



East Riding Association
of Governing Bodies



Every Child Matters Change For Children



4. MAKE A POSITIVE CONTRIBUTION

In this fourth ERAGB guide for governors, we are presenting some ideas for governing bodies to help them assess how they are meeting their responsibilities in promoting the well-being of children and young people with regard to the fourth 'Every Child Matters' aim, **'MAKE A POSITIVE CONTRIBUTION'**. This has 5 specific outcomes for children and young people; so that they: (1) engage in decision-making and support the community and environment; (2) engage in law-abiding and positive behaviour in and out of school; (3) develop positive relationships and choose not to bully and discriminate; (4) develop self-confidence and successfully deal with significant life changes and challenges; (5) develop enterprising behaviour.

Government 'make a positive contribution' targets for children and young people include:

- % of secondary pupils participating in school council elections, mock elections, voluntary and community engagement.
- the % of 10-19 year olds admitting to either bullying in the past year or threatening attack or bad behaviour because of skin colour, race or religion and
- The number of crimes brought to justice and the number of permanent exclusions.

OFSTED inspectors expect to be able to judge whether children and young people are:

- Supported in developing socially and emotionally.
- Supported in managing changes and responding to challenges in their lives.
- Encouraged to participate in decision-making and to support the community.
- Encouraged to take part in and initiate voluntary activities to support the community and environment.
- Actively supported so they choose not to engage in anti-social behaviour, are prevented from offending and re-offending is reduced.

Sources of evidence will include:

- Meeting with school council members and pupils who hold posts of responsibility in the school.
- Surveys of parents'/carers'/pupils' perceptions.
- School council minutes/records.
- Planned opportunities for pupil decision making.
- Evidence of fund-raising, and voluntary work enterprise activities.
- Observations of pupils' sociability and tolerance.
- Projects to raise awareness of environmental issues e.g. recycling projects.
- Policies, records of incidents and exclusions.
- Behaviour around the school.
- Curriculum provision including PHSE and citizenship.
- Anti-bullying policy and initiatives.
- Involvement with community partners.

Additional sources of evidence for foundation stage settings:

- Observations of interactions and use of group settings to develop self-confidence, and to encourage children to make choices and decisions that affect everyone.
- Planned opportunities for children to take responsibility eg. Self registration, laying tables, giving out snacks.
- Planned opportunities for children to show care for their environment eg. Watering plants, feeding pets or putting litter in the bin.
- Extent to which children are helped to develop a sense of belonging and concern for others.

WHAT ARE WE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO MAKE A POSITIVE CONTRIBUTION?

There are five stated pupil outcomes for 'Make a positive contribution'. By asking some of the following questions, you will be in a better position to assess your role in ensuring the well-being of the children and young people and the extent to which your school is enabling them to make a positive contribution.

The first outcome is 'Children and young people engage in decision-making and support the community and environment'. Are pupils encouraged to ask questions and express their ideas? Does the school actively promote the school council? Are pupils willing to participate in school initiatives/activities and hold positions of responsibilities? Are pupils confident that their voices will be heard? Are pupils given choices on activities and wider issues? Are pupils aware of school decision making processes? Is "circle time" or similar a regular feature in the timetable?

Support for the community contributes to community cohesion. Do pupils research the local community, its composition and how it works? Can young people undertake voluntary work in the community? Do the younger children know who helps to support the community? Do young people understand how patterns of migration have contributed to diversity and economic development? Is the topic of identities / diversities taught within the Citizenship programme? Are stereotypes challenged?

Nowadays, many children and young people are environmentally aware. Are children and young people helped to understand environmental issues and what part they can play? Does the school set an example in its practices?

The second outcome is 'Children and young people engage in law-abiding and positive behaviour in and out of school'. What action is taken to reduce anti-social behaviour by children and young people? Does the school have a positive behaviour policy? Do the records of incidents and exclusions show that this policy is effective by the reduction in anti-social behaviour in and out of school? Are we taking action to prevent offending and to reduce reoffending? Do we encourage visits from youth teams, police and community leaders to deliver programmes of behaviour such as "Prison me? No way!?" At Foundation stage do we encourage children to understand that their behaviour, actions and decisions affect everyone? Do children and young people understand what acceptable and unacceptable behaviour is? Are rights balanced by responsibilities in a culture of mutual respect? Do all members of the school community support a respect culture?

The third outcome is 'Children and young people develop positive relationships and choose not to bully and discriminate'. Is there an effective anti-bullying policy which pupils understand and in which they feel confident? Are they helped to develop strategies to cope with bullying? Are young people and children listened to? Is bullying taken seriously by all members of the school community? Are pupils, parents and carers involved in developing policy and practice? Are pupils from different backgrounds helped to get on well with each other and develop an empathy and concern for each other? Do they interact in a range of situations both in and out of class? Are friendships taken account of in school organisation? Does the whole school community value and strive to develop positive relationships?

The fourth outcome is 'Children and young people develop self-confidence and successfully deal with significant life changes and challenges'. We can develop self-confidence and self-esteem by successfully managing change, completing tasks and being recognised by our peers and our teachers. How are pupil achievements recognised by both teachers and peers? Does the school provide sport/cultural/volunteering opportunities within and outside the school day so that achievement is recognised across a wide range of activities? Does the school have processes for identifying and supporting those with low self-esteem? Are all pupils participating in activities to develop personal and social skills? Does the school give guidance on relationships and sexual health?

