A Whole-Child Approach



Pupils know right from wrong and behave accordingly

Pupils can communicate effectively and have a way with words

Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy

Pupils have an age-appropriate understanding of healthy relationships

Pupils appreciate and identify their talents and make good use of them

Pupils have pride in where they come from

Pupils understand the fundamental British values

Pupils understand the protected characteristics

Pupils understand, appreciate and respect diversity

Pupils challenge discrimination

Pupils appreciate the arts and have a sense of musicality

Pupils feel safe

Pupils do not tolerate bullying

Pupils are creative, resourceful and able to identify and solve problems

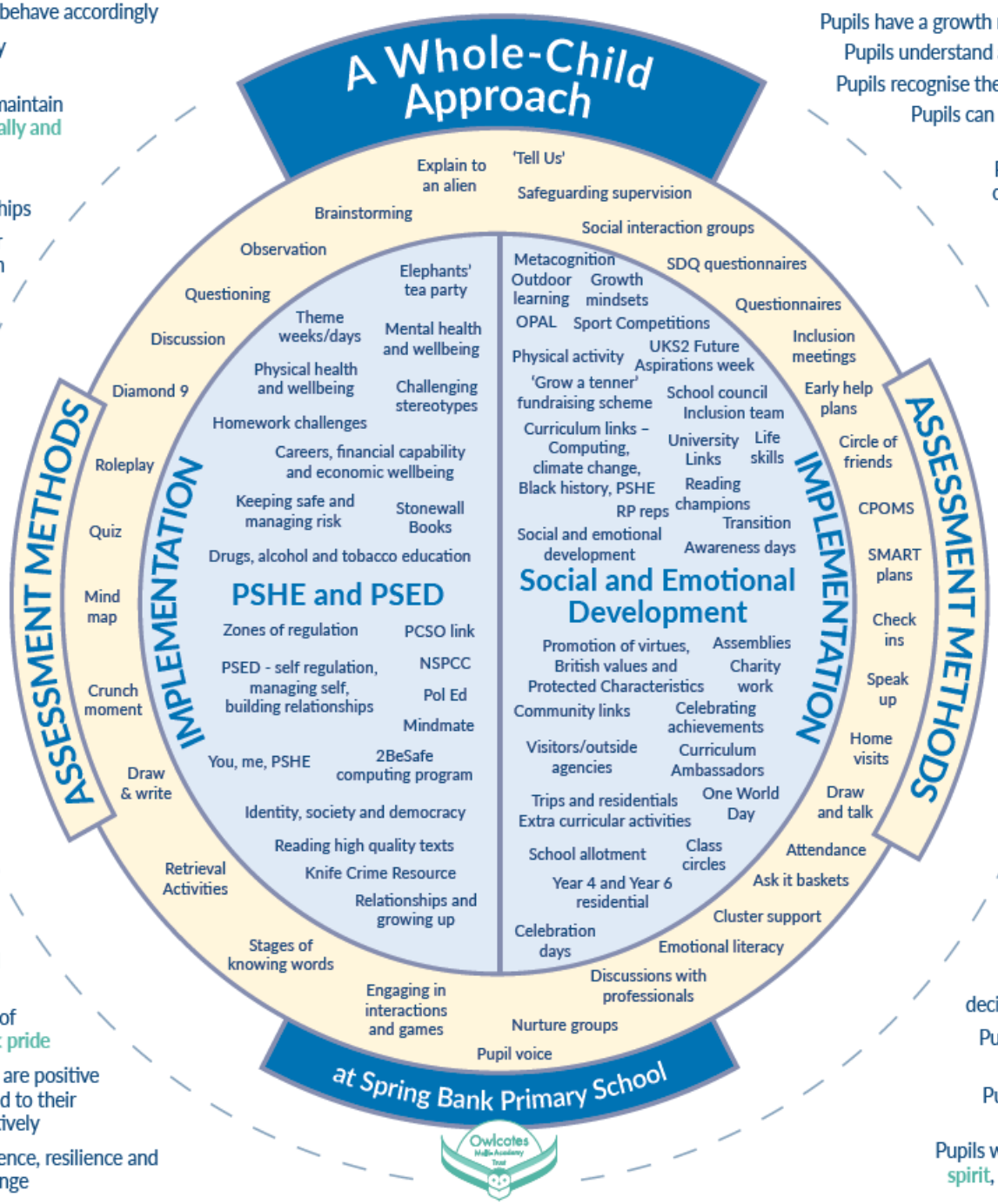
There is a positive and respectful culture throughout school and in the community

Pupils are resilient to setbacks and take pride in their achievements

Pupils understand the importance of being a good citizen and have civic pride

Pupils' attitudes to their education are positive and inquisitive. They are committed to their learning, know how to study effectively

Pupils show confidence, independence, resilience and perserverance in the face of challenge



Pupils have a growth mindset attitude to learning and life

Pupils understand and can explain the reason for rules

Pupils recognise the importance of moving and learning

Pupils can explain what stereotypes, prejudice and discrimination mean

Pupils understand that they are part of a shared responsibility to care for the environment

Pupils see life as opportunity and choice

Pupils know how to look after their mental health

Pupils know how to manage change and loss

Pupils know what it means to seek or give permission/consent

Pupils know how to keep themselves safe and manage risk

Pupils can identify different relationships

Pupils know how to stay safe online

Pupils can describe ways to prepare for change

Pupils are courageous, can see the future and their potential

Pupils understand the importance of seeking support in and outside school

Pupils can describe some of the pathways into a range of jobs and careers

Pupils recognise how financial decisions can impact people's emotions

Pupils are able to use our website and the internet to seek support

Pupils are confident to try new things and have a sense of adventure

Pupils work independently, have a sporting spirit, and can work well as part of a team

At Spring Bank, we recognise and value the pivotal role we play in building the strong emotional foundations that children require in order to thrive and grow into well rounded and healthy adults.

