

Wheeler Lane Primary School



School Improvement Plan 2016 – 2017

School Aims

Wheeler Lane Primary School is a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community.

We are a school that:

- Aims high
- Rises to the challenge
- Celebrates success

Our vision is to:

- Create a bright, happy and stimulating environment where everyone is encouraged to develop a love of learning, independence and creativity.
- Provide learning experiences that meet the needs of individuals and have high expectations for all.
- Foster positive attitudes and caring relationships, based on mutual respect.
- Celebrate the differences which make us all so diverse and which enrich our school.
- Equip our children with the necessary knowledge, skills and attitudes to achieve success, become lifelong learners and active citizens.
- Work in partnership with parents, carers and the community.

What the school does well

Ofsted grading of 'good' – April 2014

Outstanding grading for behaviour and safety

National standards exceeded at KS2 for Reading, Maths, SPaG and combined

Early Years standards in line with National average

Phonics standards in line with National average

Curriculum more embedded – teachers confident

Welcoming atmosphere – commented on by visitors

Majority of teaching is good or better – variety of teaching approaches

Positive responses from parents in questionnaires

Behaviour for learning

Celebration of a range of achievements

Range of experiences: visitors, trips, themed days, productions and clubs

New playground equipment

Learning Buddies

Links with other schools – CPTSA and STEP

What could be improved?

Maximising learning time – less 'carpet time'

Feedback to be more meaningful for the children

Increased sharing of good practice – peer observation, videoing

Use of working walls

Standards at KS1 in line with national

Consistent results across year groups – working towards 85% floor standard

Closing the gaps between different groups – FSM and boys

Workshops for parents to support them supporting their child

Develop reflective practice in teachers

Reading for Pleasure and Creative Writing

Assessment for the new curriculum

Develop use of the outdoors for learning

Further development of behaviour policy – consistent application by all staff

Rationale

The priorities in the School Improvement Plan reflect those needs identified in the consultation process which involved staff, parents, pupils and governors.

The School Improvement Plan has two basic concerns: outcomes and provision.

The areas for improvement are based on the four main areas from the new Ofsted framework and will be outcome focussed:

- ◆ Outcomes for pupils
- ◆ Teaching, Learning and Assessment
- ◆ Leadership and Management
- ◆ Personal Development, Behaviour and Welfare

Each priority will be published on a grid identifying provision (action/task), success criteria, timescale, responsibility, monitoring and evaluation and funding.

Each curriculum area leader will develop an action plan for their area.

Three Year Plan

	2016 – 2017	2017 – 2018	2018 – 2019
Outcomes for pupils	Standards and progress in all Key Stages Closing the gaps	Standards and progress in all Key Stages Closing the gaps	Standards and progress in all Key Stages Closing the gaps
Teaching, Learning and Assessment	Quality of teaching and learning – consistently high Frog assessment tool implemented Feedback policy Curriculum review Resourcing Sharing good practice	Quality of teaching and learning Assessment tools and methods - review Sharing good practice	Quality of teaching and learning Sharing good practice
Leadership and Management	Preparation for Ofsted Succession planning Embed systems New leadership structure Further development of governance	Succession planning – school and governors Review leadership structure	Succession planning – school and governors
Personal Development, Behaviour and Welfare	Continued focus on behaviour Review safeguarding practices Strategies for individual complex needs Training for staff – mental health and well-being	Continued focus on behaviour Review safeguarding practices	Continued focus on behaviour Review safeguarding practices

Long Term Projects for Financial Consideration

Air conditioning for classrooms upstairs

Further development of outdoor environment

Staffing – Support Staff, Language Assistant

ICT equipment – classroom based equipment

Priority 1: Standards

Target: The gap between children in receipt of pupil premium and those not, will reduce on the previous year.

Standards at the end of each Key Stage will be in line with or above National Average.

Standards for every Year Group will show an increase on the previous year.

