Community of Practice

The Feilden Foundation has supported the development of a Community of Practice involving 10 schools in Kabale in South West Uganda (2019-2023)

This Evaluation Report shares the history and impact of the project.

all our children
when will we learn?

Feilden
Foundation

Kabale Community of Practice in South West Uganda Conference Report on Phase One of the Programme (2019-2023)

This is a report on a 3 Year education project which ended in March 2023 with a Conference of 50 delegates in Kabale – in South West Uganda.

The programme was designed to demonstrate positive outcomes when 'Active Teaching and Learning methods' are linked with 'Behaviour Management strategies based in Safeguarding and Child Protection'. Where participating schools can integrate these two approaches they can create more motivated students who feel safe and secure to commit to their learning thus impacting on their academic performance.

This is the report of the Conference held In Kabale in March 2023. It provides the background of this exemplar project – based in the sustained collaboration of a group of 11 schools in the town Kabale in South West Uganda over a 3 year period. The Programme was supported by the Feilden Foundation and All Our Children but was lead entirely led by the schools themselves under the Project Director Peter Tumuhekyi. The Ugandan based Steering Group for the project wishes to seek funding for a further 10 schools to join the project in Kabale.

Steering Group Members

1. Peter Tumuhekyi - Director
2. Aggrey Yesigomwe - Evaluator
3. Grace Munyambabazi - Principal Education Officer - Kabale Municipality
4. Moses Bwengye - District Education Officer.
5. Friday Rwamahe - Deputy Principal National Teachers' College Kabale.
6. Gastone Habarugaba - Head of Education Department Uganda Christian University Bishop Barham Campus Kabale.
7. Robert Ampeire - District Inspector of Schools Kabale District.
8. Gloria Asiimwe - Municipal Education Officer Kabale Municipality.

Membership at the conference

The Conference marked the end of Phase 1 of the Kabale Community of Practice Programme. Membership of the Conference included:

- Steering Group (Senior Education Personnel in Kabale)

- Headteachers (Project Champions) from all the participating schools

- Leaders of Teaching and Learning (one female and one male teacher) from each participating School.

- Pupil representatives from each participating school

The conference was designed around three key objectives

1. To consider the external evaluation reports on the programme commissioned from Kanaama and 'All Our Children'.

2. To receive feedback from all participant groups on their experience of the programme and the impact the programme has had on them and their schools.

3. Consider the future for the Kabale Community of Practice and how this work could be consolidated and developed further in a possible Phase 2 with a further 10 schools joining the programme, if funding could be found for this.

Conference Topics

The Conference revisited the context, scope, partners, key documentation and the research basis for the Kabale Community of Practice.

	A	B	C	D
	SCOPE	PARTNERS	KEY DOCUMENTATION	RESEARCH BASIS
Scope (A) Partners (B) Key documentation (C) Research basis for the Project (D)	Three year Project to Develop 'Community of Practice' involving 11 schools in district of Kabale and Lake Buonyoni with a focus on: Active Teaching and Learning Behaviour Management Improvements to Sanitation	Feilden Foundation (FF) Educational Offer to support existing Architectural offer. All Our Children supporting Street Children's attendance in schools. Kabale Community of Practice. Steering Group based in Kabale.	Project Specification and Engagement document Interim Monitoring Visits by All Our Children. Annual Reports from Director. Field Visit Reports - Lead Trustee from FF.	Model based on findings of report into 'Quality Education in low-income countries in Sub Saharan Africa' (Tickly 2016) which details the approach involving 'Communities of Practice').
Programme Objective 1	To promote Active Teaching and Learning.	Ugandan National Curriculum to support new approaches in teaching and learning.		
Programme Objective 2	To promote a change to the management of behaviour.	The abolition of corporal punishment in the COP Schools.	To develop a Relationship and Behaviour Management Policy across the COP.	
Programme Objective 3	To make improvements to the school environments.	To provide improved sanitation in all the schools.	To provide 'washalot' stations in all schools and improve conditions for girls hygiene.	To provide guidance and training in the Sanitation that schools should have in place.

