

POST OFSTED ACTION PLAN – Updated September 2016

School has a duty of care to safeguard all children. We also have the responsibility to empower pupils to make positive and informed choices about their safety and well-being.

Issue	What are we doing / have we done already?	Impact / Expected Impact	Next Steps
<p>Improve pupils' behaviour to enable all pupils to feel safe from physical and verbal bullying</p>	<ul style="list-style-type: none"> ➤ Pupil questionnaires carried out to assess perceptions of whole school, at least termly – Nov 14, March 15, June 15, Oct 15, March 16, June 16 (KiVa & HRBQ) ➤ Whole school behaviour and anti-bullying policies reviewed and fully implemented ➤ Staff have had training on how to deal with behaviour issues and a clear behaviour management plan followed by all staff (Nov 14 onwards) ➤ Behaviour logs at all levels in place and followed through by CT or SLT where appropriate ➤ Curriculum lessons, including PSHEE lessons & circle time in place to support pupils to have clear understanding of acceptable behaviour and strategies of dealing 	<ul style="list-style-type: none"> ➤ Questionnaire results show a reduction in bullying cases, either experienced or witnessed and figures are well below those in the LA. Improvements across school in numbers of children who would tell an adult if they were being bullied or would help someone if they were being bullied. Improved confidence in teaching staff and their handling of bullying issues. Teaching has had an effect as 'lessons on bullying' is no longer top of the children's list of what would help reduce bullying in school. (Evidence: Pupil questionnaire results analysis, BIG minutes, Governor interview April 15, HRBQ June 16) 97% of all pupils feel safe at school and at break times, 93% of pupils think school deals well with bullying (Oct 15) ➤ 99% of parents says their child feels safe at school, 92% believe school deals well with bullying and 95% think school is well led and managed. (Dec 15) ➤ KiVa results show that our school is well below the data for all schools for the numbers who bully (1% against 5%), well below for the number who have been bullied (5% compared to 16%) and the amount bullying has decreased since September 2014 is 0.5 over a total school figure of a 0.1 reduction. (See KiVa analysis) ➤ HRBQ (Health Related Behaviour Questionnaire) data shows all negative behaviours and emotions have decreased since 2014 and we are now below Local Authority figures for bullying in most areas. (See HRBQ analysis) ➤ All staff, parents and governors are clear on the standards of behaviour expected at Meriden and the consequences of this behaviour not being displayed. New joint Behaviour and Anti-Bullying Policy in place (Jan 16) ➤ Clear flow charts support all staff in taking the right decision when acting on a concern so all issues dealt with consistently. CPD delivered ensured same approach taken by all staff ➤ SLT aware of all behaviour and bullying issues. Class teachers share concerns with phase leaders who act appropriately to ensure no concern is missed. See behaviour file ➤ Through role play and other lessons, pupils are empowered to make their own decisions about how to deal with worries. Teacher feedback to SLT shows pupils are clear about what school accepts as good behaviour and what types of behaviour would lead to consequences. ➤ Safety Week in November focused on e-safety and use of social media for pupils in Upper Key Stage 2. Online safety sessions for pupils and parents held (Feb 16) 	<ul style="list-style-type: none"> ➤ BW to work with Peer Mediators – training of new year 5/6 peer mediators in the autumn term and working to build record file so issues can be tracked with staff ➤ Programme to be put in place regarding cyberbullying in order that pupils, parents and staff respond to incidents rapidly and effectively

