



# Lunts Heath Primary School

Celebrating a commitment to equality

Portfolio of Evidence



# Contents

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Section 1

**Commitment to Equality**

Section 2

**Narrowing The Gap**

Section 3

**Fostering Good Relations**

Section 4

**Equality Of Opportunity & Positive Action**

Section 5

**Celebrating Diversity**

## Section 1: Commitment to Equality

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- 1.1 The school's aims/mission statement contain(s) an explicit commitment to equality.
- 1.2 The school's commitment to equality is communicated to all members of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.
- 1.3 A nominated Governor/Parent Council representative works in partnership with the SLT to promote equality.
- 1.4 The school collects statistical data about the composition of the school population, broken down by ethnicity, disability and SEN, gender and proficiency in English.
- 1.5 Equality objectives have been drawn up in consultation with relevant stakeholders and are published.
- 1.6 Members of staff access continuous professional development and guidance in race equality issues.
- 1.7 Members of staff access continuous professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc.)
- 1.8 Members of staff access continuous professional development and guidance in gender equality issues.
- 1.9 Members of staff access regular professional development and guidance in the safeguarding of pupils (including bullying).
- 1.10 There is an effective induction programme for new members of staff which covers equality and diversity issues.
- 1.11 Racist incidents are dealt with quickly and effectively. They are monitored and recorded.
- 1.12 Homophobic incidents are dealt with quickly and effectively. They are monitored and recorded.
- 1.13 The school's anti-bullying policy covers all forms of bullying including cyber-bullying, racist, sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability.

## Section 1: Commitment to Equality

1.1 The school's aims/mission statement contain(s) an explicit commitment to equality.

### MISSION STATEMENT

Developing world class citizens through excellence in education.

### VALUES

The school's values play an important role in recognising diversity and equality whilst establishing who we are and what we aspire to; we currently apply common family values such as respect and tolerance. All children and adults strive to live out these values in their daily lives and genuinely supplement them with British Values. All children learn what it means to be a genuinely good person and to wear the 'Lunt's Heath' badge.

**respect / responsibility / honesty / perseverance / sharing**

### **Attached evidence:**

- Lunt's Heath Mission and Values
- Lunt's Heath School Prospectus
- Lunt's Heath Values

## Section 1: Commitment to Equality

### 1.2 The school's commitment to equality is communicated to all members of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.

Lunt's Heath Primary School is committed to equal opportunities for all; the school has recently reviewed its Single Equality Policy following advice - all protected characteristics are embedded into one policy rather than separate policies which provides greater clarity. The Governing Body holds the Headteacher to account in meeting its statutory duties under the equality act - there is a robust suite of policies in place. All members of staff are responsible for meeting the school's expected Code of Conduct.

The school communicates its commitment to equality through a range of media - largely school letter and newsletters, through curriculum study in PSHE, through a range of School Council campaigns against prejudice, and via the school's Equality Statement. The school is very active on social media and uses this platform as a vehicle to communicate our shared values and responsibility for equality and fairness.

#### Attached evidence:

- Impact Statement
- Example Newsletter Dec 2017
- Example Newsletter Nov 2017
- Example Newsletter Oct 2017
- Example Newsletter Dec 2016
- Equality Statement
- Code of Conduct
- Staff Code of Conduct

## Section 1: Commitment to Equality

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### 1.3 A nominated Governor/Parent Council representative works in partnership with the SLT to promote equality.

Lynsey Dunn is the school's appointed Governor for Equal Opportunities. Lynsey has a background in student voice in further education. She offers advice and support to the Headteacher and Governors on the school's consultation strategy with its stakeholders ensuring that we are fully meeting their needs and expectations as well as our statutory duties.

Although sufficient time is yet to elapse for us to demonstrate a range of impact examples, nevertheless we feel that the detail of discussion helps lead the school forward with its continuous improvement objectives.

#### **Attached evidence:**

- Governor Roles 2018

## Section 1: Commitment to Equality

### 1.4 The school collects statistical data about the composition of the school population, broken down by ethnicity, disability and SEN, gender and proficiency in English.

The composition of the school is collated twice annually in the school's October and January Census returns. This information is used by Governors and Senior Leadership in matching correctly the provision for all individuals. The school is overwhelmingly White British with very few minority groups represented.

Both performance data and attendance data are forensically analysed by the following pupil groups - gender, Free School Meals, Pupil Premium, SEND, ethnicity, English as Additional Language, Looked After (LAC), Prior attainment groups. We are looking for any trends and subsequent barriers to learning. As a result of analysis teachers are then held accountable via performance management processes to carefully match provision. (2018-19 Performance Management objectives for teachers, Y1 & Y6 Data Set examples).

#### Attached evidence:

- Breakdown of School Population by Ethnicity 2016
- 3. Breakdown of School Population by Characteristics
- Objectives 2018-19
- Y1 Summer Data Set 2017-18
- Y6 Summer Data Set 2017-18

## Section 1: Commitment to Equality

### 1.5 Equality objectives have been drawn up in consultation with relevant stakeholders and are published.

The school's equality objectives are drawn up in consultation with the Governing Body and its stakeholders - the Governing Body consists of school staff, Local Authority and Community Governors, and Parent Governors.

Website link to policies.

#### **ACCESSIBILITY AIM AND OBJECTIVES (FOR MORE DETAIL SEE ATTACHED STRATEGY)**

To improve the school's physical environment for the purpose of increasing the extent to which pupils are able to access education and associated services.

- eliminating any discrimination of people within our school community by improving access
- promoting positive attitudes towards all people within our school community and making necessary adjustments
- encouraging participation of all people in school life by making environments fit for purpose.

To increase the extent to which pupils with additional learning needs can participate in the school's curriculum.

- promoting the achievements (and examination results) of all pupils
- promoting equality of opportunity between all members of the school community in all of the school's policy and practice
- meeting the specific needs of all pupil groups and individuals.

To improve the delivery of information.

- eliminating harassment of all members of our school community by showing greater awareness of individual need.

#### **Attached evidence:**

- Equality Policy
- Accessibility Strategy



## Section 1: Commitment to Equality

### 1.6 Members of staff access continuous professional development and guidance in race equality issues.

The Headteacher was a representative of schools on the Halton Migration Group (Asylum Seeker and Refugee) during 2017-18, offering advice and support of transition into schools and assimilation within the local community. Whole school awareness was raised around racism and identity-based bullying in 2016-17 via the School Council Bake Off in support of Nadiya Hussain - this project was so powerful it won a national community award. (Anti-Racism Impact Statement, #1 photo) Via a Connecting Classroom project the school has forged links with a primary school in South Africa - this diversity has significantly raised awareness and providing a contextualised platform of professional development for staff towards racial equality. (CC2 photograph)

The school has recently used a national newspaper article highlighting the rise in racist language as a whole school training item on the existence of prejudice in school. (07.12.18 racism training)

During 2017 the Headteacher completed online refresher training modules: Prevent, FGM, and CSE.

The Headteacher attended Syrian Refugee training (25.01.17).

The KS2 Coordinator attends a termly group for Diminishing the Difference (08.02.17) which explores best practice examples.

Example of minutes 30.10.17:

#### **Safeguarding**

Safeguarding ~ XX / XX (confidential) a bullying and racism complaint has been received that is being investigated; all staff in particular KS2 staff on duty should be vigilant of whereabouts and well-being including visits to the toilet.

**Questions:** none

**Action/response:** For immediate attention of all teachers.

Example of minutes 21.05.18:

#### **School Improvement**

Equality Diversity Awareness ~ Christina Mitchell led a CPD session on Thrive in 5, sharing research and the principles behind Being Brilliant.

The concept teaches children how to bring think to bring out their best self.

Find the positive

Take personal responsibility

Have a positive impact

Resilience

Dream big

**Action/response:** i) For teachers' immediate action.

**Attached evidence:**

- Anti-Racism Statement
- Anti-Bullying Award
- Partner School
- Racism Training

## Section 1: Commitment to Equality

### 1.7 Members of staff access continuous professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc.)

All staff receive annual medical training for asthma and allergies. This is a statutory training requirement.

SEND training is in response to personal needs and actions plans at any given time. The SENCO coordinates well any such professional development. For example, we have a small number of children who require additional speech & language support. The SALT service attend school at different periods throughout the year to work with the child. Lunt's Heath staff are present at that time as a means of training. (no formal minutes or generic log - detail contained within individual SEND plan running log).

SEND training in general is as a whole staff delivered either by the SENCO or on occasion a specialist teacher. (03.09.18 minutes)

#### Attached evidence:

- Staff Meeting Minutes - Asthma Training 17.04.18
- Staff Meeting Minutes - Anaphylaxis Training 01.05.18
- Staff Training Minutes - SEND Provision Training 03.09.18
- Defibrillator Training 17.11.16
- Briefing of Student's Medical Needs
- Administration of Medication Certificate Andrew Williams
- Administration of Medication Certificate Julie Dermody
- Administration of Medication Certificate Laura Devereux
- Administration of Medication Certificate Michelle Heath
- Administration of Medication Certificate Vicky Roach

## Section 1: Commitment to Equality

### 1.8 Members of staff access continuous professional development and guidance in gender equality issues.

We are careful to ensure that equal opportunities are represented to all genders without disadvantaging anyone.

