Peace Mala: Accreditation Self Evaluation Form

Creative Education that Empowers and Embraces All
Uniting the World in Peace

School Accreditation

A Peace Mala School is committed to placing the vision and message of Peace Mala at the heart-centre of its values system. There are seven keys areas for action that we require your school to provide evidence form in the form below. **Please write your evidence in the tables below and include photographs.**

School Name:	Co-op Academy Oakwood	
Date of Submission:	27.5.26	**Award Aimed For:** (delete as appropriate) *Bronze*

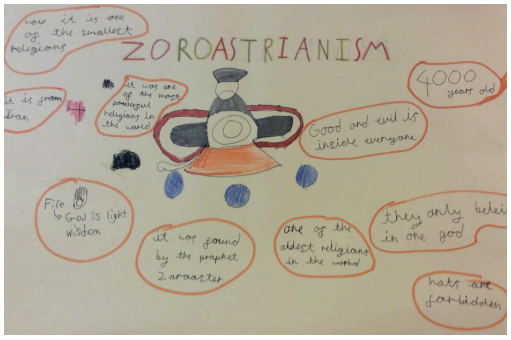


AREA ONE

Becoming a Peace Mala School is part of the whole School Development Plan approved by staff and the Governing Body. This is shared with the whole school community. **During every academic year, a chosen year group will study and explore Peace Mala by using the kits and educational materials. This encourages Peace Mala continuity in the school curriculum and ensures that every pupil will have encountered the message and vision of Peace Mala before they leave the school.** The school will also share good practice with other schools who are members of the global community of Peace Mala.
Suggested Actions Peace Mala is in the School Development Plan. Peace Mala presentation to Governors. Peace Mala School Assembly with parents invited. Peace Mala activities explained in Parents Evenings. The school has a prominent designated notice board and web pages or newsletter which details Peace Mala activities. These activities are reported in assemblies and at Governors' Meetings as well as being regularly communicated to parents and the wider community. View the list of Peace Mala schools on our website - join the list and communicate with each other to share good practice.
Evidence *Please provide evidence of school development plan, both photographic and written.* Relaunch - We had a relaunch assembly in February 2025 to introduce Peace Mala to the whole school. As we have 14 classes, each class was given one of the faiths to explore and we gathered together in a whole school assembly where each class presented facts they had learned about their faith and they produced some creative work related to the faith e.g. art work, dancing and tai chi.









Peace Mala displays - we have a prominent display board in our reception area to introduce Peace Mala to any visitors to the school. We also have some leaflets about Peace Mala for any visitors to take. In the school corridor we have an RE reading display and have put information about the different faiths above this. We also had a display after our relaunch assembly to show off some of the fantastic artwork that had been created. Each classroom also has a peace mala display.





School Action Plan - we have a Peace Mala action plan. This includes fully embedding Peace Mala into our school ethos and setting up a Peace Council.

AREA TWO

By engaging with Peace Mala the school is committed to **education for global citizenship** through the promotion of understanding, respect, friendship, tolerance and peace between all communities, cultures and enlightened, compassionate faiths. **Peace Mala promotes and encourages community cohesion.**

Suggested Actions

Lessons and activities on Peace Mala are part of the school curriculum. School assemblies focusing on the Golden Rule.

Evidence

Please provide evidence of Peace Malas made and worn by pupils and staff, both photographic, and/or DVD film and written.

Through PSHE and RE lessons children learn about the importance of respect and tolerance for everybody. In RE we learn about a wide range of religions and their beliefs. This year we have been using KAPOW to support our RE planning and this includes references to faiths such as Zoroastrianism, linking to Peace Mala.

As part of our curriculum intent we aim to provide experiences for our pupils at a variety of places of worship. Our Year 1 pupils visited a local church and had a tour by the vicar who explained how a lot of the artefacts they saw were used.
The local vicar has been invited into the Academy to lead assemblies for Easter and Christmas.





