

Brookvale Primary School

Pastoral Information



Steve Hale

Pastoral Manager

“The school’s Pastoral Support is incredible; I can’t put into words how grateful we are to you for your support, my child has had to deal with so much in his little life, but Steve was there for him and me”

(Year 6 child’s parents)

“I really felt supported, Steve took the time to talk, encourage & reassure my child, he is approachable and I appreciate his help so much”.

(Reception child’s parent)

“Thank you Steve, if you hadn’t talked with me, I wouldn’t have learnt how to calm down when I’m angry”

(Year 3 child)



*“Every child has their own success story.
We inspire self-belief and confidence through celebrating
each child’s unique qualities and encouraging them as
individuals.*

*We give children the highest level of support and
commitment to set them on the path to a bright and
successful future”.*



Delivering Staff Training

The Pastoral Team deliver in-house training to the school staff on issues including: Safeguarding, Classroom Behaviour Management, Mentoring Processes, English as an Additional Language, Safeguarding and Bereavement. This is either during staff meetings, training days or briefings. The Learning Mentors have an open-door policy and make themselves available to staff in order to offer support, guidance or suggestions on any Mentoring related issues. We are also asked to support other schools within our group of schools (known as the Arthur Terry Learning Partnership) with training for their staff, we believe in sharing our amazing and outstanding practises with everyone that may need it.

School Values

We firmly believe that learning does not happen solely in the classroom, but through all aspects of school life. We have the privilege of helping children find their own “morale compasses” and shaping tomorrows adults. The Pastoral Team has worked with children, their families and staff group in developing a group of values that everyone feels is important to leave Brookvale school with when they naturally leave us in Year 6. These values are: Respect,

Self-Belief

Honesty

Teamwork

Reflectiveness

Individuality



Each term has a specific focus (from the list above), but we go further with this, each value is put under the microscope and explored with a different branch of the value explored through an exciting and thought provoking way. We have assemblies, visitors, workshops, visits that are geared towards the children developing their skill set and values.

Working with different organisations

The Pastoral Team have a database and full knowledge of the range of support available for children and their parents within the local community. They act as a point of contact for accessing specialist support e.g. other mentoring schemes, Children's Services, Right Service Right Time, young carer's projects, charities and community groups.

Transition and Secondary Transfers



The Pastoral Team promote the effective transition into Nursery in liaison with Nursery staff members (by undertaking home visits) and from Key Stage 1-2 (through pastoral support), as well as other personal transitions that individual children may be facing. We also support the transfer of pupil information in these Key Stages and classes.

The Pastoral Team have a very effective secondary school transition programme which involves a weekly class-based session based on a particular aspect of secondary school. This ranges from separating fact from fiction around secondary schools, key information that children want their secondary school to know about them, route planning etc, understanding a secondary school timetable to name but a few. As part of this transition support we also facilitate a "drop-in" in the last two months of the summer term to provide a less formal environment for children to discuss a concern that they may have.



Steve – our Pastoral Leader is currently working across all of the Arthur Terry Learning Partnership schools to ensure we have an excellent Key Stage 2-3 Transition Guarantee which will outline our schools' commitment to ensuring that this vital time in a child's life goes well. We meet up with secondary school staff to make sure that this happens. There is also additional support for children with specific needs.



Website: www.atlp.org.uk/transition-guarantee

Twitter: @ATLPtransition

Super Coaches

Brookvale Primary School are part of a locally based Apprenticeship project called Skillwise, where young professional people assist in the effective running of the pastoral support in our school. These SportsCoaches are inspirational, driven and focused on ensuring each child who comes to our school is supported in reaching their full potential and enjoys their day in school. They are also the people to speak to about Afterschool Clubs that the school runs.



The SuperCoaches are fully integrated into the fabric of school and mirror all staffs' commitment to your children, they have a real zest for life and inspire the children to take part in structured games during break and dinner times respectively.

The SuperCoaches receive Supervision from the Pastoral Manager and discuss any individual children that they are supporting on a regular basis.

