



RFS SIDP: BEHAVIOUR & ATTITUDES

ATTITUDES TO LEARNING: <i>Learners at Redcastle Family School see learning as precious and understand how skills and knowledge relate to their future lives.</i>	SCHOOL EVALUATION										
	<p>Children at Redcastle continue to have strong attitudes towards learning. Curriculum development and the implementation of the Teaching & Learning policy in previous years have further enhanced this and this has been identified through school monitoring and external verification.</p> <p>The agreed learning behaviours are being promoted and embedded into daily teaching and are beginning to scaffold reflection upon learning behaviours and responsible outcomes. Thrive assessments have been completed and interventions are currently being delivered and monitored to assess impact.</p> <p>The implementation of the revised curriculum offer will continue to enhance this further and the school will continue to prioritise the teaching of metacognition to enable children to articulate their learning to further reinforce their capacity to retain and apply this knowledge. The school will also continue to embed learning behaviours and growth mind set. Ensure PHSE interventions improve pupil outcomes and perceptions accordingly.</p>										
School Evaluation	Outstanding	Good		Good (With Actions Completed)							
MILESTONES						2021-2022		2022-2023			
						A	Sp	Su	A	Sp	Su
School wide expectations for learning behaviour are embedded and used to support raising aspirations with the context of learning.						■	■	■	■		
Through monitoring feedback, children’s attitudes to learning are in line with school expectations.							■	■	■	■	
All stakeholders can articulate what a positive attitude to learning looks like in practice.						■	■	■	■	■	■
Objective	Actions/ (Complete) (On-going) (Pending)					Timescale/ Monitoring & Evaluation	Responsibility		Resources		
School wide expectations for learning behaviour are embedded and used to support raising aspirations with the context of learning.	School expectations for learning behaviours have been shared and understood through observing wider school practice by new staff members. (Complete) (On-going)					Autumn 2021	HT, DHT, Pastoral Lead		CPD Time		
	Maintain Training capacity of senior leaders for Norfolk STEPS behaviour systems. (Complete) (On-going)					Spring 1 2022-	HT, DHT, Pastoral Lead		(£2000 Staff Training)		
	Embed learning behaviours through: -Revised learning rewards. -Language for learning lessons and teaching CPD.					Autumn 2021- Ongoing	HT (Whole School)		£100 CPD Materials		



	- Community learning outreach activities to facilitate independent use. (Complete) (On-going)			
Through monitoring feedback children’s attitudes to are in line with school expectations.	Establish timetable of pupil perception for learning behaviours to measure progress. (Complete) (On-going)	Summer 1 2022 - Ongoing	HT & DHT	
	Identify groups where attitudes to learning require further development intervention using THRIVE assessments. Identify Intervention groups and review progress. (Complete) (On-going)	Autumn 1 2021 - Ongoing	DHT & JH Including THRIVE team.	Annual £3400
All stakeholders can articulate what a positive attitude to learning looks like in practice.	PHSE curriculum incorporates thinking moves and opportunities to discuss scenarios and situation that reinforce good behaviour & positive attitudes. (Complete) (On-going)	CPD Summer 2 2021 Commence Autumn 1 2021	Whole School PHSE Lead	£365 Resources
	Learning behaviours are linked to school rules and reward systems. (Complete) (On-going)	Autumn 1 2021	HT	INSET
	Challenging & Collaborative learning strategies are used within lesson to allow learners to reinforce positive attitudes to learning. (Complete) (On-going)	Autumn 1 2021 Ongoing		CPD Time
	ELSA interventions are implemented to support specific learners where it is required.	Spring 2 2022 Ongoing	JH	£400 Training

Impact

The learning behaviour reward system was adjusted for the 2021-2022 academic year. This will be evaluated by pupils at the start next year to ensure it’s effectiveness and adjustments will be made accordingly. The PHSE curriculum has been audited and ensures progression in opportunities for children to develop personal attributes that are in line with the school expectations. Collaborative learning strategies are used frequently and this has helped to maintain excellent behaviour standards across the school. This judgement had been made on each external audit, which took place during the last academic year.

