



Healthy Schools
South Tyneside

Primary Settings

Accreditation Document
2024 – 2027





Application Form

This form is to be completed by a small working group in school, led by the Healthy Schools Co-ordinator. The closing date for applications is 9am on **Monday 6th May 2024**, you may submit at any point before this date. You will be informed of the outcome of your application within 10 working days of the closing date.

The Healthy Schools Award works best if a whole school approach is implemented to complete the documentation. Please ensure you utilise the knowledge and experience of your colleagues (eg, PE lead, catering staff, mental health champion etc, as appropriate).

Ensure all contributing parties have signed the below school details form, add rows as required.

Name of Setting	Jarrow Cross C of E Primary School
Name of Trust or Multi Academy Trust (if applicable)	
Completion Date	02/05/24
Healthy Schools Lead	Katie Elcoate
Head Teacher	Susan McBeth
School Governor	Claire Aberdeen
School Council Representative (if applicable)	Katie Elcoate

1. Leadership, Management and Managing Change including Governors [\(see guidance\)](#)

1.1	How does the school provide clear leadership to manage a positive environment and enhance emotional and physical health and wellbeing in school?
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How does your school's development plan relate to health and wellbeing?	<p>A focused area within our development plan is to improve the attendance of disadvantaged pupils.</p> <p>To do this, we use A Star monitoring system and work closely with the local authority.</p> <p>Another key area is monitoring the progress of SEND pupils due to having 27% of children having SEND. Provision mapping ensures children with SEND are receiving the correct support to meet their needs. This is regularly reviewed.</p> <p>Another point is that all children receive breakfast in school each morning (school is part of the Magic Breakfast scheme-in which all children receive a bagel daily).</p> <p>Our school vision underpins our school development plan and is linked carefully to the SIAMs framework.</p> <p>All curricular areas including PSHE/RSE have yearly action plans.</p>	2
Do you have a wellbeing link governor?	Kerry Wilcox who is the PSHE/RSE including wellbeing and school council link governor.	1
1.2 Name the member of staff responsible for the following:		
PSHE (inc. RSE)	Katie Elcoate	1
Healthy Eating	Susan McBeth and Katie Elcoate (curriculum)	1
Physical Activity	Colleen Watson	1
Emotional Health and Wellbeing	Susan McBeth and Katie Elcoate (curriculum)	1
Sustainable/Active Travel	Susan McBeth and Colleen Watson	1

1.3 Name the member of the Senior Leadership Team who is the strategic lead for the following:

PHSE (inc. RSE)	Susan McBeth	1
Healthy Eating	Susan McBeth	1
Physical Activity	Susan McBeth	1
Emotional Health and Wellbeing	Susan McBeth	1
1.4 Please give a brief outline of what you know about the health and wellbeing needs of your children in each of the following areas. Use data to support your answers if possible and cite source (anecdotal data is acceptable):		
PSHE (inc. RSE)	<p>27% of our children are on the SEND register. Many of these children are vulnerable and have limited understanding of healthy relationships, boundaries and consent etc. Therefore, it was decided that Kidsafe would be an appropriate programme to complement our PSHE/RSE teaching. Within our bespoke PSHE/RSE curriculum, which has been carefully planned and designed by our PSHE lead, it has been ensured through careful monitoring and planning that a breadth of topics are covered and revisited in each year group. Our curriculum has a clear progression and development of skills and knowledge.</p> <p>Following the KS2 children completing the 'Wellbeing and Health Survey', results stated the following: "30% of pupils responded that teachers have talked with them in school lessons about how their body changes as they grow up, while 68% said their parents/carers have talked with them and 9% have been talked to by the school nurse- certainly not reflective as all children attended nurse talk 51% of pupils responded that they feel they know enough about how their body changes as they get older, while 13% feel they don't know" Those two results indicate an inconsistency in the children's understanding of being informed about bodily changes. Due to this, we continue to ensure the school nurse delivers sessions and follows up with sessions and our open-door policy enables children to discuss any queries. Within our science curriculum, body changes are discussed. In PSHE, we focus on body changes which link to healthy lifestyles and hygiene. We promote</p>	3

	<p>discussions in relation to the importance of bathing/showering and body odour, ensuring children know how to keep themselves clean. This is still an area the PSHE/RSE lead would like to develop further.</p> <p>It also evidenced an area for development surrounding peer pressure: 24% of pupils responded that they can 'rarely' or 'never' say no when a friend wants them to do something they don't want to do. From this, we adapted our topic of relationships and friendships to include peer pressure and it is revisited within our wellbeing and bullying topics. The aim of this is to strengthen children's confidence and teach strategies which help children manage peer pressure effectively.</p> <p>Dental health survey results in 2022 showed: 21% of pupils responded that they last visited the dentist more than a year ago, while 4% said they have never been. From this, we posted leaflets and contact details for local dentists onto Dojo. This is due to the children having little control over dentist appointments so we wanted to reach out to those. A range of year groups either visit the dentist or we have dentists who visit the school to complete workshops. This is in addition to our science and PSHE/RSE teaching and learning. We have also sensitively spoken to a number of families where staff have concerns surrounding their child's dental hygiene recommended appointments or support. In some cases, we have provided children with toothbrushes both at home and in school to ensure children brushed their teeth.</p> <p>Our science and oral health lead is currently writing an oral health policy. She is also creating a page on our website with signposting information for parents/carers.</p> <p>In addition to this, she spoke with an oral health nurse and organised for her to attend our Friends of Jarrow Cross School Fayre. At the fayre, she was available to talk to families and at her station, she had a range of informative leaflets. She also offered free toothpaste and brushes to</p>	
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	<p>encourage oral hygiene. The oral health nurse will deliver training/CPD to all staff on an annual rolling programme.</p> <p>The survey showed that 71% said that they use the internet for playing games. Therefore, our scheme ensures that every year groups are exposed to Kidsafe sessions which involve gaming and films. It is also embedded within healthy lifestyles, e-safety and bullying (online). 3 – use of statistics to target pupils in specific groups through a co-ordinated approach which is reviewed regularly</p>	
Healthy Eating	<p>Our school had a 94.5% engagement in the National Child Measurement Programme. Results indicated that reception aged children had 9.4% of children who were obese compared to South Tyneside's 13%. In year 6, 35.8% of our children were classed as obese which is higher than both South Tyneside and national average.</p> <p>Due to this, our PSHE lead has incorporated healthy lifestyles into the topics taught in every year group. Healthy eating, as well as, physical exercise is also weaved into our other topics such as mental health and wellbeing.</p> <p>In 2022, KS2 children completed a 'Health and Wellbeing Survey' and one of the results stated: 18% of boys and 13% of girls responded that they ate at least 5 portions of fruit and vegetables on the day before the survey. This evidences the importance of teaching healthy life-styles within our PSHE curriculum and delivery of PE. Often, leaflets and information is sent to parents/carers to encourage balanced diets. For the children who are on</p>	3

	<p>packed-lunches, information surrounding the contents of packed-lunches are given and warnings/reminders are sent out regularly.</p> <p>53% of pupils responded that they eat fresh fruit 'on most days'; 41% said the same of vegetables. This evidence shows that our school provides all EYFS and KS1 children with fruit/vegetables at playtimes as part of a snack and extras are given to KS2 children. We also have a salad bar in the dinner hall and children have access to a variety of fruit and vegetables each day.</p> <p>3 – use of statistics to target pupils in specific groups through a co-ordinated approach which is reviewed regularly</p>	
Physical Activity	<p>Our school took part in the National Child Measurement Programme and we had 94.5% of engagement with it. For reception aged children, we had 9.4% of children who were obese compared to South Tyneside's 13%. In year 6, 35.8% of our children were classed as obese which is higher than both South Tyneside and national average.</p> <p>Ironically, the result of the Y6 children who completed the 'Health and Wellbeing Survey' showed: "68% of pupils responded that they are 'fit' or 'very fit'". Despite results stating, "23% of boys and 18% of girls said that they are active for about 60 minutes each day, enough to make them breathe harder and faster" and "13% of pupils responded that they didn't exercise enough to make them breathe harder and faster at all in the week before the survey." This evidenced a lack of understanding and awareness.</p>	3

	<p>Therefore, it was important to teach them what 'fitness' is and the consistency of taking part in sports/exercise in order to be fit/very fit.</p> <p>From this, we have ensured to target events such as skipping school, cricket and various others within KS2 to introduce different sports to pupils. This was also in response to pupil questionnaires in which children were asked which sports they would like to be introduced to. We have recently had Durham Cricket Club attend our school because we want children to be exposed to a broad and balanced/accurate representation of sport, rather than reverting to football and dancing. In addition to this, the focus on healthy life-styles and our science curriculum complements this.</p> <p>Based on surveys we have undertaken with our children, they voiced that they lacked motivation on the yard therefore as a direct response we have implemented lunch time clubs and zoned areas on the yard. In 2022, KS2 completed the 'Health and Wellbeing Survey' and the results of one area stated: 79% (78%) of pupils responded that they would describe playtimes and lunchtimes as 'happy', while 36% (41%) said that they were 'crowded'. From this, zoned areas were implemented to ensure all areas of the yard are used.</p> <p>Our PE lead is proactive in providing training for any members of staff who require further training. She has organised refreshers on REAL PE (our current scheme) and further training to improve staff's confidence, knowledge and skill set during the teaching of PE.</p> <p>In addition, in our 2022 Health and Wellbeing Survey KS2 pupils stated: 94% (94%) of pupils responded that they participate in one or more of the sports or activities listed at least 'once a week'. This evidence identifies the popularity of our after-school clubs.</p>	
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	3 – use of statistics to target pupils in specific groups through a co-ordinated approach which is reviewed regularly	
Emotional Health and Wellbeing	<p>Children with SEND are more likely to suffer with mental health/anxiety. Within our school, 27% of our pupils are on the SEND register. Therefore, our PSHE lead ensured that when planning and designing the PSHE/RSE curriculum, this was identified. Consequently, emotional health and wellbeing is not only taught as an isolated topic in every year group but is also a feature of other topics such as relationships and friendships, bullying, online etc. In addition to this, we also run Kidsafe workshops and programmes throughout EYFS-Y6.</p> <p>In 2022, KS2 completed a 'Health and Wellbeing Survey'. When asking about their enjoyments and achievements in relation to school, the results stated: 0% of Year 6 pupils had a low pupil perception score. This shows that the children feel valued and their time at school is enjoyable due to the ethos, nurturing staff, effective teaching and learning and support that is offered in a proactive manner.</p> <p>In 2022, KS2 completed a 'Health and Wellbeing Survey' where the results showed: 44% of pupils responded that they worry about SATs / tests 'quite a lot' or 'a lot'. From this, our PSHE lead worked with our Healthy Minds representative to deliver workshops relating to SATS each year. In addition to this, our Y6 staff spend a lot of time supporting their confidence and increase the teaching of PSHE/RSE on the lead up to SAT's.</p> <p>37% of Year 6 pupils responded that they have seen images or videos online that upset them. Knowing this, it solidifies the importance of the delivery of KidsSafe sessions that focus on this, in addition to our PSHE/RSE curriculum. E- safety is also taught throughout our ICT curriculum.</p>	3

	<p>35% of pupils responded that they have experienced negative behaviour outside at school during break times. From this, lunchtime supervisors received further training and support to deal with/manage conflict. Zoned areas have been provided so children avoid conflict and there is an obvious presence with SLT on the yard. TA's now also take part in structured activities with the children during lunchtime activities. Our PSHE/RSE curriculum focuses on friendships and healthy relationships/behaviour, conflict including resolution and bullying. In relation to resilience the results showed: 71% of Year 6 pupils responded that when something goes wrong they 'usually' or 'always' learn from it for next time, while 15% said they get upset and feel sad for ages. This shows that most children have developed a secure level of resilience. For the 15% of children, targeted interventions are implemented within the nurture room and our teaching and learning of resilience is taught effectively.</p> <p>The percentage of children who are Pupil Premium is above national average at 41% and those in receipt of Free School Meals is of similar proportion.</p> <p>However, within our 'Health and Wellbeing Survey' the KS2 results stated: 20% of pupils responded that they have free school meals or vouchers for free meals currently, while 0% said that they don't, but could have had them.</p> <p>This shows that whilst some children are aware of being FSM, over half aren't which proves our school's inclusivity and discretion irrespective of their social economic background/status.</p> <p>In February 2024 we took part in a 'Poverty Proofing Survey'. The report stated "There is a clear approach to enabling children who attend Jarrow Cross to become successful in society". This indicates our effective approach to promote wellbeing.</p>	
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	3 – use of statistics to target pupils in specific groups through a co-ordinated approach which is reviewed regularly	
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2. **Policy Development** ([see guidance](#))

2.1 Please describe the setting's consultation and review process in developing policies.

Depending on the policy type, either SLT or the subject lead will create and/or update their subject or relevant policy where allocated and additional time is usually given to support this. Regular meetings with the headteacher are held to ensure the policies include all of the relevant information.

Once the policies have been written, they are then reviewed by the head teacher where further amendments may be required.

Once the policies are finalised; they are then taken to the governors for approval.

Once the policies have been approved, they are shared with the staff either during a meeting or via email.

They are also available for anybody to view on our website and/or hard copies are available in the office. Hard copies of particular policies are given to outside visitors, volunteers and students.

When a policy is due for review/ amendments, again time is allocated for either SLT or subject leads to make relevant updates with sufficient time before the policy renewal date runs out. Those amendments are then shown in a governors' meeting and again we seek approval from those. The amendments to the policies are then shared with staff and the updated policies are uploaded onto our website.

Children are also involved with the reviewing of certain policies. For example, our anti-bullying policy where the children have used our formal policy to create a child-friendly version, as well as, updating and adding further subheadings such as: banter vs bullying and using gay as an insult.

Staff also take on board parent feedback based on surveys and questionnaires.

4 - consultation with, and active participation of, more than one group

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2.2 Please give details of the following policies, and examples of this policy being applied.



