



St Saviour's
Community Primary School

Believe, Achieve and Succeed

Single Equalities Policy and Action Plan

1 Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of St. Saviour's Community Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents / guardians
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St. Saviour's Community Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

This policy has been developed in consultation with our children. A statement about what equality means to them has been created during Class Councils in the spring and summer term. These have been further developed and agreed during a School Council meeting on 25th June 2018 (Appendix 3).

At St. Saviour's Community Primary School we recognise and develop the potential of each and every person, empowering them and giving them the confidence to play a positive role in society as responsible citizens. We aim high and believe we can succeed. We work as a team, in a supportive community where everyone is valued equally within a safe and engaging environment.

In our most recent Ofsted Inspection (January 2017) it was noted:

- Pupils behave well in lessons and around school. They are polite, respectful and value being a part of this caring, inclusive community
- Leaders' work to promote pupils' personal development and welfare is a strength of the school. Pupils feel safe and enjoy coming to school.

2 School in Context (correct as of 04.05.18)

St. Saviour's Community Primary School is a smaller than average sized primary school with 84 pupils on roll, of which 55% are girls and 45% are boys.

In school, we currently have

- no 'Looked After Children'
- one pupil with a hearing impairment
- no staff or governor with a known disability
- 16% of pupils on the SEND Register - 15% school support and 2% with an EHCP.
- 6 EAL pupils

Ethnicity	Overall %
White British	81
White Asian	6
Mixed White and Black African	6
Any Other White Background	3
Pakistani	3
Mixed Other	1
Pupils whose first language is not English	
	6%

The area which we serve is a mixture of semi-rural farmland and modern housing, including a large proportion of housing provided by a housing association / private landlords. Diversity within the local community is limited - the majority of homes speak English as their first language and are of white British heritage.

The overall multiple deprivation index rating for the school is D, with employment and health being E and housing B except education, crime and living environment deprivation which are D and Housing which is A. 54% of our pupils come from homes that have a multiple deprivation index rating of E.

Free School Meals (Ever 6) entitlement is currently 38% (37% 2016/2017). This is significantly above Lancashire State Funded Schools (22%).

Attendance for 2016 / 2017 was 96% for the whole school. This is an increase from the previous year and the highest for three years. Key comparison of attendance for 2015/2016 and 2016/2017):

- Whole school attendance has increased from 95.4% to 96%
- The number of children persistently absent reduced from 16 to 5.
- Attendance of Pupil Premium (PP) children has increased from 94.3% to 95.2%

The school was built in 1999 as a single storey building and is therefore fully wheelchair accessible. All doorways and entrances have either a single level access point or ramp and are wide enough to accommodate access via a wheelchair.

In school there is a disabled toilet (accessible for wheelchairs) which is fitted with a hydraulic bed changing station (inspected annually by Lancashire County Council).

All classrooms have low ceilings and lighting which is conducive to supporting children with specific auditory or visual needs.

3 Ethos and Atmosphere

- At St. Saviour's Community Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

4 Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- children – School and Class Council meetings
- staff – staff meetings
- governors meeting
- parents – newsletter, website and Facebook.

5 Monitoring and Review

St. Saviour's Community Primary is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary, including deploying resources to support any child at risk of not making expected progress at any point. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to

ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in extended learning opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St. Saviour's Community Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors, including:

- applicants for employment
- staff profile
- governing body profile
- attendance at training events
- staff appraisal

The confidentiality of this information is done so in line with the General Data Protection Regulations 2018.

We have identified the following issues from the analysis of the data:

- Limited governor information is collected to ensure events are accessible to all.
- The staff team currently has significantly more female than male staff.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is Deanne Marsh (Headteacher) with the support of the governing body.

