



Parents as Partners:

**A collaborative
approach to a shared
journey**




Hackney's Diverse Curriculum- the Black contribution

Orlene Badu




What the curriculum seeks to address:

- 
- Myths about the meaning of “decolonisation”
 - Ensuring a diverse curriculum for **all** pupils
 - Responding to pupil and parent voice
 - Pupils understanding the local and global perspective
 - The ability to diversify, decolonise, make the curriculum more inclusive, **and** meet national curriculum requirements.
 - Ensure children develop a strong sense of Social Justice and know how to positively impact on their own communities
 - Not the work of History teachers alone- across subjects is key
 - Deepen racial literacy of all staff, governors and stakeholders
 - Pupil wellbeing and sense of belonging
 - Racial Literacy of young people




What is available

- 
- There are nine units of work available
 - Each Unit has six weeks of lesson plans
 - They have been created by teachers, for teachers
 - Teachers were trained on what to include- what the drivers were for this piece of work, how to meet NC expectations
 - They cover Early Years to KS4
 - They provide a model of best practice



Next steps:

- 
- Gathering feedback evaluating the units of work
 - Consideration of rolling out further plans
 - Training for school staff on how to diversify their own curriculum
 - Work with schools to develop their own curriculums

LO: Explain the early experiences of migration to the British Isles

Think like a historian!

Think, Pair, Share:
What does this tell us about British identity today?



David Olusoga

*The divisions between so called black history and so-called mainstream British history are becoming unstable and unhelpful. Black British history cannot be understood just as the history of the black experience. It is a complex history about black Britons, but also a history of white people, both the notorious architects of racism and slavery and of the millions of ordinary British people who, despite the ebbs and flow of racism, welcomed people of African descent into their lives and their families. **Black British history is everyone's history and is all the stronger for it.***



Cartoon depicting BLM protests in Bristol 2020

Extended writing

Write a letter to David Olusoga explaining why it is important to study Black British history

Sentence Starters

Dear David Olusoga,

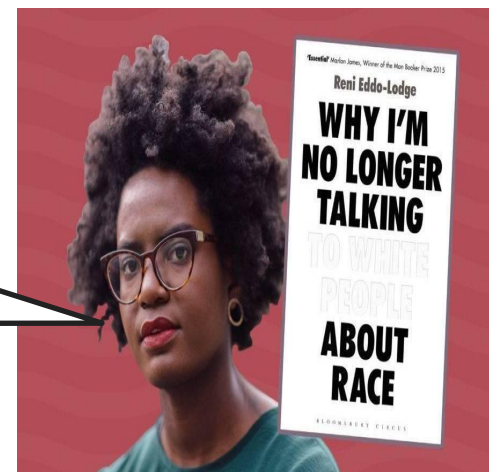
I am writing to you as a Year 9/10 History student who has read from your book 'Black and British'. I agree that it is important to study Black British history because...



"Faced with a collective forgetting, we must fight to remember."

Key Factors

- Race
- Empire
- Identity
- Migration





Units of work:

EYFS

When I Grow Up

KS1 & KS2

Activism
Untold Stories
Windrush
Generation

Windrush past
and present

KS3 & KS4

Writing the
Stories of our
lives
British Identity
Diversity in the
Science
Curriculum

Windrush: an
exploration of
British History



Hackney Education's work to reduce exclusions

Chris Roberts



What is an exclusion?

- Pupils can excluded from school either for a fixed period (also known as suspension) or permanently
- It is a disciplinary measure
- Must be for a breach of the schools behaviour policy
- Balance of probabilities not beyond reasonable doubt
- Only the head teacher can exclude a pupil
- The decision must be lawful, rational, reasonable, fair and proportionate
- Parents have the right to make representations to governing bodies regarding an exclusion



Who is excluded from school?

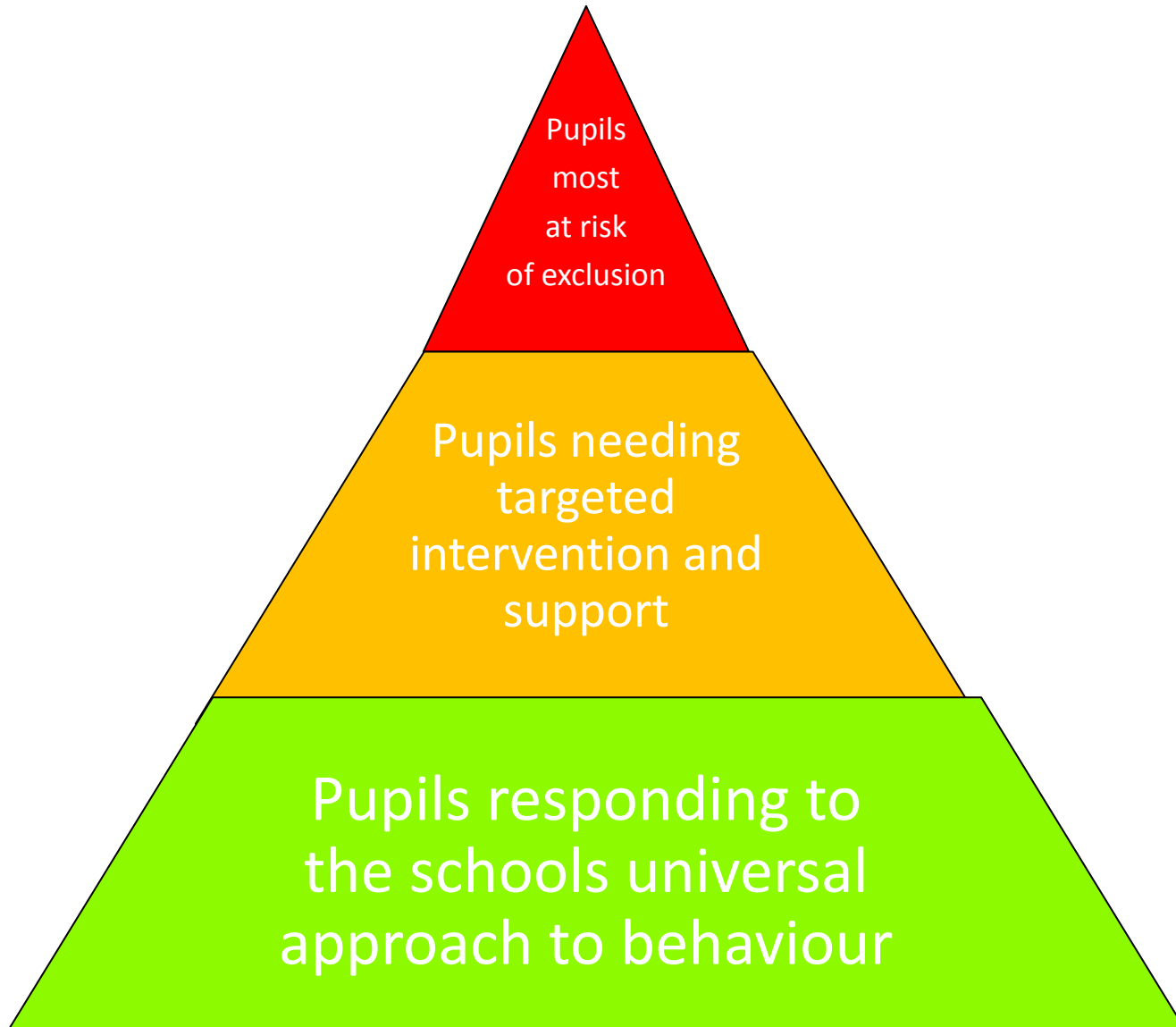
- Any pupil can be excluded from school, however ...
- Some pupils more vulnerable to exclusion than others.
- These include:
 - Black Caribbean pupils
 - Gypsy Roma traveller pupils
 - Boys
 - Pupils on free school meals (FSM)
 - Pupils with special educational needs (SEN)
 - Pupils with a social worker
- Timpson review of exclusions (2019) found
 - 78% of permanent exclusions in England were to pupils who had either SEN, FSM or a social worker. 11% had all three




Why are some children more likely to be excluded?

- Interwoven factors account for why some children are more likely to be excluded than others
- In-school factors eg.
 - Policy & practice in schools (eg. SEND, behaviour policy)
 - Wider school systems (eg. FAP, AP and behaviour support)
- Out of school factors (family and community) eg.
 - Poverty
 - Substance misuse
 - Individual child and family circumstances (e.g. trauma)
- No silver bullet to reducing exclusion
- Need to identify and address underlying factors
 - Finding the right response to the right factor
 - Early intervention and support is key


Responding to vulnerability to exclusion





What is Hackney doing to support schools to reduce exclusion?

