



Southend-on-Sea

Enhanced Healthy School Stories 2014-15



Inspiring healthier and happier schools

Foreword

The Healthy Schools Programme was introduced more than fifteen years ago, the main aims of the programme were

- to support children and young people in developing healthy behaviours
- to help raise pupil achievement
- to help reduce health inequalities
- to help promote social inclusion

The schools featured in this booklet have worked on a substantial piece of health related work. This has had a major impact upon the children and young people in their care, as well as the school community generally.

It has been a very exciting year for Healthy Schools. We have included two major projects in our 2014-15 Enhanced Healthy Schools Programme . The Drug Aware Programme and the Equality and Diversity School Champions programme.

After working on these projects for over a year I am delighted to say that three schools have achieved Drug Aware status and a further ten schools have achieved Equality and Diversity School champion status. In addition two schools have achieved Enhanced Healthy Schools status through another school led piece of work.

Many congratulations to the schools represented today, read their Enhanced Healthy School Stories or watch their short films and presentations, included, to find out what happened in each school and the difference the work has made

L. Holloway

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Our Lady of Lourdes Catholic Primary School

Location:	Leigh-on-Sea
Number of pupils:	422
SEN:	7.8%
FSM:	12%
EAL:	5.3%

MISSION STATEMENT

At Our Lady of Lourdes Primary School we learn to live and love like Jesus, to help one another and to treat everyone with kindness, respect and understanding. God is always with us.

We are a larger than average, two form entry, voluntary aided primary school. We are well respected within the local community and parents are eager to secure a place here for their children. This is reflected in our over subscription for entry into our reception classes.

We serve the Catholic communities of Our Lady of Lourdes and St. Peter's.

Our attendance rate is 96.7% and in the top 40% of all schools.

The proportion known to be eligible for free school meals is much lower than average. The proportion identified with Special Educational Needs and/or

Disabilities is below the National Average.

The school has won a number of national awards in recent years, including Healthy Schools status, Basic Skills Quality Mark III, Sainsbury's Gold Awards, Southend Sports Award 2013 Cycle School of the Year, KS1 Active Schools Quality Award 2015, we have also won many trophies at various sporting events.



What needs did we identify?

- In 2011 we conducted a survey that identified that most children travelled to school by car, polluting the environment and causing major traffic problem outside the school. The School Council and the Deputy Headteacher wanted to campaign for a healthier and more environmentally friendly option.
- In 2012 the School Council voted for more clubs to be available in school.
- In June 2013 P.E. assessments indicated that a large percentage of pupils were inactive outside of school. A school decision was made to target these pupils.

What outcomes did we focus on?

Increasing the number of children who came to school by foot, bike or scooter from 17% to over 65%.



Increasing the number of extra-curricular clubs from 5 to 15.

Increasing the number of inactive pupils participating in physical activity from 7% to 50%.



- ▲ "All children have the opportunity to learn to ride at Lourdes – it's embedded as part of our curriculum."
Mrs Hopkinson (Deputy Headteacher & Bike It Champion)

Our Lady of Lourdes Catholic Primary School

► *Various assemblies are held to reward children who cycle, walk or scoot to school*

What activities/interventions did we put in place?

Encouraging more cycling/walking/scooting:

With the support of our Sustrans Bike It Officer and **Cycle Southend**, we have established a whole school initiative for our children to learn to ride a bike.

In **September 2011**, the Deputy Headteacher met with Graham Pearl, Bike It Officer, who introduced our school to Bike It. We held an introductory assembly early in the Autumn. Before our **Bike It** project began Graham carried out a 'hands up' survey indicating that only 17% of children came to school on foot, by bike or scooter.

The first 'Bike It' session began to encourage children and families to cycle to school. Children who came by foot or scooter were also recognised and rewarded but we placed most emphasis on cycling. Every year now we run and participate in the following events:

- Bikeability training for Level 1 and 2 (Level 3 being offered soon)
- Whole school cycle training from Reception to Y6
- The Big Pedal – the whole school take part in this National Initiative. We came **first** again this year in the Southend-on-Sea Borough
- 'Bike It' Smoothie Breakfast
- Geography Cycling Week
- Cross Curricular Lessons (becoming 'Bikeability Plus')
- 'Bike It' Safaris – throughout the year for Y5 and Y6
- The Village Green
- Bike Maintenance Club

The Big Pedal: During these three weeks, we offer a variety of ways to encourage the children and our families to cycle or scoot to school and use the Prittle Brook Greenway, which runs from Belfairs Woods to Southend and passes directly outside our school. Some of these initiatives include the 'golden padlock', stickers, badges and bands.



Parents are encouraged via letters and newsletters to cycle and we have a dedicated page on our website to keep our families up to date with events.

Increasing the number of clubs:

In **November 2012** our School Sports Council (representatives from each class) met and elected new clubs.

In **January 2013** Sports Premium money was used to fund clubs so that they are now free and available to all children.

P.E. coordinator begins the following clubs:

Running Club(x2) September 2010
Boys Football Club September 2010
Netball Club October 2011
Girls Football Club September 2012
Athletics Club April 2013
Multi Sports Club September 2013
Football Club September 2013
Cricket Club September 2013
Tag Rugby Club (run by Southend Rugby Club) September 2013
Dodgeball September 2014
Change 4 Life Club December 2013
Uni Hoc Club September 2014
Elite Club September 2014
Basketball Club January 2015
KS2 Football Club March 2015



▲ *"PE means everything to me, running is my main sport"*
Running Club Member

Our Lady of Lourdes Catholic Primary School

► *American Football Team*
The Essex Spartans – June 2015



Targeting Inactive Children:

- In **June 2013** class P.E. assessments indicated that we had a huge percentage of inactive children within the school.
- In **September 2013** the PE coordinator carried out a survey and found out that only 6% of children were physically active outside of school.
- Extra clubs were initiated to encourage children to become active.
- More children were encouraged to walk, ride or scoot to school.
- In **December 2013** the P.E. coordinator set up a '**Change4Life**' club – linking together other local schools, which was used as part of a government research paper for best practice
- In **January 2014** – All teachers used individually planned PE lessons resource for the whole year.
- In **January 2014** – '**Change4Life**' initiative leaflets were used within school then handed out to go at home.
- **September 2014** the PE coordinator took leadership of the '**Southend School Sports Council**' where local school representatives attend a termly meeting to discuss ways to improve sport and physical wellbeing throughout Southend schools.
- Various all day, fun, physical events were arranged and attended by all the whole school in an attempt to inspire a love of physical activity. For example:

Ryder Cup Day – 27th September 2014

School Cross Country Day – 18th October 2014



Champions League Football Day – 30th May 2015

- From September 2014 we have established some lunch time activities whereby the Sport Council representatives lead games and help the children – Peer Mentoring.
- National School Sports Weeks are now celebrated with whole school events and a variety of other sporting guests/teams are invited in to try and inspire inactive children to take up new and exciting sports.

What did we achieve, and how did we know?

Encouraging more cycling/walking/scooting:

- We recently (**June 2015**) carried out another 'hands up' survey which now indicates that **65%** of children come to school by foot, scooter or bike.
- We have increased the percentage of children who can now confidently cycle to school. When asked, 87% of our children expressed that cycling would be their preferred mode of transport if given a choice and they would be confident to ride to school either independently or with the support of their families.
- Our pupils and families have good knowledge of the Prittle Brook Greenway and how it links this area to Belfairs and to Gunners Park.
- We have developed the children's road safety knowledge.
- We have given our children the ability to check their own bikes to ensure they are safe and road worthy: '*I can carry out an M check on my bike,*' William. Year 6. '*And I know the*



Our Lady of Lourdes Catholic Primary School

ABCD check: A for Air, B for Brakes, C for Chain and D for Direction of handlebars,' Alex Year 6.

- We have highlighted the benefits of cycling to our pupils: *'It's good for the environment, it's good for your health and it's fun,' Rory Year 6.*
- Our pupils know the importance of keeping themselves safe when riding a bike: *'Be safe, be seen,' Owen, Year 6.*

“ *Bikeability has given me the confidence to travel to my next school when I leave here. During Geography week, I explored my journeys from home to my new schools.*

Year 6 child

Increasing more clubs:

- We have increased the number of clubs from 5 to 15. Children now have a huge choice of activities to choose from.

Encouraging inactive children:

- A survey was carried out in 2013 and again in March 2015. We have increased the number of inactive pupils who now are active from 7% - 69%.
- We have won the **'Physical and Activity Mark'** award April 2015.
- Encouraging children to bike, walk or scoot also impacted on our inactive children as did increasing the number of clubs available.
- In **June 2015** we were recognised by **Change 4 Life** as one of the **'best clubs in the country'** and have been put into a research paper which will soon be published.

What will we do next?

Encouraging more cycling/walking/scooting:

- We want to continue to make cycling and bikes part of the whole curriculum. We have made a start by having a **Geography Week** whereby Bike it Graham's team worked with each year group on orienteering and map reading skills.

- We want to offer Bikeability plus, the next initiative from Cycle Southend.
- Offer Level 3 Bikeability to our children who pass Level 2 early on.
- Plan for 'Mini Safaris' for children lower down the school.

Increasing more clubs:

- During a School Council session it was brought to our attention that some boys wanted to do ballet but felt a little intimidated and embarrassed. So, from September 2015 there will be a Ballet/Dance Club primarily for boys (although some girls may attend). This will be run by a professional male ballet dancer.

Encouraging inactive children:

From **September 2015** we will be linking **healthy eating** with physical activity by introducing **Jamie Oliver's Kitchen Garden Project**. We have enjoyed growing and cooking in KS1 but we would like to extend this into KS2. The children will be shown how to grow their own food produce and learn to cook with it.



“ *The improvement the school has made over the last couple of years has given the children the best opportunity for a healthy lifestyle*

Senior leader

St. Bernard's High School

Location:	Westcliff-on-Sea
Number of pupils:	896
SEN:	2.27%
FSM:	9.77%
PPG:	11.3%
EAL:	16.7% (there are over 40 home languages)

Minority Ethnic Groups: 11.3%

St. Bernard's High School is a Catholic Academy for Arts & Science. It was founded in 1910 by the Sisters of the Bernardine Order and the Diocese of Brentwood remains as the Trustees of the school. Their values including respect, service and justice provide a holistic education underpinning the school's work.

As a faith community we aim to live out the Mission Statement, "Love one another as I have loved you". We are a Catholic learning community committed to the on-going development of the entire potential of every person, achieved through a broad, balanced and relevant curriculum. The emphasis on inclusivity is crucial for St. Bernard's and we share an ethos which emphasises the potential of all and we recognise that we are unique with God-given talents and abilities. As such, we ensure equal opportunities for all to discover strengths and talents.

We take great pride in the care taken with each individual student and we are intensely proud of all their achievements. They gain excellent examination results and we aim to encourage their growth as confident, articulate and thoughtful people.

What needs did we identify?

1. To improve the development of SRE provision:

As a result of student perception surveys over the previous two years, we wanted to increase the level of enjoyment and challenge in Sex & Relationship Education lessons. The initial baseline data showed that 60% of the sampled students across Years 9-11 enjoyed and found these lessons challenging. We also identified a need to improve the resources used in these lessons.

2. To reduce the number of Persistent Absentees and improve the attendance of those targeted students who were previously Persistent Absentees:

Detailed attendance figures are analysed and monitored regularly and have been for a number of years. There is a regular monitoring cycle to support the efforts for continual improved attendance figures. Different groups are analysed, including LAC, FSM (PPG), EAL, SEN & Gifted and Able for patterns on a half-termly basis. There is also a target group of Persistent Absentees from the previous academic year. We have good attendance but we are not complacent about attendance and see it as crucial to academic achievement and, as a result of our baseline analysis, we recognised the need to further develop and widen the range of strategies to improve attendance, particularly that pertaining to Persistent Absenteeism.

St. Bernard's High School

▼ 'Educate a girl, Empower a Woman' charity focus (2015)



What outcomes did we focus on?

SRE

1. (a) To use student perception surveys to measure the success of the strategies adopted so that students felt better informed on SRE issues and that it positively impacted on their future life and health choices from 60% to 85% (Quantitative);
2. (b) To develop a range of new resources and materials on SRE, so as to elicit positive responses/perceptions from students in terms of finding lessons both enjoyable and challenging, and to raise perception levels from 60% to 85% (Qualitative).

Attendance

3. (a) To improve overall attendance at the school from 94.63% to 96%; (b) To reduce the number of Persistent Absentees by 50%; (c) To improve the attendance of those students who were previously Persistent Absentees by at least 5-10% and from this group ensure that 75% were no longer deemed to be Persistent Absentees (Quantitative);

4. (d) To reduce the number and percentage of non-medical reasons for absence, with analysis to show that the school has been proactive in continuing to develop strategies which support potential Persistent Absentees. (Quantitative)

What activities/interventions did we put in place?

SRE

- Additional curriculum time was devoted to the teaching of Religious Education
- Sections of the SRE focus was then delivered by the Religious Education Department with the remaining modules still delivered within the PSHE curriculum (including puberty in Years 7 & 8; Healthy Choices and Self-esteem in Year 8; as well as a focus on the emotional & physical aspects of love in Year 9)
- The RE Department developed and used new resources in Religious Education, based on 'Journey of Love', a diocesan publication, which are coherent and age appropriate for

St. Bernard's High School

SRE and which are guided by the school's Catholic ethos

- A range of tutors delivering PSHE helped to develop new lesson plans and resources for SRE and we used dedicated meeting time to facilitate this pursuit
- A random sampling of students was carried out across KS3, using closed and open questions to ascertain student perceptions about the effect of the changed lessons at interim stages
- Surveys, to both students and staff, with closed questions, were to measure the success and impact of the approach at the end; the focus of this survey was Year 9 where the most significant changes had taken place

Attendance

- The monitoring cycles were calendared for efficiency and more effective monitoring. The Pastoral Team meet weekly and attendance is an agenda item. In addition, assemblies were planned to highlight the importance of attendance. PSHE lessons were also devised on the barriers to learning for Year 11 and the principle focus here was on attendance and also social networking.

