'Every Child Matters' = Every child having the choice to fulfil their potential, and to feel safe and protected

**Outcome 1: Being healthy**
WE BELIEVE: Every child and young person has the right to enjoy good physical and mental health, and to live a healthy lifestyle.

**Outcome 2: Staying safe**
WE BELIEVE: Every child and young person has the right to be protected from harm and neglect.

**Outcome 3: Enjoying & Achieving**
WE BELIEVE: Every child and young person has the right to get the most out of life and develop skills for adulthood.

**Outcome 4: Making a positive contribution**
WE BELIEVE: Every child and young person has the right to be involved in the community and society, and not be engaged in anti-social or offending behaviour.

**Outcome 5: Economic well-being**
WE BELIEVE: Every child and young person has the right to not be prevented by economic disadvantage from achieving their full potential in life.

WE AGREE: to support parents and carers by ensuring that support, particularly at key points in a child’s and a young person’s life, become routine.

WE AGREE: to take strict measures to enable children to receive help before, or at least at the first onset of problems rather than suffering from delays, duplication and being passed between different agencies.

WE AGREE: that the Local Authority should work together with other public, private and voluntary sector organisations, with specific focus on child protection, with a lead person bringing together key services, Children’s Trust and Local Council Member for Children.

WE AGREE: to work on the development of a pay and workforce strategy to address recruitment and retention within children’s workforce, and improve its skills and effectiveness.

Together we can make it happen!
The purpose of this policy pathway is to help governors link with senior management to monitor the impact of school policies on students, in terms of each of the five outcomes of the Every child Matters agenda. Monitoring these outcomes and suggesting action is a key aspect of governors’ and senior management strategic responsibilities and will be part of the school’s overall programme of self-evaluation and school improvement.

**ENJOY & ACHIEVE:** The aims of this outcome are for children and young people to be:
- Ready for school
- Attend and enjoy
- Achieve stretching national standards at secondary level
- Achieve personal and social development and enjoy

**OUR STRATEGIES FOR ACHIEVING THIS ARE:**
- Curriculum Policy
- Special Educational Needs Policy
- Policy for Gifted & Talented
- Race Equality Policy
- Staff Performance Management Policy
- Relevant extended services (eg extra curricular activities)
- Set targets for achievement at KS3 and KS4. Monitor school performance against targets
- Structured targeting for students to achieve

**THE FOLLOWING INDICATORS WILL BE USED TO MONITOR ANY SUCCESS:**
- Students’ attainment
- Value added (including contextual)
- Progress of students against individual targets
- Attendance rates
- Admission of hard-to-place students
- % of students participating in extra-curricular activities
- Students’ views
- Parents’ views
- Progress of students with special educational needs against targets

**CONSIDERATION WILL ALSO BE MADE ON:**
- Whether there are any trends in these indicators
- How these indicators compare with those of other schools
- Whether there are any differences in these indicators
  - by year group or key stage
  - by subject.curriculum area
  - for boys and girls
  - for students from different ethnic backgrounds
  - for children in care
  - for students with learning difficulties
  - for students with disabilities
  - for gifted and talented students

**RELEVANT SECTIONS OF THE SELF EVALUATION FORM:**
- 2 a – d
- 3 a - c
- 4 c
- 6 a (inclusion)
- possibly 4f
- possibly 5b

**RELEVANT SCHOOL IMPROVEMENT FOCUS:**

**GOVERNORS AND SENIOR MANAGEMENT WILL MONITOR THESE INDICATORS BY:**
- Governing body or one of its committees will discuss a report with the relevant member of senior management on the success of the governors’ policies during each Spring term
- Any concerns will be monitored on a termly basis by senior management
- Any development needs will be added to the School Improvement Plan
Every Child Matters
Governor Policy Statements and Links with Senior Management - OUTCOME 4: MAKE A POSITIVE CONTRIBUTION

The purpose of this policy pathway is to help governors link with senior management to monitor the impact of school policies on students, in terms of each of the five outcomes of the Every child Matters agenda. Monitoring these outcomes and suggesting action is a key aspect of governors’ and senior management strategic responsibilities and will be part of the school’s overall programme of self-evaluation and school improvement.