Policy	Date last reviewed	How has this policy been applied?	Next review date	
PSHE	2022	<p>This policy has been applied through our teaching and learning of PSHE following a bespoke curriculum designed and specifically created for the children and catchment area of our school.</p> <p>In addition, we use top up schemes to strengthen this: KidSafe and Operation Encompass lessons.</p> <p>SLT and the PSHE have attended PREVENT training and was then filtered to the rest of the staff during one of our meetings.</p> <p>The PSHE/RSE lead follows the monitoring and evaluation of the subject and regularly makes changes to the curriculum in light of this.</p>	2025	2
RSE	2022	<p>See above.</p> <p>In addition, based on CPD we are including additional KidSafe workshops that focus on domestic violence and sexual abuse</p>	2025	2
Smokefree		N/A		0
Vaping		N/A		0
Drug & Alcohol	2023	This section is found within our Child Protection and Safeguarding policy		2
Safety (inc. e-safety)	2022 2022 2023 2023 2023 2022	Safety related policies include: Healthy and Safety E Safety Behaviour Mental Health and Wellbeing Physical Restraint Safe Touch	2026 2026 2026	2



	2022	Supporting Children with Medical Conditions	November 2024	
	2023	Staff Wellbeing	2026	
	2021	Tackling Extremism and Radicalisation	November 2024	
	2023	Child Protection and Safeguarding	November 2024	
	2023	SMSC	November 2024	
<p>All of our policies are applied within our day-to-day work and are shared with the necessary bodies.</p> <p>Our E-safety is applied within the teaching and learning of Computing and within PSHE topics such as: bullying, friendships including peer pressure, media etc. We make sure that E-Safety does not just cover the negatives but also shows how ‘online’ can be beneficial if used correctly/safely.</p> <p>Filtering and monitoring systems are secure within school. School uses Smoothwall monitoring which directly alerts the headteacher to any inappropriate or worrying language which is typed into the school’s computer system. Our Computing lead and Y6 staff work closely together to prepare the Y6 children to lead our annual E-Safety week. This involves the children creating their own PowerPoints with a specific focus and a follow up task. Then they work in groups to present them to the rest of the school within their classrooms.</p>				



		We ensure that we inform parents about national issues. For example, 'sextortion' - a letter from the National Crime Agency sent to all parents. Our Computing lead posts weekly information sheets to raise awareness on how to stay safe online. E.G. location mode of Snapchat.		
Domestic Abuse	2023	<p>We follow the local authority's domestic abuse policy.</p> <p>In addition, we have our Child Protection and Safeguarding Policy which highlights the impact of domestic abuse.</p> <p>This policy has been applied through our teaching and learning of our RSE curriculum: Operation Encompass lessons and KidSafe. Outside visitors such as NSPCC.</p> <p>Support families who are victims of domestic abuse.</p> <p>Follow protocol when receiving an operation-encompass.</p>		2
Equality & Diversity	2023	<p>Equal Opportunities Policy</p> <p>Our ethos is 'Value in Everyone' and our motto is: Encourage one another and build each other up. That in itself shows that equality is paramount within our school.</p> <p>Being a Church of England school, children are taught that we are equal in the eyes of God regardless of the protected characteristics.</p> <p>Courageous Advocacy is taught within our ethos, RE and PSHE/RSE curriculum which is to speak up and take a stand against injustice in</p>	2026	2



		<p>hope we empower our children to be responsible citizens and strong advocates for themselves. Also the Church of England's Value in All God's Children documentation is reflected not only throughout our Behaviour and Anti – bullying Policy but also our whole school ethos. Through our PSHE/RSE curriculum, we teach the children to be tolerant and to treat each other with respect and kindness through topics such as: British Values, Similarities and differences; Relationships and Friendships; Protected Characteristics; and Jobs and careers.</p> <p>As staff we model this behaviour with each other.</p>		
Physical Activity	2022	<p>Our Physical Activity policy encourages all children to engage with at least 60 minutes of daily exercise. We apply this by providing quality playground equipment with zones, high quality PE lessons using REAL PE and have qualified coaches for specialist training in sports such as gymnastics, cricket and football. We have developed good links with Jarrow Community pool where Y3-6 attend across the year. We have an inclusive PE curriculum to ensure children of all abilities can take part and challenge themselves and also take part in sports at a competitive level.</p> <p>We are also embarking on Active Phase teaching pilot this year where we hope to embed this into our policy and curricula.</p>	2025	2



Anti-Bullying	2023	<p>In November 2023, we showed the policy to our children to review. They felt like it was not child-friendly and further sub-headings such as: 'banter vs bullying' and 'using gay as an insult' were included. From this, we updated our policy to include their edited version alongside our formal policy. We have decided that this policy will be reviewed annually as part of anti-bullying week to ensure it is kept up to date and in line with pupil voice.</p> <p>Our policy is applied by ensuring staff follow the correct procedures if any incidents occur. Within our teaching and learning, every year group covers this as a topic.</p>	2025	2
Outside Visitors	Mixture of dates dependent on the policy	<p>Whilst we don't have one single policy, outside visitors are included within many policies. For example, our:</p> <ul style="list-style-type: none"> -Child Protection Policy -Physical activity policy which includes visitors/coaches -Handbooks that are given to students and volunteers on arrival prior to entering the main building -Healthy and Safety Policy on pages 17-18 	Mixture of dates dependent on the policy	2
Behaviour & Rewards	2023	<p>Our behaviour policy is applied day-to-day. We are a Thrive school so we act in a proactive manner to avoid incidents but aren't naive to incidents occurring and we follow the procedures consistently. The children are aware of the formal process if there are any incidents</p>	2026	2



		<p>i.e. behaviour log/incident form, reflection time with safeguarding lead or head teacher etc. Behaviour logs/incident reports are analysed each week and if a child's name is persistent, phone calls to parents/carers are made. However, we feel it is important that parents/carers are also informed about positive behaviour so we have weekly texts/ latest news where photographs of the children who received class award of the week are posted, postcards are posted, which include something positive about a child, they are invited to celebration awards such as: values and sporting achievements.</p> <p>We use Dojo points as part of our whole school rewards system.</p> <p>Other rewards include class award of the week and values and sporting achievements.</p> <p>As a school, we focus on non-food related rewards such as: sporting events; reading books; book marks; vouchers; stationery; trophies and medals; badges etc.</p>		
Whole School Food	2021	<p>Whole school food has been applied within our Breakfast club policy and Eating and Nutrition Policy.</p> <p>As a school, we focus on non-food related incentives, rewards and prizes such as: reading books; bookmarks; sporting events; stationery.</p> <p>We support families with our school food bank that offers opportunities for a balanced diet.</p> <p>During the Summer Term in conjunction with the</p>	2024	2



		<p>school's meals service we are running ' Budget Bite' a series of cooking sessions in which parents can attend a demonstration of budget meals being cooked and then take away the recipes and ingredients to then make the meal at home.</p> <p>Our PSHE lead has a food and hygiene certificate and runs an after school cookery club which is always in great demand to attend. The PSHE leads avoids using meat and follows healthy/well-balanced recipes.</p>		
School Travel	2023	<p>Whilst we do not have a 'school travel' policy, we include this within our Educational Visits Policy.</p> <p>This policy is applied by completing risk assessments via Evolve with sufficient time prior to a visit to ensure that it is reviewed by our head teacher and or business manager.</p> <p>We only use coach companies that have been approved by our local authority.</p> <p>All staff ensure that they adhere to the adult: child ratio.</p> <p>We are involved in bike to school weeks and are looking into the Living Streets initiative.</p>	2026	2
2.3 Explain how parents/carers and the wider community can access your policies and provide feedback to your setting? How do you raise awareness of policies with parents/carers?				
<p>All statutory policies are provided on our school website. Copies of all of our policies are available on request from the school office. Parents are involved in the approval of policies due to parent governors being members of our board of governors.</p> <p>For some policies such as our RSE Policy, parents were invited to look at policy changes which were made available on</p>				4

our website and a survey was sent out to ask for feedback. The PSHE/RSE lead ensured that comments were scrutinised before finalising the policy ready for governors' approval.

When a policy is uploaded/updated on our website, parents/carers are informed via: a text message, our website and Dojo.

For parents/carers who have EAL, we use a translator software to ensure they have access to these based on requests. Parental questionnaires are conducted and the feedback is shared within staff meetings and points for development are identified. These questionnaires ask questions such as: Do you feel comfortable approaching staff? Do you feel well informed about your child's progress and what they are learning? Are you aware every time your child receives the star of the week? Do you feel confident helping your child with their homework? Would you appreciate more opportunities to come into school, to work with your child? As a result of these questionnaires, we have been able to look at various different policies i.e. Homework - UKS2 now holds a homework club where children can receive more support with their homework. Parents are informed of all survey results.

Feedback is also asked for after specific events such as year group celebrations where parents are invited into school. This allows us to reflect on events and parental engagement to evaluate and adapt if necessary.

We also invite parents/carers in during summer term for transition meetings relating to children moving to their next year group during which appropriate policies are shared. This provides an opportunity to clarify important policy messages. We now use Class Dojo to post letters in relation to changes to policies, upload informative PowerPoints and also send surveys out regularly to ask for feedback. This particularly helped during COVID-19 to assess contingency planning, our policy in relation to the structure of reopening school and also our PSHE and RSE policy based on the statutory changes. The school website is also used to post significant information regarding policy amendments.

4 – as #3 and parents/carers are invited into the setting to review and discuss policy changes and actively encouraged to feedback

2.4 Give an example of a time when something has changed as a result of consultation?

During COVID-19, parents' evening/consultations had to be held over the phone. Based on feedback from parents/carers, we found the majority preferred this way of communicating due to not having to request time off work to attend. From this, we decided to continue parents' evening/consultations via the phone. This is regularly being reviewed and continues to. For example, in a questionnaire one parent mentioned that the downside to not having parents' evening face to face, they are unable to look at their book/work until the end of the year when they get sent home. From this, we made sure that within our year group celebrations include parents/carers having the opportunity to view the

children's books. This has resulted in parents/carers now having a greater opportunity to engage with their child's learning.

Another change which stemmed from COVID-19 was children coming into school dressed in their PE kit on PE days rather than getting changed at school. We found parents and carers preferred this because it reduced the risk of their child forgetting their kit. As a school, we also found it beneficial because it meant that more time was spent actually partaking in PE as the time needed to get changed was removed.

As a result of consultation and questionnaires, we decided to focus on developing and increasing parental engagement. First, we set up a text messaging service, where the parents/carers of a child, who have received 'Class Award of the Week', are notified. Next, in the child's home reading journals, we created stickers with a range of questions that parents can ask their child during reading at home. Each week, whilst reading at school, a member of staff placed a sticker into the journal with an appropriate question. This initiative was not only in response to parents not hearing their children read at home, but also to encourage parents to understand that reading is more than a phonetic reading of words, but also the ability to deduct and infer.

In addition, we set up 'transition parent meetings', which are carried out in summer term. Parents are invited to attend an informal meeting to meet ALL of the staff that their child will be involved with in their next year group. During the meeting, topics to be covered, expectations for homework and reading and also a brief summary of the expectations of the next year group are discussed. Parents/carers are invited to stay longer, if they would like to chat about anything specific to their individual child.

Parents/carers are invited to attend a year group celebration to celebrate their child's achievements. Often, the children present what they have been learning as a performance, presentation etc and parents/carers are invited to take part in activities (crafts etc) afterwards. This is also an opportunity for parents/carers to view their child's books.

Parents/carers are also invited to attend sporting achievement awards, Rock Steady Concerts, values awards, religious events such as our holy trails, church visits etc.

Parents/carers are regularly invited to attend our educational visits to ensure they have the opportunity to be involved with their child's learning of the current topic.



The EYFS team carry out home visits which ensures that parents and children meet their child's new teacher and the teacher is able to meet the child in a familiar environment. A questionnaire is completed during the visit which informs teachers of the child's interests and any individual needs which they may have.

Over a number of years DOJO has been rolled out across the whole school as a communication tool. As Dojo acts in the same way as a social media newsfeed, it allows us to post online versions of letters, calendar dates such as Friends of Jarrow Cross School Fayres, school events etc and keep parents/carers up-to-date with the general day-to-day activities that are happening within school. As our school is in a catchment area which has high levels of deprivation, and has a large percentage of our families who qualify for pupil premium, we use this platform to remind parents/carers of our school food bank; social media pages/profiles that share budget friendly recipes; local events that are free; signpost to outside agencies to help with debt etc.

Policy changes have also taken place to take into account staff's views. Our staff wellbeing policy reflects this. Our SLT have worked extremely hard to reduce the workload of staff. The marking policy has been amended, PPA can be taken at home, staff are given a full day every two weeks; every member of staff is allowed to take one 'wellbeing' day where they are able to spend time with family and friends; our staff room has been updated to give a more homely feel; flexibility is given to attend appointments and children's educational events; additional time is given for subject leads on a half-termly basis.

2 – example of how need for change was identified and how this has been implemented and fed back

3. Learning and Teaching, Curriculum Planning and Resourcing [\(see guidance\)](#)

3.1 How does the school monitor and evaluate PSHE/RSE provision to ensure the quality of teaching and learning?	
<p>As a school, we decided having books for PSHE would not be effective, due to the delivery of PSHE being heavily discussion based and involving group/paired work. We felt books would detract from quality teaching and learning and time would be wasted/ opportunities missed for deeper learning/ experiences. However, we recognised that there needed to be some form of collection of evidence so a decision was made to use scrapbooks/floor books in each year group. Scrapbooks contain a range of evidence: photographs, written work, post-it notes etc.</p> <p>Each half-term, the PSHE/RSE lead is given extra time outside of the classroom to monitor and evaluate the teaching and learning of PSHE. In that time, the lead completes scrapbook/floorbook scrutinies; completes learning walks; observes lessons; and interviews children.</p> <p>When interviewing children, the lead often has their class scrapbook/floorbook alongside them so the lead can ensure the children are able to recall and make specific links/comments to their learning.</p> <p>Each term, staff complete formative assessment in PSHE/RSE against the objectives that can be measured e.g. first aid: reciting postcodes and making an emergency call. From this, the lead then analyses the data and from this, makes adaptations; organises visits e.g. dentist etc and invites organisations, visitors and agencies in to strengthen any gaps/areas of improvement.</p> <p>Time is dedicated for PSHE/RSE in staff meetings where I feedback any updates based on training, meetings and amendments to the curriculum.</p>	4
3.2 How does the school ensure structured physical activity for all its pupils, in or outside the school curriculum?	
<p>Staff follow the REAL PE scheme which ensures progression of knowledge and skills across the PE Curriculum. REAL PE allows staff to provide opportunities for all children to challenge themselves and set targets at their own level by differentiating how an activity can be carried out.</p>	3

In addition to this, we are embarking on becoming a Teach Active Pilot School where we will endeavour to incorporate physical activity throughout our curriculum.

