

Gallwch ychwanegu'ch targedau o'ch aseiniad diwethaf (Ond yn berthnasol os yr ydych wedi cwblhau aseiniad) / Please add your targets from the previous assignment (Only relevant if you have completed an assignment)

	Targed/target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	To use a wide range of literature and predominantly use literature that is grounded in wider research.	I have researched using a wider range of sources, including peer-reviewed journals.
Targed/Target 2	To follow up on secondary points.	I have examined the points that I have made in greater depth so there are perhaps less points, but they are more thoroughly considered.
Targed/Target 3	To challenge the validity of evidence.	When researching I have tried to use more of a critical approach.

How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base

Introduction

Arguably, the golden thread that binds excellent teaching and learning is a behavioural policy which promotes a classroom culture whereby pupils know what is expected of them and behave in a way that embodies the core values and ethos at the heart of their school. This, amongst many other aspects of school life, must be strategically planned for and the purpose of this assignment is to examine the School Development Plan (SDP) and how it acts as the main driving force for positive and ongoing change within schools. Continuous reflection and self-evaluation underpin the SDP to ensure that teachers and leaders alike are continuously striving for improvement and development within their school (WG, 2014). Additionally, there is a wider purpose of the SDP, in that it allows a process of taking stock both internally and externally by "matching the school's activities to the current and emerging

environment” (Davies and Ellison, 1998, p135). Therefore, schools must look beyond the confines of their school gates when undertaking strategic planning and consider the issues affecting the wider school community. This assignment will focus upon the SDP of a secondary school located in suburban Wales with 1766 pupils currently enrolled (My Local School, 2019). School X will be referred to as thus throughout this assignment in compliance with BERA’s Educational Guidelines for Educational Research (2018).

Literature Review

The school development process exists to ensure that schools have a yardstick against which they can measure, assess and evaluate the extent to which they have achieved their goals and objectives. Moreover, this procedure allows school leaders, in collaboration with teaching staff and stakeholders, to effectively identify the areas which require further and new strategic planning for both the current and future cycle of improvement and growth of their school, pupils and the wider community (Buck, 2018). Vitally, the SDP must act as a catalyst for change within a school, as opposed to a mere tick box exercise simply evidencing the minimal steps taken in order to solely address the national priorities which consist of raising standards in literacy and numeracy and reducing the impact of poverty on attainment (WG, 2014).

Whilst it is acknowledged that schools will undoubtedly vary in their approach to strategic planning, it appears vital to the process that school leaders are responsible, overall, for identifying the school planning priorities and, furthermore, that they are held accountable for the achievement of those aims (Brighouse and Woods, 2013). Integrally, consideration must be given, by school leaders, to the implementation of both short- term and long- term priorities and methods of devising “strategies, structures and systems” (WG, 2019, p66) which seek to encompass the vision, ethos and cultural values of the school.

Whilst tackling school development and improvement appears to be a complex task, school leaders are , arguably, best placed to identify the bespoke needs of their school as “Good leadership generates and constantly refreshes the drive for the school to improve and every child and young person to succeed” (Matthews and Lewis, 2009, p37). The onus is therefore upon school leaders to set this customised agenda which will determine the school’s continuous priorities during the three- year cycle of the SDP. It has been claimed, however, that this hierarchical system is flawed, owing to the fact that the process “does not recognise the part played by individual teachers in implementing strategies for improvement” (Bell,

2002, p9). One strength therefore of the planning process in Wales is that it appears indicative of a collaborative approach between school leaders, teaching staff and stakeholders which would perhaps be deemed a vital and positive compromise between a top-down and bottom-up approach to strategic planning (Fullan, 1994). Instrumentally, schools who have been celebrated for their strategic planning appear able to set aims and objectives which are clear and transparent. This enables the school community, as a whole, to play their role robustly in raising school standards to the best of their ability, having been provided with the training and information that they require in order to deliver “sector-leading practice” (Estyn, 2017). Ultimately, successful planning appears to hinge on the ability of schools to highlight their key priorities, establish an action plan which will address those priorities, train staff effectively, monitor progress and evaluate outcomes and next steps in order to “deliver real educational gains” (Brighouse and Woods, 2013, p129) for the benefit of all pupils.

