



HEALTHY SCHOOLS  
LONDON



## Achieving or Maintaining Healthy Schools Status Bronze Award

School: Riverside Bridge Special School

Borough: Barking and Dagenham

## HEALTHY SCHOOLS PROGRAMME

### Overview

The main aim of the Healthy Schools Programme is to support and encourage schools to develop and deepen their focus on health and wellbeing which will support the attainment, achievement and happiness of both their pupils, staff and wider school communities.

All children and young people have a right to be healthy and to achieve at school and in life. Healthy Schools provides opportunities for enhancing emotional and physical aspects of health that will lead to improved health, reduced health inequalities, and increased social inclusion and will raise achievement for all.

Healthier children do better in learning and in life. By enabling children and young people to make positive changes to their behaviour regarding health and wellbeing, schools help them reach their full potential in terms of achievement and fulfilment. They can also encourage good habits that will benefit children and young people both now and in the future.

Healthy Schools is not just about children and young people, it is about involving the whole school community together with local services and agencies. And it is not just what happens in the curriculum but about the entire school day.

Schools can participate and gain recognition at the following levels:

- HS Bronze Award
- HS Silver Award
- HS Gold Award

### Support

If your school requires additional information or support in working with the Healthy Schools Programme and gaining recognition, contact:

**Becky Casey - Healthy Schools Adviser**

Email: [becky.casey@healtheducationpartnership.com](mailto:becky.casey@healtheducationpartnership.com)

Freephone: 08000 488 566

Mobile: 0773 847 6236

### Benefits and Relevance to Schools

#### Healthy School Review Tool

The Healthy School Coordinator will act as a critical friend as a school undertakes a Healthy School Review. The process provides a framework for:

- highlighting what is working well and any gaps in the curriculum or school policies
- understanding of why an intervention is undertaken
- monitoring and recording progress
- evaluating effectiveness
- identifying outcomes.

### Safety and Wellbeing

Children and young people should feel happy, safe, respected and included in the school environment and staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.



Healthy Schools provides guidance and support to develop policies and practice that ensures the safety and wellbeing of children and young people.

### The Wider Curriculum

Healthy Schools promotes a more inclusive environment for learning to take place and is designed to encourage links with all other areas of the curriculum.

- The health and wellbeing experiences and outcomes provide valuable opportunities to develop skills in literacy and numeracy.
- There are important links between health and wellbeing and the spiritual, moral, social and cultural development of pupils.
- Using the expressive arts as a medium for learning, for example role play, can engage learners in issues such as bullying in more engaging and accessible ways.
- There are clear connections between science and several aspects of health and wellbeing e.g. food and health.

### Staff Development, Health and Wellbeing

Healthy Schools enables schools to identify, review and develop:

- Training for staff.
- Support for staff in maintaining their health and wellbeing.
- Confidential access to advice, support and services within and beyond school.



### Wider Context: Ofsted, Childhood Obesity, Sex and Relationships Education, Government Funding 2017

#### Government Childhood Obesity: A Plan for Action, August 2016

The obesity plan sets out the Government's proposals to reduce childhood obesity over the next ten years, achieved through the "active engagement of schools, communities, families and individuals". The plan confirms that following consultation over the soft drinks industry levy, the proposals will be legislated for in the Finance Bill 2017

<https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action>

Key points for schools / early years

- All schools to deliver at least thirty minutes of physical activity every day funded by a soft drinks levy. The additional 30 minutes should be supported by parents and carers.
- Encourage more walking and cycling to school
- A voluntary healthy rating for primary schools to encourage them to take a whole school approach to healthy eating and physical activity.
- A campaign to raise awareness of the early years physical activity guidelines among parents and practitioners.
- The Early Years Foundation Stage (EYFS) Framework will be updated to make reference to the UK Chief
- Medical Officers' (CMO) guidelines.
- School Food Standards update
- Healthier vending/food environments



Ofsted already evaluate a school's success in promoting and supporting pupils' knowledge of how to keep themselves healthy, including through exercising and healthy eating. Inspectors expect to see pupils making informed choices about eating and physical activity and the school's culture promoting this aspect of pupils' welfare. This evaluation informs inspectors' judgement on pupils' personal development, behaviour and welfare. Once the new rating scheme is operational it will be referred to in the school inspection handbook, and Ofsted inspectors will be able to take account of the scheme as an important source of evidence about the steps taken by the school to promote healthy eating and physical activity.

The DfE and DH will be providing further information on the proposed 'healthy rating' and 'annual competition' or recognition for schools demonstrating healthy approaches to tackling obesity.

#### Healthy Pupils Capital Programme 2018-19

Schools are to get £415 million from the soft drinks industry levy to help pupils benefit from healthier, more active lifestyles. The new Healthy Pupils Capital Programme funding recouped from the government's "sugar tax" will be available from 2018.

The funding will be allocated through a central formula to local authorities or multi-academy trusts. Those bodies will then make spending decisions based on "local context". Schools in smaller trusts, standalone trusts and sixth form centres will have to bid for cash from a new Healthy Pupils Capital Fund. Primary, secondary and sixth form colleges can use the cash for facilities to support PE, after-school activities and healthy eating. Facilities will be able to support children with physical conditions, or support young people struggling with mental health issues.



The funding is part of a £1.3 billion investment, which is separate to but sits alongside the newly doubled PE and sport premium, breakfast clubs and universal infant free school meals. The Department for Education will confirm the allocation formula, spending guidance and bidding criteria in the summer.

#### DfE draft guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

The DfE released draft statutory guidance in July 2018 under sections 34 and 35 of the Children and Social Work Act 2017. The guidance covers Relationships and Sex Education, Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

The guidance will become mandatory in September 2020, although schools are advised to start following it from 2019, if they aren't already delivering a programme of PSHE including RSE. The expectations on schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Relationships and Sex Education will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools

**NB** - Sex Education is not statutory in Primary Schools except for those elements that sit within the science curriculum. The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education colleges although settings are encouraged to offer these subjects



## HEALTHY SCHOOLS PROGRAMME BRONZE REVIEW TOOL

### HS Bronze Review Tool

This Review Tool is for use by all schools including Academies, Free Schools and Independent Schools. It enables you to record your school's provision for children and young people's health and wellbeing to achieve or maintain Healthy Schools London Status Bronze Award. The Review Tool needs to be renewed every 3 years in order to retain HSL Bronze status.

The Review Tool is organised under seven headings:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School ethos, culture, environment and SMSC development
5. Provision of support services for children and young people
6. Staff continuing professional development (CPD), health and wellbeing
7. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing

Against each of the seven headings there is a table which provides:

- The criteria and minimum evidence required
- Prompts against which to record your school's evidence

You can use this document to record and update your school's progress around healthy eating, physical activity, emotional wellbeing and PSHE under the seven headings. When you have completed the Healthy Schools Partnership Bronze Review Tool for your schools, you will need to send it to the Healthy Schools Coordinator.

[Becky Casey](#)

Healthy Schools Adviser

Email: [becky.casey@healtheducationpartnership.com](mailto:becky.casey@healtheducationpartnership.com)

### Next Steps – Silver and Gold Awards

The process of entering information for the Bronze Award might help you to identify and begin to develop an action plan for the HSP Silver Award. At the end of *Table 4: School ethos, culture, environment and SMSC development*, there is a list of example measurable outcomes to provide ideas for a health and wellbeing priority you may wish to focus on in your school.



## Description of School

Riverside Bridge school is a day special school for 4–16-year-old children and young people in the London Borough of Barking and Dagenham. We currently have 151 pupils in roll and will grow to 180 students over the next few years.

We serve our local community with the very highest standards of education to ensure 'Success for All', by working in partnership with the Local Authority to meet the needs of a rapidly growing school population in the Thames View and Riverside areas in the south of the Borough, adjoining the Thames.

The school is situated on a developing estate which means transport and amenities are still in development and most of our pupils come by buses. The school is part of a MAT, Partnership Learning which is a trust comprising 4 secondary schools, 5 primary schools, 2 all-through schools and 1 special school, Riverside Bridge School.

All our pupils come with complex layered needs including Severe Learning Difficulties, Moderate Learning Difficulties, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs with and the majority of our intake being on the Autistic Spectrum. Attainment on entry of all pupils is well below those expected of pupils of a similar age nationally. 75.5 Boys against 24.5% Girls; 44.3% Pupil Premium and 38.4% EAL.

Our vision is to unlock every child's potential, by increasing social inclusion, addressing mental health and well-being and promoting social and emotional development. We want all our pupils to be able to gain as many life skills and as much independence as possible so later on in their life they can thrive in our community and become resilient, respectful and accomplished citizens.

Our last Ofsted Inspection was on the 25-26<sup>th</sup> of February 2019 and the school was graded Good against all four descriptors.

"Pupils thrive at Riverside Bridge School. They learn new skills and grow in confidence and independence. They learn about themselves and others. Pupils say that when they get up in the morning, they look forward to coming to school. They come to school regularly and on time. Pupils told us that they 'love it here'. They feel happy and safe.

This is a friendly, calm and welcoming place. Staff are kind, gentle and respectful. They help pupils if they are worried or upset. One pupil told us, 'If people say or do bad things, teachers stop it.

Staff understand the difficulties many parents and carers and their children face. They work together with parents, sometimes involving other agencies. The view of one parent, 'We were lost until Riverside came into our lives', is typical of many."



## Description of School

Headteacher: Completed Bronze Review Tool approved.

Signature and date:

22/06/2021

## 1. Leadership, Management & Managing Change

### Healthy Schools Partnership: Criteria & Minimum Evidence

The school provides clear leadership to create and manage a positive environment, which enhances emotional and physical health and well-being in school.  
The school has:

1. A member of the senior leadership team who has a strategic lead for; and (if different)
2. A member of staff responsible for:
  - PSHE education including RSE and drug, alcohol and tobacco education
  - Emotional Wellbeing and Mental Health
  - Healthy eating including the statutory DfE Standards for school food (2015), catering and curriculum
  - Physical activity

### School Evidence

PSHE education	Name	Main Job Title
SLT Lead	Ms Leila Amri	Deputy Head Teacher Curriculum Lead (including PSHE) Senior Mental Health Lead (SMHL)
List any staff member/s responsible	All staff	Teachers and Co-Educators



## 1. Leadership, Management & Managing Change

Emotional Wellbeing & Mental Health	Name	Main Job Title
SLT Lead	Ms Leila Amri	Deputy Head Teacher
List any staff member/s responsible	Miss Laura Smith Mrs Rachida Bousbaa Mrs Salma Sharif Mrs Sarah Nicholls	Organisation Lead/ Mental Health Lead Teacher Co-educator Midday Supervisor
Healthy Eating	Name	Main Job Title
SLT Lead	Ms Leila Amri	Deputy Head Teacher
List any staff member/s responsible	Mrs Claire Barros	Healthy Schools Lead/ Food Technology Co-ordinator
PE, Physical Activity and Sport	Name	Main Job Title
SLT Lead	Miss Chloe O'Keefe	Behaviour Lead
List any staff member/s responsible	Mr Nicholas Luxmoore Mr Joshua Emmanuel	PE Lead PE Coach

Commented [CB1]: Food And Drink Policy with LEAM





## 2. Policy Development

### Healthy Schools Partnership: Criteria & Minimum Evidence

The school has the policies listed below, which are reflected in practice and through ethos, culture and the environment. They are reviewed by consultation every 1 to 3 years.

#### School Evidence

Policy	Requirement	Last review date	On school website
<b>School Behaviour / Anti-bullying</b>	<i>Statutory (recommended reviewed annually)</i>	June 2021	Yes: <input checked="" type="checkbox"/>
<b>Relationships &amp; Sex Education</b>	<i>Statutory<sup>1</sup> (HSP reviewed every 1-3 years)</i>	March 2021	Yes: <input checked="" type="checkbox"/>
<b>SEN Information Report</b>	<i>Statutory (reviewed annually)</i>	Sept 2020	Yes: <input checked="" type="checkbox"/>
<b>Safeguarding / Child Protection</b>	<i>Statutory (reviewed annually)</i>	June 2021	Yes: <input checked="" type="checkbox"/>
<b>Drug, Alcohol and Tobacco Education</b> – (including dealing with incidents). This can be part of another policy e.g. PSHE. <i>Add in addition that I send</i>	<i>Essential for Healthy Schools (HSP reviewed every 1-3 years)</i>	March 2020	Yes: <input checked="" type="checkbox"/>
<b>Physical Activity</b> (including PE, sport in and out of the curriculum and travel to and from school)	<i>Essential for Healthy Schools (HSP reviewed every 1-3 years)</i>	March 2020	Yes: <input checked="" type="checkbox"/>

<sup>1</sup> New DfE guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education will become mandatory in September 2020. All schools will need to have in place a written policy for Relationships Education and RSE.



