



Personal Development, Behaviour and Welfare

29th October

2018

In this report you will identify how personal development is part of a holistic approach to wellbeing throughout the school and not just a curriculum area. There is a planned programme of work for the teaching and learning of PSHE with emphasis on; British Values, Staying Safe, Healthy Life Styles and Learning Attitudes which underpin the school's nurturing of, '**Being Me. Being Happy. Being Safe.**' This has been embedded and has become an integral part of the school's curriculum.

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EVALUATION

Evaluation of Targets 2017-18

	Personal development, behaviour and welfare
Safeguarding Protocols/Procedures in place a whole school level	CPOMS – all staff aware of on-line process of raising concerns, a clear referral tracking system to reflect a thorough and effective means of support All staff have clear understanding of current legislation Prevent/FMG/sexual harassment & violence Transition process reviewed and supported to ensure all children and education establishments aware of all concerns
Health & Safety Procedures and Protocols in place	Clearly identified calendar of activities which maintain and promote health and safety of the premises Open culture established to support children talk to all members of staff – pupil questionnaire completed Summer 2018 Attendance Pupil Premium (persistent absentee to be reduced below national)
Curriculum development to reflect whole school approach to Healthy Lifestyles	British Values – assembly rota Behaviour(HC) and Attitudes(LA) embedded Emotional & Mental well-being :school mentor in place (case studies to reflect impact) Community liaison officer – provide language support Prepared for next stage of their education through relevant HC and LA- children to recognise correlation between education and employment
SMSC	SMSC Grid to be established – it will enable us to gather all of the good practice. It will illustrate any gaps in provision and give us a strategic plan to move forward
Summary Evaluation 2017-18 (RAG review)	
Specific Actions (17-18)	
<ul style="list-style-type: none"> Continue to Establish the school Learning Attitudes(LA) and Herrick Character(HC) with children and staff; teachers to demonstrate non-negotiables as stated in L&T policy; staff and children model the LA and HC daily, and appreciate their importance To support children in understanding what constitutes a healthy life style so that they are motivated and able to lead one (Promote pupil voice)Herrick Management Team - Responsibilities are given to children in and out of the classroom) 	
Milestones/Indicators (17-18)	
<p>LA and HC established, LA and HC reflected by staff, through language and behaviour; children can reflect on their own personal, social, emotional, health needs. Pupils are resilient learners, allowing them to tackle challenges with increasing levels of difficulty.</p> <p>A culture of good learning in every classroom, children know and understand what is 'good learning' in their class and how they can improve through the LA and HC; Children of all ages understand what bullying is and what to do/ where to go to seek help.</p>	

IMPACT

Safeguarding Protocols/Procedures in place at whole school level

Ethos

The ethos of the school (**To give each and everyone a chance**) underpinned by the values of the school (**Enjoy, Achieve, Respect**) and delivered through the effective behaviour policy, help to ensure that pupils feel safe at all times. In addition, through the curriculum and other strategies we aim to ensure that all pupils learn about how to be safe and how to stay safe.

The school is **inclusive** and committed to working in close partnership with external agencies, in order to support pupils displaying behavioural and emotional difficulties.

The school is a **highly cohesive community** with a strong sense of shared identity and belonging. This is developed through pupils being aware of and actively engaging in **The Herrick Character**.

Pupils are equipped with strategies to make friends, resist peer pressure and deal with bullying. The Herrick Management Team (**Red Hats**-playground helpers, **F.A.B.'s** (Friends Against Bullying, and the **School Council**) have had a positive impact on the behaviour and the safe feeling of children in the school.

An **internet safety policy** is in place and shared with parents and pupils. Robust monitoring of computer and screening of sites ensures pupils have no access to unsuitable material.

Sex and relationships education within the school is very strong and is focussed on relationships and respecting the values and opinions of others. This is taught through the P.S.H.E.C. curriculum and through visits from nurses specifically trained in the teaching of sex and relationship education.

We introduced 'Be happy, Be Safe, Be Me' boxes in both KS1 and KS2 from year 1 to year 6. Children were encouraged to write their thoughts and worries and post them into box. This was a new initiative to promote well-being and to support children to feel confident to ask for help and teachers to identify vulnerable children in school immediately.

CPOMS

From January 2016 we started using the CPOMS to record 'all' incidents. A number of new categories were introduced to monitor aspects such as FGM, extremist views and radicalisation (this would be categorised as exceptional). Reported incidents relate to those reported and entered into the CPOMS Behaviour system which is used by all staff – therefore all 'incidents' whether deemed minor or serious is addressed.

[Please refer to the chart on next page:](#)

2017-18 whole year percentages of incidents

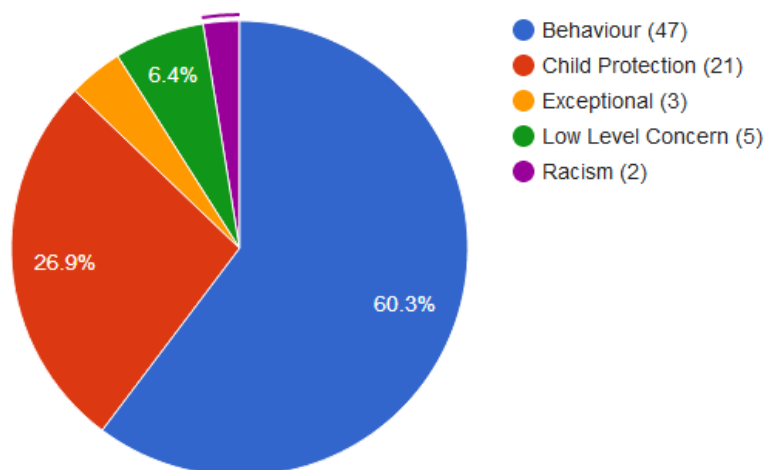
- After date: Thu 31 August 2017
- Before date: Fri 13 July 2018

Interactive mode

Image mode



all Incidents by Category



CPOMS End of Year Report

School Lead/s: Arzu Aydin/ Umesh Patel

Governor Lead/s: Angie Snow

Review over time (Headline data)