Next Steps

To co-ordinate the use of Thrive interventions and ELSA to ensure children are supported where there are circumstances which require further support in order for them to maintain school expectations for behaviour.



BEHAVIOUR: <i>The actions of all pupils reflects the self-respect they have for themselves, their peers and the wider community.</i>	SCHOOL EVALUATION
	<p>The school has maintained consistently high behaviour expectations through all stages of managing the pandemic. Where necessary we have implemented our new PHSE curriculum and enhanced our THRIVE provision to ensure vulnerable groups are provided with appropriate support.</p> <p>The increase in need relating to significant safeguarding concerns has contributed to a higher level of need for some vulnerable pupils, however behaviour systems are now used routinely to address and support behaviours to ensure that persistent disruption is minimal from these groups. The use of the behaviour MIS system is now embedded and has enabled senior leaders to track any patterns of behaviour as well as ensure consistency in addressing behaviours across school.</p> <p>The school continues to find transition of pupils with high behaviour needs from other settings mid-year, a significant challenge. The lack of information that is provided on their arrival has at times contributed to unbalanced cohorts, which has made it difficult to support the needs of these children and this is the main reason for the level of fixed term exclusions. On each occasion the school has ensured that appropriate behaviour systems and risk assessments have been established and this has ensured we have been successful in transitioning children through school or to new settings accordingly.</p>

School Evaluation	Outstanding	Good	Good (With Actions Completed)
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MILESTONES	2021-2022			2022-2023		
	A	Sp	Su	A	Sp	Su
School wide expectations for behaviour are embedded and ensure consistent behaviour across all of school.						
Intervention has ensured those children who require specific support have improved their ability to manage their emotions and behaviour.						

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
School wide expectations for behaviour have been established and agreed with staff.	School expectations for learning behaviours have been consulted and agreed within staff CPD.	Summer 2021	HT	CPD Time
	Monitoring feedback has identified areas of strength and feedback development points for all staff within teaching & learning walks.	Autumn2 2021 - Ongoing	HT & DHT	



	Support plans to address areas where standards fall below expectations have been actioned.	As required	HT & DHT	
	SLT ensure significant behaviour incidents are addressed through the protocols outlined within the behaviour policy.	As required		
Intervention has ensured those children who require specific support have improved their ability to manage their emotions and behaviour.	Thrive assessments have identified class and individual targets to be completed.	Autumn 1 2021- Ongoing	JH & Class Teachers	
	THRIVE Interventions are completed to support learners with: <ul style="list-style-type: none"> - Managing Emotions - Confidence & Communication - Appropriate social interaction 	Autumn 2 2021. Reviewed Termly	JH & Class Teachers	
	Nurture and Confidence Intervention groups are completed for vulnerable pupil premium children.	Summer 1 2022 Reviewed Termly	DHT & JH	
	Target children for ELSA complete interventions. .	Autumn 1 2021 - ongoing	JH & Class Teachers	

Impact

The school has continued to maintain high standards of behaviour for the vast majority of pupils within school throughout all times of the academic year. Specific support plans have been established, monitored and adjusted to ensure children who have found maintaining behaviour challenging are supported appropriately. Consequently good progress has been made in aiding new children to integrate effectively on the school and in addressing children where external circumstances continue to make it more difficult for them to self regulate appropriately.

Next Steps

Continue to develop a range of strategies to manage the behaviour of persistently disruptive pupils.



