

Behaviour and Attitudes Action Plan 2020 – 2022

FINAL REVIEW – July 22

<p>Leads</p>	<p>Symon Cooke (Head teacher) Maarit Eben (Deputy Head) Connie Sinclair (SENDCo) Tom Stobie (Lead practitioner for Behaviour/Team Teach Trainer) Ros Proyart (Wellbeing Coordinator/ Team Teach Trainer) Dominic Geraghty (Behaviour Watch Coordinator/ Team Teach Trainer) Danni Pike (Pupil Support) Gemma Mackey (Pupil Support) Gary Cooper (Pupil Support) Kelly Boahene (Family Support Worker) Kellie Relf (Designated Safeguarding Officer) Erastus Kiage (School Council Lead)</p>
<p>Strategic Aims</p>	<p>4.1 Support pupils to maintain healthy behaviours 4.2 Continue to focus on the safety of pupils 4.3 Support pupils to understand diversity and adopt British Values</p>

Behaviour and Attitudes Action Plan 2020 – 2022

Aim	Key Tasks	Person/s Responsible	Timescale	Evaluation (RAG Rate July 2020)	Next Steps (For 2020/2021)
4.1	Further develop the skill and expertise of staff in using P.A.C.E and their understanding of its fit with the Team Teach ethos, structured teaching and Floortime.	TS, DG, GM, DP, GC & RP	Ongoing	De-escalation strategies used with skill and expertise; reduced need for PI; staff clear on best practice around boundary setting/expectation and the difference between emotional mis-attunement and 'rupture and repair'.	<p>July 21 – C19 challenges have meant that the level of focus hasn't been as planned. P.A.C.E. lead in role but staffing challenges in class. PACE induction delivered to all staff. TT training adapted and delivered. PI's decreased. Next steps – on going weekly meetings. Whole school training required inc top ups 2021 – 22 and further developing attachment and rupture/repair training package</p> <p>Dec 21 – Staffing challenges have meant Lead Practitioner has been class based. Lead Practitioner role increased to full time in 2022. Twilight training session booked.</p> <p><u>March 22 – ongoing. Lead Practitioner for Behaviour in full time role. Particular challenges around capacity for BST with term of staff absence challenges/COVID 19</u></p> <p><u>July 22 – Always on-going especially with expanding school and new staff</u></p>
4.1	Create training videos to assist with the induction of new staff and their understanding of best practice in regards to Team Teach, Floortime, structured teaching/TEACCH and P.A.C.E	DG & TS	July 21	Key principles exemplified through induction/ training materials; new staff have clear understanding of the school's approach to behaviour management and emotional support for pupils.	<p>July 21 – capacity due to C19 challenges. Next steps – transition target to next year.</p> <p>Dec 21 – hasn't been a priority due to teacher commitment to class in Term 1 & 2</p> <p><u>March 22 – on the agenda between Lead Practitioner and HT - capacity issues due to staff absence</u></p> <p><u>July 22 – as above</u></p>
4.1	To develop Pupil Support Plans for each pupil, developing staff understanding of each pupil's needs	TS, RP, DG, GC & GM	July 21	All staff have an understanding of each Pupil Support Plan that is relevant to their role and appropriate interventions	<p>March 21 – Ever evolving. Being shared as a focal point to meetings and therefore having a positive impact. Currently 51 pupils on plans. On-going 2021 – 22</p>

Behaviour and Attitudes Action Plan 2020 – 2022

				and preventative strategies. Parents involved in plans	Dec 22 – set as an TA appraisal target to embed
4.1	To complete a sensory profile and environmental audit for each pupil	TS, RP, DG, GC & GM	July 21	All staff engaged in on-going sensory audit. Applying appropriate modifications. Positive impact on Behaviour Watch data and pupil attainment and engagement	July 21 – used for a few pupils to inform PSPs. Next steps - Sensory information to be transferred to 'Individual Differences' DIR template to create more and detailed 'pen portraits' Dec 22 – set as part of TA appraisal target to embed. Lead Practitioner to support and train teams when full time in January 2022 March 22 – used as part of review of individual pupil support plans. Included in class files
4.1	Re-visit ways of recording positive/pro-social behaviours with class-based staff, inc. appropriate approaches to celebrating these behaviours	TS, RP, GM, GC & DG	April 21	Behaviour Watch data gives a more balanced picture; pro-social behaviours are given the same level of attention as behaviours that challenge; Behaviour Watch used within PPM meetings to give a clearer picture of pupils' social/emotional development. Focus group required to initialise and embed.	March 21 – delete. Cannot be done in the moment – staff time is the greatest issue. House points/tokens – revisit 2021 – 22?
4.1	Analyse and report on whole school Behaviour Watch data.	DG	Ongoing	Analysis 3x per year; end of year report completed and report compiled for SLT/Governors identifying strengths, weaknesses, opportunities and threats within our current behaviour management system.	March 21 – fully achieved (on-going). Shared with Govs. SLT analyse. Impacts on training Dec 21 – received by SLT and analysed weekly
4.1	To develop staff awareness and understanding of range of peer on peer abuse as part of further embedding culture around safeguarding	KR	On going	Varied staff training; supporting literature displayed and shared inc. harmful sexual behaviours. Risk assessments in place and regularly monitored. Curriculum and teaching in place.	Dec 21 – January priority. Supported by appraisal target for Behaviour Support Data lead and Operational DSL <u>March 22 – safeguarding training shared with all staff. Significant and broad challenge – on-going. Bullying policy and restorative justice training reqd.</u> <u>July 22 – per on peer abuse training booked (Oct 22). Restorative practice</u>

