Personal development at R A Butler Academy
Spring 2026

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At RAB our curriculum extends beyond the academic. We support pupils to develop in many diverse aspects of life of which the impact of this provision may not be assessable during their time with us. Despite being a large school, we work very hard to maintain a family ethos whilst valuing and recognising every single child and the contributions that they make. We are a UNICEF Rights Respecting School meaning that we ensure that our children achieve their right to a good education, to develop talents, to have a voice, to have friends and to feel safe and able to play – ready to show respect for all.

We also base everything we do in school on our 6R values. Whilst we acknowledge that children are influenced by other factors in their home environment and communities, while they are at RAB they are taught how to embed these values in their approach to learning and life. This equips them with the necessary traits to succeed when facing the next stage of their education and their adult life beyond.

1 - 6Rs

Examples of specific curriculum opportunities with direct teaching of the 6Rs are:





Respectful Relationships

- Fortnightly 'Rights Respecting' Assemblies
- Rights Respecting School Award Termly work and Friendship sessions
- UNICEF Rights of the child class charters
- Whole school TPP approach to behaviour
- Half-termly Reading Buddies sessions
- Year 5 and Early Years Buddy system
- Annual Anti-Bullying focus week
- Opportunities to become Eco Warriors (Autumn Term) and Peer Mediators
- Mixing our three forms annually giving opportunities to make new friendships

Resilience

- Whole school approach to the curriculum is based on retrieval and children being given the opportunity to 'struggle' and stretch and embed learning
- Thinking Hard Challenges including in most lessons across all subjects



Reflectiveness

- Whole school feedback and marking policy based on WWW/EBI with the emphasis being on children self-reflecting accurately either in writing or verbally
- Reflecting logs completed as part of behaviour policy
- Children reflect on how their behaviours affect others, how they could do things differently next time and how to make amends
- Children are encouraged to reflect on whether they need additional help during and after a lesson through feedback three/five or requesting a Masterclass

Risk –Taking

- 3 residential opportunities for children in Key Stage 2 which build on time away from home, each having a different focus of activities
- Forest school and opportunities to learn outside from Early Years through to Year 6
- RAB's Got Talent annual show with auditions
- Opportunities to attend trials to join sports teams



aRticulacy

- Mighty Oak public speaking programme for Years 2 to 6 – 5 sessions each year
- Year 4 teams compete in a local school's public speaking competition as well as a larger Mighty Oak competition
- Moktar Cup school public speaking competition for the whole of Key Stage 2
- Annual poetry recital built into the curriculum
- Extended written outcomes or oral presentations for key projects based on demonstrating learning for that unit
- Opportunities for year groups to perform to their parents or carers in EYFS, Yr 1, Yr 2, Yr 4 & Yr 6 as part of whole year group or class performances
- Opportunities to perform or share learning with their Reading Buddy classes
- Year 6 Ambassadors are involved in open mornings and take parents on tours



Resourcefulness

- Every Year 6 child has a responsibility role across the school for the whole year
- Year 2 children have opportunities to be responsible for areas of school life (delivering fruit, putting chairs out for assembly etc)

- Whole school council involves every child and promotes resourceful ideas to improve the school
- Children encouraged to plan and run their own clubs and charity events
- Year 6 Enterprise project – raising money for local charities and for a legacy project at school
- Gold holders of Reading Olympics become Reading Ambassadors to promote Reading across the school

2 - UNICEF Rights Respecting School



In November 2022 R A Butler Junior School met the standard for UNICEF UK's Rights Respecting Schools Award at Gold level.

The assessor stated that it was evident that children's rights are embedded across the school and underpin every facet of school life.

Some of the strengths that were noted were:

- Articulate children who talked confidently about rights and demonstrated the school's focus on oracy.
- The extent to which rights respecting language is embedded in the day-to-day life of the school and the principles of dignity and equity are understood by all.
- The schools 6Rs values feed through everything the school does.
- A nurturing, inclusive atmosphere and strong relationships with parents/carers.
- Strong pupil participation. There are several mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.



In July 2024, the R A Butler Infant School also achieved RRSA Gold. This shows that the youngest members of the school community are developing an understanding of equity, equality and inclusion.