Their role is to:

- lead discussions, organise training, update staff in staff meetings, and support discussions
- work with the governing body on matters relating to equality
- support evaluation activities that moderate the impact and success of this policy

6 Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- provide equality of access for all pupils and prepare them for life in a diverse

society

- use materials that reflect a range of cultural backgrounds, without stereotyping
- use materials to promote a positive image of and attitude towards disability and disabled people
- promote attitudes and values that will challenge discriminatory behaviour
- provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- ensure that the whole curriculum covers issues of equality and diversity;
- all subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- seek to involve all parents in supporting their child's education
- provide educational visits and extended learning opportunities that involve all pupil groups
- take account of the performance of all pupils when planning for future learning and setting challenging targets
- make best use of all available resources to support the learning of all groups of pupils
- identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in our school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- Our school places a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- Our school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At St. Saviour's Community Primary School, we aim to ensure that:

- planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity – this is further promoted through a broad range of visits and visitors
- pupils will have opportunities to explore concepts and issues relating to identity and equality

- steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- our two year rolling curriculum cycle strongly promotes pupil's spiritual, moral, social and cultural development
- all pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within St. Saviour's Community Primary School is a high priority. These resources should:

- reflect the reality of an ethnically, culturally and sexually diverse society
- reflect a variety of viewpoints
- show positive images of males and females in society
- include non-stereotypical images of all groups in a global context
- be accessible to all members of the school community

When ordering new resources and materials subject leaders consider how the purchase will support the promotion of equality and diversity within their subject and broader curriculum.

Language

We recognise that it is important at St. Saviour's Community Primary School that all members of the school community use appropriate language which: .

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports coaches) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at St. Saviour's Community Primary School to make appropriate provision for all EAL / bi-lingual children / groups to ensure access to the whole curriculum. These groups may include:

- pupils for whom English is an additional language
- pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- advanced bi-lingual learners
-

Bilingual pupils are encouraged to use their first language effectively for learning.

Please refer to our English as an Additional Language (EAL) policy or New Arrivals policy for further information.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils / staff / parents / guardians are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality as identified in the 'Roles and Responsibility'.
- Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents / Guardians / Families and the Wider Community

We will work with parents / guardians to help all pupils to achieve their potential.

- All parents / guardians are encouraged to participate in the full life of the school.

- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This will be developed to support the school with matters related to its equalities duties.
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

7 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

8 Commissioning and Procurement

St. Saviour's Community Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9 The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and guardians from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

10 Publicising the Policy and Plan

Our Policy is a public document and is readily available to any interested stakeholder through our school website or paper copies can be accessed from our school office. In addition to which, our newsletter and school Facebook page further demonstrate how we show our commitment to equality, including sharing events that celebrate this ethos such as visits, visitors and special events held in school or accessed off site by our children.

Information is available for new starters to school through our welcome packs.

11 Annual Review of Progress

We are legally required to report annually on your progress and performance in respect of your policy covering ethnicity, disability and gender and to report annually on your progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

12 Equality Impact Analysis

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs were introduced with the Race Equality Duty and are also now required for both disability and gender. In addition to which, it is considered best practice to consider age, religion and belief as well as sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

Deanne Marsh
May 2018

Updated with School Council Minutes 25.06.18 (Appendix 3)... following Class and School Council meetings (spring / summer term agendas) to discuss and identify what 'equality' means to our children and our school community.

Action Plan 2018 – 2021

Equality Objective	Background Evidence – why did we choose this?	Procedures – what will we do?	Responsibility	Measurable success criteria / timings
Narrow the gap between the performance of key groups (cohort specific) and in particular, National data.	<p>The progress made by pupils who have special educational needs and / or disabilities has been inconsistent over time.</p> <p>Internal tracking does not indicate a whole school trend but cohort specific trends with some statistics incomparable due to number of pupils in groups.</p>	<p>Monitor and review progress of key groups through school:</p> <ul style="list-style-type: none"> • In particular, disadvantage d pupils in Y2 – Y6 writing <p>Deploy resources as needed to effectively narrow any gaps.</p>	Senior Leadership Team	At the end of each term, tracking shows narrowing gaps (in particular, with national).
To narrow the gap in attendance rates between PPG children and other children throughout the school.	Historic data shows that the attendance for PPG children is lower than non-PPG, although the gap over recent years is narrowing.	Continue to raise the profile of attendance throughout school with targeted support for PPG children including access to free breakfast club provision, first day response, meeting with parents if a child is at risk of PA.	<p>Lorraine Hayhurst (School Business Manager)</p> <p>Support by</p> <ul style="list-style-type: none"> • SLT • Class teachers • Secretary • Attendance Consultant 	Continued improvement in overall whole school attendance, including on-going reduction in the gap between the attendance of PPG and non-PPG children.
To promote and enhance community cohesion, through broadening children's understanding of different faiths and cultures.	Our local community is predominantly white British, as is the ethnicity of our school. We therefore need to facilitate more opportunities for our children to experience and develop their understanding of different faiths and cultures in order to ensure they develop a high level of mutual respect and tolerance for everyone in society and play a positive role within it.	<p>Raise awareness of different faiths and cultures through increasing the number of visits / visitors from different faiths and cultures.</p> <p>Take part in the LA Altogether Now Programme and develop links with a school with a contrasting population to ours.</p>	Michelle Wood – DHT / RE Subject Lead	<p>Increase the number of visits / visitors over the next three years to ensure a comprehensive programme by 2021.</p> <p>Take part in the Altogether Programme in 2018/19 – review impact and use this to inform further work.</p>