#### **Example 1:**

All staff receive and undertake extensive safeguarding and child protection training which is refreshed every two years. This safeguarding training includes training on elements such as child sexual exploitation, female genital mutilation, and forced marriages. The Senior Designated Person & Deputy Designated Person undertake more in-depth training.

#### **Example 2:**

At the end of each year senior staff analyse the performance data for each cohort - one of the criteria used for analysis is gender. Where gender differences exist staff are guided and supported in adjusting classroom provision to close the performance gaps. The focus of this work enables us to keep performance gaps to a minimum across all age groups in all subjects.; where gaps do currently exist it is not because pupils are performing poorly, it is because one group is currently performing in excess of National comparisons. (Key Line Priorities)

#### **Attached evidence:**

- Key Line Priorities 2018-19
- Minutes of Safeguarding Refresher Training 05.02.18
- Minutes of Safeguarding Refresher Training 30.04.18

## Section 1: Commitment to Equality

### 1.9 Members of staff access regular professional development and guidance in the safeguarding of pupils (including bullying).

Safeguarding underpins our whole work and is a pillar of the school's ethos. On induction all staff are made aware of the significant role that safeguarding plays in the work of adults at Lunt's Heath; by choosing to work here all adults sign up to the agreed Code of Conduct and Safeguarding principles.

We have a Senior Designated Person (SDP) and a Deputy Designated Person (DDP) with responsibility for overseeing the safer climate at Lunt's Heath, this includes continuous professional development. In addition the Headteacher is the designated Single Point of Contact (SPOC) for concerns around terrorism and a senior member of staff is the designated e-Safety Officer with responsibility for promoting e-Safety.

Examples of training within the last two years:

AW / TJ attended LA Health & Safety up-date training – Asbestos, Legionella, and Security & Fire Safety(13.10.16)

AW completed online refresher training modules: Prevent, FGM, and CSE

MW attended First Aider in the Workplace training (18-20.10.16)

TJ attended Playground Inspe

All staff attended defibrillator training (17.11.16)

JHy attended PE Health & S

AW attended the SDP Network meeting (18.01.17)

AW attended Health & Safety check briefing (23.01.17)

AW attended Operation Encompass training (24.01.17)

AW attended Syrian Refugee training (25.01.17)

AW attended e-CAF training (08.02.17)

VR / LD received in-house autism training from Aimee McNamee (02.03.17)

AW attended exclusion training (10.03.17)

LD attended emergency first aid training (15.03.17)

AM attended an e-Safety course (17.03.17)

JW attended a Stonewall anti-homophobia course in Manchester (23.03.17)

ST / VR attended autism spectrum training (24.03.17)

AW attended Safer Recruitment refresher training (24.04.17)

LADO Briefing (13/09) ~ AW

Safeguarding Train the Trainer Training (03/10) ~ AW

Health & Safety briefing delivered by Halton LA (06/10) ~ TJ

SEND Self-Awareness Training (10/10) ~ SB

Children in Care training delivered by Virtual School (18/10) ~ JH

Medical Training (7/12) ~ AW / JD / MHe

Medical Training (19/12) ~ JD / MHe / LD / VR / KL

JHn ~ Safeguarding briefing (29/11)

AW ~ Safeguarding refresher training (05/12)

AW ~ eCAF update training (05/12)

All staff ~ Child Protection & Safeguarding refresher training Part 1 (05/02)

AW ~ Mental Health conference (06/02)

AW ~ Children in Care case conference (06/02)

TJ: Fire Risk assessment conducted (19/03)

AW / JC: Health & safety audit completed by Tony Dean (29/03)

Whole Staff Child Protection & Safeguarding training by AW / JH (30/04)

Whole Staff Asthma Training by School Nursing Service (17/04)

Whole Staff Anaphylaxis Training by School Nursing Service (01/05)

LR / AM: ELSA Training by Local Authority (21/05)

**Attached evidence:**

- Staff Code of Conduct
- Safeguarding Statement
- Safeguarding and Child Protection Policy 2018
- Staff Training Minutes - Safeguarding 05.02.18
- Staff Training Minutes - Safeguarding 30.04.18
- Team Meeting Minutes - Asthma Training 17.04.18
- Team Meeting Minutes - Anaphylaxis Training 01.05.18

## Section 1: Commitment to Equality

### 1.10 There is an effective induction programme for new members of staff which covers equality and diversity issues.

We are passionate about giving every child the best possible opportunities to achieve the best outcomes possible. Our school culture forms a golden thread that permeates all of our work. A robust recruitment process demands prospective recruits demonstrate a shared commitment to the school's ethos and values, including the barriers to learning present and need for continual progress of all pupils regardless of age, stage or protected characteristic. (values / LHPS1) Induction is led by senior staff and will highlight the uniqueness of the Lunt's Heath family via the school's acrostic. (LHPS) Ostensibly this would form a key part of the school's recruitment process in identifying those practitioners who will best fit into the ethos of the school and demonstrate that they align with the 'Lunt's Heath Way'. (Job Description - School Ethos point 3)

There is a rigorous process of induction for new members of staff which covers all aspects of safeguarding, health & safety, school routines, and meeting the needs of all individuals. This includes the staff code of conduct and the commitment that staff sign up to regarding the school's Equality statement.

Staff are held entirely to account for their attitudes and delivery of equal opportunities at every turn via a robust Appraisal process. There are four face-to-face meetings held throughout the year with a member of senior leadership, however intermittent meetings do take place as necessary. (Appraisal EQ template)

#### Attached evidence:

- Induction Checklist
- Code of Conduct for Volunteers in School
- Staff Code of Conduct
- Lunt's Heath Safeguarding Information
- Equality Statement
- Job Description Classroom Teacher
- Teacher Appraisal
- Lunt's Heath Values
- Lunt's Heath Values 2
- Progress Statements

## Section 1: Commitment to Equality

### 1.11 Racist incidents are dealt with quickly and effectively. They are monitored and recorded.

We have a zero tolerance to racism in any form and take all reported incidents seriously. (Race Equality Policy) We are proactive in promoting the anti-racism message, in 2016-17 the School Council promoted an anti-racism campaign following the story of Great British Bake Off winner Nadiya Hussain - this was so successful it won a National Award. (School Council minutes various / Anti-Racism Impact Statement)

We use the Local Authority's online reporting tool in dealing with the management of such issues. (Anti-Racism Policy / Appendix 2 Form)

Governors are informed each term of the incidents that have been reported. Attached is a section of Part 2 minutes from the most recent FGB meeting Summer 2018.

#### Attached evidence:

- Anti-Racism Policy
- Appendix 2 Reporting Form
- Team Meeting Minutes - Anti-Racism Campaign 08.09.16
- Team Meeting Minutes - Anti-Racism Campaign 16.09.16
- Team Meeting Minutes - Anti-Racism Campaign 07.10.16
- Team Meeting Minutes - Anti-Racism Campaign 02.11.16
- Anti-Racism Impact Statement
- Record of Prejudice-Related Incidents June 2018
- Race Equality Policy

## Section 1: Commitment to Equality

### 1.12 Homophobic incidents are dealt with quickly and effectively. They are monitored and recorded.

We have a zero tolerance to homophobia in any form and take all reported incidents seriously. We are proactive in combatting stereotypes that may exist in our community or wider society. We examine carefully the school's reading literature and ensure that through our PSHE scheme we are preparing children for the modern society in which we live. In 2018 we raised awareness on International Day Against Homophobia. (Homophobia Awareness letter)

We follow Local Authority guidance on recording & reporting prejudiced based incidents using the online reporting tool in dealing with the management of such issues. (Sexual Orientation / Single Equity Policies / Prejudiced Bullying Guidance & Appendix 2 Form)

Governors are informed of the incidents that have been reported each term. Attached is a section of Part 2 minutes from the most recent FGB meeting Summer 2018.

#### Attached evidence:

- Anti-bullying Policy
- Gender Reassignment Equality Policy
- Sexual Orientation Equality Policy
- Single Equality Policy
- Record of Prejudice-related Incidents June 2018
- Prejudice-related Bullying Guidance for Schools
- Newsletter about International Day against Homophobia

## Section 1: Commitment to Equality

1.13 **The school's anti-bullying policy covers all forms of bullying including cyber-bullying, racist, sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability.**

The attached documentation makes clear the school's stance on bullying in all of its forms. We are passionate in meeting everybody's human rights and as such we promote the message of equal opportunities at every turn.