We continue to put the aims of the United Nations Convention on the Rights of the Child (UNCRC) at the heart of everything we do. Children learn about the articles in the UNCRC, which are regularly the focus of our Friendship Days. These articles include: the right to a good education, to develop our talents, to have a voice, to have friends, to feel safe and to play. In our classes, we have created class charters to remind us how we can respect everyone's rights and work together towards common goals.



We have both Junior and Infant School Councils (they may also meet as one larger group), attended by two elected representatives from each class. Children are encouraged to self-nominate themselves for this role and speeches are often made in classes before an election is held to choose the two representatives. The children work hard to listen to and represent all the views of the children in their class. They act as a steering group to help us maintain our Gold Rights Respecting School status.



3 - British Values

At RAB we develop responsible, respectful and active citizens who are able to engage with society are given plenty of opportunities to do so.

Some of the clubs are children are involved in outside of school are Triathlon, Swimming, Brownies/Cubs/Guides/Scouts, Football, Rugby, Gymnastics, Netball, Fencing, Cricket, Dodgeball, Street Dance, Orchestra and Karate.

We believe all children have the right to develop their talents. We encourage all children to take part in extra-curricular activities, relating to sport and music, as well as art and drama.

The older children are very keen to participate as Ambassadors, RAB Leaders, Playground helpers and as reading buddies for younger children. Many children have visited the older residents of Saffron Walden to talk with them and perform Carols. Community is a very important part of school life, and we encourage our children to play an active role both in our local area and our school. Children regularly raise money for charities of their choice.





We develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, mutual respect and tolerance of those with different faiths and beliefs by:

- Ensuring that our curriculum reflects these values
- Holding regular assemblies which are age-appropriate explaining the themes
- Providing wider opportunities to explore these areas through visits to community groups, visits to places of worship, welcoming visitors into school
- Valuing discussion around these topics and making time for them where appropriate – steering group, peer mediator training
- Auditing the literature available for the children within the reading spine, class and school libraries, plus texts chosen for guided reading



The British Values run through what we do in school for example:

Democracy



- There are opportunities to see this process in practice during the school year, for example the setting up of a new School Council and Steering Groups and children also vote for children to represent them for house captain roles etc.

Rule of Law

- Children develop their school charters each year and are aware of behavioural expectations around the school.
- They understand the concept of the adults around them being duty bearers.

Individual Liberty

- Our pupils are encouraged to think for themselves.
- They are taught regulation strategies through their engagement with the Zones of Regulation.
- PSHE lessons cover how to manage peer pressure.

Mutual Respect and the Tolerance of those with different Faiths and Beliefs

- Our central 6R is Respectful Relationships and children are rewarded when they show this value within the school setting and beyond
- Our RE curriculum gives opportinties for children to be exposed to different world religions
- This is also reinforced through assemblies as part of our RRSA programme
- Being able to resolve conflicts effectively is taught through PSHE and Year 5s are given the opportunity to volunteer as Peer Mediators and receive training to do so.

4 - Equality of Opportunity

We promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

In response to a racial incident, we set up a parents and carers **REACH** (Race Equality and Cultural Heritage) group which met each half term drawing on people's experiences and knowledge. The aim of the group was to celebrate diversity within our community and support our children to be their true authentic selves.



A cultural themed Arts week was first held in the Summer Term 2023. The following summer we had a diverse Science Week. Summer 2025 we practiced cultural exchange again and gave an opportunity for our families to showcase their cultures. Summer 2026 will once again be a Science Week with lots of members of our parent body sharing their interests and work around science. These events have become biennial.

The impact of this develops

- children's understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others within the RAB community
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

As part of our school development plan, we are focussing on our anti-racism stance, and a policy was written with the involvement of all stakeholders. Children's views were sought. The policy can be found on the school's website.





Examples of equal opportunity within our curriculum are:
In Languages we look at festivals and celebrations and the cultural differences. We hear and watch children from France speaking. We study traditional foods and recognise what different European countries are famous for. We explore neighbouring countries on an atlas and also discuss how languages developed and changed over time.