“Drop In” Support

Children can access the Pastoral Team support outside lesson times (at break / dinner times) in the Pastoral Room from Mon-Fri. If this is not a child who is receiving 1:1 support child, this discussion is logged in a separate Pastoral File so that we have a “paper trail” if a particular child is persistently needing support. *The door is always open to every child in our school, each is given the time and respect that they deserve.*

Working with Families

The Pastoral Team works closely with families to help them give full support to their child's education. They develop brilliant, important relationships with families in order to involve them in their child's learning. As well as the children in our school, we are also here to support the parents and carers through different “grown up” circumstances. Practical assistance, such as helping families access support from Birmingham City Council, health care providers and interpreters also forms part of the Learning Mentors work.

The Pastoral Team also play an important role in Parental Engagement across the school, they work relentlessly in making sure parents and families play an active role in school life and regularly seek parents views and opinions on lots of different aspects of school.

Signposting

The Pastoral Team have a plethora of information and external agencies that they utilise to ensure that the right child/family is aligned with the correct agency. These include: Malachai Family Support, Relate Family Support, Edwards Trust, Children Centres, Family Information Service, Autism West Midlands, Communication and Autism Team, Foodbanks, Banardo's to name but a few. It is vital that the Learning Mentors are up to date with new and existing services and agencies are available to the children and family of Brookvale Primary School.



Safeguarding

The nature of the Pastoral Team means that children will often talk to them about a variety of issues affecting them both in and outside of school. At the beginning of a relationship with the pupil, the Pastoral Team establishes that confidentiality cannot be maintained if there are any concerns over the safety of any child or young person, this information will be discussed with a member of the school (Designated Safeguarding Leaders).



There may be instances where children make disclosures of a sensitive nature, Learning Mentors have a responsibility to pass on such disclosures to the Designated Safeguarding Leaders within school. You can find a list of Brookvale's Designated Safeguarding Leaders at the back of this booklet. They will always tell the child, that they need to do this and follow protocol effectively at all times.

If you, the parent, have concerns about a child and wish to report this directly to Birmingham City Council please contact:

Birmingham Safeguarding Children's Board

Room B54

Council House Extension

Margaret Street

Birmingham

B3 3BU

Tel: 0121 464 2612

Email: contactus@lscbbirmingham.org.uk

Confidentiality



It is essential that Pastoral Team builds trust with children (and their parents/carers), but it is not possible to offer complete confidentiality to mentees. It is important that the children understand this, and that information may be shared with others in situations where there is a serious risk or harm to themselves or others. Normally the need to pass on important, confidential information will be shared with the child and their carers. The Learning Mentor will keep a

written, dated record giving full information about what and with whom the information was shared.

The Data Protection Act makes provision for certain circumstances when it may be necessary to share information without getting consent. This is when:

- Sharing information with appropriate professionals prevents the child or young person from committing a criminal offence that could place themselves and others at risk.
- The child or young person is at risk of significant harm or harming someone else.
- The child or young person needs urgent medical attention
- Information is required as part of a legal proceeding, for example by order of the court.
- Information is requested by the police if investigating a serious crime.
- Sharing the information is required to carry out a statutory function

Group Support

Through strategies such as circle time, Nurture Groups role play and games, The Pastoral Team work with pupils on a variety of subjects including: Anger Management, emotional literacy, social skills, bullying issues and other areas which may be causing barriers to their learning. As with 1:1 sessions, the sessions are planned and have clear objectives and outcomes.



Dinner Times

The Pastoral Team is invaluable in linking the academic times with the social times in school.



Primary schools are a place to have fun and learn (but learning does not just happen in the classroom). Learning takes in many different environments and formats including the Lunch Hall and the playground. Along with the Learning Mentor and Sports Coaches, the Lunchtime Supervisors are also really important in ensuring the child is involved in structured games, motivating the children,

instilling social boundaries and praising those children who are making good choices during this key time. The Lunchtime Supervisors are there for you every day to ensure that dinnertime is a structured, amazing time for every child.



The Pastoral Team may also assist the children in the dinner hall and are there to support those children who may need support with eating a balanced diet of food.

There is the possibility of children spending some of the playtime away from the playground if they are in need of a quiet area where children who struggle with the “hussle and bussle” of the playground can enjoy their dinner time without loud noise and minimal distractions, which will then set them on the right path for a positive afternoon of learning.

