

## Behaviour Quality Mark – Moderation Summary Report

**School:** Primary

**Name of Moderator:** Jen Macdonald, PSHE consultant, LPDS.

**Date:** 6<sup>th</sup> November 2024

**Accredited with:** Gold Standard



	Criteria for Silver	Criteria for Gold	Comments/Next Steps
Policy	All the criteria have been met and evidenced.	<p>A child-friendly policy is shared with the children, and they are able to explain this fully. They are aware of times when there may be a need to adapt this policy to help others and that the policy is fairly applied to all.</p> <p>The policy is understood fully by all stakeholders (including staff, parents and governors) as was evident in the moderation visit and practice is inclusive for all. It was similarly identified through a provided case study demonstrating how the policy has been individualised for need.</p> <p>CPD has been available to all staff and the policy has been developed alongside colleagues, tried and amended before being agreed. Staff are confident to apply the policy and children are expectant that it is followed and can talk through what this looks like with confidence. The policy is fully embedded.</p> <p>Policy is shared on induction of new and temporary staff to ensure that there is familiarity with this ahead of working with children in school.</p>	Consider dissemination of the policy to those who are involved in wrap-around care/in the building when children are present (i.e. site supervisor and parent breakfast helpers) so they can be involved in the positive praise of children and high expectations too.
School Culture	All the criteria have been met and evidenced.	<p>A lot of work has taken place in recent years to develop a school culture which is inclusive of all children. During my visit one child said that they would describe the school as <i>"welcoming and we have a sense of belonging- it's like one big family and we all know each other."</i></p> <p>The culture within school shone with a high level of respect for one another and where any rare instances of discriminatory behaviour are dealt with swiftly and effectively.</p> <p>Governors commented that the headteacher works hard to be pro-active but will deal with things as they arise. One instance was the work the children did on 'Show Racism the Red Card' and how this</p>	Possible attendance of the senior leader briefing 28/11/24 (on LPDS website) which focuses on reducing discriminatory behaviour for further CPD and ideas to bring back to school to enhance

		<p>has continued positively with Value Ambassadors now spotting kind behaviours and celebrating this with gold cards. This was also commented on by pupils in the pupil visit.</p> <p>The parents also commented that any issues are dealt with and communicated effectively so they have <i>"no worries at all"</i> with school and that <i>"teachers build a sense of community."</i></p> <p>SLT are highly visible and staff feel supported by them both with behaviour but also on a day-to-day general basis.</p> <p>Staff have engaged with the Inclusion Hub for CPD and have embedded this training into daily practice. Children are aware through the restorative approaches taken to address issues that mistakes are ok and that they can learn from them.</p> <p>The culture in school is built around what is best for the children who walk through the door. Staff were quick to comment how they lift each other up, support one another and how they are happy to work wherever needed. It is common practice that should cover be needed anywhere, the adults who are right for the children affected will be deployed to the necessary cover.</p>	what you do already.
Relationships	All the criteria have been met and evidenced.	<p>The ethos of this school is that each behaviour is a communication of need and all staff work hard to ensure that need is met. All staff have received CPD on behaviour which allows them to adhere to the clear protocols in place.</p> <p>Staff are confident to co-regulate with children and, with the help of scripted responses and strong relationships, all members of staff are able to respond to any instances as they are able to read the communication of pupils.</p> <p>Evidence from the portfolio and through the visit demonstrated that children have strong relationships with all staff. One pupil commented that <i>"Even if we did something that is really quite bad, nobody here would shout at you. Each person would sit down with you and try and work out why you did what you did. They would ask if something was up, had you got in with the wrong people or if it was peer pressure. One thing that would never happen is they would say 'you've done that so you're a really bad kid now'"</i></p> <p>Strong relationships go beyond the classroom to the wider family networks. Parents during the interviews were complimentary of all</p>	

		<p>staff and their ability to communicate well. In particular, they spoke highly of the valued work of the family support worker and the office staff by stating that: "If they didn't know the families as well as they did, it just wouldn't work. They call me up and the first thing they say is 'it's nothing to worry about' because they know I worry. If they didn't know this, they wouldn't say that." Another parent, when asked about the relationships they have with the children stated: "They just know, and I know this will sound impossible but it's true, every single individual child so well. They can tell by the looks on their faces what they need and that's anyone in school." Parents were also keen to inform me that staff often report the positives of the day to them, not just any negatives and this is really valued.</p> <p>Staff all share a strong ethos which is centred around creating the correct relationships with children as individuals. This is recognised by governors and instances of behaviour are shared with governors as case studies which always place the needs of the children at the centre of any decisions made. There was a sense that reports to governors are done so in a manner which clearly communicates the steps that are being taken to support individual cases with a fair and robust approach.</p>	
Conduct Around School	All the criteria have been met and evidenced.	<p>All stakeholders have clear expectations of what conduct around school 'looks like' and this is true of both lessons and unstructured time. The school's use of OPAL is well embedded, and staff are confident to support children with this.</p> <p>Training of welfare has been to a high standard and continues with weekly meetings to identify 'hot spot' areas and put plans in place. Staff are utilised well during unstructured times with calming activities available with staff if they are needed.</p> <p>Children are reminded regularly about the expectations of conduct in and around school through themed assemblies which, for break and lunchtimes, is centred around 'being safe but having fun'.</p> <p>Children are encouraged to work with one another, create new activities and the observation demonstrated that children were happy to play with people not necessarily in their immediate class or peer group.</p> <p>The support of helpers on the key stage one playground was a role that children were proud to do and the relationships and conduct</p>	Consider training some of the children in the restorative conversation protocol to support the resolving on conflict in a more structured way.

