

Harms Outside The Home: Self audit tool September 25

Principal	Key objectives	What do we do well? Examples	How can we be even better?	How will we do it? Who is best to lead this?
<p>Communication: Listening, hearing and validating children's experiences</p>	<p>How do we nurture and support positive relationships with school staff and each other? How do we promote children's rights to a voice ensuring children are partners not "done to" but "done with"? How do children know their opinions matter? How do we listen and react? How well do we understand the influences on children today in order to understand what they are saying?</p>	<p>School council – children from each class elect members who raise ideas they have discussed. Feedback to head teacher and classes. Kindness Crew – class representatives develop initiatives for across school and feed these back to classes. British Value – democracy, voting for representatives. Pupil voice interviews by school governors. End of year questionnaires for all year groups and year 6 leavers exit questionnaire. United Against Bullying questionnaires analysed and used to inform action plan. Children involved in the planning of the curriculum – what they wanted to learn. Curriculum has been reviewed and the content children wanted to learn is still current. What do I want my teacher to know? Assemblies to encourage children to speak to adults – pastoral, SEN, neurodiversity and mental health, bereavement support in place. Positive, respectful behaviours and relationships throughout school.</p>	<p>Ensure pupil voice is fully acted upon when fed back from school council and kindness crew and ensure pupils can see that their suggestions have led to change. Listen to pupil's views on the curriculum on an annual basis.</p>	<p>Introduce a feedback slot for the school council and kindness chairs/vice-chairs to inform all pupils of their work, actions and impact. Carry out a review of the years learning, what would we add/change? What would we like to learn next? Plan in enrichment days or activities to meet needs and interests. MM and Class teachers</p>
<p>Education: Developing knowledge, identification, and support around harm outside the home</p>	<p>Does the curriculum educate about harms outside the home (whole school/individual)? How do we provide stability through relationships? How do we understand and use the context of our children's lives? How do we empower children to act to keep themselves safe?</p>	<p>Themed weeks – e-safety, anti-bullying, knife crime. Contextualised safeguarding – as local items emerge these are tackled e.g. strangers, online safety. Citizenship/Relationships curriculum covers all potential harms. Outside providers – The Great Project in Y6 (domestic violence/sexual exploitation), Work from life skills (drugs, alcohol, knife crime/street violence/county lines, e-safety: grooming, radicalisation) Staff training – Trauma informed, Attachment Aware, ASD, Communication with families.</p>	<p>School reacts to contextual occurrences and adapts the curriculum to reflect these. Continue to source outside providers. Develop our resources and expertise to support the delivery of sensitive subjects.</p>	<p>Responding to local issues. Regular curriculum reviews. Monitoring incident logs from within school. Meeting needs, not always generic across school. SLT/Citizenship co-ordinator.</p>

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<p>Inclusion: Sense of belonging and connection</p>	<p>How do we know our children/staff/parents and carers feel a sense of belonging? How do we promote inclusion for minority groups? How do we develop safe and trusting relationships? How do we promote the importance of education? How do we use our sense of belonging to protect pupils from vulnerable situations e.g. grooming?</p>	<p>Assemblies/values teach protected characteristics as well as a range of values e.g. pride, kindness, respect. A wide range of community events e.g. concerts, fairs, sports day, picnic. A wide range of events for parents/carers and grandparents to be involved e.g. crafts, reading, lunch, visiting lessons. Through our curriculum and hidden curriculum, we promote a sense of a school community where we all work together to the children and families. We develop trusting relationships with the children/parents by showing interest, listening, supporting and giving time. Citizenship curriculum underpins all we aim to achieve. Themed weeks, diversity, multicultural. Pastoral support with LAC, SEN, SEMH A culture of high expectations and aspirations. Attendance monitoring and support. Acting on occurrences and reviewing the curriculum to address issues which arise.</p>	<p>React to parent/carer/pupil questionnaires and suggestions for more school/community events to further develop our connections. Support and encourage hard to reach families e.g. social care, EAL. Involve families e.g. multicultural events.</p>	<p>Ask families and pupils for further suggestions. Identify vulnerable groups/families and monitor their involvement. Follow up specific families who are less involved.</p>
<p>Understanding behaviour: Recognising emotions and regulation</p>	<p>How do we understand our children's behaviour? How effective are our behaviour, mental health, relationships policies? Who do we get involved in challenges? How do we support emotional regulation and behaviour challenges? How do we support staff wellbeing?</p>	<p>Training – Executive functioning, ADHD Awareness, Restorative Practice, Trauma Informed and Attachment Awareness. Where necessary the use of anxiety curves, 5 point scales, individual behaviour plans. Hello Yellow, Time to Talk. Well-being Award for Schools. The Great Project (domestic abuse awareness training). Individual behaviour plans and timetables. Outside agency support for challenging behaviours Pastoral and SEND support. Investment in staffing. Play leaders at lunchtimes. Staff member trained to be Senior Mental Health Lead. Questionnaires for staff and pupils which are responded to Staff receive a day off for their birthday, teachers recompensed for extra-curricular activities.</p>	<p>Continue to source outside agency support and advice when needed. Undertake new initiatives from training, working with the collaboration which will support behaviour. Prioritise spending within the budget to employ well qualified and experienced staff Continue to carry out annual staff questionnaires and wellbeing checks.</p>	<p>SENCO to source support as and when needed. Continue to log, monitor and action concerns for vulnerable pupils e.g. those witnessing domestic abuse, young carers, bereaved. All staff Staff questionnaires and wellbeing meetings termly SLT</p>

