



The Big

Conversation

ISSUE 20

One Family

with Wonder

Big Conversation: Empowering our School Community

Explore Wonder...

Governance: The Staff Governor Role

Safeguarding: Managing Allegations



Wonder

Learning Partnership

Educate | Empower | Engage | Enrich

One Family

ISSUE 20

with Wonder

Welcome to the Wonder Learning Partnership

We believe passionately, as a rural charitable Trust, that our children, in our villages, market and coastal towns, should be entitled to an education that celebrates the traditions of our communities, which recognises the history and values of our rural schools, their individuality and distinctiveness.

We are child focused, driven by an absolute desire to know and care for each child as an individual. A love of learning and a real passion for teaching. Our mission is to ensure every child receives the very best teaching, follows a challenging and exciting curriculum that broadens their understanding and provides a wealth of knowledge, not only within specific subjects, but across disciplines and time. Exposing them to the true majesty and wonder of creation, within nature, across the world, in different cultures and societies.

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“Wonder is the beginning of wisdom” Socrates

Our Values

Educate

We are committed to educating the whole child and believe every child should reach their potential.

Empower

We will empower our whole school community through support, development, and value in the pursuit of excellence.

Engage

We will engage in best practice to develop the personal qualities and aspirations of pupils and staff.

Enrich

We will ensure our children are exposed to a wealth of experiences and opportunities.

We welcome any school partner into the Wonder Learning Partnership and look forward to hearing from you. Our team is here to help across a breadth of areas whether this is peer to peer support, compliance, curriculum development or if you are seeking to join our Trust. Please get in touch at office@wlp.education.



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Wonder Learning Partnership is a company limited by guarantee, registered in England and Wales with Company Number: 10518602

The Big

Conversation



The Big

Conversation

Empowering our family and communities

As part of our Trust's commitment to 'living our values into being' we start this year by thanking colleagues and our wider school family for the incredible contribution to our ongoing Big Conversation. In later issues we will provide an update on the progress of our three project groups created after the conversation about our value, Educate: Technology Project, Culture, Health & Wellbeing Project and Education beyond the Curriculum Project.

Before the summer break, colleagues, governors and our community started the next Big Conversation looking at our value, Empower. This conversation focuses on how we can empower our pupils, colleagues and wider communities to bring about change and lead our Trust forward.



Jonathan Britton
Trust Chief Executive Officer



The Big

Conversation

Empowering Feedback

Pupils and Students

How do we motivate our pupils to aspire to academic success whilst making it socially acceptable?

Role models

Modelling success

Careers

Learning links

Celebrate effort

Our Conversations

Role models	We need to break down stereotypes to show the hard work and resilience behind success. Allowing pupils to learn more about the journey to success, the background stories behind the choices made when working towards a goal.
Careers	How can we provide pupils with enough information about the variety of job roles in business and industry? What career journeys best illustrate career success along with the academic options, pathways and determination needed to achieve?
Modelling success	Our ex-pupils are a valuable asset to learn how resilience, hard work and determination can lead to exciting opportunities in life. Relatable role models with similar backgrounds are a key opportunity to model how academic and personal achievement allow choices for your future.
Celebrate effort	We need to create a culture where effort is praised in addition to results and use positive reinforcement for all pupils' benefit. How should we reward our pupils who make the right choices every day?
Learning links	How can we break down the misconceptions of subjects within peer groups? How can we correlate academic learning to the life skills, experiences and attributes our pupils need to succeed?



The Big

Conversation

Empowering Feedback

Pupils and Students

How do we encourage our pupils to have a growth mindset, to become resilient and determined, and to become inspirational peers?

Resilience was at the heart of this conversation with a strong desire to help our pupils really understand what resilience means and model examples to demonstrate its power.

Allowing our pupils to understand how mistakes can strengthen our resilience, allow us to grow and become more determined was also a key element to building confidence and inspiration.