School Data

	SCHOOL	STATUS	AGE RANGE	GIRLS	BOYS	BOARDERS	NO.
1	Ndorwa Secondary School	Government	14-18	230	176	X	406
2	Kigezi High School Secondary	Government	14-18	183	240	523	523
3	Lake Bunyonyi Voc Secondary School	Private	11-22	137	143	210	280
4	Nyakiboni Secondary School	Private	14-19	555	541	819	1096
5	Kigezi High School Primary	Government	5-15	48	622	95	672
6	New Foundation Primary School	Private	3-15	180	240	250	420
7	Kijuguta Primary School	Government	6-14	212	209	0	421
8	Kabale Primary School	Government	3-15	666	450	100	1110
9	Wise Parents Day Care Centre and Nursery School	Private	3-6	63	57	0	110
10	Peace School	Private	3-6	X	X	0	118
						TOTAL	5156

What was significant about this unique project?

- It was a collaboration of teachers across the stages of education within Kabale.

  » Nursery Schools

  » Primary Schools

  » Secondary Schools

- Government Schools were working alongside Private Schools.

- The programme has impacted over 5000 students and in their feedback Headteachers reported that:

  » Attendance Rates were rising in the Community of Practice Schools.

  » The number of children falling out of school had reduced as a result of no corporal punishment and a more friendly teacher/pupil environment.

  » Improvements in grade performance had been achieved.

  » Improved handwashing facilities (Washalot facility installed in all schools)had reduced outbreaks of ill health.

  » The teachers involved as Leaders of Teaching and Learning are passionate about the difference that is being made in their schools.

- Training and Evaluation has been commissioned from Ugandan Agency Kaanama and from 'All Our Children'

- The Community of Practice programme had the backing of all key partners in Kabale and the wider region who served as a Steering Group and who oversee the Project and hold the Project Director and Project Evaluator to Account

  » Director of the National Teachers College in Kabale

  » Municipal Education Officer

  » District Education Officer

  » Dean of Education at Bishop Barham University in Kabale

  » Inspector of Schools in Kabale

  » Community Police representation

  » Child Protection officer

- It has involved students from the schools as part of both planning and evaluation alongside Teachers and Headteachers

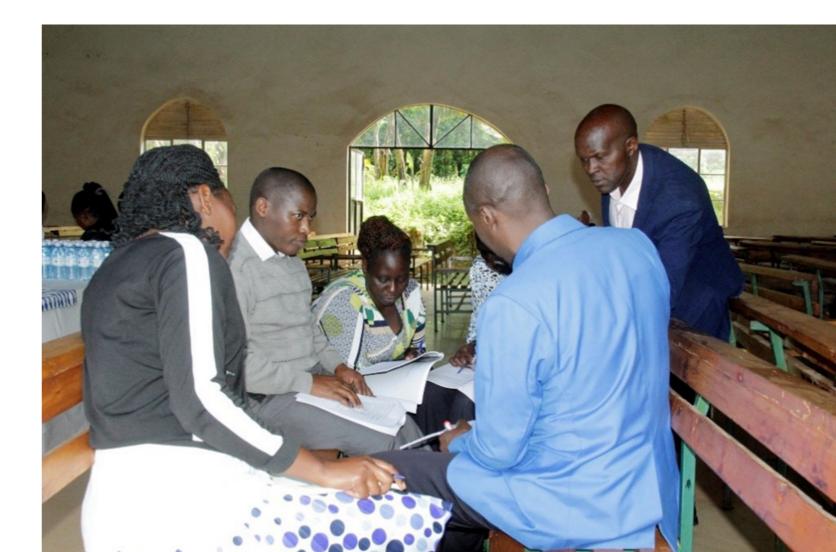This section of the report details the feedback from:

- **Headteachers**
- **Leaders of teaching and learning in each school**
- **The pupils representatives from each school**

Feedback from Headteachers

Q1. In what ways has the Community of Practice benefitted your schools?

- Teacher Learner Relationship has improved.

- Increased critical thinking of children.

- Increased collaboration.

- Has helped to reduce school dropouts due to a friendly environment and reduction in use of corporal punishment.

- Improved self esteem and confidence of pupils.

- Improved skills in behaviour management.

- Has helped improve health and sanitation.

- Has improved waste management.

- New methods of teaching/ Load work for teachers has been reduced.

- An improvement in performance.

- Class control has improved.

- Leadership skills have been developed.

Q2. Is there any evidence that the training programme for Active Teaching and Learning, and the Behaviour Management and Relationship Policy has improved school attendance. Improved teacher/pupil relations, raised grades?