In addition to this, our PE lead ensures year groups participate in at least one **sporting event** (competitive level or to improve personal best) per year group.

We have developed good relationships with SSFC, Sunderland Foundation, Blue Jay Yoga/Mindfulness and other agencies who help supplement our PE curriculum.

In addition to this, we are participating in a daily mindfulness/yoga programme. Each day, the children are required to join in with either yoga, breathing or movement exercises to help them regulate and develop readiness towards learning. Some classes participate in this first thing each morning and others directly after lunchtime.

Outside the curriculum, our playgrounds are well equipped to provide opportunities to build on fundamental movement, sending and receiving and developing gross motor skills. We have a dance stage with music, various trim trail equipment across KS1 & KS2 yards, skipping areas, football pitch and a tennis area.

We also offer a range of physical based **after school clubs** such as: football, brilliant balls, gymnastics, yoga, netball etc. 3 – 1.5hr per week recommendation met, after-school clubs offered, participation in outside events/competitions

3.3 How does your school ensure that your physical activity offer is inclusive?

REAL PE provides the staff with ways to adapt lessons to ensure every lesson is inclusive for all children. It provides adaptations, as well as greater challenges to cater to all abilities.

We are embarking on a pilot scheme with Teach Active that was offered to us for free by The Local Authority Health Practitioner which will allow us to incorporate physical activity within all subjects across the curriculum.

Our school is due to take part in OPAL training. In preparation to this our teaching assistants are now timetabled on the yard at lunchtime to lead activities which encourage movement based on the children's interests. For example the KS2 children have shown a great interest in skipping and therefore a variety of skipping ropes have been purchased to promote this. During our upcoming INSET day all staff will receive OPAL training so that all members of staff (including supervisory assistants) can implement the aims/objectives of the programme.

Each day, the children take part in a ten-minute yoga/mindfulness activity within class to encourage movement. We are fortunate enough to have developed a secure relationship with Blue Jay Mindfulness Yoga and Jarrow Cross has been chosen as a pilot for a classroom-based mindfulness programme. This involves: a yoga instructor known to staff and children to teach, providing step-by-step videos; and yoga bells to successfully conduct each session. Some classes complete these activities first thing each morning and others complete them straight after lunch to help the children to regulate and increase their readiness to learn.

Whilst there is a small charge to attend after school clubs, we have discretion and provide free places for disadvantaged pupils. The same applies to breakfast club. We are also part of the Magic Breakfast initiative which ensures all children receive a bagel each morning.

Our recent Poverty Proofing Inspection report stated: There are a variety of clubs available for pupils at Jarrow CE. "I go to sewing and netball and there's Vex IQ where you build robots. " "Some people go to yoga where you meditate, but we sometimes do this in our classes too." There is a £2 charge for clubs, however a number of pupils knew that they could attend if they could not pay. "£2 we have a register and pay online or if you don't pay you just pay later. "You just pay on Parent pay." "If you don't have the money, you can still go." During conversation with the head teacher she explained, "We would never say no to a child and through relationships and knowing our families I offer spaces free of charge." A number of pupils felt there was enough time to sign up for clubs. "They give you a sheet, have a week or two to hand it in."

For the children who attend the breakfast club, they have the opportunity to play outside where they have access to a trim trail, gym, assault/climbing course, football pitch and areas to skip, hopscotch etc.

As not every child attends after school clubs, we offer a range of lunch time clubs such as: football, netball, running etc. This allows ALL children to have the opportunity to engage in physical activity.

Our school yard is designed to be inclusive due to the layout and resources/equipment. This was dictated by pupil voice. Due to the children feeding back that some areas of the yard were 'wasted' and they did not always know what to do, zones were created so each part of the yard had a focused area including a 'free choice' section. Some of the zones are: skipping, netball/basketball, tennis, football, games, reading, gym, dance (stage and speakers for music), trim trail etc.

All children attend a sporting event/competition organised by the PE lead and Local Authority at least once per year but ideally every term. This allows the children to gain the competitive spirit but also to develop their personal best further. It also provides an aim/goal when completing their PE lessons and increases their motivation knowing they will be competing.

Each year, residential take place (Hawkhurst and Thurston) with Y5/Y6 children. All children are invited to attend and the head teacher offers a payment plan to those who are unable to pay the total sum in one transaction. The head teacher waives the cost for some families due to poverty and low-income because she is passionate about giving every child the opportunity to attend.

In KS2, we have sports leaders who are usually Y5/Y6 children. Those children support the younger children within the yard to encourage participation and also run a weekly lunchtime club for 4 weeks each term/half-term.

Where ever possible, the PE lead applies for funding to supplement our curriculum further and maximise opportunities for ALL children. She also ensures our school sport's funding is spent to suit the needs of our children.

Each term, the children have an opportunity to win a place on 'incentive day'. Incentive days consist of attending events such as: Jump 360, St James Park, archery, orienteering etc. In order to be successful and win, there is a different focus each term so that every child has an opportunity to be successful. For instance, it could be a sport focus: most improved etc or it can be based on: behaviour and attitude, being a responsible citizen/contribution. For this prize, we avoid academic based focuses because this can be visible in 'class award of the week'.

Once a year, our PE lead plans and leads a sports award celebration assembly where parents/carers are invited in. The sports awards are inclusive and have awards for: most improved swimmer/footballer etc. We then do additional sports awards/certificates for every event a class has been to. The PE lead asks the class teacher to choose a pupil who has demonstrated teamwork/encouragement to others etc.

Recently, we entered target SEND pupils to take part in a Panathlon Challenge inclusive ten-pin bowling event to protect protected characteristics of needs/disabilities to ensure they are given extracurricular opportunities.

4 – barriers have been identified though consultation and addressed in partnership

3.4 What physical activity opportunities do you offer to the whole school community?

The school offers a range of physical activity opportunities to the whole school community.

Our curriculum has been carefully planned ensuring a clear progression of skills. Our main scheme of work is through REAL P.E., as well as, coaches and organisations such as Sunderland Foundation and South Shields FC Foundation supplementing by using their specialised skills to teach elements of the curriculum.

Where possible we use the outdoors to promote active learning, but we are aware this is a target for development. Because of this we have signed up to the Teach Active pilot scheme, the first meeting/induction was on 29th April 2024.

Our zone system in our yard promotes physical activity to skip, dance, play football, netball, tennis etc.

We offer a range of after school clubs for a small charge in comparison to other schools such as: brilliant balls, yoga, football, cookery club, netball etc. We also offer lunch time clubs to increase inclusivity such as: netball, football, running and athletics.

Recently, we organised a 'Girl's football day' to promote and encourage further uptake with girl's football. We coincided this event with International Women's Day and invited our Sport's Development Officer at South Shields FC Foundation to help run this. The children know her well, have a great rapport with her and see her as a role model. A timetable/rota was planned for each class/year group to take part in activities linked to football including a match.

Our school is taking part in a 'Skipping School' over key stage two where every class will be timetabled with a skipping specialist to gain the best opportunity to develop skills.

Each term, the children have an opportunity to win a place on 'incentive day'. Incentive days consist of attending events such as: Jump 360, St James Park, archery, orienteering etc. In order to be successful and win, there is a different focus each term so that every child has an opportunity to be successful. For instance, it could be a sport focus: most improved etc or it can be based on: behaviour and attitude, being a responsible citizen/contribution. For this prize, we avoid academic based focuses because this can be visible in 'class award of the week'.

<p>Children in UKS2 have attended swimming lessons at Jarrow Community Pool for a number of years but after the PE lead spoke to LKS2, she felt like it would be appropriate to roll out swimming lessons to LKS2 to target fears of the water/swimming in a more proactive manner, as well as, encourage them to develop interests in this area. Rolling this out to LKS2 has been a great success and the children have voiced their increased confidence in the water and staff have backed this up.</p> <p>1 group identified (students)</p>	
<p>3.5 How does your setting support inclusion and reduce stigma for families on a low income?</p>	
<p>We provide lunchtime clubs for children who don't have the opportunity to attend clubs outside of school such as football, netball and running.</p> <p>We also subsidise the costs of after-school clubs or offer free places. Our recent Poverty Proofing Inspection report stated: There are a variety of clubs available for pupils at Jarrow CE. "I go to sewing and netball and there's Vex IQ where you build robots. ", "Some people go to yoga where you meditate, but we sometimes do this in our classes too." There is a £2 charge for clubs, however a number of pupils knew that they could attend if they could not pay. "£2 we have a register and pay online or if you don't pay you just pay later. "You just pay on Parent pay.", "If you don't have the money, you can still go." During conversation with the head teacher she explained, "We would never say no to a child and through relationships and knowing our families I offer spaces free of charge." A number of pupils felt there was enough time to sign up for clubs. "They give you a sheet, have a week or two to hand it in."</p> <p>Another example in our Poverty Proofing inspection that evidences our support during celebrations to reduce the stigma/pressure on low-income families is: Many pupils enjoy the way Christmas time is celebrated. "Year one and two do nativities and we go to dress rehearsals." "We also make cards and calendars" "Go to church and sing and assembly about Jesus' birth." The school does not take part in Christmas jumper day, "We do lots of fun at Christmas, it is just another expense." (Staff).</p> <p>Another example that was identified was: A number of pupils state the inclusive and fun practice that their school offers them, "we got pancakes on Pancake Day."</p>	<p>4</p>

Also, our support for Y6 children was highlighted too during the Summer term: In addition to this some pupils explained that everyone will receive a leavers hoody. "Leavers hoodies are free, everyone gets one for Y6. We get them near the end of the year, school orders them and makes sure they fit them, they have the number 24 on and everyone's names are in it. They are red." This is inclusive and allows for equity.

Our football teams (boys and girls), are supplied with a kit and football shoes.

Each class has spare P.E. kits and trainers to ensure that all children have a P.E. kit. We ensure that they are taken home and washed each week after use to reduce the stigma and view of wearing 'smelly school kit'. For swimming, we also have a bag with spare towels, swimming hats, goggles and costume/trunks.

Residential trips are offered to Y5/Y6 children and our head teacher offers payment plans to families who are unable to pay the total sum in one transaction. There have been a number of occasions where she has offered free places to children. This is to ensure they have the opportunity to experience physical activity due to having limited opportunity outside of school.

Sporting events/ competitions are free and any incentive day activities such as attending Jump 360 are free/ no charge.

We work with SSFC and Sunderland to provide the teaching of skills to a high level so children from all families have the opportunity to experience quality teaching from local, high- profile academies in our area.

During the Summer Term in conjunction with the school's meals service we are running 'Budget Bites' a series of cooking sessions in which parents can watch a demonstration of budget meals being cooked and then take away the recipes and ingredients to then make the meal at home.

School runs its own food bank with an open-door policy and stocks a wide variety of food that can contribute to well-balanced meals. Within our food banks, we also have carrier bags and bags for life for parents to use. The foodbank also includes baby food, toiletry and sanitary products.

At Christmas, we have a 'Christmas toy appeal', where funds are raised and staff can volunteer to purchase a gift for a targeted child. If that child has siblings in feeder schools, we will include those members too. Rather than the children being aware the gifts were funded by school, during the school day whilst the children are still at school, staff visit the

parents/carers home with the sack/bag containing the toys alongside wrapping paper and sellotape to ensure discretion. This aims to allow children to believe the parent/carers sourced them.

At Christmas, whilst we do not use food-based treats and incentives anywhere else, the head teacher does provide each class with **an advent calendar** so over the duration of Christmas, each child has the opportunity to open a door. Our intent is not to supply the children with chocolate but to expose them to one of 'Christmas traditions' because many of our children do not get them due to financial difficulties.

Previously, we had books for both children and adults in the foyer of our reception where families were able to take a book to read at home and return once finished (flexible). Now those books are kept by our food bank and families can **take them to keep**. We also advocate book swaps too.

We have a Friends of Jarrow Cross group who organises a range of events including fayres which involve selling **pre-loved uniforms for 50p-£1, book swaps** etc. In addition to this, our office invites targeted families during the school day (usually close to pick-up and drop-off times to avoid extra travelling) to provide **free uniforms** to those who are facing financial challenges.

Our involvement with external agencies to support our children in various different ways (emotionally, physically, mentally, behaviourally, SEND etc). For instance, Healthy Minds where a representative/officer works with the headteacher and PSHE lead to plan, implement and deliver courses, workshops and programmes to year groups and their families. Workshops and programmes in each year group are timetabled annually on a rolling programme. Another example is EMTRAS where we ensure our EAL pupils have targeted support in addition to the support we offer. Not only do we source support for our children, we also do this for parents/carers too. Quite often, our head teacher will call charities, helplines and other external agencies to help with housing, benefits, health etc.

In February 2024 we took part in a 'Poverty Proofing Survey' and the report highlighted that 41% of our pupils are Pupil Premium with a similar percentage for those who are on free school meals. The report stated the following are working well:

- Pupil Support: There are specific interventions for those who require emotional wellbeing support. This is delivered with parental consent and almost all pupils we spoke with explained they feel safe at school as well as supported.

- Support to families: There is a brilliant understanding of the issues families face. There is a food bank as well as specific support and an open-door policy for families.
- Additional Opportunities: Pupils' cultural capital is enhanced through trips and visitors who come into school. There is a proportion of Pupil Premium funding which helps reduce costs.
- Uniform: Pupils are not sanctioned for incorrect uniform. There is a preloved uniform in place which families appreciate.
- Food/Breakfast: There are two options to have breakfast in school which helps cater for those who may not have had the opportunity to eat before school.

Each year, KS2 attends the theatre to watch a performance. There is a small charge and **some families are not required to pay** to ensure that all children are able to attend this experience. EYFS and KS1 attend The Custom's House to watch a theatre show too.

"This was highlighted in our recent Poverty Proofing inspection report which highlighted pupil voice:

"All of Key Stage 2 went to Theatre Royal to see Pinocchio." The panto is a cost to parents but is heavily subsidised by school and no child misses out due to non-payment. There is plenty of notice given and there are payment plans that can be set up for families. In addition to this, younger pupils have an in-school experience."