	Reported Incidents				
	Classroom	Lunchtime	Racism	Exceptional	C.P.
2013-14	55	18	3	0	5
2014-15	21	17	5	1	3
2016-17	32	41	10	1	12
2017-18	12	18	2	3	21

29 th August 2017- 7th July 2018 (EYFS-Year 6)									
Category	Behaviour			C. P.	Cyber-Bullying	Exceptional	Extremes views	Low Level Concern	Racism
	Classroom	Playtime	Lunchtime						
No.	12	15	18	21	0	3	0	5	2
Total	Unique 77 incidents								

	Incidents related to behaviour			
	Behaviour			Total
	Lunch	Play	Class	
Y1	0	0	2	2
Y2	1	1	0	2
Y3	3	0	1	4
Y4	4	3	2	9
Y5	1	1	1	3
Y6	9	10	4	23
Total	18	15	10	43

Overall Incidents		
Incidents	Total	Notes
Behaviour	43	
Child P.	21	Please see DSL notes
Cyber B.	-	
Exceptional	3	xxxx's mother complained that xxxx said " I'm going to get a gun and shoot you with a shot gun" Group of boys had a knife in school.
Low Concern	5	xxxx informed SK that xxxxx swore at him (FXXX) and upset him. xxxx said that xxxx referred to him as Donald Trump. XXXX denied that he hit another child. Then he admitted that he pushed the other child.
Racism	2	Please see DSL notes

Analysis/ Action

a	<p>The number of racist incidents has decreased over time. What is being done to address this?</p> <p>This is developed through pupils being aware of and actively engaging in The Herrick Character. Pupils' attitudes to one another, the diversity of people's backgrounds are appreciated and valued through various aspects of the curriculum. We have a programme of faith Assemblies and Sharing Assemblies presented by each class through the course of the year. As a school we challenge any racist or inappropriate behaviour reporting it immediately to senior members of staff who engage with both pupils and staff. Other initiatives have included: the introduction of 'being me, being happy, being safe' box in each class, mentor support, Friday mornings focus on SMSC and British values. The 10 incidents reported in 2017-18 are linked to one individual – a complete record of steps and support has been compiled to review relevant strategies and impact.</p>
b	<p>What are doing to support current safeguarding issues?</p> <p><u>2017-18</u> Child protection and safeguarding - all understand procedures and creating a safe environment / Prevent Duty - raised awareness of our role and recognising key signs/ CPOMS - programme to record and analyse incidents/ Safeguarding Hub - informs staff of who to contact/ ensure systematic approach/ Safer recruitment - AHTs involved in interviewing and employing staff /NOT - induction programme for all new staff</p> <p><u>Autumn 2018</u> All new members of staff have DBS certificates/ Single register check/ Safeguarding audit completed /Safer recruitment protocols in place/ All staff complete on-line safeguarding course/ Introduced safeguarding question in weekly meeting/ Staff questionnaire completed on their understanding of safeguarding</p>
c	<p>How effectively do we use the external agencies to support pupils with social and emotional needs?</p> <p>Teaching staff and SENCO work cooperatively to identify pupils with Social and Emotional needs. Although we have identified these pupils, referral process takes too long to get SEMH team to advice teaching staff and implement strategies to support these pupils. Therefore we have planned to use SEMH allocated time to develop our support teaching staff's skills to support these pupils through pastoral programme as well as observation and advice to improve provision.</p>

d	How often do we audit the CPOMS to ensure all staff are recording incidents in line with the school policy?
	Assistant Head who is responsible for Safeguarding regularly (daily and when alerted through email –all CP concerns are dealt with immediately) reads all entries to CPOMS and she supports all teaching staff with how to record CP incidents and actions. However we need to develop systematic auditing with all DSL involvement.

Impact

Strengths:

- It is evident from the table above, there is a significant decrease of reported incidents especially classroom and lunchtime. Classroom- 2016-17 – 32 incidents, 2017-18- 12 incidents; Lunchtime- 2016-17- 41 incidents, 2017-18 – 18 incidents. Staff has developed better communication through CPOMS and CLT member is always available at lunch time and play time to deal with the incidents immediately.
- Lunchtime pompom reward system works well and children respond well.
- KS2 pupils are given time to complete their LA journals
- SMSC grid is completed by teachers

Areas of Development:

- To plan regular meeting with Red Hats and FAB members to be more proactive in the playground and to understand the importance of LA and HC and promote these values in their daily interaction with pupils
- Senior Management Team to support lunch time supervisors to promote aspects of Herrick Character and new behaviour policy
- To develop a system that enable pupils to take volunteer responsibilities to support their peers and help school to develop aspects of 'character' and 'attitudes' that will lead to increase ownership of their own learning and that of others.
- Continue to monitor SMSC grid tracer to ensure all avenues to support 'mutual respect and tolerance' is delivered- all children of all ages must understand what 'racism' is, what to do and where to seek help.

Calendar of Safeguarding Training

Sept.: Assistant Head-Safeguarding Leads Meeting
Oct.: Governor 1- Health and Safety training / Governor 2- Safer Requirement
Nov: Premises officer- Manual handling
Jan: Assistant Head- Safeguarding Leads Meeting
Feb: Teaching assistants- First Aid
March: Governor 3-Disadvantage Children
Apr.
May
June Assistant Head-Safeguarding Leads Meeting/ Assistant Head- Child Protection Premises officer- Manual handling & Building response officer training EYFL and Teaching Assistant- Paediatric first aid/ Governor 4-Disadvantage Children
Throughout the year DBS: All staff / volunteers complete a DBS request form which is processed by Judicium. This is usually returned within 3 days. The School DBS form is regularly updated and checked by a member of the Leadership team annually to confirm we are compliant with Ofsted requirements. Childcare Disqualification: All new staff are asked to complete this at the same time as their DBS information.