All children will make a minimum of 1 year's progress with some making accelerated progress*.

Whole school attendance will increase to 97%.

**(1 year's progress is determined as moving from, for example, expected Y2 to expected Y3. Accelerated progress would be moving from, for example, working towards Y2 to expected Y3 or expected Y2 to greater depth Y3)*

Success Criteria	Action points	Date/ lead by	Fund	Monitoring	Evaluation and impact
Staff will use data to identify underachievement and close gaps between different groups	Pupil achievement of objectives will be recorded on Frog	Half termly – class teachers	Assessment	TB and Year Leaders	
	Class teachers will analyse data to identify gaps and put in place plans to address individual and group needs	Half termly – class teachers	Pupil Premium	Phase leaders ES and JR	
	Monitoring will focus on children identified as underachieving and the provision put in place to accelerate progress	Half termly – year leaders		SLT	
	CPD will be provided for staff where issues are identified from monitoring or data	Half termly – SMT	CPD	SP	
	Pupil Progress meetings will include a review of the previous meeting's proposed actions and individuals identified as underachieving	Termly – SLT	Cover	SP	
	Support staff will be deployed effectively – particularly during lesson introductions, to provide support or challenge for specific groups or individuals identified by the class teacher	Daily – class teachers	Staffing	Year and Phase Leaders – SLT	
All objectives of the curriculum for Maths and English will be planned for and taught	Year group curriculum planning days	Termly – TB	Cover	SP	
	Monitoring of English and Maths planning and books for coverage	Termly – SS/JC		SMT	
Children will apply Maths and English skills and knowledge across the curriculum	Opportunities will be planned in foundation subject lessons for children to apply skills and knowledge from Maths and English lessons	Termly – Phase and Year leaders		JC/SS	
	Activities in themed weeks will enable children to apply knowledge and skills	Termly – Phase and Year leaders	Themed Weeks	JC/SS	

Children will read widely and often	Daily Guided Reading sessions for Years 1 – 6 developing comprehension skills for a range of text types	Daily – class teachers		SS	
	Every class will be read to daily by the class teacher	Daily – class teachers	English	SS	
	Each class will visit the library and choose books to read for pleasure	Minimum fortnightly – class teachers	Library	SS/KB	
	Reading will be promoted through special events such as Roald Dahl Day, World Book Day, author visits, summer reading challenge	As required – SS/KB	English Library	TB	
	Programme of support for reluctant readers will be researched and implemented	Autumn – OW	English/PP	SLT	
Learning experiences will impact upon standards in English and Maths	Trips, visitors and other experiences will be planned and followed up in lessons	Termly – class teachers	Pupil premium	JR	
	Learning experiences will be targeted to meet specific curriculum or pupil needs	Termly – class teachers	Pupil premium	JR	
Children identified as SEND will receive appropriate interventions that enable them to make accelerated progress	All SEND children will receive their entitled support as determined by their level of SEND – timetabling	Daily – TAs/teachers		ES	
	Support staff will receive training and support in order to deliver quality interventions	Half termly – ES and MF	CPD	SMT	
	Staff delivering interventions will keep records of interventions delivered, progress made and attendance	Daily – TAs/teachers		ES/MF	
	Staff delivering interventions will track the progress of individuals to ensure interventions are effective	Half termly – TAs/teachers		ES/MF	
	Class teachers will mentor and coach TAs in delivering appropriate interventions	Half termly – TAs/teachers		ES/JR	
	Impact of interventions will be monitored to ensure they are effective for the child	Half termly – MF		ES	
	Interventions will be timetabled to ensure children with SEND have access to all areas of the curriculum	Half termly – Year and Phase leaders		ES/MF	

