

SEF: Leadership and Management, Standards and Achievement Focus: Personal Development Behaviour and Welfare						
Academic Year:2015-2016						
Issue		Success Criteria			Longer Term Developments	
Inconsistency of behaviour and students manipulating the system. Staff need to take responsibility for developing their skills in behaviour management		Staff are using the system. Students return to lessons Students complete work and make progress			Ensure behaviour structure is evaluated to ensure sustainability of learning activities in order that students develop knowledge skills and understanding across all subjects	
Targets		Every Child Matters Aspect				
To develop a new tracking system on Sims that will be shared monthly regarding students causing concerns and patterns of particular students or groups of subject areas. A sustainable structure is in place. All staff take a more pivotal role in the behaviour management structure in the school Behaviour for learning across the curriculum		Achievement and Enjoyment			Staying Safe	
		Contribution to the Community			Being Healthy	
		Economic Well being			Community Cohesion	
Activity	Tasks to be done	Responsibility/Timescale	Resources	Training	Outcomes/Success Criteria	Monitoring/ Evaluation
Audit of current behaviour management strategies in order to identify the strengths and areas of improvement of behaviour for learning across the curriculum. Herts STEPS is fully embedded across the school.	SLT/TT to identify issues relating to provision through learning walks and lesson observations and discussion with staff and staff questionnaires	SLT/Behaviour Co-ordinator	Directed time	Herts STEPS	Examples of good practice are identified and disseminated proposals for developing behaviour for learning are identified and built into new budget All teachers have ownership of their behaviour management and lead and support TAs in the school.	SLT

Meeting with Behaviour Co ordinator and SLT	Implement and adhere to behaviour structure to support behaviour for learning	All Staff	Directed time	None	Reduction in students out of class	SLT
Activity	Tasks to be done	Responsibility/Timescale	Resources	Training	Outcomes/Success Criteria	Monitoring/Evaluation
Behaviour Structure C 1 All staff use behaviour management strategies within their classroom and around the school	Well planned lessons to suit the needs of the learners. Support for strategies from experienced staff for less experienced staff	All staff	Teaching resources and Staff expertise	Behaviour Co ordinator/SLT to support staff	Behaviour for learning improves. All teaching staff delivering at least good if not outstanding lessons according Ofsted criteria	SLT
C2 Teachers send students to work in 1:1 in learning rooms with TA	Students will return to their lesson once the work has been completed.	All staff	Teaching resources and Staff expertise,	Behaviour Co ordinator/HoC to support staff	Behaviour for learning improves across all curriculum areas. Communication improves across the staff. All teaching staff delivering at least good lessons according Ofsted criteria	SLT

<p>C3 Teachers will keep the student after school for a detention for behaviour issues.</p> <p>SLT will also be involved when necessary.</p>	<p>Staff to be consistent in adhering to this. The Behaviour Coordinator supports the detention</p> <p>Ensure that serious issues are logged on Sims under new tracking system</p>	<p>ims All staff</p>		<p>Training on Herts STEPS</p>	<p>Staff are skilled in order to have the confidence to deal with higher level behaviour issues with the support of Phoenix and SLT.</p> <p>Continued improvement of behaviour around the school and a reduction of serious behaviour issues.</p>	
<p>Sanctions to bridge the gap between Pastoral work and exclusions.</p> <p>Make reward system more formal and transparent</p>	<p>Use agreed set of sanctions including levelled consequences ranging from restorative conversation with student at break or lunchtime</p> <p>The system of consequences (C1-3) to be consistently used by all staff throughout the school.</p>	<p>All staff</p>	<p>Set of criteria has been drawn up and to be adhered to by all staff</p>	<p>All staff to be clear about the agreed sanctions in order to carry them out in their professional role.</p>	<p>Reduction in exclusions.</p> <p>Increase in staff feeling confident to issues and carry out detentions.</p> <p>Improvement in students' behaviour and attitude to learning.</p>	<p>Behaviour team.</p>

<p><u>Bullying</u></p> <p>Staff who have concerns regarding bullying speak to Acting Deputy</p>	<p>Acting Deputy uses this information to deal with the incident and to assess whether or not a pink slip needs to be completed.</p> <p>If required a pink slip will be filled in (available from Head of Houses) and incidents logged on bullying log. All pink slips are passed to Acting Deputy</p>	<p>All Staff</p> <p>Head of House</p> <p>Head of Care</p>	<p>Pink slips</p>	<p>Regular anti bullying training as part of CPD.</p>	<p>Greater awareness and ability to deal effectively with all aspects of bullying throughout the school.</p>	<p>All staff</p>
<p><u>Communication</u></p> <p>The use of Sims in order to track behaviour and attendance to lessons. From this</p>	<p>All staff to be trained on the use of the tracking system</p>	<p>The data manager to install on Sims and to train staff</p>	<p>Access to ICT for all staff</p>	<p>All staff to be trained and to understand the meaning of: Learning behaviour, Conduct</p>	<p>All staff are accountable for continuing to improve behaviour and attendance amongst students at Batchwood.</p>	

<p>information, the Leadership team will be able to monitor more effectively trends and patterns of behaviour in various settings as set out in 'Supporting School Improvement: Emotional and behavioural Development' Department for Education And Skills</p>				<p>behaviour and Emotional behaviour.</p>		
<p><u>Focus on Positive Behaviour</u> Establish a dedicated 'Enrichment Team'</p>	<p>Team to resource activities, make displays to encourage students in terms of motivation and engagement, complete risk assessments and ensure a variety of Gold activities to appeal to a range of interests</p>	<p>Enrichment team: All staff to source and lead meaningful activities</p>	<p>Funding to book activities. Staffs interests to aid in sourcing/ running of a range of activities.</p>	<p>Staff need guidance about the use of points ie the amount of effort a student needs to put in in order to achieve maximum points in a lesson. (there is a feeling that sometimes points are given out too</p>	<p>Increase in behaviour for learning and productivity for progress.</p>	<p>All staff</p>

				easily and not earned) If gold activities are going to be really worthwhile they need to be earned.		
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