Training for Herrick Staff & Governors 2016-17		
Training	Date	Impact
New Behaviour Policy	August 17	All staff were aware of the new behaviour policy and how to use it effectively to support pupils with making right choices.
Child protection and safeguarding - CPOMS	Aug. 17	KCSIE document part 1 and appendix A are shared with all staff. All understand procedures and creating a safe environment – signed document All new staff were given CPOMS account and password. DSL Assistant head demonstrates how to record incidents on CPOMS.
NOT	Sept. 17	induction programme for all new staff
Safeguarding Hub	Sept. 17	informs staff of who to contact/ ensure systematic approach
Prevent Duty /FGM	Sept. 17	raised awareness of our role and recognising key signs
Anti-Bullying Lead Gov.	March 18	Review policies and procedures

Pupil Questionnaire:

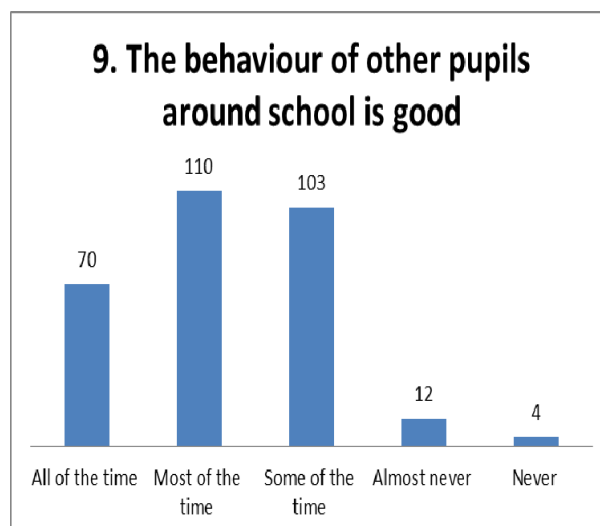
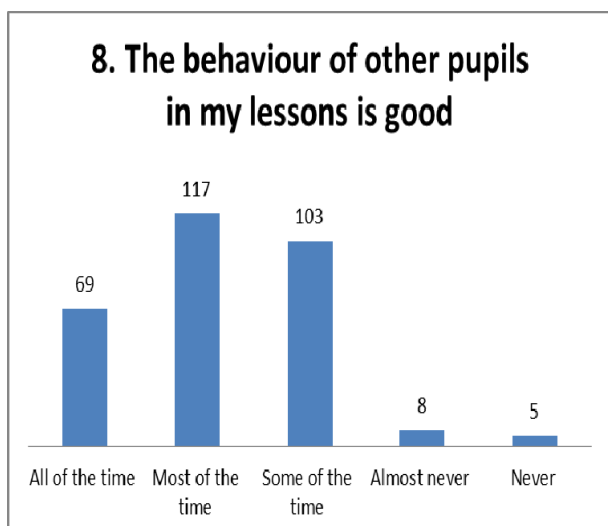
Behaviour, Safety & Bullying, P.E. & Mental H. and Respect

Expectations of pupils' behaviour towards, and respect for, other young people and adults is of a very high standard. However, data reflected that during lunchtime, reports were high but further training was needed with supervisors. Also, although playtime incidents were low a higher degree of consistency needed to be embedded.

Herrick Primary School continues to demand and develop the highest level of 'character' and 'attitudes'. Overall, our pupils are thoughtful, courteous and respectful. They are supportive of one another and are generally aware of each other's needs. Visitors to the school frequently comment on the good attitudes and behaviour of our pupils. In a similar way, we receive many positive comments following school visits and trips.

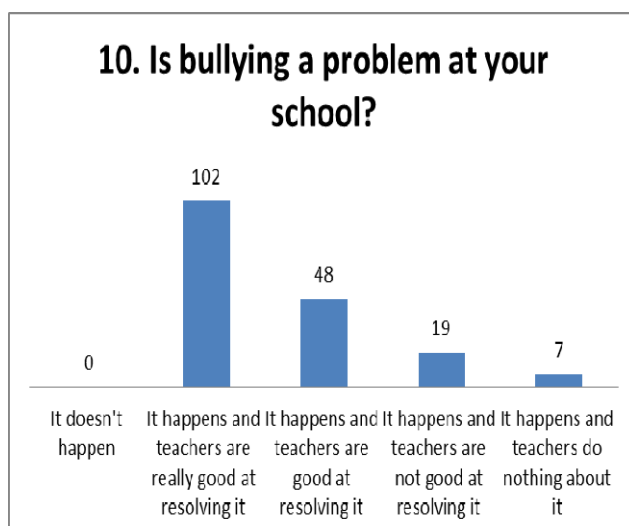
The pupil questionnaire was given to all pupils across the school from Year 1 to Year 6. In total, 317 children responded to the questionnaire. This is the analysis for the whole school, however, the analysis has also been completed for each year group to further understand the results and responses (please refer to overall analysis). There were 20 questions overall in the questionnaire, yet for this evaluation the focus is upon Safety & Bullying, Behaviour, P.E. & Mental H. and Respect.

Behaviour

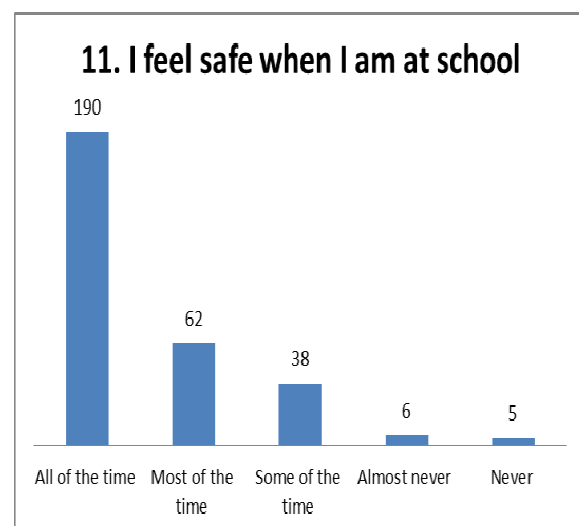


It is evident from the responses above that approximately 60% of pupils have indicated that behaviour in both lessons and around school is good most of the time or better. Approximately 5% feel that behaviour is almost never good or worse! Almost 34% express that behaviour is good some of the time. The school will action relevant tasks to further enforce the behaviour policy and that consistency is achieved throughout the school. Nevertheless, impact on learning is not hindered by poor behaviour which the school deems to be outstanding – not only in terms of ‘character’ but also ‘attitudes to learning’.

