Subject/Area: Behaviour /Wellbeing

Main SIP priorities

Priority Three: To ensure behaviour is good across and around school

- To embed the behaviour policy – developing respect behaviours through consistently applying behaviour and anti bullying policies
- To develop high quality well-being support which supports the most vulnerable and improves behaviour across school.
- To develop and embed a PSHE/Well-being curriculum that improves attitudes and behaviours for learning.

Why?

The social and emotional development of our children is below expectations.
The knowledge of the wider world is limited in some of our pupils.
The attendance of some of pupils is below expected levels.

Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.
Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.

Key Actions

Creation of a wellbeing team to support the most vulnerable in school
Introduction of daily wellbeing groups that focus on the development of SEMH skills
Introduction of 'non negotiables' for 'high profile children' e.g. meet and greet, visual timetables, use of safe place
Introduction of key workers for 'high profile children' and bespoke behaviour plans
Introduction of outside agents to develop SEMH skills e.g. JW, mentoring coach, dance therapist, community support workers
Introduction of daily mindfulness sessions and daily meet and greet
Development of values led PSHE curriculum
Introduction of 'Values' day to raise the profile of the Pear Tree Promise Values
Baselining all children in school against a 'wellbeing compass'
Bespoke training for staff to meet the needs of the children e.g. Lego therapy, input during INSET days
Evaluation of lunchtime provision
Staff meeting delivered by wellbeing team

Impact

Reduction of lunchtime incidences
Reduction of 'red slip' incidences
Reduction in exclusions this term
Reduction in class incidences/low level behaviour incidences
Greater consistency across school:

- Daily meet and greet present across school
- Weekly PSHE sessions taking place in each class
- Regular Pear Tree Promise Time sessions taking place across school

Pupils able to articulate whole school 'values' theme e.g. perseverance during lessons (evidenced in recent 'CP' review)
Greater consistency with the targeted support for SEMH (evidenced in learning walks):

- Wellbeing groups (afternoon support) taking place consistently
- Renewed framework of guidelines for 'wellbeing group' sessions
- References to positive behaviours for learning from Challenge Partners
- Successful audit of current wellbeing provision from Derby Health Service

Next steps

Development of a whole school ‘wellbeing journal’
Ongoing development of provision for ‘high profile children’
Development of ‘wellbeing spaces’
Monitoring and evaluation of wellbeing groups
Develop the theme of – Healthy Inside and out - Mental Health Week May 13th
Continue to build community links
Assessment using ‘wellbeing compass’
Use data to inform planning