## 2. Policy Development

<b>Whole School Food and Drink Policy</b> (including sugar reduction and the statutory DfE Standards for school food (2015))	<i>Essential for Healthy Schools (HSP reviewed every 1-3 years)</i>	November 2020	Yes: <input checked="" type="checkbox"/>
<b>Emotional Well-being and Mental Health</b>	<i>Essential for Healthy Schools (HSP reviewed every 1-3 years)</i>	March 2021	Yes: <input checked="" type="checkbox"/>
<b>Further evidence</b>			
Please provide examples of how you consult with the following groups (e.g. <i>staff and/or governor meetings, parents' forums/evenings, website, newsletters, written and verbal surveys and questionnaires, school council, lessons</i> ).			
<b>Staff</b> (including examples of how you ensure that staff are aware and kept up to date about new policies or policy changes, together with their role and responsibilities in relation to policies)	Internal email, policies on display in staff area plus noticeboard, staff briefings, weekly trainings, twilight trainings and INSET days., SLT meetings, School website		
<b>Parents/Carers</b>	School website, parent forum, meetings		
<b>Governors</b>	School website, Meetings		
<b>Pupils</b>	<p><b>Bridge Buddies</b> –Is run by nominated pupils and overseen by the DSL and Behaviour lead. This group focusses on important matters arising in the school, peer to peer counselling and working closely with the Wellbeing team.</p> <p><b>Green Team Committee:</b> Highlight areas that they wish to work on within the school. The committee is run by the pupils. Areas for the Eco-school's Bronze award are: Healthy living, school grounds and Recycling.</p>		



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### 3. Learning and teaching, curriculum planning and resourcing

#### Healthy Schools London: Criteria & Minimum Evidence

The school curriculum includes these areas of learning which are monitored and evaluated to ensure the quality of teaching and learning:

- PSHE education including relationships and sex education (RSE) and drug, alcohol and tobacco education
- Emotional wellbeing and mental health including anti-bullying, social and emotional learning (SEL) and risk
- Healthy eating including cooking skills and food education
- Physical activity including a minimum of 90 minutes to 2 hours curriculum PE a week and health-related exercise

*Examples of monitoring and evaluation include:*

- *pupil/lesson observations*
- *written or verbal assessment*
- *peer and self-evaluation*
- *learning walks*
- *pupil progress meetings*

Pupil progress and achievement in these areas of learning are assessed, recorded and reported in line with current guidance and celebrated appropriately.

*Examples for assessment include:*

- *learning- knowledge*
- *skills*
- *understanding*
- *behaviour (e.g. healthy eating, physical activity, social and emotional)*
- *health and well-being*

*Examples methods of recording and reporting include:*

- *school/end of year reports*
- *teacher or end of unit assessments*
- *staff meetings*
- *parent/carer evenings*
- *pupil peer and self-assessment*



### 3. Learning and teaching, curriculum planning and resourcing

#### School Evidence

#### PSHE education including RSE & drug, alcohol and tobacco education

Please provide details of how PSHE is organised and delivered within the timetable across the school.

PSHE is delivered throughout all our six Curriculum Areas of Development, every day for all pupils across all year groups.

PSHE supports children to be healthy, active and lead fulfilling lives. Children learn to respond positively to challenges, solve problems, handle risks and develop self-confidence. It lays the foundations for long term well-being and contributes to children's spiritual, moral, social and cultural development (SMSC).

Pupils develop an awareness of what is acceptable and unacceptable behaviours towards their peers within social situations and how to manage their relationships they form with others; they learn about their place in society and their responsibilities both as individuals and as members of their communities. Pupils also learn about their changing bodies, caring for and looking after their bodies; and as they become more confident children and develop a growing self-awareness, they learn to make informed decisions that will enable them to lead happy and healthy lives and they use their pupil voice to influence decisions - thus experiencing aspects of British values.

We also strive to prepare our pupils for the next stage in life, whether that be the next part of their education or ultimately the work place. This is why our work-related learning curriculum spread from Reception to Year 11, creating opportunities for our pupils to learn about finance as well as careers.

Children have numerous opportunities within our Curriculum Areas of Development to develop vital skills through everyday experiences which may be planned through specific lessons to ensure breadth and depth of learning at an appropriate level but also often arise incidentally.

#### Communication and Interaction

- How to interact with staff and peers
- How to communicate information appropriately
- How to communicate preferences and make choices
- How to practise appropriate behaviour in different situations How to identify difficulties and ask for help

#### Engagement & Learning



### 3. Learning and teaching, curriculum planning and resourcing

- How to respect and protect the environment

#### **Health Living**

- How to follow routines including classroom routines and personal care routines
- What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and well-being
- How to manage risks to physical and emotional health and well-being
- How to keep physically and emotionally safe
- How to manage change, such as puberty, transition and loss
- How to make informed choices about health and well-being and to recognise sources of help with this
- How to respond in an emergency

#### **Independence and Community Participation**

- How to keep safe in any environments
- How to behave and act responsibly and respectfully in different environments
- What are the rights and responsibilities as members of families, communities and ultimately as citizens
- How to respect equality and be a productive member of a diverse community
- How to respect and protect the environment
- Where money comes from, how to keep it safe and how to manage it effectively
- How money plays an important part in people's lives

#### **Personal Development**

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- How to manage own and others' emotions and behaviours
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships



### 3. Learning and teaching, curriculum planning and resourcing

Please provide details of how you deliver RSE within your PSHE curriculum across the school.

We implement our RSE policy consistently throughout the school and provide effective provision throughout classes. We encourage staff to provide learning experiences that are specific to the need of the pupils in their classes, and responsive to their pupils' behaviour and development.

Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable all our pupils to make informed decisions regarding relationships and sex. It is important that pupils know the difference between fact, opinion and belief.

The teaching of RSE curriculum will be delivered by class teachers as part of Healthy Living lessons. Individual learning objectives will be implemented to suit the ages, gender, abilities and needs of individual pupils.

The RSE curriculum is also supported by school events and assemblies.

The teaching of RSE will be guided by the following:

- Relationship and Sex Education will complement and support the role of parents and take into account their wishes so that sex education becomes a shared responsibility;
- the content will be presented in a sensitive, objective and balanced manner taking into account the age, maturity and needs of the pupils as well as their cultural background;
- the content will be planned and progressive;
- for pupils going through puberty there will also be an emphasis on coping with the changes which are taking place in their bodies.

#### **Engagement & Learning**

- Experiencing the natural and humanly constructed world
  - How to be able to sequence the life cycle of a human being
  - How to describe personal physical changes since birth

#### **Healthy Living**

- How to Identify personal characteristics
  - Knows personal information
  - Identifies physical characteristics
  - Identifies body parts and function
  - Identifies interests



### 3. Learning and teaching, curriculum planning and resourcing

- Recognises strengths
- How to Recognise and accept differences between people
  - Recognises similarities and differences between self and others
  - Accepts that there are a variety of different types of person
  - Shows respect for others
- How to understand and accepts changes that occur at puberty
  - Identifies changes that occur at puberty
  - Accepts that changes will occur to themselves
  - Manages own self-care in relation to changes at puberty
- How to understands personal space
  - Maintains social distance appropriate to situation
- How to distinguish between 'public' and 'private'
  - Identifies situations that require privacy
  - Identifies 'public' and 'private' places in context
  - Identifies 'private' body parts
  - Carries out 'private' behaviour in an appropriate place
  - Differentiates between 'public' and 'private' conversational topics
  - Allows others to have privacy
  - Identifies 'private' situations that may be unsafe
  - Identifies which type of personal information is appropriate to share in particular situations
- How to understand different types of relationships
  - Identifies relationship of self to others
  - Identifies characteristics of friendships
  - Identifies characteristics of 'girlfriend'/'boyfriend' relationships
  - Understands and accepts that people may choose different types of relationships
- How to use behaviour appropriate to relationship
  - Uses behaviour appropriate to relationship
  - Identifies behaviour that is ok / not ok in particular contexts / relationships
- How to understand laws relating to consent in relationships
  - Understands that romantic / sexual relationships are a two-way partnership that require both parties to agree to them





### 3. Learning and teaching, curriculum planning and resourcing

- o Understands that some behaviours within relationships require consent from both parties
  - o Understands laws relating to consent in relationships
  - o Understands that reaching a certain age does not dictate expected behaviour
- How to keep safe within relationships
  - o Communicates 'No' assertively when uncomfortable within a situation
  - o Identifies appropriate / inappropriate touch
  - o Identifies characteristics of 'healthy' and 'unhealthy' relationships
  - o Knows that keeping secrets might not always be the right thing to do
  - o Knows to seek advice and support about any aspect of relationships they are unsure or unhappy about
- How to know where to seek advice or help
  - o Identifies situations where they require advice or help
  - o Identifies trusted person to go to for advice and support
- Knows where to seek advice and support concerning sexual health

#### **Independence and Community Interaction**

- Keeping safe in the community
  - o How to show awareness of potential 'safe' / 'unsafe' places in the community.
  - o How to recognise potentially unsafe situations and takes appropriate action.
  - o How to keep belongings / personal information safe when out in the community.
  - o How to be aware of potential 'stranger danger' and knows how to respond.
  - o How to make informed judgement about giving out personal information.
  - o How to understand and applies the need for self and others to have privacy in some community settings.
  - o How to maintain social distance appropriate to the community situation.
  - o How to recognise that others' proposals / suggestions may pose a risk.
  - o How to choose to say 'No' to risks or suggestions proposed by others.
- Knowing how to get help in the community
  - o How to identify potential 'safe' person to ask for help if needed.
  - o How to use mobile phone to get help as needed.
  - o How to identify services who help keep us safe.
  - o How to know how and when to contact emergency services.



### 3. Learning and teaching, curriculum planning and resourcing

- Keeping safe on-line (e-safety)
  - o How to make connections between control devices and information on screen (i.e pressing a specific graphic on a touch screen)
  - o How to use a touch screen
  - o How to use a keyboard
  - o How to use a mouse
  - o How to understand that information can be stored on a computer
  - o How to respond to simple instructions to control a device
  - o How to use ICT to communicate meaning and express ideas in a variety of contexts
  - o How to use ICT to communicate and present their ideas
  - o How to load a resource and make choice from it
  - o How to keep personal information safe when using social media / gaming
  - o How to use privacy settings when using social media
  - o How to understand consequences of sharing information on social media
  - o How to make decisions about 'friend' requests on social media
  - o How to know to inform adult if an online acquaintance asks to meet
  - o How to apply safety rules when receiving emails from unknown sender
  - o How to appraise authenticity of websites
  - o How to check with an adult before making online purchase
  - o How to observe age rating guidance when choosing games / films for own use
  - o How to inform adult of anything they encounter online that makes them feel uncomfortable
  - o How to know how to block or report people or content
  - o How to understand consequences of own actions when using social media or the Internet

#### **Creative and Sensory**

- How to express sensory likes/ dislikes
  - o Expresses likes/ dislikes of sensory experiences/ stimuli encountered by body language.
  - o Intentionally communicates likes/ dislikes of familiar sensory experiences/ stimuli.
  - o Communicates likes/ dislikes of new sensory experiences.
  - o Indicates "enough" or "finished" in response to a sensory experience.
- How to understand own sensory needs
  - o Identifies own sensory needs.



### 3. Learning and teaching, curriculum planning and resourcing

- o Communicates sensitivity to a feature of the environment.
  - o Expresses feelings in relation to sensory experiences.
  - o Identifies sensory experiences that cause them anxiety or discomfort.
  - o Identifies sensory experiences that are beneficial to them e.g. calming or alerting.
  - o Understands that differences in sensory processing are common in people on the autism spectrum.
- How to respond to sensory adaptation to the environment
  - o Calms/ alerts/ regulates behaviour in response to environmental adaptation being made.
  - o Responds to sensory input from supporting adult
  - o Calms/ alerts/ regulates behaviour in response to physical contact (touch).
  - o Calms/ alerts/ regulates behaviour in response to movement input from adult (proprioceptive).
- How to respond to input using sensory 'equipment'
  - o Calms/ alerts/ regulates behaviour in response to tactile item.
  - o Calms/ alerts/ regulates behaviour in response to visual input.
  - o Calms/ alerts/ regulates behaviour in response to vestibular (movement and balance) input.
  - o Calms/ alerts/ regulates behaviour in response to proprioceptive (positioning) input
  - o How to respond to regular sensory programmes
  - o Calms/ increases alertness in response to movement break.
  - o Calms/ increases alertness in response to sensory 'circuit'.
- How to show increased tolerance of sensory input
  - o Shows increased tolerance of specified touch.
  - o Shows increased tolerance of specified visual input.
  - o Shows increased tolerance of movement.
  - o Shows increased awareness and control of their own body.
- How to accept support to manage own behaviour in relation to sensory needs
  - o Responds to prompt to use equipment/ aid to alleviate sensory input.
  - o Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self, others or the environment.
  - o Understands and observes 'time and place' rules in relation to specified sensory stimulation.



