

SERVICES FOR SCHOOLS

# Good Practice Review

Developing and maintaining a strong positive culture in schools and colleges

November 2021



# Background and information

This document follows from three recent developments in particular: the updating of Keeping Children Safe in Education and the Ofsted Framework, to include an expanded section on peer-on-peer abuse; the publication and implementation of the new Relationships Sex and Health Education (RSHE) curriculum; and a cluster of serious allegations regarding sexualised behaviour that schools have faced in part linked to the Everyone's Invited website.

The school's culture lies at the heart of this work. Whilst it cannot prevent serious situations arising relating to abuse and/or discrimination, a culture based on strong, positive relationships provides a significant protective factor in the wellbeing and safety of pupils and staff.

In discussion with secondary headteachers in Hampshire, it was clear that a document that explored a number of the issues raised by these events would be useful. Examples of current good practice in Hampshire schools that could be used by other schools to add to their own thinking were thought to be particularly helpful.

In response, members of HIAS (Hampshire Inspection and Advisory Service) visited a number of schools at the end of the summer term 2021 as part of a good practice review. This document draws together the findings from that piece of work. In the first part, it sets out elements of good practice in establishing a culture based on strong positive relationships. In the second part, it outlines thinking and good practice in schools' self-evaluation of their work in this area. The final part then draws together a list of helpful resources, including those shared in the briefings carried out in the summer term 2021.

We would like to thank the schools that hosted HIAS for visits as part of this work, sharing their practice and thinking at such a challenging time for schools whilst also dealing with the pandemic.

# Contents

<b>Background and information</b>	<b>1</b>
<b>Section 1: A culture based on strong, positive relationships</b>	<b>3</b>
Introduction	3
Processes	4
The role of pupils	5
Parents/carers	6
Staff Modelling	6
Curriculum	7
<b>Section 2: Approaches to evaluating culture</b>	<b>9</b>
Purpose of self-evaluation	9
Approaches to self-evaluation	10
Training	12
<b>Section 3: Resources</b>	<b>14</b>
<b>Section 4: Acknowledgements</b>	<b>16</b>
Appendices	17

# Section 1: A culture based on strong, positive relationships

## Introduction

Much has been written about school culture and its role. It is not the purpose of this document to repeat that. However, there are a number of underpinnings that are worth reiterating in this context.

Firstly, the school's culture needs to be clear, and both applied and taught explicitly so it becomes learned and implicit. If the school does not assert a culture, one will emerge from the various views and groups within the school. These may well be counter to the aims and values of the school and leaving culture to chance is not a secure position for a school. Consequently, there will always be a need for the school to constantly view and maintain its culture if it is to underpin the school's aims successfully.

Secondly, it is worth considering the power or influence that a culture can bring. Culture needs to be more than elements that just enable everyone to function together or be at peaceful co-existence. It should add to pupils' overall educational experience in the school in the broadest terms. A strong culture is about pupils' well-being and about them taking pro-active steps to help each other, challenging prejudice and discrimination, promoting equality and equity.

Thirdly, pupils have a clear role in maintaining and shaping the culture. This needs to be captured for the positive, or other less constructive cultures may emerge within the pupil body.

Finally, whilst any culture is underpinned by vision and policy, getting the balance right between processes and procedures, and relationships, so that pupils, parents/carers and staff have faith that these elements will be applied appropriately and with humanity is key. Whilst 'rules' will underpin a culture, it is how they are exercised that will ultimately shape it. This is a key element that all staff and pupils alike need to appreciate. Culture is about relationships. You cannot develop or maintain a positive culture solely by legislation.

In establishing and maintaining a culture based on strong positive relationships, some common themes emerged from our visits:

- The school leaders clearly identify and are able to articulate how the school's vision pervades all levels of the school, and how they had consciously crafted the journey to this point.
- All stakeholders including pupils refer to members of the school community in terms such as the 'school family' or 'team school' indicating that everyone is valued and cherished for their contribution and their participation in maintaining and developing the school ethos. There is a recognition that maintaining and developing this is an ongoing process which is driven by pupils and staff alike.
- Many leaders articulate that 'a great school never stands still'.

- Pupils and staff speak about the high visibility of the senior leadership team where ‘the temperature of the school is constantly tested’, providing opportunities for all to discuss their concerns and modelling strong relationships.
- Pupils often identify as significantly positive that school leaders, including the headteacher know pupils’ names, greet them at the beginning of the day/lesson, acknowledge them at the end, and are always ready with a proactive, positive greeting when passing in corridors.
- Leaders ensure that any new initiative is kept to a minimum and is carefully implemented, with consideration of workload versus advantage at every stage. Staff wellbeing is a clearly articulated priority <sup>Appendix 1</sup>.
- It is often the case that additional capacity has been invested in the pastoral system to ensure, for instance, that tutors have the time and opportunities to get to know their pupils really well.
- Pupils share that there are a number of ‘trusted adults’ they can talk to if they have any concerns and both pupils and staff alike identify break times as good opportunities for informal discussions. Pupils are fully confident that the adults in the school will always make time for them.

## Processes

When healthy relationships are supported through an embedded culture and ethos, schools will often describe themselves as in a way that really fosters the sense of community and belonging, and that is borne out through all the members of the school community. For example, Brighton Hill Community School’s ‘YellowArmy’ <sup>Appendix 2</sup>.

Similarly, schools take an explicit view on what happens if pupils, staff or other members of the school community have a concern. There are clearly defined, simple processes that set out what they should do, who they should report to, what that person then should do and by when. Simplicity means that it is understood and remembered by everybody, quickly and gives rise to greater consistency of implementation. Some schools also describe what pupils should not do once they have reported something.

As well as having clearly defined processes regarding referral and subsequent action, the schools visited have clearly defined approaches to resolution. Often these are described in terms of principles rather than pathways, to allow for the significant circumstances that may need to be taken into account in the resolution process for which it can be difficult to legislate.

Schools regularly use Personal, Health, Social and Emotional (PHSE) time to discuss with pupils various scenarios, identifying what pupils should and should not do in those scenarios, how the school might treat such incidents and what resolution will be made. Where good practice is strongest, this is a two-way approach where staff also listen to pupils about their expectations. The voice of the child and their lived experience is a really important aspect of this work

In schools that manage processes well, leaders are well-organised and have clear documentation and procedures to back up all the school inclusion systems. Pastoral support is laid out clearly so that it is readily accessible to all <sup>Appendix 3</sup>. Leaders see themselves as answerable to the staff, pupils, parents/carers and governors, and

have produced documents such as a Senior Leadership Team (SLT) Manifesto <sup>Appendix 4</sup> which sets out what others can expect of them. As a team, they are pivotal in building trust and ensuring that all voices are heard across the school.

In one school visited, a really good example of how it manages a consistent approach is the documentation for inclusion <sup>Appendix 5</sup>. This levels the responses and expectations of staff to a comprehensive range of issues on behaviour including mental health and well-being. This has been supplemented to respond to the post-Covid return to school. It has clear criteria for the different levels of behaviours and gives examples of possible interventions/actions from the school at each stage. This means there is a real consistency of staff response; they feel supported in challenging any poor behaviour and are quick to record and respond to any concerns. As a deputy headteacher pointed out, the result of this system is that it is almost impossible for a pupil to be permanently excluded, as they would have had to go through all the stages with clear interventions and myriad of opportunities to be further supported. Other schools had clear policies and procedures for establishing positive climates for learning <sup>Appendix 6</sup> and had found these to significantly reduce incidences of poor behaviour and therefore exclusions.

Student surveys often show that feeling safe at schools and good attendance correlate closely. Senior staff track attendance very thoroughly including the causes of any absence, and strong systems are in place to react quickly to changes in attendance and continue to support robustly those that struggle to attend regularly.

## The role of pupils

- In the schools visited, pupils take a significant role in shaping the culture. The role of the school's culture and its importance could be clearly articulated by pupils. This work was clearly an embedded part of the school's work and recognised by the pupil body as being something of significance and importance, rather than a token gesture. Often, schools went beyond 'just' using the school council as the basis for this work, setting up a range of different pupil groups that replicated the wide diversity of the student population. There was a sense that the school was seen as seeking to hear and understand the voice from all pupils, giving recognition to all their roles in shaping the school's culture. In doing this, pupils saw the school as taking their own particular issues seriously. As one said, "My voice makes a difference".

Approaches taken included:

- Using groups drawn from each year group to discuss the issues related to relationships in that specific year group and ensuring their voices were heard at all levels, including other year groups and SLT.
- Using focus groups drawn from 'minority' groups within the school to understand more clearly their lived experience in and beyond the school and ensuring their voices were heard at all levels, including other year groups and SLT.
- Setting up an Equality Group – a suggestion from the pupils in one case – to raise issues around perceived discrimination.
- Setting up groups within year groups to advise and help shape the nature of the PSHE programme for the year and ensuring understanding and discussion about 'fairness' and resolution are part of this.

- Peer mentoring programmes, for instance where pupils have been trained as well-being mentors so they can be an additional listening ear around the school.
- Using pupil voice to broaden the number of ways in which concerns can be reported and ensure that an increasing proportion of the school community understands how concerns have been responded to and dealt with. A presentation to pupils by the school's pupil leadership team is a good example of this <sup>Appendix 7</sup>.
- Explicit, planned induction for new pupils and new staff into the overt and subtle ways that make the school's culture what it is, at whatever point in the year it is that they arrive at the school.
- Employment of a range of trained counsellors and therapists including lego and drama therapists, available for pupils within scheduled times, without the need for referrals and waiting lists. These were seen to complement the work undertaken by Wellbeing teams, and Mental Health First Aid Ambassadors. Wellbeing planners were also mentioned as effective in terms of proactive personal management <sup>Appendix 8</sup>.

## Parents/carers

In the same way in which schools reinforced the culture of strong, positive relationships with pupils, they made sure that they used appropriate approaches to do the same thing with parents/carers. In particular, attempts were made in regular communications to reflect what is expected as normal and typical in the school community in terms of culture and resulting behaviours. Schools gave thought to proactive communications <sup>Appendix 9</sup> like how to achieve a good balance between positive communications and the issue of 'edicts'. Parents were surveyed annually and themes over time tracked, responded to and shared widely.

Parents/carers are seen as a vital part of the school community and are invited to informal as well as formal sessions with staff. Schools use many methods to inform parents/carers and involve them in discussions around school improvement.

Schools help parents/carers not to become over-anxious about any disclosures and to help them see school as a strong and effective route for addressing any such concerns.

During lockdown, schools played a pivotal role within the community. In a number of schools, the package for pupils experiencing vulnerability and their families was extensive. For example, in many cases the DSLs phoned every family at least weekly, and SLT members delivered food parcels. This also meant that they had the opportunity to have eyes on any pupils experiencing vulnerability who were not attending school at that time.

## Staff Modelling

Schools could talk about how important this is to the process of establishing and maintaining a culture based on strong positive relationships. In particular, they were clear on the importance of all staff understanding their role in establishing the culture and how they then needed to model strong, positive relationships. In some cases, leaders found that they needed to invest significant time to help some staff



understand that there is more to establishing a culture based on strong, positive relationships than just consistent application of sanctions.

Particular elements that were seen as important in these schools included:

- All staff understanding the role of 'banter', its relationship with prejudicial language and the often hidden impact of banter, then having clear expectations about how to respond, and how to model appropriate language use across the school.
- All staff being able to challenge 'banter' and/or prejudicial language effectively as well as also ensuring the perpetrators are aware of the impact that such words and sentiments can have on other people.
- All staff understanding and having 'incidental' conversations with pupils, in 'noticing' pupils who seem isolated or lost and engaging with them, and in having visibility during unstructured time.
- All staff consistently modelling the values and behaviours key to the development of the school's intended culture.
- The school having an on-going investment in relationships that starts in the reception area and extends throughout the school, based on set of clear principles.
- Investment in training in this area. For example, using an approach similar to that used in safeguarding training with looking at some scenarios to then discuss 'what could be happening here?', 'what questions might you ask?' and then 'what might/must you do?'. An example of a staff training resource with follow-up questions is shared <sup>Appendix 10a&b</sup>.
- Training for all new staff in the expected relationships within the school, to include relationships with pupils, parents, other staff and stakeholders.

## Curriculum

It is usual that the school's aims set out the values and attitudes to be engendered in its pupils and which relate to the school's culture. Elements such as relationships, safeguarding and diversity are also reflected here. In the schools visited, much thought had gone into planning how these would be directly taught through the whole curriculum. Behaviours such as empathy and tolerance were also explicitly and overtly woven into the wider curriculum where appropriate. Supporting strong mental health for both pupils and staff was seen to be at the core of all the school's work. A clearly laid out curriculum map is shared as an example of this <sup>Appendix 11</sup>.

In all of the schools visited, careful thought had been given to the structure and nature of the specific PSHE or RHSE curriculum within the context of and interrelated to aspects of the wider school curriculum; it was clearly understood that PSHE plays a pivotal role in supporting the culture and ethos of the school. The high status of this subject was reinforced by specialist teachers supporting classes during lessons that were blocked in the timetable. In many cases, schools used external speakers who have expertise in specific subjects. These lessons are often supported by using resources coupled with a key question for discussion in a space where pupils feel that they can discuss openly in a respectful and challenging environment. In schools that used drop down day type arrangements for the delivery of PSHE, careful thought had been given to the pedagogy so that pupils would revisit

what was learnt from the drop-down days and were provided with further opportunities to discuss the key issues, therefore reinforcing the learning. The retention of learning longer term was carefully evaluated over the year and beyond.

PSHE is seen as a subject that can develop and reinforce skills required for other subjects across the curriculum, including critical thinking. It is worth noting here that this is something which Ofsted inspectors will be alert to in determining the judgement on Personal Development when reviewing how well schools are enabling pupils to engage with well-balanced views.

In many schools there is a wide range of extra-curricular opportunities to ensure that all pupils including those with protected characteristics can feel supported. Engagement is rigorously tracked and imbalances in uptake, and sustained participation amongst different groups addressed.

A further element of the curriculum has been the work on language being used. Some schools shared that they are rightly cautious about the twin dimensions of normalising some language or over-sensitising people to it, as well as being cognisant of cultural appropriation.

It is key that pupils are able to have their own thoughts and needs explored and are able to discuss global issues within a supportive culture.

## Section 2: Approaches to evaluating culture

The schools visited identified the need for their culture to be maintained on an on-going basis, constantly keeping a watching eye on it to ensure the strength continues. Much can be gleaned through the run of day-to-day work and in reviewing significant incidents. However, it was clear that regular evaluation and reporting in this area helps provide a clearer overview about provision and impact, and therefore a foundation for future strategic developments.

Ofsted inspections, too, will judge the quality of the school's work in this area. Of course, schools do not work on their culture in order to receive praise in inspection reports; however, it is always useful to keep abreast of Ofsted's work in this area. Over time, there has been a pattern nationally where personal development has tended to be graded more highly on average than other areas of schools' work in inspections. Of course, it may well be the case that this is the strongest element of schools' work nationally, but this is certainly being questioned following recent circumstances. Schools therefore would be well-advised to evaluate and consider carefully the quality of their work in this area.

As with any self-evaluation, it is important to be clear as to what you are evaluating against and what it is you are trying to find out. In this section, we have drawn together some thinking about self-evaluating the school's culture. If schools are wishing to evaluate the impact of various specific policies in this area, they might need to draw up a broader evidence base.

### Purpose of self-evaluation

Discussion with schools shows that self-evaluation in this area broadly falls into three categories.

Firstly, there can be the need to pick up on the impact of responses/developments that have been made to specific incidents or activities. In all schools visited, there are robust procedures in place for staff and pupil referrals and confidentiality is taken very seriously. Pastoral staff have clearly defined roles and know when things should be referred on to the DSL. Where the school has dealt with serious allegations or incidents, leaders will always instigate reflection afterwards to see if there are lessons to be learned, and this is ensured by inclusion of a section on this in the referrals' paperwork. In the case that lessons do need to be learnt, DSLs or senior leaders will often anonymise and use a range of real-life case studies to refresh staff training. The DSLs are excellent communicators who are unrelenting in chasing down external agencies and Childrens' Services if they are uncomfortable or disagree with responses or decisions.

As an example of the self-evaluation of specific events that are routine, such as the arrival of children into Year 7 in secondary school, some schools evaluate the new Year 7's understanding and view of the school culture just before the autumn half term following all the induction work. This helps inform the transition/induction work for the subsequent year, helps identify any further needs to be addressed with the

year group and provides a fresh perspective on the school's culture which can be helpful to share with staff and pupils alike.

