Key Stage 3
National Strategies

Monitoring whole-school practice to promote positive behaviour and attendance

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Contents

Effective monitoring

'Schools that are making steady progress are marked by clear leadership and planning, reliable systems which work across the school, and good use of data and evidence from monitoring. Their key characteristic is the consistency with which staff, having agreed a policy, apply it.'

(HMCI, 2002)

HMCI 2002/03 Standards & Quality. The annual report of Her Majesty's Chief Inspectorate of Schools (Ofsted)

Data on behaviour and attendance is available all the time in schools. Listen to the discussion in any staffroom and you will hear comments about individual pupils, groups and whole-school trends based on the experience of staff. Listen to any pupils' conversation and you will hear comments based on their perspective. Parents/carers also have opinions. The school community is constantly monitoring behaviour and attendance. Effective whole-school monitoring harnesses this information, triangulates it to identify the degree of commonality in fact and opinion – see a description of triangulating data in the Key Stage 3 *Behaviour and Attendance Audit* (DfES 0207-2003) – and then analyses the information to provide the evidence for actions in a post-audit improvement plan.

Evidence of success in implementing the improvement plan is not the only outcome of a monitoring programme. It also helps schools to be proactive by raising awareness of emerging problems. It enables schools to prevent, rather than respond to, entrenched difficulties. Such a proactive approach to monitoring also contributes to a school ethos that promotes positive behaviour and regular attendance and by so doing improves attainment.

Information in the form of objective data and subjective perceptions is of little use unless it is analysed to provide an evidence base upon which subsequent actions may be based. The data can be interrogated to provide answers to questions such as the following:

- What is the data telling us about progress with targets in a post-audit improvement plan?

- Are there any emerging problems or barriers to achieving our objectives and targets?

- Are new issues arising that mean we should change our actions?

An understanding of the trends and patterns specific to behaviour and attendance helps inform when and how to target improvements. Trends help identify the causes of behaviour or underlying patterns of absence and lateness. For example, identifying patterns or trends in the time and location of any playground fights enables the school to analyse the causes and plan action to deal with any 'hot spots' before they become established as a fixture in the school.

Effective monitoring is targeted at what the school needs to know. The purpose of monitoring will vary from one context to another and should determine the nature of the investigation required.

● In short-term monitoring, the aim is to find out in a simple and efficient manner the reasons for an issue; for example, to find out the most frequently missed lessons in a day or the day of the week with the highest number of absences.

● Long-term monitoring is useful for investigating trends over time, such as year group patterns of attendance at the beginning and end of term.

Furthermore, with careful attention to the design of monitoring systems the monitoring of behaviour and attendance can produce outcomes that enable the school to explore and identify causal factors. Consequently, action planning can be focused on addressing the **cause** and not the **symptom**, with the greater likelihood of producing solutions that are effective and lasting.

Finally, and probably most important of all, a well-designed monitoring programme will identify progress and the positive outcomes of a behaviour and attendance improvement programme. Evidence of success can be used to build confidence in the whole school that strategies are effective. Monitoring is an essential element of any solution-focused approach to behaviour and attendance improvement and the raising of standards of teaching and learning (see KS3 Behaviour and Attendance Training Materials: Core Day 1 ref DfES 0392-2003 R).

What is already in place and working well?

The information and training activities in this booklet will help schools to develop and improve on what they are currently doing. Schools could usefully begin by identifying what is already effective practice and impacting positively on standards.

Successful monitoring systems have key features in common which are explored in the three sections. These features are summarised below and could be used as a checklist against which to judge the likely effectiveness of existing monitoring arrangements. The checklist can also be used to identify any features that are currently underdeveloped.

Effective behaviour and attendance monitoring:

● gives as much information as possible in the implementation time available;

● fits into and builds upon existing school structures and routines;

● includes data from representatives of all members of the school community with prominence given to factual data about pupils and data about their opinions;

● uses agreed terminology to describe behaviours and attendance;

● identifies patterns and trends over time;

● allows positive and negative trends to be recognised;

● enables the exploration of causal factors;

● makes use of other appropriate and connected data;

● is based on accurate data that has integrity;

● has an appropriate balance of subjective and objective data from a variety of sources;

- can be easily interpreted to influence improvement planning;

- leads to specific school improvement outcomes.

In addition to the checklist of key features above, there are a number of caveats to consider when exploring how a school currently monitors behaviour and attendance.

- Monitoring may sometimes be confused with simple data collection. While data collection is important to effective monitoring, it does not lead to improvements in behaviour and attendance unless the data is analysed.

- Evidence may be misinterpreted unless the source is understood and the degree of subjectivity taken into account. Behaviour, in particular, is sometimes an emotive issue (attendance may be less so). It is open to interpretation and not as easy to measure as some other aspects of school life.