Attendance



The Pastoral Team work closely with the Admin Team to monitor every child's attendance as it is vital for them to attend school on a regular basis for the children to fully benefit from Brookvale Primary School in its entirety.

Where there are difficulties in getting a child to school, understanding of the parents legal obligations or a reluctance to come to school, they will meet with the parents and offer support where needed, this may well turn into a 1-to-1 Mentoring Referral.

We help to get the message to parents and children that missing school for any reason apart from genuine illness can disadvantage them in later life. Research shows that children who do not attend school regularly, or are consistently late fall behind their class peers academically due to missing big chunks of the learning and may well struggle socially in school. If a child is consistently late or absent from school, the Pastoral Team will flag this child's attendance as a concern to the Head Teacher.

Lunchtime Champions Project



The Pastoral Team manage the Lunchtime Champions Project; this is a dinnertime-based project where children who are using excellent social skills during dinnertime are commended for this; *it could be holding a door open, including others in your game, making healthy food options, doing what's asked of you by the staff, playing games fairly etc.* These Lunchtime Champions tickets are handed out by Lunchtime Supervisors,

Super Coaches, Learning Mentors and any other staff on duty

who are on the playground in the form of a Raffle Ticket, when this ticket is handed out – the child's name is recorded and collated by the Lunchtime Supervisors on a weekly basis, the class who have received the most Raffle Tickets for the week are put into “*The Hat*” and a winning ticket (child) is picked out to receive the class certificate, trophy and randomly pick 3 different possible fun activities that they must democratically get down to one activity. The children love winning this because there is a possibility of them having extra playtime, dinner at the Heads Table, Funny Walk Day, Trainers Day, there are so many different activities to list, but they are all there as a “Thank You” for modelling outstanding behaviour as a class over dinnertimes. The more tickets you get, the greater your chance of winning the Lunchtime Champion Trophy for the week.



Mentoring Network

Chaired by Dr Anita Soni (Educational Psychologist) the Learning Mentors take an active role in networking and sharing of our excellent practise with a variety of schools locally, whilst also informing each other of new, relevant services. These schools include: The Arthur Terry School, Hillwest, Heathfield, Wylde Green, Oasis Academies (Hobmoor, Foundry), Parkhill, Prince Albert, Rookery, Westminster and Slade primary schools respectively. These are run on a half-termly basis to ensure we are productive, relevant and able to share ideas and experiences while still keeping the child's identity anonymous.



Mentoring at Brookvale Primary School

Learning Mentors act as a mentor to pupils with the express objective of ensuring they engage with learning and are therefore, able to access all individuals' educational opportunities.

In any one day, a Learning Mentor in our school is:

- helping children with their academic skills or with friendships issues
 - working with social workers
 - meeting with teachers
 - supporting children in understanding their emotions
 - an advocate for the child
 - improving a child's well being
 - making a child smile and laugh
 - running circle time sessions
 - contacting families
 - providing Bereavement Support
 - supporting children with Special Educational Needs
 - building important links with a child's family; not just at surface level but deeper
 - supporting children with EAL (English as an Additional Language)
 - supporting the SMSC (Spiritual, Moral, Social, Cultural) curriculum
 - providing transitional support into and across schools
-all with the aim of assisting pupils to engage constructively with school life.

Whilst the Learning Mentor complements many other school roles, it should not be confused with that of a Teaching Assistant or Teacher. Learning Mentors are a distinct resource for pupils.

The Pastoral Team at Brookvale Primary School enables children to overcome barriers to learning and raises their aspirations to fulfil their potential. This is achieved through positive relationships and the development of initiatives to improve achievement and encourage inclusion, creating the opportunity for every child to be successful.

"Learning Mentors provide support and guidance to children and young people and those engaged with them. They work to remove barriers to learning in order to support effective participation, enhance individual learning, raise aspirations and achieve full potential. They are skilled practitioners who work from a strength based, person centered perspective" -

Children's Workforce Development Council.