In most schools visited, heads of year play a very important part in linking all staff involvement with pupils and their experiences. In these schools, heads of year are based centrally to the school and accessible to all key staff; this is believed to be a fundamental element of the school's strength in this area as it enables both a co-ordinated oversight as well as information linking and sharing. All staff are part of tutor teams, and updates on legislation, school practice changes and relevant pupils, are frequent.

Secondly, it is important to understand the general quality of the culture. Schools drew analogies with academic performance, describing how it was important to maintain a view on how the culture might change over the year. In the same way in which it is not helpful to wait until the end of the year to look at academic performance, understanding elements of the school's culture through picking up various aspects or themes at points during the year helped schools respond in a proactive way before issues had a chance to become significant. Schools also talked about tailoring this to make it age-related. For example, in terms of the theme 'relationships', bullying was seen to be more likely to become a significant issue across Y8 and 9, so was explored in more detail with these year groups, whereas relationships can be driven by or have a more sexual element in Y10 and 11, so this was discussed in greater depth. Other themes such as 'discrimination' were usually explored across all age groups. Care should be taken here to ensure that whilst some aspects are more typical and relevant to some age groups, all age groups need input on all aspects, tailored for relevance.

Thirdly, the school will review its policies that relate to 'culture' at some point. It is interesting to reflect on what point that might be, how it is determined and the appropriateness of that. If the school is to review a policy in this area, how does any self-evaluation inform that? How does that work within the expected timescales? What information would the school want to support the review?

## **Approaches to self-evaluation**

Schools identify a range of different sources/approaches that they use in the on-going evaluation of their work on maintaining a strong culture. Each provides different information and all have their place in any self-evaluation process.

### **1 Use of 'data' based indicators**

These are a helpful proxy to understand how successfully the school's culture is in reaching and engaging with pupils or groups of pupils. Schools routinely examine attendance figures, exclusion statistics, the range of data they have on behaviour incidents, racist incidents, the number of SLT call outs, detentions, parental complaints, complaints raised by pupils, success rates in resolving incidents etc. This is done by year groups, ethnic groups, gender, disadvantage/non-disadvantaged pupils etc and used to identify patterns and follow up activity. It is at its most powerful when the information can be "joined up rather than seen as discrete pieces of data.

The strengths lie with the ease with which data can be collected and analysed, and the possible benchmarking against national figures and previously collected

data. However, it is important to recognise that these are proxy measures, and within that there are traps. They do not give information about individual pupils' lived experience. Just because something has not been reported does not mean that it has not happened. Pupils may, for example, be dealing with things that they feel are at a relatively low level but frequent, that are making them feel unhappy. These things will arguably not be identified in these headline measures. There might be a culture of non-reporting that has established itself with some pupils. Another potential trap lies with the temptation to put in place a strategy that will improve the figures rather than one which might get to understanding why these figures are as they are and then making deeper changes on that basis. As they are proxies, they tend to be more indicative of 'symptoms' rather than the causes.

## 2 Pupil surveys

These can be more revealing than headline proxy measures in terms of pupils' lived experience. The use of IT means that they can be completed and analysed quickly. Questions need very careful thought and writing. Some schools have adapted the delivery of surveys to ensure that pupils can be 100% confident that their answers are not seen by others as they are inputted as they have found that this increases the honesty and transparency of their pupils' responses

Appendix 12a&b

Surveys are particularly helpful in understanding the 'mean' experience for pupils with, for example, responses returning statistics that say '97% of pupils say there is an adult in the school who they can trust'. However, there is a risk in being swept along with the mean. Whilst 97% is a high figure, arguably it should be 100%. We would want every pupil to feel part of the school and supported through the school's culture.

In the best practice, surveys are 'turned on their heads'. As well as celebrating the positive success, they are used to identify areas where the school can do even better. In particular, it can be helpful to track back through the pupils with negative answers. Are there patterns here? If you answer negatively to a particular question, are you more likely to answer negatively to say three quarters of them? Is there evidence from the negative responses that there is a group of pupils for whom the culture "is not working"? There is helpful information in the negative that needs to be explored.

## 3 Pupil interviews

Schools have found that using a focus group of pupils provides a good opportunity to explore their lived experience in depth. Whilst surveys can be completed and analysed quickly for a whole year group, pupil interviews are more time consuming but potentially more revealing. There are a number of challenges in their use. If you wish to be able to draw some generalised conclusions, the group will need to have representative characteristics of the year group as a whole. Generally, the small size of the group in relation to the year group presents some challenges in how indicative their views might be for the year group as a whole. Rather than use them to make generalisations, schools often use them to hear the voice of pupils that can might become 'lost'.

Schools, for example, set up groups of disadvantaged pupils, girls only/boys only groups, pupils from ethnic minority groups, pupils with relatively low attendance, low attaining pupils etc. and use these discussions to better understand the impact of the school's culture through pupils' lived experience.

Questions need to be drawn up carefully and any interviews need to be conducted skilfully and within a set of defined boundaries. It would be extremely damaging if a sensitive pupil shared something of a personal nature in such a group only for them to find other pupils then talking about it negatively at some later stage.

Schools have found that it is important that questions are age-related, clear and explicit. Rather than using a phrase such as 'inappropriate images', pupils have a better understanding if you say 'nudes', for example. Rather than 'trusted adult', they have found it's better to say 'an adult who you feel comfortable talking with, will listen to you and take what you say seriously'. Also, if you need to say an explicit word, it is important to frame the question by saying to pupils words to the effect of "I'm going to use an explicit word that I know might cause harm and upset to people, but I'm not going to use it in that way, I am using it for the purpose of clarity as part of this particular lesson only".

Some schools have drawn on the use of semi-structured interviews. These start by asking pupils to rate something on a score of one to ten and then asking them to exemplify the answer. For example, an initial question might be 'On a scale of one to ten, outside your circle of closest friends, how well do you think pupils get along with each other outside lessons? With ten being really well and one really badly?' and then following that up with asking pupils to explain their grading. This approach throws up differences - often relatively subtle - that can then be explored in the subsequent conversation. It helps cut through some of those conversations where people might just want to say everything is 'ok'. At the end of the session, it also helps the interviewer identify relative weaknesses and relative strengths across the group, and for individuals, if a record is kept of the numbers.

## Training

In all the schools visited, the breadth of continuous training for all staff supported increasing expertise across a breadth of important areas. A culture where staff were permitted to share a lack of confidence in their own understanding of aspects of prejudicial language and behaviour and some sensitive areas of PSHE lesson content was seen to be crucial in ensuring that training matched need and resulted in an appropriately aware and skilled workforce. Including members of the ancillary and site team as tutors or mentors has in some schools also ensured the school's culture pervades widely, as has the forging of links between schools' staff such as attendance officers, and Emotional Literacy Support Assistants (ELSAs) with colleagues outside of school such as Police Crime Support Officers (PCSOs) and youth workers.

In one school, racist reporting logs as well as awareness of the national agenda led to a focus on the Black Lives Matter for the year, supported by staff and pupils trained to develop their understanding and skills around diversity.

In another school, following an audit staff are buddied up for further support if teaching topics they feel less confident about. They know who to go to for expert help. There are a wide range of webinars and other online training available alongside the usual updates and INSET days. The DSL has provided a substantial pastoral development course for all staff which also includes a range of key reading texts. One of the most recent training topics for staff was around Adverse Childhood Experiences (ACE) and Resilience.

## Section 3: Resources

### Department for Education

[Relationships and Sex Education Guidance](#)

[Sexual Violence and Harassment in Schools and Colleges](#)

[Farrer report on Sexual Abuse](#)

### Hampshire Safeguarding Children Partnership

- [Hampshire Safeguarding Children Partnership \(hampshirescp.org.uk\)](http://hampshirescp.org.uk)
- Hampshire Child Protection Policy [Hampshire Child Protection Policy - School Model Child Protection Policy, Procedure and Guidance 2021/22](#)  
Page 21. Annex 6 - Sexual violence and sexual harassment between children in schools and colleges
- Hampshire & IOW Thresholds Chart [Hampshire & IOW Thresholds Chart \(hampshirescp.org.uk\)](#) (

### NSPCC

[Helpline](#)- Report Abuse in Education- dedicated helpline for children and young people who have experienced sexual harassment or abuse at school, and for worried adults and professionals that need support and guidance.

Learning guides on protecting children from HSB and Peers on Peer sexual abuse and health sexually development.

### National Institute for Health and Care Excellence (NICE)

[Harmful sexual behaviour among children and young people](#)

### Other organisations

Barnardo's Charity [Barnardo's](#)

The Disrespect NoBody campaign [disrespectnobody](#)

BISH Training [BISH - Planet Porn](#)

Brook – Healthy Lives for Young People [Brook](#)

AMAZE [AMAZE - Age appropriate info on puberty for tweens and their parents](#)

Anti-Bullying Alliance [Anti-Bullying Alliance](#)

Kooth Counselling service - [www.Kooth.com](http://www.Kooth.com)

### Hampshire Children Services

Referral to Hampshire and Isle of Wight Children's Services

[Inter-agency referral to Children's Services - Hampshire County Council \(hants.gov.uk\)](#)

LADO [Local Authority Designated Officer \(LADO\) – Contact Form](#)

HIAS [Hampshire Inspection and Advisory Service](#)

HIAS School Improvement Manager [School Improvement Managers](#)



Queries about Independent and the College sector – Karen Nye - (HIAS)  
[Karen.1.Nye@hants.gov.uk](mailto:Karen.1.Nye@hants.gov.uk) or Dee John - [Dee.John@hants.gov.uk](mailto:Dee.John@hants.gov.uk)

Southern NHS Trust Foundation, Hampshire School Nursing  
[Hampshire Hospitals NHS School Nursing Services | Family Information and Services Hub \(hants.gov.uk\)](https://www.hants.gov.uk/healthy-families) – Healthy Families Chat Health  
[Healthy Families Chat Health](https://www.hants.gov.uk/healthy-families)

Isle of Wight Public Health Nursing 0-19 [IoW Public Health Nursing 0-19](https://www.hants.gov.uk/healthy-families)

Hampshire and Isle of Wight Educational Psychology [HIEP Training | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/healthy-families)

Media/ Communications support:

Hampshire- [corporate.communications@hants.gov.uk](mailto:corporate.communications@hants.gov.uk)

Youth Crime Prevention

- [Hampshire](https://www.hants.gov.uk/healthy-families)

## Section 4: Acknowledgements

Thank you to the following schools for hosting our visits:

- Bishop Challoner Catholic Secondary School
- Brighton Hill Community School
- The Burgate School
- Frogmore Community College
- Harrow Way Community School
- Oakmoor School

The schools that worked with us on these good practice reviews shared the common characteristics of having lower suspensions and lower permanent exclusions than the Hampshire and national averages. All have strong attendance and a higher than average percentage of pupils with EHCPs. Two of the schools have been judged by Ofsted to require improvement in their recent history, but all are now judged by Ofsted to be good. Half have a higher proportion of children in receipt of disadvantage pupil premium than Hampshire averages.

Thank you to the HIAS colleagues who carried out these visits and also those that supported them in creating this summary review document:

- Beverley Murtagh; Secondary Phase Inspector/Adviser
- Jean Thorpe; School Improvement Manager - Secondary
- Natalie Smith; County Education Manager - Secondary
- Nicky Fogg; Administration Manager
- Sue Savory; Safeguarding and PD lead
- Tania Harding; Secondary Inspector / Adviser

Please contact Jean Thorpe ([jean.thorpe@hants.gov.uk](mailto:jean.thorpe@hants.gov.uk)) if you have strong practice that you would like to share as part of a future good practice review. We would welcome hearing from you.

## Appendices

# Harrow Way Staff Wellbeing – Our Commitment to You

We believe that our staff should take on activities or tasks that lead to improved opportunities or outcomes for our students. As a school, we want to guard against taking on additional workload that deviates from this principle.

We want to create the conditions in which staff can genuinely thrive; ensuring we have sensible working practices in school is fundamental to this. We believe that careful consideration of workload and wellbeing creates high levels of discretionary effort, which is crucial to our success. Below are a number of the strategies we employ to enable everyone at Harrow Way to thrive:

## Teaching and learning, planning and curriculum

- We trust teachers to decide the best approaches for their students.
- Teaching and learning policy is co-designed with specialist subject areas because they know what works best for different subjects.
- No need to write lesson plans of any kind.
- Every Monday after school there is Curriculum Area Development Time (CADT). This is not a meeting but an opportunity for collaborative planning, marking and sharing to reduce the individual workload of each colleague.
- Although schemes of work and resources are provided, they are not prescriptive – teachers can adapt them however they like.
- We are committed to ensure staff have generous PPA time.
- Questioning is used to stretch learning in lessons.
- Admin and ICT support is in place for each department.
- No pressure to ‘put on a show’ in lessons. A culture of typicality is reinforced by no lesson gradings (outstanding, good etc).
- We have a commitment to rarely use staff to cover lessons.
- Professional trust in our staff is part of our culture.

## Behaviour

- Everyone has the highest expectations of behaviour, with all staff (not just teaching staff) reinforcing those expectations.
- A clear system of sanctions is applied consistently so staff don’t have battles with students.
- We offer support as we do not want staff to accept poor behaviour.
- Calling for support is not viewed as a weakness.
- Senior Leadership are very visible and all staff ‘own’ their corridors.
- Senior Leadership run lunch duty so behaviour doesn’t bubble up.
- We use Cover Supervisors so students see familiar faces and avoid external cover.
- We use a daily ‘on-call ECO system’ effectively ensuring that rare disruptions are swiftly dealt with. We use protected learning detentions to ensure behaviour does not impact others’ learning.
- We use our internal exclusion room, afternoon exclusions and afternoon school to ensure students miss as little learning as possible.



## Assessment and reporting to parents

- Three data collection points a year, which are used to inform clear actions.
- We have a clear feedback policy which supports staff to reduce their marking time.
- Marking is for one audience and one audience only: students. Never tick and flick or do anything else for observers/parents/carers.
- No detailed written reports to parents/carers.
- Communication policy is in place so staff are not interrupted by phone calls and there is no expectation to respond to emails from parents immediately.

# Harrow Way Staff Wellbeing – Our Commitment to You



## Professional Development

- CPD tailored specifically to staff needs and where possible based on their feedback.
- Time for staff to put new things into action.
- CPD is delivered on inset days or twilights that never finish after 5.15pm, with days off in lieu.
- Non-hierarchical approach to professional development – there are things a senior leader can learn from an NQT and vice versa.
- In-house experts on all aspects of educational practice, including many Lead Practitioners.
- Targeted support plans for teachers who are struggling.
- One meeting a week, focus on doing tasks.



- Briefings are kept succinct.
- Opportunities to develop and progress at all levels.
- Comprehensive support for NQTs which includes dedicated mentors, regular meetings and no tutor group.
- RQTs have access to a RQT bursary to complete a project of their choice. Support from Lead Practitioner and regular meetings. The report, for their final presentation of the project to SLT, will be professionally produced and bound.
- Performance Management is an entitlement. Data targets are not used punitively but aspirationally.

## We work hard, play hard

- There are no prizes for looking busy or staying late – work in a way that suits you and make sure you make time for yourself and your family.
- No expectation of answering emails outside school hours.
- A bell sounds at 5pm to encourage staff to go home.
- We are constantly streamlining all systems and processes so they take less time.
- No tick box culture – never do anything if it's not going to make a difference.
- We regularly survey staff to get their honest opinions about how to improve.
- A culture of peer-to-peer praise (thanks a million).
- Annual CPD on managing stress with the clear message that keeping things to yourself is not a sign of strength.
- Open-door Senior Leadership – no concern is ever too small (SLT Surgery).



- We offer staff enrichment activities throughout the year.
- Seasonal events for everyone to show their less serious sides e.g. World Book Day, Christmas Fair, Secret Santa etc.
- Countless opportunities to get involved with the wider life of the school – trips, events.
- SLT carefully consider staff wellbeing when introducing new initiatives.
- SLT will abandon ideas if they are not having an impact.

### **Brighton Hill Community School**

The #YellowArmy is the name given to the students at Brighton Hill Community School, inspired by their unique daffodil-yellow shirts. The name, which has captured the imagination of the students, has caught on and represents the sense of belonging and pride that the students feel when pulling on their uniform. Many of our student-facing documents, as well as social media posts, reference the #YellowArmy and reinforce the positive culture which has been built between our school community and beyond. The #YellowArmy brand was cemented into the school's history when it gained a mention in the school's Good Ofsted report of 2017.