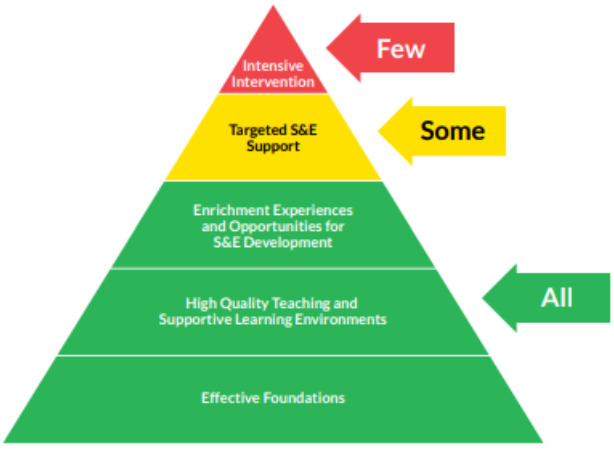
We strongly believe that education should develop children academically, socially, emotionally, and morally. This holistic view reflects our core values: respectful, curious, diligent, resilient, and collaborative. These values underpin all aspects of school life and are central to the personal development of every child in our care. Every child receives the care and support to achieve and thrive in school, be ready for their next stage of education and life beyond the classroom

Through this approach, our children leave Spring Bank with the ability to: make and maintain friendships; resolve conflicts; manage stress and anxiety; make appropriate and informed decisions; resist negative social pressure; achieve academic potential; respond appropriately to social norms; identify strengths and weaknesses; and value and respect diversity within society.

Spring Bank Core Values				
Respectful	**Curious**	**Diligent**	**Resilient**	**Collaborative**
Treating others as you would wish to be treated, listening to the views of others, taking responsibility for your actions.	Being eager to know or learn something. Valuing questioning and learning something new, encouraging life-long learning.	Having a hard-working outlook. Recognising this is yourself and others	Keeping going when things are difficult. Recognising that being challenged is good.	Working well with others to achieve a goal. Valuing the skills that others can bring to the team.

Through the 'Whole Child Approach' we develop and nurture the following skills in our pupils:

'A Whole-Child Approach' Pyramid Model



Owlcotes Elements

At Spring Bank, we are committed to nurturing the whole child. We recognise our fundamental responsibility in building the strong emotional, social, and moral foundations that children need in order to thrive – not only during their school years, but throughout their lives.

As part of the Owlcotes Multi Academy Trust (OMAT), our curriculum is enhanced through the Owlcotes Elements.

Each Element, each branch of the tree, has experiences and opportunities planned for every year group. By the time our children leave Spring Bank, they will have developed skills and understanding as well as gained experiences for each Owlcotes Element.



Effective Foundations

Personal, Social, Emotional Development

Personal, Social, Emotional Development forms part of the Prime Area section of the Early Years Foundation Stage (EYFS) curriculum.

The prime areas are fundamental to a broad and balanced base of learning for children. The EYFS states that they are 'crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, form relationships and thrive'.

At Spring Bank we put a huge emphasis on the PSED of our children as we understand that if these crucial blocks are not in place our children will not be able to develop their holistic learning to their full potential. We want our children to build positive cooperative relationships with others. Be aware of and manage their own feelings whilst being aware others may not think the same as them. Be self-confident but also empathetic and respectful of others.

Reformed EYFS PSED Early Learning Goals:

Self-Regulation

• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions in-volving several ideas or actions.

Managing Self

• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

• Explain the reasons for rules, know right from wrong and try to behave accordingly.

• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

• Work and play co-operatively and take turns with others

• Form positive attachments to adults and friendships with peers.

• Show sensitivity to their own and to others' needs.

Equality and Diversity

It is a core aim at Spring Bank Primary School that our children grow up to be kind, respectful people who are well equipped to make positive contributions to society. Learning to respect and understand others, including those who may have very different lives from their own, is both intrinsically important and practically necessary if our children are to live and work in a context of a rapidly changing society with increasing diversity.

Spring Bank is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

In school, the protected characteristics are weaved through our PSHE curriculum and the day-to-day routines of life at Spring Bank and also link to our work on British Values.

What does equality look like in school?

• All stakeholders share clear expectations in regard to how people should be treated

• Children are encouraged to challenge discriminative behaviours

• All stakeholders treat each other fairly, equally and with respect

• We avoid stereotypes in resources

• We use resources with multicultural themes

• We share and enjoy diverse reading materials

• We enjoy and promote the learning of language

• We enjoy theme days/weeks

• We listen to and enjoy music from around the world

• We celebrate the arts in other cultures

• Teachers plan lessons that reflect the diversity of society

• Ensuring all students have equal access to opportunities and participation through appropriate scaffolding and differentiation

• We use a variety of teaching and assessment methods

• We ensure our policies and procedures don't discriminate against anyone

Growth Mindsets

Growth mindset sits at the very centre of our school culture and ethos.

Beyond academic achievement, a growth mindset has many positive effects on our children including more positive attitudes towards school life, improved confidence and psychological well-being, increased motivation and engagement, and higher academic resilience and persistence. Furthermore, a growth mindset can follow a child into adult life supporting them in success as employees and parents themselves.

We also teach the children about many inspirational people, from many walks of life and with varying abilities, who have been successful and how they have achieved this through having a growth mindset attitude.

