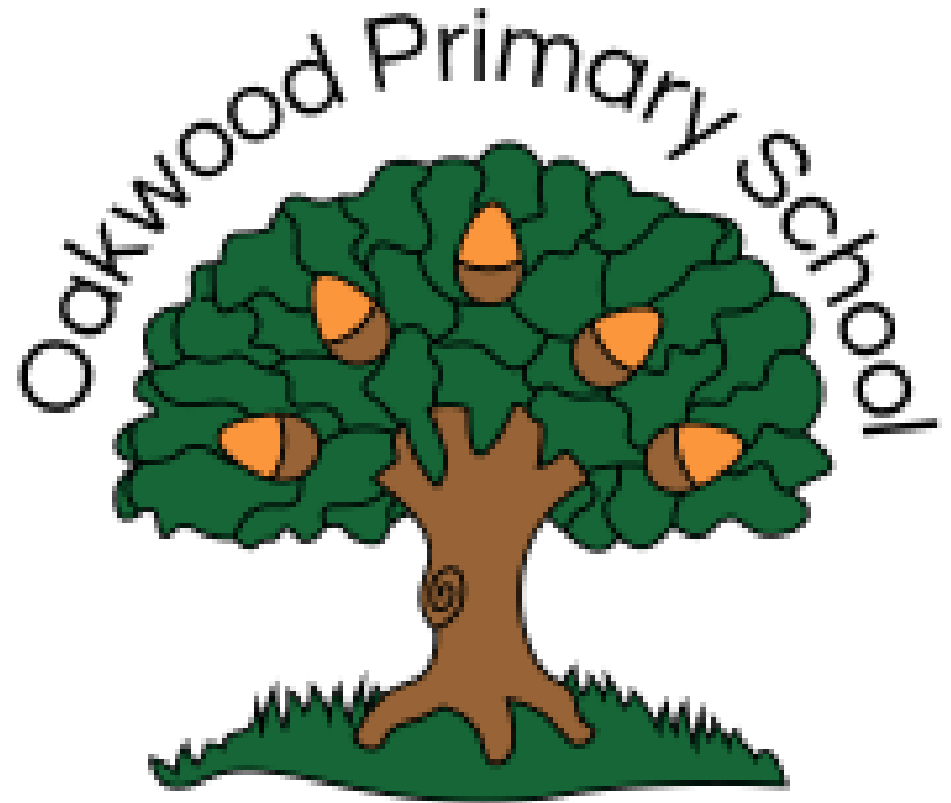




Welcome Parents  
and carers of  
Acorns pupils

# Plan for this morning

- ▶ Why OPAL?
- ▶ Oakwood's Play Policy and Behaviour Policy
- ▶ What to do if you have concerns
- ▶ Q&A - submitted in advance





## **Aims and benefits of OPAL:**

**Self-regulation** - children in OPAL schools learn to self regulate through practice, trust and freedom

**Physical activity** - all children, including girls, SEN and non-sporty children are significantly more active

**Mental well-being** - Research shows OPAL children are happier and self-reporting improved mental health

**Social and emotional development** - Good play in the laboratory of life where relationships are practised

**Links to formal learning** - Many OPAL schools report increased creativity, imagination and collaborative skills

**Risk** - OPAL schools report significant improvements in children's ability to identify and manage risk

**Behaviour** - happy children don't cause nearly as much trouble as bored children

**Accidents** - OPAL schools have up to 80% less reported accidents

**Staff well-being** - Supervising happier children leads to happier staff

<https://outdoorplayandlearning.org.uk/>



# A journey with parents



# 2

YOU  
TREASURE  
OPAL AND  
YOU WOULD  
LIKE US TO  
DEVELOP  
THIS  
FURTHER

We are now running the OPAL programme every day

The OPAL working group includes a parent rep and a governor rep and we plan half-termly meetings to review progress and discuss any concerns

All staff have had training on the OPAL programme and adventurous play

We have adopted a new Play Policy

We can't wait to bring in a wider range of engaging play activities and quiet places outside so that all children have somewhere they can play in the way that suits them.

We will continue to regularly monitor and review the impact of OPAL on children's behaviour and wellbeing.