	<ul style="list-style-type: none"> ➤ with unacceptable behaviour ➤ Worry boxes in all classrooms in order that pupils have a route of communication should they not want to talk to an adult ➤ Nurture group in place at lunchtime (Summer 15 onward) ➤ Increased number of organised lead physical activities in place at lunchtime (September 15 onwards) ➤ Staffroom moved to by playground (September 15) ➤ Peer mediators trained across years 5 and 6 to support peers at break times ➤ KiVa team on duty at lunchtimes 	<ul style="list-style-type: none"> ➤ Pupils are able to use a variety of ways to alert staff if they have a problem by: using worry boxes; talking to teacher; talking to SLT; talking to a parent/adult. Concerns previously entered on green forms and passed to FCM – further support work given to help individuals where necessary. Fewer concerns entered by same children (see case studies). In order to further strengthen safeguarding systems, records now placed on CPOMS (Sept 16) ➤ Dr Noel Purdy April 16 stated that the school had a positive, inclusive, anti-bullying culture and ethos and high levels of pupil understanding ➤ Vulnerable pupils and those finding it difficult to play with other for the whole lunchtime have the opportunity to play and socialise in a small group setting with a trained adult. This has reduced the amount of incidents at lunchtime and has impacted on the behaviour shown in class in the afternoon. ➤ Pupils have focused support at lunchtime from an external play leader – structured play expected to lead to less incidents between pupils. Year 5 pupils also run a fitness club twice a week. ➤ Children feel safer as they know teachers can see them at lunchtime (School Council, September 15) ➤ Reduction in low level arguments and fall outs having to be dealt with by staff following break. Pupils happy to talk to peers ➤ Visible KiVa team ensure pupils can raise a concern quickly and easily 	
<p>Improve the curriculum to ensure pupils are given clear guidance on what constitutes bullying and the impact it has on individuals and the community</p>	<ul style="list-style-type: none"> ➤ PSHEE curriculum redeveloped to focus learning on anti-bullying ➤ Christopher Winter Project taught effectively throughout school to raise awareness of pupils ➤ Anti-bullying week used as launch by school council for anti-bullying campaign – Nov 14 ➤ Time given to Massage, Circle Time and SEAL work to develop social and moral skills ➤ Explicit promotion of British Values namely law, liberty, respect, tolerance ➤ Work on vision and aims, impact of overall ethos of school completed 	<ul style="list-style-type: none"> ➤ Wider PSHEE curriculum has clear lessons on bullying and accepting other people's differences. Increased awareness of bullying and how to deal with it. (see questionnaire results, LA external reviews) ➤ High quality teaching resource enables teachers to be more confident when delivering lessons and ensures curriculum coverage ➤ The whole school worked on a definition of bullying and what to do if they were being, or saw bullying. This led to the development of STOP (Several Times On Purpose, Start Telling Other People) for which they have a clear understanding and ownership of. (See Anti-bullying week feedback and school displays) ➤ Increased circle time allows the children to talk about class concerns. Worries dealt with quickly and effectively. Class relationships are developed – less incidents of poor behaviour, especially at lunchtime. Open afternoon in KS1 to show social and emotional benefits of massage for parents was well attended ➤ Children have been taught to challenge stereotypes and prejudicial behaviours, having respect for differences which may lead to bullying behaviours. They know their rights regarding freedom of speech and respect for others. ➤ Vision written and shared with all stakeholders May 15 (See vision statement) ➤ Local Authority lead on SMSC conducted a learning walk and concluded that 'Consistent approach to bullying evident across the school. Evidence of KiVa in every classroom. Pupils 	<ul style="list-style-type: none"> ➤ Integrate the new Solihull programme 'Happy and Safe Relationships' into the PSHEE curriculum alongside Stonewall

