

Throughout and together:

- Staff and governors we drive and facilitate and expect the consolidation and improvement set out below and so the element of challenge but we never lose sight of the “support” bit and the friendship, the esprit de corps that underpins our morale and wellbeing and so our effectiveness. **Staff feeling challenged but critically supported essential to morale and so effectiveness in COVID context and actions too.**
- We work hard on all our relationships and reflect daily on any emerging frailties and embed strengths and our core values underpin this effort: friendship, hard work and optimism. **Relationships underpin and drive everything and there can be no safety or any kind without them!**
- We never lose sight of and we keep revisiting and embedding and growing what SEMH best practice looks like: what are the characteristics and qualities of our best people; what is it they do? **We have to bring our A Game and develop it too to protect and promote a stable and so safe community**

improvement / consolidation focus	improvement / consolidation activity	Who	COVID dimension	What will success look like?
1. Daily and habitually we ask ourselves are the children safe and do we care enough? Are we vigilant enough? Are we proactive enough? Are we investing enough in the children to build those relationships and so trust and so safety?	<ul style="list-style-type: none"> • Daily briefing and de-briefing has sharp focus on safeguarding and welfare • CPOMS evidences proactivity to make and to keep safe • Conversation and action about safeguarding is habitual and permeates all of school life 	MMAC/team	<ul style="list-style-type: none"> • What is the COVID dimension each day to keep everyone safe? • What are the COVID rituals and actions and routines for example wiping surfaces, maintaining bubbles and what are the challenges and risks around them in a full school? 	<ul style="list-style-type: none"> • All children are kept and diverse risks made safe • The team across roles and functions confident and actively contribute to sharing, reflection ad action to keep children safe.
2. We keep a very sharp focus on the most cohesive and stable and so productive combinations of our eclectic youngsters and staff: we maintain our “can do”, pragmatic and child-centred approach.	<ul style="list-style-type: none"> • The creative and flexible organisation and operation of the school both proactive and reactive. • The optimum deployment of all staffing capacity and ability and available resources day to day... 	DJ/team	<ul style="list-style-type: none"> • Pupil chemistry and so risk and staff deployment and so risk management critical to essential good order that underpins any wider safety. • All COVID risk management at risk in SEMH context as good order always at risk. • The mantra of “bubbles” and “hygiene” and “social distancing” must be sustained and made tangible. 	<ul style="list-style-type: none"> • The school community is orderly and safe and happy and that precious calm that Ofsted described is embedded and secure • Relationships are clearly strong and supportive and “kind” across the community. • Learning is happening and personal development is happening.
3. We both embed the old and build new rhythms and routines post COVID that hold the children safely (figuratively) and deliver the calm and good order that promote wellbeing and learning.	<ul style="list-style-type: none"> • We revisit and refresh and agree and collectively assert and embed rhythms, rituals and routines. • We develop, tweak and improve them... • We factor in COVID reality 	CM/team		
4. Teachers drive a bottom up refocusing and re-energizing of the curriculum offer that privileges pupil wellbeing and happiness, personal development (PSHE), literacy and numeracy and fun –an enriched and diverse element from DofE to drumming...	<ul style="list-style-type: none"> • Each teacher and their support worker audits the needs of the child using formal methods for example the EHCP but equally their knowledge and insights to construct a bespoke curriculum offer. • Post COVID it privileges student happiness and wellbeing and focusses on literacy and numeracy. • It is enriched to provide specialist support for example mentoring and fun for example horse riding. • It broadens learning for example college courses • Pupil goals are generated from EHCP that have genuine worth and so are readily known to pupils and staff. 	VS/team	<ul style="list-style-type: none"> • This focus on happiness and wellbeing underpinned by a bottom up positive climate for learning class bubble by class bubble and so building a school wide culture and climate of calm and safety critical to any more focused and developed work – we must have that wider and embedded sense of calm and good order. • We must keep admin/bureaucracy/paperwork to an absolute minimum as emotional and physical demands on team will be huge when fully reopen given trauma and adjustment for the children. 	<ul style="list-style-type: none"> • Children engaged in and enjoying learning • They present as happy and content • There is a clear focus on literacy and numeracy but also variety and fun and the children enthuse about elements of their experience at school • Children can identify trusted adults and express feeling safe in school.

Simple summary of our goals for 2020-21

1. Daily and habitually we ask ourselves are the children safe and do we care enough? Are we vigilant enough? Are we proactive enough? Are we investing enough in the children to build those relationships and so trust and so safety?

Team-PM: what have I learned about and what contribution have I made to the children's happiness, safety and wellbeing?

2. We keep a very sharp focus on the most cohesive and stable and so productive combinations of our eclectic youngsters and staff: we maintain our "can do", pragmatic and child-centred approach.