Children vulnerable for underachievement will be identified and supported to ensure they reach end of year expectations	Teacher focus on '4 th group' plus other identified children to ensure understanding of concepts and tasks	Daily – class teachers		Phase and Year Leaders	
	Monitoring of lower ability pupils so learning is matched to need and provides a level of challenge	Weekly – class teachers		Phase and Year Leaders	
	Post tutoring session daily for those identified as underachieving in that day's Maths or English lesson	Daily – class teachers/TAs		Year Leaders	
	Pre tutoring sessions for children during English and Maths introductions where appropriate	Daily – class teachers/TAs		SMT	
	Staff leading interventions will give feedback to the class teacher about children's progress and attainment in interventions	Daily – intervention staff and class teachers		Year leaders	
	Learning Buddies will support children with basic skills in English and Maths	As required – class teachers		OW	
The gap will close between those in receipt of pupil premium and those not	All class teachers will know who their pupil premium children are, what their individual needs are and put support in place to address them in class	Daily – class teachers		JR	
	Interventions for pupil premium children to meet specific individual needs	Weekly – class teachers/TAs	Pupil premium	JR/MF	
	Teachers and TAs target pupil premium children in lessons for additional support/feedback as required	Daily – class teachers/TAs		JR	
	Pupil premium children will be closely tracked on Frog to identify progress and success of interventions	Half termly - JR		SP and Govs	
	Out of hours activities to support learning including tuition, homework club, Easter revision and summer school will be targeted at children in receipt of pupil premium	Half termly - JR	Pupil premium	SP	
	Curriculum enrichment activities will be made available to children in receipt of pupil premium including after school clubs, educational visits	Half termly - JR	Pupil premium	SP	

	Achievement for All will be used to support and track specific children in receipt of pupil premium	Half termly - JR	Pupil Premium	SP	
	The spending of pupil premium funding will be monitored and tracked to ensure it has a positive impact on attainment	Half termly - JR	Pupil premium	SP and Govs	
	Post tutoring session daily for those identified as underachieving in that day's Maths or English lesson	Daily – class teachers/TAs		Year Leaders	
	Pre tutoring sessions for children during English and Maths introductions where appropriate	Daily – class teachers/TAs		SMT	
	Learning Buddies will support children with individual needs in English and Maths	As required – class teachers		OW	
Children identified as gifted will receive appropriate provision so that they are challenged in all lessons	Maths groups in Y6	Daily – Y6 staff	Pupil premium	MS/JC	
	Intervention staff will take a group of gifted children to work on English and Maths challenges	Weekly – intervention staff		ES	
	Class teachers will plan challenging activities for gifted pupils in their class in all Maths and English lessons	Daily – class teachers		JC/SS	
	Learning Buddies will support children with mastering and applying high level concepts	As required – class teachers		OW	
The standard of attendance will be increased to 97%	Big Community will work with identified families where attendance or punctuality is an issue	Half termly – PJ	Pupil premium	JR	
	Rewards and sanctions will be in place to support improving attendance	Termly	Attendance	JR	
	Data will be analysed to identify specific groups where attendance or punctuality is an issue and actions put in place to address needs	Half termly – PJ	Pupil premium	JR	
	The Learning Mentor will support individuals in school where attendance or punctuality is an issue	Weekly - DL		JR	
Staff absence will reduce from the previous year	Rewards for staff with 100% attendance for the year	Summer 2 – SP		GB	

	<p>Action will be taken with staff who reach one of the absence indicators set out in the Managing Attendance Procedure</p> <ul style="list-style-type: none">a) Two or more separate episodes of sickness absence within a termb) A continuous absence due to sickness lasting four continuous weeks or more; and/orc) Any other sickness absence trend which is giving cause for concern	Termly – SP		GB	
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Priority 2: Teaching, Learning and Assessment

Target: Teachers will plan and deliver high quality sequences of learning based on prior assessment, which enable children to achieved expected outcomes in each curriculum area.

Children will learn through high quality experiences inside and outside the classroom

Assessment procedures and processes will be clear and consistent across school enabling tracking of pupils and groups.