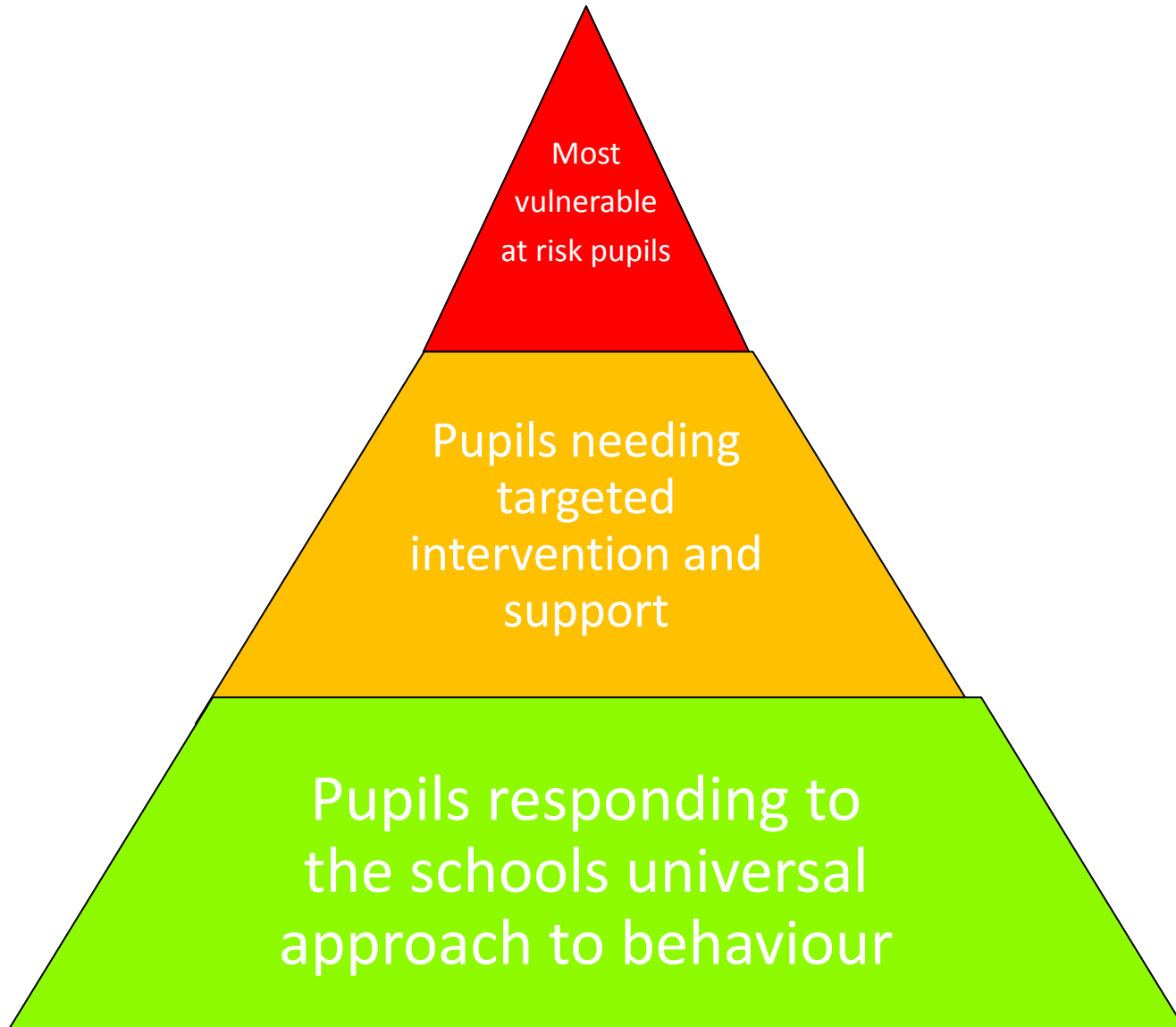
- Supporting schools by:
 - Organising network meetings with school leaders responsible for behaviour and wellbeing
 - Delivering trauma awareness training
 - Delivering unconscious bias training
 - Developing the Hackney diverse curriculum
 - Carrying out exclusion reviews in schools
 - YBM audits
 - Supporting mental health and wellbeing
 - Developing our SEN offer



What is Hackney doing to support schools to reduce exclusion?

- Supporting individual pupils vulnerable to exclusion by:
 - Specialist assessments and advice
 - Re-engagement Unit
 - Behaviour support in primary and secondary schools
 - Supporting transition from primary to secondary school
 - Sharing information between primary and secondary schools
 - No Year 7 permanent exclusion initiative
 - Focused work to get pupils off to a good start
 - Young Hackney mentoring and support
 - New Regent's College
 - Short stay places for primary and pupils in years 7-9
 - Managed and arranged moves to a new school or setting

Responding to vulnerability to exclusion





Examples of exclusion

The pupil has been excluded for sexual harassment of a female pupil. He made physical contact in a sexual and subversive manner with the pupil over the course of a number of lessons. This incident is the third incident in which the pupil has behaved in an inappropriate sexual way towards female pupils’.

The pupil has been permanently excluded for the selling and distribution of cannabis whilst in the school and for publicising these sales to students on social media.

The pupil brought two knives into the school with the intent to harm another student.

The pupil has been excluded for persistent serious breaches of the school’s behaviour policy which have continued despite the school’s efforts to support them. Our behaviour policy guides us to consider a Permanent Exclusion when a child accrues 150 points. The pupil now has over 200 points and has demonstrated a total disregard for all efforts to find a positive way forward.



What can parents do?

- Fixed term exclusion should be an alarm call
- Parents know their child best
- Schools can't resolve issues in isolation
- Partnership matters
- Work in partnership with the school to identify and address any underlying factors



Wellbeing and Mental Health in Schools

Sophie McElroy



CAMHS Alliance in City & Hackney

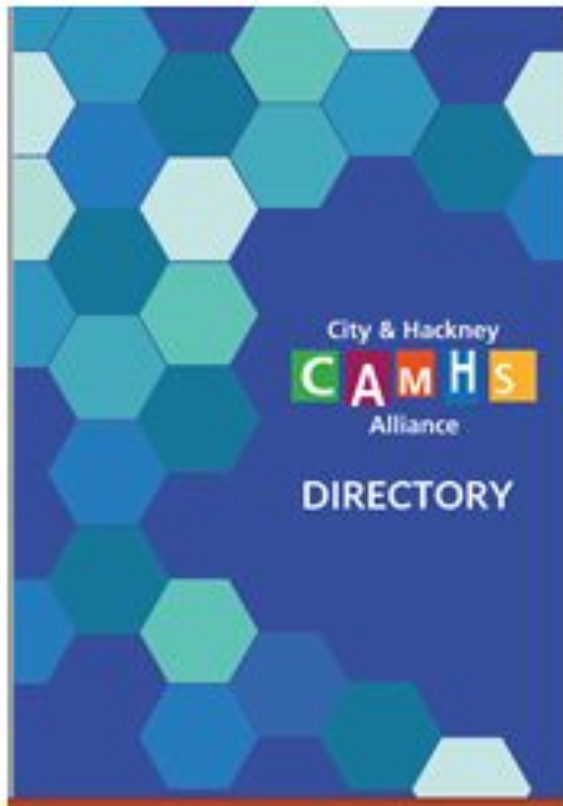
Partners



Commissioned providers



Comprehensive guide to services



For more info on services go to
<https://cityandhackneycamhs.org.uk/>



What is good mental health?

The World Health Organisation describes it as -

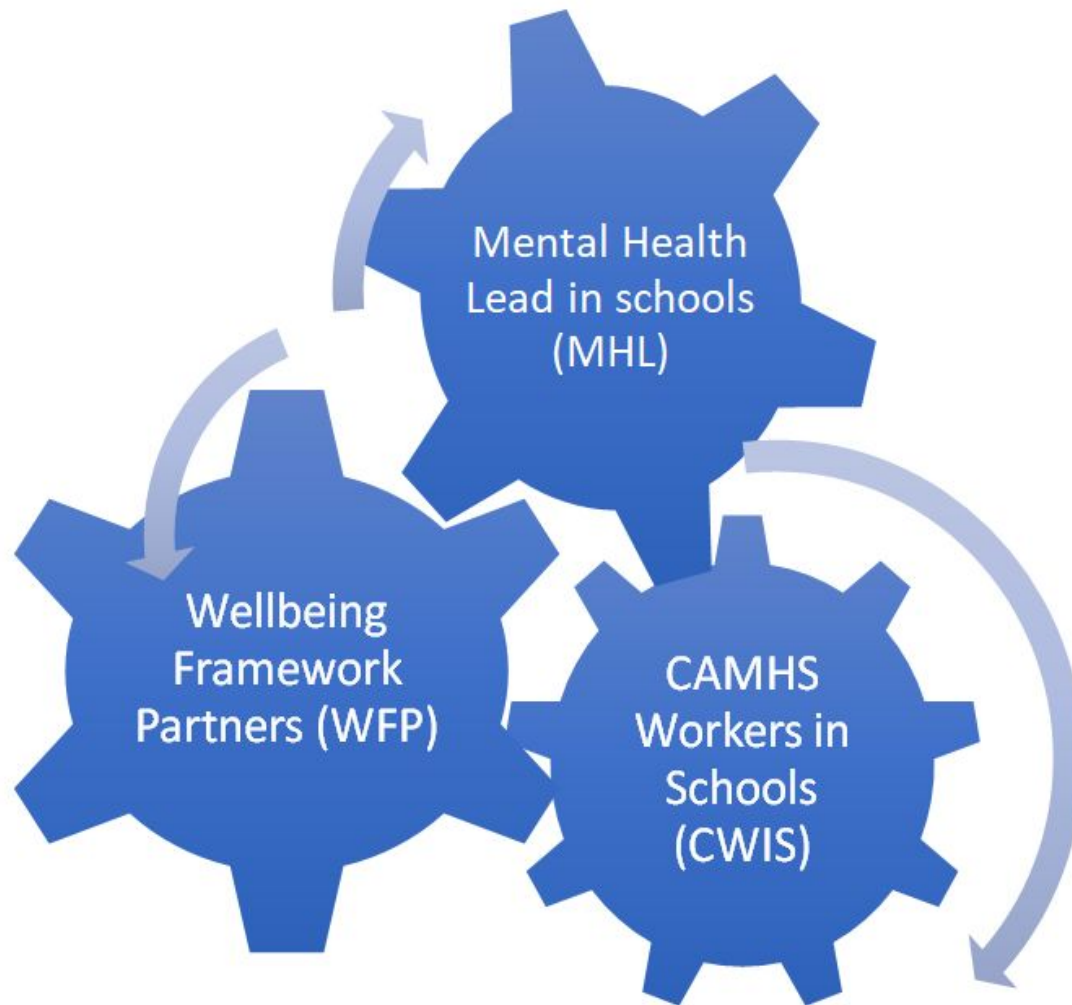
A state of wellbeing in which:

- Every individual realises his or her own potential
- Can cope with the normal stresses of life
- Can work productively and fruitfully
- Is able to make a contribution to his or her community



WAMHS programme – what is it for?