In Music children are exposed to a wide range of music from across the world, thus exposing them to different cultures. As they go through the school, they have units on Hip Hop, Latin music, Sea shanties, African music, Reggae, Gustav Holst, Soul and Gospel, Jazz, Grime and Rock. This is also followed up through our entry into assembly music – with a different piece being used each week from a huge range of genres across the year.

5 - Inclusive Environment

We promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Based on an audit of learning behaviours and engaging with current research into making learning sticky, we have developed a range of strategies we expect all of our teachers to use in their daily work with the children to help learning make its way into children's long-term memory. This forms part of the RAB Model for Great Teaching and Learning. We use a huge range of techniques for example use of knowledge organisers, mini quizzes, closed procedure tasks, discussion groups etc.

Teachers also plan in active learning techniques to complement learning objectives and to give all children the opportunity to become actively engaged in their learning and to be able to articulate their understanding.

We have also developed the use of pre and post learning 'masterclasses' to enable all children to be able to access learning at an age-appropriate level and to prevent a widening of a learning gap. We aim to keep the learning pace of all children at the highest level and ensure there is no 'glass ceiling'.

Each topic may begin with a launch event designed to spark children's interest and engagement. This also acts as a 'leveller' to enable all children to be able to access their future learning irrespective of any difference in cultural capital. It also acts as a knowledge harvest to allow teachers to ensure planning meets the needs of pupils.

A school trip planned each term deepens links and supports the children's learning in the classroom. These may be to places in the local community or further afield.



Assemblies are carefully planned to expand our school curriculum and cultural capital.

We do not tolerate any form of discrimination and children show respect for those who share the protected characteristics. The curriculum is planned and delivered so that children develop age-appropriate knowledge and understanding during their time at school.



Children are taught about the different types of family groups that exist within society both through our PSHE curriculum and through RRSA assemblies.

6 - Pupils' character

All our school staff are TPP (Trauma Perceptive Practice) trained which enables staff to reflect on early life experiences that may affect a child's development. The principles behind this training are embedded throughout the school and have influenced policy and practice.
The core values are:

- Compassion and kindness (instead of blame and shame)
- Hope (instead of hopelessness)
- Connection and belonging (instead of disconnection).

Within this framework we develop our pupils' character, which we define as a set of positive personal traits, dispositions and virtues that inform their motivation and guide their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives the pupils the qualities they need to flourish in our society.

We also develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. We have embedded the Zones of Regulation throughout the school which gives children the emotional vocabulary to check-in with how they are feeling.

In addition to what we already had in school (Learning Mentors) we have responded to an increasing need in supporting children's and their parent's mental health by:

- restructuring our SEMH provision so that all year groups have better access to TPP trained ambassadors
- training members of staff including the learning mentor as Senior Mental Health Leads
- engaging with Essex MIND and having an Educational Mental Health Practitioner (EMHP) working one day a week working with groups of children and parents on a one-to-one basis
- adding a new member of staff in the role of Pupil and Family Support Practitioner to support and signpost families to external support available to them

Our behaviour policy has been rewritten in light of our TPP training which builds on our provision for children's moral development and their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. Children are taught to understand the consequences of their behaviour and actions.

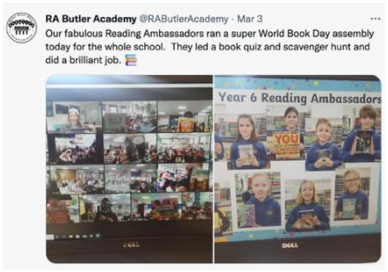
Staff meet and greet their children at the classroom doors each morning and after each break to establish connections.

7 - Working Collaboratively

Children are encouraged to work collaboratively and have rich discussions and debates. They are taught to investigate and offer reasoned views about moral and ethical issues and taught the ability to understand and appreciate the viewpoints of others on these issues. Oracy underpins our curriculum and all lessons use deliberate talk structures (which are targeted to each year group and are developed as the children move up through the school) and to encourage children to talk together and to articulate themselves well.

All staff have been trained in using 'Kagan' structures and other active engagement strategies which encourage children to participate more fully in all lessons to reduce passivity and increase participation.