Success Criteria	Action points	Date and lead by	Fund	Monitoring	Evaluation and impact
High quality teaching which enables all children to make progress and be challenged will be consistent across school	Monitoring programme focussing on quality of teaching to include learning walks, book trawls, marking, working walls etc.	Half termly – SMT		SP	
	Staff will share good practice with others to support improving teaching through INSET, TA meetings and professional conversations	Half termly – all staff		OW	
	CPD/INSET will be focussed on issues identified through monitoring and phase meetings	Half termly – all staff	CPD	SMT	
	All staff will complete a learner visit and give feedback to their phase	One per year – all staff	CPD and cover	Phase and Year leaders	
	Quality of teaching will be measured through the triangulation of observation, work in books and data	Termly – SMT		SLT	
	Planning, observation and pupil books will show challenge for children at all ability levels	Termly – SMT		SLT	
	Support plans will be put in place for individual teachers with an identified need	Termly – SMT	CPD and cover	SLT	
	Peer observations will take place across year groups to improve practice for teachers and TAs – record of impact will be kept by individuals	Termly – Year Leaders	CPD and cover	SLT	
	Teachers will reflect on their own practice using video and peer observation	Termly – all teachers	CPD and cover	Phase and Year leaders – OW	
	Planning will be discussed and completed as a year group and adapted to meet the needs of each class	Weekly – class teachers	PPA cover	SMT	
	Planned lessons will be creative, fun and engaging with a focus on developing	Weekly – class teachers		SMT	

	independence and problem solving				
	Subject knowledge to deliver the curriculum will be improved through coaching, mentoring and personal research	Termly – all teachers	CPD and cover	SMT	
	Teachers will find out about children’s areas of interest and build them into planned learning sequences	Weekly – teachers		Year Leaders	
Quality resources will be available to support and enrich children’s learning experiences	Audit of resources and purchase of new resources as required (or a greater quantity of often used resources)	Autumn – subject leaders	Subject budgets	SMT	
	Children will be taught how to use and care for new resources	Termly – class teachers		Phase and Year Leaders	
	Co-ordinators will have a signing in and out system for resources to keep track of where they are and how regularly they are used	Autumn 1 – subject co-ordinators		TB	
	Staff will return resources tidily to the correct place once they are finished with	Half termly – all staff		Subject leaders	
	A range of resources will be used to scaffold and enrich learning including: books, artefacts, experiences and ICT based	Termly – class teachers	Subject budgets	Phase and Year Leaders	
	Resources to scaffold learning including examples of ‘what good looks like’ will be available on working walls and on tables during lessons	Daily – class teachers	Subject budgets	Year leaders	
	Children will be able to access a range of enrichment activities provided by school staff, parents and outside agencies	Skills audit of staff, parents and carers to identify potential enrichment activities	Autumn – TB		SLT
Out of Hours Learning Co-ordinator to be in place		Autumn		SLT	
Potential outside agencies to offer OOHL sessions will be researched		Autumn – OOHL co-ordinator		SLT	
List created of experiences that all children should have during their time at our school		Spring – TB		SLT	
A range of out of hours learning activities will be available at lunchtime and after school		Termly – OOHL co-ordinator		JR/TB	
Uptake and attendance for OOHL activities will be monitored		Termly – OOHL co-ordinator		JR/TB	