Character Education

Character education is a component of social and emotional learning that promotes core values and virtues enabling the development of character traits associated with greater wellbeing. These include: improved educational attainment, intrinsic motivation, self – regulation, self-belief and good coping skills.

As part of 'The Whole-Child Approach', character education is developed in a number of ways at Spring Bank and is at the heart of our culture and ethos. Character education is included in all aspects of school life such as: assemblies, subject lessons, dedicated character education lessons within PSHE time, theme weeks, sports, performance, the arts, clubs, outdoor and adventurous activities, hobbies and subject learning clubs.

At Spring Bank, we promote our 'Values for Victory':

Respect – Celebrating Differences: Valuing respect within our community allows our children to celebrate the unique qualities of others and create healthy learning environments by feeling safe and to express themselves. This moral value allows children to build feelings of trust, safety, and wellbeing withing relationships

Curiosity – The Spark of Discovery: As well as encouraging life-long learning, developing this value in our children leads to curious personalities which are associated with humour, playfulness, life satisfaction, good relationships and open-mindedness.

Resilient -The Bounce Back Power: As well as equipping children with the ability to overcome everyday setbacks, developing this value in our children leads to personalities which are associated with perseverance, emotional regulation, strong coping skills, optimism, self-efficacy (the belief in one's own ability to succeed), and a greater overall capacity to thrive through life's inevitable challenges.

Diligent – The Commitment to Quality: Along with forming a strong work ethic and fostering accountability, developing this value in our children encourages traits which are associated with high standards, tenacity, careful planning, reliability, effective self-management, and the profound satisfaction that comes from mastering a task through focused, sustained effort.

Collaborative – Working Better Together: In addition to teaching children the essential skills of listening, sharing ideas, and compromise, developing this value fosters abilities which are associated with teamwork, mutual respect, effective communication, empathy, and leadership. This allows children to utilise the unique strengths of others, solve more complex problems, and appreciate the value of shared success within a strong community.



Attendance and Punctuality

Spring Bank Primary School believes that all children should take maximum advantage of the opportunities offered to them in school, to enable them to reach their full potential. Being at school on time and every day is crucial to a child maximising their potential: there is a proven correlation between attendance and punctuality and classroom effort, classroom engagement, self-regulation, motivation and self-awareness.

Along with attending school every day, being punctual is extremely important and in fact an essential life skill that can support children in their adult life. We encourage our children, from their very first day with us, to come to school on time each day.

At Spring Bank, we recognise that attendance is a key priority. Every week class attendance is announced in assemblies and displayed in school. The class with the highest attendance figure that week have the privilege of taking care of 'Attendance Ted' who is an important member of our school community. The children take this responsibility very seriously and are always very pleased when their class has collectively achieved this goal.

We take a 'High Support, High Challenge' approach to attendance. We acknowledge that sometimes families may need additional support to ensure that children attend regularly. This is provided by our dedicated Attendance Team who are focused on developing positive attitudes to school and finding ways to engage, support and encourage families. They also ensure that children remain the focus of this support by challenging actions and attitudes once trust has been built so that children are in school regularly.

High Quality Teaching and Supportive Learning Environments

Safeguarding

Pupil safeguarding plays a vital role in all of our work at Spring Bank - great importance is placed on identifying opportunities within the curriculum for children to learn about safeguarding.

Our broad, balanced and diverse curriculum gives pupils the chance to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equip every child with the knowledge and skills required to keep themselves safe.

Through our PSHE curriculum, in assemblies and by inviting outside agencies into school such as NSPCC, our children learn discretely how to be safe from CCE, CSE, Child on Child abuse and radicalisation. Some examples include: drugs education, relationships and sex education, online safety and peer pressure.

We also teach our children about first aid, road safety, water safety, fire safety, increasing independence, anti-social behaviour and how to be safe when out riding a bike to name a few.

To support our children in speaking out when they feel unsafe or require some support and/or advice, we have introduced:

• Helping Hand (an easy way of identifying different people who can offer support – family, friend, an adult in school, a service or someone from the community)

• Childline/Speak Up Posters

• Ask it Baskets (a box in each classroom that a child can access to ask a question discretely)

• 'Time to Talk' box

• Questionnaires

• School Council

Personal, Social, Health and Economic (PSHE) education

At Spring Bank, we recognise the importance of preparing our children for the world in which we live today and so PSHE is considered a 'core' subject and is taught weekly in all year groups.

Through PSHE, and utilising a variety of teaching and learning strategies, we aim to develop pupils' knowledge, understanding and skills (including confidence, resilience, self-esteem, their ability to identify and manage risk, make informed choices, and understand what influences their decisions) to ensure they lead safe, happy and healthy lives both now and in their future.

We follow Kapow scheme of work Years 1-6. There are 7 strands within the scheme which lay out age-appropriate topics for the children to cover.

We have divided PSHE into 7 different strands:

- Relationship and Sex Education (RSE)
- Drug, alcohol and tobacco education
- Physical health and wellbeing
- Mental health and emotional wellbeing
- Keeping safe and managing risk
- Careers, financial capability & economic wellbeing
- Identity, society and equality We further supplement this scheme with a whole range of other vital life skills including: anti-bullying, stranger danger and Bikeability to name a few...)

Ground rules support us in establishing safe learning environments in which our children are keen to express their own views, are analytical and reflective and ask challenging questions. Ground rules support the children in having the confidence to discuss and debate sensitive and controversial issues in PSHE lessons, socially around the school, and with visitors. Ground rules allows the children self-assurance to disagree, while respecting the differing views of others. These rules were chosen by our children, discussed at the beginning of all PSHE lessons and include:

- To be kind to and supportive of each other
- To laugh with but not at each other
- To listen by looking at each other and not interrupting
- To respect other people's views and feelings
- It's ok to say pass

Relationships and Sex Education (RSE)

Relationship and Sex Education (RSE) is considered a vital subject at Spring Bank and an opportunity to safeguard our children.

