

SECTION 2: PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

To continue to ensure that pupils consistently have highly positive attitudes and commitment to their education.

To continue to promote the personal development of pupils so they have access to a rich set of experiences.

Success Criteria/Outcomes

- All pupils display a love of learning when being taught as a whole class or working on their own or in small groups; - All pupils consistently display a thirst for knowledge and understanding; 100% of pupils' work shows that, where possible, they have the knowledge, understanding and skills expected for their age as set out by the curriculum and assessment system; - All pupils have aspirational progress targets and they are on track to meet or exceed the expected standards by the end of each key stage; - Assessment information is used effectively to ensure all pupils make the progress their teachers expect and that more able pupils do work that deepens their knowledge and understanding; - All pupils' strengths and misconceptions are identified and acted on by teachers and teaching assistants during lessons and more widely to plan future teaching, remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum and deepen the knowledge and understanding of the more able; - Maintain the proportions of pupils making/exceeding expected progress in English and mathematics high compared with national figures; - Maintain the proportions of disadvantaged pupils matching pupils nationally.	- Timetable of workshops implemented throughout school in support of Parents as Partners; - All pupils are reading widely and often across all subjects to a high standard; 100% of SEN pupils achieving IEP/IBP/Statement Targets/Objectives; 100% of INA/EAL pupils achieving their NASSEA targets; - Quality of teaching and learning judged to be 100% good or better; - Teaching effectively supports and promotes the development of English and Mathematics; - Standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this 85% of pupils the national standard in reading, writing and mathematics by the end of key stage 2; - Incidents of low level disruption in all lessons is extremely rare; 100% of parental questionnaires are positive about behaviour and safety; - All pupils can talk about high expectations and positive attitudes contribute to school life and adult life; - All pupils are fully aware of different forms of bullying including cyber-bullying and prejudiced based bullying; - All children can talk about British Values; - Bullying, derogatory or aggressive language in all forms are extremely rare and 100% of are dealt with highly effectively; 100% improvements in behaviour over time for individuals or groups with particular behaviour needs; - All groups of pupils are safe and feel safe in school; - All pupils are highly aware of how to keep themselves and others safe in different situations, including to e-safety. - Attendance is at least in line with National Average at 96%
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Key Objectives	Actions	Start Date	Review Date	Person/s Responsible	Estimated Cost	Monitoring																				
<i>To make sure that Pupils have high attendance, come on time to school.</i> Pastoral Team <table><tr><th>TEAM MEMBER</th><th>ROLE</th></tr><tr><td>Head teacher</td><td>Inclusion Leader</td></tr><tr><td>Emma Pilling</td><td>EYFS Leader/SENCO</td></tr><tr><td>Ross Powell</td><td>Key Stage Two Leader/Behavioural Lead</td></tr><tr><td>Paula Cox</td><td>Pastoral Leader/Attendance</td></tr><tr><td>Vicky Jones</td><td>Key Stage One EAL Leader</td></tr><tr><td>Anna Newman</td><td>SENCO EYFS/KS1</td></tr><tr><td>Suzanne Robinson</td><td>SMSA Leader</td></tr><tr><td>Jess Powell</td><td>SPECIALIST SEND SUPPORT</td></tr><tr><td>Janet Ash</td><td>Pupil Voice/Well Being Lead</td></tr></table>	TEAM MEMBER	ROLE	Head teacher	Inclusion Leader	Emma Pilling	EYFS Leader/SENCO	Ross Powell	Key Stage Two Leader/Behavioural Lead	Paula Cox	Pastoral Leader/Attendance	Vicky Jones	Key Stage One EAL Leader	Anna Newman	SENCO EYFS/KS1	Suzanne Robinson	SMSA Leader	Jess Powell	SPECIALIST SEND SUPPORT	Janet Ash	Pupil Voice/Well Being Lead	- CPOMS continues to be used effectively to record, monitor and target pupils attendance, behaviour trends and safeguarding issues; - Continue with daily home visits to targeted children and develop increased links with parents to meet needs of pupils attendance; - Analysis of data on a weekly and termly basis and reporting on patterns, trends, significant ethnicities, pupil premium; - Termly attendance meetings as part of Safeguarding Subcommittee meetings; - Attendance Leaders report on the impact of individual intervention plans for those with the highest rate of absence; - Head teacher in partnership with the Chair of line manage the performance of the Pastoral Support Team; - Ensure that any CPD directly relates to attendance and linked to Appraisal Targets as well as fed back to the Pastoral Meetings; - Continue to create parent friendly materials to be put on the school's website or other written communications on what attendance percentages mean; - Weekly reports on attendance to be delivered to SLT; - Report on matters of attendance such as letters sent out, referrals to the LA and CIM Children, patterns and trends and numbers of vulnerable families who fall below the 96% threshold; - Daily reports on CPOMS Actions addressed daily from SLT.	September 2023	Termly through Governor Safeguarding Subcommittee	Pastoral Team	Staff Meeting Time Planned Pupil Progress Meetings CAM Core Group Meetings Professional Meetings	Safeguarding Subcommittee School Improvement Partner Raise Online
TEAM MEMBER	ROLE																									
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<i>To continue to make certain that all aspects of pupils' welfare is promoted at all times resulting in pupils feeling and being safe through re-establishing</i>	- Continue with daily home visits to targeted children and develop increased links with parents to meet needs of pupils attendance; - Analysis of data on a weekly and termly basis and reporting on patterns, trends, significant ethnicities, pupil premium; - Pastoral Group meetings monthly to share concerns and rapid action taken any safeguarding concerns;	September 2023 Monthly Daily	Termly through Governor Safeguarding Subcommittee	Safeguarding Lead – Head teacher Pastoral Lead – Paula Cox	Staff Meeting Time Planned Pupil Progress Meetings	Safeguarding Subcommittee School Improvement																				

