

## Securing good behaviour in schools – Goldington Academy

### Thursday 4<sup>th</sup> Feb 2021 (initial virtual discussion)

Priorities	Expectations	Good practice	Current strengths (including evidence of improved outcomes for children )	Areas to develop
<p><b>School ethos, vision, values, beliefs, principles</b></p>	<p><b>There is an identified senior member of staff responsible for behaviour.</b></p> <p><b>Leaders model the behaviour and social skills that they expect from pupils and staff.</b></p> <p><b>Staff understand the personal contribution they can make to the positive school ethos.</b></p> <p><b>Leaders are aware of inconsistencies, some reported by pupils, and take action to reduce instances of poor modeling</b></p> <p><b>Staff are encouraged to report any difficulties and generally seek support where appropriate.</b></p>	<p>All staff actively contribute to promoting positive behaviour, through modelling and consistent approaches.</p> <p>Senior and middle leaders maintain a high profile in classrooms and around the school, seeking feedback from staff, pupils, parents and the local community on the behaviour of learners in the school.</p> <p>Behaviour referrals are reducing due to effective behavior management across the school.</p> <p>Any individual member of staff struggling with behaviour is offered support and not deemed a 'failure'.</p>	<p>Will Atkinson (Assistant Head) is the school lead for Behaviour and Attendance, leading very much by example – being on duty, patrolling the corridors and chairing the weekly pastoral meetings, attended by the Heads of Year, SENDCO and the Student Support Hub (formerly LIC)</p> <p>Heads of Year carry out Behaviour for Learning walks around the school. The last annual school survey was completed in Oct. 2018 by students, parents and staff. Over 93% of the students stated that they knew the school rules.</p>	<p><b>Consider organising another Stakeholder survey to gauge current opinions</b></p>
<p><b>Pupil voice</b></p>	<p><b>The school has in place structures and systems to gather systematically pupils views</b></p> <p><b>The School Council can demonstrate that its views influence practice.</b></p>	<p>School leaders conduct interviews with a variety of students focused on :</p> <ul style="list-style-type: none"> <li>• attitudes to learning,</li> <li>• feeling safe,</li> <li>• behaviour support systems</li> </ul>	<p>The last annual survey was completed by all students in Oct 2018.</p> <p>School carries out pupil voice – heads of Year Half Termly + curriculum leaders termly. School council runs every half term.</p>	

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<p><b>Working with parents</b></p>	<p><b>The school has a behaviour policy in place which is communicated with parents.</b></p> <p><b>Parents views form part of an annual stakeholder survey</b></p> <p><b>Protocols are in place for responding to contact with parents.</b></p> <p><b>The school communicates regularly with parents via accepted reporting channels</b></p>	<p>A dedicated governor routinely reviews behaviour in and around the school taking account of the views of parents</p> <p>Expectations of pupil behaviour are clearly communicated to parents</p> <p>Parental questionnaires include a focus on</p> <ul style="list-style-type: none"> <li>• safety of students</li> <li>• bullying</li> <li>• the child's happiness</li> </ul> <p>The school systematically informs parents if their child's behaviour deteriorates.</p>	<p>Dedicated B&amp;A Governor (Martyn Hallett) visits the school each half term to meet with staff, shadow pupils and go through the B&amp;A reports with the Assistant Head.</p> <p>The Home School Agreement booklet clearly sets out the expectations including Rewards and Sanctions, and is signed by the student, parent and form tutor. All new pupils &amp; parents have to sign this document and records are kept in school.</p> <p>There is a Parent Forum meeting every half term with the Head, advertised through the school newsletter.</p> <p>Parents' forum is open to all parents and runs every half term and is attended by SLT. Been doing these remotely this term and these have been well attended.</p> <p>85% of respondents to the Oct '18 survey agreed that their child is taught well and is making good progress.</p> <p>If a child is issued with a yellow or red card, staff contact home to explain the incident that led to this sanction, and the resulting consequences.</p>	<p><b>Invite Martyn into school for the next Behaviour Audit review.</b></p>

