

Sherborne County Primary School
 School Development Plan - September 2018 - October 2019
 1st Update - November 2018



OBJECTIVE 3 - To become RESILIENT Learners with OUTSTANDING Behaviours at Sherborne Primary and Beyond

This will feather through the other SDP Strategies & support academic resilience

Pink = completed / Yellow = started & ongoing / Updates in Red

Rationale - Many children at SPS are not resilient enough to support their learning and need encouragement to build confidence and self-esteem					
STRATEGIES	TACTICS	Lead Person and Monitoring	Timescale	Resources	IMPACT
A. To create RESILIENCE across Sherborne Primary School CPD- Mental Health all staff LEAD PERSON - Steph Beatson	1. Utilise the Class Dojo system to focus on key resilience skills. Rewards for resilience which is public, celebrated and linked to 'team' ethos (school teams) <i>Staff held dedicated meeting to discuss behaviour and use of Dojo to foster resilience</i>	Ian Bartle & Phil Sales	Starting Autumn Term 2018	Staff meeting / INSET time to reflect on rewards & sanction systems	
	2. Embed the language of resilience through teaching & learning / displays / assemblies <i>1st half Autumn Term focused on Resilience through Collective Worship</i>	Steph Beatson		Staff Meeting time	
	3. Peer mentoring e.g. Yr 5 mentoring Yr 3 pupils (selected pupils) / Yr 2 mentoring & supporting Yr R (with training & support). Start the journey successfully (i.e. EYFS)	Class teachers (Team Leaders to oversee)		Meeting time to discuss	
Outcomes		- Children exhibit outstanding behaviour (as judged via LGB monitoring & SAST Whole School Review) - Children are becoming more resilient and this is shown through work ethic & staff feedback			
Rationale - Children are reliant on rewards and need to self regulate as a 'good choice' / 'the right thing to do'. School activities (playtimes & lunchtimes) need to support this					
STRATEGIES	TACTICS	Lead Person	Timescale	Resources	IMPACT
B. To improve enrichment activities to celebrate and encourage resilience CPD - Behaviour Management - BSS service input to all levels of staff	1. Enrichment hour every Friday for whole school-linked behaviour rewards. A range of activities on offer for children to choose from and reduce group sizes. <i>All classes have a 'choosing Friday afternoon' which is linked to our Behavioural Policy & systems</i>	Team Leaders	Starting Autumn Term 2018	INSET & Staff Meeting tie to discuss	

LEAD PERSON -Team Leaders	2. School Council to launch a game a week for break and lunchtimes.	Liz Maskew		Staff Meeting time to discuss	
	3. Adapt the Senior Pupil Programme. Look at the criteria and adapt (to link the role modelling alongside resilience). Yr 6 fulfil certain criteria to start as a Senior Pupil (in Sept) with a short 'tick-list' signed off by staff (1st half-term) <i>Already in action with Senior Pupils ONLY chosen once they have fulfilled the set criteria & maintained this behaviour. Explained to parents / carers via a dedicated Parents Evening in Sept 2018</i>	Lucie Durrant		Management Time	
	4. Support resilience through a dedicated Nurture Group & staff allocated to support enhancing the self-esteem & self regulation of vulnerable groups <i>This group is in operation & also supported by ELSA trained staff</i>	Steph Beatson & Ali Brazier		Ali Brazier - contract Liaison time between TA's / teachers to support this	
	5. Review the curriculum at SPS and ensure it is relevant & fit for purpose. Use INTENT / IMPLEMENTATION / IMPACT as key areas to explore. Sections of this will be performed alongside SAST colleagues for mind mapping & research <i>IB & PS attended CPD alongside SAST ELG Group. Dedicated staff meeting held to start to explore possible new curriculum and solve our timetabling issues</i>	SLT		Staff Meeting time & ELG Meetings within SAST (& outward looking research)	
Outcomes	- SENCO & other staff to measure resilience via questionnaire & Boxall method to gauge effectiveness of the above - Pupil Questionnaire to feedback effectiveness of activities at playtimes & lunchtime + reward systems (pupil's view on behaviour across the school)				
Rationale - At time children can be self-centred and must understand that resilience and outstanding behaviour need to be modelled outside of school now and in the future					
STRATEGIES	TACTICS	Lead Person	Timescale	Resources	IMPACT
C. To create RESILIENCE beyond Sherborne Primary School CPD - Outside Agencies Parental Support for Resilience / Behaviour Management (home & school) LEAD PERSON - Ian Bartle	1. PSA to develop programme of parental support workshops alongside other professionals / agencies <i>Activities have included one to one & small group parental support & links with other agencies including Social Care, DFM (Dorset Families Matter) & charities e.g. a charity is teaching 2 x parents to read</i>	Alan Valentine (PSA) / Steph Beatson	Starting Autumn Term 2018	Costing TBC - mostly free with DFM & IY etc.	
	2. Resilience targets for home learning to share with parents. Make this part of our 'INSPIRE MORNINGS WORKSHOPS' (inviting parents into school for staff to model resilience / strategies) <i>Resilience fostered through Inspire Mornings. Out of the 4 teams, 2 have hosted theirs</i>	Team Leaders	1 x Autumn Term 2018 / 1 x Spring 2019	Staff Meeting Time to discuss	

	<i>already and the other 2 are timetabled. This was such a success that we will repeat the Inspire Mornings during the Easter Term 2019</i>				
	3. Apply SAST approach to resilience scheme. Work alongside SAST school & share good practice <i>Discussed at length within the SAST SEN Thread Group</i>	Steph Beatson	Ongoing	Meeting time for staff to discuss (possible cover)	
	4. Continue to develop links outside of SPS to further foster resilience & outstanding behaviour. Acts of Kindness / link with a London School / National Eco Schools Awards (reapplication for award) / Hayes Old People's Home etc. <i>Links with the Hayes / The Elms / The Abbey Old People's Homes. Links with Adults with Learning Disabilities all happened (Autumn Term 2018)</i>	Ian Bartle Fran Ellis (Eco)	Ongoing	Meeting time to discuss	
Outcomes	- <i>Successful links with local community (fed back by community & beyond)</i>				

Year 2 - Resilient Learners with Outstanding Behaviours within & Beyond SPS	
<ul style="list-style-type: none"> - Continue Acts of Kindness to a wider audience (link with London School in London?) - Measure increase in resilience over time - Support more able children with more opportunities to model their resilience and leadership skills 	