- Increase access for **ALL** children and young people to mental health services.
- Promote cohesive and **cooperative linked working** between schools and mental health services.
- **Increase capacity** within schools to **identify need early** and meet the wellbeing and mental health needs of all pupils.
- Embed **whole school approaches** to mental health and wellbeing
- Supporting schools to be **healthier and happier** places



Wellbeing Framework






Informing

- **Parents/carers are aware of mental health and wellbeing through information sent home, parents meetings, workshops and/ or by attending assemblies.**
- **The school consults with parents/carers to ensure that the support they offer to help them promote social and emotional skills is appropriate.**
- **A high number of parents are actively involved in activities that promote wellbeing and resilience and they are positively evaluated.**



Consulting

- **There are structured parents forums['] facilitated by the school, and parent champions that help in breaking down barriers and addressing fears and stigma, for example the school has identified 'Wellbeing Champions' from across the whole-school community.**
- **The school has in place parent led sessions to support hard-to-reach families.**



Empathising, understanding and working together

- **All staff are sensitive to the cultural and generational diversity in parents understanding of schools and education, as well as personal circumstances.**
- **They use this empathy in their interactions with parents, taking an ‘alongside’ supportive approach to problem solving around their children’s challenges. They maintain a non-judgemental stance, whilst challenging misunderstandings and obstacles to education where necessary.**
- **Staff are aware of parents’ circumstances and know how to signpost them to appropriate resources or agencies for**



**What can parents do to work
collaboratively around children's
wellbeing & mental health in school?**



HSGB and The Parent Survey

Hackney Schools' Group Board



Hackney Schools Group Board Belonging Panel - Talking to parents about race

What we did:

- Supported our schools to have conversations about race with parents.
- Engaged 10 schools over the 2020-2021 school year
- Chaired 10 parental engagement sessions to listen to parents on what the does school do to make their child feel like they belong and what they would like the school to do
- Heard from parents and carers through an online survey
- Supported schools through this process
- Captured a number of themes (anonymously) and summarised these in [our report](#)





Hackney Schools Group Board Belonging Panel - Talking to parents about race

What we found out:

- Curriculum, its power to be transformative, and escaping tokenism
- Friendships across cultures and races and how schools make this happen
- People of colour as teachers and school leaders
- Different expectations of children of colour and policy implementation
- Challenging adult biases and behaviours in school and at the school gate
- When things go wrong



What was the impact?

- Created a space for all parents/carers to have a platform to express their fears, concerns and celebrations of their child's school journey
- Brought everyone together to (start to) make lasting and sustainable change in schools.
- Showed how active listening to parents can bring about change and improvement, and help schools to see what parents really value and would be sad to lose in these challenging times.
- Schools found ways to continue having courageous conversations and to be able to listen without rushing to answer
- Curriculum, ethos, ways to hear more, uniforms, reward systems, how children are seen as individuals, are all examples of subjects schools have changed.



The Power of being a Parent Governor

Maggie Kalnins

During this session, we will ...

**A note about
online
protocols ...**

- Give you a brief insight to the world of school governance, why it's important, how it works
- Explain the difference between Parental Engagement and Parent Governor, and why both are important
- Explain the role of **all** governors, including parent governors and signpost where you can find out more
- Hear your questions and reflections about being a parent governor ...

Why do we govern schools?

Governors act as public servants, playing a crucial role to:

- Ensure schools deliver improved outcomes for all young people
- Bring together diverse voices, focused on accountability
- Drive effective leadership, a rigorous approach to self-evaluation and control of key risks

Including the
voice of parent
governors

***‘Effective, ethical and accountable school governance
is a cornerstone of the education system in England’***

(National Governors Association 2019)



What ethical behaviours are expected of governors?

Nolan principles: Ethical standards for all public servants

- 1. Selflessness***
- 2. Integrity***
- 3. Objectivity***
- 4. Accountability***
- 5. Openness***
- 6. Honesty***
- 7. Leadership***

Who do you find on governing boards?

Categories of Governors/Trustees

- Head/executive
- **Elected Parents (2)**
- Elected Staff (1)
- Local Authority
- Co-opted
- Partnership/foundation

(and Associates)



Key Roles

- Chair of board
- Vice-chair of board
- Committee chairs
- Link governors: eg Safeguarding; SEND, careers
- Clerk
- Associate members - with specific expertise

Why are diverse governing boards so important?

Approximately 300,000 people volunteer as school governors



- Enhances knowledge, skills, perspectives and lived experience
- Diversity: 94 % white, 5% BAME: average age 55: 11% < 40; 2% < 30
- Embraces a culture for equality, diversity and connection with community
- Avoids 'groupthink'
- Monetary Value: £40k / year
- Impact: improves quality of education, outcomes and future lives of all pupils

Why must governors be determined to see all children achieve?



'You never understand a person until you consider things from his point of view ... until you climb inside his skin and walk around in it'


1. I have special educational needs
2. I am in care
3. I am poor, hungry, neglected
4. My parents can't read, neither can I
5. I have mental ill-health
6. I am an underachieving child
7. I am from an unstable/unsafe context
8. I am able and disengaged
9. I am a carer for my parent
10. I have already been excluded



What are the legal responsibilities?

School Governors have 3 core legal responsibilities:

1. *Ensuring clarity of vision, ethos and strategic direction;*
2. *Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and*
3. *Overseeing the financial performance of the organisation and making sure its money is well spent.*



**Hearing the
voices of
stakeholders**

Working for every child

Governance Handbook
October 2020

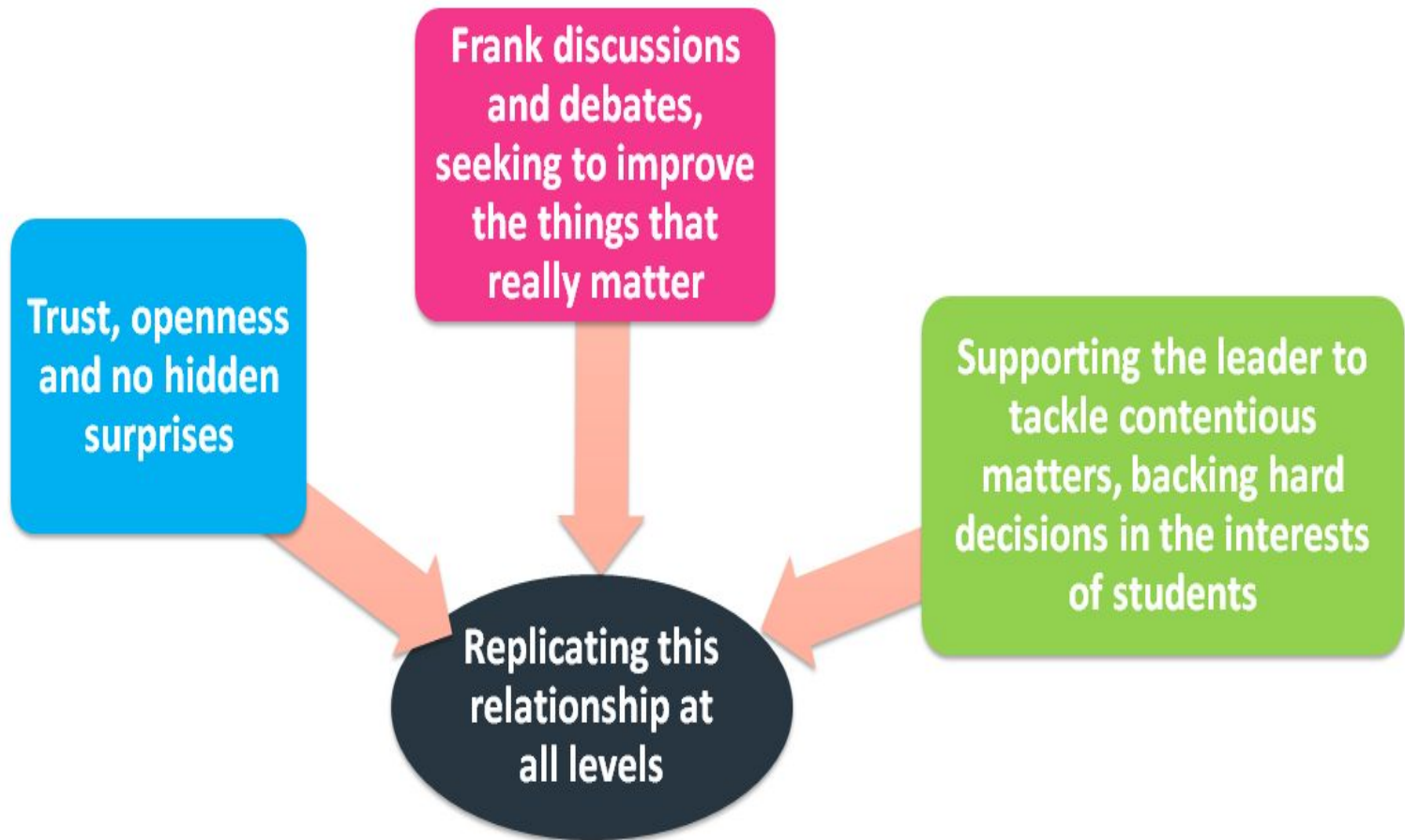


What are the big issues for all governing boards?