Understand

Confidence

Resilience

Mistakes

Personal responsibility

The Big

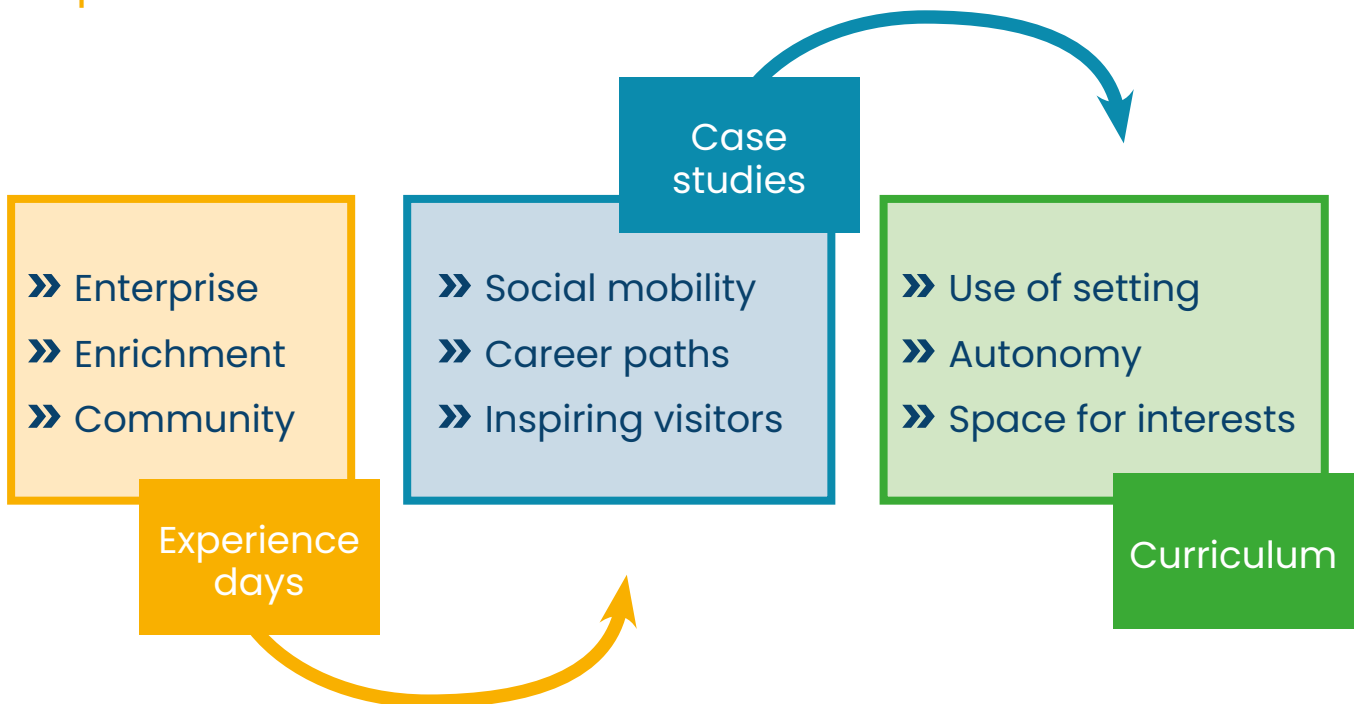
Conversation

Empowering Feedback

Pupils and Students

How do we encourage social mobility to help our pupils be ambitious and how do we empower our pupils through distinct experiences?

Our conversation focused on expanding the world for our pupils, allowing them to experience and engage in opportunities using both our individual community settings and providing and encouraging them to look for opportunities that push them out of their comfort zones.



