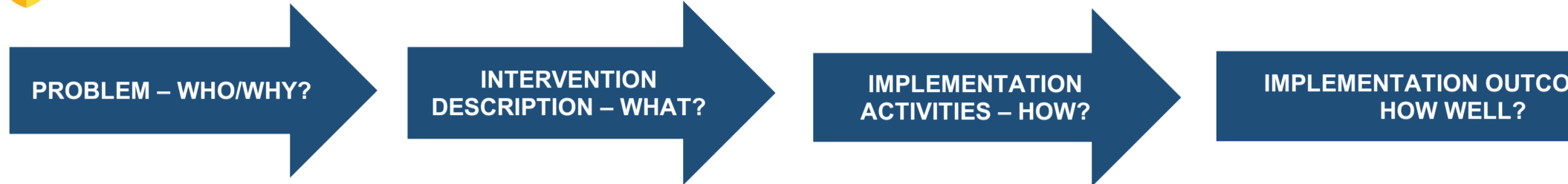




Rosslyn Park Primary School – Implementation Plan for Behaviour –



Who/What needs to Change? Why?	What are the active ingredients of the Intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of implementation activities are required?	How will you know that it is working?
<p>Leadership</p> <ul style="list-style-type: none"> Behaviour Audit Tool indicates areas for development in each of the following: leadership and management, Systems and social norms, Relationships, Staff induction and development, Pupil transition and development and Pupil support. <p>Pupils</p> <ul style="list-style-type: none"> High needs provision for those with behavioural issues works for some pupils and not others. High number of fixed term exclusions (38/19 pupils) for the academic year 2019/20. 2 Permanent exclusions. RPI used 76 times for 23 pupils. 78 E Safety Logs. 1690 behaviour logs in total for 2019/20 676 behaviour Logs for persistent disruptive behaviour 820 behaviour logs for in-class behaviour 	<p>Active Ingredient One <i>Effective Leadership:</i></p> <ul style="list-style-type: none"> Leaders set clear expectations and enable staff to follow a consistent behaviour policy. Leaders coach staff to respond appropriately where behaviour does not meet expectations. Leaders use Audit Tool to set clear areas for development. Leaders use Local Authority Audit on improving behaviour over lunchtimes to inform decision making over lunchtime period. <p>Active Ingredient Two <i>Supported Pupils:</i></p> <ul style="list-style-type: none"> Pupils are clear about expectations – they can articulate the Step system and Rosslyn Values. All staff <i>know</i> their pupils – they have the information (behaviour logs, attendance data, historical safeguarding concerns) about individual pupils. The SEMH team (Behaviour 	<p>Training <i>Leadership</i></p> <ul style="list-style-type: none"> Head and Deputy to use training/learning from <i>Tom Bennett's Behaviour Masterclass</i> to inform policy/vision. <i>Creating a Culture</i> shared at INSET and further meetings to re-establish basics and areas in need of development. <i>Rebooting Behaviour After Lockdown</i> used to re-establish routines and norms with all teaching staff. <i>DfE Checklist for School Leaders</i> used to support the re-engagement of pupils. <p>Teachers</p> <ul style="list-style-type: none"> Behaviour Policy and expectations included at INSET. Support for staff through SEMH team meetings for challenging pupils. Fully integrate new Steps system in class. Incidents of poor behaviour consistently recorded and sanctioned. 	<p>Short Term (by December 2020):</p> <p>Fidelity:</p> <ul style="list-style-type: none"> Pupils and staff demonstrate k understanding of Rosslyn Valu available / consequences. High needs pupils identified an tailored support. Incidents logged consistently. <p>Reach:</p> <ul style="list-style-type: none"> Pupils can articulate the Rosslyn All staff receive CPD and INSET behaviour policy. Most challenging pupils receive provision. <p>Acceptability:</p> <ul style="list-style-type: none"> Policy implementation demon acceptability by all stakeholde Reduction in number of fixed t when compared to December Reduction in number of pupils than 1 fixed term exclusion wh December 2019. Reduction in number of times compared to December 2019. Reduction in number of times needs pupils.



Rosslyn Park Primary School – Implementation Plan for Behaviour –

<ul style="list-style-type: none"> • 275 behaviour logs over lunchtime period <p>Staff</p> <ul style="list-style-type: none"> • Behaviour Logs / observations show that staff are sometimes inconsistent in their expectations, rewards and sanctions. <p>Policy</p> <ul style="list-style-type: none"> • Policy not always followed leading to some inconsistency. 	<p>Mentor, Health Mentor, Place2Be, ELSAs) are deployed effectively to provide tailored support.</p> <ul style="list-style-type: none"> • Routes2Inclusion will become embedded in the school ensuring individuals with a high-level of behaviour needs have tailored support. • Where the school cannot provide the support, we will rigorously pursue the intervention of outside organisations (social care, police, Behaviour Support Team) to support the pupil. • The school curriculum is fit for purpose. • Most pupils' needs are met through Quality First Teaching. • Pupils are rewarded appropriately for consistently meeting the Rosslyn values. <p>Active Ingredient Three Empowered Staff</p> <ul style="list-style-type: none"> • Staff are clear on the Behaviour Policy. They are confident colleagues, including senior leaders will respond to incidents of poor behaviour consistently. • SEMH meetings support staff by offering practical solutions to managing behaviour. • Staff will have increased input into meeting pupil provision through R2i... <p>Active Ingredient Four Relevant Policy</p> <ul style="list-style-type: none"> • The Behaviour Policy is clear and concise to all stakeholders. • Roles of different staff are clearly 	<p>Policy Implementation</p> <ul style="list-style-type: none"> • Deputy head to compile weekly behaviour log data and select 2 pupils each week that are causing concern. • Deputy head to compile monthly analysis of pupils that are causing concern / areas of school / times of school day. • Deputy head to meet monthly with middays to reaffirm routines / expectations. • SLT Meetings with Phase Leaders used to review high profile pupils causing concern and agree next steps on provision. 	<p>Medium Term (by April 2021):</p> <p>Fidelity:</p> <ul style="list-style-type: none"> • Sanctions and support are consistent • Correct support is being offered through tailored provision. • Data used effectively to adapt to identified pupils. <p>Reach:</p> <ul style="list-style-type: none"> • All staff. • All pupils assessed as high need for tailored support. • Proactive tailored intervention for pupils in danger of becoming high need. <p>Acceptability:</p> <ul style="list-style-type: none"> • Fewer pupils involved in serious incidents. • Fewer pupils involved in fixed term exclusions when compared to the same period last year. • Language of 'Expectations' used consistently with pupils in conversations around learning and attendance. <p>Long Term (September 2021):</p> <p>Fidelity:</p> <p>Staff experience high levels of support to implement policy consistently.</p> <p>Reach:</p> <p>All staff understand the role that they have passed to play within the Behaviour Policy.</p> <p>Acceptability:</p> <p>Positive feedback from staff survey Positive feedback from pupil survey Staff that require further support receive appropriate CPD.</p>
--	--	---	--



Rosslyn Park Primary School – Implementation Plan for Behaviour –

	<p>defined and understood.</p> <ul style="list-style-type: none">• E Safety policy is clear and concise and embedded as part of the curriculum.		
--	---	--	--