### 3. Learning and teaching, curriculum planning and resourcing

#### Personal Development

- How to be with others
  - Accepts the presence of others in familiar environment
  - Engages in shared activity
  - Copes with proximity of others in public space
- Positive relationships
  - Engages positively with supporting adults
  - Accepts help from an adult
  - Accesses activities/situations with adult support
  - Seeks and support from adult
- Friendships
  - Initiates interaction with peer(s)
  - Engages positively in interaction with peer(s)
  - Takes account of others' interests/needs/feelings within interactions
  - Takes actions to sustain positive relationship
  - Recognises negative or bullying behaviour towards self or others
- Group Activities
  - Attends to focus of group
  - Participates in group activity
  - Is aware of self as part of group
  - Understands and conforms to expectations of working in a group
  - Participates in group discussions
- Understanding and Expressing Own Emotions
  - Expresses a range of emotions
  - Identifies own emotions
  - Identifies cause of emotion
- Managing Emotions and Behaviour
  - Responds to calming strategies of others
  - Uses own strategies to manage stress
  - Takes part in planning and preparing strategies to manage own emotions and behaviour
  - Reflects on behaviour
- Understanding Others' Emotions and Intentions
  - Recognises and responds to emotions in others



### 3. Learning and teaching, curriculum planning and resourcing

	<ul style="list-style-type: none"> <li>o Identifies cause of emotions in others</li> <li>o Makes judgements relating to others' behaviour</li> <li>o Identifies potential or actual risk within situations</li> <li>o Is aware of difficulties with "reading" others' emotions/intentions</li> </ul>
<p>Please provide details of how you deliver drug, alcohol and tobacco education within your PSHE curriculum across the school.</p>	<p>Drugs, alcohol and tobacco education within the school is mainly delivered as part of the PSHE and citizenship programme but not exclusively. It also forms part of the science curriculum, the wider SMSC curriculum and the school values.</p> <p>The aim of drug and alcohol education is for pupils to develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle, promote responsibility towards the use of drugs and relate these to their own actions, both now and in their future lives.</p> <p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• How to interact with staff and peers</li> <li>• How to communicate information appropriately</li> <li>• How to communicate preferences</li> <li>• How to make choices</li> <li>• How to respond to negative behaviour <ul style="list-style-type: none"> <li>o Is confident in saying No in situations that may pose a risk.</li> <li>o Seeks help in situations that may pose risk.</li> </ul> </li> <li>• How to communicate refusal using behaviour, gesture, facial expression, vocalisation, learned phrases or spontaneous speech</li> <li>• How to request help using behaviour, gesture, facial expression, vocalisation, learned phrases or spontaneous speech</li> <li>• How to request information and ask a question</li> <li>• How to express opinions, thoughts and feelings <ul style="list-style-type: none"> <li>o Volunteers information about what they are thinking/ feeling.</li> <li>o Gives opinions about a topic/ event.</li> <li>o Gives reasons for opinions.</li> <li>o Accepts that others may agree/ disagree with opinions.</li> </ul> </li> </ul> <p><b>Healthy Living</b></p>



### 3. Learning and teaching, curriculum planning and resourcing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and well-being
- How to manage risks to physical and emotional health and well-being
- How to keep physically and emotionally safe
- How to identify own health needs
  - Indicates when they are unwell or in pain.
  - Identifies location of pain.
  - Rates severity of pain.
  - Accepts help when unwell or in pain.
  - Knows what medication they take and how it helps them.
  - Identifies own allergies/ intolerances.
  - Administers basic first aid to self.
- How to understand benefits and risks of medicines
  - Takes agreed medication.
  - Knows that it is important to take correct dosage of medication.
  - Knows that it may be dangerous to take medicines belonging to others.
  - Knows that medicines must be kept safely.
  - Follows instruction labels on medicines.
  - Acts on information in diary/ calendar/ planner.
  - Sets reminders for self.
- How to understand the health risks associated with smoking and alcohol
  - Knows the risks to health associated with smoking.
  - Knows the risks to health associated with drinking alcohol.
- How to understand the law in relation to drugs, alcohol and smoking
  - Identifies illegal drugs.
  - Understands the consequences of possessing or taking illegal drugs.
  - Knows the age limits in relation to smoking and alcohol.
- How to make informed choices about health and well-being and to recognise sources of help with this
- How to respond in an emergency
- How to know how and when to contact emergency services.

#### **Independence and Community Interaction**



### 3. Learning and teaching, curriculum planning and resourcing

- How to keep safe in the community
- How to show awareness of potential 'safe'/ 'unsafe' places in the community.
- How to recognise potentially unsafe situations and takes appropriate action.
- How to keep belongings/ personal information safe when out in the community.
- How to be aware of potential 'stranger danger' and knows how to respond.
- How to maintain social distance appropriate to the community situation.
- How to recognise that others' proposals/ suggestions may pose a risk.
- How to choose to say 'No' to risks or suggestions proposed by others.
- How to get help in the community
- How to identify potential 'safe' person to ask for help if needed.
- How to use mobile phone to get help as needed.
- How to identify services who help keep us safe.
- How to know how and when to contact emergency services.

#### **Personal Development**

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- How to manage own and others' emotions and behaviours
- How to recognise and manage emotions within a range of relationships
- How to behave and act responsibly and respectfully in different environments
- What are the rights and responsibilities as members of families, communities and ultimately as citizens
- How to understand and express Own Emotions
  - o Expresses a range of emotions
  - o Identifies own emotions
  - o Identifies cause of emotion
- How to manage emotions and behaviour
  - o Responds to calming strategies of others
  - o Uses own strategies to manage stress
  - o Takes part in planning and preparing strategies to manage own emotions and behaviour
  - o Reflects on behaviour



### 3. Learning and teaching, curriculum planning and resourcing

	<ul style="list-style-type: none"> <li>• How to understand others' emotions and intentions <ul style="list-style-type: none"> <li>◦ Recognises and responds to emotions in others</li> <li>◦ Identifies cause of emotions in others</li> <li>◦ Makes judgements relating to others' behaviour</li> <li>◦ Identifies potential or actual risk within situations</li> </ul> </li> <li>• Is aware of difficulties with "reading" others' emotions/intentions</li> </ul>
Please provide the name of any schemes of work, resources and partners supporting the delivery of PSHE, RSE & Drug, Alcohol and Tobacco Education.	<p>Autism Education Trust</p> <p>Brook Learn</p>
Please provide examples of how you monitor and evaluate lessons.	<p>All PSHE related policies are published on the school website and reviewed every three years. However, if an incident should occur, our policies will be reviewed in the light of that incident.</p> <p>Provision in respect of promoting PSHE, RSE, Drug, Alcohol and Tobacco Education is reviewed regularly as part of the curriculum monitoring and evaluation cycle.</p> <p>This is achieved by:</p> <ul style="list-style-type: none"> <li>◦ monitoring of planning, and teaching and learning by the Senior Leadership Team;</li> <li>◦ regular discussions at staff and governors' meetings;</li> <li>◦ audit of the policies around the curriculum content and delivery;</li> <li>◦ review of the delivery and impact of the Growth curriculum;</li> <li>◦ sharing of classroom work and practice;</li> <li>◦ scrutiny of pupils' work.</li> </ul>
Please provide examples of how you assess, record and report on pupil progress.	<p>The uniqueness of each of our pupils makes it paramount to provide an individualised curricular development framework.</p> <p>❖ Each pupil has their own Development Profile which identifies individual progress and priorities based on an assessment of need. It is very important though to clarify that this Development</p>





### 3. Learning and teaching, curriculum planning and resourcing

Profile is not a checklist of skills to be worked through but a progression framework, designed to give an “at a glance” overview of the pupils’ main learning development areas and the areas for focus. Teachers evaluate the extent to which they think their pupils are developing using a progress scale based on four Development Indicators (Emerging/Developing/Consolidating/Generalising) - **the Profiling Stage**.

- ❖ Once each pupil’s strengths, interests and main barriers to learning have been identified - the Profiling stage, the next step is the Prioritising stage, in which a number of short term targets are set - Personalised Experiences of Development, which are directly linked to the Areas of Development as well as the pupil’s EHCP steps towards a specific outcome - **the Prioritising Stage**. The purpose of these Personalised Experiences is to assist staff in drawing development targets which are appropriately targeted to ensure each individual pupil develop and progress. There is an emphasis on the provision planned in order to support pupils to make progress, not on the timescale. This allows for flexibility in the amount of time required for these Personalised Experiences to be achieved and to which point on the progress scale.
- ❖ Using the Curriculum themed Learning Ideas and the pupils’ individualised Development Profile and their Personalised Experiences, bespoke provision is developed for each pupil, thus allowing teachers lessons and resources to be planned in direct response to a pupil’s individual needs and interests, taking account of their barriers to learning - **the Supporting Learning Stage**.
- ❖ Essential to this development framework is the recording of progress of each pupil to ensure that evidence which may be in form of photos, written statements or examples of work can provide essential information on pupils’ progress and development - **the Assessing Stage**. Earwig is the platform that teachers use to capture the evidence gathered, track progress and report on pupils’ progress in one easy to use integrated system. It also provides parents with an insight into their child at school and helps to further engage families which result in a better understanding of their child’s educational development.



### 3. Learning and teaching, curriculum planning and resourcing

Each aspect of the school life is expected to be a planned learning experience and we are able to gauge rigorously the impact of our Growth curriculum on each pupil's development and put in place intervention, where necessary so that all pupils make outstanding progress.

#### Emotional Well-being and Mental Health

Please provide examples of how emotional well-being and mental health is organised in the PSHE curriculum across the school.

At Riverside Bridge School, we recognise that emotional health and mental well-being is everyone's responsibility within the school and is therefore embedded within the culture and ethos of the whole school. A wealth of strategies and interventions are available to enhance all pupils' social, emotional, and mental well-being, as well as those pupils exposed to more severe or multiple risks. This incorporates the whole school Total Communication approach, as well as ensuring that all pupils' basic needs are met to ensure that they are happy and safe. Enrichment activities include educational visits, outdoor learning experiences as well as structured and unstructured playtimes which provide opportunities for movement breaks, peer interaction, social relationship development, and physical fitness.

##### Communication and Interaction

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- How to manage own and others' emotions and behaviours
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

##### Healthy Living

- How to follow routines including classroom routines and personal care routines
- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and well-being
- How to manage risks to physical and emotional health and well-being
- How to keep physically and emotionally safe



### 3. Learning and teaching, curriculum planning and resourcing

- How to manage change, such as puberty, transition and loss
- How to make informed choices about health and well-being and to recognise sources of help with this
- How to respond in an emergency

#### **Personal Development**

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- How to manage own and others' emotions and behaviours
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

The majority of the support available to all pupils is planned for as part of our curriculum and everyday classroom provision. This level of support focuses on primary prevention and aims to develop the social, emotional and mental well-being competencies of all pupils either individually or as a group. All such strategies are provided for by the class teams according to each pupil's individualised needs with input and support from other relevant school staff when and where necessary. More formal teaching of emotional health and mental well-being as well as resilience building will be delivered where appropriate as part of the PSHE provision. The specific content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Due to our pupils' wide range of complex needs, we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all pupils will recognise bullying behaviour if they experience it; equally not all pupils would recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. In addition, not all aggressive behaviour is bullying; behaviour which appears to be bullying, may be exhibited by some children without the intention or awareness that it causes distress. Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should nevertheless be taken seriously as a reflection of the individual's vulnerability. As such, the school uses a range of strategies to support the children/young people to understand what is meant by bullying and how to resolve any bullying situation. Pupils who are being bullied may show changes



### 3. Learning and teaching, curriculum planning and resourcing

in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below. If we can successfully tackle bullying, we can have a significant impact on the emotional health and wellbeing of all pupils and staff. Being emotionally well is just as important as being physically fit. In the same way as keeping fit physically can help to prevent illness, being emotionally resilient helps prevent emotional difficulties and mental illness, and it can increase the capacity of a child or young person to learn.

#### **Animal Assisted Intervention**

Our trained dog helps support our pupils at improving their academic achievement, increasing their literacy skills, calming behaviours, increasing social skills and self-esteem, increasing confidence, teaching them responsibility and respect to all life, helping prevent truancy, and motivating children who are often less attentive.

Please provide the name of any resources and/or partners supporting the delivery of emotional well-being and mental health in the curriculum.

Autism Education Trust

Brook Learn

Educational Psychologist

CAMHS

The **Unit Award Scheme (UAS)** is a unique recording of achievement scheme, rather than a qualification. It offers learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed.

Each pupil has to achieve 3 curriculum-related units, 1 work-related unit, 1 well-being unit, 3 food-technology units and 3 physical activity units a term.

Examples of AQA Well-being units are:

- Basic yoga movements with assistance/Yoga
- Introduction to movement
- Introduction to Mindfulness
- Relaxation and Tolerance through Massage/Relaxation



### 3. Learning and teaching, curriculum planning and resourcing

	<ul style="list-style-type: none"> <li>• Emotional Well-being</li> <li>• Taking part in a woodland walk</li> <li>• Introduction to Meditation</li> <li>• Stress Management</li> </ul>
Please provide examples of how you monitor and evaluate lessons.	<p>Provision in respect of promoting PSHE is reviewed regularly as part of the curriculum monitoring and evaluation cycle.</p> <p>This is achieved by:</p> <ul style="list-style-type: none"> <li>o monitoring of planning, and teaching and learning by the Senior Leadership Team;</li> <li>o regular discussions at staff and governors' meetings;</li> <li>o audit of the policies around the curriculum content and delivery;</li> <li>o review of the delivery and impact of the Growth curriculum;</li> <li>o sharing of classroom work and practice;</li> <li>o scrutiny of pupils' work.</li> </ul>
Please provide examples of how you assess, record and report on pupil progress.	<p>The uniqueness of each of our pupils makes it paramount to provide an individualised curricular development framework.</p> <ul style="list-style-type: none"> <li>• Each pupil has their own Development Profile which identifies individual progress and priorities based on an assessment of need. It is very important though to clarify that this Development Profile is not a checklist of skills to be worked through but a progression framework, designed to give an "at a glance" overview of the pupils' main learning development areas and the areas for focus. Teachers evaluate the extent to which they think their pupils are developing using a progress scale based on four Development Indicators (Emerging/Developing/Consolidating/Generalising) - <b>the Profiling Stage</b>.</li> <li>• Once each pupil's strengths, interests and main barriers to learning have been identified - the Profiling stage, the next step is the Prioritising stage, in which a number of short-term targets are set - Personalised Experiences of Development, which are directly linked to the Areas of Development as well as the pupil's EHCP steps towards a specific outcome - <b>the Prioritising Stage</b>. The purpose of these Personalised Experiences is to assist staff in drawing</li> </ul>



### 3. Learning and teaching, curriculum planning and resourcing

development targets which are appropriately targeted to ensure each individual pupil develop and progress. There is an emphasis on the provision planned in order to support pupils to make progress, not on the timescale. This allows for flexibility in the amount of time required for these Personalised Experiences to be achieved and to which point on the progress scale.

- Using the Curriculum themed Learning Ideas and the pupils' individualised Development Profile and their Personalised Experiences, bespoke provision is developed for each pupil, thus allowing teachers lessons and resources to be planned in direct response to a pupil's individual needs and interests, taking account of their barriers to learning - **the Supporting Learning Stage**.
- Essential to this development framework is the recording of progress of each pupil to ensure that evidence which may be in form of photos, written statements or examples of work can provide essential information on pupils' progress and development - **the Assessing Stage**. Earwig is the platform that teachers use to capture the evidence gathered, track progress and report on pupils' progress in one easy to use integrated system. It also provides parents with an insight into their child at school and helps to further engage families which result in a better understanding of their child's educational development.