Taught in a sensitive and respectful manner, and through an age appropriate and progressive approach, RSE allows us to nurture the social and emotional development of our children: it help to create a natural, positive attitude towards sexuality; to develop the skills needed to manage relationships; provides opportunities to exchange ideas; promotes tolerance and understanding of others; and the sharing of ideas contributes to the development of values and a personal sense of morality.

To further enhance our RSE curriculum, we utilise CHIPS (Challenging Homophobia in Primary Schools), a resource which helps to encourage our children to look at how families are different and unique as the children get older the resource allows them to have mature discussions about issues such as stereotyping.

Through RSE we combat ignorance and fear and clarify existing knowledge by providing accurate information. RSE provides our children opportunities to discuss feelings, emotions and attitudes in a safe, non-threatening situation.

It is important to us that our RSE curriculum meets the needs of all our pupils including those with special educational needs. As well as differentiation in lessons, we offer bespoke support to parents and pupils where required or requested for example 1-1 pre and post teaching sessions.

MindMate

As a school, we are committed to giving our children the best possible start in life by nurturing their social, emotional and mental health. Through delivery of the MindMate curriculum we utilise well proven methods to support our children in developing good relationships, becoming comfortable with their feelings and strategies to cope well with life changes and the more challenging aspects of life that can impact on mental health.

There are six spiralised core lessons per year; one from each of the following themes:
- Feeling good and being me
- Family and friends
- Being the same and being different
- Life changes and transitions
- Strong emotions
- Solving problems/Making things better

The age-appropriate content of these lessons includes both broad topics, such as healthy relationships, and more mental health specific topics, such as low mood and depression. In addition, emotional literacy skills (based on the work of the Southampton Psychology Service) are incorporated into all the lesson outcomes, to ensure that the learning is personalised and embedded. This means that pupils practice a range of skills, including talking about their feelings, rather than simply developing a theoretical understanding of SEMH. The use of associate writers, with their range of experience and expertise, ensures a high level of creativity and flexibility in the way topics are taught. Once written, the lessons were quality assured and standardised to ensure they were evidence based and functional. They reflect and support the statutory guidance for PSHE.

Five Ways to Wellbeing

At Spring Bank, we are passionate about mental health and ensuring our pupils are equipped with the knowledge, skills and strategies required to live happy and healthy lives.

Research shows there are five simple things we can do as part of our daily lives to build resilience, boost wellbeing and lower the risk of developing mental health problems. These simple actions are known internationally as the Five Ways to Wellbeing.
We promote and practice the Five Ways to Wellbeing.

Why the Five Ways Work:

Connect: Strengthening relationships with others and feeling close to and valued by others, including at work, is critical to boosting wellbeing.
Keep Learning: Being curious and seeking out new experiences at work and in life more generally positively stimulates the brain.
Be Active: Being physically active, including at work, improves physical health and can improve mood and wellbeing and decrease stress, depression and anxiety.

Give: Carrying out acts of kindness, whether small or large, can increase happiness, life satisfaction and general sense of wellbeing.
Take Notice: Paying more attention to the present moment, to thoughts and feelings and to the world around, boosts our wellbeing.

All of these ideas are regularly explored during assemblies.

Online Safety

At Spring Bank Primary School, we know how important it is to develop our children's ability to stay safe by having the ability identify and managing risk appropriately. These skills, as well as flexibility and resilience to change, are vital in an ever-changing world in which the use of social media, online gaming and the internet have become a major part of young people's lives.

As a school we embrace the educational and social benefits of new technologies and encourage responsible internet use; however, we are increasingly aware of the potential dangers and opportunities for misuse these technologies offer. Therefore, Online safety is a key part of our curriculum for both Computing and Personal, Social, Health and Enterprise Education (PSHE). It is something we talk about regularly with our children.

At Spring Bank, we have a weekly session allocated to online safety at the beginning or end of computing sessions in which we teach our pupils about the appropriate use of online devices such as mobile phones. This is a safe forum where the children can ask advice and voice any issues or concerns.

Our curriculum is further enriched through the support of 'D:side' a charity that works with schools to develop personal responsibility.

British Values

At Spring Bank, we understand that the society we live in is diverse and therefore, our curriculum and life within school reflects this. For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day-to-day school life. Underpinning this are the values and understanding of democracy, law, liberty, respect, tolerance, tradition and heritage.

These values are reinforced regularly and in the following ways:

Democracy

Each year, the children decide upon their class mission statement and the rights associated with these. Each class vote for two school council representatives which gives every class a say on the decisions that are made at our school. The council meets regularly to discuss any issues raised in class council meetings. The council is genuinely able to effect change within our school. Our PSHE curriculum encourages all aspects of respect for democracy and the democratic process. All children have an annual questionnaire where they are able to put forward their views about the school.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Spring Bank. Pupils are taught the rules from an early age in the

Foundation Stage. Each class have an agreed set of rules and a behaviour contract. The children are aware of the consequences of not following the rules in their school community. The children learn to understand the difference between right and wrong in all aspects of school life throughout the day. There is an opportunity for children to put right what has been done wrong, wherever possible. Children are given the opportunity to understand aspects of civil and criminal law and discuss how this might be different from some religious laws. Pupils in our school expect and receive a fair system where actions are always respectfully justified. Pupils are taught the value and reasons behind rules and laws; that they exist to govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Visits from authorities such as the Police and Fire Service help reinforce this message. At Spring Bank, we have strong links with the Police Service through our PCSO.

