



Governor Monitoring Visit to Discuss the School's Overall Behaviour Strategy

Preface

I would like to thank Jon for his openness and confidence in the discussion we had and continue to be impressed with his and the whole school team's focus to maintain the highest level of positive behaviour in school to support the children's learning experience despite all the challenges that they all have and continue to face.



Monitoring Visit

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| Name and role of governor(s) | Jeremy Thorne – Behaviour link Governor |
| Name and role of staff member(s) | Jon Bacon (Headteacher) |
| Date and time of visit | 20 January 2022 at 13.00 |
| Type of Visit | Teams meeting |
| Purpose of visit | To discuss the school’s overall behavior strategy and review attendance |
| Relevant school objective or priority if relevant | “To improve pupil’s behavior and attitudes towards their learning and work.” |
| Objective(s) for the visit | Inform governors about the behavior strategies in place at Shelton Junior School |
| Document, Data and Policies referenced as part of this visit | <ul style="list-style-type: none"> • School Improvement Plan (SIP) 2020/21 • School Policies – Governors Written Behaviour Principles, Positive Behaviour Policy, Attendance Policy, Anti-bullying and Harassment Policy, School Exclusion Policy, Remote Learning Policy (now retired), Positive Handling Policy (added to this review 2022) • CPOMS (Child Protection Online Management System) incident report • Attendance and Lateness Records • Ofsted School Inspection Handbook - Behaviour and Attitudes section (Page 52 – 57) • DfE advice on Sexual violence and sexual harassment between children in schools |
| Summary of visit activities | Teams meeting with HT |
| Key questions to explore | <p>Agreed agenda areas for the meeting</p> <ul style="list-style-type: none"> • Action review / closure from the previous meeting. • SIP review. • Policy review. See Appendix 1 • Data/evidence review& questions. • AOB. <p><u>Actions from the previous meeting</u></p> <ul style="list-style-type: none"> - Need to review the Anti-bullying, and School Exclusion Policies when tabled in 2021. – Action complete. - Await notification of proposed visit plan for Behaviour Link Governor from Jon. – Action suspended due to restrictions on school visits during January to August 2021. Subject of a question below. |

