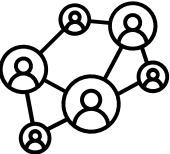

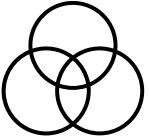


Belonging Matters: SDP Overview 2025-26

	<p style="text-align: center;">Building Relationships</p> <p>Students, staff and wider stakeholders are supported to build a sense of connectedness to school through their relationships with adults, each other and the school environment</p>	<ul style="list-style-type: none"> • Consistent recording of responses to incidents of bullying or use of derogatory language • Consistent and effective implementation of the Relationships and Behaviour Policy by all staff • Fundamental British Values and SMSC and the delivery are explicitly understood by all stakeholders • Leaders at all levels have the opportunity to make a consistently positive contribution to school priorities • Build consistently strong, constructive relationships with parents to strengthen belonging for all students and families 	<p>Attendance & Behaviour</p> <p>Personal Development</p> <p>Leadership & Governance</p>
	<p style="text-align: center;">Valuing Attendance</p> <p>Staff show that they care when students come into school. We celebrate progress with students and parents/carers.</p> <p>When in school time is used purposefully with a well-planned curriculum that is academically ambitious and supportive of students' SEMH needs.</p>	<ul style="list-style-type: none"> • More rigorous analysis of data to analyse trends across groups of students including those with EHCPs and those known to social care to ensure improving levels of attendance across the school • Highly effective teaching is consistently delivered across the school that closes any gaps in foundational knowledge and age-related expectations • Embed a culture of consistently high ambitions and professionalism to ensure a positive experience for students across all areas of the school 	<p>Attendance & Behaviour</p> <p>Curriculum & Teaching</p> <p>Leadership & Governance</p>
	<p style="text-align: center;">Meeting Needs</p> <p>A holistic view of students ensures that we understand that academic and wider needs. Quality first teaching adapts learning to individuals, and with small group teaching and high staff: student ratios, students are able to achieve success in the classroom.</p> <p>Staff work in collaboration to ensure that wider needs are met in a joined up, coherent way.</p>	<ul style="list-style-type: none"> • Rigorous monitoring of academic progress and impact of interventions • Assessment is used to ensure that teachers make highly effective choices about what to teach and when • Tracking and monitoring of the personal development programme demonstrates the impact on students' confidence, resilience and independence 	<p>Inclusion</p> <p>Curriculum & Teaching</p> <p>Personal Development</p>



<p>1.1 Objective</p> <ul style="list-style-type: none"> Consistent recording of responses to incidents of bullying or use of derogatory language <p>SLT Lead: Debbie Kirkham</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> Pupils will feel safe and confident to report knowing that they are taken seriously and that issues are dealt with and responded to quickly – evidenced through student voice Leaders and staff create a positive environment where there is a zero-tolerance culture to incidents of child-on-child abuse or the use of derogatory language – evidenced through drop ins/ learning walks, staff voice, reduction in reported incidents over time and in repeat incidents involving the same pupil.
<p>Planned activity:</p> <ul style="list-style-type: none"> CPOMS reporting to be monitored and evaluated to analyse patterns, including details of how the concern was followed up and resolved. Review CPOMS to consider having a broader derogatory language category and communicate changes to staff. Staff training ensures that information is recorded correctly and that staff are clear what constitutes bullying, how it relates to child-on-child abuse and how it is different to one off incidents. Anti bullying week across the school to increase awareness; review PSHE curriculum to ensure that this is embedded Engagement with students to review reporting processes and developing a student friendly policy/ displays Trusted adult training –what does that mean and how would students know who their trusted adults were? What is a positive relationship? 	<p>Review:</p> <p><u>Activity to date (March 26)</u></p> <ul style="list-style-type: none"> CPOMS review completed, need for new categories identified to ensure appropriate understanding of trends and behaviour to facilitate improved analysis of what’s happening in school Changes introduced and communicated with staff Student friendly Anti Bullying Guide completed with self-reporting option developed (using QR codes) <p>Impact:</p> <ul style="list-style-type: none"> Changes only just come online so impact not yet possible SLT are noticing increased reference by staff to protected characteristics and reinforcing appropriate language (link to 1.3)
<p>What else needs to happen?</p> <p>Altus Anti Bullying Week (20/4/26) to launch student friendly policy and reporting procedures (Debbie Kirkham)</p>	



