

## ONE FORM 8: BEHAVIOUR AND ATTITUDES TO LEARNING evaluation and planning

### (2) RECENT HISTORY

#### **(2) Key actions recently taken:**

- 2a Policy/ Expectations:** Clear expectations regarding inside and outside behaviour established. Relationships Policy in place of behaviour policy established. Behaviour short policy also on web for easy access.
- 2b **Anti-bullying :** antibullying film on website. Assembly focus ongoing. Clarity provided re definition and guidance re response, IBP's for bullying, class PSHE work around bullying
- 2c **Positive behaviours:** texts home implemented. Curriculum exemplars to celebrate.
- 2d **Attitude to learning: focus/ listening:** listening ladders to evaluate progress; Individual behaviour plans for pupils whose low level behaviours can be distracting. Assemblies and class talks by HT.
- 2e **Attitudes to learning: pride in work:** quality work books introduced. Revisit of handwriting policy and expectations yearly. Quality of work expectations established.
- 2f **Relational approach:** Relationships Charter in place. Relationships Policy.
- 2g **Restorative Practice** implemented. HT part of restorative practice leadership group and training. Restorative conversations training for staff.
- 2h **Nurture** approach established. Nurture group set up- then progressed to nurturing practices as part of intervention toolkit.
- 2i **Wellbeing interventions** including play therapy x3; cranial osteopathy; cooking, drumming.
- 2j **Emotional regulation:** training / reading re emotional dysregulation. Regulation strategies introduced. PACE part of practice.
- 2k **Physical intervention:** policy in place. 3 members of staff trained. Physical intervention log; PI risk assessments/ reports
- 2l **Attendance:** info out re holiday taking and 1:1 mtg's with parents; pupils on attendance plans; promotion on newsletter and in assembly
- 2m **Staff support:** Policy includes consequences for disruptive/ unwanted behaviours and full support with this from HT/DHT/ SLT; Individual Behaviour Plans for selected pupils whose low level behaviour can disrupt learning. Partner classes provided for sending pupils to if behaviour disruptive. Walkietalkies provided for classes/ staff where dysregulated behaviour an issue. Briefing meetings around behaviour every Monday am- was daily for a while- to clarify systems/ concerns/ Training in restorative practice for all staff
- 2n **CPD:** Mental Health First Aid training—all staff, zones of regulation training, co-regulation training; restorative approach to behaviour training; HT on relational practices training and restorative conversations
- 2o **Communication-** texting home. Letters re behaviour. IBP's sent home;
- 2p **Info management:** introduction of Pupil Wellbeing log, alongside CPOMS, tracking of behaviour/ bullying types off log; risk assessments
- 2q **Parenting support:** parenting courses. Pastoral lead support. As part of SEN code of practice
- 2r **Lunchtimes/ breaktimes:** extra MDS employed. Coaches running activities at lunchtime, inner sanctum established. Quiet zone established. Football - adult refs. Peer mediators

#### **Positive results of actions:**

**2a Policy/ Expectations:** Clarity re expectations around relationships - *'All pupils say they like the school, everyone is kind-it is not strict, but we all get on well'. No negative comments from pupils.'* QAL lead visit 11 02 22. Pupils known as individuals. Ethos indicator- Conversations amongst staff re needs and interest of children. Signs of impact- eg AH-- *'Pupils feel safe and cared for in this school. They could talk about a range of ways that the school had helped them understand about keeping safe. Pupils clearly want to be an inclusive and welcoming school and know how they should behave. They are clear about what teachers expect of them in terms of their behaviour in and out of the classroom.'*  
( Pupil Voice DGAT sum 21)

2b **Anti-bullying :** *"It's going quite good- if I get mad at someone I just try to hold it in so I don't make them upset. I don't want to make people afraid of me or think that I'm a bad person. Also if I do show*

*that anger- they will probably just go on doing it. Not nice for me or them- the problem doesn't go away'*  
Pupils feedback on IBP review Spr 23

2c **Positive behaviours:**

2d **Attitude to learning: focus/ listening:** *'Pupils engaged in a range of activities. All focussed and purposeful. Pupils were clearly excited about learning and were keen to feed back to the HT what they were learning and show their work.'* *'General calm and engaged behaviours throughout. Respect towards others demonstrated whilst pupils moved around the school. Teachers addressed behaviour that fell short of normal expectations.'*  *DGAT catch up visit Sum21#*