Pastoral support in school and using external agencies.

Organisation	How is it used?
HoY/ Deputy	To have 1:1 conversation with children, monitor welfare, liaise with parents. Provide support, communicate with staff on behalf of family.
Tutor	To be first point of contact. To foster positive relationship with home. To be professionally curious.
Pastoral Support Assistant	To support family and child as an intervention or at the point of crisis. To meet with family and to signpost to other organisations.
Chaplain	To support children for example the Bethany group which supported children who had experienced bereavement.
ELSA	Provides support for children – spaces for up to 10 clients.
Matron	1:1 listening ear. Mrs Wood will be DSL trained in September. Provide advice on healthy lifestyles, mental health, physical health. Monitoring and liaising with the pastoral team.
Together Programme	Sent out by CAMHS to offer in house support. This programme has been set up for years 7-10 once a week.
Girls on board	This is currently being rolled out to all year 8 girls.
Peer mentors	Year 10 students are trained to support children in the lower school. This is accessed through the pastoral scrum group.
Staff mentoring	Pupils may identify a trusted adult on the staff team who they may have sessions with at lunchtime or during tutor.
Relax kids programme	The Basingstoke Relax Kids programme has been working here in school or virtually for a year. Working with all year groups to develop healthy techniques which develop relaxation techniques. This has been evaluated to identify impact. In school this programme has up to 15 clients for a 6 week programme.
Counsellors	We have recruited volunteer counsellors who as part of their training need experience. They will be working with up to 6 clients from September for anxiety / self-harm.
CAMHS links	We have the opportunity to put forward two clients with lower level mental health concerns to get on-line support from newly qualified / trainee's through CAMHS.
School Dog	Comforting support to pupils who present. Timetable built in for 1:1 e.g. build attachment for LAC
Safe Spaces	Staffed spaces, Sanctuary rooms 1 and 2 and Chill and Chat.
Curriculum	Guest speakers, relationship days, RSE curriculum.
Online access to support/ report	SMHW- pupils were actively encouraged to report concerns to tutors through SMHW during lockdown. TEAMS meetings daily with tutor.
Signposting	PSA and DSL keep and collect information on courses/ support so that families and children can be signposting to organisations who may be able to offer support.

Think NINJA	Phone App which has been supported by CAMHS which pupils can access to get support. It can progress through to 1:1 support if needed.
Children's Services	IARF referrals for pupils presenting. Which can lead to a range of support for the child and/ or family.
Early Help	Use of EHH referrals to support families at earlier point of crisis.
TAF	Working with schools and organisations to support families. Normally attended by PSA.
Simon Says	This charity has been used to support students who have experienced close bereavement.
Spotlight	We have linked to spotlight in an attempt to find student mentors. Also linked to them during lockdown and secured a number of care packages for vulnerable pupils.
Food Bank	This is used by some of our families. We have a close working relationship with them and are able to make referrals.
Church	Support through the church for vulnerable families.
CAMHS	CAMHS referrals made for pupils who present.
Adopt South/ PACT	Used to identify ways to support families with adopted children.
Willow Trust	Works with children who may be at risk of CSE
Ashwood	Local pupil referral unit- can offer outreach work like Thrive. This was used with an ex year 11 to support them in school enabling them to remain in mainstream education.
You Trust	Has worked to support some of our young families
Cruise	Has been used to support families experiencing bereavement.
Stop Domestic Violence	Have worked with two families recently to offer weekly support.
PCSO	Good working relationship which can be used to support or identify children at risk.
School nursing team	Pupils who present with low mood etc can be referred for a 1:1 conversation with the school nurse. School nurse meets with all year 7 and passes valuable information which may be disclosed back to the school.
BFSS	Basingstoke family Support Service runs a variety of classes from ACES to Nurture courses.
Young Carers	To offer support to pupils identified as Young Carers.

In School Support
Support Groups In School
Outside Organisations
Light touch support



**“What we say we do, we do – exceptionally well!”**

**“No 5-minute fads.”**

**“Always considering the impact on others.”**

## Role modelling

- Energy and enthusiasm.
- Bright face (we set the weather) within and outside school; in the community.
- Role model Respect, Determination, Ambition, Integrity and Community Values, at all times.
- Role model positive interactions with students.
- Role model on phones, attendance, punctuality, litter, personal appearance, active duties, tidy and organised environment (classroom, office, desk etc.).
- Role model involvement in extra-curricular provision/revision.
- Role model excellent communication and parental engagement for other staff.
- Lead and ‘own’ CPD in the areas in our remit.
- Model positive approach to all tasks, including the less desirable ones.

## Moral Purpose

- Challenge each other, particularly on moral purpose.
- Always be open to challenge and avoid defensiveness.
- Challenge poor practice and that which goes against our values.
- Seniority does not imply moral correctness.

## Organisation

- Highly responsive – turnaround time of hours, not weeks.
- Never need to be chased for things that have been asked for.
- Be extremely well organised personally – use IT (Google Calendar).
- Ensure Helen and Tracey have your calendar.
- Clear action required emails and CPOMS daily (or at least update).
- Think and plan strategically (per week, term, year, three year...).
- Use the task sheet. Do not set tasks for people for your own convenience.
- Always consider whether a job needs setting for someone else, or if it could be avoided.
- Daily SLT Monday briefing 8.10am Tuesday – Friday 8.20am.

## Supporting and developing staff

- Public praise, private criticism.
- Celebrate success.
- Consider student and staff wellbeing in all decisions.
- Confidentiality.
- Honesty, openness and transparency in decision-making
- Open, frank discussions.
- Foster continuous improvement by holding key stakeholders to account.
- Use deadlines, sensible and agreed where possible, at all times.
- Recognising when situations require us to take over and support, and when it requires us to sit back and support.
- Recognise and develop expertise.
- Ensure excellent communication with key stakeholders.
- Always seek a ‘win win’ solution to situations.
- Very rarely ‘pull rank’.
- Acknowledge and say hello to all staff, particularly new ones.
- Check they are ok, repeatedly.

# Harrow Way SLT Manifesto



## Accountability

- Take a proactive role in getting things done.
- Cabinet and collective responsibility.
- “Email sent” is not the same as “job done”.
- Clarity of responsibility.
- Ownership of issues, teams, outcomes.
- Look for responsibility but do not blame.

## Collegiality and Visibility

- Mutual respect.
- Listen and value others contributions.
- Active listening to discussions.
- Be out and about and get all over the school. Every lesson, every day.
- Help when not on rota.
- Morning and evening on gate and up the road.
- See issue, deal with it.
- First to meetings, sit at the front, attentive and positive.
- Approachable – office door open.

## Line Management

- Take shared responsibility for outcomes.
- Personally, quality assure practice at all levels, and ensure the Curriculum Leaders are doing so.
- Take personal responsibility for the development of each member of the teams you line manage .
- Take personal responsibility for the extra-curricular offer of the subjects you line manage. Ask staff to be effective contributors and model this yourself.
- Take personal responsibility for the attendance of the staff at key events.
- Drive and support change and challenge.
- Drive and develop values within teams .

## Line Management Meetings

- At least every 2 weeks, more often if necessary.
- Prioritise and reschedule if missed. The meeting is a necessary entitlement for the person being managed.
- Record actions on pro-forma, in the relevant Google doc – put a link in the notes section of your Calendar entry so this is always available.
- Revisit agreed actions at the start of each new meeting.
- Ensure team leaders have similar meetings with those in their team who have paid responsibility, over and above regular department meetings.





# Inclusion – ‘Harrow Way Stepped Approach’ including Mental Health and Well Being



Intervention Level	Description of Provision	Possible criteria for identification	Lead professional/ case holder, with overview of the student.	Possible interventions/action from School	Possible interventions from outside agencies
<p><b>Behaviour and Attendance Level 2</b></p> <p><b>Mental Health and Well being Surviving</b></p>	<p>Internal low-level intervention, students are presenting a concern in learning/behaviour, attendance or socially.</p> <p>There is a need for diagnosis and low-level interventions.</p> <p>Identification of primary need, placed on action plan.</p>	<p>Effort /Attitude low across curriculum for more than 2 data captures</p> <p>Recurring incidents of the same type of behaviour and increase in behaviour points</p> <p>Consider whether a Disadvantaged Student are they Ever 6 or current FSM)</p> <p>SENCo involved if student is SEND</p> <p>Learning is below normal expectations</p> <p>Sanctions having no impact</p> <p>If no improvement after at least six weeks moves up to level 3</p> <p>Attendance may be a concern below 94%</p> <p><i>Poor self-esteem, low level emotional/mental health issues. Beginning to isolate from peers, presenting anxiety, significant friendship issues, and sleep disturbance and superficial self-harm.</i></p> <p><i>Drop in attendance</i></p>	<p>Curriculum leaders (CL) if an issue in only their subject area.</p> <p>Year leaders (if it is a concern in more than 3 subject areas)</p>	<p>CL or YL to discuss issues with student and staff involved and agree strategies and targets (parents informed)</p> <p>Meeting with parents to discuss concerns</p> <p>Teacher to put in place agreed strategies</p> <p>Relationship between staff and student mediated where necessary by CL/YL/YLA</p> <p>CL/YL/AYL to observe student</p> <p>CL/YL report (update SIMS)</p> <p>Short term Department isolation if appropriate (in line with behaviour policy)</p> <p>Regular parental contact with regard strategies and progress (record on SIMS)</p> <p>YL share strategies with staff</p> <p>Keep tutor informed</p> <p>Isolation with tutor if appropriate</p> <p>If year 11 to include attendance at after school revision (check transport or other barriers especially if PP).</p> <p>After 3 weeks of intervention review and feedback to parents</p> <p>Going for gold intervention by YLA/YL</p> <p>Time out card to be considered</p> <p>SENCO assesses if student should be added to SEND Register</p> <p>Environmental checklist (classroom management, seating, SEN needs being met)</p> <p>Mentor assigned if appropriate</p> <p>AYL support in some lessons if possible</p> <p>Managed move to be considered.</p> <p>Attendance group to be considered</p> <p>Consider PLD list</p> <p>IER/JH IER</p> <p>Early help may be considered</p> <p><i>Signposting to Hampshire CAMHS website, think ninja.</i></p>	<p>Training provided for staff</p> <p>Parenting support/classes</p> <p>LAC team</p> <p>YCP</p>

# Inclusion – ‘Harrow Way Stepped Approach’ including Mental Health and Well Being



			<p><i>Year leaders and Year leader assistants. (Tutor to be kept in the loop)</i></p>	<p><i>Referral to SENCO for SEAL intervention (CAMHS anxiety intervention workbook) YLA mind mechanics intervention YLA emotional support intervention Meeting with parents, signpost Hampshire CAMHS. Exam stress support and mindfulness Record via CPOMs Annual mental health roadshow</i></p>	<p>Training provided for staff</p>
--	--	--	---	---	------------------------------------

Intervention Level	Description of Provision	Possible criteria for identification	Lead professional / case holder, with overview of the student.	Possible interventions/actions from School	Possible interventions from outside agencies
<p><b>Behaviour and Attendance Level 2</b></p> <p><b>Mental Health and Well being Surviving</b></p>	<p>Interventions at level 1&amp; 2 have been unsuccessful. Single or multi agencies are involved.</p> <p>Student brought up at case review meetings by YL.</p> <p>Case review file set up</p> <p>Student has a variety of needs which may include dysfunctional home background.</p> <p>Multi agency interventions are needed to ensure access to education is possible.</p>	<p>Severity of behaviour is getting worse Little learning is taking place and is disrupting the learning of others Not engaging with interventions Student is refusing to come to school Parents fail to respond to school Student has had several (3+) FTE All/most targets in action plans have not been achieved over several reviews Student’s behaviour is impacting on the learning and wellbeing of others in the school community Consider whether a disadvantaged student is Ever 6 or current FSM.</p>	<p>Keyworker assigned and SLT for inclusion.</p>	<p>Key Worker assigned at case reviews. SLT report may be part of the action plan. Action plan created at case review meeting and reviewed every meeting. Home visits by family partnership manager if suitable. SENCO assesses if student should be added to SEND Register SENCO may seek outside agency advice /support including EP assessment if necessary and investigate if EHCP appropriate Regular contact made with home Interventions from LINK if appropriate Withdrawal from normal teaching sessions. Structured support for identified hot spots. Referrals made to additional agencies Early Help considered EIS referral completed by YL and passed to SLT for inclusion Bespoke or reduced timetable in place flexible to allow student to access the lesson they are most likely to be successful in (could include cross year) EIS outreach or intervention group Regular and frequent liaison across all agencies/school/parents e.g., EPM meeting</p>	<p>Possible legal action for attendance CAMHS Medical/therapists Key worker/appropriate agency Counselling EIS support and interventions Family support service Social care-supports designated carer/student Child Protection register &amp; core group support GP/Counselling/CA MHS Parent partnership Housing agencies</p>

# Inclusion – ‘Harrow Way Stepped Approach’ including Mental Health and Well Being



	All/most targets in action plans have not been achieved over several case reviews.	Attendance declines despite letter 1, below 94% <i>Significant drop in attendance. Moderate emotional/mental health difficulties including increase levels of self-harm. May be engaging in risky behaviours. Complex trauma, depressive symptoms, eating issues, negative self-image. Mood disturbance, obsessive and compulsive behaviours, and severe anxiety. Some thoughts of ending life with no plan or intent</i>	YL/SLT LINK manager (Tutor to be kept in the loop)	FTE reintegration meetings continue On-going attendance monitoring.  <i>Parental meeting, parents to make GP appointment, explore early help.</i> <i>Possible school nurse referral</i> <i>Referral to JEB for assessment and therapeutic support.</i> <i>Referral to CAMHS if required</i> <i>Referral to outside agencies such as Andover mind and Hampshire youth access.</i> <i>Assign key worker for day-to-day needs.</i> <i>Possible LINK support (great start considered Physical health program (gym, couch to 5k, fitness program, music intervention, art intervention)</i> <i>Environmental group intervention)</i> <i>Mentoring from YL/YLA</i> <i>Record via CPOMs</i>	Work placements Outdoor learning  CAMHS School nurse GP MIND Hampshire youth access.
--	--	--	--	--	---

Intervention Level	Description of Provision	Possible criteria for identification	Lead professional/ case holder, with overview of the student.	Possible interventions/actions from School	Possible interventions from outside agencies
<b>Behaviour and Attendance Level 4</b>  <b>Mental Health and Well being Unwell</b>	Full time LINK provision as at every level has failed to achieve any improvement because the student’s needs are perceived as being beyond any reasonable intervention from a mainstream school.	Student’s behaviour cannot be addressed by the main school alone. Permanent exclusion is imminent. Students learning needs are not able to be met by mainstream classes/curriculum, even with support identified in EHCP awarded.	LINK Manager and SLT for Inclusion	PSP produced LINK teachers My Tutor Tutoring College placement Work placements Offsite activities Therapeutic session (JEB) Reduced timetable (logged with Hampshire and reviewed every six weeks)	

# Inclusion – ‘Harrow Way Stepped Approach’ including Mental Health and Well Being



		<p>No improvement or valid reason in attendance. Letter 3 sent warning legal action</p> <p><i>School refusers, not attending school, school phobic. Refusal to attend lessons, isolated from peers.</i></p> <p><i>Complex trauma leading to delusional thoughts, paranoia, psychotic symptoms, disassociation from reality. Suicidal ideation with plan and intent. Thoughts of violent behaviour towards others or actually harming others. Increased self-harming.</i></p>	<p><i>Safeguarding team and LINK manager. JT/KRW/JEB/JMC/CL (Tutor to be kept in the loop)</i></p>	<p>Offer early help again and consider ALP. Urgent referral to CAMHS or information sharing with CAMHS. Bespoke timetable and or LINK provision. Mentoring with safeguarding team. Therapeutic sessions with JEB Risk assessments Record via CPOMs Consider inclusion Hampshire sessions. Corn loft, Wessex dance.</p>	<p>ALP CAMHS Inclusion Hampshire Wessex Dance Cornloft</p>
<b>Intervention Level</b>	<b>Description of Provision</b>	<b>Possible criteria for identification</b>	<b>Lead professional/ case holder, with overview of the student.</b>	<b>Possible interventions/actions from School</b>	<b>Possible interventions from outside agencies</b>
<p><b>Behaviour and Attendance Level 5</b></p> <p><b>Mental Health and Well being Severe Mental Health Disorders</b></p>	<p>Alternative provision as intervention at every level has failed to achieve any improvement because the student’s needs are perceived as being beyond any reasonable intervention from a mainstream school.</p>	<p>Student’s behaviour cannot be addressed by the school systems/policies and permanent exclusion has been put in place.</p> <p>To avoid PEX student has been allocated a space at an alternative provision</p>	<p>SLT inclusion</p>	<p>Liaise with alternative provision.</p>	

# Inclusion – ‘Harrow Way Stepped Approach’ including Mental Health and Well Being



	<p><i>Severe mental health disorders</i></p>	<p><i>School refusers, not attending school, school phobic. Refusal to attend lessons, isolated from peers. Complex trauma leading to delusional thoughts, paranoia, psychotic symptoms, dissociation from reality. Suicidal ideation with plan and intent. Thoughts of violent behaviour towards others or harming others. Under care plan with CAMHS Attempts to take life</i></p>	<p><i>Safeguarding team</i></p>	<p><i>Medical sign off Referral to Education Inclusion CAMHS care plan. Home tuition or online tutoring Risk assessment Record via CPOMs</i></p>	<p>CAMHS</p>
--	--	--	---------------------------------	--	--------------





## **Oakmoor School Engagement for Learning Policy and Process Document**

### **Establishing a Climate for Learning – A Rationale**

*Oakmoor School is committed to providing an excellent educational experience for our students in a safe, orderly and nurturing environment. In order to fulfil this we firmly believe that staff, students and parents and carers must work together in a three way partnership. Within this partnership, each stakeholder has particular rights and responsibilities.*

**Teachers have a responsibility** to plan and deliver effective lessons which engage learners and help them to make progress. **Teachers have a right** to deliver these lessons as planned without disruption.