Other cultural capital experiences were highlighted in the report that stated:

Opportunities for pupils to enhance their cultural capital extend to other trips. "We have been on a trip every year in our education." "Went to Jarrow school to do a forensic thing we looked at fingerprints." "We went to the Hancock Museum."

Furthermore, there are **trips that are free for pupils**. "We all went to the cinema to see the Mario movie – it was free."

Other pupils explained of their trips which they enjoyed, "we went to the dairy milk farm, seen the baby cows and made our own butter." On the whole, pupils felt if they did not pay for the trip they would still attend. "Sometimes we pay and if don't pay you still go."

***So impressive! – shared with L.Liddell**

<p>3.6 Describe how preventative and early intervention for mental health and wellbeing is embedded in your whole school approach.</p>	<p>We are a Thrive school which primarily focuses on the prevention of behaviour escalation and changing behaviour based on reflection opportunities and working closely with that child to develop strategies.</p> <p>Staff have also attended PACE training which focuses on adverse childhood experiences and the impact it can have on behaviour. The behaviour policy has been adapted to reflect this.</p> <p>We have a family welfare officer and safeguarding lead, as well as two teaching assistants who are both timetabled to one day a week where they are out of the classroom. They support targeted children to provide either early intervention for mental health/wellbeing or work alongside children who suffer with poor mental health and wellbeing.</p> <p>There is a dedicated room known as the 'nurture room' where these workshops: 1:1 and small, targeted breakfast groups are held. The rationale behind a breakfast nurture group was to target those children who find attending school difficult, it gives them a soft start to the day and helps them avoid the busier periods at the school entrances.</p> <p>In the nurture room, children complete therapy-based play using sand and Lego, they take part in regular sessions focusing on a specific area e.g. anger management, coping strategies, bereavement etc. These sessions are led by the children and they are reviewed regularly where the child's voice is heard. Parents and carers are sometimes invited in to look at their journey of their completed sessions.</p>	<p>4</p>
<p>3.7 Do you have a DofE approved Senior Mental Health Lead trained in your setting?</p>	<p>Our Safeguarding Lead completed the DFE accredited Senior Mental Health Lead programme and consistently led on the running of well-being sessions and therapeutic play with the children.</p> <p>We have recently appointed a new Family Worker/ Safeguarding Lead and have ensured DFE funding for her to participate in this training as soon as her employment commences.</p> <p>Wellbeing sessions have also been led by two members of staff who have been released from Classroom duties to work with targeted children two days per week. One of those staff members is also stationed within the nurture room every lunch time to support children who struggle with the lunchtime period. A member of staff also runs a daily morning nurture session which supports targeted children with the transition into school.</p>	<p>2</p>



3.8 Does your primary school teach any form of 'sex' element of RSE (outside of the Science curriculum)?

No, but we do use KidSafe to ensure that topics such as: sexual abuse are taught in a child-friendly, sensitive manner through the use of their: FP1 6- week programme, FP2 12- week programme and additional 1 hour workshop of being aware of online and face to face.

We also ensure that the correct terminology for private parts/genitals are used in the correct form during science lessons so children are aware and that those terms aren't to feel uneasy/ awkward resulting in laughter etc. As a school, we wanted to 'normalise' this.

1

4. School Culture and Environment [\(see guidance\)](#)

4.1 How does the whole school environment support healthy and appropriate behaviours?	
<p>We are a KidSafe accredited school. Programme or workshops are taught throughout the school (Early Years to Year 6) This is a rolling programme taught by two accredited Kidsafe trained staff.</p> <p>Both the headteacher and safeguarding lead have attended Thrive training. The Thrive approach is applied daily to support behaviour based upon a long-term nurturing and reflective approach. SLT have attended PACE training which focused on children who have suffered adverse childhood experiences and the impact it has on behaviour. Training has then been rolled out to all staff and is reflected in our Behaviour Policy. All staff have attended Sensory Adjustment (delivered by Treetops) CPD training and it has been implemented as a whole-school approach with a clear focus upon supporting SEND and/or possible SEND children. Children complete activities which can include both intensity and sedentary activities to support regulation. For those children classed as more 'dormant' so we have equipment that aims to allow them to become 'alert'. Some children are the opposite and therefore we have equipment to support regulation back into a calmer manner. We have purchased equipment including : gym balls including peanut shaped inflatables , space hoppers, resistance bands, soft thistle brushes etc. In addition to this, we have a sensory zone in our KS1 corridor where there are a range of resources attached to the wall (reversible sequins for touch etc) and a floor sticker obstacle course. All children are able to access this area. We have two members of staff who are KidSafe trained and therefore are a Kidsafe accredited school. Within the programmes and workshops delivered to every year group on a rolling programme, a wealth of themes/ areas to support healthy behaviours are taught such as: consent, gaming and films, relationships, secrets, conflict including domestic violence, e-safety and bullying. A knife workshop is currently being created by the organisation and once it is available, it will be delivered to our Y5/6 cohorts due to this becoming both a national and local issue. KidSafe have ready made posters that include their key message: if you have yucky feelings, say no and tell a trusted adult which are placed around the school as a reminder to children to use their voice/speak out if they have a concern. Throughout school, displays support the evidence of teaching healthy and appropriate behaviours. Children play a big part in creating the displays. They include photographs of the children during tasks and pupil voices is evident as their views and opinions are visible: post-its, quotes etc.</p>	4

Our yards reflect healthy and appropriate behaviour with designated zones to promote physical movement to avoid sedentary periods. This was based on a pupil voice who felt like despite being fortunate with the space they have, they lacked motivation and ideas on activities/sports to engage with aside from football and the gym. The zones have allowed the children to engage in a variety of sports and activities.

In addition to this, all staff are to receive OPAL training and as a forerunner to this teaching assistants are now timetabled to spend part of their lunchtimes encouraging children to take part in targeted activities that are based on pupil interest. e.g. skipping, crocheting etc. All staff will receive the training on our next inset day- 6th June.

Our behaviour policy promotes healthy and appropriate behaviour and the children are aware of the procedures. When any behaviour logs and incident reports have been completed, children are given the opportunity to take part in reflection with a member of staff (linked to PACE training) to encourage them to reconsider behaviour longer-term. Linking to this, our reward system involves Dojo points which incentivises the children to act accordingly.

We also have incentive days each term. The winners attend a sporting based event such as: orienteering, Jump 360, archery, bowling, curling etc. Each term, the children are informed about how they can become winners/be successful based on having a particular focus e.g. improved behaviour, being a positive role model, improved personal bests etc.

4 – a range of opportunities are offered to students and modelled by teaching staff

4.2 Describe your use of the school space to promote positive health messages.

In the school foyer, we have a range of informative leaflets regarding health including mental health support and wellness, as well as, social media pages/QR codes that promote budget friendly recipes which are accessible to all. We also have the leaflets promoting budget-friendly meals by our food bank too.

We have a school food bank that includes a range of food groups to promote a balanced diet.

Within the school corridors, we have a range of displays with children's work surrounding mental health, healthy eating, physical activity. Where possible, we use photographs of the children to increase the visibility of potential role models.

Around our school, we have KidSafe posters to help promote health messages.

Within our toilets, we have posters to encourage hand-washing.

On our whole-school Dojo feed, we regularly post information including posters, websites, telephone numbers that have been sent by our local churches, Local Health Practitioner and/or other external agencies to help support our families with a wealth of needs e.g. debt support, warm spaces etc.

In relation to E-safety, We ensure that we inform parents about national issues. For example, 'sextortion' - a letter from the National Crime Agency sent to all parents. Our Computing lead posts weekly information sheets to raise awareness on how to stay safe online. E.G. location mode of Snapchat.

3 – a range of topics displayed via a variety of mediums

4.3 How does the school ensure easy access to free and clean drinking water?

Throughout the school, water fountains/dispensers are available for children, staff and visitors to access at all times during the day. There is a water fountain outside of Y5/6, Y3/4, Y2 and Y1.

Children are allowed to bring in their own water bottle and schools have a range of reusable plastic water bottles that are offered to children who do not have one, particularly when attending sporting activities so they have access to water when outside of the school premises.

In addition to this, we also have plastic cups for the children to use if they do not have a water bottle.

Within our staff room, there is a water cooler too.

Children are encouraged to drink water throughout the day and are kept close by in their classrooms. They are encouraged to take them home each night to clean or to rinse them out prior to home time. On a morning, staff encourage them to refill their water bottles and promote independence to top them up throughout the day.

At lunch time, every child is given a cup of water and refills are available.

Staff and visitors have access to hot water via a water boiler and free tea, coffee and milk is provided to poverty proof our staff.

3 – Water is available, encouraged in the classroom environment and adequate time is provided to refill bottles.

4.4 How does the school ensure students are able to manage their toileting needs appropriately?

<p>All toilets have a lock to encourage privacy and there are a number of toilets with sanctuary bins and products inside. Children are encouraged to wash their hands as part of PSHE curriculum of healthy lifestyles and choices which begins in EYFS.</p> <p>Children are encouraged to go to the toilet during lunch times and break times but are also allowed to go any time during the school day.</p> <p>If we have any child who is in nappies/toileting challenge/medical needs, has an intimate care policy/plan and/or early care plan to manage their specific toilet needs. For some children in our school with medical needs, they have a specific toilet and changing area to ensure that their needs are met within a safe private space.</p> <p>If we feel like a child may need further support regarding toileting, we make referrals to external agencies and/or communicate with parents/carers to encourage GP referrals/appointments. The School Nurse also supports with this.</p> <p>Previously, our safeguarding lead and head teacher have worked closely with parents/carers of those who enter school without being able to effectively manage their toileting needs to create tailored plans and support to manage this. If a child has fears or anxiety surrounding toilet time, work has previously been carried out with our safeguarding lead to help tackle the root cause behind the behaviour presented.</p>	<p>2</p>
<p>4.5 Is there <i>adequate</i> and <i>inclusive</i> access to sanitary bins for staff and visitors? Is your school signed up to the Government's Period Product Scheme, or do you have a similar scheme in place to tackle period poverty?</p>	
<p>Although we are not signed up to the Government's Period Product Scheme, we have our own scheme led by our PSHE lead and head teacher. Staff and visitors have access to a hygiene hamper which includes sanitary products (pads, tampons with and without applicators), FemFresh wipes, mouthwash, hair brush, deodorant and body spray. Alongside this, there are signs saying, "Ladies, we've got you covered." This is in addition to sanitary bins being provided by school. School employs a sanitary waste collector to ensure the waste is disposed of correctly. Sanitary and some hygiene products are also readily available for people who use our food bank.</p>	<p>3</p>



<p>In some of the children's toilets, sanitary bins and pads are provided. It is worth mentioning that the children are confident in informing staff when they have started their periods due to developing positive/secure relationships so staff can support them during those cycles to ensure they have the products they require.</p> <p>2 – sanitary bins are provided in selected non-gendered school toilets</p> <p>Additional point awarded for sign up to scheme or similar</p>	
<p>4.6 Describe your approach to Whole School Food.</p>	
<p>Whilst we do charge parents/carers for their child to attend breakfast club, the charge is minimal at £2. We also offer free places to targeted families. At breakfast club we offer toast on white or brown bread, a range of cereal and fruit. In addition to our breakfast club we are part of the Magic Breakfast whole school bagel initiative. Every child has a bagel for breakfast in class at the start of the school day. This is to ensure all children receive breakfast and also reduces stigmatisation around food poverty. We also have a breakfast box at the entrance to the school for those children who arrive late who may not have eaten breakfast. It contains healthy snacks, sugar free juice and water. Children can help themselves and do not need to ask to access it.</p> <p>We have a healthy food policy that is given to parents/carers. We also send out reminder leaflets to any parents/carers who are sending in unhealthy packed-lunches to promote a balanced diet.</p> <p>We have a salad bar which the children are encouraged to visit at lunch time to visit.</p> <p>As a school, especially with high obesity levels within our local area and school, we avoid providing food-based incentives and prizes. Instead, we offer bookmarks, books etc to raise and promote the profile of reading for pleasure. Due to all year groups having Class Dojo, we offer individualised and whole-class prizes which involve physical activities such as: extra play time, access to a particular sport etc. In addition to having their lunch with a member of staff, pencils etc. Whenever The Friends of Jarrow Cross hold fayres and raffles, we try to avoid food and alcohol based prizes.</p> <p>EYFS and KS1 receive fruit daily each play time as a snack and excess are given to the KS2 children. Reception and Year 1 children have snack stations which children can access throughout the school day.</p> <p>Previously, we did take part in Fruit2Suit but as time went on, we felt like the snacks on offer contained too much sugar and were expensive.</p>	<p>2</p>

Prior to children starting reception, all future parents/carers are made aware of how to access/ apply for free school meals.

During the Summer Term in conjunction with the school's meals service we are running ' Budget Bites' a series of cooking sessions in which parents can attend to watch a demonstration of budget meals being cooked and then take away the recipes and ingredients to then make the meal at home.

In February 2024 our 'Poverty Proofing Report 'stated that the following are working well:

- Pupil Support: There are specific interventions for those who require nurture. This is delivered with parental consent and almost all pupils we spoke with explained they feel safe at school as well as supported.
- Support to families: There is a brilliant understanding of the issues families face. There is a food bank as well as specific support and an open-door policy for families.
- Additional Opportunities: Pupils' cultural capital is enhanced through trips and visitors who come into school. There is a proportion of Pupil Premium funding which helps reduce costs.
- Uniform: Pupils are not sanctioned for incorrect uniform. There is a preloved uniform in place which families appreciate.
- Food/Breakfast: There are two options to have breakfast in school which helps cater for those who may not have had the opportunity to eat before school.

