Behaviour Hub Action Plan

Overarching objectives (RAG rate and date termly, using RAG ratings IN table below)

	Term 1	Term 2	Term 3
Diagnosing issues	• Complete B Hub Audit Tool • Complete Surveys	• Complete reflection forms	• Complete reflection Forms
Developing new approach	• Redraft Behaviour Policy. (involve all stakeholders) • Staff Meetings / INSET	• Staff Meeting time to follow up. • Termly Link Behaviour Governor Visits	• Executive Headteacher Report to Governors – Behaviour analysis (By vulnerable Groups0
Effective CPD	• Link Governor Behaviour visits • Complete all Behaviour Hub Webinars	• Plan recipricaol visits to Holly Primary School for Middle leaders – behaviour Hub	• End of Year Governor Review to feed into School Self Evaluation

Launching new approach	• Attend x2 Behaviour Hub Open Days • Annual Questionnaire	Focus , especially X7 ECT Teachers Behaviour Focus • Pupil Voice within learning walks and Behaviour Deep Dive	• Behaviour Hub Virtual Modules and Webinars • Behaviour Hub Open Days • 360 Review (Executive Headteacher Report to Governing Body.)
Monitoring and evaluation	• Staff monitor and record frequencies of Behaviour policy	• Staff Meetings • Live and Non-live monitoring timetable	• Monitoring timetable reviewed • Woods Ofsted validation (April 2024-Oct 2024)

1. Leadership and management

Target	Actions to be taken	By whom and how it will be monitored	By when	Resources needed	Success criteria	RAG *Colour-code and*
To diagnose needs in relation to behaviour and review the school	a) Complete audit – diagnose needs	Headteacher – focus on lunchtimes.	Autumn 1& 2	Google forms Timetable time for pupil surveys	**Designated leaders have clearly assigned responsibilities for**	Survey sent to staff for competition 12.10.23

1. Leadership and management

culture around behaviour	Use staff survey and analyse outcomes Run pupil voice and analyse outcomes Run parent voice and analyse outcomes			INSET time for staff survey	**behaviour and attendance.** There is clarity around strategic priorities for a consistent culture around behaviour. Leadership is clear about the school's strengths and areas for development. Attendance is reviewed regularly by leaders.	New attendance tracking sheet to be shared with SDC
	Observations of lunchtimes	SLT /PE Leader /MDSA's	Autumn 1 & 2	Time	Are there enough opportunities for Girls to engage in sports? Do we need to zone specific areas?	
To empower and support all staff to take responsibility for behaviour	Whole-staff training on Behaviour expectations across school from Nursey into Y6. Increased capacity within staffing structure for Behaviour support.	Headteacher / lead group of staff Monitored by learning walks Visual impact of behaviour	Summer 1	INSET Continued investment in support staff Timetabling	**Leaders empower staff to take responsibility for behaviour.** Learning walks show consistency of approach	

1. Leadership and management

Ie,trained ELSA's in post. Staff training planned to focus on the below to support provision for Behaviour using the mantra of 'A rising tide lifts all boats'. • Interception Training • Take 5 Training • Forest School Training (Level 2 & 3) • Making sense of Autism • Every teacher is a teacher of SEND Shared understanding of Behaviour Policy and redesigned school rules	evidenced through day to day teaching and learning cycle. Clear links to opportunities to 'Teach' behaviour through individual subject progression maps.		ELSA support room resourced and accessed according to SEND provision maps. Clear link to the use of our sensory room in place. Subject progression maps published on school website. Shared with parent group as part of our Whole School Curriculum parent events (Nov 2023)	Designated space complete and used by children/staff across school

1. Leadership and management

To identify appropriate evaluation approach/method to measure impact	Stakeholder voice (pupil, parent, staff) Review systems on recording and responding to behaviour Observations capturing use and implementation of behaviour approach SEND / Behaviour case studies	SLT Monitored by governors - link behaviour Governor / PHSCE	End of each term	SLT meeting time Governor monitoring visits	**Leaders have an accurate view of behaviour culture which is informed by a robust data set.** OFSTED recognises behaviour is strong (inspection due April 2024) Pupil voice – behaviour of other pupils in my lessons/school is good - sustains 95% or better Staff voice – increased percentage since initial questionnaire % of low level disruption reported has decreased in lessons	
To review and publish school behaviour policy	Rewrite policy to reflect shift in behaviour approach	SLT Governors – minute, trained and approved	Autumn 1 & 2	Governor meeting time Link Governor visits – check	Behaviour policy agreed by governors and published on school website	

1. Leadership and management

				against protected characteristics	Behaviour policy clearly understood by all stakeholders	
	Share policy with governors – governors attend training. Behaviour policy and school rules published and highly visible across school. School rules published by school council in child friendly language.	Working party of Staff School Council		Staff Meeting School Council		