Overall Aims

- To identify and remove the barriers to learning that prevent individuals achieving their full potential
- To reduce exclusion and improve attendance and punctuality
- To support in the raising of academic standards at Brookvale Primary School
- To develop positive relationships with families/carers and outside agencies to broaden the support network for children.
- To develop and share good practice
- To monitor and evaluate the Learning Mentor programme to assess its impact and success
- To integrate Learning Mentoring in to school culture
- To promote inclusion

Principals

The National Occupational Standards for Learning Mentors are underpinned by the following values and principles:

Principals:

- The welfare of the child and young person is paramount.
- Workers contribute to children's care, safeguarding and this is reflected in every aspect of practice and service provision.
- Workers work with parents and families who are partners in: their care, learning and development and safeguarding of their children.

Values

- The needs, rights and views of the child are at the very centre of all practice and provision
- Individuality, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted.
- Children's health and well-being are actively promoted.
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate
- Self-Esteem and resilience are recognised as essential to every child's development
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at risk.
- Professional Knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
- Best Practice requires a continuous search for improvement and self-awareness to enable to service to improve.



Referral

We have developed an effective referral system in consultation with the schools Leadership Team to identify children in need of mentoring support. This is a key area to support the good working practice of the Learning Mentor programmes and informs all Learning Mentoring planning. Children can be referred for mentoring support for many reasons. The conception that Learning Mentors exclusively work with children with “behaviour difficulties” is a short sighted, as we work with children on diverse issues including: low self-esteem/confidence, family issues, bereavement, social skills, playground/classroom disruption, attendance, motivation to learn to name but a few areas, but the list is massive.

As well as members of staff in school being able to refer a child for mentoring support, the referral is also open for parents who may feel their child may need support at a significant point in their lives. If a parent wanted their child to receive support from the Learning Mentor in school, they simply have to arrange to see them and we will go through the same process with them.

Assessment

Learning Mentors gather information about the child through formal observations (both playground and classroom) talking with parents, teachers and appropriate agencies to assess the needs of the mentee in order to design and implement a bespoke appropriate target for the child to work towards with their support.

Working with the parents

We believe in transparency and sharing our mentoring support plan with parents prior to supporting the child, however this plan is very flexible as the child may want to work through a particular issue one day instead of what the Learning Mentor may have planned. As well as meeting parents at the beginning of the mentoring journey, it is so important that we feedback to the parents regularly and update you on how the child is responding to the support that is being provided. Mentoring works best when the child, parents and school staff work closely with each other on the same goals, this can only happen with these regular update meetings. We believe that when we are supporting your child, we should be in regular contact with you, this can be on the phone, formal meetings or informally when we are on the playground at the beginning and end of the school day. The support that we provide your child progress will be fed back to parents to keep you up dated where possible.



One-to-one sessions

The general “rule of thumb” for number of sessions is between 6 – 10, but this will depend on many factors including the type of support, the reason for mentoring support and progress with the support provided. Sessions will usually last between 20-45mins depending on the flow and age of the child. We try our hardest to make sure that this is a different time of the school day if we’re meeting up weekly (so the child doesn’t miss the same lesson each week), but we will let the child know which day of the week we will be supporting them as soon as we know. We use the Inclusion area in school to hold sessions and believe that this is a calming, quiet environment where children can reflect on themselves and their need easily. *(Please see images in “Drop-In” Session)*

Exit Strategies and Criteria

Exit criteria and strategies are needed to enable mentees to become independent of the Learning Mentoring Programme. They will also ensure against the development of dependency and allow the Learning Mentor to take on new children who may be in greater need at different hurdles/stages of their lives. Exit strategies should allow for a reduction in support, so that children become more independent whilst still receiving some support. It is inadvisable for Learning Mentors to suddenly and completely cut contact with mentees after long term work as this may well be counterproductive.

As part of exit process, Learning Mentors will speak with teachers, family and any involved agencies to establish whether there has been any impact on the original clear target. If all people feel that there HAS been a positive impact for the child, a Review Session is held with the child to establish whether they also feel they have benefited from the support provided. The options at the end of the review is either to continue with the weekly 1:1 support, provide classroom based support, sign post on to an external agency or exit mentoring completely.

The Learning Mentors also request feedback from a parent to explore the overall effectiveness of the provision that had been put in place. This information informs future 1:1 Mentoring provision and further improves the overall experience for the child.

