to speak and act when something is wrong. It includes respect for evidence, openness to learning, honest communication and responsible reporting of concerns.

2.3 Christian character

The School's ethos is rooted in Christian teaching and fellowship: the dignity of every person, service, compassion, forgiveness, justice, stewardship and hope. The School welcomes and respects pupils and families of all faiths and of no faith. Opportunities for worship, reflection and spiritual development are inclusive, age-appropriate and consistent with legal rights and the School's published arrangements.

3. Vision

St Dominic's aspires to be recognised as a leading school, known nationally and internationally for excellence, integrity and care. The whole person remains at the heart of school life.

- Individual needs are understood and met through high-quality teaching, responsive pastoral care and reasonable adjustments.
- Curriculum breadth, flexibility and enrichment enable pupils to discover strengths, develop talents and pursue ambitious next steps.
- The environment is safe, secure, stimulating and respectful, with high expectations and fair access to opportunity.
- Achievements, effort, improvement, service and character are recognised and celebrated.

- Staff are supported to develop professionally so that leadership, teaching and care continue to improve.

4. Aims: mind, body and spirit

MIND	BODY	SPIRIT
Develop confident, curious and independent learners who think critically, communicate clearly, use knowledge responsibly and fulfil their academic potential. Identify and nurture each pupil's gifts, including creativity, scholarship, leadership and practical accomplishment.	Enable pupils to understand and sustain healthy, active and enjoyable lives. Promote physical competence, nutrition, rest, mental health, digital balance, safety, resilience and informed choices, without stigma or unrealistic expectations.	Cultivate self-knowledge, moral purpose, compassion and awareness of others within Christian fellowship. Provide space for prayer, worship, reflection, service and encounter with religious and non-religious worldviews, developing respect and hope.

4.1 Outcomes sought for pupils

- Pupils make strong progress from their starting points and are ready for their next stage of education, employment or training.
- Pupils understand how to keep themselves and others safe, seek help, form healthy relationships and contribute positively.
- Pupils show integrity, responsibility, respect, confidence, resilience and willingness to serve.
- Pupils can engage thoughtfully with difference, reject discrimination and participate constructively in democratic society.

5. Values and expected culture

VALUE	WHAT IT LOOKS LIKE
Honesty	We tell the truth, act with integrity and acknowledge mistakes.
Self-respect and consideration	We recognise our own dignity and treat others with kindness and care.
Tolerance, respect and understanding	We listen across difference, challenge prejudice and protect freedom of belief within the law.
Spirituality	We make space for reflection, meaning, gratitude, worship and service.
Diligence	We work purposefully, persevere and take pride in doing things well.
Equality	We oppose unlawful discrimination, remove barriers and pursue fair access, participation and outcomes.
Self-esteem and confidence	We help pupils know their worth, develop their voice and accept appropriate challenge.

6. The mission in practice

6.1 Curriculum, teaching and learning

Leaders map the mission through curriculum intent, implementation and evaluation. Teaching is ambitious and adaptive; literacy, numeracy, digital competence, creativity, physical education, relationships and health education, careers and enrichment are coherent. Pupils learn to question, reason, create and apply knowledge ethically.

6.2 Safeguarding and pastoral care

The best interests of the child are central. A safe culture includes professional curiosity, trusted adults, age-appropriate safeguarding education, prompt reporting, careful information sharing and effective work with agencies. The DSL leads safeguarding arrangements; all staff follow the Safeguarding and Child Protection Policy and KCSIE 2026.

6.3 Personal development and wellbeing

Pastoral systems, PSHE, RSE, sport, assemblies, worship, clubs, leadership and service develop character and wellbeing. Support is graduated and timely. The School avoids approaches that shame, stereotype or discourage help-seeking.

6.4 Inclusion and additional needs

High expectations apply to all. The School identifies barriers early, works with pupils and parents, makes reasonable adjustments, delivers support for SEND and EAL, and considers accessibility in curriculum, information and the physical environment. Decisions are recorded and reviewed.

6.5 Pupil voice and participation

Pupils receive accessible information, are invited to express views and know how to raise worries or complaints. Their views are considered in accordance with age and understanding, including when support or adjustments are planned.

6.6 Community, service and stewardship

Partnership with parents, alumni, churches, local organisations and the wider community extends learning and service. Pupils are encouraged to use their gifts responsibly and to care for people, resources and the environment.

6.7 Staff culture and development

Recruitment, induction, appraisal, supervision and continuing professional development reinforce the mission. Staff are expected to model the values, maintain professional boundaries, contribute to a speak-up culture and improve practice through evidence and reflection.

7. Equality, inclusion and British values

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Teaching is balanced and does not undermine these values. The School gives due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations. It promotes respect for the protected characteristics in the Equality Act 2010, in an age-appropriate way and within the wider curriculum. Harassment, victimisation, discriminatory language and prejudiced behaviour are challenged and addressed under the relevant policy.

FAITH AND INCLUSION

Christian identity and inclusive practice are mutually reinforcing: every person is treated with dignity; lawful difference is respected; and no pupil is denied opportunity because of a protected characteristic or additional need.