Safety and Bullying

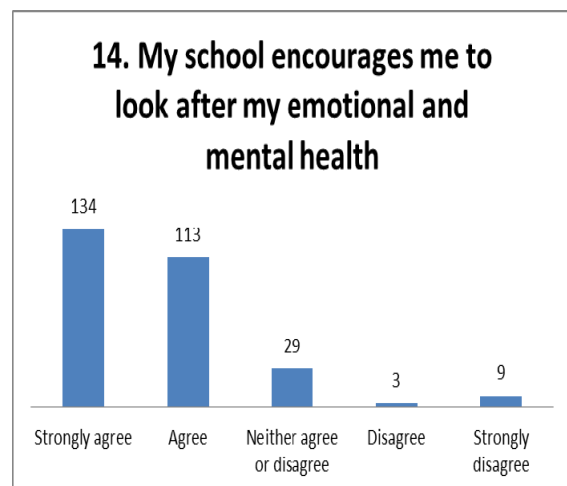
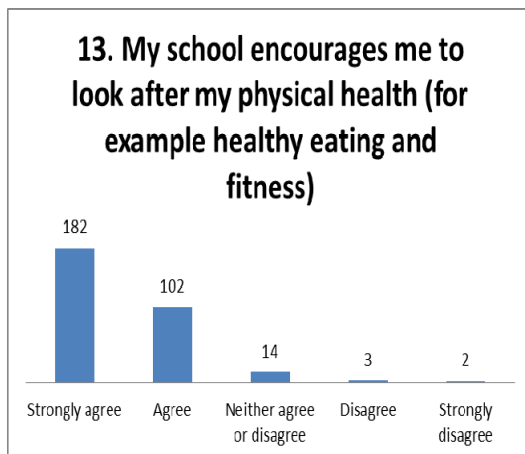


It is interesting to note that the



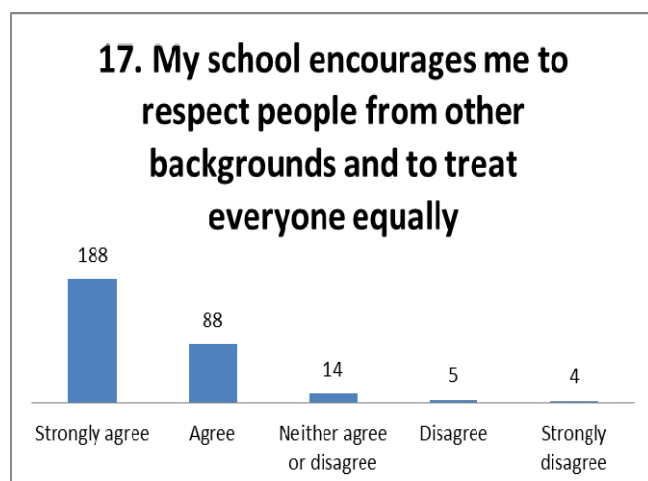
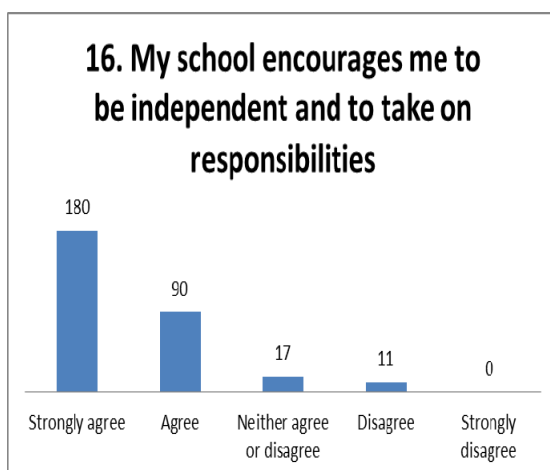
questionnaire reveals that no child NO child thinks that bullying does not happen! Approximately 50% of children have indicated that teachers are good or really good at resolving bullying – however PSHE lessons also demonstrate that a large proportion of children misinterpret the term bullying. However a number of actions are being introduced to address resolving conflicts, dealing with different situations and how to access support. Over 80% of children indicated that they felt safe most of the time, with 62% stating they felt safe all the time. The school has attempted to support children in various year groups where less positive feedback was highlighted.

Physical, Emotional and Mental Health



Approximately 93% children indicated that they agreed or strongly agreed that school encourages them to look after their physical health – the school has worked hard to improve opportunities for sport and embedded an ethos that incorporates physical activities during indoor learning time. Also 88% of children stated that the school looks after their emotional and mental health – again, the school has looked at developing well-being and for children to learn strategies that will support this ever important aspect of the curriculum.

Respect



It is evident from the responses above that approximately 90% of pupils have indicated that the school encourages them to be independent and take responsibility and also encourages them to respect and treat people equally. Less than 4% disagree or strongly disagree. The school is very proud of the work it has done in-relation to developing understanding on equality and respect. Nevertheless, there are incidents related to racism and inequality but the school endeavour to address all incidents and do not shy away from controversial subjects. We attempt to be proactive rather than reactive when dealings with issues that arise daily in our changing world – ‘to give each and everyone a chance’. The school views these core values as outstanding features of Herrick Primary school.

Case Studies (2 examples)

	Concerns	Actions	Agencies involved
child 1	<ul style="list-style-type: none"> -difficulty in sharing concerns and worries -joined the school later -shy and reserved(limited friends) -emotionally distressed -home environment 	<ul style="list-style-type: none"> -mentoring session -developing relationships -key person identified -support parents -diary formulated 	DA GP
Child 2	<ul style="list-style-type: none"> -use of racist language -physical violence towards others -use of inappropriate objects -social interaction difficult -anger management 	<ul style="list-style-type: none"> -behaviour policy and sanctions -parents informed and discussions through interpreter held -pastoral support -off site provision -sought SEMH guidance 	DA Police SEMH PRU

Please refer to file for further information

Community Link Officer - The school has appointed a 'Community Link Officer' to liaise with parents/carers and co-ordinates the relevant contact, help or support.

