



Trimley St Mary

Equality Information and Objectives Policy

Policy Title	Equality information and objectives Policy 2021 (Previously- Equality Duty Compliance-Single Equality Scheme)
Legal Requirement	Yes, plus annual report on equality aims and progress
Review Cycle	4 years
Lead Personnel/Committee	Headteacher / Equality Governor/ Chair of Governors/Governing Body
Summary of Changes	Reported on and published annually to governors and parents (separate document on the school website)
Date Approved by Governing Body	March 2021 <i>(Previously updated – Jan 2015/March 2018)</i>
Next Full Review Date	Last review March 2021 Next full review 2025

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Statement of intent

Trimley St Mary Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

At Trimley St Mary, we are committed to ensuring equality of education and opportunity for all our pupils, for their parents/carers, for staff and for all those receiving services from the school. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people. We believe that diversity is strength – for our school, its community and Britain as a whole – we will work pro-actively to address inequality and foster positive attitudes to diversity so that all those who learn, teach, and visit here are respected and valued. We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

The school strives to instil the British Values of: -Freedom, unity, peace, love, tolerance, respect, honesty, humility, cooperation, responsibility, happiness, and simplicity. These twelve values permeate all subjects in the curriculum and indeed all areas of school life at Trimley.

Trimley St. Mary welcomes its responsibilities under recent legislation to promote equality of opportunity and outcomes for different groups of people. This policy will therefore assist the school with its self-evaluation, enable effective and appropriate equality objective(s) to be published, describe how we aim to meet our obligations and put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

Signed by:

Headteacher

Date:

Chair of governors

Date:

March 2021

Trimley St Mary Primary School profile

The 2021 January school Dfe census shows

Total Number of children on school roll	Number that are girls	Children that qualify for free school meals	Children on Special Educational Needs register	Children with An Educational Health Care Plan	Pupils on roll by ethnic group	Children with English as an additional language
373	(48.1%)	(12.2%)	(12.7%)	(0.5%)	White English (93%) Black & any other group(>1%) Iraqi (>1%) Other black African (>1%) Other ethnic group (>1%) White Cornish (>1%) White & any other Asian (1%) White & Black African (1.6%) White & Black Caribbean (1.6%) White Eastern European (>1%) White European (>1%)	(0.8%)

Gender reassignment	Sexual Orientation	Religion
<i>(Includes those pupils questioning their gender identity, trans, non-binary or gender non-conforming)</i> <i>(Data in this category may be sensitive and, in some cases, unknown).</i>	<i>(Data in this category may be sensitive and, in some cases, unknown).</i>	(62.6%) No religion (31.2%) Christian (0.3%) Muslim (3.1%) Did not respond.

Staff- with a staff of less than 150 employees there is no need to publish equality data-the school has a mix of female and male staff from varying age groups. Employment descriptions include full time, part time, job share, maternity leave/cover.

Trimley St Mary Primary School is situated in the large, semi-rural village of Trimley St Mary on the outskirts of Felixstowe. We are a large school in the context of Suffolk serving a mixed catchment area of private and housing association accommodation. The school is popular and well thought of within the local area with pupils coming from out of the catchment area. Pupils are drawn from West / North Felixstowe and Trimley St Martin.

The original building was opened in 1904 and is pleasantly situated in large grounds, with its own sports field, playground and adventure playground. The school was extended in the 1980s and now comprises 15 classrooms with adjoining activity areas, a large hall, a well-stocked library, community room, inclusion room, sensory area and an ICT room. All areas of this single storey building are easily accessible.

The school is a co-educational day school for primary aged children aged 4+ to 11 years. It is organised into 14, single age classes, with two parallel classes in each year group

The school has a very active Parent/Teacher Association that have helped the school to raise funds for a number of projects that have been of great benefit to the school community, they provide an annual fund to buy new books, equipment for outdoor use at break times, new display boards and many other valuable resources.

The school is open on occasional evenings for parents' evenings, productions and school discos. As well as offering a broad and balanced curriculum to all children through our curriculum and entitlement policies, we also offer additional clubs and options for children to take part across and beyond the school day. Optional enrichment experiences outside of the school day are scheduled to support the needs and interests of children. Each Year all children have the opportunity to perform in productions, access educational visits and Learning outside of the classroom. All children are supported to be effective learners through our 8 C's curriculum, supporting children to acquire the skills enabling them to be successful now and in the future.