8. Roles and accountability

ROLE	CORE RESPONSIBILITY
Proprietor	Holds ultimate responsibility for compliance, resourcing and ensuring that leadership and management actively promote pupil wellbeing.
Governing Body	Provides advice, support, scrutiny and challenge; monitors how the mission is translated into strategy, policy, risk management, safeguarding, equality and educational outcomes; records assurance and escalates concerns to the Proprietor.
Headmaster	Leads implementation; aligns strategy, curriculum, staffing, resources and culture; ensures policies and practice are coherent; reports impact and significant risks to the Proprietor and Governing Body.
DSL	Ensures the mission is reflected in safeguarding culture and practice; advises leaders on child-centred decision-making, training, pupil voice and emerging safeguarding themes; reports through established governance arrangements.
Senior and middle leaders	Translate the mission into plans, curriculum, pastoral systems, staff development and quality assurance; evaluate impact and address uneven practice.
All staff and volunteers	Know and model the mission and values, safeguard pupils, promote equality, maintain high expectations and raise concerns promptly through the correct procedure.
Pupils	Are supported to understand and live the values, respect others, participate, seek help and contribute to the community. Expectations are adjusted appropriately for age and need.
Parents	Are invited to support the mission, communicate relevant information, work constructively with the School and use published routes for concerns or complaints.

9. Implementation, monitoring and review

9.1 Phase-sensitive implementation

- EYFS: the mission is experienced through secure relationships, safeguarding and welfare, purposeful play, the characteristics of effective teaching and learning, communication and language, physical development, and personal, social and emotional development.
- Prep and Senior School: curriculum, tutoring, worship, PSHE/RSE, sport, creative activity, leadership, service and careers progressively deepen knowledge, character, independence and responsibility.
- Sixth Form: pupils are prepared for adult life through academic challenge, independent study, leadership, service, careers and higher-education guidance, health and relationships education, and informed participation in society.

9.2 Annual planning and assurance cycle

1. **Set priorities.** The Headmaster identifies mission-linked priorities, measures and accountable leaders within the School development plan.
2. **Implement.** Leaders communicate expectations, allocate resources, train staff and secure consistent practice.
3. **Listen and evaluate.** Evidence includes pupil and parent voice, staff feedback, curriculum and pastoral reviews, safeguarding and behaviour patterns, attendance, progress, participation, destinations, equality information and complaints.
4. **Assure and challenge.** The Governing Body reviews evidence, tests whether practice is typical across phases and groups, and advises the Proprietor on strengths, risks and required action.
5. **Improve and report.** Leaders record actions, owners and timescales, check completion and communicate material changes appropriately.

9.3 Review triggers

The policy is reviewed at least annually and sooner after significant legislative or statutory guidance change, inspection findings, a serious safeguarding or equality concern, material organisational change, or evidence that practice is not delivering the intended outcomes.

Appendix A — Mission-to-evidence assurance map

STRAND	EXPECTED EXPERIENCE	ILLUSTRATIVE EVIDENCE
Mind	Ambitious, adaptive teaching; curiosity; independence; talents developed; readiness for next steps.	Progress and attainment; work scrutiny; curriculum review; participation and destinations; pupil voice.
Body	Safe, active and healthy routines; physical confidence; mental-health literacy; informed choices.	PE/sport participation; wellbeing survey; attendance; pastoral data; health and safety evidence.
Spirit	Reflection, worship, moral reasoning, compassion, service, respect and hope.	Assembly/worship plans; RE/PSHE work; service participation; behaviour and pupil voice.
Safeguarding	Trusted adults, listening culture, timely help and professional curiosity.	Training; audits; case-file review; reporting patterns; pupil knowledge of help routes.
Equality	Barriers anticipated and reduced; respectful culture; fair access and outcomes.	Adjustment records; participation by group; accessibility review; incident analysis; consultation.
Leadership	Clear priorities, coherent policies, resourcing, oversight, challenge and improvement.	Development plan; minutes; dashboards; action logs; staff development and policy review.

Appendix B — Annual review prompts

- ☐ Can pupils in each phase explain the mission and identify how it affects daily life?
- ☐ Do outcomes and participation show that all groups benefit, including pupils with SEND, EAL and protected characteristics?
- ☐ Does evidence confirm that safeguarding, behaviour and equality expectations are lived consistently?
- ☐ Are worship, reflection, PSHE/RSE, careers, sport, creativity, service and pupil leadership coherent and progressive?
- ☐ Do staff induction, appraisal and development reinforce the values and professional expectations?
- ☐ Has the Governing Body tested impact and typicality, not merely policy presence?
- ☐ Are agreed actions specific, resourced, time-bound and followed through?

Appendix C — Legal and guidance framework

This policy should be read alongside the School's safeguarding, curriculum, SEND, accessibility and equal opportunities, behaviour, anti-bullying, complaints, health and safety, staff code of conduct, PSHE/RSE and spiritual, moral, social and cultural development arrangements.

- Education (Independent School Standards) Regulations 2014, as amended, including Parts 1, 2 and 8.
- Department for Education, Independent School Standards: guidance for independent schools (current version).

- Education and Skills Act 2008, as amended.
- Children Act 1989 and Children Act 2004, as amended.
- Equality Act 2010 and associated statutory guidance.
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children (current statutory guidance).
- Statutory Framework for the Early Years Foundation Stage, effective 1 September 2026.
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance (current version).
- ISI inspection framework and handbook for inspecting independent schools (current versions).

References are to the current version in force. The Headmaster will arrange an earlier review if final or amended guidance materially affects this policy.

Approval

Following review by the Governing Body	Sir M Griffiths
Headmaster	P McNabb
Date	30-8-2026