



Behaviour and attitudes			
What?	Why?	How?	When?
To improve whole school attendance, including vulnerable groups, with the aim of achieving 97% across the school.	Children have missed a lot of school over the past few years, and we aim to catch them up as quickly as possible. The DfE sets 97% as the ambition for all to enable children to achieve their very best.	We will create action plan to set out how we will approach attendance this year (including reviewing the policy).	Sep 2022
		We will share the school's expectations of attendance and punctuality with the parents and carers	Sep 2022
		We will introduce a late book to ensure we are able to keep track of latecomers and put support in if needed.	Sep 2022
		We will send out termly attendance figures so that parents and carers are kept fully informed. We will use outside agencies such as Education welfare officers and family support for parents in need of help and guidance.	Ongoing Ongoing
To review and improve the current Relationships and Behaviour policy to ensure it reflects both mental health and positive relationship priorities for our children.	Our relationships and behaviour policy is a key document for our school that explains the expectations we have for our pupils and staff and the ways they interact and support each other. Over the last 2 years, the children's mental health has suffered, and we want to ensure pupils and staff are equipped with the skills to be part of a happy and healthy community.	We will carry out staff, pupil and parent survey to gain opinions on the current policy.	Jan 23
		We will use mental health lead training info to identify key elements that are appropriate for the school community.	Feb 23
		Current policy will be reviewed to check it meets the needs of the pupils, incorporates and promotes the school values and review and change as necessary.	Mar 23
		New policy will be shared with school community and we will create visuals to use around the school to be reminders for the children.	Apr 22
To support the pupils in developing positive attitudes to learning, including articulating this to others.	At Sennen School, we have worked hard to rekindle the childrens' love for learning. Over the last year, we have found that they have struggled particularly with resilience, which can lead to a negative attitude. By developing resilience, we are hoping to turn this around and help the children to be more positive about their learning.	All staff will have high expectations for learning behaviour	Sep 2022
		Staff meeting time & pupil progress meetings to discuss children who may be causing a concern and need some support (e.g. TIS sessions, mental health worker sessions, mentoring etc)	Sep 2022 then ongoing
		We will make good use of external agencies if the need is identified.	Sep 2022
		The word 'challenge' is to be used positively and widely by teaching staff Resilience will be taught through assemblies as a school key virtue regularly. Dedicated time will be given for children to articulate their learning to others through governor monitoring and topic landings.	Ongoing Ongoing Ongoing
Pupils recognise their role in the schools' positive, respectful relationships and are able to articulate what bullying is and what they could do to stop it	We want all children to feel safe and secure in our school and want to ensure that they know how to speak out if they are feeling worried, insecure or unsafe.	Whole school assemblies will focus on anti-bullying, linking with our school value of respect.	Oct 2022 then termly
		Kapow resources will be used to support children through regular PSHE lessons Staff will continue to monitor the use of Worry Monsters and worry boxes	Jan 2023 Ongoing
In lessons, develop a consistent culture of metacognition and AfL, where pupils are involved in assessing their own, and each other's learning	It is important that children are able to identify their strengths and how they learn best. By developing their understanding of meta-learning, we will enable them to become more confident, independent learners. When this is incorporated with assessment for learning (including peer assessment), we can give them opportunities to reflect on their learning and therefore make progress.	Staff training will take place on meta-learning and assessment for learning strategies	Nov 22
		There will be an assembly to introduce the idea of meta-learning which will be repeated termly.	Nov 22
		Bespoke sessions will take place in class to talk about how we learn, this can then be reinforced in all lessons.	Nov 22 then ongoing
		Bespoke sessions will take place in class on peer assessment, what a good one looks like and phrases that they could use.	Jan 22
		We will create resources that children can use to support the development in class Regular opportunities will be provided for peer assessment in lessons (using specific criteria)	Jan 22 Ongoing