1. **Funding-** Balancing the budget, strategic business/ financial planning and risk management
2. **Attracting and retaining diverse staff and governors;** professional growth, and taking care of their workload, **welfare, morale and safety**
3. **Quality of Education,** broad and balanced curriculum, meeting the needs of all pupils; addresses requirement for blended learning and changing methodology of Ofsted
4. **Improving attainment:** championing the needs of disadvantaged pupils and their families; addressing lost learning due to the pandemic
5. **Pastoral provision:** attendance and staying connected in a lockdown (especially the most vulnerable); safety and welfare; wellbeing & mental health; safeguarding
6. **Provision for pupils with SEND** – needs increasing whilst resources diminish

(NGA survey 2019)

'Critical Friend' relationship is key ...



Supporting - Challenging - Encouraging



Why parents matter ...

A study by John Hattie: Visible Learning - 2008 found ..

"the effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education".

When parents are involved in their education, children do better on a wide range of measures. These positive effects include:

- Better behaviour
- More confidence and greater self-esteem
- Higher attendance rates
- A lower risk of exclusion
- More enthusiasm about learning
- Better achievements



Parental Community vs Parent Governor

Parental community is different from the presence of a parent governor on the board because...

- A **parent governor** is a voice, but not the only voice of the whole **parental community**
- Strategic decision making is the job of **all** governors - including **parent governors**. They do this by use data, evidence of best practice and drawing on wide ranging perspectives (including **parental community** to inform decisions for the communities they serve
- A **parent governor** has valuable knowledge and perspectives about the school(s) to bring to bear in discussions and decisions
- The whole board must ensure there is a link between governance and the whole **parent community**.

What is your role as a (parent) governor?

Main purpose:

1. Contribute on matters related to strategic improvement, quality of education and making sure its money is well spent.
2. Participate in strategic discussions and key decision making
3. Offer skills and expertise and lived experience to assist the school in rigorous approach to self-evaluation and control of key risks

Key activities:

- Attend and participate in discussions at all full board meetings , reading papers beforehand and vote on key decisions
- Join at least one committee, participate in discussion and vote, reading papers
- Get to know the school by: attending events and visit school day in action
- Participate in governor training and development

Parent governors may also:

- Become link governors for (eg Safeguarding & SEND, Curriculum, Finance),
- Participate in special panels for exclusion and/or complaints hearings and feedback your reflections on process and practice to the governing board (mindful of confidentiality)



Where to find out more ...

- Find out more about becoming a governor:
 - [Governor Stories](#)
 - [Become a school governor](#)
- [What governing boards and school leaders should expect from each other](#)
- [The Seven Principles of Public Life - Nolan Principles](#)
- [Parental engagement: A guide for governing boards September 2019](#)
- [ParentKind -resources for parents and for schools](#)
- [Public sector equality duty](#)





Careers and Progression in schools

Jo Margrie
14-19 Programme Manager



Careers and Progression - what schools must do

- Appoint a Careers Leader
- Provide a whole school careers programme
- Provide at least one careers guidance interview with a qualified careers adviser in KS4 and offer another in KS5
- Invite colleges and providers into the school
- Provide contact with employers
- Promote progression



Partner Organisations

- Blueprint for All - **Milla Nakkeeran**
www.blueprintforall.org
- Rare Recruitment - Target Oxbridge programme-
- **Jessica Chinegwu**
www.targetoxbridge.co.uk
- Into University -
www.intouniversity.org

Blueprint for All

We work with young people and communities to create an inclusive society in which everyone, regardless of their **race, ethnicity or background** can thrive.

Working with schools, universities, community groups and employers, we inspire and enable young people from disadvantaged backgrounds, aged 13-30 to pursue the career of their choice. From career advice to support gaining skills, qualifications and the critical foundations required to ensure professional success, we aid young people on their journey to a fulfilling and successful career.



1

Schools Programmes

We deliver a number of different careers programmes within schools. These include employability workshops, careers talks, mentoring and providing high quality resources to allow students to pursue the career of their choice.

4

Resources

We have a range of free careers resources available to download on our website. We currently have toolkits for the following industries: Law, Publishing, Architecture, Medicine and Dentistry, STEM and Cosmetics.

2

Bursaries

We provide positive action bursaries to increase BAME and socio-economic disadvantaged representation at higher education and in underrepresented careers. We award these annually and applications usually open in the summer

3

18+ Programmes

We have three early careers programmes that students aged 18+ can currently sign up to:

- Financial Services Pathway
- Becoming an Entrepreneur
- Creative Industries Pathway

Sign up here:

<https://www.blueprintforall.org/what-we-do/building-careers/early-career/>

Contacts

School Careers and Bursaries

Milla Nakkeeran mnakkeeran@blueprintforall.org

18+ Careers

Tiersha Wilson twilson@blueprintforall.org



Partner Organisations

- Rare Recruitment - Target Oxbridge programme
www.targetoxbridge.co.uk



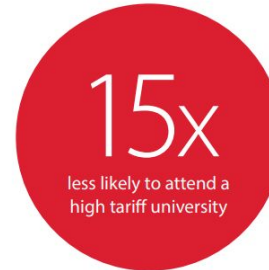
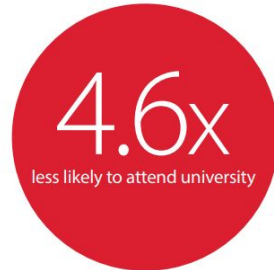
IntoUniversity - the headlines

- Inspiring students from communities that face great disadvantage to aim high and achieve their full potential
- First centre launched in 2002, now operate 31 local learning centres
- In 2019/20 we supported 30,000 students face-to-face before school closures, and over 5,000 students remotely during lockdown



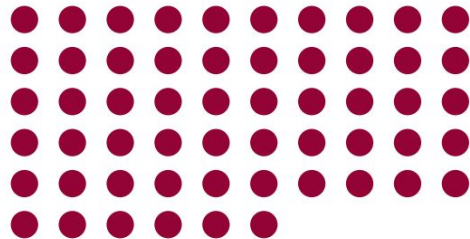
Why IntoUniversity is needed

Young people from the most disadvantaged groups are...



Most advantaged young people:

56.3% progress to university



Most advantaged young people:

27.3% progress to a high tariff university



Least advantaged young people:

12.3% go to university



Least advantaged young people:

1.8% go to a high tariff university



Our innovative programme



Weekly after-school sessions with trained tutors to develop independent and successful learners



A series of aspiration-raising workshops to support young people's journey to university or another ambition



University and corporate volunteers provide inspiring role models and promote essential skills



Student Enrichment

Work experience, networking, and other CV-building opportunities, giving insight into a whole range of careers

Our impact – school-leaver progression

Higher Education access of **IntoUniversity** students in 2019-20 academic year:

% of students progressing to University

IntoUniversity 2020 alumni ¹	All students nationally	All FSM students nationally
71%	43%	26%

The impact of the COVID-19 crisis

Inequality has deepened, especially in education. Access to devices, online learning and space to learn a key issue.

Two extended periods of **lost learning**, exacerbating existing learning gaps for disadvantaged pupils

Confusion and **uncertainty for young people**- cancelled exams, added concerns over going to university, and bleak employment prospects

In London in particular, **overcrowded housing** and lack of access to green space taking its toll on young people

Mental health and **wellbeing** negatively impacted by the crisis.
Latest Prince's Trust report shows shocking impact with 1 in 4 young people feel unable to cope

How we served young people during lockdown



Weekly pastoral phone calls with **IntoUniversity** staff to support student wellbeing and provide one-to-one support with homework.



FOCUS Programme

Year 13 support calls and Year 12 personal statement virtual workshops



Mentoring

Continued support from mentors through video call meetings



Student Enrichment

Virtual work experience, webinars and networking sessions

How we served young people during lockdown



Bangabandhu Primary School
@BangabanduS

...

Year 5 had a remote learning workshop with [@IntoUniversity](#) today. Thank you [@IntoUniversity](#) for making it so enjoyable and interactive.




7:40 PM · Dec 8, 2020 from Hackney, London · Twitter for iPhone

Our current priorities

- Providing continuous support throughout changing restrictions - pastoral and academic
- Adapting programmes to be delivered remotely - many already up and running from first lockdown- and supporting schools in their remote offering
- Being there to provide advice and guidance throughout the uncertainty
- Continuing to provide inspiring and engaging opportunities for our young people





Accessing early help for your child (and being a bit of a nuisance!)

