

## Fostering Good Relationships between People

We want our school community to provide a welcoming and comfortable place for all who come here by fostering an open environment where people feel they are treated with dignity and respect.

To ensure we do so we have identified the following aspects of school life and the actions we have taken to achieve our aim:

### Social and Emotional Wellbeing:

- Transition arrangements Y2/3 and Y6/7 are well established to ensure smooth move to next school.
  - Pupils identified as needing additional support work with staff on social stories and resolving any potential difficulties. They are offered extra visits and any required additional resources / staffing arrangements deemed appropriate are organised.
  - Y2/5 Buddy system in last year at infant school ensures that pupils starting in Y3 are familiar with the Colneis site and some staff and know the oldest pupils in school. During COVID of 2019/20 academic year, when it was not possible to run the full programme of buddy activities, the Y2 staff all moved to Y3 at Colneis for the 2020/21 academic year to further support transition.
- Activities for all funding proactively offered to eligible families - parents are made aware in newsletters, and individually by the Family Support Worker, of available funding to cover cost of extra-curricular activities, e.g. swimming lessons, dance lessons, etc.; club membership and kit, e.g. Scouts, Brownies, majorettes, etc.
- Welcome packs and an induction meeting promote the schools inclusive approach
- Additional lunchtime adult support is provided on both sites to support pupils with behaviour, social and emotional needs.
- We have embraced the Thrive approach across both schools and dedicated staff are employed to deliver both individual and small group support, as well as supporting families, along with other specific interventions to provide social and emotional support.

### Pupil Voice:

- School Council - discussion of difference and the importance of knowing about other cultures, needs, etc. Discriminatory or offensive behaviours challenged and ways to promote inclusive language discussed.
- Classroom talk – pupils are taught to work together collaboratively eg talk partners and to understand how to express their thinking in a variety of ways through our approach to Metacognition. All children are supported to have agency in school, to express their own opinions and to listen and take account of the views of others.

### Positive Imagery around school:

- Assemblies reinforce the inclusive ethos of the school.
- Stonewall 'Different Families Same Love' posters displayed around school (illustrates range of different ethnic and family member combinations).

- Curriculum topic based displays include images from other cultures, ethnic groupings and some disability.
- Displays celebrate ethnic diversity in school and the variety of different languages spoken by our children.

### **Community Links:**

- Arrange for local community representatives to visit school to talk to children about their faith group via Suffolk Inter-Faith Resource (e.g. Islam, Hinduism). Pupils of that faith talk about their experiences with their class / year group and share images and artefacts.
- Parents from minority ethnic groups are invited into school to further develop pupils' understanding of different cultures, e.g. festivals, food, dress, traditional dance.
- School participates in local events, e.g. Choir sings in local Nursing homes and other community settings, participation in the Intergenerational Project to develop links between different generations locally, local and county art exhibitions/competitions, school sports competitions, etc. Participation is open to all pupils.
- School Forum – organised by Town Council – KS2 & 3 representatives from every school are invited to raise and discuss issues relating to local community.
- Link with local churches – pupils attend Harvest Festival, minister leads some school assemblies.
- Charity fundraising event each term (local and national charities).
- Family learning courses signposted to all parents and run on infant school site, e.g. numeracy, reading, ICT, parenting, etc. Places also offered to parents from other schools.
- School swimming pool is used by local community.
- Hall and school field are hired out for use by local groups, e.g. karate, scouts, etc.

### **Possible barriers to learning and the need for reasonable adjustments to match pupil and family needs:**

- Family Support Worker and Thrive team engaged to work with families (parents and pupils) needing additional support.
- EAL member of staff meets with EAL families prior to starting school to provide additional link, explain EAL support available in school and ensure procedures, etc. fully understood.
- Thrive approach adopted across the schools by all staff to support the social and emotional development of children.
- Specific care / behaviour plans in place for identified pupils. Parents involved at every stage.
- School works closely with outside agencies to ensure support matches pupils' and families' social, emotional and behaviour needs.
- School works closely with individual pupils and families to support positive engagement and behaviours.
- Positive Behaviour policy clearly identifies the schools approach to rewards and sanctions.
- Timetables and provision amended as necessary to match needs of identified pupils.

### **Curriculum review:**

- Curriculum coverage in PSHE celebrates differences, treating everyone fairly and issues around discrimination (e.g. Y6 Nazi anti-Semitism; Nelson Mandela and apartheid in South Africa) and meets and exceeds the statutory requirements for the RSE curriculum.
- Remote learning offer made as accessible as possible. The school website has been the 'hub' for delivery this to any internet enabled device, DfE provided Chromebooks have been distributed to eligible families and printed work packs have been made available upon request, including specific resources for SEND pupils.

### **Ensure good communication links in place:**

- Regular newsletters provided via ParentMail with paper copies available by request.
- Parents receive all letters electronically via ParentMail and receive reminders regarding forthcoming events. Parents can also pay for school items on line such as dinner money and school trip contributions.
- Separated parents are kept informed of school events, e.g. own copies of newsletters, end of year reports, individual parent consultation meetings, etc.
- School website includes 'Google Translate' button for benefit of EAL families and provides information about, e.g. the school, events, curriculum content, etc.
- School website has operated as the 'hub' for remote learning provision throughout the periods of COVID restrictions and lockdowns, and is accessible via any internet enabled device.
- School arranges for sign language experts /translators to attend meetings with families when required.