Impact – it has strengthened communication pathways with the school – in particular, a means to quickly share and resolves issues through contacting the relevant individuals (incidents has reduced significantly, this is emphasised in the data collected on behaviour overall)

Premises – Health & Safety

Item	Report
Fire bells	checked weekly – System serviced annually
Alarm/Fire Alarm	checked weekly and serviced termly
Lift	checked every 8 weeks (by LCC)
Emergency Lighting	serviced twice a year
Fire Extinguishers	serviced annually
All current information regarding the above is kept in the Premises Officers room.	
<p>FIRE PROCEDURES All staff given a copy of the fire procedures - Practice run termly. (October 17 –morning, February 18- Lunchtime, May 18 – afternoon.) Staff are made aware of any amendments made to the Policy, if required.</p> <p>Under the safeguarding guidance, the Safeguarding Hub is created and is displayed in each class. Staff and governors are given specific responsibilities to ensure systematic approach in place to make Herrick a safe/ secure place to learn for all children. The Safeguarding hub poster informs who to contact for all professionals to report safeguarding concerns.</p> <p>At the beginning of the academic year we achieved the highest level in our health and safety audit – Outstanding.</p>	

Attendance

Summer Report 2018

School Lead/s: Sue Tuckwood/ Susie Beeby/ Umesh Patel

Governor Lead/s: Gill Smart

1. Review - Headline data

% Attendance (Overall Absence=OA)					
	2013-14	2014-15	2015-16	2016-17	Summer 2018
School	96.4 (3.6)	96.4 (3.6)	96.9 (3.1)	96.7 (3.3)	96.3
National	96.1 (3.9)	96.0 (4.0)	96.1 (3.9)	96.0 (4.0)	
Attendance v National	+0.3	+0.4	+0.8	+0.7	

% Persistent Absentees (PAs)					
	2013-14	2014-15	2015-16 (10% or more)	2016-17 (10% or more)	Summer 2018
School	3.6	3.3	4.5	6.3	8.0
National	2.8	3.6	8.2	8.3	
	+0.8	-0.3	-3.7	-2.0	

2. Analysis

Strengths:

- OA below national averages over the last 3 years
- an aggregate of 0.6 below national average in-relation to OA
- attendance in 2018 was again higher than the national average
- a higher % of **disadvantaged pupils** (v school non FSM) achieved an attendance percentage of 96.5 (+0.2)

Areas of Development:

- although **girls** are below boys attendance with a difference of 0.2, both groups have an attendance figure of above 96%
- **White British**(13 pupils), **White European**(10 pupils) and **Bangladeshi** (3 pupils) children achieved a lower percentage when compared to overall attendance of 96.3. They were -4.0, -1.9 and -3.2 below the overall school attendance respectively
- **Persistent Absentees** remains an issue particularly within certain groups – SEN/ White British and disadvantaged pupils

3. Tracking and Monitoring (Cohort Breakdown)

	Year Groups						
	R	1	2	3	4	5	6
Overall Attendance % (2015-16)	95.7	96.3	96.2	96.3	96.2	97.1	97.4
2016-17	95.0	95.6	96.6	96.8	96.5	95.2	97.9
Difference from previous year		-0.1	+0.3	+0.6	+0.2	-1.0	+0.8
2017-18	95.3	96.0	97.7	96.4	97.3	97.0	97.2
Difference from previous year		+1.0	+2.1	-0.2	+0.5	+0.5	+2.0
absence	4.7	4.0	2.7	3.6	2.7	3.0	2.8
Contextual information 2018-19							
PP/cohort	1	7	8	5	5	8	16
SEN/Cohort	4	4	5	5	4	4	7
Boy/Girls	27/22	31/26	23/20	32/28	29/29	27/33	32/32
No. of White British		2	2	1	1	4	1
No. of Any other White Background	8				1		
No. of Bangladeshi		2	1				

Questions

- What are you doing to address the level of PAs overall?
- Can you identify the pupils in each of the 'ethnicity' sub groups: White British, Any other White Background and Bangladeshi?
- PAs amongst disadvantaged pupils is also a concern – how are you using PP money to support overall attendance?
- What are you doing to support parents' views on the importance of the youngest children attending school (Reception – lowest attendance figure!) Are there alternative reasons for this figure?
- Current Year 2 have an absence figure of 4% this is directly linked to 3 particular pupils– what is being done to address this?

Action

a	<p>What are you doing to address the level of PAs overall?</p> <ul style="list-style-type: none"> • followed a set line of enquiry to determine cause • developed communication to ensure effective support • arranged to meet with school nurse if appropriate • involved EWO • formulated plan of action to support improvement when necessary
b	<p>Can you identify the pupils in each of the 'ethnicity' sub groups: White British, Any other White Background and Bangladeshi?</p> <p>Refer to table above.</p> <p>WB – boy in year 2 causing concern, below 88% absence figure. Also family of 3 with issues related to both emotional and medical factors at home impacting on attendance and attainment.</p> <p>WO- 2 children in y6, parents need support to recognise value of school</p> <p>B- pupils taking extended holidays</p>
c	<p>PAs amongst disadvantaged pupils is also a concern – how are you using PP money to support</p>

	overall attendance?
	<ul style="list-style-type: none"> • breakfast club • initiatives to engage with school and learning – breakfast club, purchase of books of choice, trips and visits, release of teachers to meet regularly with parents/carers • employing a community officer to ensure effective and constant communication
<u>d</u>	What are you doing to support parents' views on the importance of the youngest children attending school (Reception – lowest attendance figure!) Are there alternative reasons for this figure?
	<ul style="list-style-type: none"> • curriculum fliers identifying key aspects of learning • providing a range of parent sessions to promote the value and importance of EYFS (fun time, reading and language sessions) • robust measures to ensure understand level of safeguarding and health & safety(relevant changes made as identified in current Ofsted handbook) • developing and embedding clear communication links
<u>e</u>	Current Year 1/2 have an absence figure of 4% Or more, this is directly linked to 3 particular pupils– what is being done to address this?
	<ul style="list-style-type: none"> • developed stronger lines of communication • developing key relationships (support from previous teacher) • medical assistance and training given to key workers

