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| **Leads** | Symon Cooke (Head teacher)Maarit Eben (Deputy Head) Connie Sinclair (SENDCo)Tom Stobie (Lead practitioner for P.A.C.E/Team Teach Trainer)Ros Proyart (Wellbeing Coordinator/ Team teach Trainer)Dominic Geraghty (Behaviour Watch Coordinator/ Team Teach Trainer) Gemma Mackey (Pupil Support)Gary Cooper (Pupil Support)Kelly Boahene (Family Support Worker)Kellie Relf (Deputy Designated Safeguarding Officer)   |
| **Strategic Aims** | * 1. Support pupils to maintain healthy behaviours
	2. Continue to focus on the safety of pupils
	3. Support pupils to understand diversity and adopt British Values
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| **Aim** | **Key Tasks** | **Person/s Responsible** | **Timescale** | **Evaluation****(RAG Rate July 2020)** | **Next Steps****(For 2020/201)** |
| 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, 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’. |  |
| 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.  |  |
| 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 and preventative strategies. Parents involved in plans |  |
| 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 |  |
| 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.  |  |
| 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.  |  |
| 4.2  | Introduce new Anti-Bullying policy, inc. restorative process, to staff.  | TS & KR | Feb 21 | All staff confident on the processes and protocols surrounding the reporting and management of bullying.  |  |
| 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.  |  |
| 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.  |  |
| 4.2  | School council regularly audits pupils’ experiences of bullying and sense of safety.  | KB | Ongoing  | SLT have a clear and accurate picture of level of bullying, and how safe pupils feel whilst at school.  |  |
| 4.3 | Devise a model for promoting British Values across the school.  | SC | April 21 | Plan in place for delivering British Values with actions and expectations made clear by pathway and key stage. Twilight training session. |  |
| 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 (DG) & 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.  |  |