

## SECTION 2: Behaviour and Attitudes = (1) Outstanding

### Descriptors

#### Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

#### In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

**Evidence and Reference Base:** Behaviour Tracker/Behaviour Analysis/ Attendance Analysis/Single Central Record and Monitoring/RRSA/Peer mediators/ Job Centre/ Lesson observations/SIP questionnaires/ Case Studies.

### Summary Statement

The school values **(Contribute, Respect, Enquire, Aspire, Teamwork, Enjoy)** are promoted and embedded in teaching practice and mapped through the curriculum and enrichment offer. As a Rights Respecting Gold Award school, positive behaviour and attitudes underpin our ethos and curriculum as well as permeating through all aspects of school life. Pupils relate well to each other and show respect for others' ideas and views. They exhibit excellent attitudes to learning, which is a key factor in ensuring they learn without disruption and consequently make good progress. Philosophy for Children sessions have developed pupils' ability to discuss and debate issues and explore philosophical ideas in a climate of mutual respect and trust.

Clear routines and expectations for all aspects of school life ensure that children feel supported by clear boundaries. Children are motivated to succeed and show resilience in learning and challenges across the curriculum and enrichment offer. Pupils behave exceptionally well in all lessons and around the school, creating a positive learning environment for all.

There are low numbers of incidents where pupils have not followed the behaviour policy. Peer mediators actively support any issues within the playground environment, using their skills and strategies to resolve issues amicably. Behaviour incidents are consistently tracked by class teachers and senior management. Low level behaviour is recorded on a daily basis in the form of yellow card warnings. More serious incidents (Red Cards – swearing, fighting, and disobedience etc) are recorded and dealt with by senior management and reported to parents and carers.

## Behaviour

During COVID 19, the school supported families with behaviour issues at home e.g. setting timetables to ensure consistency of routines and signposting to a range of external agencies.

Anti-Bullying work has a high profile through focus weeks and actions through the Rights Respecting Schools work. PHSE themes are embedded in the curriculum and wider curriculum. Outcomes can be seen on the school website. On the rare occasions when bullying does take place, senior staff deal with it swiftly and effectively. A “Restorative Justice” approach stops bullying from escalating and parents/carers are kept informed. Cyber-Bullying is highlighted as a danger and children are equipped with strategies to stay safe online. Bullying, harassment and discrimination are never tolerated.

## Exclusion Data

Exclusion has been used as a last resort and only where there are serious incidents of violence or discrimination. In each case an intensive programme of pastoral support and the active involvement of outside agencies was implemented to reduce the risk of re-occurrence.

| School Year | Permanent Exclusion | Fixed Term Exclusions (Events) |
|-------------|---------------------|--------------------------------|
| 2021 - 2022 | 0                   | 5                              |
| 2020 – 2021 | 0                   | 1                              |
| 2019 - 2020 | 0                   | 2                              |

|                                 | Year 2022 – 2023 To Date |
|---------------------------------|--------------------------|
| Bullying                        | 0                        |
| Racial Discrimination           | 1                        |
| Sexual Harrassment              | 0                        |
| Physical Harm Against Child     | 0                        |
| Physical Harm Against Adult     | 0                        |
| Verbal Abuse Against Child      | 4                        |
| Verbal Abuse Against Adult      | 2                        |
| Cyberbullying                   | 0                        |
| Homophobic                      | 0                        |
| Destruction of School Property  | 1                        |
| Red Card                        | 14                       |
| External Exclusion (Suspension) | 0                        |
|                                 |                          |

Bullying is rare at our school (incidents of bullying 2020 - 21); however, when incidents do occur, staff follow Tower Hamlets guidelines on reporting incidents of bullying and discrimination to the borough. Bullying, harassment and discrimination are never tolerated. Children learn about bullying and are taught to recognise bullying behaviour through focussed campaign weeks as well as how to resolve conflict with others. Children can articulate that bullying is intentional and that it happens more than once.

