

Growth

RFS SIDP 2024-2026: BEHAVIOUR & ATTITUDES

ATTITUDES TO LEARNING:		SCHOOL EVALUATION				
<i>Learners at Redcastle Family School see learning as precious and understand how skills and knowledge relate to their future lives.</i>		Children at Redcastle continue to have consistently strong attitudes towards learning. Curriculum development and the implementation of the Teaching & Learning policy in previous years have further enhanced this and this has been identified through school monitoring and external verification including the most recent Ofsted which highlighted: “They enjoy learning about people’s different beliefs and backgrounds and treat everyone as individuals... and it helps them develop as active and responsible citizens of Thetford.” The agreed learning behaviours are being promoted and embedded into daily teaching and are beginning to scaffold reflection upon learning behaviours and responsible outcomes. Thrive interventions are currently being delivered and monitored to assess impact in relation to engagement within learning. The school must now further embed the learning behaviours and growth mindset through tangible experiences that links learning within the classroom to experiences within the wider community.				
School Evaluation		Outstanding	Outstanding (With Actions Completed)	Good		
MILESTONES				2024-2025		
				A	Sp	Su
Expectations for learning behaviour is enhanced through the new behaviour policy to support raising aspirations						
Through our established curriculum citizenship will be embedded across the school						
Community links to be established throughout the town with all stakeholders						
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation		Responsibility		Resources
	Zones of Regulation CPD delivered to whole staff as INSET. Monitoring of its use through learning walks to ensure staff apply this appropriately.	Autumn 1		RA, ED		CPD Time

Expectations for learning behaviour is enhanced through the new behaviour policy to support raising aspirations	CPD completed. (PSHE subject leader-monitoring logs).	Summer 2024	SLT & Curriculum Teams	
	Review and implement as part of updated behaviour policy	Autumn 1 2024	DHT	
	Growth mindset to be the focus of all work during transition week to establish expectations for the coming year so children know the process of learning.	Summer 2024- Ongoing , Annual Cycle	DHT	CPD Time
	Growth Mind-set planning provided and completed for all year groups during transition week. (New GM planning added to PHSE curriculum map)	Autumn 2024	Class Teachers	CPD Time
	Use of Give me 5 to develop children’s metacognition skills when articulating their learning.	Summer 2024	HT	CPD Time
	Policy for PSHE curriculum sessions updated to include tasks which link learning behaviours to revised reward system.	Summer 2024	SLT & Curriculum Teams	CPD Time
	Staff training completed and monitored to ensure application of this across the whole school.	Summer 2024		CPD Time
Through our established curriculum citizenship will be embedded across the school	- Establish a whole school citizenship progression map.	Summer 2025	SLT & Curriculum Teams	CPD Time
	- CPD to identify where each subject facilitates this.	Autumn 2025	SLT & Curriculum Teams	CPD Time
	- Identify areas, which require further enhancement and create action plan to enhance coverage is complete across whole school.	Spring 2026	SLT & Curriculum Teams	CPD Time
	Creating a sense of belonging through all aspects of school life including: Thrive, Forest School, after school clubs and curriculum clubs.	Ongoing	SLT & Curriculum Teams	
Community links to be established throughout the town with all stakeholders	Community link provision map established. Subject leaders identify one unit per year for community links to be developed in.	Autumn 2025	SLT & Curriculum Teams	
	Establish community events where parents can attend. Identify events that will include parental engagement and establish annual calendar.	Ongoing		TBC
	Identify new outreach projects throughout Thetford using following forum as part of curriculum review.	Ongoing		TBC
	Creating the opportunity to have a pop up shop within the town.	Ongoing		