- Reasons for certain behaviours and absences are subject to a very wide range of causal factors. Behaviour and attendance patterns can be influenced by the local environment, school and peer group culture and many other factors – even the weather. There will be a range of reasons underpinning a school's particular behaviour and attendance profile. It is sometimes tempting to jump to conclusions about possible causes without exploring all related issues. Monitoring that is overly reliant on intuition, albeit based on long experience, may miss important indicators.

- The rationale for monitoring behaviour and attendance, including the benefits it brings, may not be readily understood and appreciated by everyone in the school and, therefore, perhaps perceived as an unnecessary and mundane task. For example, those unwilling to accept the need for monitoring attainment may not appreciate the links between attainment, behaviour, and attendance. Therefore, when reflecting on a current monitoring system it is important also to consider the degree to which all members of the school community appreciate its value.

- In addition to the need for a shared understanding of the rationale underpinning effective monitoring, there are other very practical issues that require a common approach if monitoring is to be effective and efficient. For example, without a common language and agreed terminology to describe forms of behaviour and types of absence, to be used by staff when reporting incidents, it is much more difficult to gain consistent, accurate and useful data from these reports.

The benefits

Whatever the present systems for behaviour and attendance monitoring in school, it will have an uncertain future unless agreement is reached that time spent on monitoring is a worthwhile activity. It helps if monitoring is demonstrably cost effective. For that to happen it is necessary to show outcomes, such as:

- improvements in behaviour that benefit all members of the school community;

- improved attendance also leading to improved attainment;

- improved action planning which uses the monitoring data and saves time spent on ineffective initiatives;

- attention paid to analysis of the data so that it:
  a) identifies causal factors;
  b) gives actions a clearer purpose that all can recognise.

Involving the pupils

Effective monitoring takes into account a variety of existing data sources. Information from pupils may be thought unreliable or difficult to collect. However, evidence from auditing shows that the opposite is the case. When pupils are included in the monitoring process they provide perhaps the richest source of information to inform the effectiveness of behaviour and attendance improvement plans.

Opportunities for the collection of this data, both opinion and factual data, can be built into school routines and include:

- tutorial time discussion;

- interviews with sample groups as part of a school council survey;

- data from buddy schemes;

- online questionnaires;

- support requests;

- meetings to set targets for individual pupils;

- data from peer-mentoring or peer-counselling schemes;

- surveys undertaken as part of curriculum activity.

Triangulating data has been described in the *Key Stage 3 Behaviour and Attendance Audit* (DfES 0207-2003). Without a range of sources of data from parents/carers, staff and pupils this is difficult to achieve. Agreement between different sources of data confirms the validity of the statistics.

Differences in opinion and perception between staff, parents/carers and pupils can also be helpful in focusing attention on aspects of the improvement plan that do not appear to be effective across the whole school.

Applying the features of effective monitoring to improve attendance

This section will help schools to explore the key features of effective monitoring and to identify where those features exist in their current practice in the monitoring of attendance.

Specifically it aims to help schools to:

● identify criteria that characterise effective attendance monitoring practice;

● reflect on current practice in monitoring school attendance and identify which characteristics of effective practice feature in their school;

● examine how data analysis can help to identify patterns of attendance, leading to the development of strategies to address underlying causes of poor attendance.

Developing attendance monitoring to inform action planning

Monitoring of attendance through formal registration happens in all schools, and there are many examples of good practice from which to learn. These can be found by applying the key features of effective monitoring to current practice in attendance monitoring. Here we look at how greater benefit can be drawn from existing data before moving on to consider the more complex issues of behaviour monitoring in section 2.

Activity 1

Exploring how attendance is currently monitored

Consider the type of data collected in your school to provide information about school attendance.

Draw up a list of the data collected.

Note details under the following headings:

● When – e.g. daily/weekly/monthly

● Who – e.g. absences by:
year group
gender
other categories

● What – e.g. punctuality to:
am registration
pm registration
lessons.

Against each item indicate how the data is used, by whom and for what purpose.

In the light of your findings, consider the school's attendance monitoring system in relation to the key features of effective monitoring identified in the checklist below.

Note: These issues will vary in their relative importance to the monitoring of attendance, depending on the school priorities. They serve only to give a preliminary indication about where existing systems might be most easily improved. No system is perfect!

We return to this checklist in activity 8 (section 2).

In discussion with colleagues, consider whether the monitoring system:

● gives as much information as possible in the implementation time available
   (e.g. is the data efficiently collected and displayed in the most useful way?)

● fits into and builds upon existing school structures and routines
   (e.g. does this data collection help the administration of registration?)

