

Dore Primary School  
**EQUALITY STATEMENT**

**September 2014**  
Review on original Statement April 2012

## Introduction

The Equality Statement sets out the approach that our school is taking to meet the general and specific requirements of the Public Sector Equality Duty introduced by the Equality Act 2010.

By placing an equality perspective in all of our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours. This enables us to address the issues in creating an inclusive whole school environment.

Signature:



Headteacher : Sue Hopkinson Date: 19<sup>th</sup> September 2014

Signature:



Chair of Governors: Dr. Steve Thomas Date: 19<sup>th</sup> September 2014

## Introduction

Dore Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Every person has one or more of the protected characteristic; therefore the Act protects everyone against unfair treatment.

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, victimisation and by failing to make a reasonable adjustment for a disabled person.

Since 6 April 2011 all public bodies including:

- local authorities
- schools, colleges and other state-funded educational settings including academies

have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation
- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time.

### **Leadership**

Within our school all staff and Governors at the school are responsible for ensuring that the school meets its duties under the Equality Act 2010.

### **Eliminating harassment and bullying**

The school will not tolerate any form of harassment and bullying of pupils or our staff. Dore Primary School is a Lead School in the City for Behaviour and Safety & Anti-bullying and shares its good practice with other schools. The

school offers regular training to City Schools signposted by the LA as well as offering CPD. Dore PS is also a designated Best Practice school with regards to Ranking Risk – Report February 2014.

### **Training**

We will provide relevant training by using all suitable delivery methods.

### **Procurement and Contractors**

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

### **Visitors to the School**

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement.

### **Publishing the Statement**

We will publish our statement **as a separate policy within school; on the school network signposted in Staff Share with Policies; and upon the school's website**

### **Reporting our progress**

We will report progress against the Duty through our regular reporting mechanisms, **to the Full Governing Body of the school.**

### **Reviewing and Revising the Equality Statement**

We will review and revise the Statement no later than four years from publication of this statement.

### **How we will meet the General Duty & Specific Duty**

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach to gathering information and objectives is set out in further information and the action plan at Annex 1 and 2. Annexe 3 is a summary of Pastoral Care at Dore

# Annex 1

## Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics.

In collating equality information we have:

- Identified evidence of what policies and practice are already in school and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed the effectiveness of our approach to equality.

## Our equality evidence highlights:

### Ofsted November 2009 report states:

"Pupils have a strong sense of right and wrong and support each other in developing this, for example through the interventions of 'quarrel busters' and 'young leaders'. Pupils have a very clear understanding of the importance of physical health and mental well-being and this is evident in the various ways they care for each other.

Although there are few pupils from minority ethnic groups, everyone gets on well and there are no racial incidents. Pupils are highly reflective and develop a keen interest in moral and ethical issues. For example, they think deeply about their own and others' experiences during philosophy circle sessions and draw logical conclusions from evidence.

Frequent philosophical debates encourage pupils to combine world knowledge with literacy skills to hone logical arguments and listen maturely to a range of opinions.

Well-executed projects take pride of place in classrooms, such as the eye-catching Year 6 project books featuring different faiths and cultures.

**The school promotes equality of opportunity and tackles discrimination well. There is a strong regard for human rights and no room for stereotyping. Inclusive practice is at the heart of the school's work and strong links with many outside agencies provide the best support to meet pupils' individual needs. Weekly interactions with a local special school allow some pupils to learn together and they become more aware of their similarities and differences.**

**The school is outward looking and has a good understanding of the local context. Increasingly, it looks beyond its own school community in order to ensure that pupils develop an awareness of different faiths and cultures, both in other parts of Britain and globally. The headteacher encourages active partnerships with other organisations and disseminates best practice generously.**

Inspectors found that the school strives to involve parents and carers in school life and in their children's learning. It seeks out parents' and carers' views and provides a broad range of communication methods to keep them informed about school life.