Helena Burke

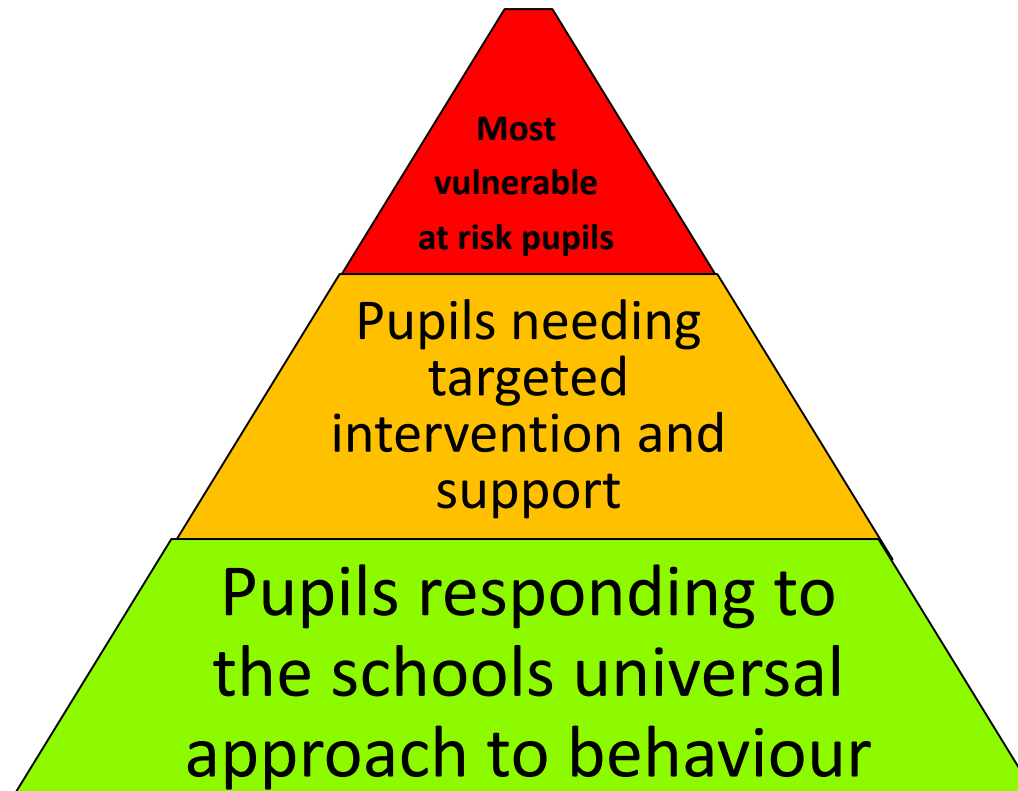



Key Points

- All children are given support and help in school through the universal offer
- The school should work in partnership with you to identify if your child needs specific, additional early help
- The school should take a curious approach to identifying the help needed, monitor its impact and review if needed
- All schools have a universal, early help and more targeted help offer



All children need support and help in school through the universal offer





The school should work in partnership with you to identify if your child needs additional early help

How do I make this happen?

- Make sure people know who you are!
- Share information quickly if there is information they should have from primary school or home - trust. Bring a friend or family member, ask to see the member of staff you most trust
- Ask the school to meet you to discuss worries really early (repeat detentions or complaints, fixed term exclusions, unhappy child)
- Ask the school about their 'curious approach'



The school should take a curious approach to identifying the help needed.

What does this look like?

- Looking together at why? The underlying causes of behaviour. Is it in a particular lesson? Has something changed out of school? Is this something you have worried about for some time?
- Which professionals can help you work out the 'why'?



All schools have access to an early help offer

Including;

- **Speech and Language Therapy** aims to improve children and young people's speech, language and communication skills by raising awareness of language and communication amongst those who work with them, equipping parents and adults to support the child. And working directly with children when there are concerns young person's ability to understand what is said to them, to express themselves verbally, to communicate socially, to interact or their speech. When a child has difficulties with communication they can sometimes rely on behaviour to express themselves or use behaviour to mask their communication needs.



All schools have access to an early help offer

- **The Re Engagement Unit** offers immediate and responsive support for children, schools and families managing social, emotional and mental health challenges. Working in the home, with groups, one to one work with the child, whole class interventions and also directly with the school team, supporting whole school change to prioritise inclusion.
- **Educational Psychology Service** works in partnership with families, educational settings and other agencies to improve their understanding of a child or young person's developmental, educational and psychological needs and how to meet them



All schools have access to an early help offer

- **New Regent's College Primary Partnership Placement (Primary)** When a child is demonstrating behaviour that they are at risk of permanent exclusion and you have exhausted your in-school services.
- **Education Health Care Needs Assessment** is requested when an educational setting requires additional funding to meet a pupil's identified SEN
- **Young Hackney** offers support with access to therapeutic services and wider family support, including crime prevention, substance misuse, and young carers.
- **FAST** is the front door team for Children's Social Care. It offers family support.



All schools have access to an early help offer

- **Child and Adolescent Mental Health Services:** First Steps is for young people and their families where there are difficulties relating to behaviour, emotions and relationships
- **Off Centre** offers counselling, therapy, advice and psychosocial support including LGBTQI+
- **Growing Minds** offers counselling and practical/skills support for young people aged 9-25 of African, Caribbean and mixed heritage when a young person of African, Caribbean or mixed heritage would prefer to work with a black clinician
- **The Virtual School** is responsible for ensuring that Children in Care, Care Leavers, formerly Looked After children and young people in the youth justice system, achieve in education. It provides advice and guidance about education.



Once an intervention has been chosen, the school should monitor its impact and review if needed

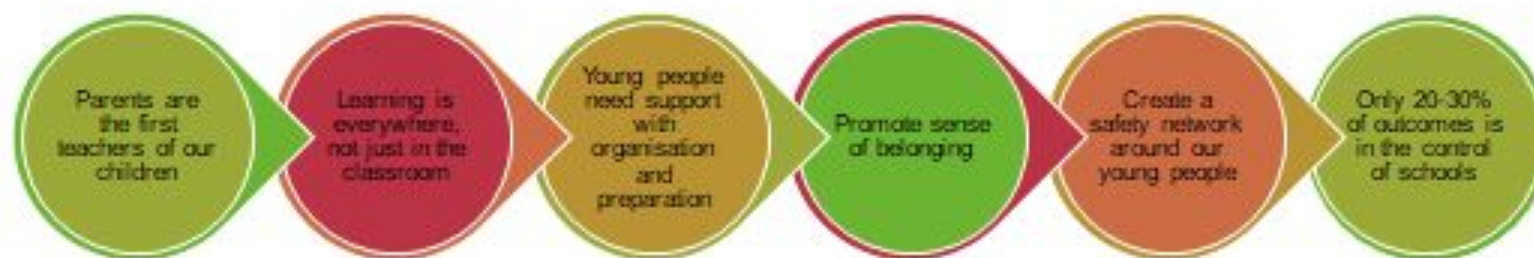
- What was the outcome of the early help assessment or intervention?
- When will it be discussed?
- What is the next step?
- What are we expecting or hoping the outcome to be
- What if?



The Power of Parent/ Carer Groups

**Zehra Jaffer
Headteacher**

Why Parent Partnerships are so important for our young people?



The SNS Experience

Parent evenings – excellent attendance

Parent forums - themed – many attended but not representative of our community

Community Forums

Open-door

Black, Asian, Minority and Ethnic Forum since May 2020

SEND Forum

What's next for SNS?

To continue our partnership with our parents

To increase participation across the school

To host events which are relevant to all in our community

To strengthen the voice of parents in the school

To improve our understanding of the community we serve



A School's Journey to Anti- Racism

**Anna Feltham
Headteacher**



A school's journey to anti-racism: equality and diversity at CGA



Why?



We want every student to feel and know that they belong in our school community, add value to our school community and are heard in our school community.



Clapton Girls'
Academy
Est. 1906

Challenge, Wellbeing, Teamwork

How?

- ✓ Ongoing training and listening to experiences of students, staff and parents.
- ✓ Relevant reading for staff and students.
- ✓ Exploring what an anti-racist school looks like and working to increase the racial literacy of staff, students and parents.
- ✓ Targeted recruitment using feedback from staff.
- ✓ Changes to policy that explicitly address and promote equality e.g. uniform policy.
- ✓ Greater focus on celebrating diversity e.g. World Afro Day and International Women's Day.
- ✓ Continuing the ongoing process of decolonising our curriculum.
- ✓ Considering the small things that make a difference to the experience of all students.



Exploring what an anti-racist school looks like and working to increase the racial literacy of staff, students and parents.



Anti-Racism

Clapton Girls' Academy is committed to being a truly anti-racist school by ensuring that there are absolutely no racist views or actions in any aspect of our lives together as a school community.

We believe that all members of the school community are equal, irrespective of which racial group they belong to, and must be treated equally.

We recognise that saying we are an anti-racist school and being an anti-racist school are two completely different things and anything we say must be followed up with actions which will bring about change.



If you have any feedback
about promoting anti-racism
at Clapton Girls' Academy,
please email:

ego@clapton.hackney.sch.uk

Example page from our student and staff planner

Anti-racism

Racism

Racism is the belief that people of some races are inferior to others. This belief leads to actions which treat some people as inferior to others.

Racism can be described as prejudice, discrimination or antagonism directed against a person or people on the basis of their membership of a particular racial or ethnic group.

Racism is not just conscious, intentional, overt actions but also unconscious, hidden and unintentional actions.

Institutional racism (also known as systemic or structural racism)

Racism happens individually but it also happens institutionally. Institutional racism refers to where racial attitudes and views have become so embedded into the fabric of society and its institutions (school is an example of an institution) that systems and their policies are based on prejudice, resulting in oppression and ongoing mistreatment of specific groups of people and injustice on many levels.



Our hair policy has been updated to ensure that every student is able to confidently and comfortably wear their hair as they wish.



UNIFORM: YEARS 7 TO 11 *SEPTEMBER 2021*



HAIR & JEWELLERY:

- All hair colours are allowed.
- Hair accessories apart from headbands can be any colour.
- Any width of headband is allowed but it must be plain black.
- Any headscarf may be worn but the colour must be plain black and any embellishments must also be plain black.



Hair/uniform policy- student feedback

"It is important for everyone to be allowed to express themselves through as many ways as possible with the school uniform."
Year 11

"Diverse- allows more individuality..."
Year 10

"...There are no different rules that straight haired people have to follow that afro hair people can't"
The rules are more equal.
Year 9



We try to actively celebrate the diversity of our school community. For example, we have celebrated World Afro Day for the last three years.



World Afro Day at CGA



World Afro Day (WAD) including the Big Hair Assembly (BHA)- student feedback



WAD

"I think that the school has made it known that this is an important event."

Year 9

BHA

"It is great that someone has taken the time to arrange an assembly to spread awareness."

Year 10

BHA

"This is a good idea because it shows black girls that their hair is okay and normal: to embrace it."

