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| STEETON PRIMARY SCHOOL SELF EVALUATION 2022-2023BEHAVIOUR & ATTITUDES (OUTSTANDING)Updated Wednesday, 24 May 2023  |
| **Strengths** | We consider behaviour and attitudes at Steeton Primary School to be Outstanding. Excellent behaviour and attitudes are the fundamental building blocks for excellence in all other areas of education and life beyond school. For this reason, there is some overlap between this and other sections of the SEF, for example:* The positive attitudes and high standards of behaviours that we expect of our pupils allow the development of the respectful and trusting relationships between pupils and staff, and between pupils themselves, that are essential for effective individual and collaborative learning.
* Initiatives developed primarily for the purposes of curriculum and other learning and for personal development (e.g. Magic Mondays, Forest School, the FOREST[[1]](#footnote-2) principles; the Pupil Offer) are also designed to develop and reinforce:
	+ respectful and collaborative relationships between pupils and staff, and between pupils themselves;
	+ motivation and resilience in the face of difficulties; and
	+ the role of pupils and the school as positive contributors to the community.
* Our high standards of behaviour and positive attitudes to learning are integral to the personal development of our pupils as confident, well-balanced people who are able to make a powerful contribution to the school, the community and wider society throughout their lives.

We are clear that excellent behaviour does not equate to silence in the classroom: we expect a vibrant atmosphere and a buzz of purposeful learning activity throughout school.We now consider Behaviour and Attitudes at Steeton to be Outstanding in the following respects:* We have high expectations that:
	+ embody our FOREST principles;
	+ are clearly set out in the Governing Body’s written statement of behaviour principles and our behaviour policy; and
	+ are highlighted and reinforced consistently across school and to parents and visitors through indoor and outdoor displays, whole-school assemblies and curriculum learning (e.g. PSHE and Relationships Education)
* We have attendance currently slightly above national average (93.97%). We recognise that attendance issues brought on both locally and nationally by the global pandemic have seen our attendance levels fall from 2019-2020 (96.3%). Our Inclusion and Welfare Officer monitors daily attendance, rigorously pursuing persistent absentees and unauthorised absences.
* There is a high level of respect and trust between pupils and staff. Support for children who struggle to regulate their emotions and attitudes is strong and improving further under the leadership of a highly skilled Inclusion and Welfare Officer (IWO), including through:
	+ SENDCo groups: groups of support staff who are being trained and supported by the IWO and SENCO to develop specialisms in the principal areas of need for Steeton’s pupils: SEMH, SPLD and communication. These groups facilitate development of expertise through sharing of practice and targeted CPD and have engendered a change in mind-set among support staff, who now see it is their role to check with children that everything is all right, whether they have had breakfast etc, rather than leaving it to the SENCo and senior leaders.
	+ The introduction of the Sunshine Room for pupils who have an emotional issue or are unable to cope with the level of noise and stimulation in the playground.
	+ The introduction and subsequent development of mental health check in and ‘Mood Monsters’, which enables pupils to indicate how they are feeling (anonymously, if they wish). Children are presented with a wide range of self-soothing strategies to support their emotional regulation. The system has led to the disclosure of a small number of safeguarding issues that might not otherwise have been identified as promptly.
	+ School supports families who fall through the FSM safety net due to the low qualifying thresholds that have been adopted. As a result, school’s IWO monitors around 50 families who have been known to Early Help, Children Services or school, but who continue to need assistance, with the school as the support of last resort in many cases. Food parcels, uniform, welfare vouchers and breakfasts are often a feature of this type of support, without which many pupils would not be able to display such good attitudes to learning and each other.
	+ Data shows low numbers of behaviour and bullying incidents, which are resolved quickly and effectively. Permanent exclusions are very rare and the few fixed term exclusions are effective, with carefully planned and successful reintegration of pupils.
* Pupils support each other through:
	+ collaborative working within classes (e.g. during Magic Mondays, Forest School)
	+ joint working across year groups (e.g. ‘Buddies’ - Year 6 working with Reception children)

Feedback from parents indicates that, as well as the benefits to younger children of cross-year group working, older children also learn from it. This peer-to-peer support has led to strong relationships across school and reinforced the school’s sense of community.* Leaders support all staff well in managing pupil behaviour, including through setting clear policy and expectations and providing CPD on the correct use of CPOMS monitoring and appropriate next steps.
* All staff have been trained to report behaviour incidents via the CPOMS system, which is picked up by a member of the SLT who will then provide advice and support as appropriate.
* Teaching staff routinely speak to parents as the need arises in order to nip any inappropriate behaviour in the bud. Good work and behaviour is also routinely acknowledged through our rewards system and communicated with parents and carers through the use of Ping and Tapestry.
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| **Areas for development** | Our focus for Behaviour and Attitudes in 2022-23 will be to:* continue to monitor and promote our high standards of behaviour and positive attitudes to learning;
* adjust our approaches, systems and processes as necessary in light of changing circumstances; and
* secure our evidence base. As well as routine data and feedback on the views of pupils, parents, staff, visitors to school and hosts of school visits and trips (both formally through surveys and informally), this will include rigorous accountability to the Link Governor for Behaviour and Attitudes by means of:
	+ Brief reports from written or oral reports to LG/BA meetings
	+ LG/BA learning walks and other visits to school
	+ LG/BA discussions with pupils and staff
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| Evidence base  | *Hard evidence to be collected over 2022-2023** Pupils’ books – evidence of high quality presentation and pride in their work
* Minutes of, and reports to, Link Governor and Governing Body meetings
* Governors visit reports, including the Link Governor for Behaviour & Attitudes and the Named Governor for Safeguarding
* Behaviour logs
* CPOMS records
* Attendance data
* Records of pupils exclusions and their longer term impacts
* Successful integration of pupils with challenging behaviours
* Survey data (pupils, parents, staff)
* Case studies, including the impact of interventions
* Lesson observations – high levels of pupil engagement, motivation, and the resilience to keep improving the quality of their work
* Videos produced by pupils on what good behaviour looks like at Steeton
* Displays around school focused on the FOREST principles

*Soft evidence to be collected over 2022-2023** Feedback from Governor Learning Walks and discussions with pupils
* Feedback from pupils, parents, staff
* Feedback from visitors to school
* Feedback from organisations visited by the school
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| Next steps | * Create a series of school videos in which pupils highlight what excellent behaviour looks like at Steeton – planned for summer term 2022
* SDP for 2022-23 to include review of attendance policy in light of new government guidance.
* Inclusion & Welfare Officer to provide report SCHOOL WELFARE REPORT NEEDED
* School to provide case studies for review by LG/BA group of:
	+ Excellent behaviour and attitudes
	+ Impact of interventions relating to bullying or other poor behaviour incidents
	+ The impact of the SENCo Groups
	+ The progress of pupils who have previously been excluded from school
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1. Friendship, Opportunity, Resilience, Empathy, Self-awareness, Teamwork [↑](#footnote-ref-2)