Letter to children: **"You follow a very strong moral code and develop key values such as cooperation and respect that will be important to you for your future success as supportive local and global citizens."**

Annually updated 'Equal Opportunities' and 'Anti-bullying' policies.  
Strong school system of Values Education and Dore Mottos. See Annex 3

**Dore Primary School gained the UNICEF Rights Respecting School Award at the highest level in May 2013.** We were the first school to go straight to level 2 on the first assessment and the award was presented by the National Director of UNICEF and Deputy Prime Minister Nick Clegg to acknowledge and celebrate this.

“The children at Dore have a very secure and comprehensive knowledge of the UNCRC and can refer to rights when talking about issues of justice and relationships in a range of social contexts. It is clear that knowing about the rights of the child means much to them. They are very clear that rights are for all children but also understand that local conditions or events mean that not all children have ready access to them. When questioned further on this, responses were quickly offered by the children interviewed.....Listening to the children talk it was not difficult to concur with the view expressed by OFSTED (2009) that these pupils ‘*have a strong regard for human rights*’. School is helping them to develop as global citizens through practical activities..... Of their several mottos based on the UNCRC, We Choose Respect is one of the most powerful and evidence presented would suggest that it is upheld and referred to frequently. There are many comments from visitors and professionals, including Nick Clegg, on the ‘warm welcome, respect and positive ethos of the school’. The school’s own impact evaluation describes the children having ‘a strong sense of right and wrong and they support each other in developing this.’ The school believes that its pupils have a very clear understanding of the importance of physical health and mental well-being and that this is evident ‘in the various ways they care for each other’. (Impact Evaluation). All classrooms visited had a charter of rights which the pupils explained helped them to contribute to respectful interactions with their peers and adults in the classroom. They differed according to age group and had been developed in a collaborative way based on the articles of the UNCRC. Along with the values and mottos they provide a consistent language to address concerns which arise and to maintain the rights respecting ethos of the school. One child commented, ‘we treat people respectfully, it’s how we want to be treated’. The co-ordinator at the Development Education Centre South Yorkshire wrote in March this year ‘*there is a strong rights-respecting ethos at Dore Primary School*’..... Positive attitudes to diversity lie at the heart of the school’s ethos. The school is justifiably proud of the comments reported by OFSTED (2009) ‘*The school promotes equality of opportunity and tackles discrimination well. There is strong regard for human rights and no room for stereotyping. Inclusive practice is at the heart of the school’s work*’. Through RE lessons and visits, pupils develop an awareness of different faiths and cultures both in the UK and globally. The pupils interviewed stated that they felt safe at school..... The assessment clearly shows that children at Dore Primary are developing their confidence through their experience of an inclusive rights-respecting community to play an active part in their learning and speak and act for the rights of all both locally and globally. The school’s impact evaluation says ‘*Dore children are empowered to act*’. **UNICEF RRSA Report May 2013**

**Dore Primary School was invited to be an Expert Centre for Global Development in May 2013 by HM Government Department of International Development. We are responsible for leading an 18month programme of CPD for other schools ending July 2015.**

**Dore Primary School holds the ESCAL Communication Friendly Schools Award Jan 2014**

*“The school’s leadership drives the priority of developing communication skills as the basis of children’s engagement in learning, their social development and their success in all curriculum areas. Despite the relatively advantaged catchment area, the school offers a full range of strategies to identify need, provide intervention and monitor progress in children’s communication development. Investment in a specialist Teaching Assistant (TA) is a particularly effective strategy as is the research based approach, across the Family of Schools, to evaluating impact.”*  
*ESCAL Report January 2014*

**Dore Primary School holds the LGBT Charter Mark at Silver Level and is a Stonewall Champion and Case-study School renowned for its ground-breaking work in tackling homophobic language in the primary school. (nb Gold Level not accessible to Primary School Curriculum.**

## Age

- Our workforce profiling data highlights that a relatively low proportion of our staff are currently aged 50 or over (12%).
- There is a fairly high turnover of staff and the school recognises the opportunity and need to provision map staffing in order to