Our Year 4 pupils visited a Gurdwara where they were able to see how Sikh's pray, as well as learn more about their customs and consolidate their knowledge from RE lessons.





We have also forged a close link with the vicar of a local church who has visited for lessons and assemblies.



AREA THREE

By using Peace Mala in the classroom, the school supports **human rights** and helps **prevent bullying and all forms of prejudice.**
Suggested Actions Holocaust Memorial Day, City of Sanctuary, Show Racism the Red Card, Anti-bullying policy, Presentation by Hate Crime Police Officer, Playground and Lunchtime 'buddies' Be a Peace Mala friend for the day, engage with CEWC. The school does not need to engage with all of the above. We would, however, expect them to engage with **at least two** anti-bullying initiatives over the space of a year.
Evidence *Please provide newspaper articles, and photographic and written evidence.*





Show Racism the Red card came into the Academy and worked with all children in Key Stage 2.



We have a strong anti-bulling policy in school and the children are very aware of how to make every child feel happy and included. In the 2025 Leeds Global Learning Awards, our school was nominated for the Anti-Racism and Intercultural Dialogue Award, due to our zero-tolerance policy to racism and bullying and everybody's effort to enforce this. Members of the eco council went to collect their highly commended certificates at the awards.



AREA FOUR

Peace Mala encourages the school to raise **awareness of issues of global interdependence** and encourages **active compassion by** learners that will lead to positive changes locally and globally.

Suggested Actions

Red Nose Day, Children in Need, Teddies4Tragedy, CEWC, Samaritans Purse Shoe Box Campaign, UNICEF day for change, One World Week, One Life, ActionAid, World Vision, Cafod, SCIAF/TROCAIRE, Christian Aid, Muslim Aid, Healing Hearts Sufi Charity, Afritwin, Nelson Mandela Children's Fund.

The school does not need to engage with all of the above. We would, however, expect them to work with **at least two** humanitarian NGOs over the space of a year.

Evidence

Please provide newspaper articles, and photographic and written evidence.

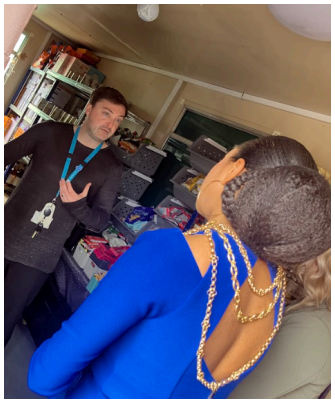
Our Eco council have been very keen to reduce water wastage, and as part of this we chose to support Water Aid. As well as creating posters to encourage the children to stop wasting water, they looked at how water is used around the world and presented their findings in a special assembly on World Water Day.




Children in Need - Our KS1 and EYFS phases supported Children in Need by wearing yellow for the day.



The children are very aware of the importance of helping those who may need it. We run a very successful community fridge which has growing numbers of families from our local community attending each week. We were very lucky to have the Lord Mayor visit our school and she was very interested in the scheme. We also won the community award within the annual Co-op Schools awards as a result of the work we do to support and work with the community.





258kg of clothing was collected and given to Sammy Project. These clothes will be recycled and given to those in need.

AREA FIVE

Peace Mala encourages the **celebration of cultural, racial and religious diversity** through art, music, drama and dance.

Suggested Actions

Special assemblies to celebrate cultural and religious festivals. Celebrate **One World Week**. Links with local faith and cultural communities including churches, mosques, synagogues, gurdwaras and temples. Links with local Inter-Faith group. Cultural school links with schools in Developing Countries through the British Council.

The school does not need to engage with all of the above. We would, however, expect them to work with **at least two** initiatives over the space of a year.

Evidence

Please provide evidence both photographic and written.

Assemblies:

For Harvest Festival each class brought in donations of food which were shared with a local charity 'Gipton Action for the Elderly' to be distributed to vulnerable members of our local community.



