

E-Team Newsletter

Spring 2015

Examples of equalities work led by young people



Bathampton School	Page 3
Bathwick St. Mary C of E School	Page 5
Chandag Junior School	Page 6
Chew Valley School	Page 7
Farrington Gurney School	Page 9
Fosse Way School	Page 10
Marksbury School	Page 11
Norton Hill School	Page 12
93 Bath Sqdn RAF Air Cadets	Page 14
St Keyna Primary School	Page 15
Welton Primary School	Page 17
Westfield Primary School	Page 18

1.



Bathampton School

E-Team

At Bathampton School we aim to provide equal opportunities for all children to engage in stimulating learning experiences.

The E-Team agenda is one aspect of the work undertaken by our School Council. The School Council representatives work enthusiastically together with adult staff members to make our school a place where everyone feels valued and is able to fulfil their potential.

The School Council chose to explore the theme of:

“What helps us achieve our best work?”

The group identified a variety of factors that can impact on children’s learning potential. They wanted all the children in the school to hear their ideas and be able to explore them for themselves. The topics they wished to explore were:

- Eating healthy food
- Children working together in small groups
- Learning together outdoors
- People being kind to each other
- Teachers giving us help
- Learning new things in after school clubs
- Making use of different resources

The children thought that all of these issues influenced them being able to achieve their best work.

One of the difficulties the School Council considered was how they could introduce these topics so that children of all ages in our school would have the opportunity to think about them in a way they would find interesting and relevant. After discussing the matter, they decided to run an art competition! They allocated a different topic to every class and invited all the pupils to draw their own picture based on that theme.

A large number of children submitted a picture. The pupils had some fantastic ideas, many of which were beautifully illustrated. Winning entries were awarded certificates, recognising the children's effort and achievement.



The School Council applied for the £100 E-Team grant. They were delighted when it was successful. We have now been able to frame the winning entries, enabling us to create a beautiful, lasting reminder of the children's encouraging ideas.

It is our hope that the children's artwork will continue to help pupils recognise the many ways in which they can all enjoy learning in our school. It is also a reminder of the importance of being kind to others.

As we look to the future, we recognise the on-going importance of these themes. It will continue to be relevant to find ways of discussing these key issues, so that every child in our school can benefit from a happy and rewarding learning experience.

Bathwick St. Mary C of E School

Anti-Bullying Ambassadors - Year 5 Buddies

Introduction

The Buddy team set out to:

- Stop bullying.
- Help people who don't have friends.

The problems and how we tackled them

We started by working with Miss Farah (Reception Class Teacher) to develop friendships amongst the Reception children.

- One of the big problems was then to prevent them 'attaching to us' rather than each other!
- Maintaining our friendships in Year 5 whilst working as a Buddy.
- Getting Upper Juniors to listen to us when we do 'toilet checks'.

1. **Who was involved?**

- Ourselves!
- Miss Farah (Reception Class Teacher)
- Mr. Burnett



Outcomes and impact

- Nearly all Reception class have more than one friend they can play with.
- We've helped individual Juniors who haven't had friends / found themselves isolated.
- We've taught games to Reception class.

Next steps

- An outdoor activity with the KS1 children.
- Showing our display work to the whole school – work we produced with the Reception Class during some lunchtime play.

Chandag Junior School

Quiet Room

Introduction

The E-Team have helped set up the 'Quiet Room' which is a classroom that is open to invited pupils twice a week where they can spend their lunch break. Whilst there, the children can choose from a variety of games and activities and interact with an HLTA who gives up her lunch time to support the Quiet Room. It was set up to offer a quiet and more intimate play space where the invited pupils can choose a friend of their choice to accompany them and so have some respite from the larger and busier playground space.

The problems and how we tackled them

Initiating the staffing was tricky at first as Mrs Savory isn't always able to commit to being available to run the Quiet Room. Making sure that all pupils can have an opportunity to be invited was also an issue, so we have set up a file to record who is invited and who is chosen as the accompanying friend. This then helps us give the opportunity to the pupils who really love coming to the Quiet Room! The E-Team designed an invitation which is then handed out to the children; they RSVP to Mrs Savory.

