GETTING TO GOOD – Behaviour for Learning
School Development Plan 2015-2017 – POST OFSTED ACTION PLAN: BEHAVIOUR FOR LEARNING

What did OFSTED say in 2015?	What actions are required?
1. The behaviour of pupils at the school was raised, *negatively,* by staff following the inspection.	***Please also see Howard Park Community School BEHAVIOUR ambitions for 2015-16

1. Objective	2. Success Criteria/ Impact	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Governor Evidence	6. Budgets Resources CPD	7. Evaluation & Review
Q To develop a whole school behaviour strategy to include clarity of reward and sanction. **Some actions completed in Year 1 Ensure that these actions are embedded	A behaviour strategy will be in place that, following consultation with staff, will encourage positive behaviour through clear reward and sanction. The behaviour strategy will be well communicated through visual media and to relevant stakeholders. The behaviour strategy will be universal to the school with all members using the strategy.	1. Create a behaviour strategy that fits with the ethos of the school and is agreed by all staff. 2. Create a workable, clearly communicated rewards and sanctions system which is motivating and child friendly. 3. Launch the system using clear messages. 4. Ensure that all staff are using the system consistently. 5. Review General behavioural expectations will be based on the following principles: • Big impact (The strength of system) • Accessible – consistent – robust – highest expectations • Constant reinforcement of the strategy publically, in assemblies, to parents, in appropriate communications to parents, website, in conflict resolution • Everybody Counts (on the staff) • Everybody Counts (pupil's inclusion) • All incidents are logged using CPOMs • SEMH needs are always considered and modifications made and communicated to all • The 4 streams of SEND are empowered with a raised profile of the BEMH stream with support from a consultant • Systems and evaluation will be tested regularly and thoroughly with the question, 'Can we break the system?' • Positive handling will be introduced when training becomes available • Transition times/ break, lunch and home time are key trigger points and will be over staffed and very structured • Lesson organisation and reducing off task time at the start • Restorative Practice will be used • Charlie Taylor's Behaviour Checklist for Teachers will be understood as key research: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283997/charlie_taylor_checklist.pdf	All staff, from September 2015 Evaluated regularly by CT, teams, leaders, SLT, Govs	Governors will be shown the following key documents to enable them to determine the success of key actions: Through walk-arounds, observations, monitoring visits etc.	Marketing and publicity resources/ Time. All staff, from September 2015 Marketing and publicity resources/ Time. Consultant £3000 Restructuring of SEND SEN payment CPOMs £700 approx Everybody Counts marketing Consultant to continue into '16-'17	*Red - not achieved* *Amber – partly achieved* *Green – achieved* Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors. *Evaluate against success criteria* *Agree priority actions, outcomes and meetings for next half term* 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice? *Clear behaviour strategy in place through school, this system is displayed on boards and posters in classrooms. Pupils are very aware of the rewards they can gain. Behaviour incidents are regularly logged using CPOMs which is monitored by SLT.* *Development – Re-emphasise consequences and have a clearer structure, i.e. time out in another class etc.*
R To develop a collegiate approach to pupils responsibility for themselves and their peers/ teachers. **All actions completed in Year 1 Ensure that this action is embedded	A house system and effective system of 'self-motivation', competition and belonging, pride and loyalty will be in place to develop a system of collegiate responsibility and ownership to actions and rewards/ sanctions.	1. Create a self-motivating system with wider responsibilities which fits with the ethos of the school and is agreed by all staff. The system will promote bot intrinsic motivation as well as group input and pride 2. Create a workable, clearly communicated house hierarchy (House Mother, House Aunts, House Captains) and rewards system which is motivating and child friendly. 3. Launch the system using clear messages with regular discussion and promotion of 'house values' and identification with the 'house' as a 'group' of successful individuals. 4. Staff understand the belief behind the house system, that of *'a house system to encourage pupils to invest in the life of the school - rather than solely being in it for themselves and even perhaps treating the school as a them and me institution'* and understanding the viewpoints of research: *'...that restoring traditional features of school life such as uniforms, houses with different colours and badges and whole-school assemblies had 'lasting impact that was disproportionate to their scale'.* 5. Develop competitions and 'house point' based rewards, linked more widely to The Golden Rues' system. 6. Ensure that all staff are using the system consistently. 7. Review	All staff, from September 2015 Evaluated regularly by CT, teams, leaders, SLT, Govs	Governors will be shown the following key documents to enable them to determine the success of key actions: Through walk-arounds, observations, monitoring visits etc.	Marketing and publicity resources/ Time. All staff, from September 2015 Marketing and publicity resources/ Time.	*Red - not achieved* *Amber – partly achieved* *Green – achieved* Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors. *Evaluate against success criteria* *Agree priority actions, outcomes and meetings for next half term* 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved/ what was the impact? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice? *Pupil's are well motivated to earn the rewards and collect points towards their house teams, Pupils move around school well and behaviour around the building is inrproving, identified by fewer behavioural incidents being logged through CPOMs. House competitions have taken place to motivate houses to work together and earn points from each other.*

					Development – Introduce house competitions, e.g. sports days etc.
NEW for 2016-17 To ensure that the presentation of pupils matches the expectation of the school	All pupils will wear the school's uniform and comply by the standards set out therein	1. Develop uniform policy with staff and GB considering needs and reasons; 2. Identify suppliers and complete designs; 3. Publicise policy and persuade stakeholders the reasons for the changes; 4. Enforce policy with effective and efficient communication holding on to principles but being careful not to discriminate.	All pupils by September 2016, including UKS2 with new designs from same date	Governors will be shown the following key documents to enable them to determine the success of key actions: Walk arounds and Governor visits, evidence from SLT and Gov. representatives	None required	Red - not achieved Amber – partly achieved Green – achieved *Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.* *Evaluate against success criteria* *Agree priority actions, outcomes and meetings for next half term* *1. Have the actions been completed?* *2. Have the actions been effective – have the success criteria been achieved/ what was the impact?* *3. What needs to be done now to achieve the success criteria?* *4. How can the issue be prevented from happening again?* *5. Have the new procedures been embedded in practice?* *Uniform is worn correctly by the vast majority of pupils throughout school. This is checked regularly by classroom staff and SLT on uniform checks. New uniform is implemented throughout KS2 and is worn with a great deal of pride.*