<p>1.2 Objective</p> <ul style="list-style-type: none"> Consistent and effective implementation of the Relationships and Behaviour Policy by all staff <p>SLT Lead: Claire Greatbanks</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> Shared understanding of the implementation of the Relationships & Behaviour Policy – behaviour records, learning walks/ drop ins, staff and student voice Relationships are positive across the school – evidenced by improving levels of attendance and engagement scores (Motional and PASS) Students are able to regulate and de-escalate – evidenced through FAPs, behaviour records, learning walks, suspensions
<p>Planned activity:</p> <ul style="list-style-type: none"> Staff training on how to implement the Relationships and Behaviour Policy – use centre meetings to target specific gaps Audit school environment to ensure consistent messaging, develop visual prompts for classrooms and scripts Develop tracking and monitoring of behaviour to understand trends Embed regular drop ins at each centre, using staff and student voice, to understand typicality across the school Trusted adult training –what does that mean and how would students know who their trusted adults were? What is a positive relationship? (link to objective 1.1) Review of how student engagement is tracked, monitored and celebrate 	<p>Review:</p> <ul style="list-style-type: none"> Training and CPD delivered across all centres; bespoke training dependent on identified needs in different areas of the school Drop Ins protocol developed and these are now embedded as part of SLT practice <p>Impact to date:</p> <ul style="list-style-type: none"> improving levels of attendance across the school more consistent implementation of the Relationships and Behaviour Policy noted across centres and positive relationships frequently observed (SIP feedback ‘there was a palpable sense of belonging across all centres’). Consistent use of ‘ready respectful safe’ although this is appropriately delivered differently in each centre Noticing children talking about attendance; containment is happening more calmly and quickly when escalated behaviors occur Declining levels of suspensions and reduction in average behaviour incident per child term on term, reduction in positive handling
<p>What else needs to happen?</p> <p>Ongoing work around consistency in all centres – not consistently relational and staff resilience can drop.</p> <ul style="list-style-type: none"> Need to deliver more targeted support within individual centres where behaviour is quicker to escalate and slower to calm (Claire Greatbanks) 	



<p>1.3 Objective</p> <ul style="list-style-type: none"> Fundamental British Values and SMSC and the delivery are explicitly understood by all stakeholders <p>SLT Lead: Emma Gundry</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> There is a culture of tolerance and respect for others across the school – evidence through CPOMS and learning walks/drop ins Staff know what is meant by Fundamental British Values and can provide opportunities for these to be developed – evidenced through staff voice survey, audit Students able to express opinions about issues affecting them in and out of school – evidenced through learning walks and drop ins which demonstrate staff use opportunities for SMSC development
<p>Planned activity:</p> <ul style="list-style-type: none"> Training for middle leaders to ensure that they understand what is meant by Fundamental British Values and SMSC development Produce student friendly displays across the school about Fundamental British Values Audit SMSC provision across the school with middle leaders to produce an easily understood overview of the school’s delivery All staff training – linking British Values to the school vision, using scenarios to model in action (all staff meeting) Update website to include British Values and SMSC Curriculum policy written that includes reference to SMSC and British Values 	<p>Review:</p> <ul style="list-style-type: none"> All leaders have audited how British Values and SMSC are developed and delivered across the school Website has been updated with information Staff training delivered with emphasis on British Values and how these are modeled by staff. Training also included reference to the Equality Act and protected characteristics Primary – use of student friendly displays on entry to promote conversation with students; these are often discussed with staff <p>Impact to date:</p> <ul style="list-style-type: none"> Positive relationships based on tolerance and respect observed across the school through drop ins, learning walks and SIP visits Pupils seen discussing controversial topics across a range of lessons appropriately
<p>What else needs to happen?</p> <p>Learning from LA review into disproportionate PEXs locally for children of black and minority groups – how could this learning develop our curriculum and work with students? (Debbie Kirkham)</p>	