Individual Liberty

At Spring Bank our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our Online Safety and PSHE lessons. Our children are encouraged to give their opinions and share these ideas with due regard for the feelings of others. As part of our PSHE curriculum we place a huge emphasis on the social and emotional learning of our children and feel we send them off to high school as well-rounded individuals. We celebrate achievements both in and out of school in assemblies, and through Class Dojo messages and posts. All of the children have access to the Inclusion Team necessary. This helps the children access support in a confidential and supportive way.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. This is modelled daily by all staff and is reinforced through our Restorative Approach to behaviour, where children are encouraged to empathize with the feelings of others and work together to "make things right."

We foster respect across year groups through initiatives such as Playground Buddies/Reading Buddies, where older pupils take on a mantle of responsibility for the well-being of our younger learners. In the classroom, collaborative learning and "talk partners" teach our children to value diverse opinions and listen with intent. Furthermore, our commitment to sportsmanship in PE and extracurricular clubs ensures that our pupils learn to respect teammates, opponents, and officials alike. At Spring Bank, we take pride in being a community where every individual is valued and where derogatory language or stereotypes are proactively challenged, ensuring an environment of dignity for all.

Tolerance of those of different Faiths and Beliefs

We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths. Throughout school life the children are encouraged to discuss differences between

people such as their faith, ethnicity, disability, gender or sexuality. They also discuss differences in family life such as looked after children or young carers.

Cultural Capital

At Spring Bank, we are committed to providing our pupils with the 'cultural capital' they need to be succeed in life.

When planning our topics this is always a consideration and we take up lots of opportunities that will give our children exciting experiences. By the time our children leave, our hope is that they will have many rich and memorable experiences to take with them into the next chapter of their education. We carefully curate these experiences so that the children access a wide range of experiences throughout their time with us. We make full use of out location in the heart of Leeds to broaden horizons.

We also place a high value on 'aspirational capital' by inviting professional into school to talk about their careers and maintaining links with our local universities. By the time our children leave our hope is that they have developed a deep appreciation for creativity and achievement and possess the confidence to navigate the world with curiosity and ambition.

Cultural Cohesion

We believe that Spring Bank is a safe environment where pupils feel able to share and discuss their views and opinion's and, through Cultural Cohesion, we aim to nurture reflective children who are responsible for their own actions and recognise and respect cultural differences.

Many of the choices we have made for our curriculum have the idea of cultural cohesion at their heart. Our school community is quite unique and we work hard to ensure that everyone within feels heard and seen and knows that they are important.

We work hard to prepare our children to be part of the school community, the local community and beyond. This is done by allowing time for thought provoking conversation and debate about issues that are of interest or directly affect the school community. We want our children to have a voice not just in school but in their future lives, our curriculum is designed to support this.



Pupil Voice

Through pupil voice, we encourage and provide opportunities for all pupils to make a genuine, valued and recognised contribution to school life: involving them in decision-making creates meaningful change and facilitates a sense of empowerment and inclusion.

Providing our children with meaningful opportunities to share their experiences, views and hopes about our school has many positive outcomes: great behaviour, healthy and respectful relationships across the whole-school community, and good attainment and attendance.

Pupil voice is practised at Spring Bank in a variety of ways; for example:

- Our proactive school council in both Key Stage 1 and Key Stage 2, allows children to share their opinions and ideas to improve our school grounds.

- We hold class meetings to discuss the minutes of school council meetings so that all pupils can have their say.

- Many school statements, school action planning, the website and class-rooms layouts are design following pupil consultation.

- All classes have written their own diversity statements and had input in our Behaviour Policy.

- We ask pupils regularly about what extra-curricular clubs they would like to have access to.

- Changes to our OPAL provision is done in consultation with all classes in school.

Black History

Black History in the UK celebrates the history, arts and culture of black British people. Awareness of, and education about, the history of white British people is well-established, but at Spring Bank we recognise that black British history is underreported and underrepresented.

In previous years we took part in Black History Month, and we recognised the importance of the project but limitations of the time frame minimised the importance of Black History, therefore we have extended teaching Black History within the wider school calendar year, particularly when it links to other areas of teaching and learning.

We are a diverse school community and as such we understand how important it is that children see themselves reflected in their learning. We work hard to make the most of any opportunity to celebrate the cultures represented whenever we can. We take pride in our local heritage, teaching our children about the significant contributions of our diverse community from sporting heroes to inspirational leaders who have helped bring change and understanding to the city as a whole.

Climate Change

At Spring Bank, we understand the importance in teaching children about current worldwide issues. We see climate change at the forefront of this, and feel it is our responsibility to ensure our children not only hold the knowledge to understand the problem but the ability to actively participate in questioning solutions and begin to take actions themselves.

We aim to provide a safe, guided space for our children to develop a sense of shared responsibility, a feeling of empowerment and to become active citizens within their community. Supporting the United Nations sustainability goals, we teach our children that every one of us can help limit global warming and take care of our planet.

In Key Stage 1 the children learn about the changing weather and climate, identifying the impact of this on some animals, plants and environments both in our locality and elsewhere. Through discussions, children gain an understanding on the outlook of our future world and begin to identify actions that people can take to have a positive impact on the climate. This develops further into Key Stage 2 where children look specifically at the impact of fossil fuels, carbon footprint and begin to make predictions based on current trends. Lessons based on sustainability are available for all year groups and are integrated into the geography curriculum.

