

### ABQM Steering Group Meeting Agenda: Date 06.11.23 at 2pm

Present: J. De-Veer, S. Akinbanjo, J. Jordan, H. Sanderson, D. Tselepi, S. Moosa, S. Collington, S. Allen, Z. Siddique

Present: Representatives from Digital Leaders, Peer Mediators, School Council from Southwold, Hoxton Garden and Orchard

Apologies: M. Hoary

Agenda	Discussion	Agreed Action	(Persons Responsible)
<b>Introductions</b>	<ul style="list-style-type: none"> <li><b>Who we are and why we are working together?</b> <i>Introductions across the schools</i></li> </ul>		
<b>Matter arising from previous meeting 12.06.23</b>  <i>Feedback from Digital Leaders, Peer Mediators and School Council representatives</i>	<ul style="list-style-type: none"> <li><b>How is speak up box currently used?</b> <i>The UP team leader held assembly last term to remind children of the use of the speak up box. Children complete the slips and the speak up lady comes and gets them usually at break or lunch time.</i></li> <li><b>Thinking about the wellbeing books we currently have in book corners, what impact do these have on pupil wellbeing?</b> <i>Reading wellbeing books help you to relax and gives you ideas on how to deal with certain situations.</i></li> <li><b>School council to discuss further – what would children find useful to improve well-being?</b> <i>Suggestions were fruits/snacks at break time, more wellbeing assembly, go to the school garden to read.</i></li> <li><b>Year 5 pupils to be trained as peer mediators by the end of term in preparation for Autumn 1. Training to include: dealing with conflict and playground games.</b> <i>Cross site peer mediators training took place in Autumn 1. Feedback from peer mediators - Learnt lots of games to play with the children in the playground. When we run out of ideas, we have our lanyards to check for more games to play. We also had training on how to deal with conflicts – listen to both sides and get help if needed.</i></li> </ul>	<p>LS DHT/PSHCE leads to order wellbeing books for classes</p> <p>LS DHT/PSHCE leads to liaise with the school's WAMHS person to support school council agenda/discussions and key actions on well-being.</p>	<p>PSHCE leads</p> <p>LS DHT, PSHCE leads, WAMHS</p>
<b>Wellbeing</b>  <i>Feedback from Digital Leaders, Peer Mediators and School Council representatives</i>	<ul style="list-style-type: none"> <li><b>How was the transition to your new class?</b> <i>Excited because I had the same teacher; nervous at first because I had a new teacher but now feels comfortable; my teacher is kind and welcoming; my teacher is approachable and gives us Dojo points for following the class behaviour system.</i></li> <li><b>How is the problem and praise box being used in your class?</b> <i>Every Friday, we discuss the problems, which is unanimous and praise children as well. During circle time, we read out some of the problems and discuss how to resolve the problem. We praise children by clapping for them.</i></li> <li><b>What else would you feel would benefit our wellbeing in school?</b> <i>More activities at play time, friendship bench, learning mentor drop in session at lunch time.</i></li> </ul>	<p>All sites to feedback on the consistent use of problem and praise box.</p>	<p>PSHCE leads</p>
<b>Pupil voice</b>  <i>Feedback from Digital Leaders, Peer Mediators and School Council representatives</i>	<ul style="list-style-type: none"> <li><b>Feedback from Pupil Voice Fair</b> <i>The fair had resources displayed on the tables which was interactive.</i></li> <li><b>Do you know who your ambassadors are?</b> <i>Representatives from HG and SW knew their ambassadors</i></li> <li><b>What could we do to improve pupils Pupil Voice Fair?</b> <i>Subject representatives to give a speech about their subjects to intrigue people to sign up</i></li> </ul>	<p>Orchard to have class ambassadors on display in the classroom</p>	<p>LS DHT (Orchard)</p>
<b>Peer mediators</b>  <i>Feedback from Peer Mediators</i>	<ul style="list-style-type: none"> <li><b>How is your role going? How has the training you had prepared you for this role?</b> <i>The training was efficient – it has helped us to help children who needed to make friends make friends, helped resolve conflicts and supported up to play games with the little ones.</i></li> <li><b>Is there any further support you need?</b> <i>Weekly meetings (fortnightly meetings are already in place)</i></li> </ul>		
<b>Odd Socks Day</b>	<ul style="list-style-type: none"> <li><b>Friday 17th November adults and children will wear odd socks to celebrate what makes us all unique.</b></li> </ul>	<p>Pupils to feedback at the next meeting</p>	<p>Pupil voice representatives</p>

<b>Pupils to return to their classes</b>			
<b>Staff/Governors only</b>	<p><b>Purpose of the group</b> - 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><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• Data that shows that the school's anti-bullying work has improved pupil/student outcomes</li> <li>• Anti-bullying, equality and inclusion work are unified and evidently embedded in the ethos and culture of the school</li> <li>• Engagement of the wider community in developing anti-bullying and emotional health/well-being</li> <li>• Opportunities to learn about the potential bullying in families and personal relationships and how to maintain personal safety and self-esteem</li> <li>• Evidence of swift and effective response to emerging online safety and cyber-bullying issues</li> <li>• Evidence of impact of the Peer Support Service on the wellbeing of pupils using it</li> </ul>		
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• <b>How do we support pupils to apply positive social and emotional skills to different and increasingly challenging situations?</b>  <i>Half termly online safety lessons at the beginning of every half term, termly online safety coffee morning for parents, weekly DHT and phase leader assemblies on how to respond to range of challenging situations. Use of problem and praise box.</i></li> </ul>	ICT leads to continue to monitor online safety lessons	ICT leads
<b>Vulnerable groups</b>	<ul style="list-style-type: none"> <li>• <b>How do we ensure that pupils who may be vulnerable to involvement in bullying are encouraged to take on a peer support role?</b>  <i>Teachers carefully choose children to take on a range of responsibilities such as a peer mediators, sports ambassadors, language captains, etc. For instance, the peer mediators are supported by the learning mentor and the class teacher. They are assigned to early years and gradually transitioned to KS2 to build their confidence. Use of behaviour analysis data to monitor and support behaviour. Use of chill out to support key children who struggle at break and lunch times.</i> <ul style="list-style-type: none"> <li>▪ Discussion to set up a wellbeing group.</li> </ul> </li> </ul>	Local steering group to come up with strategies re: wellbeing group to share at the next meeting.	Local steering group
<b>Online safety</b>	<ul style="list-style-type: none"> <li>• <b>How do we ensure that learners feel safe when using technology at home and that parents trust their children to use technology safely</b>  <i>Online safety coffee morning to focused on age limit on social media apps, browser of history, etc for parents. Books on how to be safe at home, recommend school apps, remind parents to get children to use electronics in a space that they can see what the children are doing. Half termly online safety lessons</i></li> </ul>		
<b>AOB</b>	<ul style="list-style-type: none"> <li>• Spring 2 - pupil voice groups to share what they have done this year, key messages and what their next steps are</li> <li>• Wellbeing - suggestion to include a wellbeing question on school council agenda monthly; wellbeing to be part of circle time and early morning work to include EMW – Wellbeing Wednesday</li> </ul>	<p>Pupil voice to share achievements so far at the next meeting.</p> <p>Concluded that PSHCE leads will liaise with WAMHS person to support school council agenda/discussions and key actions on well-being.</p>	<p>Pupil voice representatives</p> <p>PSHCE leads</p>
<b>Upcoming meetings</b>	Spring 2 - Southwold leading		