	<ul style="list-style-type: none"> ➤ KiVa programme launched with staff, pupils, parents and governors 	<p>were able to share what they would do if they saw bullying take place, and could identify key adults in their school who they could go to, to help with bullying incidents'</p> <ul style="list-style-type: none"> ➤ KiVa curriculum in place and expected to further improve pupil understanding of bullying as well as supporting school to create an ethos of no bullying and respect for all ➤ Stonewall introduced to whole school through #loveweek April 16. Programme to be further built into PSHEE curriculum ➤ Two staff invited to speak at a national anti-bullying conference in Northern Ireland Oct 16 	
<p>Sharpen the systems and procedures to enable leaders to rapidly respond to pupils' and parents' complaints about bullying</p>	<ul style="list-style-type: none"> ➤ Adoption of new forms to record concerns by all staff which must be copied to phase leader, headteacher and FCM ➤ Action flow chart written by all stakeholders ➤ Incidents monitored against type of behaviour on individual records and overview sheet ➤ New headteacher's report and format of governor meetings allows for regular updates regarding bullying ➤ New complaints policy in place (September 15) 	<ul style="list-style-type: none"> ➤ Staff read, reflect on & submit all sheets to the head teacher which ensures communication is strong and that leaders can respond quickly to any concerns ensuring resolution achieved. ➤ Clear flow charts support all staff in taking the right decision when acting on a concern so all issues dealt with consistently. CPD delivered ensured same approach taken by all staff ➤ School is able to track type of behaviour seen and whether the same child / place / cause is reappearing. Curriculum can then be altered if a pattern emerges and class teachers can deal with any issues particular to their class ➤ All Governors informed of incidents (via Headteacher reports) and appropriate challenge given to senior leaders regarding actions to ensure timely, appropriate and secure a resolution. Chair and Safeguarding governor informed of any high level issues via email ➤ Staff have recording system of Stage 1 concerns – enables SLT to deal with rising issues quickly. ➤ Duplicate pads purchased for school staff to ensure ease of recording conversations with parents which can then be passed on to SLT (Jan 16) ➤ CPOMs introduced as an electronic safeguarding tool, allowing staff to alert key staff immediately and see follow up actions 	<ul style="list-style-type: none"> ➤ Continue to deliver ongoing CPD and training for staff ➤ Review and update anti-bullying and behaviour policy Sept 16
<p>Open communication system with parents and carers to tell them how effectively school is dealing with bullying and how it is improving the way it deals with parental concerns</p>	<ul style="list-style-type: none"> ➤ Anti-bullying workshops for all parents to ensure parents are clear on what constitutes bullying, school procedure and how to support their child should they be concerned – Nov 14, September 15 ➤ Stakeholders to have opportunity to input into new behaviour and anti-bullying policies and procedures ➤ Undertake the Leading Parent Partnership Award (cost £1000), which provides a coherent framework to deliver effective parental engagement, with an aim to 	<ul style="list-style-type: none"> ➤ Anti-bullying morning for parents and pupils held on 19/11/14. 45 parents attended. All parents who were personally invited due to concerns attended except 1. Anti-bullying workshop held Jan 15 – 15 attendees. Feedback sent out to parents (9/2/15) Parent questionnaire results and pupil results show an increase in understanding of how issues are dealt with. KiVa launched to parents September 15. 19 attended the workshops and 33 to the open morning to work with their child. KiVa input given to new parents as part of induction Sept 16 and a further workshop to be held Oct 16 ➤ Anti-bullying celebration held Nov 15 – 95 parents attended ➤ All parents asked for contributions to the first draft anti-bullying policy – 7 responses which were taken into account when finalising the policies. BIG group then reformulated the policies into one Dec 15 – BIG award applied for and was gained. ➤ LPPA well underway – issues such as the website and communication links being addressed through regular coffee mornings and due to be ratified Autumn 16. (SP and SF monitoring impact – see LPPA notes) Improvement on parent engagement – parents feel they have a 	<ul style="list-style-type: none"> ➤ Induction to include KiVa input for all new parents. Refresher session to be held for all parents autumn term

	<p>complete July 2015</p> <ul style="list-style-type: none"> ➤ Correspondence sent out to parents regarding what to do if they suspect their child is being bullied, what school will do and what to do if they are not happy with the outcome ➤ Section of school website highlighted for anti-bullying and behaviour including policies and documents to inform parents of how & when school will make contact. ➤ Bullying Intervention Group established ➤ Monthly newsletter from governors includes bullying update 	<p>voice (see LPPA action plan September 15). Parent Council reps have lanyards for easy identification by other parents, clear focus for work</p> <ul style="list-style-type: none"> ➤ Information sheets sent out with regards to how school tackles with bullying and how to raise concerns (9/2/15) shows an improvement in communication. Repeated Sept 16 for all parents. Flyers sent to parents and put in Meriden mag re what we have done re bullying (Summer 15 and Autumn 15, Spring 16, Summer 16) ➤ Website communicates all relevant information for parents in one place, thus improving communication. Highlighted in newsletters. Twitter used to celebrate successes in school and highlight good practice. Piece on Midlands Today November 15 to highlight work school does on Kiva. ➤ Group of parents, pupils and staff formed – first meeting in March – in order to work towards BIG award. Parents who expressed greatest challenge were invited and became part of the group. BIG award gained Dec 15. ➤ Parents will know about school effectiveness via termly Governor report (in newsletter). 	
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