- Weekly reports were produced for tutors where a student's attendance fell below the expectation of 95%.
- Earlier intervention was used to challenge lower attendance; this intervention was supportive in nature at all times. An example of such intervention involved the Inclusion Manager & SENCO who initiated Individual Education Plans (IEPs) for all students who had absences due to long-term medical factors.
- A draft document was produced for consultation on Intervention Stages. We further developed the 'staged approach' to intervention and support for students and the Staging Posts were incorporated into the Student Planner so parents and students were fully informed. The updates to the Student Planner clarified the impact of absence in terms of hours of lost learning and the potential impact on academic targets and performance.
- At Stage 1 (pre-Level 1) tutors discussed concerns with parents when absence reached 12 sessions; at Stage 2 (Level 1) the Head of Lower or Upper School or the Inclusion Manager (SENCO) took the lead when absence levels reached 20 sessions and met with parents, engaged pastoral support, usually mentoring, and where there were long-term medical factors an Individual Education Plan (IEP) was established; at Stage 3 (Level 2) the Assistant Head Teacher organised meetings with the LEA Attendance Officer to further discuss improvement strategies when absence reached 30 sessions and this sometimes led to timetabling adjustments or increased levels of mentoring for the student; Stage 4 (Level 3) was reserved for persistent concerns and activated greater LEA Attendance Officer support
- A Protocol for return to school from absence was developed, whereby students were to go to a specified room at break time on the day of their return from absence; the purpose of this was to encourage students to take greater responsibility for their own learning and recognise that being absent from school,



▲ *The Dora Love competition (2015)*

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▲ *Car Wash Fund-raising*

for whatever reason and for whatever length of time, will have an impact on learning; at this meeting it was the students' responsibility to explain how they planned to catch up with work set in their absence

- Where appropriate Alternative Educational provision was offered
- There was regular analysis of data and reasons for absence
- A half-termly report to SLT on progress ensured effective evaluation
- Letters of congratulations were sent where improvements were demonstrated with the target Persistent Absentee group

What did we achieve, and how did we know?

SRE

Quantitative and qualitative analysis undertaken in Year 9 revealed a significant level of success in terms of the initial aims, with 82% of students acknowledging that they enjoyed the lessons and 91% further commenting that they felt they had significantly learned from the experience. In addition, 93% felt that they were better informed on SRE issues and were encouraged to think about

relationships in a mature manner. 84% of students acknowledged that they were encouraged to think for themselves, with 61% feeling that they had improved their sense of self-confidence as a direct result of the lessons delivered, these students feeling they had good self-esteem. 79% of the students noted that the quality of the resources, in their opinion, was good.

The surveys and evaluations also encouraged students to make recommendations as to how we could further develop the approach taken to SRE and they were forthcoming with a wide-range of ideas; these have been developed into an Action Plan, which attempts to balance Student Voice, the practicalities of timetabling, the pedagogical approach taken which has emphasised discussion and reflection and the need to ensure the entire PSHE Programme of Study is coherent and progressive and age-appropriate at all Key Stages. Students' recommendations included having more time for SRE focused work, incorporating role-plays into the lessons, having quizzes at the end of lessons, advice on how to tell someone if a sexual incident has occurred and also a focus on feminist perspectives on SRE. Some of the recommendations from the student body were already integrated into the Programme of Study but at Key Stage 4 and those students who undertook the surveys will benefit from these in the next academic year.

Attendance

Overall attendance improved from 94.63% to 95.8% across the period in question, which was pleasing if narrowly short of our 96% target.

Using Autumn & Spring returns the percentage of Persistent Absence remained constant, reflecting long-term medical and complex needs students: 2012 (5.1%) & 2014 (5.2%), both figures below national averages, and which showed a reduction from 2011 (7.6%). In terms of the actual number of Persistent Absentees, below 85%, the analysis shows that this fell from 23 (2012) to 20 (2014).

When evaluating the attendance patterns/trends of those students who have had at least 20% absence a positive picture emerges and demonstrates

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success in supporting students who often have the most complex needs. The analysis shows a fall in numbers from 14 (2012) to 7 (2014). A review of trends of those students from Years 7-10 (eight students) who had at least 20% absences in 2012 shows that 62.5% (five students) had improved their attendance within the target range of 5%-10% improvement originally set, so that they were no longer in the 20% absence category. The related figures for 2013 (seven students) show that 100% (all seven students) made the same improvement. When focusing on the period across the three years 2012-2014 only one student is consistent. This does demonstrate a clear level of progress in supporting students.

The number of students with evidenced medical factors and complex needs affecting attendance is still high but the strategies in place have gradually worked to limit the impact of absences. Especially significant here is the work of the Learning Mentors at KS3 and KS4/5. This has since been supplemented by the employment of a Learning Coach at KS4/5. The school also employs its own School Counsellor. The academic results attained by students in public exams attest to the positive focus on attendance by St Bernard's. At GCSE 83% of students achieved 5 A*-C including English & Maths, 91% made expected progress in English and 84% made expected progress in Maths.

What will we do next?

SRE

An Action Plan has been developed, based on student feedback, as set out on the facing page ►

Attendance

We are already working more closely with the Child & Family Early Intervention Team (CFEIT) with an enhanced Service Level Agreement. This means that the Local Authority Attendance Officer for the school can offer a further time commitment to support the school. The intention is to continually monitor attendance and use the positive relationships we have with parents to further encourage the support we can offer on attendance and to do so earlier. Most absences

are through illness and the aim is to mitigate the impact of such absences. The aim will be to continue to prioritise attendance, increase overall attendance and reduce Persistent Absenteeism. In order to make monitoring even more efficient and effective the password-protected Monitoring spread sheets used are now available on the school system for all those monitoring and acting upon attendance; these can be updated as and when action is taken so that everyone involved is aware and up-to-date. In addition, the Attendance Lead for the school is reviewing any key concerns on a daily basis so that where action is required it can be taken as a matter of urgency. Parental Consultation Evenings are offering a further opportunity for the Attendance Lead to meet with parents and students so attendance can be managed more effectively.

Senior Leader quotation:

“The key to student achievement lies in the self-belief of students themselves. Over the last few years we have worked tirelessly to continually raise aspiration levels and encourage students to appreciate that there is no limit to what they can achieve. We believe in a growth mind-set and students are empowered to take on leadership in meaningful and relevant ways.

Mr Patrick Walls; Assistant Head Teacher

Student quotation 1:

“Overall, I think the PSHE lessons this year on Sex & Relationships have given us really great advice and information

Year 9 student

Student quotation 2:

“I think the lessons are great because everyone is involved and gets a chance to ask and answer questions, voice their opinions and share their ideas

Year 9 student

St. Bernard's High School

▼ SRE Action Plan

DESIRED OUTCOME	ACTION REQUIRED	WHEN & WHO
Student to have greater confidence and self-esteem	<ul style="list-style-type: none"> ● Pastoral Team to discuss strategies for encouraging self-esteem and greater self confidence in students ● See Action Points below 	Pastoral Team; Summer Term 2015 & Autumn Term 2015
Develop the pedagogical approach to encourage more outside speakers and also collaborative work in the context of the KS3 PSHE curriculum	<ul style="list-style-type: none"> ● Assistant Head Teacher to liaise with outside agencies to strategically plan for delivery ● Assistant Head Teacher to incorporate new lessons with outside speaker input into the Programme of Study at KS3 	Assistant Head Teacher; Summer Term 2015
Incorporate assessment strategies through quizzes into the SRE element of the PSHE Programme of Study	<ul style="list-style-type: none"> ● Assistant Head Teacher to organise the PSHE Programme of Study to allow greater time for SRE at KS3 ● Assistant Head Teacher to liaise with Pastoral Team over which elements will need to be reduced in order to accommodate this desire ● HOD Religious Education & Department to investigate which areas could better be covered through the RE Curriculum at KS3 & KS4 and which areas are already covered through the 'Journey of Love' diocesan scheme 	HOD Religious Education & Department; Spring Term 2015
Widen the range of SRE issues in line with student recommendations and within the context of what is practical within the PSHE curriculum	<ul style="list-style-type: none"> ● Heads of Lower & Upper School to devise questionnaire based on the topics students would like to see next year and which are not already covered in Years 10 & 11 ● Distribute questionnaire to either the present Year 8 or present Year 9 and collate results OR use the questionnaire with a sample group of students and analyse the findings ● PJW to build further SRE elements into the PSHE Programme of Study 	<p>Heads of Lower & Upper School; Spring Term 2015</p> <p>Heads of Lower & Upper School; Summer Term 2015 & Autumn Term 2015</p>

Blenheim Primary School and Children's Centre

Equality & Diversity
Champion

Location:	Leigh-on-Sea
Number of pupils:	609
SEN:	11%
FSM:	23%
EAL:	8%
Pupil Premium:	27%

Contextual Information:

Blenheim is a successful three-form entry primary school in Southend, with two nurseries and a Children's Centre on site. Our aims are:

- To develop self-confident, independent and resilient learners, supporting all children to achieve their best in every aspect of their learning, whatever their individual needs.
- To inspire and motivate children to develop a love of learning through the provision of an engaging and innovative curriculum.
- To provide a positive, stimulating and caring learning environment, ensuring individuals feel safe, valued and happy (we are committed to safeguarding).
- To support all children to become respectful and responsible members of the community.
- To work in partnership with pupils, parents, governors and other organisations, supporting families through a caring and nurturing ethos.

Our school has been part of the Southend Healthy Schools Programme since 2007 and in June 2014 we were successful in being awarded a revalidation of our Healthy Schools status.

Reason for taking part in the Equality and Diversity Champion Programme?

Historically, our school population has been primarily composed of children and families from a white British background, however, over recent years our learning community has diversified to reflect the developing cultural and ethnic diversity within Leigh on Sea and across Southend as a borough. In addition to this developing cultural, ethnic and religious context, we have also become increasingly aware, from dealing with recent incidents within school, of the growing issues

relating to online safety, social media and bullying.

Children's perceptions of both their physical and emotional safety, within and outside of school is something that we regard with great importance. A child's emotional and physical well-being impacts directly on their ability to learn and as a school, we have a responsibility towards every child to ensure that we nurture and promote a learning environment that provides the safety that all children have the right to.

It is within this context that we welcomed the opportunity to participate in the Equality and Diversity Champion Programme and the support that it would offer, not only throughout the forthcoming year, but ongoing through a development in the understanding of equality and diversity issues that impact upon our learning community. Our hope, on embarking on this journey, was that we would be able to support all members of our learning community, children, parents and staff alike, to challenge their own perceptions and beliefs and collaborate to promote and celebrate difference.

What areas of concern did your anti bullying survey identify initially?

The initial survey produced some very informative and thought provoking results. As a school, we conduct a yearly pupil survey, one aspect of which covers children's feelings and perceptions about safety within school. Although the online survey concentrated on responses given by children in years 5 and 6, the general trends that we were able to identify, reflected our most recent school survey. We were reassured by the fact that 95.5% of children felt safe within their classroom, however, it is obviously important to recognise the 4.5% of children who either never felt safe or felt safe only sometimes. We have in place, robust behaviour policy which we feel contributes significantly to children's experiences within the immediate environment of the classroom and within the wider school context. Teaching observations in years 5 and 6 indicate that teachers have high expectations of behaviour and effectively implement policy strategies to ensure that consistent expectations

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are maintained and a safe learning environment is promoted. In contrast, the survey highlighted that at lunch and break times the percentage of children who felt safe sometimes and always, was slightly lower.

Incidents that we were aware of and those brought to our attention by children had already alerted us to the fact that verbal bullying and emotional bullying is something that a large number of children have experienced to some degree or another. The survey supported this knowledge, indicating that collectively 48.5% of children had experienced what they would perceive to be bullying, with the greatest percentage experiencing it either within the past year or at some point in their school life (37%). The most prevalent form of bullying reported in the survey was verbal bullying, with almost 43% of children in years 5 and 6 saying that they had people saying nasty things, name calling or teasing them. Discussions with staff indicated that although verbal bullying was challenged and dealt with when heard by an adult, much of the verbal bullying that takes place happens outside of adult earshot and unless reported it is very difficult to see. Almost 30% of children said that they would tell an adult at school about the bullying, supporting the conclusion that children who were experiencing verbal bullying may not report the incident. 58% of children that had reported the incidents indicated that sharing their experience, concerns and worries with an adult, made the situation a bit or a lot better, however, there were still 21% who felt that it made no difference and 10% who felt that it made it worse.

One of the most significant results from the survey was the indication that 67% of children had heard the term 'gay' being used in a negative way. This result did not correspond however with the reasons given for bullying another child, with just 6% reporting that they bullied another child because they were acting 'gay'. This would indicate that the use of the term 'gay' was being used more as a general insult rather than as a word to insult a child perceived to be gay. It was clear to us that would need to do some work around the use of the word 'gay' as an insult and explore what children

were actually meaning when using this word. We felt that open discussions with children about the actual word 'gay', what it means and its use as an insult, would be the first step in breaking down the negative associations and developing a culture within school where the negative use of the word was universally unacceptable.

In addition to this result, the survey also highlighted that almost 15% of children who bullied others, did so because of the way the other person looked; 9% because of an actual or perceived disability and 9% because of skin colour.

The data showed that the areas we needed to focus on in school were homophobic language; language associated with appearance, including skin colour; and perceptions of disability.

What activities/ interventions were put in place?

1. In December, one of our teachers attended Stonewall training on the use of homophobic language in schools. Aspects from this training were then disseminated to all staff. A questionnaire formed part of this dissemination and was designed to support us in gauging staff understanding of homophobic language and their confidence levels in dealing with incidents involving the use of homophobic language. The training gave us the opportunity to discuss what homophobia means in the context of our school and supported us in developing a shared understanding of how we approach and tackle incidents of a homophobic nature. Case studies and statistics shared during the training put the issue of homophobia into the wider context, beyond the derogatory use of words such as 'gay', to consider the impact that homophobic bullying has on the lives on young people. In addition, it prompted us to consider resources that could be used with children, across each key stage, to raise awareness of anti bullying messages and the importance of respecting difference.
2. Our plans for promoting and teaching equality, difference and diversity throughout the coming year were shared with staff and year group

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leaders considered how they could effectively incorporate the workshops and supportive input from outside providers to enhance planned teaching and learning for the coming year. We felt that it was important that our participation in the Equality and Diversity Champions Programme was not a 'bolt on' to our curriculum, but an opportunity to explore equality issues in relevant and meaningful contexts, whilst enhancing learning across all areas. Additionally, year group leaders were mindful to ensure that the opportunities presented through the programme supported us in tackling issues relating to anti bullying and physical and emotional safety, as needs arose throughout the course of the year.

3. We felt strongly that for the messages relating to equality, difference and diversity to be meaningful across our whole learning community, our participation should be shared not just within school, but also with the families of children attending Blenheim. A newsletter was produced and sent out to parents informing them of the programme and outlining our planned involvement. In addition to this initial information, parents and carers were also kept updated with the specific activities that their



children were involved in. We felt that for the activities and workshops to have the greatest impact, they needed to generate thought and discussion beyond the actual sessions themselves. Of course follow up discussions in school were valuable to this, though equally important were the discussions and sharing that children had with their families.