Data Inputting and analysis



Once the Learning Mentors have received a completed referral via teacher, Leadership Team, parent or the child themselves, the data for this is inputted into a database (that is open for scrutiny of Deputy and Head Teacher) to look at trends, impact etc. This information is vital for schools as it forms a strong base to inform possible future SMSC sessions.

FAQs (Frequently Asked Questions)

What skills and qualifications do the Learning Mentors have that benefit my child?

We have a highly skilled Pastoral Manager and Senior Learning Mentor called Steve Hale with a variety of strengths, with over 16 years of Primary School mentoring experience, he is trained in a variety of skills and supportive techniques including: Bereavement, Building Self-esteem, Attachment & Trauma, Communication Techniques, Maximising Educational Opportunities, Cognitive Behaviour Therapy, Data Analysis, Social Economics, Solution Focused Therapy, Emotional Intelligence, Anger Management, Behaviour Management, Art Therapy, Autism Support, (EAL) English as an Additional Language and Parental Support Strategies to name but a few. We are constantly striving to better the support that we provide to children, parents and carers in our school.



Why has my child been identified for Mentoring Support?



There are many reasons for a child being mentored; these could include raising a child's confidence in order to excel in school, support if a close family member or friend is seriously ill, if attendance is low, consistently falling out with their peers, seeking attention with a negative approach or even if a child's behaviour is causing concern. There are so many reasons for a child to need some type of mentoring support at some stage in their Primary School lives. **It is important that parents and carers understand that there is absolutely no stigma attached to a child receiving support from the Learning Mentors, our aim is to always remove the barriers to a child's learning by providing them with the necessary skills to excel.**

How long do mentoring sessions last for?

It depends on the child and their age; some sessions are planned for 15 minutes, however these could last upto 40-45mins depending on the tempo and issue explored during the session.

What happens if my child doesn't make any improvements on their Mentoring Target?

The Mentoring Target is what all four people (child, parent/carers, teacher and Learning Mentor) have agreed on that will work best for the child. It will more often than not be a

short direct statement that addresses the original need for mentoring support such as *“I would like to have more confidence in myself”* The Mentoring Target will be SMART (Small, Measurable, Achievable, Relevant and Time-specific) so that the child can really go for their target.

We are extremely dedicated to the children in our school & try our very best to make a positive impact with every child that we support, if there is a child that has not responded to the support as well as they could have, we could adapt our approach to possibly offer classroom-based support or possibly referring onto an outside agency that we work with.

What if I don't want my child to be mentored?

As a parent/carer that is your choice; we can only work with a child 1:1 if you (the parent/carer) give your permission. You have the right to refuse your child mentoring support if you so wish – but our focus and sole intention is always to support the child in achieving their full potential and removing their individual barrier to learning so that your child can achieve both in lessons and socially as much as possible in school.

What if I want to know what my child is saying during this work?

By the very nature of the work, the child may well speak to us about very personal feelings or worries that they may have that they don't want everyone in the school knowing about, there needs to be a level of confidentiality within this work.

We explain to the child during our first meeting that what we work on or discuss will stop between the child and us, but this should not be viewed as a reason to deny your child this opportunity to work on something that maybe very important to them. *There are obvious exceptions to this such as if we feel that a child is at risk of physical/emotional abuse, we have a duty of care to let the schools Safeguarding Lead know of this.* If you have any concerns about this, please speak to our Pastoral Leader as we know that this may well unsettle the parents/carers.

Will my child miss the same lesson every week? – I don't want them falling behind their class because of this!

We try really hard to get the balance right between continuity for the child and having their routine, with making sure that they don't fall behind in a particular lesson. When we finish working with a child, we go back to the classroom fully integrating them back into the environment and ensure the child understands the lesson before we exit.

Meet the Pastoral Team

Our complete Inclusion Team is made up of a Special Educational Needs Co-ordinator (SENCO), Inclusion Lead Practitioner, Pastoral Manager/Senior Learning Mentor, SuperCoach & Lunchtime Supervisors.

Steve Hale (Pastoral Manager)

My name is Steve Hale and I joined the Pastoral Team at Brookvale Primary School in April 2017, having been a Learning Mentor in various schools across Birmingham for over 16 years.

