Christ Church (Brondesbury) CE Primary School
Christian Ethos Group meeting
17th October 2022

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

2 Corinthians 8:7
"But as you excel in everything–in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you–make sure that you excel in this act of kindness too."

Our vision is embedded within the Christian values of:

Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.

Notes for meeting of Christian Ethos Group

1. George welcomed us and Mo Christine led us in prayer.
2. In attendance – George Veater, Mark Newton and Mother Christine.
3. Apologies - Alison Schulte, Karen Moran and James Kelly.
4. Mother Christine agreed to clerk for this meeting.
5. There were no declarations of interest.
6. The following were noted:

Parental surveys – still to be done – need to arrange for Autumn Term asap
Remodelling of pond & garden areas Funding has been secured - £7,000 grant + £500 from Waitrose JK has discussed with a gardener/company – waiting to hear back with her quote Pupil Parliament are aware this will be a big focus for them this year and are already mentioning this.
Children to engage with fundraising & donating to charities International day – Heads team collected money for the school Pupil Parliament will discuss possible "giving" opportunities for the year.
Jubilee Celebration Went ahead and was well received – a joyous celebration!

Questions about likely date of the remodelling.

Noted that Parental Surveys are still be done; but need to be a priority before SIAMS inspection.

7. Discussion reviewing SIAMS schedule – Strand 5 – Dignity and respect.

   a) We are on the list and we need to be prepared that SIAMS might be anytime.
   b) Current actions and impact good but generic. Examples from pupils and staff will bring this section to life.
   c) Need to include evidence in new approach to 'value behaviours.' Core values lived out – clarity about what behaviours we are looking for (home learning, punctuality,

immediate responses.) This needs a name, and examples of how pupils are using this and respecting as a result.

d) Evidence of changed 'respect' behaviour during lunch – modelling lunchtime conversations, comments from parents about now eating together at home.
e) Structure of this section fine – but need to show learning.
f) We are doing good things but how are we recording it and selling it.
g) What is impact of international evenings? – evidence of respect
h) Public speaking competition – respect measured in children expressing importance of measure opinions. Ensure Videos of these.
i) Charity presentations – dignity of life - videos
j) Evidence of 'How am I living/ behaving differently as a result of JIGSAW/REACH/ BHM
k) Pupils understand important of respect in learning.
l) Impact column needs to include more evidence in column.
m) SLT can anonymise examples – as long as they know what examples relate to.
n) Dignity and Respect – reading corner – valuing diversity – different experience – curriculum specific.
o) SRE reference generic – how is respect and dignity evident in teaching and learning and then in life skills?
p) JIGSAW – What are we doing with it in our context? What is its impact? Specific collected evidence of dignity and respect.
q) REACH – again generic – ask staff to jot down examples.
r) Include success stories working with families.
s) Describe 3 or 4 bullet points of concrete examples of social care with dignity – as long as SLT know what items refer to (code) but still keep confidential.
t) Other things we might include
   - value/relationships with pupils
   - Advocacy
u) Where has JIGSAW made a difference in a child's life?
v) Ask year 6 to jot down how these programs have prepared them for the world.
w) We need a strategy that allows us to collect evidence in a way that is not onerous – examples of pupil and staff voice in impact column
x) Invite staff to write down each week an example of impact?

8. Next steps
   Layering up of examples
   improve ways of collecting evidence so that it is part of our vocabulary and daily practice.
   Drawing on collective intelligence.
   Evidence of visions is the driver across all strands.
   What do PHSE lead, children, parents say about these things?

9. Case for excellence
   To do this we need to improve how we are consistent in use of vocabulary and also how this is integrated with recording what we are doing – and its impact.

10. Next meeting date to be confirmed with James.

11. Date for Mark to visit needs also to be arranged.

Strand 5: Dignity & Respect
In developing community built on dignity and respect, the school must evaluate:

a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?
b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?
c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others (from 2020 onward)

Actions taken	Impact
• School vision promotes the inclusiveness of the school with diverse cultures & backgrounds • Black History Month – includes personal stories/histories from staff perspective – links to "Black heroes" • Robust BHM project in place telling the stories which lead to BLM movement and which focus on dignity, respect and successes, rather than solely on victimisation • SRE –curriculum for 2020 ready and in place after parent & staff consultations • JIGSAW – used to teach PSHE in line with new curriculum demands, including RSE • JIGSAW includes worry boxes and discussion topics from Key Stage 1 upwards – children have the opportunity to discuss topics in sessions • JIGSAW curriculum being monitored by Middle Leader to ensure coverage & standards • International celebrations – celebrating cultures around our community • REACH curriculum teaches children to celebrate diversity and change • Coffee mornings & workshops held to inform and teach parents – also to listen to ideas/suggestions from the community • Pupil & Parent surveys undertaken. • Specific examples of these actions • 'Values Behaviour strategy (this needs a name) • Charity Choices that promote dignity • Flesh out generic components – how are actions specific to improving/growing Dignity and Respect within Christ Church.	• There is a demonstrable culture where all members of the school community, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation are welcomed and treated with dignity and respect as people created in the image of God. • The school offers age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships. • Leaders are successful in ensuring that all curriculum areas encourage respect for difference, diversity, and ways of living. • Shared meals and celebrations leading to public conversations and changed behaviour • Respect articulated in pupil presentations and parliament in decision making processes. • Collect evidence from pupils, staff, PHSE lead and families - How am I living differently? - How are we engaging differently? - Dialogue • Healthy eating conversations • Phrases and examples • Integrated process for regular collection of impact statements. (layering of examples.) • Videos of examples. • Coded examples from Social Care – confidential but SLT can clarify if needed.

Next steps

- Integrated system that allows us to collect and record impact of our vision and learning.

Case for Excellence

-