

Behaviour Quality Mark – Moderation Summary Report

School: Oswaldtwistle St Paul's CE Primary

Name of Moderator: Di Sheron. Primary Behaviour Consultant.

Date: 14/6/24

Accredited with: Gold award



St Paul's CE is a happy, safe school where there is a strong sense of community and every child is at the centre of all policies and practice.

BQM Section	Criteria for Silver	Criteria for Gold	Comments/Next Steps
Policy Clear and comprehensive.	All the criteria have been met.	<p>The policy is clear and is consistently and fairly applied in every aspect of school life. School could consider next steps to create a child/parent friendly policy. (sd)</p> <p>The school REACT (Rights, Ethos And Christian Team) members, represented from KS1 & KS2 were able to explain the school values and rules which constitute 'St Paul's Way'. Current research and guidance inform the policy, for example the school have worked closely and received training about adopting a trauma informed approach. There is a clear cycle of professional development in every aspect of school life which is cascaded to all staff during the weekly meetings.</p> <p>There is an induction process which ensures clarity of school policy expectations however we discussed how this might be a little more formalised. (gl)</p>	<p>sd)A child/parent friendly version could be created with input from the children.</p> <p>gl) Further develop an in-depth induction process for new and supply staff.</p>
School Culture There was an extensive range of evidence to demonstrate an outstanding whole school culture with	All the criteria have been met.	St Paul's is a school with pupils and staff and parents who are happy and feel valued and respected. There is a shared and consistent vision of what good behaviour looks like and everyone in the school community consistently treats each other with dignity, kindness and respect. The school leaders, the school pupil group REACT, and support	There is an outstanding school culture with many aspects which could be celebrated on the school website. For example the extensive provision for SEMH pupils, the outstanding and impactful community links, Y6/7

strong values and ethos shared by all stakeholders.		<p>staff are visibly involved in setting and maintaining the behaviour culture which has created an environment where everyone feels safe and supported.</p> <p>The recent introduction of 'families' eating together and sharing playtimes contributes to a school community where there is support and genuine care from older pupils towards their younger peers. There was evidence that the support and strategies implemented for those children requiring additional help with their emotions has a significant impact. Pupils were able to clearly explain the purpose of the regulation areas and how much it matters to share their emotions with adults which might be a barrier to being ready to learn.</p>	transition support, fantastic breakfast club and how this impacts on access to learning, etc.
<p>Relationships</p> <p>Pupil voice is a strength of the school. They are included in decision making and evidently feel heard. Relationships are absolutely central and evident through all aspects of school life.</p>	All the criteria have been met.	<p>Relationships & communication with parents are excellent. The positive difference school has made to the lives of many families was evident and is significant.</p> <p>Relationships with pupils are central throughout school. The pupils have a strong sense of belonging and a strong connection with the adults. Pupils and adults conduct themselves exceptionally well and display respectful attitudes to all.</p> <p>School governors play an active role in monitoring and evaluating the behaviour culture, valuing the involvement of pupils in the interview process for new governors.</p>	
<p>Conduct Around School</p>	All the criteria have been met.	<p>Staff have high expectations of what conduct around school looks like and they ensure it is upheld through high levels of positive support. Pupils are respectful, polite and happy.</p> <p>The established and proud 'Well Being Ambassadors' operates effectively during social times where pupils</p>	

		take an active role not just in supporting lunchtime activities, but are trained in supporting minor conflicts, demonstrating empathy towards their more vulnerable peers.	
Curriculum and Learning	All the criteria have been met.	<p>Throughout school, pupils display resilience and high positive attitudes and commitment to learning, enhanced through the teaching of their 'Learning Power' characters.</p> <p>There are regulation areas throughout the school and pupils know and are supported on how to be self-regulated learners through specific teaching of breathing techniques. The Breakfast Club, attended by over 90% of pupils successfully integrates breathing techniques and pupils were able to tell me the biological purpose of this.</p> <p>School's investment in this Breakfast Club has been a major factor in significantly improving attendance and the pupils' love and enjoyment of this positive start to their day was evident. Governors are provided with regular updates on steps being taken to improve attendance, behaviour and attitudes to learning.</p> <p>Staff establish the schools' expectations, routines, values and standards intensively throughout the reception year, and provision is made, particularly through peer-to-peer buddying for new children integrated from other schools, to ensure they understand and feel supported in the schools' culture. This is crucial, as St Paul's has a high transient population.</p> <p>School have carefully considered the use of colour within the environment, particularly in supporting ASC pupils with uniformed display colours throughout each classroom. The impact of</p>	<p>gg) Consider explicit teaching of learning behaviours to enable pupils to manage their own behaviour more effectively and that of others, for example how to manage distractions, how to work independently, how to work effectively within a group.</p> <p>ge) The impact of uncluttered environment on pupils with sensory issues could be considered within some areas.</p>

		<p>uncluttered environment on pupils with sensory issues could be considered within some areas. (ge)</p> <p>Pupils are taught to take responsibility for their behaviour and uphold expectations regardless of who is leading the class. Routines and expectations are explicitly taught at the start of the year and revisited regularly throughout the year. Explicit teaching of learning behaviour could be considered, to enable pupils to manage their own behaviour more effectively and that of others. (gg)</p> <p>St Paul's Passport provides curriculum enrichment with many pupil experiences,</p>	
<p>Inclusion, pupil support and intervention</p> <p>Engagement in inclusive practice is exemplary.</p>	<p>All the criteria have been met.</p>	<p>Communication between teams is very strong. Staff effectively share information to trigger, inform and evaluate pupil support. The Pastoral Support Team and SLT communicate intensively to improve behaviour outcomes.</p> <p>Recent whole school input on the effective use of CPOMs is used to inform highly effective positive behaviour support action plans. The weekly 'Well Being' meetings ensures class teams are aware of and are upskilled in the recommendations within the plans. This ensures the interventions aren't isolated and have an impact for the child. The range of interventions available from the Pastoral Team is fantastic.</p> <p>There are very close partnerships with external agencies to maximise pupil progress.</p> <p>Adult and child-led entry and exit assessment through the school's bespoke systems demonstrates the impact of the interventions, which are shared with all staff. (My World, Heart Math).</p>	

		All transitions between classes/key stages are carefully planned. Support doesn't stop when a pupil moves into Y7, as the pupils are welcomed back one night a week for a term to identify any issues.	
Safety All staff, including office staff have regular and effective safeguarding training. Parents feel secure that their children feel safe.	All the criteria have been met.	Feeling safe and being protected from harm is embedded in school. Children are safe and protected and know who to contact if they need support. The clear on-line safety protocol is evident around school and supported by the pupil 'On-Line Safety Champions' group. External agencies are used to embed a safe culture. There are many links with external agencies to embed the safe culture, for example links with the local police, the fire service and YNOT. Questionnaires demonstrate pupil and parent confidence in the promotion of anti-bullying. School are currently seeking accreditation for the Equality Mark.	
Staff support and development	All the criteria have been met.	All staff are happy and feel supported by senior leaders. There is a solid sense of teamwork across all school phases. Supervision is provided for all staff. Identification and utilisation of staff strengths to support staff skills within St Paul's is evident. School leaders have a clear understanding and overview of staff expertise and competence regarding behaviour support. As a result, professional development is tailored to the needs of all staff and, when appropriate, colleagues with expertise are involved in delivering training. Staff access extensive training to widen their skills in supporting the school community, for example one staff member has accessed support for parenting training.	