The Big

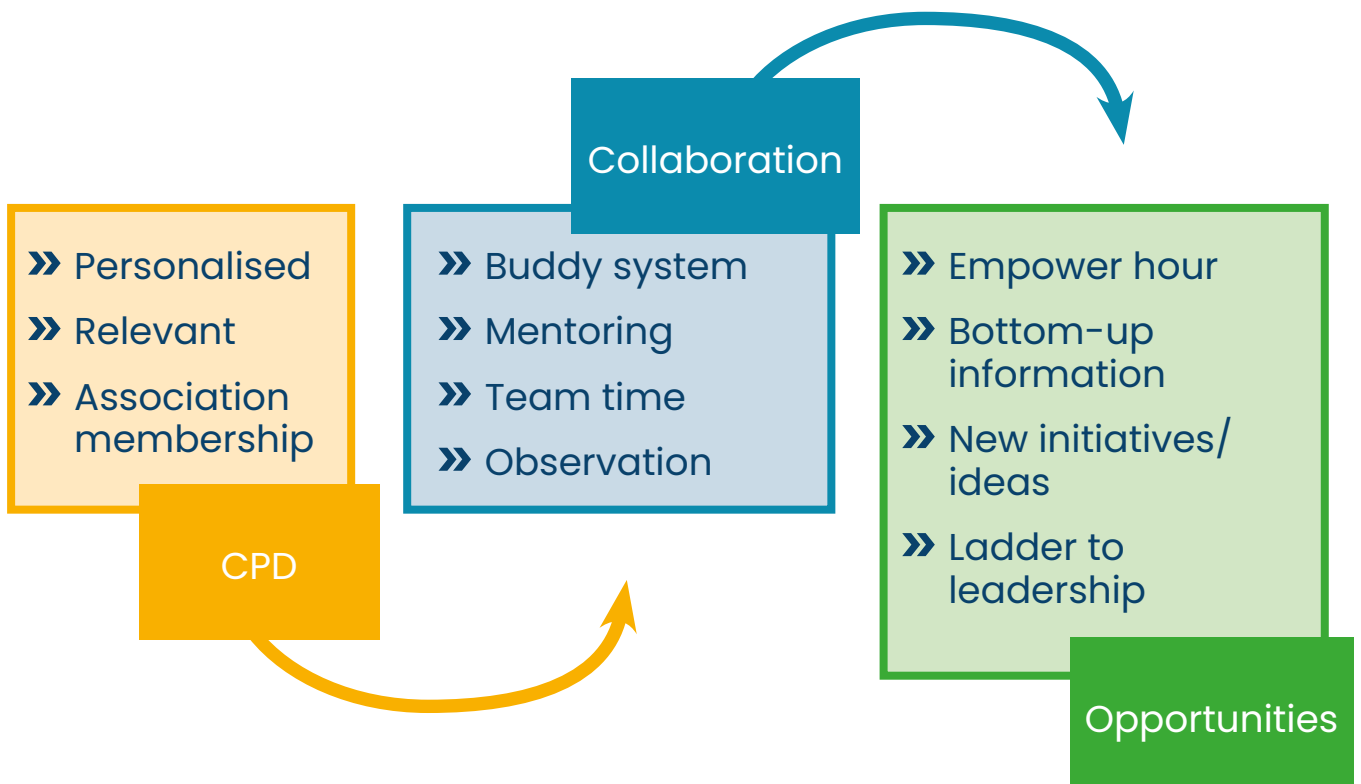
Conversation

Empowering Feedback

Colleagues

How do we ensure colleagues can refresh their knowledge, learn from research, and improve practice in addition to empowering them to excel and grow professionally?

Our colleagues are our greatest asset, bringing so much awe and wonder to our children's learning experience. The ideas to ensure personal growth ranged from more personalised continual professional development (CPD) and mentoring to leadership opportunities.



The Big

Conversation

Empowering Feedback

Colleagues

How do we ensure colleagues can refresh their knowledge, learn from research, and improve practice in addition to empowering them to excel and grow professionally?

We are committed to supporting and empowering our colleagues to not only help shape the future of our Trust but to create opportunities to support them professionally, celebrate and acknowledge commitment and develop professional practice. The conversation followed three strands of support, performance management and how we can celebrate our colleagues.

Support	Performance Management	Celebrate
Listen	Progression pathways	Wellbeing initiatives
Incentives for retention	Constructive coaching	Recognition
Personalised CPD	Professional need	Personalised
Peer time	Offer flexibility	Individual merit
Autonomy		

The Big

Conversation

Empowering Feedback

Communities

How do we support and empower our school communities?

- » How do we encourage pupils to support each other?
- » How do we recognise and support our volunteer community?
- » How do we empower and support our parents and carers, so they are able to contribute and feel part of our schools?

We want to recognise the importance of our whole school community in the success of our family of schools. The conversation and ideas illustrated the value of our parents, carers, governors, trustees and wider volunteers in helping our schools be at the heart of their local communities. The conversation also considered the pupil and student community and how we can shape their experience for the benefit of the whole school community.



Pupil / Students	Governor & Volunteers	Parents/Carers & Community
Buddies / Mentors	'Get to know you' events	Opportunities to be in school
Responsibility roles	Centralised induction	Community events
Young leader initiatives	Buddies / check-ins	Workshops
Pupil led projects	Colleague to Volunteer links	Proactive communication
Role modelling	Recognition	Working and fundraising teams
Community projects		





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Continuing our Journey

The Big

Conversation

Thank you for the invaluable feedback which we will use to enhance the current working project groups in addition to feeding into our continual professional development offer and strategies for community engagement and pupil and student development.

