



**Behaviour Report
2013/14
and
Action Plan
2014/15**

We consider that the behaviour and safety of students at the school is Outstanding because:

1. The conduct and attitudes of students are good

1.1 Students' conduct around school is good; they show respect for one another, for adults and for the facilities of the school.

1.2 Students conduct in lessons is good; they demonstrate positive attitudes towards the teacher, their learning and each other.

1.3 The school's behaviour policy is understood and followed by all. During a recent NAS Accreditation visit - Summer 2014 behaviour was judged to be one of Garston Manor Schools' key strengths.

1.4 The school is highly inclusive; rates of fixed-term and permanent exclusions are much better than national averages for special schools.

1.5 The provision for more vulnerable students, including excluded students and those educated off-site, is effective.

2. Students' safety and well-being are paramount and the school works hard to ensure that all students feel safe at school at all times

2.1 The school's strategies to prevent bullying are effective and help ensure the safety and well-being of students. Instances of bullying, including cyber-bullying and prejudice-based bullying are very rare.

2.2 Students are able to assess and manage risk appropriately. They have a developed understanding of staying safe.

3. The large majority of parents/carers and students endorse the school's view that the behaviour and safety of students is good

3.1 Parents' views: The majority of parents are either satisfied or very satisfied agree / strongly agree with the statements that the school is a safe and that here children are well cared for.

3.2 Students' views: The majority of students agree / strongly agree with the statements that:

- I feel safe when I am at school
- Behaviour is good at my school
- Adults care about me

The Conduct and Attitude of Students

1.1. Students' conduct around school

The school sets high expectations for behaviour and conduct around school. As a consequence, students' behaviour is good.

Students' **behaviour towards, and respect for, other young people and adults** are good. Students are thoughtful, courteous and respectful. They are supportive of one another and are generally aware of each other's needs. Students respond to teachers and other adults, such as lunchtime supervisors and teaching assistants, with respect. Residents and visitors to the school comment on the attitudes and behaviour of our young people. In a similar way, we receive many positive comments following school visits and trips.

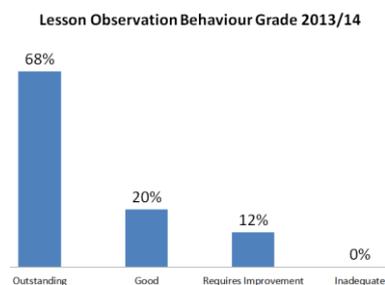
Students show **respect for the school facilities** and acts of vandalism or graffiti are rare. Corridor displays are well-kept and the overall school environment is well cared for. Students demonstrate high levels of engagement, collaboration and cooperation and appreciate the efforts to maintain and improve the environment of their school. During Year 10 the gardening group takes responsibility for maintaining the allotments.

ASC Accreditation Report 2013:

"The behaviour around the school was very positive and when pupils were becoming stressed or upset this was dealt with quickly to prevent any further escalation. The pupils' Family group (or tutor group) which supports pupils daily to solve issues and manage behaviours, supports pupils to self-reflect and develop identified interventions."

1.2. Students' conduct in lessons

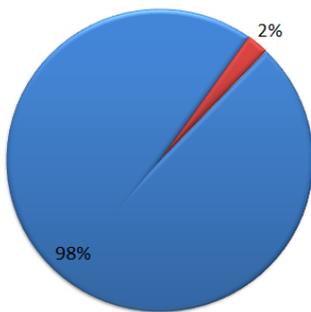
Students' **conduct within lessons** is consistently well managed; teaching and learning is generally not affected by disruption and if so is quickly and effectively managed. See above quote. The family atmosphere, and the support young people show for one another, helps to create a culture in which learning is seen to be important and achievement and success are celebrated.



SIMS behaviour manager indicate that students' achievements in lessons overwhelming outweighs behaviour problems. **(Figure 1.1)**. It also indicates that emphasising achievement rather than behaviour will increase achievement.