The attendance of vulnerable groups is analysed and ensures action are added to relevant to planning to improve these outcomes accordingly.	Review of vulnerable groups and attendance below National Expectations indicates following areas of development: - Disadvantaged/ PP - Learners below NC ARE for Reading.	Autumn 1 2022	HT	
	Establish Homework clubs and opportunities for reading/ use of online resources as part of extra-curricular activities. Include child led activities to help create engagement and promote attendance. (Complete) (On-going)	Spring 2 2022	HT & DHT. Teaching Staff.	TBC
	Review actions and adjust accordingly.	Autumn Term 2021- Ongoing Termly.	HT & Attendance Team	
The school has worked with Thetford cluster to improve and provide consistent actions in tackling attendance.	Support organised Attendance cluster meetings.	Autumn 1 2021- Ongoing	JH	
	Explore trialling FAP to support attendance across Cluster.	HT Meetings 2021- 2022	HT	

Impact

Attendance has been difficult to maintain over the previous academic year as a result of local authority guidance requiring significant additional school actions before intervention can take place. In addition, a two significant covid outbreaks affected attendance as any single parent families were unable to bring siblings to the setting during isolation periods. Also plans to address children who are under the age of five and have poor attendance, as the school is unable to address attendance matters until the summer term. This is due to be discussed at Cluster Headteacher briefings with the local authority. The school has identified a rapid action plan to address families showing poor attendance to begin in Autumn1 using data collected at the end of the 2021-2022 academic year.

Next Steps

Engage with the local authority to discuss Reception attendance.
Implement rapid action plan to discuss poor attendance from families during academic year 2021-2022.



<p>BULLYING: <i>All stakeholders are aware of what bullying is the impact this has on other people and the schools systems to report, challenge and restore situations quickly.</i></p>	<p style="text-align: center;">SCHOOL EVALUATION</p> <p>The school has established Thrive interventions and ELSA training for specific groups which need support in managing choices and that this work will be communicated and promoted with all stakeholders during the 2021-2022 academic year. There were incidents identified as bullying in the previous academic year. These incidents related to children that had transitioned into school within that academic year and appropriate intervention was established to ensure this behaviour was stopped and actions helped all involved parties to restore and develop more appropriate ways to manage their behaviour and relationships with each other.</p> <p>Next Steps Continue to promote personal development through community engagement events.</p>						
School Evaluation	Outstanding	Good	Good (With Actions Completed)				
MILESTONES			2021-2022			2022-2023	
			A	Sp	Su	A	Sp
Community engagement events have raised the profile of safe behaviours and ways to deal with inappropriate actions both in and out of school.							
Records of incidents identify and inform whole school actions/ class interventions.							
School perception of bullying shows a positive trend in children and parents feeling confident that it is dealt with safely.							
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility		Resources		
Community engagement events have raised the	School completes safety week and promotes anti bullying week and events within this. (Complete) (On-going)	Autumn 2 2021	Safeguarding Team				



<p>profile of safe behaviours and ways to deal with inappropriate actions both in and out of school.</p> <p>Records of incidents identify and inform whole school actions/ class interventions</p>	<p>School uses assembly and circle time to reinforce key messages as required through monitoring of incidents within school. (Complete) (On-going)</p>	<p>Autumn 1 2021 - Ongoing</p>	<p>Whole School</p>	
	<p>Log incidents and intervention of bullying within file including individual, class or whole school actions. (Complete) (On-going)</p>	<p>Autumn 1 2021 - Ongoing</p>	<p>Safeguarding Team</p>	
	<p>Auditing informs future SIDP points.</p>			
<p>School perception of bullying shows a positive trend in children and parents feeling confident that it is dealt with safely.</p>	<p>Complete annual awareness events for bullying including: -Anti bullying week -Class PSHE/ Circle time -Thrive Interventions(Complete) (On-going)</p>	<p>Autumn 1 2021 – Ongoing 2023</p>	<p>Whole School</p>	
	<p>Complete surveys 2 points a year for: -Parents -Children Identify areas for future development. (Complete) (On-going)</p>	<p>Summer 1 Spring 2 Ongoing. 2022-2023</p>	<p>SLT</p>	
	<p>Hold parent forums to listen to views of community and identify areas of development.</p>	<p>Spring & Summer 2022 Spring & Summer 2023</p>	<p>SLT</p>	

Impact
Currently the school’s systems ensures there are limited instances of Bullying and that these are addressed swiftly.

Next Steps