School X’s development plan outlines behaviour and ethos as a fundamental aspect of the key priority pertaining to pupil wellbeing and engagement. Consistent and clear behaviour policies are of paramount importance to both pupils and staff alike and therefore, a school-wide approach is fundamental to ensure that there is a shared understanding of and commitment to the policy in order to facilitate a fair and equal system for all. According to the EEF (2019) there are six factors to consider when strategically planning methods by which to proactively embed behavioural policies into everyday classroom practice. Crucially, the report illustrates that “consistency is key” (EEF, 2019, p32) when seeking to improve behaviour in schools. However, it could be argued that the drive for complete consistency might be viewed by some teachers as a removal of their autonomy in their own classrooms. Teachers, who are on the front line, may view a top-down behavioural policy as a measure which seeks to curtail individuality and conflicts with their essential knowledge, that only they hold, regarding the best and most effective methods by which to prevent and respond to undesirable behaviour in their classrooms (Brighouse and Woods, 2013).

Nonetheless, the advantages of ensuring an approach which is consistent and coherent appears to outweigh these potential disadvantages. A behaviour policy which is consistently applied by all staff is said to be as fundamental as having a consistent approach to teaching and learning (DfES, 2005). Importantly however, this requires commitment from school leaders as the evidence indicates that embedding a school-wide behaviour policy necessitates staff training, particularly to ensure effective and accurate recording of behaviours (Estyn, 2014). Data capturing is a vital tool in the ongoing process of evaluating the recording of positive and negative behaviours and a clear system must be in place and

adhered to. Notably, this requirement alone relies upon persistent, determined, consistent evaluation by staff and school leaders alike in order to ensure that a true picture of the behavioural landscape can be painted (Bennett, 2017). Capturing both qualitative and quantitative data in relation to pupil behaviour is essential to the ongoing process of monitoring and evaluating whether behaviour policies are working effectively.

Ultimately, in order to maximise excellent teaching and learning, it is valuable for school leaders, teachers and stakeholders to invest in implementing a vigorous behaviour policy which can be accessed and supported by all. Investing in teachers by providing extensive training and support coupled with promoting a positive school culture in which they are recognised as an integral part of the process will result in “the greater sense of ownership and buy-in” (Buck, 2018, p96). This will fuel teachers in their quest to set boundaries and create a productive learning environment in which pupils can feel successful and achieve, teach children socially appropriate behaviour and acceptable choices and create a climate whereby learning can flourish and each pupil can maximise their potential (Arshad et al, 2012). Consequently, this will greatly influence teacher involvement in the successful implementation of any school-wide policy.

Action Point

Creating a culture for educational excellence, high ambition and inclusivity relies on a strong, clear, consistent behavioural policy that serves to educate pupils beyond the curriculum. The policy should strive to teach pupils how to be a “successful student and community member” (Lemov, 2015, p343). In considering which model therefore to implement, a priority of School X is to ensure that pupils understand that behaviour is a multi-faceted concept which should be applied to all aspects of their life. The SDP of School X (relevant section attached at Appendix A) therefore outlines its vision in relation to behaviour, stating that their new policy “marked a significant cultural shift in terms of community wide attitudes and engagement” (School X, 2018).

Importantly therefore, School X, in 2018, redesigned its behaviour policy on a school-wide basis. Leaders, in conjunction with staff and stakeholders (and pupil voice where appropriate) engaged in a process of data analysis, reflection and evaluation in order to assess how best their school could meet the needs of their pupils from a behavioural and classroom culture perspective. School X has invested significantly in the extension of their wellbeing and pastoral provision for all pupils, recognising the critical role that pastoral care has to play in supporting learners with a huge variety of issues which impact upon their