		<p>were very good. Staff were alert and engaging with children and supporting them (if needed) to redirect their play confidently.</p> <p>Children take pride in their environment and are clear on what to do when there is wet play. They are clear on the activities available, expectations and the requirement to 'leave it like we found it'.</p> <p>Unstructured time is well-planned and themed with children being responsive and respectful to staff. It is calm and purposeful and SLT are visible in praising children doing the right thing.</p> <p>Children are confident to resolve problems between themselves in the first instance but were observed being happy to seek out support from adults if needed.</p>	
Curriculum and Learning	All the criteria have been met and evidenced.	<p>The environment has been developed to ensure that children are able to learn effectively. Each classroom is designed around the needs of the individuals within it with consistency of behaviour approaches as per the policy.</p> <p>Staff have engaged in training about how to support children with SEMH needs and this is evident through the use of different sensory diets/breaks that are in place. Similarly, children can use the sensory areas in school to regulate should they need to.</p> <p>Children are highly motivated to learn and understand the expectations of them in lessons and their attitudes to learning are positive. Children take pride in their contributions in class and describe their lessons as engaging.</p> <p>Children are intrinsically motivated in a way which is deepened by their knowledge that their teachers believe in them. One child stated that the teachers are able to motivate them by talking about the successes of past students and how they can do it too if they believe in themselves. They said this drives them on to achieve more. This was also observed through the lesson observations where children across the school are eager to learn, participate and teachers skilfully motivate their pupils through aspirational language and positive praise.</p>	<p>Children are aware of the expectations and are taught a behaviour curriculum but don't necessarily make the explicit link to this learning. Possibly build in opportunities to highlight the behaviour learning taking place so children know the skills/ behaviour that they are learning.</p>

		<p>Values Ambassadors are proud of their work within school and take opportunities to shape the learning experiences of others.</p> <p>Children understand about being supportive of one another and look after their wellbeing.</p> <p>Behaviour for learning strong. Children behave consistently well and are able to communicate the expectations of them. They are able to apply these attitudes in all curriculum areas and these expectations are reinforced.</p> <p>Children are taught about metacognition and self-regulation and this is evident in how they tackle challenge with perseverance.</p> <p>Children who are new to the school are welcomed into the class and have a sense of belonging and staff are skilled in supporting the transition of children who are new to school.</p>	
Inclusion, pupil support and intervention	All the criteria have been met and evidenced.	<p>The inclusion team in school are highly skilled which means less experienced teaching staff feel supported. Similarly, more experienced members of staff were able to talk about how the training they receive allows them to learn more and 'not stand still' so they are ready to be able to support the children that come into school. Staff are aware of the ever-changing needs of cohorts and the joined up approach allows consistency of messaging and support for pupils.</p> <p>Work with Multi-agency partners is prioritised to support children. SLT and the inclusion team work closely with families and their children to get the support they need swiftly. School invests in counselling support to support children and the family support worker is highly valued by parents.</p> <p>Pupils have positive relationships with staff and respond positively to them. Staff are invested in ensuring the right interventions for all the children are in place and the intervention planning is detailed to support this.</p> <p>Staff utilise specialist teacher reports effectively to support need and are happy to adapt their teaching/environments to meet need.</p>	

<p><b>Safety</b></p>	<p>All the criteria have been met and evidenced.</p>	<p>School are pro-active in keeping the children safe and educating them about the world and community they live in. They invest heavily in support to make sure this is right for the children.</p> <p>The children are exposed to a robust, progressive PSHE education where the lead continually develops with access to CPD allowing her to remain relevant and adapt the curriculum as needed. This ensures that the curriculum meets the changing needs of cohorts. School also uses carefully chosen outside agencies to supplement and enhance the curriculum offer for example, Global Policing. This was observed during the moderation day and was an example of how children are becoming adequately prepared for the world to keep themselves safe.</p> <p>Throughout all the stakeholder meetings in the day, it was clear that the safety of the children is a key priority for school. Key Stage One children were able to articulate clearly what bullying was and then went on to say <i>"It hasn't happened though, I feel safe here."</i> Similarly, Key Stage Two children were able to explain what would happen if there was an issue, but it was clear that children felt listened to and happy to 'tell'.</p> <p>Children also trust in adults that if they share a problem, it is dealt with fairly and fully.</p> <p>Physical evidence portfolio demonstrated robust policies for safety education and the investment in training all teachers and selected teaching assistants in Team Teach has had a positive impact on the safety within school. Staff felt confident in the de-escalation methods that worked for them because of this training and this supported them in keeping themselves and the children safe.</p>	
<p><b>Staff support and development</b></p>	<p>All the criteria have been met and evidenced.</p>	<p>There is a full evidence bank of training that has been put in place and disseminated effectively to staff to ensure that behaviour is good in school.</p> <p>Staff meetings are adaptive to need and will change if issues arise.</p> <p>Supply staff are included in the training that is relevant to them to support behaviour and as part of induction, SLT support training on policies and expectations.</p>	<p>We discussed about sharing your expertise more widely by becoming moderators for the Behaviour Quality Mark. This would be a valued addition to</p>

		<p>Stakeholders were consulted with and worked on the ethos together so it is a uniformed approach and any further developments or support that is needed is provided.</p> <p>School seek outside agency support to raise the profile of behaviour and staff feel supported by the CPD that has been provided describing it as 'purposeful' and being able to 'ignite the spark of great teaching'.</p>	<p>the team should you have capacity to join us.</p>
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