The privately run First Stop pre-school is on the school site, situated next to the rear playgrounds. First stop has good links with the school. The Felixstowe cluster of school ensures all work together and have established coordinated, integrated services., including for example Access to additional support from the Dfe. through the Ipswich Opportunity Area Grant. Through these partnerships there are plenty of opportunities for combined activities which in turn aids transition from Pre-school through to High School and beyond.

At Trimley St Mary we aim to: -

- Create a safe, secure and happy enabling environment where pupils are engaged and motivated, challenged to think and inspired to learn.
- Develop pride in the school community fostering a cohesive culture of tolerance, co-operation and respect for self and others. Celebrate diversity, uniqueness and the rights of the individual, developing an understanding on local, national and global level.
- Provide access to an inclusive balanced and appropriate curriculum enabling each pupil to reach their full potential academically, socially and physically.
- Recognise parents and the wider community as active partners in the education process and life of the school, with shared values enabling children to fulfil their role as citizens.
- Promote high expectations in all areas recognise achievement and celebrate success
- Work collaboratively alongside other agencies and services to ensure that barriers to learning removed and access to opportunities are enabled.

Ethos of the School

- Our school exists to serve the children and families within the community.
- We work alongside other agencies and the Local Authority to ensure that children in our care are happy and safe, enjoy learning and achieve their full potential.
- The school fosters a positive attitude to learning respecting others perspectives and achievements, where children are seen as individuals, whose needs are sought and recognised.
- The school serves to support the rounded development of children including social, cultural, moral, spiritual and physical aspects.
- The school encourages children to develop self-esteem and determination, encouraging children to embrace challenges and make the most of opportunities available to them.

Every member of the school community should feel safe, secure, valued and of equal worth.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Human Rights Act 1998
 - The Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties) Regulations 2011
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - Data Protection Act 2018
 - The UK General Data Protection Regulation (GDPR)
- 1.2. This policy also has due regard for non-statutory guidance, including the following:
 - DfE (2014) 'The Equality Act 2010 and schools'
- 1.3. This policy operates in conjunction with the following school policies:
 - Admissions Policy
 - Accessibility Plan
 - SEND Policy
 - Entitlement Policy
 - Behaviour and anti-bullying Policy
 - Code of Conduct-Staff/Parent Carers/Pupils
 - ICT Acceptable use policies
 - Managing Radicalisation Policy
 - Complaints Procedures Policy
 - LA Model Pay and Staff Appraisal Policies
 - Data Protection Policy
 - Public Sector Equality Duty Objectives(published annually)
- 1.4. The Equality Act 2010 provides a modern, single legal framework with three broad duties:
 - **Eliminate discrimination harassment and victimisation**
 - **Advance equality of opportunity**
 - **Foster good relations**

- 1.5. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.
- 1.6. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- 1.7. Protected characteristics, under the Act, are as follows:
 - Age
 - Disability
 - Race, colour, nationality or ethnicity
 - Sex
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership
- 1.8. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
 - In relation to admissions.
 - In the way it provides education for pupils.
 - In the way it provides pupils access to any benefit, facility or service.
 - By excluding a pupil or subjecting them to any other detriment.
- 1.9. The responsible body for the school is the governing board or the LA.
- 1.10. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.
- 1.11. The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

2. Principles and aims

- 2.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- 2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

- 2.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 2.4. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- 2.5. The school will promote gender equality by eliminating unlawful discrimination and harassment and promote the equality of opportunity between men and women, girls and boys.
- 2.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.
- 2.7. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- 2.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.9. The school will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.10. The school's Admissions Policy will not discriminate against any protected characteristic in any way.
- 2.11. The school will:
 - Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing body.
 - Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
 - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
 - Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
 - Reduce and remove inequalities and barriers that already exist.
 - Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
 - Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater

participation in the public life of everyone, regardless of any protected characteristic.

- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

3.1. The governing body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2. The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing body.

3.3. Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up to date with equality legislation and its application by attending the appropriate training.

3.4. Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the class teacher, headteacher or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

3.5. The school will have an equality link on the school's website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act 2010 and advancing equality of opportunity.

4. Equality objectives

4.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

(i).By the end of KS2 close the gap for disadvantaged pupils against non-disadvantaged with a focus on:-

(a)Improving attainment outcomes for girls with high prior attainment in reading.

(b)Improving those (boys and girls) with lower prior attainment in maths to at least the National Average

(ii). In year 1, increase the number of children achieving National Average phonics score.

(iii). To promote spiritual, moral, social and cultural opportunities through all appropriate curricular subjects with particular reference to issues of equality and diversity. Throughout their time at Trimley St. Mary Primary children learn that they are unique, they will acquire an age-appropriate knowledge of those with protected characteristics and learn to accept difference.