Each aspect of the school life is expected to be a planned learning experience and we are able to gauge rigorously the impact of our Growth curriculum on each pupil's development and put in place intervention, where necessary so that all pupils make outstanding progress.

In addition we use information related to any concerns on pupil's mental health and emotional wellbeing which are reported to the Safeguarding Team and recorded on Sleuth, to adapt specific areas of learning and support for individual pupils. This is part of the assessment in relation to their own individualised curriculum programmes. We implement our assessment system which is based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. The aim is to put in place interventions as early as possible to prevent problems escalating.

Class teams endeavour to work together with parents and carers in order to share information that ensures the emotional health and mental well-being of the pupils are best supported. Some children, who may have more complex or enduring emotional health or mental well-being needs and/or who



### 3. Learning and teaching, curriculum planning and resourcing

have experienced difficult life experiences such as bereavement, parental ill-health, family breakdown or moving into care, may be more at risk than others of developing social, emotional or mental well-being difficulties. Whilst the needs of these pupils remain embedded within the universal support available to all pupils across school; pupils who are displaying the early signs of emotional health or mental well-being difficulties may also require additional levels of support. For those pupils, staff may deliver specific 1:1 or small group strategies and/or interventions to support such individualised needs. If some of those pupils continue to struggle, the involvement of external appropriately qualified professionals such as the Educational Psychologist may be required.

When a concern has been raised, the school will;

- contact parent/carers and meet with them.
- offer information to take away and places to seek further information
- be available for follow up calls
- make a record of the meeting
- agree a Mental Health/Pastoral Support Plan including clear next steps.
- discuss how the parents/carers can support their child.
- keep parents/carers up to date and fully informed of decision about the support and interventions provided.

#### Healthy Eating including cooking and nutrition

Please provide details of how you deliver cooking and nutrition skills in the curriculum.

We want our pupils to learn about the principles of nutrition and healthy eating as well as instilling a love of cooking as learning how to cook is a life skill which will enable all our pupils to feed themselves and others well in later life. As part of the Food Technology curriculum which is delivered by a specialist teacher a minimum of once a week, pupils learn how to make healthy choices in relation to food and drinks; learn how to appreciate food from different countries and cultures; how to shop for the ingredients needed for their recipes and pay for them; and how to maintain good hygiene when it comes to cooking and eating. We also ensure all pupils participate in food events like Chinese New Year Fortune Cookies day, Pancake Day, etc... so, they learn how to participate in group activities, engage positively in interaction with peers and receive peers' feedback positively.



### 3. Learning and teaching, curriculum planning and resourcing

#### Healthy Living

- How to make healthy choices in relation to food/ drink
  - Distinguishes between edible/ inedible foods.
  - Recognises food and water are essential for life.
  - Understands that some people can eat or avoid certain foods (allergy/ intolerance/ religion).
  - Recognises all food comes from plants or animals.
  - Identifies healthy/ less healthy foods.
  - Understands some foods have labels which provide information.
  - Is aware that it is important to choose an appropriate portion size for their needs.
  - Is able to make informed choices based on food labels, ingredients and nutritional information.
  - Understands concept of 'balanced' diet.
  - Makes healthy choice of food or drink at designated times.
  - Accepts that it is ok to have occasional 'treats'.
- How to tolerate an increasing range of foods
  - Accepts small amount of new or different food on plate.
  - Tastes small amount of new or different food.
  - Makes own choice from a range of new or different foods to try.
  - Expresses likes/ dislikes of foods.

#### Independence and Community Independence

- How to prepare a simple snack
  - Chooses snack to prepare.
  - Makes preparations for making a snack.
  - Makes snack using relevant skills.
  - Tidies away ingredients/ equipment.
- How to make a drink for self and/ or others
  - Chooses own drink.
  - Asks others what they would like to drink.





### 3. Learning and teaching, curriculum planning and resourcing

- (Identifies what they will need.
  - Locates what they will need.
  - Makes a cold drink effectively.
  - Makes a hot drink effectively.
- How to prepare to make a meal
  - Chooses meal to prepare.
  - Identifies what is required to prepare meal.
  - Locates ingredients/ utensils to prepare meal.
- How to prepare food
  - Stirs basic ingredients.
  - Whisks basic ingredients.
  - Crushes ingredients such as biscuits for a cheesecake.
  - Mashes ingredients using a masher.
  - Forms dough using hands.
  - Combines/ mixes two ingredients.
  - Opens containers/ packaging with hands.
  - Uses scissors in food preparation.
  - Extracts juice from fruits such as lemons and oranges using a juicer.
  - Uses a sieve correctly.
  - Drains foods using a colander.
  - Uses the rubbing technique when making scones, bread dough.
  - Rolls out dough using a rolling pin.
  - Kneads a yeast-based dough.
  - Divides and shapes such as scones, bread dough.
  - Weighs/ measures using measuring spoons and cups.
  - Weighs/ measures using scales and jugs.
  - Grates vegetables and cheese using a grater correctly.
  - Uses a vegetable peeler or adapted peeler correctly.
  - Opens cans using different equipment.
  - Uses a claw grip - knife skills.
  - Uses a bridge hold - knife skills.
  - Combines ingredients using the all-in-one method, creaming method, with cake mixtures.
  - Combines ingredients using the all-in-one method, whisking method with batter mixture.
  - Uses different decoration/ finishing techniques such as piping.



### 3. Learning and teaching, curriculum planning and resourcing

- Can assemble and layer dishes such as pasta salad, lasagna.
- How to safely use kitchen appliances
  - Uses safely a kettle.
  - Uses safely a microwave.
  - Uses safely a toaster.
  - Uses safely a small electrical equipment.
  - Uses safely a grill.
  - Uses safely an electric oven.
  - Uses safely a gas oven.
  - Uses heat control on the hob to boil/ simmer.
  - Can shallow fry/ sauté.
- How to keep safe when cooking and eating
  - Participates in regular preparatory routines before cooking i.e. washing hands, putting an apron on.
  - Names a range of basic tools safely.
  - Uses a range of basic tools safely.
  - Follows instructions on food labels.
  - Prepares a range of dishes safely and hygienically.
  - Recognises the importance of preparing and cooking food safely and hygienically.
  - Is aware about food poisoning, symptoms and preventative measures.
  - Is aware of contaminated foods.
  - Shows safe handling and cooking of raw meat and fish.
  - Monitors foods during cooking process and makes adjustments as needed.
  - Identifies when food is cooked.
  - Follows a recipe.
  - Knows how to store food appropriately and hygienically.
- How to participate in mealtime with others
  - Lays table appropriately.
  - Sits at table for duration of meal.
  - Waits turn for food to be served.
  - Uses cutlery appropriately.
  - Differentiates between finger foods/ need for cutlery.
  - Communicates needs at mealtime.
  - Serves others during meal.



### 3. Learning and teaching, curriculum planning and resourcing

	<ul style="list-style-type: none"> <li>○ Engages in communication during meal.</li> <li>○ Helps to clear table.</li> <li>○ Excuses self/ asks to leave table.</li> <li>• How to order a meal <ul style="list-style-type: none"> <li>○ Chooses what they would like to eat.</li> <li>○ Orders a takeaway meal by phone or online.</li> <li>○ Orders a meal, snack and/ or drink at the counter.</li> <li>○ Orders a meal, snack or drink from waiter/ waitress.</li> <li>○ Pays for meal, snack or drink using appropriate payment.</li> </ul> </li> </ul> <p>Pupils also access the home management room once a week to build on life skills and embed their knowledge of cooking, nutrition and safety and hygiene when preparing, cooking and serving food.</p> <p>All students have an extra healthy living lesson per week in addition to their Food Technology and Physical Education lessons.</p>
Please provide the name of any resources and/or partners supporting the delivery of cooking and nutrition skills in the curriculum.	<ul style="list-style-type: none"> <li>• Asdan Accreditation</li> <li>• WJEC Healthy Living and Fitness Award</li> <li>• AQA Units Award</li> <li>• British Nutritional Foundation - Healthy Eating Week</li> <li>• Food a fact of Life</li> <li>• Change 4 Life</li> <li>• Our Food Technology Co-ordinator has up-to-date training on Childhood Nutrition, Hygiene and Safety, Practical Food Education, Allergies and Intolerances, Food Refusal and PICA.</li> </ul>
Please provide examples of how you monitor and evaluate lessons.	<p>Provision in respect of promoting Food Technology is reviewed regularly as part of the curriculum monitoring and evaluation cycle.</p> <p>This is achieved by:</p> <ul style="list-style-type: none"> <li>○ monitoring of planning, and teaching and learning by the Senior Leadership Team;</li> <li>○ regular discussions at staff and governors' meetings;</li> <li>○ audit of the policies around the curriculum content and delivery;</li> <li>○ review of the delivery and impact of the Growth curriculum;</li> </ul>



### 3. Learning and teaching, curriculum planning and resourcing

- o sharing of classroom work and practice;
- o scrutiny of pupils' work.

Please provide examples of how you assess, record and report on pupil progress.

The uniqueness of each of our pupils makes it paramount to provide an individualised curricular development framework.

- Each pupil has their own Development Profile which identifies individual progress and priorities based on an assessment of need. It is very important though to clarify that this Development Profile is not a checklist of skills to be worked through but a progression framework, designed to give an "at a glance" overview of the pupils' main learning development areas and the areas for focus. Teachers evaluate the extent to which they think their pupils are developing using a progress scale based on four Development Indicators (Emerging/Developing/Consolidating/Generalising) - **the Profiling Stage**.
- Once each pupil's strengths, interests and main barriers to learning have been identified - the Profiling stage, the next step is the Prioritising stage, in which a number of short-term targets are set - Personalised Experiences of Development, which are directly linked to the Areas of Development as well as the pupil's EHCP steps towards a specific outcome - **the Prioritising Stage**. The purpose of these Personalised Experiences is to assist staff in drawing development targets which are appropriately targeted to ensure each individual pupil develop and progress. There is an emphasis on the provision planned in order to support pupils to make progress, not on the timescale. This allows for flexibility in the amount of time required for these Personalised Experiences to be achieved and to which point on the progress scale.
- Using the Curriculum themed Learning Ideas and the pupils' individualised Development Profile and their Personalised Experiences, bespoke provision is developed for each pupil, thus allowing teachers lessons and resources to be planned in direct response to a pupil's individual needs and interests, taking account of their barriers to learning - **the Supporting Learning Stage**.
- Essential to this development framework is the recording of progress of each pupil to ensure that evidence which may be in form of photos, written statements or examples of work can provide essential information on pupils' progress and development - **the Assessing Stage**.



### 3. Learning and teaching, curriculum planning and resourcing

Earwig is the platform that teachers use to capture the evidence gathered, track progress and report on pupils' progress in one easy to use integrated system. It also provides parents with an insight into their child at school and helps to further engage families which result in a better understanding of their child's educational development.

Each aspect of the school life is expected to be a planned learning experience and we are able to gauge rigorously the impact of our Growth curriculum on each pupil's development and put in place intervention, where necessary so that all pupils make outstanding progress.

The **Unit Award Scheme** (UAS) is a unique recording of achievement scheme, rather than a qualification. It offers learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed.

Each pupil has to achieve 3 curriculum-related units, 1 work-related unit, 1 well-being unit, 3 food-technology units and 3 physical activity units a term.

Examples of AQA Physical Activity units are:

- Sensory Cookery
- Multi-Sensory Experiences associated with Food
- Experiencing the Smell of Food Using Bread
- Exploring Fruits and Vegetables using different senses
- Experiencing Taste
- Seasonal Foods
- Where does Food come from
- Simple Nutrition
- Growing Edible Crops
- Preparing Fresh Fruits and Vegetables for Salads
- Cooking Dishes from Around the World
- Healthy Snacks
- Food Groups and Healthy Eating
- Fakeaways



### 3. Learning and teaching, curriculum planning and resourcing

- Using Microwave to cook rice/pizza
- Growing from Seeds
- Making Apple Crumble
- Field to Fork – Cooking with Produce from the allotment
- Preparing a Vegetable Bake/Lasagna/a Pizza
- Preparing Muffins
- Using Cookery Skills to follow recipes
- Using Kitchen Appliances
- Using an Oven – baking pies, flans and pasties
- Participating in a School-Based Mini-Enterprise
- Introduction to Horticulture – small vegetable garden
- Baking for Fund Raising

Through the **Welsh Joint Education Committee (WJEC) Healthy Living and Fitness Award**, our pupils learn ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities which will improve their own lifestyle. They learn to become active contributors when working with others on group activities and to be able to review their own progress and skills development and how to identify and work towards goals appropriately. They are provided with the opportunities to develop decision making skills which will enable them to make appropriate choices in their own lives and to develop an understanding of the link between food and health. They are also able to acquire a knowledge and understanding of safety and hygiene when preparing, cooking and serving food.

**Asdan Personal Progress** course is offered to our Key Stage 4 pupils. This course has been developed for learners with a wide range of learning needs and abilities and provide meaningful outcomes through a person-centred approach that prepares learners for adult life. The Entry 1 qualification in Personal Progress is approved by Ofqual qualifications and made up of units in the following areas: Literacy, Numeracy and ICT; Employment; Independent Living; Good Health, Community Inclusion.

- Planning and Preparing Food for an Event



### 3. Learning and teaching, curriculum planning and resourcing

- Preparing Drinks and Snacks
- Engaging with Self-Help and Independence Skills – Eating or Drinking
- Developing Independent Living Skills – Being Healthy / Personal Care / Personal Presentation
- Developing Self-Awareness – All about me
- Using Local Health Services

#### Physical Activity including a minimum of 90 minutes to 2 hours curriculum PE a week

Please provide details of how PE is organised in the curriculum to meet a minimum of 90 minutes per week across the school.

Riverside Bridge School is committed to promoting the health and well-being of all pupils and staff through physical activity and strives to maximise opportunities for children, young people and all associated with the school to be physically active by promoting all avenues for activity. This includes the curriculum, environment and wider community.