Impact The behaviour policy has been fully embedded across all the areas of the school, including the SRB and SHIP. Staff are able to award housepoints to children using the core cards that are the school values. PSHE has been established as a lesson first thing on a Monday morning, to help support children after their weekend breaks. Metacognition is embedded across both key stages through the use of ‘Give me 5’, steps to success and breaking of learning objectives, in order to support their self-assessment and ability to articulate their own learning.	Next Steps Review impact through pupil voice Establish contextual learning provision map across whole school and review impact/ outcomes of this.
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BEHAVIOUR: <i>The actions of all pupils reflects the self-respect they have for themselves, their peers and the wider community.</i>	SCHOOL EVALUATION The school has maintained consistently high behaviour expectations through all stages of recovering from the pandemic. The PSHE curriculum and enhanced THRIVE provision ensure vulnerable groups are provided with appropriate support. In addition, further improvement to early identification of needs and appropriate SEN provision and funding allocation has ensured that children receive the highest standard of additional support ensuring inappropriate behaviours are not linked to any form of barrier to learning. This was highlighted in the most recent OFSTED inspection, November 2022, which stated: “Pupils generally behave well in school. They show respect to adults and each other. The positive relationships between adults and pupils mean that most behave very well. Pupils live up to the high expectations adults set. They work hard in class, listen to each other, and enjoy socialising in the playground.” The increase in need relating to significant safeguarding concerns has contributed to a higher level of need for some vulnerable pupils, however behaviour systems are now used routinely to address and support behaviours to ensure that persistent disruption is minimal from these groups. This has been further enhanced through the establishment of pastoral meetings, which focus on prevention through intervention rather than allowing situations to develop into a negative cycle of behaviour. Our revised learning behaviour policy has incorporated successful elements of regulation and co-regulation used within the specialist resource base into the whole school to further support integration and promote independent management of emotions and associated behaviours using the Zones of regulation system.
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	In future, for the school to maintain outstanding behaviour, we must ensure our PSHE offer integrates all aspects of emotional regulation and behaviour intervention, providing opportunities for all children to familiarise themselves with appropriate examples of challenging experiences, appropriate coping strategies and techniques to help overcome personal barriers and manage situations effectively within the wider world.						
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good				
MILESTONES			2024-2025			2025-2026	
			A	Sp	Su	A	Sp
Intervention has ensured those children who require specific support have improved their ability to emotions and behaviour							
Pupils make highly positive, tangible contribution to the life of the school and/or the wider community while actively support the well-being of other pupils							
The school will embed enhanced PSHE provision through experiences and approaches							
Objective	Actions/ (Complete) (On-going) (Pending)		Timescale/ Monitoring & Evaluation	Responsibility		Resources	
Intervention has ensured those children who require specific support have improved their ability to regulate emotions and behaviour	Thrive timetable is established with children attending their weekly sessions.		Autumn1 –Annual Cycle	DHT,ND		CPD Time	
	Intervention Lead overseeing interventions and identifying any children who require targeted intervention.		Autumn 2 – Annual Cycle	IL			
	Zones of regulation implemented in every classroom to encourage the children to discuss their feelings.		Autumn 2024- Ongoing	RA & SLT			
	Monitor completion of plan and review outcomes to inform future development.		Autumn 2025	HT			
Pupils make highly positive, tangible contribution to the life of the school and/or the wider community while actively support the well-being of other pupils	Establish through PSHE team a list of positive contribution activities, experiences, outreach work, awards and school/ bespoke roles which can ensure age appropriate coverage across the whole school.		Summer 2025	SLT, LB		CPD Time	
	Establish provision map for coverage and action plan for embedding this coverage across school.		Autumn 1 2024	SLT, LB		CPD Time	
	Monitor completion of plan and review outcomes to inform future development.		Autumn 1 2025	HT			

The school will embed enhanced PSHE provision through experiences and approaches	Forest school/Thrive and PSHE linked together behaviour policy residential with younger year groups (Y4) PSHE Policy established with timetable for integration outlined and communicated with SLT.	Autumn 2024- Ongoing	DHT, IL	Training Costs TBC
	CPD for revised curriculum and policy for application for staff and teachers.	Autumn 2024		CPD Time
	Trial week date set and feedback opportunities provided. Revised PSHE policy and behaviour plan implemented. Monitor plan and evaluate impact, identify appropriate adjustments as required.	Autumn 2024		
Impact Zones of regulation have been established throughout the school including SRB and SHIP. This supports the children from both bases when they integrate in the mainstream classes. Thrive and Forest School sessions are regularly timetabled for groups of children to support their well-being, emotions and behaviour.		Next Steps Establish through PSHE team a list of positive contribution activities, experiences, outreach work, awards and school/ bespoke roles.		

ATTENDANCE: <i>RFS attendance ensures all children receive their right to education and the community values this in the support we provide.</i>	SCHOOL EVALUATION						
	Attendance has remained above the national average in the past two academic years sitting at 95.2 % compared to the Norfolk average of 90%.						
	The revised attendance policy and system for management will ensure that attendance will remain above national and local levels. The school has restructured its pastoral and SEMH roles to allow the appointment of a fully trained attendance offer to work as the pastoral manager. This will ensure that early intervention and liaison with external services is not delayed and will allow school to challenge as well as support appropriately moving forward. The school has also increased its reward system for class attendance that has further elevated the importance within each cohort.						
	The attendance team will work closely with the wider safeguarding team to ensure persistent absentees are identified through half termly meetings and actions to challenge, support and resolve issues occurred through 1-2-1 meetings or school support plans. All recommended actions identified by NCC occur and the school reports on attendance both as a class and as an individual each half term. The SENDCo also ensured closer links with the local GP surgeries as part of the Thetford cluster safeguarding hub.						
	Our next steps include further improving reward systems in order to support attendance targets during times of seasonal absence during COVID 19. In addition to this the school has continued to work closely with the CME (Children Missing Education) team when children have transitioned out of the school without clear communication. A part of this the school will now monitor school leavers termly and look at patterns to address any issues for action.						
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good				
MILESTONES			2024-2025			2025-2026	
			A	Sp	Su	A	Sp
The attendance of vulnerable groups is analysed and actions are implemented to reflect the new attendance policy							
The Thetford Cluster will work together to support attendance across the town							
Attendance data remains highly promoted through he new reward system							
Objective	Actions/ (Complete) (On-going) (Pending)		Timescale/ Monitoring & Evaluation		Responsibility		Resources

