



United Learning – Excellence Visit

Pastoral Support & SEMH

Salisbury Manor Primary School

14th June 2022



Agenda

Time	Activity	Lead
9:30-10:00am	Arrival and refreshments	
10:00-10:45am	Introduction & House Keeping Context of Salisbury Manor Why we took the decision to focus on SEMH Staff structure and the role of the Pastoral Support Officer	David Booth - Principal
10:45-11:15am	Learning Walk	David Booth – Principal & Amy Rawlinson – DSL/ Inclusion Lead
11:15-12:00pm	Role of the DSL/Inclusion Lead at SMP CPD & Staff Voice SEMH Pupil Voice SEMH Place2Be Outside Agencies Case studies	Amy Rawlinson – DSL/ Inclusion Lead
12:00-12:45pm	Lunch – Q&A	David Booth Amy Rawlinson Terri Ward
12:45-1:30pm	Thrive CPD Whole School Curriculum Whole Class Lessons Pupil Voice Progress Reports Case Studies	Terri Ward – Thrive Practitioner & Assistant Principal
1:30-1:45pm	Visit to Thrive Room	Terri Ward – Thrive Practitioner & Assistant Principal
1:45-2:15pm	Observe Whole Class Thrive Lesson (Yr4 & Yr6)	Terri Ward – Thrive Practitioner & Assistant Principal
2:15-2:30pm	Ofsted Evaluation Reflection	David Booth - Principal



David Booth – Salisbury Manor Principal

10:00-10:45am

Notes

Context of the School:

Why the SEMH focus? Why now?

How we've adapted our teaching to support children with SEMH (SMP Way, Framework for Delivery and S&C)

Staffing Structure:

Role of the Pastoral Support Officer

Additional notes/Question to ask:



The Salisbury Manor Way

						<p>100% Technique: Ensure that 100% of students are with you for teaching and learning, 100% of the time, 100% of the way.</p> <p>Radar/Be Seen Looking Purposely scan the room following an instruction checking for compliance. Exaggerate your movements so you are 'seen looking' this could include 'chin up' and 'swivel'.</p>	<p>Make Expectations Visible Word instructions so they are explicitly clear and you can visibly check those followed. Rephrase 'eyes on me' to 'pencils down and eyes on me' Adults can clearly identify whose followed.</p>	<p>Least Invasive Intervention Individual student corrections slow the pace of learning. Use: Nonverbal intervention, Positive group correction, Anonymous individual correction, Private individual correction, Lightning-Quick public correction and Consequence.</p>	<p>Firm Calm Finesse Catch it early and adjust. Your high expectations are about supporting them. 'Thank you' after an instruction. Use 'we' rather than 'I' – 'we need you with us'. Use your 'Bright Face' when correcting. Walk away and then glance back to check the correction.</p>	<p>Art of the Consequence Small increments, immediate, consistent, as private as possible, depersonalised. Use 'Bounce-back ...I know you can do this. Describe the behaviour they should be doing. Resume with warmth and a smile.</p>	<p>Kagan Structures are built into the SMP Teaching Framework to promote collaboration. Kagan structures practice the skill(s) modelled by the Teacher. Classroom and Team building activities are built into the weekly timetable to: help children get acquainted, build class identity, provide mutual support, value differences and develop synergy.</p>	<p>Threshold Students are greeted at the entry point of a classroom or school gate by an adult. Adults set the tone for the lesson/day ahead and provide a warm and personalised welcome to all Student.</p>	<p>No opt Out All students are expected to learn and participate at SMP. Student who aren't sure of an answer are supported in a variety of ways. After support the original child is able to successfully recall the answer.</p>	<p>Do it again When we are learning something and need to refine the routine or when we have not done something as well as we might. "That was good, but let's try again and see if we can be great".</p>	<p>Stretch it Students are rewarded by answering a question with a harder question. Asking a diversity of types of follow up questions. Building a culture around those interactions that causes students to embrace, and even welcome, that learning is never done.</p>	<p>Cold Call The practice of calling on students regardless of whether they put their hand up. Keep cold call positive by choosing someone you'd love to hear from. Make cold call predictable so everyone thinks of an answer. Cold calls aren't used to single out students.</p>	<p>1.Improves academic achievement 2.Reduces the achievement gap between peers 3.Improve relationships between peers 4.Improves interpersonal skills</p>	<p>Format Matters Students are expected to phrase (or rephrase) their answers into standard English. Students expand answers into full phrases or complete sentences to provide oral practice . Students will speak audibly</p>	<p>Exit Ticket A short sequence of questions allowing you to analyse student progress. Provide an opportunity to intervene as close as possible to the point of misunderstanding. They're quick, designed to yield data, predictable and make good 'Do Now's</p>	<p>Do Now Students are able to complete the Do Now with no input from the teacher or peers. If the teacher has to give directions it's not independent enough. Activity should take about 5 minutes and be based on 'Next step' from previous learning</p>	<p>Positive Framing Assume the best when children 'forget' to follow an instruction. Talk about what should happen next rather than focusing on what not to do. Allow plausible anonymity by not using student's names. Narrate the positive to motivate group behaviours</p>	<p>Precise Praise Reinforce actions and not traits by praising hard work. Offer praise linked to the LO and Success Criteria. Differentiate between acknowledgement and praise. Generally, privacy is beneficial with critical feedback. Praise can be public.. Vary delivery</p>	<p>Immediate Feedback 1. Immediate feedback – at the point of teaching 2. Summary feedback – at the end of a lesson/trask 3. Review feedback – away from the point of teaching (including written comments)</p>
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Framework for the Delivery of Lessons

