

BEYOND GOOD – Behaviour for Learning

School Development Plan 2017-2018 – POST OFSTED ACTION PLAN: BEHAVIOUR FOR LEARNING

<p>What did OFSTED say in 2015?</p> <ol style="list-style-type: none"> The behaviour of pupils at the school was raised, <i>negatively</i>, by staff following the inspection. <p>What did OFSTED say in 2017?</p> <ol style="list-style-type: none"> The behaviour of pupils is good. Pupils' behaviour around the school and in lessons is good. Pupils understand that the rules are there to keep them safe. They respect each other and adults. Pupils told inspectors that the behaviour observed during the inspection was typical and that pupils get on well together. Pupils are clear about different types of bullying, including racism, and say that instances of bullying are rare. They are confident that when there are concerns about bullying, these are dealt with by staff. Pupils are polite and courteous, and welcome visitors. They readily hold doors open for visitors and greet them with a cheery 'Good morning' or 'Good afternoon'. Pupils conduct themselves well during break- and lunchtimes. As a consequence, the school is calm and orderly and pupils say that they feel safe. 	<p>What actions are required?</p> <p>***Please also see Howard Park Community School BEHAVIOUR ambitions for 2017-18</p>
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1. Objective	2. Success Criteria/ Impact	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Governor Evidence	6. Budgets Resources CPD	7. Evaluation & Review
 <p>To reclarify the whole school behaviour strategy, particularly including the greater clarity of sanction.</p> <div style="border: 2px solid blue; border-radius: 15px; padding: 5px; background-color: #0056b3; color: white; transform: rotate(-10deg); display: inline-block;"> <p>***Some actions completed in Years 1 and 2 Ensure that these actions are embedded</p> </div>	<p>A refreshed and reviewed behaviour strategy will be in place that, following consultation with staff, will encourage positive behaviour through clear reward and sanction. The behaviour strategy will continue to 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.</p>	<ol style="list-style-type: none"> Create a refreshed behaviour strategy that fits with the ethos of the school and is agreed by all staff. Review and recreate a workable, clearly communicated rewards and sanctions system which is motivating and child friendly. Relaunch the system using clear messages. Ensure that all staff are using the system consistently. Review <p>General behavioural expectations will be based on the following principles:</p> <ul style="list-style-type: none"> 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 	<p>All staff, from September 2017 Evaluated regularly by CT, teams, leaders, SLT, Govs</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Through walk-arounds, observations, monitoring visits etc.</p>	<p>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</p> <p>Consultant to continue into '17-'18</p>	<p>Red - not achieved Amber - partly achieved Green - achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> Have the actions been completed? Have the actions been effective – have the success criteria been achieved/ what was the impact? What needs to be done now to achieve the success criteria? How can the issue be prevented from happening again? Have the new procedures been embedded in practice?

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 <p>To further strengthen the collegiate approach to pupil's responsibility for themselves and their peers/ teachers.</p> <p>** All actions completed in Year 2 Ensure that this action is embedded</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Reinforce, reinvigorate and promote 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. Strengthen a workable, clearly communicated house hierarchy (House Mother, House Aunts, House Captains) and rewards system which is motivating and child friendly. 3. Re-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 continue to 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 many more (than in previous years) 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 	<p>All staff, from September 2017 Evaluated regularly by CT, teams, leaders, SLT, Govs</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Through walk-arounds, observations, monitoring visits etc.</p>	<p>Marketing and publicity resources/ Time. All staff, from September 2017 Marketing and publicity resources/ Time.</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> 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?
 <p>To ensure that the presentation of pupils matches the expectation of the school.</p>	<p>All pupils will wear the school's uniform and comply by the standards set out therein</p>	<ol style="list-style-type: none"> 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. 	<p>All pupils by September 2016, including UKS2 with new designs from same date</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>Walk arounds and Governor visits, evidence from SLT and Gov. representatives</p>	<p>None required</p>	<p>Red - not achieved Amber – partly achieved Green – achieved</p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> 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?