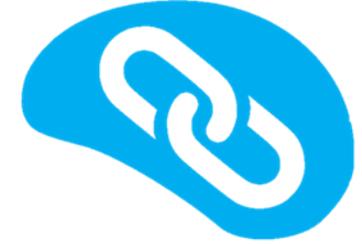




CONFIDENT

Pastoral Inset September 2022



**ALTERNATIVE
PERSPECTIVES**



AGILE

Mrs K Fox



COLLABORATIVE



EMPATHETIC



**CONCERNED FOR
SOCIETY**



ENQUIRING



Ofsted – Behaviour and Attitudes

- Have a **calm and orderly environment** in the school and the classroom
- Set **clear routines and expectations across all aspects of school life**
- Have a **strong focus on attendance and punctuality** so that disruption is minimised
- Have clear and effective behaviour and attendance policies with **clearly defined consequences that are applied consistently and fairly by all staff.**
- Develop pupils' **motivation and positive attitudes to learning**, as these are important predictors of attainment. **Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education**
- Foster a **positive and respectful school culture** in which staff know and care about **pupils**
- Create an environment in which **pupils feel safe**, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur



How will we know we're succeeding?

Area	2018-19	2021-22	2022-23 Target
Attendance	94.1%	91.3%	95%
PA	19.2%	24.57%	18%
Behaviour – Suspensions	190	80	40
Behaviour – Perm Ex.	5	3	1
Behaviour – Pos:Negs	6:1	6:1	8:1
Internal isolations	1053	341	200



Attendance – Why?

- At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4.
- The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%). – from the dfe working together to improve attendance in schools page 7 point 11.



Attendance – Current picture

- Attendance (91.7%) for 2022 was low but above National average 87.8% (FFT Aspire)
- 234 students (26.8%) last academic year had less than 90%. National PA – 35% (FFT Aspire)
- Students must be here in classrooms on time to learn.
- Learning time missed cannot be replaced

Year 11	58
Year 10	45
Year 9	51
Year 8	42
Year 7	37

95%	0.7
50-80%	-1.6



Attendance

- We need to ensure attendance has a high priority – Wise Up
 - Tutor time
 - Assemblies
 - General conversations
 - Targeted group work (Wise up) which will start next week by your AYLS, please support them and ensure students attend.
 - Speak to local business to support reporting non-attendance
 - Increase EWO time (20 hours per week).



Attendance

What else can you do?

- Welcome students back to class (5 minutes before your lesson)
- Be mindful they have been absent so may need a little extra attention to get them going
- Be positive and praise them so they want to come to school
- Be kind and show you care – feeling LOVED so they want to come to school
- Interesting lessons – give them a reason to want to come to your lesson.
- Spot patterns and trends and inform your Year team.