<i>high expectations following changes in DFE Guidance e.g. key expectations and systems in assemblies and collective worship.</i>	▪ Safeguarding Leads to report on the impact of individual intervention plans for those with concerns and outcomes of CAMs; ▪ Head teacher in partnership with the Chair of Safeguarding of line manage the performance of the Pastoral Support Team; ▪ Ensure that any CPD directly relates to safeguarding and linked to Appraisal Targets as well as fed back to the Friday Group; ▪ Continue to create parent friendly materials to be put on the school's website or other written communications in matters of educating parents in safeguarding; ▪ Termly reports on safeguarding to be delivered to Safeguarding Subcommittee; ▪ Evidence of impact of individual intervention having marked improvements on safeguarding issues; ▪ Effective liaison with Social Services and additional professions to ensure children are safe; ▪ Children allocated Key Workers if requiring or asking for one; ▪ School curriculum provides opportunities for children to learn how to keep themselves safe; ▪ Implement PHSCE Action Plan 2021 to 2022. ▪ Establish 'calm corners' in each corridor for pupils to use at break times so they can have quiet reflective time when necessary. ▪ Agree key support staff identified pupils to access if they have a concern or worry. ▪ Ensure key support staff are well trained and understand escalation/communication procedures/				CAM Core Group Meetings Professional Meetings	Partner
<i>To further enhance the British Values aspect of the curriculum through the effective implementation of the British Values Action Plan.</i>	▪ Implementation of assessment and monitoring timetable. ▪ British Values audit; ▪ Staff questionnaires; ▪ CPD; ▪ Share new resources with all staff. Staff meeting to revisit/share the tracking tool; ▪ Monitor the tracker on a half termly basis to analysis data and identify areas of weakness/strengths; ▪ Discussions with pupils; ▪ Liaison with new staff/teaching assistants; ▪ Monitoring of planning and lesson observations; ▪ Clear expectations of a uniformed approach – highlighting British Values/vocabulary, etc., as outlined in policies; ▪ Share good practice of planning within school; ▪ Organise 'British Values Week' – invite a variety of professionals into the school; ▪ To display definitions of the British Values; ▪ To display examples of outstanding practise; ▪ Staff to regularly add evidence to twitter. Audit of resources within school by Subject Coordinator and address any gaps; ▪ Purchase games, books/DVD's linked to British Values; ▪ Pupil request/voice opportunities; ▪ School Council display showing how the voice of the children has been heard and acted upon.	September 2023 Monthly Daily	Autumn Term 2023 Spring Term 2024 Summer Term 2024	Chloe Taylor Joanne Scoble	Staff Meeting Time Planned Pupil Progress Meetings Online Pupil Tracker	SLT Safeguarding Subcommittee School Improvement Partner
<i>To ensure there is sustained improvement in individuals or groups of pupils' behaviour, whilst maintaining the impeccable behaviour of almost all pupils as a result of the school's effective strategies and to ensure Pastoral Support Team are effective in</i>	▪ Continue to monitor behaviour on a weekly basis, Behaviour Lead; ▪ All staff are proactive in addressing low level disruption immediately in line with the corporate Behaviour Policy around school, playtimes and lunchtimes; ▪ Staff to ensure that behaviour logs are up to date; ▪ Interventions implemented for children who require additional support with relationships and behaviour; ▪ Liaise effectively with Behaviour Support Services to support those children who require it; ▪ Effective liaison with professionals including the Educational Psychologist for those children who need one to one support in matters of behaviour;	September 2023 Daily	Termly through Governor Safeguarding Subcommittee Summer Term Board of Governors Meeting	Behavioural Lead - Ross Powee Staff SENCO – Emma Pilling		SLT Safeguarding Subcommittee School Improvement Partner