4. *Impact*

<i>Sub-group</i>	<i>Summer 2017 (attendance)</i>	<i>Summer 2018 (attendance)</i>	
Boys	96.4	96.4	=
Girls	96.4	96.2	↓
PP	96.3	96.5	↑
White British	92.6	92.3	↓
Any other White Background	93.6	94.5	↑
Bangladeshi	90.3	93.1	↑
Reception	95.0	95.3	↑

We **work with parents** to stress the importance of attendance and how taking holidays in term-time can be detrimental to children's progress in school. Herrick Primary School strictly adheres to the policy adopted by Leicester City Council for schools regarding authorised and unauthorised absences. Close relationships with parents are at the heart of all that we do and parents are encouraged to speak to the Headteacher regarding any issue they may have.

We carefully **monitor patterns of attendance** amongst individuals and groups of pupils. Where patterns are identified we work to address the issues that arise. This may include working with parents to better understand the attendance issues that have arisen, seeking help and advice from the E.W.O., and putting into place strategies and plans to try to ensure the same issues do not reoccur.

Also, if any pupil is **absent long-term for medical reasons**, such as in hospital, there is a systematic, and considered response to ensure that arrangements are made to keep pupils up-to-date with school work as appropriate.

Curriculum development to whole school approach to PD., B., and W.

British Values

The school promotes and develops pupils so that they are well prepared to contribute to wider society and life in Britain through a range of activities that promote British values through community activities, charity events, assemblies and PSHCE.

Rule of Law
<ul style="list-style-type: none">• Behaviour policy• Pupils have regular opportunities to reflect on their learning and behaviour during assemblies• Surveys on behaviour• Parents and pupils questionnaire• Community officer visits• Assemblies with a focus linked to the law such as school rules• Class rules
Tolerance
<ul style="list-style-type: none">• Stories from world faiths and cultures• Steel band lessons• Curriculum KS1 &2 and EYFS• RE- Leicester agreed syllable that includes study of all majors faiths• Morning Tasks• Class assemblies• Visits to a range of places of worship• Equality policy and Accessibility Plan
Democracy
<ul style="list-style-type: none">• Pupils involved in Democratic process- School council
Mutual Respect
<ul style="list-style-type: none">• Social, Emotional Aspects of Learning (SEAL) taught across all year groups as part of the PSHCE curriculum.• Positive relationships encouraged and modelled• School ethos• R.E curriculum• Anti-bullying week• School Council• PTA• Assessment for Learning• Buddy for New arrivals• Partnership Sports link with local schools- Football tournament• Serving the local community: Boys' noise
Liberty
<ul style="list-style-type: none">• Understanding responsibility in school in terms of behaviour• Pupils' roles in school, Red hat, FAB• School values• Visits from Fire Brigade

Through these activities, the students are taught to respect each other and other people's property and we are regularly told that the students, when in the community, are very well behaved and a credit to the school (for example, on a visit to London's museums ; at inter sports event, residential trips). The experiences are successful in developing the pupils self-esteem and relationships with others.

Healthy Life Style

We aim to help children to understand importance of healthy life style and how this affects the quality of their life and safety. During the academic year we have invited professionals to talk to children, delivery workshops and even advise and given guidance to parents.

We promote Healthy life style through:

Early Years

PSED- circle time- supporting children with developing independency and managing feelings
Health and Self-care- in daily base activities and routine for children to learn to take care of their personal hygiene

Topic- Our feelings- managing feelings and developing healthy way of expressing their own feelings

Stories- promoting healthy eating e.g. The very hungry caterpillar, Oliver's vegetables

Road safety- Lollipop lady visit

How to brush our teeth- school nurse workshop

How to wash our hands- nurse workshop

NHS height and weight check up

Topic- Healthy eating

Road safety trip

Fire fighter visit, Police visit- safety talk, Moving and Handling- PE

Daily outdoor activities- exercises

Festivals- making a healthy choice of foods, Promoting healthy school lunch, Daily snack time- Pupils are encouraged to drink milk and eat fresh fruit, Health for Kids campaign

KS1

Daily snack time- Pupils are encouraged to drink milk and eat fresh fruit.

PSED- Good to be me

Say NO to bullying

Science- Teeth and Eating

After school clubs- Karate, dance, ball skills, Multi sport activities, football

PE- twice a week, Being Me, Being Safe, Being happy boxes, Red Hats, FABs, Health for Kids campaign

KS2

Outdoor pursuits, Warning Zone, Topic- teeth, PSED-

After school clubs- Karate, dance, ball skills, Multi sport activities, football

PE- twice a week

Being Me, Being Safe, Being happy boxes, Way Forward- Intervention, Sport leaders, Red hats, FABs, Parents workshop- Conception & birth, Puberty video, Assemblies- safer internet, Police talk – E- safety, cyber bullying week, Health for Kids campaign

