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| **Steeton Primary School Development Plan 2023-24**  **Behaviour and Attitudes** | | | | |
| **Ofsted Framework Context** | **Desired Outcome** | **Actions towards outcome** | **Milestone Ref** | **Milestone end date** |
| Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.  Pupils consistently have highly positive attitudes and commitment to their education.  Pupils consistently have highly positive attitudes and commitment to their education. | 1. A revised, fit for purpose behaviour and relationships policy that embodies Steeton Primary currently. | Review and amend the current Positive Behaviour Policy to reflect the shift in practice: Behaviour and Relationships Policy incorporating our trauma-based approaches and restorative practice. | **BAPD01** | **10.09.23** |
| 1. Embed the evidence base that Behaviour and attitudes at Steeton Primary school are securely good.   Validate it over time through the Link Governor meetings | Evidence should include and be drown from the list below: • Attendance, progress and attainment data over time based on end of Key Stage/national tests and comparing with national and local data, including for vulnerable pupils • CPOMS data over time • Observation of lessons • Case studies showing how behavioural incidents have been managed successfully • Summaries of parent and pupil surveys, interviews and other feedback, and comparisons over time • Evidence of discussions with pupils about different aspects of safety • Link Governor learning walks, book scrutinies and discussions with pupils | **BA02 BA03 BA04 BA05 BA06**  **BA07** | **20.11.23 28.02.24 28.02.24 28.02.24 04.02.24**  **28.02.24** |
| 1. Monitor initiatives developed primarily for the purposes of curriculum and other learning and for personal development (e.g. Buddies, Magic Mondays, Forest School, the FOREST principles; the Pupil Offer) | Do they still engender:  • 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. | **BA08** | **28.02.24** |
| 1. Further the development of RSE (Relationships and Sex Education) recording/floor books to evidence quality teaching around RSE and the promotion of outstanding behaviour and attitudes across school. | Monitor and evaluate RSE with subject monitor | **BA09**  **BA10** | **04.02.23** |
| Through the Link Governor meetings, check clear understanding of:  • the Governing Body’s written statement of behaviour principles and our behaviour policy;  • that behaviour principles continue to be 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)  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 considering 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 which will be monitored through governor milestone monitoring. | | | | |

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| **Behaviour & Attitudes Milestones** | | | | |
| **BA01** | A new, fit for purpose policy is implemented to reflect the needs of SPS children. | **4.09.23** | **IWO** | **Y** |
| **BA02** | Report attendance of all pupils at LG meeting- emphasis on PP & SEND (Special Educational Needs and Disability) pupils. Report reduction in persistent absence pupils at each LG BA meeting. | **20.11.23** | **CR** | **Y** |
| **BA03** | Present CPOMs data demonstrating a clear understanding of the picture of behaviour at Steeton and the impact it has upon our daily practice | **20.11.23** | **CR** | **Y** |
| **BA04** | Prepare a comparison of pupil/parent views over time on the BA/PD within school | **28.02.24** | **CR** | **N** |
| **BA05** | Link Governors to interview children with question prompts about BA/ PD/SMSC across school- to be minuted by clerk. | **28.02.24** | **Link Govs** | **N** |
| **BA06** | Brief cases studies to be reported back to LG about how behaviour has improved in individual cases. | **28.02.24** | **CR** | **N** |
| **BA07** | Review progress data demonstrates strong core values analyse for PP / SEND/Looked after/minority groups e.g. White British/Roma/eastern European. | **04.02.24** | **JC** | **N** |
| **BA08** | Link Governors to interview children with question prompts about BA/ PD/SMSC across school- to be minuted by clerk. | **28.02.24** | **Link Govs** | **N** |
| **BA09** | Bring a sample of pupils’ PHSRE work from each Year Group to an LG/BA meeting to demonstrate how the curriculum develops the attitudes of children year on year. | **04.02.24** | **EB** | **N** |  |
| **BA10** | Check that teaching still reflects the aims of the Relationships Education Policy. | **04.02.24** | **CR** | **N** |
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