

Position Statement July 2019

Co-ordinator	Trish Keenan	Subject or Aspect	Behaviour and Safety
Intent			
<p><u>Behaviour policy</u></p> <p>Our behaviour policy has been designed to support the work which has been started in our academic curriculum to develop children’s metacognitive thinking. Rather than the policy focusing on consequences and punishments as a deterrent to negative behaviour we want our pupils to understand the impact of the decisions and actions they make and the impact this has on themselves and others. We have used the Restorative Practise approach to support pupils with this type of thinking along with our 5 R’s (rules) which are Respect, Responsibility, Resilience, Resourcefulness and Reflection.</p> <p>Restorative Practice modifies behaviour over time by discussing incidents with the children involved we have supported them to reflect on their words or actions, take responsibility for what they have done and begin to see how they could have shown better respect, resilience or resourcefulness. Children have a chance to voice their thoughts and feelings and are encouraged to identify how their actions have affected or been effected. This approach focuses on the relationships within school whether it is with peers or adults which we feel is the key to developing successful adults of the future. It supports their social and emotional development as well as addressing negative behaviour. We support the use of logical consequences to children’s behaviour whether this is positive or negative.</p> <p>To support and re-enforce the positive behaviours we wish to nurture in our children we have designed a reward system based on children achieving their individual goals whether it be within a lesson, a week, a term or a year. Certificates are given out when children reach specific goals for a wide range of achievements such as learning, attendance, sporting skills or social development. These various levels of achievement support the short term and long term nature of working towards a goal and having a natural sense of achievement when it is reached.</p> <p>To support children with negative behaviours, during the restorative conversation how the child/ children can ‘put things right’ or repair the relationships, trust or respect that has been affected. These logical consequences are encouraged to come from the children rather than the adults which enable them to focus on changing their actions for the future rather than resenting the punishment they have been given.</p> <p>We endeavour to support our children to have the innate skills to be able to moderate their own behaviour at all times whether in school or in the community as they will eventually need to do in their adult life.</p> <p><u>Esafety policy</u></p> <p>Our Esafety policy reflects the increasing nature of the use of online games and apps that children have access to in the modern world. As a school we have seen an increase in the number of children having access to online technology at a younger age. We feel that children should be able to use age appropriate technology safely within school and in their own home and be given the skills to make good decisions to keep themselves safe. Our policy endeavours to teach children the benefits of accessing online content as well as being aware of the potential dangers or affects they can face. We wish to teach children the proactive and reactive measures they can take to keep themselves and others safe online.</p> <p><u>Safeguarding policy</u></p> <p>Meadow View’s Safeguarding policy has been written in line with the Rotherham LA Safeguarding policy and reflects the ‘Keeping Children Safe in Education 2018’ and ‘Working together to safeguard children 2018’ documents as well as our local area</p>			

concerns. All adults within school have the responsibility to safeguard children and we endeavour to do this by ensuring that they have continued training and guidance. We view safeguarding in a variety of ways not just the actions taken to report suspected abuse. We feel that there needs to be as much work put in to prevent the harm to children as there should be to react to evidence of harm. This is done through our PSHE and Anti-bullying curriculum, specialised workshops and focus weeks throughout the year addressing a range of issues our children present with or face, working with a range of outside agencies to provide education opportunities about children's rights and identifying abuse and through a genuine ethos of nurture and care our staff provide to all pupils. We work closely with a range of outside agencies such as Barnardo's, NSPCC and The Anti-Bullying Company to provide awareness and strength to our pupils to know what to do if they do not feel safe and how to get help. We also work very closely with the Early Help team and Social Care to support children and their families when things are not going well for the child with the aim to make sustainable changes in their lives. We regard attendance as part of our safeguarding policy and ensure that we monitor all children's attendance closely establishing reasons for absence as soon as possible making first day phone call to parents if they have not contacted school to provide a reason and taking further actions if a reason has not been established on the third day. Trends and falls in attendance and punctuality are monitored and contact is made to address these with parents on a graduated response with support offered to address any issues that are preventing children from attending school. We endeavour to work with parents to improve a child's attendance however if all efforts fail we then contact Early Help for support as part of their statutory Education Welfare role. As a final resort we will support the use of fixed penalty fines to address persistent absences.