The promotion of physical activity is delivered through:

- 2x45minutes Physical Education lessons a week led by members of staff and /or our PE specialist teachers;
- Cross curricular links in our curriculum - PE, PSHE and science;
- Extra-curricular clubs run through our after-school activities;
- Playtime activities.

We want our pupils to become physically confident and independent in a way which supports their health and fitness. Through sports participation, we also enable our pupils to build character and embed values such as fairness and respect. From learning how to develop fundamental motor skills to become increasingly more confident and competent, we offer our pupils a broad range of opportunities such as Jump London, swimming lessons to extend their agility, balance and coordination individually or in a team. Our pupils are able to take part in competitive and co-operative physical activities in a range of challenging situations and context such as Borough Curling Competition and Trewern Outdoor Education Centre.

#### **Healthy Living** - Making Healthy choices in relation to exercise

- How to master basic movements including running, jumping, throwing and catching.
- How to use running, jumping, throwing and catching in isolation.



### 3. Learning and teaching, curriculum planning and resourcing

- How to use running, jumping, throwing and catching in combination.
- How to apply balance in a range of activities.
- How to apply agility in a range of activities.
- How to apply co-ordination in a range of activities.
- How to develop flexibility, strength, technique, control and balance.
- How to participate in team games.
- How to understand simple tactics for attacking and defending in team games.
- How to apply attacking and defending tactics in competitive games.
- How to perform dances using simple movement patterns.
- How to perform dances using a range of movement patterns.
- How to perform dances using a range of dance styles and forms.
- How to swim and be safe in water
- How to compare their performances with previous ones.
- How to take part in outdoor activities.
- How to take part in adventurous activity challenges individually or within a team.
- How to take part in competitive sports and activities outside the school through community links or sports clubs.
- How to demonstrate improvement to achieve their personal best.
- How to understand the importance of regular exercise.
- How to participate in regular exercise activities.

Trained staff also deliver a Physiotherapy programme to identified pupils with a Health Care Plan to help these pupils develop their physical skills and abilities.

Please provide the name of any resources and partners supporting the delivery of PE in the curriculum.

- Barking & Dagenham School Partnership - Panathlon Events
- Asdan Accreditation
- WJEC Healthy Living and Fitness Award
- AQA Units Award
- Sport Leaders Awards





### 3. Learning and teaching, curriculum planning and resourcing

Please provide details of any physical activity in the curriculum outside of PE lessons.

All pupils are provided with opportunities to be physically active throughout each day, within lesson times across the school day. All children have movement breaks throughout the day, including structured walks, in lessons, to support them with increasing mobility and exercise.

Each class has 4x healthy living lessons delivered each week – 2 are PE, one is food and nutrition and the 4<sup>th</sup> lesson is up to the discretion of the teacher, with an emphasis on wellbeing. This includes physical activity, yoga, dancing, gardening etc.

Pupils displaying behavioural issues are taken into the playground to move around during lessons.

Adapted 'Daily Mile' Bridge programme for all pupils

Specific events are organised throughout the year within curriculum time that promote physical activity and raise its profile across the whole school community:

- whole school sports day;
- inter-school football, rounders, cricket athletics festivals.

In addition, there are other curriculum enrichment opportunities within which we promote physical activity opportunities for pupils including:

- School trips: our pupils enjoy many educational visits to the local area or to place of interest in London or further afield such as Jump London - a trampoline park, ELHAP Adventure Centre, ... or our residential in Trewern in Wales for our KS4 pupils, the ideal place to stay for our young people whether they want to walk in the mountains of the Brecon Beacons National Park, explore rivers by canoe, or simply enjoy a local walk.

Please provide examples of how you monitor and evaluate lessons.

Provision in respect of promoting Physical Activity is reviewed regularly as part of the curriculum monitoring and evaluation cycle.

This is achieved by:

- monitoring of planning, and teaching and learning by the Senior Leadership Team;
- regular discussions at staff and governors' meetings;
- audit of the policies around the curriculum content and delivery;
- review of the delivery and impact of the Growth curriculum;
- sharing of classroom work and practice;



### 3. Learning and teaching, curriculum planning and resourcing

- o scrutiny of pupils' work.

Please provide examples of how you assess, record and report on pupil progress.

The uniqueness of each of our pupils makes it paramount to provide an individualised curricular development framework.

- Each pupil has their own Development Profile which identifies individual progress and priorities based on an assessment of need. It is very important though to clarify that this Development Profile is not a checklist of skills to be worked through but a progression framework, designed to give an “at a glance” overview of the pupils’ main learning development areas and the areas for focus. Teachers evaluate the extent to which they think their pupils are developing using a progress scale based on four Development Indicators (Emerging/Developing/Consolidating/Generalising) - **the Profiling Stage**.
- Once each pupil’s strengths, interests and main barriers to learning have been identified - the Profiling stage, the next step is the Prioritising stage, in which a number of short-term targets are set - Personalised Experiences of Development, which are directly linked to the Areas of Development as well as the pupil’s EHCP steps towards a specific outcome - **the Prioritising Stage**. The purpose of these Personalised Experiences is to assist staff in drawing development targets which are appropriately targeted to ensure each individual pupil develop and progress. There is an emphasis on the provision planned in order to support pupils to make progress, not on the timescale. This allows for flexibility in the amount of time required for these Personalised Experiences to be achieved and to which point on the progress scale.
- Using the Curriculum themed Learning Ideas and the pupils’ individualised Development Profile and their Personalised Experiences, bespoke provision is developed for each pupil, thus allowing teachers lessons and resources to be planned in direct response to a pupil’s individual needs and interests, taking account of their barriers to learning - **the Supporting Learning Stage**.
- Essential to this development framework is the recording of progress of each pupil to ensure that evidence which may be in form of photos, written statements or examples of work can provide essential information on pupils’ progress and development - **the Assessing Stage**. Earwig is the platform that teachers use to capture the evidence gathered, track progress and



### 3. Learning and teaching, curriculum planning and resourcing

report on pupils' progress in one easy to use integrated system. It also provides parents with an insight into their child at school and helps to further engage families which result in a better understanding of their child's educational development.

Each aspect of the school life is expected to be a planned learning experience and we are able to gauge rigorously the impact of our Growth curriculum on each pupil's development and put in place intervention, where necessary so that all pupils make outstanding progress.

The **Unit Award Scheme** (UAS) is a unique recording of achievement scheme, rather than a qualification. It offers learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed.

Each pupil has to achieve 3 curriculum-related units, 1 work-related unit, 1 well-being unit, 3 food-technology units and 3 physical activity units a term.

Examples of AQA Physical Activity units are:

- Sensory Physical Education
- Sensory Exploration of the Environment
- Basic Gymnastics / Gymnastics Skills
- Movement Activities with assistance
- Sensory Ball Handling Skills with support / Ball skills
- Music and Movement
- Multi-Sensory Movement
- Travelling, Balancing and Jumping
- Athletics Skills
- Introduction to Dance
- Introduction to Exercise
- Basketball/ Football / Rounders / Cricket / Boccia / Badminton Skills
- Playing Tag Rugby
- Taking part in a run
- Cross Country Running
- Outdoor and Adventurous Activities



### 3. Learning and teaching, curriculum planning and resourcing

- Swimming
- Circuit Training

Through the **WJEC Healthy Living and Fitness Award**, our pupils learn ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities which will improve their own lifestyle. They learn to become active contributors when working with others on group activities and to be able to review their own progress and skills development and how to identify and work towards goals appropriately. They are provided with the opportunities to develop decision making skills which will enable them to make appropriate choices in their own lives and to develop an understanding of the link between food and health. They are also able to acquire a knowledge and understanding of safety and hygiene when preparing, cooking and serving food.

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- Developing Community Participation Skills - Participating in Sporting Activities
- Developing Independent Living Skills – Being Healthy / Personal Care / Personal Presentation
- Developing Self-Awareness – All about me
- Using Local Health Services

With the **Sports Leaders Award**, using sports, when they are ready, some of our young people also develop and hone their skills in communication & leadership and boost their confidence to become more employable and help lead others. In doing so they can be role models for other pupils.



### 3. Learning and teaching, curriculum planning and resourcing

The content of the school curriculum in each academic year, including PSHE, has been published on the school website:

Yes ☒



## 4. School ethos, culture, environment & SMSC development

### Outdoor Areas and Playground Provision: Criteria & Minimum Evidence

Outdoor areas and playgrounds are safe, supportive, encourage physical activity and include quiet areas.

Outdoor areas and playground provision includes:

- a range of activities
- active and quiet areas
- plenty of physical activity
- supervision and support

### School Evidence

Please provide examples of the energetic activities or sports that are available to pupils in outdoor areas or playground.

- Trim Trail
- Bike Area
- PE lessons twice a week
- PE School Trips such as Panathlon and Trampoline Parks
- Residential trips such as Trewern (this is currently on hold due to Covid related restrictions)
- Football for leaf and accreditation classes
- Trips to Becontree Leisure centre for Swimming (this is currently on hold due to Covid related restrictions)
- Parachutes
- Painted activities on the floor

(Playground funding has been applied for)

Please provide examples of the quiet activities that are available to pupils in outdoor areas or playground.

- Edible garden
- Sensory Garden
- EYFS Play area

Please provide details of the supervision arrangements in outdoor areas or playground.

Every class has at least two members of their class team with them on the playground, equipment is taken outside and staff encourage pupils to participate.



#### 4. School ethos, culture, environment & SMSC development

Please provide details of any pupil-based support available in outdoor areas or playground.

Some of our older more able pupils are encouraged to play with peers and to teach each other rules of games and how to use equipment.

Bridge Buddies Team – Peer support against bullying

#### Food Provision: Criteria & Minimum Evidence

The school meets the statutory DfE Standards for school food (2015) for:

- School lunches
- Any food provided other than lunches e.g. breakfast club, after school clubs.

The school provides guidance on healthy packed lunches and pupils should have easy access to free, clean and palatable drinking water at all times.

#### School Evidence

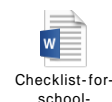
Please provide examples of how you provide a welcoming, social and attractive eating environment.

- Healthy Eating Display Boards, displays and clear signage.
- Dining Areas
- Staff are encouraged to dine with pupils, the room is bright and spacious, warm and inviting. Display Boards are used as teaching tools to encourage pupils to learn about healthy eating, oral health and hygiene. 'Hand Washing schedules' to teach our pupils how to wash their hands are displayed by all sink areas.
- Classes that eat lunch in the hall are integrated and sat in mixed groups to facilitate communication and interaction during lunch times, Pupils are encouraged to be as independent as possible with many using their individual communication aids to request what they want for lunch.
- Pupils are encouraged to be as independent as possible and make healthy choices when selecting lunches as part of their morning routine. Communication aids are used to request. Where appropriate pupils are encouraged to learn to clean up; promoting independence and life skills.
- Oral Hygiene: takes place after lunch. Staff have received training and are aware of the importance of Oral Hygiene. Support of Kent Community Health NHS foundation Trust - Lunch brushing programme
- Classes are encouraged to sit with their class peers.
- Staff socialise where appropriate with the pupils during their lunch period.
- Staff encourage positive table manners and use of cutlery.



#### 4. School ethos, culture, environment & SMSC development

	<ul style="list-style-type: none"> <li>• Staff encourage pupils' independence by encouraging them to go to the food counter and collect their own meals.</li> <li>• Food Technology Room - fully equipped with all cooking utensils used for teaching and learning.</li> <li>• After school club also use the Food Technology room – for healthy snacks. (this is currently on hold due to Covid related restrictions)</li> <li>• Food Technology co-ordinator has received training in practical food education, including diet, nutrition, food safety and hygiene and is aware of each pupil's dietary needs; gluten free, wheat, dairy free, vegetarian / non vegetarian.</li> <li>• Snacks / Packed lunches: Pupils are offered a choice of fruits or vegetables at snack times. Parents are informed and supported on food education through coffee mornings and parent consultation groups and with the support of the onsite welfare officer.</li> </ul>
Please provide examples of how you ensure the food environment is clean and hygienic.	Our midday assistants are provided with the appropriate time and resources to ensure a clean and hygienic environment for all our pupils.
Please confirm how your school lunches meet the <a href="#">School Food Standards</a> . Also refer to <a href="#">DfE Standards for school food (2015)</a> .	
Assured by borough approved caterer or external provider.	All meals at Riverside Bridge School are cooked on site in the campus's canteen kitchen by Aspens Services Limited. they carefully plan their menus, with well balanced meals, which not only help to sustain their energy levels throughout the day but also help pupils with concentration and behaviour – leading to a more productive school day. They offer quality, variety, and choice – at an affordable price. They purchase their food responsibly through a transparent process and they are proud to buy from British farmers and producers. which enables them to invest in local communities, reduce their food miles, and source a huge range of seasonal produce to incorporate into their menus.