E-safety modules run through the school's computing scheme of work and we actively promote e-safety messages including during National Anti-Bullying Week and National E-Safety Week. In addition we work closely with parents to keep them well informed of how they can help play their part in keeping their child safe online. (June & July 2018 Newsletter excerpts)

Following attendance by a core group of pupils at Diana Award anti-bullying training, this groups has worked with the Headteacher to produce a Child Friendly anti-bullying policy that has been shared widely with our parents / carers / families along with a revised Behaviour Policy following stakeholder consultation. (Anti-bullying Policy, CXhild Friendly Anti-bullying Policy, Behaviour Policy)

### **Attached evidence:**

- eSafety Policy
- Sexual Violence Policy
- E-Safety Workshop
- E-Safety
- Anti-Bullying Policy
- Child Friendly Anti-Bullying
- Behaviour Policy

## Section 2: Narrowing The Gap

- 2.1 The attainment of different groups of learners (however small) is monitored rigorously e.g. Learners eligible for Free School Meals, Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language etc.
- 2.2 Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. More able, gifted and talented, learners with English as an additional language, New Arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.
- 2.3 Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.
- 2.4 Attendance data is analysed by gender, ethnicity, SEN, and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.5 Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.6 Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.
- 2.7 Intensive support is provided for learners who are achieving well below expected standards.
- 2.8 Supportive arrangements are in place for learners who might face challenges with homework.
- 2.9 Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).

## Section 2: Narrowing The Gap

2.1 **The attainment of different groups of learners (however small) is monitored rigorously e.g. Learners eligible for Free School Meals, Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language etc.**

Individual pupil performance targets are set at the start of each year, these targets use prior attainment as the basis but also have challenge built in. Staff agree these pupil targets with Senior Leadership during performance reviews at the start of the year. Staff are then held to account for the attainment and progress of all pupils in their care. Pupil Progress meetings are held termly - this is an opportunity for Senior Leadership to scrutinise the quality of learning that is taking place whilst also monitoring the progress that all pupils are making. Meetings focus on children who belong to minority and disadvantaged groups, and on pupils who are falling behind track. (ARR Policy, PPI doc, Key Line priorities)

The Deputy Head monitors pupil tracking with great precision, aggregating the data each term. Governors are presented with the data set challenging Senior Leadership on the school's performance whilst holding the Headteacher to account. During an annual Governor Review, Governors collaborate with staff in analysing data which in turn forms a document called Key Line priorities. Individual teachers then use this document as a guide for matching provision, closing gaps, and ensuring equal opportunity.

The Senior Leaders are supported in their role via the Local Authority's training packages and Service Level Agreement. This enables Lunt's Health staff to stay abreast of national expectations and any national changes.

### **Attached evidence:**

- Pupil Progress Meeting Template
- Key Line Priorities 2018-19
- Assessment Recording and Reporting Policy

## Section 2: Narrowing The Gap

### 2.2 Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. More able, gifted and talented, learners with English as an additional language, New Arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.

The Deputy Designated Person has responsibility for overseeing the provision of Looked After Children. The DDP will work alongside the Senior Leadership Team and class teacher in ensuring that funding and other resources are adequately matched to each child. This careful monitoring helps to ensure that provision is continually adjusted to meet the needs of the individual.

The Deputy Head is the Pupil Premium Champion. A key part of her role is to ensure the careful tracking and matched provision for all PP eligible pupils. We believe that we still do not have this aspect of the school's provision quite right; the Deputy Head attended invaluable training September 2018 examining research & evidence of funding impact, examples of tracking spending & monitoring impact, and how by a hands on approach senior leaders can make a difference. As a result of this training the Deputy has hosted half-termly teacher catch-ups to discuss progress of PP pupils, as well as conducting pupil voice interviews exploring ways in which the school can better individual needs. This has helped to secure a higher level of accountability whilst considering stakeholder voice, but it remains too early to measure the impact of these interventions. Different members of staff now act as mentors to Pupil Premium eligible pupils in upper KS2; they actively build relationships with the children to build confidence and self-esteem whilst also encouraging them with their studies.

As a growing school we now need to create a new pupil group for regular analysis - 'Inwardly Mobile'. The Deputy Head assume responsibility for tracking this groups of pupils, ensuring that they have a successful orientation and are 'buddied' for the first half term in school with a pupil in their year group. The class teacher acts as the first port of call for parents and regular conversations occur during the settling in period to ensure new starters get off to the best possible start. New starters are highlighted to all staff who keep an eye out and check in with these children informally to build relationships and a sense of belonging quickly.

The Key Stage 2 Coordinator currently has delegated responsibility for tracking the more able / gifted & talented pupils. We have created a pupil group based on prior attainment - these higher attainers are separated using the DfE Prior Attainment Group (PAG) system. Careful monitoring takes place each term using standardised performance test data to ensure that all children remain on track. Where fluctuations are identified, early intervention and greater scrutiny are applied to ensure the agreed progress is being made.

The SENCO has responsibility for tracking children classified as EAL, Gypsy / Roma / Traveller / all other ethnicities. The SENCO advises teachers on materials that are available to support these children or outreach support opportunities in cases where translation or English language support is required.

**Attached evidence:**

- Most Able Policy

## Section 2: Narrowing The Gap

**2.3 Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.**

The largest group of disadvantaged children at Lunt's Heath are those eligible or previously eligible for Free School Meals, with a smaller group of LAC or post-LAC pupils; the Deputy Head is the designated member of staff operating as 'Pupil Premium Champion'.

Teacher performance is closely linked to the monitoring of these groups of disadvantaged pupils. Pupil Progress Interviews take place throughout the year and focus on named children within these groups, ensuring provision is carefully monitored and adjusted to meet the needs of individuals. (Objectives linked to performance management, PPI template)

Pupil premium spending is carefully tracked and monitored to ensure best value in reducing performance gaps. We are still searching for best practice as we are finding that annual performance data fluctuates. (LHPS Review of Expenditure 2017-18, PP-Strategy 2018)

### **Attached evidence:**

- Objectives 2018-19
- Pupil Premium Meeting Template
- Lunt's Heath Review of Expenditure
- Pupil Premium Strategy 2018

## Section 2: Narrowing The Gap

### 2.4 Attendance data is analysed by gender, ethnicity, SEN, and disability. Where relevant, procedures are in place to reduce differences in outcomes.

The school secretary has responsibility for tracking pupil attendance and operates a first day response system. Children and families are well known to us with mutual trust and respect having been built up over many years. Lines of communication remain open and are honest.

Attendance and absence data is monitored each half-term with reports presented to the Headteacher. Analysis is by groups - gender, Pupil Premium, SEN, ethnicity, and EAL. Discussions regarding individual pupils will then take place and actions put in place to support improved attendance where applicable.

Children whose attendance is 100% at year end receive a golden badge at the end of year awards presentation event.

#### Attached evidence:

- Attendance Data 2015-17

## Section 2: Narrowing The Gap

**2.5 Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.**

The school works extensively on behaviour management, adjusting provision to meet the needs of those pupils showing cause for concern. There have been no fixed term or permanent exclusions from Lunt's Heath for a significant number of years; exclusion is covered within the school's behaviour policy and national guidance is followed.

Governors are naturally very proud of the conduct that pupils demonstrate at our school.

### **Attached evidence:**

- Lunt's Heath Exclusion Data
- Behaviour Policy 2018

## Section 2: Narrowing The Gap

**2.6 Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.**

In year entry is strictly controlled. Unless relocating, in year admissions will only be accepted on the first day of a new half-term. This is to protect the child's emotional development as we recognise it is very difficult to pick up modules of learning half way through.

Prior to admission, the Headteacher will meet with the parents / carers concerned to discuss the needs of the child. At this meeting the expectations of the school are shared and parents / carers are encouraged to touch base with the class teacher during the settling in period to ensure a smooth transition. This approach helps us assimilate new children much more quickly. The Headteacher has responsibility for overseeing a smooth transition and acts as a point of contact.

The previous school will always be contacted for any transition information. Where a child is either Pupil Premium or SEND, Lunt's Heath will conduct a small number of screening checks designed to identify learning problems. The results of the screening checks will then determine the provision that follows.

Inwardly mobile children are tracked as a group within our results analysis tracking because, as a growing school, we are finding we are receiving larger numbers than previously.

### **Attached evidence:**

- Pupil Mobility Transition Review

## Section 2: Narrowing The Gap

### 2.7 Intensive support is provided for learners who are achieving well below expected standards.

The school has a robust performance management system that holds teachers to account for the attainment and progress of the pupils on class roll. Pupil targets are generated at the start of each academic year by the Senior Leadership Team and agreed by the class teacher. Where analysis demonstrates that the performance of any group of pupils is falling behind, this will form a focus for the year. (Teacher Appraisal template)

Four Pupil Progress Interviews are held throughout the year with a focus on disadvantaged and vulnerable groups; these are age appropriate. (x3 PPI templates) Teachers are responsible for administering standardised tests for English and maths at the end of each term. This data is carefully analysed and individual performance tracked. (Flightpath) Where children are falling behind track this would form part of a Pupil Progress Interview and discussion would centre on adjusted provision.

#### **Example 1:**

Key Line priorities would form the basis of any intervention group for a teacher at the start of the year. Senior staff are included in a programme of support of small groups for an intensive block of 4-6 weeks, for example handwriting, SPAG, maths, advanced reading, phonics, writing. (Key Line Priorities)

#### **Example 2:**

For pupils who are SEND we operate a system whereby Teaching Assistants are timetabled to support class teachers. The teacher will pass responsibility to the Teaching Assistant to supervise and support the whole class teaching, thus releasing them to work for a period of 15-30 minutes at a time on precision teaching with the child who is well below expectation. This model has had a good impact in helping to close the attainment gap of some of our more lower attaining pupils.