New arrivals

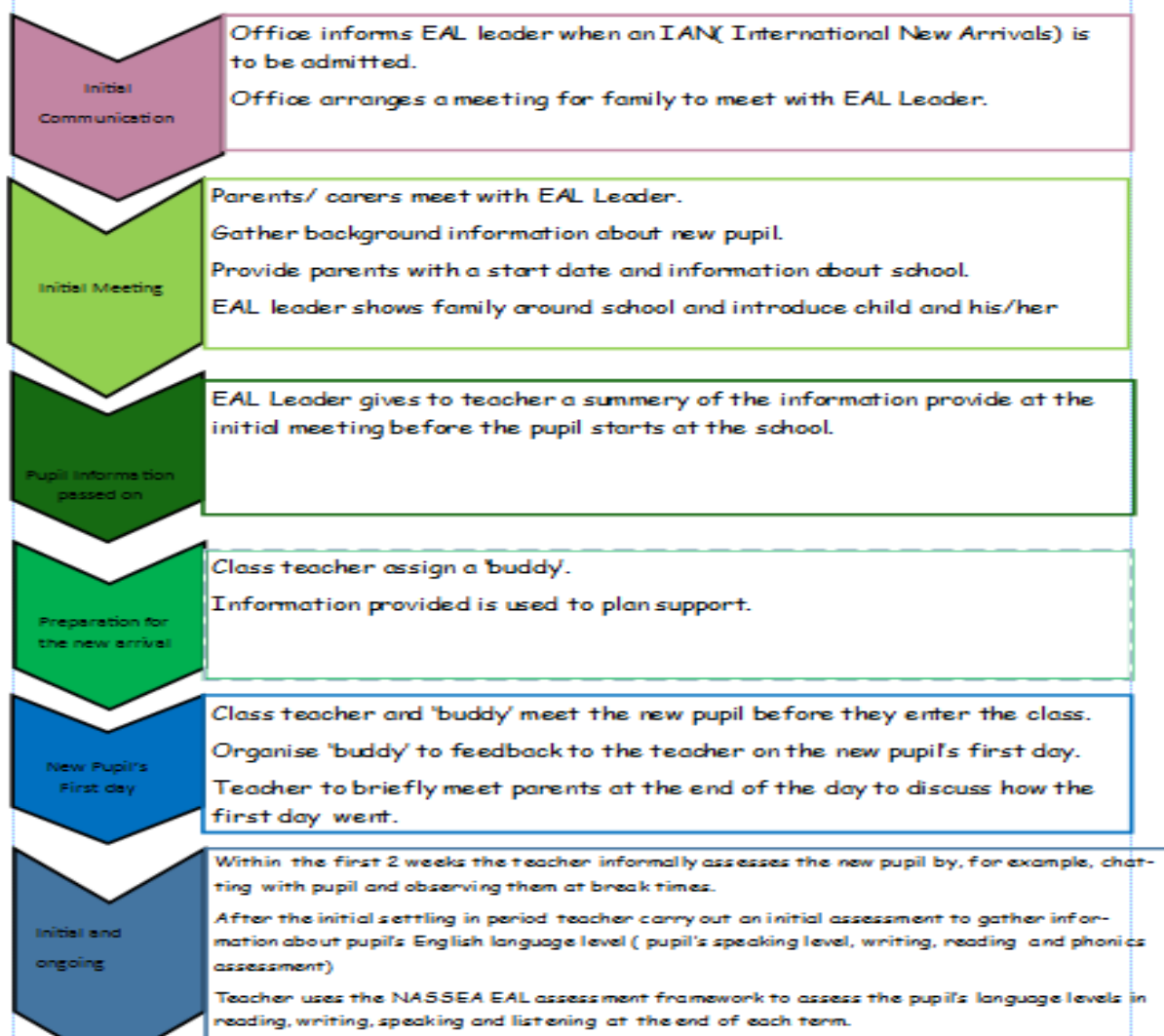
From September 2017 to July 2018, 23 children joined our school from Reception to year 6.

	Reception	Year1	Year2	Year 3	Year 4	Year 5	Year 6	Total
Girls	2	1	3	4	4	2	1	17
Boys	5	1	1	1	1	1	2	12
left	1	-	-	-	1	1	2	5

Children new to English.

Reception
Child 1- Stage 1 (Slovakian)
Child 2 - Stage 2 (Sri Lanka-Tamil speaker)
Child 3- Stage 1 (Indian)
Child 4- Indian (Indian)
Child 5- Stage 2 (Sri Lankan)
Child 6- Stage 1 (Sri Lankan)

School induction process for New Arrivals



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Case Studies- New arrivals

Case study 1- Student Z joined in Reception class at the beginning of the spring term. When he was in reception class he did speak limited English at the beginning. He was shy and he used single words to express his needs. He received 1:1 focus time, Language group and Fun time interventions. He was also supported through play by a play partner adult. Student Z responded to all strategies well and he was able to follow instructions and retell a story. His language has developed well and he reached age expected level in all aspects of learning and achieved GLD at the end of academic year.

Case study 2- Student H joined Herrick in Spring term of Year 1 class. When she first started she had little English. She was able to express her basic needs but little social interactions with her peers. She did not have any phonics knowledge. She received extra phonics interventions and she was supported in a small group by her teacher or a TA. Reading Champion also heard her reading regularly. Support from adults and her peers she settled well in to school and build good relationships with her peers and staff. In the summer term, student H has achieved 31/40 in her phonics screening test. Student H's language has developed well and is continuing to develop.

These case studies show that children who join the Herrick Journey at the early stage of their primary career, are able to make great progress and develop language skills well.

SMSC

The school uses SMSC Grid Maker to analyse and support the development of SMSC as an integral aspect of our overall curriculum. Below is a summary of some of the things the school has done this year.

Social Development

	SOCIAL: Developing personal qualities and using social skills	SOCIAL: Participating, cooperating and resolving conflicts	SOCIAL: Understanding how communities and societies function
After School Clubs	All All		
Assemblies	01 02 03 03 04 04 04 04 05 05 0	04 04 06 KS1 KS2	02 02 03 03 06 06 KS1 KS1
Class Projects	All 05 06 06 06 06 KS2 KS2 KS2 RCP RC	All 06 06 KS2 RCP RCP	06 06 06 RCP RCP
Competitions	05 05 06 06 06 06 06	05 05 06 RCP	05
Homework Project	03 04 05 05 05 05 06 RCP	RCP	
Lessons	All All All All All 01 01 01 01 01 0	All 02 03 03 04 04 04 04 04 04 0	All All All 02 03 03 03 03 04 04 0
Parent Association	RCP		All RCP RCP
Plays & Performances	03 04 04 05 06 06	03	05
Sports Events	06 KS2		
Staff Training/CPD	KS2 TCH TCH	KS2 KS2	
Themed Days/Weeks	All 05 06 RCP	RCP	All 05 06 RCP
Trips & Excursions	03 03 03 03 04 04 05 06 06 RCP	03 03 03 04 06 06 RCP	02 03 03 04 04 06