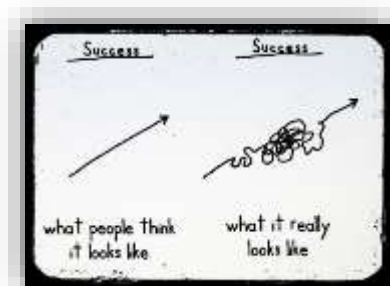


All my working life I have had the privilege of supporting children in different job roles since returning from “Backpacking” around Southern Africa on my own when after leaving college as a wide-eyed 18-year-old. These roles include supporting teenagers in Long Stay Residential Units that had been taken into the care of Birmingham City Council, Consultation Officer with young adults, Child Advocate, Schools Cluster Co-ordinator and more importantly a Senior Learning Mentor.

I really enjoy being a Pastoral Manager and Learning Mentor, no two days are the same and my whole working day can change within a couple of minutes! but I firmly believe that I am assisting in removing the barriers to children’s learning. I do this through 1-to-1 mentoring support, group work or through drop-in support during dinner or break times. There are also subtler ways in which I support children and families like being available for parents before and after school, a reassuring word in the ear of a child that is struggling, encouraging a child’s interests, providing inspirational/memorable opportunities or ensuring the right type of support is being provided in the classroom. Or simply giving a child a safe, quiet place in school to gather their thoughts if they are struggling for whatever reason, we are always in the background as a safety net for the children and families.

I think I’ve got the best job in the world because when I work with a child I really do see a difference in them and their attitude to their learning.

As well as my day-to-day role I am also one of two Strategic Leads for Key Stage 2-3 Transition (primary – secondary schools) and ensuring that this is successful for every child in our school regardless of what school they go to. To find out more about this part of my role, you can visit www.atlp.org.uk/transition-guarantee/



When I was at school I really enjoyed Art, Sports, Geography and Languages from around the world. These interests have stayed with me throughout my life and when the chance presents itself I love exploring different countries, foods, cultures and languages, I'm trying to learn Macedonian at the moment! I love sports; it doesn't matter if it's Rugby, Badminton, Football, Canoeing, Fishing, American Football, given the chance I will join in and give any sport a real big go.

I am also a bit of an adrenaline junkie and I'd go Skydiving everyday if I could; it's amazing!! I've also been "white-water" rafting down the Zambezi River by Victoria Falls in Zimbabwe, it

was terrifying but really good fun. I have an amazing "Bucket List" of adventures that I'd love to do in the future, including visiting the Vietnamese Karst Rocks, motorbiking through the Australian Outback, and exploring a shipwreck in the Indian Ocean.



I love nature and the different landscapes, climates that are around. This planet amazes me and is so beautiful, we are sometimes too busy trying to do everything in our busy lives that we don't stop still, look around, soak things in or notice the small things that happen

around us. When I can, I try to go mountain climbing and find a lot of calmness looking out over a rugged mountain range or a calming ocean horizon from a fishing harbour.

When I was at primary school I was the fastest child (for my age) in the West Midlands over 200 meters (but I think that I may have lost a little bit of speed and gained a pounds in weight since those days!!!!).

If there is anything that I can do to support you or your child in making the most of their daily school life, I am here to listen and support as best I can.



My Favourite Quote:

"If we judge a fish on its ability to climb a tree, it will live its life thinking it's a failure, we all have a different skills and abilities, the trick is understanding ourselves and others"

Sarah Griffiths (Special Educational Needs Co-ordinator)

My name is Sarah Griffiths and I am new to Brookvale Primary school! I have been working at Brookvale once a week across all classes since April 2017. I moved to Brookvale from Mere Green Primary school, which is part of the Arthur Terry Learning Partnership, where I worked as SENCo for 2 years and as a class teacher for 4 years.

As part of my role, I find ways to overcome children's barriers to learning through working together with children, their parents, teachers and other professionals. The best part about my job is seeing children who are finding learning difficult, begin to make progress with their learning. I also like to build positive relationships with families and children, so we can effectively work together to make school an enjoyable place for the children to be.

When I was at school I really enjoyed Drama, Dance, PE and English. My interest in these subjects relate to my passions in life now. I really enjoy keeping fit and going to the gym. I am also part of a netball team and we play weekly. I love to read and I especially like thriller novels! I can easily read 3 or 4 books on holiday! I love to dance and I did ballet for 15 years and then became a ballet teacher too. I love going to the theatre, and try to go at least once a year to see a new show or a musical. I love going on adventures and have been to many places around the world. I have also done a charity skydive and raised lots of money for John Taylor Hospice.