#### **Attached evidence:**

- Teacher Appraisal Template
- Pupil Premium Meeting Template EYS
- Pupil Premium Meeting Template
- Pupil Premium Meeting Template Y6 only
- Key Line Priorities 2018-19
- Mathematics Flightpath Y6



## Section 2: Narrowing The Gap

### 2.8 Supportive arrangements are in place for learners who might face challenges with homework.

At Lunt's Health homework forms an important role in children's learning. Homework is not just an opportunity to practise learnt skills at home, it also an opportunity to develop creativity, curiosity, and wider intelligences whilst sharing the learning opportunity at home. (Policy)

#### **Example 1:**

Children are given equal access to homework tasks by having the opportunity to steer their learning. Children choose from a half-term menu of homework tasks, a menu that covers the full scope of opportunity from practice examples to researching to making and creating. (Homework Challenge (Y3 Learning Challenge Homework sample)

#### **Example 2:**

For children with greater needs (SEND / Education Health Care Plan) who struggle with completing homework at home, Teaching Assistants are released during school time to support them with homework during school time (often 2.45pm). The benefit of this is that we have a structured learning environment at school where children can focus whilst staff are more equipped with understanding the learning that has taken place rather than parents / carers and are thus in a better position to offer support.

#### **Attached evidence:**

- Homework Policy
- Example Homework Learning Challenge

## Section 2: Narrowing The Gap

2.9 Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).

### Example 1:

For the small number of children who have English as an additional language (EAL) but who speak good English, teachers are responsible and accountable for providing Wave 1 classroom intervention. This would naturally form part of the Performance Management process and Pupil Progress Interview structure. (SEND & Inclusion Policy, PPI template)

### Example 2:

For the very small number or occasional EAL children who have no or almost no English, the school purchases a Service Level Agreement for language support from a local High School which would be overseen by the SENCO. We have had cause to access such support on a small number of occasions, most recently in 2016-17 for a boy who arrived at school from Bulgaria. With additional support provided by Teaching Assistants at school he was able to make rapid progress with his oral language and written word but was however not able to reach the age expected standard for reading by the end of that year.

### **Attached evidence:**

- SEND & Inclusion Policy
- PPI
- EAL Policy

## Section 3: Fostering Good Relations

- 3.1 The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.
- 3.2 The school offers a range of extended services to the local community.
- 3.3 There are strong and positive relationships between individuals from different backgrounds within the school.
- 3.4 Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.
- 3.5 Learners are encouraged to develop empathy and insight into the lives and experiences of people from different backgrounds to their own.
- 3.6 Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.
- 3.7 Learners are provided with opportunities to interact positively with members of the local community.
- 3.8 The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.
- 3.9 Parents/carers are warmly encouraged to involve themselves in the life of the school.
- 3.10 Supply teachers, visiting professionals and trainees are made to feel welcome in the school.
- 3.11 The school manages complaints in a sensitive, just and empathic way.
- 3.12 The school council/forum is democratically elected and has a meaningful role in decision-making.
- 3.13 Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.
- 3.14 Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment, exploitation and extremism.
- 3.15 The school community supports and is involved in a range of charitable work.

## Section 3: Fostering Good Relations

### 3.1 The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.

The Governing Body is made largely of members of the local community. Therefore they have first hand experience of the demographics and the factors that affect the school's work (both positively and negatively.) Governors have a clear understanding of the barriers to inclusion and the steps that have been taken to ensure that such barriers are broken down. An effective suite of equal opportunity policies exists, written by the Governing Body. (Attached)

The annual school census return provides a basic breakdown of characteristics present amongst the school population. These characteristics / fields are used in making up two balanced classes within each cohort.

Visits and visitors are woven into the curriculum to enliven children's learning experiences, providing children with a true reflection of the world in which we live. For example, the school works closely with the local church that is a short walk away - joint services are held for example Harvest, Christmas, and children will make visits to the church when study Christianity. In turn the vicar will work in school, for example when preparing study and assemblies associated to for example Advent. Visits are taken to places of worship across the wider community within religions that feature in our RE scheme of work - Judaism, Islam, Sikhism, Hinduism.

The school has a core set of values that permeates the day-to-day teaching and learning that we expect all learners to adhere to in being a good person; this is supplemented by promoting British Values. (Values)

#### Attached evidence:

- SEND & Inclusion Policy
- Equality Statement
- Values
- Code of Conduct
- Staff Code of Conduct

## **Section 3: Fostering Good Relations**

### **3.2 The school offers a range of extended services to the local community.**

#### **Example 1:**

The school actively promotes its PTA who in turn are very proactive. They provide a series of annual events for the children that in the past have included a Christmas Fair and Summer Fair. In 2019 the PTA propose to host another Summer Fair; such events are fully inclusive and open to all members of the school and wider community. A day long event with the added attraction of wider services such as Public Health, Fire & Police has been known to bring in large numbers of people. (Sept 18 Newsletter)

#### **Example2:**

The school has a number of middle leaders and senior staff qualified and trained to share expertise and provide local schools with additional support. We currently have two Local Authority moderators - one for Early Years and one for KS2. Our Early Years moderator has responsibility for supporting approximately six local schools through the measuring and monitoring of end of Foundation Stage expectations. Last year this included brokered support to one school where difficulties were being encountered. In KS2 we have one senior member of staff who is a Local Authority writing moderator. Again she has responsibility for supporting a small number of local schools; in 2017 this included on site training for three members of Year 6 in meeting the end of Key Stage writing expectations.

One middle leader writes and prepares learning material (content) for mathematics. This is commercial content that can be bought via online outlets.

#### **Example 3:**

The Headteacher is the Chair of the Halton Association of Primary Headteachers. This is a leadership role chairing a steering committee and leading the support of all Headteacher's within the Local Authority. The Headteacher will provide direct and expertise in supporting the development across all local schools which includes annually procuring a bespoke package of Headteacher training.(HAPH Calendar Dates)

#### **Attached evidence:**

- Newsletter Sept 2018 - PTA Events
- Halton Association of Primary Headteacher Meeting Dates 2017-18



## Section 3: Fostering Good Relations

### 3.3 There are strong and positive relationships between individuals from different backgrounds within the school.

#### **Example 1:**

Lunt's Heath sits within a largely white British community, as such children's direct experience of mixing with a diverse range of pupils is narrow. However, we work hard to compensate for this by incorporating a range of opportunities within the curriculum that teaches relationships education well.

The school follows the local authority scheme of work for RE (Lancashire Scheme) which teaches children about the most common faiths of the world. We supplement this by exposing the children to learning about their local and school community using the SEALs materials, exploring in greater detail different cultures and family backgrounds. Learning focuses on acceptance, tolerance, and kindness. Children discuss their own self-worth and self-esteem and discuss their unique qualities and contributions as an individual. This robust strategy ensures that children are acceptant of others regardless of their background. Children new to the school are welcomed and settle well in the life of the school. (Lancashire Scheme / PSHE Curriculum Map / School Assembly Collective Worship Overview 2)

#### **Example 2:**

A group of Year 5 pupils act as Anti-Bullying ambassadors. Their work is principally designed to ensure we have a fully inclusive school. The group meets with a member of the Senior Leadership Team to discuss projects and activity that supports children who may be classed as more vulnerable with a focus on tackling discrimination and prejudice.

For example this school year the group has promoted anti-homophobic and anti-racism messages leading assemblies and whole school messages that encourage all children to develop a friendly school for all pupils. Children are encouraged to share these messages and stories with their parents and families which in turn builds mutual respect and friendship across the whole school community.

We are very proud of the contribution the Anti-Bullying Ambassadors have made to the school ethos this year. (photos 1-7)

#### **Attached evidence:**

- Lancashire Scheme for RE
- Photo of Anti-Bullying Ambassadors
- Tweet about Anti-Bullying Ambassadors
- Tweet about Anti-Bullying Week
- Tweet about Anti-Bullying Week

- Tweet about Anti-Bullying Ambassadors
- Diana Award Tweet
- Photo of Change Makers Display
- Photo of Anti-Bullying Week Odd Socks Campaign
- PHSE Curriculum Map
- School Collective Worship Overview

## Section 3: Fostering Good Relations

### 3.4 Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.

#### Example 1:

The school curriculum is constructed with thoughtful intent, intent to offer opportunities for children to learn about the culture and heritage of Widnes and Halton whilst developing a sense of belonging. Children study their roots and what draws people to Halton by exploring the world of work. For example older children have examined the impact of the construction of the new bridge with the support of Mersey Gateway staff which includes an increase in the diversity of the local population as expertise has been drawn into the local area; while younger children have studied toys and the toys our grandparents used to play (with a grandparent open session and a visit to Liverpool Museum).

Children will use their cultural heritage and creativity in their completion of homework tasks where freedom permits them to present tasks in a multitude of ways. For example, children will share their knowledge, hobbies and interests with their peers.