The harvest collection was taken to 'Gipton Action for the elderly' today. They were shocked at how much food there was and are eternally grateful. It will be distributed to elderly who are vulnerable or in need in the local community. Thank you to you all for encouraging the collection, a job well done.

We have made links with the new vicar of our local church and she has been into school to lead an assembly. She has also been into some RE lessons in school to speak to the children about what they are learning, such as the importance of light in different faiths and how this is represented in Church.



Places of worship:

Year 1 visited our local church




Year 4 visited a Gurdwara



As we are a school that has children from many backgrounds and faiths we feel it is important to celebrate a wide variety of religious festivals. EYFS and KS1 held a stay and celebrate session to celebrate Diwali, inviting parents in to school to learn about the festival and create artwork with their children.








They also held another stay and celebrate session for Chinese New Year, learning about the cultures and traditions in China and thinking about similarities and differences in how they celebrate a new year.




Year 4 celebrated Hanukah as part of their RE topics and they cooked some food that Jewish people would eat during their celebrations.




We held an Eid party to celebrate the end of Ramadan with our families.

To celebrate Gypsy Roma Traveller month we had assemblies led by people from the GRT community who taught us about their history. They then held a concert on the school field which had everybody up dancing.






AREA SIX

With Peace Mala the school actively **promotes environmental sustainability, healthy eating, and respect for all animals and wildlife.**

Suggested Actions

Eco School, Greenpeace Good to be Green initiative, Healthy Eating and Peace Mala Rainbow Foods (as part of the Schools Healthy Eating Initiative), School Eco Council RSPCA, WWF Donkey Sanctuary, RSPB, IFAW.

The school does not need to engage with all of the above. We would, however, expect them to work with **at least one** green initiative, **one** school healthy eating initiative and **one** animal NGO over the space of a year.

Evidence

Please provide both photographic and written evidence, Eco flag, Schools Healthy Eating Certificate.

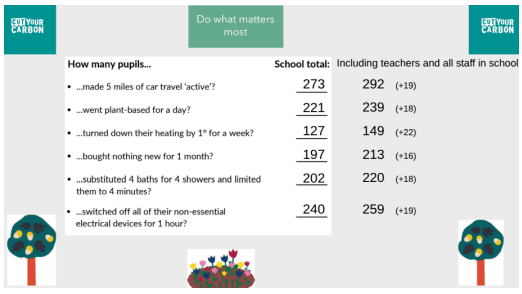
We have a dedicated Eco Council who are very enthusiastic in their ideas of helping the environment.

We hold an Eco Schools Green Flag award with distinction and are part of Keep Britain Tidy.





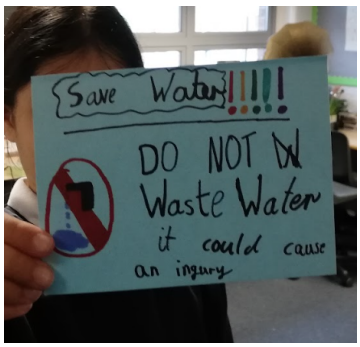
The Eco Council lead a challenge to Cut your Carbon for a month in November. The challenge included tasks such as using the car less and turning the thermostat down 1 degree. A large number of children across the school took part in the challenge.

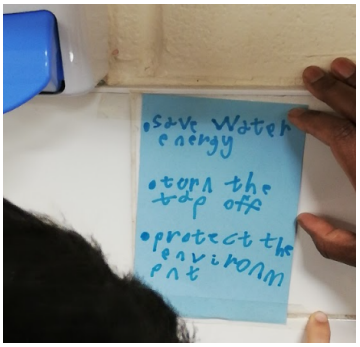


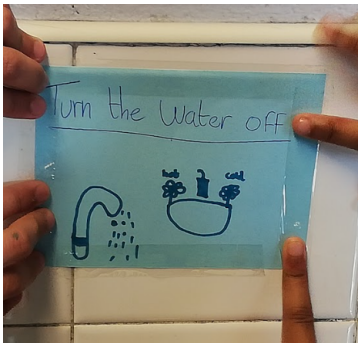


They are also keen to reduce paper wastage and have encouraged classes to use their recycling bins correctly, as well as introducing a recycling bin in the dinner hall. The half termly newsletter is now sent out by the Arbor app rather than being printed onto paper.

