



<p><b>What does great behaviour look like?</b></p> <ul style="list-style-type: none"> <li>* Students consistently meeting expectations but also going beyond the minimum expectations</li> <li>* Students questioning and being inquisitive</li> <li>* Being collaborative and demonstrating an acceptance of others</li> <li>* Taking responsibility and modelling best behaviour for other students</li> <li>* High standards and positive attitude</li> <li>* Trust and kindness</li> <li>* Taking on responsibility</li> <li>* Beyond conformity – might miss the opportunity to challenge and push themselves</li> </ul> <p><i>* Does our definition of great behaviour change through the year groups?</i></p>	<p><b>What is your understanding of our One School Rule of Respect?</b></p> <ul style="list-style-type: none"> <li>* We don't feel we know enough about it</li> <li>* It is the cornerstone to all that happens</li> <li>* Politeness</li> <li>* Link to the school values of high standards, hard work and kindness – respect underpins these</li> <li>* Compliance and obedience</li> </ul> <p><i>* What role do parents and carers play in promoting the One School Rule?</i></p>
<p><b>What do you feel the school does well in terms of addressing poor behaviour?</b></p> <ul style="list-style-type: none"> <li>* Clear steps and progression – clear consequences</li> <li>* Badges / pins / rewards which encourage and motivate</li> <li>* Strong pastoral support system</li> <li>* Leadership opportunities – e.g. school council</li> <li>* Communication with parents and carers</li> <li>* Restorative approaches (x2) with both students and staff</li> <li>* The weekly ParentMail is clear and informative</li> <li>* The Form Tutor plays a valuable role and works particularly well when they stay with the group over the full 5-year period</li> <li>* Exploring underlying causes / diagnostic approach for poor behaviour</li> </ul>	<p><b>What further actions could the school take which would help to improve behaviour further?</b></p> <ul style="list-style-type: none"> <li>* Additional intervention for small groups of students</li> <li>* More regular communication about behaviour – good and bad</li> <li>* Bigger focus on respect between students and staff (and vice versa)</li> <li>* Make greater use of the older students as role models</li> <li>* A greater sense of progression of expectations through the year groups</li> <li>* Ongoing rewards and praise, which is also celebrated in parental communication as we do with the students</li> <li>* Repeating expectations with students to ensure they are clear</li> <li>* More year-group specific information in ParentMail to balance the skewed view parents may have (students only reporting the dramatic stuff at home and not the positives)</li> <li>* More information on issues parents and carers can help with – e.g. vaping</li> </ul>

- Next steps:** Share feedback with Senior Leadership Team (SLT) and pastoral staff  
 Increase communication around behaviour as part of the weekly ParentMail  
 Continue to promote student leadership opportunities and communicate about these to parents / carers
- Next meeting:** Parents and carers to share feedback on the Home School Agreement in light of the above discussion
- Future meetings:** Promoting a sense of community / boundaries of school responsibility, safeguarding and communication