

# Building a Brighter Future – The Riverside Way



At Riverside School, our core values guide everything we do. *Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork.*

They make up the acronym **ARCHITECT** to signify our passion for designing and building a school that will make an indelible mark on the world for generations to come; a school that will impact positively on everyone who enters, on people we may never meet, and in ways we may never know.

We will continue our relentless drive for excellence, because our pupils and their families deserve nothing less. We will improve outcomes at an individual, school and societal level and we will judge our success on the extent to which we transform lives, both within, and outside Riverside School.

At Riverside School, we always start with **WHY**: Why do we do what we do?

1. To transform our children's lives and the lives of their families (**Our Mission**)
2. To inspire breakthroughs in the way society enables children with complex needs to find true fulfilment (**Our Vision**)
3. To give our pupils every opportunity to Be All That You Can Be (**Our Motto**)

We follow this with **HOW**: How do we do what we do?

1. In full accordance with our **Values**
2. In an **Ethical and Sustainable** way
3. In a way that everyone in our school community feels a true sense of **Belonging**

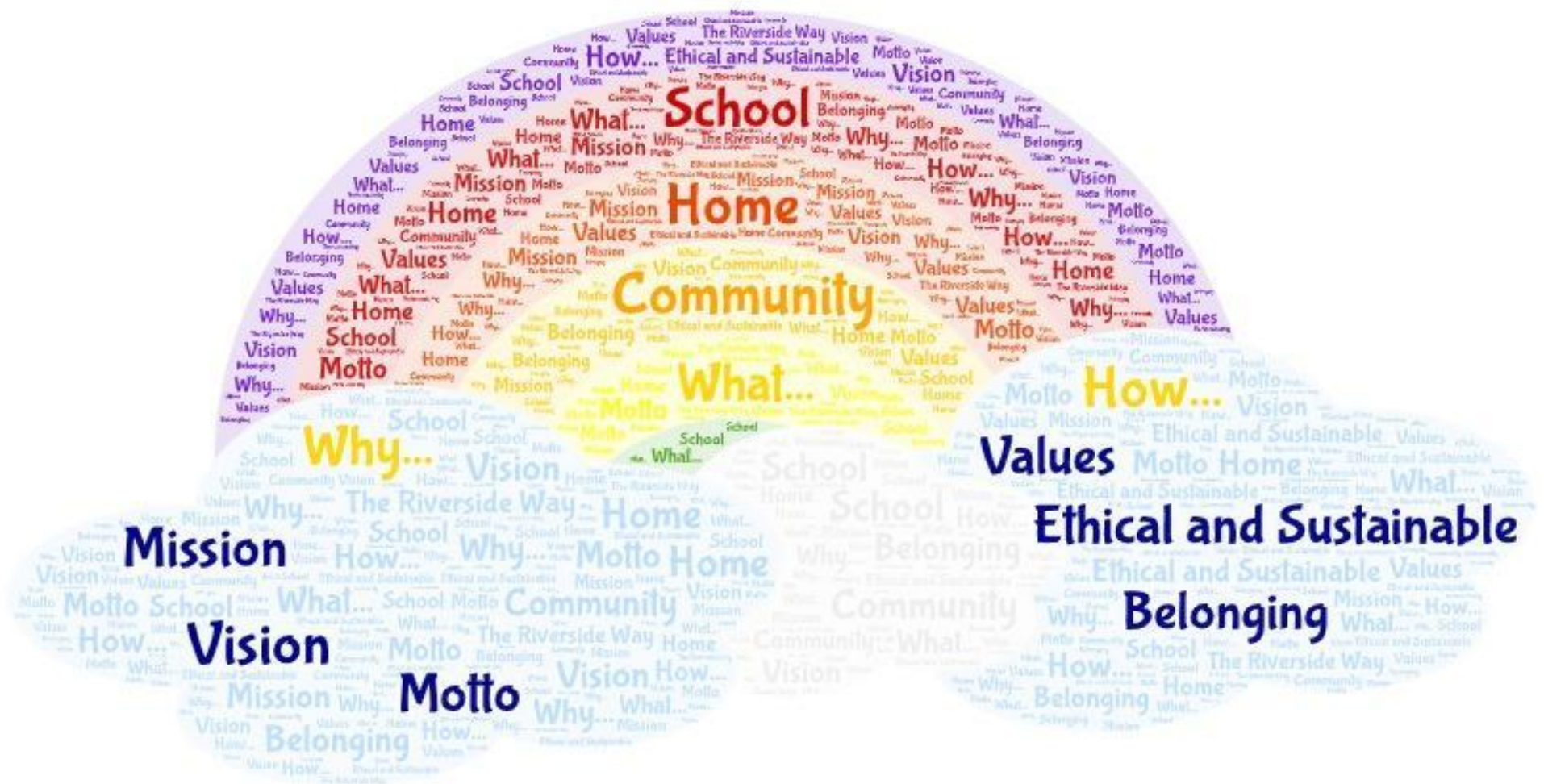
We follow this with **WHAT**: What do we do?

