

ONE FORM 9 : PERSONAL DEVELOPMENT evaluation and planning

Personal Development

Key questions:-

Has the PSHE- statutory curriculum been fully implemented?

Is the personal development of vulnerable pupils well catered for- esp SEND, EAL, PP, FSM etc?

Evaluation needs: pupil views 21 build; interviews, healthy living audit;

(3) RECENT HISTORY:

Key actions recently taken:

3a Reflection: Introduction of reflection Thursday and pupil written annual reports. Pupils expected to self-reflect re behaviour/ achievements- see relationships policy

3b P4C – strengthened practice- staff on P4C training. 1x specialist P4C teacher.

3c PSHE –ensures revisit of key areas thru the year- e.g. bullying, e-safety.

3d Curriculum development- including element of social action in units delivering 'botheredness' through 4 core threads- appreciating difference, ecoactivism, love of beauty, sense of community,

3e Nurture approach: Introduction of Nurture Group for Year 1 in year 21 22. Use of 'Den' as intervention in Autumn 22 and Spring 23. Use of 'Topaz' as regulation zone Spr 23 onwards

3f Mindfulness: Introduction of mindfulness training for KS2 classes. 1x class tcher trained in PawsB;

3g Strengths focus Introduction of PENN State strengths assessments

3h Start Well: Start Well programme including reading events/ community freezers and more recently Minchkins toddler group for local families run by local families; MAPS group begun by some parents

3i Restorative Practices - restorative practice training for all staff. Restorative conversations established as practice in school. HT on restorative leadership working group.

3j Pastoral practice in school: Pastoral lead- also a DSL. Ongoing liaison with HT and therapists. Buddy Room for pastoral work. Pastoral lead trained in lego therapy and introduction to counselling course. HT on counselling level 2 course. DSL supervision meet every 6 weeks.

3k Pastoral outreach: pastoral lead working with external agencies and closely with families on their needs- see below.

3l Mental health support: Therapists x2 working in school- counsellor + play therapist. Whole sch mental health first aid training.

3m Extra curricular opportunities: vulnerable learners places in clubs ahead of time;

3n Lunchtime support: Extra support provided at lunchtime including sports/ games/ Inner Sanctum for emotionally vulnerable pupils

3o Vulnerable pupil specific: Cooking sessions, drumming sessions,

3p Relational practices- Relationships Policy in place instead of behaviour policy per se. No more rewards and sanctions.

3q Assemblies: rolling programme of PSHE/ wellbeing objectives being met on assembly planning- including emotional literacy, esafety, harassment, sleep as well as delivering on threads like appreciating difference (run by staff and pupils re SEND etc) and strengths

3r Pupil voice: Pupils running own assemblies/ school council// school captains// interviews of pupils favoured monitoring device// pupils helping to write newsletter// pupils writing own reports home// focus in curriculum re speaking your truth (think fashion show)

Positive results of actions:

3a Reflection: Pupils self-reflective re learning/ not comparing themselves unfavourably with others- see [Leaver's Letters](#)

3b P4C: P4C bronze award. Improved appreciation of the views of others- [see P4C session](#)(Behind scenes 4); [see P4C feedback](#). P4C inspiring deep thinking/ reflection across school. P4C resources supplied weekly.

3c PSHE: cohesive as well as responsive to needs as arise- *'clear rationale for the prioritisation of topics being taught currently.'* / leader has accessed NSPCC training (e-safety) (Quality Assurance Lead Note May 21). healthy living audit [LINK](#)

3d Curriculum: Growing confidence/ cultural capital/ [botheredness](#) incl amongst more vulnerable pupils- [see pupil views](#) - pupils developing understanding of threads/ values through curriculum; eco-curriculum empowering pupils to make a difference to something they are concerned about;

3e Nurture: [positive progress on Boxhall of vulnerable pupils](#) - SEN link gov meeting Spr 21; [Pupil feedback](#). Nurture group 21 22- vision to make a difference earlier focus on Year 1's and on outdoor learning and on finding traction for pupils who emotionally and socially are not ready for classroom learning. Development of life skills; collaboration; building strong relationships; opportunities to talk developing understanding of emotions. Year 1 pupil: *'I like to play and learn and I also like to be with you (Mrs Saeed) and have some time out and just play on my own. I can just relax instead of being annoyed at people. I learn about nature. I learn about being kind. I learn about what my feelings are and how I can calm down when I get really annoyed.'*