Who was involved?

Mrs Savory, Olivia, Sylvie, Phoebe and Mrs Sedar.

Outcomes and impact

The availability of the Quiet Room has been well received by the children who enjoy coming to spend their lunch time playing with the resources and talking with Mrs Sedar.

Next steps

To try and offer an additional day to have the Quiet Room available to pupils. To spend the £100 grant to procure games / resources that the children have suggested would be nice to have.



Chew Valley School

Case Study



What were the main issues?

- Homophobic, bi-phobic and transphobic (HBT) bullying and attitudes around the school.
- Some staff lacked understanding and awareness of LGBT issues.
- New Year 7s were not aware of the school values and ethos.

What did you do to address these?

- The E-Team has trained school staff (including lunch time assistants, teaching assistants and the school leadership team [SLT]).
- Campaigns during Lesbian, Gay, Bisexual and Transgender history month in February include :
 - A poster competition to raise awareness of the need to tackle HBT and sexual bullying. There were over 300 entries, and the winners are displayed around school.
 - Stonewall films “Fit” and “Free” have been shown at lunchtimes throughout LGBT History Month.
 - A “Break down the Wall of HBT Bullying” campaign: boxes containing messages, rainbow pins, wristbands, and other goodies were built then knocked down to symbolise the eradication of HBT behaviour. The wall had to be re-built on numerous occasions as 500 pupils and staff wanted to be involved!
 - Pupils and staff were interviewed by Radio Bristol about their campaigns.
 - Chew Valley pupils supported the Local Authority at LGBT History Month events at the Holburne Museum and spoke at a special meeting for LGBT schools staff.

Who was involved?

The E-Team is made up of pupils and a member of staff (PSHE lead, Lou Pope). The whole school community has been involved in the campaigns including SLT, teachers, support staff and pupils from every year group.

What has changed as a result?

- There is a raised level of awareness of the need to take a stand, and a real buzz about the school, especially around Sir Ian's visit and during LGBT history month. People want to get actively involved!
- A growing sense of pride at being at Chew Valley School, which now has a national reputation for its work.
- Staff are more confident and willing to discuss LGBT issues rather than signposting to other services or the E-Team.
- 100 'Equalistar' awards have been made by pupils to staff who actively challenge discrimination and promote and celebrate difference.

What are the next steps?

The E-Team is planning to focus more on trans issues – and will be attending training by Gendered Intelligence. There is also a plan to work with a local business which can help us challenge stereotypes. Overall we want to spread the message to more schools, and to continue to enjoy our work!



Farrington Gurney School

Play Team

In Farrington Gurney School we have recently set up an E-Team which we have called 'Play Team'. The children in Years 5 and 6 had noticed that although we already have Year 5 play leaders, there were still children feeling left out at play time.

We did some work in class to collect ideas of how we could tackle these issues and the whole class came up with some ideas. The Play Team was formed by the Year 5 girls who started to put in place some of the ideas.

The class had realised that there were plenty of physical play opportunities in the playground with play leaders already leading some of these, but for the children who wanted either quieter or creative activities there was little provision.

Therefore the Play Team organised clip boards, paper and pens to be in the playground on some days, and lead some board games on other days. However we found when it was wet or windy the paper was not a good option and although there was a covered area, the board games with cards also blew away.

The Play Team thought about these issues and spent some money from the grant on waterproof note books which have proved better when the weather has not been so good. A rota was organised for the daily activities, which include treasure hunts, creating an Easter corner and games that won't blow away. At present the Play Team is also working on an Easter egg hunt with a small prize and certificate for everyone taking part.

These activities have helped all the children to have choices in their play and the Play Team all have a badge so children who are not sure what to do, know who to ask. This has had a positive impact on play and has improved the relationships between all the year groups.

As the weather improves, we have a list of ideas to use in the playground which will include den making, clay modelling and weaving.



Fosse Way School

Good Ideas Team

Hello, we are Fosse Way School's 'Good Ideas team'. We have been looking at ways to help students who struggle with unstructured times like break and lunch. We had problems! We found out that at break and lunch time we often fall out or argue with friends.

