



School Development Plan 2017-18

Personal Development, Behaviour and Welfare							RAG		
Action	Who	Moni tor	When	Funding / Year	Outcome	Progress / Impact to date	A	S	S
<p>Attendance: To improve school attendance so that it is above national average (97%+). To analyse and track data of individual children to ensure that no pupils/groups are disadvantaged by low attendance. To take rapid action to improve poor attendance. To be consistent in maintaining expectations for high attendance and uncompromising. To manage the attendance officer to ensure that her role has the highest impact. To explore different ways to promote and reward excellent attendance and improved attendance.</p>	HT / DHT	Cath Foster	Termly	-	Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.				
<p>Exclusions: Reduce the number of exclusions to % (5 days) (2015 NA= 1.1%) over the academic year. Look at a range of options so that this is managed internally and also through the support of external agencies</p>	HT	FGB	Termly	-	Pupils with challenging behaviour are supported through the school's internal staff (i.e. Place2talk, Place2b), Community Fusion.				
<p>Healthy Mind – Health Body The values based curriculum provides a wide range of opportunities for pupils to understand the SMSC, RE and Emotional Wellbeing curriculum's high expectations in school. The values are tailored so that this supports both staff and pupils in all aspects of school life.</p> <p>This curriculum will aim to support pupils' good progress in the curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p> <p>The curriculum lead (Nathan Douglas) to develop the values curriculum in school and support subject leaders in their development. (See curriculum action plan)</p>	AHT	DHT/ HT	Termly	-	The depth of the values through the subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education. Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.				
<p>To increase the school's capacity to support children's mental health and Emotional Wellbeing issues through Place2b Plan the work with Place2b so that they offer children with the support to cope with emotional and behavioural difficulties which has a positive impact on the whole class, and helps teachers focus on teaching.</p>	HT	Karen Forbes	Termly	Pupil Premium Funding 2016-7/18	Pupils have a consistent outlet where they can discuss issues close to them. They have developed coping strategies and an understanding of the issues that affect them. They have long term vision, aspirations and hope, despite the difficult situations they may be facing.				
<p>Create HMHB / Community awards so that pupils/staff and parents gain recognition and support to raise their aspirations.</p>	AHT	HT / DHT		2016-2017 2017-2018	<p>Through the school and the work with Place2b/Community fusion devise awards:</p> <ul style="list-style-type: none"> • Contributing to school community • Contributing to charitable cause • Child Champion (Supporting others) linked to HMHB/Place2b • Champion Staff – (This is staff recognition) • Champion Parent (This is parent recognition) 				