4. A number of external providers have worked with the children throughout the year including 'Show Racism the Red Card', 'Bully Beat', 'CEOP workshops', 'Sports Art 4 All' and 'Ability Action'. Children have also watched a cyber-bullying play which stimulated a great deal of discussion relating to online safety and supported ongoing work already going on in year 6. All of these workshops have helped children develop their understanding of equality, difference and diversity and have made them think about their own beliefs.
5. At Blenheim, we have a strong Inclusion Team, including experienced Learning Mentors, who currently work with a number of young carers and their families across the school. Our Inclusion Team had the opportunity to meet with Premier Children's Services and received valuable information regarding services available locally to support young carers. In addition, our Inclusion Manager has shared with staff information to support the identification of young carers. We are aware that many young carers under the age of 12, both locally and across the country, go unidentified and it is hoped that through greater awareness, we will be able to identify and support more young

◀ Ability Action Workshop – Year 5



Blenheim Primary School and Children's Centre



▲ *Sport Art 4 All Dance Workshop - Year 3*

carers from an earlier age.

6. At Blenheim we have a comprehensive PSHE programme currently in place and we have recently become involved in the new borough wide RSE programme 'Growing up with Yasmine and Tom'. We have reviewed our RSE and PSHE curriculum maps with equality and diversity in mind and opportunities for teaching about diversity and difference have been highlighted. This supports teachers to make connections with equality, difference and diversity when planning their curriculum.

What were their impact?

The immediate impact of the interventions that we implemented and activities that we were involved in was the discussions and reflections that they generated amongst staff, children and their families. The intensity of the input throughout the year has supported connections to be made between different aspects of equality, difference and diversity. The relatively short time period over which the input has been delivered has meant that the issues have been at the forefront of the minds of both staff and children. This said, we are very mindful that the most significant impact of this programme must be seen in the long term. We need to ensure that the enthusiasm and 'buzz' generated by the programme continues to influence and impact upon the learning culture within our school.



Our participation in the programme has encouraged children and staff to talk about their perceptions and beliefs and the way children talk about race, gender and sexuality has been discussed and challenged in a supportive environment, created through the ongoing input.

Children have had the opportunity to hear from individuals about their first hand experiences and talk openly about the impact that their experiences have had on their lives. These honest discussions have had a profound impact on many children and have stimulated thought provoking discussions. Children have reflected on how meeting these individuals have challenged their previous perceptions and really made them think about how their actions may affect others.

Throughout the workshops and activities children have been motivated and engaged, listening carefully and demonstrating respect towards others. Having input from external partners and organisations has raised the profile of the whole Programme as children viewed their participation as something 'special' rather than an everyday 'school thing'.

What was achieved, and how did we know?

Discussions about the use of homophobic language have meant that staff feel a greater level of confidence in dealing with incidents and we are on our way to establishing a culture within school where the negative use of words such as 'gay' are considered universally unacceptable.

Blenheim Primary School and Children's Centre

The fact that children have been consulted through the online surveys and ongoing through related discussions has meant that children have felt a greater ownership and involvement with the Programme. Children feel that their contributions have been valued and felt positive about being 'listened' to.

Children have a greater awareness of bullying and the impact that it can have on the lives of others. They understand that inappropriate language will be challenged and addressed.

Discussions with a sample group of children from years 5 and 6 indicate that they feel their participation in the Equality and Diversity Champions Programme has given them the opportunity to learn more about different types of bullying and how it should be dealt with when it occurs. However, significantly, they also shared that the Programme had made them think about the impact of bullying on others and prompted them to really consider what forms bullying can actually take. For some children this was quite eye-opening, as some things that they did not initially perceive as bullying, rather as one child referred to it, 'just banter', really can have a negative effect on the person on the receiving end. This opportunity to reflect and challenge thoughts, perceptions and ideas was probably one of the most powerful outcomes of the Programme for many of our children.

What will we do next?

1. Continue to support all staff across the school when dealing with the use of homophobic language.
2. Finalise procedures for dealing with homophobic language and other incidents of name calling.
3. Look at how children can be supported during break and lunch times to engage them positively in collaborative activities.
4. Continue to raise awareness about online safety and cyber bullying and support children and parents in dealing with this.

Senior leader quote:

"We are committed to achieving and maintaining Enhanced Healthy Schools status at Blenheim, as we recognise that being healthy and feeling safe are essential factors in being ready to learn. When we heard about the opportunity to get involved with the Equality and Diversity Champions Programme, we didn't think twice. The project has enabled us to work with some brilliant organisations, including Show Racism the Red Card and Ability Action, and secure positive outcomes for our pupils. It has supported us to create a culture of talking about equality issues with the children and enabled us to raise the profile of e-safety across the school community."

"The project has been really useful. It has helped children to challenge their perceptions and their beliefs and it has allowed them the opportunity to talk openly about race, gender and sexuality."

Mr Woollard (Headteacher)

Teaching staff quote:

"The children in year three thoroughly enjoyed the opportunity to take part in Indian dancing and Bhangra drumming as part of the Equality and Diversity Champion Programme last year. The children had been learning about different cultures as part of their theme about 'Our World' and this further enhanced their understanding and enjoyment of the theme through their first hand experience with a specialist in this subject. It proved the perfect 'Fantastic Finish' to our topic."

"Children had the opportunity to share the learning they had already been doing at school and learn new skills as well as celebrate the traditions of another culture and develop their appreciation of this. It also allowed children from South Asian families in our year group to share their own experiences with their peers e.g. one child was able to share her experience of"

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a family wedding where both traditional dancing and drumming had played a key role in the celebration. The children really enjoyed the workshop and it was mentioned by many of the children in their reflections at the end of the year as one of their highlights of year three and many could remember much of what they had learnt even months later!

Year 3 Section Leader

“The opportunities which the children in year 5 were able to access through the equality and diversity project were excellent and really enabled the children to widen their views.

Show Racism the Red Card gave the children the chance to understand how their words have impact and can affect others. They were able to talk through in a safe space what was offensive, rude and ways to speak to somebody with a different skin colour to their own in a respectful way.

College students came in to present a play to the children on cyber bullying. This particularly resonated with the children afterwards, seeing how the importance of keeping safe on the internet but also seeing how the way they speak to each other online is just as important as the way they would face to face.

Finally, the workshop and KS2 assembly run by Ability Action allowed the children to discuss the importance of respecting everyone, regardless of how they look and how disability is not always evident in a physical way. It addressed many misconceptions held by the children and again, made them think in a practical way how their actions and words have consequences.

What stuck with myself particularly, was the crumpled piece of paper. How words and actions are like the process of screwing up a piece of paper. However much you try to smooth it out, it will always remain changed and will never return to the unspoilt piece that it was to begin with.

Year 5 Section Leader

Pupil quotes:

“We got to do a range of activities, and although it was about racism in football it made me think about how important it is to respect all people whatever their race.

Year 6 pupil

We learnt about what kind of remarks might be seen as bullying. The videos we watched made us think about the consequences of racism and how it affects people.

Year 6 pupil

I knew that racism was not ok, but the Show Racism the Red Card Day made me think about the consequences. I think that my idea of racism has changed since the day, I think we are all more aware. Just because it happens everywhere, doesn't mean that is ok.

Year 6 pupil

On Twitter, Instagram, social media, cyber bullying is a big problem. It can be seen as just banter or a joke but it's not. If it's every day, then it becomes bullying.

Year 6 pupil

Bullies may have been bullied themselves, I never really thought of that before. It doesn't make it alright, but it does make you think about them a bit differently.

Year 6 pupil

The drama group made me realise that people in this world are getting bullied and being hurt be this crime.

Year 5 pupil

I liked it when Ability Action came in because I know that everyone learnt a lot about how bullying is really bad.

Year 5 pupil

I liked it when Show Racism the Red Card came in because I learnt about how upsetting it is when you are taken the mickey out of.

Year 5 pupil

Edwards Hall Primary School

Equality & Diversity
Champion

Location:	Eastwood
Number of pupils:	379
SEN:	11.8%
FSM:	5.8%
EAL:	1.3%

Contextual Information:

Edwards Hall Primary School is a 2 form entry primary school. The school has been part of the Southend Healthy Schools programme since 2007 and has revalidated again this year showing that it is still meeting the criteria for 'Healthy Schools' status.

Reason for taking part in the Equality and Diversity Champion Programme:

There were a number of reasons for taking part in the 'Equality and Diversity Champion' Programme but, perhaps the most important reason was to develop teaching about diversity and difference within the school. The majority of pupils at Edwards Hall are of a British white background. Whilst the school already values the teaching of difference and equality, the 'Equality and Diversity Champion' Award provided more of an opportunity for children to challenge their own perceptions and beliefs and also gave the school further opportunity to promote and celebrate difference.

What areas of concern did your anti bullying survey identify initially?

The initial survey was very telling. Although we knew there were some incidents of verbal bullying, we didn't realise how prevalent it was with the older children (40% of the children in Years 5 and 6 said that they had people saying nasty things, name calling or teasing them). When we discussed this with the MDAs, it became apparent that actual verbal bullying is quite hard to see so, unless the child actually reported the incident, we were left unaware. Further information from the survey showed that only 22% of the children said that they would tell an adult. The other children felt that telling an adult would only make the situation worse. This backed up the idea that children who were being bullied verbally may not report the incident.



▲ Bully Beats Workshop with Year 3

Perhaps more surprising was the fact that 75% of the Year 5 and 6 children said that they had heard the word 'gay' used in a bad way. The biggest reason (50%) for bullying another child was because they were acting 'gay'.

This data showed that the areas we needed to focus on in school were homophobic language, gender based behaviours and language associated with appearance.

What activities/ interventions were put in place?

1. Once the initial survey had been completed and the data had been analysed, teachers discussed the findings of the survey with the Year 6 children. The main issues for children were name calling at both break and lunch times. They identified a number of names that were used such as: retard, slut, gay, snitch, ugly and unkind plays on a person's name.

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They also said that “gay” is sometimes said as a “joke” rather than an insult.

Children then had the opportunity to discuss how they would like to see these situations resolved. They felt that there should be a sliding scale of consequences from an apology to missing time at break and lunch time.

When asked how this would be recorded and reported, they suggested that a folder with each class list could be taken out at break and lunch and then instances could be recorded with an initial and date. They suggested that on the third occasion parents should be informed as they felt that this would act as a deterrent to some people. They also felt that “severe



▲ *Show Racism The Red Card Workshops with Years 5 and 6*

swearing language” and any racist comments should be reported to parents immediately.

The meaning of the word “gay” was also discussed. Teachers and children talked about the why it shouldn’t be used as a joke focussing on the impact that this language might have on others. Children then agreed that there should be a zero tolerance of this word in school.

2. The School Council were involved in writing our anti-bullying policy a few years ago. It is reviewed annually so this year we consulted with pupils, teachers, parents and governors. All stakeholders had an opportunity to add to and discuss the policy in depth. Changes to the procedures have been made. For example, notifying parents sooner when there has been an incident. A number of changes have also been made to the wording of the policy to make it more accessible to children. The policy includes sections on what bullying is and the signs and symptoms of a child who is being bullied.
3. In December, one of our senior leaders attended the Stonewall training on the use of homophobic language in schools. This training was the disseminated to office staff, MDAs, LSAs and teachers. The governor for Equality and Diversity also attended this training. This training supported staff with appropriate language to use when faced with incidents involving homophobic language. During this training, we also discussed how we would deal with these incidents so that everybody in the school addressed homophobic language consistently.
4. At another staff meeting, plans for promoting and teaching difference and diversity next year were put in place. It was decided that, during the next academic year, we would focus on three main themes across the school – family, community and stereotypes. There is an expectation for displays celebrating difference to be seen around the school in every classroom.
5. The ‘Equality and Diversity Champion’ Programme was introduced to parents and children at the beginning of the year but was

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▲ *Equality and Diversity Champion programme*

kick-started during Kindness week (a more positive slant on Anti-bullying week). Children worked with buddy classes on projects celebrating difference and diversity. A number of classes created art to put in our newly created friendship garden which we created as our piece of sustainable artwork for the project. The idea is that these buddy classes will change annually so children get to work with a number of different children throughout their time at Edwards Hall.

6. A number of external providers have worked with the children throughout the year including 'Show Racism the Red Card', 'Bully Beat', 'CEOP workshops', 'Sports Art 4 All' and 'Ability Action'. Children have also watched a cyber-bullying play and have taken part in the 'Social Norms' survey. All of these workshops have helped children develop their understanding of equality, difference and diversity and have made them think about their own beliefs.
7. Our Inclusion manager has reviewed procedures for identifying young carers and

procedures for supporting CLA. We are aware that so many young carers under the age of 12 are not identified and through this change in policy, it is hoped that we will be able to identify and support more young carers from an earlier age.

8. The RE and PSHE overview has been altered with equality and diversity in mind and opportunities for teaching about diversity and difference have been highlighted in the overviews. This makes it very easy for teachers to see these opportunities and add them to their lessons when planning their curriculum.
9. During Open Day, parents were invited to visit the friendship garden. This led to a number of discussions about buddy classes and the opportunities that this provides for building relationships, working together, valuing others and giving children a sense of unity and friendship.



▲ *Friendship Garden*

Impact:

The immediate impact of these interventions and activities was the discussion that they generated amongst staff and other stakeholders.

People's perceptions and beliefs have been tested and the way children talk about race, gender and sexuality has been discussed and challenged openly.

Parents feel more included and are better informed about the steps taken when an incident occurs.

Children have more opportunities to work with a range of pupils from different year groups.

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► Sport Art 4 All Dance Workshops Year 5

Children have been motivated and engaged throughout all the workshops and activities that have taken place. They have listened carefully and have been respectful to others.

What was achieved, and how did we know?

The majority of staff feel more confident when dealing with homophobic language now that we are putting procedures in place.

Children feel valued as they have been consulted and have had input into these new procedures.

Children know that inappropriate language will be challenged and addressed. They know that parents will be informed much sooner which has led to less incidents this term – there were 65 incidents at lunchtimes in the Autumn term compared with only 23 incidents in the Spring term and 18 in the Summer term.

Parents feel valued and listened to as they have had an opportunity to discuss behaviour and the 'Anti-Bullying and Equality' policy. It has made parents more aware of the steps that are taken when an incident takes place.

More opportunities have been planned to address possible prejudices.

Results from the final survey

12.68% of children said that they had been bullied at least once a week compared with 17.81% of children from the initial survey. This shows that the work we have done this year has made an impact on the amount of bullying that occurs in the school.

95.94% of children at Edwards Hall feel safe in the classroom and 94.36% feel safe on the playground at break and lunchtimes.

1.41% of children said that they were bullied every month compared to 15.07% of children from the initial survey. This shows that the work we have done on bullying and the celebratory work on difference and diversity has helped children understand what bullying is; that it is persistent and targeted not just occasional name calling.



73.98% of children now feel that we deal with bullying well in the school compared with only 66.2% of children at the beginning of the year.

Children still say they hear the word 'gay' being used on the playground and at lunchtime (15.49%) but as this was the focus of our work this year, it is expected that next year these percentages will drop. This year we have spent a lot of time working on procedures for dealing with homophobic incidents that will be put in place next year.

The number of children who told an adult when they were bullied has not really changed with nearly 40% of children still telling their family rather than a member of staff. The work we are doing on developing relationships between MDAs and pupils (through performance management and training) needs to be on-going and continued next year.

