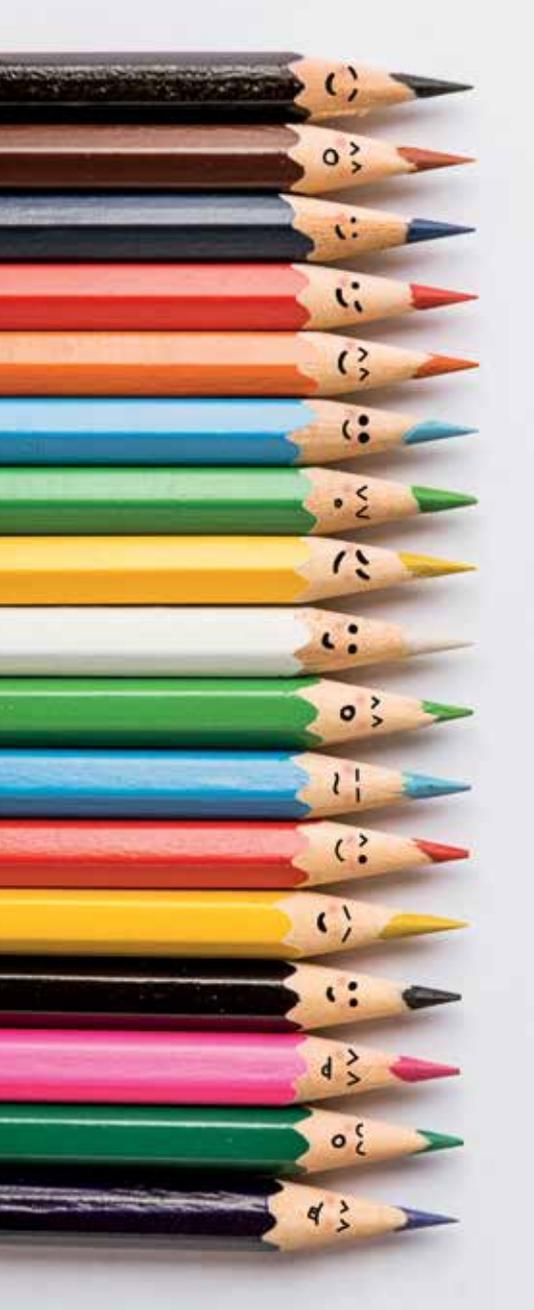


Footprints

Step-by-step together

Your newsletter from the Diocesan Board of Education

September 2019



Inclusion



Paul Dunning
Diocesan Director of Education

Welcome to a new academic year. I hope your summer break enabled rest and renewal. As we start the term there is always change and newness to embrace – new classes, new children, new staff, new governors, new hope and aspiration, new government priorities and this year, a new Ofsted framework. We are here to support you as you continue to provide an exceptional school experience for all.

Something that is dear to us all is the high priority we place on inclusion. One of the biggest challenges in the education sector is access to swift and effective support for those with SEND or needing Alternative Provision. Norfolk County Council, through an investment of £140m in its SEND Sufficiency Strategy, is addressing this both short and medium term. This includes supporting inclusion in mainstream settings, increasing the number of places in Specialist Resource Bases and building new special schools. The Diocesan Board of Education is supporting this work where appropriate

and we are proud of the role our schools are already playing. There are many aspects to inclusion and some splendid examples are featured in this edition of Footprints.

Our Education Strategy 2018-2023 has one of its key values as 'an inclusive approach to education where diversity is welcomed and discussed in an open and productive way.' New legislation regarding Relationships, Health and Sex Education comes into force September 2020 (see our training booklet detailing courses for staff and governors). Whilst there has been some controversy around the new legislation, at its heart is a desire to keep children safe and prepare them for life in modern Britain. It states that 'All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious'. We have commissioned the writing of a policy framework which will be available in the autumn term.

The life and teachings of Jesus underpin the vision and values in our schools. Many scholars have commented on the 'radical inclusivity' of Jesus. In his time sharing a meal with someone signified mutual acceptance. Jesus ate with outcasts, the downtrodden, those considered 'impure'. This was a visual demonstration of an inclusive community. Jesus was a champion of the oppressed, vehemently opposed exclusionary practices and showed unconditional love. As we enter a new academic year may our schools be inclusive communities where all are treated with dignity and respect.

LISTEN

CELEBRATE

IMAGINE

EMPOWER

...MORE THAN WE CAN IMAGINE

Hannah Wheeler
Headteacher
St Peter & St Paul (Carbrooke)
Primary Academy DNEAT

‘Working hard for something we don’t care about is called stress: Working hard for something we love is called passion.’ Simon Sinek

I feel happy every day.