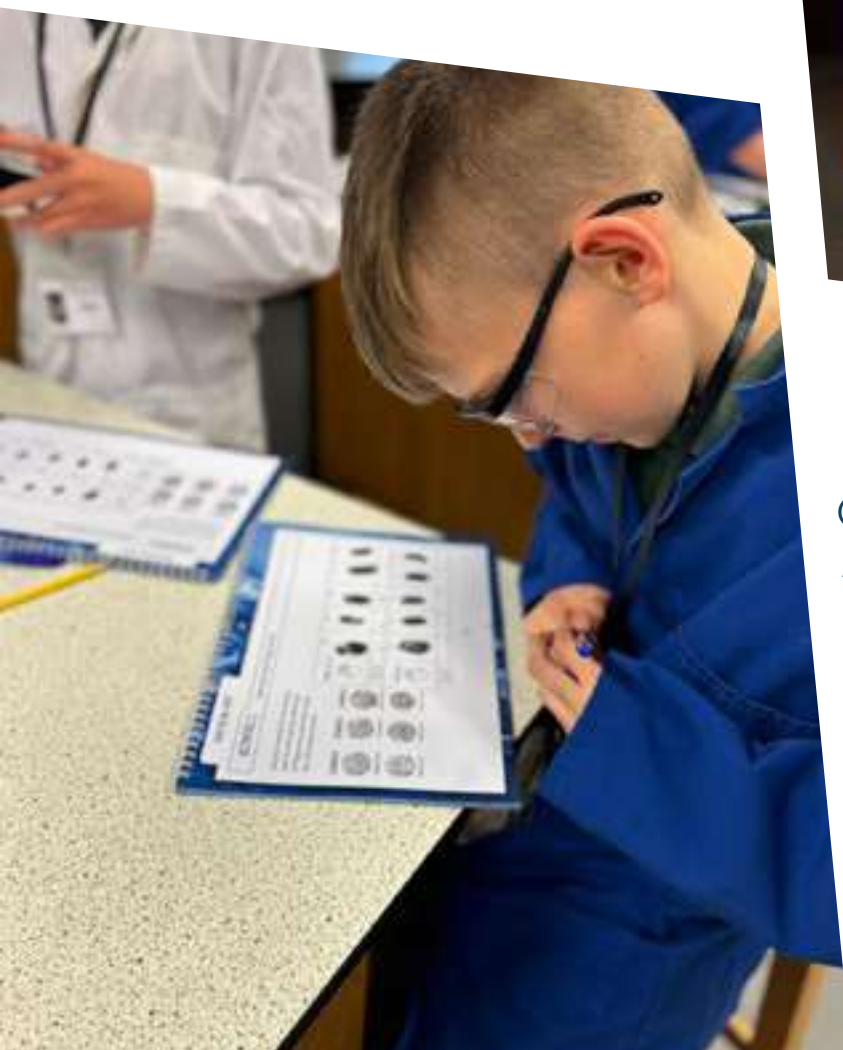
We look forward to sharing more of our Big Conversation with you during this academic year.



Wonder School Family News

Shining Stars!

Well done to the 2023-24 Year 6 cohort at Pocklington Junior School whose performance of Shrek the Musical was a fabulous success. Based on the 2001 film, Shrek, all the classic characters could be found in the Year 6 production with the audience enjoying every minute. The production was part of the end of year celebrations and demonstrated the children's teamwork and hard work. We wish them every success in their secondary education.



CSI Day

A few children from Melbourne Primary School took part in Pocklington School's annual CSI Day. A fantastic day of science experiments across chemistry, biology, physics and maths to uncover clues and solve the crime.

Experiments included analysing fabric fibres and soil as well as using flame tests. This was an excellent opportunity to work with other schools within our community as the children demonstrated their problem-solving and teamwork skills. Thank you to the team at Pocklington School.

Wonder School Family News



Magnificent Monarchs

As part of the art curriculum, pupils at Stamford Bridge Primary School have been creating portraits of magnificent monarchs. Some super work was produced as the children chose the monarch they wanted to recreate. The children studied pictures before planning their portraits. Well done!