We decided to start some clubs. At these times we could play in a structured environment, make new friends and build bridges with old ones.

We choose to start 2 clubs:

Chess Club



Chess club has given me the chance to develop new friendships with people who have the same interests as me

Robot Club

Robot club has allowed me to make new friends and to build my robot.



Marksbury School

Bike Breakfasts

Introduction

More children and families have been able and inspired to join our monthly cycle to school. Children in Upper Key Stage 2 are completing their Bikeability and all children in school have had the opportunity to take part in our 'Bike Breakfasts'.

The problems and how we tackled them

Children not having access to safe bikes, parents unaware of how to fix bikes. Skilled cyclists have taught parents and children how to repair and maintain their bikes.

Who was involved?

Children at school, parents, staff.

Outcomes and impact

Many more children are now take part in cycling to school. Other children were inspired and motivated by the involvement of all the pupils in the 'Bike Breakfast'.



Next steps

- The E-Team continue to promote safe cycling and cycling to school.
- Help find willing, skilled adults to replace two adults who are leaving our school community, ensuring that safe cycling remains accessible to all.



Norton Hill School

Case Study



What were the main issues?

- Support for LGBTQ Young People in both Norton Hill and Somervale (their federated) school.
- Support for straight young people who are targeted either because they're perceived to be LGBT or because of affiliation.
- The need to raise awareness of LGBT issues and promote LGBT equality across the school communities.

What did you do to address these?

- Established the "Heros" group-a sub-group of the E-Team - which focuses specifically on LGBTQ issues.
- Established a group of 6th Form LGBTQ mentors (with representatives from all 5 strands) to support and buddy younger pupils who are LGBTQ. This is done by individual or group support and may be informal in nature.
- Worked directly with the SPACE Co-ordinator at Off the Record who has delivered training to the 26 young people who act as mentors / supporters / campaigners in their associated tutor groups. Resource packs have been developed for the purpose of raising awareness of Homophobic, Biphobic and Transphobic (HBT) bullying.
- Ran focused campaigns in assemblies and during LGBT history month

Who was involved?

- E-Team members (60 + young people plus LGBT staff, other staff and a governor).
- A Team of six 6th Formers who are themselves LGBTQ.
- The whole school community has been invited to get involved in campaigns across the two schools.

What has changed as a result?

- A decrease in HBT language & attitudes.
- A better understanding of the history of HBT discrimination.
- Since Sir Ian McKellen visited the school as a Stonewall role model, lots of positive energy and especially the development of the HEROS group.
- Straight young people beginning to realise that it is a collective responsibility.

What are the next steps?

- To raise more money for E-Team campaigns and activities.
- To focus on issues surrounding transphobia.
- To develop more work with local schools via the E Summit and through local partnerships (including primary schools).



93 (City of Bath) Sqdn RAF Air Cadets

Introduction

We are a high profile uniformed youth club which has over 125 young boys and girls aged 12 to 18 years, who attend twice a week in the evenings and at weekends as required. We have a structured hierarchy of supervisors with adult staff and cadet NCOs. We are a highly disciplined organisation and child protection is a high priority as cadets go away from home for weeks at a time. We are concerned about verbal bullying in particular as some of our cadet NCOs are inexperienced in dealing with young people.

The problems and how we tackled them

As above we tackle them by having NCO meetings with the Officer Commanding where they can express their concerns about cadets and OC can direct them towards staff who are qualified councillors and who have attended the B&NES course and also attend the B&NES seminars. We also look out for any cadet who displays any untoward behaviour and investigate this.

Who was involved?

There was just one case of bullying where a junior cadet NCO was picking on a cadet.

Outcomes and impact

The cadet reported the case of verbal bullying and both were interviewed and corrected. The JNCO was sent on a national course for JNCOs and has not had any problems since. The bullied cadet was happy with his apology and they are now best of friends.

Next steps

Make sure that all the NCOs have completed the national course and are aware of the responsibility they have for reporting any incidence of bullying at ATC or at home. We have a large notice board devoted to child care.



St Keyna Primary School

Case Study



What were the main issues?

- Raising awareness amongst the school community of the need to represent a range of family groups within curriculum areas, including LGBT.