ability to learn, engage and interact (Estyn, 2019). Underpinning these key priorities for School X is the execution of their robust new behaviour policy based upon the “five pillars of Pivotal practice” (Pivotal Education, 2020). The main components of the policy are consistent, calm adult behaviour, first attention to best conduct, relentless routines, scripting difficult interventions and restorative conversations. The uncompromising goal of School X, in effecting this practice, is to gain a better understanding of learner behaviour and motivations and to provide all school staff with the support that they require in order to facilitate the creation of classroom environments which allow teachers to get to know their pupils and build trusting relationships with them (WG, 2012). This, in turn, aims to provide added value in the form of enabling staff to predict certain triggers for pupils and identify repeated behaviours which negatively impact upon classroom and schoolwide behaviour. Crucially, this should enable teachers to pre-empt this undesirable behaviour from arising in the first place (Slavin, 2009). Consequently, this serves to reduce the volume and frequency of restorative conversations that are required.

This behaviour model adopted by School X is predominantly rooted in assertive discipline theories such as those advanced by Canter (1992). Assertive discipline is dependent upon the teacher controlling the learning environment by setting routines and establishing boundaries. Clear communication ensures that pupils know what is required of them and the consequences of non-compliance with the rules. Again, the importance of consistent adult behaviour must be emphasised here as “the solid base of any classroom is the sure-footedness of the adults” (Dix, 2017, p62). Notwithstanding this, consistency in approach can also present one of the greatest challenges for teachers when they find themselves faced with a pupil known for their extreme behaviour and unwillingness to engage with the rules. Fortunately, in those situations School X encourages use of a targeted approach due to an understanding that “universal behaviour systems are unlikely to meet the needs of all your students” (EEF, 2019, p28). Notably, in these circumstances, teachers at School X, rely upon the extensive support provided by the pastoral care team who have an armoury of weapons at their disposal and have been described as an “outstanding support for pupils” (Estyn, 2018, p8). This includes specific behaviour interventions such as restorative call backs, extraction from lessons for a specified period of time, placing the pupil on lesson report, calling parents into the school in order to collaborate and agree upon a way forwards or involving outside organisations for additional support if the poor behaviour is causative of unique social and emotional needs (EEF, 2018).

Regularly reinforced routines are the cornerstone of the behaviour policy at School X. Teachers adorn the corridors in readiness for the arrival of their pupils at the beginning of

every lesson, an antecedent behaviour strategy endorsed by Parsons (2012). Consequently, this routine sets the tone for the lesson. Importantly, it also allows for relationships to be cemented as pupils are greeted warmly, with enthusiasm. Moreover, this routine provides an excellent opportunity for teachers to impart praise, particularly to pupils who may need an extra boost on entering the lesson, or in some cases a reminder of the expectations. However, it is prudent to note that the imparting of praise ought to be specifically linked to a task, behaviour or learning goal for it to have any lasting impact (Hattie and Timperley, 2007). School X has determined thus that meaningful praise at the very outset of the lesson can have a lasting, positive impact throughout the lesson and reduce the level of off task behaviour (Parsons, 2012). Following this, the lesson gets off to a speedy start with the implementation of a 'do now' task designed to get pupils working immediately "without instruction or direction" (Lemov, 2015, p161). Teachers are encouraged to ensure that they plan for pace, engagement and challenge during the course of their lessons, finishing with a calm close which enables pupils to complete their work and pack away calmly before being dismissed. Imperatively, School X have designed their schemes of work around this premise as they have embedded the concept that excellent behaviour is intrinsically linked to the implementation of teaching and learning strategies (EEF, 2019).

The role of restorative conversations is pivotal to the success of this new policy (refer to Appendix B) and teachers are provided with scripted questions for use in those circumstances. The new policy states that the aim of restorative call backs is to ascertain why pupils have behaved in a certain way by addressing them directly and agreeing next steps together (Plevin, 2019). Vitally, the logic behind using the restorative call back is that this technique, if utilised appropriately, has the ability to regain any lost trust and confidence in the relationship between teacher and pupil, which is imperative in order to move learning forwards (Dix, 2017). This is supported by Akbar (2019) who stresses that the key to good behaviour in the classroom is maintaining a strong relationship with pupils.