Figure 1.1: Behaviour vs Achievement 2012-13

■ Number of achievements recorded
 ■ Number of behaviour incidents recorded



Teachers use the school's Behaviour for Learning approach, to good effect and minor incidents of misbehaviour are dealt with in an appropriate and effective way. Strong teaching promotes the good standards of behaviour observed in classes. Targeted support strategies for identified students help ensure that all students are engaged and that the learning of others is not disrupted.

- Behaviour incidents in the last year have shown an increase. **(Figure 1.2)**
- There is also a big increase in Achievements. **(Figure 1.3)**
- As a response to higher numbers of behaviour there were a higher number of consequences. **(Figure 1.4 and 1.5)**

Figure 1.2: Behaviour for the last 5 years.

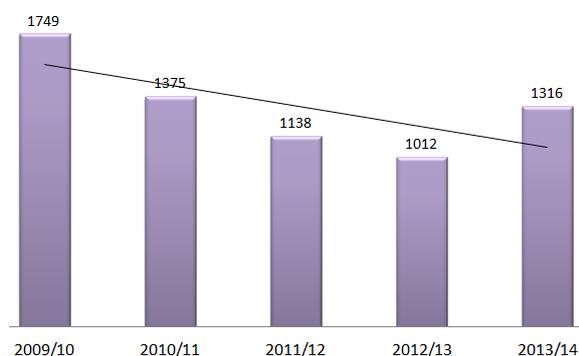


Figure 1.3: Achievements for the last 5 years.



Figure 1.4: Behaviours resulting in Consequences for the last 5 years.

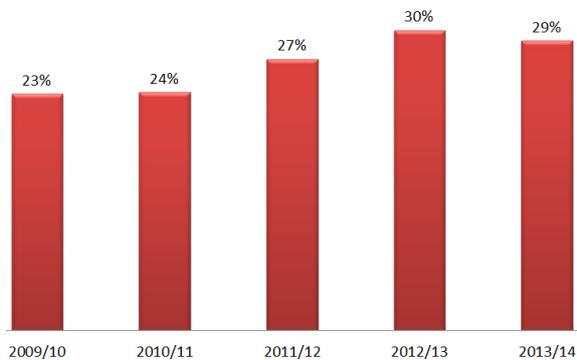
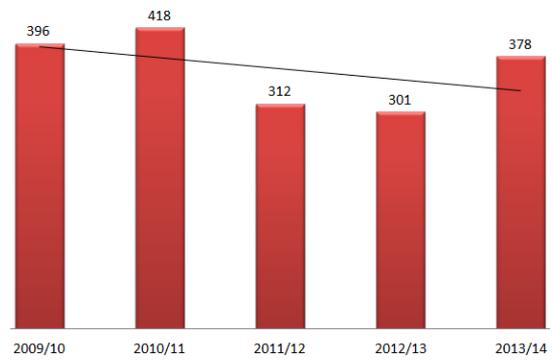


Figure 1.5: Consequences for the last 5 years.



The Pass Survey completed at the end of each year students score above average in **Factor 1, 3 5 and 8. (Figure 3.3 Page 12)**

1.3. Effectiveness of the Behaviour Policy

The Behaviour Policy, Behaviour for Learning, is highly effective. Individual students and groups of students, including those exhibiting challenging behaviour, respond positively to the school's strategies. The system involves having clear, understood rules and a hierarchy of rewards and consequences.

To celebrate achievements Garston Manor used a Reward system that helps the students to see visible how well they are doing and gives them the opportunity to earn something for their efforts of achievement.

ASC Accreditation Report 2013:

"The school has a comprehensive means of tracking, monitoring and supporting students' behavioural needs. The school develops positive relationships with students and this forms an important component of how the school manages and enhances students' behaviour. The staff consider each student as an individual so while there is a whole school behaviour policy and whole school reward system some individuals have their own reward systems and behaviour interventions. The school uses SIMS to track and monitor behaviour and have a grading system which identifies the severity of a behaviour. Where students are engaging in severe behaviours frequent interventions are put into place and monitored regularly. Staff are given support to meet the behavioural needs of a wide range of students who have a diagnosis of autism."

