

ABQM Steering Group Meeting Agenda: Date 11.11.24 at 2pm

Present: L Dagg, F Headen, L Hanley, L Marson, R Islam, Y Siddique, T Modinos, H Sanderson, J Jordan, D Todesco
 Representatives from Digital Leaders, Peer Mediators, School Council from Southwold, Hoxton Garden and Orchard

Agenda	Discussion	Agreed Action	(Persons Responsible)
Introductions	<ul style="list-style-type: none"> Who we are and why we are working together? Encourage whole school, federation to develop effective and sustainable strategies for challenging bullying. Provide a framework for continuous school improvement in anti-bullying and to inspire the development and sharing of good anti-bullying practice for all children. Coming together allows us to ensure the same messages are being given across all sites. 		
Matter arising from previous meeting 19.06.24 <i>Feedback from Digital Leaders, Peer Mediators and School Council representatives</i>	<ul style="list-style-type: none"> What were your key takeaways from the autumn peer mediator training? <i>HG - we focused on being fair in situations and allowing everyone to say their view, remembering there are two sides to every story. We spent time focusing on the definitions of upstanders and bystanders so we can be using these words in the playground.</i> <i>Orc – we looked at not always rushing problems or trying to solve them. It is important to let people to calm down first because then they are more willing to listen. If we let people calm down and listen to both sides, no one feels excluded and every side is listened to.</i> <i>SW – we looked at being a role model in the playground, to show everyone how to do the right thing. The real life scenarios were helpful to prepare us for the role.</i> How are wellbeing texts being promoted and used within the classroom? <i>Orc – there are book corners in each classroom that promote well-being texts. Some of the books link to feelings and our PSHE lessons.</i> <i>SW – teachers recommend well-being texts to us and explain which value they link to. This week we have discussed books linked to anti-bullying.</i> <i>HG – Some year groups have examples of well-being texts in their book corners but not all of them. For example, year 4 and 5 do, but year 6 do not.</i> All pupil voice groups were familiar with well-being texts and referenced book corners in the classroom. Not all pupil voice groups were able to make links to the school values. Most year groups have well-being texts in classroom, but more promotion is needed in every classroom. Wellbeing exercises – feedback on exercises on class council agendas. Please come with examples to share. <i>HG – there are sometimes examples on our school agenda, but this is not always consistent. Sometimes there are examples of breathing exercises.</i> <i>Orc – recent examples of exercises include pretending to blow up a bubble or a candle, to support with managing big feelings and letting go of other feelings.</i> <i>SW – this term we have practiced bumble bee breathing.</i> All pupil voice groups were able to give examples, but they are not consistently appearing on all agendas. More promotion and research is required to ensure wellbeing exercises take place during every meeting. 	<p>Well-being Texts Continue to promote well-being texts in each year groups. Year groups to share any texts that are not already on the suggested well-being list. Ensure new teachers have a range of well-being texts in their reading areas.</p> <p>Well-being Exercise Sites to research and share exercises to ensure a range are being provided to support children. HG to ensure there is an exercise on every agenda.</p>	<p>LSDHTs PSHE leads.</p> <p>LSDHTs PSHE leads.</p>