<i>meeting the needs of pupils across the school, particularly those new to the country.</i>	- Continue to support families through home/school liaison and targeted work undertaken by the Behavioural Lead in the home; - Continue to provide holiday activities for those children who require additional support in the holidays and need structure outside of school hours; - SENCO and Behaviour Lead to ensure IBPs are focused and support those children who require it; - Implement Triple P Parent Programme through ASPIRE; - Ongoing Monitoring CPOMS.				
<i>To continue to actively promote anti-bullying, anti-aggression, anti-discrimination ensuring the pupils work with the school in preventing bullying including online bullying and prejudice bullying and that rate instances of bullying behaviour and/or use of derogatory or aggressive language is dealt with rapidly and effectively.</i>	- Monitor any reports of bullying behaviour and/or use of derogatory or aggressive language by the Behaviour Lead and reported to the Pastoral Team on a weekly basis; - Bullying behaviour and/or use of derogatory or aggressive language dealt with effectively and support provided by all pupils as/when required through internal interventions, BSS and outside professionals; - Curriculum continues to inform pupils of types/forms instances of bullying; - Safeguarding Policies ensure that staff, pupils, parents and governors are clear on the procedures and actions to be taken in instances of proven bullying; - Parents and pupils continue to be educated in what constitutes bullying; - Behaviour Lead to ensure that information regarding bullying is advertised on the website; - Support implemented for any children who require it; - Ongoing Monitoring CPOMS	September 2023 Daily	Termly through Governor Safeguarding Subcommittee Summer Term Board of Governors Meeting	Behavioural Lead – Ross Powell All Staff	SLT Safeguarding Subcommittee School Improvement Partner
<i>To make certain that all pupils can explain accurately and confidently how to keep themselves healthy and have an age appropriate understanding of healthy relationships and consistently high levels of respect for others with a focus on the SMSC Policy and RSE Policy.</i>	- Implement the PHSCE/SMSC Action Plan 2023 to 2023; - Review the SMSC Policy. - Review the RSE Policy. - Provide training for staff as required. - Monitoring activities linked to the Timetable of Monitoring and Assessment Activities carried out by the PHSCE Leader; - Behaviour Logs monitor concerns raised and actions taken; - Curriculum continues to support healthy school agenda; - Implement Bernardo's Healthy Relationships Scheme of work for older children; - Coherent allocated 'Mental Health Champion' and knowledgeable PSHE lead regarding Emotional Well-being; - Purchase resources, as identified by staff, ensuring the delivery of Health & Emotional Well-being lessons.	September 2023 Daily	Autumn Term 2023 Spring Term 2024 Summer Term 2024	PHSCE Lead – Chloe Taylor SIAMS Lead Sam Walker	SLT Safeguarding Subcommittee School Improvement Partner
<i>To clarify further the theological roots of the school's Christian vision. This is so the school community better understands how biblical teaching underpins the life and work of the school.</i> <i>To further improve guidance and planning for collective worship to routinely include biblical teaching. This is so pupils understand the Bible's impact on inspiring the lives of believers.</i> <i>To further engage pupils in social</i>	- Investigate Christian theology that link to each of the character matters. - Create a bank of bible stories and quotes that link to each theme of character matters. - Differentiate stories so they are age appropriate for each key stage. - Create a weekly, termly and yearly plan for collective worship sessions, which include theme (character matter/value), bible reference, song link and using reference. - Sign up to the using trial in the summer term and purchase (if appropriate) in the autumn term. - Create a weekly timetable which sets out a programme of daily worship sessions- (timetabled in to the school day) - Staff training to disseminate new strategies and resources to school staff. - Set up an area on the server as a central resource for collective worship for staff to access. - Investigate psalms that link to the school vision and update the school vision accordingly. - Create a template structure for class collective worship shared in celebration assemblies and share this with teaching staff. - Purchase using planning cards for collective worship.	September 2023	December 2023 March 2024 July 2024	Shirley Black Joanne Scoble Sam Walker Head teacher	Curriculum Subcommittee

