

# BEYOND GOOD – Behaviour for Learning

## School Development Plan 2018-2019 – POST OFSTED ACTION PLAN: BEHAVIOUR FOR LEARNING

<p>What did OFSTED say in 2015?</p> <p>1. The behaviour of pupils at the school was raised, <i>negatively</i>, by staff following the inspection.</p> <p>What did OFSTED say in 2017?</p> <p>1. The behaviour of pupils is good.                  2. 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.                  3. 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.                  4. 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>	<p>What actions are required?</p> <p>***Please also see <a href="#">Howard Park Community School BEHAVIOUR ambitions for 2018-19</a></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
<div style="text-align: center; font-size: 2em; font-weight: bold; color: #800040; margin-bottom: 10px;">P</div> <p>Formerly S</p> <p>To reclarify the whole school behaviour strategy, particularly including the greater clarity of sanction, the use of school houses and pupil attitude to learning and others.</p>	<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> <p>To re-clarify the whole school behaviour strategy, particularly including the greater clarity of sanction, the use of school houses and pupil attitude to learning and others.</p>	<p>1. Create a refreshed behaviour strategy that fits with the ethos of the school and is agreed by all staff, includes:</p> <ul style="list-style-type: none"> <li>Postcard system;</li> <li>Gold, copper, yellow and red system;</li> <li>Buttons;</li> <li>Investing in Howard Park (formerly IIP)</li> </ul> <p>2. Review and recreate a workable, clearly communicated rewards and sanctions system which is motivating and child friendly.</p> <p>3. Relaunch the system using clear messages.</p> <p>4. Ensure that all staff are using the system consistently.</p> <p>5. Review</p> <p>General behavioural expectations will be based on the following principles:</p> <ul style="list-style-type: none"> <li>Big impact (The strength of system)</li> <li>Accessible – consistent – robust – highest expectations</li> <li>Constant reinforcement of the strategy publically, in assemblies, to parents, in appropriate communications to parents, website, in conflict resolution</li> <li>Everybody Counts (on the staff)</li> <li>Everybody Counts (pupil's inclusion)</li> <li>All incidents are logged using CPOMs</li> <li>SEMH needs are always considered and modifications made and communicated to all</li> <li>The 4 streams of SEND are empowered with a raised profile of the BEMH stream with support from a consultant</li> <li>Systems and evaluation will be tested regularly and thoroughly with the question, 'Can we break the system?'</li> <li>Positive handling will be introduced when training becomes available</li> <li>Transition times/ break, lunch and home time are key trigger points and will be over staffed and very structured</li> <li>Lesson organisation and reducing off task time at the start</li> <li>Restorative Practice will be used</li> <li>Charlie Taylor's Behaviour Checklist for Teachers will be understood as key research:  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283997/charlie_taylor_checklist.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283997/charlie_taylor_checklist.pdf</a></li> </ul>	<p>All staff, from September 2019</p> <p>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.</p> <p>All staff, from September 2018</p> <p>Marketing and publicity resources/ Time.</p> <p>Consultant £3000</p> <p>Restructuring of SEND SEN payment</p> <p>CPOMs £700 approx.</p> <p>Everybody Counts marketing</p>	<p><del>Red - not achieved</del>  <span style="background-color: yellow;">Amber – partly achieved</span>  <span style="background-color: green;">Green – achieved</span></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> <p>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>
<div style="text-align: center; font-size: 2em; font-weight: bold; color: #0070C0; margin-bottom: 10px;">Q</div> <p>Formerly U</p>	<p>All pupils will wear the school's uniform and comply by the standards set out therein.</p> <p>To ensure that the presentation of pupils matches the expectation of the school.</p>	<p>1. Develop uniform policy with staff and GB considering needs and reasons;</p> <p>2. Identify suppliers and complete designs;</p> <p>3. Publicise policy and persuade stakeholders the reasons for the changes;</p> <p>4. Enforce policy with effective and efficient communication holding on to principles but being careful not to discriminate.</p>	<p>All pupils by September 2018, 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><del>Red - not achieved</del>  <span style="background-color: yellow;">Amber – partly achieved</span>  <span style="background-color: green;">Green – achieved</span></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> <p>1. Have the actions been completed?</p>

**\*\*Some actions completed in Years 1, 2 and 3 Ensure that these actions are embedded**

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