1.4. Permanent and fixed-term exclusions

(Data is always a year behind because the DfE publish their statistics in July of the following year)

1.4.1 Fixed term exclusion

We have low numbers of fixed-term exclusions compared to other special schools in England. This is in spite of a high number of students with SEBD on their statements on-roll.

Figure 1.8: Number of fixed term exclusions compared to National Averages

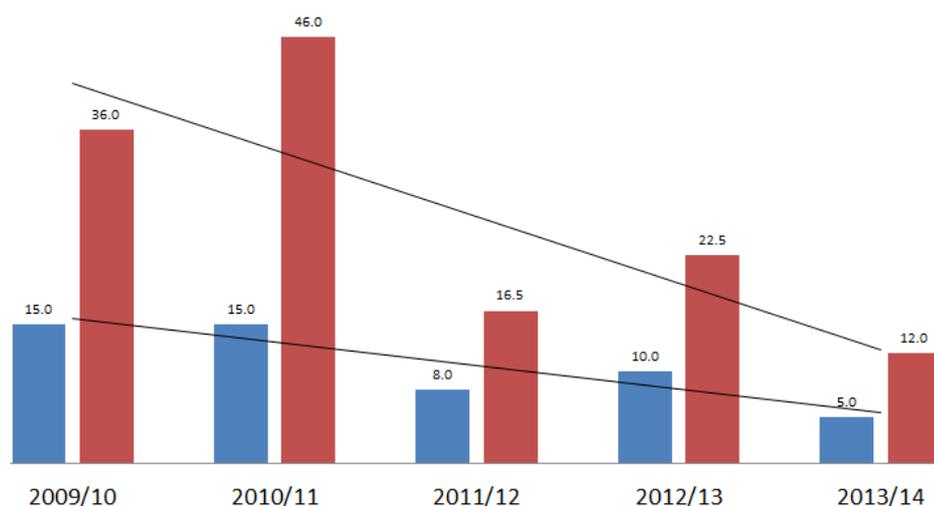
TABLE 2
MAINTAINED PRIMARY, STATE-FUNDED SECONDARY AND SPECIAL SCHOOLS(1)(2)(3)
NUMBER OF FIXED PERIOD EXCLUSIONS BY TYPE OF SCHOOL

| | 2009/10 | | 2010/11 | | 2011/12 | | 2012/13 | | 2013/14 | |
|-------------------------------------|---------|------------------|---------|------------------|---------|------------------|---------|------------------|---------|------------------|
| | GMS | National Average |
| Special Schools (3) | | | | | | | | | | |
| Number of fixed period exclusions | 15.00 | 14910.00 | 15.00 | 14340.00 | 8.00 | 14370.00 | 10.00 | 14100.00 | 5.00 | Not Available |
| Percentage of school population (8) | 12.20 | 16.46 | 12.20 | 15.66 | 6.50 | 15.39 | 8.13 | 14.68 | 4.35 | Not Available |
| All Schools | | | | | | | | | | |
| Number of fixed period exclusions | 15.00 | 331380.00 | 15.00 | 324110.00 | 8.00 | 304370.00 | 10.00 | 267520.00 | 5.00 | Not Available |
| Percentage of school population (8) | 12.20 | 4.46 | 12.20 | 4.34 | 6.50 | 4.05 | 8.13 | 3.52 | 4.35 | Not Available |

(8) The number of fixed period exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) in January each year.

Fixed Term Exclusions

■ Number of fixed period exclusions per year ■ Number of days per year
— Linear (Number of fixed period exclusions per year) — Linear (Number of days per year)



Effectiveness of fixed term exclusions.

Even though there has been an increase in in fixed term exclusions over the last 3 years at Garston Manor School, we have a significant lower fixed term exclusions **reoccurrence** than the national average for special schools.