Year 10

BHA

"I think it is a very important day for everyone to learn about afros and traditional black hair."

Year 11



THE VOICE

News · Sport · Black British Voices · Lifestyle · Entertainment · Faith · Opinion · Video · Publications · Jobs · More

SUBSCRIBE

VOICE ONLINE > NEWS > COMMUNITY > 16th October 2020

Written by [Joan Campbell](#)



The mission to 'end Afro hair discrimination' continues

Major UK teaching unions back World Afro Day call to action



[The mission to 'end Afro hair discrimination' continues - Voice Online \(voice-online.co.uk\)](https://www.voiceonline.co.uk)



What's next?

HAIR TO THE THRONE PROJECT



COME AND LEARN ABOUT MAINTAINING AND CARING FOR NATURAL AFRO HAIR.

- PROTECTIVE HAIRSTYLES
 - PLAITS & BRAIDS
 - THE USE OF HEADWRAPS
- THE SCIENCE AND MYTHS BEHIND AFRO HAIR
 - BECOME A NATURAL HAIR AMBASSADOR
- BE PART OF THE CHANGE TO COMBAT AFRO HAIR BIAS

This project for all students. Anyone can join!

Starts March 19th for years 10, 11, 12 and 13

May 7th for years 7, 8 and 9

Thursdays at 4pm. Venue TBC

CONTACT TI

o sign up. Limited spaces available.



FUNDED BY THE YOUTH OPPORTUNITY FUND AND AFROCENXISS

GO NATURAL, IT'S PRACTICAL



The Halo Code

Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afro, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headwraps, and wraps.

At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed.

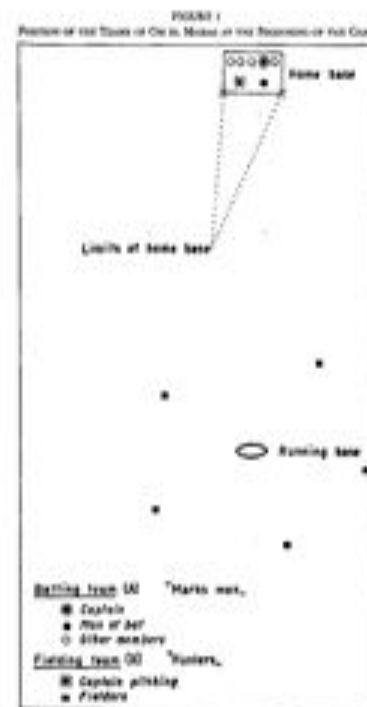
Using Black History Month to
support our ongoing focus on
providing an inclusive and relevant
curriculum for all students



In celebration of Black History Month we have got a whole **new Black Literature Collection in the LRC!** Find all these books and more at the front desk or on the Black History Month book stand.



In P.E during BHM, students will explore some new games and sports listed below, that originated in Africa.



- 1.Om El Mahag from Libya
- 2.Walasa Wangena from Zambia
- 3.Traditional Board Games from South Africa, Ghana and The Gambia



A CELEBRATION OF BLACK COMPOSERS

PLAYLIST
Discover the achievements of Black composers and their music.

BLACK HISTORY MONTH

During Black History Month, you will be exploring and celebrating black composers in music lessons.

During Collective Time, your tutor can also explore these black composers with you by scanning the QR code.

Enjoy!

Black History Month is dedicated to celebrating and learning about Black heritage. It gives everyone the opportunity to recognise the achievements of and share appreciation of those with African or Caribbean backgrounds.

This calendar is a celebration of black composers and is intended to inspire everyone to explore the lives and works of these great musicians.

www.icancompose.com

I Can Compose

1. QUINCY JONES
• Soul Bossa Nova
• Crossover Music Baby

2. FLORENCE PRICE
• Symphony no. 1 in G minor
• Fantasy Sonata

3. DAVID LIVINGSTON
• No. 10
• Cello Suite

4. EMILY L. WALLER
• Piano in G major
• Minuet in G major

5. GEORGE WALKER
• Symphony no. 1 "Western"
• Lento for strings

6. ALICE FRENCH
• With With Us
• Overture

7. MARGARET BARNES
• Truncated Water
• Bright Star

8. JENNIFER SMITH INGRAM
• Afro-American Suite for Solo, Violin & Piano
• We shall walk through the valley in peace

9. WILLIAM DAVID STILL
• Symphony no. 1 "The American"
• 1st Movement

10. STANLEY
• Cello
• Minuet in G major

11. LAUREN HILL
• When I See You
• The Blackboard of Lovers

12. NORMAN HENDALL
• Piano Sonata
• Minuet in G major

13. JOSEPH ROSSINI
• Symphony no. 1 in G major
• String Quartet no. 1 in G major

14. SAMUEL COLERIDGE-TAYLOR
• Song Book
• Symphony variations for orchestra

15. DOROTHY WHITE
• Music for the Blind
• Sonatina for Solo Piano

16. ELEANOR ALBERTA
• Suite from Dancing with the Shoguns
• String Quartet no. 1

17. JAMES HENSON
• 1st Violin
• Piano for a Black and White Boy

18. MYRTON MORGAN
• Afro-American Suite
• Minuet in G major

19. YOLANDA BROWN
• Piano Sonata
• Minuet in G major

20. JIM BATES
• Afro-American Suite
• Minuet in G major

21. DIANNA WITTEN-EDMOND
• Minuet in G major
• Minuet in G major

22. FELA TOWNS
• African Suite for String Orchestra
• Jukebox

23. COLLETS
• Lento in G major
• String Quartet no. 1

24. KING SMITH
• Minuet in G major
• Minuet in G major

25. LAURA WILSON
• Song for the Women
• String Quartet

26. MILES DAVIS
• No. 10
• Lento for Solo

27. JESSE MONTGOMERY
• Minuet in G major
• Minuet in G major

28. JOHN COLTRANE
• Minuet in G major
• Minuet in G major

29. TRACY CHAPMAN
• Piano Solo
• Piano Solo

30. RAY CHARLES
• Minuet in G major
• Minuet in G major

31. JILA PERCY
• Minuet in G major
• Minuet in G major



BHM Competition!

For **Black History Month** the **Science department** is shining a spotlight on some **inspirational Black British scientists**.

To enter the competition, go to **Satchel:one**, watch the videos uploaded by your science teacher and answer the questions on the entry form. The entry form is also attached to Satchel:one.

Each week of **Black History Month**, we will look at two different scientists. When you have completed the questions for all 6 scientists, hand your entry form back to your science teacher by **Friday 22/10/21**.

This week we are looking at **Professor Dame Elizabeth Anionwu** & **Dr Maggie Aderin-Pocock MBE**.



- **1st prize – £20 Amazon Voucher**
- **2nd prize – £10 Amazon Voucher**
- **3rd prize onwards – Notebook & pen (20 prizes)**

To enter the competition, watch the videos on Satchel:one, answer the questions and hand in to your science teacher!



Targeted recruitment using feedback from staff



Clapton Girls' Academy
Est. 1906



Deputy Headteacher
CUR23 - CUR27
(Includes Inner London Weighting)

Required: January 2022

Do you have the vision, passion and energy to inspire our students and staff?

This is an exciting time to start your journey at CGA. You will be joining a strong, committed team who have a real sense of pride in the work they do and who will support and challenge you. We are looking for two inspiring Deputy Headteachers to lead in either Curriculum and Assessment or Behaviour and Engagement.

We are an oversubscribed 11-19 academy with a diverse and enthusiastic student body and highly skilled staff. We have exceptional outcomes at Key Stage 4 and 5 and provide a welcoming and inclusive learning environment where students are safe, valued and accepted.

If you have the experience and passion to be an inspirational role model for our next generation of female leaders, then we are keen to see how we can support you in that pursuit. We particularly welcome applications from candidates from groups who are under-represented in school leadership. We recognise that what people bring through their personal experiences, background and identity significantly enhances our ability to deliver for our students, staff, parents and wider community.

Visits to the academy and pre-application conversations are welcomed.

Clapton Girls' Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be DBS checked at an enhanced level before any offer is made.

For more information and an application pack:

TELEPHONE: 020 8145 8441 Ext 229
E-MAIL: hr@claptongirlsacademy.net
VISIT OUR WEBSITE: www.claptongirlsacademy.net
CLOSING DATE: Monday 20 September
INTERVIEW DATE: Thursday 22 and Friday 24 September

Your lived and professional experiences are very important to us and whilst we don't necessarily need you to be the finished article, you will need to be able to demonstrate your personal impact and experience in these areas.

If you have the experience and passion to be an inspirational role model for our next generation of female leaders, then we are keen to see how we can support you in that pursuit. We particularly welcome applications from candidates from groups who are under-represented in school leadership. We recognise that what people bring through their personal experiences, background and identity significantly enhances our ability to deliver for our students, staff, parents and wider community.



What's next?

- Embed the successful work we have done e.g. curriculum development.
- Build closer partnerships with parents to make sure all parents' voices are heard.
- Ongoing work on recruitment with an aim to encourage a continuing increase in diversity, particularly in leadership positions.
- Continue staff and student training that focuses on developing knowledge and awareness of the experiences of all students.

We want every student to feel and know that they belong in our school community, add value to our school community and are heard in our school community.





The importance of the Formative Years

Tim Wooldridge



Key Points

1. Parents make a crucial difference to children's outcomes
2. Parents are children's first and most enduring educators
3. Each unique family must be welcomed and listened to
4. Consider levels of engagement to make the most of relating to parents
5. Practitioners have a responsibility to work with all families
6. Clear leadership regarding partnership with parents will provide the right foundation



Parents make a crucial difference to children's outcomes

Research tells us the most important predictor of children's future outcomes is the quality of the home learning environment, so involving parents in their children's learning is the most significant factor in enabling children to do well.