3. We both embed the old and build new rhythms and routines post COVID that hold the children safely (figuratively) and deliver the calm and good order that promote wellbeing and learning.

4. Teachers drive a bottom up refocusing and re-energizing of the curriculum offer that privileges pupil wellbeing and happiness, personal development (PSHE), literacy and numeracy and fun –an enriched and diverse element from DoE to drumming...

Team-PM: do the children I work with and support have a bespoke learning package and are their learning and personal development goals meaningful and embedded for them and me (EHCPs)?

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Team-PM: what contribution have I made to the happiness and morale of my team mates?

- We work hard on all our relationships and reflect daily on any emerging frailties and embed strengths and our core values underpin this effort: friendship, hard work and optimism.

- We never lose sight of and keep revisiting and embedding and growing what SEMH best practice looks like: what are the characteristics and qualities of our best people; what is it they do?

Team-PM: what have I learned and what have I contributed to SEMH "Best Practice"?

Never look down on anybody unless you are helping him up. Jesse Jackson

Barley Lane School

Friendship, Optimism, Hardwork

Simple checklist and reminders for September:

Teaching and support team please ask yourself are you doing and can you evidence these things?

If folk visited and spent time in your class would they see these things happening?

- Above all else please invest in relationships; they build the safe influence and authority essential to good order and so safety and so learning.
- Have a safe and clean and welcoming and warm classroom.
- Embed your rituals and routines with even greater urgency and skilled determination these are the key to good order and so safety and so COVID secure.
- Make sure work is accessible and engaging; on-task children and young people are safer and happier.
- Combine content and routine and your methodologies or teaching styles to create rhythm: reading, literacy, numeracy, PSHE and SRE and punctuate with down-time and reward.
- Create and agree doable meaningful goals from their EHCP and the review process that they know and can describe and can do.
- Enrich the curriculum with a range of experiences and be ambitious and creative in this: take risks and have fun but don't forget the simple doable things the children enjoy like a walk or a bike ride cooking and eating what they've cooked.
- Be an advocate for your children in securing support in-house and beyond so ELSA or CAMHs...

If yes you are doing a good job and that will be manifest in the children's behaviour, their presentation and happiness and their progress as learners and as people.

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improvement / consolidation focus	improvement / consolidation activity	Who	What will success look like?	What will and could measure and evidence success?	Impact of activity so far...	What next?
					AU1 AU2 SP1 SP2 SU1 SU2	
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2. We keep a very sharp focus on the most cohesive and stable and so productive combinations of our eclectic youngsters and staff: we maintain our “can do”, pragmatic and child-centred approach.	<ul style="list-style-type: none"> • The creative and flexible organisation and operation of the school both proactive and reactive. • The optimum deployment of all staffing capacity and ability and available resources day to day... 	DJ/ team	<ul style="list-style-type: none"> • The school community is orderly and safe and happy and that precious calm that Ofsted described is embedded and secure • Relationships are clearly strong and supportive and “kind” across the community. • Learning is happening and personal development is happening. 	<ul style="list-style-type: none"> • The range of usual measures and for example attendance, exclusion, physical intervention and we hit benchmarks and secure positive trends. • Pupil, parent and team feedback • Good learning progress by pupil / cohort / teacher • Governor visits triangulate and confirm any positive measures and evidence. 		
3. We both embed the old and build new rhythms and routines post COVID that hold the children safely (figuratively) and deliver the calm and good order that promote wellbeing and learning.	<ul style="list-style-type: none"> • We revisit and refresh and agree and collectively assert and embed rhythms, rituals and routines. • We develop, tweak and improve them... • We factor in COVID reality 	CM/ team				
4. Teachers drive a bottom up refocusing and re-energizing of the curriculum offer that privileges pupil wellbeing and happiness, personal development (PSHE), literacy and numeracy and fun –an enriched and diverse element from DoFE to drumming...	<ul style="list-style-type: none"> • Each teacher and their support worker audits the needs of the child using formal methods for example the EHCP but equally their knowledge and insights to construct a bespoke curriculum offer. • Post COVID it privileges student happiness and wellbeing and focusses on literacy and numeracy. • It is enriched to provide specialist support for example mentoring and fun for example horse riding. • It broadens learning for example college courses • Pupil goals are generated from EHCP that have genuine worth and so are readily known to pupils and staff. 	VS / team	<ul style="list-style-type: none"> • Children engaged in and enjoying learning • They present as happy and content • There is a clear focus on literacy and numeracy but also variety and fun and the children enthuse about elements of their experience at school • Children can identify trusted adults and express feeling safe in school. 	<ul style="list-style-type: none"> • Pupil feedback • Pupil learning progress • Measures of good behaviour for example points reward system. • Absence of or positive trends in negative measures for example recorded serious incidents and exclusions. 		