- Yes – consistent attendance as reflected in attendance registers.

- Yes- there is free interaction with students in and out of the classroom.

- Yes – grades have improved due to progressive learning – as shown in performance graphs which are progressive.

- Examples of changes include: seating arrangements have changed along with teaching methods /groupwork.

- Mode of punishments have changed from corporal punishment to new approaches identified in the Behaviour and Relationship Policy adopted in the schools such as writing apologies, verbal warning, deferring to higher authorities for disciplinary action, and inviting parents into school.

Q3. How far have you been able to support the Leaders of Teaching and Learning in your schools to share their training with the whole staff group?

- Facilitated internal workshops.

- Provision of teaching and learning materials.

- Promoting Leaders of Teaching and Learning as role models.

Q4. What advice would you give other groups of schools who might wish to set up a Community of Practice?

- They should reflect on the gains of achieved in Phase 1 by participating schools.

- Benchmarking should be established.

- Create a conducive environment for learners/where there is respect between teachers and Learners.

Feedback from Leaders of Teaching and Learning

Q1. In what ways has your practice as a teacher changed as result of the Community of Practice?

- Reduced boredom in class.

- Created better relationship between Teachers and Learners.

- Teachers have learned more about Learners background.

- Arousing interest in learners throughout the lesson.

- Increased self confidence amongst learners/developed student communication skills.

- Making learners our friends.

- Putting learners into groups/learner centred approach to teaching.

- Handling learners individually.

- Teaching using real objects – learning aids.

- Valuing the contributions of learners.

- Teacher is a guide on the side and not a sage on the stage.

Q2. What examples can you give of changes in the way you teach as result of Community of Practice?

- It has helped both teachers and learners to do research/problem solving skills by learners.

- Reduced teacher workload.

- Shift from traditional methods of teaching to Active Teaching and Learning.

- Group work/Rewards.

- Teaching aids/role play/Think Share method.

- Teacher going to class without a stick.

Q3. How far have you been able to influence staff in your school about the benefits of Active Teaching and Learning?

- Encouraging peer teaching and team teaching.

- Staff sharing ideas about teaching methods in staff meetings and department meetings.

- One to one talk amongst teachers.

- A big number have been influenced through sensitisation of teachers, bench marking, team teaching, leading by example.

Q4. Have you used new approaches to managing behaviour and have these improved relationships with students?

- Guidance and counselling

- Conducting Child Studies

- Encouraging openness and boldness

- Writing an apology/ delaying or denying them some opportunities, writing letters of apology/time out, detention/discipline book/ disciplinary committee/ involvement of parents/ remedial work/ suspension

Feedback from Pupil Representatives

Q1. In what ways have you seen changes in the way teachers organise lessons and the methods they use to support your learning – can you give examples?

- Group work leading to confidence and active participation.

- Group research/commitment/improved reading skills.

- Relationship with teachers.

- Using learning aids.

- Positive results include: teachers give students opportunities to ask questions during lessons; in some schools learners use group discussion; teacher child/learner relationships have improved; discipline amongst learners has improved; learners have gained confidence and can easily access teachers for consultation.

- What should be improved: some teachers are still unfriendly; some teachers are inexperienced in the new curriculum of group work; availing more textbooks and research centres to ease learning; re-enforcement of English speaking in schools to increase learners' confidence.

Q2. Have you been aware of changes in the ways teachers manage behaviour in your school?

- Yes: change in punishing learners using sticks replaced by guidance and counselling.

- Writing apology letters.

- Giving detentions to undisciplined students.

- Giving Guidance and Counselling from qualified counsellors.

- Suspension of undisciplined learners from school.

Q3. To what extent have new approaches to teaching and Learning been explained to you?

- A learner is at the centre when learning.

- Teacher is now a guide.

- A teacher is not the only source of knowledge.

- Students organise themselves in discussion groups for relevant subjects.

- Students make their own notes through research.

- Students have been able to get knowledge on how to use computers when researching.

Q4. Does you school seem a happier and safer place to learn?

- There is more security for learners.

- Our communities are disciplined.

- Teachers are more available.

- The school provides a conducive environment for the learners through good medical care

- There is a variety of well trained teachers.

- The school provides the equipment required to attain relevant skills.

- The schools encourage and support learners.