ENJOY & ACHIEVE: The aims of this outcome are for children and young people to be:
- Engage in decision making and support the community and environment
- Engage in law abiding and positive behaviour in and out of school
- Develop positive relationships and choose not to bully or discriminate
- Develop self confidence and successfully deal with significant life challenges
- Develop enterprising behaviour

OUR STRATEGIES FOR ACHIEVING THIS ARE:
- Student Consultation Policy/School Council
- Curriculum Policy (Environmental education, Citizenship & PSHE)
- Provision of community activities as part of extended provision
- Monitor the development of students’ attitudes, values and other personal qualities
- Promote inclusive policies that allows the achievement of all students
- Ensure adequate provision for transition- primary to secondary and post 16

THE FOLLOWING INDICATORS WILL BE USED TO MONITOR ANY SUCCESS:
- Evidence of school policy changing as a result of consultations with students
- % of students participating in School Council elections and other student consultations
- Number of student exclusions and reasons for them
- Number of ‘rewards’ achieved
- % of students supporting other students’ learning
- % of students engaged in community/charity activities
- Students’ views
- Parents’ views

CONSIDERATION WILL ALSO BE MADE ON:
- Whether there are any trends in these indicators
- How these indicators compare with those of other schools
- Whether there are any differences in these indicators
  - by year group or key stage
  - by subject/curriculum area
  - for boys and girls
  - for students from different ethnic backgrounds
  - for children in care
  - for students with learning difficulties
  - for students with disabilities
  - for gifted and talented students

RELEVANT SECTIONS OF THE SELF EVALUATION FORM:
- 2 a – d
- 4 d
- 6 a (inclusion)

RELEVANT SCHOOL IMPROVEMENT FOCUS:
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GOVERNORS AND SENIOR MANAGEMENT WILL MONITOR THESE INDICATORS BY:
- Governing body or one of its committees will discuss a report with the relevant member of senior management on the success of the governors’ policies during each Spring term
- Any concerns will be monitored on a termly basis by senior management
- Any development needs will be added to the School Improvement Plan
Every Child Matters
Governor Policy Statements and Links with Senior Management - OUTCOME 2: BE SAFE

The purpose of this policy pathway is to help governors link with senior management to monitor the impact of school policies on students, in terms of each of the five outcomes of the Every child Matters agenda. Monitoring these outcomes and suggesting action is a key aspect of governors’ and senior management strategic responsibilities and will be part of the school’s overall programme of self-evaluation and school improvement.

BE SAFE: The aims of this outcome are for children and young people to be:
- Safe from maltreatment, neglect, violence and sexual exploitation
- Safe from accidental injury and death
- Safe from bullying and discrimination
- Safe from crime and anti-social behaviour in and out of school
- Have security, stability and are cared for

OUR STRATEGIES FOR ACHIEVING THIS ARE:
- Health & Safety Policy
- Child Protection & Safeguarding Policy
- Recruitment Policy
- Supervision Policy (supervision of adults and children)
- Behaviour & anti-bullying Policy
- Physical Intervention Policy
- Race Equality Policy and other inclusion policies
- Promoting attendance / attendance strategies

THE FOLLOWING INDICATORS WILL BE USED TO MONITOR ANY SUCCESS:
- Attendance rates
- Number of child protection incidents at school
- Number of bullying incidents at school
- Number of complaints of bullying made by parents
- Number of pupil exclusions and reasons for them
- Number of ‘rewards’ achieved
- Students’ views
- Parents’ views

CONSIDERATION WILL ALSO BE MADE ON:
- Whether there are any trends in these indicators
- How these indicators compare with those of other schools
- Whether there are any differences in these indicators
  - by year group or key stage
  - by subject/curriculum area
  - for boys and girls
  - for students from different ethnic backgrounds
  - for children in care
  - for students with learning difficulties
  - for students with disabilities
  - for gifted and talented students

RELEVANT SECTIONS OF THE SELF EVALUATION FORM:
- 2 a – d
- 4 b
- 6 a (inclusion)
- possibly 5b - c

RELEVANT SCHOOL IMPROVEMENT FOCUS:

GOVERNORS AND SENIOR MANAGEMENT WILL MONITOR THESE INDICATORS BY:
- Governing body or one of its committees will discuss a report with the relevant member of senior management on the success of the governors’ policies during each Spring term
- Any concerns will be monitored on a termly basis by senior management
- Any development needs will be added to the School Improvement Plan