**Students have a right** to receive an education which helps them to achieve and prepares them to lead fulfilling lives after school. **Students have a responsibility** to make the most of the learning opportunities provided for them and to ensure that their behaviour does not interfere with the education of other students or undermine the safety or well-being of others.

**Parents and carers have a right** to send their child to a school where they will receive an effective education which prepares them for life. **Parents and carers have a responsibility** to send their child to school and do all they can to ensure their child makes the most of the education offered to them and supports the school in the implementation of its policies.

### **Statement of Intent**

At Oakmoor School we operate a policy of 'Zero Tolerance' to behaviour which

- causes disruption to learning and teaching
- threatens to undermine the safe and orderly running of the school

### **What is meant by 'Zero Tolerance'?**

In practice, zero tolerance means that any behaviour which potentially disrupts teaching and learning or the good order of the school must be challenged. However, it does **not** mean that a student behaving in this way should immediately be removed from a lesson or from general circulation, as their learning must also remain a priority.

As adults, we have a role to teach and model to young people about behaviours which both promote learning and allow them to function in a socially acceptable way. Teachers should therefore employ a variety of strategies to help a student modify their behaviour before taking the step of removing them from their lesson. However, although teachers are expected to make every reasonable effort to include the young person, this cannot be at the price of unacceptable disturbance to the climate for learning in classrooms or around the school. It is therefore

ultimately down to the professional judgement of each member of staff when the point has been reached when to continue to allow the student to remain in lesson or in general circulation around the school, unfairly compromises the learning and well-being of others.

Further guidance is provided later in this document about steps which a teacher should use in lessons before taking the step of removing the young person.

### **Establishing the Climate for Learning – Policy and Practice in the Classroom**

#### **Starting Points**

As teachers we must strive to create a learning environment where students feel safe, welcome and valued. This is the sort of environment in which students' learning and progress is heightened; where they have the security to accept challenges and attempt difficult tasks without inhibition. The creation of a learning climate of this nature is a complex process which is influenced by many factors; however there are certain features of a teacher's behaviour and actions which can clearly be seen to make a significant contribution to developing the desired ethos in the classroom. These are outlined below and are expected aspects of professional behaviour which should be demonstrated by teachers at Oakmoor School:

- Lessons must be thoughtfully planned with the aim of engaging students' interest, helping them to make progress and providing opportunities for them to be actively involved in their learning.
- Students should be provided with a variety of approaches to learning, providing opportunities for students to work both independently and collaboratively.
- Classrooms should be welcoming, inviting spaces which are tidy, uncluttered and stimulating. Teachers should take positive steps to ensure students are greeted and welcomed positively into the classroom.
- Teachers should actively manage the seating and grouping of students, being prepared to change these arrangements according to the nature of the task or learning needs of individual students.
- Students work must be explicitly prized and valued. This is achieved in a number of ways, but particularly through reward and encouragement, through classroom displays and by the prompt and thorough marking of work in accordance with school policies.
- When planning lessons, teachers should give equal consideration to the behaviour which will best promote good learning in that lesson. This must be given a high profile when discussing a task with a class so that students are able to develop an appreciation of what constitutes effective behaviour for learning in different circumstances.

Aspects of behaviour which merit particular attention are as follows. Agree and share this information as you establish your relationship with each teaching group:

- Conversation - necessary at all? Who with, what about, at what volume?
- Limited movement around the classroom.
- In group tasks – working collaboratively and inclusively, roles and expected outcomes agreed and shared.
- What should a student do if they think they might need help?
- Avoiding distractions such as toilet trips – go before/after the lesson or during breaks.

All of the above will require constant reinforcement during the lesson, using praise and reward as a means of recognising and highlighting behaviour and attitudes which are supporting good learning.

The overarching importance of praise and reward cannot be emphasised enough. Teachers should base their rewards on the school policy, but should also consider how they adapt their approach to best suit the individual and the class. Students must be left with the overall impression that their teacher likes and respects them and recognises the efforts they take, both with their work and with how they behave in their classroom.

### **Preventing Disruption to Teaching and Learning**

In keeping with the 'zero tolerance' approach, any behaviour which disrupts teaching and learning must be challenged. The teacher must attempt to modify this behaviour as soon as it appears and must make use of strategies to help the student modify their behaviour so that it does not cause disruption to others.

The aim must be to keep the student in the classroom to allow them and others to continue with their learning. Possible strategies could include:

- Check the student understands the work and what they should be doing.
- Talk to the student to find out if there is a problem, resolve that problem and move forward.
- Avoiding any confrontation, remind them politely of your expectations.
- Draw the student's attention back to the behaviours which are expected in the lesson which promote good learning for themselves and others.
- Try to help the student understand why their behaviour is causing a problem and how they should change it.
- Focus on a positive and something they do well so that you can help them turn their behaviour around. Is there a carrot/something that can be worked towards?
- Change of seating position.

- Short time-out to reflect, calm down and modify their behaviour. This should take place in another position within the classroom –change of seat or front of the class to sit quietly to reflect **NOT IN THE CORRIDOR PLEASE**. The preference would be a short time out in the classroom of a colleague. They must not be allowed to stand outside and wander in a corridor.
- Lesser sanction such as break detention.

If the behaviour persists:

- Issue the student with **one clear official warning** that if the unacceptable behaviour continues they will be removed from teaching and learning. **Ensuring this warning is heard, is clear and is understood is crucial. If they are given time to digest this information and the space to calm down, there is a strong chance they will settle down and avoid the removal from learning.**
- **How to ensure the warning is heard and understood** - A warning card can be placed in front of the student as a visible reminder, their name can be written clearly on the board, the student could be taken outside to discuss with the matter with the member of staff to ensure the warning is understood.

If a student's behaviour continues to cause a problem and there has been no attempt to change behaviour or attitude to learning after the official warning, the teacher should weigh up the balance between the desire to include the student in the lesson and help them develop as an effective learner and the right of other students to learn in an undisturbed environment. Teachers should not overlook the impact of an excessive amount of time being absorbed by attempts to ameliorate the behaviour of one student.

In order to help make their judgement about a situation a teacher should ask themselves the following three questions:

1. Have several, reasonable attempts been made to help the student understand why their behaviour is unacceptable, including strategies in this policy?
2. Has the student been given a clear warning that failure to change their behaviour will lead to removal from this lesson and to removal from general circulation for the rest of the day, spending the day with you as their teacher?
3. Will the student's continued presence prevent the teacher from teaching or prevent other students from learning?

If the answer to all of these questions is a clear 'yes' then the student should be removed from the lesson. Any student removed from a lesson in these circumstances has demonstrated that they are not fulfilling their responsibilities as a learner. They will therefore forfeit their right to a normal educational experience for the rest of that day and will remain in internal exclusion.

## **The Role of Adults Other Than Teachers**

All adults in the classroom share a responsibility for students' learning and development, including the development of their awareness of good behaviour for learning. Staff in support roles should challenge behaviour which disrupts teaching and learning in the same manner in which the teacher in charge of the class would. However, in order to ensure a consistency of approach within the classroom the teacher in charge should be notified by the member of support staff of any concerns. Decisions about steps to support the student to modify their behaviour and the point at which a student should be removed from the lesson should be made by the teacher in charge of the lesson.

## **Procedures for the Removal of a Student**

In the first instance the student should be removed using a Block/Building Management approach. The student will be instructed to leave the lesson and enter the supervision of a nearby colleague until the end of the current lesson. Ideally the HOD.

At the end of the lesson the relevant HOD will confirm the decision to remove the student.

Arrangements must then be made for supervision of the removed student for the remainder of the day. **The first intention is that the student remains under the supervision of the member of staff whose lesson they were removed from originally. This is so important, this process allows for the restorative conversation to take place during the day, so that the matter can be resolved before next lesson. HODs should therefore avoid taking this responsibility from teaching staff within their department.**

However, if this is not possible, then the student should be placed with the HOD, Mentor, APL, SLT or any other member of staff.

Students removed during period 1 or 2 should be isolated until the end of the day including break times. A student removed during period 3 should be isolated for the rest of the lesson and until the end of the second break the following day. It may be appropriate due to the timing of the period 3 lesson for a neighbouring colleague to house the student for the remainder of period 3.

If assistance is required with the removal and placement of a student then assistance should be summoned by phoning the school reception. The student must be kept with a member of staff from the department/building until assistance arrives.

## **Recording Removal of a Student**

1. At the end of the lesson the teacher from whose lesson the student was removed must complete a 'Removal Form'. This consists of basic details about the incident, teacher and student concerned, along with a series of tick boxes to indicate the steps taken leading up to the student being removed. This form should be handed into the **pastoral office** as soon as possible and by 3.00pm that day at the latest.

2. The teacher should also, at the end of the lesson or as soon as possible, e-mail the **pastoral department** (email address is Pastoral Dept) with the name of the student removed, placing **REMOVAL** in the subject box of the email. The pastoral team will add a note to the student in SIMS so that subsequent teachers of that student can see that they have been removed for the rest of the day. If another member of staff believes that the student will be missing an essential piece of work by being in an internal exclusion (e.g. an exam/assessment task) they should notify the student's APL, the HOD or SLT so the matter can be resolved.
3. The member of staff instigating the removal should also complete a detailed SIMS entry into the student's behaviour log as soon as possible and by the end of the day of the incident itself. **This is crucial for HODs, APLs and SLT monitoring and follow up.**

### **Completion of Internal Exclusion**

The member of staff who takes over supervision of a removed student for the rest of the day must ensure that the internal exclusion is completed as required according to the following expectations:

- Sit the student in an appropriate place, socially distanced from other students in the classroom, where they do not cause disruption to classes but where they can still be easily checked on and seen. Ideally near the teacher at the front of the room. **They must be added to your seating plan as a record of their presence in the room.**
- The student should be handed an Internal Exclusion Self-Reflection Instruction card. This lists for the student the expectations they are required to meet during the day as follows:
  - Your mobile phone must be turned off (as per school policy) and handed to the supervising member of staff.
  - You must follow all instructions from the supervising member of staff.
  - The member of staff supervising your internal exclusion will organise your school work. You must make an acceptable effort to complete the work to avoid the internal exclusion being prolonged/repeated.
  - You will remain under supervision during all break times.

The instruction card also includes details of a self-reflection task which students are required to complete. This asks them to reflect on the events which led to the internal exclusion.

- Students must be supplied with plenty of work during their internal exclusion. Make it clear that the expectation is that the student will work hard and be on task all day. The member of staff carrying out the sanction must notify staff due to teach the student and request that work is sent over. This can be administered by sending another responsible student

with a note, emailing or telephoning the member of staff or as a last resort by sending the student themselves, **but ideally this should be avoided.**

- In circumstances where the student is waiting for appropriate work, they should work from a laptop (if possible), to access Satchel One/SMHW, or complete work from the department they are isolated with to keep them busy and on task, or complete work from an Internal Exclusion Workbook - these can be obtained from the staff room in South Building. All teachers should have a selection of accessible and appropriate work for this purpose, please collect workbooks from the staff room if needed. Reading an appropriate book is also an option until work can be obtained.
- The supervising member of staff must ensure that the student is allowed toilet breaks as necessary. It is good practice to allow these to take place during lesson time, rather than during usual break times to avoid the student being able to socialise/see other students. Ask the student to be prompt and do not allow them to visit the toilet frequently. Use your professional judgement as to whether the student genuinely needs the toilet, or is using this reason to avoid work, waste time and wander.
- The student must remain in isolation at break times. The supervising member of staff must ensure that the student is allowed to visit the school kitchen to purchase food if they do not have a packed lunch and a drink. **They MUST be accompanied to the school kitchen to collect food during breaks, the student must not be allowed to do this alone or spend any time during breaks socialising with other students.** They must be allowed to refill a water bottle too, but again professional judgement is needed as to how many times this is needed, and where possible, the supervising member of staff can do this for the student during a break to avoid constant disruption and wandering.
- During the time on internal exclusion a discussion must take place between the student and the teacher who instigated the removal from the lesson. The HOD/APL/SLT can support this discussion if necessary. The purpose of this discussion must be to resolve the issue that resulted in the removal and to ensure that a positive working relationship is developed so that the next and subsequent lessons are a success.

### **Notification of Parents/Carers**

On the day of a removal, the pastoral team will send a text message to the parents/carers informing them of the removal. This will be accompanied by a standard letter which will be posted home as soon as possible.

### **Monitoring of the System**

Completed removal slips must be handed by the relevant class teacher to the pastoral office by 3.00pm on the day of a removal. The class teacher must also as soon as possible complete a more detailed account of the events in the student's SIMS behaviour log. This should be circulated for

the information or attention of other colleagues in the manner described by the school's referral and recording procedures.

In addition, the basic information about the incident contained within the removal slip will be entered that day into a simple Excel spreadsheet. APLs and the member of SLT responsible for behaviour and inclusion will scrutinise this spreadsheet on a daily basis. In particular they will be looking for patterns of repeat occurrences of removal (see section below.)

A more detailed analysis of occurrences of removal by Teacher/Subject/Year Group/House Group will be carried out each half term. This will identify emerging issues which will be followed up accordingly.

### **Maintaining a Positive Climate for Learning - Behaviour out of Lessons**

Students' behaviour out of lessons needs to be compatible with them maintaining the right frame of mind for learning. Students are therefore expected to behave in a way which is safe, considerate and sensible at all times. All staff should be prepared to challenge any student demonstrating behaviour which is not acceptable, with the clear expectation that they will modify their behaviour immediately. Staff may also apply a sanction against a student if they feel that the behaviour warrants more than just a warning or if the student does not modify their behaviour when originally corrected. Appropriate sanctions in this situation could be detention at break or after school. This situation/information should be communicated to the student's APL and Mentor for wider monitoring and it should be logged in SIMS.

If a student is involved in particularly serious behaviour which significantly threatens the safety or well-being of others, then a more serious sanction such as internal, twilight or even external exclusion may be appropriate. A more serious sanction of this nature must be administered in consultation with the APL and SLT please.

### **Responding to Repeated Occurrences of Removal**

The removal spreadsheet will record the date of each instance of removal from lesson. Should a second instance of removal for any particular student occur within a 6 week period (half-term), this will lead to the student receiving a **Disciplinary Warning Level 1**. This takes the form of a formal letter to the student and the parents/carers. The letter includes an invitation for a parental meeting with the student's Mentor. An APL could conduct this meeting if necessary; however, in order to preserve a sense of increasing seriousness, this should be avoided if possible at this stage. Please note, where both removals have taken place within the same department, the department will be asked to hold or contribute to this meeting.

The agenda for this meeting is as follows:

- Identification of issues which led to removal, emphasising that this is a repeat occurrence and that the student will have had on both occasions opportunities to change their behaviour and avoid removal.