What will we do next?

1. Finalise procedures for dealing with homophobic language and other incidents of name calling in September ready for next academic year.
2. Continue to support colleagues when dealing with the use of homophobic language.
3. Continue to improve relationships between MDAs and pupils in the school so that more children tell an adult about any incidents that

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occur at break and lunchtime and feel that it has been dealt with adequately.

4. Look at games children play at break and lunchtimes. Look at gender specific play and widen opportunities for children to play a variety of games
5. MDA performance management targets for the next academic year will be to encourage children to play a wide variety of games and will also be set around the idea that football is not just for boys and skipping is not just for girls.



▲► *Kindness Week – children working with buddy classes across school, and Work completed with buddy classes during Kindness Week*

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Senior leader quote:

“The project has been really useful. It has helped children to challenge their perceptions and their beliefs and it has allowed them the opportunity to talk openly about race, gender and sexuality.

Mrs. Gale (Senior Leader)

Parent quote:

“I felt that the consultation process for the Anti-bullying Policy was very informative. I have a better understanding now.

I found it useful to understand how homophobic bullying can affect children and the different ways the school can tackle it.

I like the fact that the process involved us all – staff, pupils, parents and governors.

Pupil quotes

“I really enjoyed the Show Racism the Red Card Talks. We had a few classes during the day and thought about what racism is and how it can affect people.

Archie Kingsnorth Year 5

I learnt that people from all ethnic backgrounds can be racist and that white people can be the victim of racism.

Millie Holliman Year 6

We did some different activities to make us think about racism. In one activity we had to look at different pictures and decide who we thought was the most dangerous and why. It made me think if I judge people by the way they look.

Travis Amner Year 5

I really enjoyed working with the reception children in Squirrel class because I learnt how important it is to work as a team and to help others.

Abbie Price Year 5

I liked making friends with Kiera. She was very kind to me and she listened to my ideas.

Lois Foreman, Year 1

▼ Buddy Classes from Year 2 and Year 3 working on the Friendship Garden



Futures Community College

Equality & Diversity
Champion

Location:	Southend-on-Sea
Number of pupils:	513
SEN:	14.2%
FSM:	29.2%
EAL:	9%

Contextual Information:

Futures Community College is a mixed secondary school based in Southend, it became part of the Southend Healthy Schools Equality and Diversity Champion programme for the first time this year. It was important for Futures to make sure that the school's ethos incorporated both equality and diversity for all.

Reason for taking part in the Equality and Diversity Champion Programme?

Futures wanted to show that it was making a positive move towards ensuring a diverse and equal policy for both students, staff and the surrounding community. Alongside continuing Futures' positive journey, it was important for the school to develop the students' awareness and tolerance of differences both within the school and the surrounding community. Through the invaluable training of staff, students would be able to exist in an environment where the whole school ethos was to treat others in a respectful and equal manner; where each minority was given an equal opportunity by the majority to co-exist and enjoy their time whilst at Futures. The students at Futures Community College certainly fall into the 'diverse' category, where minority groups help to make up the cohort as a whole. Whilst the school already values the teaching of difference and equality, as well as providing the students with more opportunities to challenge their own, and others' perceptions and beliefs, the programme also offered staff the training to be confident 'challengers' themselves in and around school.

The 'Equality and Diversity Champion' programme also afforded Futures the opportunity to further promote and celebrate difference, as well as give students their own voice to embrace each other's diverse qualities within their daily surroundings. The hope is for our students to become the

teachers; to continue the positive ethos that they have learnt with us at Futures, promoting a diverse and equal community within their home and future daily environments.

What areas of concern did your anti bullying survey identify initially?

The initial survey highlighted the areas that we needed to focus on as a school. Although we knew there were some incidents of verbal bullying, in secondary schools it is important to ascertain which words or phrases are used as cultural slang used by the younger generation, and which are used in a negative, derogative way meant to hurt. For example the word 'gay' being used as a joke, rather than an insult. It was also important to consider when using the word 'bullying' whether each incident was correctly identified by the student on the survey or a possible result of staff incorrectly labelling isolated cases as 'bullying'.

Taking each of these issues into consideration, the results still showed that both staff and students needed to be supported in understanding and challenging acceptable vocabulary used on a daily basis. Stereotypes needed to be dispelled and friendship issues resolved in different ways than by 'name calling'. The survey also highlighted that other interventions, like Emotional Intelligence, needed to be imbedded alongside the Equality and Diversity Programme in order to broaden students' understanding of how other people feel and how we react to those emotions/situations.

This data showed that the areas we needed to focus on in school were: homophobic language and behaviour associated with appearance.

Futures Community College

What activities/ interventions were put in place?

1. Once the initial survey had been completed, the data was analysed and the programme introduced and discussed with the Heads of Year. Teachers across the school were identified to attend the training sessions on offer from external providers: Show Racism the Red Card, Stonewall and CEOP training.
2. The Equality and Diversity Programme was then introduced to staff; the training being led by those members of staff who had experienced the training. This was presented in December 2014 through six initial CPD sessions to staff during Twilight; The Equality and Diversity strategies within Southend and the introduction of the Champions Programme, Challenging Stereotypes and the language that we as staff hear and use, Show Racism the Red Card, Stonewall, E-Safety and CEOP and Challenge Bullying strategies.
3. The Equality and Diversity Programme was introduced to students through Year Assemblies, where our own E&D student-led initiative was launched: '**TREAD**' [**T**eam **R**espect, **E**quality **A**nd **D**iversity]. Tutors then asked for nominees to become TREAD Ambassadors. This Year TREAD has been re-launched to students, and a small initial team has been developed, comprising of Year 11 and Year 10 students. This initial team is to present their own 'launch' to tutor groups, where a larger team will be canvassed. The team is a diverse range of students, who are enthused at the opportunity ahead. Training will be sourced for the students, enabling them to harness skills that will be used to listen, and offer support, to other students.

▼ Making the Student Video



Futures Community College

4. Students attended Show Racism the Red Card, Outloud Productions, Bully Beat, Sport 4 All and Ability action sessions, tailored into the timetable to have the most impact.
5. The PSHE curriculum was adapted to incorporate Stonewall Activities, as well as Challenging Stereotype lessons during tutor time.
6. The anti-bullying policy was updated and rewritten, and is reviewed annually. Our aim this year, through TREAD, is to consult students, teachers, parents and governors when reviewing the anti-bullying policy, in order to show a school wide invested interest in our ethos. Through TREAD, the wording of the policy will be adapted to offer a 'student friendly' version that will run alongside the main version on the staff shared drive, easily accessible for students. The students will be encouraged to think about what bullying is and how to recognise the signs and symptoms of a child who is being bullied.
7. Plans are in place to further promote Equality and Diversity, with a stronger presence around school, led by TREAD. There is an expectation for displays celebrating difference to be seen around the school in every classroom.
8. To continue The 'Equality and Diversity Champion' Programme, the Art Department, at this year's Open Evening (24 September 2015), plan to invite prospective students and parents to collaboratively participate in a group piece of art, that celebrates community, diversity and equality. This will be presented to the whole school during assemblies, as well as displayed in school. This will lead into anti-bullying week.
9. The **HANDS** Base [**H**Health, **A**ttainment, **N**urture, **D**iversity, **S**afety] Inclusion Support Department has been devised and introduced to staff and students with the aim of ensuring that all students are given the opportunity to learn and succeed. Minority groups are identified; strategies and interventions are then put in place to support learning. The aim is to support those minority groups at an earlier

stage, especially identifying and being aware of our Young Carers at Futures.

What were their impact?

The immediate impact of these interventions was the collaboration between staff and the enthusiasm of students wanting to 'get on board'.

As a school, Futures still has a lot to do, but reflecting on the knowledge gained by last year's experience, through the Equality and Diversity Programme, the school is more equipped to tackle with the issues highlighted. Time will be dedicated to the programme now that the training has been introduced and embedded. Revisiting it this year, Futures is confident that by re-launching TREAD and the training, the Equality and Diversity programme will have a greater impact. A similar survey will be taken this year across the whole school and revisited again at the end of the academic year.

Students are excited and motivated about engaging others in TREAD.

What was achieved, and how did we know?

Staff feel more confident when dealing with unacceptable language.

The vast majority of students feel 'safe' when transitioning through the school at break and lunch time; this is evidenced in the most recent Ofsted report [June 2015]

Students know that inappropriate language will be challenged and addressed. They understand that there will be consequences and that unacceptable behaviour will not be tolerated. 'Bullying' incidences continue to decline at Futures, which has been assisted by The Equality and Diversity Programme.

More opportunities have been planned to address possible prejudices.

Futures Community College

What will we do next?

1. Train TREAD ambassadors to challenge and support students.
2. Revisit and further develop CPD for new and existing staff, to support colleagues when dealing with, and challenging, the use of homophobic language.
3. The Action Plan, policies and targets for this forthcoming year will ensure E&D continues to be embedded in curriculum planning and the daily ethos of Futures.

Senior leader quote:

“ *The programme has enabled students to begin to raise issues themselves and invest time and energy into a scheme that they can positively carry forward as a ‘student voice’. I am very proud of Futures’ students. I cannot wait to see this Year’s outcomes.*

Miss. Butler (Assistant Head Teacher)

Staff comment:

“ *What students produced through Bully Beat gave me goose bumps. Watching them all engaged and focused on the task, not to mention getting up and singing, was one thing, but hearing their finished piece was a fantastic moment for both staff and students.*

Miss Tuite (Inclusion Support Department Deputy)

Student quote:

“ *TREAD is for a good cause, it will benefit a lot of young people in the school.*

Rachel Roach (Futures’ Student, Year 10)

Hinguar Primary School and Nursery

Equality & Diversity
Champion

Location:	Shoeburyness
Number of pupils:	204
SEN:	11%
FSM:	3%
Pupil Premium:	24%
Ethnicity:	10%
EAL:	3%

Contextual Information:

Hinguar Primary School is a one form entry primary school located in the furthest eastern point of Southend-on-Sea Borough. Most of our children are from White-British and White-other backgrounds with a small but increasing proportion of children from a range of minority ethnic heritages.

The school remains categorised as deprivation 4 within the Borough, deprivation 5 being the poorest. 12% of our school population live in houses 0-10% ADACI, 15% within 11-20% ADACI and 58% within 21-30% ADACI range. (source LA)

The reason for taking part in the Equality and Diversity Champion Programme

Hinguar Primary School was keen to participate in this Healthy Schools initiative because the programme offered the school an opportunity to address a key priority question:

How effective were we as a school in the celebration of Difference and Diversity to decrease all types of bullying, (physical, verbal, emotional or cyber)?

The school had a clear PSCH curriculum, comprehensive anti-bullying and behaviour policies in place and its curriculum provision was promoting equality and diversity. However, were the pupils making the connection with this education in their daily actions and 'ways of thinking' and were the adults making these connections explicit through the curriculum and their roles?

Therefore the key factors for us taking part and being confident that the programme would make a difference to our school were that:

- The Equality and Diversity Champion

programme would provide the school a starting point and a structured approach to self-evaluate and challenge our understanding of the effectiveness of equality and diversity within the work and life of the school.

- We would be working with, learning from and receive training from specialists in this field- Stonewall, Show Racism the Red Card and CEOP. This would ensure key people in our school were skilled up and well placed to make any changes and ensure the sustainability of the programme in the future.
- There was a certainty that the project would, with immediate effect, broaden our childrens' experiences of celebrating difference and diversity through the range of curriculum activities, assemblies or workshops offered by the outside agency partnership that had been brokered by the Healthy Schools lead. These opportunities would provide direct learning and enable the school to foster its own relationship and develop future partnerships and contacts to enrich our curriculum provision.
- A network of schools with a shared focus would promote collaborative learning-sharing of ideas, supporting each other at a local level.
- The school recognised that the focus of the programme was to address a school priority as a whole school community. However, the school's decisions and actions would be based from its analysis of real school data generated from the initial anti-bullying survey. This baseline would give us ownership of the development of the project, on how best to use outside agencies and utilise the broad range of strategies and skills developed within the school to effectively involve all stakeholders.
- It would act as a stimulus and enable a more creative and culturally diverse curriculum to enrich our school provision.

What areas of concern did your anti-bullying survey identify initially?

The pupil survey and associated comments, perceptions and viewpoints were that:

Hinguar Primary School and Nursery

- Name calling, because of the way someone looked, was most often heard or used to verbally bully others.
- Homophobic language although not prevalent was being used.
- 36% of the children agreed that it was true that you can tell what someone was like by just looking at them.

It was clear from the survey that the areas we needed to focus upon were changing pupils' attitudes on expected behaviours and their perceptions of difference as a positive within their own relationships and within the community.

Our conclusion was that the school's next steps were:

- the school ethos to be very explicit in telling pupils how they were expected to treat each other (a no excuse and zero tolerance approach)
- to re-focus our curriculum provision to further enable our pupils to develop their language and thinking skills of enquiry to make connections, deepen their personal values and awareness of the self and their world, e.g. Religious Education, SRE



What activities/interventions were put in place?

The survey results and Year 5 and year 6 pupil feedback was shared with staff. The main focus of the discussion was how verbal behaviours in the playground were not as easily reported or picked up. All agreed that this needed to be targeted rigorously. As a staff we identified adaptations that would enable all staff, at all levels to be more vigilant and clearer means to communicate and address this. However it was also felt that the most effective method to stop name calling, put down language within friendship issues as with all unacceptable behaviours was to stop it at source.

We simplified the implementation of our behaviour/anti-bullying policy-zero tolerance.

The school introduced a zero tolerance on socially unacceptable attitudes and their associated behaviours. The school launched this approach by participating in the Social Norms Poster project which reinforced what socially normal behaviour was and expected by all in our community. Posters were designed and placed around the school to act as reminders and state clearly the attitudes and behaviour expectations at Hinguar.

Alongside this were clearer reporting procedure to parents of a child's non-adherence to social norms. Furthermore victims of any mis-behaviour were informed at the end, the consequences for the perpetrator so as to reinforce zero-tolerance. This aimed to make explicit an understanding by all in the school community of what attitude and behaviours were expected at Hinguar.

This strategy was frequently re-visited during the year as follows:

- Regular whole school assemblies led by senior leaders of explicitly describing what behaviours were expected and were the givens at Hinguar Primary School. There was no excuse or reason for not adhering to the social norms of behaviour.
- Inviting visitors from Ability Action and Hate Crime, who were different voices delivering

Hinguar Primary School and Nursery

the same message of what socially acceptable attitudes and behaviours were.

- We co-ordinated the explicit teaching of behaviour skills as a whole school linked to the context of pupils learning focus and assembly theme for the week. This meant that every child in every class was learning the same behaviour skill within the context of their classroom learning and provided cohesion in spotting and praising expected behaviours by all in the community in and outside the classroom.
- We moved our emphasis when dealing with a misdemeanour from the behaviour to their attitude. This challenged our pupils and helped them to realise quickly that their attitude was

the cause of their misbehaviour and that was being given a consequence.