Reflection

Recently, there have been concerns raised by NASUWT in relation to restorative behaviour policies (Turner, 2019). This is important as the restorative call back provision is a vital aspect of the behaviour policy at School X. The concerns raised by NASUWT are rooted in the lack of a deterrent for poor behaviour, consequently resulting in the disempowerment of teachers who are unable to enforce sanctions in response. Upon reflection, there appears to be a real lack of action research regarding the success of restorative conversations with pupils. Furthermore, there appears to be a divergence in opinion between those advocating

on behalf of a restorative approach as a substitute for sanctions and the teachers who are instructed to utilise this method. One concern highlighted by teachers is that pupils need to be taught that their actions have consequences and whilst restorative conversations are essential, they cannot replace sanctions for certain behaviours in their entirety (Akbar, 2019). Furthermore, it is noted by Chris Keates of NASUWT that the key to any behaviour policy is strong leadership who “make it clear that teachers have to be respected” (Turner, 2019). This sentiment is echoed by Akbar (2019) who denotes that support from senior leaders is the key to a strong behaviour policy. Importantly, School X have been commended for their supportive leadership team (Estyn, 2018). Nonetheless, it is imperative that issues such as this one are kept under review and one way to ensure that the behaviour policy is monitored is by way of the Behaviour Working Group, who are responsible for collecting specific data, such as teacher and student surveys, to establish whether pupils feel that this is a significant deterrent and, arguably of more importance, whether teachers feel respected by pupils as they ultimately “help to create a positive classroom environment, enhanced student engagement and more effective learning opportunities” (Parsonson, 2012, p21).

In their most recent inspection report, Estyn noted that pupils at School X “demonstrated exemplary behaviour in and around the school” (Estyn, 2018, p6). Notwithstanding this, through a process of self-reflection and evaluation School X has identified certain challenges that must be acknowledged and addressed. Namely, School X has identified an inconsistent approach adopted by teachers in respect of pupils using mobile telephones. Mobile telephone use is prohibited at School X on the basis that they can be a significant distraction which impedes learning. Interestingly, the evidence indicates that there is a clear and consistent approach applied to mobile phone use around the school, during break and lunch times, but this is not replicated within the classroom. Senior leaders and duty staff are highly visible throughout the communal areas of the school and this clearly carries significant weight amongst pupils which corresponds with the available evidence (Bennett, 2017; EEF, 2019).

During Professional Teaching Experience One (PTE One) it was evident that teachers adopted different strategies when dealing with mobile phones. These ranged from allowing mobile phones to be placed upon desks to confiscation at the mere sight. As aforementioned this inconsistent approach has since been identified by school leaders through the obtaining of qualitative data (year group meetings, staff and pupil consultations) and the Behaviour Working Group are currently working in partnership with teachers in order to establish how best to resolve this particular issue and implement a consistent school-wide approach. This

approach demonstrates that School X have been able to swiftly ascertain that rules in respect of mobile phones are not being consistently followed and applied. Monitoring the qualitative data has been a critical part of this process. Further, the fact that the data exists is evidence that staff members are ensuring that they record behaviours which is integral to the process of continuing evaluation and development.

Conclusion

School leaders, when setting out development priorities “need to collaborate in their execution of teaching, decision-making and problem-solving” (Cheng, 2013, p340). This process is therefore incumbent upon leaders creating a culture whereby excellent teachers can focus on teaching, and systems are implemented which supports teachers in their classrooms. The SDP is a tool by which schools can evaluate progress, refine and grow (WG, 2014). The priorities outlined in every development plan require both leaders and teachers to play their part in ensuring that the objectives outlined within the SDP are purposefully executed and consistently applied. Strong leaders appreciate that teachers, at the coal face, are their most valuable asset and it is therefore essential to invest in them to rigorously uphold the culture, values and ethos of the school for the success of all pupils.