#### Example 2:

We support the teaching of British Values - Year 6 complete a module of work entitled *Democracy*. When undertaking this module the children will visit the Town Hall and meet the Mayor of Halton in the Council Chamber. Here the Mayor supports the children's learning regarding the Rule of Law and Democracy. This direct learning helps the children to understand the human rights and the heritage that exists in Britain, helping too to understand how lucky we are to be citizens of the country in which we live where respect, tolerance, and democracy are valued and promoted. The children learn how Halton has supported the relocation programme of Syrian asylum seekers and refugees, examining housing, medical care and access to local amenities through translators and production of written and electronic media.

#### Example 3:

Lunt's Heath Primary School has a school link with Emmangweni Primary School, Tembisa (South Africa). This is a British Council Connecting Classrooms project that is used a vehicle for children to better understand the similarities and differences that can occur with age related peers from a different country.

We are careful not to increase negative stereotypes of Africa by comparing economics. We have focused on zero waste and sustainability, in particular reducing plastic pollution. Children are currently sharing ideas of how best we can each support our community by recycling/reusing or reducing plastic consumption. In addition, Lunt's Heath children wanted to support Emmangweni and thus decided to use their entrepreneurial skills to raise money for the school. In 2018 the children held a Mini-Enterprise event that raised £700, half of

which was shared with Emmangweni Primary as a way to invest in their own talents and skills. (Mini-Enterprise Flyer, CC2 photo)

**Attached evidence:**

- Emmangweni Primary School Twinning Photograph
- Mini-Enterprise Flyer

## Section 3: Fostering Good Relations

### 3.5 Learners are encouraged to develop empathy and insight into the lives and experiences of people from different backgrounds to their own.

#### **Example 1:**

As a school community that recognises its own fortune, we are very active in educating our youngsters about factors under our control and factors out of our control, ensuring that we take the full picture and show sensitivity and empathy when forming judgements about others. Having examined each of the factors the children then decide what charities they wish to support. As one example, each year one cohort will lead the school's Harvest celebrations where donations for the local Foodbank will be collected. A small number of School Council members will parcel all of the food and take it to the Foodbank where they will help unload it and weigh it. We believe that this community service is an important part of our children growing up with the notion that we enter to school to learn to be able to step out and then serve others in the best way we can. Children are encouraged to be empathetic towards others and gracious for our own richness. (Letter of Thanks)

#### **Example 2:**

Lunt's Heath Primary School has a school link with Emmangweni Primary School, Tembisa (Soth Africa). Children are given an insight into the lives of their counterparts through school based projects, including sustainability. Children are taught critical thinking skills that develop sensitivity, empathy and understanding of constraints under which people from diverse communities live. We are very conscious of taking a positive stance with our teaching so as to not form negative stereotypes of others or of an African existence in particular. As a result of their learning children wanted to support these pupils and show their support and thus decided to use the entrepreneurial skills to raise money for Emmangweni. In 2018 the children held a Mini-Enterprise event that raised £700, half of which was shared with Emmagweni Primary. (Mini-Enterprise Flyer)

#### **Attached evidence:**

- Emmangweni Primary Mini-Enterprise Flyer
- Foodbank Letter of Thanks

## Section 3: Fostering Good Relations

3.6 Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.

### Example 1:

As part of our Connecting Classrooms with Emmangweni Primary School (SA) all Lunt's Heath children share project work such as greetings, pictures and written work. The children have recently shared their research ideas of plastic pollution sharing their horror at the damage being caused by discarded plastic across the world. By collaborating in such a way the children are able to experience the way children from a different culture communicate compared to them. This topic of conversation supports the children's moral, social and cultural development. (Logic Model / 3R's Project Award)

### Example 2:

We have a two debate clubs in school (Y6 & Y2) that meet with debate clubs from other Widnes schools where the pupil population is more diverse than our own. The debate club will research a given topic before engaging in debate with others, learning how to listen, respect different viewpoints, and to express their own thoughts and ideas in manner that may persuade others.

This experience has proven very positive and has helped to grow the confidence and communication skills of a number of our most vulnerable and disadvantaged pupils. (photo ABA\_EQ3)

### **Attached evidence:**

- Pledge
- Pledge on Plastic Launch
- Tweet about Debate during Anti-Bullying Week
- Logic Model for Plastic Pollution 2018-19
- 3 R's Project Award April 2019

## Section 3: Fostering Good Relations

### 3.7 Learners are provided with opportunities to interact positively with members of the local community.

We are conscious of our moral obligation to involve others in the life of the school, which includes parents and carers. The children have a range of skills and talents, most notably their energy and smiles - we enjoy sharing this with others.

Last year the School Council wanted to engage in a project to support older generations, both members of our family and those within the local community. The School Council arranged a Grateful to Grandparents Day where grandparents were invited into the classroom to work with the children and to share afternoon tea. The aim was nothing more than to say 'we love you, we love having you in our lives'. This project was very well received by the school community with overwhelming numbers taking part. The impact of this has been to bring the school community much closer together.

The school choir perform a range of visits, in particular at Christmas time, to for example local churches, Hopsices and Sheltered Accommodation where they share the joy of music and help to raise the spirits of others. This act of community service helps to teach the children the importance of selfless acts in spreading joy and happiness as an act of random kindness with those less fortunate or vulnerable than ourselves. This level of positivity and selflessness are qualities that we encourage children to develop and aspire towards in their daily lives both at school and at home.

#### Attached evidence:

- School Council Meeting
- Newsletter
- Grateful to Grandparents

## Section 3: Fostering Good Relations

3.8 The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.

### Example 1:

The Deputy Head acts as the Pupil Premium Champion within school. Her remit is to support the holistic developments of this disadvantaged group of pupils by closely monitoring their progress and re-aligning provision to closely match individuals' needs. Part of the monitoring process involves gathering the pupils' voice on a termly basis. This time intensive process is very powerful in leadership better understanding the constraints and affordances connected to each individual child (Interviews with Pupils).

### Example 2:

A small number of parents independently contacted the school requesting that the school examine their support for wrap around care. Historically the school has not provided a breakfast club and after-school link club because of the constraints of space within school and the restrictions that would be placed on the efficient running of school business as a direct result.

The Governors happily undertook a consultation process with our stakeholders, gathering their views, needs and suggestions. A Governing Body debate was held to explore suitable solutions.

It was determined that due to logistical constraints school was unable to accommodate its own Link Club and that we would need to continue to signpost our provision. (Newsletter, Wrap Around Correspondence, Child Minder's Feedback)

### **Attached evidence:**

- Governor Newsletter
- Travel Plan
- Letter to Childminders about Wrap Around Care
- Newsletter
- Wrap Around Correspondence to the Chair of Governors
- Interviews with Pupils

## Section 3: Fostering Good Relations

### 3.9 Parents/carers are warmly encouraged to involve themselves in the life of the school.

#### **Example 1:**

We are passionate about involving parents/carers in the life of the school from entry in Reception class because we believe that not all parents know and understand how to complement what goes on in school at home. A series of open sessions across the year helps staff directly target those more difficult to reach parents/carers, working directly with them, building strong and meaningful relationships which builds mutual trust and respect. More disadvantaged children are able to observe first hand that their parents/carers value school and the education that they are receiving.

These sessions have proved incredibly useful in school staff better understanding the complex nature under which some of our families operate and as a consequence can be more sensitive and empathetic to their needs.

#### **Example 2:**

The school presents an annual Storybook Exhibition for families and the wider school community. The exhibition is based on children's work which brings the book to life in a walk through museum experience. Holding this annual exhibition allows us to connect more closely with our community and to celebrate our uniqueness and diversity through the children's work. (A Child of Books, Night Gardener Impact Statement)

Through this free to visit exhibition we have been able to motivate a wide audience of children into reading for pleasure, often those children who were reluctant readers before. The awe and wonder created by the exhibition has been very well received by the community as there are significant numbers of more disadvantaged families who, because of finances, do not receive opportunities to visit galleries, museums and exhibitions thus this helps to fill that void for them.

#### **Example 3:**

Each year the school hosts a children's talent show. All children are invited to audition regardless of their personal characteristics - a number of acts are then chosen to perform at the live Lunt's Heath Has Got Talent Show. This is a celebration of the wide range of unique talents and skills which is again presented free for all families and children to enjoy. The children perform a range of musical, physical, dramatical and comical skills on stage that allows them the opportunity to develop confidence and self-esteem.

#### **Attached evidence:**

- A Child of Books Exhibition Poster
- Impact of A Child of Books Exhibition

## Section 3: Fostering Good Relations

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### 3.10 Supply teachers, visiting professionals and trainees are made to feel welcome in the school.

Volunteers and trainees are treated as if they were paid members of staff. All are made to feel most welcome and are valued for the contribution they make to the school. Consequently, as a matter of courtesy all volunteers are offered the same induction as new members of staff - this induction shares important safeguarding and health & safety information, the school's values / expectations and drive for equality, and directs visitors to location of the school's policies. Volunteers are encouraged to engage in two-way communication with staff and to provide us with feedback of their experience. (Induction Checklist, Code of Conduct for Volunteers)

#### **Attached evidence:**

- Code of Conduct for Volunteers in School
- Induction Checklist

## Section 3: Fostering Good Relations

### 3.11 The school manages complaints in a sensitive, just and empathic way.

As standard, the Headteacher leads an annual whole school survey and the feedback is used to improve the quality of provision on a day-to-day basis. Where a major concern exists this would naturally feed into the school's improvement plan. The school has a robust policy and procedure for receiving complaints made by stakeholders.