8 – Curriculum





Our knowledge-rich curriculum provides opportunities for children to apply their skills across all subjects and ensures pupils have the cultural capital required to be successful citizens. This approach enables children to apply knowledge and skills they have learnt to new situations. We ensure that all children have access to a broad and balanced curriculum, identifying quality first teaching as the biggest key to success. The Pupil Premium Grant (PPG) is allocated wisely to enable us to ensure pupils entitled to PPG funding make progress in line with their peers.









At R A Butler we consider our curriculum to be much more than the details of what we set out to teach. Our school curriculum encompasses all that children learn as a result of being members of our school community. This includes the learning that takes place as a result of our taught curriculum but goes much further and includes learning through carefully and purposefully created experiences, traditions and interactions. We aim to give children a sense of enjoyment and fascination in learning about themselves, others and the world around them, by using their imagination and creativity in their learning. Our curriculum combines what we teach with how we teach it, or importantly what children learn and how they learn it. The curriculum is carefully designed but continuously evolving with close links to latest educational research and based on our community and children's needs.



All curriculum subjects contribute to pupils' personal development in different ways. For example:

RE - Children are given the opportunity to be reflective about their own beliefs (religious or otherwise) and perspective on life whilst learning about and respecting, different people's faiths, feelings and values.



PSHE - At RAB we follow the Cambridgeshire PSHE scheme which we adapt to meet our children's specific needs. A number of the units focus on being physically healthy (healthy lifestyles, drug education, personal safety etc.) and keeping mentally healthy (My emotions, zones of regulation etc.). Throughout PSHE lessons, the children are encouraged to reflect on their own and other's beliefs (beginning and belonging, diversity, etc.) as the subject revolves around respectful relationships.

We teach children to recognise risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, substance misuse, gang activity, radicalisation and extremism – and make them aware of the support available to them.

RSHE - We develop pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education.

We specifically address sexual harassment, online abuse and sexual violence. The curriculum also addresses safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline.

We ensure that our systems for talking to a trusted adult are robust. All classes have worry boxes, and a hand template showing 5 adults the children can talk to in addition to the Learning Mentor, Assistant Heads and Deputy Head and other members of the senior leadership team.

Teachers are aware that there are other factors that increase a child's vulnerability, or potential vulnerability, such as mental ill health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

We hold annual NSPCC assemblies. Information from these assemblies is displayed in the main hall.

Computing - We enable pupils to recognise online risks and to recognise the dangers of inappropriate use of mobile technology and social media.



We invite outside speakers to teach the children, staff and parents about staying safe on the internet. We gather pupil's voice and respond to the findings around use of technology.

Design Technology - All year groups complete a food related unit. All food lessons include some aspect of hygiene from EYFS onwards and these and one other project in every

year group will cover some aspect of how to use tools safely e.g. Year 2 saws, Year 3 craft knives, Year 5 sewing machines, rotary cutters etc.

All projects include creativity - it is essential that the children create a product that fits the design criteria and children are encouraged to do this in an innovative way. It is central to DT that the children bring their own designs and ideas to a project.

All food projects include aspects of why healthy diets are important, seasonality and the Eat well plate, which has links with our PSHE and Science curriculums.

As with other subjects, DT uses the 6Rs throughout lessons. Planning and teaching include points to remind the children to be resilient - we make it clear that they will not always find focus tasks easy but after reflection they can choose whether it is a skill they want to include in their design, empowering them through choice and awareness of the difficulty levels. There is also an aspect of seeing a project through from inception to completion, that is very satisfying and is unique to DT. The children are also aware that they are learning and using new skills or tools, which are directly applied in their project.

Art - All artists (male and female, alive or dead) who are selected as the artist focus in the art curriculum represent a range of people from many different countries and periods of history.

Art tasks are written with many opportunities for reflective practice to enhance their own creative interpretations.

Lesson plans are written to promote and develop knowledge and understanding of the influence on the time and place of historical events on the work being viewed e.g. William Morris's designs as protest against the Industrial Revolution.



9 - Music provision

Our curriculum is enhanced beyond the National Curriculum. We regularly have access to watch music in the Saffron Hall from both professional performers and the high school children.

We have an active orchestra and a large choir. Children access individual music lessons throughout the day, the times carefully selected so that they are not missing vital learning. All chidlren have the opportunity to learn to play an instrument – currently ukulele in Year 3 and Year 5 as well as recorder and glockenspiels in other year groups.