- A restatement of the school's 'zero tolerance' position on behaviour which disrupts teaching and learning.
- An opportunity for the student to comment on their perception on why difficulties arise.
- Discussion of any support the student may benefit from to help them improve their learning behaviour.
- Consequences of further instances of removal within a specified period.
- Placement on a student report.

Notes should be taken of the content of the discussion on the DW1 form and any support measures which were identified should also be added to the form to help improve the behaviour.

If a further instance of removal occurs within 6 weeks (a half-term) of a Disciplinary Warning Level 1 the student will be issued with a **Disciplinary Warning Level 2**. This again includes a requirement for parents or carers to attend a meeting, however, this time the meeting should include the student's APL. The agenda for the meeting will be as for a Disciplinary Meeting Level 1, including a review of and changes to any support measures in place. Discussion of consequences of further incidents of removal should include a discussion of the Bridge Programme and the implications for a student's timetable of being placed on this programme. Student is placed on student report.

If a further instance of removal occurs within 6 weeks (a half-term) of a Disciplinary Warning Level 2, there is a series of steps to follow such as - the DW2 period may be extended with the APL, or with the SLT person linked to behaviour. Or a meeting will be held to discuss further strategies such as the student is crossing the threshold into the Oakmoor Bridge Programme. An alternative curriculum will be agreed for the student, the details of which will be individual to the needs of each student. The aim is to provide a valid educational experience for the student while preventing disruption to the learning of others. Where appropriate, the student can return to the mainstream curriculum where they can demonstrate they are able to meet behaviour expectations.



# Sexual Harassment and Sexual Violence Presented by the Student Leadership Team



# What's This Assembly About?

- Sarah Everard
- #Reclaimthenight
- Everyone's Invited
- Standing up to sexism and harassment



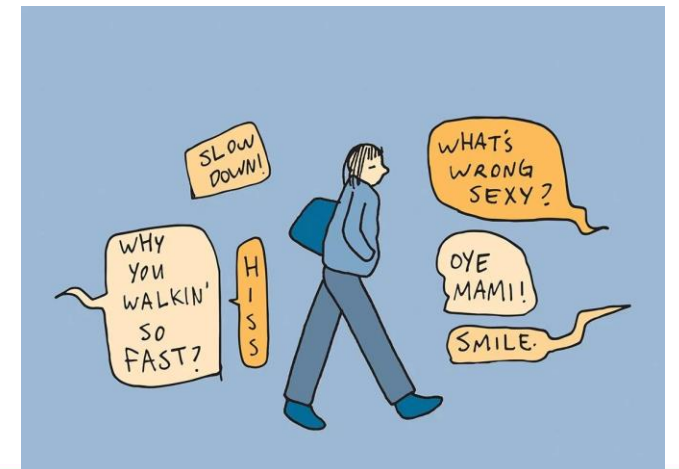


# What Is Sexual Harassment?

Sexual harassment is unwanted sexual attention which violates your dignity or makes, you feel intimidated, degraded or humiliated. It also creates a hostile or offensive environment.

Sexual harassment **could** include :

- making sexual comments about someone's clothes and appearance
- calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour such as deliberately brushing against someone or interfering with their clothes
- online sexual harassment which might include sexting or inappropriate sexual comments





## Sarah Everard

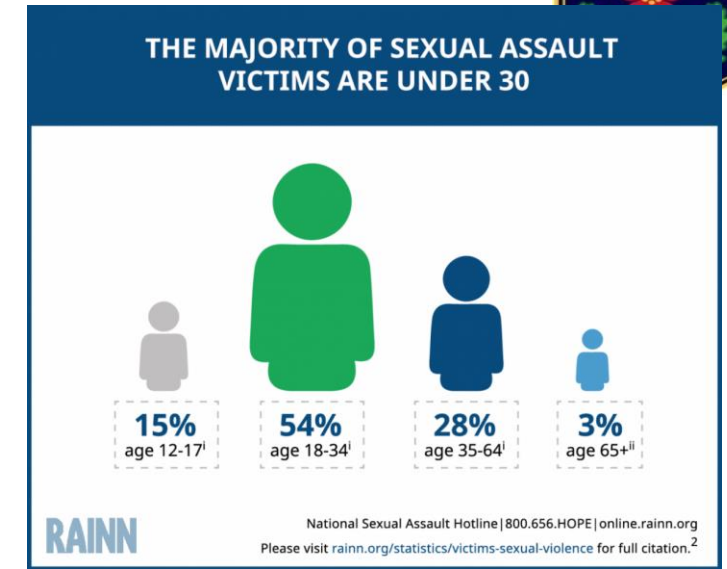


- On 3rd of March 2021, 33 year old Sarah Everard was kidnapped and killed in South London whilst walking home at night
- Wayne Couzens , a Metropolitan police officer, was arrested for her murder
- This has lead to multiple protests and memorials and the use of the #reclaimthenight
- There are many other cases of sexual violence like hers happening in this country on a daily basis, so we have decided to shed some light on the issues surrounding this



## UK Statistics

- 97% of women between 18-25 have experienced some form of sexual harassment
- 56% of women between 13-18 have experience some form of sexual harassment
- 1 in 9 girls and 1 in 53 boys under the age of 18 experience sexual abuse or assault at the hands of an adult
- 82% of all victims under 18 are female





## What is 'Everyone's Invited'?

- The 'Everyone's Invited' website revealed a shocking range of testimonies of sexual abuse in schools across the UK
- 'Everyone's Invited' was set up last year as a place where victims, mostly in schools, are encouraged to record their experiences of sexual assault and abuse.
- It features accounts from university-age students to pupils as young as nine.
- **They range from reports of people being drugged and sexually assaulted at parties to explicit images being shared around.**



‘The abuse may well have happened outside of school, but when reported, schools didn’t act. They covered it up to avoid tarnishing the school’s reputation.’

Frogmore Community College is **NOT** one of those schools.

Your safety is the school’s number one priority!





# How To Help Yourself People Around You Feel and Stay Safe?

- Keep comments to yourself and avoid inappropriate or unwanted contact with others – respect personal space!
- Make sure contact online is always respectful and report anything that is not
- Never take or share unwanted images of others never post them social media
- NEVER blame someone's sexual harassment on them or what they are wearing - it is never the fault of the victim





# What can you do if you experience sexual harassment or sexual violence abuse in school?

- Frogmore Community College is a school that has an exceptional safeguarding policy
- All staff have received training in these issues
- Talk to a member of staff – we want students to know that they can report sexual harassment or sexual violence to **ANY** member of staff and it **WILL** be taken seriously
- You can call the NSPCC helpline **0808 800 5000**
- You can also talk to your doctor or an adult you trust
- **EVERYONE DESERVES TO FEEL SAFE AT SCHOOL**





# Remember...

We want our school to be filled with people who **aspire to excellence.**

We therefore expect every student to be...

- 1. Respectful**
- 2. Responsible**
- 3. Safe**

...at all times.

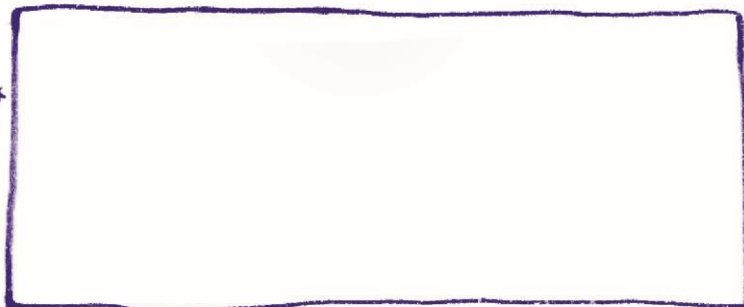


NAME: \_\_\_\_\_ TG: \_\_\_\_\_

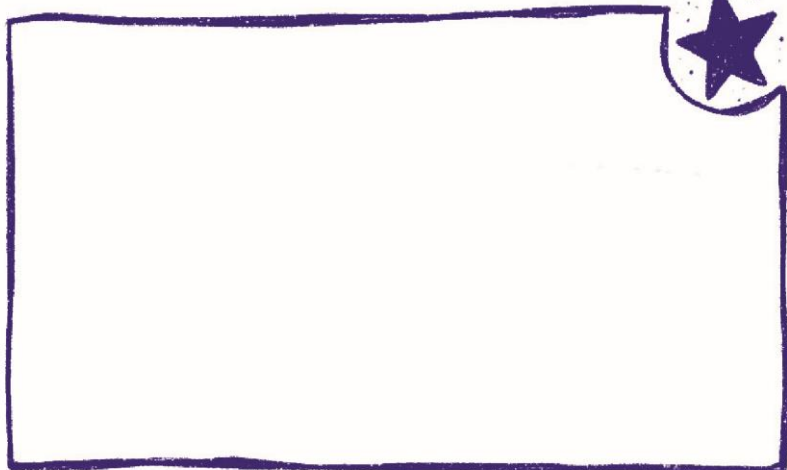
# RULES

1. START! 😊
2. NO judging yourself
3. DON'T stress about GRAMMAR
4. try to write without distraction
5. BE PROUD of yourself

# CONTACT INFO



A large empty rectangular box for contact information, decorated with small stars in the top-left corner.



A large empty rectangular box for contact information, decorated with a large star and small stars in the top-right corner.

'I created this journal because I want everyone to learn & use the skills to maintain or recuperate their mental health'

Ella Moody September 2020



A decorative flourish or signature line.

A Ask for help

B Breathe slowly

C Chat with a friend

D Doodle

E Eat a snack

F Find a safe place

G Go outside

H Hug a friend

I Identify triggers

J Journaling

K Keep calm

L Laugh

M Meditate



**A-Z** of coping skills

**N**ame something positive

**X**-ray your feelings

**O**bserve surroundings

**Y**oga

**P**lay music

**Z**umba

**Q**uiet your thoughts

**R**ead

**S**tretch

**T**ake a break

**U**nwind

**V**ideo games

**W**atch a movie



DID YOU KNOW...

*baby sloths are  
addicted to cuddling*



DID YOU KNOW...

*otters hold hands so that  
they don't drift away from  
each other.*

exercise in the evening

things which help me

turning OFF my phone

Sleep

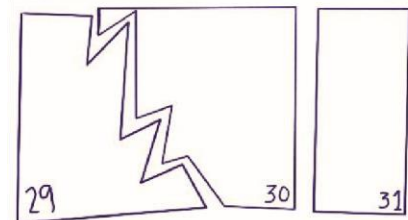
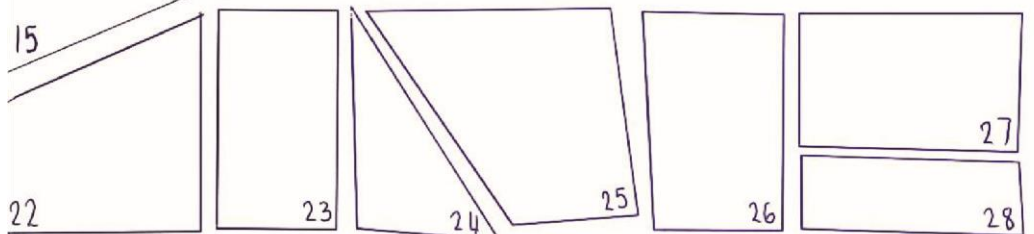
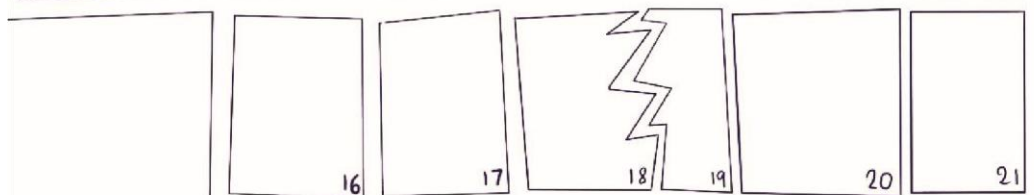
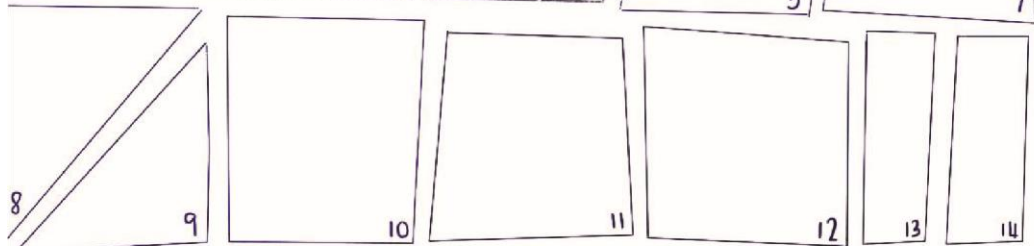
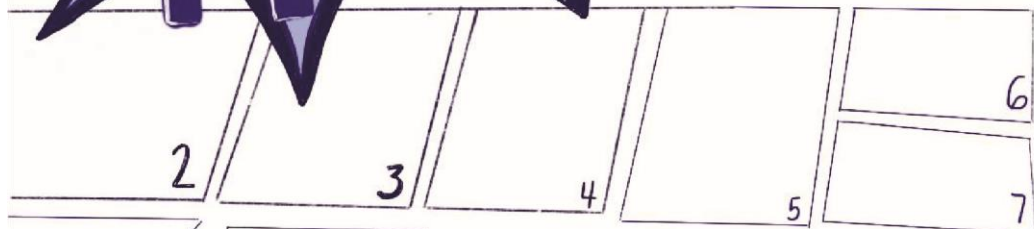
reading before bed





TRACKER

1



## THIS IS A MOODTRACKER<sup>!!!</sup>

← moodtrackers help you to understand your thoughts and feelings. By completing this each day, if possible, you can begin to see patterns in your mood and identify any stressors or concerns and help to improve your wellbeing 😊

← COLOUR, DOODLE, REFLECT, DRAW.  
to describe how you feel.

EXPRESS how you feel



monday

---

tuesday

---

wednesday

---

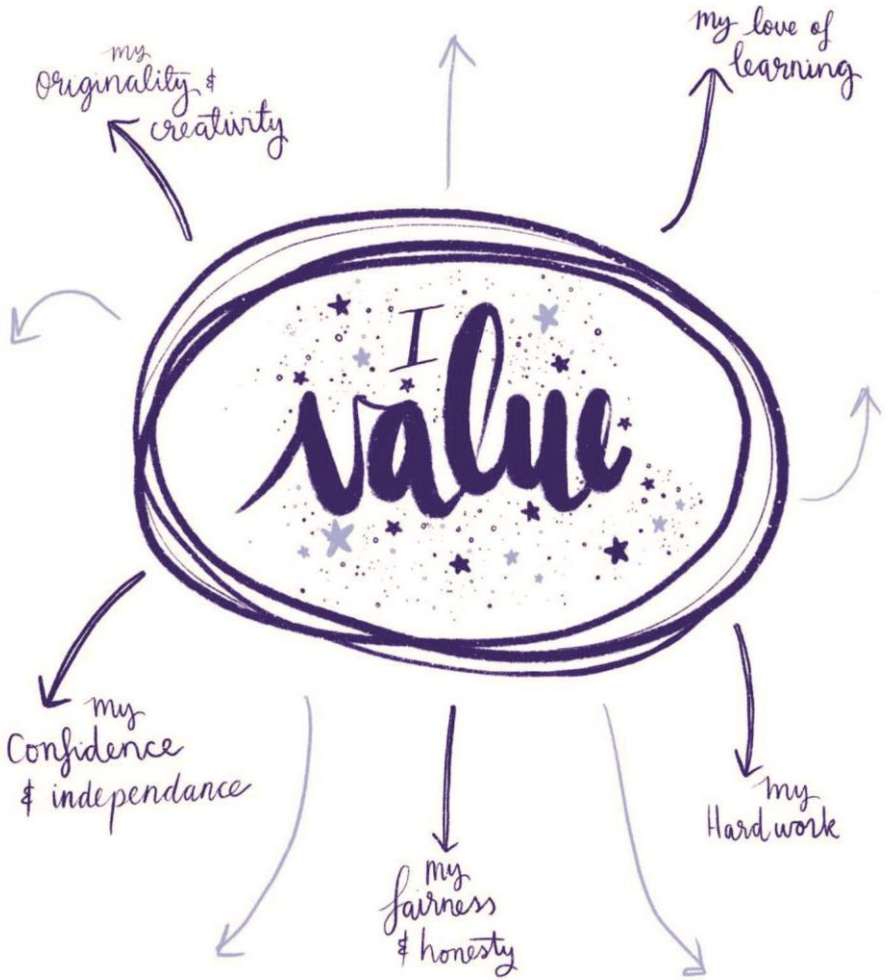
thursday

friday

saturday

sunday

Notes



# values?

A VALUE IS SOMETHING YOU JUDGE IMPORTANT IN YOUR  
LIFE eg: loyalty, respect, honesty









TRACKER

1

2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

22 23 24 25 26 27 28

29 30 31

KEY

# ★ SELF CARE ★

MIND

★

SOUL

★

BODY

DE-CLUTTER A SPACE

HELP SOMEONE

BREATHE DEEPLY

LISTEN TO YOUR FAVOURITE SONG

WRITE YOUR THOUGHTS DOWN

RUN/WALK FOR 30 MINS

BAKE SOMETHING DELICIOUS

PLAY WITH AN ANIMAL

DANCE!