In my spare time, I love spending time with my family and friends, especially my Sausage Dog Poppy! My dog is disabled and lost the use of her back legs when she was 6. She is very happy though and either drags around her bottom or uses her custom wheel-chair. In the daytime she stays with her Nan who has 4 dogs too, so she has a great time when I'm at work!

We live very close to Sutton Park, so there is nothing I like more than taking the dog for a walk, or going for a run!

As a child, I always really enjoyed school, which is why I will always work in schools, and as you can see my passions are the same today! I am so happy to be a part of the Brookvale pastoral team! Come and say hello!



My Favourite Quote:

"Every person is a different type of flower, added together, they make a beautiful, amazing garden"

Cheyanne Jarvis (Sports Coach)

My name is Cheyanne and I joined Brookvale primary school as an Apprentice Sports Coach in September last year. Working at Brookvale is a whole new experience for me, giving me a chance to grow as a person and develop my skill set. I really enjoy working with children and making sure that sports are something that the children enjoy, there are so many benefits to it!

Within my week at school I support Reception class all the way up to year 6; whether that is teaching PE lessons, assisting in classrooms with individual or groups of children or running the school's Afterschool Programme. My role at Brookvale allows me to observe children progressing and learning new skills within sport that they can also take into the classroom like resilience, social skills, supporting each other and motivating others (and sharing!).

When I was at school I enjoyed every sport, but fell in love with football from the first time I played it (I currently play for 2 teams in my local area). My passion for this will hopefully allow me to play professionally one day, or even start coaching my own football team in a different country one day, I love travelling and want to be able to visit as many

countries as possible, imagine all the different things you would see! This would help me to grow as a person, experiencing different cultures and ways of living.

I have loads of other interests too such as DJing, dancing and art. My biggest achievement so far in life? That's easy; being awarded the "Chief Constable Award".

One thing that motivates me at our school is seeing and feeling the impact that sport has on the children's (and my) lives, sharing the enjoyment and the benefits of sports with the children is so rewarding and I feel honoured to share my days with the children here. I think that sport provides some children an avenue to express their feelings and emotions, whilst also building their confidence and self-esteem that will help them in their academic lessons.

My Favourite Quote:

"It's easy to follow the crowd and hide behind others, but it takes strength to stand on your own and be who you are supposed to be"



Jenny Maskell (Inclusion Leader across Brookvale and Slade Primary Schools)

My name is Jenny Maskell, I joined Brookvale in September 2010 and have had many roles at Brookvale including ICT leader, Early Years Foundation Stage & Key Stage 1 Lead and am now the Inclusion Leader across Brookvale and Slade Primary Schools and Designated Safeguarding Leads.



I absolutely love my job! When I was a child I knew I wanted to be a teacher, I would sit my younger brother and our teddy bears down to deliver lessons to them. I am so passionate about our school, and truly believe that no matter what a child's background is, their challenges and life experience - they can achieve anything they set their hearts on with the right support and guidance, I passionately believe in this as I

myself came from a difficult background myself.

I love meeting up with my friends and family, particularly going out and enjoying nice food (although I am a dreadful cook myself!). I have recently enjoyed a project renovating a vintage caravan so that me and my family can enjoy exploring the many beautiful places in the U.K.



I am also a Mum to two wonderful children who are aged 11 and 13 so in my spare time I love watching them play football. I do the whole “*embarrassing Mum on the sideline*” thing very well! I am also a huge Aston Villa fan and enjoy going along and supporting my team when I can, its even better when they win!

My Favourite Quote:

“Never ever give up, one of the most difficult things to do is take that first step and commit to changing, YOU can do it”

Brookvale's Safeguarding Leaders



Mrs A. Trigg
Deputy Head Teacher



Mrs J. Maskell
Inclusion Leader



Mr J. Smart
Head Teacher



Steve Hale
Pastoral Manager

**If you wish to discuss any of the information contained within
this booklet, please contact Brookvale Pastoral Team via tel:
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