Programme Critique

Delegates to the conference were asked to critique the programme individually – below is a summary of responses from individual headteachers, leaders of teaching and learning, students, and members of the steering group.

Active Teaching and Learning
(Training Programme Year 1 of the Programme)

This programme was established in Year 1 of the Community of Practice, in advance of the National Government Initiative in Secondary Schools. In Kabale all participating schools were involved in visits and trainings to support this, from nursery through primary as well as secondary.

The impacts have been impressive:

- Gains in pupil confidence.

- Academic improvement achieved.

- Significant improvements in class behaviour.

- Leadership skills amongst the learners developed.

- Teaching and Learning becoming more interesting for everyone.

- teachers Now able to know more about the learners they teach.

- Learners developing research and communication skills.

Student – Teacher relationships/ New approaches to Managing Behaviour (Training Programme of Year 2 of the programme)

This was perhaps the most positive set of responses with comments such as 'tremendous improvement in teacher student relations.'

The impact of the training in Behaviour Management and the adoption of a common policy across the schools were cited repeatedly as a major positive outcome from the programme.

Comments such as:

'Behaviour training is 'doing wonders amongst the learners – as behaviour management has taken a new trend.'

'It has equipped headteachers with skills to manage Indiscipline.'

'It has helped us understand pupils' behaviour'.

Responses also highlighted that the move away from corporal punishment had led to a reduction in the numbers of students dropping out of school as well as improved attendance overall. It was felt that the Community of Practice was creating a non-violent atmosphere and a recognition that some pupils have problems that need counselling. Whilst accepting that some more traditional and 'rigid' teachers were finding it hard to change their practices the responses from the conference delegates were overwhelmingly positive about having embedded changes which could now be built on.

Impact on Environment at the schools from investment provided by Feilden Foundations. (Year 3 of the programme)

All participating schools received a 'Washalot' facility to provide clean water and handwashing facilities.

Fifteen responses highlighted the impact of the Washalot handwashing facilities provided by Feilden Foundation as supporting the health of students, and eight returns mentioned the positive impact of improved waste management – overall the programme was commended for improving the general school environment with less litter and more concern for the school grounds and the environment.

Conference Plenary - what is the future of the Kabale Community of Practice?

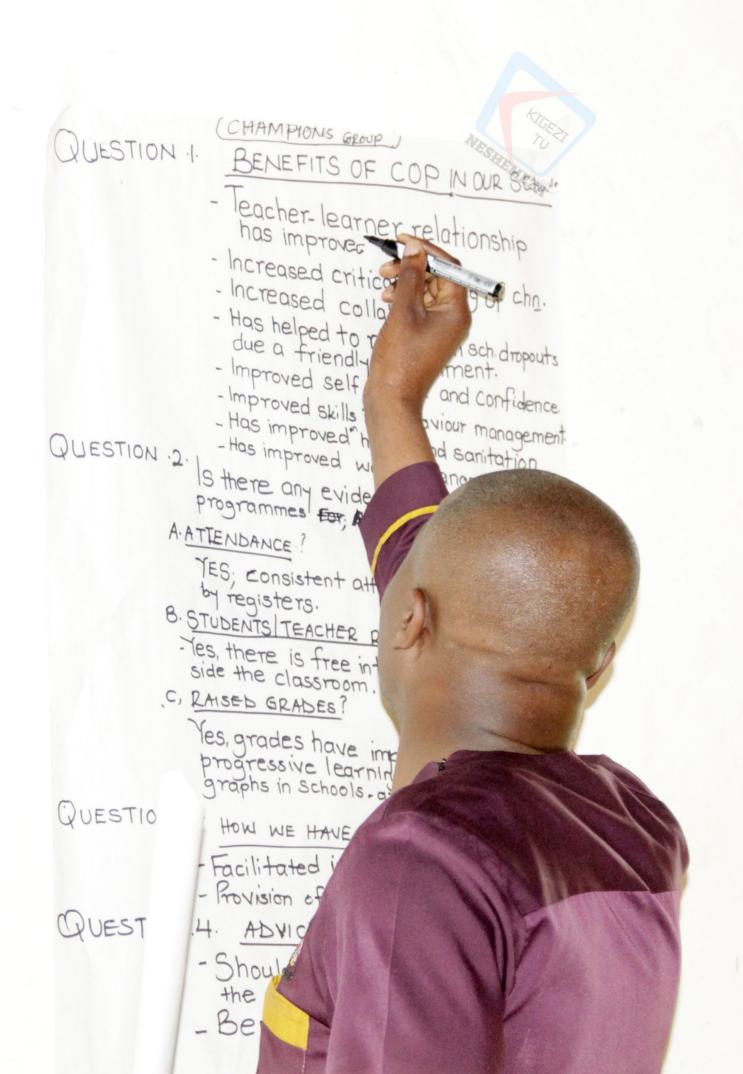- How can the achievements of the COP be sustained and secured for the future?
  » By conducting more workshop trainings.
  » Sharing our findings and experiences with a publication showing what the Community of Practice is and what it is achieving.
  » Creating a website as Kabale Community of Practice.
  » Rolling out the programme to other schools in the district.
  » Expanding Behaviour Management skills to include Teacher Training .
  » Forming partnerships and collaboration with other Community Development Organisations (CDOs).
  » Disseminating the project to parents and the wider community through the media/Radio Talk shows.

