Queens' Federation

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
B1 Continue to develop understanding of 'growth mindsets' by celebrating positive learning behaviour	CS/DC	1. Continue to embed 4 key learning behaviours in classroom practice, through awarding weekly certificates, classroom displays and discussion 2. Share 'growth mindset' practice with new staff and TAs to ensure consistency 3. Share 'growth mindset' practice across year groups 4. Teachers develop classroom routines and discussion around differentiation and choosing levels of challenge to encourage children to adopt a 'growth mindset'	- Most effective use is being made of 4 learning behaviours across the school - All staff, including TAs, feel well informed about the reasons behind the learning behaviours - Children can talk articulately about how they choose challenges, stretch themselves and actively seek out the next challenge	- Share good practice through 'growth mindsets' workshop - Pupil interviews to gauge children's ability to talk about challenging themselves - Lesson observations and learning walks, including talking to pupils about their challenges	
B2 Ensure consistent approaches to managing challenging behaviour across the school	CS/DC	1. Review, agree and regularly revisit behaviour expectations with all phase teams, including appropriate staged use of sanctions and parental involvement 2. Introduce electronic database across both schools for recording and tracking behaviour incidents 3. Analyse behaviour data for classes and vulnerable individuals to ensure appropriate staged support is put in place to address any concerns 4. Liaise with new specialist TAs to target support for identified individuals 4. Produce regular reports for the Governing Body to help them monitor standards of behaviour across the federation	- Approaches to managing behaviour are consistent across the school - Most pupils continue to behave well and vulnerable individuals are quickly and effectively supported to improve and sustain their behaviour - Pupil questionnaire shows most pupils feel behaviour incidents are well dealt with and that children behave well - Governors are well-informed and can ask challenging questions about behaviour across the federation	- Half-termly review of behaviour logging by senior leaders - Regular review of behaviour of vulnerable individuals in ECM meetings - Half termly reporting for Governing Body	

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B3 Promote positive playtime behaviour through staff training, new equipment and provision	HB/CC/ DC/CS	1. Purchase new playground equipment 2. Use Sports Premium to fund additional lunchtime games activities 3. Support sports coach to target lunchtime provision to ensure it is well used and well targeted at individuals who may benefit from more structured playtimes 4. Provide training for midday supervisors and monitor the impact of this on playground provision 5. Use specialist TAs to run a 'chill out' club for identified individuals who may be finding lunchtime playtimes difficult	- Children are well engaged by a range of activities at playtimes and lunchtimes - Most children's playground behaviour is good - Identified individuals are quickly and effectively targeted to address behaviour concerns and help them enjoy happier playtimes	- Regular playground observations by senior leaders, recorded on monitoring log - Regular updates to Governing Body	
B4 Continue to develop peer mediation and promote restorative approaches	HB/CC JN/SK	1. For CC/HB to support JN/SK in their new roles as Peer Mediator Leads to further develop the Peer Mediator role at Queen Edith and establish the programme at Queen Emma. 2. JN/SK to attend PSHE Service Training on Peer Mediation and Conflict Resolution. 3. JN/SK to train Peer Mediators with support from HB/CC. 4. Ensure new staff are aware of the restorative approaches and how this is being developed in the schools.	- To reduce the number of children reported on behaviour logs. - Peer mediators are able to assist other children in resolving conflicts. - Pupils have a stronger understanding of their behaviour and ways to put things right. - All staff are clear about how to use restorative approaches to manage behaviour.	- Deputy Head Teachers to monitor impact on playtime behaviour. - Analysis of Pupil Questionnaire and Behaviour logs.	

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B5 Develop children's and parents' understanding of online safety	AR/EW	1. Arrange parent 'online safety' session with follow-up children's session for Y4-5 2. Review KS1&2 curriculum planning for teaching 2017-2018 (Y5/6 2016-2017), ensuring good progression in online safety 3. Audit teacher confidence 4. Lead teacher workshop on online safety and produce vocabulary sheet for use in Computing lessons 5. Introduce logging of incidents of online safety e.g. misuse of social media 5. Review/update e-safety policy	- Good attendance at parent e-safety session - Parents and children show greater awareness of the hazards the Internet can present - Online safety is well integrated into school life and children talk confidently about it - Teachers feel confident teaching online safety as part of Computing and in logging/responding to incidents	- Teacher audit: autumn and summer - Feedback from teachers attending computing workshop - Examples of children's work, drop ins to lessons and discussions with focus groups of pupils	