Subject specific vocabulary will be consistent across school	Subject leaders will produce a definitive list of terms and definitions to be used by all teachers	Autumn term – subject leaders		SMT	
	Topic specific vocabulary will be displayed on working walls	For each new unit of work – class teachers		Phase and year leaders	
	Vocabulary to be taught will be included on planning for each subject	Weekly – class teachers		Subject leaders	
Feedback – both verbal and written – will be meaningful and will enable children to progress in their learning by identifying what is done well, what needs to be improved and how improvements need to be made.	Updated feedback policy which sets out expectations for feedback in all subjects	Autumn 1 – TB/OW Training day Sept 16		SLT	
	Monitoring of marking and verbal feedback during observations, book trawls etc. with support provided where required	Half termly – SMT		SLT	
	Time will be planned into lessons for children to respond to feedback, complete gap tasks etc.	Daily – all staff		SMT	
	All children will receive verbal feedback during lessons to move their learning forwards	Daily – class teachers/TAs		Phase and Year Leaders	
	Children who are not achieving the objective will be identified in lessons and targeted for post tutoring in the afternoon	Daily – class teachers/TAs		Phase and Year Leaders	
Parents and carers will be given information that enables them to support their child's learning at home	Workshops and Inspire sessions for each year group	Termly – class teachers		JH	
	Guidelines will be produced for English and Maths for each year group of how to support children's learning	Autumn – JC/SS and year leaders		SLT	
	PCF to research homework and feedback to school – recommendations to be implemented as appropriate	Autumn – TB		SMT	
	Achievement for All structured conversations and follow up for identified children	Termly – class teachers	Pupil Premium	JR	
	Curriculum newsletters will be sent out with information about upcoming learning	Termly – year leaders		TB	

	Weekly updates to year group section of the website to share learning with parents and carers	Weekly – year leaders		TB	
Assessment procedures will be consistent across school and data used to inform planning	Frog assessment system will be implemented to record achievement of curriculum objectives	Autumn – class teachers	Assessment	TB	
	INSET on assessment processes and procedures	Autumn – TB		SP	
	A range of evidence will be used to decide judgements including work in books, observation in lessons, informal work done in jotters, intervention feedback	Autumn – class teachers		TB	
	Moderation with other schools in STEP group and with CPTSA	Termly – class teachers	Cover	TB	
	A portfolio of exemplified work will be created for each year group showing expected and greater depth examples of moderated work	Spring – JC/SS		TB	
	Year groups to discuss and moderate assessments to ensure consistency	Half termly (formal assessment) Weekly in PPA (day to day assessment) – class teachers		Phase and Year Leaders	
	Regular moderation meetings in school	Half termly – SMT		SLT	
	English and Maths planning adapted and annotated as a result of AfL	Daily – class teachers		SS/JC	
	Progress tests to be researched and purchased to confirm teacher assessment	Autumn – TB/SS/JC	Assessment	SMT	
Working Walls will be used to support and scaffold learning showing current methods, vocabulary, modelled examples, children’s ideas and the learning journey	Working walls will be changed to reflect the current unit of work for Maths and English	Each new unit of work – class teachers		Phase and Year Leaders	
	Working walls will be added to daily and referred to by children and staff – resources to scaffold learning, plus examples of previous work for children to build on	Daily		SMT	

Priority 3: Leadership and Management

Target: Leaders at all levels will have a positive impact on standards, progress, the quality of teaching and behaviour and relationships
Opportunities will be available for leaders at all levels to develop their skills
Pupil leaders will have a positive impact on outcomes for children in school

Success Criteria	Action points	Date and lead by	Fund	Monitoring	Evaluation and impact
Expectations, feedback and changes will be communicated clearly with staff	Staff files in place for all staff – updated on training day	Autumn – SLT		SP	
	Non-negotiables in place for each subject plus general expectations	Autumn – subject leaders		SMT	
	Phase meetings in place to ensure communication to and from SMT	Fortnightly – phase leaders		SMT	
	Designated senior leader for each phase so lines of communication are clear	Autumn – SLT		SP	
	Written feedback will be provided from monitoring and talked through	Termly – MMT/SMT		SLT	
	A range of communication tools will be used including email, meetings, briefings and INSET – whichever is most appropriate for the message	As required – all staff		SLT	
A new management structure will be in place to enable distributed leadership and succession planning	New meeting schedule involving shared activities across all levels of management	Autumn – SP		SLT	
	All managers will have dedicated time to carry out their responsibilities – part of PPA timetable	Half termly – TB	Cover	SMT	
	Managers will keep a management diary showing actions and impact on outcomes for children for their management time	Termly – all managers	Cover	SP	
	Roles of leaders at all levels will be clarified for staff so concerns can be addressed to the most appropriate person	Autumn – SLT		SP	
	Acting HT and DHT 2 days per week	Weekly – JR and TB	Staffing	SP	
Leaders will be able to communicate headline data for the school	Training for leaders on data linked to new systems of assessment	Autumn – TB		SMT	
UPS staff will have a positive impact on the quality of teaching through coaching	All staff on UPS will coach another member of staff on a specific area for improvement	Termly – UPS staff		PM team leaders	

