

<p>Has there been any flow through to the school community in terms of division or misunderstanding as a result of growing awareness of black lives matter, or the negative comments on the 'China virus'. How do we monitor subtle discrimination that either staff or students might be experiencing?</p>
<p>Not really any division. Nothing has come back from BLM issues. 1 family raised a concern back in Feb regarding the virus being referred to by young children as "The Chinese Virus". I met with a parent and had a discussion around the fact this was being used as an adjective, not a slur. Also had a word with the child who apparently had been offended. Children & families are usually quite vocal around offensive language/terms being used – this has helped greatly with monitoring such incidents and dealing with them as they occur.</p>
<p>Are we concerned about our current enrolment numbers?</p>
<p>Yes. Very. I am having a sign made for outside the school building – a permanent one, rather than a banner which will advertise that we have available places all year round – currently in the design process. Also – when Pupil Parliament is up and running I will ask them to help “advertise” the school in the form of a video message which can be shared with local nurseries etc. Looking for other options too – flyers / bus advertising, etc...</p>
<p>How else can we nurturing wellbeing? I am aware that we don't have funds for lots of 'home comforts' - but are there little things we can do to help the school community feel loved within the limitations we have?</p> <p><i>(I was mindful when I walked down to Nursery before half term that while the school is always tidy, it is clear we don't have enough storage space. Also nothing feels very personal to us. I know we have other things on our mind at present, but wonder how we might address this).</i></p>
<p>Linked to 6c - how are we fostering a love within the school environment?</p>
<p>I am completely open to suggestions on this one!</p>
<p>6f – SAP: Re- reading our priorities - which I think are being done well - I wonder how realistic we are being given all the parameters we are working with at present. Is there a way to notate where pandemic etc limits our reality.</p>
<p>Action planning clearly shows the first term being used for catch-up curriculum as well as ongoing teaching & learning (see “disappointing” data results...) This will have an effect on the longer term goals we set – this can be explained when we write the SEF at the end of the academic year.</p>
<p>IT - very clear; though I didn't get a link to the ethos cover page that is in other policies? 4.1.3 I would remove the words 'maybe' Do's and Don'ts page really helpful</p>
<p>Will look at adding this link in.</p>
<p>E- safety Excellent - but again didn't get a link statement to the Ethos</p>
<p>Will look at adding this link in.</p>
<p>Positive Handling Brilliant, very clear and I think the link to Ethos is excellent.</p>
<p>Thank you</p>
<p>Prevent Clear - but again didn't get a link statement to the Ethos It is really important that we understand what this means for us as a faith school. Clear provision of worship for some would be seen as encouraging radicalisation... this is not what we are about.</p>
<p>Will look at adding this link in.</p>
<p>Rel. Education Very clear and excellent summary of how it fits with our ethos.</p>
<p>Thank you</p>

Spirituality

Very clear and excellent summary of how it fits with our ethos.

Thank you

SIAMS

I am wondering, so that it is clear to others, how we demonstrate that when we meet as a committee that the school ethos and values shape our questions and deliberations ?? I am not sure I have an answer, but wonder if at the beginning of each meeting we draw attention to this, and then whether each action point should link to this?? I don't think we want to create work for ourselves, but we will be asked to prove we are doing it.

This may be a question more for Fiona and Alison??

Alison – something for 23rd November perhaps?