- **Parent Survey June 2024**
- **OPAL was the 2<sup>nd</sup> most consistent area of importance – to 'treasure'**
- **Behaviour and Play Policies followed parent consultation**



# Empowering children

**We all have the right to feel safe all the time**

**We can talk with someone about anything, even if it feels awful or small**

Protective Behaviours Theme 1

Protective Behaviours Theme 2

**GROWTH MINDSET**  
Is Freedom

- Persevere in the face of failures
- Effort is required to build new skills
- Find inspiration in others success
- Embrace challenges
- Accept criticism
- Desire to learn
- Build abilities

**FIXED MINDSET**  
Is Limiting

- Avoid challenges
- Give up easily
- Threatened by others success
- Desire to look smart
- Effort is fruitless
- Ignore feedback
- Fixed abilities



# What could we do differently?

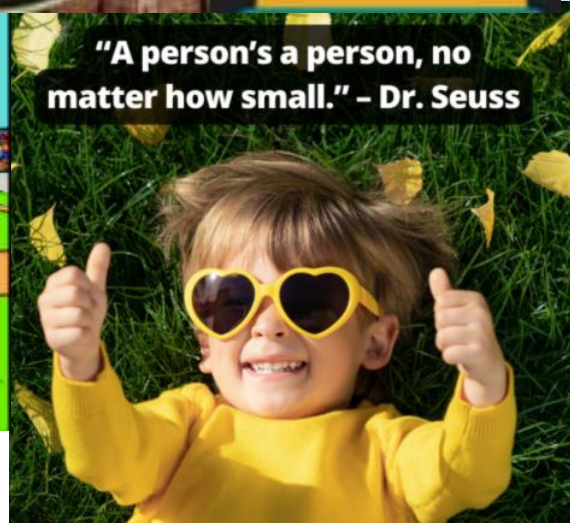
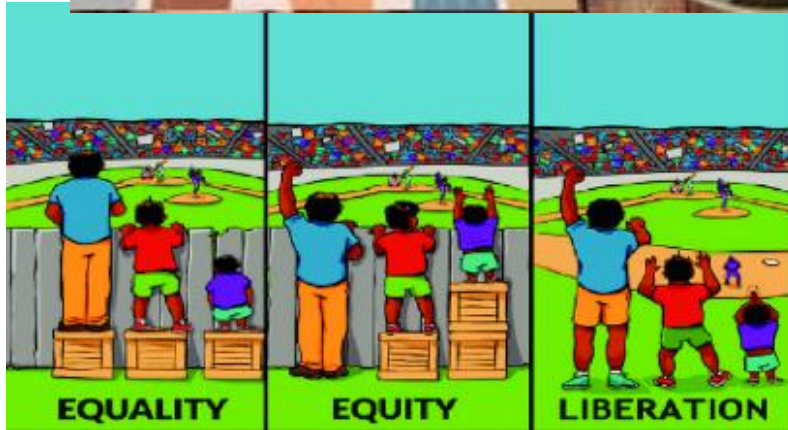
- ▶ Have the option of Acorns staying in the EYFS playground at lunchtime - would this be of interest?
- ▶ We have appointed an additional member of lunchtime staff to facilitate this; safeguarding checks mean recruitment takes a long time
- ▶ The sooner we know about concerns, the sooner we can act
- ▶ We can make some changes now and we will make some changes to arrangements for next year



# Behaviour Policy



You can't teach children to behave better by making them feel worse. When children feel better they behave better.



# What should parents do if they are concerned?



# What were the consequences?

- ▶ Jasmine has ADHD and a SEND Support Plan is in place
- ▶ As part of this, she has weekly emotional regulation intervention and 'social stories' to help her understand how to recognise when her emotions are out of control and the impact her actions can have on others **[Educational]**
- ▶ As Jasmine is hurting others regularly, she also has a Risk Assessment Management Plan (RAMP) this includes what staff should do when Jasmine shows the behaviour we want to see, as well as what staff should do when Jasmine shows the behaviour we do not want to see
- ▶ The RAMP has been agreed at a meeting between Jasmine's parents and senior leaders
- ▶ Jasmine may need to spend break times supervised in another area, or supported 1:1 until she learns how to keep herself and others safe **[Protective]**
- ▶ Jasmine has weekly meetings with one of the senior leaders to talk about her behaviour

- ▶ We are treating this as a Tier 3 incident and appropriate consequences and support are in place

It is unlawful to suspend a child with SEND unless it can be evidenced that the support they need has been put in place first.