All leaders will have a clear understanding of their responsibilities and will hold staff to account	Every leader will have a monitoring timetable focussing on standards, progress and the quality of teaching	Termly – SMT/MMT		SLT	
	Outcomes of monitoring will be shared with SMT and individual staff	Termly – SMT/MMT		SLT	
	CPD and support will be planned by leaders to address needs identified	Termly – SMT	CPD	SLT	
	Individual next steps from monitoring will be followed up by leaders to ensure they are put in place	Termly – SMT		SLT	
Senior leaders for each phase will be established and will ensure school policies and procedures are in place in their phase. Phases will work as cohesive teams	Designated senior leader for each phase: Early Years – ES; Key Stage 1 – JR; Lower Key Stage 2 – TB; Upper Key Stage 2 – OW	Autumn - SLT		SP	
	Regular phase meetings to share information and discuss policies/procedures	Fortnightly SMT		SLT	
	Senior leaders will monitor standards, quality of teaching, procedures and policy implementation in their phase and give support to staff where required	Half termly SMT		SLT	
	Senior leaders to feedback information from their phase to SMT	Weekly – SMT		SLT	
School Council will identify issues that are barriers to learning and take action to address them	There will be a weekly School Council and Class Council meeting to discuss concerns (on Collective Worship timetable)	Weekly – DL		JR	
	School Council will use the pupil questionnaires to identify areas to work on for their action plan	Autumn 1 – DL		JR	
	A system will be put in place for at least termly feedback to SMT and Governors	Autumn 1 – DL		JR	
	School Council lead an assembly to share successes and next steps	Termly – DL		JR	
	School Council will review their action and collect data to inform their new plan	Termly – DL		JR	
Children will act as leaders in key areas to support other children and staff	Playground leaders from Y6 will support a range of playground activities	Daily – DL		ES	
	Y6 playground leaders will train Y2 children to be playground leaders	Spring 1 – DL		ES	

	ICT monitors will support with maintaining and organising equipment	Autumn 1 – AK		TB	
	Library monitors will organise books and resources as required	Daily – KB		SS	
	Children in upper KS2 will act as peer tutors/ learning buddies for younger children	Daily – OW		ES	
	Learning buddy support videos created to aid children’s learning	Spring 17 – OW		SP	
	House captains and vice captains will be in place and will take on specific responsibilities around school acting as role models for other children	Autumn – ES		SMT	
	Children will be given opportunities to share talents through setting up their own clubs or leading one off activities e.g. during themed weeks	Termly – class teachers		Phase and Year Leaders	
Safeguarding policies and procedures will be consistently followed by all staff	Safeguarding training for all staff	Sept 16 – SP		SLT	
	New LSCB Safeguarding Policy adopted and used	Sept 16 – GB		SLT	
	Policy and procedures in staff file	Sept 16 – SP		SLT	
	Provision of key documents for all staff – Keeping Children Safe in Education	Sept 16 - SP		SLT	
	Procedures regularly monitored and updated as required	Half termly – SP		SLT	
	Safeguarding audit and action plan regularly updated and implemented	Termly – SP		SLT and Govs	
	External peer review of safeguarding practice through STEP group	Spring term – SP		SLT and Govs	
	Safeguarding report to Governors to be completed with Link Governor	Termly – JR and BZ		Govs	
	Electronic system for recording of incidents to be investigated	Autumn – SP	Safeguarding	Govs	
Governors are involved with school and support with improvement priorities	There will be a Governor Board in school so everyone knows who they are	Autumn 1 – SP		Govs	
	Governors’ Meetings will be arranged to fit with key times in the school year	Planning day – 20/9/16 – SP		Govs	
	Governor Week – Governors will be invited to attend lessons, collective worship etc. and give feedback to GB	Autumn 1 – EA		SP	