## Disability

- In September 2014 we have a small number of children with a range of disabilities.
- In September 2014 we have 10% of children who are SEN. We have 4 children who have Statements of Educational Need.
- In September 2014 5% children receive the Pupil Premium (FSM & Ever6)
- In September 2014 we have 1 member of staff who has declared a disability. We are mindful that staff can be reluctant to declare a disability.
- A major issue for our school is that we are an overcrowded establishment with many sets of stairs for accessing different parts of the building and within classes within the Infant bases. This poses particular challenges for physical access. We undertake ongoing work to improve access. September 2014 the GB has agreed to the installation of an electronic barrier at the main drive entrance to the school to improve disability access.
- We have created a Community Corner (Infant Department) and a Sensory Room (Junior Department) which also give time-out space and a safe haven for those who need it.
- We take a flexible approach towards making adjustments to support our staff who have a disability.
- Our curriculum and our assemblies include activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively. In November 2013 the school hosted a Disability Awareness day led by an excellent ambassador who talked of the rights of the disabled and demonstrated the challenges and achievements in his life and also the way he is empowered to strive for personal goals.
- We have a school motto which states “ ***We seek to enable others and to include people of all abilities in our school and in our lives.***” This is on display in every classroom and in both halls.

## Dore Primary School holds a British Council FULL International School Award July 2014.

*“Your ability to embed internationalism into clearly defined areas of your curriculum in such an apparently effortless manner clearly demonstrates your commitment to introducing and maintaining excellent practice across the board. Your whole cross-curricular approach to your work and the way you have introduced your activities and global themes are a testimony to the positive difference that engaging with the ISA has had on your curriculum and school ethos. You have also ensured that the quality and details of your work on international learning remain consistent with the requirements of the ISA. What is also encouraging is the fact that you are in no way complacent about the scale of work that is still required even though you have gone a very great distance in embracing international education. **Your school is an excellent example of how to guide your international work through a clearly planned directed and delivered set of activities across a logical cross-curricular platform.** Your ambassadorial role comes across clearly and it is immediately apparent that you have given not only other schools, but the wider community the benefit of your exemplary practice. This is very encouraging and highly commendable.”*

**British Council International School Award Team. July 2014**

### **Gender Reassignment**

- All of our policies and procedures are based on the model policies of Sheffield City Council.
- Dore Primary School was awarded the LGBT Charter Mark at Silver Level in April 2014.

### **Marriage and Civil Partnership**

- All of our policies and procedures are based on the model policies of Sheffield City Council.
- Strong teaching in PSHE (GUS – Growing Up Skills) which includes appropriate SRE (Sex and Relationship Education).

### **Pregnancy and maternity**

- All of our policies and procedures are based on the model policies of Sheffield City Council.

### **Race**

- In September 2014 20% of our pupils are from a BME background.
- 9% of our pupils have English as an Additional Language (EAL). We have a designated EAL Co-ordinator. We are increasingly identifying EAL provision in the curriculum.
- We have identified attendance issues around our BME pupil population. We work with the MAST team to raise awareness around this issue and its impact on the well being of all children whose attendance is beneath 94%.
- In September 2013 we appointed a Family Advocate who leads on Attendance issues and also supports our vulnerable children and their families. This is proving to be a highly effective role and support. There are very clear support mechanisms and awareness raising for all low attenders.
- We carefully analyse pupil achievement with regard to BME groupings, and develop action points for the school accordingly.
- 6% of our staff is BME and includes both teaching and support staff. We have a lead member of staff for Community Cohesion and the International Dimension

### **Religion or belief**

- Dore Primary School is a Lead school for RE in Sheffield. We were key members of the team who rewrote the SACRE new scheme of work for RE launched in July 2014
- We have frequent activity around religious observance. The curriculum includes visits to different places of worship.
- We also invite children and their parents from different faith groups to take part in festivals and assemblies. Parents are welcome to attend our festival assemblies.
- We seek to include visitors from different faith backgrounds to supplement our strong RE curriculum which includes teaching and learning about Christianity and other world faiths following the Sheffield SACRE Syllabus for RE.
- The HT is the City HT representative on SACRE

## **Gender**

- In September 2014 51% of the pupils are boys and 49% of the pupils are girls.
- Our staffing profile is mixed and is gender representative. Male staff teach in both Infants and Juniors. There are male and female staff in Teaching and Educational Support roles.
- Our governing body is also mixed and gender representative.
- Within our school where possible and practical we encourage flexible working, and we have developed policies and procedures to support this process.
- We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly.