For 2010/11 of the students receiving fixed-term exclusion:

- 75% received no further exclusion against the national average of 47.7%
- 25% received 2 or more fixed period exclusions as against 52.4% nationally
- 0% received 3 or more against 31.8% nationally
- 0% received 4 or more against 20.6% nationally
- 0% received 5 or more against 13.9% nationally

For 2011/12 of the students receiving fixed-term exclusion:

- 86% received no further exclusion against the national average of 46%
- 14% received two or more fixed period exclusions as against 54% nationally
- 0% received 3 or more against 32.6% nationally
- 0% received 4 or more against 21.1% nationally
- 0% received 5 or more or more against 9.1 % nationally

For 2012/13 of the students receiving fixed-term exclusion:

- 75% received no further exclusion against the national average of 48%
- 25% received 2 or more fixed period exclusions as against 52% nationally
- 0% received 3 or more against 31.5% nationally
- 0% received 4 or more against 20.7% nationally
- 0% received 5 or more against 13.6 % nationally

These comparisons support our judgement that exclusion is used effectively as a strategy to help prevent further misbehaviour. Routinely, when a student receives exclusions, the **re-integration meeting** and support plan is focussed on preventing further exclusion. The support plan would consider each student's learning needs and difficulties, and suggest appropriate provision and support

The **provision for excluded students** is good. Work is sent home and marked when returned to school.

For any student who is excluded for **more than 5 days** full-time and suitable educational provision is made.

1.4.2 Permanent exclusions

During the last 5 years there has been only one permanent exclusion. This compares extremely well to national averages. Please see **Case study of student 1 Appendix 1**

Figure 1.8: Permanent Exclusion compared to National Averages

TABLE 1
MAINTAINED PRIMARY, STATE-FUNDED SECONDARY AND SPECIAL SCHOOLS(1)(2)(3)
NUMBER OF PERMANENT EXCLUSIONS BY TYPE OF SCHOOL

| | 2009/10 | | 2010/11 | | 2011/12 | | 2012/13 | | 2013/14 | |
|-------------------------------------|---------|------------------|---------|------------------|---------|------------------|---------|------------------|---------|------------------|
| | GMS | National Average |
| Special Schools (3) | | | | | | | | | | |
| Number of permanent exclusions | 0.00 | 100.00 | 1.00 | 110.00 | 0.00 | 80.00 | 0.00 | 60.00 | 0.00 | Not Avail |
| Percentage of school population (8) | 0.00 | 0.11 | 0.81 | 0.12 | 0.00 | 0.09 | 0.00 | 0.07 | 0.00 | Not Available |
| All Schools | | | | | | | | | | |
| Number of permanent exclusions | 0.00 | 5740.00 | 1.00 | 5080.00 | 0.00 | 5170.00 | 0.00 | 4630.00 | 0.00 | Not Available |
| Percentage of school population (8) | 0.00 | 0.08 | 0.81 | 0.07 | 0.00 | 0.07 | 0.00 | 0.06 | 0.00 | Not Available |

(8) The number of permanent exclusions expressed as a percentage of the number (headcount) of all pupils (excluding dually registered pupils) in January each year.

1.5. Provision for students vulnerable to exclusion

The school is **inclusive** and committed to reducing exclusions and supporting students who would be vulnerable to possible exclusion. In addition to the provision outlined above, the school uses a number of school-based strategies, as well as working in close partnership with external agencies, in order to support students displaying behavioural and emotional difficulties.

Please refer to Appendix 1 for case studies to demonstrate what support is given to students at risk of exclusion.

Students' Safety and Well-Being

2.1. The school's strategies to prevent bullying are effective and help ensure the safety and well-being of students.

Students are fully aware of the school's **anti-bullying policy and practice** and aware that any form of bullying, including cyber-bullying and prejudice-based bullying, is not tolerated. Within the school we promote strong relationships and mutual respect but also have an effective and well-monitored system of responding to any aspects of bullying or intimidation.

The school is a **cohesive community** with a strong sense of shared identity and belonging. Students' attitudes to one another are positive with the diversity of people's backgrounds appreciated and valued.

Students respect one another's circumstances and are themselves intolerant of any behaviour that would be seen as hurtful. Most students develop a keen sense of right and wrong and accept, tolerate and respect the diversity of cultural, religious and socio-economic groups within and beyond school. They challenge any racist or inappropriate behaviour and, as a consequence, such incidents are rare.