Elephant in the Room

Year 12 Business Studies students at Woldgate School have had some considerable success in a number of competitions run by the Peter Jones Foundation. The Peter Jones Foundation was established by Peter Jones, star of Dragons' Den, to provide young people with the enterprise skills and experience required to be successful in employment or self-employment.

Earlier this year, Year 12 students Callum and Alex achieved joint first prize in a Peter Jones competition 'Elephant in the Room' which required students to design a meal and event aimed at addressing a social issue. Callum and Alex decided to tackle the theme of gun violence and designed a game meat inspired meal which would be served at an event for world leaders and celebrities with the intention of tackling the causes of gun violence.



Wonder School Family News



Whitby School
Ad finem terrae

New Beginnings

We want to thank colleagues, pupils, students, parents and carers in Whitby for their ongoing support during the changes as Whitby School opens its doors for a new beginning in secondary education in Whitby. We look forward to working with you over the next academic year as we create a fabulous educational experience for the children of Whitby. We wish colleagues who moved to pastures new the very best and the pupils and students moving on after exams good luck in their endeavours.



It has been wonderful to see pupils in our Lower School site settling in to their new school.



Sustainable Future Event

Year 9 pupils at Longcroft School visited Bishop Burton College's Sustainable Futures Event - an opportunity for them to explore a range of careers associated with Bishop Burton College. With engaging and inspiring hands-on activities at every turn this event is a fantastic opportunity for pupils to gain first-hand experience of a range of careers.

Activities ranged from tractor-riding on the Land Zone, animal grooming, animal keeper talks at the Animal Management Centre, first-aid training with the Uniformed Services Team, and action and adventure with the Sports Team. Alongside Bishop Burton staff, local employers and services such as the Armed Forces, Hobson Porter and Humberside Police were also present and ran activities for pupils.

Wonder School Family News

Congratulations and Good Luck!

We congratulate all our students and pupils on their exam success in the summer. We are proud of the hard work and resilience shown and wish all of them the best of luck in their future life adventures!





Safeguarding



Credit: North Yorkshire Safeguarding Children Partnership

Managing Allegations

Managing Allegations against Those Who Work or Volunteer with Children

When should the NYSCP Managing Allegations Procedure be followed?

In all cases where it is alleged that a person who works or volunteers with children has:

- » behaved in a way that has harmed a child, or may have harmed a child
- » possibly committed a criminal offence against or related to a child
- » behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- » behaved or may have behaved in a way that indicates they may not be suitable to work with children

Allegations can arise from a person's work or voluntary life, personal or social life. The procedures apply to anyone over 16 years of age.

Where concerns arise about a person's behaviour towards his/her own children, the police and/or Children's Social Care (CSC) should consider if they need to inform the person's employer and/or the Local Authority Designated Officer (LADO) in order to assess whether there may be implications for children with whom the person has contact at work.

If an allegation relating to a child is made about a person who also undertakes paid or unpaid care with vulnerable adults, the NYC Safeguarding Adults' procedures should also be followed.

The procedures may apply to foster carers and prospective adopters.



Initial considerations and contacting the LADO?

If a child has been hurt and needs medical attention, this must be accessed asap.

If there is an immediate risk to a child you need to contact the police via 999 or 101 and the Children & Families Service on 0300 131 2 131 as soon as possible.

As an employer, or manager within an agency, you also need to consider if any immediate safeguards need to be put in place regarding the individual's work or voluntary activity e.g. the removal of member of staff and securing evidence.

Any allegation or concern should be reported immediately to the Senior Manager identified in the employer's internal procedures, unless that person is the subject of the allegation, or where their relationship with the subject could compromise their independence. In these cases the allegation should be reported to the designated alternative within the agency. The responsible manager should then inform the LADO.

Where there is no Senior Manager e.g. a self-employed person, the matter must be reported directly to the LADO.

Where staff want to make an allegation about a person working in another organisation, they should report this to their own Safeguarding Lead without delay, who should in turn inform the LADO.

Timescales

The LADO must be informed of all allegations that meet the criteria, **within one working day**. This should take place before any investigations commence.