action projects so they understand how they can challenge injustice by being agents for change. SIAMS School Inspection Report 2023

- Staff training on how to use the cards with pupils to plan collective worship sessions.
- Train school council to support in collective worship planning and delivery.
- Set up an evaluation book, which rotates classes every 4 weeks.
- School council to meet weekly to deliver the evaluation books and give feedback to classes on their evaluation.
- Sign up to UNICEF Rights Respect in school award.
- Courageous advocacy leads to attend training in gaining support in achieving the bronze award.
- Secure a date to meet with RSSA professional ambassador.
- Work with school council to support events in the RSSA calendar.
- Add RSSA events to the PHSE whole school events calendar.
- Set up a central area for collecting evidence of courageous advocacy over time.
- Monitor and evaluate courageous advocacy events through the school year.
- School council to feedback to pupils regularly in collective worship on the work being done through courageous advocacy.
- School council to feedback to governors on a termly basis (governors meetings) on work completed and monies raised during courageous advocacy.
- School council to feedback to parents in the school newsletter regularly to update them on courageous advocacy activities.
- Purchase resources, which may be needed to successfully, carry out a courageous advocacy activity successfully (e.g. minibus costs to visit external sites).
- Purchase of clipboards and recording books for school council.

To continue to promote positive mental health for every member of our staff and pupil by conducting Wellbeing Walkabouts each day and ensure staff and pupils use these times to consider any necessary flexibility in approaches, systems and procedures.

- Implement Well Being action plan;
- Achieve the Well Being Award;
- Liaise with outside agencies;
- Continue to refer pupils to Well Being Lead;
- All staff have a responsibility to promote positive mental health and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:
- Diane Jeffries – Designated Safeguarding Lead
- Paula Cox – Deputy Designated Safeguarding Lead
- Janet Ash – Designated Health and Wellbeing Lead
- Andrea Ashton – First Aid Lead
- Paula Cox – Pastoral lead
- Emma Pilling – Continuous Professional Development (CPD) lead
- Diane Jeffries – Head of PSHE
- Emma Pilling – Lead SENCO
- Any member of staff who is concerned about the mental health or wellbeing of a child or young person should log the information on CPOMS (Child Protection Online Monitoring System) and speak to the Designated Safeguarding Lead or Mental Health and Wellbeing Lead in the first instance. If there is a fear that the child or young person is in danger of immediate harm then the normal child protection procedures will be followed within school. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.
- Random Acts of Kindness Tree - a mechanism where children can be praised for certain duties, tasks or things they have done and have them celebrated.
- Character Matters Programme with a Character Matters Award

September 2023

Autumn Term 2023

Well Being Lead – Janet Ash

SLT

Spring Term 2024

Summer Term 2024

Safeguarding Subcommittee

School Improvement Partner

Weekly Assembly. ▪ Jigsaw PSHE Programme. ▪ Circle times. ▪ Breakfast Club. ▪ Wellbeing week. ▪ Displays and information around the School about positive mental health and where to go for help and support. ▪ Nurture groups. ▪ Intervention Groups. ▪ Referral System to Wellbeing Lead for therapies e.g. Lego Therapy, Sand Therapy, Play Therapy. ▪ Behaviour Support Services (BSS). ▪ CPOMS (Child Protection Online Monitoring System). ▪ Early Help Forms (EHF). ▪ Senses Room. ▪ Through PSHCE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems. ▪ Key Workers for Individual children. ▪ Healthy Families Programmes. ▪ Fort Alice Healthy Relationship Programme. ▪ School Nurse.				
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