A **log of racist and bullying incidents (Figure 2.1)** show that there are few such incidents in any one year. However, each incident is followed up and responded to appropriately. Any **extremist behaviour, patterns of bullying**

or repeated incidents of bullying are dealt with very robustly and effectively. As a consequence there are very few occasions where bullying reoccurs.

Figure 2.1: Number of racist and bullying incidents

| 2011/12 | | | 2012/13 | | | 2013/14 | | |
|---------|--------|--------|---------|--------|--------|---------|--------|--------|
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| 0 | 2 | 0 | 1 | 1 | 0 | 2 | 1 | 0 |

Qualitative indicators such as the children's happy attitude and behaviour around school and the extent to which they are comfortable in reporting incidents or concerns further support our judgement that students feel safe and free from bullying. As outlined in Section 3.3, the large majority of students feel that they are safe in school (85% - Factor 1 Pass Survey) and that behaviour is good in school (85% - Factor 1 Pass Survey 85%).

High attendance figures and low persistent absence rates are also useful indicators that students feel happy and safe in school.

2.2. Students are able to assess and manage risk appropriately.

The **ethos of the school** and the effective behaviour policy help to ensure that students feel safe at all times. In addition, through the curriculum and other strategies we aim to ensure that all students learn about how to be safe and how to stay safe; this includes equipping our students with the knowledge, skills and values to have safe and fulfilling relationships.

Within the **PSCHE curriculum** and other subject areas, students are taught about risks and what constitutes unsafe situations. A range of lessons and occasional visiting speakers help to ensure effective provision. For example, road safety, stranger danger, safety in the home, food safety, gang culture, sun safety, safe sex, drug and alcohol safety, basic first aid, etc.

Students are equipped with strategies to make friends, resist peer pressure and deal with bullying in the **PSCHE curriculum**. Some students are piloting the **Resilience** program. Two members of staff attended the protective behaviour training and this is used with selected students.

An **internet safety policy** is in place and shared with parents and students. Robust monitoring of computer and screening of sites ensures students have no access to unsuitable material. Internet usage agreement is reinforced in ICT lessons. All students have a yearly update on Esafety. Parental consent is also required as a matter of course before photographic images of students are used.

Sex and relationships education within the school is strong and is focussed on relationships, sex, the emotional and physical aspects of growing up and on human sexuality and sexual health. The programme is delivered throughout KS3 and KS4, starting in year 7 with the physical and emotional changes associated

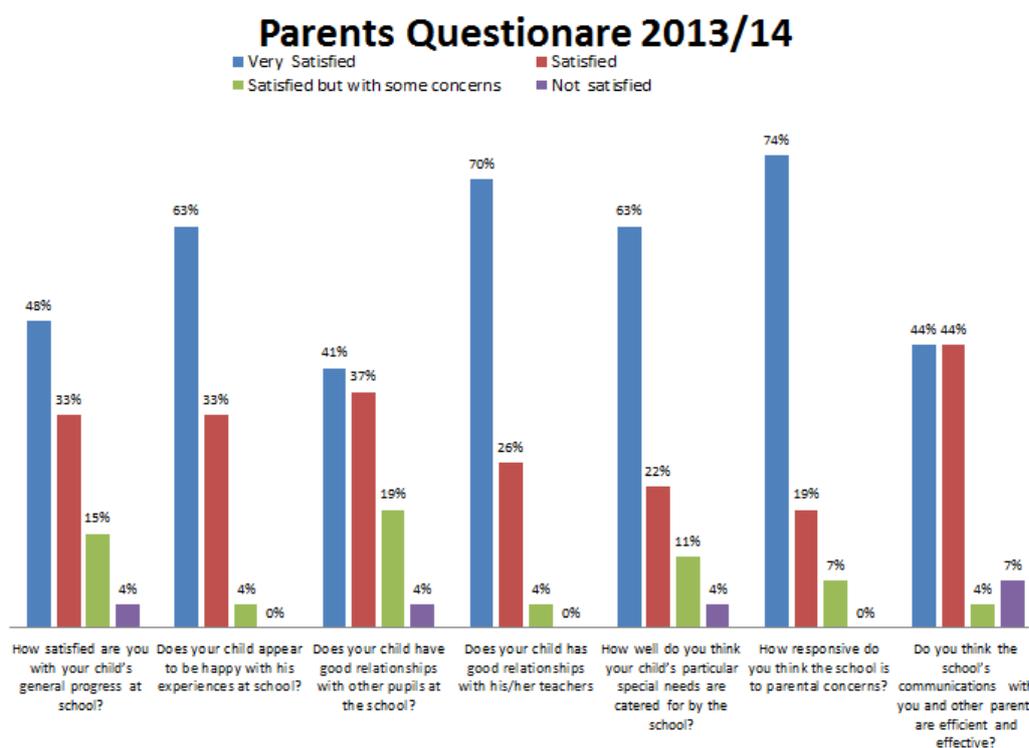
with puberty, and concluding in year 11 with contraception, STIs and parenting skills.

