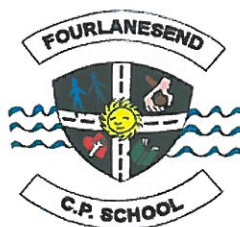


<p><b><u>School Development Plan Priority</u></b></p> <p>4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils' behaviour where there are particular needs</p> <p>4.6 E and F Staff and pupils work hard to ensure all forms of bullying are prevented. Any incidences are dealt with effectively</p> <p>4.8 E Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental well-being.</p>	<p><b><u>Focus of Visit</u></b></p> <p>Visit 13 – Anti-bullying – Pupil conferencing include Toot Toot if we decide to launch.</p>
<p><b><u>Visit time, date and Governor name:</u></b></p> <p>Vanessa Buten 13/12/17</p>	<p><b><u>Staff name:</u></b></p> <p>Rebecca Norton + any others spoken to.</p>
<p><b><u>SDP actions to consider</u></b></p> <ul style="list-style-type: none"> <li>• The behaviour for learning policy is in place, reviewed and reflects practise.</li> <li>• The school values are in place and are reviewed by the governors for impact on behaviour and learning.</li> <li>• Pupil voice assembly every available Monday.</li> <li>• Behaviour books used by all classes and monitored weekly by HT.</li> <li>• Referral made for outside agency support as necessary.</li> <li>• 2 TA's are trained in Team Teach.</li> <li>• RN renews her team teach licence</li> <li>• Strategies that staff trained in previously such as Thrive and Emotional First Aid are used to deal with incidents across school and are used proactively to support children</li> <li>• Emotional audit termly</li> <li>• <b>Staff training for Operation Encompass</b></li> <li>• Anti- bully policy reviewed and on the school website.</li> <li>• Reminders given in all classes and assemblies of what constitutes bullying and what to do if you see something happen that shouldn't happen.</li> <li>• Referral made for outside agency support as necessary.</li> <li>• Remind both children (in lesson and assemblies) and parents (in newsletters and FAQ) about open line of communication</li> <li>• <b>To look into and trial if appropriate the use of Toot Toot in KS2</b></li> <li>• Fruit and vegetable are available to all children at playtime</li> <li>• Wednesday assemblies cover keeping healthy, mental and physical well-being.</li> <li>• Personal targets SAs and PAs reflects children's understanding in regards to making informed choices about their educational and mental well-being.</li> </ul>	
<p><b><u>Ofsted Outstanding</u></b></p> <ul style="list-style-type: none"> <li>■ Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</li> <li>■ For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been</li> </ul>	



maintained.

- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

#### **Ofsted Good**

- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.

#### **Previous visit: Progress on agreed actions and Impact**

First visit

#### **Observations and Discussions**

Behaviour for learning policy is in place and practiced.

School values are in place and fully embedded in school life. Foundation and year 1 use circle time to discuss values and what they mean. Pupils use vocabulary of school values in their day to day conversations with teachers. The school values and incorporation of British values prevent bullying through the discussion of "everyone is equal and everyone is different".

Pupil voice assembly is run every week and is led by the school council.

Behaviour books are used by all classes; good points in the front and celebrated, not so good points in the back and monitored.

2 TA's and headteacher are trained in Team Teach.

Staff trained in *Thrive* and *Emotional First Aid* are passionate about the impact and use within the classroom is embedded.

Emotional Termly audit is conducted during staff meetings. Each child is discussed and their emotional position is recorded.

Anti-bullying policy is reviewed and is on the website.

Reminders are given in classes and assemblies of what constitutes bullying. Year 6 children confirmed that





there was no bullying and explained to me what they would do if they were being bullied or witnessed bullying. They explained that they were taught how to deal with bullies both within class and assemblies. This was also reinforced through anti-bullying week.

Children and parents are reminded about open line of communication in lessons, assemblies and newsletters. The launch of Toot Toot reinforced this message.

Fruit and vegetables are available at break times for all pupils. Pupils look forward to their healthy snack and understand the value of it.

Wednesday assemblies cover being mentally and physically healthy. NP focuses on celebrating differences and what we like about each other and strives to build empathy into the message of the assembly. A year 5 student summarized "Treat others as you would like to be treated yourself". Pupils are able to discuss their positive and negative emotions .

**Summary to be entered on Governor Monitoring Plan:**

All matched with policy

**Further Action Required:**

Embedding of "Toot Toot" as it has already highlighted a concern with another child and instigated collaboration with another school. Toot Toot to be reviewed next visit.

**Impact of Governance:**

Checking that policy meets practice.

**Date and time of next visit:**

November 2018

**Governor signature:**

**Date:** V Burton

**Staff signature:**

R. Norton