



Key Issue: A5

Teacher Standard 7 All staff must manage behaviour effectively to ensure a good and safe learning environment. Staff need to be delivering high quality instruction. There is a strong correlation between high quality instruction and positive learning behaviours. Students need to be taught how to behave before being reprimanded for misbehaviour. Leaders must; **Engage** people so they can shape what happens while also providing overall direction. **Unite** people around what is being implemented, how it will be implemented, and why it matters. **Reflect.** monitor and adapt to improve implementation.

Context / Position Statement: Behaviour in school is much improved; however, some staff do not see the connection between teaching good behaviours in a consistent way and thus demonstrating better teaching and therefore leaning. With 5 new teachers and fewer TA's this must be full consistent.



PROBLEM - WHY?

Policy implementation Leaders: Policies needs updating,. There is variability and lack of consistency for staff, students and parents. Leadership SLT must respond effectively and consistently to behaviour incidents. **Staff** Lack of coaching for staff to develop their classroom management. Lack of training available to new and experienced staff, on delivering effective coaching/ mentoring sessions to support staff in dealing with behaviour. **Pupils** Some lack of clarity over expectations, rewards and sanctions. 'High needs' provision for those with behavioural issues works for some pupils but not others. **Wider community** This needs sharing with families.

INTERVENTION

EVIDENCED INFORMED PROCESS DESCRIPTION – WHAT?

Active ingredient 1: the consistencies

Effective leadership:

- Leaders set clear expectations and enable staff to consistently follow the **new** behaviour policy.
- Leaders support staff to respond appropriately where behaviour does not meet expectations. Staff and pupil training as an opportunity to show both staff and students that this is a priority.

Good Sitting	Good Learning	Good Lining Up	Good Dining
Find a space. Cross your legs. Hands on knees. Eyes on leader.	Backs to chair. Feet on floor – no swinging. Hands on table. Eyes on leader.	Alphabetical. Arms by sides. Space in front of you. Face the correct way. Walk in silence.	Walk in slowly. No overtaking. Sit in a given spot. Correct table manners.

Some are quite similar, but rather than looking at that as a negative, it means that the students are getting plenty of practice and have the same message being repeated.

These will also be in widget form all around school.

Active ingredient 2:

Empowered staff:

Staff are clear on the behaviour policy and confident their colleagues, including senior leaders, will respond to incidents consistently. Staff know pupils individually and understand their influences and motivations.

Subject and pastoral leads effectively support behaviour across departments.

Active ingredient 3:

Students are clear about the expectations regarding behaviour. They know the consequences if they do not meet these.

Senior leaders, class teachers and pastoral team have precise and accurate information about pupils' behaviour, based on survey data and information from other stakeholders,

Individuals with high behaviour needs receive tailored support.

Active ingredient 4:

School leaders should ensure the school behaviour policy is clear and consistently applied and share this with parents and at open days.

IMPLEMENTATION ACTIVITIES - HOW?

Active ingredient 1

DB: Sept training day: collaborative expectation setting

- Launch 'Expectations' and provide clarity to all pupils about the standards expected.
- Half-termly assemblies promoting ethos and behaviour expectations.

Staff briefing to have daily reminders about expectations (over-communicate).

CH: Internal CPD provided for teachers on how to coach.

Active ingredient 2

Week 2: TA meeting for their refresh. Training:

1. Know and understand your pupils and their influences.
2. Teach learning behaviours alongside managing misbehaviour.
3. Use classroom management strategies to support good classroom behaviour.
4. Use simple approaches as part of your regular routine.
5. Use targeted approaches to meet the needs of individuals in your school.
6. Consistency is key: consistency and coherence at a whole-school level are paramount.

Universal behaviour systems are unlikely to meet the needs of all your students For pupils with more challenging behaviour, the approach should be adapted to individual needs Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.

STAFF: Dripping into CW and modelled by all staff – pupil voice will show chn are learning these and understanding why. **Staff find time at least once a week to discuss why we work like this – a society without order = chaos.**

Active ingredient 3

DB: Behaviour leader to conduct weekly QA of behaviour and pastoral processes, inviting feedback.

Active ingredient 4

GOVS and SLT share accordingly.

IMPLEMENTATION OUTCOMES – (who, when, how)

Short term (3 months)

Fidelity:

Pupils and staff demonstrate knowledge and understanding of support and consequences if they do not meet expectations. QA of policy implementation demonstrates increase in consistency. High needs pupils identified and targeted with tailored support; gaps in high needs provision identified. Incidents logged correctly.

Reach:

Every student can name core 'Expectations'.

All staff have attended CPD and INSET regarding behaviour.

All most challenging students are supported through high needs provision, usually tailored.

Acceptability:

Staff generally agree with the direction of travel regarding behaviour.

Reduction in the amount of exclusions for high-needs students.

Medium term (6 months)

Fidelity:

Sanctions and support are consistent.

The language of 'Expectations' is used spontaneously by staff and pupils in conversations about behaviour and learning.

Middle/TLR/Senior leaders actively taking part in coaching/training sessions. Correct support is being offered to students, with gaps in provision addressed.

Systems and processes being implemented effectively.

New data is integrated effectively to adapt support packages for high needs and at-risk pupils.

Reach:

All Middle/TLR/Senior leaders.

All pupils assessed as 'high needs' are receiving tailored support.

Proactive tailored interventions offered to pupils at risk of needing specific support with behaviour.

Acceptability:

Staff see positive differences in the classroom environments, which is improving teaching and learning.

The behaviour policy is felt to be feasible to implement.

Fewer students involved in serious behavioural incidents.

Long term (12 months)

Fidelity:

Staff experience a robust and informative induction process that provides clarity over expectations for being effective in their role.

Reach:

All staff understand their role and access specific training.

Acceptability

Positive feedback for induction programme.

All new staff complete induction programme. Any new staff to post holder positions also attend additional coaching/training.

Staff opinion on SLT (via staff voice) starts to make significant improvement.

FINAL OUTCOMES

Short term by end of Autumn Term 2024

By collectively having every class going through the same behaviour curriculum, it will make it easier for school leaders to support students and staff because we know what they're going through. Pupils understand the school rules and the behaviour expected of them.

There are fewer incidents of pupils challenging a staff member on their response to a behaviour incident.

Medium term Spring 1 2025

Effective classroom management will reduce challenging behaviour, pupil disengagement, fall outs and aggression. All staff will engage and we will be united in our understanding. Pupils who are classed as high needs report that they feel supported when asked by behaviour leader or pastoral lead.

More behaviour incidents are resolved within departments, without pupils being sent to SLT. Fewer students involved in serious behavioural incidents. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs (SEN LOGIC)

Long term Summer 2025

Pupil survey shows pupils feel supported by and connected to their school.

Embedded provision for high needs students means more pupils remain in class with fewer fixed-term internal or external exclusions. Average academic progress of pupils begins to increase.

Ingredient	Progress in Aut term	Spring term	Summer term
Leadership – the consistencies			
Staff support – empowerment			
Training the children - ownership and collaboration			
Wider community – beyond our walls			