	<ul style="list-style-type: none"> How has wet play been developed across the sites? <i>Orc – wet play is well resourced in each classroom, and this is regularly checked. Children play games such as jenga, board games and UNO. UNO is very popular in each class. Lots of children like to draw during wet play. SW – there are lots of games for children to play with. Peer mediators focus on turn taking and sharing during wet play. HG – the classrooms have a set of games to play with. We need more card games such as UNO.</i> Acknowledged that there had been few wet play sessions during autumn 1. All pupils agreed that classrooms are well resourced with games for children to play. Peer mediators were able to describe their role during wet play and explain strategies they use to manage turn taking as conflicts around sharing can increase during wet play. 	<p>Wet Play Peer mediators to do a wet play resource check at HG</p>	HG peer mediators
<p>Wellbeing <i>Feedback from Digital Leaders, Peer Mediators and School Council representatives</i></p>	<ul style="list-style-type: none"> How was the transition to your new class? It was agreed across all pupil voice groups that children now feel settled after the first half term in their new year group. Children were initially nervous, but now feel more comfortable in their new classrooms and around their new teachers. Children agreed that classrooms were calm and learning behaviours are good across each site. How is the problem and praise box being used in your class? <i>Orc – each class follow the same routine for problem and praise. Children put in their problem/ praise to the box and the teacher will talk through each note with the class. Sometimes the teacher will give examples if a child does not want their problem to be read out – the teacher will use example names to help explain the problem. We discuss as a class how we can solve the problem. SW – problem and praise is up and running in each classroom. There have been some examples of classes encouraging all children to add a praise which has encouraged belonging and well-being. HG – all classes have set up problem and praises. School councillors carried out a learning walk and not all boxes had pencils and paper next to the box. This will be a focus for our next steps.</i> All pupil voice groups were able to articulate the routine of problem and praise and confirmed that every classroom has a box. After HGs example of a school council walk to check accessibility to boxes and resources, SW and Orc have identified this as a next step. An agreed focus for all sites is to continue to model example of praises, to avoid examples such as 'my friend because they played with me'. More specific examples linked to our values will be modelled, particularly to KS1 children. 	<p>Arrange for school councillors at SW and Orchard to do a learning walk of problem and praise boxes, to ensure they are accessible for all children and resources are readily available.</p> <p>Sites to share the example of encouraging all children to write a praise, with a focus on linking praises to the current whole school value of each term.</p> <p>KS1 teachers to ensure they are modelling the P&P box regularly to children</p>	<p>LSDHTs PSHE leads. School council</p>
<p>Pupil voice <i>Feedback from Digital Leaders, Peer Mediators and School Council representatives</i></p>	<ul style="list-style-type: none"> Feedback from Pupil Voice Fair. It was agreed across all sites that the PVF was a success. All classes now have ambassadors. What could we do to improve pupils Pupil Voice Fair? Discussion around KS1 children and how we can support them to access the fair. It was suggested by HG that an assembly could be held before the fair for roles to be explained fully so that children know which role they want to sign up for. As the slots are only 5 minutes each, the fair can sometimes be rushed. An identified next step was to give KS1 children a longer slot to give them more time to understand each role and write their names down. 	<p>Extend the year 1 and 2 slots during the PVF to ensure they are clear on each role and have enough time to write their names down.</p> <p>Consider an assembly before the fair to explain each role clearly, to prepare children ahead of their slots</p>	LSDHTs
<p>Peer mediators <i>Feedback from Peer Mediators</i></p>	<ul style="list-style-type: none"> How is your role going? How has the training you had prepared you for this role? <i>HG – the training focused on discussing how children are feeling and supporting children to understand their feelings. We received our new timetables this week. Last Friday, we introduced ourselves to each class so that they are familiar with us and know who to look for in the playground. Orc – the role plays in training helped us prepare for real life situations which was useful. I am enjoying the role because it is giving me the opportunity to see children personalities in the playground and I like developing my responsibility.</i> 	Continue to ensure that training offers strategies of calming children down.	LSDHTs Learning mentors

	<p>SW – the training was really useful, and we feel prepared for our new roles. We are really enjoying spending time with children in the playground and seeing different friendship circles.</p> <p>As a group, we discussed the importance of letting children calm down before discussing the problem/ conflict. Peer mediators are finding that this is supporting the issue they had in summer 2 of children not listening when they were given advice. All mediators agreed that ensuring children are in a relaxed, rationale sate, they are more willing to listen. The autumn training prepared them for this.</p>		
Odd Socks Day	<ul style="list-style-type: none"> • Discussion on preparation for anti-bullying day. • Friday 15th November adults and children will wear odd socks to celebrate what makes us all unique. <p>All sites will have an anti-bullying day assembly. Key messages around bullying have also been provided to staff to ensure children are using the correct language and understand fully child on child abuse. The same slides are being used across each site to ensure consistency in messaging.</p>	Pupils to feedback at the next meeting	
Pupils to return to their classes			
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 		
Curriculum	<ul style="list-style-type: none"> • How are values being promoted through class discussion? <p>Termly values are displayed throughout the schools. Regular references during morning briefings and phase meetings are supporting all staff members to promote the termly value.</p> <p>Discussion around world week and democracy day during autumn 1. Black History Month throughout October linked well to our value of equality.</p> <p>The current value, pride, is an assembly focus and links to HGs whole school focus on presentation and handwriting.</p> <p>Are golden awards are consistently promoting the values throughout each half term.</p> <p>Work is being done of the assembly format to ensure termly values are promoted through a range of texts, including a narrative, fable and poem (similar to the Big Six).</p>	HG and SW to display British Values Morning briefing messages and phase meetings to remind teachers to make explicit links to British Values to support pupil articulation	LSDHTs
Online safety	<ul style="list-style-type: none"> • How are staff being trained on the progression of online safety within our curriculum? How confident do staff feel to articulate the progression? <p>Discussion around the PSHCE curriculum and the link to the safety lesson each term. Following on as an action from the summer 2 meeting, there has been a CPD on computing progression. Discussion of staff feedback after this CPD, all sites agreed staff were feeling more confident in the delivery of the computing curriculum after the staff training. Ordering the learning</p>	Sharing and circulation of the progression document from computing leads.	Computing leads

	<p>intentions of each year group was beneficial for making prior links, and it was agreed that this activity could be used in further staff insets within the wider curriculum.</p> <p>Online safety was also discussed within our PSHE staff inset.</p> <p>Digital leaders have received training recently to support pupil voice.</p> <p>E-safety messages are displayed on all computing trollies to support pupil voice.</p>		
AOB			
Upcoming meetings	Spring 2 - Southwold leading		