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<p>Community: Valuing community experiences, building strong partnerships and collaboration</p>	<p>How are families and communities represented? How do we respect and engage with the local community? How do we liaise with key partners and agencies to support our families?</p>	<p>Parental engagement – assemblies, invites to lessons, lunches/picnics, PTA, fund raising events (Christmas/summer fairs, craft sessions, parents’ evenings, support plan reviews. Work hard to form trusting relationships with hard to reach parent/carers and operate an open door policy at all times. Wide variety of agencies are consulted with and expertise utilised to support pupils and families e.g. SAP, CAMHS, Educational psychologist, counselling services, NIDAS. Employed a trained neurodiversity lead to support children and their families through the process as well as setting up parent and children’s meetings and support groups. Work within the Mansfield School’s Collaboration to share expertise and offer support. Work within the local area. Strong relationships with care homes, food bank, the church, feeder schools, litter pickers. Utilise and celebrate our local area and heritage within the curriculum and with visits e.g. the church, Vicar Water, Clipstone Headstocks.</p>	<p>Maintain links with local community – feeder schools, church, are home, litter pickers, food bank. Ensure this is embedded into the curriculum each year.</p> <p>Continue to consult with outside agencies who can support our families/pupils.</p> <p>Ensure our curriculum represents our children and families to celebrate their importance as well as providing enriching cultural capital experiences.</p>	<p>Citizenship co-ordinator will make contact with these organisations and plan events/activities. Staff will ensure this is delivered.</p> <p>SENCO and pastoral leads will continue to liaise with key agencies and parents/carers.</p> <p>Monitor the impact of local learning on children’s sense of belonging and self-worth.</p>
<p>Environment: Creating safe places and spaces</p>	<p>How do we know our children don’t feel safe? Do our children and parents/carers know how to report concerns? How do we know our anti-bullying and child on child policies are effective? Where are the safe/unsafe spaces, how do we know, how do we audit these spaces?</p>	<p>Positive, caring relationships between staff, pupils and families so they feel comfortable to divulge concerns and ask for support.</p> <p>Parents/carers are aware that they can come into school to report any concerns and do this either by coming to the school reception or approaching staff (there is a senior member of staff on the gate to meet and greet every morning, teachers/TAs release the children every day from classroom doors), they can/do email or ring the school office.</p> <p>All contact information is on our website as well as information about our DSLs.</p> <p>Children are taught to report all concerns to an adult. This can be whoever is there at the time or whoever they are most comfortable with. There is not a set person.</p>	<p>Audit of the school and the local environment by asking children to identify any ‘hot spots’ around school.</p> <p>Continue to log and analyse all incidents. Look at patterns or trends or areas we feel need to be addressed in lessons or assemblies.</p>	<p>Class teachers to do this with their class. Findings to be fed back to SLT/DSLs who will act upon any findings.</p> <p>SLT to continue to log incidents, reflect for future practise and share with staff.</p>

		<p>There is a pastoral support and mental health worker in school as well as a designated anti-bullying coordinator and kindness crew lead.</p> <p>E safety is taught within our computing curriculum and all incidents are logged and followed up.</p> <p>Our citizenship curriculum teaches children about ways to keep safe and trusting relationships.</p> <p>Assemblies are linked to safeguarding where ever possible.</p> <p>Policies – we have achieved the Anti-Bullying Award through the Anti-Bullying Alliance (this involves children completing questionnaires which are analysed and used to inform future practice) and then feeds into our anti-bullying policy.</p> <p>Child on child policy is effective because it is interweaved into our Citizenship curriculum and the children are regularly taught about aspects of this appropriate to their age. We also deliver assemblies for this purpose as well as outside providers delivering assemblies and lessons (e.g. NSPCC)</p> <p>Incidents are logged weekly under specific categories and are followed up and reflected on for the future.</p>		
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