3f Mindfulness: All pupils in 5/6 have been through 12 week course. Pupil feedback positive- [pupil views](#) *'Most of the children found mindfulness a helpful tool in their lives, with one in particular talking about how it helped them to become calmer. One who didn't find it helpful had nonetheless observed that others clearly did benefit from it. This child was also able to talk about their own coping techniques quite maturely.'* gov eval day 22

3g Strengths: Awareness of strengths among those pupils who took assessment and [appreciating difference](#)- [see Leavers letters 21 LINK](#)

3h Start Well: [Building relationships](#) with all, [esp vulnerable families before they come to school](#). - [see Minchkins feedback](#). Staff to Minchkins committed weekly from across Found stage *Minchkins for pre-school children started running at the Hub in September and is currently scheduled to run to the end of this term. This has been an excellent way for the school to build relationships with parents and make early identifications of need.* gov eval day 22

3i Restorative Practices - again supporting appreciating difference; self reflection, *'The school has been careful to make sure pupils are settled following their return to school, and their individual and personal needs are met.'* (Quality Assurance Lead Note May 21). *'They all recognised the value of mediation which one described as "talking through a resolution that is comfortable". They also valued the peer mediator arrangements and thought this was better than just having a teacher to talk to.'* gov eval day 22

3j Pastoral practice in school: Pastoral lead- also a DSL. Ongoing liaison with HT and therapists. Good pastoral offer- [vulnerable parents and pupils supported well](#) by the school. Quotes from parents: *'Kerrie has foundher informal contacts are the most productive and informative. She has good relations with teachers and these are especially important with the smaller children who may not be able to perceive or articulate their own needs. On behalf of the school, Kerrie provides any support required if it is within her power to do so: e.g. she will help parents fill in forms, she accesses help from charities for families in difficulty (Kid's Stuff, Christmas Bundles). She has encouraged those who run clubs at school to make allowances to enable children in need to attend. She assists with kindness and discretion. Those she helps do not feel judged by her. Kerrie kindly provided transcripts of emails and messages from parents which amply demonstrate this.'* Gov Eval day 22

Support from RJ: *'On Tuesdays and Thursdays **Listening Time with Mr Jansen** is offered via zoom, with Kerrie in attendance. This is a one-to-one chance for children to discuss any worries.'* Gov eval Day 22

3k Pastoral outreach: pastoral lead working with external agencies. Examples of support provided in case studies:.....referred into P3 for support with housing and bills.....completed the DLA forms to be able to claim Disability Living Allowance for child ...attended and supported with doctor's appointments...spoke to the GP at length about the concerns.....accessed funding for a fiddle and light sensory toy....contacted the Furniture Bank to get a brand new ...written a letter to the council to support with their request for housing.....contacted bereavement charity.....made a referral for counselling & play therapy....referral into Early Help for family support worker.....

3l Mental health support: Significant progress made by pupils seeing therapists. Staff awareness and sensitivity towards mental health needs- ethos supporting unconditional positive regard and compassion.

3m Extra curricular opportunities: [vulnerable pupils building confidence & interests](#);

3n Lunchtime support: Inner sanctum group at lunchtime. *"Inner Sanctum" provides a daily refuge for those who are finding lunch play difficult, staffed by herself and others. Children cannot just self-refer for this, a*

teacher is also involved. This has been running since Covid and Kerrie finds it a useful time to chat informally with children to get to the bottom of what might be troubling them (friendships, home issues etc).’ Gov Eval Day 22

3o Vulnerable pupil specific:

3p **Relational practices-** Relationships Policy in place instead of behaviour policy per se. No more rewards and sanctions.

3q **Assemblies:** Assemblies well used as a firm foundation for developing values/ wellbeing/PSHE/ reflection/

3r **Pupil Voice:** Pupils empowered to speak their mind, give opinion, to make a difference. Pupils reflective about learning and its value; pupils self aware

NEXT STEPS:

Outstanding need:

3a Reflection: Further develop self reflection in light of new PSHE curriculum/ self reports. Pupil preparedness to express feelings- emotional literacy even more needed post Covid

3b P4C: Practice dropped off during Covid and yet to fully recover. Potential as yet to be fully realised.

3c: PSHE: Esafety growing need as well as mental health and child on child abuse.