A formal written log of complaints is maintained and Governors are provided with a termly summary. This log details how complaints have been handled towards their resolution.

When most recently anonymously surveying parents / carers more widely, there remain a very small number of parents / carers who felt that their complaints had not been handled to their satisfaction. We are realistic enough to understand that we will never satisfy the needs of all of our stakeholders, nevertheless we remain ambitious. In order to improve our success we have a plan in place to follow up complaints some time afterwards to consult those families affected on how well we dealt with their complaint and what we could have done better. This we are sure will help grow our sensitivity and empathy even further. (Survey March 2019)

#### Attached evidence:

- Complaints Policy
- Complaints Procedure
- Annual Parent Survey March 2018
- Lunt's Heath Example Complaints Recording Form
- Annual Parent Survey March 2019

## Section 3: Fostering Good Relations

### 3.12 The school council/forum is democratically elected and has a meaningful role in decision-making.

The School Council is a democratically elected body - classes from Year 1 to Year 6 vote for one boy and one girl who make up the School Council; elected members in Years 1, 3 and 5 serve for two years. Membership is then supplemented with the Head Girl and Head Boy and the group vote their own chair and secretary.

The children are encouraged to bring topics for discussion and the chair, with the support of a lead teacher, will then prioritise their work.

#### **Example 1:**

The children had completed a fun run to raise money to make improvements to their play experiences. Members of the School Council visited four local schools to examine fixed play equipment that had been purchased for children to enjoy during breaktimes. As a result of the visits the School Council decided to purchase small play equipment and not invest in large play equipment based on the fact that larger numbers could enjoy the experience at any one time. (Minutes 02.11.17)

#### **Example 2:**

This school year our School Council has plans to audit the school's use of single use plastic as part of the key milestones within the whole school strategy to reduce its consumption of plastic. The children have been learning about the wider impact of plastic pollution on the world's oceans and have demonstrated a commitment to do something about it. They have debated the damage being caused and a range of things they would like to do in response. (Pledge, Minutes 07.09.18)

#### **Attached evidence:**

- School Council Meeting Minutes 02.11.16
- Pledge on Plastic Launch
- School Council Meeting Minutes 07.09.18

## Section 3: Fostering Good Relations

3.13 Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.

We operate a strong culture of tolerance and respect for all with staff modelling the values and qualities that we expect from all pupils and adults.

### **MISSION STATEMENT**

Developing world class citizens through excellence in education.

### **VALUES**

The school's values play an important role in establishing whom we are and what we aspire to; we currently apply common family values such as respect and tolerance. All children and adults strive to live out these values in their daily lives and genuinely supplement them with British Values. Children learn what it means to be a good person and to wear the 'Lunt's Heath' badge.

**respect / responsibility / honesty / perseverance / sharing**

### **EQUALITY STATEMENT**

"Lunt's Heath Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide."

### **Example 1:**

Hearing about the prejudiced based bullying of Great British Bake Off winner Nadiya Hussain, the School Council embarked on a project of support. Initially it was to raise awareness around racism and to better educate children and families of our expectations. This quickly spiralled beyond the school into a campaign that we promoted across the Borough and beyond with a hashtag campaign - #LHPSSupportsNadiyaHussain. This hugely successful campaign won a national award.

The school's values are embedded through our daily learning including celebrating diversity - respect is a core value that all children aspire towards Children know the importance of and how to raise concerns or complaints if they see or hear of anyone being racially abused / bullied.

(Minutes Sept & Oct, Bake Off Impact Satement, Newsletter, Top 10 #1 photo)

**Example 2:**

Children are taught well the essence of being kind to each other, in particular in their use of mobile electronic devices. This is not always the case and occasionally we experience problems with abusive messages being sent via social media or via online gaming. The school's computer scheme has a module that teaches well all elements of e-safety. This is supplemented by our promotion of Internet Safety Week. In generating and spreading greater happiness and kindness the School Council ran a project called message in a bottle where children were encouraged to leave a kind message randomly for others to receive. This project helped to raise awareness of e-safety issues and promoted a sense of warm welcoming across the school. (minutes Nov)

We have a core group of trained Anti-Bullying Ambassadors (ABA) who lead a wider ABA group of pupil volunteers. They organise and promote monthly events which highlight the agenda against bullying in all of its forms, helping to reduce prejudiced based bullying. In November they held an odd socks day and in January they hosted a True Colours Day, an event where children wear a football shirt to promote anti-racism messages. As racial prejudices and bullying continue to be highlighted in the national media we plan to continue with this work in school.

**Attached evidence:**

- School Council Meeting Minutes re Nadiya Hussain September 2016
- School Council Meeting Minutes re Nadiya Hussain October 2016
- Impact Statement from Racism Prevention Project
- Newsletter about Nadiya Hussain Campaign July 2017
- School Council Meeting Minutes re Internet Safety Week November 2016
- National Anti-Bullying Award Winner Poster

## Section 3: Fostering Good Relations

### 3.14 Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment, exploitation and extremism.

Children in Year 5 and 6 participate in the annual Cheshire Police Safety Competition. Children are encouraged to use digital media to create a 30 second safety message that can be used across the school to promote personal safety. Content has included for example, promotion of the NSPCC PANTS campaign, or e-safety message about staying safe online. In 2017 and 2018 our school has been a finalist in the Primary category. This learning directly impacts on the understanding of safety principles for those children in Y5 and Y6, and their message is then communicated widely across both the school and Cheshire as the competition runs. (NSPCC E-Safety Finalists)

Children in Y5 and Y6 are explicitly taught the dangers of online posting and sharing via electronic communication methods, in particular the dangers of predators and how they prey on young people. Children are taught the dangers that exist via internet sources including terrorism and extremism; children are taught how to remain safe and are encouraged not only to manage their own behaviours, but also to police and report any concerns they may have regarding the behaviour / activity of their friends. These sorts of messages are communicated widely with parents too as we seek their support in keeping children safe. (Mobile Phone Use Letter / Switched On Scheme)

#### Attached evidence:

- NSPCC E-safety Finalists Poster
- Finalists
- Mobile Phone Use - Letter to Parents/Carers
- E-Safety Policy
- Switched On Scheme of Learning

## Section 3: Fostering Good Relations

### 3.15 The school community supports and is involved in a range of charitable work.

We promote the understanding of our own good fortune and prosperity. In keeping with the values of the school children are taught humility and respect and that we should be on the look out to do a good turn for others. The school conducts extensive charity work for the benefit of others needing our hand of friendship.

#### **Example 1:**

Following the Manchester Arena bombing the children held a fundraising event where their parents / grandparents were invited to share an afternoon picnic. The event was sponsored by Halton School Meals Service meaning that all proceeds went directly to the charity. (photo 3)

#### **Example 2:**

Each Christmas the infant children perform The Nativity for their parents and grandparents as part of our wider celebrations. This event is free to attend however we take a basket collection at the end with all proceeds going to Action Aid to pay for the annual education of a child in Rwanda. The impact of this enables our children to use their talents for the benefit of others whilst also appreciating the things we have in our lives that we take for granted. (Action Aid photo)

#### **Attached evidence:**

- CityUnited Fundraising Picnic Poster
- Action Aid Photo

## Section 4: Equality Of Opportunity & Positive Action

- 4.1 The different needs of male and female learners and staff members are recognised and addressed.
- 4.2 Reasonable adjustments are made to enable individuals with disabilities to access to the physical environment of the school, the curriculum and information.
- 4.3 Arrangements are in place to assist low income families in supporting and encouraging pupil access and engagement.
- 4.4 The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.
- 4.5 Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).
- 4.6 Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.
- 4.7 Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners. (Schools with secondary age learners only).

## Section 4: Equality Of Opportunity & Positive Action

### 4.1 The different needs of male and female learners and staff members are recognised and addressed.

#### Example 1:

The wearing of school uniform is non-discriminatory and caters for all genders equally; therefore we do not stipulate a given uniform for any gender.

#### **School Uniform**

Dark green (bottle green) Polo shirt (with school logo)

Grey trousers / skirt

Grey school sweatshirt with logo

Grey socks (Boys)

Long white or grey socks / plain grey tights (girls)

Flat black shoes (not trainers or open toe / heel sandals)

Green school jacket / waterproof coat with hood.

*(Hooded track suit jackets are not suitable for school.)*

Hair to be tied back with dark green or black ribbons or bands

From the beginning of the Summer Term to the end of October the following may be worn:

Green school cap

Grey tailored shorts

Green & white summer dress with long or short white socks

(Uniform Policy)

**Example 2:**

The school adopts the Local Authority Pay Policy which enables equality of pay for everyone. Performance Management processes are the same for all genders and focus on a robust system of professional development support that encourages all staff to rise through the pay progression ladder. (Pay Policy)

**Attached evidence:**

- Lunt's Heath Uniform Policy
- Lunt's Heath Pay Policy Sept 2017

## Section 4: Equality Of Opportunity & Positive Action

4.2 Reasonable adjustments are made to enable individuals with disabilities to access to the physical environment of the school, the curriculum and information.