## **Sexual orientation**

- Though we do not collect or retain information in this regard, as a school all of our policies and procedures are based on the model policies of Sheffield City Council and any member of staff or the Governing Body would be supported as necessary.
- The HT is on the Sheffield LGBT steering group and the school is the first primary school in Sheffield to submit a portfolio to gain the Sheffield Charter Mark. Silver Level Awarded April 2014.
- Dore Primary School is a National Case Study school and Stonewall Champion School in its work to eliminate homophobic language.

## **Cohesion**

- As a school we have used SEAL as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings.
- We have various events in school to celebrate diversity and to encourage interaction.
- 'We have an International Evening with children attending in traditional dress, and all families bringing international food. The diversity of our school community is well represented here where aspects of culture are valued and celebrated..
- We are linked with 4 Sheffield schools in order to share good practice and to link pupils to a different cultural and city scape.
- Y6 pupils are linked with buddies in a school that has a much more varied ethnic mix. This involves pen pals and summer term meetings.
- We have developed links with older members of our local community, both in terms of inviting such individuals into school for events (e.g. Infant Concerts and Festivals), and in terms of supporting the curriculum (e.g. WW11.)
- We welcome members of our community to work as reading and maths volunteers to support literacy.
- The school has well-developed links with local businesses and shops.
- We operate Community Business Enterprise linking with St. Luke's Hospice in Sheffield.
- The school embeds local facilities and resources (eg. Whirlow Hall Farm; Weston Park Museum) in its curriculum,

- In addition to local links and activities, we have developed international links and fundraising, for example charitable work around UNICEF and Send My Friend to School. We have achieved the International School Award at FULL Award Level and we have achieved Fair Trade status and Eco School Green Flag. We are a HM Government Expert Centre and Lead School for Global Development.
- We are linked with overseas workers who provide aid and medical supplies to refugee camps on the Thai/Burmese border.
- We are developing a link with Angel School in Ghana and have strong interactive links with Jamis School in The Gambia.

## **Inclusion**

- Ofsted 2009 recognised that 'Inclusion is at the heart of the school'.
- We are an ESCAL (Every Sheffield Child Articulate and Literate) Communication Friendly School and also assess other schools for this award.
- We have a dedicated Inclusion Leader who takes on the role of SENCo and DHT and is not class based.
- We have a strong and flexible team of learning support staff. The IL and HT engage in provision mapping in order to meet ongoing inclusion needs in the school. We have specialised support staff who lead in Speech and Language, EAL and Brain Acquired Injury.
- We run 1:1 teacher led tuition for underachieving children 12/12.
- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, BME, EAL, FSM, G&T and SEN) and develop action points for the school accordingly. We have engaged a specialist support assistant to work 1:1 with our children who receive Pupil premium.
- Supported by school some of our parents have established a support group for parents/carers of pupils with SEN/complex needs.

Annexe 2 a

Equalities Objectives and Action Plan 2012-2014 – **UPDATE – July 2014**

Objective	Who is affected	Actions	Lead	Outcome	Rating
Improving physical access for our staff and pupils	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Review potential access developments within</li> <li>• Review and maintain existing improvements</li> </ul>	HT RC	Improved physical access arrangements for staff and pupils <b>Carpark space repainted, 3 new (Sep 13) mobile classrooms all meet current requirements for disabled access and toilets- Potential for wheelchair users enabled in both Infant and Junior depts.</b>	
Ongoing analysis of attainment and progress	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Termly analysis of pupil data</li> <li>• Termly Pupil Progress Meetings involving relevant staff</li> </ul>	SLT Data Officer	Improved assessment for learning systems within school <b>MUCH improved data tracking for individuals and groups. Data informs planning and intervention. Outcomes analysed and interventions meet current needs of individuals and groups.</b>	
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Identified Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Half -termly analysis of identified pupil data</li> <li>• Identification of potential issues with regard to vulnerable groupings</li> <li>• Identification of provision for vulnerable groupings upon planning</li> </ul>	HT IL	Identification and resolution of issues which may impact upon the learning of vulnerable pupil groupings <b>More specialist support available. PP funding directed to enhance teaching and learning AND whole well-being in wider school life.</b>	