# Home school agreement - use of WhatsApp

## THE PARENT/CARER

*I will do my best to:*

- make sure my child attends school regularly and on time. I will notify the school if my child will be absent
- make sure my child is dressed in the correct uniform and wears their PE kit to school on the days that they have PE
- support the school to make sure my child maintains a consistently high standard of behaviour
- encourage my child to try their best so they can reach their full potential
- communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff, usually my child's class teacher
- support the school approach to online safety
- use social media, including WhatsApp, responsibly and not upload any content that could upset or offend any member of the school community
- make sure that my child completes their homework on time, and raise any issues that my child has with their teachers
- read, follow and support the school's policies
- engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- read all communications sent home by the school and respond where necessary

- ▶ use social media, including WhatsApp, responsibly and not upload any content that could upset or offend any member of the school community
- ▶ read, follow and support the school's policies

Please help keep  
our WhatsApp  
groups  
informative and  
helpful

# Q&A

How many staff are in the dining area?

What are the seating arrangements?

Are children monitored about what they eat or leave?

- ▶ Acorns children are in the dining area from 11:45, they can sit where they want to in the dining hall. Only Acorns children are in the dining hall at this time.
- ▶ At this time, there are usually 4 or 5 members of staff supervising approx. 40 pupils in one room.
- ▶ (This is in addition to the kitchen staff).
- ▶ At 12:00, LKS2 children arrive in the dining hall to collect their lunch and they then take their food to the hall. At this time, the vast majority of Acorns children have already gone outside.
- ▶ Acorns children who are still eating are able to do so, and it continues to be only Acorns children sitting in the dining hall (although siblings from LKS2 may come and say hello).
- ▶ Staff will always encourage children to eat a little bit more, but we will never force or over persuade. Where lunch staff have concerns they will report it to the class teacher or DHT during lunch staff meetings.
- ▶ Parent volunteers in the dining hall are always welcome!

# Q&A

Who supervises on the playground?

What supervision is there in the Brambles?

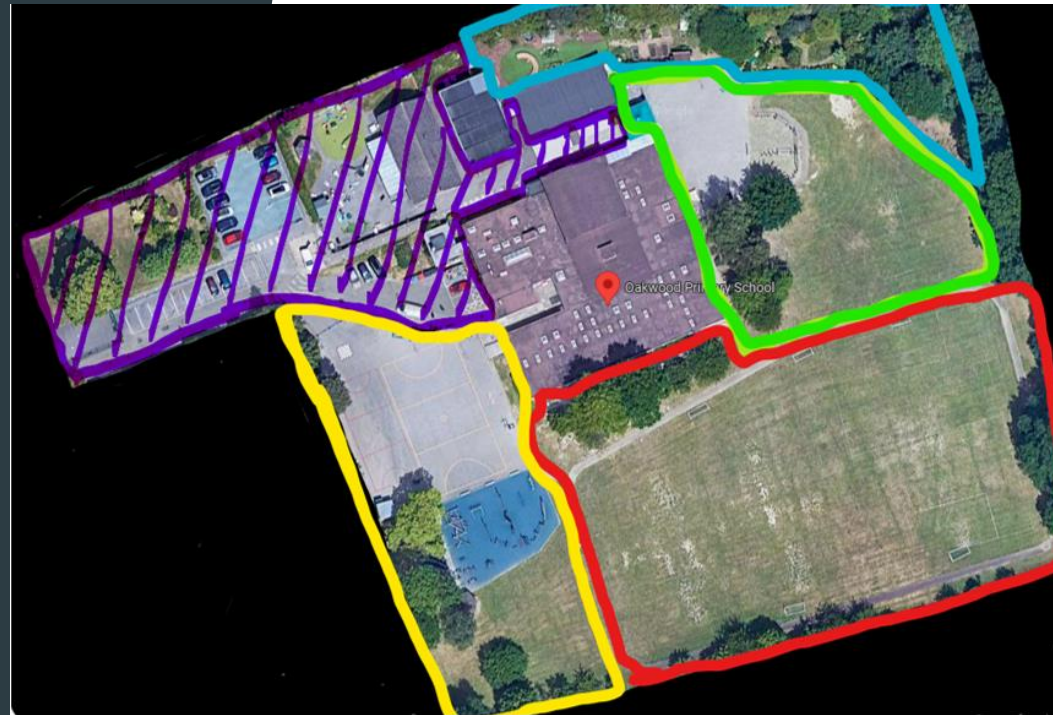
- ▶ The teaching assistants supervise on the playground at lunchtime. At lunchtime they are known as the “Play Team” and they have had play team training
- ▶ Two teaching assistants are members of the OPAL working group and meet half termly with SLT
- ▶ The Play Team have a meeting every week to discuss concerns
- ▶ Senior Leaders regularly (most days) monitor lunchtimes
- ▶ The playground has been “zoned” under consultation with the external OPAL specialist. There are 4 zones and each zone has a member of staff ranging. In addition, there are 2 members of staff on hand to range riskier activities and to be on hand to support any first aid incidents or difficulties
- ▶ Some children may have 1:1 support which increases the adult ratios further