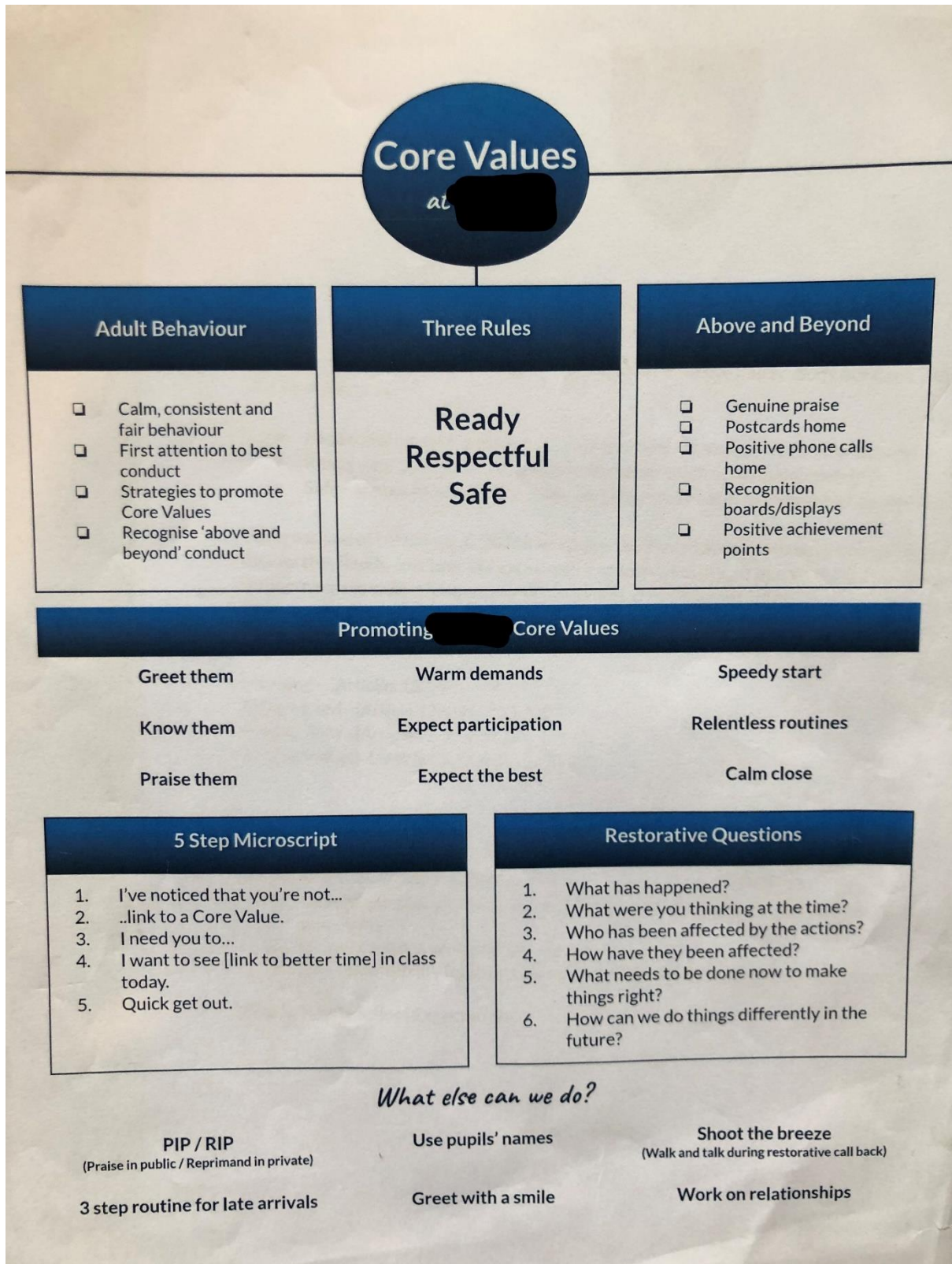
APPENDIX A

Priority: Wellbeing

Evaluation:

- **Develop a robust, evidence based model to evaluate 'wellbeing' (measure and define beyond A and E)** - under development
- **Reinforce protocols and procedures to support pupil attendance - review and evaluate current model (95.3%+)** - attendance for the year is 94.5%, 0.3% short of modelled and 0.8% short of school target. Importantly we are in line with the family and above LA.
- **Refine Newid provision so that it continues to support all learners, including those with complex needs, and enables them to effect positive change** - provision in this area of the school continues to evolve and strengthen; the PGW team is managed by a Senior PGW who reports directly to the Assistant Headteacher (Wellbeing) and Deputy Headteacher (Safeguarding); each year group (7-11) has a designated PGW who follows the cohort through the school and they work alongside their respective Learning Leader; Learning Leaders are also supported by Assistant Learning Leaders; in the Sixth Form the PGW works as part of the Sixth Form Team (Key Stage Manager, Learning Leaders X2, Assistant Learning Leaders X2, Assistant Headteacher); this team is also supported by the ALN team, the Pupil Welfare Officer and the Educational Welfare Officer. PGWs are a key point of contact for parents and external agencies who support our learners. This level of provision marks a step change in the level of wrap around care we provide to learners, particularly those with complex needs, but represents excellent value in terms of pupil wellbeing and outcomes.
- **Review new Behaviour and Ethos policy and procedure** - in September 2018 we introduced a new policy and accompanying procedures which marked a significant cultural shift in terms of community wide attitudes and engagement. Adopting the 'five pillars' of Pivotal practice presented some challenges to pupils and, in particular, staff. However, a focus on effective yard/corridor/classroom management has paid dividends, particularly when the principle of calm, consistent adult behaviour is applied. When necessary, restorative follow up in the form of 'call backs', has shifted the focus from punitive punishment to actually addressing the issue of the behaviour itself. Very good progress has been made on this community wide priority.

APPENDIX B



REFERENCE LIST

Akbar, O., 2019. *When The Adults Change Everything Changes: A Discussion*. [Blog] *The Unofficial Teacher's Manual*, Available at:

<<https://theunofficialteachersmanual.blog/2019/11/30/when-the-adults-change-everything-changes-a-discussion/>> [Accessed: 9th April 2020].

Arshad, R., Wrigley, T., Pratt, L. (2012) *Social Justice Re-examined – dilemmas and solutions for the classroom teacher*. London: Institute of Education Press

Bell, Les. (2002). Strategic planning and school management: Full of sound and fury, signifying nothing?. *Journal of Educational Administration*. 40. 407-424. 10.1108/09578230210440276. Available at:

[file:///C:/Users/Admin/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Strategic_planning_and_school_management_Full_of_s%20\(1\).pdf](file:///C:/Users/Admin/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Strategic_planning_and_school_management_Full_of_s%20(1).pdf)

[Accessed: 8th April 2020]

Bennet, T. (2017) *Creating a Culture: How School Leaders Can Optimise Behaviour*. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf [Accessed:

8th April 2020]

Brighouse, T. & Woods, D., 2013. *The A-Z of school improvement principles and practice*, London; New York: Bloomsbury Education

Buck, A (2018) *Leadership Matters 3.0* 3rd Ed. Woodbridge: John Catt Educational Limited.

Canter, L. and Canter, M. (1992) *Assertive Discipline*. Los Angeles: Canter and Associates.

Cheng, E (2013) Applying knowledge management for school strategic planning. *KEDI Journal of Educational Policy*. 10, (2), 339-356

Davies, B & Ellison, L. (1998) "Futures and strategic perspectives in school planning." *International Journal of Educational Management.*, 12,(3), 133-140. Available at: https://www.researchgate.net/publication/44826560_Futures_and_strategic_perspectives_in_school_planning [Accessed: 5th April 2020]

Dix, P (2017) *When the Adults Change Everything Changes – Seismic Shifts in School Behaviour*. Wales: Independent Thinking Press.