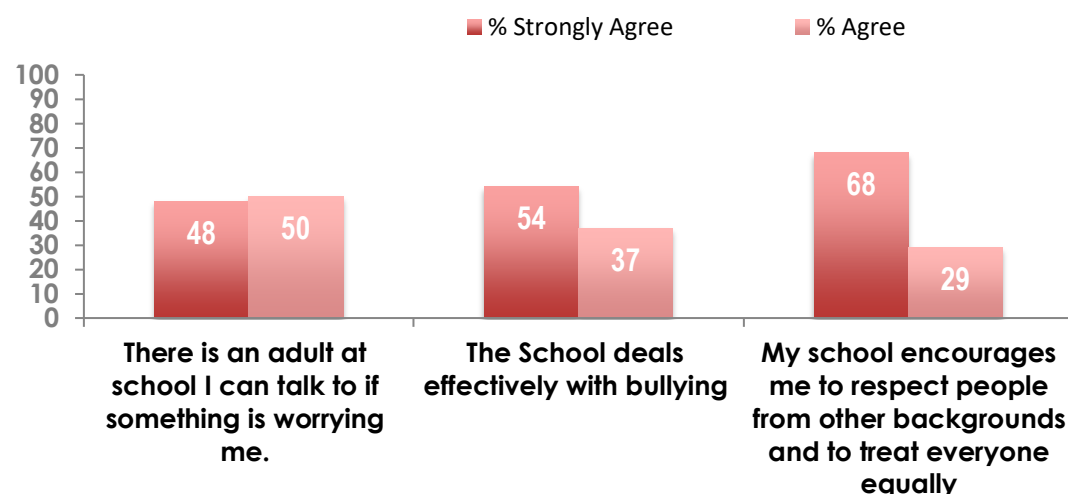
We work with the perpetrators and victims of bullying as well as their families in order to support them and prevent further incidents. Peer Mediators have training to support disputes between pupils and know when and how to escalate it to adults. During PSHE lessons pupils have the opportunity to discuss bullying and discrimination and are given tools to support them. Pupils adhere to a structured behaviour policy in which fair sanctions are carried out in cases of aggression and derogatory language.

### Discrimination data

There have been very few incidents of racism. This is because there is a high level of racial harmony and respect and pupils form positive relationships with a range of peers.

The school takes positive action to ensure equality of opportunity in all areas of school life, tackling any forms of discrimination. Regular events such as; Black History Month, Peer Mediation and work to develop the Equalities curriculum supplement our provision in this area. The school also promotes fairness and equality in assemblies, interpreting the RSE/PSHE and Citizenship curricula to highlight themes including social accountability, positive behaviour and sensitivity (Daily reflection time takes place in every classroom).

### Children's SIP Responses 2022 (Views on Behaviour and Safety)

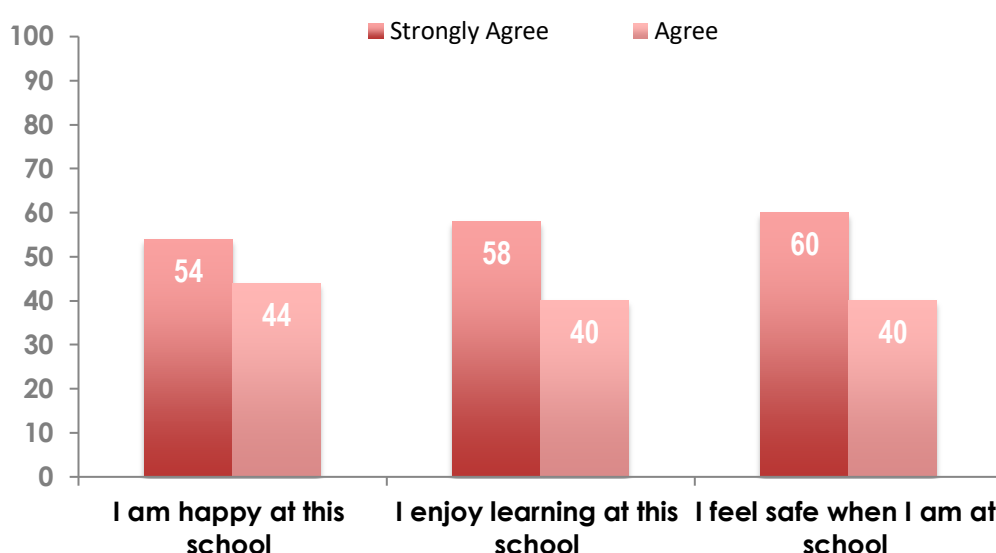


## Harmful Sexual Harassment

Incidents which may be deemed to be harmful sexual harassment are recorded on our safeguarding system (CPOMS) and are managed in line with the school's behaviour and safeguarding policies and KCSIE 2022 guidance. The school's Relationships and Health Education Policy provides a framework for support children in understanding the boundaries around this harm. P4C and clear pastoral support systems ensure that children are able to discuss their concerns safely.

