

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
2.1 Develop strategies for managing pupils with challenging behaviour	CD/DC	<ol style="list-style-type: none"> 1. Agree and introduce new stepped approach to managing children with challenging behaviour 2. Review and adapt how behaviour is monitored across both schools 3. Review new stepped system once established to ensure it works effectively 4. Review and update behaviour policy 5. Write parent leaflets explaining the schools' approach to behaviour 	<ul style="list-style-type: none"> - Unacceptable behaviour is dealt with consistently and in a progressive way - Incidents of unacceptable behaviour decrease - Staff are clear about who to go to for support with behaviour - Parents feel well informed about how behaviour is managed - School behaviour records are rigorous and useful 	<p>Termly behaviour report</p> <p>Feedback from staff in OA and phase meetings</p> <p>Feedback from parents</p> <p>Report to governors</p>	<p>At Queen Edith, the stepped approach has been successful at both KS1 and KS2. The KS1 phase leader finds it useful to monitor children at the different stages, and it allows the teacher on duty at lunchtime to be informed about these children. In KS2 teachers have found the weekly sharing of the stages useful for monitoring behaviour, but also for spotting patterns of behaviour. It is felt that the 'step up' approach helps conversations with children and adults, for both class teachers, phase leaders and senior staff, as there is greater consistency and transparency.</p> <p>At Queen Emma, the stepped approach has not been formally introduced due to the smaller context and having fewer children (except those with statements) with challenging behaviour. However, this approach will be introduced gradually over the next year in line with the Queen Edith approach.</p>
2.2 Introduce peer mediation to develop restorative approaches	HB/CA	<ol style="list-style-type: none"> 1. Introduce staff and pupils to Peer Mediation 2. Select & train pupils at Queen Edith 3. Implement Peer Mentoring at Queen Edith. Use trained QEI pupil to model the approach at QEII 4. Select and train pupils at Queen Emma, working alongside pupils from Queen Edith 	<ul style="list-style-type: none"> - Peer mediators are able to assist other children in resolving conflicts through a structured process - Pupils have a stronger understanding of the effects of their behaviour and ways to put things right 	<p>CA, HB, DC and CD to monitor impact on playtime behaviour.</p> <p>Feedback from pupils and staff</p>	<p>Pupils have volunteered to be peer mediators and are being trained by HB/CA. Year 5 pupils will continue to be developed next academic year and this practice will be introduced to QE2. This is still in the early stages of development and we aim to dedicate more time to pupil training to ensure that Peer Mediation is successful and embedded in both schools.</p>



Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
2.3 Promote pupils' self-belief and their development of 'growth mindsets'	CMP/CD /DC	1. Performance Management objective to promote whole school approach 2. Staff meeting to share latest thinking and research 3. Staff trial and evaluate a range of suggested approaches 4. Regular reviews in OA meetings to collect evidence of successful practices. 5. Assemblies used to promote whole school values and attitudes 5. Evaluations shared with governors 6. Successful approaches shared with learning mentors and TAs 7. Ideas shared with parents in a newsletter at the end of the year.	- In class children respond positively to the variety of age appropriate approaches - Pupil premium children are assessed to have developed a greater sense of power and resilience. - Staff value the approach and it becomes embedded in their daily practice.	Termly collections of successful approaches Feedback from performance management objectives Feedback from observations Feedback form governors Feedback from parents	The Growth Mindset training day in January and Governing Body Training in February was well received. Each teacher introduced a range of different mindset initiatives and together with their teacher partner/phase evaluated progress. Views were collated from all staff and are attached as an appendix to the report. The over-riding opinion was that the approaches could, when embedded have a very positive impact on teaching and learning and children's attitudes. Feedback was distilled into a range of growth mindset approaches that we hope will have a very positive impact when adopted throughout the school. (See Growth Mindset objectives for 2015/16).