1. At **School**
2. At **Home**
3. In the **Community**

We have made **10 pledges** and committed to **100 actions** over the next three years and each one will reinforce our moral and cultural identity (our **HOW**), whilst taking us a step closer to realising our mission, vision and motto (our **WHY**). Our School Development Plan will build on the challenges and opportunities presented during the COVID era and will capture hearts, minds, soul and spirit. It is a plan fuelled by hope, optimism and ambition for what lies ahead.

That's *Building a Brighter Future – The Riverside Way*. Welcome aboard.

# The Riverside Way



# Our 10 Pledges

Pledge 1	We will equip our pupils with a profoundly personalised curriculum framework so that they succeed, flourish and leave their mark on the world.
Pledge 2	We will improve the emotional wellbeing of our pupils and their families by placing The Pursuit of Happiness at the heart of our multi-agency work.
Pledge 3	We will ensure current and future pupils make remarkable progress by attracting and developing the highest calibre special educators at Riverside School and beyond.
Pledge 4	We will shift mindsets, shape policy and change practice to secure system-wide school improvement at a local, national and international level.
Pledge 5	We will ensure that families have their lived experiences acknowledged and their voices heard in order to bring about positive change for themselves, their children and other families.
Pledge 6	We will improve community access, inclusion and participation for our pupils and their families and create a ripple in communities up and down the country,
Pledge 7	We will make the seemingly unachievable achievable by engaging, energising and mobilising our whole school community to Build a Brighter Future – The Riverside Way.
Pledge 8	We will consciously, deliberately and systematically ensure that our school and the local community is a more sustainable and greener place.
Pledge 9	We will campaign tirelessly with, and for our pupils and their families to amplify the voices of disadvantaged and marginalised communities and create a society which is more equal, just and fair.
Pledge 10	We will promote inclusion and celebrate diversity in all its forms to ensure that everyone in our school community feels a true sense of belonging.

**Pledge 1: We will equip our pupils with a profoundly personalised curriculum framework so that they succeed, flourish and leave their mark on the world.**

Ref	Action	What will success look like and how will it be measured?	By when
1.1	Launch Community and Careers Education as the basis of our 14-19 curriculum model.	85% pupils in KS4&5 will achieve or exceed their predicted attainment and progress scores within the Participation Focus Area of the Riverside Progress Scale and this will be sustained over time; and Gatsby benchmarking data, and pupil evaluations will evidence transferable vocational skills beyond Riverside.	Apr 22
1.2	Relaunch new Woodlodge curriculum offer to further support the development of functional skills for life.	85% pupils will achieve or exceed their predicted attainment and progress scores within the "generalisation" measure of the Riverside Progress Scale.	Apr 22
1.3	Launch The Riverside Lounge and devise marketing strategy for wider opening plans.	Customer feedback and ratings will evidence the new skills demonstrated and improved performance levels of all pupils involved in all elements of The Riverside Lounge.	Aug 22
1.4	Increase quantity and quality of Expressive Arts partnerships (including Rose Bruford, A New Direction, Peoplescape).	Artsmark Accreditation, data from Unique Profiles (UPs), external feedback and promotional films will evidence the extent to which all pupils are enjoying and making or exceeding expected levels of progress within a wider range of Expressive Arts opportunities.	Aug 22
1.5	Carry out four site audit to ensure all pupils are suitably placed according to learning and sensory needs.	All pupils will be placed at the site most suited to their needs and as a result, RPS progress data will be consistent across all sites (pupils achieving or exceeding expected levels of progress) and this will be sustained over time.	Aug 22
1.6	Deliver international collaboration project: "In a Land Where Time Stands Still".	Film will have been shared and viewer feedback will confirm the extent to which it has impacted positively on performers and audience.	Aug 22
1.7	Deliver Riverside High Performance in Spring 22 and follow up with sequel in Spring 23.	Performance will have been shared, viewer feedback will be overwhelmingly positive and pupil feedback will evidence the positive impact on pupils' self-esteem; self-worth and sense of contributing to something bigger than themselves.	Apr 23
1.8	Extend the range and use of assistive technologies to give all pupils a voice.	All pupils will have direct access to the assistive technologies they need in order to have a voice both within and outside school and 85% pupils will achieve or exceed their predicted attainment and progress scores within the "generalisation" of communication skills targets within the Riverside Progress Scale.	Aug 23
1.9	Revise the whole-school curriculum framework using new pathways model and focus on life outside / beyond Riverside as well as within.	85% pupils will achieve or exceed their predicted attainment and progress scores within the "generalisation" measure and Participation Focus of the Riverside Progress Scale and AQA awards will evidence ambition, breadth and balance for all pathways.	Aug 23
1.10	Extend use of musical technologies with pupils with higher access needs.	Pupils with higher access needs will have widened their musical experiences through technology and 100% pupils will achieve at least Arts Award Discover through composing, and performing to a live audience.	Aug 23
1.11	Re-introduce programme of Pets as Therapy for targeted pupils.	Pets as Therapy Programme will be in place for all pupils who express an interest and UP data will highlight transferability to the home environment (eg new pet or opportunities for farm visits).	Aug 23
1.12	Refresh whole-school reading and literacy offer to ensure all pupils receive sufficient challenge and ambition within this core curriculum area.	Reading records and RPS data will evidence that pupils make excellent progress in reading from their starting points.	Aug 23