2. Systems and social norms

Target	Actions to be taken	By whom and how it will be monitored	By when	Resources needed	Success criteria	RAG
1. Establish Clear Expectations	Conduct regular reviews of	Collaboration with staff, students, and	Summer Term	SLT Time	Consistent understanding and	

	behaviour expectations and update them as needed. Regularly review lunchtimes	parents/guardians to develop clear behaviour expectations Lunchtime behaviour incidents log Establish Y6 Sports Ambassadors		PTA – Playground marking project Purchase KS2 playtime & lunchtime storage shed	adherence to behaviour expectations by all members of the school community.
2. Implement a Positive Behaviour Support System	Monitor behaviour incidents and interventions to assess their effectiveness.	SLT Governors	Summer Term 1	Development of a tiered system of support, including universal strategies and targeted interventions	Reduction in behaviour incidents and increased engagement in positive behaviours.
3. Foster a Positive School Culture	Assess the school culture through surveys or feedback forms.	SLT Subject Leaders Stakeholders	Summer Term 2	Implementation of school-wide activities, such as assemblies, celebrations, and awareness campaigns	Increased sense of belonging, empathy, and respect among students and staff.

3. Relationships

Target	Actions to be taken	By whom and how it will be monitored	By when	Resources needed	Success criteria	RAG
1. Promote Positive Relationships -. -	Collect feedback from MDSA's, children and staff Develop a Relationships policy across the school. Train Sports leaders to support KS1/KS2 playground	Implementation of team-building activities, buddy systems, and community-building events.	Spring 1 – A Mac Staff meetings	Time	Improved relationships, increased communication, and a supportive school community. Lunchtime provision increased and children increasingly accessing. Playground markings installed to enable children to access and regulate own emotions	

| 2. Implement Restorative Practices   -.   - | Monitor the use of restorative practices in resolving conflicts and repairing relationships | Training for staff on restorative practices and resources for implementing them. | Spring 1 | Staff Meetings | Enhanced conflict resolution skills, increased empathy, and strengthened relationships within the school community. | |

4. Staff induction and development

Target	Actions to be taken	By whom and how it will be monitored	By when	Resources needed	Success criteria	RAG
1. Provide Comprehensive Staff Induction	Conduct surveys or feedback sessions with new staff members to assess the effectiveness of the induction program. Development of an induction	Staff induction process ECT Progress Staff Appraisal systems & Year timeline	SLT Appraisal cycle	Time CPD Staff meeting allocation	Smooth transition and effective assimilation of new staff members into the school community.	

program, mentorship resources, and materials for staff training.					

5. Pupil transition and development

Target	Actions to be taken	By whom and how it will be monitored	By when	Resources needed	Success criteria	RAG
1. Smooth Transition Processes	Train Sports Leaders Redevelop Playtime and lunchtime rotas(create & agree). Implement zones and purpose of play training.	SLT – Lunchtime and playtime rotas Use Grade A sports team to a Thursday/Friday to lead specific sports Allocate First Aid person and timetable where physically positioned	Summer Term 2 Autumn Term 1 New Nursery Intakes (x3 per Year) December 2023	Time KS2 Shed KS2 Playground markings	Increased participation in playtime and lunchtime games for girls and boys. Decrease in incidents at these times. Sports leades understand their	

		(possible high vis jacket).			role and successfully deliver it.	
		Share expectations with parents.				
		Model pupil behaviour through developing a 'Behaviour Curriculum'.				
2. Collaborate with Partner Schools	Evaluate the effectiveness of communication and collaboration with feeder schools.	Communication channels, information sharing platforms, and resources for orientation and support during transitions.	Summer Term 2 Autumn Term 1 New Nursery Intakes (x3 per Year)	Staff meeting time Leadership time	Effective collaboration, successful transitions, and continuity of support for incoming students.	

6. Pupil support

Target	Actions to be taken	By whom and how it will be monitored	By when	Resources needed	Success criteria	RAG
1. Social-Emotional Learning (SEL) Curriculum	Assess student progress in social-emotional skills through observations and assessments. Subject leadership tasks	Development and implementation of an SEL curriculum, resources for teachers, and assessment tools by PHSCE leader	Half termly	Updates PHSCE scheme with clear rationale for taught behaviours highlighted	Improved social-emotional skills, increased self-awareness, and responsible decision-making among students	
2. Individualised Support	Monitor the progress of students receiving individualised support through regular assessments and communicate tion.	Resources for identifying and supporting students with additional needs,	Autumn 1 Spring 1 Summer 1	ELSA support timetable	collaboration with parents/guardians and support staff. Improved behaviour, academic progress, and overall well-being for students receiving individualised support	

Additional Training Modules and School Open days to attend.

- OPEN DAY - ALSTON PRIMARY SCHOOL - AUTUMN 23

- ESSENTIALS: LEADERSHIP AND MANAGEMENT

- October 2 @ 1:00 pm - 3:00 pm

- ESSENTIALS: CREATING SYSTEMS AND SOCIAL NORMS

- ESSENTIALS: CONSEQUENCES INCLUDING SANCTIONS AND REWARDS

- Essentials: SEND

- Hub Networking Event - Autumn 23 - Cluster 9 Hosted by Hardingstone Academy

- Attendance and Punctuality

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