# Q&A

What areas can the children access?

What times do the children mix with older year groups?

Will you have “buddies”?



|  |   |
|--|---|
| <p><b>OUT OF BOUNDS ZONES</b></p> <ul style="list-style-type: none"> <li>Car park</li> <li>Early years</li> <li>Staff garden</li> <li>Area around treetops</li> <li>Area in front of Beech and Cherry (currently)</li> </ul> | <p><b>Yellow Zone</b></p> <ul style="list-style-type: none"> <li>Fixed climbing equipment</li> <li>Ball games NOT football</li> <li>Mud kitchen</li> <li>Climbing tree</li> </ul> |
|--|---|

|                   |  |
|-------------------|--|
| <p>+</p> <p>●</p> | <p><b>Blue Zone</b></p> <ul style="list-style-type: none"> <li>Arts and crafts</li> <li>Small world</li> <li>Relaxation zone</li> </ul> <p>Brambles:</p> <ul style="list-style-type: none"> <li>Mud kitchen</li> <li>Den building</li> </ul>                                   |
| <p>●</p>          | <p><b>Green Zone</b></p> <ul style="list-style-type: none"> <li>Fixed climbing equipment</li> <li>Digging</li> <li>Slack lines</li> <li>Crates</li> <li>Small world</li> </ul> <p><i>To come:</i></p> <ul style="list-style-type: none"> <li>Sandpit</li> <li>Mound</li> </ul> |
| <p>●</p>          | <p><b>Red Zone</b></p> <ul style="list-style-type: none"> <li>Football (designated area)</li> <li>Slackline</li> </ul> <p><i>To come:</i></p> <ul style="list-style-type: none"> <li>Large tyres and large loose parts/gymnastics</li> <li>MUGA</li> </ul>                     |

Lunch break is from 12:00 - 1:00 and there will be a mix of children during this time, depending on when other children are eating. All children from EYFS to Year 6 have access to all the zones.

We will have Play Rangers from Year 5 and 6

# Q&A

What is the process for toilet use? How do we safeguard against something happening with older and younger children?

- ▶ There are toilets in Willow Class and toilets in the KS1 area. Toilets are not directly supervised but are regularly within sight/sound of adults. Children may go to the toilet when they need to. Children of both genders and all ages may use the toilets. The sink areas are outside the cubicles. Whilst there may be more than one child within the toilet area, there should never be more than one child in a cubicle. Cubicles all have locks.
- ▶ Safeguarding is taught at least weekly through Protective Behaviours sessions. Children who demonstrate sexualised behaviour will have additional support in place.

# Q&A

What is the rationale for Acorns joining in with OPAL straight away?

What action is being taken to address concerns that have been raised?

- ▶ OPAL has been a huge success at Oakwood and we perhaps got over-excited with all the positives.
- ▶ It is important to note we received messages of support from Acorns parents wanting us to carry on with OPAL and there were a few concerns.
- ▶ In the last week or so there have been a larger number of concerns raised. If you feel your concern has not been addressed, please follow this up (class teacher then Miss Bird).
- ▶ It is always better to raise concerns directly with the school as then we can take action!
- ▶ OPAL assemblies - with risk benefit assessments of activities.
- ▶ Acorns children will receive “catch up” assemblies in addition.
- ▶ Educational and protective consequences for individual children.
- ▶ Play team members have visited Acorns.
- ▶ We would consider having the option for children to play in the EYFS area (the children could choose each day which they would prefer)- if this is of interest we will send a survey out. We want playtimes to be happy for everyone.

# Thank you for coming!

- ▶ Additional questions?
- ▶ Please use the post-it notes and pens provided
- ▶ Additional Q&A will be added to the PowerPoint which will be published on our website

