

## **SECTION 2**

### **USING THE QUALITY STANDARDS FRAMEWORK**

- **Citizenship**

The first quality framework stems from the good practice across Trafford in managing and implementing the National Curriculum for Citizenship, and cross-references to the DCSF self-evaluation tool. In a tightly packed curriculum the standard offers opportunities to explore all areas of school life where Citizenship might be evidenced, and to make these explicit. Furthermore, the standard acts as a guide in the evolution of what remains a new subject. (See also 'Further Information' below.)

- **Healthy Schools**

By December 2006, the Government hopes to have all schools signed up to a Healthy Schools programme, with 50% having attained the national standard. All schools have been urged to sign up to this programme, which is supported by a multi-agency group. The newly revised criteria and guidance are included here. Their contribution to PSD can be evidenced by the good practice seen in the many Trafford schools which are well advanced with this scheme.

- **Social and Emotional Well-Being in the School Community**

Promoting children's social, emotional and behavioural development within schools is the backbone for the Social and Emotional Well-Being standard. As with the Healthy Schools scheme there are other agencies to involve here, some of whom were involved in formatting this standard. Strategies to promote emotional health impact on individual children's learning and behaviour, staff performance and morale and the overall ethos and success of the school.

- **Anti-Bullying**

The Anti-Bullying Quality Standard was the document which acted as the catalyst for this package. It has been updated during the review to take account of research and policy/societal development. It is comprehensive in its coverage and will enable schools to be confident in their anti-bullying policy. To be bullied is a singularly painful and damaging experience. Its many forms and consequences make this standard an essential cornerstone of the scheme. The links to emotional well-being are clear.

Many Trafford Schools have Anti-Bullying policies, which have been devised by representatives of the whole school and have adopted good

practice structures enabling them to work with both the victim and the bully.

- **Race Equality**

The Commission for Racial Equality has produced comprehensive guidance on Race Equality and their quality framework is reproduced in this chapter, with the addition of appropriate achievement levels for schools. In 2001, Trafford schools identified a named person and received a Toolkit as an aid to developing this essential framework, regardless of the ethnic mix of the school population. Over the past five years many schools in the borough have made a significant commitment to the Race Equality Standards which has in turn helped to embed much good practice in all areas of the school community. The members of the Trafford Youth Cabinet were very forthright in their calls for tolerance and understanding in our communities. The Lawrence/McPherson recommendations and the Oldham report are all pointing ways forward to more cohesive communities.

- **Eco Schools**

This framework is available to schools across Europe. The identified objectives of the Eco Schools scheme encourage schools to develop whole school environmental awareness. The roots of success are in the school Eco Committee (often with direct links to the School Council) which draws projects/ideas and issues together via an audit, and then produces an Action Plan which is reinforced through the curriculum on the Think Global, Act Local theme. Action for Sustainability has become increasingly centre-stage, and Eco Schools are referenced in the Trafford Charter for Sustainability (see [www.trafford.gov.uk/cme/live/cme1986.htm](http://www.trafford.gov.uk/cme/live/cme1986.htm) - with plenty to keep those Eco committees active! The links with Citizenship are evident in this package - the need for active and informed citizens has a fundamental local-global continuum. There are currently four schools in Trafford with the Green Flag Award, and a significant number of other schools who have embarked on this programme. The website [www.eco-schools.org.uk](http://www.eco-schools.org.uk) has been recently updated (August 2005) and offers on-line registration and support. The criteria are also to be updated in 2006 in the light of the Every Child Matters and the School Self-Evaluation framework.

### **vii) Work-related Learning and Enterprise Quality Standard**

Work Related Learning is defined as planned activity that uses the context of work to develop knowledge, skills and understanding.

Enterprise Education aims to equip children and young people with a

range of enterprising skills such as a willingness to take on responsibility, working in teams, and coping with uncertainty. The other aspects of enterprise education are economic and business understanding and financial capability.

The standard is aimed at both Primary and Secondary students and aspects of the standard vary accordingly.

Trafford consider this to be an important area of personal development, directly relating to economic well-being (ECM) and have developed this exciting resource for schools. It endeavours to bring together all the good practice which our schools have developed and to celebrate this through the accreditation of this quality standard.

### **viii) Safeguarding Children in Education**

This Quality Standard underpins all our work in the field of Personal and Social Development and is therefore placed at the beginning of this PSD Framework.

Section 175 of the Education Act 2002 came into effect on the 1 st June 2004. This requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children. Such arrangements will have to have regard to any guidance issued by the Secretary of State for Education and Skills

As safeguarding is a statutory requirement all standards need to be in place for this framework. Furthermore, this framework also acts as a guide for implementing and sustaining the safeguarding agenda.

### **ix) Inclusion Award**

As a result of working on the Quality Standards in the Social Framework (or similar), schools place themselves in a strong position to gain the prestigious Inclusion Award. Inclusion is the continuous process of increasing the presence, participation and achievement of all children, young people and adults in the School Community. The Award is achieved by demonstrating how inclusion strategies and processes result in positive outcomes for children. The Award can be applied for at two points in any academic year and is an excellent summative tool.

## **NB**

There will be an additional Quality Standard relating to Study Support / Out of Hours Learning from January 2007 which will be published on [www.traffordlearning.org](http://www.traffordlearning.org)

### **Accreditation:**

As part of the review, colleagues considered accreditation. Certificates to reward school's hard work are well received and are to be maintained.

Bronze and silver accreditation will be via self-evaluation with the School Improvement Service maintaining a database of awards.

Gold accreditation will be agreed via discussion with a schools link advisor, and the relevant lead officer if appropriate. Gold certificates will be presented formally at an associated event; bronze and silver will be posted to schools on receipt of a letter from the Head teacher confirming a successful self-evaluation.

After four years, schools must resubmit themselves with evidence of impact and sustainability relating to the standard, to maintain their gold award. If a school experiences a change in management they would be supportive in reviewing the bronze and silver stages of the award.

### **Further information:**

The non-statutory guidance and end of key stage level descriptors for Personal and Social Education are included to emphasise the key role that this subject has in the PSD of our children and young people. It is non-statutory and sometimes marginalized. Although there are links with Citizenship, the two are distinctive.

In addition to the quality standards a model Citizenship Portfolio has been developed and included. The National Curriculum clearly look to all areas and aspects of school life and beyond, for potential reflection of relevant skills and experience. Laudable as this is, there are numerous associated logistical challenges and the portfolio seeks to support schools in meeting those challenges. The portfolio recognises that young people will reach their potential in different spheres of life, so accreditation can be gained at school/home or in the community. It also recognises the core Citizenship entitlement of each pupil and that this should be mapped by the school. Anyone familiar with the Orders will know that this mapping is complex and so the portfolio acts as an anchor and reference point for the pupils in aiding them to build an understanding of Citizenship as an entity, regardless of which channel

of delivery is pursued.

**Finally**, in the appendices you will find a number of guidance documents, for example, guidelines for planning for visitors to school (Appendix 4). Appendix 5 is an evaluation sheet - we would appreciate feedback/suggestions for the package and programme.

Appendix B is an overview of Trafford CYPS and partnerships, able to support the development and delivery of PSD in schools.