(iv). Social, Emotion and Mental Health, (SEMH):-

Pupils feel safe and happy to return to school, have adapted to new routines. Are able to engage and interact positively with others.

- 4.2. The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED, publish this information on the school website every year.
- 4.3. The school will update and publish its equality objectives at least every four years.

5. Collecting and using information

- 5.1. In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.
- 5.2. The school will collect equality information for the purpose of:
 - Identifying key issues, e.g. unlawful discrimination in teaching methods.
 - Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
 - Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.
- 5.3. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:
 - Recruitment and promotion
 - Numbers of part-time and full-time staff
 - Pay and remuneration
 - Training
 - Return to work of women on maternity leave
 - Return to work of disabled employees following sick leave relating to their disabilities
 - Appraisals
 - Grievances (including about harassment)
 - Disciplinary action (including for harassment)
 - Dismissals and other reasons for leaving
- 5.4. The school will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy: Pupils and Equal Opportunities and Dignity at Work Policy.

6. Publishing information

- 6.1. The school will publish information to demonstrate its compliance with the Act.
- 6.2. The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:
 - Other persons affected by the school's policies and procedures
- 6.3. The school will update its equality objectives at least every four years and publish on the school website.
- 6.4. The school will publish information on the school website every year which will show the progress made towards the achievement of the equality objectives.

7. Promoting equality

- 7.1. In order to meet our objectives, the school has identified the following priorities:
 - Gather and analyse a wide range of information about our policies and how they affect girls and boys, disabled children and young people and those from minority ethnic or religious communities and their families. We will also review evidence relating to other groups that may face particular challenges.
 - We will look in particular at differences in outcomes for children and young people at the end of each Key Stage. Where possible we will compare the achievement of different groups. Where the numbers of individuals in groups are small, we will review individual progression to identify issues. We have also made use of national and local evidence of underachievement.

The school will consult with stakeholders, establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. **(Refer to attached action Plan at the end of this document)**

- 7.2. Any reports of bullying and prejudice will be carefully monitored, recorded on CPOMS and dealt with accordingly.
- 7.3. Training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

- 8.1. The school is opposed to all forms of prejudice.
- 8.2. The school will ensure that pupils and staff are aware of the impact of prejudice.
- 8.3. The school will address any incidents immediately and, where appropriate, report them to the LA.

9. Complaints procedures

- 9.1. The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure.
- 9.2. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.
- 9.3. The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and, appropriate redress.
- 9.4. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.
- 9.5. The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

10. Curriculum

- 10.1. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- 10.2. When planning the curriculum, the school will take every opportunity to promote and advance equality.
- 10.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- 10.4. The school will develop an appropriate curriculum for all pupils in all vulnerable groups.
- 10.5. The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

11. Monitoring and review

11.1. The headteacher will review this policy annually, to ensure that all procedures are up to date.

11.2. The policy will be monitored and evaluated by the Mrs Ashford (headteacher), Mrs Mackie (equality governor) and governing body in the following ways:

- Individual attainment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

11.3. Any changes made to this policy will be communicated to all members of staff.

DATE OF PLAN: March 2021 (C. Ashford, H. Mackie, C. Monk)

DATE OF REVIEW: Progress reported on and published annually
Full review of 2025
Accessibility Plan December 2023.

Publication and dissemination of the School's Plan

The School makes its Equality Plan (previously, Single Equality Scheme), Public Sector Equality Duty Objectives and Accessibility Plan available in the following ways:

- Publishing it on the School website
- Making it available in alternative formats on request

For further information, please contact: The Head Teacher – Mrs. C. Ashford
The Chair of Governors - Mr. Colin Monk
Equality link Governor – Mrs H. Mackie