DO SOMETHING CREATIVE

BE IN NATURE

GET 15 MINS OF SUN

WATCH YOUR FAVOURITE MOVIE

HUG SOMEONE

NAP IF NEEDED

ORGANISE SOMETHING


CRY IF YOU NEED TO

CUDDLE WITH A BLANKET

PLAY A VIDEO/ONLINE GAME

CREATE A BUCKET LIST

STRETCH YOUR MUSCLES

What would you like to try today? 

# ★ SELF CARE CHALLENGE ★

PRACTICE BREATHING ☺  
S M T W T F S  
□ □ □ □ □ □ □ ★  
★ ★ ★ ★ ★

EAT A BALANCED DIET 🍏  
S M T W T F S  
□ □ □ □ □ □ □ □  
★ ★ ★ ★ ★ ★ ★

SPEND 1HR OUTSIDE ☀️  
S M T W T F S  
□ □ □ □ □ □ □ ★  
★ ★ ★ ★ ★

TALK TO SOMEONE 💬  
S M T W T F S  
□ □ □ □ □ □ □ □  
★ ★ ★ ★ ★ ★ ★

TRY TO CHALLENGE YOURSELF

----- ★ -----  
S M T W T F S  
□ □ □ □ □ □ □

----- ★ -----  
S M T W T F S  
□ □ □ □ □ □ □

----- ★ -----  
S M T W T F S  
□ □ □ □ □ □ □

----- ★ -----  
S M T W T F S  
□ □ □ □ □ □ □

Stressed  
out?

<u>WHY?</u>	<u>WHAT HELPS?</u>
exams	study timetables



# BREATHING EXERCISES



## 1. DEEP BREATHS

- CLOSE EYES
- DEEP INHALE & COUNT TO 4
- SLOWLY EXHALE, RELAXING YOUR SHOULDERS.
- REPEAT



## 2. HAND STRETCHES

- EXTEND ARM IN FRONT OF YOU
- RAISE PALM & PULL FINGERS BACK, TOWARDS YOUR BODY
- HOLD FOR 10 SECONDS
- REPEAT
- AFTWARDS MASSAGE YOUR PALMS.

## 3. SHOULDER SHRUGS

- CLOSE EYES
- BRING SHOULDERS UP TO EARS
- DEEP INHALE & COUNT TO 4
- EXHALE, SLOWLY RELEASING YOUR SHOULDERS TO A COMFORTABLE POSITION.
- REPEAT , OCCASIONALLY ROLL SHOULDERS



# gratitude

MY FAVOURITE PART OF THE MORNING \_\_\_\_\_

A FUTURE EVENT I'M LOOKING FORWARD TO \_\_\_\_\_

A MEMORY THAT MAKES ME SMILE \_\_\_\_\_

MY FAVOURITE PLACE TO BE \_\_\_\_\_

MY FAVOURITE PART ABOUT NATURE \_\_\_\_\_

THE PEOPLE WHO MEAN THE MOST TO ME \_\_\_\_\_

A CHALLENGE I'M GRATEFUL FOR \_\_\_\_\_

HOW I SHOW I APPRECIATE THE PEOPLE I LOVE \_\_\_\_\_

NAME A FAVOURITE SONG & WHY \_\_\_\_\_

WHAT SKILL AM I THANKFUL FOR \_\_\_\_\_

NAME A HIGHLIGHT OF MY DAY \_\_\_\_\_

A PLACE WHERE I FEEL SAFE \_\_\_\_\_

AN ACCOMPLISHMENT I'M PROUD OF \_\_\_\_\_

MY FAVOURITE ASPECT OF MY PERSONALITY \_\_\_\_\_

A CHARACTERISTIC OF MY HOME THAT I LOVE \_\_\_\_\_

MY GOALS FOR THE NEW SCHOOL YEAR \_\_\_\_\_

WHAT IS MY FAVOURITE THING TO DO AT THE WEEKEND \_\_\_\_\_

WHAT DO I LIKE MOST ABOUT SCHOOL \_\_\_\_\_

WHO IS MY FAVOURITE PERSON TO HELP ME \_\_\_\_\_

THINGS I AM GRATEFUL FOR RIGHT NOW \_\_\_\_\_

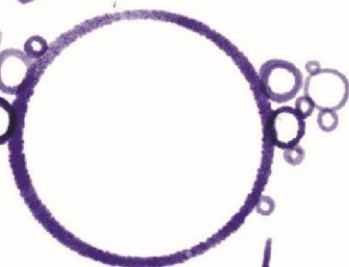
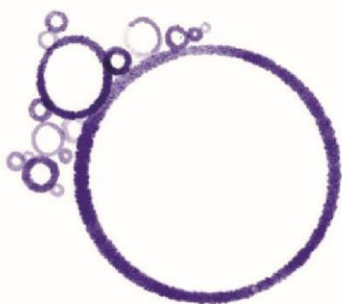
WHO IS MY ROLE MODEL \_\_\_\_\_

WHAT NEW THINGS DO I WANT TO TRY \_\_\_\_\_

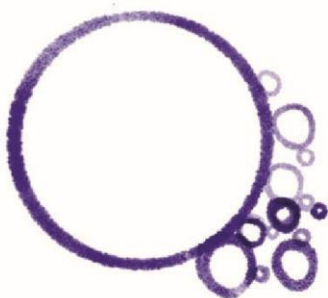
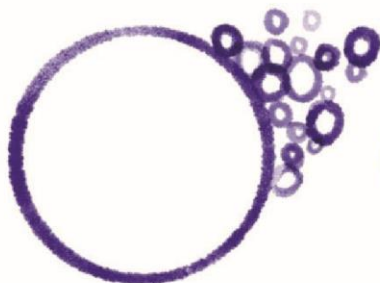
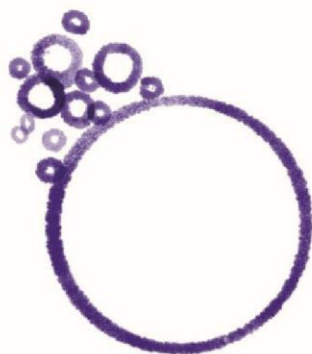
WHAT ARE MY FAVOURITE SELF-CARE ACTIVITIES \_\_\_\_\_

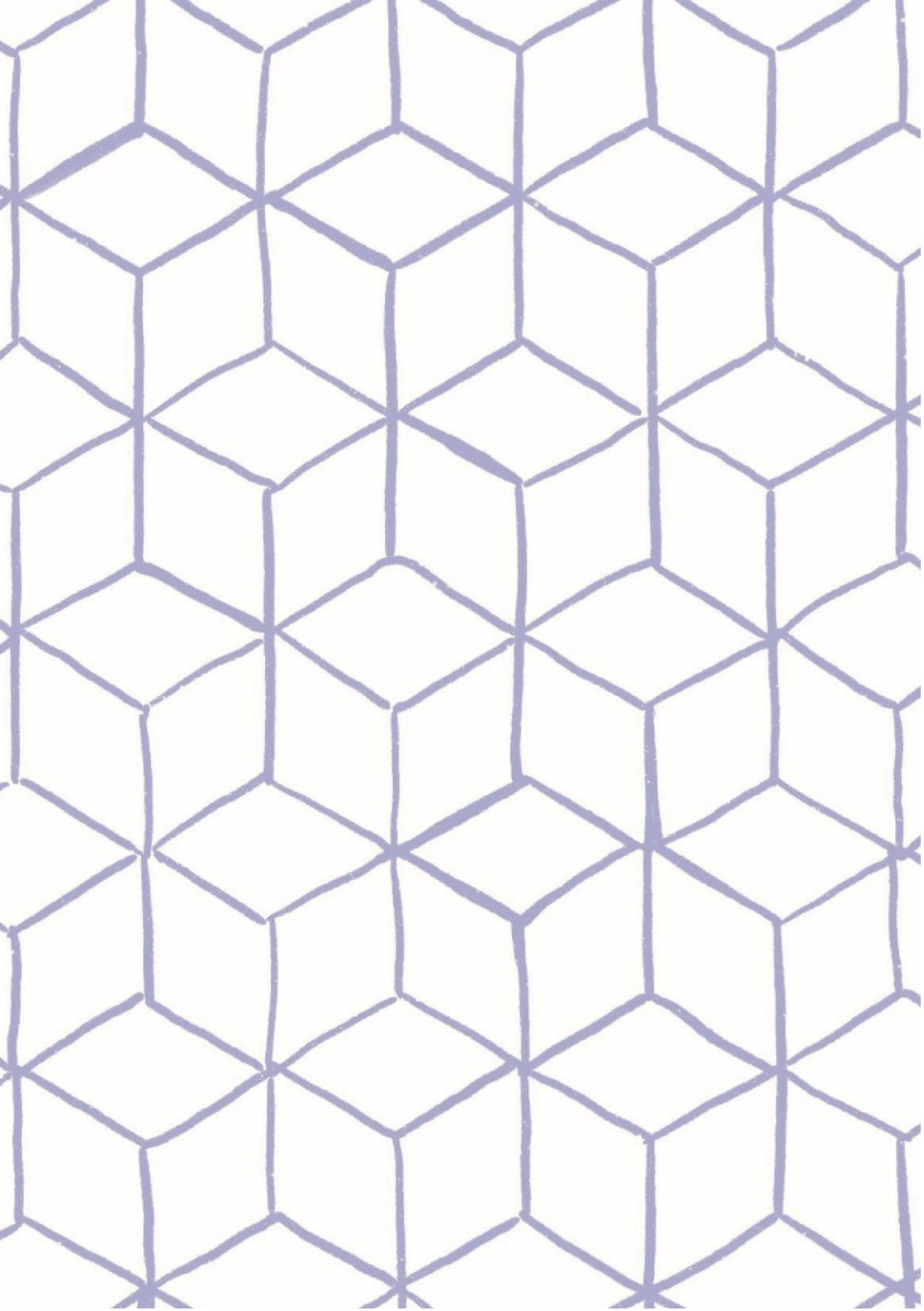


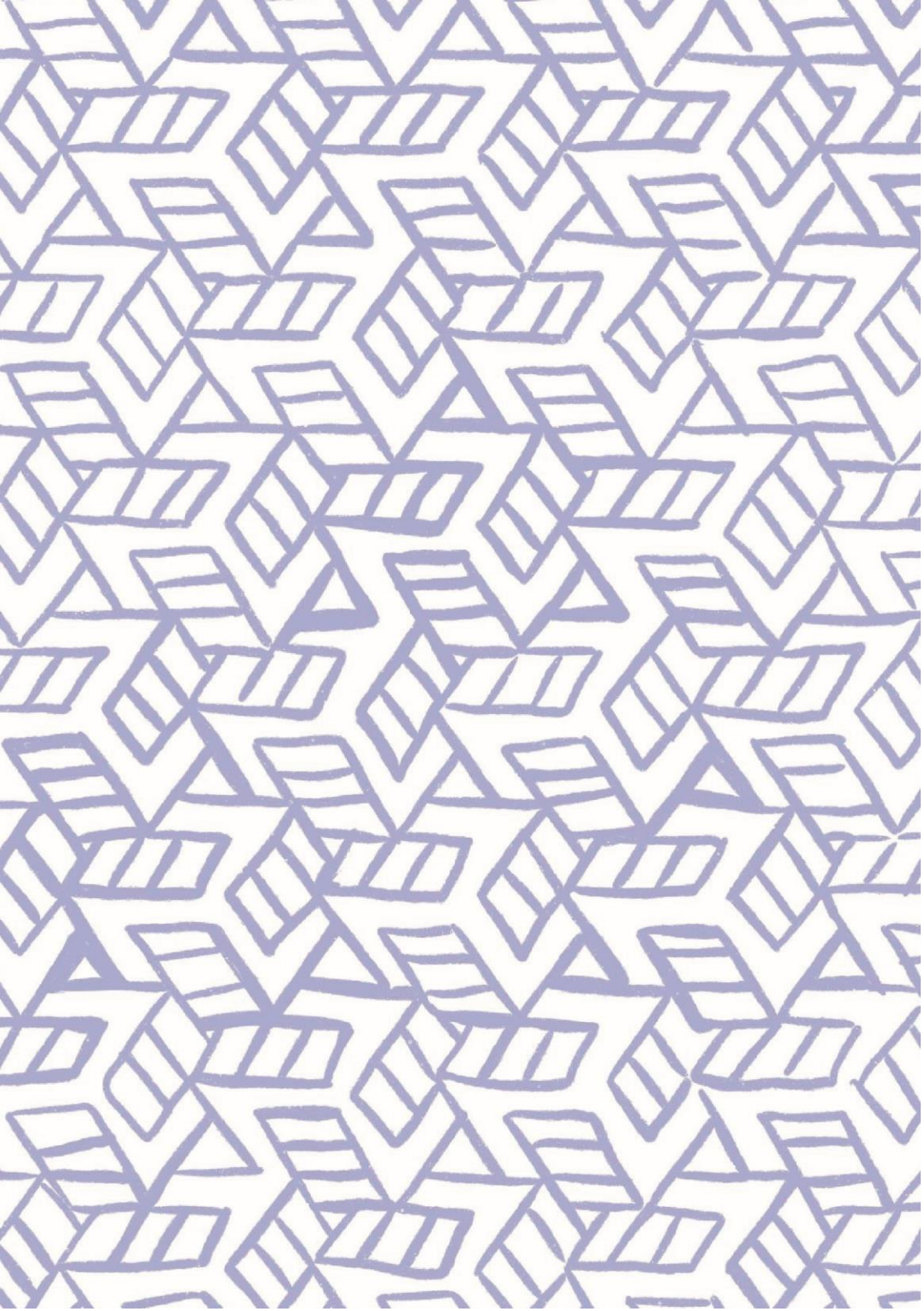




*doodle!*





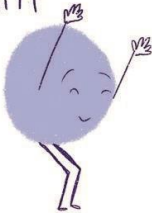






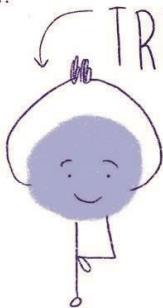
stand tall with a straight spine.  
feet shoulder width apart.  
Imagine your about to sit on a

## CHAIR



standing straight, bend your left  
knee & place your foot above  
or below your right knee  
Focus on balancing with your  
hands above you. Then switch  
legs.

## TREE



## CAT

Down on your hands  
and knees, make sure  
your back is like a  
tabletop (flat)  
Breathe out & relax  
your neck & curve  
your back towards  
the ceiling. Breathe  
in & return to the  
tabletop position  
Repeat a few times



## DANCER

Balance on your right leg,  
bring your left leg up behind  
you, as your left hand holds  
your left ankle. Lean your  
torso forward with your right  
arm to keep you balanced.  
Then switch legs!



## DOWNWARD DOG

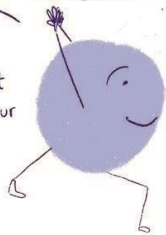


Bend down & place your  
hands flat on the ground,  
while you step your feet back  
Turn your body into an upside  
down V shape. Heels on  
the floor, straightening your  
legs. Relax your head.  
Hold for 15-30 seconds.



## WARRIOR

standing tall. Step one foot  
behind you then bend your  
front leg into a lunge  
position. Lift your hands  
above you, make sure  
your body is facing  
forward.



Stand tall.  
Take a deep  
breath in as  
you raise  
your hands.  
Lean to the right  
, like a curve, then  
to the left.



## FROG



## COW

Standing with your legs  
slightly more than hips width  
apart. Feet facing slightly outwards.  
Bend your knees - down to a squatting  
position. Bring your upper arms to your  
knees & place your palms together.  
Balance until you want to stop.