- Following training provided by Stonewall on homophobic language and diversity within society, a programme of training was rolled out to staff to raise awareness and develop their skills and their consistent use of appropriate language when addressing any incident involving homophobic language.
- Specific to our year 5 and year 6 groups all day workshops were developed by 'Show Racism the Red Card' celebrating difference, diversity and to provide our older children the appropriate skills and language within their friendships and amongst their peers.



Hinguar Primary School and Nursery

- We focused in particular with some of our older target children an understanding why sometimes being responsible is non-negotiable. To help this we focused on them being responsible for looking after our school guinea pigs. It was to help make the connection that animals expected to be looked after, it was a non-negotiable. Transferring this to what behaviours was expected and why this was non-negotiable.

This emphasis on social norms and zero tolerance culminated in June as part of the 800 year celebration of the signing of the Magna Carta. The whole school learnt about the purpose of the Magna Carta and all pupils contributed to writing a whole school Hinguar Carta that made explicit the agreed 'Laws of the School- Hinguar' and was signed by everyone. This was displayed in classrooms and around the school to act as a reminder and state clearly the attitudes and behaviour expected at Hinguar.

Re-focused our curriculum provision and resources

Alongside the above activities we evaluated the key curriculum areas that we would prioritise to celebrate difference and diversity. RE and PSHE were identified. During the year our RE Lead attended the Excellence RE Course and provided staff training on teaching RE and led assemblies with the children to celebrate diversity and guide personal reflection. This was further enhanced by the whole school participating in Diwali workshops during a day to experience and celebrate difference and diversity through dance and belief.

As a staff we identified gaps in our PSHE curriculum and during the Spring Term the school introduced a new whole school SRE scheme of work (Growing Up with Yasmine and Tom) that provided an all encompassing curriculum through which to teach and allow the children to learn about developing positive relationships as they were growing up.

Our subject leader for reading carried out an audit on our school library and identified that as a school our book stock did not provide as culturally diverse

a range of reading materials for our children to select from. The school focused its immediate purchases to address this.

What was their Impact?

That through the process of implementing these interventions and activities

- Conversations were had with children which for some challenged their perceptions and attitudes to what was normal behaviour.
- Our older children were provided the opportunity to talk about race, gender and sexuality with specialists who discussed and constructively challenged their opinions and thoughts in a supportive learning environment.
- Parents felt more included and better informed about the steps taken when an incident occurs.
- An improved curriculum provision which would proactively support the learning experiences and development of attitudes as children celebrated difference and diversity.

What was achieved and how do we know?

We know we have made a difference to changing specifically our year 5 and year 6 attitudes and perceptions by celebrating difference and diversity.

The programme had enabled the school to change mindsets regarding personal behaviours. Further follow up discussions with the children who have participated in the programme demonstrated that during the year the activities and interventions had helped their understanding of difference and their individual responsibility to respect and celebrate difference within a community. The workshop Show Racism the Red Card significantly had helped them to recognise the long term impact an individual could make to someone else. Many children identified how this had helped them to deal with friendships issues constructively to resolve and be tolerant of each others' differences and opinions. This is shown in the significant reduction in friendship issues registered in the school's behaviour incident records.

Hinguar Primary School and Nursery



There has been a reduction in the frequency of name calling because the way people looked from the beginning of the programme at 20% on most days to the end of the programme at 4%.

36% of the children agreed at the beginning of the programme that it was true that you can tell what someone was like by just looking at them. At the end of the programme this was reduced to 17%.

We also know the systems and staff training that we had introduced increased our confidence as adults to challenge inappropriate behaviour and verbal bullying which in turn gave our children confidence in the adults that they would tackling verbal bullying. There has been a change in our year 5 and 6 pupils' attitudes in telling someone because it will make it better.

We know this because a majority agreed with this statement at the beginning of the programme but by the end a very large majority agreed with this statement. (83%)

Parents felt valued in the process as they were involved at an earlier stage, made more aware of the steps that are taken when an incident takes place and listened to in order to help their child.

What will we do next?

Embed an annual programme of outside visitors/agencies.

As a school it was clear that enabling our children to experience and engage with outside agencies it provided them the opportunity to deepen their understanding of the issues they were internalising or having to sort out as part of their personal, social and moral development.

Introduce playground buddies

The children involved in the programme reflected on that it was for the adults to deal with bullying and misdemeanours and they would like to just enjoy promote playing together as a community and that would be the next step for them.

Curriculum

To refocus next upon further areas of the curriculum with equality and diversity in mind. Next subjects identified have been geography, history and drama. Prevent staff training already identified further opportunities for cross-curricular teaching and learning about diversity and difference which has been identified as part of the Autumn Terms staff training.

Parent and pupil spot surveys

To work closely with individual families and increase parental engagement within the life and work of the school. To continue to support the school ethos of zero tolerance within the virtual world through the participation in CEOP workshops and parent consultation in our whole school e-safety strategy

Hinguar Primary School and Nursery

Senior leader quote:

“ Our pupils now have a stronger understanding of rights and responsibilities and accept that actions have consequences. They understand that everyone is an individual and should be respected for who they are. I am proud of the progress our pupils have made in changing their attitude and how they have adjusted to the new school environment.

Parent quote:

“ The school have worked hard to help my son settle and have provided lots of support so that he is now settled and happy to go to school. The teachers listened to my concerns and acted quickly to sort the issue. My son is now happy at school and making progress, the school are now supporting me with other issues.

Pupil quotes:

“ The school deal with any issues, sometimes though it takes children a long time to learn. The “show racism the red card” was good because it made people think about how they would feel. Year 5+6 also watched a play about a girl with a scar on her face. That was good because people realised how bad you can make someone feel by being unkind. I like being at this school.

“ The school helped me by listening to me then explaining to my friends why I didn't like the things that they were doing, my friends listened when an adult explained and now it doesn't happen anymore.

“ I only started this year (Sept 15) but I like the feel of this school, everyone has been kind and no one is ever unkind, the children all ask if you want to play with them. I like the bubble box because you don't have to approach the teacher directly, they come to you when they have time.

St. Christopher School Academy Trust

Equality & Diversity
Champion

Location:	Leigh-on-Sea
Number of pupils:	219
SEN:	100%
FSM:	40%
EAL:	13%

The St. Christopher School Academy Trust's Equality and Diversity Champions Journey has been a whole school development and an insightful journey from start to finish. To give a brief insight to the school; it is a special school with 219 learners on roll all who have a statement of special educational needs. A high proportion of the learners have Autistic Spectrum Disorders, Attention Hyper Activity Disorder or Complex learning difficulties. We have learners from as young as 3 years and as old as 19.

Where our journey began:

Prior to committing to the Equality and Diversity Champions project the school had dedicated a great deal of time to developing the PSHCE curriculum so it was embedded throughout our whole school as part of our Enhanced Healthy Schools award. In addition we focussed on staff training based on challenging gender stereotyping and homophobia with a view to educating our learners appropriately and enabling the whole school community to challenge the use of the word 'gay' as a derogatory term. We entered the 'Champions' project with our Stonewall Champions status intact and two members of staff trained as Stonewall trainers. We had also trained four staff in CEOP and were able to disseminate this information to staff and Governors alike.



During the time we had been working on our original Enhanced Healthy Schools award we had decided to focus on celebrating difference and diversity rather than focussing on the two negative words Anti and Bullying. In response to this change we decided to look at our own diverse culture in 21st Century Britain and we focused on

how India had influenced western culture. During this cultural week we had Bollywood dancing and Indian cuisine, with a range of diverse activities culminating in a 'Spice Trail' of discovery on the final day where the Secondary School invited the Primary learners to explore how Indian culture is so prevalent in Western society.



How we developed the Equality and Diversity Champions Project:

To begin this phase of the project we began by exploring it from a learner led perspective. The Year 11 group were keen to take on responsibility for the project and help develop it throughout the school further, using the No Bystanders campaign as their main focus. We identified all of the groups in the Secondary school who were able to understand the baseline survey and answer it as independently as possible. This group of learners also participated in the Social Norms survey in which we scored highly. In addition the Senior Management Team explored Equality objectives in their whole school development plan. Between the two focus groups we decided the main goals for the school as part of this project would be to:

- Educate both Learners and staff about what different types of bullying there are and to

St. Christopher School Academy Trust

understand the difference between bullying and a one off argument or disagreement.

- Enable learners to challenge discrimination safely by becoming Upstanders to further ensure the safety of our learners.
- Reach our wider community, including parents and governors by making the focus of our Annual Film Festival; Equality and Diversity.
- Rewrite our Anti bullying and Behaviour Policy, whilst developing the way we record incidents of bullying and discrimination when it is reported inside or outside of school.
- To develop our Equality and Diversity policy, including reasonable adjustments, equality objectives and accessibility.
- To focus on monitoring the success of our minority group of girls ensuring they do have equal opportunities.
- To make sure that our school prospectus was accessible to all who attempt to access it; including parents and carers who have EAL, those who have a learning difficulty, those who are hearing or visually impaired.

How we achieved this:

The group of learners who were leading the project made sure all parties were aware of the Equality and Diversity Champions project during Anti bullying week which we called Celebrating Difference week. The week involved a number of activities launched with a Young carer's assembly that was supported by an extended activity that explored difference in a positive way. At the end of the week the Year 11 group wrote and performed an assembly that explored why we are all different and involved the whole school community in a number of activities



that show cased our awareness of cultural diversity.

We made sure Parents and Carers were aware of the project throughout the year by sending home newsletters, inviting them to the film festival and holding a Parents News and views afternoon.

Throughout the year we made sure many of the topics were explored throughout our curriculum and one of the key messages we wanted our school community to address was how to be a safe Upstander. We began the year by watching the No Bystanders campaign developed by Stonewall and we educated the school community in how to be a safe Upstander. This project was explored throughout the year in many subjects including, PSHCE, Design and Technology, Music, Literacy, Art and History. The culmination of this education was then developed into a whole school mural which is a permanent fixture on the playground.



The second major project we worked on in the Secondary school was developed around the Holocaust. This project was explored in an appropriate way that was delivered in a way and delivered with guidance from the Holocaust Memorial Trust. We followed their resources and then developed a memorial piece for the 70 year Holocaust event at Southend-on-Sea Borough Council. All of this work built toward a visit from Leslie Kleinman a Holocaust survivor. Leslie told his story of the Holocaust ensuring that these



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atrocities were never to be replicated and to advocate that we should learn from History and not repeat it. He sent positive messages to our learners about moving forward by embracing our uniqueness and differences. The talk touched staff and learners alike and reminded everyone how prejudice is a dangerous and destructive path to walk along. We feel extremely privileged as a school to have met Leslie.



Throughout the year we had many visitors that added to our whole school learning curve. Secondary learners enjoyed the Cyberbullying plays which explored E safety and the Prince Charming play that explored domestic abuse and allowed learners to participate in Theatre forum changing the outcomes of the play for the better. All of the plays were followed up with further work that consolidated the learners understanding of the topics broached.



During the Spring term the school collapsed the timetable for a day to celebrate difference. During this special day within the school learner's knowledge of diversity was increased throughout the school as we engaged with Show Racism the Red card, Ability Action, Sport 4 All and Bully

beat. As part of the project 3 members of our staff were trained with Show Racism the Red Card to cascade the work throughout the day in different workshops. Groups were split up accordingly and completed workshops about Racism, Stereotyping, exploring similarities and team building. A mix of learners across the school worked with Bully Beat to write and record a song about celebrating difference. Some groups worked with Indi to experience Bollywood dancing and cook Indian cuisine. The school community loved the chickpea curry so much it is now on our school menu. Finally one group worked with Ability Action to explore their own experiences of discrimination because of their learning difficulties in mainstream schools. This work developed into a very moving piece of film that reduced adults to tears.



As the year progressed the whole school worked on the Equality and Diversity Film Festival with the Primary focus being on stereotyping and the Secondary focus being on Equality and Diversity. All of the learners spent a term developing their films and had their films made by a professional film company. The films were screened and judged in May and were received by parents, carers, staff, learners and governors in a really positive way conveying strong and powerful messages that explored equality in its broadest sense.

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Moving into the summer term there were a noticeable amount of displays appearing around the school that demonstrated work based around equality and diversity was being explored throughout the curriculum. A permanent Equality and Diversity board was displayed in the dining hall and the whole school community were invited

to bring various articles and pictures in to keep it current. As the weather got better learners were able to move outside and start to develop their final Upstanders mural which can be seen below. Even the process of painting in such a public place sparked discussion between staff and learners; further extending learning opportunities.



Behind the scenes staff were working toward the Equality and Diversity policy and the Antbullying and behaviour policy; whilst running staff training on relevant topics such as how and when to record incidents of bullying or language that discriminates in any way. Our minority group of girls were followed throughout the year and visual inspiration of positive female role models from 'This Girl Can' campaign were display in frames in a public place. Adjustments have been made in whole school surveys to ensure that the girls feel equally represented and girls group is still going strong.

Toward the end of the academic year two of the Year 11 group developed a living prospectus for parents and carers that is accessible to all. They worked alongside staff members and a professional film company to develop this inspirational film that fulfils many of our equality objectives.



We finished the year by participating in the Hate Crime workshop where learners and staff completed a 90 minutes workshop developing an awareness of what Hate Crime is.

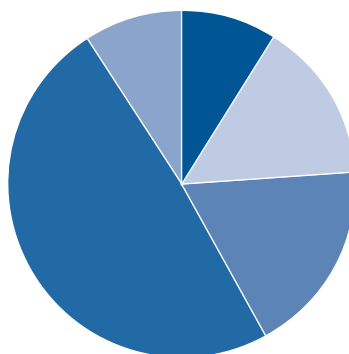
In order to measure impact we put time aside at the end of the year to retake the initial survey to see if the project had fulfilled its objectives. Below are two of the key findings and comparisons from the initial 2014 survey to the 2015 survey:

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2015

How often in your school do you hear people being called names? (about them being gay or people think they are)

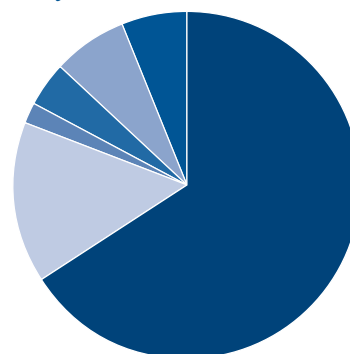
- Most days 9%
- Sometimes 15%
- Occasionally 18%
- Never 49%
- Don't know 9%



2014

How well do you think your school deals with bullying?

