

Challenges Tuesday PM/Friday AM sessions (Monday AM safeguarding whole team)	What will progress/success look like?	HT reflection/contribution	Team accountability	Individual accountability	Leadership <small>distributed/developmental/diverse?</small>	Team insights and ideas	Key agreed actions
Persistent low level but corrosive disruption in class where the children uncertain of teacher's authority and therefore feel unsafe and GOAD and PCFL and therefore GLP is unravelling...	Classes will be orderly and purposeful and the positive climate for learning will be secure allowing good learning progress to be tangible as lessons progress.	Craft of the classroom and behaviour management in all its nuances from seating plans to curriculum content and teaching methodologies and every small but powerfully accumulating insight and technique...	Teaching and support team	Those teachers encountering difficulties by their own estimate and acknowledgment but also and significantly those identified by SLT as in need of reflection action and support.	Lead AM Cluster: MMCD/ET/CM Those who want to contribute to this strand:	See below	See below
Key high risk and complex individuals where not only their needs hard to meet but their impact on other children and wider community must be made safe	Risky and complex individuals and combinations will be made more stable and positive in class and across the school community	It is the vigilance and determination and creative persistence and keep "working the problem" that has underpinned our successes and this reliably nor more than that relentlessly felt and demonstrated across the team.	We all across our roles and disciplines have a responsibility to contribute as our collective best practice ameliorates matters	In some cases there will be a logical lead and accountability for example DJ with AP and CO with complex cases where wellbeing at risk. MMac or CM where operational leadership impacted for example public displays of poor behaviour.	Lead CO Cluster: DJ/MMac/RM Those who want to contribute to this strand:		
Specifically Y11 students in above category where greater flexibility and creativity and "personalisation" essential (it will include Y9/10 where AP and vocational ed' can be accessed)	Pragmatic on-going reflection and action will be evident with a sharp focus on completing courses and securing accreditation (similar vigilance and creativity will benefit both individuals and the community.	Everyone must take proportionate responsibility and contribute.					

Links to SIP and PM 2017-18

SIP Core

- Secondly whilst uncomfortable there are pockets of frailty in our team where expectations are not high enough of children or self, folk are not promptly transparent in acknowledging frailties (this directly linked to that failure of expectation) and this compounded inevitably by a failure to tangibly improve matters because again standards are too low and albeit subconscious there is a failure to see the urgent need for self-improvement.
- Thirdly the children and young people, their families and the professionals working with them throw us many curved balls and the risks and challenges are complicated, diverse even enigmatic and sometimes very hard to manage and make and keep safe...

SIP leadership and management

- The safe day to day operational running of the school in all its risk and complexity and challenge is further delegated to established, relatively new and emerging leadership talent across the team and that group is diverse in its make-up.
- Staff across disciplines notably the teaching/ support team embrace responsibility to be owners of and lead in their increasing understanding, competence and influence across school life.

SIP learning teaching and assessment

- The humility to recognise where practice has frailties and standards are slipping and behaviour and learning are at risk and the humility too to speak up and seek help to improve;
- Continuously seeking to understand the children better in all their diversity and complexity, spark and challenge and being a “present” and active listener and contributor to and sometimes leader of the shifting and dynamic conversation formal and informal about best-practice;
- Consistently demonstrating the graft and energy to make real both emerging and the established best practice we have learned and shared and set out over time through bloody hard work and being alive and open to new ideas and ways of working.

SIP personal development behaviour and safety

- Throughout the team and as a part of a core theme in our improvement efforts each individual across disciplines will relentlessly ask themselves how they are going to develop their understanding and practice to promote and embed positive behaviours in the children and young people? We replicate the priorities of personal change set out in learning, teaching and assessment.
- We all consolidate and protect the rigorous habitual sharing of safeguarding risks generated by and around the children, by their lives, by us, by our systems and ways of working and critically act quickly and intelligently to manage and make those risks safe.

PM

- Personal responsibility and accountability
- High expectation of the children and self
- The humility and self-awareness to face up to things not going well
- The curiosity to understand more
- The drive and energy to make necessary changes and improvement

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