3. The large majority of parents and students endorse the school’s view that the behaviour and safety of students is good

3.1 Parents’ views

In 2012/13 we had 11 responses to the questionnaire. During 2013/14 we had 27 responses to our questionnaire.

As evident below we the response is overwhelmingly positive. The majority of parents are satisfied with Garston Manor School. One of our OFSTED targets communication with parents.



3.2

Students’ views – Pass Survey

What is PASS

The success of young people’s educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The PASS diagnostic is a powerful, multi-factorial measure of student’s attitudes to school, learning and success. Its robust nature enables the data it yields to be used as a means of establishing baselines and to support effective planning, implementation and evaluation of interventions at individual, group and whole school levels. – Pass

Factor 1 – Feelings about school – measuring students’ sense of well-being, safety and comfort in school

Factor 2 – Perceived Learning Capability – measures students’ views of how positive and successful they feel in their specific capabilities as learners

Factor 3 – Self-Regard as a Learner – measures the impact of their learning on their self concept more generally

Factor 4 – Preparedness for Learning – measures students’ perceptions of their behaviour and attitude in learning situations (including metacognitive skills)

Factor 5 – Attitudes to teachers- measures students’ perceptions of their relationships with teachers

Factor 6 – General work ethic - measures students’ attitudes and responses to work in general and includes associated feelings such as a ‘high’ anxiety element

Factor 7 – Confidence in learning - measures students’ confidence in approaching and dealing with learning and perseverance when presented with challenging tasks

Factor 8 – Attitudes to attendance - Measures students’ attitudes to attendance at school

Factor 9 – Response to curriculum demands - measures students’ perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

| | |
|--|---|
| High satisfaction with their school experience | Students/Cohorts in the 31st – 100th percentile |
| Moderate satisfaction with their school experience | Students/Cohorts in the 21st – 30th percentile |
| Low moderate satisfaction with their school experience | Students/Cohorts in the 6th – 20th percentile |
| Low satisfaction with their school experience | Students/Cohorts in the lowest 5% of responses |

At Garston Manor School we do an annual student Survey. We use the Pass Survey to measure our results and to compare them to other schools that completed the survey. The percentiles score show that we have good scores for all factors and that we do not need to be concerned about any particular factor.

Our lowest scores during 2011/12 were in **Factor 3 and Factor 9**.

As a result we changed the curriculum to best fit our students. We have changed the school day to have shorter lessons. We are doing a lot of confidence building work with individual students. Life Skills lessons had been introduced along with more literacy and numeracy to ensure that students are better prepared for

study and life after school. The result of this was that instead of students response to the curriculum **raising** from the 17th percentile to the the 29th percentile. This increased again slightly in 2013-14 to the 31st percentile.

As a school we will continue to look at ways of making the curriculum fit with student’s needs.