<p>Support and tailored provision for pupils displaying complex emotional needs</p>	<ul style="list-style-type: none"> <li>Identified Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Identification of pupils requiring additional support</li> <li>Further development of Sensory Room and Place to Chat</li> </ul>	<p>HT IL</p>	<p>Improved nurture capacity with the school, enabling pupils with more complex needs to engage productively <b>Place to Chat operating successfully.</b> <b>Improved work on Circle of Friends Intervention.</b> <b>More emphasis on Playground Friends and Bench system.</b> <b>Whole staff training in Solution Focused Therapy. Highly effective role of a Family Advocate.</b></p>	
<p>Mapping and analysing interventions for vulnerable groups, esp. SEN</p>	<ul style="list-style-type: none"> <li>Identified Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Increase understanding of intervention waves</li> <li>Identify and record interventions at Wave 2 &amp; 3 (through IEP)</li> </ul>	<p>HT IL</p>	<p>Develop greater coherence and an improved overview of provision within the school <b>More effective provision mapping and wider range of Specialist Support available, Data showing effectiveness of interventions produced. E.g. Project X Reading shows rapid gains.</b></p>	
<p>Maintaining and improving monitoring arrangements for bullying incidents</p>	<ul style="list-style-type: none"> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Maintain recording mechanisms for the monitoring of incident of bullying</li> <li>Maintain termly report of incidents to governing body</li> <li>Gain LGBT award</li> </ul>	<p>HT</p>	<p>On-going identification and recording of bullying incidents, in order to monitor appropriately <b>Efficient recording system noted by Ofsted and DPS is a LEAD school in Sheffield for Behaviour and Safety and a national case-</b></p>	

				study for Stonewall in AB. Silver LGBT Charter Mark gained.	
Pupil voice	<ul style="list-style-type: none"> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Maintain developments with regard to Dore Democrats. Raise profile of DD</li> </ul>	HT SF MG	Maintain and further develop mechanisms to enable pupil voice Continued high profile to pupil voice through school council and specialist groups such as Eco Warriors etc.	
Governor Representation and Development	<ul style="list-style-type: none"> <li>Governors</li> <li>Staff</li> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Maintain strong Safeguarding Governor Llnk</li> <li>Maintain strategic policy, and class, link</li> </ul>	HT Chair	Promote involvement and engagement of governing body Strong development of leadership and GB roles resulting in gaining of Quality Mark for School Governance with an excellent report July 2014 Strong Safeguarding Gov Link. LEAD school for Behaviour and Safety and Risk Ranking.	

### Annexe 2b Equalities Objectives and Action Plan 2014-2016

Objective	Who is affected	Actions	Lead	Outcome	Rating
Improving physical access for our staff and pupils	<ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Review potential access developments within</li> <li>Review and maintain existing improvements</li> <li>2014/15 <b>PRIORITY</b> – fit an electronic barrier for use when gates are closed during entry and exit times of day</li> </ul>	HT RC GB	Improved physical access arrangements for staff and pupils	

		<ul style="list-style-type: none"> <li>Work with stakeholders to improve disability access and provision for learning</li> </ul>			
Ongoing analysis of attainment and progress	<ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly analysis of pupil data – staff and SLT</li> <li>Half-termly Pupil Progress Meetings involving relevant staff</li> </ul>	Staff and SLT	Improved assessment for learning systems within school – involving ALL staff	
Improving analysis of vulnerable groups by identifying and planning provision for vulnerable groups	<ul style="list-style-type: none"> <li>Staff</li> <li>Identified Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Half -termly analysis of identified pupil data</li> <li>Identification of potential issues with regard to vulnerable groupings</li> <li>Flexible provision for vulnerable groupings – active revision of groupings to meet needs – planning driven by outcomes</li> <li>Increased specialist training and intervention</li> </ul>	HT IL	Identification and resolution of issues which may impact upon the learning of vulnerable pupil groupings	
Support and tailored provision for pupils displaying complex emotional needs	<ul style="list-style-type: none"> <li>Identified Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Identification of pupils requiring additional support</li> <li>Further development of Sensory Room and Place to Chat</li> <li>Financial planning so that we have capacity to utilise specialist services and to increase expertise of own staff</li> <li>Further development of Family Advocate role and specialist support</li> </ul>	HT IL	Improved nurture capacity with the school, enabling pupils with more complex needs to engage productively	
Mapping and analysing interventions for vulnerable groups, esp. SEN	<ul style="list-style-type: none"> <li>Identified Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Increase understanding of intervention waves</li> <li>Identify and record interventions at Wave 2 &amp; 3 (through IEP)</li> <li>Respond to evaluation of interventions and provisions to increase outcomes and capacity giving value for money</li> </ul>	HT IL	Develop greater coherence and an improved overview of provision within the school linked with outcomes demonstrating value for money alongside improved outcomes	