- Some staff needed training in how to challenge the inappropriate use of the word 'gay'.
- Continuing to keep equality issues including LGBT to the fore within the school.

What did you do to address these?

- Building on our successful 'It's Okay to be different' and 'Count on Me' projects, we asked the whole school to draw a picture of their family as an introduction to our Relationships and Sex Education work. These were used for a whole school display in the hall.
- We put up a range of polyboard posters outside the school to spread our message.



- We ran training sessions for new staff.
- We made a film about our work and entered it in a competition where we won first prize!
- We produced an E-Team magazine and sent it home to every family in the school.
- We had E-Team badges made

for everyone in the E-Team to raise awareness.

- We give 'E-Team' certificates out in assembly to staff and pupils who we have noticed challenging inequality or championing equality.

Who was involved?

The E-Team is made up of the Headteacher, our Inclusion leader, a parent governor and pupil representatives from Years 2 to 6. The whole school community has been involved in various aspects of our work.

What has changed as a result?

- More pupils want to be on the E-Team.
- The E-Team are increasingly proactive in spotting and challenging inequality. Two pupils represented the E-Team and spoke at the Pupil Parliament.
- There is a regular equality slot in our weekly celebration assembly, complete with its own video intro made by a Y6 pupil.
- Staff are more aware of the need to ensure LGBT families are considered and represented in the life of the school.
- More pupils are able to challenge those who use the word 'gay' inappropriately.
- A recent local authority visitor to the school interviewed a group of pupils and fed back that "Children are very proud of the inclusive nature and philosophy of the school and were able to cite campaigns and initiatives that had made a difference. The children spoke with enthusiasm and authority about how the E-Team, School Council and the 'It's Okay to be Different' project have been able to help children and improve the school.

What are the next steps?

The E-Team is working on:

- Making a pupil friendly version of the school anti-bullying policy with a specific reference to homophobic bullying.
- Some pupils will represent the E-Team at B&NES Equality Summit.
- Another E-Team magazine will be produced.
- The adults on the E-Team would like to raise pupils awareness of trans issues and are developing their own understanding before commencing this work.

Welton Primary School

Values Ambassadors

We have recently worked closely as a school community of staff, children and parents to devise a refreshing new set of six core values which we believe are key to preparing our children for their lives in the world today.

A Welton child will learn to be:

- Responsible
- Collaborative
- Respectful
- Unique
- Courageous
- Aspirational

Part of this process has been establishing a team of Values Ambassadors consisting of two representatives from each class. The children have worked hard to communicate the ideas of their class with staff, including joining in with an Inset session, to ensure that the values and their definitions were meaningful to everyone.



Future plans for the Values Ambassadors include:

- Helping to launch the values across the school community with a focus morning to include taking a lead role in an assembly and explaining 'Jars and Gems' (an incentive scheme linked to the values).
- Planning the new school pond launch event with a focus on the values and how we can organise an event while promoting them across our school e.g. pond safety workshop to design posters, pond wildlife fact session to produce identification keys to display around the pond and working together to make celebratory cakes.

Westfield Primary School

Equality in Sport - School Council 2015

Introduction

- We decided to focus our report on PE in school as it is an important part of our curriculum.
- Sport is something that we enjoy and that we are proud of.



What we did

- We discussed the matter in School Council and came up with a list of questions to ask our class to find out more information.
- We each spoke to our class and recorded their thoughts and ideas.
- We came back together as a group to share and compare our findings.
- We came up with our top problems and spoke about how we could solve them.

The Problems

- At school council we discussed PE: what we liked about it and what we would change.
- We decided that there are many different opportunities for children to join in different sports and teams e.g. football and cross country running.
- We agreed that often adults picked the same children in lessons to give demonstrations.
- We felt there should be more opportunities for sports in Key Stage 1.

What we have decided...

- We are going to speak to our class mates and teachers about how we could make sport even more equal - especially in PE lessons.
- We are going to think about how to include younger children at school in sport.
- We are going to continue to join in and try different sports and games to make sure all children can take part.



Next Steps

We will meet in the Summer Term to create an action plan and feedback thoughts and ideas from our class mates.

