



Dear Parents and Carers,

Re: Term 4 Trust Internal Review of Behaviour and Attitudes

Each half term, the trust, working alongside our headteachers (Mrs Powell, Mr Mazza and Mrs Holman) undertake an internal review of a specific area. The purpose of these reviews is to provide support and challenge in the specific areas of focus as well as celebrating what our schools are doing well and share the very best practice.

Last half term, the focus of the internal reviews was on Behaviour and Attitudes. As part of the review the following activities were undertaken:

- Discussions with senior leaders about the vision, priorities and policies in place for behaviour
- Walks around the school in both structured and unstructured times
- Conversations with staff and children to ascertain their views of behaviour in the school

Behaviour is given a high priority at Loose and there are high expectations for the ways that children conduct themselves around the school. Although the systems and processes in place to support behaviour are successful, the school constantly review these approaches with input from the staff and pupils through school council. One of the ways that the approach to behaviour has developed over the past few years is the addition of nurture support, to support children who may need additional support.

Recent surveys have shown that children feel safe at school and that bullying is dealt with effectively. The school are actively looking at ways to support children understand their behaviour more. They are seeking to dig deeper to understand the causes of children's behaviour, not just the symptoms. One resource currently used to support this is Teachers' Pet which supports children's understanding of mental health and wellbeing and how this can influence behaviour.

During our walk around the school, it was clear that classes had strong behaviour routines, which were well established. Children knew what to do and when and their behaviour was supporting their learning. At break time, the children played well together, interacting well and responding to each other and the adults on duty. Children knew and understood the expectations of behaviour and lived up to those expectations. Where intervention was needed, children were quick to change their behaviour to be more appropriate.



It was also really lovely to talk to some children about how they felt about behaviour in and around school. They could speak positively about behaviour and understood the systems for rewards (the ladder) and could talk about how the system worked. They commented that they felt safe in school and that the behaviour in classrooms was good. When we spoke to staff, they also commented that they felt supported by leaders when dealing with behaviour.

It was clear from our focus that behaviour and attitudes are strength and supports children's learning. It was a pleasure to see how the staff and children conducted themselves and it was an excellent learning experience for those involved.

Yours sincerely,



Mark Chatley

Trust Leader