	Developing personal qualities and using social skills	Participating, cooperating and resolving conflicts	Understanding how communities and societies function
Mostly delivered through:	Assemblies Class projects Lessons Plays & performances Trips & Excursions	Assemblies Class projects Lessons Trips & Excursions	Assemblies Class projects Lessons Theme days Trips & Excursions
How is it evidenced?	<ul style="list-style-type: none"> - Circle Time - Pupil Council - Eco Club - After school clubs such as Dance, Gymnastics, Games Club etc - Lunch time clubs such as Nature club, D&T, Art, Dance - School visits - SEAL - Transition visits - Charity support, .e.g. Children In Need & Comic Relief - CPD – - Buddy support- New Arrivals - Residential visits - School productions - Year 6 Play - Sports Days - School football team- Football tournaments 		
Impact on Children	<p>Pupils are able to socialise with a wide range of people and pupils. We receive positive comments from the community when we go on trips and when we receive visitors. Pupils build relationships and friendships.</p>		

Moral Development

	MORAL: Developing and expressing personal views or values	MORAL: Investigating moral values and ethical issues	MORAL: Moral codes and models of moral virtue	MORAL: Recognising right and wrong and applying it	MORAL: Understanding the consequences of actions
After School Clubs					
Assemblies	D1 D1 D1 D2 D4 D4 D6 KS1 KS2 KS2 KS2	D1 D2 D4 D6 KS1 KS1 KS2 KS2	D1 D2 D4 D4 D4 D6 KS1 KS1 KS2	D1 D1 D3 D4 D4 D4 D6 KS1 KS1 KS1 D4 D4 KS1 KS1 KS2 KS2	
Class Projects	D6 D6 D6 D6 KS2 RCP	D6			RCP
Competitions	D6 D6		RCP	D6 RCP	D6 D6
Homework Project	D5 D5 D5 D5 D6	D5 D5		D6	D4
Lessons	All D1 D2 D2 D2 D2 D2 D2 D2 D3 D3	All All D2 D2 D2 D2 D2 D3 D3 D4 D4	D2 D2 D2 D2 D2 D2 D2 D3 D3 D4 D4	All All D1 D2 D2 D2 D2 D2 D2 D2 D2	All All D1 D1 D1 D1 D1 D2 D2 D2 D2
Parent Association		All RCP			
Plays & Performances	D5	D5	D4		D5
Sports Events			KS2		D6 KS2
Staff Training/CPD	KS2 TCH	KS2	KS2 TCH TCH	KS2	KS2 TCH TCH
Themed Days/Weeks	All D4 D4 D6	All D3 D4 D6 RCP	D3		D6
Trips & Excursions	D3 D3 D4 D6 D6		D3	D3 D3 D4 D6 D6	D3 D3 D6 D6 D6

	Developing and expressing personal views or values	Investigating moral values and ethical issues	Moral codes and models of moral virtue	Recognising right and wrong and applying it	Understanding the consequences of actions
Mostly delivered through:	Assemblies Class projects Homework Lessons Themed days Trips & Excursions	Assemblies Lessons Themed days	Assemblies Lessons Staff training	Assemblies Lessons Trips & Excursions	Assemblies Lessons Staff training Trips & Excursions
How is it evidenced?	RE Curriculum - Age appropriate responsibilities - Circle Time - Anti- Bullying week - Whole school assemblies and school values - Class Monitors - School Council - Singing in the local Community- Boys’ noise - Positive Behaviour Plans- POP - PSHCE Curriculum - After school clubs - Class rules. - Smart Certificates - Rewarding expressions of moral insights and good behaviour e.g. Sending to Head teacher/ Pupil of the week - Personal behaviour targets – Report card				
Impact on Children	Pupils have more confidence in themselves and in their community. Pupils are able to give reasons for things being right and wrong. A positive atmosphere pervades in school. Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly. Majority of pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong. Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.				

Spiritual Development

	SPiritUAL-Developing personal values and beliefs	SPiritUAL-Experiencing fascination, awe and wonder	SPiritUAL-Exploring the values and beliefs of others	SPiritUAL-Understanding human feelings and emotions	SPiritUAL-Using imagination and creativity in learning
After School Clubs					
Assemblies	All	All	All	All	All
Class Projects	All		All	All	All
Competitions					
Homework Project					
Lessons	All	All	All	All	All
Parent Association					
Plays & Performances					
Sports Events					
Staff Training/CPD					
Themed Days/Weeks	All	All	All	All	All
Trips & Excursions	All	All	All	All	All

	Developing personal values and beliefs	Experiencing fascination, awe and wonder	Exploring the values and beliefs of others	Understanding human feelings and emotions	Using imagination and creativity in learning
Mostly delivered through:	Assemblies Class projects Lessons Themed days Trips & Excursions	Assemblies Lessons Trips & Excursions	Assemblies Class projects Lessons Themed days Trips & Excursions	Assemblies Class projects Lessons Staff training Themed days Trips & Excursions	Assemblies Class projects Competitions Homework Lessons Themed days Trips & Excursions
How is it evidenced?	<ul style="list-style-type: none"> - Multi faith RE Curriculum - Whole school assemblies and school values - Outdoor learning - Residential visits - Peace Day - Harvest festival - PHSC lessons - RE adviser visits - Singing assemblies - Opportunities to reflect on their experiences - Visits to places of worship 				
Impact on Children	<p>Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements.</p> <p>Pupils develop attitudes, values and principles.</p> <p>There is an increased ability for them to empathise with others and see beyond the self.</p> <p>Pupils have a first-hand experience of places of religious worship.</p> <p>A respect for themselves and others. An awareness and understanding of their own and other's beliefs.</p>				

OFSTED Criteria / Current School Evaluation

The evaluation schedule – how schools will be judged

Grade descriptors

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

Conclusion - Please refer to current SEF