

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
2.1 Embed our new reward system throughout the schools to promote good behaviour.	CD/DC	<p>Agree and introduce new reward system across KS1 and KS2 (stars, house-points and whole class rewards).</p> <p>Review the success of the reward system, and adapt as necessary.</p> <p>Update the website so that parents know about the new system.</p>	<p>Positive behaviour is rewarded consistently across the schools.</p> <p>Classes feel a sense of being a team and work together for a joint reward.</p>	<p>Staff meeting time – feedback in OA.</p> <p>Senior management meeting time</p> <p>Feedback from parents</p> <p>Feedback from children</p>	
2.2 Develop children's understanding of 'growth mindsets' through highlighting & celebrating positive learning behaviour	CD/DC	<p>Introduce weekly 'great learning' certificates around 4 key learning behaviours.</p> <p>Teachers create class displays to celebrate the learning behaviours and children who achieve them.</p> <p>Update the website so that parents know about the learning behaviours.</p> <p>Review the success of the learning certificates.</p> <p>Share examples of how talk of learning behaviours can be woven into lessons.</p> <p>Explore strategies for helping children see the link between learning behaviours and 'growing their brain'.</p>	<p>Children have a deeper understanding of growth mindsets and what makes a good learner.</p> <p>Parents begin to engage with the growth mindset work.</p>	<p>Staff meeting time – feedback in OA</p> <p>Senior management meeting time</p> <p>Feedback from parents</p> <p>Feedback from children</p>	



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2.3 Continue to develop peer mediation and promote restorative approaches	CA/HB	<p>Provide refresher training to the Y6 pupils who were selected and trained in the summer term.</p> <p>Peer mediators to introduce themselves and their role in an assembly.</p> <p>Implement Peer mediation at Queen Edith. Use trained QEI pupil to model the approach at QEII.</p> <p>Select and train pupils at Queen Emma, working alongside pupils from Queen Edith.</p> <p>HB/CA to deliver further restorative approaches training to support staff.</p> <p>New staff to receive information as part of their induction.</p>	<p>Peer mediators are able to assist other children in resolving conflicts through a structured process.</p> <p>Pupils have a stronger understanding of the effects of their behaviour and ways to put things right.</p> <p>All staff are clear about how they can use manage behaviour using restorative approaches.</p>	<p>CA, HB, DC and CD to monitor impact on playtime behaviour.</p> <p>Feedback from pupils and staff.</p>	