<p>1.4 Objective</p> <ul style="list-style-type: none"> Leaders at all levels have the opportunity to make a consistently positive contribution to school priorities <p>SLT Lead: Emma Gundry</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> Leaders at all levels actively contribute to strategic priorities, creating a culture of shared responsibility / accountability – evidenced through middle leader survey and appraisals All leaders have development opportunities to develop their expertise and effectiveness – evidenced through staff voice, CPD records and appraisals Staff feel well supported by leaders – evidenced through staff voice There is growing consistency across the school in all aspects of the provision including attendance, behaviour and curriculum delivery – evidenced through learning walks, lesson observations and drop ins
<p>Planned activity:</p> <ul style="list-style-type: none"> Training for middle leaders about the new Ofsted framework and how their roles contribute– ongoing through leadership meetings Middle leaders supported to undertake team self-evaluation and produce team development plans, linked to whole school priorities Development of common proforma to ensure more consistent line management across the school which facilitates improved 2-way communication between SLT and middle leaders Implementation of more flexible CPD programme that provides wider range of opportunities for bespoke professional development, including promotion of NPQs Work with leaders across the school to define scope of decision-making authority at each level 	<p>Review:</p> <ul style="list-style-type: none"> Ongoing training about the new Ofsted framework delivered through middle leader and all school leadership meetings Middle leaders have started to undertake team self-evaluation and consider areas for development Bespoke, flexible CPD programme developed <p>Impact to date:</p> <ul style="list-style-type: none"> more consistent practice across the school observed particularly in relation to attendance and curriculum planning Staff Voice is increasingly positive about professional development opportunities in the school Middle leaders are more effectively working together in a collaborative manner to address issues related to teaching, curriculum, behaviour and attendance, indicating an improving culture of shared accountability
<p>What else needs to happen?</p> <p>Review of CPD (teacher) – staff voice to feed into ongoing development of CPD (Leanne Roseblade)</p>	



<p>1.5 Objective</p> <ul style="list-style-type: none"> Build consistently strong, constructive relationships with parents to strengthen belonging for all students and families <p>SLT Lead: Claire Greatbanks/Debbie Kirkham</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> Enhanced sense of belonging for pupils and parents – evidenced by improved attendance, student and parent voice Earlier intervention addresses need quickly – evidenced by case studies of impact, increased attendance Improved KS4 outcomes – numbers of exams/qualifications achieved by students in Y11
<p>Planned activity:</p> <ul style="list-style-type: none"> Review induction processes across the school to identify best practice Create a family friendly school prospectus to be given to parents on induction Review process of parental engagement to ensure increased attendance / engagement with school meetings Staff training with family support team around empathy and language to provide supportive challenge Adapt existing GCC documents e.g. TALC ready reckoner to signpost where support is possible for key staff to use 	<p>Review:</p> <ul style="list-style-type: none"> Ongoing development of the Family Support Team with on the job training; growth of team with appointment of new offsite teacher (not directly family support but works with team) Signpost to support document now produced and website updated Primary are trialing use of class dojo to support parental engagement <p>Impact</p> <ul style="list-style-type: none"> Improved whole school attendance – case studies of individual children and families team have worked with Parent Voice is positive about impact of the team
<p>What else needs to happen?</p> <p>Actions outstanding planned for term 5 and 6</p> <p>Review use of Class Dojo in primary re parental engagement (Colin Ellyatt)</p> <p>Parent Voice questionnaire to be shared in term 5 – start with RESET day (Debbie Kirkham)</p> <p>Collect data about parental engagement in Reset Day (Claire Greatbanks)</p>	



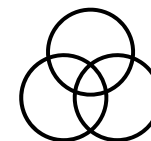
<p>2.1 Objective</p> <ul style="list-style-type: none"> Rigorous analysis of data to analyse trends across groups of students including those with EHCPs and those known to social care to ensure improving levels of attendance across the school <p>SLT Lead: Claire Greatbanks</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> Leaders will be able to identify attendance trends and implement targeted strategies that will be evidenced through reduced persistent absence and increase overall attendance rates for identified groups Staff will spot declining attendance early, enabling timely interventions and engagement with families and external agencies evidenced through the planned activities.
<p>Planned activity:</p> <ul style="list-style-type: none"> Embedding line management process with centre managers with a focus on attendance to support earlier intervention and action Review how data can be used more forensically e.g. dashboards to track attendance by cohorts (EHCP, social care, vulnerable groups) - strategic and operational use of data Training for the family support team to ensure that they are able to engage effectively with families and external agencies (link with objective 1.5) Leadership training and CPD on interpreting attendance data and implementing strategies to improve attendance. Introduction of new Offsite teacher to support transition into KS4 centres when students are persistently absent from school 	<p>Review:</p> <ul style="list-style-type: none"> Termly report to SLT developed tracking attendance across vulnerable groups – used in line management meetings SLT training for SIMS discover Offsite teacher introduced and made permanent within staffing structure <p>Impact Whole school attendance is improving from last year (8% increase) Earlier intervention is evidencing greater use of data and spotting trends by centre managers – fewer students discussed in SAMs Virtual School Best Practice Award – PEPs of high quality</p>
<p>What else needs to happen?</p> <p>Ongoing work to ensure staff are confidently identifying and supporting vulnerable groups – roll out of Provision Map (Rachel Godwin and Sarah Cole)</p>	