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| | <p><u>Key Questions identified ahead of the meeting</u></p> <ul style="list-style-type: none"> - Q1. Review of the SIP and the impact on the SEF. - Ans. Issues in the 2021-22 SEF refer to improving the children’s resilience, embedding their effective learning behaviour and improving lunchtime behaviour. The 2021-22 SIP still under ‘Focused Priority 4’ has changed the focus slightly to ‘Embedding a culture of excellent behaviour’ building on last year’s ‘improving pupils’ behaviour and attitude towards their learning’. See section ‘What is the school doing within this area of focus’. - Q2. How, from the review of the available data, would the school characterize how behaviour has changed over the past 12 months and what interpretation does the school put on the more recent data from the start of this year? - Ans. The most recent challenges facing behaviour in school mainly appear to be outside the structured learning environment of the classroom and centre around socialization and friendship issues. In broad terms Years 3 & 4 are struggling with social skills involved in organising and taking part in face-to-face games. The main reason for this is the prolonged absence of this kind of interaction due to COVID restrictions. In Years 5 & 6 issues are more around friendships and how face-to-face contact has affected these interactions. Despite these issues behaviour is still generally good. - Q3. How has the Forest Garden and other improved facilities (playground table tennis tables & improved security of the field) been used to further improve the children’s’ behaviour? - Ans. These facilities are helping both teachers and children resolve the issues highlighted in Q2 by offering different venues and structure to the children’s play and more recently, due to the easing of restrictions, the opportunity to choose which activities they would like to be involved in. - Q4. Have there been any changes / adaptations made to the Shelton Superpowers as a result of the experience over the last 12 months to further improvement the children’s’ behaviour. - Ans. There has been no need to make any adjustments to the Shelton Superpowers as the children’s behaviour within the learning environment of the classroom has generally been very good. |
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| | <ul style="list-style-type: none"> - Q4. During the Full Governing Body Meeting on the 25 November 2021 a question was asked about apparent differences in the presentation of data in the Safeguarding and Head Teacher reports which possibly highlighted slight differences in how some issues are being recorded on CPOMS. Has this been investigated and what, if anything, needs to be changed? - Ans. Jon and the SLT have reviewed and discussed this issue and are concluding that some of the issues that they would like to track in the way of behaviour do not reach the level of safeguarding issues and so shouldn't really be loaded in to CPOMS. For this reason, Jon is investigating the viability of a separate school specific, computer-based 'Behaviour Issues' monitoring system. It was agreed that when appropriate Jon would present this to the Full Governing Body. (See agreed actions section below). - Q5. How have the Behaviour CPOMS categories changed since this time last year? Why do the titles in the CPOMS report supplied ahead of this meeting differ from those in the Behaviour Incidents table contained in the Headteacher Data Report to Governors – Nov 2021 presented at the recent FGM? (The Behaviour Incidents table contains sexist, phobic and disrespect not contained in the CPOMS report) - Ans. The school is free and able to 'configure' the categories within CPOMS. Although CPOMS has been in operation at Shelton Juniors for a number of years recent communications from the DfE have led to some changes to the categories being used in order to respond more accurately to their requests for information about the school's performance. It is intended that the categories in place now will remain consistent for the future, which will allow for the identification and monitoring of important trends that both the school and Governors require to identify progress and opportunities for improvement. It was agreed that when appropriate Jon would present this to the Full Governing Body. (See agreed actions section below). - Q6. Did the one fixed term exclusion since the start of this school year highlight any issues with the school policy? - Ans. No - Q7. What is the school's plan for improving pupil conduct over time? (Routine Question) - Ans. See section 'What is the school doing within this area of focus'. |
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| | <ul style="list-style-type: none">- Q8. What is the school's plan for improving learning behavior over time? (Routine Question)- Ans. See section 'What is the school doing within this area of focus'. - Q9. How has the return to school after COVID affected pupil's behavior? How has the school responded to this challenge?- Ans. Refer to the answer to Q2. - Q10. How is the school ensuring attendance returns to, or exceed target, following the return to school following COVID?- Ans. Jon has decided to monitor the school's attendance figures relative to national averages, to establish the school's performance in returning to pre-pandemic attendance. As such the school appears to be outperforming national averages and is now running at around 90%. This is still below the pre-pandemic level of around 96%, but this is mainly due to specific long term absences which are outside the school's, or the individual's control – for example one individual went abroad to visit relatives and now can't return due to in-country travel restrictions. The school's overall attendance has always exceeded 80% and has not experienced the significant dip seen in the national averages resulting from the OMICRON variant of COVID. Attendance will continue to be an area of focus until pre-pandemic levels are re-achieved. - Q11. How is the existence of the school's Positive Behaviour Policy publicised to the pupils, Parent /carers and Staff? How can you be sure this has been effective? Has there been any feedback?- Ans. The Positive Behaviour Policy is available on the school's website and is publicized to parents and carers through Class Dojo and newsletters. Teachers are introduced to it through their induction and through their routine internal meetings and they and the children have an ongoing relationship with it through its operation in school. In terms of how effective this publicity has been and any feedback, it is intended to set up a Parent Forum to seek feedback on these sorts of issues. Any relevant output from this activity will be reviewed in this Link Governor meeting next year. |
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| | <ul style="list-style-type: none"> - Q12. What gives you confidence that the policy is being implemented consistently across the school? - Ans. Confidence is gained through SLT monitoring activities. The introduction of a Parent Forum will also offer an opportunity to review the consistency of application. - Q13. What gives you confidence that the policy is effective in the school's pursuit of excellent behaviour? - Ans. The proof of the policy is in the behaviour of the children, which is generally very good. The possible introduction of the new behaviour focused computer system will offer further evidence of its effectiveness. - Q14. Last year we discussed how future Behaviour Meetings might be broadened to allow the link Governor to experience the behaviour in school and it was proposed that they could potentially make planned visits to school to engage with staff and children on specifically identified behaviour areas, to help inform the current strategy and shape future improvements. I appreciate these are still difficult times, but has any further thought been given to this? - Ans. This was discussed during the meeting, and it was agreed that opportunities to visit school and interact with the children as restriction ease would be sort. One potential opportunity would be the planned Governor Day in March. Another might be possible attendance at a meeting of the Parent Forum. - Q15. How has the DfE advice on Sexual violence and sexual harassment between children in schools affected the school's approach to the children's behaviour and will it result in any changes to the school behaviour policy? - Ans. Jon and the ADSL have discussed this issue and are implementing a 4 Step plan to identify the current situation in school through firstly informal discussion, followed by a more formal consultation, the analysis of the information gathered, and finally the communication of any findings and any resulting changes to school policies. |
| | <p><u>Notable Questions asked at the meeting not covered elsewhere</u></p> <ul style="list-style-type: none"> - None raised. |



What is the school doing within this area of focus?

Building on the development of the detailed Behaviour Policy, use of Class Dojo and the Shelton Superpowers the school is now reviewing its use of CPOMS in relation to behaviour and looking into possibly developing a school specific behaviour computer-based systems to track lower-level issues that may not reach the threshold of safeguarding issues and are looking to introduce a Parent Forum.

How do you know the school's actions are having an impact?

The impact the school is having in this area is borne out in the behaviour of the children, which in general is very good.

What successes stood out and why?

The success that continues to stand out for me is the school's focus on and support for all their children, no matter what their challenges, many of which manifest themselves as behavioural issues, and their ability to maintain a high level of attendance and good behaviour despite these challenges.

Questions and clarifications to follow up with the headteacher or chair of governors.

It was agreed that a presentation would be made to the Full Governing Body regarding the changes seen in the categories identified and used in the CPOMS system. It would also highlight how these had now stabilised and how the identified categories would be used in the future. –

Action: Jon

It was also agreed that the possible development and structure of a new school specific Behaviour Issues computer-based system would be presented to the Full Governing Body. – **Action:** Jon

Impact assessment

Like last year this review has impressed upon me the high expectations that Jon and the whole school team have for behaviour in school and has given me confidence that this is continually under review to identify opportunities for further improvement.



Appendix 1

| Policy | Last Reviewed | Review Cycle | Next Review |
|-----------------------------|----------------------|---------------------|--------------------|
| Governor Written Principles | September 2021 | Annually | September 2022 |
| Positive Behaviour Policy | September 2021 | Annually | September 2022 |
| Attendance Policy | November 2021 | Annually | November 2022 |
| Anti-bullying Policy | March 2021 | Annually | March 2022 |
| Exclusion Policy | May 2021 | Annually | May 2022 |
| Remote Learning Policy | November 2020 | | Policy retired |
| Positive Handling Policy | May 2021 | Annually | May 2022 |
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