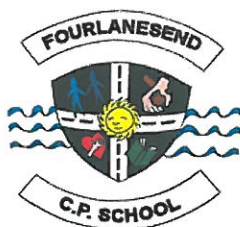


<p><b><u>School Development Plan Priority</u></b></p> <p>4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils' behaviour where there are particular needs</p> <p>4.6 E and F Staff and pupils work hard to ensure all forms of bullying are prevented. Any incidences are dealt with effectively</p> <p>4.7 E Children are kept safe – the school's culture promotes all aspects of pupils' welfare. This includes online safety.</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>Governor attended Emotional First Aid training to understand what it was and the impact it had across school.</p>
<p><b><u>Visit time, date and Governor name:</u></b></p> <p>9<sup>th</sup> March 2017 Becki Ginger</p>	<p><b><u>Staff name:</u></b></p> <p>Rebecca Norton</p>
<p><b><u>SDP actions to consider</u></b></p> <p><i>Emotional First aid permeates all aspects of school life and is used in PSHE to promote informed choices by children to support their emotional and mental well-being:</i></p> <p><i>Emotional audit termly</i></p> <p><i>RN and HI to introduce staff to emotional first aid and teach strategies.</i></p> <p><i>RN and HI monitor termly for impact.</i></p>	
<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 maintained.</li> <li>■ Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</li> </ul> <p><b><u>Ofsted Good</u></b></p> <ul style="list-style-type: none"> <li>■ Pupils conduct themselves well throughout the day, including at lunchtimes.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.</li> <li>■ Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</li> <li>■ Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour</li> </ul>	



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 on emotional first aid

**Observations and Discussions**

The headteacher met with lunchtime assistants and teaching assistants to explain what Emotional First Aid was and trained the staff in 2 strategies from it. Firstly the headteacher explained that it was an approach that all staff at Fourlanesend usually apply to any situation they are dealing with. She explained that throughout they would recognise the actions taken and the Emotional First Aid, helps staff to put it in context and understand what they are doing and why. The headteacher explained that these approaches we use with all children, she also explained that we would be using it more frequently with particular children. The first strategy show involved a diagram with 3 circles one inside the other the inner circle was comfort, the next circle was stretch and the outer circle was panic. Each of these were explained and time was spent discussing what panic felt like both physically and emotionally for children. A discussion centered around situations where children panic and what staff could do to deescalate and calm them down. There was also a discussion on stretch and how was important it is to use this to teach children how to deal with difficult situations – children can't always sit in the comfortable circle, as part of lifelong learning children need to know how to deal with challenge.

The next strategy involved looking at worry and overload. We discussed the thoughts that may cause this; the behaviour the children may then exhibit and the physical feelings they may be having. The head identified the key thing we would see would be the behaviour of the children. We then discussed the what not to do (old school approach) and the approaches to use and why. The training session ended with the messages given again from our safeguarding training about the importance of the observations we make of children and how we must report any change we notice (it may link to something else we don't know). Also how important our roles were in school for keeping children safe.

Handouts were given to support the training.

This training was extremely useful, it creates a consistent approach to emotional well-being, and generates the confidence and capabilities to support children experiencing emotional distress.

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

What emotional first aid, how it is applied at FLE and how it links to our safeguarding.

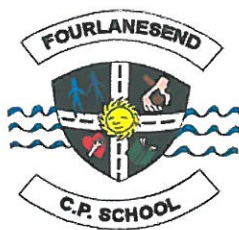
**Further Action Required:**

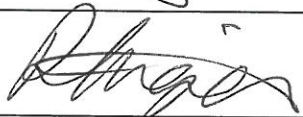
To meet in July to discuss the impact of Emotional First Aid across school.

**Impact of Governance:**

Governors are aware of the positive impact emotional first aid training has on pupils, staff and parents and carers, and the ways in which emotional first aid is approached within the school environment.

Fourlanesend Community Primary School – Governor monitoring visit report form



<u>Date and time of next visit:</u> July 2017	
<u>Governor signature:</u> <u>Date:</u> 	<u>Staff signature:</u> 