Health and Safety

Meadow View strives to ensure that all children have a right to be healthy and safe to be able to access their education. We work together with our facilities management company to ensure that our premises are safe and accessible for all children, parents and staff including those with a disability. We have a designated health and safety officer who regularly checks the outdoor areas and reports any issues to our school business manager who liaises with the appropriate provider to rectify issues.

All staff are provided 1st aid training at appropriate levels for their roles within school. We ensure that 1st aid is given and recorded and parents informed appropriately. 1st aid supplies are regularly checked and stocked and accessible in the main 1st aid areas and in the classrooms.

When supporting children with medical needs we ensure that an appropriate care plan or written agreement is put in place with parents and NHS staff (when needed) to provide prescribed medication or programmes of medical support i.e. Physio. All medicines are stored in a central place accessible to all in a clearly marked cupboard. Staff work closely with parents and NHS staff to ensure that a child's medical needs do not impact on their ability to access education to the best of our ability.

Implementation

The PSHE/Anti Bullying curriculum is delivered as part of our weekly timetable in a discrete lessons as well as additional shorter activities planned throughout the week often in a cross curricular way. Teachers plan lessons which will support the social, emotional, spiritual, cultural and moral development of an individual child as well as challenging the many stereotypes and misconceptions which come with living in a diverse society. Lessons will explore how children can promote healthy lifestyles and support good mental health. Lessons often start with a stimulus for discussion which could be an object, story, picture/photo, and video or news report. This is then used to explore the various themes encouraging children to express their thoughts and feelings in a safe and caring way. Children are encouraged to debate and disagree in a manner which maintains respect for each other and encourages children to acknowledge others

points of view.

Dedicated weeks throughout the year are planned to coincide with National/Regional drivers such as an Antbullying week in the Autumn Term, Internet Safety in the Spring term and Safeguarding awareness week in the Summer term. These highlight the key messages within our PSHE, Anti-bullying and Esafety curriculum in a fun and imaginative way and gives opportunities to include parents and outside agencies.

We also have a kindness week in the spring term to promote good mental health and develop encourage acts of kindness. In the summer term we hold a Diversity week where teachers plan age appropriate lessons on a range of topics such as gender, socio-economic status, religion, sexuality, race, age, culture or disability. These activities are shared with parents in key stage assemblies where children are able to celebrate their diverse differences and challenge stereotypes which are often rooted within our local community. There are workshops delivered during these weeks by either the Assistant Head for Inclusion or Ann Foxley-Johnson who is the Anti-Bullying Co-ordinator working in connection with the LA's Healthy Schools agenda. These workshops are designed to address key issues that have been identified as pertinent to specific year groups or across key stages and continues to develop the idea of equality and human rights of children.

We actively encourage the use of the NSPCC programmes such as the 'Stay safe and speak out' programme which is delivered in school every three years. The programme includes assemblies to KS1 and KS2 at an age appropriate level to bring awareness of the right to stay safe, what different types of abuse are and what to do if a child does not feels safe. Years 5 and 6 have workshops to explore the different types of abuse in more detail and look at scenarios that could be misleading or ambiguous.

We also use the NSPCC website to access resources to support our PSHE/Anti-Bullying curriculum and also our RSHE curriculum which is delivered in the summer term in year groups addressing the 'PANTS' rule of private parts.

We work alongside Barnardo's and their work to safeguard children in our local area. In year 6 children are taught the 'Real Love Rocks' programme which was written by the charity and delivered by the Assistant Head for Inclusion in school. This programme focusses on positive relationships, grooming, and online safety, keeping them safe and taking risks. This programme has been useful in addressing the local Rotherham issue of CSE, County Lines and radicalisation.

Rotherham Healthy Schools delivers a programme called 'All Geared Up'. The project makes links to drug awareness and Child Sexual Exploitation (CSE) e.g. how substances/gifts can be used in the grooming process. Each 'All Geared Up PLUS' performance is interwoven with workshop elements and lasts approximately 90 minutes for Y6 pupils. The performance continues to cover substance misuse awareness and associated issues, such as peer pressure, consequences, influences, personal image, relationships, choices and decision making. The actors make the links related to substances and CSE via the interspersed workshop elements so children will have a common understanding at the end of the performance.

All of KS1 and 2 have weekly assemblies which focus on behaviour and safety and the PSHE development. These assemblies are delivered by the Assistant Head for Inclusion or the Head Teacher. The purpose is to explore the behaviour policy and the 5R's in a variety of way and address arising issues that have been observed or reported. The assemblies also promote aspirations and setting individual goals for improvement.

