



Barwell C of E Academy Champion Policy 2016-2017

We want happy, confident, successful children.

The aim of every adult within school should be to help and support children to be **happy, confident and successful**. Every child needs a **champion**, someone to support, listen and encourage them in their journey to become **the best version of themselves**. Many children will already have a champion in their lives but for some, school maybe the only place where this may happen. It is with this in mind, that we offer all Year 6 children the chance to have a champion to enable us to **identify** and begin to **remove** any barriers to learning and **diminish differences** that some children may encounter in their day to day lives.

Our ambitious target for our champion programme this academic year is: to enable Y6 children to meet with their champion at least monthly

Aims:

We believe that we need to offer children an extra level of support whilst they are in year 6 to enable them to navigate this tricky transitional year. The role of the champion is to provide children with someone who will 'fight their corner' and be on their side. The champion's role is to provide a holistic approach to supporting children by working alongside them in their character development, academic progress, attendance and hopes and dreams. The champion will take a real interest in the needs of the whole child to help them to be successful in their lives.

Orgnaisation:

- It is important that the children are given a champion who matches their needs and it is the role of the year 6 teachers to link children up with their champion.
- Champions and children meet once a month on a Monday morning whilst the rest of the school have an extended collective worship based on Growth Mindset.
- Initial paperwork is provided to guide champions towards ensuring that the holistic approach is adhered to

The initial meeting:

The champion and their small group will meet somewhere quiet in school away from others and ensure that children feel comfortable. In the initial meeting, the group may want to come up with a name for their group, something to identify themselves by. A pro forma is included to enable the discussion to have a focus in this first meeting and to ensure all areas are covered. This should be a positive experience for all involved and it is imperative that children know that this meeting is special and to help them in as many ways as possible. The message must be put across that the role of the champion is help children to become their best versions of themselves and that the champions believe in them.

Areas covered in champion meetings:

- **Attendance** – attendance below 90% is classed as persistent absenteeism and needs to be a focus if this is the case. Any attendance below 97% is below our school's target and could be a focus. The champion and pupil should work together to establish reasons for low attendance and how to improve it.
- **Character** – areas of our character development should be explored, strengths and areas for development. Which areas could be worked on? How could this be supported?
- **Attainment and progress** – which areas of school are a strength? How do they know? What do they enjoy? What is a challenge to them? What additional support is needed? Can a short term goal be put in place e.g. achieving a handwriting pen licence; learning a particular times table or calculation method that they've been struggling with
- **Hopes and dreams** – what do they want to do when they leave school? When they are an adult? What are their dreams? Can a plan be made on how to achieve their dreams?
- **Concerns** – what are their worries? It may take time to answer this one as trust within the group is built up.

Subsequent meetings:

Formal meetings will occur monthly for half an hour on a Monday. The champion and the children will use the information from the initial meeting to form the focus of subsequent meetings. For example, if a short term goal has been established, the next meeting may be strategies to work on to achieve that goal. Of course, the idea is that the relationships between the children and their champion develop further than these formal meetings. For example, if attendance is the issue, the champion may want to 'check in' with the child every day/week to ensure they are in school and to offer praise/support. It is up to the individual champions to look for ways to support and develop relationships with the children that they are supporting and let their needs guide the support that is offered.