2 – procedures in place and written into policy

4.7 How do you encourage uptake of free school meals to eligible families?



<p>Prior to children starting reception, all parents complete a free school meal eligibility form during the home visits by reception staff.</p>	1
4.8 Describe any healthy/sustainable cooking sessions offered to pupils and/or parents/carers.	
<p>During the Summer Term in conjunction with the school's meals service we are running ' Budget Bites' a series of cooking sessions in which parents can watch a demonstration of budget meals being cooked and then take away the recipes and ingredients to then make the meal at home.</p> <p>Our PSHE lead received a certificate in food and hygiene and runs a cookery club where well-balanced recipes are followed and meat is avoided to promote sustainability. In the past, parents/carers have been invited to attend a cookery club come dine with me experience/trip advisor where the children cooked their immediate family a 3 course meal. Afterwards, the family members rated it in a trip advisor style providing a review. It was a great success.</p> <p>2 – healthy cooking sessions offered to parents/carers</p>	2
4.9 How does your school encourage healthy movement, and discourage sedentary behaviours, during the school day?	
<p>Where possible, staff promote active learning throughout other areas of the curriculum, particularly maths and geography. However, the PE and PSHE lead has recognised this is an area for development and have signed up to Teach Active's pilot scheme.</p> <p>Throughout the day, children are encouraged to take movement breaks so that they are not sedentary for long periods of time.</p> <p>In addition to this, we have daily yoga/mindfulness within our classroom where the children follow step-by-step tutorials, as well as, watch the teacher model the poses or breathing techniques and complete 10 minutes tasks. This is completed either first thing in the morning or straight after dinner.</p> <p>The staff have recently attended/received Sensory Adjustment CPD Training. This ensures children who need sensory support receive a daily sensory diet which involves movement breaks/ activities twice a day to help children who are classed as 'dormant' become alert, to regulate those who are classed as 'arousal' and support those who have sensory sensitivities. Tasks involve use of a gym ball including a peanut shaped one, space hoppers, resistance bands, soft</p>	2



thistle brushes etc. An example of a sensory adjustment movement task is to complete a jigsaw whilst balancing on a peanut ball.

Our KS1 corridor has been transformed into a sensory corridor that is accessible to all children who require regulation. There are a number of apparatuses attached to the wall catering to all senses as well as a floor-sticker obstacle course.

Our school is taking part in OPAL training and our teaching assistants are now timetabled to go on the yard at lunchtime to encourage movement based on the children's interests. For instance, at the moment the KS2 children are showing an interest in skipping. Therefore, we have purchased additional types of skipping ropes.

2 – opportunity and encouragement of movement in more than one area

4.10 Describe the use of outdoor/green space within the school day (this does not have to be on school property)

We are fortunate to have a large school field and a forest school. Our forest school is used all year round and the forest school leader takes either whole year groups or targeted groups of children.

Our school field is used for play times, active lessons including PE.

We offer a running track during Summer that is painted on that encourages children to be competitive.

Staff are due to take part in OPAL training, and as a forerunner to this our teaching assistants are now timetabled during lunchtime to instigate positive play eg making ramps for cars, skipping. Our local park (Jarrow) is used for outdoor tasks such as field trips in geography. We also use footpaths etc to encourage walking during events such as mental health week to promote being active and how that improves mental health.

We regularly take part in community litter picks for example Jarrow Park and the River Don.

We have also visited the Ground Works site to help plant and tidy their outdoor space. Ground Works have also visited to help improve our green areas and the children were involved. Ground Works have also involved the children in litter picks around the school premises.



<p>Living so close to the River Don, allows the children to visit those areas to supplement fieldwork in geography.</p> <p>We also attend Marine Park in South Shields to take part in adventurous activities such as orienteering.</p> <p>For the next mental health week (May 2024), we are using our school premises and local area to promote movement given this year's theme. We will be aiming to walk a mile, as well as, engage in activities both sporting and leisure.</p> <p>3 – creative use of multiple outdoor spaces utilised as part of the curriculum</p>	
4.11 What initiatives are in place within your setting to promote sustainable or active travel?	
<p>Y4 and Y5 take part in BikeAbility annually to encourage active travel. Each year, it has a positive impact and notice the increased number of bikes on the school premises for long-period of time after.</p> <p>We discourage parents/carers where possible/appropriate to travel by car due to the pedestrianisation and one way system implementation.</p> <p>We are exploring the Living Streets Scheme which is a pupil led programme.</p>	3

5. Giving Children and Young People a Voice ([see guidance](#))

5.1 What systems are in place to ensure pupil's views are reflected in the following:		
Curriculum planning	<p>We follow a creative curriculum which involves teaching three topics throughout the academic year. Pupils review them at the end of each topic: discussing what they enjoyed and any points for development. From this and staff's judgements, upon starting our new topic, we review the pupil's views and we make any changes that are necessary. Children are involved in negotiating where they attend an educational visit for that topic.</p> <p>As part of monitoring, subject leads speak to a wide range of children from EYFS-Y6 to establish their views, understanding and awareness of the subject. From this, subject leads establish what is working well and form next steps to implement within the curriculum to ensure content is effective and up-to-date.</p> <p>2 – systems in place and results evident in forward planning</p>	2
Learning and teaching	<p>Children are asked for feedback based on topics they have been taught. Regular meetings are held to adapt/edit/improve topics and to ensure that we are addressing all of the objectives.</p> <p>As part of the monitoring process, SLT gather a range of books and ask the children to discuss their work with them.</p> <p>The school council occasionally carry out a book and classroom scrutiny. The children and the PSHE co-ordinator visit classrooms to evaluate the effectiveness of displays, reading areas and classroom atmosphere. They look at work books to find evidence of a variety engaging of activities (writing, photos etc). They check if challenges, next steps and corrections are being completed and the quality of presentation. The children complete feedback</p>	2

	<p>forms. The feedback forms are presented to the head teacher, they are cross-examined with the senior management and are then fed back to staff members based on any general points for development.</p> <p>Again, subject leads interview children on a termly basis to gain feedback based on the coverage of subjects that term.</p> <p>The children felt like they were not able to articulate/identify PSHE/RSE whilst being called that due to it being too wordy and inaccessible. Due to this, when they were questioned about PSHE, they were unable to make links and connections to the learning.</p> <p>Therefore, the PSHE lead decided to rebrand PSHE/RSE and allowed the children to take full responsibility over the new name and logo for it. The children came up with potential names and there was a vote to establish the new name for the subject: You, Me and The World. From this, they created a logo that captured the essence of PSHE/RSE.</p>	
Whole school environment	<p>Despite having a trim trail, gym and football pitch in the KS2 yard, some children felt 'bored' or that there wasn't enough to do. As a result, the school yard was given zones where children had more opportunity to engage in a wider range of activities outside. For instance, there are now zones such as: games, tennis, basketball, dance (including a stage with music/speakers); gym; football; skipping; quiet; reading etc. Children have responded well to these areas.</p> <p>As well as this, children mentioned that whilst they enjoy after school clubs, some children don't get the chance to attend one (parent/carer choice). Therefore, we have introduced lunch time activities such as: skipping, knitting, choir and football.</p>	2

	<p>The children who have attended Yoga as an after-school club asked if it could be done within PE lessons. As a result, the head-teacher and PE lead organised the yoga instructor to teach yoga to different cohorts as part of the PE curriculum. From this, the head teacher and PSHE/RSE developed further links with the instructor and as a result, we are now part of a pilot scheme where children spend 10 minute in-class daily mindfulness breathing and yoga exercises.</p> <p>Our school has embarked on OPAL training too where our teaching assistants are now timetabled to be present on the yard during lunch time to encourage and participate in games and activities on the yard to encourage movement and socialising.</p> <p>During lunch time in the large hall, some children found the waiting in line and general atmosphere a little dull. They mentioned that having music on would improve the general atmosphere. Often, we play music in the lunch hall but obviously provide quiet time for children with SEND, as well as, opportunity for the children to simply talk to one another.</p> <p>As a school, we are fortunate enough to have a small outdoor area nestled at the centre of the school that the children can see when moving around the school. The children felt like this was a wasted space so since then, it has been updated and is now known as “The Temple of Tranquility for Reflection and Wildlife’. The children have the opportunity to connect with nature and they are responsible for the upkeep and maintenance of the plants within it.</p> <p>Our science lead has developed an eco-committee, which is led by a group of children in our school. They have the responsibility to ensure our school is eco-friendly and do our ‘bit’ to promote sustainability. The children monitor our school on a daily basis where they go around each class on a play time and lunch time to ensure that: all lights are switched off if nobody is in the room;</p>	
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	<p>both the IWB and monitor is sleeping or switched off; the recycling bins are being used properly; milk straws are put in the recycle bin etc. As part of their monitoring, there is a whole school display where the school are able to see how their class is doing. At the end of each week, the eco committee present a winner during our whole school celebration worship and give reminders if they have come across any issues.</p> <p>Over the years, children completed feedback sheets about worship time. Children are always positive about worship. A few comments were made about the length of time it took to present birthdays so from this we have removed the candle element and provided children with 'birthday bangles' instead.</p>	
Personal development and well-being	<p>As a Church of England school, to reinforce our ethos we focus on courageous advocacy. Courageous advocacy is speaking up and standing against injustice. During whole school worship and within the curriculum, we ensure that we share information about individuals who have been courageous advocates.</p> <p>The school council has led worship to raise the awareness of courageous advocacy.</p> <p>Within subjects such as PSHE/RSE, English, History, Geography and RE, children are encouraged to take part in debates and arguments to allow them to form their views on the world and make choices about their values and what they want to stand for. From this, children have the opportunity to speak to the local and wider community to make a difference.</p> <p>Over the years, our school council has developed links with our local community: EMTRAS, nurseries, care homes, parks and food banks to help make a difference.</p>	2



	<p>Our school council has the responsibility to represent the voices of the rest of the children in our school where they bring those voices into school council meetings to implement small changes that can have a big difference towards the mental health of our children. E.g. changes on the yard: reading books, water bottles outside during summer, colouring in etc.</p> <p>Within PE, our curriculum ensures children develop their 'personal best' so that P.E. is not just seen as a competitive sport but also reflective on their own achievements.</p> <p>Our Termly Incentive Award is specifically aimed at children who simply get on with school life. Each term teachers nominate a child to receive this Award. Recipients take part in activities which have ranged from orienteering, roller disco, archery and a visit to St James' Park.</p> <p>Our school reports include pupil voice. Our report template contains a section for 'Pupil comments' which gives children the opportunity to share what they are proud of, enjoyed and their favourite memories of the school year. We have recently added a section based on careers which provides children with the opportunity to include and record their future career aspirations.</p> <p>Personal development and wellbeing are addressed within every strand/topic of PSHE/RSE. The subject lead often uses pupil voice to inform their decisions to review and amend aspects of the curriculum.</p> <p>As well as this, both the headteacher and subject lead invite external agencies and visitors in to make further links and strengthen/complement our curriculum such as: NSPCC, Tumbles and Grumbles, Healthy Minds etc. Our children respond well to outside visitors and feedback is positive. Children share that they value another perspective on the subject because it shows the subject/topic's purpose and see it as 'real life'.</p>	
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	<p>KS2 children completed the 'Health and Wellbeing survey' in 2022 and from this, the PSHE/RSE adapted the curriculum (teaching and learning) and requested a range of outside organisations to help strengthen/complement our curriculum in the areas the children voiced as an issue/challenge.</p> <p>We have a 'nurture room' which children have access to during the lunch time which is aimed at those children who may find the busy lunchtime period difficult. It is supervised by a member of staff who encourages and promotes taking turns and communicating effectively with one another.</p> <p>The nurture room is also used throughout the school day as a base for holding: 1:1, small group wellbeing sessions and also an early morning nurture group for those children who may find the morning transition from home to school difficult. These sessions are child-centred and their voice helps dictate/shape the direction of the work/activities undertaken. Parents' views are sought before sessions begin and children's emotional presentation is assessed at the beginning and the end of these sessions.</p> <p>As a school, we are fortunate enough to have a small outdoor area nestled at the centre of the school. The children have developed this area and it is now known as 'The Temple of Tranquility for Reflection and Wildlife'. It is an area for quietness and relaxation.</p> <p>The children who have attended Yoga as an after-school club requested it to be part of PE lessons. As a result, the head-teacher and PE lead organised the yoga instructor to teach yoga to different year groups as part of the PE curriculum. From this, the head teacher and PSHE/RSE developed further links with the instructor and as a result, we are now part of a pilot scheme run by her during which children experience 10 minutes in-class daily mindfulness, breathing and yoga exercises.</p>	
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	<p>All staff have recently undertaken sensory training. This training was aimed at giving staff practical ideas and techniques regarding how to support children with sensory needs within the school environment. School has purchased a number of pieces of equipment which identified children use each day as part of a sensory programme. We also have recently installed a sensory corridor which children can use throughout the day to help support with self-regulation. Staff also have various fidget toys etc in the classroom which children can access.</p>	
<p>5.2 How has the school gained the views of children about health, including those who are less vocal and visible?</p>		
	<p>We regularly ask the children to participate in questionnaires where the choice of anonymity is given. For example, children participated in the 'Health and Wellbeing survey'. Once results were returned to school, they were analysed and areas for development identified. From the results the PSHE/RSE Lead created further questionnaires for specific areas. In the past, the results indicated a low percentage of children mentioning bullying. When we explored it further, the children discussed in another survey that they get bullied outside of school by children who do not attend our school, but felt that this wasn't a school issue. From this, we have carried out sessions to talk about the importance of talking to an adult they trust at school, regardless of the issue's location.</p> <p>Research has been carried out regarding how the children themselves would define bullying. From this, it was clear that some definitions would not equate to bullying e.g. arguing with somebody or falling out with a friend. From this, we planned further sessions based around 'what is bullying'. Children have also engaged with our anti-bullying policy. Completing this work helped to develop a stronger sense of what is meant by bullying. It also empowered children to insert sections to our policy such as: banter vs bullying and using gay as an insult.</p> <p>A worry box outside of our nurture room which allows children to write down worries if they do not wish to verbally discuss. This makes it more accessible for those less vocal children in school. The family worker and safeguarding lead, two teaching-assistants who help run the nurture room, head teacher or PSHE lead, reviews the worries and speaks to children 1:1.</p> <p>The nurture room is available at all times throughout the day and an adult is always present, which provides an open-door, welcoming atmosphere for the children if they wish to talk. The office is very much the same where the head teacher and office staff are available for a child who wishes to talk to.</p>	3

Our staff in school have fostered strong, secure relationships that are maintained over the years which allows students who are now in other year groups to still be an option for children to speak to. Due to our supportive ethos, relationships are fostered and maintained.

As part of KidSafe sessions for the younger children there is a monkey called KS. Some children find him a comfort to talk to, creating another avenue to gain communication with children.