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<p>Learners feel safe and adopt safe practices</p>	<p>Parents/Carers understand how to alert the school to potential incidents of bullying, including the collection of data.</p> <p>All staff and pupils are aware of anti-bullying procedures.</p> <p>Most pupils say that they feel safe in school and understand how to deal with bullying problems.</p>	<p>Annual anti-bullying training to include the different types of bullying including homophobic, gender and on-line aspects.</p> <p>All reported incidents of bullying are recorded, responded to and monitored regularly to avoid repetition</p>	<p>The school has 6 Anti-Bullying Ambassadors per year who monitor the school for incidents and report to staff. The school also has 6 Restorative Justice Ambassadors per year. All these students have had training from Will Atkinson and have badges to identify them.</p> <p>Anti-Bullying training for staff takes place annually, as part of the school's safeguarding training. In addition, weekly safeguarding updates are sent out, some of which are focused on anti-bullying.</p>	
<p>The behaviour of learners is monitored</p>	<p>The school records and tracks data for behaviour, low level disruption, attendance and punctuality</p> <p>The school analyses data by race, ethnicity, gender, disability and sexual orientation and uses this to inform further developments of its strategies.</p>	<p>There is a named person who analyses and reports on the data.</p> <p>The school use data effectively to identify strengths and priorities for improvement.</p> <p>Governors use data to evaluate the school's performance.</p> <p>Data is able to show that behaviour is mature and thoughtful and that it impacts positively on successful learning.</p>	<p>The Assistant Head regularly monitors the B&amp;A data and produces detailed half termly reports to Governors. In 2019-20 there were 2 PEx and 10 FTE (9 students) – up to March 2020. In the Autumn term 2020 there were no PEx and only 5 FTE (4 students).</p> <p>The school's overall attendance for 2020-21 so far is 96%</p> <p>Yellow and red cards reduced since Sept. 2020 on return to school. Informal behaviour training offered during Autumn term.</p>	<p><b>Early Help professional has changed this year and the EWO is also the EHP – is this to continue (IL to ask EH)</b></p>

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<p><b>Quality of teaching and learning within the school setting</b></p>	<p><b>The school has effective curriculum provision to meet the pastoral and support needs of learners.</b></p> <p><b>The curriculum offer is relevant to the needs of all learners.</b></p>	<p>Staff are skilled in developing the emotional health and well-being of learners to ensure that curriculum engagement is positive and that all learners achieve.</p> <p>SEND provision is shared with all staff in the school and these students needs are considered by all staff.</p>	<p>The school have recruited another cover supervisor this year to try and cut down on number of supply lessons</p> <p>The SENDCO has enrolled on a coaching programme organised by Borough and also has conducted the Borough audit of SEND provision. All staff have access to Pupil Passports and Learning Plans as well as individual Provision maps electronically. Lesson observations identify SEND students and monitor the use of specific strategies by subject staff.</p> <p>IRIS Connect is now used with whole staff for observations (peer coaching) and, particularly with NQTs.</p> <p>All staff have had in house behaviour training this year led by WA.</p>	
<p><b>Pastoral Support procedures</b></p>	<p><b>The school has an effective pastoral support system that meets the needs of all pupils so that they can achieve to their potential.</b></p> <p><b>Tutors use tutorial times as an opportunity to get to know</b></p>	<p>Vulnerable pupils are identified quickly and early intervention and support put in place.</p> <p>Alignment between academic and pastoral systems ensures that all staff know their pupils very well.</p>	<p>The Student Support Hub Manager and all Heads of Year have had training in the use of Restorative Approaches to conflict resolution.</p>	

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	<p>pupils and offer support where required.</p> <p><b>The school monitors the effectiveness of its pastoral system in close consultation with pupils.</b></p>	<p>Staff with specialist skills, e.g. in conflict resolution and mediation are used effectively.</p> <p>There are well-established buddy, peer mentoring and/or befriending schemes in place that are valued and show a positive impact on pupils.</p>	<p>The SSH Manager sets up a Restorative meeting between staff and students if a Red card is issued.</p> <p>Any student removed to the SSH for behaviour concerns are given interventions organized by the SSH manager.</p> <p>There is now a Dedicated Mental Health Lead, paid a TLR</p>	<p><b>WA aware of the need for succession planning in the SSH – something to consider for the future.</b></p>
Priorities	Expectations	Good practice	Current strengths (including evidence)	Areas to develop
Behaviour policy	<p><b>The policy is reviewed and agreed every year by all staff and included in the new staff induction programme.</b></p>	<p>A code of conduct is agreed between staff and pupils and its rationale understood.</p> <p>Staff recognise the importance of modelling behaviours consistent with the behaviour policy.</p> <p>Behaviour for learning is threaded throughout the teaching and learning policy within the school.</p> <p>Senior and middle leaders are actively involved in monitoring and assessing the promotion of positive behaviour.</p> <p>Pupils are secure in the view that they are treated consistently.</p>	<p>The Home-School Agreement details the School Values, and Responsibilities of Parents/ Carers, Pupils and the School.</p> <p>The school web-site has copies of the Anti-bullying and Attendance policies which were last reviewed in Dec/Oct. 2020. The Behaviour policy was ratified by governors on 24/09/20, and is on the school website.</p> <p>All staff are expected to make contact with the home if they issue a yellow or red card to a student, and Heads of Year are informed.</p> <p>A 'keep left' policy operates in corridors and on the stairs, which has helped alleviate problems in moving around.</p>	

