

Improving behaviour in a 'Special Measures' category school

Tattershall Primary School was placed in Special Measures in Dec 2010, with behaviour being a major area of concern.

It needs to be stressed from the outset that the progress made in just the first 6mths since that Ofsted inspection was the cumulative result of fantastic partnership working between the interim head, staff, parents, pupils and colleagues from the School Improvement Service.

A key strand of the School Improvement Plan was to increase consistency of approach in relation to behaviour management. Within this there were several components directly related to the Cycle of Development (CoD) and Behaviour Wall:

- Whole School CPD – staff were introduced to the CoD model and considered its practical applications within the classroom, in the playground etc
- Reviewing the School Ethos and Mission Statement by looking at the affirmations – and within this, engaging the School Council in identifying their priorities.

School Council

Pupil voice, via the School Council, was explored using the affirmations that form part of the CoD. Pupils identified which positive messages they felt were the most important to help pupils learn, teachers teach and everyone to feel safe and respected. They chose the following:

- We are glad you are here.
- We are glad you are you, you can be yourself and we will still care for you.
- You can feel all of your feelings.
- You can know what you know – and learn more.
- You can explore and experiment and will support you.
- It's OK for you to be angry – and we will keep you and others safe.
- You can learn the rules that help you live with others.

Whole Staff CPD

Having already carried out a thorough review of the school's existing behaviour management systems, the material from the CoD enabled staff to develop a shared understanding as to some of the reasons why pupils behave inappropriately. They quickly made links between the main behaviours they have to manage and pupils' social and emotional development. This prompted a more empathic response towards some of the more challenging youngsters. They also looked at which of the affirmations the school council had prioritised – and were struck by how what the pupils felt to be most important were incredibly similar to the ones they had chosen.

From the work done by staff, pupils and also a group of parents/carers, key themes were extrapolated to support the rewriting of the School Vision and Ethos: These stressed the importance of

- Creating a strong sense of belonging and also a strong sense of valuing individuals
- Living out the idea that learning is a journey and that all pupils are on their own individual journey, with different strengths and areas they require support with
- Supporting children's, staff's and parent's emotional wellbeing as a central component of the school's work.

Next Steps

Individual staff have already begun to look at how the behaviour wall can be used to profile individual pupils who engage in particularly disruptive behaviour. Existing behaviour IEPs are to be replaced with Individual Behaviour Development Plans using the Behaviour Wall.