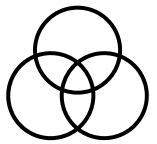
<p>2.2 Objective</p> <ul style="list-style-type: none"> Highly effective teaching is consistently delivered across the school that closes any gaps in foundational knowledge and age-related expectations <p>SLT Lead: Colin Ellyatt/Rachel Godwin/Sarah Cole</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> All pupils will make progress from their starting points, achieve well, and be fully prepared for their next stage of education - evidenced by assessment data, FAP referrals Teachers will have developed their expertise to deliver the curriculum effectively – evidenced through learning walks, book looks, outcomes at KS4, FAP Consistently high-quality teaching will enable students to access the full curriculum – evidenced by rising attendance, learning walks/ book looks, FAP referrals, KS4 outcomes Improved students' confidence leading to improved engagement, resilience, and readiness for next steps in education or training.
<p>Planned activity:</p> <ul style="list-style-type: none"> Deliver teacher CPD on evidenced informed strategies for effective teaching Work with curriculum leads to establish what we mean by foundational knowledge and what that looks like across the school Implement baseline and regular assessment to track progress toward age-related expectations. 	<p>Review:</p> <ul style="list-style-type: none"> Programme of CPD delivered to both teachers and support staff across the last 4 terms – evidence informed, using EEF research in particular. Supported by a new teaching and learning newsletter shared with all staff Engagement with DfE English projects and GLOW Maths to provide access to high quality research led curriculum development Curriculum leads have started to consider what is foundational knowledge in their areas and this will feed into teacher assessment processes (criterion produced) Renaissance is better understood as a tool to baseline students on arrival and support teachers in planning <p>Impact</p> <ul style="list-style-type: none"> Drops in are evidencing in the best lessons teachers adopting and implementing strategies from training especially in relation to scaffolding and modelling
<p>What else needs to happen?</p> <ul style="list-style-type: none"> Implement new teacher assessment process (planned activity for terms 5 and 6) – John Rothwell and Colin Ellyatt Roll of Provision Map to ensure that all staff use baseline assessment information to inform planning – Sarah Cole, Rachel Godwin Develop an Altus Teaching and Learning ‘framework’ – Leanne Roseblade (this will be longer term and feed into next year as well) 	



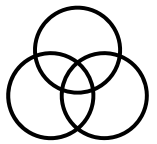
<p>2.3 Objective</p> <ul style="list-style-type: none"> Embed a culture of consistently high ambitions and professionalism to ensure a positive experience for students across all areas of the school <p>SLT Lead: Emma Gundry</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> Students increasingly enjoy and attend school – evidenced through student voice, attendance data and FAP successes There are positive and respectful relationships across the school community – evidenced through staff, parent and student voice, learning walks and drop ins Staff feel valued and supported to do their jobs to a high standard – evidenced through staff voice and learning walks/ drop ins
<p>Planned activity:</p> <ul style="list-style-type: none"> Support and additional training to be targeted within each centre to ensure the consistent implementation of the Relationships and Behaviour Policy – through INSET, team meetings, SLT attendance in briefings and debriefs Introduce new HR assistant role to increase capacity for HR support across the school, particularly in relation to performance, conduct and attendance concerns All staff training – as per objective 1.3 - linking British Values to the school vision, using scenarios to model in action with a focus on tolerance and restorative conflict resolution (all staff meeting) Revise Staff Code of Conduct to include more detailed descriptions of how ‘ready respectful and safe’ apply to at different leadership levels Relaunch of Mental Health Forum to Staff Wellbeing Committee 	<p>Review:</p> <ul style="list-style-type: none"> Updated Staff Code of Conduct launched with staff – expectations around staff as role models, training around how to challenge appropriately Staff Wellbeing committee has been relaunched and undertaken a range of activities including ‘you’ve been mugged’, reviewing related policies Business team restructuring just come online to improve HR capacity <p>Impact Improving staff voice scores in relation to working at Altus – evidencing positive relationships within the staff body, staff feeling valued Students increasing attendance</p>
<p>What else needs to happen?</p> <p>Ongoing training for leaders – what are leadership behaviours, how do we provide support, constructive challenge? Emma Gundry</p>	