We have a music specialist who teaches and works alongside teachers to deliver the music curriculum and offers more musical opportunities to groups of children who may not access individual music lessons.



10 - Sports Provision

At RAB we aim to offer all children high quality PE and sport and give every child the opportunity to be a part of this, regardless of their background, ethnicity, gender or ability. We develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.

All children have the opportunity to explore new skills, experiences and talents in a broad range of clubs and teams representing the school at a local and county level.



We promote well-being and healthy lifestyle by promote healthy lunchboxes and snacks.

Children are given the opportunity to have movement breaks across the school day, sometimes as a whole class and other times individually.

We currently run SEN Active sessions every week offering an opportunity for the children with SEN to follow a mixture of structured activities and activity through exploration of apparatus and equipment. The type of activity varies each week and will include a number of different games which incorporating different skills, following instructions and teamwork linked to the children's EHCPs or One-Plans.



We also offer the 'Power hour' which is an opportunity for all children to access further physical activity during the school day outside of their structured PE lessons, often the SEN/PPG children access this during their lunch hour as it offers a number of different games and activities outside of sport. There is also a morning break running group and a yoga session to ensure accessibility for all children.



11 - Working in the Forest

We are so fortunate to have a wonderful Forest School on site, just at the bottom of our school field. This lovely, wooded area comes complete with pond, dens and a campfire area. It is the ideal space to take learning outside.

Forest School is a holistic approach to educating children - meaning that it is aimed at developing the child as a whole. We know that children learn best from first-hand experience and Forest School is about learning through exploring and playing in the woods. The children are encouraged to find out things for themselves which will help them build a sense of independence, self-motivation and teamwork.

Whilst all of our children have access to this area there is a foundation block for all Early Years pupils, who each have a six week block in Forest School, learning particularly about science, biology and the world around them. They also enhance dexterity and physical skills, as well as cooperation with others, valuable skills which then transfer back into learning in the classroom.

12 Enterprise project

Year 6 children have an opportunity to be involved in an enterprise project each year. The children are given a set budget and are then tasked with working out what they will make to sell, how much the resources they need will cost, how to make the product and what to sell their final product for. The funds raised through the project are then used for a legacy gift - something that will benefit the other children in years to come.



Rights Respecting Eco Team - Members of the steering group from Year 3 to Year 6 have previously run a 'Pupils Profit' business and become ethical entrepreneurs. All their products were UK produced, ethically sourced, cruelty free, vegan, paraben and SLS free, closed loop and affordable. They marketed and advertised and opened their shop every other week.



Through their enterprise, the children were taking action to improve the environment while learning to run a business. With their profits, they bought bug houses and eco-friendly resources for school. Their work contributes to the Global Goals.

13 - Extra-curricular activities

We develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.

We continue to look at strategies to increase the number of Pupil Premium accessing these clubs, for example personally inviting them, running them during lunch times or morning break for ease of access etc.



We will offer an additional adult for our children with SEN who need this adjustment to attend a club successfully.

DAY	CLUB	YR GRPS	MAX.	TIME
MONDAY	Dodgeball	1&2	25	8:10-8:50am
	Multi Sports	1&2	22	3:30-4:30pm
	Art Club	5&6	20	3:30-4:30pm
	Netball	3&4	22	3:30-4:30pm
	Lacrosse	3 to 6	16	3:30-4:30pm
	Country Dancing	2 to 4	30	3:30-4:30pm
	Athletics	3 to 6	30+	3:30-4:30pm
TUESDAY	Badminton	5&6	16	8:10-8:50am
	Hockey	3&4	20	8.10-8.50am
	Kurling	2 to 4	16	8:10-8:50am
	Rounders	3&4	16	3:30-4:30pm
	Rounders	5&6	22	3:30-4:30pm
WEDNESDAY	Energy Club	EYFS	16	8:10-8:50am
	Archery	3 to 6	20	8:10-8:50am
	Hockey	5&6	20	8.10-8.50am
	Drama	3 to 6	28	3:30-4:30pm
	Gardening Club	4 to 6	15	3:30-4:30pm
THUR	Boogie Bounce	3 to 6	18	8:10-8:50am
	Karate	1&2	25	8:10-8:50am
	Chess	3 to 6	28	12.15-13.15pm
	Multi Sports	1&2	22	3:30-4:30pm
	Dance	3 to 6	26	3:30-4:30pm
	Diamond Cricket	5&6	32	3:30-4:30pm
	Gardening/Crafts	Year 2	12	3:30-4:30pm
FRI	Running/Tag Games	2 to 6	Unlimited	8:10-8:50pm
	Badminton	3&4	12	8:10-8:50pm
	4 Square	3 to 6	30	3:30-4.30pm