Investigations

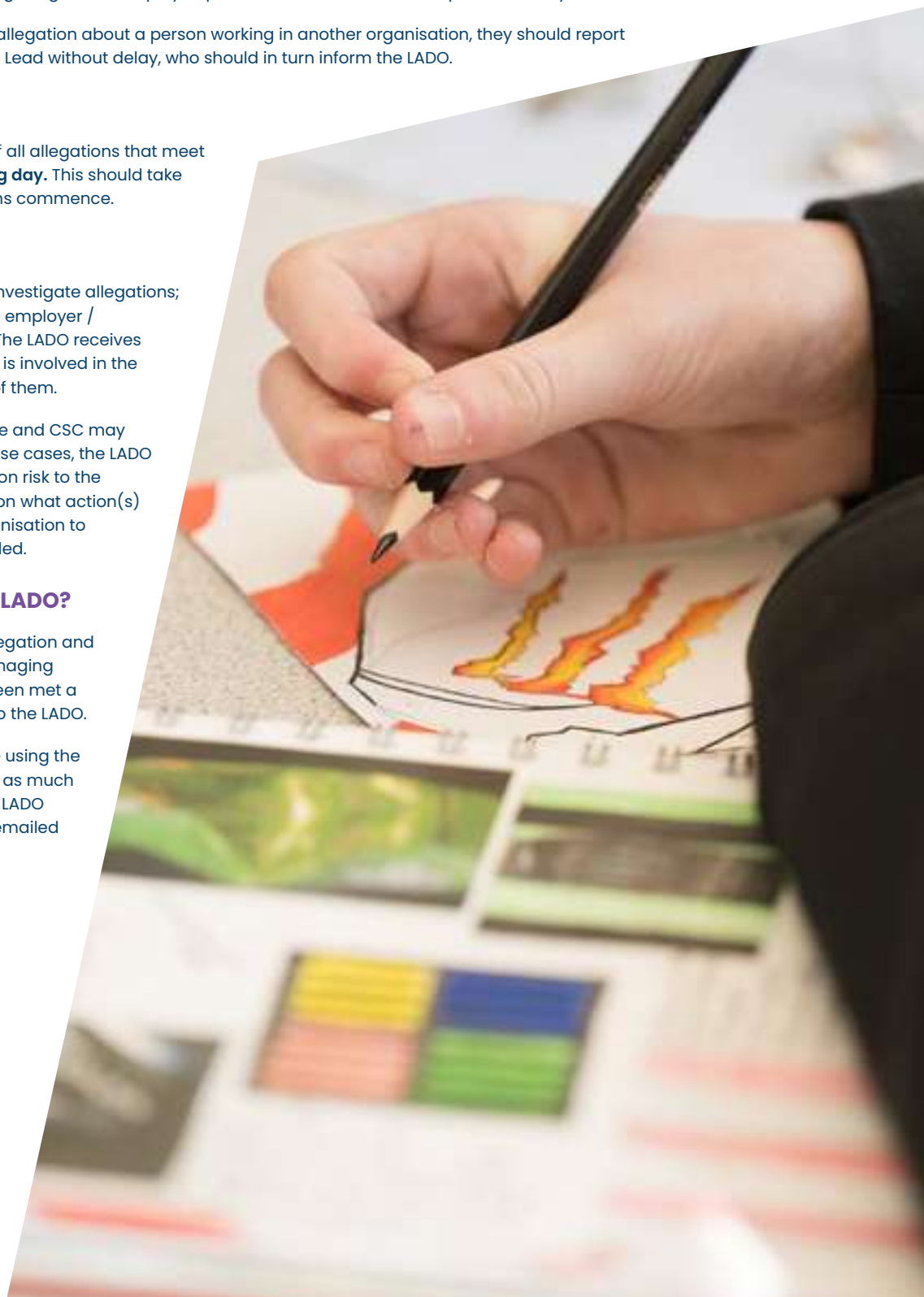
The role of the LADO is not to investigate allegations; that responsibility lies with the employer / organisation / and or Police. The LADO receives reports about allegations and is involved in the management and oversight of them.

In less serious cases, the police and CSC may not need to be involved. In these cases, the LADO will provide an objective view on risk to the organisation and give a view on what action(s) needs to be taken by the organisation to ensure children are safeguarded.

How can I contact the LADO?

If you have considered the allegation and believe the criteria for the managing allegations procedures has been met a notification should be made to the LADO.