<b>Pledge 2: We will improve the emotional wellbeing of our pupils and their families by placing The Pursuit of Happiness at the heart of our multi-agency work.</b>			
<b>Ref</b>	<b>Action</b>	<b>What will success look like and how will it be measured?</b>	<b>By when</b>
2.1	Improve links with the Maudsley Hospital, CAMHS and Bromley Y to improve timeliness and effectiveness of interventions to support pupil mental health.	Links with relevant agencies will be established, referral times will have reduced and wellbeing records and case studies will highlight the effectiveness and impact on all pupils utilising the service.	Aug 22
2.2	Embed the most pertinent element of SCERTS into all classrooms and non-classroom spaces.	Drop in data and impact reviews across sites will confirm the extent to which the most pertinent elements of SCERTS are embedded in classrooms and non-classroom spaces and Happiness Passports and wellbeing records will demonstrate an 80% reduction in pupils requiring physical intervention in order to self-regulate.	Aug 22
2.3	Change Blue Room to Nurture Pod.	Case study material will highlight a significant increase in targeted pupils' ability to self-regulate and transition effectively back into class and wellbeing records will show an 80% decrease in adult-directed regulation.	Aug 22
2.4	Launch the Peaceful Pod.	Case study material will highlight a significant increase in targeted pupils' ability to self-regulate and transition effectively back into class.	Aug 22
2.5	Deliver annual transition events for all families in KS4 & 5 and strengthen links with post-school providers to ensure a smooth transition for all pupils.	Over 20% families will have attended the Transition Event and family feedback will evidence better preparedness for future transition.	Aug 22
2.6	Continue to improve innovative partnership working with multi-agency colleagues (nursing, S&LT, OT and physiotherapy).	Partnership agreements will be working effectively; minutes from ARs will confirm that statutory responsibilities are being met and effective multi-agency input will result in 85% pupils achieving or exceeding their Sensory & Physical and Communication & Interaction targets as documented within their RPS.	Aug 22
2.7	Establish a designated team to support pupils' emotional wellbeing through targeted consultancy and intervention.	85% pupils will achieve or exceed their Social, Emotional and Mental Health targets as documented within their RPS and this will be sustained over time; and wellbeing records, evaluations from Happiness Passports, ELSA case studies and feedback from families will evidence how pupils with significant social, emotional and mental health needs have made significant improvements in their ability to self-regulate and manage emotions.	Dec 22
2.8	Establish new community links to increase physical wellbeing and leisure opportunities both within and outside school.	PE & Sport Premium Report and a minimum of five external providers will have been secured to increase physical wellbeing and leisure opportunities for all pupil cohorts, funding will not be a barrier to access for any family and at least ten pupils will be accessing new wellbeing and leisure opportunities outside school.	Aug 23
2.9	Introduce mechanism by which every pupil contributes meaningfully to their own EHCP annual review process.	My Life, My Review documentation will evidence how pupils have contributed (in different formats) to their ARs and influenced at least one positive change to their curricular / extra-curricular opportunities.	Aug 23
2.10	Devise and trial innovative assessment and intervention tool linked to Maslow's Hierarchy of Needs.	Bromley awards and new assessment tool data will evidence how 100% of targeted pupils (primarily CLA and/or PP) will have benefitted from targeted interventions (including input from social care colleagues).	Aug 23
2.11	Establish stronger links with hospitals and medical colleagues to trial a bespoke blended learning model for pupils with the most complex medical needs.	Stronger links will have been established with key hospitals / colleagues and medical records and case studies will evidence the positive impact on the physical health of all pupils and families involved in a blended home / hospital / school delivery model.	Aug 23