Maintaining and improving monitoring arrangements for bullying incidents	<ul style="list-style-type: none"> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain recording mechanisms for the monitoring of incident of bullying</li> <li>• Maintain termly report of incidents to governing body</li> </ul>	HT	On-going identification and recording of bullying incidents, in order to monitor appropriately and continue with high regard of strong anti-bullying ethos	
Pupil voice	<ul style="list-style-type: none"> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain developments with regard to Dore Democrats. Raise profile of DD</li> <li>• Further develop branches of DD such as Playground Care Team, Eco Warriors, Fantastic Fairtraders LunchBunch Team, Reading Rockets, JobSquad, Golden Globes.</li> </ul>	HT SF MG	Maintain and further develop mechanisms to enable pupil voice and positive contribution within local and wider community	
Governor Representation and Development	<ul style="list-style-type: none"> <li>• Governors</li> <li>• Staff</li> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain strong Safeguarding Governor Link</li> <li>• Maintain strategic policy, year and aspect governor links</li> <li>• Build up School Change Team parent/staff /governor links</li> </ul>	HT Chair	Promote involvement and engagement of governing body and increase communications between staff, governors and parents	

## Pastoral Care

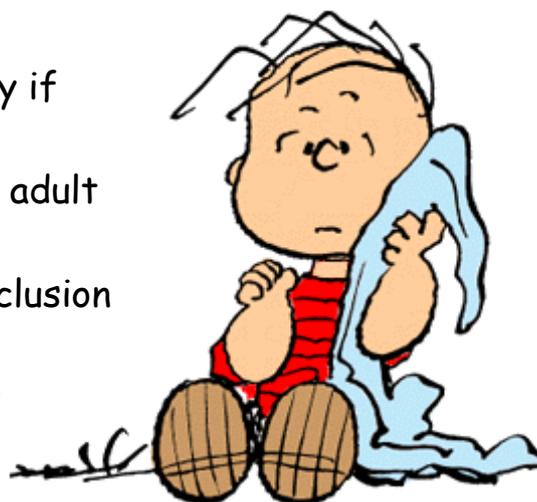


- ☺ Strong anti-bullying ethos
- ☺ Young Leaders Team - Place to Chat
- ☺ Strong trained midday supervisor team
- ☺ SEAL (Social and Emotional Aspects of Learning) GUS - Growing Up Skills
- ☺ Values education and Mottos
- ☺ Culture of Respect - We CHOOSE RESPECT code of behaviour

- ☺ Strong staff team plus teaching assistant support
- ☺ Tracking of behavioural incidents and parental concerns
- ☺ Children of Concern records

If you have a concern .....

- Seek help
- Check that your child has told somebody if there is a problem
- Strongly encourage your child to tell an adult
- Contact the school - class teacher/Headteacher/Deputy Head-Inclusion Leader
- **Sooner rather than later** - follow up is more effective the sooner that it happens
- **PLEASE TELL US OF THE SUCCESSES!!! ☺**



**Our Values so far:** cooperation, responsibility, kindness, thoughtfulness, wisdom, respect, determination, honesty, compassion, appreciation, resilience, creativity, humility, freedom, obedience, resourcefulness, trust, understanding

**Our mottos so far:**

I CAN make a difference. Together we can make a difference.  
I will listen, think and work hard and make the most of ALL my abilities.

There is no such thing as an innocent bystander  
We CHOOSE Respect.

