

Behaviour and Pastoral development						
OVERARCHING	<ul style="list-style-type: none"> For behaviour to be defined as least good as defined by the OFSTED framework For less behaviour incidents to be recorded due to staff having increased skills to de-escalate potentially inappropriate behaviour For a highly skilled and trained Pastoral team that can effectively support children at our school enabling them to be able to learn 					
OBJECTIVE	Actions	MILESTONES	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?	EVALUATION Questions that could be asked by Governors
For a new behaviour and relationship policy to be introduced that impacts positively on behaviour around school and is agreed upon by all Stakeholders	<p>Introduction of new Behaviour and Relationship policy focusing on the work of Paul Dix – Policy to focus very much on building positive relationships with pupils.</p> <p>Maximum of 3 rules which are easy to remember <i>for all</i> pupils and stakeholders.</p> <p>Behaviour and Relationship policy to be shared with pupils.</p>	<p>Staff to be introduced to the fundamental changes that are highlighted in the policy at PD in September 23</p> <p>1 x staff meeting per half term to focus on behaviour and supporting staff implement the new changes.</p> <p>1 x meeting with TAs per half term to be lead by CP and NW to support staff with implementing the new behaviour and relationship policy.</p>	<p>Less behaviour incidents are reported on CPOMS every half term.</p> <p>Pupils can work uninterrupted in all lessons due to excellent behaviour for learning.</p> <p>Pupil voice is stating that behaviour around school is good and that they feel safe</p> <p>Staff voice is stating that they feel well supported to deliver the new behaviour and relationship policy and that they feel behaviour is good around school.</p>	None	<p>SLT through the analysis of data entered on CPOMS.</p> <p>SLT through behaviour walks, pupil and staff interviews</p> <p>Governors through the data provided in the Headteachers report received 3 x year</p>	<p>How many CPOM behaviour entries have been entered during different time periods? Are entries getting less? Are incidents becoming less severe?</p> <p>How do parents view behaviour in school? How do you know this?</p> <p>Are staff feeling well supported in delivering the new policy?</p>
To staff have a greater understanding of how to successfully deal with challenging behaviour and have a clearer understanding of children's behaviour	All staff members to receive de-escalation training to support with the management of unregulated behaviour	<p>All staff to receive training on September 3rd.</p> <p>Follow up staff meetings and training to be included in the half termly planner once initial training has been received and staff identified further needs</p>	<p>Staff feel confident in dealing with challenging behaviour which results in less behaviour incidents occurring. Data to be obtained from CPOMS to assess impact.</p>	Cost of training	SP through analysis of CPOMS records	<p>How many behaviour incidents have been recorded for Spring term 1 how does this compare to the previous half term?</p> <p>How are children that aren't behaving appropriately being supported?</p>

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For all staff to have a understanding of how trauma and ACE's and how this can impact on behaviour	TA's and Lunchtime supervisors to receive Emotional Coaching training to support with understanding why some children find it difficult to self-regulate to support with behaviour management and understand possible reasons for inappropriate behaviour	Identified staff to receive training during the Autumn term. SP to book training on the 26 th of September. Staff to receive training before December 2023	Staff have a clear understanding of reasons why children may behave in an inappropriate. Greater understanding of inappropriate behaviour leading to appropriate behaviour management Less behaviour incidents to be recorded on CPOMS due to appropriate behaviour management	Cost of training	SP and CP through behaviour walks and analysis. Governors through analysis of CPOMS JM through learning walks and pupil voice.	Can you explain the impact training is having on how staff deal with challenging behaviour? Explain how training has empowered staff to deal with inappropriate behaviour?
For behaviour to be defined as good as described by OFSTED – For an outside agency to observe behaviour around school identifying Strengths and weaknesses to be developed	Behaviour review to be undertaken by the LA to create an action plan to support with the development of a culture of positive behaviour management	Behaviour review to be undertaken in January 2024	SLT and Governors have a clear understanding of the strengths and weaknesses of behaviour management. A clear action plan is in place to further develop the positive management of behaviour at Captain Webb Primary School	£600 for the cost of the LA audit	SLT through ensuring actions are followed up Governors through learning walks and report from LA – Link Governor	Can you explain how you are going to address the areas for development identified by the local authority? How do the children view behaviour in our school?
To have a clear tracking system to monitor the behaviour of children	Introduction of a new behaviour recording system which is linked to CPOMS to track the number of incidents, location of incidents to support with additional planning to ensure they occur with less frequency as the new behaviour policy becomes embedded	New system to be in place by 31 st October 2023. Data to be reviewed weekly by CP (Behaviour manager) Trends to be investigated.	Weekly data is showing that there are less behaviour incidents due to increased positive behaviour management and increased analysis of incidents so strategies can be put in place to stop these.	None	SLT through analysis of CPOMS Governors through learning walks and through CPOMS analysis	Can you tell me any areas of school that are areas that may attract poor behaviour and how these are being monitored/addressed?

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		Governors to receive data every half term in order	Analysis of incidents to be discussed at weekly PDM's so staff are aware of trigger areas.			Can you describe the impact of the training that the staff have received on behaviour around school?
To support pupils with unstructured times and transitions ensuring that behaviour is appropriate during these times.	<p>Increased staffing at breaktime and lunchtime to support pupils who struggle with displaying appropriate behaviour during less structured times.</p> <p>Introduction of structured lunchtimes to ensure children are active and engaged meaning less opportunity for inappropriate behaviour. CP and AD to develop a plan for Yr1-6. Including use of Crossbar to support with ball games.</p> <p>Increased use</p>	<p>Structured Lunchtime activities to be in place by Oct 31st.</p> <p>Increased staffing to be in place Sept 23</p> <p>The Retreat to be in place to support children during Lunchtime Sept 23 – Led by CP</p>	Less behaviour incidents occur at Lunchtime and during transition	None	<p>SP and CP to monitor through CPOMS entries.</p> <p>Governors will receive data at every meeting and in HT report.</p>	<p>Are behaviour incidents at lunchtime less due to the additional support?</p> <p>How many children access the Retreat at lunchtime</p>
To ensure that it is easy to analyse data placed on CPOMS	New CPOMS categories introduced to support with analysis of data and reporting of incidents	<p>New categories to be placed on CPOMS by 30th Sept 23.</p> <p>Meeting to explain to staff by 30th Sep 23</p>	<p>Data is easy to gather and compare.</p> <p>Staff are more aware of issues and where they are taking place.</p>	None	Governors through Headteachers Report.	<p>How many CP meetings have staff attended this term?</p> <p>How many behaviour incidents have occurred this term?</p>

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For appropriate interventions to be in place to support children who display social and emotional needs	<p>Introduction of new pastoral interventions following the training of staff. (Talk and draw and ELSA)</p> <p>Continuation of interventions that are already in place from previous years (Play therapist, Counsellor, and Mental health worker)</p>	<p>All interventions to be in place by 25/9/23</p> <p>GB to be responsible for the monitoring of interventions and the identification of children who require this additional support</p>	Interventions are being delivered to the most appropriate children which is allowing them to access their learning and make good progress.	Cost of pastoral team which has already been put into budget	<p>SP and CP through entries on CPOMS are less entries being placed on CPOMS due to increased support for identified pupils. Governors through the H/T report.</p> <p>Monitoring of reports provided by the</p>	<p>How many children are currently accessing play therapy?</p> <p>How do you decide on which pupils are going to access the counsellor?</p>