2.12	Improve pupil attendance from post-COVID baseline and ongoing.	Benchmarked data against other similar special schools will evidence that pupil attendance on all four sites compares favourably to similar pupil groups regionally and nationally and deep dive data will evidence improvements in attendance for 5% targeted pupils.	Aug 23
<b>Pledge 3: We will ensure current and future pupils make remarkable progress by attracting and developing the highest calibre special educators at Riverside School and beyond.</b>			
<b>Ref</b>	<b>Action</b>	<b>What will success look like and how will it be measured?</b>	<b>By when</b>
3.1	Record and launch Riverside X Professional Learning Platform.	Platform will be launched and updated termly and family feedback and external testimonies will evidence the positive impact on pupil progress at home and in other settings.	Aug 22
3.2	Increase quality and quantity of internal and external moderation opportunities for teachers.	Moderation evaluation sheets will evidence that teacher judgements are more robust and consistent across all phases and sites and a shared language will spread across other providers, resulting in more effective moderation practices regionally.	Aug 22
3.3	Introduce a rolling programme of National Professional Qualifications (NPQs) for aspiring leaders.	PLPs of teachers and leaders at different career stages will evidence improved performance and wider school impact and retention and promotion records (CD, KS, DC, LM, LG, LS) will demonstrate correlation with attendance on NPQs.	Dec 22
3.4	Link new Teaching and Learning Framework with The Riverside Way, career stage and performance expectations.	Pupil Premium report, drop in data, whole school RPS data and feedback from families will evidence that educational outcomes for pupils are outstanding and a minimum of 90% teachers will meet their own aspirational PLP targets.	Apr 23
3.5	Extend our contribution to Initial Teacher Training courses, initially at Greenwich University and Bromley Schools Collegiate and then more widely (including Expressive Arts HE and FE Colleges)	BSC Trainee course evaluations, Greenwich PGCE evaluations, Rose Bruford feedback, ECT performance records will evidence the extent to which our contribution to ITT is providing a constant supply of the highest quality Early Career Teachers (ECTs).	Aug 23
3.6	Develop outreach and consultancy service for other Bromley schools and providers.	High satisfaction scores following each consultancy (at least one per term) will evidence the impact on improved educational outcomes at an individual and organisation level.	Aug 23
3.7	Extend international links through teacher exchange programmes.	At least one teacher exchange per year will have made a positive contribution to improved classroom practice at home and international case studies will confirm the extent to which the programme has improved pupil outcomes in host schools.	Aug 24
<b>Pledge 4: We will shift mindsets, shape policy and change practice to secure system-wide school improvement at a local, national and international level.</b>			
<b>Ref</b>	<b>Action</b>	<b>What will success look like and how will it be measured?</b>	<b>By when</b>
4.1	Continue to shape strategic direction through membership of the Bromley SEND Governance Board.	SEND Governance Board minutes and reports will highlight how children and families with SEND in Bromley are experiencing improved outcomes in at least one area of the SEND action plan.	Aug 22
4.2	Continue to shape strategic direction through membership of the Bromley All-Age Autism Partnership Board.	BAAPB survey data will evidence how many families of children with autism report greater levels of understanding about services on offer.	Dec 22
4.3	Continue to shape strategic direction through membership of the Bromley EHCP Working Party.	Local Authority and caseworker feedback will evidence an improvement in the quality and consistency of EHCPs and resulting higher levels of parental satisfaction in the Annual Review process as a result of Riverside's input.	Apr 23
4.4	Join Bromley's Transformation Project Board to improve wider holistic outcomes for children and families.	Annual review minutes will evidence an increase in families feeling that there is a more joined-up approach to meeting their child's complex needs.	Aug 23
4.5	Promote and roll out the Riverside Progress Scale at a system-wide level.	At least one policy-shaping organisation locally, nationally and internationally will have adopted the RPS as the prime progress tool for children with complex needs.	Dec 23
4.6	Promote and roll out Personal Learning Plans at a system-wide level.	At least one policy-shaping organisation locally, nationally and internationally will have adopted PLPs as the prime personalised planning tool for children with complex needs.	Dec 23