Life changes can be experienced as fearful and intimidating. How does the school help children and young people to meet and deal with life changes and challenges? Is there a 'buddying' or peer mentoring programme? How are pupils helped to make curriculum or career choices? Are parents and carers involved in transition choices and decisions? Are pupils helped to learn the skills needed to cope with moving between Key Stages? Between schools? How are pupils helped to deal with personal loss or bereavement, or family breakdown? Are the most vulnerable pupils, such as looked after children, given particular attention and personal support?

The fifth outcome is 'Children and young people develop enterprising behaviour'. Positive enterprising behaviour can be developed through providing activities which encourage children and young people to take responsibility for themselves and as they get older, for other people. Are younger children given special responsibilities such as taking messages and caring for the classroom? Are children and young people encouraged to engage in innovative thinking on topics affecting the school and community such as recycling, road safety schemes, and regeneration?

Are children and young people given a say in the planning of major school events such as concerts or visits? Are there planned opportunities for teamwork, debate and decision making? Can pupils plan and run fund-raising activities and business ventures? Are events held in school, planned and managed by children and young people, to encourage community involvement e.g. providing a meal for older people? Does work experience encourage reflection and consideration of skills gained? Are pupils helped to understand personal economics and financial management? Are schemes on offer such as 'Young Enterprise'?

To help you as governors decide what you are doing to enable all your children and young people to make a positive contribution, we are providing you with a simple checklist under the headings of the 3 statutory governing body roles - providing a strategic view, acting as a critical friend and ensuring accountability. On the next page, you will see that one has already been filled out as an example but we'd like you to come up with your own activities to demonstrate 'Make a positive contribution'. The last page is a blank form for you to do just that. You may be surprised how many governor activities have a bearing on the well-being of children and young people with regard to making a positive contribution

WHAT WE ARE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO MAKE A POSITIVE CONTRIBUTION

EXAMPLE

1. Providing a strategic view: *To what extent does the governing body help shape the vision and direction of the school with reference to the aim 'Make a positive contribution'?*

Core tasks	Evidence of governor activities and outcomes
<ol style="list-style-type: none"> 1. We make clear our direction and vision to enable children and young people to make a positive contribution through long term planning 2. We formulate and review policies and practices which promote the importance of making a positive contribution for all our children and young people 3. We promote 'Make a positive contribution' outcomes through keeping the achievement and well-being of all children and young people central to policy, planning and recruitment 4. All children and young people's needs, particularly those of the most vulnerable, are included in the school's vision for 'Make a positive contribution' outcomes 	<p>Rights Respecting training planned across the year for all staff-budget implications for release</p> <p>Anti-bullying policy revised; involved whole school community</p> <p>Circle Time revised to enable input from pupils</p> <p>School Vision Statement revisited in light of ECM</p> <p>Transition arrangements with secondary school revisited informed by survey of parents, pupils and staff in both schools</p>

2. Acting as a critical friend: *To what extent does the governing body challenge and support the school with reference to the aim 'Make a positive contribution'?*

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<ol style="list-style-type: none"> 1. We visit the school to learn about its work in promoting 'Make a positive contribution', to celebrate its successes and get to know how children and young people are helped to make a positive contribution 2. We discuss and challenge a wide range of evidence and outcomes which demonstrate positive contribution outcomes 3. We ensure that the school supports parents and establishes good working relations with external professionals and other educational settings in promoting a positive contribution 4. We support the continuing professional development of all staff and training for governors in promoting positive contribution outcomes for all children and young people 	<p>Governors joined Greet the Community sessions organised by staff and pupils-feedback to full GB for ideas to extend further</p> <p>Praise Assemblies now attended regularly by governors on a rota basis</p> <p>Foundation Stage(FS) Governor spoke to parents about entry arrangements to nursery-reported back Parent Governors with Y6 teacher visited secondary school to discuss transition arrangements; conducted a survey of parents and pupils</p> <p>Training needs about Rights Respecting culture of all staff discussed after feedback by head from staff meetings and individual comments</p>

3. Ensuring accountability: *To what extent does the governing body understand the school's strengths and weaknesses with reference to the aim 'Make a positive contribution'?*

Core tasks	Evidence of governor activities and outcomes
<ol style="list-style-type: none"> 1. We monitor, analyse and evaluate actions and policies in pursuit of promoting 'Making a positive contribution' outcomes based on secure and wide-ranging sources of evidence 2. We engage in systematic school self-evaluation with reference to desired making a positive contribution outcomes for all children and young people, so that strengths are built on and weaknesses are addressed in planning, policies, curriculum and resource provision 3. We monitor the effectiveness of the deployment of resources in pursuit of promoting positive contribution outcomes for all children and young people 	<p>Secondary Transition survey undertaken to inform review. Survey of entry to FS discussed at full GB</p> <p>Citizenship Co-ordinator reported back to full GB</p> <p>Informal monitoring over a term by governor with responsibility for 'Make a positive contribution' of playground behaviour and attitudes-reported back to full GB</p> <p>2 pupils reported back to governors on Anti-Bullying School Council Extraordinary Meeting</p> <p>Data on involvement of pupils in Business Enterprise Project discussed in GB Committees</p> <p>SEF updated in light of reports</p>

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