### Example 1:

During the summer of 2018 the remaining two step exits to the school's classrooms were converted into ramps which facilitate wheelchair access. All of the schools entry and exit points have steps removed and are either ground level or ramped.

This is particularly important because one of the exits that has now been converted belongs to a room that will be used by the Local Authority as a Polling Station.

### Example 2:

The school prides itself on its inclusivity. At present we have one young child with Down's syndrome. In order for him to be able to access fully a suitable education, he has full time support. This support person is part funded by the Local Authority and part funded by school. The adult support worker dedicates their time to the young child's access of the full timetable; this includes a personal evacuation plan should the need arise. (PEEP\_XX)

### **Attached evidence:**

- Lunt's Health Accessibility Strategy
- Personal Evacuation Plan 2018

## **Section 4: Equality Of Opportunity & Positive Action**

### **4.3 Arrangements are in place to assist low income families in supporting and encouraging pupil access and engagement.**

As a school we are very mindful of those children who belong to low-income families. Staff know children and families well and will often direct parents / carers to the school's Charging Policy during times of need. (Charging Policy)

When attending the Year 6 residential to York in May one parent volunteered a small financial contribution with the school making up the bulk of the payment balance to ensure that a child wishing to attend could do so.

#### **Attached evidence:**

- Lunt's Heath Charging Policy

## Section 4: Equality Of Opportunity & Positive Action

### 4.4 The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.

Whilst a common school uniform is important in creating a unique sense of belonging to the Lunt's Heath family, as well as playing a key role in our behaviour standard, the school uniform is very affordable.

We offer a limited selection of branded school wear to enable those who choose to purchase school uniform from their preferred retail outlets. The only stipulated school branded item is the jumper / cardigan.

There are no restrictions place upon pupils who wear particular items of clothing because of their faith or religion.

#### Attached evidence:

- Lunt's Heath Uniform Policy
- Lunt's Heath Charging Policy
- Religion and Belief Equality Policy

## Section 4: Equality Of Opportunity & Positive Action

### 4.5 Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).

School staff know children and families very well with a large number of staff living in the school community itself. The context of the school community is more affluent than most, however we are not complacent with that. We take great care in the language that we use, providing a rich vocabulary that supports children's learning, yet speaking in a common language that everyone can understand and access. (Newsletter)

There is a very small minority of children whose families do not speak English as a first language, however they do all speak English well. We would never conduct private discussions in public, rather we would use a small meeting room that has been set aside, thus providing a higher degree of sensitivity and emotional intelligence to discussions. Staff are very astute in adjusting their language to meet the needs of the listener, always avoiding jargon. Should the need arise to employ an interpreter, we can do this through the Local Authority.

#### Attached evidence:

- Example Newsletter Sept 2018

## Section 4: Equality Of Opportunity & Positive Action

**4.6 Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.**

Lunt's Heath Primary School is an equal opportunities employer. We have a robust system of recruitment that uses Local Authority guidance at every step of the process from advertising, through shortlisting and interviewing. Applicants are asked to complete the Equal Opportunities Form that enables Governors to monitor which groups are applying for each vacant position. (Equal Opportunities Monitoring form)

The composition of the school's current staff does include representation from minority groups.

### **Attached evidence:**

- Equality Statement
- Equality Policy
- Safer Recruitment Policy
- Example Job Advertisement
- Equal Opportunities Monitoring Form
- Composition

## **Section 4: Equality Of Opportunity & Positive Action**

**4.7 Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners. (Schools with secondary age learners only).**

Not applicable

## Section 5: Celebrating Diversity

- 5.1 The curriculum promotes fundamental British values, facilitates an understanding of multiple identities, and challenges stereotyping.
- 5.2 The school promotes positive attitudes towards multilingualism
- 5.3 The school celebrates the achievements of disabled people and promotes positive role models.
- 5.4 The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.
- 5.5 There are regular opportunities for learners to enjoy cultural and enrichment experiences (including out of school visits) that reflect and celebrate diversity.
- 5.6 The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust memorial day, LGBT History Month etc.
- 5.7 The skills and talents of all learners are valued and celebrated.
- 5.8 Best use is made of the differing skills and talents of staff and governors.

## Section 5: Celebrating Diversity

### 5.1 The curriculum promotes fundamental British values, facilitates an understanding of multiple identities, and challenges stereotyping.

Governors, with the support of Leadership & Management, create a warm and welcoming ethos at Lunt's Heath where the uniqueness of the individual is celebrated. British Values are at the heart of our School Mission with robust monitoring ensuring that we remove common stereotypes from our curriculum and take a lead role in preparing children for modern, diverse Britain where children and families have multiple identities. (Planning, Photos)

#### **MISSION STATEMENT**

Developing world class citizens through excellence in education.

#### **VALUES**

The school's values play an important role in establishing whom we are and what we aspire to; we currently apply common family values such as respect and tolerance. All children and adults strive to live out these values in their daily lives and genuinely supplement them with British Values. Children learn what it means to be a good person and to wear the 'Lunt's Heath' badge.

#### **respect / responsibility / honesty / perseverance / sharing**

#### **Example 1:**

As a grant maintained school we are obliged to follow the Local Authority agreed syllabus for Religious Education; in the case of Halton this is the Lancashire Scheme. The scheme covers the most common religions of the world which are studied across all ages enabling us to provide children with the broadest of educations in promoting tolerance and mutual understanding. Children and families are the starting point to our prior learning and act as primary sources in developing children's deeper understanding of the faiths, religions and cultures of others. In teaching in this way children are able to celebrate their multiple identities whilst others are able to pose questions around how and why their peers have multiple identities. (Collective Worship Guidelines)

#### **Example 2:**

We are very aware that although we live in an ever diverse United Kingdom, the local community in which we live is predominately white British and lacking in its diversity. Our PSHE and wider curriculum teaching highlights and celebrates diversity and uniqueness. Children are taught to celebrate their own diversity through their local existence, national identity and global positioning. Our inclusive approach to

teaching ensures we capture all children in sharing their own stories which enables individuals to understand their own and their families' multiple identities. Families and family composition are celebrated through story and the wider involvement in the life of the school whereby we congregate as one single family. Children are given every opportunity to explore their own lives and to share with their peers. The way in which we celebrate Collective Worship supports this. (Collective Worship Overview 2018)

Children's voice is valued - children are given opportunity to contribute to school improvement by making decisions of their own (democracy). We have an effective School Council that meets monthly to discuss making improvements to the school environment, the Deputy head meets termly with Pupil Premium pupils to ensure no child is left behind, the SENCO gathers the voice of SEN pupils to ensure that their needs are met, teachers encourage children to input into topic planning and rule making, pupil voice groups lead competitions and judge winners.

Anti-Bullying Ambassadors, prefects and the School Council discuss ways of ensuring that all children feel safe and of celebrating individual uniqueness. Children are taught to respect and celebrate the individual liberty of others including their peers. Children act as responsible role models and good citizens - this is often commented upon by visitors to school or when we are visiting others.

Families from different backgrounds, faiths and cultural backgrounds are used as primary sources of information during class topics - for example children will learn about Asian home cooking and Chinese New Year, or hear stories about Ancient Greece volunteered by parents of our school.

**Attached evidence:**

- Halton Guidelines for Collective Worship
- British Values Planning Document
- Example Work - Individual Liberty
- Example Work - Individual Liberty
- Example Work
- Example Work - What does democracy mean?
- School Collective Worship Overview 2018

## Section 5: Celebrating Diversity

### 5.2 The school promotes positive attitudes towards multilingualism

Lunt's Heath Primary School takes seriously its responsibility to prepare children for the modern world of work. As such we promote mastery of English as well as the need to be open minded in learning languages spoken by others.

#### **Example 1:**

In preparing children well Lunt's Heath Primary ensures the children receive statutory Modern Foreign Language tuition. French language lessons are taught weekly in KS2 by a native French speaker whilst KS1 pupils receive intermittent lessons throughout the year. (MFL Policy)

#### **Example 2:**

In addition to this Lunt's Heath will take every opportunity to celebrate the cultures of others, including language learning. For example our Year 4 children will receive taster Chinese lessons delivered by the local High School, and we have recently secured a school partnership through the British Council Connecting Classrooms programme with a school in South Africa where the language of instruction is English yet their predominant language is Zulu. Teachers on their return from South Africa taught children some common phrases and the whole school learnt a Zulu song.

Teachers take opportunities for children to share their mother tongue with others. For example when studying the Ancient Greeks our Greek children and their parents become primary sources for promoting Greek traditions / cultures and their language through music, dance, craft, and food. For example, the parents will be invited into school to lead lessons on learning common language and phrases, the children will help lead a lesson highlighting where the thread of their language can be found in modern English. A similar story is true with our Spanish children and families; when curriculum discussion surrounds language acquisition and diversity assemblies have been used to promote and celebrate language differences. (Cultural Doc)

#### **Attached evidence:**

- Modern Foreign Languages Policy
- Cultural Development Opportunities and Impact

## Section 5: Celebrating Diversity

### 5.3 The school celebrates the achievements of disabled people and promotes positive role models.

At Lunt's Heath Primary School we actively promote equal opportunities. We enjoy celebrating the achievements of disabled people and would do so for example through whole school assemblies, the Paralympics and Invictus Games as a means of inspiring and motivating our pupils. The school sport Twitter feed (@LHPS\_Sport) is a primary vehicle used to champion the achievements of athletes from across the protected characteristics groups using the hashtag #WhyNotMe .