4.7	Promote and roll out Happiness Passports at a system-wide level.	At least one policy-shaping organisation locally, nationally and internationally will have adopted HPs as the prime document for supporting the wellbeing of children with complex needs.	Dec 23
<b>Pledge 5: We will ensure that families have their lived experiences acknowledged and their voices heard in order to bring about positive change for themselves, their children and other families.</b>			
<b>Ref</b>	<b>Action</b>	<b>What will success look like and how will it be measured?</b>	<b>By when</b>
5.1	Continue our Extended Services Offer in conjunction with the Disabled Children's Team and win new three-year tender.	Annual family feedback through evaluation survey and LA endorsement will evidence extremely high levels of family satisfaction in the service and pupil feedback will demonstrate that they enjoy their time at club.	Apr 22
5.2	Refresh Riverside Connect with new multi-site model	At least 5% of SPC families will regularly attend new monthly Riverside Connect sessions and family feedback after each session will evidence the additional support and networking opportunities provided.	Aug 22
5.3	Open Riverside Lounge to families and the local community for informal networking opportunities.	Customer feedback and ratings will evidence the skills demonstrated by all pupils involved in all elements of The Riverside Lounge and at least one new mutually beneficial connection with local businesses will have been established per term.	Aug 22
5.4	Reintroduce regular Happy Café events at Riverside Beckenham (to include Riverside West Wickham and Riverside Phoenix families).	At least 5% of Riverside Beckenham and West Wickham families will regularly attend new monthly Riverside Connect sessions in the Happy Café and family feedback after each session will evidence the additional support and networking opportunities provided.	Aug 22
5.5	Deliver the Annual Expressive Arts Family Project.	At least 10% of families will have taken part in the Family Project (increasing year-on-year) and viewer feedback and feedback from families will indicate significant value in the project for family wellbeing and potential out-of-school shared family experiences.	Aug 22
5.6	Embed Home Learning Plans as a mechanism for sharing and supporting further learning opportunities for pupils and families.	85% pupils will achieve or exceed their predicted attainment and progress scores within the "generalisation" measure of the Riverside Progress Scale and at least 80% of families will contribute to their child's Unique Profile every six months.	Aug 22
5.7	Increase range and breadth of family events, particularly targeted at siblings and grandparents.	Feedback from families will evidence high levels of engagement and satisfaction following each event.	Dec 22
5.8	Plan and deliver Annual Family Conference and extend to non-Riverside families of children with additional needs.	Family feedback following the Annual Conference will evidence the positive impact it has had on a minimum of 30 families.	Dec 22
5.9	Mobilise and launch a new Parent, Staff and Family Association (PSFA).	PSFA will be launched and will be active in arranging at least one community and fundraising event across all three sites per term.	Dec 22
5.10	Refresh starter packs to ensure all new families instantly feel part of the Riverside community.	Annual joiners' survey will evidence the extent to which all families feel fully welcomed and part of the Riverside community.	Dec 22
5.11	Introducing an offer of home visits for all pupils joining Riverside.	Annual joiners' survey will evidence the extent to which all families feel a sense of trust and a reduction in anxiety as their child starts school.	Dec 22
5.12	Revamp school website and social media strategy.	Following an initial audit and baseline survey of current usage (accessibility, ease of use, visits, repeats, global reach) and social media metrics (likes, shares, reach), website will be refreshed and annual family survey will evidence increased engagement	Dec 22
5.13	Produce a guide to support families with additional funding opportunities due to the cost of living crisis.	Guide will be produced and distributed and family feedback will evidence the additional support received as a result.	Apr 23
5.14	Review and refresh all home-school communication systems to ensure they meet the needs of our diverse school community.	Following an initial audit and baseline survey, home-school communication systems will have been consulted upon and refreshed and annual family survey and feedback from staff will evidence increased satisfaction in new systems.	Aug 23