Our school has developed good links with outside agencies who work collaboratively to ensure that the health and wellbeing of both the children and their families are supported. Meetings with parents/carers of targeted children are held regularly to ensure that the school can support as effectively as possible e.g. access to the food bank, offering free places to breakfast clubs, support with after school clubs and educational trips including residential, signposting to housing and debt management and/or mental health support. School also supports parents during the Christmas period with both presents and food. The secure relationships with our families ensures families feel confident enough to approach and discuss with schools and seek out support for any financial and emotional difficulties they may be encountering.

Children, who attend wellbeing sessions complete questionnaires prior to beginning sessions and again once the sessions are completed. This helps the Safeguarding Lead assess and evaluate impact. Feedback and next steps are then discussed with parents.

3 – pupils actively participate in consultation

5.3 What opportunities are there for pupils to develop responsibility and build confidence and self-esteem?

Children, who have been elected for school council, can initially be quiet and reserved. However, as the year progresses, the children develop confidence, especially when working with members of the community. Their maturity develops, particularly when communicating and interacting with residents and other members of the local community (park leader, foodbank managers). Within school, confidence also increases as children share points raised with their class and present information to the whole school. Staff members have often made comments regarding the improved confidence of those children involved. This results in the children becoming more empowered and wanting to make a difference to the school environment, as well as, support our local community.

This year, we have incorporated 'Health Champion' roles alongside our school council members. Our Local Authority Health Practitioner informed our PSHE/RSE Lead about the new initiative/roles and school quickly became involved. The children involved were provided with badges and certificates which they wear with pride. Each term, the local authority

health practitioner informs our school of the focused theme i.e. mental health. From this, our Health Champions meet up (similar to school council meetings) and together with the PSHE lead, plan, source, resource and implement whole school worship and activities for all year groups. This year as the focus was mental health, the children looked at the impact of discrimination against protected characteristics can have upon mental health. As a Church of England School, 'Courageous Advocacy' (standing up against injustice) is a high priority for us therefore this was also focused upon. During planning members ensured that tasks were linked to the above. i.e. Y6 created an inclusive disabled badge and posters informing people about hidden disabilities which was shared with Kate Obsourne (Local MP) and transport companies. The children received a reply and their work was shared on social media platforms. Year 5 created a unisex toilet logo and a pledge for companies to ensure there is not a gender gap within their organisation. Y3/4 created newspaper articles as part of 'The Happy News' to focus on the good that both young and old are contributing to their local community and wider world.

Prior to the year groups completing the tasks, the children helped the PSHE lead source various newspaper articles that evidenced discrimination therefore setting the scene in a 'real life context'. A focus on what has been done to improve issues in society rather than solely negative topics were promoted. Children became aware of legislation and the voice of significant individuals who have advocated change i.e. Y6 looked at the councils /government change regarding the accessibility of the outdoors including public transport. Following this they looked at what could be future actions. The discussions which derived from these tasks were rich, mature and inspiring. A number of staff commented upon the more 'reserved' children becoming quite passionate about the subject. They even had the confidence to discuss further next steps for teaching/activities: e.g. Y6 now are proposing to work on a floor plan of a building/company to design an accessible building.

In relation to the subject PSHE/RSE the children felt like they were not able to articulate exactly what PSHE is and what it represents. As a result, when questioned about the subject, they struggled to make links and connections to their learning.

Therefore, the PSHE lead decided to rebrand the subject and allowed the children to take full responsibility with a new name and logo. The children suggested potential names and a vote to establish the new name for the subject took place. It was decided that the phrase You, Me and The World encapsulated the subject. From this, children created a logo which captured the essence of this new title.

In addition to teaching PSHE/RSE weekly, we ensure that world events are celebrated. This heightens their profile and supports embedding key messages. The most recent example of this was during anti-bullying week. It was decided to

merge both anti-bullying week and world kindness day together e.g. kindness to ourselves, kindness to our local community (the school) and kindness to the wider world (focusing on animals including cruelty). The PSHE/RSE lead involved the school council members to help create activities that would be purposeful and allowed pupils to take responsibility for each area.

For the section 'kindness to ourselves', EYFS and KS1 designed a celebration booklet to capture their 'proud moments' and KS2 completed a sheet named 'What would you say if your friend said...' which focused on negative self-talk. Once completed, the children were informed that it was actually a sheet for themselves to read when they are being unkind/harsh to themselves. The purpose of this was to challenge the fact that often we are kinder to others than we are to ourselves.

For 'kindness to our school community', EYFS and KS1 wrote poems about each other to champion their qualities and in KS2, the children re-wrote the anti-bullying policy as previous pupil-voice had indicated that it wasn't child-friendly. Whilst re-writing the policy, children added in additional subheadings such as: using gay as an insult and banter vs bullying. This policy is now available on the school website.

Finally, 'kindness to the wider world' had a focus on animals including the issue of animal cruelty. The PSHE/RSE lead developed links with two animal shelters and asked how we could help to contribute to their organisation. The organisations requested 'adopt me pleas' and sent to school photographs and mini-profiles of some of the animals in their care. This soon became a whole school activity. Once received the pleas were posted on their social media platforms and website and as a result, a number of the animals were adopted. Realising the impact of their work allowed the children to become extremely passionate and motivated and they found the statistics and facts regarding unwanted pets extremely saddening. This task captured the imagination of even our most reluctant writers.

Over the years, the children have developed links with EMTRAS and have created welcome/ introductory packs to welcome those into South Tyneside. Their packs included games (both to help aid the teaching of English and for pleasure), information about the area including free and/or low-cost activities), stationery and crafts, a letter with some information about the child who was creating the pack etc. From this, a member of staff who works for EMTRAS visited one of our worships to say thank you and give the children thank you letters and pictures from the children.

Children in Year 6 are given responsibilities around the school e.g. House captains, Vice House Captains, door monitors, milk monitors etc. They also train Year 3 children on how to use the gym equipment safely (with an adult present).

Our Year 5/6 sport-leaders support the younger children to encourage participation in physical activities.

A group of KS2 children are our eco- warriors. Their role is to visit all classrooms, twice daily to monitor classroom e.g. turning lights switches off, use of electricity, recycling and classroom tidiness to do our 'bit' and promote sustainability.

As part of their monitoring, there is a whole school display where the school is able to see how their class is doing. At the end of each week, the eco committee presents a winner during our whole school celebration worship and gives reminders if they have come across any issues. They also participate in delivering whole-school worships to raise awareness and understanding of eco-related matters.

Promoting different career choices is a focus of our curriculum. This is in response to many of our children's understanding of various careers being extremely limited. Therefore, to promote career aspirations, visitors have delivered assemblies regarding their specific career, children have attended career workshops; children interview visitors based on their role; and 'jobs' is a topic within PSHE curriculum. Our Y1 teacher (SLT) continues to develop links with the local community and Universities and has developed a pathway of careers which runs throughout our curriculum. Further activities are to include a 'Who had this job?' Assemblies where staff who have had previous jobs/roles discuss them and a careers day. She has had recent success when applying for Northumbria's Healthcare Mini Scrubs Project where our school will receive a set of the Mini Scrubs top and hats and a resource pack with information around all careers listed in the brochure along with information on size guides and how to clean the Mini Scrubs. This aims to provide the children with further insight to the varying careers within the NHS to develop a stronger awareness. This will supplement teaching our children than the broad term 'nurse' and 'doctor' constitutes to hundreds of roles. Although having said that, a number of our KS2 children have stated they want to become a neurosurgeon, physiotherapist etc. Nevertheless, a whole-school approach is needed to heighten the profile further. KS2 also participate in annual Step into the NHS days where they watch a range of speakers talk about their role and background. The PSHE lead is having talks with an ex- pupil who is now 30 and after suffering cancer is now an amputee. Since then, he has gained a wealth of sporting achievements and is the representative of Glasgow in professional sports hoping to compete globally. We believe this will provide children with further ambition especially since he was a pupil at this school. Similarly, the PSHE lead is also an ex-pupil and regularly talks about this to inspire the children that they can be successful in their ambitions/goals.

Our Poverty Proofing report stated: Those pupils asked, had a wide variety of ideas regarding their aspirations. "I have

plans I'm gonna work as an engineer and buy myself a warehouse and shop. “, “I wanna be a zoo keeper.”, “ I want to be a mechanic or a policeman” and “I’d love to be a scientist or a teacher because I’d like to help others.”

Children’s emotional needs are supported by regular small group and 1:1 wellbeing sessions and referrals when necessary to outside agencies. School also runs an early morning and lunchtime nurture session.

3 – range of activities and comprehensive provision targeted at those identified with low self esteem

5.4 What programmes do you have in place to promote resilience and inclusion for pupils?

Ethos of school

Our school vision ‘Encouraging one another and building each other up’ permeates school life. Our school values of: kindness, trust, forgiveness and friendship underpin this and promotes resilience and inclusion for pupils at all times. Through our vision and values we teach our children that everyone is unique and all differences should be respected. At the end of each academic year, a child from each year group is awarded our school values trophy for being an advocate of those values. The recipient of this award is voted for by the children.

Church of England school

Within our daily worships, parables and stories from the Bible help promote christian values such as perseverance. Our daily worships include periods of daily reflections which allow opportunities for children to reflect on themselves and their actions. We are a fully inclusive school and members of all faiths are invited to join in our Christian worships and prayers. We also invite the children and parents/carers of other faiths to speak to the children. For instance, a child who is a Muslim went to Abu Dhabi on a pilgrimage and then shared her experiences during worship. Another child brought in diva lamps and other sacred items that they use for worship at home.

High-quality PSHE/RSE curriculum

The PSHE/RSE lead planned, designed and resourced a whole-school curriculum tailored to the needs of our children/catchment area. Whilst the topics remain the same in each year group, the carefully planned and resourced content shows a clear progression of knowledge and skills. The curriculum provides opportunities for children to develop their resilience to be able to cope/manage daily stresses and challenges life can bring. It provides opportunities for children to think about their current mind-set and any negativity they may be feeling.

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The curriculum is inclusive and within a number of topics, it includes the teaching and understanding around protected characteristics. For instance, within jobs and careers, children will be exposed to examples of injustice which will allow them to develop their voice and show courageous advocacy.

Within our curriculum, staff use literature that is inclusive and diverse. During teaching and learning PowerPoints in any subject, staff are encouraged to move away from only using stereotypical images/photographs e.g. nuclear family, white Christian, a disabled person only ever being in a wheelchair etc.

Celebration of world-events

In addition to our PSHE/RSE curriculum, we take part in whole school activities and tasks based on world events such as mental health week, refugee week, diversity, anti-bullying etc. These events are always purposeful and compliment our curriculum by providing additional opportunities to promote children's understanding of world events.

Kidsafe

Throughout all KidSafe programmes and workshops, the message remains the same: if you have yucky feelings, talk to a trusted adult. Based on the design of the sessions, children feel empowered to use their authoritative voice. Over time, children develop their level of resilience to be able to identify when they are having yucky feelings and if they are put in a situation that brings a level of discomfort. A number of staff have commented on the improvement of the children's level of resilience improving, particularly with EYFS children who are now able to articulate their feelings and develop conflict resolution strategies.

Blue Jay Wellness Mindfulness

The children take part in daily 10-minute mindfulness activities during which children are encouraged to develop breathing and yoga techniques to help regulate their mind and body. This is part of a pilot scheme funded by Sunderland University. All activities are PPT led and have tutorial videos that have been made by our yoga instructor.

Healthy Minds Workshops

Work with Healthy minds has developed and the subject lead has now timetabled a range of workshops across the year with a number of year groups. Some of the workshops involve six-week programmes and others are 1-hour workshops. This is something we will continue on a yearly rolling programme. For example, Y3/4 complete a 6-week programme called 'We Eat Elephants' which develops their ability to identify, relate and cope with various emotions. Y5 has a transition workshop and Y6 complete an exam stress workshop.

**School council**

School council members regularly meet up to discuss pupils' views and ideas for school improvement. From this, actions are then taken to meet the needs of the requests. The school council is inclusive and members are chosen by the pupils themselves. They take part in a democratic vote during elections which are held on an annual basis. The elections mimic real elections due to the PSHE/RSE loaning election equipment ie polling booths from the town hall.

Healthy Schools Champions

Being a member of the Healthy School Champions Group gives children the opportunity to develop organisational and teamwork skills which supports a growth in confidence whilst creating resources and lesson activities to present information and workshops to their peers. The group has for example worked alongside the PSHE/RSE lead to deliver a worship and create resources around the mental health week theme of your voice matters. This theme lent itself to an opportunity to make links with courageous advocacy and protected characteristics. It was planned to ensure each year group were given a protected characteristic to focus on. They created resources to demonstrate how mental health can be impacted upon due to the discrimination of protected characteristics. To support this the children investigated examples of people who have challenged injustice. Tasks included Year 6 creating an inclusive disabled logo and designing hidden disabilities posters that could be placed on public transport. These posters were sent to Kate Osbourne MP and local transport companies and were shared by Kate Osbourne on social media.

FAB Awards/ work around Anti-bullying

Our work around anti-bullying (links to KidSafe) encourages children to stand up against injustice and promote unity/solidarity of bullying not being tolerated at Jarrow Cross. Receiving a trophy at the FAB awards ensured the children saw their work acknowledged and inspired them to continue promoting this important message.

Sensory Adjustment

The staff have recently attended Sensory Adjustment Training- CPD training from 'Tree Top'. This training supported staff to develop strategies for identified children and to ensure children receive a daily sensory diet which involves movement breaks and activities.

Tasks involve use of gym balls, space hoppers, resistance bands, soft thistle brushes etc. An example of a sensory adjustment movement task is to complete a jigsaw whilst balancing on a peanut ball.

Our KS1 corridor has now been transformed into a sensory corridor that is accessible to all children who require opportunities for regulation. There are a number of apparatuses attached to the wall catering for all of the senses as well as a floor-sticker obstacle course.