*'The vast majority demonstrated listening behaviours. One child was observed fidgeting with some clipboards but when questioned by the teacher about the learning had clearly been engaging and was able to answer questions correctly. One child called out on one or two occasions and was struggling to remain fully focused and the teacher addressed this directly each time, in a staged way, giving reminders about expectations and moving the pupil'* Governor eval of learning behaviours : 21 03 23

2e **Attitudes to learning: pride in work:** *'It was a pleasure to spend time in classrooms during this visit and see that the vast majority of pupils were motivated, positive, industrious and showing a real sense of pride in their learning and achievements.'* Governor eval of learning behaviours : 21 03 23

2f **Relational approach:** *DP comment: I was very impressed throughout the day at the levels of behaviour exhibited by the vast majority of pupils. They presented as being respectful to each other and all staff, and this was reciprocated by all adults. The headteacher has outlined the challenges the school faced immediately post-covid, and has put in an updated and clear behaviour policy that is appearing to have significant impact in reducing poor behaviour through respectful nurture principles and restorative approaches.'* gov eval day 22

2g **Restorative Practice** *'SD was impressed with how the two pupils engaged with the session, they openly listened to the other pupil's point of view and both pupils suggested ways to avoid conflict between them in the future. It was interesting to witness how effective a system that allows the those involved in the conflict to be a part of the solution is. The restorative approach provided a structured and consistent response to the inevitable incidents of conflict that arise in the life of a school.'* gov eval day 22

2h **Nurture:** *'I am very grateful that my daughter has attended Minchinhampton primary school. They have always treated her as a unique individual with her own set of strengths and weaknesses. Even when her behaviour was so extreme, (e.g. she threw rocks at a staff member when dysregulated) I was sure she would be excluded, they did not give up on her. They have been ambitious for her, believing in her potential even when it seemed very hopeless.'* Parent 2023

2i **Wellbeing interventions:** pupils make good progress through these therapies/ interventions

2j **Emotional regulation:**

2k **Physical intervention:** less PI required because we more readily learn our lessons from incidents now

2l **Attendance:** holiday taking reduced. Pupils making progress on plans. Attendance has improved as year has gone on.

2m **Staff support:** Strong team spirit. Staff supportive of each other. Staff open re discussing challenges and sharing ways forward.

2n **CPD:** Growing awareness/ compassion for emotionally dysregulated. Ever growing body of shared approaches/ strategies.

2o **Communication-** Parents more aware when a developing issue with low level behaviour.

2p **Info management:** more thorough dealing with behaviour/ safeguarding- issues/ actions not falling through the net

2q **Parenting support:** many parents feel well supported- *'The school has been creative and innovative in response to our daughter's' needs. They have listened and consulted with us at every stage of her journey. We have regular meetings where we are involved in assessing her needs and planning next steps. We feel the school values our voice as parents. The pastoral team (Mrs Bennett) regularly 'checks in' with us, especially whilst Bea is on a part time timetable. I appreciate the support this gives me, so I feel less isolated. The pastoral team has also jointly set up M.A.P.S to support those families whose children have additional needs.'* Parent 2023

2r **Lunchtimes and breaktimes:** *'Pupil behaviour was generally very good at breaktimes with some examples of very good standards of behaviour in both structured & unstructured parts of the school day. Pupils treated each other and adults with kindness and respect. The breaktimes were well staffed, and lunch supervisors understood their role, and how to manage any challenges or health issues they might encounter....Where a pupils' behaviour became challenging, staff were well equipped with strategies to manage this.'* Gov Eval day 22

*"Inner Sanctum" provides a daily refuge for those who are finding lunch play difficult, staffed by herself and others. Children cannot just self-refer for this, a teacher is also involved. This has been running since Covid and Kerrie finds it a useful time to chat informally with children to get to the bottom of what might be troubling them (friendships, home issues etc). gov eval day 22 'DP met with Bethany, a Peer Mediator who explained her training & role. She was required to intervene in a playground dispute that she resolved sensitively and successfully alongside a Lunch Supervisor. At all times she, and her role were treated respectfully. As she explained to me afterwards, 'Sometimes you have to use tough love, but with kindness.' gov eval day 22*

## **(2)NEXT STEPS**

### **Outstanding Need:**

**2a Policy/ Expectations:** Need for constant reminders and modelling

2b **Anti-bullying** : Culture amongst 5% boys overly competitive- danger of bullying

2c **Positive behaviours:** texting home has dropped off

2d **Attitude to learning: focus/ listening:** Learning behaviours – 'confidence' of some can obstruct learning of vulnerable pupils —could still improve listening, following instructions,

2e **Attitudes to learning: pride in work:** This needs constant revisiting to ensure pupils live up to expectations.