Planning for Progression

Feedback Session
(Whole Class Feedback)

Recall Practise/Cumulative
Quizzing/Pre-Teach

Contextual Vocabulary &
Steps to Success

Metacognitive Modeling
(Direct instruction)

Guided Practise (Kagan)

Assessment Point

Deliberate Practice

Feedback

Assessment of Learning

Assessment for Learning &
Continual Recall





Support and Challenge Meeting

Date:	Name:	Line Manager:
Pupil Progress		
Positives		Challenges
Support Required/Next Steps:		
Quality of Provision		
Positives		Areas for Development
Support Required/Next Steps:		

Date:	Name:	Line Manager:
Leadership (if appropriate)/Personal Development		
Positives		Challenges
Support Required:		
Actions		Timescale
Next Meeting:		



Learning Walk – David Booth & Amy Rawlinson

10:45-11:15am

Notes

References to SMP Way

How are SEMH needs supported?

Classroom Environments

Lesson Structure

Opportunities for reflection/Questions to ask



Amy Rawlinson – Salisbury Manor Vice-Principal (DSL & Inclusion Lead)

11:15-12:00pm

Pastoral Support for children at Salisbury Manor Primary

- Communication across the school to ensure that pupils are supported at all levels throughout their day and their time at school
- Senior Mental Health First Aider
- Bereavement Counselling
- Referrals to Young Carers for children with parents that struggle with their mental health
- Counselling – Place 2 Be for children who have experienced severe domestic abuse (physical)
- Referrals to DV Play Therapy groups within Waltham Forest
- Housing support- DSL has written letters to support families who are facing eviction and for families who require more suitable accommodation
- Work closely with Early Help practitioners and social workers
- Discuss individual cases with school nurse
- Make referrals to Volunteer Matters for parents
- Make referrals to Shelter
- Refer parents to young minds to support children's mental health
- Thrive interventions
- Whole school Thrive lessons
- Parent and Family Thrive
- Pupil voice
- SEND pupil voice
- PSHCE lessons
- School council
- Assemblies on well-being (NSPCC June 2022- speak out stay safe)
- SRE
- Work closely with EWO and BACME
- CAMHS referrals/ Ed Psychologist
- Music Therapy
- Soft starts in the morning
- Free breakfast club for high-need families
- Collection and drop-off arrangements for high need families
- Daily Pastoral team drop-ins
- Zero-tolerance to bullying
- IHCP meetings with parents
- Acting on contextual safeguarding information that has been brought to attention by other parents
- PEEP forms to support pupils during evacuation procedures
- Online safety awareness: throughout curriculum; newsletters to parents; training for staff
- DSL attendance to PEP, CIN, CP conferences, TAF and CGM for vulnerable pupils
- Home visits
- New pupil procedures
- Transitions for children into Year 7