<p>Nurture Room</p> <p>We have a 'nurture room' which children have access to during the lunch time which is aimed at those children who may find the busy lunchtime period difficult. It is supervised by a member of staff who encourages and promotes taking turns and communicating effectively with one another.</p> <p>The nurture room is also used throughout the school day to hold: 1:1, small group wellbeing sessions and also an early morning nurture group who may find the morning transition from home to school difficult. These sessions are child-centred and their voice helps dictate/shape the direction of the work/activities undertaken. Parents views are sought before sessions begin and children's wellbeing is assessed at the beginning and the end of these sessions.</p> <p>Thrive Based School</p> <p>Both the headteacher and safeguarding lead attended Thrive training. The Thrive approach is applied day-to-day to support behaviour based upon a long-term nurturing and reflective approach.</p> <p>Attending Newcastle Royal Theatre annually</p> <p>Each year, KS2 attends the theatre to watch the annual pantomime. There is a small charge and some families are not required to pay to ensure that all children are able to attend this experience. EYFS and KS1 also attend appropriate age-related activities.</p> <p>"This was highlighted in our recent Poverty Proofing inspection report which highlighted pupil voice: "All of Key Stage 2 went to Theatre Royal to see Pinocchio." The panto is a cost to parents but is heavily subsidised by school and no child misses out due to non-payment. There is plenty of notice given and there are payment plans that can be set up for families. In addition to this, younger pupils have an in-school experience." Other cultural capital experiences were also highlighted in the report which stated: Opportunities for pupils to enhance their cultural capital extend to other trips. "We have been on a trip every year in our education." "Went to Jarrow school to do a forensic thing we looked at fingerprints." "We went to the Hancock Museum." Furthermore, there are trips that are free for pupils. "We all went to the cinema to see the Mario movie – it was free." Other pupils explained of their trips which they enjoyed, "we went to the dairy milk farm, saw the baby cows and made our own butter." On the whole, pupils felt if they did not pay for the trip they would still attend. "Sometimes we pay and if you don't pay you still go."</p>	
<p>5.5 What opportunities do you provide for pupils to raise issues confidentially?</p>	
<p>School Ethos</p> <p>Our school ethos and motto highlights school being a safe place to raise issues confidentially- "Encourage one another and build each other up." This is confirmed in our latest SIAMs inspection report.</p>	<p>3</p>

**Nurture Room**

We have a 'nurture room' which children have access to during the lunch time which is aimed at those children who may find the busy lunchtime period difficult. It is supervised by a member of staff who encourages and promotes taking turns and communicating effectively with one another.

The nurture room is also used throughout the school day to hold: 1:1, small group wellbeing sessions and also an early morning nurture group who may find the morning transition from home to school difficult. These sessions are child-centred and their voice helps dictate/shape the direction of the work/activities undertaken. Parents views are sought before sessions begin and children's wellbeing is assessed at the beginning and the end of these sessions.

Worry box

In most classrooms, a worry box is present where children are able to write their worries and concerns freely. The boxes are checked by staff and act accordingly. There is also a worry box outside of the nurture room and the staff who work in there regularly check.

KidSafe

As part of the Kidsafe programme, the children are introduced to a puppet named KS which is the mascot for the organisation. The children are familiar with the puppet and can find it a comfort to speak to him freely. This is especially helpful in supporting the more reserved children.

3 – students are aware that they can raise issues confidentially, informed of where to do so and are actively encouraged and directed to do this



6. Provision of Support Services for Children and Young People [\(see guidance\)](#)

6.1 What arrangements are in place to help families to access specialist services? (add rows as necessary)		
Healthy relationships	Meetings and referrals are held/made to: Healthy Minds Safehands RESTART Escape Interventions	2
Healthy weight	Meetings and referrals are held/made to: School Nursing Service	2
Domestic abuse	Meetings and referrals are held/made to: Safehands RESTART	2
Loss and bereavement	Meetings and referrals are held/made to: In house	2
Mental/emotional health	Meetings and referrals are held/made to: Healthy Minds Lifecycles Escape	2
Young carers	Meetings and referrals are held/made to: Young Carers	2
School nursing	Meetings and referrals are held/made to: Referrals to service	2



7. Staff: CPD and Health and Wellbeing Needs [\(see guidance\)](#)

7.1 List the CPD opportunities that school staff have accessed for the following topics in the last three years and how this training has been utilised. (add rows as necessary)		
Topic	Training completed and how applied	
PSHE	<p>Healthy Schools Meetings (Termly) Information is shared with the head teacher. The PSHE/RSE subject lead implements any changes or additions to the PSHE/RSE curriculum to optimise our teaching and learning. For instance, created a group of Health Champions, invited Tumbles and Grumbles in based on recommendations etc. During those meetings, the PSHE/RSE has hosted a number and has shared good practice within those.</p> <p>KidSafe annual refresher (March 2024) The PSHE/RSE lead ensures that the two members of staff who are trained are kept up-to-date with the latest content and resources available to implement during timetabled KidSafe sessions. From this, changes to the curriculum have been made. E.G. Y5 and Y6 will no longer receive the six-week programme but access more age appropriate workshops such as: knife crime, anger management, domestic violence and sexual abuse.</p> <p>Sensory Adjustment – Tree Tops (February 2024)</p> <p>Stonewall Training module (2024) Tackling Anti-LGBTQ+ Language and Bullying (completed) In the next staff meeting which focuses on PSHE/RSE, the information the subject lead has collated from the course will be shared with staff. During this meeting, staff will receive a refresher and complete tasks/activities for</p>	3



	<p>the terminology. A review of our incident logs to record any incidents linked to LGBTQI+ has undergone to ensure the form is up-to-date. The subject lead ensures that the teaching and learning of this topic is diverse and there are links weaved into different PSHE/RSE topics such as bullying, protected characteristics etc. Staff ensure that their reading libraries have books that are inclusive and promote diversity.</p> <p>Stonewall Training module (2024) Improving LGBTQ+ Young People's Mental Health and Wellbeing (currently doing) The next staff meeting with a focus on PSHE/RSE will involve sharing statistics and information.</p> <p>Thrive (2019) Both the headteacher and safeguarding lead attended Thrive training. The Thrive approach is applied day-to-day to support behaviour based upon a long-term nurturing and reflective approach.</p> <p>PACE (2023) SLT have attended PACE training organised by the Virtual School. This focused on children who have suffered adverse childhood experiences and the impact it has on behaviour. This training has then been rolled out to staff.</p> <p>Courageous Advocacy (2022-23) The head teacher, deputy and the RE and PSHE lead attended training ran by the Diocese. This training was then rolled out to the rest of the staff. Courageous Advocacy focuses on providing opportunities for children to develop responsibilities and be global citizens by using their voice to challenge injustice in an impactful way.</p> <p>3 - whole team awareness raising and specialists</p>	
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RSE	<p>Healthy Schools Meetings (Termly) Information is shared with the head teacher. The PSHE/RSE subject lead implements any changes or additions to the PSHE/RSE curriculum to optimise our teaching and learning. For instance, created a group of Health Champions, invited Tumbles and Grumbles in based on recommendations etc. During those meetings, the PSHE/RSE has hosted a number and has shared good practice within those.</p> <p>KidSafe annual refresher (March 2024) The PSHE/RSE lead ensures that the two members of staff who are trained are kept up-to-date with the latest content and resources available to implement during timetabled KidSafe sessions. From this, changes to the curriculum have been made. E.G. Y5 and Y6 will no longer receive the six-week programme but instead access more bespoke teaching of the workshops covering knife crime, anger management, domestic violence and sexual abuse.</p> <p>Stonewall Training module (2024) Tackling Anti-LGBTQ+ Language and Bullying (completed) In the next staff meeting which focuses on PSHE/RSE, the information the subject lead has collated from the course will be shared with staff. During this meeting, staff will receive a refresher and complete tasks/activities for the terminology. A review of our incident logs to record any incidents linked to LGBTQI+ has undergone to ensure the form is up-to-date. The subject lead ensures that the teaching and learning of this topic is diverse and there are links weaved into different PSHE/RSE topics such as bullying, protected characteristics etc. Staff ensure that their reading libraries have books that are inclusive and promote diversity.</p>	3
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	<p>Stonewall Training module (2024) Improving LGBTQ+ Young People's Mental Health and Wellbeing (currently doing) The next staff meeting with a focus on PSHE/RSE will involve sharing statistics and information.</p> <p>EYFS's Leads Training Sessions focused on physical activity</p>	
Healthy Weight	<p>Healthy Schools Meetings (Termly) Information is shared with the head teacher and PE lead. The PSHE/RSE subject lead implements any changes or additions to the PSHE/RSE curriculum to optimise our teaching and learning. For instance, created a group of Health Champions.</p> <p>OPAL Training Whole school Training on 6th June. Teaching assistants are now timetabled on the school yard each lunchtime to model and encourage children to participate in physical activities.</p> <p>Teach Active (April 2024) Although this training has not been applied yet due to the upcoming meeting, we know that upon training, we are going to embed Teach Active within a number of subjects to encourage active learning in EYFS-Y6.</p> <p>EYFS's Leads Training Sessions focused on physical activity</p> <p>PE Network Meetings Regular meetings are held within the local authority.</p> <p>SIAM's Inspector updates Our deputy head is also a SIAM's inspector and regularly updates staff on areas of focus surrounding SMSC.</p>	3



	PE CPD To improve the delivery of high-quality PE.	
Emotional Health & Wellbeing	Healthy Schools Meetings (Termly) Information is shared with the head teacher. The PSHE/RSE subject lead implements any changes or additions to the PSHE/RSE curriculum to optimise our teaching and learning. For instance, created a group of Health Champions, invited Tumbles and Grumbles in based on recommendations etc. During those meetings, the PSHE/RSE has hosted a number and has shared good practice within those. KidSafe annual refresher (March 2024) The PSHE/RSE lead ensures that the two members of staff who are trained are kept up-to-date with the latest content and resources available to implement during timetabled KidSafe sessions. From this, changes to the curriculum have been made. E.G. Y5 and Y6 will no longer get the six-week programme due to the judgement of those cohorts requiring more bespoke teaching of the mature workshops such as: mental health and wellbeing. Y3/4 will now receive the 12-week programme rather than the 6 week to be able to strengthen their understanding of the 6 week FP1 programme in year 2 to evidence progression of skills. Stonewall Training module (2024) Tackling Anti-LGBTQ+ Language and Bullying (completed) In the next staff meeting which focuses on PSHE/RSE, the information the subject lead has collated from the course will be shared with staff. During this meeting, staff will receive a refresher and complete tasks/activities for the terminology. A review of our incident logs to record any incidents linked to LGBTQI+ has undergone to ensure the form is up-to-date. The subject lead ensures that the teaching and learning of this topic is diverse and there are links weaved into different PSHE/RSE topics such as bullying,	3

	<p>protected characteristics etc. Staff ensure that their reading libraries have books that are inclusive and promote diversity.</p> <p>Stonewall Training module (2024) Improving LGBTQ+ Young People's Mental Health and Wellbeing (currently doing) The next staff meeting with a focus on PSHE/RSE will involve sharing statistics and information.</p> <p>Thrive (2019) Both the headteacher and safeguarding lead attended Thrive training. The Thrive approach is applied day-to-day to support behaviour based upon a long-term nurturing and reflective approach.</p> <p>PACE (2023) SLT have attended PACE training which focused on children who have suffered adverse childhood experiences and the impact it has on behaviour.</p> <p>SIAM's Inspector updates Our deputy head is also a SIAM's inspector and regularly updates staff on areas of focus surrounding SMSC.</p>	
Domestic Abuse	<p>Healthy Schools Meetings (Termly) Information and signposting are shared with the head teacher. The PSHE/RSE subject lead implements any changes or additions to the PSHE/RSE curriculum to optimise our teaching and learning.</p> <p>KidSafe annual refresher (March 2024) The PSHE/RSE lead ensures that the two members of staff who are trained are kept up-to-date with the latest content and resources available to implement during timetabled KidSafe sessions. From this, changes to the curriculum have been made. E.G. Y5 and Y6 will no longer get the six-week programme and will have a domestic violence specific workshop.</p>	3



	<p>Operation Encompass A police officer from our ward/area worked with both the headteacher and PSHE/RSE lead to explore how the Operation Encompass lessons can be used in school. From this, the police officer and PSHE/RSE lead team-taught an Operation Encompass session in Y2. From this, the lead ensured the lessons were embedded within the teaching and learning (3 lessons by the end of KS1 and 3 lessons by the end of KS2).</p> <p>Courageous Advocacy (2022-23) Training was delivered to the head teacher, deputy and the RE and PSHE lead. Training was then delivered to the rest of the staff. This focuses on providing opportunities for children to develop responsibilities and be global citizens by using their voice to challenge injustice in an impactful way.</p>	
Safety (inc e-safety)	<p>Healthy Schools Meetings (Termly) Information is shared with the head teacher and computing lead. The PSHE/RSE subject lead implements any changes or additions to the PSHE/RSE curriculum to optimise our teaching and learning.</p> <p>KidSafe annual refresher (March 2024) The PSHE/RSE lead ensures that the two members of staff who are trained are kept up-to-date with the latest content and resources available to implement during timetabled KidSafe sessions. From this, changes to the curriculum have been made. Y3/4 will now receive the 12-week FP2 programme rather than the 6-week to be able to strengthen their understanding of the 6-week FP1 programme in year 2 to evidence progression of skills. Within those sessions, there are a number that focus on online safety including age-ratings of games and films.</p> <p>National Online Safety for Staff and Practitioners (April 2024) All staff completed this training to ensure that they are kept up to date with the benefits and risks when 'online' both as an adult and child.</p>	3

	<p>Online safety Local Authority based training (2024) Mike Hamilton delivered in person staff training to raise awareness of the possible scams a school can face, as well as personally. It allowed staff to be aware of the risks and signs of scams and fraudulent behaviour.</p> <p>Local Authority Safeguarding training (annually) Staff were made aware of the local statistics linked to safeguarding and child protection issues. There was a recap on county lines and different types of abuse and the signs to look out for.</p> <p>Safer Recruitment Training Our deputy head attended this training.</p> <p>SIAM's Inspector updates Our deputy head is also a SIAM's inspector and regularly updates staff on areas of focus surrounding SIAMs.</p>	
7.2 Give an example of something that has changed because of any of the above training?		
<p>Since attending the latest Kidsafe annual refresher training in April, the PSHE/RSE lead has amended the timetable. This new timetable incorporates the newer workshops and programmes which are now available. EYFS will receive the EYFS FP1 programme which runs for 6 weeks. Y1 will not receive any Kidsafe sessions but instead will complete 3 Operation Encompass lessons. Y2 will complete the FP1 6-week programme and Y3/4 will receive the FP2 12-week programme in addition to the 'recognising the impact and harm that can result from watching/playing inappropriate games/films' workshop. Instead of Y5 and Y6 receiving programmes, they will receive three one-hour workshops that are better suited to the cohort's maturity and local trends. Y5 will receive the positive mental health, anger management and peer pressure workshops and Y6 will receive the sexual abuse, knife crime and domestic violence workshops.</p> <p>3 – influencing of other staff members, changes made to whole school approach and embedded in policy/curriculum</p>		3