<b>Pledge 6: We will improve community access, inclusion and participation for our pupils and their families and create a ripple in communities up and down the country,</b>			
<b>Ref</b>	<b>Action</b>	<b>What will success look like and how will it be measured?</b>	<b>By when</b>
6.1	Increase sponsorship opportunities with local businesses to support targeted SDP initiatives.	At least five local businesses will have contributed financially to key SDP initiatives (primarily The Riverside Lounge; hydrotherapy pool and outdoor spaces).	Dec 22
6.2	Improve our visibility in, and contribution to the local community, especially at Riverside Beckenham and West Wickham.	At least five local businesses (shops, cafes, etc) will be working in partnership with the school and as a result, family feedback will evidence the extent to which they feel more welcome and comfortable when visiting these establishments out of school hours.	Apr 23
6.3	Provide general and targeted training for drivers and escorts.	Feedback from transport providers, families and staff following each training session (using a "before and after" rating scale) will evidence an improved knowledge-base and subsequent improved understanding of / interactions with pupils	Aug 23
6.4	Improve road safety and access into Riverside SPC.	New traffic calming and other safety measures will be in place on Main Road and as a result, families will report greater levels of safety and wellbeing at drop off and pick up.	Aug 23
6.5	Extend meaningful links and curriculum innovation with local mainstream schools.	At least one new mainstream school link will have been established on each site; termly feedback from mainstream pupils, families and staff will evidence the positive experience they have had working alongside Riverside pupils and at least one friendship per site will extend out of school hours.	Aug 23
6.6	Re-establish links with broadcasting companies and charities to provide a media platform for our school community (eg BBC, Wellchild).	Riverside School (pupils / families / staff) will have appeared on at least one TV show, one radio programme, in the printed press and on social media and as a result, additional opportunities for meaningful community participation will have increased for children with complex needs and their families.	Dec 23
6.7	Contribute to non-teaching training in the public sector (eg GPs, dentists, opticians, emergency services).	Termly training sessions for at least three public sector organisations will be highly evaluated by recipients and as a result, all families using these organisations will report a more positive experience for them and their child.	Dec 23
6.8	Contribute to non-teaching training in service industries and private sector (eg barbers, cafes, shops, local businesses).	Termly training sessions for at least three private sector organisations will be highly evaluated by recipients and as a result, all families using these organisations will report a more positive experience for them and their child.	Dec 23
6.9	Roll out the Riverside kitemark in the sport and leisure sector.	All sport and leisure centres in the local area will have attained the Riverside kitemark as recognition for their contribution to improved community access and inclusion and following an initial baseline and audit, families will report greater willingness to visit them.	Dec 24
6.10	Roll out the Riverside kitemark in the cinema and entertainment sector.	All cinemas and entertainment venues in the local area will have attained the Riverside kitemark as recognition for their contribution to improved community access and inclusion and following an initial baseline and audit, families will report greater willingness to visit them.	Dec 24
6.11	Roll out the Riverside kitemark in the food and hospitality sector.	At least 20% cafes and restaurants in the local area will have attained the Riverside kitemark as recognition for their contribution to improved community access and inclusion and following an initial baseline and audit, families will report greater willingness to visit them.	Dec 24
6.12	Roll out the Riverside kitemark in the retail sector.	At least 20% retail outlets in the local area will have attained the Riverside kitemark as recognition for their contribution to improved community access and inclusion and following an initial baseline and audit, families will report greater willingness to visit them.	Dec 24
6.13	Roll out the Riverside kitemark in the holiday and travel sector.	At least 5 holiday parks and/or travel companies will have attained the Riverside kitemark as recognition for their contribution to improved community access and inclusion and following an initial baseline and audit, families will report greater willingness to visit them.	Dec 24