3d: Curriculum development - need for specific focus on interests/ background of more vulnerable learners to empower them (see reading: Miseducation)

3e: Nurture: Other pupils in school in need of a nurture like approach esp some SEN and this will continue in the years to come,

3f: Mindfulness: Pupil ability to be calm/ to relax is a need -see wellbeing survey results- environ that aids focus. We need to re-establish our commitment to mindfulness

3g: Strengths: Not all pupils have completed strengths assessments

3h: Start Well: Need for joined up thinking across community- on issues / avoid running in parallel lines

3i: Restorative: Extremity of some behaviours has sometimes compromised our time/ capacity to run restorative conversations. Need also for context of relational practices (eg relational circles) to best support restorative.

3j- Pastoral practice in school: Budgetary and Covid constraints have shrunk provision– at a time when mental health needs have multiplied.

3k Pastoral outreach: loss of pastoral lead and no replace because of budgetary concerns.

3l Mental health support: mental health needs rising including forms of self harm

3m Extra curricular opportunities: budgetary and time constraints limiting extra curricular opportunities at present including clubs, trips, cooking etc

3n Lunchtime support: Mental health issues and dysregulation mean lunchtimes must be managed that much more tightly

3o Vulnerable pupil specific:

3p **Relational practices:** have not yet fulfilled training commitment listed on SDP and the rollout of relational circles- this due to other pressures including Ofsted/ budget/

3q **Assemblies:** Need to continue to develop resources for PSHE curriculum coverage

3r **Pupil voice:** important to go on developing pupil voice as central to school vision

Therefore now:

3a Reflection: Re-boot reflective journals in line with PSHE curric- no more learning journals
Blob tree resources/

3b P4C: More staff through P4C training// P4C element (pre-planned) supporting’ all new units of curriculum. Termly P4C routine required. Assembly promo each term to classes then receive task.

3c PSHE Full implementation of new PSHE- SCARF. Esafety programme strengthened incl community working party. Child on child abuse taught specifically

3d Curriculum: Complete curriculum development including social action

3e Nurture: Continue to resource nurture spaces- Den/Topaz/snug (see PTA involvement); continue to develop whole staff understanding of nurturing approaches including programme of training in trauma informed practice Move to use of Zones of Regulation and SEMH positive outcomes tool for those with

identified need rather than Boxall. Monitor impact of Den/Topaz intervention and success of reintegration back into class.

3e: Mindful: Work towards all pupils in KS2 to have been through mindfulness programme- at present only 50% rolling 2 yr programme. Another teacher to be trained in pawsb and possibility of existing pawsb teacher going on course adapted for KS1. Mindfulness in staff meetings to start again.- staff mindfulness group to re-start

3f: Strengths: All pupils to complete and this to form part of ongoing reflection. **Responsibilities for vulnerable incl mentoring younger.**

3h Start Well: Links built with Community Oversight Group - including youth club/ police/ parish counsellor/ esafety working party comprised of sch/youth grp/ gov/ parents

3i Restorative practice. (LAW 10 06 21): Actions to include:- 1. Restorative practice training stage 2;; Create Rest practice video 3. Restorative circles---considered for monday mornings- training re

3j Pastoral support in school: TA's taking on pastoral interventions; training for TA's eg counselling/ lego/ ELSA needed. New SENCO taking on mental health lead (trained) **SENCO to train and deliver alternative therapy for pastoral support in school and monitor support given internally to pupils via class teachers.** . Govs and school exploring funding of pastoral work

3k Pastoral outreach: School liaising with Baptist Church to try to deliver some of the critical outreach work **SENCO to lead family pastoral support through referral to outside organisations**

3l Mental health support: New SENCO taking on mental health lead (trained) **DMHL to audit schools MH and wellbeing approaches following 8 principles of DMHL role and devise action plan to meet MH and wellbeing of pupils, staff and community.** New therapists in building including cranial osteopathist; trainee play; sand therapy.

3m Extra curricular opportunities: drumming for pupils struggling with emotions;

3n Lunchtime support: TA's engaged in lunchtime cover; coach and apprentice coach committed to running activities; rota for managing football game; walkie talkies for all staff; **inner sanctum for ASD** pupils; quiet zone run by Yr 5's at lunchtime;

3o Vulnerable pupil specific: holiday club and breakfast club offered to vulnerable pupils;

3p Relational practices- training planned in

3q Assemblies: HT work with PSHE lead on developing assembly resources

3r Pupil voice: Youth Parliament started with DGAT; continue to explore moral opps in curriculum- think Blooms Taxonomy running through eco-activism.