



# Members' Newsletter

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Winter 2017

## The Schools Linking Programme



A visit by linking network classes to the Grayson Perry Comfort Blanket at the Graves Art Gallery

### About the Programme

DECSY is working as part of the Linking Network to deliver the Schools Linking Programme, running in Sheffield and Rotherham in 2017 and 2018 which aims to bring together sets of two classes from demographically diverse schools creating year-long curriculum rich class links for pupils in Key Stages 2 or 3. School Linking has just been endorsed and funded by the Department for Communities and Local Government (DCLG) and the Department for Education (DfE).



The Linking Network

This linking programme builds on the success of the Building Communities

Through Dialogue project (2011 - 2014) run by DECSY and funded by the Paul Hamlyn Foundation aimed at using dialogic learning methods to enable young people to have increased ability to communicate

constructively and build trust with people from different backgrounds to their own.

### National Foundation for Educational Research (NFER) evaluation of School Linking

'The linking model can have a positive impact on many aspects of pupil's skills, attitudes, perceptions and behaviours, particularly their respect for others, their self-confidence and their self-efficacy, as well as broadening the social groups with whom they interact.'

### Programme Update for 2017

So far three joint visits between linked classes have taken place at Scotia Works, including Philosophy for Children (P4C) and visits to the Grayson Perry tapestry at the Graves Art Gallery, which can be seen in the photograph above. The tapestry's depiction of what it means to be British sparked some exciting discussion on 'British values'.

## Philosophy for Children Whole School Development



### 'Going for Gold' and the EEF

DECSY is now working intensively with ten schools over three-years to help them to develop and embed Philosophy for Children (P4C) in their curriculum and ethos. 'Going for Gold' schools, where schools are supported in gaining the SAPERE bronze, silver and gold awards are:

- Wybourn Primary (bronze, applying for silver)
- Emmaus Primary (silver – going for gold)
- Tinsley Primary (bronze, applying for silver)
- High Hazels Primary (bronze, applying for silver)
- Phillimore Primary (bronze, applying for silver)
- Stocksbridge Junior (just started receiving training and support).

Schools that DECSY is working with as part of the new Education Endowment Fund P4C national evaluation project are:

- Woodseats Junior, Sheffield
- Tupton Primary, Chesterfield
- Gamesley Primary, Glossop
- Hental Primary, Wakefield.

### How to Get Involved

If you are interested in tailored support from the DECSY team to develop P4C in your school, please get in touch with [helen.griffin@decsy.org.uk](mailto:helen.griffin@decsy.org.uk) to discuss possible programmes and costs.

DECSY Members Area ([www.decsy.org.uk/members](http://www.decsy.org.uk/members)) is regularly updated with links and resources to enhance global learning teaching about current events. There is a great page of P4C stimuli, listed alphabetically, with new resources added regularly. Don't know your password to access the Members area? E-mail: [info@decsy.org.uk](mailto:info@decsy.org.uk) to request your school membership password

DECSY has a full range of Global Learning CPD training courses available including; 'Philosophy for Children', 'Helping children make sense of the world', 'Relationships, sex and young people in an internet age', 'Gender Respect Workshop' For more information about all our courses go to: [www.decsy.org.uk](http://www.decsy.org.uk)

## The Global Learning Programme

### Progress Report & Future Developments

Due to finish in England in December, the GLP has been given an extension by DfID (Department of International Development) until July 2018. Over 7,100 schools are now registered with the GLP (DfID revised the target from 10,500 to 7,500 in the summer – the underspend from the revised programme is funding its continuation in England, Scotland and Wales until July). DfID has also been carrying out a UK-wide consultation on the GLP and what should come after it. The GLP had a very successful annual conference in London in October attended by about 80 people, at which the DfID Head of Education said DfID was convinced of the benefit of the programme and that there would be some form of follow-on programme after July 2018.

### How to Get Involved

Schools who have not yet registered with the GLP should still do so as they can still be joined up to a learning network. All GLP schools also have £500 in e-credits to spend on GLP-approved CPD - such as DECSY. Schools have until March 28th 2018 to register to attend a GLP course and have to attend any course by 1st June 2018. Schools that have spent their £500 in e-credits and have done their Whole-School Audit a second time can apply for a further £500 in e-credits. Former Expert Centres can apply for funding for special projects to keep their network going.

There will be a Regional GLP Conference in the Spring Term in conjunction with Tankersley Primary (GLP Expert Centre) and Sheffield Hallam University – look out for details.

Keep an eye on the GLP website as there are a lot of free, topical resources to download. Recent ones include World Toilet Day, World Cities Day and World Food Day.



## Gender Equality Charter Mark (GECM) Progress Report

### GECM Objectives

The objective of this EU funded project is to create whole-school change in schools for 13–18 year olds that will impact on young people's expectations of gender roles and challenge gender stereotyping through the creation of a Gender Equality Charter Mark (GECM) quality standard and accreditation tool. This is a key 'next step' idea from the teachers involved in DECSY's Gender Respect Project. The project is working with partners developing similar Charter Marks in Hungary and Italy.



now working on its implementation. The project researcher from the University of Wolverhampton has also been visiting the schools to carry out baseline assessments with teachers and pupils. A further three schools are also interested in trialing the GECM without official support.

### Opening Doors

Helen Griffin (Project Manager) and Clive met with the Institute of Physics in September as they have also been developing a quality mark as part of their Opening Doors project. The meeting was very productive; we have agreed to keep each other informed of developments and after the trial period and evaluations at the end of the academic year, we will meet to devise one single charter mark which we hope will be promoted by the Equality Challenge Unit (which promotes the Athena SWAN kite mark in Higher Education).

Clive is promoting the project at the 'Girls to the Front' conference at Deptford Green High School on 18th November with a teacher who has been involved in the Opening Doors project. Clive and Helen have quarterly Skype meetings with the international project partners to compare developments.

### Development & Implementation

A Development Group of teachers and advisers met in July to develop the draft GECM, then invited applications from secondary schools to pilot it and chose three of the schools which had had teachers on the Development Group.

They are:

- Fir Vale School, Sheffield
- The City Academy, Bermondsey
- The Harris Academy, Chafford Hundred.

Clive Belgeonne (Project Worker) has visited each of the schools and they are

## Student Wellbeing Resource

A new 'Student Wellbeing Resource' has been developed by Learn Sheffield, Sheffield City Council and a range of statutory and voluntary sector partners, including DECSY. It aims to support education professionals in their efforts to support children and young people to overcome the barriers to learning that they face.

The resource can now be downloaded from the Learn Sheffield website and further information about the resource can be found on the Healthy Minds partnership page, which also includes information about other mental health projects and initiatives.

Individual sections of the Student Wellbeing Resource include:

- Bereavement
- Body Image & Self Esteem
- Bullying

- Children in Care and Care Leavers
- Child Sexual Exploitation
- Domestic Abuse
- Eating Disorders
- Female Genital Mutilation
- Forced Marriage
- Gender Equality
- Healthy Relationships
- Honour Based Violence
- Housing & Supported Accommodation
- LGBT+ Young People
- Menstruation
- Mental Health
- Online Safety
- Prevent & Radicalisation
- Sexual Abuse
- Sexual Consent
- Sexual Health
- Substance Use/Misuse
- Young Carers
- Youth Crime