<b>Pledge 7: We will make the seemingly unachievable achievable by engaging, energising and mobilising our whole school community to Build a Brighter Future – The Riverside Way.</b>			
<b>Ref</b>	<b>Action</b>	<b>What will success look like and how will it be measured?</b>	<b>By when</b>
7.1	Determine next steps for Mental Health First Aid Training for staff.	Staff attendance records, retention records and staff pulse survey data (March 2021) and (July 2022) will evidence the extent to which staff experience positive wellbeing at work as a result of the support they receive from their line leader and others colleagues.	Apr 22
7.2	Review and refresh all staff wellbeing initiatives in line with ongoing feedback.	Staff wellbeing initiatives will be fully aligned with feedback and staff pulse survey data will evidence that they are highly valued by staff.	Aug 22
7.3	Continue to invest in the Employee Assistance Programme and Education Mutual to support workforce.	All staff will know how to access the service and staff attendance data (individual and whole-school) and data from providers (numbers of users and anonymised feedback) will evidence the positive impact that services have had on staff mental health.	Aug 22
7.4	Review staffing structure (both class-based and non class-based) to align with recent and potential future growth.	Whole school staffing structure will be fit for purpose, future-proofed, sufficiently agile to adapt to changing circumstances and will contribute to pupils on all sites making outstanding progress	Aug 22
7.5	Refurbish staff rooms on all four sites.	Staff feedback will evidence that staff feel positive about new spaces and that they contribute to improved wellbeing at work.	Apr 23
7.6	Launch the new Staff Wellbeing and Attendance Strategy.	Staff attendance rates will be higher than the public sector average.	Apr 23
7.7	Dedicate physical space to ensure full inclusion on all four sites.	Staff feedback will evidence that all staff feel positive about having access to a dedicated space on all three sites to ensure their own personal / family / religious / spiritual needs are met.	Aug 23
<b>Pledge 8: We will consciously, deliberately and systematically ensure that our school and the local community is a more sustainable and greener place.</b>			
<b>Ref</b>	<b>Action</b>	<b>What will success look like and how will it be measured?</b>	<b>By when</b>
8.1	Continue to work closely with the LA to ensure works are completed as identified in the planned maintenance programme.	School Business Manager's maintenance programme reports and Riverside Phoenix work schedule will confirm the extent to which all identified works are completed on time, all available funding routes are explored and all potential curriculum enrichment opportunities are maximised.	Aug 22
8.2	Continue to work closely with the LA to ensure works are completed as identified in the health and safety management audit action plan.	School Business Manager's health and safety reports Feb 2021 and April 2022 will confirm the extent to which all identified works are completed on time, all available funding routes are explored and all statutory health and safety and GDPR requirements are being met.	Aug 22
8.3	Revamp and improve signage and security at Riverside Beckenham.	School Business Manager's maintenance programme reports will confirm the extent to which improved signage and security at Riverside Beckenham have reduced litter and freed up Site Manager time.	Aug 22
8.4	Introduce energy efficient measures (including the installation of solar panels, lighting and timers).	School Business Manager's maintenance programme reports will confirm the extent to which improved energy efficiency measures are leading to a reduction in the school's carbon footprint and energy costs.	Aug 22
8.5	Streamline purchasing systems and ensure spending is in line with budget setting and strategic priorities.	School Business Manager's finance reports will confirm that leaders will be better equipped to monitor phase spending linked to strategic priorities and overall curriculum resources spending will have reduced by 5%.	Aug 22
8.6	Reduce carbon emissions through review of minibus fleet.	School Business Manager's maintenance programme reports will confirm that the minibus fleet is fit for purpose, reflects the current pupil population, the school's environmental responsibilities and enhances the wider curriculum.	Dec 22
8.7	Develop procurement plans with key partners to ensure best value and reduce the number of suppliers currently used.	School Business Manager's finance report will confirm that the number of suppliers has reduced with a subsequent reduction in costs for key services and utilities.	Apr 23
8.8	Refresh sensory garden at Beckenham.	School Business Manager's premises reports will confirm that the sensory garden has been refreshed and accessed throughout the school day as part of curriculum enrichment opportunities at Riverside Beckenham.	Aug 23

