

ABQM Steering Group Meeting Agenda: Date 03.03.23 at 2pm

Present: Jessie D, Shola A, Jennifer J, Anna W, Ruth G, Molly B, Simmy M, Sauda A, Zammedin S, Lenna M

Present: Representatives from Digital Leaders, Peer Mediators, School Council from SW, HG and ORC

Apologies: Stacey C, Lauren S, Myles H

Agenda	Discussion	Agreed Actions	(Persons Responsible)
Wellbeing	<ul style="list-style-type: none"> How was your experience of Children’s Mental Health Week? Orchard: Assembly taught the children to be themselves and hiding feelings has an impact on learning. Hoxton: The focus of the week was who we are and expressing ourselves. Southwold: We had an assembly, it was the School Council agenda and the UP teacher (therapist) came into our class to help us with the activity. Children across the schools could talk confidently about the role of UP and how to use the Speak Up box if there were “issues, feeling insecure or have problems”. How is the problem and praise box being used in your class? Orchard: Sometimes people put problems in the box and we talk about how we would solve them to help. Hoxton: We can out things that have happened outside in there so teachers know. It is used to praise each other. Southwold: we have time in class to discuss things in the box, usually through circle time or with our Learning Mentor. They are anonymous which is good. How are the class council discussions? Shared examples of agenda items: school menu (HG), CMHW (all), World Book Day (SW), Homework (Orch). Class Councillors like the AOB part of the agenda to ensure their ‘voices are heard’ What else would you feel would benefit our wellbeing in school? Orchard: More water fountains so children can stay hydrated which is better for learning. Fruit in the playground. Hoxton: Children leading assembly to promote wellbeing and share ideas. Posters and books in each class to support wellbeing. Southwold: Each classroom should have a classroom display or reflection area to support children to express themselves. 	<p>Peer Mediators to continue to tell children about the Speak Up box.</p> <p>Throu</p> <p>gh briefing reminders and sharing best practise; PSHE leads to continue to promote the use of P+P boxes for issues and to praise children too.</p> <p>Are all water fountains at Orchard working? Do children know their locations? Which year groups get fruit in the playground?</p> <p>Children to lead assembly in Summer Term. Wellbeing books to be added to book corners.</p> <p>Discuss reflection areas further in School Council – what would children find useful?</p>	<p>Peer Mediators and Learning Mentor</p> <p>PSHE leads</p> <p>SA</p> <p>JDV</p> <p>RG (AL)</p>
Pupil voice	<ul style="list-style-type: none"> Feedback from Pupil Voice groups – what opportunities have you had in your role this year? Opportunities included: leading assemblies (Digital Leaders all sites), helping at coffee mornings (Digital Leads HG), Debate Mate Competitions (Orchard) What could we do to improve pupils being empowered in their roles? Children agreed that they would like to lead more assemblies, support future coffee mornings to ‘inform others’ and lead adult tours around the school. Digital Leaders would like to be part of ICT audits to ensure all equipment is in the correct place and charged. 	<p>Summer Assembly Rota – opportunities for pupil voice groups to share what they have done this year, key messages and what their next steps are.</p>	<p>LSDHTs – timetabling</p> <p>Pupil Voice leads – assembly prep</p>
Peer mediators	<ul style="list-style-type: none"> How is your role going? How has the training you had prepared you for this role? Orchard: Training supported children to learn skills like their teachers of how to deal with issues. They learnt how to be calmer and show empathy and always try to set an example to others. They support children to manage their feelings. They currently support children in the Year 4 and 5 playground. 		

	<p>Hoxton: The team shared a game that they teach younger children: Hot Potato. They encourage children to develop social skills and play with new people. Lots of time is spent supporting children to compromise. They particularly like being in the Reception playground.</p> <p>Southwold: It is important to take time to hear both sides of an argument. They have a rota so they change which playground they are supporting in: 1+2, 3+4, 5+6. They help children find new games and have the best playtime they can.</p> <ul style="list-style-type: none"> • Is there any further support you need? <p>Swap playgrounds (HG and Orch), share best practise (all), cross site visits to see how others work (all), work in EYFS (Orch and SW), developing compromising skills (HG)</p>	<p>Cross site visits Summer Term Look at rotas and logistics around playground swaps Organise EYFS support</p>	<p>LSDHTs - CPD overview Learning Mentors (HG and Orch) LSDHTs</p>
<i>Pupils to return to their classes</i>			
Staff/Governors only	<p>Purpose of the group - ABQM gold has 10 criteria – responsibility is to contribute to the strategic development of anti-bullying safety and well-being in our schools through close working with colleagues responsible for Safeguarding, Inclusion, ICT and PSHCE.</p> <p>Criteria:</p> <ul style="list-style-type: none"> • Data that shows that the school's anti-bullying work has improved pupil/student outcomes • Anti-bullying, equality and inclusion work are unified and evidently embedded in the ethos and culture of the school • Engagement of the wider community in developing anti-bullying and emotional health/well-being • Opportunities to learn about the potential bullying in families and personal relationships and how to maintain personal safety and self-esteem • Evidence of swift and effective response to emerging online safety and cyber-bullying issues • Evidence of impact of the Peer Support Service on the wellbeing of pupils using it <p>Discussion: Wellbeing is currently high profile from CMHW (assemblies and School Council agenda). Circle times are being used cross site to discuss issues. ICT leads are promoting using P+P to discuss online safety too. Half termly assemblies would support this further. The term 'unkindness' is embedded at HG "<i>was it unkindness or bullying?</i>"; children are able to articulate the behaviour they have seen. This needs further work at SW and Orch. Orchard are linking the School Council to the greatest need e.g behaviour.</p>		
Matters arising	<p>Feedback from ICT leads and Digital Leaders following pupil interviews with children about half termly online safety lessons. What are the strengths? What are the next steps?</p> <p>ICT vocabulary slides and e-safety slides have been created and have seen to be being used to remind children of strands/skills learnt. Slides are shared at the start of ICT lessons.</p> <p>Orchard: Shared scenarios with the children, <i>what would you do/not do?</i> Discussions around social media and age restrictions.</p> <p>Hoxton: Year 6 have looked at persuasive devices online to develop children's awareness of potential dangers. Anchor pages in ICT are being used well.</p> <p>Southwold: Element strands in CPD were useful to develop teachers subject knowledge. Next step is to develop Digital Leaders to deliver the e-safety elements of a lesson.</p> <p>Feedback on Internet Safety Day:</p> <p>KS2 theme was ensuring information is reliable and KS1 the sharing of personal information. Internet Safety day supported wider understanding and knowledge. Children were using key vocabulary with confidence. No incidents of cyber bullying across the schools.</p> <p>Peer Mentoring/ Peer Friends</p> <p><i>Learning mentors to lead on this. Children to be identified Mentoring – friendship group; buddy system.</i></p>	<p>Rules about which apps children can have on their phones in school?</p>	
AOB			
Upcoming meetings	Summer 2 – Orchard		