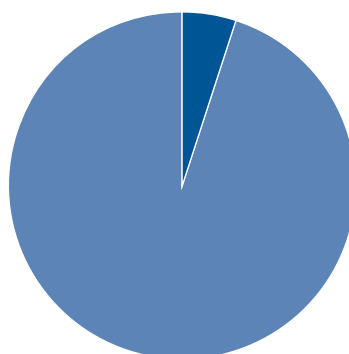
- Very well 66%
- Quite well 15%
- Not very well 2%
- Badly 4%
- Bullying is not a problem in my school 7%
- Don't know 6%



2015

How often in your school do you hear people being called names? (about them being gay or people think they are)

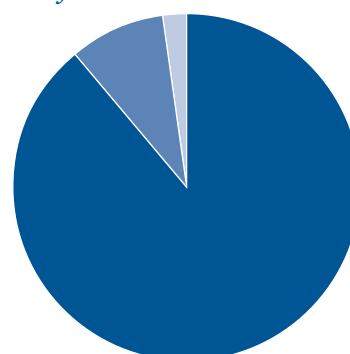
- Occasionally 5%
- Never 95%
- ☐ Most days 0%
- ☐ Sometimes 0%
- ☐ Don't know 0%



2015

How well do you think your school deals with bullying?

- Very well 89%
- Quite well 9%
- Bullying is not a problem in my school 2%
- ☐ Not very well 0%
- ☐ Badly 0%
- ☐ Don't know 0%



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Is there anything else the school is doing? (pupil comments)

- Bully Beat songs
- Learning about equality and diversity
- Drug awareness and how to avoid risk and pressure from bullies
- Film week – people come in to talk (show racism the red card, Bollywood dancers, cyberbullying play)
- Hate crimes officer came in to talk to us
- We went to the theatre to see a play about it
- Talk to people who have been bullied in the past at other schools to see how they felt
- Don't be a bystander, be an upstander system
- The bully has been excluded from school for a short time
- The school always deals with any incidents of bullying that they are aware of outside of school too
- We are taught about all types of bullying – cyber, physical, emotional, indirect and direct
- The school gives sanctions to bullies and takes bullying very seriously so things get sorted
- We have learnt about cultures and countries
- They're doing all they can (painting a mural)
- We always learn how to deal with any types of bullying by getting the victim and the bully to talk

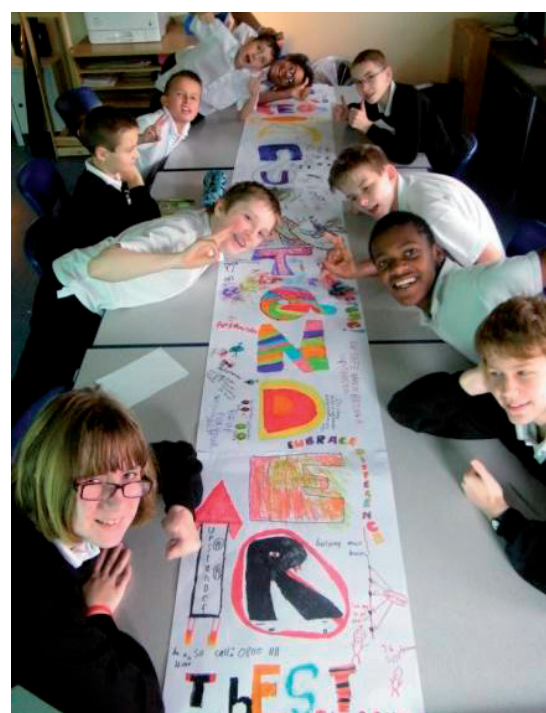
In Conclusion:

This project has benefitted our school incredibly and this is demonstrated through the data and the final pieces of work developed by our school community. We do not plan to stop here but are committed to continuing the work year after year. New initiatives are being suggested by learners and staff all the time and currently one member of staff has expressed an interest in exploring the schools diverse community through the development of an every changing display that highlights geographic heritage and culture that we can all learn from.

We are applying for the Stonewall Gold Award and will be continuing to use our 'Train the Trainer' staff to train other schools in the South East.

Three of our staff are currently training as Show Racism the Red Card Educators and will be working in Essex extending these positive messages.

Each year we plan to build on our strong foundations and move with 21st Century Britain to explore our every changing community embracing our exciting, diverse British values.



St. Mary's Prittlewell Church of England Primary School

Equality & Diversity
Champion

Location:	Southend-on-Sea
Number of pupils:	470
SEN:	16%
FSM:	26%
EAL:	20%

Contextual Information:

St. Marys Prittlewell is currently a 3 form entry primary school which will be increasing to 4 form entry across two sites from September. The school is part of the Southend Healthy Schools programme and the criteria for this award has been met again this year with the award being revalidated for the next two years.

Reason for taking part in the Equality and Diversity Champion Programme?

St. Mary's Prittlewell is a caring, Christian community which values difference and promotes and celebrates diversity and equality. The school is situated within an increasingly diverse locality with a pupil population which reflects this. The school believed that the Equality and Diversity Award provided scaffolding and a host of opportunities which would aid their endeavour to continue to challenge beliefs and attitudes within and through the school community to promote cohesion within our society. It was felt the programme provided experiences which would enable pupils to challenge all forms of bullying and because of this would raise outcomes for learners and promote and positively influence the spiritual, moral, social and cultural development of pupils.

What areas of concern did your anti bullying survey identify initially?

The initial survey indicated that 72% of pupils considered they had been bullied in some way within the last year; this involved incidences both within and outside of school. The most prevalent form of bullying was verbal and 63% of any form of bullying took place in school. The majority of verbal bullying was related to the way pupils look, the colour of their skin, not being able to do something or included homophobic language. 63% of pupils within years 5 and 6 had heard the word 'gay'

being used in a derogatory way to describe people or things.

The data illustrated the necessity for focusing on a programme where pupils could learn in greater depth to value differences and diversity; meet people with and find out about disabilities and challenge racism and homophobic language.

What activities/interventions did we put in place?

1. The 'Equality and Diversity Champion' Programme was introduced to parents at the beginning of the year through newsletters and the school website and to the pupils through assemblies.
2. Anti-Bullying week in November began with bullying awareness sketches provided in daily assemblies by year 6 pupils. It also included a visit from 'Ability Action' for a whole school assembly followed by workshops with the oldest pupils.
3. Through the Equality and Diversity Champions programme, funding was provided for a range of partners to visit and work with pupils throughout the year. These include; Ability Action, Show Racism the Red Card, Sport Art 4 All and Bully Beat. Early in the spring term children watched a cyber-bullying play. Pupils have completed Anti-Bullying and Social Norms surveys. The Social Norms survey led to a poster campaign where posters were displayed around school illustrating percentages of pupils who felt bullying was wrong. Each of the workshops have enabled pupils to challenge their perceptions and beliefs and develop a greater understanding of equality, difference and the diversity within society.
4. After Anti-Bullying week it was decided that we should introduce 'BUFFER' groups; these took place each week. Classes 'buddied up' with another class within the school and pupils found a reading 'buddy' with whom they worked all year. This provided opportunities to support reading as well as enabling pupils to build

St. Mary's Prittlewell Church of England Primary School



relationships and work together with someone they may not know. Older and younger pupils became more familiar with each other and greeted each other around the school.

5. The core values of the school; friendship, forgiveness, caring, trust, responsibility and perseverance became a greater focus from the beginning of the spring term with assemblies, class and year group activities and displays being based upon these.
6. Following discussion with pupils, parents, staff and governors a new whole school approach to behaviour was implemented which was related to the core values of the

school. The introduction to this began with a half term of 'core value assemblies'. Pupils earn core value points which lead to a range of certificates and badges which are awarded in celebration assemblies. The red, amber and green behaviour system is linked to the core values and can result in pupils being moved from green if their behaviour is unacceptable. Pupils decided that behaviours such as; making racist comments, making sexist comments, homophobic language/ behaviours, bullying or using the term 'gay' as an insult towards others should result in the perpetrator being moved to 'red' which leads to more serious sanctions such as parents being informed, being unable to claim core value points for 24 hours or meeting with a member of the senior leadership team. The behaviour and anti-bullying policies were updated to reflect this.

7. A school council made up of class governors has been re-introduced this year with a head boy and head girl being additionally introduced. During Democracy week, all pupils within the school were able to vote for the head boy and girl and a council representative for their own class following the pupils sharing their ideas through poster campaigns and speeches. Since this time, these pupils have been involved in policy writing, interviewing teachers and sharing their ideas and those of their class in decision making for the school. All policies are shared with governors during the policy writing process. A parent forum was developed during the spring term which any parent may join and during these groups parents are consulted on ideas and policies for the school.
8. During the summer term a programme of assemblies was planned for each week focusing on Anti-bullying, the different forms of bullying and who to go to if you were being bullied.
9. Year 5 pupils developed a range of leaflets for pupils within the school which will support them with knowing how to get help if you are bullied and what bullying is. These will be reviewed by the class governors during the

St. Mary's Prittlewell Church of England Primary School

autumn term with a format a content being selected for printing to be distributed.

10. A range of training courses have been attended by staff during the year including a Stonewall training day attended by a member of the senior leadership team and training provided by Show Racism the Red Card to then be disseminated amongst staff.



11. The RE and PSHCE curriculums and policies have been reviewed to ensure that opportunities for teaching about equality, diversity and difference are explicit.
12. Links have been made by the Inclusion Manager with 'Young Carer's' support agencies and procedures updated for ensuring early identification and the provision of support for pupils who are young carers.

What were their impact?

The workshops, activities and learning experiences provided motivational and absorbing opportunities for pupils and staff to challenge their views and perceptions of race, disability, difference, sexuality and bullying. It has produced a far greater awareness of acceptable and unacceptable behaviours, actions and language and led pupils to develop a deeper understanding of the impact of such behaviours upon others. Pupils have been able

to work with and develop friendships with children from other classes and year groups. The school now has clearer frameworks and procedures in place for behaviour which pupils, parents, staff and governors have all been involved with.

What did we achieve, and how did we know?

Results from the final survey appear quite contradictory within many areas and questions. It is important to note that the original survey was not completed by 22 pupils within years five and six and the second survey was completed by a different proportion of year five to six pupils and also boys to girls so may well have been completed by up to 22 different pupils to the previous one. However, celebrations from the second survey can be found in the increase in numbers of pupils who feel safe between lessons, at lunchtimes and break times. A marked decrease can be seen in the number of pupils who are bullied every day, most days, each week or month. There has also been a decrease in emotional bullying and an increase in the percentage of pupils who told a teacher or confided in someone in their family or a friend if they were being bullied. The number of pupils who felt that confiding in someone had helped if they were being bullied also increased.

The majority of staff feel more confident when dealing with unacceptable behaviours and language since the behaviour strategy and core value point system have been implemented.

Children have welcomed the core value point system and the rewards and celebrations which come with this. They felt valued because they were involved in the consultation process for the associated behaviour strategy and deciding which behaviours and actions warranted pupils being moved from green to amber or red. Pupils know and have decided that inappropriate language and comments will be dealt with immediately, they are aware of how they will be addressed.


Parents who have been involved in the consultation processes feel valued and that their views have been listened to.

St. Mary's Prittlewell Church of England Primary School


What will we do next?


1. Continue to implement and focus on the core values of our school, core value points, the associated behaviour strategy which is still in the early stages and introduce the new core value of 'respect' from September.
2. Introduce pupils, parents and staff to the agreed behaviours which will warrant a child being moved to amber or red within the behaviour strategy and ensure all are aware of the finalised procedures and actions this would lead to.
3. Continue to provide support for staff when dealing with homophobic language or bullying behaviours.
4. Continue to widen play opportunities for break and lunch time with zoned areas within the playground from September, continued vigilance and encouragement from staff to involve children in positive play experiences.


Senior leader quote:


 *The Equality and Diversity Champions programme has been very useful; it has helped pupils and staff to challenge and review their perceptions and their beliefs. It has encouraged open and honest discussion.*
Mrs. Sims (Deputy Head teacher)


Pupil quotes:

 *The disability workshop provided a fun, learning experience. They taught us that there is a higher chance of being bullied if you have a visible or mental disability.*
Matthew, Year 6 - Ability Action


 *We learned about all types of disability and hidden disabilities which some people don't recognise.*
Syed, Year 6 - Ability Action


 *I enjoyed learning about racism and learning how it can affect people in different ways.*
Mitchell, Year 5 - Show Racism the Red Card


 *No matter about the race,
Or the same face,
The colour or the skin,
Because together we will win*
Cherise, Year 5 - Show Racism the Red Card

 *I had never tried Indian dancing. Indi was a great teacher and let us try on the traditional Indian dancing costumes. Now I know how to dance like Indi and it was epic!*
Iris, Year 6 - Sport Art 4 All

Parents quotes:

 *The Parent Forum has enabled parents to feel that their views and ideas are listened to and valued.*

 *I like that we as parents are more involved and that we are listened to and included.*

 *I like the fact that the process involved us as parents too.*

Heycroft Primary School

Drug Aware

Location: Eastwood, Leigh-on-Sea
Number of pupils: 417
SEN: 12.47%
FSM: 5.27%
EAL: 3.36%

We are a two form entry primary school in Eastwood, Leigh-on-Sea. We are highly thought of in the local community and parents are keen to secure a place for their children, this is indicated by our significant over subscription for entry into our reception classes as well as a quick uptake of any spaces that become available.

What needs did we identify?

When considering which needs to focus on to further develop our Healthy schools practice, a local need was identified about Drug Awareness. As a result of this our Healthy School group looked at a range of data and factors, which included:

- Lack of staff knowledge on how to support and teach drug awareness.
- Pupil misconceptions.
- Current resources insufficient and only aimed at KS2.
- Local data highlighting importance of this topic.

We then carried out D-vibe Surveys in February 2014 with the year 5 pupils.

From the surveys we identified that The children got a resilience score of 33.9%. Following on from this the staff surveys carried out at the same time suggested that 64% of staff were unhappy or unconfident with how to teach and support children with Drug Aware lessons. Other key issues that were noted were the number of children that believed it is legal to possess cannabis as well as 9 children that claimed to have tried/used anti-depressants/tranquillisers.

What activities/interventions did we put in place?

In order to target the staff satisfaction with teaching and supporting children with the topic of drugs and keeping safe highlighted within our d-vibe surveys we decided to work towards gaining drug aware status as a school.

As a result Jamie Pennycott came into school and supported the PSHE lead to deliver a staff training session and introduce the resources provided by the drug aware programme. It was agreed that all staff would work with the programme and teach the lessons provided at age appropriate levels and targeting areas highlighted in the surveys.

It was also agreed that observations would happen across year groups and by the PSHE lead regularly to ensure consistency and that samples of work would be collected to assess children's engagement and understanding as well as progress across phases.

A meeting was then held in the autumn of the same year to showcase and share the new programme with parents of all year groups which gave the opportunity to share why this is so important to our school, based on local data and d-vibe findings. It also gave the opportunity to answer any questions or concerns parents may have.

What did we achieve, and how did we know?