8.9	Increase number of seasonal enterprise and environmental projects as part of KS4 & 5 curriculum.	90% pupils in KS4&5 participating in enterprise projects will achieve or exceed their predicted attainment and progress scores within the Participation Focus Area within the Riverside Progress Scale (RPS).	Aug 23
8.10	Repair and refurbish hydrotherapy pool and splash pool.	School Business Manager's maintenance programme reports will identify plan for both pools and pool usage will be more finely tuned to meet individual needs.	Aug 23
8.11	Renovate woodland trail.	School Business Manager's maintenance programme reports will confirm that the woodland trail has been renovated and more widely accessed as part of curriculum enrichment opportunities at Riverside SPC.	Aug 23
8.12	Renovate sensory garden at SPC.	School Business Manager's premises report will confirm that the sensory garden has been renovated and accessed throughout the school day as part of curriculum enrichment opportunities at Riverside SPC.	Aug 23
<b>Pledge 9: We will campaign tirelessly with, and for our pupils and their families to amplify the voices of disadvantaged and marginalised communities and create a society which is more equal, just and fair.</b>			
<b>Ref</b>	<b>Action</b>	<b>What will success look like and how will it be measured?</b>	<b>By when</b>
9.1	Set up a pre-loved school uniform platform.	Pre-loved school uniform platform will be up and running and utilised by all families who require this service on all three sites (no family will go without).	Aug 22
9.2	Set up a Riverside food and home item share for staff and families across the school community.	Riverside food and home item share will be up and running and staff and family feedback will evidence the positive impact of this initiative.	Dec 22
9.3	Convene representative pupil voice groups to become actively involved in campaigns for social justice (eg climate change, child poverty).	Pupil voice groups will have been formed on all four sites and partnership with colleges, national charities and non-governmental organisations will evidence the positive contribution that Riverside School has made to wider social action campaigns.	Aug 23
9.4	Introduce a Green School Council to become involved in local environmental campaigns (eg recycling, litter picks).	Green School Council will have been formed on all three sites and feedback from national charities and non-governmental organisations will evidence the positive contribution that Riverside pupils have made to wider environmental campaigns.	Aug 23
9.5	Source and facilitate volunteering opportunities within the school day.	Termly reports from placement hosts will evidence the success of individual placements (at least one per term) and wellbeing records and pupil feedback will demonstrate increased wellbeing as a result of their volunteering efforts.	Aug 23
<b>Pledge 10: We will promote inclusion and celebrate diversity in all its forms to ensure that everyone in our school community feels a true sense of belonging.</b>			
<b>Ref</b>	<b>Action</b>	<b>What will success look like and how will it be measured?</b>	<b>By when</b>
10.1	Resource and organise pupil libraries which reflect and celebrate our whole school population.	Pupil feedback will confirm the extent to which pupil libraries reflect the rich heritage of our school population on all sites.	Aug 22
10.2	Ensure that teaching materials reflect and include culturally diverse stimuli and real-life experiences.	Newsletters (Family & Staff), Audit data, curriculum enrichment evaluations and subsequent Drop In evidence will demonstrate that lessons and wider performances reflect the rich heritage of our on all sites and RPS data will evidence no underachievement according to specific groups.	Aug 22
10.3	Formalise the process whereby staff and family feedback is received by Belonging Groups and acted upon.	Staff and family feedback will shape the continued evolution of the Belonging work and new initiatives will fully reflect staff and family changing needs over time.	Aug 22

10.4	Create and deliver the Be Here. Be You. Belong whole school film as a whole school celebration.	Film will have been composed, produced, shared and widely acclaimed and as a result, at least one other school will have been inspired to embark on a similar journey to benefit their own school community.	Aug 22
10.5	Audit and increase diversity and representation in school displays and signage.	Pupil, family and visitor feedback will confirm the extent to which school displays and signage reflects the rich heritage of our school population on all sites.	Aug 22
10.6	Plan and deliver regular staff training around promoting inclusion and celebrating diversity.	Staff questionnaire training evaluations will evidence an increased knowledge-base across all sites; drop in evidence will demonstrate a richer and more culturally sensitive curriculum offer and joiners' survey data will demonstrate high levels of family satisfaction with levels of staff understanding around cultural differences.	Aug 23
10.7	Support staff engagement with and knowledge of local places of worship / faith groups in order to understand their families' lived experiences.	Curriculum planning and individual PLPs / Happiness Passports will evidence an improved understanding about families' lived experiences, and by doing so, further connections between the school and local places of worship / faith groups will be established for mutual benefit.	Aug 23
10.8	Review recruitment pack and advertising reach to ensure all prospective applicants can see themselves at our school.	Application, shortlisting, recruitment and retention data will evidence that applicants from a wider pool of expertise are "drawn to Riverside" as a direct consequence of the strategy.	Aug 23
10.9	Document and publish our Be Here. Be You. Belong journey.	Following the publishing of our Belonging journey, at least one other school will have been inspired to embark on a similar journey to benefit their own school community.	Aug 23
10.10	Audit current practice and devise action plan in order to attain the Race Charter Mark.	The Race Charter Mark will have been attained at its highest level, the school will have been accredited and in a position to inspire others to do the same.	Aug 23
10.11	Audit current practice and devise action plan in order to attain the Equality, Diversity and Inclusion Quality Mark.	The Equality, Diversity and Inclusion Quality Mark will have been attained at its highest level, the school will have been accredited and in a position to inspire others to do the same.	Aug 23