- Is there a case for sharing the learning of the Community of Practice with more schools in the Kigezi Region?
  » Share success stories.
  » Our schools will become centres of interest for other schools to come and benchmark.
  » We remain leaders of Teaching and Learning and we will roll out this programme to other school through team teaching.

- What are the difficult issues that still need to be addressed by schools?
  » We need to have common ground of bringing all staff on board to reduce rigidity.
  » Parents need to be informed of the Behaviour Management Policy and the end of corporal punishment through PTA meetings to change ancient beliefs.
  » There are conservative teachers who wish to stay with traditional talk and Chalk methods rather than adopting Active Teaching and Learning.
  » Need to have more rooms, tables/desks and space to reduce congestion in the classrooms and facilitate active teaching and learning with large class numbers.

- Is the Community of Practice here to stay to support collaborative working across the schools or is this to be a one-off project?
  » It is here to stay: we are committed to the twin programmes of Active Teaching and Learning and Behaviour Management approaches which will mean the end of corporal punishment in our schools, will create pupil friendly schools were children will want to succeed.

What is the ambition for Phase 2 of the programme?

To consolidate the gains achieved in Phase 1 of the project and take the learning to further schools within Kabale and the Kigezi and in particular to eliminate the use of Corporal Punishment across the schools that are part of or seek to join the Community of Practice

- To expand the Community of Practice to 10 more schools in Kabale making this an exemplar town which can model its work to others.

- To develop a new Community of Practice in and around Kampala.

- To ensure all Headteachers have received Safeguarding Training that is refreshed each year.

- For all Headteachers to have adopted and implemented the Community of Practice Policy on Relationships and Behaviour Management.

- To develop the role of Leaders of Teaching and Learning to also become Safeguarding Leads in their schools.

Appendices

Evaluation Report For Kabale Community of Practice Project
Submitted by Edmund Ahabwe and Edith Namusoke of Kaanama

Executive Summary
This report presents findings from the evaluation exercise of the Kabale Community of Practice project (COP) implemented since 2018. The exercise was commissioned by the Feilden Foundation.

The methodology used was purely qualitative. Focus group discussion and key informant interviews were the major data collection methods employed. Data was analysed using Atlas Ti software.

Key findings pointed to amplified awareness, adoption and use of active teaching and learning methods across all the benefiting schools. Leaders of Teaching and Learning (LTLs) were instrumental in sensitisation of other teachers in regard to use of these methods despite the attitudinal challenges and opposition they faced in the process from other teachers. LTLs pointed to improved teacher learner relationships, increased learner's confidence, self-esteem and positive learning atmosphere in their classrooms as benefits. Head teachers were in support of above benefits, they affirmed adoption and use of active teaching methods by LTLs and other teachers.

Significantly, corporal punishments had relentlessly reduced in favour of positive disciplinary strategies in benefiting schools. LTLs, head teachers and student leaders convincingly attested to use of alternative disciplinary strategies in schools which they seemed pleased with. It was reassuring to establish that all stakeholders were alive to respect of child rights in schools and more encouraging that there were no cases of physical violence and child abuses in COP schools. However, all of the heads of benefiting schools had a documented behaviour management policy in their offices for reference acquired from the training workshops of 2020.