	Governors will produce a strategic plan for their activities for the year linked to the SIP	Autumn – Govs		SP	
	Governors will be invited to INSET, themed weeks and special events	Half termly – SP		SP	
	The teacher Governor will give feedback to staff from GB meetings and other GB activities	Termly - KB		JR	
	Governors will receive training as required (audit of skills and interests)	Termly – EA	Governor Training	SP	
	Governors will be linked to specific areas and will meet with their link person twice a year giving feedback to GB	Autumn – EA		SP	
	Governors will make links with Governing Bodies in the STEP group in order to develop their knowledge and skills	Autumn - Govs		SP	

Priority 4: Personal Development, Behaviour and Welfare

Target: Maintain and reinforce high standards of behaviour to ensure children's safety, welfare and person development

The school environment will meet the needs of its users supporting and celebrating learning and positive behaviour

The school environment will promote active learning for all children

Success Criteria	Action points	Date and lead by	Fund	Monitoring	Evaluation and impact
All staff will praise good behaviour and challenge disruptive behaviour with all children in all settings	Updated Behaviour Policy will be shared with staff and monitored	Autumn – ES		SP	
	Rewards and sanctions will be applied consistently by all staff in line with the behaviour policy	Daily – all staff	Behaviour	ES	
	Staff will be positive role models for behaviour	Daily – all staff		SLT	
	Senior staff will support staff where there are behaviour concerns	As required – SMT		ES	
	All staff will implement the Behaviour Policy for all children in all situations including trips, assemblies, clubs etc.	Daily – all staff		SMT	
	All classrooms will have a prominent Behaviour Board with rewards, sanctions, rules, behaviour log and HT award records	Autumn – updated weekly – class teachers		ES	
	BeCo will follow up any children who regularly appear on the Behaviour Logs and put support in place	Weekly – ES		JR	
	Parents will be regularly informed about positive and negative behaviour of individuals	Daily – class teachers		ES	
Children will recognise when their behaviour is not appropriate and take action to put it right	PSHE sessions and circle time will include planned activities to support improving behaviour	Weekly – class teachers	PSHE	ES	
	Staff will take time to talk to the children about their behaviour and the consequences	As required – all staff		ES	
	Short-term mentoring for children who need additional support	As required – DL		ES	
Children will show respect and tolerance for other children and staff and their thoughts, ideas and beliefs	Staff will lead by example in the way that they speak to each other, parents and the children	Daily – all staff		Phase and Year Leaders	