New Pupil Procedures

	Admin Team	Class Teacher	SENCo	Class Buddy
Before the pupil starts	<ul style="list-style-type: none"> Ensure class teacher is not absent or on PPA on the morning of suggested start date. Check age of child Confirm start date with DB. Ensure home visit has been completed for EYFS pupils. Inform all staff of start date (only after confirmed with DB). Give parents start date and all key information. Share any medical needs with staff and add pupil to medical register if necessary. Share any other needs with relevant staff such as EAL/SEN. Ensure dietary requirements are shared with caterers. Add pupil to the image consent document. Add child's information to Arbor (Contact details, meal plan, email and password) and enrol. If EYFS, check with staff to organise a 'Meet the Teacher' prior to their start date. 	<ul style="list-style-type: none"> Set up all books and folders with pupil's name. Ensure the pupil has a place to sit. Ensure that relevant resources have been organised such as a tray and stationery. Name a peg for the pupil's coat and bag. Choose a buddy for the pupil and ensure they know what to do. 	<ul style="list-style-type: none"> Review application form for details of SEN/EAL needs. 	
On the pupil's first day	<ul style="list-style-type: none"> Put a courtesy call reminder on diary. 	<ul style="list-style-type: none"> Greet family at the gate and introduce them to the class teacher Complete a tour of the school with the pupil. 	<ul style="list-style-type: none"> Greet the pupil on the playground. Introduce yourself to parents or carers. Introduce the pupil to their buddy. Ensure the pupil knows what to do at playtimes, lunchtime, home time etc. Ensure pupil understands behaviour system. 	<ul style="list-style-type: none"> Complete a tour of the school with the SEN pupil. Support new pupil when completing passport and tour of the school. Show the new pupil where to hang their coat
				<ul style="list-style-type: none"> toilets are and how to access them when outside. Show the new pupil how to clear their plate at lunchtime.
During the first week	<ul style="list-style-type: none"> Ask previous school for UPN number and CTF Email elpit@unitedlearning.org.uk to set up an office 365 username and password Call home date (put it in the diary): Log call on CPOMS <p><u>Check:</u> <i>Has the pupil settled in?</i> <i>Have they made friends?</i> <i>Are parents happy?</i></p> <p><i>Do we have the most up to date contact details for parents?</i> <i>Have they accessed Arbor? Are they receiving emails from us?</i> <i>Do they have any questions?</i></p>	<ul style="list-style-type: none"> Ensure the pupil has had an opportunity to learn the names of the rest of the class and to share something about them (circle time or PSHE lesson). Give the pupil a copy of the Knowledge organiser and curriculum booklet to take home. If any special events, ensure they have had this explained and they understand Complete PIRA and PUMA Inform office cheese/tuna preference If EYFS, ensure EYFS Leader has set up Tapestry account and shared login details with parents. 	<ul style="list-style-type: none"> Assess the pupil and share outcomes with SLT and class teacher. Contact pupil's previous school if any concerns are raised from assessments. 	<ul style="list-style-type: none"> Support the new pupil throughout the week. Make sure they have someone to play with at playtimes and lunch times.
After the first week		<ul style="list-style-type: none"> Contact pupil's previous school if any safeguarding concerns are raised. 	<ul style="list-style-type: none"> Check that the pupil has made at least one or two good friends. Check their understanding of Langford in Harmony and our behaviour system. Courtesy call to parents to check whether they have any concerns or questions. Call home date (put in diary): <p><u>Check:</u> <i>Is their child happy?</i> <i>Do they know what learning is taking place?</i> <i>Have they seen the knowledge organiser and curriculum booklet? Do they have any concerns?</i></p>	

Staff Voice- June 2022

"All staff care greatly about the children at SMP. It isn't just the academic achievement that we care about: we care about the whole child." Learning support assistant KS1.

