We believe this policy relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Prevent Strategy 2011
- Promoting British values as part of SMSC (DES)
- Promoting and evaluating pupils' SMSC (Ofsted)

Safeguarding Statement

At Brynnau Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Brynnau Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Policy

We have an obligation 'under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'.

We consider the children’s spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an
understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, the school behaviour code, extra-curricular activities and circle time activities.

We acknowledge the DES guidance 'Promoting fundamental British values as part of SMSC in schools' (November 2014) that requires us to actively promote fundamental British values.

We believe British values are best defined as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' although these values are not actually unique to Britain alone.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

All school personnel are reminded to maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values.

We work hard to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil law and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England.

(Promoting British values as part of SMSC (DES) )

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.
BRYNNAU PRIMARY SCHOOL

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils’ welfare. Within this environment we work hard to build pupils’ resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by ensuring we promote the spiritual, moral, cultural, mental and physical development of pupils.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

**Aims**

- To encourage pupils to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

**Responsibility for the Policy and Procedure**

**Role of the Governing Body**

The Governing Body has:
BRYNNAU PRIMARY SCHOOL

- appointed a member of staff to be responsible for coordinating and promoting spiritual, moral, social and cultural development throughout;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

**Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

**Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

**Role of the Coordinator**
The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### Spiritual Development

We see spiritual development as the way children acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour.

We try to help children make sense of these questions through the curriculum, collective worship, the school ethos and climate.

We see spiritual development as an important element of a child’s education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life

### Moral Development

We believe that pupils’ moral development involves:

- pupils acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- pupils reflecting on the consequences of their actions;
- learning how to forgive themselves and others;
- pupils developing their knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:
tell the truth;
keep promises;
respect the rights and property of others;
act with consideration towards others;
help those less fortunate than themselves;
take personal responsibility for their actions;
have self-discipline

Social Development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable pupils to:

- develop an understanding of their individual and group identity;
- learn about service in the school and wider community;
- begin to understand social justice and a concern for the disadvantaged

Cultural Development

We believe pupils’ cultural development involves pupils acquiring:

- an understanding of cultural traditions;
- and an ability to respond to a variety of aesthetic experiences

We want our pupils to acquire:

- a respect for their own culture and that of others;
- an interest in others’ ways of doing things and a curiosity about differences

We want our pupils to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;
- develop an understanding of Britain’s local, national, European, Commonwealth and global dimensions

Organisation
We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and others;
- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally

**Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school’s equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

**Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

**Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys
Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  
  - All aspects of this policy
  - Promotion of British Values
  - Equal opportunities
  - Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy
BRYNNAU PRIMARY SCHOOL

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 5</th>
<th>Term 6</th>
<th>Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports from Subject Leaders</td>
<td>✔</td>
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<tr>
<td>Learning walks</td>
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<tr>
<td>Scrutiny of planning</td>
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<td></td>
<td>✔</td>
</tr>
<tr>
<td>Work trawls</td>
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<td></td>
<td>✔</td>
</tr>
<tr>
<td>Lesson observations</td>
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<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Discussions with teachers</td>
<td>✔</td>
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<td>✔</td>
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<tr>
<td>Discussions with pupils</td>
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<tr>
<td>Discussions with governors</td>
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<tr>
<td>Discussions with parents</td>
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</tbody>
</table>

**Monitoring Action Plan**

See form below

**Linked Policies**

- Art
- Collective Worship
- Extra-Curricular Activities
- Ethos
- History
- Promoting British Values
- Social and Emotional Aspects of Learning (SEAL)
- Community Cohesion
- Curriculum
- Equality
- Geography
- Music
- RE
- Teaching and Learning
<table>
<thead>
<tr>
<th>Headteacher:</th>
<th>Date:</th>
<th>June 2015</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Chair of Governing Body:</th>
<th>Date:</th>
<th>June 2015</th>
</tr>
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<tbody>
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</table>
**BRYNNAU PRIMARY SCHOOL**

**Initial Equality Impact Assessment**

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

<table>
<thead>
<tr>
<th>Policy Title</th>
<th>The aim(s) of this policy</th>
<th>Existing policy (✓)</th>
<th>New/Proposed Policy (✓)</th>
<th>Updated Policy (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMSCD</td>
<td></td>
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</tbody>
</table>

**This policy affects or is likely to affect the following members of the school community (✓)**

<table>
<thead>
<tr>
<th></th>
<th>Pupils</th>
<th>School Personnel</th>
<th>Parents/carers</th>
<th>Governors</th>
<th>School Volunteers</th>
<th>School Visitors</th>
<th>Wider School Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Equality Groups</strong></th>
<th><strong>Conclusion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does or could this policy have a negative impact on any of the following?</td>
<td>Age</td>
<td>Disability</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Does or could this policy help promote equality for any of the following?</td>
<td>Age</td>
<td>Disability</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Does data collected from the equality groups have a positive impact on this policy?</td>
<td>Age</td>
<td>Disability</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion**