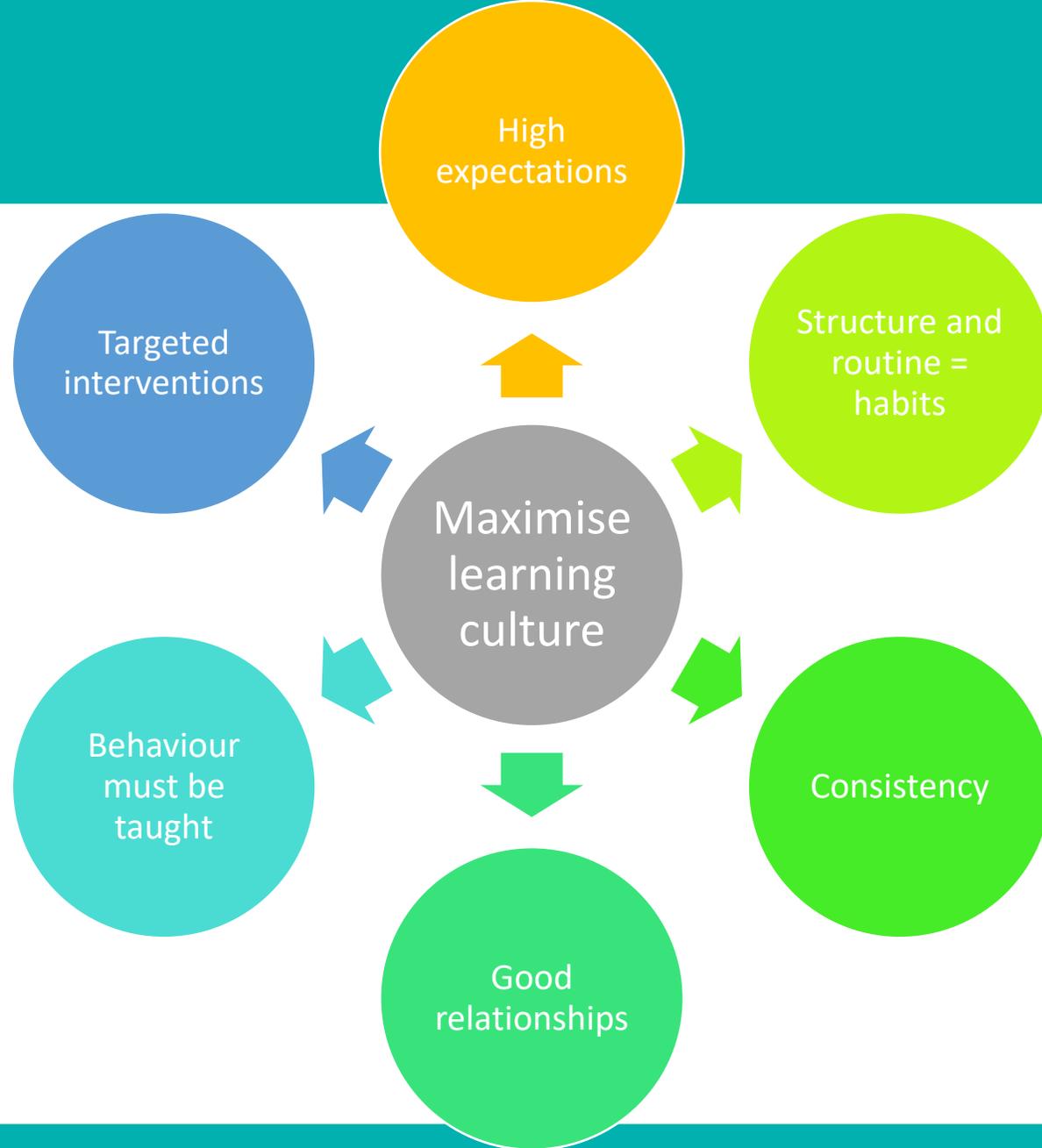


Behaviour



‘The best school proactively teach behaviours as well as reactively consistently to poor behaviour’

Tom Bennett



Tom Bennett (EEF)



Behaviour Themes

Independent Study
(Homework) (5.5k)

Punctuality
(4.8k)

Disrupting lessons
(2.78k)

Truancy (1.21k)

Fighting/Assault
(110/257)

Verbal and
threatening
behaviour (34/160)

All of these type of events have significantly decreased in comparison to previous years.



Good relationships – The heart

- Built on trust
- Student's need to know you CARE ABOUT THEM! Some come to school to learn, some come to school to be LOVED!
- Know student's names
- Learn something about them personally
- Talk to them in the corridor at break and lunch.
- Have lunch with them in the canteen, play table tennis
- Notices the small things and saying they look nice/smart – have they changed their hair style???



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Behaviour is a curriculum to be taught.

We are the experts!

Teach, practice, feedback, reteach!



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Disrupting Learning - De-escalation

- Remember your own and the students window of tolerance and a behaviour incident arises.
- Catch students at the early stages of falling of task – expected 5 and the use of non-verbal cues
- Uses phrases such as: How can I help..... I understand.....Can we try...
- Tell them **what you want them to do** rather than not to do: e.g. ‘Please sit down’ rather than ‘Stop arguing’
- Give time to follow instructions/choices (2 choices max), walk away and give them time
- If they choose not to follow instructions, follow up with the consequences.



POSITIVE BEHAVIOUR STRATEGIES

Turn those devils into disciples!