Checklist-for-school-

Yes ☒





#### 4. School ethos, culture, environment & SMSC development

	Aspen Team is aware of each pupil's dietary needs; gluten free, wheat, dairy free, vegetarian / non vegetarian.	
<b>OR</b> Checklist completed by in-house catering provision		Yes <input type="checkbox"/>
Please confirm any food other than lunch provided by the school meet the DfE Standards for school food (2015).		 Checklist-for-school-food-other-
<ul style="list-style-type: none"> <li>Checklist completed by school.</li> </ul>		Yes <input checked="" type="checkbox"/>
<p><i>Please provide some examples of how you are providing opportunities for pupils to eat healthily outside of the lunch time offer e.g.</i></p> <ul style="list-style-type: none"> <li>free fruit as snacks</li> <li>breakfast club provision</li> <li>linking rewards to healthy food choices</li> <li>school events and trips</li> </ul>	<ul style="list-style-type: none"> <li>Free fruits for snack for pupils at Key Stage 1.</li> <li>Breakfast club provision, Kellogg's (this is currently on hold due to Covid related restrictions) - the food provided in breakfast club is detailed in the Food and Drink policy on the website</li> <li>Healthy eating and recipes included in Food Technology curriculum</li> <li>Healthy options are always promoted - pupils are encouraged to eat fruit at snack times, salad is always readily available.</li> <li>The Catering Team is aware of each pupil's dietary needs; gluten, wheat, dairy free, vegetarian/ non vegetarians.</li> <li>Pupils in Year 11 go on community links outings weekly to local cafés where they are encouraged to choose healthy choices such as juice or fruit to have as their snack or to the local supermarket to purchase the ingredients needed for their Food Technology lessons.</li> <li>Pupils have their own pocket money and are learning to order and pay by themselves to increase their independence in the community.</li> </ul>	
Please provide details of your packed lunch guidance and how this is disseminated.	Riverside Bridge School encourage families to provide children with packed lunch that complement the School Food standards. This is achieved by promoting healthy lunch decisions educating and supporting parents with nutritional information via the school website, newsletters and training.	



#### 4. School ethos, culture, environment & SMSC development

	<p>Packed lunches are stored safely to avoid food safety risks. Food to be reheated is to be done following kitchen procedures. Only milk or water are permitted with packed lunches, water is provided free to children.</p> <p>Although the school will encourage healthy food to be included in packed lunches, it will be sensitive to those pupils who have inflexible diets or medical needs.</p> <p>All packed lunch guidance is displayed on the website</p> <p>Healthy packed lunch guidance disseminated via: School Nurse /Dietician / School Welfare officer/ Healthy Living teachers.</p> <p><a href="http://www.riversidecampus.com/bridge/?page_id=7209">http://www.riversidecampus.com/bridge/?page_id=7209</a></p>
<p>Please provide examples of how you ensure there is free, clean palatable drinking water is available at all times e.g. at lunch times, in the classroom, in the playground.</p> <p><i>Include any examples if you are working towards a 'water only' policy.</i></p>	<p>Every classroom has drinkable water.</p> <p>Every pupil has their own cup and can help themselves, request water or be encouraged to drink.</p> <p>Some pupils have their own water bottles and these can be filled up throughout the day.</p> <p>Water is available at snack time and on tables at lunchtimes.</p> <p>Pupils are encouraged to take water bottles to the playground, especially during hot weather.</p>
<b>Physical Activity: Criteria &amp; Minimum Evidence</b>	
The school provides opportunities for pupils to be physically active in and out of the curriculum throughout the school day. There is a mechanism for monitoring participation. The school encourages pupils to stay active outside school hours.	
<b>School Evidence</b>	
Please provide examples of the extra-curricular physical activity opportunities that you provide (e.g. before and after school, at lunchtimes).	<ul style="list-style-type: none"> <li>We are in the process of restarting after schools' clubs, due to launch Sept 2020 but on hold due to Covid restrictions. One of these is PE clubs where the children will be provided the opportunity to explore more sporting activities outside of their two PE lessons per week.</li> <li>Pupils are encouraged to use our trim trail area and bike area during lunch and play times.</li> </ul>



#### 4. School ethos, culture, environment & SMSC development

*The Chief Medical Officer's recommended guidelines are 30 active minutes each day in school for all pupils.*

- Outside agencies such as the Youth Zone come to our Parent Coffee Mornings to advertise their facilities to parents. These include a dance class, BMXing, wall climbing, trampoline park, etc.
- All pupils have 30 minutes in the playground at lunch time and an additional 15 minutes in the day for outdoor play.
- Teachers use the playground, Edible garden and Sensory Area for lessons.

- Unstructured Playtime

Our school has a playground with playground markings and play equipment for free play. Staff engage and encourage pupils in physical activity at playtime. Each class has their own playground equipment for playtimes. In addition, pupils are encouraged to use the Trim Trail and the Biking Area at playtime (refer to Play Policy for extended information about play).

- Extra-Curricular Physical Activity

We aim to encourage all pupils to take part in a range of extra-curricular activities, and involve them in deciding the activities we put on offer. Pupils have a diverse choice of activities in which they can participate - competitive, non-competitive, structured, unstructured and including some physical activity options such as gardening.

- Competitions
  - whole school sports day;
  - inter-school football, rounders, cricket athletics festivals.

- School trips

Our pupils enjoy many educational visits to the local area or to place of interest in London or further afield such as Jump London - a trampoline park, ELHAP Adventure Centre, ... or our residential in Trewern in Wales for our KS4 pupils, the ideal place to stay for our young people whether they want to walk in the mountains of the Brecon Beacons National Park, explore rivers by canoe, or simply enjoy a local walk.



#### 4. School ethos, culture, environment & SMSC development

Please provide details of the systems in place to track pupil's participation in active opportunities.	<ul style="list-style-type: none"> <li>Registers are taken for extra-curricular clubs to track pupils' attendance.</li> <li>Through our online platform, Earwig, pupils' progress towards their Healthy Living targets (PE and Food Technology) is monitored.</li> <li>Daily Mile tracker</li> <li>Travel Plan survey</li> </ul>
Please provide examples of how you encourage less active pupils to participate in physical activity.	<ul style="list-style-type: none"> <li>All pupils encourage to take part into school trips – road crossing, local café and shops ...</li> <li>Active participation in physical activity during lesson time.</li> </ul>
Please provide examples of how you signpost pupils to local clubs and activities.	<ul style="list-style-type: none"> <li>Leaflets sent home weekly with local activities promoted.</li> <li>Youth Zone activities at youth clubs regularly promoted.</li> <li>Pupils are signposted to local clubs and activities on our website and through parents' coffee mornings.</li> <li>School diary</li> <li>Noticeboard in the reception area.</li> </ul>
Please provide a link to your school website showing a breakdown of how you've spent or will spend any PE and sport premium funding.	<p>Sport Premium Funding</p> <p><a href="http://www.riversidecampus.com/bridge/?page_id=4181">http://www.riversidecampus.com/bridge/?page_id=4181</a></p>

#### Active Travel: Criteria & Minimum Evidence

The school promotes active travel to and from school.

The school has achieved or is working towards TfL STARS Bronze accreditation.

#### School Evidence

Please provide details of initiatives in place to promote active travel to and from school.	<p>Active Travel:</p> <p>Due to the needs of our pupils, most of the school population are brought into school by London Borough of Barking and Dagenham buses. However, children who live near enough are encouraged to walk/cycle to school.</p>
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#### 4. School ethos, culture, environment & SMSC development

	<p>Via the school's Travel Plan, these pupils are encouraged to walk to school. Pupils are offered 'Bikeability' Training and agree to wear a helmet: these pupils will also be encouraged to cycle to school. The school is involved in the 'Walk to School' and "the Daily Mile" programmes.</p> <p>Pupils are taught about the safe crossing of roads and danger awareness through the curriculum and supported by going out in to the community to practice. This also allows pupils to become safer on the streets and aware of potential dangers.</p> <p>Cycle racks and Bike area on site</p> <p>How to travel when you go on work experience (this is currently on hold due to Covid related restrictions)</p> <p>Assemblies to promote active travel and road safety</p>
<p>Please provide details of your TfL STARS accreditation.</p> <p><i>Desirable not essential.</i></p>	<p>Registered and hands up survey completed</p> <p>Conducting survey on how pupils who are transported to school travel to the bus stop</p>
<p><b>Pupil Voice: Criteria &amp; Minimum Evidence</b></p>	
<p>The school has mechanisms in place to ensure the views of all children and young people (including those hard to reach, with Special Educational Needs and/or disability) are reflected in school decision making.</p>	
<p><b>School Evidence</b></p>	
<p>Please provide examples of the mechanisms you have in place to ensure the views of pupils are reflected in decision making, policy and practice.</p>	<p>The Green Team is pupil-led working towards Eco Schools Bronze Award.</p> <p>Pupil Council/Bridge Buddies support peers.</p> <p><b>Pupil Views</b> are reflected in:</p> <ul style="list-style-type: none"> <li>• Policies</li> <li>• Teaching and Learning</li> <li>• Curriculum - New curriculum created and adapted for to the needs of each pupil at Riverside Bridge School</li> <li>• Questionnaires – feedback forms and action plans (Green team)</li> </ul>



#### 4. School ethos, culture, environment & SMSC development

- Elections
- School Ethos
- Website
- Performances
- Events
- ASDAN Accreditation

##### **Pupil Voice**

We work very closely with the Speech and Language Therapists to help each student achieve the best means of communication appropriate.

Pupils are supported to access by the teacher and co-educators. At the end of teaching sessions (for the last 10/15mins) classes discuss: how the lesson went, if the pupils have achieved objectives and those able to feedback have opportunities to say what they enjoyed the most and we celebrate achievements.

All pupils are encouraged to make choices and show preferences (using different means of communication) during the school day: in lessons, snack time, lunch times, out in the community. Choice Boards may be used to facilitate pupil choices.

**Assemblies, focus groups, lessons.** Some pupils are verbal and others are non-verbal. We work very closely with the Speech and Language Therapists who are on premises, to help each pupil achieve the very best means of communication that is appropriate for each individual pupil. This may be in the form of using a switch with pre-recorded responses, communication book or strip.

##### **Communication Aids**

Being able to communicate is one of the most important skills we need in life. Almost everything we do involves communication; everyday tasks such as learning at school, asking for food and drink, sorting out problems, making friends and having fun. These all rely on our ability to communicate with each other. In order to support our pupils to communicate more efficiently and effectively, Riverside Bridge School uses:

- **ALI - Aided Language Input**



#### 4. School ethos, culture, environment & SMSC development

	<p>Aided Language Input is a term used to describe how adults demonstrate the use of words and symbols to help early communicators learn to use symbols to communicate. As a school we use ALI to enable all our pupils, verbal and non-verbal to have their voice heard. We have produced a comprehensive model to help us pinpoint the stage of communication development at which each child is at and therefore be able to priorities strategies and approaches to promote all pupils' social and emotional growth.</p> <ul style="list-style-type: none"> <li>• <b>Makaton</b></li> </ul> <p>Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression. With Makaton, signs are used, with speech, in spoken word in order to provide extra clues about what someone is saying. For those who have experienced the frustration of being unable to communicate meaningfully or effectively, we believe Makaton really can help and can take away that frustration and enable individuals to connect with other people and the world around them, opening up all kinds of possibilities.</p> <ul style="list-style-type: none"> <li>• <b>Core and Theme Vocabulary</b></li> </ul> <p>Every lesson, our pupils practise core and theme vocabulary specific to their pathway curriculum alongside their equivalent Makaton sign and In-print symbol.</p> <p><b>Jack Petchey award</b></p> <p>Enables students to recognise that many young people make really positive contributions to the school or their community.</p>
<p>Please provide an example of where pupil views have changed practice or provision within the school.</p>	<p>Green Team committee has influenced recycling. Every classroom now has a recycling bin for instance.</p> <p>Edible gardens – pupils were consulted on what they wanted/where etc and the gardens are now fully accessible for wheelchair users, there is a new greenhouse, donations from staff and members of community.</p> <p>Newsletter</p>



#### 4. School ethos, culture, environment & SMSC development

##### Website

During Lockdown – Internal video for the Christmas production as requested by the pupils, because they loved the Christmas concert the previous year.

Curriculum has been changed and adapted to reflect our pupils' individual needs

[http://www.riversidecampus.com/bridge/?page\\_id=6183](http://www.riversidecampus.com/bridge/?page_id=6183)

A work-related learning/careers lead has been appointed to ensure all pupils from KS1 to KS4 receive work-related input related to their needs and likes/dislikes.

We endeavour to give our pupils as much opportunity as possible to share their opinions and their preference. This is differentiated across the school according to the student's needs. With the use of Communication Language Input approach.

##### Personal development and well-being: Criteria & Minimum Evidence

The school promotes spiritual, moral, social and cultural development (SMSC) and provides opportunities for children and young people to build confidence and self-esteem; develop responsibility, independence and resilience and learn how to assess risk and stay safe.

##### School Evidence

Please provide examples of the opportunities you provide for the spiritual, moral, social and cultural development of pupils.

At Riverside Bridge School, we strive to create a learning environment which promote respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and British values they will need to succeed in their future lives.

Spiritual, moral, social and cultural development does not take place in any one aspect, in isolation of other aspects of school life. As a school, we endeavour to provide a holistic environment, in which pupils can grow and develop spirituality, morally, socially and culturally, and in which positive attitudes and consistency provide pupils with good role models, amongst adults as well as pupils as we expect our older pupils to demonstrate good behaviours and support their younger peers.

We also ensure that British Values are promoted continuously in order to ensure pupils develop an understanding of democracy and the rule of law, and an appreciation for individual liberty, mutual respect and tolerance of different faiths and beliefs in every aspect of their school experience as these values underpin life in British society.





#### 4. School ethos, culture, environment & SMSC development

The school encourages safe and sensible behaviours incorporating good manners, consideration, courtesy and respect for others at all times whether within the school or when out and about in the community, whilst encouraging imagination, inspiration and reflection.

The curriculum within each Curriculum Areas of Development provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Through everyday experiences which may be planned through specific lessons to ensure breadth and depth of learning at an appropriate level but also often arise incidentally, all pupils are required to reflect and empathise with others whilst giving them the confidence to provide their opinions and develop their own viewpoints.