<p>3.1 Objective</p> <ul style="list-style-type: none"> Rigorous monitoring of academic progress and impact of interventions <p>SLT Lead: John Rothwell</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> Students’ barriers to learning are reduced – evidenced by improving outcomes, increased FAP referrals, drop ins/ book looks Staff will have a greater understanding of students’ current barriers to learning around reading and communication evidenced by book looks, learning walks, staff voice Staff have appropriately ambitious expectations for students – evidenced by learning walks/ book looks, improved L2 outcomes at KS4.
<p>Planned activity:</p> <ul style="list-style-type: none"> Appointment of data manager to ensure improved reporting and monitoring of student data and information Introduction of common assessment processes through programme of study tracking and reporting using SIMS Review of use of Renaissance data across the school to ensure consistent understanding by teachers and use of Pupil Passports to inform teaching To carefully identify selected small group and 1:1 interventions alongside the curriculum leads with a specific focus on speech and language across the school and KS3/KS4 reading. 	<p>Review:</p> <ul style="list-style-type: none"> See 2.2 Curriculum leaders have developed at KS3 and KS4 assessment criterion that will be implemented in term 5/6 to fully introduce new tracking and reporting systems SLT review of Renaissance baselining has created a shared understanding of how it is used
<p>What else needs to happen?</p> <p>Planned activity in terms 5 and 6 re implementation of new assessment processes (John Rothwell, Colin Ellyatt) Use of Renaissance baselining data more consistently embedded and understood within Pupil Passport – Sarah Cole, Rachel Godwin Consider what appropriate interventions are needed and can be delivered across the school – Sarah Cole, Rachel Godwin</p>	



<p>3.2 Objective</p> <ul style="list-style-type: none"> Assessment is used to ensure that teachers make highly effective choices about what to teach and when <p>SLT Lead: John Rothwell, Colin Ellyatt</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> Staff have appropriately ambitious expectations for students – evidenced by learning walks/ book looks, improved L2 outcomes at KS4 (as objective 3.1) In class targeted teaching supports students to secure strong foundations to enable them to fully access the curriculum – evidenced by assessment data, learning walks/book looks and FAP referrals Teachers are able to systematically check for understanding, identify gaps or misunderstandings and adapt teaching as needed
<p>Planned activity:</p> <ul style="list-style-type: none"> Work with curriculum leaders to establish assessment criteria within individual curriculum/ subject areas Teacher CPD focused on adaptive teaching using formative and summative assessment Training for curriculum leaders about use of assessment data and how to use in supporting the implementation of effective teaching within their curriculum areas 	<p>Review:</p> <ul style="list-style-type: none"> Deliver of CPD using ‘marking and feedback’ – use of EEF research to inform this Curriculum leaders developed assessment criterion
<p>What else needs to happen?</p> <p>As 3.1</p>	



<p>3.3 Objective</p> <ul style="list-style-type: none"> Tracking and monitoring of the personal development programme demonstrates the impact on students' confidence, resilience and independence <p>SLT Lead: Emma Gundry</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> Students demonstrate willingness to positively participate in discussions and activities – evidenced through attendance, learning walks and drop ins Where appropriate, students successfully transition back to mainstream via the Fair Access Protocol process At KS4 students can talk confidently about their post 16 options and have appropriate plans for education, training or employment
<p>Planned activity:</p> <ul style="list-style-type: none"> Work with middle leaders to embed understanding of the whole school curriculum intent and ensure that they can describe how their areas contribute to students' resilience and confidence Introduce Learning Foundation Skills into the KS3 transition curriculum to provide ongoing assessment of students' confidence, resilience and independence Review and update the Careers Plan to ensure that all students access a range of work based opportunities as well as college visits Review staffing needed to support delivery of careers 	<p>Review:</p> <ul style="list-style-type: none"> New ALFS assessment framework developed by BC Work with KS4 curriculum leads (JS, JT) to consider how ALFS can support tracking of personal development through vocational and Hub curricula Middle leaders have reviewed and audited SMSC provision to consider how school develops resilience and confidence Careers Week delivered across KS3 and KS4 centres <p>Impact: Positive stakeholder engagement from Careers Week Student voice indicates students feel supported around post 16</p>
<p>What else needs to happen?</p> <p>Review Gatsby Benchmarks – Emma Gundry with RC Planned activity in Terms 5 and 6 re implementation of tracking and assessment (John Rothwell, Colin Ellyatt) Work within Vocational Faculty to develop ALFS framework so that it is relevant and tracking vocational skills (Jamie Thompson with BC)</p>	