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Priorities	Expectations	Good Practice	Current Strengths (including evidence)	Areas to develop
<b>Rewards and consequences</b>	<p>There is a clear and agreed policy (may be part of the Behaviour policy), designed to enhance motivation and engagement.</p> <p>This policy is communicated to all members of the school community and applied fairly and consistently.</p> <p>Data is collected to monitor the impact of rewards and consequences at school and student level</p>	<p>Rewards and consequences are not used explicitly for behaviour, but to support teaching and learning</p> <p>Rewards are used more than consequences and the students generally respond positively to rewards, and appropriately to consequences</p> <p>Robust systems are in place to analyse the impact of rewards and consequences, at individual pupil level, and by groups including SEN, gender and ethnicity.</p>	<p>Home-School Agreement contains the Rewards and Sanctions Ladders.</p> <p>Achievement points are awarded now and, thanks to the use of SIMS Class Monitor, these can be awarded immediately in class (21,000 so far since Sept. 2020). Postcards home are also sent although, this is not logged as a formal reward. The school also does 'shout outs' in assembly and, the most prestigious award for students is a Head teacher award.</p>	<p>Next stage is to make students aware of how many achievement points they have accumulated.</p>
<b>Safeguarding</b>	<p>The school has clear and consistently applied procedures for Safeguarding and Child Protection that are in line with guidance from the Local Safeguarding Board.</p> <p>There is a named Safeguarding Lead in the school who is known to staff and pupils.</p> <p>Staff are trained in safeguarding pupils' well-being.</p>	<p>Staff training for safeguarding pupils' well-being is updated annually.</p> <p>A nominated governor has responsibility for this area and provides updates on strengths and weaknesses which the school acts on.</p> <p>Safeguarding procedures are known by staff and pupils, who show a mature attitude to their responsibilities.</p>	<p>W Atkinson is the Designated Safeguarding Lead All school staff have received Level 2 in-house Safeguarding training delivered by Will A. New staff are trained by WA and existing staff have completed on-line training. Catch-up training has been on-going for student teachers, peripatetic music teachers and anybody absent when training occurred.</p> <p>A.Dickinson is the nominated Child Protection Governor and visits the school regularly</p>	



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			The school has invested in the CPOMS database and all staff have had training around the use of CPOMS	
<b>CPD</b>	<p><b>The school provides induction training for all newly appointed staff, including NQTs, with a rigorous focus on its behaviour policy.</b></p> <p><b>Where appropriate the programme is supplemented by external providers.</b></p> <p><b>Staff can request specific training and have some opportunity within school to discuss and learn about behaviour e.g Bedford Borough’s Programme for Specialist Leaders in Behaviour and Attendance (PSLBA)</b></p> <p><b>The school regularly audits staff training needs and recognises the need to evaluate the impact of CPD on practice and behaviour.</b></p>	<p>The school recognises a need to strengthen ongoing support for NQTs and less experienced staff.</p> <p>NQTs regularly observe model lessons and receive developmental feedback on their practice.</p> <p>All NQTs and newly appointed inexperienced staff are assigned a named mentor with particular expertise in managing behaviour</p> <p>The school supports temporary staff to ensure consistency of approaches to classroom procedures.</p> <p>The school monitors systematically the impact of CPD on practice and pupil behaviour and refines its approach accordingly.</p>	<p>Leanne Chapman leads the induction procedures for ITT, Craig Stratton leads on NQTs. He also has supported NQTs to attend Borough training courses and used Iris Connect.</p> <p>Will provides supply cover staff with details of the school’s expectations and procedures. The school also employs a cover supervisor to assist in covering staff absence.</p>	