Getting down on your  
hands + knees. Make  
your back flat.  
Breathe out &  
arch your  
back. Look up.  
Breathe in &  
return to a  
flat position

## STAR GAZING

Lay down on your  
back. Stretch out.  
Let yourself sink  
into the floor below.  
Relax.



go for a walk in nature  
with friends  
**Connect!**

even if it's a smile

**Give!**

5

STEPS TO

**well-being**

**Keep Learning!**

embrace  
new opportunities

**Take Notice!**

of the little  
joys

**Be Active!**

even if it's stretching

*ew*





ACTION FOR HAPPINESS [www.actionforhappiness.org](http://www.actionforhappiness.org)

YOUNG MINDS [www.youngminds.org.uk](http://www.youngminds.org.uk)

MIND [www.mind.org.uk](http://www.mind.org.uk)

CHILDLINE [www.childline.org.uk](http://www.childline.org.uk) 0800 1111

KOOTH [www.kooth.com](http://www.kooth.com)

THE MIX [www.theMix.org.uk](http://www.theMix.org.uk)

ANXIETY UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

CBT ONLINE [www.getselfhelp.co.uk](http://www.getselfhelp.co.uk)

HARMLESS [www.harmless.org.uk](http://www.harmless.org.uk)

STUDENT MINDS [www.studentminds.org.uk](http://www.studentminds.org.uk)

BEAT [www.b-eat.co.uk](http://www.b-eat.co.uk)

RE THINK MENTAL ILLNESS [www.rethink.org](http://www.rethink.org)

STONEWALL [www.stonewall.org.uk](http://www.stonewall.org.uk)

SWITCHBOARD <http://switchboard.lgbt>

CAMHS NHS <http://hampshircamhs.nhs.uk>



# useful resources



Stay Alive



Well Mind



Mood Tools



What's up



Calm Harm / Clear Fear



What's UP



Blue Ice



Headspace



Think Ninja

# Important (yet forgetful) Information

USERNAMES + PASSWORDS



website : \_\_\_\_\_

username : \_\_\_\_\_

password : \_\_\_\_\_

website : \_\_\_\_\_

username : \_\_\_\_\_

password : \_\_\_\_\_

website : \_\_\_\_\_

username : \_\_\_\_\_

password : \_\_\_\_\_

website : \_\_\_\_\_

username : \_\_\_\_\_

password : \_\_\_\_\_

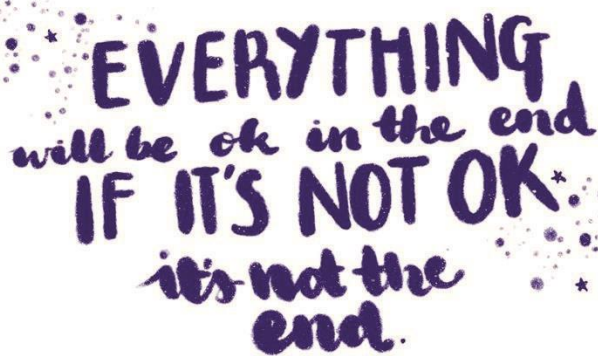
website : \_\_\_\_\_

username : \_\_\_\_\_

password : \_\_\_\_\_

notes :



The text is written in a dark, hand-drawn style. The word 'EVERYTHING' is in all caps and a bold, blocky font. Below it, 'will be ok in the end' is written in a smaller, cursive script. The phrase 'IF IT'S NOT OK' is in all caps and a bold, blocky font, with a small star to its right. Below that, 'it's not the end.' is written in a cursive script. The entire text is surrounded by a cloud of small dots and stars, primarily on the left and right sides.

**EVERYTHING**  
will be ok in the end  
**IF IT'S NOT OK**  
it's not the  
end.



*ad*



Budds Lane, Bordon  
Hampshire, GU35 0JB

Headteacher: Mr P Hemmings MA

T 01420 472132

E [enquiries@oakmoor.hants.sch.uk](mailto:enquiries@oakmoor.hants.sch.uk)

W [www.oakmoor.hants.sch.uk](http://www.oakmoor.hants.sch.uk)

31 March 2021

Dear Parents and Carers

There has been a significant amount of highly disturbing media reports around sexual harassment and sexual violence outside as well as inside schools. I have found the volume and nature of these reports deeply shocking both as a school leader and as a parent. I am sure you will share my grave concern over this.

I wanted to share with you how we approach sexual harassment and sexual violence at school, including how we help any pupils who experience sexual harassment or violence outside school.

### **Background**

In 2016, The Women's and Equalities Committee published its report on sexual harassment and sexual violence in schools. The scale of the problem reported was shocking. Our immediate response was to undertake a survey of all students in the school with clear questions relating to students' own experiences as well as those they may have heard about or witnessed. I was determined that if there were an issue in our school, I would want to know and tackle it as an urgent priority.

The survey provided every student with the opportunity to anonymously inform the school of any incidents. None were reported. However, this does not mean we are complacent and we continue to be vigilant.

### **Our Culture of Respect**

At Oakmoor, we use the word respect to refer to how we speak and behave towards one another within our community. I often say that our school 'runs on respect'. There is mutual respect between students, mutual respect between adults and mutual respect between adults and students.

With several hundred individuals in one space, there are occasions where we do not always agree with each other, but we expect each other to express our disagreement respectfully. The overwhelming majority of the time, this happens.

We all expect to behave respectfully to one another at all times.

## **Our Culture of Telling**

Every child has a mentor who they see every day in school, with whom they can share concerns. Each mentor group is part of a house led by an Academic and Pastoral Leader. We have a non-teaching team of 3 pastoral staff, led by a Pupil Support and Guidance Manager. The Academic and Pastoral Leadership Team is led by Mrs Moral, our Deputy Headteacher.

Students are frequently reminded of our telling (or whistleblowing) culture in our school and are encouraged to identify an adult that they feel happy and comfortable to speak with if they have a problem or want to report a concern about another student or member of our community.

We have notices in every toilet cubicle and around the school reminding students, staff and visitors who our Designated Safeguarding Lead (DSL) is and the two Deputy DSLs. Our DSL is Mrs Moral and in her absence the Deputy DSLs are Mr Beere, Assistant Headteacher and me.

Having these staffing systems in place ensures that we are quickly aware of any issues and are able to respond as swiftly as possible. Parents & carers are very positive about the speed and nature of our responses to issues as they arise.

## **Our Curriculum - Experience Days and Relationship and Sex Education**

Embedded in our curriculum is clear teaching and learning about appropriate and respectful relationships. We also educate all students about behaviour which is not acceptable in relationships and should not be displayed or tolerated. Outline details of this part of our curriculum are available in the Curriculum & Learning section of our website. However, we will update this after the Easter holiday so that you have more detail.

## **Annual Student Survey**

Every year we organise surveys for our key stakeholder groups. These are for students, staff and parents & carers. We consider precisely the areas we would like feedback around and all our questions are carefully written to ensure that responses can be as clear as possible. We spend a great deal of time analysing the findings and then determining actions we need to take to continually improve all aspects of our school.

Since 2016, we have included a series of questions regarding sexual harassment and violence as I outlined earlier in this letter. This year we will change how we set up the opportunity for students to take the survey. We will organise our Main Hall with tables, chairs and laptops in a configuration which will prevent any student being able to see another student's screen. This will ensure there is an absolute guarantee that responses are confidential. Students will be collected from a lesson and taken to the Main Hall where we will remind them of the importance of the survey and draw particular attention to the sexual harassment and violence questions. A member of either the Senior Leadership Team or the Academic and Pastoral Leadership team will oversee each group.

## **Reporting Concerns to us**

Please advise us immediately if you become aware of someone who is at risk of harm or being harmed. Our normal safeguarding and disclosure routines continue to apply. Please email



Mrs Moral at [s.moral@oakmoor.hants.sch.uk](mailto:s.moral@oakmoor.hants.sch.uk) or telephone the school stating, "May I speak to the Designated Safeguarding Lead, please". You will be immediately put through to someone who is fully trained as a DSL.

We will continue to work together to safeguard every member of our community. Thank you for being an important part of our community and our approach to safeguarding.

Yours sincerely

A handwritten signature in black ink, appearing to read 'P. Hemmings', written in a cursive style.

Mr P. Hemmings  
Headteacher



**FROGMORE**  
COMMUNITY COLLEGE

CARING ABOUT **EXCELLENCE**

# *Safeguarding Briefing*

**#MeToo**

**#Everyone's Invited**

**#UsToo?**

**It could happen here?**

**It does happen here**

**Peer on Peer Abuse**

# Context

- Everyone's Invited
- Stories shared by girls about experiences of sexual harassment and sexual violence in schools across the country
- Shining a spotlight on abusive behaviours experienced by too many young people, especially girls
- An apt time to focus explicitly on our own policy and practice

# Definitions

- Sexual violence
- Sexual harassment
- Harmful sexual behaviours

➤ *Please read the definitions of these terms in the Safeguarding folder on the shared area*

# Further context

- Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.
- Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.
- It is important that **all** victims are taken seriously and offered appropriate support.

# Who is most at risk?

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.
- Children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

# Our responsibilities

All staff must be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia . Dismissing or tolerating such behaviours risks normalising them.



# Our policy

## Annex 6 of our Child Protection Policy

“We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2020)

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.”

➤ *Please re-read this section of the policy*

# Student assemblies

- Student leaders have prepared an assembly
- Covers issues raised following the murder of Sarah Everard
- Also references Everyone's Invited
- Important to prepare for this assembly session well and to signal our safeguarding culture of talking to a trusted adult in school about concerns
- We will also signpost students to the specific NSPCC helpline (0800 136 663)

# Our aim

Ensure that students have a good understanding of positive relationships and what constitutes abuse so that they know where they can turn to for support if this is happening to them, if they are treating someone in an abusive way or if they recognise these signs in others.

# Activity

## 1. Read Annex 6 of the Child Protection Policy

T:\Shared Documents - Staff\1Safeguarding

## 2. Read the document in the staff shared area on definitions

T:\Shared Documents - Staff\1Safeguarding\Briefings

## 3. **Complete the short Forms quiz**



# Peer on Peer Abuse Revisiting



# Survey responses

- If a student made sexual remarks about the appearance of one of their peers and called them sexualised names, what would this constitute?
- **Sexual harassment (100%)**
- *New Sexual harassment code in SIMS*
- *Several questions about sanctions*
  - *Sliding scale, therefore need to use judgement*
  - *Always challenge and record; use behaviour policy alongside this if it seems appropriate*
  - *Find opportunity for instructive conversation about ‘why’*



# Survey responses

- If a student reported that another child had touched them in a sexual way and they had not consented to this, what would this constitute?
- **Sexual violence (93%)**
- *Always report to DSL*
- *Use on call/exit perpetrator if sexual violence is alleged to take place in your lesson*
- *Always report to DSL*



# Survey responses

- What actions would you take in the following scenario?

*During a free period, you notice sounds coming from a disused office. On entering, you find a male and female student who have absconded from their individual classes. The male pupil is in year 10 and the female pupil in year 8. When you enter the room, both students are in stages of undress, the boy appears to be upset and distressed. There have been previous concerns that the female pupil has been the potential victim of CSE.*





# Survey responses

- Tell the students to dress and to separate from one another
- Remain in the corridor, but with door to room open
- Call for assistance (using mobile, if you have one with you), ideally from a DSL, but any nearby member of staff
- Separate the students entirely (to different rooms; bring to reception)
- Take separate statements (likely to be DSL team at this stage)
- The incident was premeditated, as both had left lessons to meet.
- Refer to the Brook Traffic light Tool. The behaviours of the female pupil would indicate red behaviours.



# Survey responses



- The above incident indicates that there is an age imbalance between the two with the potential for 'power imbalance' As the girl is in year 8, she could potentially be under the age of 13 and therefore there is the potential of 'statutory rape', even if the girl advises that he 'gave consent'.
- Speak to the children's parents to inform them of the above concerns.
- Seek further advice from the Police and Children's Services regarding the incident and the next steps that need to happen.

## Ongoing

- Review procedure for pupils leaving lessons and not returning – what actions should staff take to raise an alert?
- There may need to be a safety and support plan put in place to ensure that female pupil risks are addressed.
- A risk and support plan may need to be put into place for the male pupil.
- Education around **positive relationships** with all age groups



# Survey responses

- **Which of the following are typically most vulnerable to sexual violence or sexual harassment? (select all that apply)**
- Girls;
- Children with SEND;
- LGBTQ+ children;



# FROGMORE

## COMMUNITY COLLEGE

*Have a great start to the  
year!*



@FrogmoreCollege



FrogmoreCollege

# Peer on peer abuse training - follow-up survey (Copy)

\* Required

\* This form will record your name, please fill your name.

1. Your first name \*

2. Your surname \*

3. On which page of the child protection policy does the section about peer on peer abuse start? \*

(1 Point)

4. To whom would you report an incident of sexual violence or sexual harassment? \*  
(1 Point)

- The victim's DOP
- The perpetrator's parents
- A DSL
- Option 4

5. If a student made sexual remarks about the appearance of one of their peers and called them sexualised names, what would this constitute? \*  
(1 Point)

- Sexual violence
- Sexual harassment

6. If a student reported that another child had touched them in a sexual way and they had not consented to this, what would this constitute? \*  
(1 Point)

- Sexual violence
- Sexual harassment

7. What actions would you take in the following scenario?

During a free period, you notice sounds coming from a disused office. On entering, you find a male and female student who have absconded from their individual classes.

The male pupil is in year 10 and the female pupil in year 8.

When you enter the room, both students are in stages of undress, the boy appears to be upset and distressed.

There have been previous concerns that the female pupil has been the potential victim of CSE. \*

(1 Point)

8. In the above scenario, what indicators are there of sexual violence, sexual harassment or harmful sexual behaviour? \*

(1 Point)

9. Which of the following are typically most vulnerable to sexual violence or sexual harassment? (select all that apply) \*

(1 Point)

Girls

Boys

Children with SEND

LGBTQ+ children

10. Please record any questions or further advice you would appreciate on the topic of peer on peer abuse

---

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms



## My World Curriculum Coverage

2021	AUTUMN LESSONS	AUTUMN DLD	SPRING LESSONS	SPRING DLD	SUMMER LESSONS	SUM DLD
Y7	3wks: Induction 3wks: UK law 1wk: Retrieval & assessment 2wks: Community – shoe box appeal 3wks: respecting difference and combatting discrimination 1wk: Retrieval & assessment 1wk: Creative reflection on learning this term	Respecting difference: <ul style="list-style-type: none"> <li>Intro to Kings Kids and life for children in Uganda</li> <li>Women’s Suffrage</li> <li>Disability awareness</li> </ul>	10wks: All about relationships - characteristics of healthy ones, online, offline and family 2wks: Retrieval & assessment 1wk: Creative reflection on learning this term	Keeping healthy & safe: <ul style="list-style-type: none"> <li>Safe relationships – on and offline</li> <li>Effect of drugs &amp; alcohol</li> <li>Bacteria, viruses and immunisation</li> </ul>	Wk28-32: Health & wellbeing – mental health, stress & exercise, diet and puberty Wk33: Retrieval & assessment Wk34-37: Money, budgeting, careers	Careers: TBC
Y8	3wks: Politics 2wks: Law 2wk: Retrieval & assessment 2wk: Community – Xmas cards 4wks: Respect & Equality 1wk: Creative reflection on learning this term	Respecting difference: <ul style="list-style-type: none"> <li>Black History Month</li> <li>Barriers for people with disability</li> <li>Gender inequality worldwide</li> </ul>	6wks: Relationships – healthy relationships, consent, levels of intimacy. Peer pressure & sex 2wk: Retrieval & assessment 4wks: Health & Wellbeing – mental health, resilience, managing loss & grief, 1wk: Creative reflection on learning this term	Keeping healthy & safe: <ul style="list-style-type: none"> <li>First Aid</li> <li>Online relationships</li> <li>Self defence</li> </ul>	5wks: Health & wellbeing – personal hygiene, body image in the media, illicit drugs & alcohol 2wks: Finance 2wks: Careers advice & guidance 2wk: Retrieval & assessment 1wk: Creative reflection on learning this term	Careers: TBC
Y9	2wks: Politics 1wk: Human rights & international law 2wks: UK law 2wks: community – Xmas baubles 4wks: Respect & equality 2wk: Retrieval & assessment 1wk: Creative reflection on learning this term	Respecting difference: <ul style="list-style-type: none"> <li>Discriminative language about gender &amp; sexuality</li> <li>Racial discrimination in sport</li> <li>Human Rights: Refugees (or a current topic in the media)</li> </ul>	10wks: Relationships – peer pressure, intimacy without sex, consent, fertility, contraception, gangs, managing toxic relationships, conflict at home 2wk: Retrieval & assessment 1wk: Creative reflection on learning this term	Keeping healthy & safe: <ul style="list-style-type: none"> <li>Self defence</li> <li>Online images are not real! (includes pornography as well as body image)</li> <li>Recap of physical care and self-examination, immunisation &amp; vaccination</li> </ul>	5wks: health & wellbeing – diet, sleep, gambling, alcohol, 1 <sup>st</sup> Aid retrieval 3wks: finance 1wk: Careers advice & guidance 2wk: Retrieval & assessment 1wk: Creative reflection on learning this term	Careers: TBC
Y10	2wks: Overseas democracy & law 1wk: UK politics 2wks: UK law 2wks: Community – foodbank 4wks: Respect & equality 2wk: Retrieval & assessment 1wk: Creative reflection on learning this term	Respecting difference: <ul style="list-style-type: none"> <li>Language of racism</li> <li>Gender inequality in the UK</li> <li>Human Rights: Protestors &amp; police (or a current topic in the media)</li> </ul>	11wks: Relationships – myths, relationship breakdown, law on sex, sexual harassment, pregnancy, abortion, adoption, keeping the baby, 2wk: Retrieval & assessment 1wk: Creative reflection on learning this term	Keeping healthy & safe: <ul style="list-style-type: none"> <li>Consent in sexual relationships</li> <li>Drug &amp; alcohol abuse</li> <li>Sexual health including HIV, AIDs, STDs &amp; contraception</li> </ul>	5wks: health & wellbeing (2wks PPEs so relaxation techniques for those 2wks: finance 2wks: careers advice & guidance 2wk: Retrieval & assessment 1wk: Creative reflection on learning this term	Careers: TBC



## 2021 Student Survey Questions

### **Page 1: Personal Information**

1. Name:
2. Please select which year group you are in.
3. Please select which House you are in.
4. Please select which mentor group you are in.

