



Ruskin Behaviour and Relationships Action Plan 2023/24

Ruskin Community High School took part in the Behaviour Hubs DfE Programme in 2022/23. This action plan develops on the targets created during that period.

Target	Actions to be taken	By whom and how it will be monitored	By when	Resources needed	Success criteria	RAG
<p><i>Break down the priority into smaller targets</i></p> <p><i>Make these SMART (specific, measurable, achievable, relevant, time-bound)</i></p>	<p><i>Include the steps you will take in order to achieve the target</i></p>	<p><i>Who is responsible for each action and how will they monitor?</i></p>	<p><i>When will these actions be completed by?</i></p>	<p><i>What resource do you need?</i></p>	<p><i>What does success/impact look like?</i></p> <p><i>How will you measure this? (evidence, milestones, impact on learners, outcomes)</i></p>	<p><i>Colour-code and date this box.</i></p> <ul style="list-style-type: none"> ● <i>Red: not started</i> ● <i>Amber: started but not complete</i> ● <i>Green: completed</i> <p><i>Add comments as needed</i></p>
Targets to Continue Developing from 2022/23						
<p>To further develop the House System</p>	<p>New House Leads appointed as required</p> <p>Planning of events throughout the academic year</p>	<p>Natalie Burke</p>	<p>Jan 2024</p>	<p>Equipment etc. needed for any house competitions</p> <p>New pins for new starters.</p>	<p>Student Voice – feedback from students on House System</p>	<p>House assemblies and House week taken place in Autumn 1.</p>

	House assemblies Charity chosen for each House				Improvement in behaviour and attendance – students and staff working for their House	
To develop more positive relationships with some parents, especially those who are Pupil Premium	Review current opportunities for parental engagement Plan strategies for engagement, focussing on those who are PP with poor attendance, concerns with behaviour and concerns with progress Parents to also be included within school core values and expectations to follow these	Natalie Burke and Claire Harrison	January 2024	Pupil Premium, Attendance, Behaviour and data	Parent engagement at organised events Improved attendance to Parents Evenings Improvement of PP attendance, behaviour, progress	Continue to develop parent sessions, for behaviour and attendance in September 2023. New EFSW and inclusion of ACOSS FSW once a week will help to facilitate this.

<p>To implement a behaviour CPD programme for Whole School and targeted support. Behaviour sessions and CPD time allocated within the School Calendar every term 2023/24</p>	<p>Whole school CPD required at regular points throughout the academic year</p>	<p>Claire Harrison and Natalie Burke</p>	<p>July 2024</p>	<p>CPD plan Update to Behaviour Policy</p>	<p>Staff voice – improved confidence in managing behaviour Reduction of negative behaviour points</p>	<p>Dates for Behaviour INSET: 6th November 2023, 18th March 2024.</p>
<p>To develop intervention and mentoring packages to use with targeted students in order to reduce negative</p>	<p>Development of intervention and mentoring packages depending on need/concerns Sessions timetabled for interventions/mentoring. Staff (VIT/LAN/DAL) to work as the</p>	<p>Claire Harrison and Natalie Burke</p>	<p>Programme to start in September 2023 and monitored throughout the academic year, measuring impact</p>	<p>Intervention/mentoring modules to be developed</p>	<p>Reduction in negative points, Inclusion Centre visits and suspensions for targeted students</p>	<p>Interventions began in September 2023</p>

behaviour points, time in the Inclusion Centre and Suspensions.	intervention/mentoring team Liaison with YAMS/Inclusion Manager to discuss key areas/students needed for intervention/mentoring				Positive feedback from students and staff	
To develop and re-brand the school Support Centre (to be called the Inclusion Centre) to reduce repeat visits to the Inclusion Centre and suspensions	New member of staff to lead the Inclusion Centre (September 2023) Incorporating intervention/mentoring into the days of those in the Inclusion Centre where possible New routines for students within the Inclusion Centre Social skills development within the Inclusion Centre	Claire Harrison and Natalie Burke	Data analysis throughout the year	Use of laptops/Class Charts Revision guides Social skills games such as Chess, Draughts, UNO, cards, outdoor activities (gardening, basketball hoop, possible table tennis) to be used a lunch time.	Reduction in repeat visits to the Inclusion Centre Reduction in suspensions and repeat suspensions Improved quality of work completed and engagement in learning in the Inclusion Centre	The new Inclusion Centre began in September 2023

	<p>Quality of work completed and work set to improve</p> <p>Quality of support given to students academic studies to improve</p>					
<p>To develop further consistency with behaviour management in schools, including the use of language by staff</p>	<p>Discussions around types and use of language with HAR/BUN/YAMS/SLT</p> <p>Links to the Core Values</p>	<p>Claire Harrison and Natalie Burke</p>	<p>Feb 2024</p>	<p>CPD sessions with all staff.</p>	<p>Improved behaviour within schools (data analysis) and student/staff feedback</p>	
<p>To develop links with external agencies and other school settings to develop support and</p>	<p>Developing links with Alternative Provisions (The Lodge at Sandbach and others outside of area)</p> <p>Liaison with external agencies for outreach support, such as fishing,</p>	<p>Claire Harrison and Natalie Burke</p>	<p>Developed throughout the academic year with programmes in place by Feb 2024</p>	<p>Outreach programmes</p> <p>Visits to The Lodge and other AP settings</p>	<p>Reduction in repeat visits to the Inclusion Centre</p> <p>Reduction in suspensions</p>	<p>Inclusion Centre lead has visited Oakfield Lodge (PRU) in July 2023.</p>

<p>outreach programmes for students, especially those that are PP.</p>	<p>to engage hard to reach students, especially PP boys, to develop an outreach programme.</p>				<p>and repeat suspensions Engagement in lessons for targeted students</p>	
<p>Continue to develop Mental Health and Wellbeing training and support for students and staff, with all staff being Trauma Informed trained by February 2024 and the school completing the Trauma Informed award by the</p>	<p>All staff to completed the Trauma Informed Schools training. Continue liaison and support with Lisa Carden-Dorey at Local Authority Continue liaison and support with VISYON Develop liaison and support from Motherwell Student voice from the Student Safeguarding Team Student wellbeing surveys using</p>	<p>Claire Harrison (SMHL) Abbie Lander (FSW) and Natalie Cross (SENDCO) both Trauma Informed trained.</p>	<p>April 2023</p>	<p>Completion of Trauma Informed Award and further support for staff alongside this</p>	<p>Student voice – improved mental health and wellbeing within the school and understanding of how to access/find support Staff more confident in their understanding of mental health and wellbeing and trauma and how to</p>	<p>Part One of Trauma training completed by Teaching Staff in November 2023.</p>

end of the academic year.	BounceTogether (implemented into PSHCE sessions. Development of PSHCE lessons, external agencies, Form Tutor sessions and assemblies.				support students in school. Staff voice/feedback	
---------------------------	--	--	--	--	---	--