The attendance of vulnerable groups is analysed and actions are implemented to reflect the new attendance policy	Herringbones and Eduspot data analysis used to identify the vulnerable groups.	2 nd half Term & Active monitoring.	PM, AO, LDSL	
	Intervention meetings that explore issues and establish plans to be reviewed and inform future legal intervention as required.	Ongoing as required	PM, AO, LDSL	
	Provide feedback to LA through safeguarding cluster to ensure LA services reinforce expectations for attendance within their proceedings.	6x Safeguarding meetings per academic year.	LDSL	
	LA training and updates are completed and actions considered to inform policy and school practice as required.	As required.		
The Thetford Cluster will work together to support attendance across the town	Headteacher agreement on pupil movement maintained through terms of reference and joint attendance letters to cluster of schools.	Ongoing	HT	
	Agenda item added to safeguarding cluster to share good practice.	Ongoing	DHT	
Attendance data remains highly promoted through the new reward system	Trips and class awarded in assemblies as an incentive to encourage children's attendance as a collective	Annual Cycle	SLT	Reward Cost TBC
	Individual rewards systems are adjusted to ensure they are inclusive to all.	Annual Cycle	SLT	Reward Cost TBC
Impact Attendance is good across the school and is above the schools within the local area.		Next Steps Establish new tracking system for key groups to ensure issues with Intervention, safeguarding and behaviour are explored as possible barriers to non-attendance.		

BULLYING:

All stakeholders are aware of what bullying is the impact this has on other people and the schools systems to report, challenge and restore situations quickly.

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The school most recent Ofsted, November 2022 it was highlighted:

“Pupils know the difference between bullying and falling out with friends. Bullying happens infrequently. If it does happen, adults step in quickly to deal with it. Pupils know that adults will help them if they have a problem.”

The school has established Thrive & ELSA interventions for specific groups that need support in managing choices this is communicated and promoted with all stakeholders each academic year. The school has also identified through behaviour logs that incidents within school are extremely rare but can occasionally occur because of unreported incidents during lunchtimes. To rectify this the school, has appointed a senior leader to manage the lunchtime supervision and added additional staff.

Realistically, working within a vulnerable demographic which involves children transitioning mid year or at a point of crisis will mean that situations can present themselves, however, to remain understanding we must continue to promote the reporting of incidents immediately to all stakeholders to ensure that situations are never allowed to continue past a first incident

“To give every child the skills and self-belief



School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good					
MILESTONES			2024-2025			2025-2026		
			A	Sp	Su	A	SP	Su
School perception of bullying shows a positive trend in children and parents feeling confident that it is dealt with safely.								
Records of incidents identify and inform whole school actions/class interventions.								
Objective	Actions/ (Complete) (On-going) (Pending)		Timescale/ Monitoring & Evaluation	Responsibility		Resources		
School perception of bullying shows a positive trend in children and parents	Parental and pupil surveys and assemblies completed to reinforce this Community engagement - Meet Up Cafe, Charles Burrell Centre		PSHE Lead Termly	DH- ED		Time spent making links with parents & setting up a cafe		

feeling confident that it is dealt with safely.	Anti bullying week celebrated with activities promoting positive engagement	Autumn 2 Dec 2025	DH – ED	Prepare activities for each class PPT for assembly
	Review Anti bullying policy and procedures	Autumn 1	DH - ED	
Records of incidents identify and inform whole school actions/class interventions.	New staff training to identify and record incidents accurately. Eduspot analysis through Pastoral and Safeguarding meetings.	Ongoing	DH - ED Pastoral - JH	Meetings to share and record information Eduspot management system
	Kapow and Thrive curriculum embedded to inform and reduce incidents	Ongoing	DH - ED Pastoral – JH Thrive - ND	Thrive & Kapow resources
	Strategies delivered through particular interventions: Socially Speaking, NSPCC bullying activities, anti – bullying alliance, school council activities	Ongoing	DH - ED Pastoral – JH Thrive - ND	NSPCC, Alliance, Thrive & Kapow resources
Impact All staff are trained and aware of how to report any incidents of bullying. Kapow and Thrive curriculum have been embedded across all Key Stages. School events embedded across the year such as anti-bullying day.		Next Steps Review impact through pupil voice surveys and consider additional actions as required.		