Whilst our percentile factors are all green and by definition indicates that “Students has a high satisfaction with their school experience” we do have areas for concern. As a result we identify individual students to all staff at the beginning of the year. This is for staff to know that there is a potential concern to enable staff to react during lesson and when planning their curriculum.

Figure 3.2: Pass Survey Results for 2012-13

| PASS Factor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------|-----------------------|-------------------------------|--------------------------|---------------------------|-----------------------|--------------------|------------------------|-------------------------|--------------------------------|
| | Feelings about school | Perceived learning capability | Self-regard as a learner | Preparedness for learning | Attitudes to teachers | General work ethic | Confidence in learning | Attitudes to attendance | Response to curriculum demands |
| Mean percentages | 85.2% | 81.4% | 57.5% | 87.4% | 87.9% | 76.3% | 74.3% | 77.9% | 57.7% |

| Overall percentiles | | | | | | | | | |
|---------------------|-----------------------|-------------------------------|--------------------------|---------------------------|-----------------------|--------------------|------------------------|-------------------------|--------------------------------|
| PASS Factor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Feelings about school | Perceived learning capability | Self-regard as a learner | Preparedness for learning | Attitudes to teachers | General work ethic | Confidence in learning | Attitudes to attendance | Response to curriculum demands |
| Percentile score | 78.5 | 77.2 | 33.6 | 77.1 | 85.2 | 60.1 | 81.6 | 78.7 | 29.2 |

Figure 3.3: Pass Survey Results for 2013-14

| PASS Factor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Mean percentages | 82.0% | 80.7% | 57.8% | 84.6% | 85.8% | 75.6% | 73.3% | 77.9% | 57.7% |

| Overall percentiles | | | | | | | | | |
|---------------------|-----------------------|-------------------------------|--------------------------|---------------------------|-----------------------|--------------------|------------------------|-------------------------|--------------------------------|
| PASS Factor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Feelings about school | Perceived learning capability | Self-regard as a learner | Preparedness for learning | Attitudes to teachers | General work ethic | Confidence in learning | Attitudes to attendance | Response to curriculum demands |
| Percentile score | 34.2 | 43.6 | 32.3 | 32.8 | 48.4 | 39.0 | 44.2 | 46.5 | 30.6 |

Key Priorities for Improvement during 2014-15

1. Developing the Role of the middle leaders as Behaviour/Pastoral Managers and Monitors.
2. Half Termly behaviour meetings with middle leaders to discuss student issues and strategies.
3. Termly feedback to staff on use of SIMS behaviour manager.
4. Updating SIMS behaviour manager to incorporate new school structure.
5. Update parents Survey to have some quantitative data
6. Behaviour focussed learning walks and feedback

SEF Area(s): Behaviour Management

Focus: Monitor

Academic Year: 2013-14

| Issue | Success Criteria | Longer Term Developments |
|--|---|--|
| <ul style="list-style-type: none"> Developing the Role of the middle leaders as Behaviour/Pastoral Managers and Monitors. Half Termly behaviour meetings with middle leaders to discuss student issues and strategies. | <ul style="list-style-type: none"> Half termly meetings Use of monitoring forms MTL to identify courses or Peer groups to join | <ul style="list-style-type: none"> Self Sufficient MLT behaviour Managers |
| Every Child Matters Aspects | | |
| <ul style="list-style-type: none"> | Achievement & Enjoyment: ☺ | Staying Safe: ☺ |
| | Contribution to the Community: ☺ | Being healthy: ☺ |
| | Economic Well Being: ☺ | |

| Activity | Tasks to be done | Responsibility/Ti mescale | Monitoring/ Evaluation |
|--|--|---------------------------------------|---|
| Meetings with MLT Monitoring Family leaders Attend a course or join a peer group | Half termly meetings to discuss student issues Half termly monitoring of communication use of credits and behaviour Identify or look for courses or groups | JH MLT Booked by Easter | Minutes Actions from meeting Reports to JH Attendance certificates |