It was evident that COP project interventions including training workshops, engagement meetings and exposure visits were largely impactful and are accountable for the above positive results.
Commissioning a full scale impact assessment would reveal incredible achievements in the three year period of the project. A focussed control and treatment monitoring and evaluation approach would establish more concrete and substantial evidence based positioning of the project focus and outcomes.

Systematic capacity enhancement in schools for teaching methods and behaviour management should be strengthened. Schools should be helped to design detailed behaviour management policies and dissemination to all key school stakeholders should be done to promote streamlined behaviour responsE.

COP methodology and interventions have done commendable work in transforming teachers' mind sets towards adoption and use of active teaching and learning methods away from the traditional chalk and talk methods and its rational approach on reduction of corporal punishments in 10 benefiting schools. This is plus for the project and should be expanded to other 57 remaining schools in Kabale Municipality who we assume have no exposure to such teaching and learning methods and could be involved in corporal punishments.

The impact of COP interventions is enormous and deserves huge credit and could act as a success story in revolutionising teaching methods and academic standards in Kabale Municipality if replicated in other schools. It should be publicised to both government agencies and civil society actors who may be interested in the plight of education standards in the greater Kigezi region. We highly recommend that the control and treatment monitoring evaluation learning and accountability (MEAL) methodology be implemented to fully understand how non COP benefiting schools are performing in terms of their approach to behaviour management and knowledge, attitude and practices towards active teaching and learning methods.

It became clear in our interactions with head teachers and directors that there was need for more teacher targeted trainings and sensitisation on active teaching and learning techniques and on alternative disciplinary strategies in order to acquire large scale benefits. Regular capacity enhancement in schools about teaching methods and behaviour management is critical in promotion of safe school and learning environments for learners to thrive and achieve their potentials in life. Schools should be helped to design detailed behaviour management policies and dissemination to all key school stakeholders should be done so that they can have streamlined behaviour response mechanisms.

Targeted parents' engagements are necessary to consolidate gains received in relation to reduction of corporal punishments in COP benefiting schools. It is important for parents to understand that they have a primary responsibility over discipline of their children and that schools are only secondary in this role. Therefore, successful behaviour management approaches should even be implemented at home and not only at school. This can only be possible with regular and formal engagements with all parents. Effective programming of COP activities should further prioritise regular parents' engagements.

Dumbfounding as it is, Kabale COP interventions in our considered view, are very relevant to today's educational challenges that range from traditional methods of instruction, poor attitudes towards work and cultural rigidities and perspectives in regard to discipline methods which have not only sapped the education system but have also led to creation of half-baked learners who narrowly survive and are out competed in today's highly competitive world system.

Contribution from 'All Our Children ' to the evaluation of the COP project

Summary of main points

1. The introduction of ATL and alternatives to corporal punishment represents an enormous cultural change. Although the COP training has been largely successful, it is not yet adequate to consolidate the changes. Whole school policies and strong leadership from headteachers and other senior staff are essential but not always present.

2. We concur with the findings in the evaluation report by the Kanaama team. We took a different approach as outlined above, but came to similar conclusions. We also identified areas for further training and development.

3. There is enormous enthusiasm and gratitude for the COP training and the way it has helped teachers prepare for the new national curriculum. When participating in the government training programme, COP teachers felt confident and knowledgeable in comparison to other teachers.

4. Whilst many teachers hold positive views about the new approaches and clearly enjoy the more dynamic classroom interactions, some teachers remain resistant. They are concerned that there could be an adverse impact on student achievement and on school discipline.

5. Students are very positive about group work and collaboration with fellow students in lessons. They enjoy discussion and being trusted to work independently. However, some students fear that the pace is too slow and that they are not learning enough.

6. The size of many classes (typically between 60 to 100 students), scarcity of resources and the inexperience of teachers in using the internet to search for and download resources from the wealth of appropriate material available mean that it is very challenging for teachers to implement ATL strategies effectively.

7. Many teachers feel that prohibiting corporal punishment has led to better discipline and improved teacher-student relationships.

Partnership and Engagement Document for the Kabale Community of Practice

Background and focus of the project.

The idea of setting up a Community of Practice dates back several years to discussions between James Wetz, Trustee of the 'Richard Feilden Foundation', and Liz Walton of the Charity 'All Our Children' and has been formally approved by the Boards of both UK Charities. It was a response to the question of how the Foundation could make an education offer alongside its Architectural offer.

