



Behaviour Review Siddal Primary School 5 January 2022

A formal review was conducted into behaviour systems and routines at Siddal Primary School. The review included the Director of School Improvement and Director of Primary Phase, in conjunction with school leaders. The review involved meeting senior leaders on the vision and leadership of behaviour, observation of routines across the school day, observations of lessons and discussions with groups of students.

The review findings have been split into 6 areas;

Leadership

Leaders have worked on introducing the behaviour elements of the School Improvement Plan. This has included re-establishing routines post Covid, revisiting the behaviour system with staff and students and continuing to develop the schools Mirror Values.

Leaders have carried out CPD with staff to support this work. Behaviour has improved and the number of pupils receiving the different levels of the behaviour system have reduced. Leaders have reaffirmed routines and the majority of students follow these well. Leaders are ensuring Mirror values continue to be a part of the taught curriculum as well as the ethos and culture of the school.

Leaders raised that there are a small minority of students who display and contribute to the significant majority of high tariff behaviours, and they remain a cause for concern. The general behaviour system and approaches to deal with and support these children is not always effective or detailed enough to prevent, mitigate or react to these high-level behaviours.

Leadership Recommendations

Leaders discuss and refine the whole school systems and routines around behaviour management and amend the SIP as appropriate.


Leaders ensure that teaching staff understand the link between well planned, engaging lessons and behaviour for learning and the school's quality assurance programme provides feedback on this.

Leaders continue to design a CPD programme that supports all staff understanding around behaviour for learning and behaviour management techniques.

Leaders prioritise developing the application of the behaviour system and support strategies around high tariff behaviour and pupils that frequently display high tariff behaviour. Also, that although infrequent, leaders have planned for and understand the thresholds, process and system of dealing with repeated high tariff behaviour.

Behaviour System

The behaviour system is clear and for the vast majority of students is fit for purpose and creates an orderly and calm school environment. Both staff and students are aware of the behaviour system and generally understand its principles. However, there are still inconsistencies in use across teachers and there is variance in the interpretation and application of some of the different levels of the behaviour system. Pupils talked about teachers allowing them to talk their way down from a C1



or C2, or that some pupils are given different sanctions for the same behaviours. There was evidence that some high tariff behaviours such as a pupil punching another only led to a minor sanction.

Recommendations Behaviour System

Continue to provide CPD on the behaviour system that supports staff understanding around consistent application of each level.

Develop a CPD programme of behaviour toolkit methods that will be appropriate to use at each level of the system to increase the depth of understanding of behaviour management techniques.

Ensure this CPD is planned at appropriate times of the year to support and reinforce the importance of behaviour management.

High Tariff Behaviour

No high tariff behaviour was witnessed on the visit. However, following discussing high tariff behaviour with leaders and meeting pupils it was clear that the behaviour system and bespoke approaches to meet the needs of those students is not robust. Each identified student has a behavioural support plan and works with the school's behaviour support worker Mr Middleton. However, these strategies can be exploited by the students as they see them as a potential reward rather than a deterrent or a way to support and challenge a change in behaviour. Pupils view Mr Middleton as an 'uncle' and have a strong bond with him.

Recommendations High Tariff Behaviour


Check and ensure that all staff are familiar with the behaviour support plans for students who frequently display high tariff behaviour and staff have received behaviour management training to deal with this behaviour.

Ensure that the whole school behaviour system is applied robustly for these students and that there are appropriate strategies put in place that has a strong balance between not just restorative or reflection, but also on appropriate sanctions that reflect the severity of the behaviour.

The school's behaviour support worker has a more formal relationship with the pupils and the support work carried out with pupils again has a strong balance between proactive prevention, reflection and restoration and sanction and that this relationship does not appear too 'familiar'.

Ensure that the behaviour system at C2 level and above is applied robustly and consistently depending on the severity of the incident. A pupil stated he had 'punched someone in the face' and only received a C3 punishment (a 10-15-minute loss of a breaktime).

Where students need internal isolation the system for isolation is planned, clear, robust and ensures that the provision continues learning, but also acts as a strong sanction and deterrent for future behaviour.



There is a clear rationale that when repeated high tariff behaviour is displayed appropriate sanctions are put in place and leaders consider how pupils move through the behaviour system.

Teaching and Learning

During learning walks, where strong teaching was taking place behaviour for learning was purposeful, calm and orderly. Pupils were clear about the expectations of them and a clear learning culture was in place that supports strong behaviour management. Where teaching was not as strong

and there was a lack of instruction, pace, challenge of engaging activity there were more instances of low-level behaviours or a lack of routines leading to a loss of learning time.

Pupils interviewed were also clear that some lessons were 'boring' or the teacher 'talked too much' they were more likely to misbehave. They preferred lessons where they were more active and participate in the lessons. Generally, pupils felt they had good relationships with teaching staff and the staff would address behaviour.

Recommendations Teaching and Learning

Through the schools CPD plan, a range of approaches to behaviour for learning are discussed and implemented by staff. Teachers understand and develop strategies around the importance of pace, challenge and planning for a wide variety of teaching and learning styles that allows pupils to be more engaged in their learning.

Subject planning is improved that gives teachers a wider variety of teaching activities that allow pupils to be more active and engaged in lessons.

The school's approach to quality assurance and lesson observation periodically focuses on behaviour for learning and this is discussed and minuted at senior leadership level.

Where teaching is not yet securely good, teaching staff have specific support regarding behaviour management and behaviour for learning techniques.

School Routines

On the whole routines around the school are in place and being followed. Pupils are following the routines and staff supervision is appropriate. There are, however, instances where some routines could be sharpened further to prevent potential opportunities for inappropriate behaviour to take place or support staff to further maintain a calm and purposeful environment.

School Routines Recommendations

Ensure routines around lunchtime and the transitions of pupils from lessons or the playground to the dining hall are improved and expectations around these transitions are high regarding student conduct and supervision. Routine in the dining hall for the year 5 /6 pupils need establishing to support behaviour management.

Reflect on the routine for the high tariff pupils at lunchtimes. Preventative strategies need to be built into their support plans to avoid behaviours escalating.



Support staff receive frequent CPD around these routines and teaching staff understand their expectations to support transitions at the beginning and end of break and lunch e.g. meet and greet, lining up.

Routines and expectations around water bottles and bags are clear when lessons are starting as some students were not ready to learn at the start of lessons due to taking drinks or getting equipment.

Ensure the schools behaviour support worker can more proactively support key times of the school day to ensure high tariff pupils' transition appropriately and are in a positive mindset and ready to learn.

Rewards

The school is proud of its approach to Dojo rewards. Pupils talk very favourably around the rewards they receive and understand how they can earn them and what they can use the Dojo points to receive.

Rewards Recommendations

Continue to promote the use of dojos for the vast amount of pupils.

Reflect and have a professional discussion and clear rationale in relation to the additional rewards for the high tariff pupils.