Due to an effective range of supportive pastoral strategies, we have very few pupils who exhibit challenging behaviour, or who cause low-level disruption in classes. Exclusion is the sanction of last resort and is used rarely. Where children are at risk of exclusion, a network of support is put in place to manage the behaviour up to and beyond the point of exclusion.

## SIP Responses 2022 (Attitudes to learning Children)



School leaders and the wider staff team create a positive ethos throughout the school. We work in a child-focussed climate of mutual respect and honesty. The school offers outstanding care for all pupils, including the high number of pupils whose circumstances make them vulnerable.

We have robust systems in place to monitor the attainment and progress of different groups of pupils, enabling us to rapidly identify any inequalities and then to address them through carefully planned and measurable interventions.

Where children face additional barriers to learning through specific behavioural or pastoral needs, the school ensures that support is deployed effectively so that they do not face further educational disadvantage. Where appropriate, individual pupils have personalised behaviour plans and receive specific support – these have a positive impact on reducing conflict and ensuring the children are always included. Our ability to meet the needs of these pupils is further enhanced by our work with a range of external professionals who also provide ongoing professional development for staff.

## Attendance

Attendance is in line with the national average for all groups of pupils and shows sustained improvement over time. This is because we have effective systems for following up poor attendance as well as rewards for pupils which celebrate success and build upon good punctuality and attendance – for instance.

A positive culture regarding school attendance and punctuality is promoted through vigilant monitoring, weekly and half termly attendance focus fortnights and reward systems. Staff welcome parents daily at the school gates; this helps us to promote punctuality. We monitor and follow up if lateness persists. The significant majority of pupils are punctual.

Throughout the COVID 19 global pandemic and period of significant disruption the school has ensured that pupils engaged well with home learning. The school used engagement trackers to monitor learning throughout the COVID-19 lockdown and identify those who needed support with remote learning and provided that support. Calls were made home to all those who needed support. During COVID 19, the school supported families with behaviour issues at home e.g. setting timetables to ensure consistency of routines and signposting to a range of external agencies. With the support of the National Breakfast Programme and Felix food charity, the school has organised a weekly food market stall to support vulnerable families and those eligible for free school meals to ensure no child goes hungry.

The attendance target for the school is 97% in Years 1-6 for the full academic year. Our strategies to promote attendance and punctuality are successful. The governing board have adopted the national fixed penalty scheme for lateness and absence, and the school has a zero tolerance approach to parents' requests for extended leave during term time. Parents are supportive of the school's efforts to improve attendance, even though the vast majority of our families have compelling religious, cultural, social and family ties overseas.

Our data summary reflects a steady improvement in attendance following the various periods of Covid lockdown. In Autumn Term 2021 the school suffered outbreaks of chicken pox, scarlet fever and norovirus. These were reported to Health Protection Teams and managed in line with advice.

Whole school attendance, including EYFS, is currently at 94.3%.

Following the return after Covid, the school has re-established rigorous and robust systems to monitor all absence and ensure that all children are tracked and supported to be in school, including:

- ✓ Daily phone calls to parents to follow up on absence.
- ✓ 2nd day of absence - request for medical evidence.
- ✓ Meetings with parents / carers of children who have persistent absence.
- ✓ Attendance Focus Fortnights every term– focus on punctuality and 100% attendance – visit to the Rich Mix.
- ✓ Annual attendance rewards
- ✓ Weekly Attendance Cup
- ✓ Unauthorised extended leave – leading to fixed penalty notices issued by the local authority.
- ✓ School nurse working with targeted families on 'minor illness' absence.

Where there has been issues around persistent absence or lateness, these have been referred to the AWA who has followed local authority guidance to issue fines. The school has worked closely with the AWA and social care to ensure that barriers to attendance are removed and the children are successfully reintegrated into school.