That is not something I would often say at the beginning of my journey with St Peter & St Paul Carbrooke Church of England Primary Academy. With three and a half years completed here so far, it is often easy to forget. The road has been long, with twists, turns and significant bumps along the way. No matter how unusual a day may look now, there is always light.

Our school stands in the shadow of St Peter & St Paul Church, and we hold our values and attitudes resolutely, as we do our Christian ethos. Our vision and religious values are linked with the Fruit of the Spirit (Galatians 5:22-23). We are clearly part of the Church family, but more strongly, our school family. This has been pivotal to the significant changes made with the children and families at Carbrooke.

Having positive relationships with every individual, knowing them and experiencing their highs and lows, and making sure they are safe was our first priority. It isn’t an easy thing to tackle and, for staff to be successful in this, they need resilience in bucket loads.

Forming those positive attachments with the children is key to becoming an inclusive school. Welcoming in each morning, by name, asking questions and listening to the answers, modelling responses with adults and making suggestions of how to answer appropriately. Saying goodbye at the end



of the day – makes the child feel valued and part of that school family, but also allows them to form a basic attachment, which many children here have as their biggest barrier.

Behaviours for learning need firm boundaries; neutral tone responses for the negative, but huge celebrations of the tiny positives. Positive feedback to parents – in person, by text, by postcard – all build those bridges. Parents know their own children but their own negative mindset may only be listening for the criticism, despite the significant positives. Inclusion is around involving them positively too – similarly to the children – listening, welcoming, and small gestures.

A parent stood up remains angry, a parent sat down is prepared to listen.

Ultimately, it is led and demonstrated by us. An inclusive team is one who supports each other, doesn’t shy away from challenges but can also talk through them to identify how to improve. With the continued dedication from the team at Carbrooke I see children in class, at age related expectation who potentially should have been permanently excluded. The behaviour rewards system recognises all those children who are always trying their best and may be overlooked because of the behaviours of others. Positive mindset = Positive results.



Lee Stevens
DSSO

DSSO Showcase

“Truly, I say to you, whoever does not receive the kingdom of God like a child shall not enter it.”

Mark10:15

I was recently asked to join the pupils at Flitcham Primary Academy to discuss with them their RE portfolios, this in preparation for the school’s impending

RE Quality Mark assessment. In saying that the pupils impressed me with the quality of their comments is an understatement, something that was also picked up by the assessor. When the pupils were asked what behaviour was like at their school, they said that they were aware that not everybody showed good behaviour all the time, but they, the other pupils and the school knew how to support those pupils. A lesson for us all!



John Neenan
Headteacher
St Michael's Aylsham VA Primary and Nursery

At St Michael's we aim to achieve a community which reflects the love of God through service, diversity, inclusivity & respect. We use a variety of strategies to enable children to access the curriculum whatever their barriers may be. Our sensory provision is paramount in achieving this. As well as sensory provision in the classrooms we have converted a room into a prayer space and nurture room which many children

choose to spend time in.

One child who struggles to come to school will enter the building when he knows he can go into the "bubble room," so named due to the bubble tube which he will happily gaze at until his anxiety reduces. There are also a wealth of sensory toys to help reduce anxiety and help those who have trouble remaining still. It can help them to focus, especially useful for children on the autistic spectrum with sensory processing issues.

The children enjoy accessing the sensory spaces,"the nurture room is fun and calms me down, it is one of the best places in the school." "It is so quiet and

cosy, you can do nice drawings. It makes you feel safe and nice."

Forest School and outdoor learning is also central to our sensory provision. It can bring out a whole new side to children where we see their confidence and learning soar. Children enjoy Forest School for many reasons..."I like nature and looking at bugs, it makes me happy." "I like making swings out of ropes and sticks." "I like the trees, it makes me happy;" "I like making dens; I'm really good at making things."

We believe that through nurture, learning and hard work anything is possible.

Helen Laffin
Headteacher
Blundeston VC Primary

At Blundeston CEVC Primary, we believe that every child should have the opportunity to flourish, as God intended. This year, we have been working hard to develop our nurture and pastoral provision, to meet the needs of our children and families.

Our journey started in January with the appointment of a new Nurture and Pastoral Support Lead. We then got busy redesigning a space (our Rainbow Room) to accommodate a small nurture group for children identified as needing additional support for their social and emotional development and mental well-being.