Behaviour is reported and monitored in a number of ways. Class teachers have a behaviour file which they record the number of goals that children have achieved and keep a track on the certificates that children have been awarded. They also record the names of children and the negative behaviours that have been observed alongside the

logical consequences that have been given. Our approach is to Praise in public, reprimand in private. The recording of negative behaviours is kept out of sight of other children to maintain respect and dignity. SMSA's also having a written mechanism to record positive and negative behaviours. Most negative behaviours are dealt with positively by the SMSA's but some are passed on to the class teacher who will hold a restorative conversation to address the issue. Both the class teacher's records and SMSA records are monitored by the Assistant Head for Inclusion to identify trends in behaviour across school or in particular cohorts or for individuals. This will then trigger appropriate actions to address these trends.

House Captains and Meadow View Mates are used to promote good behaviour and positive play. House Captains are a group of children who are elected to represent the four houses in school. The school election process emulates that of British democratic process asking children to give a manifesto speech to their house, campaign to their peers which results in a voting day. House captains are responsible for selecting a star of the week for their house and announcing this in the Friday star of the week assembly. They are expected to be good role models for their house and encourage others to behave appropriately. House captains have taken part in assemblies supporting the Assistant Head to address specific behaviours observed in monitoring. Meadow View Mates are a group of children who have been trained in peer conflict resolution and identification of bullying. They are used to support staff on the playground to engage children in play activities and try to support peers in positive friendships.

Support staff give additional support to children who are presenting with SEMH needs. They have been trained in Emotion coaching, Lego therapy, Art therapy, Drawing therapy, mindfulness, theraplay and restorative practise. They are able to provide restorative conversations, reflection time, and co-regulation to support children to manage big emotions and regulate their actions. They identify children who have a persistent need for intervention and working with the class teacher to create targets for PSD development using the PIVATs document. They will plan actions to support the achievement of these targets which may include the therapeutic approaches they are trained in.

Teachers and TA's have been trained in Team Teach strategies. This approach is primarily 95% de-escalation and distraction however some of our children do experience trauma and have difficulty managing big emotions in a way that keeps them and others safe. In these occasions staff use the team teach guides or holds to protect the child or others whilst trying to maintain their dignity and respect. Guides and holds are a last resort measure and are recorded in the bound and numbered book. Parents are informed if this measure has been used to support a child.

Impact (Include data)

- Outcomes that pupils achieve
- How do we use evidence of pupils learning to feed into planning?
- How well do we consolidate learning?
- How do we know that knowledge and skills are in children's long term memory?
- How do you know that your subject is having an impact across all pupils, including those disadvantaged?

Children are showing they have a good understanding of what bullying and abuse is and through workshops and lessons are able to identify what they should do to keep themselves safe or what actions they need to take to report an issue. Children do not always apply this knowledge in practise and often know what they should have done afterwards but are not able to act appropriately at the time.

During restorative conversations children are taking more responsibility for their words and actions and are reflecting better on situations. They are less likely to blame someone else. They are focusing more on their behaviour rather than the actions of the adult who in the past issued a punishment.

Learning behaviours have improved and engagement in lessons has increased.

Fewer incidents at unstructured times.

Positive feedback from safeguarding partners – Early Help and Social Care. They have reported that the work that Meadow undertakes has greatly impacted on the improvement of outcomes for children.

Fewer children at Child Protection or LAC than in previous years.

More children at Early Help - parents engaging more with the safeguarding support worker who is providing early intervention.

Work with children on behaviour and safety have brought children to a level of understanding and knowledge of what should be done in school but often behaviour out of school is brought into school. Particularly online activities. Work is needed with parents to try to address these issues.

Strengths for 2018/2019

Achieved the Rotherham Anti-Bullying Bronze Award

Effective partnership working with Social Care and Early Help.

Lower levels of children working at Child Protection.

Safeguarding officer effectively working as Lead on Early Help cases.

Positive safeguarding audits.

LAC support identified as strength.

Priorities for 2019/2020

Embed the behaviour policy

Work with parents on behaviour policy

Work with parents on Esafety

Review the PSHE/Anti-Bullying policy in line with curriculum changes.

Work towards the Rotherham AntiBullying Gold Award

Staff training and support on new Safeguarding reporting system

Include homelessness in next safeguarding training session.

Access to online training systems to support continued safeguarding training for staff.

SMSA training on restorative practise

Develop house captain roles - expectations