The Eco Council have created posters to put around school encouraging people to save water.







They also support Fairtrade week. They held some activities in the hall for each class to explore, and also invited parents in at the end of the day so they could learn more about Fairtrade week too.




As part of an initiative to promote recycling, every child in school created a swift from a milk bottle. These were put together to create a beautiful display in the playground.

The Eco Council looked into the RSPB and decided that they wanted to help to protect birds in our local area. Together with children from the Gardening Club they created bird boxes for the birds to shelter in, and bird feeders to ensure the birds have enough food.



Children in the gardening club have also planted vegetables to grow for people who may need them. They have also invited their parents along to show what they have done and worked on the gardens alongside them.



For World Water Day, Year 2 upwards learned about the importance of clean drinking water and thought about how they could help to save water. The classes got together in an assembly to show what they had learned.





Each class has had a week where they are responsible for litter picking around the school grounds. They enjoy the responsibility of looking after the grounds and it has made them think more about how they dispose of litter.





Year 1 have their own garden area and they have made amazing improvements to this over the past year. They are proud of their work and take care to look after the plants.



To promote sustainability we hold regular toy and clothes swaps. Children are encouraged to donate anything they no longer use to save items from going to landfill.





AREA SEVEN

With Peace Mala the school encourages **Peace Education** by forming a School Peace Council and engaging in peace activities.

Suggested Actions

School Peace Council. Take part in the **Valentine Peace Project**. **Celebrate UN International Day of Peace**. Make a school **peace garden** with prayer tree or labyrinth. **Lessons in mindfulness/meditation/stilling exercises** (see guide to the Peace Mala). Community Peace Box. **Peace Mala Pilgrimage**. Using the Peace Mala to pray for world peace **(Peace Mala booklet of Peace Prayers). One Day One Choir**.

The school does not need to engage with all of the above. We would, however, expect them to work with **at least two** peace initiatives

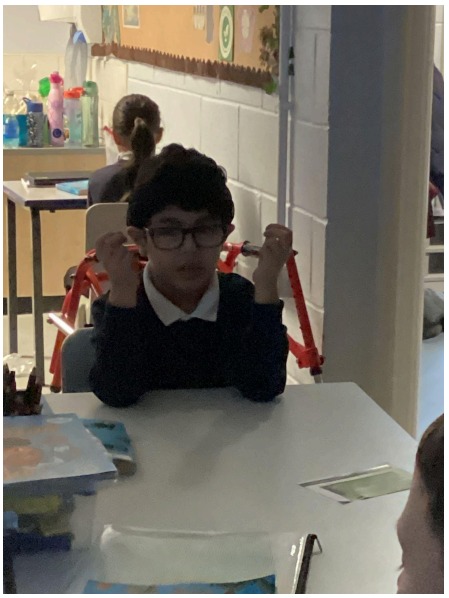
Evidence

Please provide newspaper articles, and photographic and written evidence.

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We have a Peace Council in school who meet each half term and think about ways in which they can raise the profile of Peace Mala within school and encourage a more peaceful community.

Mindfulness is used as a way to calm the children and given them an opportunity to self regulate. This links to the work we have done towards the Resilience reaps rewards work we are using throughout school.





Children celebrated international day of peace by creating various pieces of art work related to Peace Mala

Thank you for completing your Accreditation Self-Evaluation Form!
As soon as we receive this it will be sent to our Board of Trustees and Educational Advisors for approval.

We look forward to you joining our growing family of Peace Mala Accredited Schools.



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