7.3 What is in place to support staff wellbeing? Do you take part in the Better Health At Work Award?	
<p>We have a 'Staff Wellbeing' policy that is applied and outlines the support available and given to staff.</p> <p>As part of our school insurance, our school can refer staff to access a variety of wellbeing services including free counselling, physiotherapy and a health check.</p> <p>The SLT team has worked hard to reduce the workload of staff. For instance, they have amended policies such as our marking one to encourage on-the-spot marking, verbal feedback and class-marking sheets.</p> <p>Staff are given extra periods of time alongside their PPA to complete reports etc. Staff who have added responsibilities are also given periods of time to complete those extra duties.</p> <p>Since 2022, PPA has changed to allow staff to have one day PPA every two weeks to optimise staff's productivity and wellbeing. Staff work from home.</p> <p>The headteacher allows us to have one wellbeing day per academic year which allows staff to spend time with family and friends. In addition to this, she provides teaching assistants and HLTA's with an additional afternoon off in the month leading up to Christmas to provide them with an opportunity to organise/prepare for Christmas.</p> <p>The headteacher is flexible and understanding for staff attending medical appointments and their children's educational events e.g. graduations, nativities, stay and play etc.</p> <p>Previously, two members of staff took lead on the Better Health at Work Award, although we did not get it finalised/complete. They placed informative leaflets about health in our staffroom, as well as a file of healthy recipes etc. From this, they implemented dinner time walks and runs to help staff's well-being. Although they are no longer in school, staff members brought in their old treadmill and cross trainer and we challenged ourselves to reach a certain amount of miles/KM.</p>	4
7.4 How is mental health and wellbeing support visible to staff within your school setting?	

Our head teacher offers all members of staff one wellbeing day a year and an additional afternoon for teaching assistants and HLTA's on the run up to Christmas.

PPA is now ran on a two-weekly basis, where teachers get a full day to plan and prepare. Additional time is given for report writing and subject-lead responsibilities.

SLT have regular meetings where opportunities to improve wellbeing and reduce workload are discussed and where possible/appropriate, implement changes e.g. marking policy etc.

In the past, we set up a 'weigh and save' club for staff who want to join. This club involves sharing healthier recipes, discussing exercises and monitoring of your individual weight. Also, staff organise lunch-time walks and runs. Staff members have brought in their old cross trainers and treadmills and have challenged themselves to reach a certain amount of miles/KM.

Both SLT and the head teacher provide on occasion healthy, balanced breakfasts and buffet lunches to encourage staff to share lunch together and show appreciation.

We also ensure that we organise staff nights-out to help strengthen and maintain relationships outside of work. In addition to this, year groups organise days out to celebrate the hard work and efforts to help switch off during the holidays.

All staff and visitor toilets have free sanitary and hygiene products (pads, tampons, hair brush, mouth wash, deodorant and body spray).

Within our office, we have a 'meme' board with humorous images and tongue in cheek comments that link to every-day school life to uplift others. It is interactive where staff can add their own comments/meme.

Within our staff room, we have a 'Glimmer' display board. Glimmers refers to positive/happy moments. At the end of each week, staff are encouraged to write their glimmer to encourage staff to reflect and focus on a positive moment/event especially after facing a challenging week.

As well as this, we have a display where staff can write down TV/streamed programmes and film recommendations.

We are fortunate enough to receive a dozen copies of The Happy News which is a newspaper filled with positive stories/articles and staff have access to reading them.

2

2 – support is visible to staff and actively encouraged

7.5 Are staff able to access regular supervision sessions with a mental health lead?



<p>The head teacher ensures staff are aware of the counselling available privately through the school Insurance and will support and help with that procedure for anyone who feels they may require that service.</p> <p>Also, through the school Insurance Policy a Health Check has been offered to all staff as well as this, staff with medical issues have been able to access private consultations.</p> <p>In addition to this, our head teacher and safeguarding lead has an open-door policy where any concerns surrounding their mental health and any day-to-day challenges can be discussed and supported to the best of their ability. If it goes beyond their limit/role, they will signpost staff to external agencies for support.</p> <p>Our head teacher also holds meetings with the safeguarding lead which are known as 'Supervisions' where the safeguarding lead is able to reflect on the children and discuss how she is feeling.</p> <p>Due to being a two-form entry school, and Y3/4 being three-form, staff build secure relationships with their year group team and due to them having a shared understanding/awareness of a child's circumstances whilst maintaining confidentiality beyond those, staff are able to talk to one another as a form of support to ensure they can then support those children effectively. Therefore, within our teams, we also have professional supervision.</p> <p>The Safeguarding Lead and Head Teacher participate in supervision sessions.</p> <p>2 – attendance at sessions is encouraged, and sessions are carefully planned to allow staff time and space to attend</p>	2



8. Partnerships with Parents/Carers and the Wider Community [\(see guidance\)](#)

8.1 List the external agencies and partners that support the setting in delivering the curriculum and extended services. (add rows as necessary)					
PSHE (inc. RSE)	Healthy Eating	Physical Activity	Emotional Health & Wellbeing	Other	5
KidSafe	Dentist	Cycling Proficiency	Thrive	EMTRAS	
Operation Encompass	Budget Bites	REAL P.E.	Kidsafe	Hebburn Helps	
RNLI	Henry Programme	South Shields FC	Matrix/STARS drug and alcohol recovery service	Church: Debt support Warm Places Employment support	
NSPCC	The Key Project	Sunderland Foundation	Whist	St Vincent de Paul society	
Cycling Proficiency		Durham Cricket	Early Help Outreach		
Primary Picture News		Gymnastic Coach	Children Centres/ Family Hubs		
Healthy Minds		Blue Jay Mindfulness	Life Cycles		
EMTRAS			Healthy Minds		
Thrive			CYPS		
Childline			Probation		
Show Racism the Red Card			The Key Project		
Reducing accidents at Play			Impact Family Services		
Tumbles and Grumbles			NSPCC		
Primary Enterprise			Escape Intervention		
The Happy News			CAHMS		
			Blue Jay Mindfulness		



8.2 How do you ensure external agencies are suitable to support the curriculum?			
Both SLT and subject leads ensure that those agencies and the content of resources continue to remain suitable. Discussions are held with agencies before the sessions begin. All statutory DBS checks etc are completed for all outside agencies. In addition, our PSHE/RSE lead attends regular healthy school's meetings and is in communication with the Local Health Practitioner where signposting is given and we can offer those to our parents. Referrals to outside agencies are discussed before being processed.			2
8.3 Give details of sessions provided to parents/carers to raise health awareness. Add rows as necessary.			
Subject	Date	What was offered?	4
Healthy Eating	29.4.24	Budget bites - School Catering Service	
Lifestyle choices	4.9.24	Healthy Minds sessions and referrals	
Emotional well being	14.2.24	Whist Healthy Minds	
Parenting	ongoing	Triple P Early Birds Early Help Referrals	
8.4 What sources of support does the school refer parents/carers to? Add rows as necessary			
Agency	Service Offered		5
Young Carers	Group work for children		
Matrix/ Stars	Drugs and Alcohol		
Early Help Outreach	Parenting support		
Life Cycle/ HMT or Escape Intervention Service	Children's mental health/ well-being		
CYPS	Assessment framework and post diagnostic support		
The Key Project	Family mediation and attachment support		

9. Assessing, Recording and Reporting the Achievements of Children and Young People [\(see guidance\)](#)

9.1 How does the school assess and report on pupils' progress and achievement in PSHE/RSE?	
<p>The PSHE/RSE lead has a file containing evidence of activities completed in relation to National and Local Events. PSHCE is assessed on a termly basis using the objectives that can be measured and separated into EYFS, KS1, LKS2 and UKS2. From this, we evaluate and review any areas that require an increase in focus. From this, the curriculum may be amended due to having the luxury of having our own bespoke/designed curriculum because it gives us greater autonomy and flexibility for instant change.</p> <p>We follow a cross-curricular curriculum where PSHE/RSE objectives are met in a variety of areas: science, literacy, R.E., maths etc in addition to our discrete weekly teaching of it. This allows the children to develop the skills and knowledge further.</p> <p>The PSHE/RSE lead ensures staff complete an evaluation form (termly) to inform the lead of what has worked well, if they thought any changes could be made or any, they have made to the lessons e.g. a video no longer working or content was not suitable to that particular cohort based on maturity etc. It also provides an opportunity for staff to raise awareness to any missed opportunities e.g. a visitor coming in to strengthen the topic or make further links to jobs and careers within that topic.</p> <p>Our website has a separate page for our school council. The page contains information about the members, meetings and on-going visits.</p> <p>On our website, we have class pages which inform parents/carers on the current topic and the learning opportunities. We regularly update these pages on a monthly basis ensuring that they contain videos, photographs, examples of children's work etc.</p> <p>In addition to this, we have Dojo where whole-school messages, information and events are posted on the whole-school feed but each class has their own separate feed where photographs, videos and information is posted on a daily basis so that the parents are kept updated. Year/class specific events are posted onto the feed and reminders are given to increase the chance of optimum parental/carers attendance to events. Parents/carers have spoken highly of the use of Dojo because it allows them to get a picture of what their child is doing.</p>	<p>3</p>

For any whole-school events such as Mental Health Week, Anti-bullying week, FAB awards, Refugee week etc are used to complement and strengthen the PSHE/RSE curriculum and help form judgements of children's awareness and maturity of each of the topics.

Whole school events are reported via Dojo and the website to develop a collaborative approach to encourage parents/carers to be a part of their learning and complete any related discussion-based activities at home with their child.

Whole school achievements such as receiving the FAB Awards, recognition of our school council work with EMTRAS and Hebburn helps etc, are presented in whole-school workshops and on all online platforms.

At the end of the academic year, a child from each year group is presented with a values award/trophy for recognition of following, showing and promoting/being a role model of our four school values.

Our report template now has a section on it to allow pupils to write a comment based on their achievements and memories, as well as a section for pupils to write about their ambitions and future career they hope to have.

9.2 How does the setting celebrate the achievements of pupils?

The achievement of pupils is celebrated wherever and whenever possible. Those achievements are acknowledged and celebrated both face to face through day-to-day feedback, worship, achievement awards, parent engagement events performances & presentations and online through our website, newsletters, postcards sent out to parents, Dojo and on occasions in Newspapers e.g. FAB awards attendance.

As a school, we set up a whole-school Dojo reward system. Once a child receives a certain number of points, they receive a reward such as: stationery, extra play time, dinner with your teacher etc. In addition to this, we also have a class reward system running alongside this and those rewards are things like: extra play time, non-uniform day, movie day, free time etc.

Each week, a child from each class will receive 'class award of the week' and they can be given for a number of reasons. They receive a certificate and prize during celebration worship. Those prizes can be: stationery, bookmarks, books, gift vouchers etc. At dinner time, the children attend 'top table', where they have their dinner with a member of the senior management team. They also visit the head teacher's office to get a photo taken to put on our website. A text message is then sent out to their parents/carers to make them aware.

Another initiative is 'star readers'. Every half-term two children from each class who are regular readers at home are

given a prize (usually a book) during celebration worship. We were aware that some children do not have the opportunity to read with a parent/carer, so we provided autonomy for those children to write in their reading journal themselves, and if they find writing challenging, simply put the date they have read.

We hold incentive days every half-term. For which two children from each class are chosen. This could be due to putting in 100% effort, behaviour, academic progress, sporting, courageous advocacy, being a positive role-model, personal targets being achieved etc. Children who receive this are able to attend a sports-based activity. So far, children have been to Gravity Force, Jump 360, St James Park and have experienced wall climbing, orienteering, curling etc.

We hold a sports ceremony annually where children receive a medal for their sporting achievements. Throughout the school year staff maintain a log of children who have taken part in clubs, competitions etc and children are awarded in a ceremony to which parents are invited.

Attendance assemblies are held termly, parents are invited to attend and celebrate their child/children having 100% attendance or much improved attendance. The children receive a prize and a certificate. Parents also receive prizes in recognition of their hard work in ensuring their children's excellent attendance. Whilst we hold this, we are aware of sensitivity towards the children who may have low attendance through no fault of their own which is why we have now introduced awards for improved attendance. Families are supported with school attendance in a variety of ways e.g. occasionally picking up and dropping children off. In light of this, make referrals to external agencies such as Life Cycles and CPYS and for those children who are finding routines and getting to school tricky, flexible/soft starts.

Every year, each year group hosts a celebration event in which parents are invited to come to school and view the children's work. The children's books are available for parents to view, art work is showcased, video clips are played and a range of activities are planned for parents to participate in alongside their parents.

Annually, we present our School Values Award. We ask the children to vote for a pupil in their year group who they believe follow our school values as a matter of course. The children take complete ownership of this and base their decision on our four key values: trust, honesty, forgiveness and friendship. The children receive their award during the last celebration worship of the year.

Weekly, our eco-committee/warriors, present an award to the class which has followed our eco- rules. The winning class receives an eco-token. At the end of the year, the class with the most tokens wins an eco-trophy and self-validation that they are responsible citizens.



9.3 How do you plan on sharing what you have achieved during your Healthy Schools Award with your school community?

We plan on sharing this with all staff during our meeting to congratulate staff on a team-effort and our whole-school achievements. We will also make our lunchtime supervisors and kitchen staff aware because they too are a part of our success in achieving this award.

We plan on sharing this with the whole school during whole school worship. We will discuss the context surrounding the award.

We will also talk about what the children should be proud of, how well they represent our school.

Information will be sent out via our newsletter to parents, Dojo and latest news on our website.

The logo for Healthy Schools will be displayed on all school correspondence.

End of Application

08/05/24 – 194 – achieved – KA

Excellent submission! 3.5 shared with poverty team as example of good practice.