Enrichment Experiences and Opportunities for Social and Emotional Development

Life skills

At Spring Bank, we recognise that a range of skills are required in order for people to flourish as they grow older and gain more independence. Life skills are vital for success in education, in the workplace and in people's daily lives. These skills range from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions. These essential life skills are crucial to people achieving their potential, and therefore it is natural that they should also lie at the heart of all that we do.

With this in mind, and in line with our vision and ethos, we work hard to provide opportunities and experiences for our children to: problem solve; develop self-confidence, self-worth, self-awareness and resilience; develop employability skills and financial capability; develop knowledge of how to keep healthy both physically and emotionally; and develop values and virtues.

All year groups will look at developing age-appropriate life skills per year dedicating a term for children to practice and become proficient in each. Some of these skills will include: using a knife and fork; fastening buttons and using zips; understanding and using cash including change when shopping; making a cup of tea; reading and following a bus timetable; changing sheets/make a bed; and tying a tie.

Some other established life skills practised in school include:

Cooking
We strive to provide all our children with the opportunity to learn about making healthy food choices and the importance of a balanced diet. We also encourage them to design and make recipes alongside developing basic - but essential - cooking skills.

First aid
We are very grateful to the PFA who pay for First Aid training for all of the children at Spring Bank. They feel that investing in this vital life skill is so important that it happens every year. The children always find their year group session very interesting and the trainer is always very impressed by what the children remember from the previous year and the key messages that were given

Swimming
Teaching our children to swim and be confident in the water is an essential life skill that we believe all children should have the opportunity to acquire. It is also a great activity that keeps our bodies physically fit and healthy. At Spring Bank we take our Year 4 children every week for swimming lessons to Kirkstall Leisure Centre for the whole academic year.

Bikeability
Bikeability is a cycle training programme that teaches our Year 6 children practical skills and gives them the understanding and expertise they need to ride their bikes safely on the road.

Road Safety
Road safety training, delivered to children through Leeds City Council, teaches our children how to stay safe on the roads by implementing the Green Cross Code.

Outdoor Play and Learning - OPAL

At Spring Bank, we are committed to ensuring that all of our children have access to high quality play experiences. We have embraced the ethos of OPAL and have developed a clear vison of what we want play to be like for our children every day of the school year.

All children in the school have the freedom to play where they choose within the school grounds. They can make choices about what they want to do and when. School staff act as facilitators to encourage and support positive experiences.

A variety of zones, stations, equipment, activities and areas are available to the children and these may vary each day depending on what the children choose to do

Equipment and Zones could include (but are not limited to):

- Tyres and planks
- Mud Cafe and kitchen
- Digging pit
- Mini-beast/plant exploring
- Scooters
- Hoops, balls, skipping ropes
- Creative area for drawing & colouring
- Team building games obstacle course.
- Sports zone (*e.g*. football, basketball, cricket)
- Sand-play / sandpit
- Big chalks and bubbles
- Reading/ calm area to chat, read & play card games
- Connect four/ Chess
- Tree climbing or puddle jumping
- Performing (*e.g*. music, drama, dressing up)

The OPAL program has already had a significant positive impact, resulting in numerous benefits for both children. For the children, the most notable improvements stem from increased access to outdoor spaces, which has greatly enhanced their overall play experiences. This environment has fostered new friendships by encouraging mixing across different year groups. Crucially, the program has been linked to a rapid reduction in behaviour incidents. Academically and emotionally, OPAL supports good progress in learning, with children reported as being more focused and alert. It also builds increased self-esteem and improves their understanding of others, while also developing crucial negotiation skills that help them balance personal freedom with social responsibility. Furthermore, OPAL encourages self-confidence and the ability to make choices, problem-solve, and

be creative. It creates a space for children to push the boundaries of what they can achieve, ultimately leading to the simple yet profound result that children are **HAPPIER.**

The OPAL Play Team, which includes Governors, Senior Leaders, staff and parents, regularly reviews the OPAL project to make sure it continues to be effective, safe and exciting for all children.
We have regular play assemblies when the Headteacher and the Play Team celebrates great play, introduces new activities or equipment, reminds the children about any rules or expectations and presents a 'Golden Welly' award for something outstanding that has been noticed during OPAL playtimes.





Outdoor learning

At Spring Bank Primary School, we believe that all children have the right to experience the unique and special nature of being in the great outdoors. Furthermore, that it is important to enable children to use the outside environment as a context for academic learning as well as social and emotional development. From enhancing problem solving skills to communication and resilience, outdoor learning provides endless opportunities for exploration, experimentation and creativity.

Providing our children with the opportunity of being outdoors is powerful and motivating. The impact from outdoor learning is active and instantaneous and has a positive effect on behaviour. Outdoor learning, from exploring our school grounds to Woodhouse Ridge, tending to our allotment to taking classroom objectives into our outdoor areas, also provides experiential opportunities allowing our pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change. Outdoor learning has proven be particularly beneficial to children with SEN and additional needs.

Outdoor learning also contributes towards children's understanding of the importance of being physically active and developing a healthy lifestyle. It brings about community cohesion and allows our children to develop as responsible citizens who make a positive contribution to their wider community. It creates pride in the school and wider community and promotes community involvement creating a sense of belonging and responsibility.





Community Links

At Spring Bank, we always try to be at the heart of the local community, caring for those around us and, through our creative curriculum, helping to teach our children to become well-rounded individuals and good citizens.

We make sure that we have links within the local community where everyone can benefit equally. We have links with All Hallows Church and visit each year. We also support the work of 'Rainbow Junktion' a community kitchen based at All Hallows.