SEF Area(s): Behaviour Management

Focus: Monitor

Academic Year: 2013-14

| Issue | Success Criteria | Longer Term Developments |
|--|--|---|
| <ul style="list-style-type: none"> Termly feedback to staff on use of SIMS behaviour manager. | <ul style="list-style-type: none"> Give termly feedback to staff on their use of Sims-Behaviour Manager Find an average for behaviour log compared to outcomes logged. Compare all staff to the averages on the feedback sheet. | <ul style="list-style-type: none"> Using Sims Behaviour Manager to monitor staff's use of behaviour policy |
| Every Child Matters Aspects | | |
| <ul style="list-style-type: none"> | Achievement & Enjoyment: ☺ | Staying Safe: ☺ |
| | Contribution to the Community: ☺ | Being healthy: ☺ |
| | Economic Well Being: ☺ | |

| Activity | Tasks to be done | Responsibility/Ti mescale | Monitoring/ Evaluation |
|-------------------------|---|--|--|
| Develop feedback system | <ul style="list-style-type: none"> Staff training First Feedback sheet to staff End of Autumn Term 2014 | <ul style="list-style-type: none"> JH | Report to Head teacher Jan 2015 April 2015 and Sept 2015 |

SEF Area(s): Behaviour Management

Focus: Monitor

Academic Year: 2013-14

| Issue | Success Criteria | Longer Term Developments |
|--|--|--|
| <ul style="list-style-type: none"> Update SIMS behaviour manager to incorporate new school structure. | <ul style="list-style-type: none"> Include all new classrooms and staff Update Behaviour descriptors | <ul style="list-style-type: none"> Reliable parent Survey results |
| Every Child Matters Aspects | | |
| <ul style="list-style-type: none"> | Achievement & Enjoyment: ☺ | Staying Safe: ☺ |
| | Contribution to the Community: ☺ | Being healthy: ☺ |
| | Economic Well Being: ☺ | |

| Activity | Tasks to be done | Responsibility/Ti mescale | Monitoring/ Evaluation |
|-------------|-------------------------|---------------------------|------------------------|
| Update Sims | Add New Rooms and Staff | | |

SEF Area(s): Behaviour Management

Focus: Monitor

Academic Year: 2013-14

| Issue | Success Criteria | Longer Term Developments |
|--|---|--|
| <ul style="list-style-type: none"> Update parents Survey to have some Quantitative data | <ul style="list-style-type: none"> Bring this survey in line with the Ofsted parent survey | <ul style="list-style-type: none"> Reliable parent Survey results |
| Every Child Matters Aspects | | |
| <ul style="list-style-type: none"> | Achievement & Enjoyment: ☺ | Staying Safe: ☺ |
| | Contribution to the Community: ☺ | Being healthy: ☺ |
| | Economic Well Being: ☺ | |

| Activity | Tasks to be done | Responsibility/Timescale | Monitoring/ Evaluation |
|--------------------|---|--------------------------|---|
| Develop New Survey | Governors to attend parent evenings to encourage filling in of the Survey and to have a conversation round suggestions. | JH and Governors | Suggestions were added and will be acted upon Mr Hugo will support the Governors. Ask the office to print them and put them in the parent evening box far in advance. |

SEF Area(s): Behaviour Management

Focus: Monitor

Academic Year: 2013-14

| Issue | Success Criteria | Longer Term Developments |
|---|--|--|
| <ul style="list-style-type: none"> Behaviour focussed learning walks and feedback. | <ul style="list-style-type: none"> Identifying good practice Identify areas for development Specific feedback for staff | <ul style="list-style-type: none"> Ensuring outstanding behaviour practice in school. |
| Every Child Matters Aspects | | |
| <ul style="list-style-type: none"> | Achievement & Enjoyment: ☺ | Staying Safe: ☺ |
| | Contribution to the Community: ☺ | Being healthy: ☺ |
| | Economic Well Being: ☺ | |

| Activity | Tasks to be done | Responsibility/Timescale | Monitoring/ Evaluation |
|-----------------|--|--------------------------|---|
| Learning Walks | Regular learning walks | JH | |
| Formal Feedback | Developing a formal way to feed back to staff. In general and specific | JH | Include information in Behaviour report |