DfES (2005) *Learning behaviour The Report of The Practitioners' Group on School Behaviour and Discipline* Available at: <http://www.educationengland.org.uk/documents/pdfs/2005-steer-report-learning-behaviour.pdf> [Accessed: 9th April 2020]

Donaldson, G (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Available at: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> [Accessed: 5th April 2020]

Education Endowment Foundation (2018) *Behaviour Interventions Teaching and Learning Toolkit* Available at: <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=151&t=Teaching%20and%20Learning%20Toolkit&e=151&s> [Accessed: 9th April 2020]

Education Endowment Foundation (2019) *Improving Behaviour In Schools - Guidance Report* Available at: https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf [Accessed: 9th April 2020]

Estyn (2014) *Managing Behaviour* Available at: <https://www.estyn.gov.wales/effective-practice/managing-behaviour> [Accessed: 9th April 2020]

Estyn (2017) *Strong leadership and strategic plans for school improvement*. Available at: <https://www.estyn.gov.wales/effective-practice/strong-leadership-and-strategic-plans-school-improvement> [Accessed: 8th April 2020]

Estyn (2018) A Report on School X. Available at: <https://www.estyn.gov.wales> [Accessed: 12th April 2020]

Estyn (2019) Healthy and happy – School impact on pupils' health and wellbeing. Available at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Healthy%20and%20Happy%20report%20En_0.pdf [Accessed: 12th April 2020]

Fullan, M., 1994. *Coordinating top-down and bottom-up strategies for educational reform. Systemic reform: Perspectives on personalizing education*, pp.7-24. Available at: <https://files.eric.ed.gov/fulltext/ED376557.pdf#page=12> [Accessed: 8th April 2020]

Hattie, J. and Timperley, H. *The Power of Feedback* Review of Educational Research, 77, 81-112. doi:10.3102/003465430298487

Lemov, D. (2015). *Teach Like a Champion 2.0*. San Francisco: Jossey-Bass.

Matthews, Peter and Lewis, Peter, National College for School Leadership (NCSL), corp creator. (2009) *How do school leaders successfully lead learning?* Available at: <https://dera.ioe.ac.uk/254/1/download%3Fid%3D23637%26filename%3Dhow-do-school-leaders-successfully-lead-learning.pdf> [Accessed: 8th April 2020]

My Local School (2019) *Sharing Information about Local Schools*. Available at: <http://mylocalschool.wales.gov.uk/> [Accessed: 7th April 2020]

Parsonson, B, (2012) *Evidence-Based Classroom Behaviour Management Strategies*. Kairaranga, v13 n1 p16-23 2012 Available at: <https://files.eric.ed.gov/fulltext/EJ976654.pdf> [Accessed: 12th April 2020]

Pivotal Education (2020) *The Five Pillars of Pivotal Practice* Available at: <https://pivotaleducation.com/classroom-behaviour-management/resource-bank/> [Accessed: 10th April 2020]

Plevin, R (2019) *Take Control of the Noisy Class – Chaos to Calm in 15 seconds*. Life Raft Media Limited.

School X (2018) *School Evaluation and Development Plan*. Available at: <https://www.School+Evaluation+and+Development+Plan&pid=28> [Accessed: 2nd April 2020]

Slavin, Robert E (2009). *Educational Psychology: Theory and Practice*. New Jersey: Pearson Education, Inc

Turner, C (2019) 'Bad behaviour in classrooms fuelled by fashionable 'restorative justice' schemes, teacher union chief says' *The Telegraph*, 29th March Available at: <https://www.telegraph.co.uk/education/2019/03/27/bad-behaviour-classrooms-fuelled-fashionable-restorative-justice/> [Accessed: 12th April 2020]

Welsh Government (2012) *Practical Approaches to Behaviour Management in the Classroom*. Available at: <https://gov.wales/sites/default/files/publications/2018-12/practical-approaches-to-behaviour-management-in-the-classroom-a-handbook-for-classroom-teachers-in-primary-schools.pdf> [Accessed: 10th April 2020]

Welsh Government (2014) *School development plans*. Guidance document no: 155/2014
Available at: <https://gov.wales/school-development-plans> [Accessed: 5th April 2020]