Our aims are:

- i) to remove any prejudice and stereotype that may exist
- ii) celebrate uniqueness and diversity
- iii) to promote an 'I can' attitude

We believe all individuals should be valued and that with effort and determination we can all reach our potential. The determination and drive of disabled people often provides us with the foundation for our own motivation.

<https://www.youtube.com/watch?v=8jhcXOhIMaQ>

#### Example 1

A former pupil and Captain of the British Army recently returned to be inducted into the school's Hall of Fame. Martin Hewitt was paralysed down his right side following a gun shot wound sustained during active service in Afghanistan. Undeterred by his injuries Martin has since skied for the Combined British Forces disabled ski team and leads teams on expeditions called the Adaptive Grand Slam - for example he was the first disabled person to walk to the North Pole unaided. Martin's work and achievements have been highlighted by the BBC documentary and celebrated at school community level where he gave a presentation on positive mindset and determination.

#### Attached evidence:

- Disability Equality Policy
- Single Equality Policy



## Section 5: Celebrating Diversity

### 5.4 The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.

Two key members of staff have received training via Stonewall and led an awareness day in May in conjunction with National Homophobia Awareness Day.

We have recently refurbished the school library ensuring that inappropriate texts have been removed and replaced with a range of modern releases which cover the range of different family backgrounds that celebrate difference in same sex relationships and LGBT inclusion. These books are read and explored openly together, raising awareness, reducing stereotypes, and encouraging all children to feel comfortable with who they are whilst learning to respect others for who they are.

Children are well educated about the language we expect to hear, ensuring that everyone is treated fairly and equally. Bullying and harassment, including homophobic language, is not tolerated in any form; parents are informed at the earliest stage and mis-use of language is reported using the Local Authority prejudice-based reporting mechanisms. Children are encouraged to monitor the behaviour of others and to report and prejudiced language or bullying immediately. In further supplementing our work of creating a positive environment we have signed up for the DfE September 2019 pilot of Relationship Education; RSE and Health Education. (Guidance Doc)

#### Attached evidence:

- Letter to Parents/Carers about National Homophobia Awareness Day
- Halton Children's Trust Prejudiced Bullying Guidance for Schools

## Section 5: Celebrating Diversity

5.5 There are regular opportunities for learners to enjoy cultural and enrichment experiences (including out of school visits) that reflect and celebrate diversity.

### Example 1:

The school actively promotes its own local cultural heritage through art / music / dance. At Lunt's Heath we are passionate about creating a sense of belonging and use our local culture and heritage as a starting point of celebration. For example, we purchase music support each year which teaches singing, African drumming, Samba drumming, in addition the children are part of the Children of Halton Sing annual event where they learn a range of culturally based songs and sing together with other schools in a one off show for family and friends. See 'Cultural' attachment for further details.

By participating in such activity we believe that children will better understand their place within wider society. The children have recently worked with a clay artist creating panels that feature elements identifiable within our local community.

### Example 2:

The school is an active member of the Halton Primary Arts Network - each year schools across the local authority collaborate on a given theme, producing a range of artwork for community display. Children and families attend a two week long exhibition exploring a range of children's artwork that interprets the theme (2017 'A journey to ...'; 2018 'One Family'). Children and schools provide their own slant on the theme using their own unique levels of creativity, through its art and written work which reflects the diversity which exists across Halton schools.

This is a wonderful opportunity to examine individual creativity and expression, sharing new techniques and ideas. The range of expression depicted through the artwork is a fantastic starting point to discuss local culture and cultural differences through social collaboration, with children coming together to share their own understanding and interpretation of local culture. In their learning children explore answers to challenging questions including - Why choose to cross Widnes? How will those crossing help our community? What new opportunities will arise as a result of people crossing the bridge? How can we make sure that this will last? Independent thoughts and opinions lead to rich discussions and deeper critical thinking of what all people in our locality add to our wider community as a whole. (Cultural doc / PAN doc)

### **Attached evidence:**

- Cultural Development Planning and Impact
- PAN



## Section 5: Celebrating Diversity

### 5.6 The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust memorial day, LGBT History Month etc.

Designated National or International days provide opportunities for the school to recognise and celebrate minority groups. This is an important feature of the school's curriculum map in ensuring that we have depth and balance to our coverage. In doing so we are able to successfully demonstrate that we are teaching values such as tolerance and respect.

For example, earlier this year we marked International Homophobia Day with in-class study using age appropriate materials recommended by Stonewall. Children were able to engage in discussion around family make-up and explore a range of feelings and questions that were posed. (Homophobia Awareness Day doc)

During Black History Month children will learn about Rosa Parks, Nelson Mandela and Martin Luther King (all of whom feature prominently in the school's Leaders' Gallery, whilst on Holocaust Memorial Day children will study extracts from the Diary of Anne Frank and develop their understanding of the persecution suffered by Jews during WWII and beyond.

Having identified the need to promote our girls we have just started an after school sports club for girls only using the hashtag #ThisGirlCan. This platform is designed to empower females in sport without stigma and peer pressure from boys. We plan to extend this later in the year with additional ideas around International Womens Day with some planned speakers and guests thus raising awareness around sexism.

#### **Attached evidence:**

- Homophobia Awareness
- Homophobia Awareness Day

## Section 5: Celebrating Diversity

### 5.7 The skills and talents of all learners are valued and celebrated.

The school actively celebrates the achievements of its pupils and former pupils; this is a purposeful strategy that helps build a culture of achievement and an 'I can' attitude.

Attached is the school's 'Top 10 favourite moments from 2017-18' which show a series of examples of events and opportunities that occurred throughout the year that celebrate the skills and talents of learners. This is just the selected Top 10 - learners achievements are celebrated on a daily and weekly basis as a means of build self-esteem and providing performance feedback. Children value each others achievements and help encourage each other, including when things are not going so well; children are inspired to do their best and to explore their talents.

#### Attached evidence:

- Top Ten Moment 1: Science Week Alien Crash
- Top Ten Moment 2: Digital E-Safety Finalists
- Top Ten Moment 3: Connecting Classrooms Mini-Enterprise
- Top Ten Moment 4: Grateful to Grandparents
- Top Ten Moment 5: Halton Schools Poetry Winners
- Top Ten Moment 6: Four Hall of Fame Inductees
- Top Ten Moment 7: LHPS Has Got Talent
- Top Ten Moment 8: Merseyside Youth Games
- Top Ten Moment 9: A Child of Books
- Top Ten Moment 10: Inaugural Widnes Ice Hockey Champions 2018

## Section 5: Celebrating Diversity

### 5.8 Best use is made of the differing skills and talents of staff and governors.

We are extremely fortunate to have a very proactive Governor whose passion lies in supporting and developing others (through coaching). Dr JH has a wealth of experience in education and supporting others via a coaching role. Using a high level of emotional intelligence, members of staff are comfortable in discussing their role with someone they know is helping to develop their talent and build capacity.

#### **Example 1:**

Dr JH gives freely of her time to regularly sit and chat with staff at all levels of experience and opportunity. This is an informal and formal process. It's informality lies in that the discussion is not a part of performance review / appraisal or monitoring task thus is non-threatening, yet its formality lies in that the discussion is recorded as a mechanism for personal staff support. Dr JH discusses job roles and performance skillfully questioning the staff member on their vision and next steps. Dr JH skillfully provides emotional support via affirmation and praise whilst posing challenging questions that facilitate enhancements to that person's role. This personal development opportunity has significantly increased the confidence, self-esteem and efficacy of all practitioners regardless of their personal characteristics. (JH Curriculum Progress Meeting)

Dr JH is currently supporting our female Deputy Head; extensive support and collaboration is building her confidence, knowledge, skills and understanding towards becoming an effective school leader. She is an effective Deputy with aspirations to become a Head Teacher, however is lacking in the necessary confidence to take the next step. Dr JH is helping our Deputy to gather qualitative and quantitative evidence of her impact as a Deputy and her contribution to whole school improvement which is both elevating her skills and confidence to the levels necessary to taking the next career progression.

#### **Example 2:**

Having identified the need to promote girls' achievement more actively we are currently exploring how we can best champion them moving forwards. Initially we have three ideas for removing stigmas and empowering our girls - firstly empowering girls through sport via after school sports club for girls only using the hashtag #ThisGirlCan, secondly we are currently exploring with local providers how we can positively promote more girls into STEM subjects, and thirdly we are working on an idea to promote female speakers (including pupils) on or around International Womens Day 2019.

We have encountered positive impacts with our positive bias: the initial success with the #ThisGirlCan club has seen its continuation and development with further activity this term. We were delighted when recently two of our Y6 girls won a Vlogstars competition with United Utilities which has attached STEM Ambassador status attached for the next 12 months.

**Attached evidence:**

- Curriculum Progress Meeting