Specific duties - Information and objectives

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

The information and objectives have to be published by 6 April 2012 at the latest. In later years the information has to be updated annually and this annual updating is expected to include an indication of progress on achieving the objectives. Objectives have to be prepared and published every four years.

Two guiding principles:

An important principle underlying how schools respond to the specific duties is proportionality. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is flexibility. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances.

Setting objectives:

Introductory notes

Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples of such objectives are cited below.

Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

The legal requirement is to publish at least one objective. A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously.

The actual number of objectives which a school adopts is probably less important than the seriousness and rigor with which it undertakes them.

Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

Questions about each objective which a school adopts

With regard to each objective which a school selects, it will need to consider questions such as those listed below:

1. Background evidence

Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the published information?

2. Procedure

What in practice are we actually going to do?

3. Responsibility

Who will be responsible for ensuring the objective is pursued and achieved?

4. Measurable success indicators

What will count as relevant and measurable evidence that we are succeeding, or have succeeded?

5. Timings

By when do we expect to see signs of progress or success?

6. Expense

How much are we budgeting, and on what items of expenditure in particular?

7. Resistance

Who may be opposed or lukewarm? How shall we respond to them?

8. Problems

What problems or difficulties may arise, and how shall we deal with them?

9. Learning from others

What plans do we have for finding out what has worked well elsewhere? Do some, or all, staff need extra training?

10. Engagement

Who have we consulted when deciding on this objective?

Note: The information in Appendix 1 is adapted from INSTED - Equalities in Education Resource Folder 2009-11

<http://www.insted.co.uk/equalities.html>

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls / women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the

same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.

St Saviour's Community Primary School Council Minutes



Date	25-6-18	Location	Old library
Start time	12:00	Finish time	12:25
Present	Staff Members - Miss Proctor Year 1 - Isabella Year 2 - Libby Year 3- Abigail Year 4 - Abbi Year 5 - Sophie Year 6 - Roshan Head Boy - Essa Head Girl - Lilly		
Apologies	N/A	Absent	N/A
Agenda	<ul style="list-style-type: none"> - Welcome and share agenda - Feedback equality ideas and discussions from Class Councils. - Talent show planning - revisit list and focus on role of councillors, ensuring a fair vote. - Councillors in teams make P/P for show and voting slips finalised. 		
Minutes and matters arising	<ul style="list-style-type: none"> - Each Class Council had discussed what they thought the word 'equality' means and how do we make sure everybody is treated equally in our school. - Willow Class think that equality means when everyone is treated equally and fairly. They said that we make sure everybody is treated equally by voting for decisions and jobs, following school rules and making sure these are the same for everybody. - Acorn Class think that equality means giving everybody equal rights, and linked this to their recent work on the suffragettes. They said that they share responsibilities by having monitors. - Bumble Bee Class linked equality to the British values and said that equality is being tolerant, respectful and respecting each other's individual liberty. They said that we make sure we share, all be friends and treat everyone equally. - Councillors revisited the talent show planning list and checked the voting slip made by Roshan. We discussed how we can make sure our talent show auditions are held fairly. Roshan and Lilly confirmed that they will host the talent show and other members offered to help backstage and with jobs if they do not make it through the auditions round. - Councillors agreed to meet Miss Proctor informally next week to make the Powerpoint, score cards and download songs ready for the show! 		
Agenda for next meeting	- End of year reflections	Date of next meeting	9-7-18