2f **Relational approach:** Still need to introduce relational circles etc to make culture fully relational

2g **Restorative Practice:** Hard to find time sometimes given SEN profile. Needs to be more generally used by more adults for more situations to become fully effective.

2h **Nurture** - principles of nurture need to be more widely shared/ understood by wider staff

2i **Wellbeing interventions:** cost issue re maintaining some of these- need to find alternative sources of funding.

2j **Emotional regulation:** *The headteacher has outlined the challenges the school faced immediately post-covid, and has put in an updated and clear behaviour policy that is appearing to have significant impact in reducing poor behaviour through respectful nurture principles and restorative approaches. However he explained that the levels of additional support are not sustainable long-term and, if needed he will take further action with individuals who are unable to modify their behaviour, including stronger internal measures, a consideration of managed moves and exclusion. gov eval day 22*

2k **Physical intervention:** more staff need training- whole staff training in September

2l **Attendance:** Attendance only just above Nat average. Attendance of PP and SEN low. Issues re managed timetables/ anxiety/ health issues

2m **Staff support:** Concern re staff anxiety/ stress related absence

2n **CPD:** Need programme of trauma informed training implemented. Given changing profile, need for dedicated training to skill up staff

2o **Communication-** need more positives communicated and parents eves etc need to be more direct when discussing avoidable behaviours.

2p **Info management:** rest of staff to engage in wellbeing log- ie keeping hold of baton

2q **Parenting support:** parenting courses. Pastoral lead support. As part of SEN code of practice

2r **Lunchtimes/ breaktimes:** extra MDS employed. Coaches running activities at lunchtime, inner sanctum established. Quiet zone established. Football - adult refs. Peer mediators

### **Therefore now:**

**2a Policy/ Expectations:** Expectations constantly reiterated in meetings; SLT constantly modelling expectations of staff.

2b **Anti-bullying** : continue tight timetabling re play and lunch; regular meetings about bullying; parent information about bullying in newsletter and on website and beyond- types and responses

2c **Positive behaviours:** texts home rebooted. mentoring focus for vulnerable pupils to contribute to the common good- eg maths buddies, peer mediators, mentors;

2d **Attitude to learning: focus/ listening:** Listening focus for class visits. Continue to explore P4C reboot.

2e Attitudes to learning: pride in work: quality work books introduced. Revisit of handwriting policy and expectations yearly. Quality of work expectations established.

2f Relational approach: Relationships Charter in place. Relationships Policy.

2g Restorative Practice: Further training with all staff and HT

2h Nurture: SENCO and HT pin down nurture principles and how they apply across the school

2i Wellbeing interventions: continue to explore funding for this- for those who cannot afford

2j Emotional regulation: calming boxes/ resources in each class and across school. Use of RAG forms to share info/ approach; TAC teams for some pupils who need less well informed relationships;

2k Physical intervention: policy in place. 3 members of staff trained. Physical intervention log; PI risk assessments/ reports

2l Attendance: info out re holiday taking and 1:1 mtngs with parents; pupils on attendance plans; promotion on newsletter and in assembly

2m Staff support: Coaching in staff meetings/ Balent grps/ ELSA training and a small team of TAs not allocated to class but that support when necessary dysregulated behaviour, de escalate, reintegrate and lead SEMH interventions across school? To be better informed of the 'big picture' around certain individuals. Paired TA work - eg pupils don't always respond to SEMH check ins with their own CT or TA, that's (one) reason it worked well with Kerrie B, could there be a different TA paired with them who could check in? Constant re-evaluation of staffing for our challenging pupils, we need suitable 1:1 staff- money and applicants constrain this of course. - perhaps more training for 1:1 staff?

2n CPD: Training - how to deal with difficult people/conflict training?

2o Communication- clearer re behaviour concerns in parent meetings

2p Info management: Ensure all using Cpoms appropriately. Ensure more staff have ipads to enable this work.

2q Parenting support: Reconsider parenting groups in different form- discuss PB

2r Lunchtimes/ breaktimes: reboot peer mediation - to be done with adult