Having delivered a staff training session with Jamie Pennycott on the new programme, and having been shown the lesson plans and resources staff who were previously unhappy or unconfident with how to teach and support children with Drug Aware lessons lessened from 64% to 15%.

Staff Training Needs Survey Drug, Tobacco and Alcohol Issues? *Andrew*

Staff member's name:

Topic	Confidence to deliver					What do you think might increase your confidence?			
	1 Low	2	3	4	5 High	Need new Resources Activities	Need Guidance Materials	Present Lesson alternatives	Other (please say)
Creating a safe learning environment for all (contracts / confidentiality / disclosures / information sharing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discussing sensitive issues with young people (such as parental use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collecting baseline data about young people's knowledge, skills and attitudes about drugs/alcohol (EG using D-Vibe survey online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using a variety of active teaching and learning styles eg. drama and role play, managing discussions and debates constructively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Making an impact on the attitudes and beliefs of young people re drugs/alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discussing the impact of drugs/alcohol use on families / young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discussing the impact of drugs/alcohol use on communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knowledge of relevant agencies and support services for young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The current laws relating to legal and illegal drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The effects and risks associated with legal and illegal drug misused/alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Risk taking behaviour (including links between drugs/alcohol use and social / sexual behaviour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responding to questions of a sensitive nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knowledge of school's drug and alcohol policy and procedures for concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

▲ *Before*

Heycroft Primary School

▼ After

Staff Training Needs Survey - Drug, Tobacco and Alcohol Issues?

Staff member's name: *Kate Andrews*

Issue	Confidence to deliver					What do you think might increase your confidence?				
	1 (Low)	2	3	4	5 (High)	Read Time	Read New Resources	Read Children Magazine	Read Parent Magazine	Other (please say)
Creating a safe learning environment for all (contracts / confidentiality / resources / information sharing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing sensitive events with young people (such as parental use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collecting baseline data about young people's knowledge, skills and attitudes about drug/alcohol (if using in the survey period)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a variety of active teaching and learning styles eg. drama and role play, engaging discussions and attitude cardlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having an impact on the attitudes and beliefs of young people in drug/alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing the impact of drug/alcohol use on families / young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing the impact of drug/alcohol use on communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of relevant agencies and support services for young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current laws relating to legal and illegal drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects and risks associated with legal and illegal drug misuse/alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk taking behaviour (drawing links between drug/alcohol use and sexual / sexual behaviour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to questions of a sensitive nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of school's drug and alcohol policy and procedures for reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

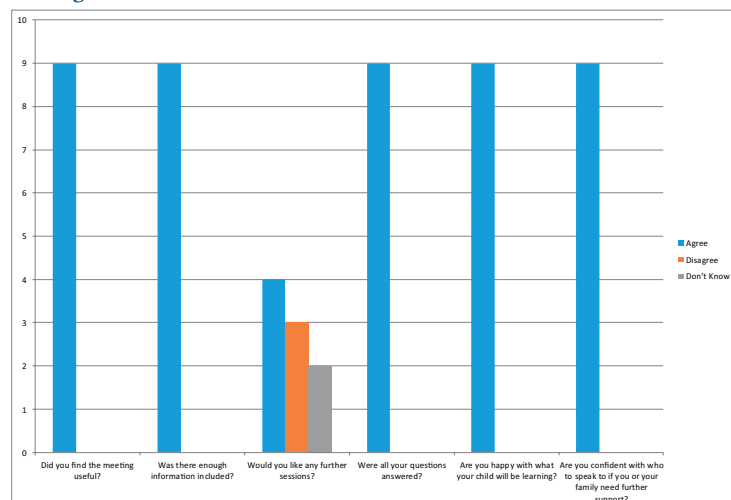
Any resources would be great!

Many said this was mainly as a result of 'knowing where to find the answers to their own questions' using the new programme. Those who were still feeling unconfident were identified as new staff and as a result a further training session was implemented.

Staff were also included in developing a drug aware policy for our school which was then shown to governors and parents who provided input to include all necessary information. Such as who to go to over key issues, age appropriate lessons and support for families and staff as well as children.

All teaching staff were given copies of the lessons and resources for their year group and a central folder with everything was developed and placed in the staff room for staff to familiarise themselves with.

▼ Drug Awareness



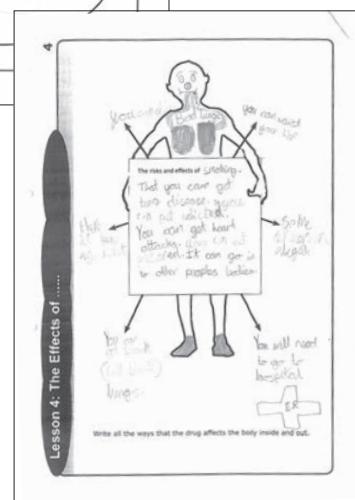
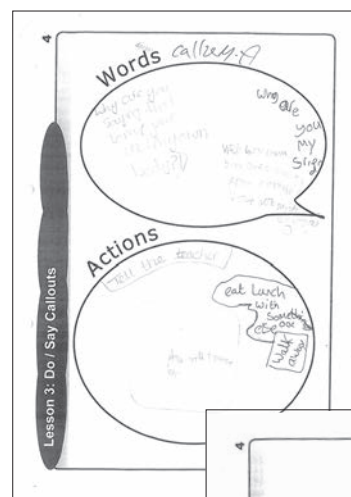
Before starting to teach the programme all parents were invited in to find out all about what we would be teaching the children, why there was a need and about the resources we would be using. It was also a valuable time for parent's to ask questions. The feedbacks gathered from the parent meeting evaluations was incredibly positive.

One said

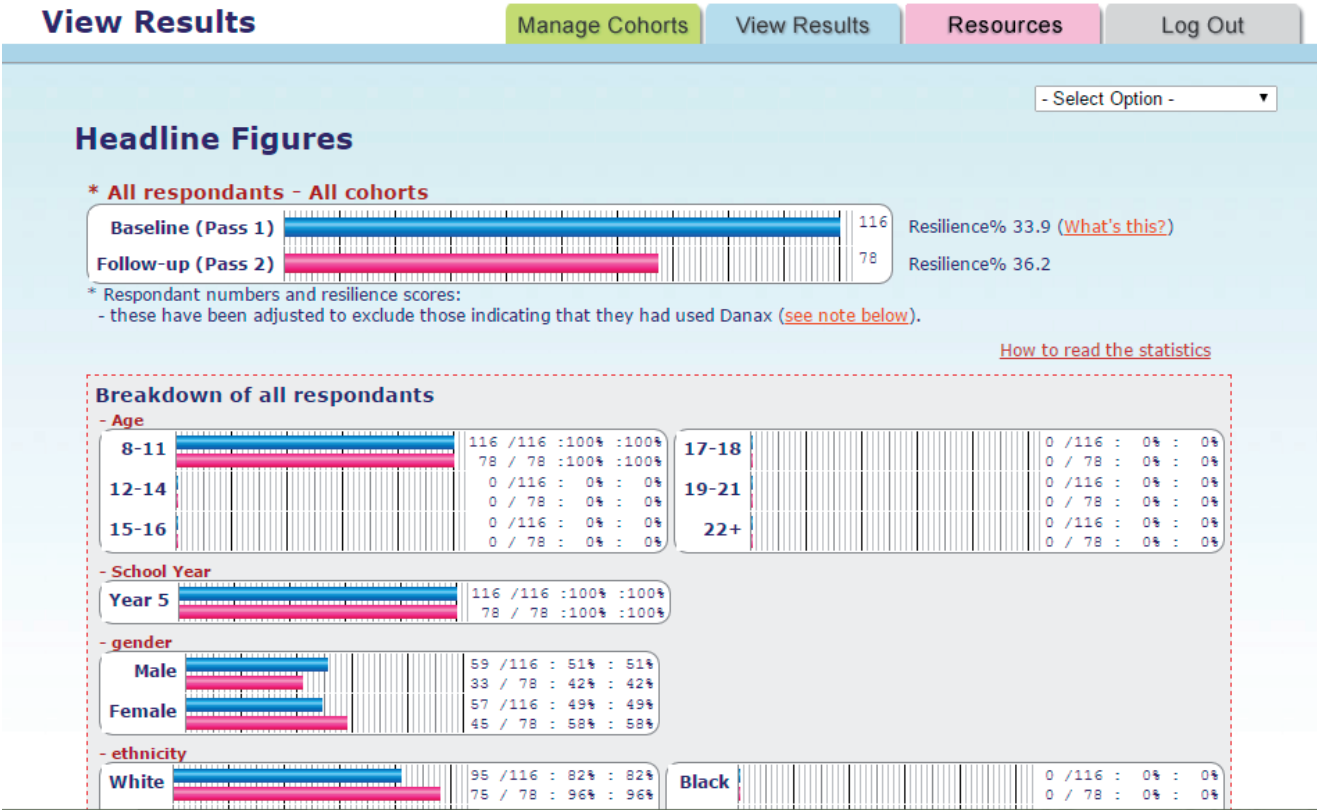
“A worthwhile meeting, good to know the Council and local schools are working together to promote drug awareness.”

Another said

“this meeting was really good and cleared up all my doubts personally and I felt more confident with family issues and gained a wide knowledge of drugs and alcoholism. Thank you very much.”



Heycroft Primary School



In the spring term of 2015 all staff taught the drug aware sessions weekly and fed back on useful resources. Copies of work were shared and the profile of drug awareness raised across the school.

Once the lessons had been taught across the school for a whole term, the original year 5 class retook the d-vibe survey in order to assess whether the programme had made an impact. Initially the children got a resilience score of 33.9%, after taking part in the lessons for a term and then retaking the survey, their resilience score raised to 36.2%.

Although this has not raised as rapidly as hoped. The survey shows that the programme has impacted greatly on how the children feel supported. This is shown through the data on the question about the number of children who thought that the advice they got in school about drugs and alcohol was good enough which has raised from 42.9% to 71.4%.

Heycroft Primary School

What will we do next?

The profile of drug awareness has been greatly raised and improved within school and the results from our d-vibe survey show that this needs to continue.

Following the positive results of the year 6's new surveys we have already completed the D-vibe survey for the new year 5 intake, this has identified some new areas to focus on, these include the number of children who are regularly consuming caffeine 56% and that 13% have tried alcohol under 10.

Also after the summer term we have a few new members of staff starting so training will need to continue. A follow on parents meeting needs to happen in order to keep parent's included and up to date. D-vibe survey to continue every term and a half to ensure key issues are being targeted.

Senior leader quote:

“Following the drug aware programme has been an extremely positive experience for Heycroft Primary School. Staff, parents and pupils have developed their knowledge and understanding of the issues surrounding drugs in modern society. It is clear from the surveys carried out at the beginning and end of the year that children are significantly more prepared to make informed judgements and decisions in the future.

Head teacher, Mr A. Palmer

Parent quote:

“It's great to be kept in the loop with what our children are learning in school and to know how we can support at home.

Parent

Shoeburyness High School

Drug Aware

Location:	Southend-on-Sea
Number of pupils:	1662
GCSE Performance:	51% five A*-C grades (including English and maths)
SEN:	22%
FSM:	15%
EAL:	4%

Shoeburyness High School is a mixed Academy. It has 1662 pupils on roll. The school is situated in Shoeburyness between Caulfield Road to the south and Delaware Road to the north of its site. The school achieved 51% five A*-C grades (including English and maths) in the 2015 GCSE examination series.

What needs did we identify?

We decided to join the Drug Aware programme as the staff of the Social Sciences Faculty identified that although we deliver a comprehensive programme of drug education to our pupils there were areas that we could improve on.

There was some confusion for parents, pupils and staff regarding how to access relevant and recent information about drugs and the services that are offered to our community. The Social Sciences Faculty identified that some information previously delivered was not the most up to date or relevant for the pupils at Shoeburyness High School. Consequently, it was decided to survey the pupils to check their understanding of this issue and provide a baseline for our research and future planning.

Areas previously identified as causes for concern, before surveying our pupils, included: social and mental well-being of our pupils as a result of the usage of a range of substances, access to substances and the laws surrounding the taking of both legal and illegal substances.

When we surveyed our pupils we discovered that our first concerns were accurate and that there was also a deeper and more worrying issue surrounding peer pressure with our data showing that 7% of year 9 had drunk alcohol because their friends had; it also showed that 29% of year 9

pupils smoke because of their friends. Through our experience and after having conversations with the pupils we thought this statistic could be higher and it is a concern for us how our pupils may feel pressured. Our data showed that:

- 68% of our pupils thought that the information received about drug awareness was good, leaving 32% of pupils feeling as if they needed more information.
- 99% of pupils did not understand how quickly the effects of alcohol can change their behaviour.
- Only 31% of year 10 were able to assess risks surrounding alcohol.
- Only 80% of pupils were aware of where to access information and help about drug related issues.

What outcomes did we focus on?

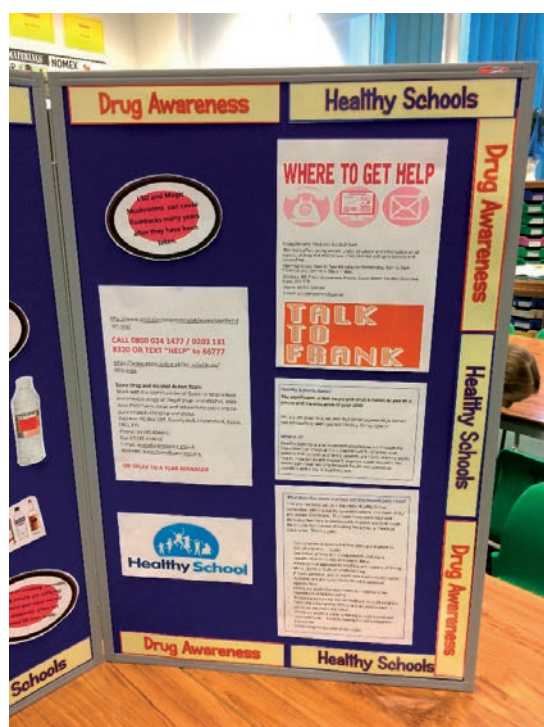
- To make pupils more aware of their behaviour when using substances and to make informed choices when presented with difficult situations and peer pressure. It was decided that steps needed to be taken to equip the pupils with the skills needed to deal with peer pressure.
- To increase an awareness of where to access help and information, by making the information surrounding drugs more accessible including the use of outside agencies.
- To provide staff with the opportunity to improve their knowledge or update their existing understanding of substance abuse.
- To include parents and students in decisions surrounding the drugs policy at Shoeburyness High School.

What activities/interventions did we put in place?