WARMLY DOOR	 USE NAMES	FOCUS ON POSITIVE BEHAVIOUR	DEMONSTRATE DEMONSTRATE	AVOID BEING CONFRONTATIONAL <i>"Is everything alright there?" "Can I help you with that?"</i>	MAKE THE ORDINARY OUTRAGEOUS
NO ANSWER TO A QUESTION? REPEAT SLOWLY OR IN A DIFFERENT WAY	LOOK BEYOND THE BEHAVIOUR LOOK BEYOND THE BEHAVIOUR	PUPILS NEED PRAISE PUPILS NEED PRAISE	 DEVELOP NON-VERBAL SKILLS	MAINTAIN A ROUTINE <i>Be! Left hand up to get attention</i>	ACKNOWLEDGE LATECOMERS BUT DON'T LET IT DISRUPT THE FLOW OF THE LESSON
USE POSITIVE TERMINOLOGY WELL DONE TEAM!	IDENTIFY THE PROBLEM <i>Let Disengaging Success connect!</i>	CONNECT WITH PUPILS <i>TRY TO REPRODUCE THEIR CURRENT BEHAVIOUR</i>	HAVE HIGH EXPECTATIONS <i>TO GET THE BEST YOU MUST TRY TO GET BETTER THAN YOUR BEST EVER!</i>	 USE HONOUR A LITTLE BOWING GOES A LONG WAY!	REMEMBER TO SMILE! NO ONE LIKES A LEMON LIP!
PLAN SEATING STRATEGICALLY BREAK UP THE CLIQUES	BRIBES! CHEAPER THAN THERAPY!	 TIME MANAGEMENT: ARRIVE BEFORE THEY SEE!	HOOK UP THE PHONE A POSITIVE CALL HOME CAN MAKE A REAL DIFFERENCE	KEEP LOW-LEVEL DISRUPTION LOW-LEVEL DON'T GO OFF THE DEEP END!	BOYS LOVE COMPETITIONS!
PIP & RIP PIP & RIP	MAINTAIN EYE CONTACT AND AVOID TURNING YOUR BACK ON A DISRUPTIVE GROUP	STAY COOL THEY WIN WHEN YOU LOSE IT!	STEAL OBSERVE YOUR COLLEAGUES	BE A SHARK! STAY QUIETLY ON THE MOVE DURING TASKS	PROVIDE BEHAVIOUR CHOICES

GOOD BEHAVIOUR MANAGEMENT TAKES PRACTICE!
TRY OUT A COUPLE OF NEW STRATEGIES EACH MONTH AND NEVER BE AFRAID TO ASK FOR HELP!



Punctuality

- 5 minutes after the start of a lesson is late, if moving between lessons e.g. 2 and 3
- Students are required to be on time after a break/lunch. There is no excuse as a warning whistle is given
- 10 minutes into a lesson – students must be reported as truanting – on teams.
- Staff need to put an L in the register if students are late or truanting.



Punctuality - Updates



- If student arrive to lesson after 8:30am they will receive a detention at lunch time.
- If we have seen a student on the gate they will have a stamp in there planner. If they do not have a stamp, **issue a late sticker** and remind them they have detention at lunch time.
- Students will receive a S3 detention if they are late to 2 or more lessons. **This includes being late at the gate.**



Fighting/Assault/ Verbal Abuse

- Reducing conflict through restorative practice.
- High visible presence of staff at break, lunch and movement times
- Reporting conflict quickly – teams/ G4S - holding events so it can be prevented
- Targeted work – for example: emotional regulation (impower) and conflict workshop (CPH), girls on board (CPH/AYLs)
- Anti-bullying ambassadors/MVP leadership team project to support peer restorative conversations.



ALTERNATIVE
PERSPECTIVES



Independent Study

- Tutors – check that students have devices to use at home.
- Ensure tasks are set on G4S so parents can see this as they do not have access to teams.
- Ensure all students and parents have logged on G4S.
- Encourage students to attend independent study clubs after school/subject support after school session.
- Encourage students to revise for the quick 5 even if there is not formal task set. Monitor revision has been done.
- Follow up with consequences and support if there are barriers



Behaviour pathway - updates

- Stage 2 – now completed with tutors, apart from Wednesday when you there is an early finish. You will be required to deliver students to the year team detention room.
- Stage 3 – on the third occasion, if a student has been placed in detention by the same member of staff, the CL will be informed and it is an expectation that a formal restorative conversation takes place/identify any barriers to learning. The year team can help organise and facilitate this.
- Phone calls – these are no longer required at Stage 2 but are still required at Stage 3 preferably within 24 hours of the incident. Parental engagement is key.
- Continue to praise – reward at least one good news card per class per week, log on G4S as Star student and update star boards.



Summary.....on our journey



- Embed the culture of PRIDE, HPL RP – this should be able to be seen, and felt when visitors enter the building.
- Build on consistency, challenge each other as staff to ensure we are fair.
- Educate students on verbal abuse, sexual violence, harassment and bullying/discriminatory terms and behaviours so this does not take place = zero tolerance
- Develop student leaders – HPL team, Anti bullying/MVP, Sixth form team, school council. Ensure they take an active role in developing the school





- If you are **not a tutor** please make sure that you have read the following power points, all staff need to reinforce the rules to ensure consistency:
- Standards and Expectations
- Movement and logistics
- Behaviour pathway
- Attendance and punctuality
- These can be found in the virtual staffroom-tutor-files-2022-2023 form time – first week documents.

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Proactive

Reactive

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level



OFSTED – Good



- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.



OSFSTED – Outstanding



- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.
- In addition, the following apply:
- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.