	PSHE and RE lessons will enable children to understand the beliefs and customs of other people	Weekly – class teachers		EB/KH	
	British values and SMSC will be promoted across the curriculum, in extra-curricular activity and through assemblies	Daily – all staff		JR/KH	
	Unicef Rights Respecting Schools programme to be implemented	Autumn - KH	RRSA	JR	
Children will be able to access support when they have concerns	Pupil post box – promoted in assemblies and PSHE lessons	As required – DL		ES	
	Staff will make time to talk to children to talk about worries or concerns	As required – all staff		ES	
	Teachers will teach children how to report a problem or issue – processes	Termly – class teachers		ES	
	Well-being themed week to promote ways of managing worries and problems	Autumn 2 – TB/EB/KH	Themed Weeks	SLT	
Interventions will be put in place to address pupil well-being when it is a concern	Interventions will match the child’s needs and could include: circle time, mentoring, PSHE sessions, self-management, relaxation, peer ‘well-being’ buddy	Half termly – JR	Pupil premium	SLT	
	Monitoring of interventions to ensure impact – to be changed where impact is not seen	Half termly – JR		SLT	
Individual complex needs relating to behaviour will be identified and supported leading to improvements	Individual behaviour plans – reviewed regularly	Weekly – ES		JR	
	Additional services will be brought in for advice or support for individual needs	As required – ES	Behaviour	JR	
	Regular meetings with parents or carers to review progress and provision	Weekly (as required) – class teachers/ES		JR	
Lunchtime behaviour procedures will be in line with the rest of the school	New Behaviour Policy – training for LTS with regular monitoring	Autumn 1 – ES		JR	
	Training and support for Lunchtime supervisors	As required – DL and ES	CPD	JR	
	New rota for lunchtime supervisors with key areas to be monitored and expectations of roles	Autumn – ES		SLT	

	Rules for the dinner hall to be produced by School Council and displayed in the dinner hall	Autumn – DL		JR	
	Lunchtime supervisors will reinforce dinner hall rules using appropriate rewards and sanctions	Daily – LTS		SLT	
	Rules for outdoor play will be agreed by the School Council and revisited regularly	Autumn – DL		JR	
	Lunchtime supervisors will reinforce playground rules using appropriate rewards and sanctions	Daily – LTS		SLT	
Pupil and parent perceptions of bullying will improve	Promote ourselves as an ‘Anti-Bullying School’ via lessons, assemblies, circle time etc.	Daily – all staff		ES	
	Regular reminders that we are a ‘telling school’	Half termly – all staff		Phase and Year Leaders	
	Deal with reported incidents of bullying as a matter of urgency (at the very least, on the same day) – refer to phase leader/BeCo for support as necessary	As required – all staff		ES	
	All reported incidences of bullying will be recorded along with actions taken to address the issue and outcomes for the children involved	As required – all staff		ES	
	Appropriate feedback on outcomes of reported incidents will be given to parents, children and staff	As required – SLT		ES	
	Records of bullying will be monitored, followed up and reported to governors	Half termly – ES		SP and Govs	
	Parent and carer anti-bullying policy meeting	Autumn 16 - KH	Cover	ES	
Staff morale will improve	Support for staff linked to morale and wellbeing – well-being week, employee assistance help line, designated SLT for each phase	As required – SLT	CPD	SP and Govs	
	Good practice will be acknowledged and shared	Half termly – Year Leaders		SMT	
	Individuals to request meetings with SLT to discuss specific concerns, worries, career	As required – all staff		SLT	

	progression – support put in place as required				
The school environment will be safe and children will feel safe	Staff will be role models for tidiness in classrooms, group rooms, shared spaces and corridors	Daily – all staff		Phase and Year Leaders	
	Children will be trained how to put equipment away tidily and safely at the end of each lesson	Half termly – class teachers		Phase and Year Leaders	
	Regular assemblies to remind children of expectations for lining up, moving round school etc.	Half termly – Phase Leaders (may be ad hoc if a specific concern arises)		SMT	
	Staff will report safety concerns and/or equipment malfunctions to the appropriate person who will make a record of and act upon the concern	As required – all staff		SMT	
	Regular lessons on e-safety, anti-bullying, keeping safe etc.	Termly – class teachers		SMT	
The school environment will promote active learning	Opportunities for learning outside will be regularly planned in all year groups	Termly – class teachers		Year leaders	
	Classroom space will be used flexibly to suit different learning activities e.g. furniture re/moved, different groupings, corridor space utilised	As required – class teachers		Year leaders	
	Children will have the opportunity to organise their working space to suit their needs and tasks	As required – class teachers		Year leaders	
	A range of resources will be available and accessible for the children to choose from to support their learning needs	Daily – class teachers		Year leaders	