A notification should be made using the LADO Notification Form, giving as much detail as possible. Completed LADO Notification Forms should be emailed direct to your council's LADO.



Governance

The Staff Governor Role

Staff governors have first-hand knowledge of the school's day-to-day running and bring valuable professional knowledge to the governing board.

Becoming a governor offers staff members a range of professional development opportunities such as building leadership and evaluation skills and gaining knowledge of governance practice.

Staff governor responsibilities

It is not the role of staff governors to represent staff or act as a spokesperson. The governing board should have systems in place to engage with staff.

Staff governors, like all governors, make strategic decisions and work together to:

- » develop a vision and strategy for the school
- » oversee financial performance and make sure money is well spent
- » hold the headteacher to account for the educational performance of the school
- » engage with pupils, staff, parents and the wider school community to understand their views

A staff governor cannot be the chair or vice chair of the governing board.

While staff governors know their school well and likely have a good understanding of the education sector, they should participate in their board's induction programme to learn about governor duties, responsibilities and expectations.

How staff governors manage conflicts of interest

All governors must declare business or personal interests that might affect their ability to make impartial decisions.

As staff governors are often holding their line managers to account, handling conflicts of interest can be challenging. Conflicts arise where the issues being discussed affect the staff governor or their colleagues.

It is therefore not appropriate for staff governors to be involved in board discussions relating to:

- » senior leader appraisal or recruitment
- » staff restructuring
- » pay decisions or reviews
- » staff disciplinary, grievance or capability hearings
- » exclusion or complaints panels (where they are reviewing their own headteacher's decisions)



Staff governors should declare their interest and remove themselves from discussion and voting on these matters.

In most cases, staff governors do not sit on a staffing and finance committee as the areas under scrutiny are more likely to result in a conflict of interest. Similarly, staff governors should not take on a link role.

Maintaining confidentiality

It is important for all governors to keep board matters confidential. Staff governors should avoid sharing any information away from governing board meetings or discussing board business with other members of staff.

Where decisions do need to be shared with the wider staff body, the governing board should discuss what can be reported on and the staff governor should be clear on how this will happen.

Governing effectively

Effective staff governors:

- » help other governors to understand the working of the school
- » take responsibility for their learning and development as a governor, including attending training
- » do not canvas the opinions of staff (they might want to let the governing board know the general feelings of staff but must use their own judgement in decision making)
- » act impartially, making decisions that are in the best interests of pupils

We also encourage education professionals, such as teachers, middle leaders, senior leaders, and executive leaders to govern at other schools. This provides an opportunity for educators to grow professionally and is especially beneficial for aspiring senior leaders.



Teach with Wonder

Paid Teaching Internship Programme 2025

£1,275
Teaching
Internships
available
now!

After an extremely successful internship programme in 2024, we are delighted to once again be able to offer more young people an opportunity to find out why teaching is such an inspirational career choice.

Our internship programme combines professional development, talks from external speakers, a visit to one of our primary schools, planning a trip and of course an opportunity to teach our pupils. You receive dedicated mentorship, support, and training over the three-week period and in your final week, you can choose to teach your very first lesson. It is simply a privilege to see our interns flourish and utterly amazing to see them stand in front of their first class after just three weeks.

In addition to all the great opportunities you will receive during this three-week programme, you will also receive a payment of £1,275.00 funded by the Department for Education.

Our paid internships are available for people who:

- have a genuine interest in teaching
- have not already accepted a place on an Initial Teacher Training programme
- have not completed a paid internship before
- have (or are working towards completing) a degree or a related degree in mathematics, physics, chemistry, or modern foreign languages (French and Spanish)

We are recruiting for placements in maths, physics, chemistry and modern foreign languages starting on:

- 9th June 2025 to 27th June 2025
- 23rd June 2025 to 11th July 2025

Our internships are available at both:

Woldgate School and Sixth Form www.woldgate.net

and

Longcroft School and Sixth Form www.longcroftschoo.co.uk



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Recruitment now open!

To register and receive an application pack please contact:

Victoria Tomlinson

Wonder Institute of Education

IOE@WLP.education



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Melbourne
Primary School



Pocklington
Junior School



Stamford Bridge
Primary School



Woldgate
School
Of great merit, character & value

Partners:



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