"I haven't worked here long but the best thing about this school, other than the children, is the fact that the caring and supportive staff know the children really well." 1:1 adult, EYFS.

"I am currently completing a course on supporting children and young people's mental health. As a school, we have a lot of things in place to support our children with dealing with emotions and supporting the Social, Emotional and Mental Health of our children. Moving forward, it would be good for the school to have training on trauma and how this impacts on pupils' mental health."- SEND Learning support assistant.

"There are safe and secure spaces in our school for pupils to go to talk about their emotions, for example, The Thrive Room. This shows that we are helping to support the whole child." KS1 Class Teacher.

"The Safeguarding Team know the children and families well. Each year, we have a meeting so that we are given information about the children and families, especially those with social workers for example. This helps us as teachers to understand their home life and that some of the children do need adults at school to support them with more than just the academic side of school." KS2 Class Teacher.

"All children in my class enjoy Thrive sessions and talking about their feelings. They love to explain their feelings and weekly Thrive lessons give us the time in class to have these discussions."

"I look forward to more training from Marie Gentles on dealing with challenging behaviour of pupils with emotional needs. I found this training so interesting and it made me think more about the thoughts- feelings and actions."- UKS2 Learning Support Assistant.

"Thrive lessons happen weekly and this has had an impact on my class and on me as a teacher. I know how to 'plug the gaps' in English and Maths etc, but before coming to SMP, I had never heard of a curriculum that identifies gaps in pupils' emotional well-being. I have learnt a lot as a teacher." UKS2 Class Teacher.

"I work at the school and am a parent of 3 children here at SMP. As a parent, it is clear how much the school staff care about every child. Even in the holidays, the leadership team work to safeguard children: an example is that they send emails alerting parents to worrying content online. This shows me, as a parent and a member of staff, that the children's well-being, outside of just their academic achievements, is cared for." Parent and member of staff.



Pupil Voice- June 2022

"I have been at this school for a long time and now I am in Year 6. I always feel like the teachers and the TAs care about us all. They stop people from bullying others and they always tell us that we can talk to them. I am sad to be going to secondary school and I hope my new teachers are like the ones here." Y6 pupil.

"I like my teachers." EYFS pupil.

"The playground is the best place in the school! I have so much fun with my friends and if there are any arguments, the teachers outside always help us to deal with it." Year 1 pupil.

"I like how Thrive lessons in school happen weekly because we get to talk about our emotions and our feelings in class. Sometimes I am sad and my teacher knows that and she asks me if I am OK" Year 2 pupil.

"I like Place 2 Be time. I get to be out of class and with Helen- she always listens to me and I enjoy painting with her." Year 2 pupil.

"There is always someone to talk to at school when we are feeling a bit down and a bit stressed." Two Y6 pupils.

"Our teachers made sure we were OK during lockdown because they called my house and spoke to my mum and I even spoke to my teacher on my trampoline!" Year 3 pupil.

"Learning is fun at school. I like Jigsaw lessons because my teacher helps me to make friendships and tells us what to do if we are being bullied online." Y4 pupil.

"There used to be lots of bullying at this school but it has stopped now." Y5 pupil.



Terri Ward – Salisbury Manor Assistant-Principal
(Pastoral & Licensed Thrive Practitioner)

12:45-1:30pm

Thrive- All Write Round Robin:

These are the targets for a child receiving 1-2-1 Thrive sessions.

What strategies would you use to support the child and meet these targets?

Chosen learning targets to work on:

- The child/young person signals/communicates how they are feeling and accepts the help they need. (Having Needs Met)
- Can recognise different feelings in others and respond appropriately (Having Needs Met)
- The child/young person lets you know that they have particular sensory preferences eg to sound, taste, touch, sight and smell. (Having Needs Met)



Visit to the Thrive Room

1:30-1:45pm

Notes

Thrive Lesson Observation (Yr4 & Yr6)

1:45-2:15pm

Notes



What does Pastoral mean to you?

Notes

Moving forward

What can I do this week?

What can I do this half-term?

What can I do next year?