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##### ***Spiritual Development***

Spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

##### **Communication and Interaction**

- How to develop self-awareness
- How to identify own characteristics, interests and strengths
- How develop confidence and self-esteem
- How to express preferences, opinions, feelings and ideas



## 4. School ethos, culture, environment & SMSC development

- How to recognise and express how they feel when they are doing something they enjoy and succeed at
- How to identify similarities and differences between self and others
- How to develop a sense of belonging to different groups
- How to recognise and express how finding things difficult make them feel
- How to make use of strategies suggested by others to help them overcome difficulties

### **Engagement and Learning**

- How to show understanding
- How to enjoy learning about themselves and others
- How to recognise and accept differences between people
- How to show respect for others
- How to allow others privacy

### **Independence and Community Participation**

- Calms / alerts / regulates behaviour in response to environmental adaptation being made
- Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self, others or the environment
- Takes agreed action to remove self from situation to avoid sensory sensitivities / overload

### **Personal Development**

- How to develop their own set of beliefs and values
- How to show respect for different belief and faiths
- How to respond to familiar religious stories and music
- How to contribute to celebrations and festivals
- How to carry out ritualised actions in familiar circumstances
- How to Communicate simple facts about religion
- How to realise the significance of religious artefacts, symbols and places
- How to understand that religious and other stories carry moral and religious meaning
- Shows interest in what others are doing
- Recognises what makes a 'good' friend



#### 4. School ethos, culture, environment & SMSC development

- Takes account of others' interests / needs / feelings within interactions
- Accepts that people may have more than one friend

##### ***Moral Development***

Moral development involves pupils acquiring an understanding of the difference between right and wrong and/or moral conflict, a concern for others and the will to do what is right.

##### **Communication and Interaction**

- Expresses own opinions / thoughts / feelings
- Accepts that others may agree / disagree with opinions
- Adapts information according to listener's knowledge within conversation
- Adapts information according to listener's knowledge within conversation
- Uses / adapts communicative style appropriate to the situation / relationship

##### **Engagement and Learning**

- How to understand the consequences of own choices and actions
- How to choose positive actions and behaviours based on understanding of the consequences
- How to understand consequences and impact of actions of others on themselves
- How to use information available to make an appropriate choice
- How to understand the consequences of making certain choices
- How to organise own belongings and resources
- How to maintain social distance appropriate to situation
- How to differentiate between 'public' and 'private' conversational topics
- How to understand the law in relation to drugs, alcohol and smoking
- How to understand the consequences of possessing or taking illegal drugs
- How to know the age limits in relation to smoking and alcohol
- Understands laws relating to consent in relationships

##### **Independence and Community Participation**



#### 4. School ethos, culture, environment & SMSC development

- How to understand and follow rules, routines and expectations
- How to accept reasons given for certain procedures
- How to understand that expectations may be different in different situations
- How to seek help to understand expectations of others
- How to articulate why they find certain expectations difficult
- How to make suggestions for how situations can be adapted to meet needs
- How to show increased tolerance of expectations/situations with agreed adaptations
- How to keep safe when out in the community
- How to show awareness of potential safe and unsafe places in the community
- Is aware of potential 'stranger danger' and knows how to respond
- Makes informed judgement about giving out personal information
- Understands and applies the need for self and others to have privacy in some community settings
- Maintains social distance appropriate to the community situation
- Recognises that others' proposals / suggestions may pose a risk
- Chooses to say 'No' to risks or suggestions proposed by others
- Understands consequences of own actions when using social media or the Internet

##### **Personal Development**

- How to appreciate society's moral values
- How to show concern and sympathy for others in distress
- How to be aware of their own influence on events and other people
- How to understand what is right or wrong
- How to understand the consequences of their own behaviour and actions
- How to understand that other people have needs and respect these
- How to be sensitive to the needs and feelings of others and show respect for themselves and others
- Understands and applies the need for self and others to have privacy in some community settings



## 4. School ethos, culture, environment & SMSC development

### ***Social Development***

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society.

Social development involves pupils working effectively together and participating successfully in the school community as a whole and gaining interpersonal skills that will allow them to form successful relationships and become an active member of their community.

### **Communication and Interaction**

- How to engage positively in any interactions
- How to take turns in activities or conversations
- How to demonstrate shared enjoyment
- How to volunteer information about what they think or feel
- How to accept that others may agree or disagree with their own opinions
- How to actively listen to other people in conversation
- How to interrupt politely at an appropriate point within a conversation
- How to adapt communication and/or behaviour to suit situation

### **Engagement and Learning**

- How to show interest and curiosity in new activity, topic, ...
- How to show surprise and excitement at new knowledge and understanding

### **Independence and Community Participation**

- Participates in mealtime with others
- Knows how to get help in the community
- Identifies potential 'safe' person to ask for help if needed

### **Personal Development**

- How to contribute to the school and local community social and cultural life
- How to participate positively in artistic, musical and sporting opportunities



#### 4. School ethos, culture, environment & SMSC development

- How to participate in charity events
- How to participate in a variety of local community and social events
- How to co-operate well with others
- Recognises when own behaviour has offended or hurt another
- Apologises / repairs the interaction if own behaviour offends or hurts another
- Recognises negative or bullying behaviour towards self or others
- Knows how to respond when others show hurtful, inappropriate or bullying behaviour
- Is aware of self as part of group
- Understands and conforms to expectations of working in a group
- Collaborates with peers to complete a task
- Contributes confidently to small group discussion / debate about a given topic
- Engages in social exchange within leisure activity

##### ***Cultural Development***

Cultural development enables all pupils to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

##### **Communication and Interaction**

- Greets people in a foreign language/ Introduces themselves in a foreign language/ Responds briefly to simple questions, requests or instructions in a foreign language

##### **Engagement and Learning**

- How to understand different aspects of life in the United Kingdom

##### **Independence and Community Participation**

- Uses musical language to express themselves
- Listens and attends familiar musical activities
- Joins in and take turns in songs and plays instruments with others



#### 4. School ethos, culture, environment & SMSC development

##### Personal Development

- How to contribute to the school and local community social and cultural life
- How to participate positively in artistic, musical and sporting opportunities
- How to contribute to celebrations and festivals

[http://www.riversidecampus.com/bridge/?page\\_id=8256](http://www.riversidecampus.com/bridge/?page_id=8256)

Please provide examples of the opportunities you provide for children and young people to:

- Build confidence and self-esteem

- Regular verbal praise
- 'Wow Wall' displays in each classroom
- Reward charts / Working towards boards
- Positive morning routines
- Regular in-house competitions between phase groups (e.g., Chinese New Year Display Competition, Christmas Decorate Your Door Competition, etc)
- Eco-Schools - elected pupils on the committee; our 'Green Team' oversee the planning and running of the Edible Garden. Pupils are actively involved in ensuring the classrooms are eco-friendly.
- Bridge Buddies

Regular community access has allowed pupils to develop their confidence in getting to different places in their local community. There is a strong focus embedded in the school of enabling pupils to become as independent as possible when accessing the community. Pupils demonstrate good self-esteem when presented with the task of shopping, confidently sourcing the different items required and greeting the cashier.

- Celebrate their achievements

- Displays
- Website
- Sleuth – Positive behaviour
- Assemblies
- Jack Petchey Awards
- Display Boards



#### 4. School ethos, culture, environment & SMSC development

	<ul style="list-style-type: none"> <li>• Special Events</li> <li>• Culture Days</li> <li>• Certificates</li> <li>• ASDAN Accreditation</li> <li>• AQA certificates</li> <li>• WOW Work Boards</li> <li>• School Performances</li> <li>• School diary and communications with parents/carers</li> </ul> <p><a href="http://www.riversidecampus.com/bridge/?page_id=4162">http://www.riversidecampus.com/bridge/?page_id=4162</a></p>
<ul style="list-style-type: none"> <li>• Develop responsibility, independence and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Independence and Community Participation in our Growth Curriculum</li> </ul> <p>--&gt; the life skills taught when it comes to this Area of Development are bespoke to each pupil and the pace that they are taught varies from person to person. Some may ultimately be able to live on their own with very little, if any, outside support, while others may require support 24 hours a day, 7 days a week. We start to develop these life skills to the best of a child's ability at a young age so it can be embedded and rehearsed in a variety of environments to support their school life. There are endless life skills to learn which are taught and practised at school, home and in the community - as best as possible in natural environments where the skills being taught relate directly to the type of environment the person is going to live and use them. This means learning cooking skills and doing the washing-up in a kitchen, learning how to cross the road at a zebra crossing or ordering food in a real café.</p> <ul style="list-style-type: none"> <li>• Opportunities to take class register</li> <li>• Opportunities to do class/school jobs</li> <li>• Opportunities to work alongside administration team as a reward for positive behaviour</li> <li>• Encouraged independence by staff regularly</li> <li>• Working with the community</li> <li>• Regular Outings in the community</li> <li>• Pupils in Year 10 &amp; 11 have the opportunity to engage in work experience. This opportunity to go and work in the wider community is invaluable and allows our pupils to apply the transferable skills learned in the classroom in a real-life context; to further improve their skills by making learning more relevant and practical; to develop their personal and social skills • to develop an understanding of work and its related responsibilities; to broaden their awareness of the world</li> </ul>





#### 4. School ethos, culture, environment & SMSC development

of work; to be introduced the knowledge and skills of particular occupational area/s; and to begin to make the transition from school.

[http://www.riversidecampus.com/bridge/?page\\_id=6673](http://www.riversidecampus.com/bridge/?page_id=6673)

- Learn how to assess risk and stay safe

- Safeguarding
- Online safety
- Cycling provision
- Crossing the road trips
- Visits by public services such as the fire service
- Hygiene and Safety in Food Technology lessons
- Basic first aid
- Outings
- ASDAN and AQA modules



## 5. Provision of support services for children and young people

### Healthy Schools London: Criteria & Minimum Evidence

The school has systems to identify and meet the needs of vulnerable children and young people and has arrangements to provide appropriate and relevant support. All children and young people and parents/carers can, confidentially, access advice, support and services (within and beyond school).

#### School Evidence

Please provide examples of how you identify vulnerable pupils.

All staff at Riverside Bridge School recognise the important role they play in Child Protection and Safeguarding and are sensitive to the special educational needs of all our pupils. The health and well-being of our pupils is paramount and every staff member's priority.

All staff at Riverside Bridge School are required to complete a Disclosure and Barring Service (DBS) check, are appointed through safer recruitment procedures and receive weekly training in Child Protection and Safeguarding.

Pupils, whilst in school are supervised at all times by qualified and experienced staff. Named staff are qualified first aiders and a clear procedure is in place for documenting and informing parents of any accident or injury sustained at the school.

Where a member of staff is concerned about a pupil's physical or emotional well-being, these concerns will be reported to the Safeguarding Team. In some circumstances, and in accordance with school Safeguarding and Child Protection policies and practices, this concern may be reported to the local authority or social services.

The School has systems in place to identify and meet the needs of any pupil including behaviour log on Sleuth, pink forms for safeguarding concerns, weekly safeguarding and child protection meeting, daily attendance monitoring, early help interventions, home visits done if a concern is raised or if a pupil has been absent from school for three consecutive days with no contact from parents/carers, an Annual Review held each year for every child, two parents' meetings a year to ensure clear communication between school and home, to address any parental concern and report on pupils' progress and regular communication with home via school diaries and school email.

[http://www.riversidecampus.com/bridge/?page\\_id=6909](http://www.riversidecampus.com/bridge/?page_id=6909)



## 5. Provision of support services for children and young people

Please provide examples of the support and arrangements you have in place within school to meet the needs of vulnerable pupils (*including SEN differentiated curriculum*).

- Weekly Safeguarding and Attendance meetings.
- Bridge Buddies
- Friendship circles
- Liaison between staff and external agencies as and when needed
- Annual Reviews
- Progress Reviews
- Bubble support
- Well-Being hub
- Safeguarding hub
- Phone calls home to pupils and parents during lockdown
- Safeguarding Team and DSL



Please provide examples of arrangements you have in place to work with, refer and/or signpost to external agencies for advice and support for vulnerable pupils.

Level of Need <i>based on discussions at the weekly Safeguarding meetings.</i>	Evidence-based Intervention and Support <i>This will be decided in consultation with key members of staff, parents and pupils.</i>	Monitoring
Specialist Support	CAMHS Referral assessment 1:1 or family support or treatment Consultation with school staff and other agencies  LA Inclusion Advisory Service for SEMH	<p>All pupils needing targeted individualised support will have an Individual Mental Health/Pastoral Support Plan drawn up setting out :</p> <ul style="list-style-type: none"> <li>the needs of the pupils</li> <li>how the pupil will be supported</li> <li>actions to provide that support</li> <li>any special requirements</li> </ul> <p>Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact through regular reviews and if needed a different kind of support can be provided.</p> <p>The Mental Health/Pastoral Support Plan is overseen by the Safeguarding Team</p>
Targeted Support	Referral to Safeguarding Team  Access to in-school based intervention  Referral to School Nurse  Referral to School Counsellor  Small group intervention	
Universal Support	The first line of response is in the classroom with the class team; both teachers and co-educators. Our staff are encouraged to provide social and emotional support to all pupils as this is key for effective learning so as needs arise pupils will be given time and space to work through problems with trusted adults.	



## 5. Provision of support services for children and young people

### Working with specialist services to get swift access to the right specialist support and treatment

Some children, who may have more complex or enduring emotional health or mental well-being needs and/or who have experienced difficult life experiences such as anxiety, depression, self-harm, eating disorders, bereavement, parental ill-health, family breakdown or moving into care, may be more at risk than others of developing social, emotional or mental well-being difficulties. Whilst the needs of these pupils remain embedded within the universal support available to all pupils across school; pupils who are displaying the early signs of emotional health or mental well-being difficulties may also require additional levels of support. For those pupils, staff may deliver specific 1:1 or small group strategies and/or interventions to support such individualised needs. If some of those pupils continue to struggle, the involvement of external appropriately qualified professionals such as the Educational Psychologist may be required.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the pupil's Mental Health/Pastoral Support Plan.

School referrals to a specialist service will be made by the Safeguarding Team following the assessment process and in consultation with the pupil and their parents/carers. Referrals will only go ahead with the consent of the pupil's parent/carer.

Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
LA Inclusion Adviser [SEMH]	David Larbi
Educational Psychologist	Accessed through the Safeguarding Team



## 5. Provision of support services for children and young people

Please provide a link to the school website to evidence you are meeting the statutory requirement to report the school's strategy for the use of pupil premium for the current and previous year.

[http://www.riversidecampus.com/bridge/?page\\_id=5377](http://www.riversidecampus.com/bridge/?page_id=5377)



## 6. Staff continuing professional development (CPD), health and well-being

### Staff CPD: Criteria & Minimum Evidence

The school identifies staff CPD needs for health and wellbeing and provides appropriate training and development opportunities.

### School Evidence

Please provide examples of how you identify staff training needs relating to health and well-being topics.

Well-Being meetings on request  
Staff termly Appraisal meetings

Staff observation cycle which identifies staff who needs to be put on an Improvement Plan and given a mentor and/or coach to ensure successful transitioning out of the Improvement stage and support any well-being concerns.

Through the Performance Management Meetings, staff training needs/opportunities are identified.

The CPD file on shared system and in staffroom informs staff of training opportunities.

Staff encouraged to request training

Staff questionnaires and survey

Staff Suggestion Box

Please provide examples of the health and well-being training and development opportunities that staff have attended.

(e.g. PSHE education, healthy eating, cooking and nutrition skills. PE and physical activity, emotional health and well-being, mental health first aid).

Menstrual health training with Brook Learn - key staff identified

Bereavement Training with the Educational Psychologist - key staff identified

Regular Epilepsy and medication training with School Nurse - all staff attending

Diabetes and insulin training - London North East NHS foundation Trust - key staff identified

Safeguarding and Well-Being training by Safeguarding Team - all staff weekly

Prevent Training - once a year via the Local Authority

Healthy Living training - all staff



## 6. Staff continuing professional development (CPD), health and well-being

Food Technology - Preparing food, hygiene and safety by Food Technology Co-ordinator to all Co-educators

Physical Education - Warm up exercises by PE Lead to all Co-educators

Physiotherapy - key staff identified

Dental Oral Hygiene training - all Staff and parents by Kent community health NHS Foundation Trust

First Aid Training - 22 members of staff by the Red Cross

Well-Being Training - Twilight sessions as well as online course during the first lockdown

Team Teach - all staff

Weekly training includes Teaching and learning, Makaton, Well-Being, Speech and Language, Safeguarding and Behaviour.

Twilight training specifically on identified needs in Teaching and Learning, Safeguarding and Behaviour, Well-Being and Speech and Language

### Staff health and well-being: Criteria & Minimum Evidence

The school supports staff in maintaining their health and wellbeing and a healthy lifestyle and encourages them to be positive role models. All staff can, confidentially, access advice, support and services (within and beyond school).

### School Evidence

Please provide examples of how school staff are supported in maintaining their health and well-being.





#### Specific Support

- Employee Assistance Programme
- Crisis support
- Referrals to Occupational Health Adviser
- Referrals to external Counselling Therapist
- Individual Risk Assessments including stress related in accordance with HSE advice
- Wellness Action Plans

#### Targeted Support

- Termly training around staff mental health by the Well-Being Team
- Regular Well-Being check-ins by the assigned member of the Well-Being Team via emails or phone calls when staff is not in school
- Staff training on child and family mental health by Safeguarding Team
- Immediate and unlimited access to a GP via Perkbox Medical with referrals and prescriptions available on same day

#### Universal Support

- Staff Well-Being policy
- Staff Room
- Drop in sessions with Well-Being Team for any concerns
- Staff Well-Being Room
- Well-Being Team elected yearly by all school staff
- Culture of no blame and stigma for mental health needs of school community
- Feedback boxes where staff can share anonymously ideas for improvement of school ethos and model good practices
- Regular social events organised by the school
- Perkbox App
- Individuals Birthday Cards
- Tea/Coffee and biscuits provided for Twilight sessions
- *Breakfast and Lunch provided on inset Days*
- Food provided for Parents' Evenings
- 100% attendance scheme
- Daily Perks (*Munchy Mondays, Teacup Tuesdays, Workout Wednesdays, Thankful Thursdays and Feel-Good Fridays*)



## 6. Staff continuing professional development (CPD), health and well-being

Staff wellbeing has a high priority and there is a dedicated staff wellbeing team who monitors and promotes all staff wellbeing issues, processes and activities:

[http://www.riversidecampus.com/bridge/?page\\_id=9157](http://www.riversidecampus.com/bridge/?page_id=9157)

Please provide examples of how staff have been encouraged to be positive role models for positive health and well-being.

All staff are encouraged to take part in physical activity including the Bridge Mile and PE lessons; eating healthy food with pupils, taking part in the gardening club, charity fundraising such as World Smile Day, Children in Need, Odd Socks Day, Red Nose Day, Green for Green Day, pupils and staff Productions at Christmas and Easter

Through the school Assisted Animal Intervention, our dog have had a positive impact on both pupils and staff.

Videos on website and YouTube for pupils done by staff to raise each other spirits and mental health during the lockdown period originally but this is continuing.

Staff have been encouraged to be positive role models as part of the Teachers/Co-Educators/Midday Supervisor Standards used in their Development Plan.

Teachers' Standards	Intent	Review Period		Implementation	Impact
		1st	2nd		
1. Set high expectations which inspire, motivate and challenge pupils.	To demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.			Demonstrate and share the school vision & values.	School vision and values are upheld at all times by staff and pupils.
				Model behaviour, respect, politeness expected in and outside class to other colleagues and visitors, not just pupils.	
				Establish a safe and stimulating environment for pupils, rooted in mutual respect at all times.	



## 6. Staff continuing professional development (CPD), health and well-being

		To maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.		<p>which promote emotional well-being and are developmentally appropriate.</p> <p>Consistently demonstrate effective professional relationships with pupils exercising appropriate authority; acts decisively when necessary.</p> <p>Model positive communication and respect.</p> <p>Be consistent when dealing with poor behaviour in and outside of the classroom, in line with the school behaviour policy.</p> <p>Demonstrate that all pupils are valued.</p> <p>Employ the voice of authority as required - maintain an appropriate teacher/pupil relationship which allows for an authoritative stance when required.</p> <p>Emphasise positive behaviour management in all situations and communication with the children with good practice modelled.</p>	
		To ensure personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.		<p>Behave appropriately with regard to professional status as one seen as a role model for the pupils and a figure of authority and trust.</p> <p>Be honest, act with integrity and do not engage in criminal behaviour likely to undermine the status of the profession or impeach the reputation of the school.</p>	
	PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	To demonstrate positive attitudes, values and behaviours at all times within the workplace.		<p>Demonstrate a highly professional and consistent approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.</p> <p>Promote appropriate professional behaviour, language and appearance and through behaviour and with colleagues.</p> <p>Work collaboratively with co-educators and other colleagues, including advisory specialists.</p> <p>Support the ethos and vision of the school.</p> <p>Aim to be a positive role model to pupils and colleagues.</p> <p>Raise through appropriate channels any concerns if the behaviour of any colleague falls short of safeguarding or appropriately professional standards.</p>	<p>Teachers demonstrate consistently high standards of personal and professional conduct.</p> <p>Professional relationships are rooted in mutual respect.</p> <p>Pupils' well-being is paramount.</p>
Please provide examples of how staff can, confidentially, access advice, support and services.	Staff can confidentially access advice, support and services from the Well-Being Team, Safeguarding Team and Senior Leadership Team. They also have access to Perkbox and can contact the Employee Assistance Programme - Health Assured for emotional support and counselling, legal guidance, debt counselling, medical information, child and dependent care support and advice, support for managers, bereavement counselling, GP Service.				



## 7. Partnerships with parents and carers, the local community, external agencies and volunteers

### Engaging with parents/carers, the local community and external agencies: Criteria & Minimum Evidence

The school provides opportunities for parents/carers to access information, support and advice on health and well-being.

The school engages with the local community and a range of external agencies and encourages volunteering by children and young people and the wider community to support pupils, parents/carers and staff on:

- PSHE education
- Emotional Well-being and Mental Health
- Healthy eating
- Physical activity

### School Evidence

Please provide examples of any opportunities you give for parents/carers to access information, support and advice on health and well-being.

The School provides opportunities for parents/carers to access information, advice and support on health and well-being through parent coffee morning, parent twilight sessions, newsletters, school diaries, school letters, website, twitter, In-Touch service, school notice board, ...

The school has very good links with local schools and colleges and work together on a smooth transition for the families of KS4 pupils.

The School work very closely with everyone directly involved with the young person and their families to support the emotional health and well-being of the whole family. The process may vary according to the situation. If there is a behaviour problem at home, parents/carers are struggling to deal with, parents/carers are guided and supported in to getting help from educational psychologist and work together with the multi-disciplinary team to provide solutions where possible.

All parties - school nurse, speech and language therapist, education psychologist, multi-disciplinary team, teacher and parents/carers are invited to the Annual Review meetings.

Please provide examples of how the school engages with the local community and a range of external agencies to support pupils, parents/carers and staff.

The School engages with the local community and a range of external agencies regularly and has an open door approach, offering opportunities for all parents/carers to seek advice and support.

During the lockdowns, weekly calls were made by class teams to ensure families were coping and could request advice and support if needed.



## 7. Partnerships with parents and carers, the local community, external agencies and volunteers

Our school is an Autism Education Trust Hub thus ensuring we get the best advice and support for our pupils and families.

The School also buys into the Barking and Dagenham School Improvement Partnership

The School works with Talentino as part of the LEAN project to ensure pupils get the right support when it comes to Careers and working in the community.

Barking Riverside London (Healthy new town – Eco-friendly)

<https://www.england.nhs.uk/ourwork/innovation/healthy-new-towns/demonstrator-sites/barking/>

Morris Roe and Morgan Sindell has been supporting the School with the restructuring and re-development of the edible garden and will in the future deliver some careers sessions to our pupils.

The School works closely with CAHMS, Family Support Workers, Respite Services, Educational Psychologists, Just say Parents Forum, The Heathway Centre, AbPhab Youth Club, Barking and Dagenham Progress Project, EHC Team, LBBD Transport, Carers/Young Carers, The Purple Penguin Club, Sycamore Trust, DABD (Kids Patch), Funky Willows, Axe Street Community Paediatrician, The Vine Kids and Future Youth Zone.



## Appendix

### Next steps – ideas for moving on to the Silver/Gold Awards

#### PSHE, Emotional Wellbeing and Mental Health

For example, set measurable outcomes to improve:

- Levels of emotional literacy
- Levels of satisfaction with school experience

For example, set measurable outcomes to:

- Increase the number of staff that feel comfortable talking about RSE with pupils
- Increase the number of pupils reporting that they have rules at home about using the internet
- Increase the number of pupils reporting they feel safe in school
- Increase the number of pupils reporting “I know what to do if I feel worried or upset at school”
- Increase the number of pupils reporting the school does enough about bullying
- Increase the number of pupils reporting they are confident to be peer mediators following training
- Increase the number of pupils reporting they know where to access support for their mental wellbeing
- Increase the number of pupils reporting they have strategies in place to deal with exam stress

For example, set measurable outcomes for a targeted group of pupils to improve:

- Relationships and behaviour through restorative approaches
- Development of pupils’ skills to advance the quality of their lives, including communication, relationships with others and engagement with learning.
- Behaviour and wellbeing of targeted pupils so that they increase the amount of time they are engaged with other staff and pupils in the classroom.



	<p>For example, set measurable outcomes for a targeted group of pupils to:</p> <ul style="list-style-type: none"><li>• Increase the number of pupils reporting they have good self-esteem</li><li>• Increase the number of pupils reporting they can work well in groups</li><li>• Increase the number of pupils reporting they have learned ways to calm themselves down</li><li>• Improve the self-worth and self-belief of pupils by increasing the number who are able to tell you what they like and dislike</li><li>• Improve the self-awareness and self-identity of pupils by increasing the number who are able to tell you what they look like</li><li>• Reduce the number of pupils reporting that pressure from social media has caused them to feel upset, stressed or anxious about the way they look</li><li>• Reduce incidents of challenging behaviour (and high levels of distress)</li></ul>
<b>Healthy Eating</b> (including oral health)	<p>For example, set measurable outcomes to improve:</p> <ul style="list-style-type: none"><li>• Food growing and engagement with food</li><li>• Healthy eating (snacks consumed in and out of school)</li><li>• Content of packed lunches</li><li>• Pupils reporting that they eat 5 or more portions of fruit and vegetables every day</li></ul> <p>For example, set measurable outcomes to:</p> <ul style="list-style-type: none"><li>• Increase the number of pupils reporting they eat a healthy breakfast each morning</li><li>• Increase the number of pupils reporting they attend the dentist at least once a year for a check up</li><li>• Increase the number of pupils reporting they clean their teeth twice every day</li><li>• Reduce the number of pupils reporting they have soda, fizzy drinks, sugary drinks or fruit juice each day</li></ul>



## Physical Activity

(Including Active Travel)

For example, set measurable outcomes to improve:

- The number of active minutes each day in the curriculum
- The percentage of pupils meeting the Chief Medical Officer's recommended guidelines of 30 active minutes each day in school.

For example, set measurable outcomes to:

- Increase engagement in physical activity at breaks, lunch time and outside of school
- Increase the number of pupils to have achieved an award in their cycling proficiency skills
- Increase the number of pupils reporting they either cycle or scoot to school on a regular basis
- Increase the number of pupils reporting they walk to school on a regular basis
- Increase the number of students who have been put forward for and been successful in achieving their Independent Travel Award
- Increase the number of pupils reporting an increased knowledge of the importance of air quality

For example, set measurable outcomes for a targeted group of pupils to:

- Increase the number of pupils taking part in extra-curricular physical activity clubs and activities
- Increase the number of pupils reporting they understand the links between physical activity and wellbeing
- Increase the number of pupils reporting their wellbeing has improved as a result of taking part in extra physical activity clubs and activities