We are now tracking the involvement of PPG children more closely for before and after school clubs.

We recognise there is still a disparity between the number of PPG children attending 1 or more club and non-PPG children. The gap is slightly smaller in KS1 and fluctuates across the academic year.

We are continuing to think about other ways we can address this on top of the strategies we already have in place (personal invites, break time clubs, lunch time clubs, offer of a free club etc)

Years 1-2			
	Autumn 2025	Spring 2026	Summer 2026*
% with at least 1 club	38%	43%	55.00%
% PPG with at least 1 club	14%	27%	32%
% Non-PPG with at least 1 club	41%	45%	58%
% EAL with at least 1 club	39%	29%	39%
% SEND with at least 1 club	12%	19%	29%

Years 3-6			
	Autumn 2025	Spring 2026	Summer 2026
% with at least 1 club	62%	63%	68%
% PPG with at least 1 club	45%	35%	37%
% Non-PPG with at least 1 club	66%	67%	73%
% EAL with at least 1 club	55%	56%	51%
% SEND with at least 1 club	45%	47%	46%

14 – Transition

We have a strong transition programme into EFYS where our practitioners seek to form strong bonds with our families as early as possible.

This includes an invitation to school to meet the teacher on a 1:1 basis whilst we carry out a Speech and Language screen on their child. An opportunity for the child to come in for a session in their classroom, whilst their parent / carer meets other parents. The EYFS teachers attend nursery settings and make phone calls to gather information, and in the September, they undertake a home visit to meet each child in their own setting.

Nearly all of our Year 6 pupils move-up to the local High School (SWCHS), with a smaller group planning to attend one of the other local high schools. We have a strong transition package in place with SWCHS and work hard at getting the same experience for those who are going to other schools. This will involve teachers coming to RAB to run taster lessons, the Head of Year and Pastoral Lead meeting the children and talking to RAB staff. Previous pupils return to RAB and talk to the Year 6s about what they can expect. For our children with SEN or for those that are exceptionally anxious, there are additional sessions that we offer to visit the high school and take part in a range of activities. We ensure that by the end of Year 6 our pupils are equipped to make the transition to Key Stage 3 successfully.

We plan for transition between other Year groups too and offer Social Stories, time to meet new adults, transition books and videos etc for those who need it. Families of the current EYFS children are offered an open meeting with staff to talk about the move to Year 1 in the Summer Term, as we recognise this is sometimes a big move from the EYFS curriculum to the National Primary Curriculum.

For all children there is a Move-Up day where they spend the day with their new class and teacher beginning to build relationships ahead of the new academic year.

At every transition safeguarding information is appropriately shared.

15 - Parental Engagement

Seesaw is established as an informal communication for teachers to communicate with parents. Videos are sometimes used to support parents with home learning and strategies used in school for example how to support a beginning reader or how to carry out long division.

We keep a record of which parents do not attend Parents meetings and then personally invite the parents to the following terms meeting or to have a telephone conversation instead. This strategy has been effective in raising the percentage of parents attending consultations.



Parents in EYFS are invited in to read with their children. Parents of all children across the school are invited to come and share their children's work with them at regular open afternoons or early morning drop-off sessions. This is separate and on top of parents' evenings. Year 6 children attend parents' evening with their families.
Staff run workshops for parents on a variety of topics: phonics, using the 6Rs at home, times tables etc throughout the year. This year the Maths team ran a coffee morning session by invitation for our disadvantaged families to complete the next activity of the Maths Scrapbook activities. For those that cannot attend the presentations are shared via Seesaw.