Members of the local Older Wiser Local Seniors (OWLs) community come for a visit each year to our Christmas performances and to listen to children read. The school choir has also visited a number of local residential homes bringing Christmas cheer. We feel it is important to create links with the elderly members of our community to learn from them and share their experiences.

Our links with the local private day nurseries and secondary schools are also very important to use because of the priority we place on transition between settings and supporting our children in developing the confidence and self-regulation required to manage change.

As our school is in the heart of Headingley, we are perfectly positioned to work with both universities, we welcome students into school throughout the year to support in classes and use the wide range of skills that they bring.

Physical Activity

At Spring Bank, we believe that participating in physical activity is crucial to social and emotional development. Physical activity improves children's self-esteem and confidence, provides the opportunity to set and achieve goals and reinforces belief in abilities through supportive teammates. We firmly believe that an active body leads to an active mind.

In school, we are building an active culture focusing around the physical and emotional wellbeing of our children. A good example of this, is the introduction of OPAL (Outdoor Play and Learning) at lunchtimes. OPAL promotes children's ability to choose their own level of activity. This unstructured play ensure that children return to their classroom happy and ready to focus on the challenges ahead. A wide range of physical activities are on offer daily, this could be anything from a simple game of basketball to climbing trees, building dens or collaborating to move heavy tyres down a hill. This allows the children to develop vital executive functions like risk taking, creative problem solving and teamwork.

Once a week, we also have coaches from 2Touch who spend part of a lunchtime working with different groups of children. This has allowed the coaches to build strong positive relationships with children throughout the school promoting self-confidence, self-esteem as well as physical wellbeing.

Across both key stages, we have introduced short afternoon activity breaks into timetables that allow children the opportunity to have 10 mins of physical activity. We have given teachers the autonomy to select when and where they build their active breaks in, so as to benefit their children the most.

Additionally, throughout the year, physical activity is continually promoted through themed weeks such as Sense of Adventure Week and Health and Sports Week. The children take part in a wide variety of activities, try new challenges and thrive!

Spring Bank is also very well situated to take advantage of links with Yorkshire Cricket Club and Leeds Rhinos. Regular activities and visits take place throughout the year.

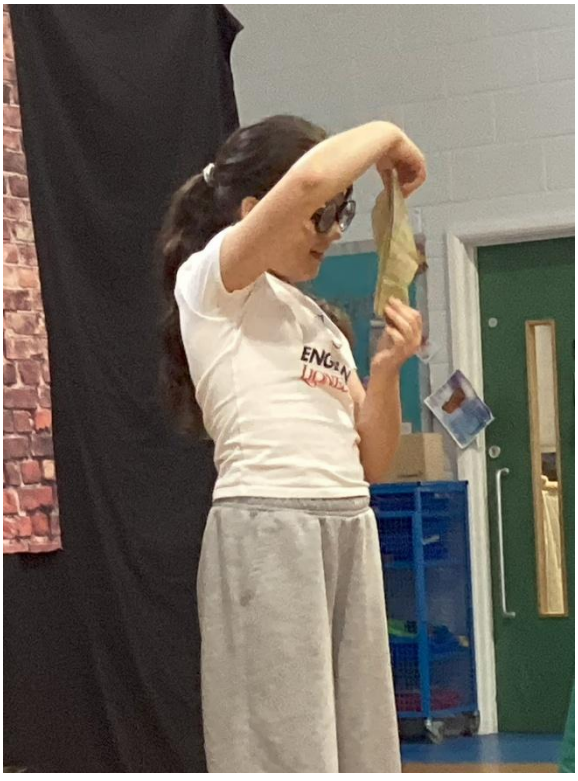
Enrichment

Enrichment helps build a child's character, motivation and resilience to cope with a wide range of challenges. It enables our children to develop essential life skills and an understanding of cultural and community issues.

At Spring Bank, we are always looking for ways to enrich the children's experiences and enhance our exciting, creative and unique co-curriculum: every child has the chance to access enriching activities that provide them with a rounded and culturally rich education.

Examples of enriching activities at Spring Bank are:

- Theme weeks
- Assemblies with members of the wider community
- Children in Need
- Remembrance Day
- NSPCC Number Day
- Anti Bullying Week
- Sport Relief
- World Down Syndrome Day
- Music Instrument Lessons
- International Women's Day
- Earth Day
- Mental Health Week
- Fire Safety
- PANTS NSPCC
- Bikeability
- International Day of Peace



Transition

The process of moving to another year group is a big step wherever it is in school. We always think incredibly hard about how to make the 'in-house' transition process better year on year for our children. The importance of ensuring the children are happy and have a confident start in their new year groups is crucial to us.

Before children join our school in Nursery, we conduct home visits to introduce ourselves as staff to new children and their families in a familiar environment. We discuss coming to visit school to allow the children to feel comfortable and to start to build the crucial relationships with their peers and members of staff. Any questions families might have can be answered to ensure the smoothest transition into school as possible. As the children move into Reception, opportunities are provided for the children and their families to meet both inside and outside the classroom to prepare them.

At school we recognise that the more time the children spend with their new teacher in their new classroom helps with the transition process. In July we have a period where the children spend a a full school day with their new class teacher in their new classroom. During this time, we support the children in understanding the expectations and routines for the next year group, begin writing and completing work in their new books and carry out lots of 'getting to know you' activities. We also have lots of assemblies in our new Key Stages so that we get to know the routines and expectations.

Transition to high school

The transition from primary school to high school is a huge one for children so one of the main aims in the Year 6 Team is to prepare our children for the next step in their education.