This requires

- a respectful partnership
- a good understanding of a child's needs
- and the possibility of supporting learning in the home.



Parents are children's first and most enduring educators

Parents and carers have a rich knowledge of their children's personalities, preferences, interests and skills. Practitioners consider how to harness parents' voices and the deep appreciation and understanding of their children.

Partnerships are truly effective only when;

- Parents' knowledge of their children is knitted into the fabric of daily practice
- All parents feel included, listened to and trusted
- Parents and practitioners work together to foster a love of learning.



Each unique family must be welcomed and listened to

Uniqueness needs to be respected and celebrated, as each family brings their own personal and cultural knowledge and values which enrich the whole setting

Listening attentively also involves recognising non-verbal messages and actions; they can be even more powerful than words, particularly where English may not be the home language. Parents may wish to share information about:

- significant events in the lives of their child and family;
- individual care, such as the way they like to be held, changed or soothed and,
- how they could contribute to the setting with offers of

Working for time, skills, knowledge or resources.



Consider levels of engagement to make the most of relating to parents

Thinking about levels of engagement with parents also means reflecting on **quantity** and **quality**

- Which parents do we have a relationship with ... and who do we need to continue reaching out to?
- Which parents do we not have strong relationships with, why, and what could happen differently?
- What is communicated? Is it organisational issues; reminders, pick-up arrangements? Do conversations include discussions about wellbeing and learning? Are discussions two-way or just informing them about their child's learning? If parents are not engaging, what do practitioners or settings need to do to facilitate this?



Practitioners have a responsibility to work with all families.

In order to overcome barriers to developing partnerships, factors which may cause disengagement from education must be identified. These factors might include:

- social attitudes towards religious groups, cultures, classes or sexual orientation
- physical barriers, due to disability, illness or location
- communication barriers, including EAL, deafness or lack of access to digital information
- parents' own previous experiences of education and relationships with authority.



Practitioners have a responsibility to work with all families.

Practitioners should develop a shared language with parents and a joint understanding about how children develop and learn, both at home and in the setting.

Practitioners need to get to know the families and understand the challenges that they face, and then be prepared to adapt the way they work in order to accommodate diverse families' needs.

Working in this way has the potential to transform children's life chances..



Clear leadership regarding partnership with parents will provide the right foundation

Leaders should show commitment to developing a genuine interest in each family. Regularly reviewing the experience of families is essential for settings to develop their vision and practice.

This should extend to parental participation in policy making, and collaboration with parents on practical issues such as the timings of meetings in order to develop a more inclusive environment.



The importance of understanding Adolescence

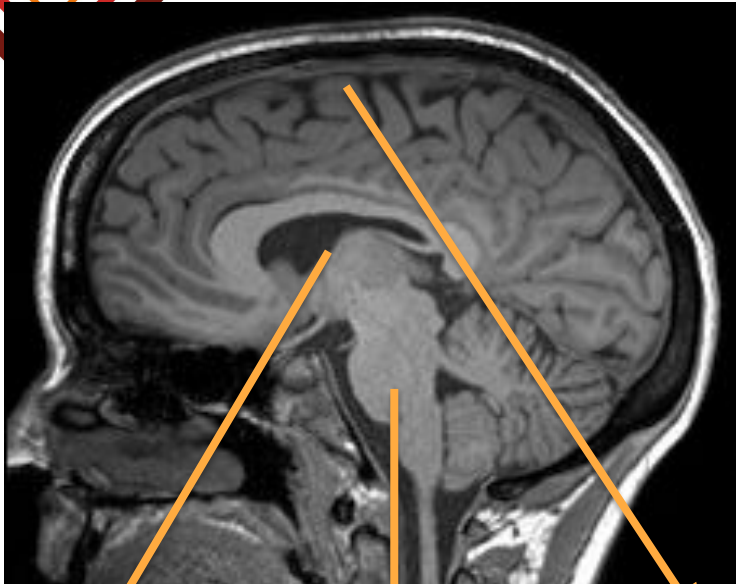
Yvonne Wade



The Adolescent Brain

- By the time a child is 6 years old, their brain is 90 – 95% of adult size
- During adolescence, the brain develops intensively into the mid 20s to become an “adult brain” – time of significant growth and development in the brain
- Brain change depends on age, experience and hormonal changes in puberty

Emotions: the powerhouse of the human system



2. Limbic system

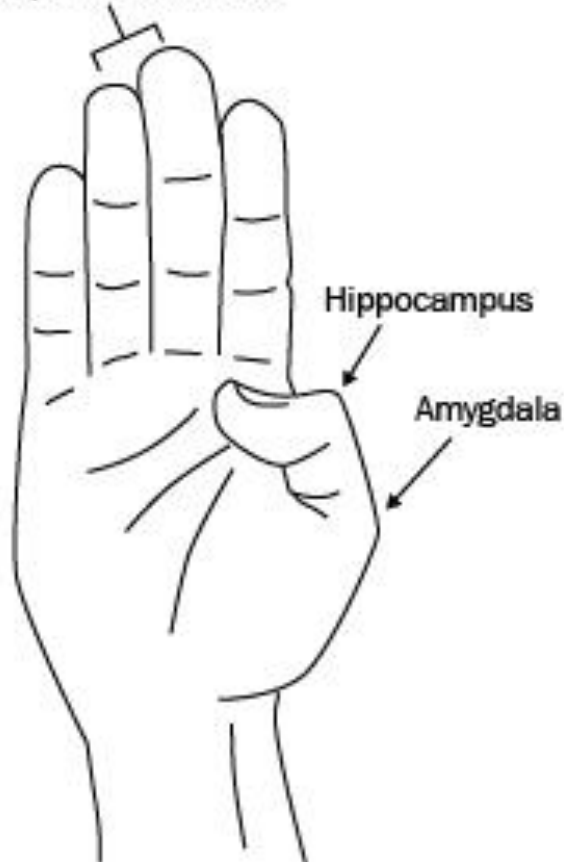
1. Lower brain

3. Cerebral cortex

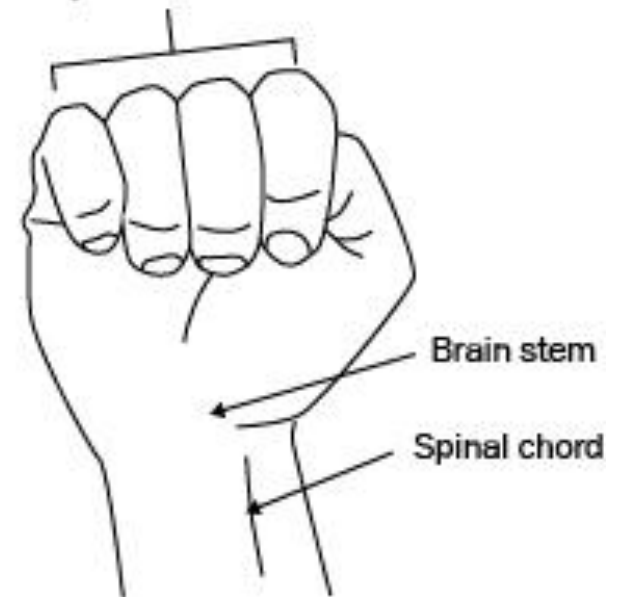
- Lower brain – basic life-support
- Limbic system – amygdala, hippocampus, **EMOTIONS**
- Cerebral cortex – the pre-frontal cortex and executive functions
- Right hemisphere: social and emotional, intuitive, unconscious
- Left hemisphere: cognitive and rational, language, conscious

Use your hand to imagine your brain

Middle prefrontal cortex



Cerebral cortex



Hand model courtesy of Dan Siegel
(<https://www.youtube.com/watch?v=5CpRY9-MIHA>)



Changing Brains Mean that Adolescents Act Differently From Adults

Based on the stage of their brain development

More likely to...

- act on impulse
- misread or misinterpret social cues and emotions
- get into accidents of all kinds
- get involved in fights
- engage in dangerous or risky behaviour

Less likely to...

- think before they act
- pause to consider the consequences of their actions
- change their dangerous or inappropriate behaviours



Adolescent angst: 5 facts

- New thinking skills
- Intense emotions
- Peer pleasure
- Measuring risks
- “I am the centre of the universe”




Relatedness

Self Determination Theory

(Deci & Ryan, 1985; Ryan & Deci, 2000)

Autonomy

Competence



“Agency represents a lot of things. It represents that moment when you realise that your life is in your hands. It is the moment when you can look around you and you can see all the things that stack up against you and you still think your life is in your hands. It’s about taking knocks and just thinking, OK, I’ve got a problem, how am I going to get around this one. It’s so visceral. It’s so embedded in us as human beings, agency.”



Sonita Alleyne, Master of Jesus College,
Cambridge

Desert Island Discs, 2 February 2020



Reasons children and young people struggled with Lockdown

- Missing social contact
- Missing peer support
- Lack of personal space
- Getting away from family arguments
- Too much focus on school work
- Missing out
- Not affected
- Young love
- Feeling anxious and stressed
- Feeling scared and threatened



What does this mean for you?

- Adolescent brains work differently than adult brains.
- Developing independence and freedom is one of the central parts of being an adolescent and at the same time they are also relying on the impulse areas of their brains rather than the decision-making areas of their brains.
- Combined, that means they are much more focussed on living for today, having fun, testing boundaries and exploring their identity than they are following rules.



Dear Mom and Dad, Please Stick With Me


by Helene Wingens



Yvonne Wade, Principal Educational Psychologist

yvonne.wade@hackney.gov.uk

<https://education.hackney.gov.uk/parents-as-partners>




Hackney Education System Leader for Parent/Carer Engagement

Debra Robinson



**Parental engagement refers to
teachers and schools involving
parents in supporting their children's
academic learning.**



“The way schools care about children is reflected in the way schools care about the children’s families. If educators view children simply as students, they are likely to see the family as separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the family and the community as partners with the school in children’s education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students.”