Focus 1 – To make pupils more aware of their behaviour

Following the initial survey it was found that on 4 different occasions and given scenarios, 10% of people were not able to assess a situation

Shoeburyness High School



and recognise it as risky and dangerous. It was worrying that a number of pupils felt that they could not perceive what may be a difficult position to find themselves in. In order to help reduce this figure, outside agencies including the police and guest speakers were invited into the school to deliver sessions to our pupils about the consequences of taking drugs, and consuming alcohol, which may consequently leave pupils open to vulnerable situations such as rape and assault. The lessons were aimed at target groups of pupils who are more vulnerable and at risk. We wished to target them to give them information on how to deal with situations.

Focus 2 – To increase an awareness of where to access help and information, by making the information surrounding drugs more accessible including the use of outside agencies.

The initial survey suggested that 20% of pupils, which equates to roughly 330 of the school community, were not aware of where to access information and help about current issues surrounding drugs. In order to widen their breadth

of knowledge and to help with situations where pupils that felt that they could not approach a member of staff about drug related issues, we displayed information around the school and at Parents' Consultation Evenings showing key facts and figures relating to substance and alcohol abuse and who to reach out to for support should they need it, for both themselves and for others.

Focus 3 – To provide staff with the opportunity to improve their knowledge or update their existing understanding of drugs.

In order for staff to support pupils in the school, we recognised that staff needed to be aware and be provided with training on this sensitive issue. Outside agencies were invited to deliver staff workshops alongside our drug awareness/healthy schools team. SLT recognised the importance of these workshops and used them as part of the school's CPD programme of training. 50% (15) of the staff who attended the training session stated beforehand that they needed information and training on issues surrounding drugs. Following the training all staff found the training to be good/ excellent with 90% finding the information on legal highs, particularly useful.



Shoeburyness High School

Focus 4 – To include parent and pupil participation with regard to decisions about the drugs policy at Shoeburyness High School.

In order to implement these changes within the school, it was recognised that pupils and parents should also have an input into the school drugs policy that is currently in place. The School Council which consists of 30 pupils were issued a survey to give them the opportunity to answer questions about the relevant SCOPE/RESHAPE lessons, to express their views and opinions about substance and alcohol abuse and to suggest how these issues should be handled within the school. They were also asked if there was anything they would like to change. Parents were also asked similar questions and their responses were noted and discussed.

What have we achieved and how do we know?

We have successfully met all of our criteria.

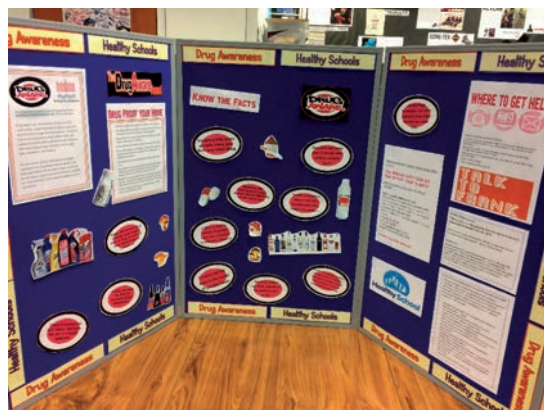
Focus 1 was to increase awareness of behaviour in relation to substance misuse; we know that our students are now more adept in their understanding of drug and alcohol misuse. Further data generated from an end of study survey, suggests that guest speakers and outside agencies had a positive impact on our pupils and that pupils responded well to their advice: 12% of year 9 now felt quite confident to refuse drugs, compared to 3% before. The SCOPE Curriculum at KS3 and the RESHAPE Curriculum at KS4 also looked at the wider issue of equipping pupils with the necessary skills needed to deal with peer pressure. This has now been incorporated into our programme.

Focus 2 suggested that pupils needed more awareness of where to get help and advice. An end of study survey suggests that pupils now feel more confident in asking for help and knowing who to ask within the school. 42% of year 9 were now aware of the Kingsley Ward after, compared to 23% before. More people were contacting services such as Childline. The pupil's experiences were improved if they used the services. Pupils are now more aware of the systems in place to support people at risk. Positive comments have been made

regarding the new posters around the school, which inform pupils about drugs awareness and the help available. The year 9 data also shows that more pupils had heard of YPDAT, increasing from 28% to 43%, which is very positive as it shows the pupils are more aware, if they had the need, of where to ask for advice.

Focus 3 centred on the training that staff felt they needed to develop their confidence with regards to discussions around drugs. Evaluation forms written after the staff workshops suggest that after the informative sessions, staff felt more confident about how to recognise warning signs that a student could be taking drugs, the actions and responsibilities appropriate to their role as a member of staff and the side effects of substance and alcohol misuse. After the training feedback from the staff was very positive with 90% finding the information on legal highs that they were given useful.

Focus 4 was for staff, parents and pupils to be more aware of the school's statutory drugs policy. Before the questionnaires were distributed it was noted that parents and pupils were not aware of the existence of a policy. By bringing this to the forefront of their mind, both pupils and parents have given detailed responses regarding the policy, encompassing both their support and ideas for improvement which could be actioned at a later date. We found feedback to be positive showing the policy incorporates all the relevant information needed for our school.



Shoeburyness High School

What will we do next?

We are holding a celebratory lunch for all staff and students who have taken part in the Drug Awareness Campaign.

Staff, both new and existing, will be informed of the school's drug policy, the pastoral care system and procedures for referring pupils on a yearly basis.

We will continue to confer with members of the Student Council regarding the teaching and learning of drug and alcohol misuse, keeping information relevant, current and informative.

Parents will be consulted regarding the school's drugs policy and information will still be presented during Parents' Consultation Evenings, with staff available for discussion as necessary.

Lessons will continue to be updated to keep information relevant and up to date. As a result of our findings, regular surveys and diagnostic testing will be carried out in order to deliver personalised learning which is then tailored for each group taught.

A main concern for us, and one we intend to address as a school going forwards, is the issue of girls and peer pressure. The data suggests that in year 9 the pupils feeling pressured into smoking and alcohol are all girls, and that they are also using these to relax. We intend, in all of our education, to be more preventative and proactive in our attitude. We are also going to see if there are any underlying issues, as according to the data more pupils are accessing services such as Childline.

It has been interesting for us, here at Shoeburyness High, to look at the data presented to us and make amendments to certain aspects as and where necessary. We feel that the project has given us a greater understanding of our pupils' needs and also that of our staff – we cannot make assumptions that everybody, child or adult, understands the issues surrounding drug and alcohol abuse and where to get help and advice from.

An extremely thought-provoking and worthwhile journey.

Quotes:

“ I found the training really useful, especially hearing about the school's drugs policy & what the school procedure is for referrals

Teacher: English Department

“ I was very impressed with the workshops delivered, I feel they have made staff more confident in addressing this sensitive issue.

SLT member in charge of whole staff CPD

“ I really enjoy SCOPE & RESHAPE lessons, especially about drugs as the teachers make it interesting and easy to understand

Year 11 pupil

St. Christopher School Academy Trust

Drug Aware

Location:	Leigh-on-Sea
Number of pupils:	219
SEN:	100%
FSM:	40%
EAL:	13%

The St. Christopher School Academy Trust's Drug Aware Journey has been a whole school development and an insightful journey from start to finish. To give a brief insight to the school; it is a special school with 219 learners on role all who have a statement of special educational needs. A high proportion of the learners have Autistic Spectrum Disorders, Attention Hyper Activity Disorder or Complex learning difficulties. We have learners from as young as 3 years and as old as 19.



The stages of the journey:

Stage One:

To begin with we completed the D-vibe survey with the learners in our school. We targeted just Secondary aged learners who were able to access the survey at the level at which it was pitched by the council. The initial statistics were not of a great surprise to us; just highlighting a small percentage of learners who had already been identified as potentially engaging in the misuse of either drugs or alcohol.

The initial statistics indicated that the resilience of our learners was high; however that their vulnerability was also high and this was of concern. We decided to make two of our key targets

- To lower the learners who

were at risk of trying drugs or alcohol

- To maintain and improve the learner's resilience.

The majority of our young learners had only come into contact with caffeine, tobacco and alcohol.

Stage Two:

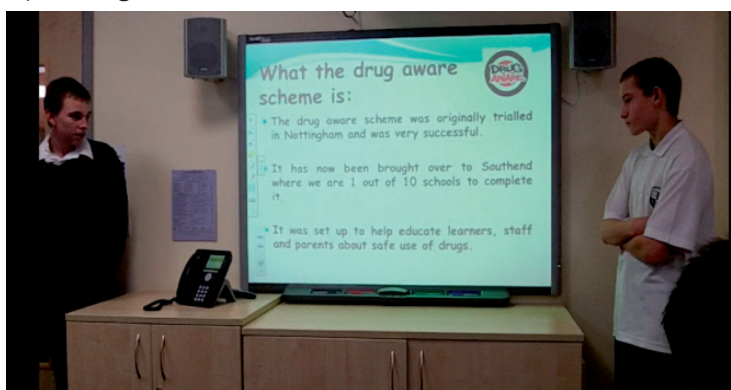
We decided to focus on staff, parent and governor awareness of drugs and alcohol. We wanted to increase knowledge so they could help support colleagues and learners alike in developing their behaviour and safety by making the whole initiative Learner led.

The learners in Year 10 formed a Drug Aware steering group and they worked with a staff member to read through and develop the action plan. They highlighted areas that we were already competent in as a school and developed list of what still needed to be done and this formed our overarching action plan.

The learners worked hard to develop a power point presentation which they delivered to the whole school staff, parents, carers and governors and then adapted this to deliver a Secondary school assembly. This made sure the whole school was aware of the new scheme and its objectives.

Stage Three:

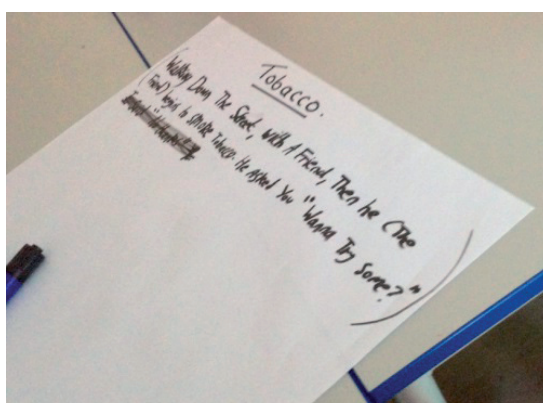
The next stage was to gather staff and parents and carers views. Staff and parents that engaged with the Drug Aware meeting gave feedback about training needs, knowledge and which contributed to the policy.



St. Christopher School Academy Trust

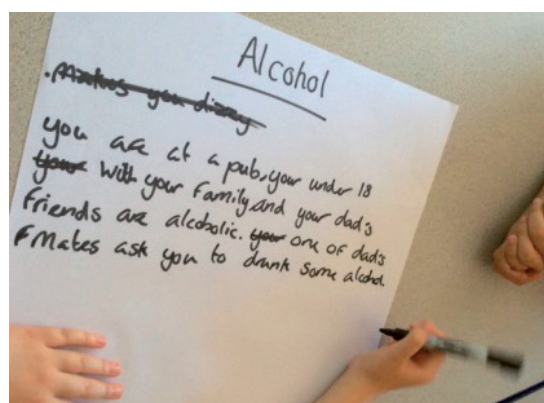
In response to this we collated the information and engaged with Marie Henderson our Drug Aware support worker to deliver training to staff, governors. She was also involved with the parents and carers news and views session. Our focus over the three training sessions included general drug awareness and legal highs, the impact of the misuse of legal and illegal drugs and units of alcohol.

A great deal of the information we gathered informed the development of our Drug and Alcohol policy which has had input from our whole school community.



Stage Four:

Whilst the staff were being trained, the learners in Year 10 were trialling and developing some appropriate resources for our learners to ensure the work was differentiated to a level they could understand. Once appropriate resources had been identified we began delivering a combination of the Drug aware resources and our own resources. All resources were engaging and popular allowing our learners to gain as much appropriate 'real life' experiences as possible through role play and experiencing and feeding back on the beer and drug goggles.



Stage Five:

The last stage of the scheme was to reflect on all the hard work of the school community and retake the D vibe survey to see if the Drug aware scheme had impact. Below are just some of the highlights of our survey results, demonstrating how we improved our Drug awareness education and decreased vulnerability.

How confident would you feel to refuse cigarettes if offered?

BASELINE	FOLLOW-UP
65.8%	75.4%

How confident would you feel to refuse alcohol if offered?

BASELINE	FOLLOW-UP
54.4%	78.2%

How confident would you feel to refuse drugs if offered?

BASELINE	FOLLOW-UP
68.2%	85.2%

Was the advice you received on alcohol good enough?

BASELINE	FOLLOW-UP
42.2%	92.2%

Was the advice you received on drugs good enough?

BASELINE	FOLLOW-UP
47.2%	90.0%

Would you identify a girl sitting alone on a bench drinking alcohol as definitely risky?

BASELINE	FOLLOW-UP
60.8%	75.0%

Would you consider yourself to be very confident in your knowledge of Drug Aware?

BASELINE	FOLLOW-UP
48.8%	56.4%

Although our results were extremely successful and our learners vulnerability decreased by 64% their resilience increased only slightly. When unpicking the results further we found that on the second survey because of the positive education, learners now had a better understanding of alcohol and the law. In the first survey although the anonymity of the survey had been explained, a lot of the learners thought their parents would get into trouble for letting them have a sip of beer or a small glass of wine at Christmas with a meal in line with the law.

We decided as a school when we retook the survey we would sit with the learners to help them with the length and breadth of the questions; however we did not sway answers. Many of the learners this time understood the law better and said they had tried alcohol when with their parents and carers on special occasions and this increased their resilience score.

 *We decreased vulnerability by 64%*

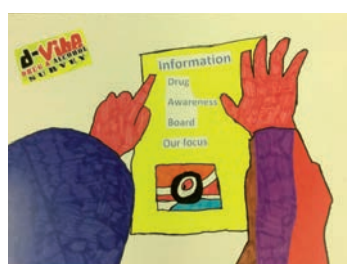
Stage Six:

The future of the Drug Aware scheme at the school looks promising and we have already decided to view the 18 months work as the starting point for the project, the foundation on which we can build. In the coming academic year we are going to work to increase Drug aware education across the school focussing on appropriate and relevant information for our nurture groups and primary aged learners. We hope to specifically help them understand dangers around prescribed medication or pain killers they find in the home. In addition dangerous substances they should not touch such as household products. We are also going to increase their awareness of the services that can help us if we do find ourselves at risk e.g the police or ambulance service.

We have made the focus of the 2016 film festival Drug Aware and will be tackling this across primary and secondary so we have another opportunity to educate learners through the creative lessons and parents through the films the children produce. We are very excited for the future and hope to continue to enable our learners to identify risk and decrease their vulnerability.

Following is the comic book strip the learners in Year 11 worked on as a synopsis of our progress with the scheme. They were lucky enough to work with a local artist Simon Kirk to develop the piece.

St. Christopher School Academy Trust



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This document is produced by
Southend-on-Sea Borough Council
in partnership with Healthy Schools

November 2015

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