Behaviour and Attitudes Action Plan 2020 – 2022

					being explored. Anti-bullying policy shared. On-going
4.2	Introduce new Anti-Bullying policy, inc. clear understanding of bullying, accurate recording and restorative processes, to staff.	TS, RP, DG, KR & SC	Feb 22	Review of policy, definitions, recording and practice by working party. All staff to have received training (supported by regular clinics) and therefore confident in the processes and protocols surrounding the reporting and management of bullying.	July 21 – written. Shared with Govs. Next steps – TS/KR/DG to attend restorative practice training then share with staff. Dec 21 – as above March 22 – policy written. To be shared with staff and training. On-going discussion re restorative practice. Term 6 twilight required July 22 – policy shared. Training required.
4.2	Staff to develop improved awareness and understanding of the school's online safety policy	KR & KB	Dec 20	All staff having knowledge of and immediate access to resources and advice to support pupils (and parents) with staying safe online, both at school and whilst at home.	July 21 – updated. Shared with Govs. Information/training shared. Next steps - To be shared with staff Sept 21 inc on-going training Dec 21 – policy/training shared
4.2	Identify and train pupils to act as support players for pupils who may be experiencing bullying.	KR & KB	July 21	Individual pupils to support others in place in appropriate bubbles.	July 21 – not a focus at present due to C19 challenges, esp bubble restrictions. Next steps – transition target to next year. Dec 21- restrictions have impacted on this key task March 22 – capacity issues due to staff absence/COVID 19 restrictions. July 22 – as previous
4.2	To re-launch School Council ensuring that pupil voice is at the heart, influencing the direction of the school	EK	December 21	Regular meetings, led by key pupils. Standard agenda, inc. pupil safety, pupil voice impacting on school development, events and timetable/curriculum innovations	Dec 21 – EK to lead. Priority for Term 3, inc meeting with SLT and a launch event. March 22 – Council reformed. New Lead. 2 meetings. DHT attends. Feedback to HT
4.2	School council regularly audits pupils' experiences of bullying and sense of safety.	EK	Ongoing	SLT have a clear and accurate picture of level of bullying, and how safe pupils feel whilst at school.	July 21 – C19 challenges and attendance has restricted opportunities for school council to meet. 2 meetings so far – re-establishing purpose. Forward to Term 1 2021/22 (KB) Dec 21 – as above

Behaviour and Attitudes Action Plan 2020 – 2022

					<p><u>March 22 -2 meetings. Focus on pupil voice. Pupil surveys designed</u> <u>July 22 – pupil survey shared and collated</u></p>
4.3	Devise a model for promoting British Values across the school.	EK	April 21	Plan in place for delivering British Values with actions and expectations made clear by pathway and key stage. Twilight training session.	<p>July 21 – not a focus at present due to C19 challenges and restrictions. Next steps – forward to 2021/22 Dec 21 – significant piece of work for SLT in Term 3 & 4 <u>March 22 – statement re-written. Discussed at SLT. Plan required for cultural capital</u> <u>July 22 – completed by SLT June 22</u></p>
4.3	School council to devise a method for surveying the values and attitudes of pupils in relation to issues of diversity and equality.	KB, EK & SLT	July 21	SLT have a clearer picture of the values and attitudes of the pupil population; action plan in place to address any issues of concern.	<p>July 21 – C19 challenges and attendance has restricted opportunities for school council to meet. 2 meetings so far – re-establishing purpose. Forward to Term 1 2021/22 (KB) Dec 21 – significant piece of work for SLT in Term 3 & 4 <u>March 22 – surveys discussed.</u> <u>July 22 – focus for next academic year</u></p>