The nurture group aims to remove barriers to learning and build self-esteem and resilience by recreating a home environment and early childhood experiences. Activities include circle time, outdoor learning, gardening, toast-time, circle games, singing, as well as developing literacy and maths skills.



Relationships are key, with two adults modelling these positively.

Parents have been very supportive of our Rainbow Room with one parent commenting that "I like the nurture group because it helps my child process good and bad feelings more appropriately" and "it gives a safe place for my child when he is struggling with coping".

We are working closely with the Norfolk Nurture Hub who are supporting us on our nurturing journey as we roll out the six principles of nurture across our school next year.

We are extremely proud of how far we have come in a short space of time and the impact this approach already is having in our school.

Governor & Clerk update



Jill Wakefield

Church of England schools are inclusive and serve equally those who are of the Christian faith, of other faiths and of no faith. Our Christian ethos is underpinned by Christian values concerned for the well-being of all in the community, irrespective of religious, cultural or socio-economic background. Rooted in an understanding that we “love God and love our neighbour as ourself”, we seek to offer the highest quality of education and care for all pupils – reflecting both the teaching of the Gospel and the mission of the Church of England to serve the whole community. Our schools should therefore be ideally placed to have an inclusive culture that supports arrangements to:

- *identify early those pupils who may be disadvantaged or have additional needs or barriers to learning*
- *meet the needs of those pupils, drawing, when necessary, on more specialist support, and help those pupils to engage positively with the curriculum*
- *ensure pupils have a positive experience of learning and achieve positive outcomes* (School Inspection Handbook May 2019).

The ultimate purpose of inclusion is to enable children and young people to flourish in adult life. The aim of all schools should be to increase the level and quality of inclusion within school, while protecting and enhancing specialist provision for those who need it. Does your governing board:

- seek to understand the issues faced by pupils from diverse backgrounds, including their aspirations and the challenges they face?
- contribute to a culture of inclusion within the school?
- ensure that governor discussions and decisions challenge barriers, biases and

stereotypes that may prevent pupils from all backgrounds from succeeding and thriving?

- ensure the school staffing structure provides diverse and inclusive role models for all pupils?
- ensure that pupil voice captures a diverse range of views and opinions from pupils from different backgrounds?
- ensure that stakeholder engagement is inclusive and provides opportunity for all members of the school community to contribute equally and without barriers?
- consider equality implications when reviewing new and existing policies to promote diversity and prevent discrimination?

Finally, with the focus on curriculum in the new Ofsted Inspection Framework, governing boards need to know how leaders have ensured that the curriculum meets the needs of all learners.

Jill Wakefield can be contacted by email: governance@donesc.org or call 01603 881722

Welcome

Heads starting September 2019

Sophie Dickson – Ashwicken VA Primary
 Kelly Scott – Dereham Junior Academy DNEAT
 Sarah Disney – Dove Federation
 Stephanie Lake – Fairhaven VA Primary
 Catherine Wright – Little Plumstead VA Primary
 Gavin King – St Mary Federation
 Paula Jones – Stibbard All Saints VA Primary
 Charlotte White (interim) – Newton Flotman VC Primary
 Natalie Butcher – Swallowtail Federation

REQM Congratulations

Whitefriars Primary Academy DNEAT – Silver award
 Morley VA Primary – Gold award
 Cawston Primary Academy DNEAT – Gold award

Federations

Changes from September 2019

Fornsett St Peter VA Primary & Carlton Rode VA Primary =
 Fornsett St Peter & Carlton Rode Federation
 Rudham, Weasenham & Brisley Primary Academies DNEAT =
 Hope Federation
 Stibbard All Saints VA Primary & North Elmham VC Primary =
 Flourish Federation

SIAMS Congratulations

Congratulations to the following schools that have had their SIAMS inspections this term

Good

Weasenham Primary Academy DNEAT
 Harleston Primary Academy St Benet's
 St Peter & St Paul (Carbrooke) Primary Academy DNEAT

Excellent

Dereham VA Infant & Nursery

Farewell and thanks

Bob Linnell – Diocesan School Support Officer
 Paul Henderson – Diocesan School Support Officer
 Jeremy Johns, HT – Newton Flotman VC Primary
 Paul Madsen, HT – Thomas Bullock Primary Academy DNEAT
 Kate Mejri, HT – Happisburgh VA Primary
 Sue Tobin and Craig Isherwood, HT – Stibbard All Saints VA Primary & North Elmham VC Primary
 Julie Wones, EHT – Swallowtail Federation