These two UK Charities were both working in the Kabale area in complementary ways to improve the educational experience of Ugandan children. To their mix of school building and pupil sponsorship, it was agreed to look at an educational offer to support the revision of pedagogy, a timely initiative in readiness for the proposed reform of the national curriculum in Uganda with its focus on a curriculum which will emphasise active learning, skills and competence based programmes and vocational programmes.

The commitment by the government to promote 'active learning' and 'child centred learning' in its schools is welcomed. It sums up an approach to teaching which involves moving away from the more traditional teacher-centred classroom to a participatory approach between teacher and pupils. Such an approach will improve pupil motivation in all sectors, nursery, and primary, secondary. It is an approach which is applicable to all school subjects and is not dependent on technology. The 'Community of Practice' is a three year project to provide an exemplar model of curriculum and school development. The aims and intentions of the project are threefold:

- The development of a more child centred curriculum will ensure that lessons are accessible and stimulating for all pupils through active learning and a skills based approach which will make learning more relevant and enjoyable.

- The development of improved teacher/ pupil relationships and new approaches to behaviour management.

- The improvement of sanitation and waste management in the schools.

The Community of Practice aims to make the school learning environment and the whole pupil experience of school more meaningful and attractive and friendly children of all backgrounds and abilities.

The Research Case
The Report into 'Quality Education in low income countries in Sub Saharan Africa' (Tickly.L. 2016: Bristol University) was finalised at a conference in Kigali, Rwanda just 18 months ago. This research report involved partners in education, academia, and government across the region. It argues that to improve the quality of education and to support sustainable change new programmes should be built around key principles- namely:

- Teachers should be at the centre of designing new approaches

- Improvements need to be evidence based

- Change should be built on existing practice

The report highlighted the need for change in the following areas:

- Curriculum – the content of what is taught.

- Pedagogy – how teachers teach and how pupils learn.

- School Organisation – the whole environment in which teachers work.

The report highlights the very significant challenges that improving quality education in the region has to face and does not underestimate the scale of the challenge. It identifies, amongst others, the following issues:

- The imbalance and dominance of an academic theoretical curriculum versus a competency (practice) skills based curriculum.

- The impact of teacher absenteeism and the difficulties of teacher recruitment.

- The low status and salaries of teachers.

- The mismatch between teacher education and the need for a more child centred and skills based approaches by teachers in schools.

- The lack of mathematics and science teachers and poor support for teachers once in post.

- The challenge to prepare young people as entrepreneurs within the traditional academic subject based curriculum.

These are significant issues and present real difficulties when the ambition of the Ugandan Education Service is to develop dynamic and reflective teachers who have the potential to expand opportunities to enable pupils and young people to survive and flourish and make a major contribution to the national economy. What practical recommendations does the report offer? There are many but ONE particular recommendation stands out:

Communities of Practice: The development of Professional Learning Communities in which **Leaders of Teaching and Learning** within and across schools share and critically interrogate their practice in a collaborative way and are supported and empowered to provide and model best practice in the curriculum reforms within their own schools and collaboratively across schools.

This is the research case for the Kabale 'Community of Practice' which has at its core the development of 'Leaders of Teaching and Learning' within schools in the Kabale District.

Vision, Mission, Values Framework

Mission
The development of a **Community of Practice** in Kabale as a model of good practice in the Kigezi region in line with the proposed reforms of the National Curriculum in Uganda which can be shared more widely across the schooling system.

Values
Our Values Framework – what we value, what this means and how it will inform our practice.

Our Values	What this means	How this will inform practice
Seriousness	We believe strongly in the Vison and Mission	We are determined to work hard to achieve our strategic objectives
Correctness	We will approach the work with honesty and moral integrity	All that we do will be on the basis of honesty and professionalism
Collaboration	Working together	Collaboration rather than competition will inform our behaviour in this project
Inclusion	This is a project to support all children in the Community of Practice Schools	No child or teacher, whatever their religion, gender, or Special Need or disability will be left out of the project
Democracy	The importance of listening to all voices and stakeholders	This is a project where the voices of Staff, Parents and Pupils will be listened to, fully heard, and acted upon appropriately
Safeguarding	This project places great emphasis on the safety and care of children and young people in a secure environment	Schools will promote the physical and mental wellbeing of the children in their care