Objective 1 Action	How?	When?	Who?	Cost	Success Criteria	Monitored by
<p>1.By the end of KS2 close the gap for disadvantaged pupils against non-disadvantaged with a focus on: (a)improving attainment outcomes for girls with high prior attainment in reading.</p> <p>(b)Improving those (boys and girls) with lower prior attainment in maths to at least the National Average.</p> <p>Ensure that home learning isn't disadvantaged for children who don't have access to ICT provision.</p>	<p>Raising Attainment Plans Implement Catch-up programmes Intervention SEN groups Refer to Pupil premium strategy</p> <p>Continue online with National tutoring programmes for literacy and maths: third space maths NTP</p> <p>Send a newsletter out on parentmail to the parents in the Autumn term about ICT provision in their household, If home learning takes place, staff to phone the parents and ask about access. Practice setting homework on these learning platforms to familiarise families.</p> <p>Follow up parental survey.</p>	<p>After school 1-1 Or small groups</p> <p>First half Autumn term</p> <p>October 2020 onwards</p> <p>Autumn term Ongoing</p> <p>Spring term</p>	<p>Phase leaders Teachers/TA/Sports Coaches</p> <p>National tutors</p> <p>Headteacher- C. Ashford SLT</p> <p>Class teachers</p> <p>Mr P Murray</p>	<p>PP funding Catch up funding</p> <p>Government funding plus</p> <p>65 devices provided up to Feb. 2020.</p> <p>23 were funded by the DfE A few provided by CYP Some donated by a local business School refurbished old laptops</p>	<p>Take up for interventions is well attended</p> <p>Pupils will engage from home and make progress.</p> <p>All children have access to ICT provision to have the same experience of learning at home as those key workers/vulnerable in school. Access to: - Tapestry Seesaw Purple Mash My Maths White Rose Maths</p>	<p>Phase leaders Headteacher/SLT/Governors</p> <p>Mr P. Murray</p> <p>Headteacher/governors SLT and Individual Class teachers. Feedback given daily on purple mash. Verbal message weekly. Email followed up by a phone call home if child is not engaging in home learning. Identify any problems. Weekly phone call home by class teachers</p> <p>SLT</p>

<p>2. In year 1, increase the number of children achieving National Average phonics score.</p>	<p>EYFS Yr1 RAP</p> <p>Advice to parents – links to websites that are helpful</p>	<p>Autumn term</p>	<p>Phase leader Class teachers</p>		<p>Children are confident and phonic scores increased in line with National.</p>	<p>Phase leader SLT Headteacher Governors</p>
<p>3. To promote spiritual, moral, social and cultural opportunities through all appropriate curricular subjects with particular reference to issues of equality and diversity. Throughout their time at Trimley St. Mary Primary children learn that they are unique, they will acquire an age-appropriate knowledge of those with protected characteristics and learn to accept difference.</p>	<p>PSHE curriculum RSE RE History Geography Assemblies Cross-curricular topic work Themed weeks Positive posters Resources that represent diversity promote tolerance of difference.</p> <p>Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.</p> <p>(may need to be virtually at present)-eg Children's Newsround etc.</p> <p>To identify, respond and report any prejudice related incidents using CPOMS, report to Governors and data returns.</p>	<p>Ongoing</p>	<p>Headteacher Whole school staff</p> <p>All staff</p>		<p>Children's understanding of the local and global community is broadened.</p> <p>Few incidents Staff, children, parents/carers are happy with the effectiveness of response given by school.</p>	<p>Headteacher Governors</p> <p>Headteacher SLT Governors</p>

<p>4. <u>Social, Emotion and Mental Health, (SEMH)</u> Pupils feel safe and happy to return to school, have adapted to new routines.</p> <p>Are able to engage and interact positively with others.</p> <p>Staff feel safe have been involved in assessing risk, have access to support and resources enabling them to keep physically and mentally well at this time</p>	<p>PSHE curriculum Relationships/friendships Time to talk Early Mind workshops per class ELSA strategies and approaches.</p> <p>Recovery Curriculum to reconnect and rebuild relationships.</p> <p>Access to emotional play-therapy specialist for those that require it. Access to inclusive education services for those that require it.</p> <p>Inclusive behaviour policy</p> <p>Links to Suffolk Headlines</p> <p>Access to EAP</p> <p>School's choice HR</p> <p>Parental support</p>	<p>Spring term 2021</p>	<p>Headteacher SLT PSHE Coordinator SEND Coordinator Class teachers Mental Health first aiders Support Staff Sports coaches</p> <p>Inclusive services</p> <p>Play therapist</p> <p>Headteacher</p> <p>Home Liaison Officer</p> <p>SLT</p>	<p>Refer to Pupil Premium strategy Sports Premium strategy</p>	<p>Positive atmosphere around school.</p> <p>Pupils and staff use self-help strategies based upon understanding as a result of Early Mind Emotional needs resources and training.</p> <p>Children build good relationships with peers and staff.</p> <p>Pupils and staff are able to manage additional stressors, increase their confidence and raise self-esteem.</p>	<p>Headteacher Governors SLT Class teachers Mental Health first aiders Support Staff Sports coaches</p>
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