We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

<table>
<thead>
<tr>
<th>Preliminary EIA completed by</th>
<th>Date</th>
<th>Preliminary EIA approved by</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>V McCarthy</td>
<td>June 15</td>
<td>Cllr Turner</td>
<td>June 15</td>
</tr>
</tbody>
</table>
### BRYNNAU PRIMARY SCHOOL

#### Policy Evaluation

<table>
<thead>
<tr>
<th>Points to be considered</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Please supply evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Policy annually reviewed</td>
<td></td>
<td>✔</td>
<td></td>
<td>Bi-annually</td>
</tr>
<tr>
<td>• Policy in line with current legislation</td>
<td></td>
<td>✔</td>
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</tr>
<tr>
<td>• Coordinator in place</td>
<td></td>
<td>✔</td>
<td></td>
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</tr>
<tr>
<td>• Nominated governor in place</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coordinator carries out role effectively</td>
<td></td>
<td>✔</td>
<td></td>
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</tr>
<tr>
<td>• Headteacher, coordinator and nominated governor work closely</td>
<td></td>
<td>✔</td>
<td></td>
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<tr>
<td>• Policy endorsed by governing body</td>
<td></td>
<td>✔</td>
<td></td>
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<tr>
<td>• Policy regularly discussed at meetings of the governing body</td>
<td></td>
<td>✔</td>
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<tr>
<td>• School personnel aware of this policy</td>
<td></td>
<td>✔</td>
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<tr>
<td>• School personnel comply with this policy</td>
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<td>✔</td>
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<tr>
<td>• Pupils aware of this policy</td>
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<tr>
<td>• Parents aware of this policy</td>
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<tr>
<td>• Visitors aware of this policy</td>
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<tr>
<td>• Local community aware of this policy</td>
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<tr>
<td>• Funding in place</td>
<td></td>
<td>✔</td>
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<tr>
<td>• Policy complies with the Equality Act</td>
<td></td>
<td>✔</td>
<td></td>
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<tr>
<td>• Equality Impact Assessment undertaken</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Policy referred to the School Handbook</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Policy available from the school office</td>
<td></td>
<td>✔</td>
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<tr>
<td>• Policy available from the school website</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• School Council involved with policy development</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All stakeholders take part in questionnaires and surveys</td>
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<td>✔</td>
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<td></td>
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<tr>
<td>• All associated training in place</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All outlined procedures complied with</td>
<td></td>
<td>✔</td>
<td></td>
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</tr>
<tr>
<td>• Linked policies in place and up to date</td>
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<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Associated policies in place and up to date</td>
<td></td>
<td>✔</td>
<td></td>
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</tr>
</tbody>
</table>

**A statement outlining the overall effectiveness of this policy**

It is our belief that this policy and the procedures for monitoring its implementation are effective mechanisms for achieving our aims.
### BRYNNAU PRIMARY SCHOOL

**Policy Approval Form**

<table>
<thead>
<tr>
<th>Policy Title:</th>
<th>Spiritual, Moral, Social and Cultural development</th>
<th>Date when written:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy written by:</td>
<td>B Atkin</td>
<td>New Policy (✓ or x)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revised Policy (✓ or x)</td>
</tr>
<tr>
<td>Stakeholders consulted in policy production: (✓ or x)</td>
<td>Governors</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Senior Leadership Team</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Teaching Personnel</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Support Personnel</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Administrative Personnel</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Pupils</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Local Community</td>
<td>✓</td>
</tr>
<tr>
<td>Date when approved by Governors:</td>
<td>June 15</td>
<td>Date when presented to stakeholders:</td>
</tr>
<tr>
<td>Published on: (✓ or x)</td>
<td>School Website</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Monitoring Implementation and Policy Effectiveness Action Plan

<table>
<thead>
<tr>
<th>Method/Actions</th>
<th>Success Criteria/Intended Outcomes</th>
<th>Who is responsible</th>
<th>Who is involved</th>
<th>Start/finish dates</th>
<th>Costs</th>
<th>Evaluation against success criteria</th>
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<tbody>
<tr>
<td>Reports from Subject Leaders</td>
<td>Presented to GB</td>
<td>B Atkin</td>
<td>B.A. Cllr CP GB</td>
<td>Annually</td>
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<tr>
<td>Learning walks</td>
<td>Excellent quality provision for the consistent promotion of SMSCD</td>
<td>BA SLT Cllr Parker</td>
<td>SLT</td>
<td>Annually</td>
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<tr>
<td>Scrutiny of planning</td>
<td>Planning includes opportunities for coverage of SMSCD</td>
<td>BA</td>
<td>Teaching staff, SLT, BA</td>
<td>Annually</td>
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<td>Work trawls</td>
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<tr>
<td>Lesson observations</td>
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<tr>
<td>Discussions with teachers</td>
<td>All staff fully aware of and compliant with policy</td>
<td>B A All staff</td>
<td></td>
<td>Annually</td>
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<td>Discussions with pupils</td>
<td>Pupil voice shapes policy and practice</td>
<td>School Council BA CR</td>
<td></td>
<td>Annually</td>
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<td>Discussions with governors</td>
<td>GB fully aware and compliant with policy</td>
<td>BA Cllr Parker</td>
<td>BA GB</td>
<td>Annually</td>
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<td>Discussions with parents</td>
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