Joyce Epstein, “School/Family/Community Partnerships,”



Let's talk...

Possible questions to start

- Curriculum
- Behaviour
- Communication
- Assessment
- Structure of the
school day
- Well-being
- External
organisations

What things are schools doing that work to engage you?

Is communication effective? Yes/No - why?

How could schools engage with you better?

What do you think parents should be doing to support the school and how might the school communicate this?

Are your voices heard, if so, how?

Do you/would you like to be part of the consultation on systems/policies in relation to the school?

Have you thought of becoming a Parent Governor?



The Young Black Men Project

**Steven Francis & Jason
Davis**



Improving Outcomes for Young Black Men Programme

Parents as Partners Conference



working for every child



Hackney



The **Improving Outcomes for Young Black Men programme** (YBM) has been established to tackle inequalities facing Black boys and young Black men. The programme is led by a partnership which harnesses the skills, expertise and influence of a broad range of partners including Hackney Council, Hackney CVS, voluntary and community organisations, statutory partners and importantly families and young people themselves, to create tangible and lasting solutions.

How young black men experience disproportionately poorer outcomes.



Black children have a higher chance of being in care

45% of looked after children are black despite only accounting for 29% of the population

Black boys are more likely to be excluded from school

Between 2012-2017, 7-8% of pupils were excluded from Secondary School. For Black-Caribbean and Black-African boys this ranged from 13%-19%

YBM are more likely to be unemployed

The unemployment rate for men of Black and Black Mixed Heritage aged 18-24 years old is significantly higher than the male average – 42% compared to 28%. This is the highest unemployment rate for all male ethnic groups.

Black Children are more likely to be obese than other ethnicities

In Reception year 19% of Black children are obese compared to 16% of Mixed race children and 11% of White children

Black boys achieve a slightly lower level of educational attainment

In 2016 Caribbean boys received the lowest level of educational attainment of all male ethnicities at GCSE. African boys achieved a slightly lower level of educational attainment at GCSE than the male average

Disproportionate number of young black men on probation

50% of those on probation were in the young black men 18-34 cohort despite only accounting for 19% of the population

0-6 years

6-12 years

12-18 years

18-24 years

24-30 years

Rate of infant mortality in Hackney is the highest in London

There is a high rate of infant mortality among babies of Black Caribbean and Black African women compared to other ethnicities

BAME groups in Hackney identified as at risk of poverty

This is especially the case for children from African/Caribbean backgrounds

Households of YBM ethnicity are significantly overrepresented amongst lone parent households

49% of all lone parent households are of YBM ethnicity compared to 26% of all households

Pay gap between graduates

17% pay gap between white and black graduates when pay penalties are taken into account. This is equivalent to £3.90 an hour, or over £7,000 a year for a full-time employee

Black residents are overrepresented in mental health settings

Patients of Black ethnicity are overrepresented amongst patients detained in mental health settings. The Black population of Hackney represent 42% of all detentions and 23% of the total population



After 10 years, outcomes for young black boys and men are the same as the wider population.

After 15 years, we start to see a cultural changes in terms of trust of aspirations in terms of trust in the state.

After 15 years, working with local authorities, central government and the state we also see changes in media representation and portrayals.



The Improving Outcomes for Young Black Men Programme (YBM) is an ambitious programme to tackle inequalities for black boys and young black men in Hackney. Three central key areas illustrate the inequalities faced by young Black men, our methodology for creating solutions and represent the areas where significant change is required.

These three key areas are **Education**, **Mental Health**, and **Reducing Harm**

Working for every child

Our
Approach



In August 2020 a group of residents and young leaders were recruited to form a community-led Accountability Board. The board's role is help **steer, provide scrutiny** and **assess progress** against aims and as our primary way of delivering authentic leadership and ownership.

1.




By 2025

There will be fewer young black men presenting for mental health support and take up for early and preventative help is greater.

Mental Health


There will be a significant reduction in gangs. The offending rate for young black men is the same as the population overall.

Reducing Harm



By 2025, there will be no gap in attainment or exclusions between young black men and wider population at school.

Education



There will be fewer young black men presenting for mental health support and take up for early and preventative help is greater.

Focus Areas of YBM Mental Health Workstream 2019-2022:

- Giving Young People, Families and Communities the lead:
- Acknowledging the context:
- Provision, Practice and Response:
- Developing Partnerships:



There will be a significant reduction in gangs. The offending rate for young black men is the same as the population overall.

Focus Areas of YBM Reducing Harm Workstream 2019-2022:

- To reduce incidence of young Black men experiencing or causing harm within family environments.
- To reduce incidence of young Black men experiencing or causing harm within school/educational settings.
- To reduce incidence of young Black men experiencing or causing harm within their community.
- To reduce reoffending and support broader outcomes amongst ex-offenders who are young Black men



By 2025, there will be no gap in attainment or exclusions between young black men and wider population at school.

- Reduce attainment gaps at KS2
- Reduce attainment gaps at KS4
- Reduce performance gaps at KS4
- Reduced permanent and fixed term exclusions



Partnership Maturity Evaluation: To help understand what is the maturity and readiness of the workstream model (i.e. multi-departmental partnership working) and wider system to drive the change sought to improve outcomes.

Report on impact evaluation: Presentation to the community-led Accountability Board on the impact reports from the workstreams.

Review and refresh the programme's Theory of Change: To ensure that it is current and all partners understand the journey and steps needed to achieve improved programme outcomes.

Workstream action plans development (2022-25): Informed by impact review, findings from maturity exercise and refreshed theory of change, chairs, partners and Lead Members from Accountability Board will help frame the workstream's action plan.

Parents as Professionals

**Fran Cox, Ann-Marie Dawkins and Kate
Lever**

Intro and Welcome

- Why is it important to work with parents like professionals?
- How can we improve this partnership?
- What can we do to together to improve outcomes for our children?

Why is it important to work with parents like professionals?

- Parents know their children best!
- They want to work with schools settings and services to make things better for their child and the children around them
- Parents have their own journey and have a lot to bring to the conversation and to finding the solution
- Consistency across school and home is essential to meetings a child's needs

Why is it important to work with parents like professionals?

A Case Study of what can happen when parents are not consulted with... And what can happen when they are.



How can we improve this partnership?

- Communication is key!
- Different parents need different means of communication
- It can be as simple as listening and involving parents
- It is a partnership! Not them and us
- Set common outcomes and work out how to reach them together
- Be mindful of parent's lives and work in a way that enables engagement

AM

How can we improve this partnership?

A case study of how the exclusion/inclusion process can be improved through engaging with parents.

What can we do together to improve outcomes for our children?

Be part of the school community. How?

- Join the PTA
- Set up a local parent group
- Get to know your school staff and find out how parents can help
- Join HiP
- LA will involve parents at strategic and individual levels
- Make relationships to improve communication

Hackney Independent Parent/Carer Forum (HiP)

Who we are: HiP is a not-for-profit group run by parents and carers for families with disabled children, children with SEN or additional needs, aged 0 - 25. We are the recognised co-production partner of Hackney Council, working directly with Hackney Education and related bodies.

Have your voice heard! We welcome parents/carers as new members and host a safe and supportive space where families can benefit from Whatsapp groups, coffee mornings, open forum meetings and health & wellness sessions. Our membership offers practical help such as legal training and advocacy but also fosters meaningful activities, networking and friendships where families with common experiences can signpost each other and share strategies.

Our objectives: We work directly with education, health and social care professionals and providers, at strategic points in the Local Authority's process. It is our top priority to reflect the actual lived experience of SEN children, young people and families. We aim to promote their wellbeing and achieve better educational support and outcomes.

You can get involved and contribute in a way that fits around your family/situation and matches your skillset.



info@hiphackney.org.uk www.hiphackney.org.uk

Working for every child **child**



Hackney Independent Forum for
Parents/Carers of Children with Disabilities
hiphackney.org.uk info@hiphackney.org.uk
07985 739851   hiphackney





Hackney Independent Forum for Parents/Carers of Children with Disabilities

- meet other SEND families
- join an empowered community and make friends
- receive SEND support & training
- raise awareness of needs & rights
- improve services

You are not alone, so get in touch and join our 600+ members to make a difference OR making a difference.

contact us at hiphackney.org.uk - info@hiphackney.org.uk - 07985 739851 - Facebook/Twitter: [hiphackney](#)

FC

Questions

Working for every child **child**





The importance of Relationships and belonging

Kate Cracknell



Relationships and belonging in a school community

In order to be happy and achieve well in school children and young people need to feel that they belong and are a valued part of the school community.

- Positive, consistent relationships with staff
- Peer relationships
- School engagement
- Respectful and nurturing environment
- Feeling listened to



How do we build positive relationships in a classroom?

Children need to feel seen and heard and valued as individuals; everything we do that demonstrates this, helps to build positive relationships with them

- Regular contact with home that tells our families what we are doing well
- Teachers knowing something about us that isn't just linked to school
- Teachers telling us things about them that help us to feel we know them, too
- Chances to express our feelings and thoughts about things
- Welcome us at the door - be pleased to see us
- Keep things consistent and predictable-this makes us feel safe
- Be careful to imagine how I will feel, don't try to humiliate me as a deterrent or use it a punishment
- Teach me that life isn't a battle of wills - it isn't about 'winning' by getting me to do what you want me to do



How can we manage dysregulation in a safe and positive way?

Emotion coaching:

1. Be aware of emotions
2. Connect with a child's emotions
3. Listen to the child
4. Name emotions
5. Find good solutions