We run Parent Group Coffee 'Mornings' each half term at different times in the day to ensure all parents have an opportunity to attend. Some sessions are even held in the early evening to assist working parents. Whilst these sessions are predominantly attended by parents of SEN or PPG children, they are of course open to all. Most sessions are run by RAB staff but can also be led by outside agencies.

Upcoming sessions include a peer mentoring session from SPACE – who use parent to parent peer mentoring. Later this term, Jen Shackleton is also running a repeat of a very successful session on how to support children with anxiety.

16 – Social Media

Our Facebook page is regularly updated showcasing what we are up to in school.

17 – Workshops and Trips

Examples of workshops and trips booked or undertaken the year:



18 – Cultural Capital

See appendix

19 – Wellbeing Provision

At RA Butler we believe a consistent set of procedures is essential to ensure that every child's wellbeing is supported, and their mental health actively promoted within the school environment. This framework outlines the practices staff should follow to create a safe and nurturing atmosphere where children feel heard, valued, and supported. By adhering to these guidelines, the school can

provide early intervention, foster emotional resilience, and maintain a positive culture that prioritises each child's holistic development.

Provision for all

To ensure every child is fully supported at school, we put in place consistent practices that nurture their wellbeing, promote positive mental health, and create an environment where all pupils can thrive.

- ✓ Lessons are well planned and scaffolds are used to support all.
- ✓ We build strong home-school relationships by having an 'Open door policy' in every classroom ensuring children and parents feel welcome at the door.
- ✓ Parents are able to communicate via the school office and more directly via Seesaw.
- ✓ Our anti-bullying and behaviour policy is matched closely to children's wellbeing.
- ✓ All classrooms have their own 'Worry boxes' to support children sharing their concerns with a teacher privately.
- ✓ Every classroom has its own mental health kit which can be accessed at any time to promote wellbeing in the classroom.
- ✓ Young carers are fully supported in school. They have weekly fun check-in sessions run by our learning mentor Mrs Jenkins. The young carers group have named themselves the 'Chicken Dippers.'
- ✓ Throughout the school day there are regular opportunities for 'children to check in' and the zones of regulation are familiar, and the vocabulary is used across the school.
- ✓ Information for wellbeing is shared on the school website for parents to access.
- ✓ Weekly PSHE lessons are taught in all classes. These include units of work on self-regulation and conflict resolution.
- ✓ Pupil voice is gathered through school council meetings, peer mediators on the playground supporting children and focus groups.
- ✓ We gather information through pupil-based wellbeing surveys twice yearly.
- ✓ There is a clear active timetable of activities to support children at lunchtimes including:
    - power hour
    - tuft spot resources
    - clubs
    - colouring club
    - library sessions
    - football day
    - running club
    - yoga club
- ✓ Attendance is closely monitored.

When a concern is raised

When additional concerns are raised either by children who have expressed concerns about their own wellbeing—or for whom a concern has been raised by family members, peers, or school staff—it is essential that these worries are taken seriously and responded to promptly, sensitively, and in line with our safeguarding and wellbeing procedures. At RAB we follow these guidelines to raise children's profiles and provide a high level of support.

- ✓ All staff are safeguarding trained annually and know to record any concerns electronically on CPOMs. If safeguarding is part of the concern, staff will alert the DSL directly via CPOMs.
- ✓ Staff share concerns with their team and extra 'check ins' are offered with children including some interventions e.g. time to talk about their feelings / worries and concerns- through drawing, journaling, and bubble groups.
- ✓ Additional meetings are arranged involving the child's parents / teacher(s) / SLT / learning mentors/ meetings offered.
- ✓ RAB offer two weekly family drop-in sessions on Monday and Fridays
- ✓ All staff can refer to school learning mentor for advice (particularly around learning/ friendships/ behaviour)
- ✓ Staff share their concerns with families and/or listen to families concerns and if/when needed, refer families to the school family support worker. This practice aims to build relationships and better support the child and the family.
- ✓ If needed staff can seek support from external specialists and services:
    - Referral to MIND.
    - Receive support with play therapies and art therapies etc.
    - Referral for advice from CAMHS.
    - Referral or advice from GP / School nurse service.
    - Referral or advice from family solutions.