### **Page 2: Home learning and technology**

5. Do you have access to the internet at home?
6. We are interested to know what technology you have access to that can support your learning. Please tick all of the boxes that apply to you.
7. How many siblings do you live with who have also had to be educated at home during lockdown?
8. Do you have enough technology to support your education at home?

### **Page 3: Keeping me safe and my curriculum at Oakmoor**

9. I feel happy to come to my school.
10. I feel safe in my school.
11. I am making good progress at my school.
12. I am well looked after at my school.
13. I am taught well at my school.
14. My whole school experience, including what I am taught during experience days, prepares me for making good choices in relationships.
15. My whole school experience, including what I am taught during experience days, prepares me for looking after my own physical health.
16. My whole school experience, including what I am taught during experience days, prepares me for looking after my own mental health.
17. My whole school experience, including what I am taught during experience days, prepares me for staying safe online.
18. My whole school experience, including what I am taught during experience days, prepares me for my future careers and managing money.

### **Page 4: Homework and Intervention**

19. I receive an appropriate amount of homework to support my learning.
20. I am aware that Homework Club runs after school for years 7, 8 and 9 and that I can use the school facilities to complete my homework with staff supervision/support.
21. Years 7, 8 and 9 only. Please indicate whether you currently attend Homework Club.
22. Years 7, 8 and 9 only. I would consider attending Homework Club in the future.
23. Years 9, 10 and 11 only. I am aware that subject intervention runs after school for years 9, 10 and 11 and understand the importance of attending these sessions to support my learning and the progress I can make.

24. Years 9, 10 and 11 only. Your attendance and engagement at any intervention sessions that you are invited to are important to your understanding of the curriculum that you study and will subsequently have a positive impact upon your learning. Please select the response that is most appropriate to you.
25. The homework that I am set supports the class learning that has taken place (Consolidation).
26. The homework that I am set supports the class learning that will take place (Preparation).
27. The homework that I am set prepares me for tests/examinations (Revision).

### **Page 5: Behaviour and my attitude to learning**

28. My school makes sure that we are well behaved.
29. I think that my behaviour at our school is...
30. I think that my attitude to class learning is...
31. I think that my attitude to home learning is...

### **Page 6: Bullying**

32. My school actively promotes kindness.
33. My school deals effectively with bullying\* Bullying includes verbal, cyber, sexist, gender related, racist and homophobic bullying at school or at home
34. I have personally experienced peer on peer bullying in school.
35. I have personally experienced peer on peer bullying outside of school.
36. I have personally witnessed peer on peer bullying in school.
37. I have personally witnessed peer on peer bullying outside of school.

### **Page 7: Leadership, management and learning at Oakmoor**

38. My school is well led and managed.
39. My school responds well to any concerns I have.
40. The academic mentoring process with my mentor is effective in developing me as a learner.
41. I receive valuable information about my progress from my teachers and mentor.
42. I am given feedback in my lessons that helps me to make good progress.
43. When I am given feedback, I am given time in lessons to improve my work.
44. Please use the comment box below to list the subjects that you feel that you are progressing well in...

### **Page 8: Oakmoor in the community**

45. I am proud to be part of our school.
46. I would recommend our school to other students.
47. I understand that it is my responsibility to behave appropriately whilst in the community and that how I behave reflects on me, my family and our school.

### **Page 9: Positive feedback and working together to continue to improve our school**

48. We would like to display some positive comments around the school. Please can you let us know what you like about being part of our school, or why you think other students should choose to join our school.

49. If you would like to raise something that you think would help us to continue to improve, please use the comment box below. Please use your maturity and try to keep your comment constructive.

### 2021 Parent and Carer Survey Questions

1. Please select which year group your child/children are in.
2. Please select which House your child/children is/are in.
3. My child is happy at our school.
4. My child feels safe at our school.
5. My child makes good progress at our school.
6. My child is well looked after at our school.
7. My child receives appropriate homework for their age.
8. I am aware that Show My Homework can be found on our website (Satchel One - SMHW).
9. I support my child to ensure that they have completed all of their homework to the best of their ability.
10. Our school makes sure that its students are well behaved.
11. Our school deals effectively with bullying \*Bullying includes name calling, cyberbullying, sexist, gender related, racist and homophobic bullying.
12. Our school is well led and managed.
13. Our school responds well to any concerns that I raise.
14. I receive valuable information from the school about my child's progress.
15. I speak positively about Oakmoor School in the local community.
16. I would recommend Oakmoor School to other parents.
17. If you have any positive comments or feedback that you would like to add, please use the box below.
18. If you have a constructive comment that you feel could help us continue to improve our school, please use the box below.
19. We would like to display some of the positive comments that we receive from parents and carers on our website, in our new prospectus and around our school. Please can you indicate whether you would be happy for us to use your comment below.
20. Contact details
21. If appropriate, please indicate what you would like to discuss further.

### 2021 Teaching Staff Survey Questions

1. I am proud to be a member of staff at Oakmoor School.
2. Children are safe at our school.
3. Behaviour is good in our school.
4. The behaviour of pupils at our school is consistently well managed.
5. All staff consistently apply school policies.
6. The school deals with any cases of bullying effectively (bullying includes persistent name-calling, cyber, sexist, gender related, racist and homophobic bullying).
7. The school INSET approach of becoming a self-improving school is effective e.g. School improvement twilight groups/INSET Days
8. The school makes appropriate provision for my professional development.
9. The school successfully meets the differing needs of individual pupils.
10. I know what we are trying to achieve as a school.

11. I am committed to continually improving our school for the benefit of our pupils and community.
12. All staff teams work well together to achieve our aims as a school.
13. Our school is well led and managed by the Headteacher.
14. Our school is well led and managed by the Senior Leadership Team.
15. Our school is well led and managed by the Academic and Pastoral Leaders.
16. Our school is well led and managed by Heads of Department.
17. Leaders do all they can to improve the quality of teaching, learning and assessment.
18. Teacher and Teaching Assistant classroom partnership is working effectively.
19. The work of the Governing Body adds value to our school.
20. The work of the Academy Trust adds value to our school.
21. We have had to change a lot of our normal practice over the last year and would like to know whether you have missed the weekly morning briefing. This provided staff with the opportunity to share messages, see each other as a staff team and reduce email traffic. Please indicate below whether you would like to see this return either in person or virtually in September.
22. We would like to display some of the positive comments that we receive on our website, in our prospectus and around the school. Please can you indicate whether you would be happy for us to use your comment anonymously? Please add comment below.
23. If you would like to explain any of your answers or if there is anything else you would like to express, please use this box to tell us. Please add comment below.

### 2021 Support Staff Survey Questions

1. I am proud to be a member of staff at Oakmoor School.
2. Children are safe at our school.
3. Behaviour is good in our school.
4. The behaviour of pupils at our school is consistently well managed.
5. The school deals with any cases of bullying effectively (bullying includes persistent name-calling, cyber, sexist, gender related, racist and homophobic bullying).
6. I recognise how my role contributes to the overall objectives of and running of the school.
7. The school makes appropriate provision for my professional development.
8. I know what we are trying to achieve as a school.
9. I am committed to continually improving our school for the benefit of our pupils and community.
10. All staff consistently apply the school policies.
11. Our school is well led and managed by the Headteacher.
12. Our school is well led and managed by the Senior Leadership Team.
13. Our school is well led and managed by the Academic and Pastoral Leaders.
14. Our school is well led and managed by Heads of Department.
15. The work of the Governing Body adds value to our school.
16. The work of the Academy Trust adds value to our school.
17. We would like to display some of the positive comments that we receive on our website, in our prospectus and around the school. Please can you indicate whether you would be happy for us to use your comment anonymously? Please add comment below.
18. If you would like to explain any of your answers or if there is anything else you would like to express, please use this box to tell us. Please add comment below.

## Student Survey 2021

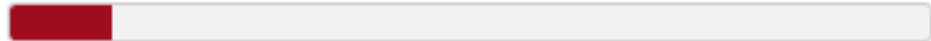
### Welcome and Introduction



## Student Survey 2021

### Personal Information

1 / 9



11%

1. Name:

2. Please select which year group you are in.

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11



3. Please select which House you are in.

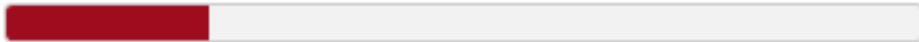
- Blue
- Green
- Red
- Yellow

4. Please select which mentor group you are in.

## Student Survey 2021

### Home learning and technology

2 / 9



22%

5. Do you have access to the internet at home?

- Yes  
 No

6. We are interested to know what technology you have access to that can support your learning. Please tick all of the boxes that apply to you.

- Desktop computer  
 Laptop/notebook/chromebook  
 Tablet  
 Smart TV  
 Games consol  
 Mobile phone  
 Other (please specify)



7. How many siblings do you live with who have also had to be educated at home during lockdown?

- 0  
 1  
 2  
 3  
 4  
 More than 4.

8. Do you have enough technology to support your education at home?

- Yes  
 No



3 / 9

33%

9. I feel happy to come to my school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

10. I feel safe in my school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

11. I am making good progress at my school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

12. I am well looked after at my school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

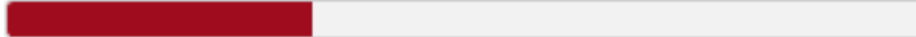
13. I am taught well at my school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)



## Keeping me safe and my curriculum at Oakmoor

3 / 9



33%

14. My whole school experience, including what I am taught during experience days, prepares me for making good choices in relationships.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

16. My whole school experience, including what I am taught during experience days, prepares me for looking after my own mental health.

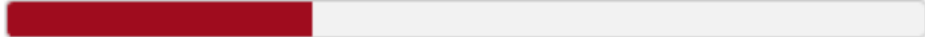
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

15. My whole school experience, including what I am taught during experience days, prepares me for looking after my own physical health.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)



3 / 9



33%

17. My whole school experience, including what I am taught during experience days, prepares me for staying safe online.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

18. My whole school experience, including what I am taught during experience days, prepares me for my future careers and managing money.

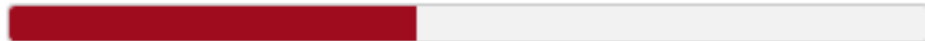
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)



## Student Survey 2021

### Homework and Intervention

4 / 9



44%

19. I receive an appropriate amount of homework to support my learning.

- Too much
- Correct amount
- Too little

20. I am aware that Homework Club runs after school for years 7, 8 and 9 and that I can use the school facilities to complete my homework with staff supervision/support.

- Yes, I am aware.
- No, I was not aware.

21. Years 7, 8 and 9 only.

Please indicate whether you currently attend Homework Club.

- I attend Homework Club.
- I do not attend Homework Club.
- I am in year 10/11 so this does not apply to me.



## Student Survey 2021

### Homework and Intervention

4 / 9

44%

22. Years 7, 8 and 9 only.

I would consider attending Homework Club in the future.

- Yes
- No
- I am in year 10/11 so this doesn't apply to me.



23. Years 9, 10 and 11 only.

I am aware that subject intervention runs after school for years 9, 10 and 11 and understand the importance of attending these sessions to support my learning and the progress I can make.

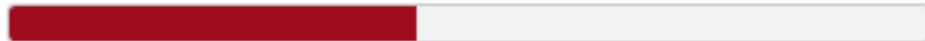
- Yes, I am aware.
- No, I was not aware.

24. Years 9, 10 and 11 only.

Your attendance and engagement at any intervention sessions that you are invited to are important to your understanding of the curriculum that you study and will subsequently have a positive impact upon your learning. Please select the response that is most appropriate to you.

- I attend all intervention sessions that I am asked to attend
- I attend some of the intervention sessions that I am asked to attend
- I do not attend the intervention sessions that I am asked to attend
- I have not been asked to attend any intervention
- I am in years 7 or 8, so this question does not apply to me.

4 / 9



44%

25. The homework that I am set supports the class learning that has taken place (Consolidation).

- Yes
- No

26. The homework that I am set supports the class learning that will take place (Preparation).

- Yes
- No

27. The homework that I am set prepares me for tests/examinations (Revision).

- Yes
- No



## Student Survey 2021

## Behaviour and my attitude to learning

5 / 9



58%

28. My school makes sure that we are well behaved.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

29. I think that **my** behaviour at our school is...

- Excellent
- Good
- Needs improvement
- Cause for concern



30. I think that **my** attitude to class learning is...

- Excellent
- Good
- Needs improvement
- Cause for concern

31. I think that **my** attitude to home learning is...

- Excellent
- Good
- Needs improvement
- Cause for concern

8 / 9



87%

32. My school actively promotes kindness.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)



33. My school deals effectively with bullying

\*Bullying includes verbal, cyber, sexist, gender related, racist and homophobic bullying at school or at home

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)



## Bullying

6 / 9



67%

34. I have personally experienced peer on peer bullying in school.

- Verbal bullying
- Physical bullying
- Sexual harassment
- Sexting
- Sexual violence
- None of the above



36. I have personally witnessed peer on peer bullying in school.

- Verbal bullying
- Physical bullying
- Sexual harassment
- Sexting
- Sexual violence
- None of the above

35. I have personally experienced peer on peer bullying outside of school.

- Verbal bullying
- Physical bullying
- Sexual harassment
- Sexting
- Sexual violence
- None of the above

37. I have personally witnessed peer on peer bullying outside of school.

- Verbal bullying
- Physical bullying
- Sexual harassment
- Sexting
- Sexual violence
- None of the above

7 / 9



78%

38. My school is well led and managed.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

40. The academic mentoring process with my mentor is effective in developing me as a learner.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)



39. My school responds well to any concerns I have.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

41. I receive valuable information about my progress from my teachers and mentor.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

7 / 9



78%

42. I am given feedback in my lessons that helps me to make good progress.

- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  - Other (please specify)
- 



43. When I am given feedback, I am given time in lessons to improve my work.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

44. Please use the comment box below to list the subjects that you feel that you are progressing well in.

8 / 9



89%

45. I am proud to be part of our school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)



46. I would recommend our school to other students.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Other (please specify)

47. I understand that it is my responsibility to behave appropriately whilst in the community and that how I behave reflects on me, my family and our school.

- Yes
- No

9 / 9

100%

48. We would like to display some positive comments around the school. Please can you let us know what you like about being part of our school, or why you think other students should choose to join our school.

49. If you would like to raise something that you think would help us to continue to improve, please use the comment box below. Please use your maturity and try to keep your comment constructive.



Thank you for your time in completing our annual survey.