We have a comprehensive transition programme planned which is improved year on year. The transition programme generally starts in the spring term and runs for the rest of the year. The activities the children take part in give them a 'taster' of what they have to look forward to. It also gives the children chance to get to learn about high school classrooms, the teachers and their expectations.

When our children come back and see us, they do tell us (as well as their parents) how well they were prepared and how easy the transition was because of the things we have in place in Year 6. It is always wonderful to see and hear that our former pupils are being very successful and growing up to be confident individuals.

Year 6 Transition Activities:
- Visits from key teachers from the High Schools our children go to.
- An invitation to see high school performances.
- Extra sessions to help targeted pupils with organisation.
- Extra sessions to help targeted pupils with confidence.
- Extra sessions to help targeted pupils with behaviour for learning.

Extra-Curricular Activities

At Spring Bank, we encourage our children to take part in extra-curricular activities throughout the school year. This helps the children to make the most of their time with us and encourages them to nurture existing skills and interests and develop new ones.

We offer a range of extra-curricular activities across school to meet the needs of all children. For further information please visit the school website.

Trips and Residentials

At Spring Bank, we are always striving to provide memorable experiences for all of our children. As part of this, our teachers spend a huge amount of time planning how to bring the curriculum alive by organising visitors and trips that not only support academic learning but allow opportunities to develop key values, virtues and personal qualities.

Our Visits:

	Visits
History and Heritage	Leeds City Museum, Royal Armouries, Temple Newsome, Lotherton Hall, Murton Park, Armley Mills Industrial Museum, Bradford Industrial Museum, Meanwood Valley Farm
Science and Discovery	Tropical World, Hesketh Farm, Magna Science Adventure Centre,
The Arts	The Hepworth Gallery, Cartwright Hall,
Community and Life Skills	Pizza Express, Rainbow Junktion, All Hallows Church, Makka Masjid
Nature and Adventure	Robinwood, Nell Bank. Filey Beach,

While our local visits build knowledge our residential program is specifically designed to develop resilience, problem-solving and a spirit of collaboration. We believe that staying away from home is a vital milestone in a child's personal development.

In Year 4, the children visit Nell Bank for outdoor adventure and learning. This is a two night stay at the centre in Ilkley aimed at developing independence and an appreciation and understanding of the environment. Over the three days, the children take part in activities designed to enhance problem-solving skills and develop their resilience.

In Year 6, the children spend two nights at Robinwood Activity Centre in Todmorden. As our children prepare for the transition to High School, they visit Robinwood for a high energy, fun packed residential. Robinwood is designed to push children into their 'stretch zone' through high-adrenaline activities like the giant swing and the famous 'Piranha Pool'. Children leave Robinwood with a deep sense of achievement and self-belief.

Celebrating our children and their achievements

At Spring Bank, we are proud to have many confident, independent learners, who demonstrate a resilience towards their learning as well as being kind and thoughtful people. We are so proud of children's achievements, both in school and out of school, and it is so important to us that we recognise and celebrate these qualities in everything we do. This includes: in assemblies, on displays, in our newsletters, through social media (Facebook), the website, Class Dojo, special celebration assemblies and whole school and class teacher reward systems.

Assemblies

In celebration assemblies, children receive certificates to recognise outstanding learning, attitude to learning and demonstration of positive virtues, values and personal qualities. Parents and carers are invited along to celebrate their child's achievements.

Dojo Points/Class Values Points

Excellent behaviour and attitudes to learning are celebrated through our Class Values and Class Dojo points system. Points can be awarded to the whole class on their 'Values Victory' board for collectively demonstrating our school values. Once the class collect 30 points, they have the chance to vote for a 30-minute reward. This might be additional outdoor play or free choice in the classroom or something similar that the class have voted on. Points can also be awarded for individual effort on Class Dojo, points can be given by all of the adults in school. The points are again linked to our whole school values. These points are collected throughout each half term and the children are rewarded at set points.

Achievements out of school

Many of our children achieve wonderful things out of school, that we celebrate in various ways, including giving our children an opportunity to share their achievements with their peers in our celebration assemblies.

Attendance

We celebrate the achievements of children with excellent attendance on a termly basis.



Targeted Social and Emotional Support and Intensive Intervention

Inclusion Team

Being individual and unique is something we value and nurture at Spring Bank. We believe that investment of time in emotional health and wellbeing in children, including those who need additional learning support, is something which can and will have a positive effect on them for the rest of their lives.

As part of our 'whole-child approach', and to ensure we meet the social and emotional needs of ALL our young people, despite home circumstances or individual needs, we have appointed an emotionally intelligent team of staff who support the children in our care in achieving their full potential. The inclusion team are one of our most valued assets in the social and emotional development of our children. The children at Spring Bank know that their voice will be listened to when making choices about how best to proceed with support.

Our inclusion team work alongside the teaching staff to support the work in the classroom. They do this by promoting health and wellbeing initiatives and our shared virtues and values.

Though for most children, good quality first teaching is enough for them to be successful and thrive, for some children - including those with special educational needs - they need a different approach on top of wave one quality first teaching.

If more support is needed, children can access this through our inclusion team. The inclusion team meet regularly to plan the best way to help individual children. The team may offer:

- Further advice to you and the adults working with your child
- Wellbeing check-ins
- Support from our Safeguarding and pastoral team
- Participation in a specific group e.g. Lego Therapy, Draw and Talk
- Support for the family
- Additional support from the Cluster to gain further help outside of school provision

We are proud that children who attend Spring Bank Primary School leave as well-rounded, emotionally secure, and socially capable young people, equipped to face the challenges of the modern world with confidence, integrity, and kindness.