● includes data from representatives of all members of the school community with prominence given to factual data about pupils and data about their opinions
   (e.g. are the reasons pupils give for lateness and their opinions on the causes of bullying recorded?)

● uses agreed terminology to describe behaviours and attendance
   (e.g. are there agreed categories for lateness and a staff lexicon for describing behaviours?)

● identifies patterns and trends over time
   (e.g. are there graphs available monthly to show absence; to show violent incident trends?)

● allows positive and negative trends to be recognised
   (e.g. if a pupil or group of pupils improves their attendance or behaviour is this data included?)

● enables the exploration of causal factors
   (e.g. does the data help answer questions about why more pupils in a particular group are late or absent on some days rather than others; does it help to identify behaviour 'hot spots'?)

● makes use of other appropriate and connected data
   (e.g. can the data be easily cross-referenced to events in the school calendar that may influence behaviour or attendance?)

● is based on accurate data that has integrity
   (e.g. are all instances of lateness recorded; are all behaviour incidents reported using the agreed form?)

● has an appropriate balance of subjective and objective data from a variety of sources
   (e.g. are sample form-tutors' comments on register statistics or pupils' comments on lunchtime behaviour collected alongside the attendance data or staff questionnaires on behaviour?)

- can be easily interpreted to influence improvement planning
  (e.g. does the data focus on specific targets in an improvement plan for lateness; or for corridor behaviour?)

- leads to specific school-improvement outcomes
  (e.g. what changes has this monitoring actually made?)

  This is potentially a daunting list and few attendance monitoring systems will have all these key features without improvements. You are advised to start by identifying the strengths of your present arrangements so that you can build on effective practice – i.e. recognise what you are doing well first. Use the scaling exercise on page 50 to support this.

Why monitor?

Monitoring to explore and interrogate data

Monitoring involves collecting data to provide evidence of how effective the systems and targeted resources are at sustaining improvements in behaviour and attendance. This evidence comes from the interpretation of the data. For example, registration data that merely counts and records pupils' attendance is unlikely in itself to help with improvement because it tells the school nothing about the trends in attendance or various possible causes for levels of attendance in groups or individuals.

Monitoring of attendance has the potential to identify:

- patterns and trends in attendance;

- reasons for high and low rates of attendance;

- implications for school objectives and targets;

- progress with the school attendance improvement plan;

- effects of attendance rates on attainment.

Monitoring to identify trends and to inform actions

Data analysis shows up positive and negative patterns and trends, enabling early intervention to address the causes of any emerging problems. This approach ensures that less valuable time and fewer resources are spent on fire-fighting consequences. Instead the information on emerging trends is used to inform actions that may prevent these trends from becoming a serious concern. To achieve this, schools need to scrutinise data at various levels to aid their understanding.

When scrutinising attendance data, a school might find some of the following trends emerging.

- Infrequent attendance begins to creep in at Year 8.

- Boys truant more than girls in Year 9.

- Some lessons are more likely to be missed due to their positioning in the timetable.

- Year 12 students are more likely than all other year groups to truant after lunch.

- Lessons in particular curriculum areas are more likely to be missed.

Using trend analysis to identify likely causes

Use the following scenario to reflect on how a school could act on the results of a trend analysis of monitoring data.

Attendance data for May shows the following trends emerging.

- The authorised absence for Year 9 girls from one area of the school catchment has risen by 80% since Easter.

- Punctuality to humanities lessons remains consistently high for all year groups compared with other faculties.

- 20% more boys in Year 11 are caught truanting than boys in any other year group.

- Internal truancy of Year 10 boys has fallen sharply and 30% of this is due to a rise in attendance at the lesson before lunch on Thursday.

Consider some of the likely causes for these trends.

What questions should senior staff be asking?

What could they do to confirm the causes of these trends?

Complete the table to identify the staff members involved and the role they could play in identifying likely causes.

(If you are working in a group you could display this table on a flipchart.)

Year group and attendance issue	Action to identify likely cause	Staff involved	How will they know that the cause is identified?
Year 9 girls: authorised absence			
Punctuality to humanities lessons			
Year 11 boys: truanting			
Year 10 boys: internal truancy			

Have you identified any recent emerging trends in your school?

You could adapt this activity to help you identify the causes underpinning these trends.

Monitoring to provide targeted support and address causes

Action to capitalise on positive attendance trends and to reverse negative trends will be most effective if it addresses the causes of these trends. Causes can often be identified by examining data at more than one level.

Using different levels of data to explore the causes of trends

An important starting point for improving attendance in schools is to establish a clear evidence base about the reasons of absence. Poor attendance is often the symptom of underlying causes.

This activity explores hypotheses in order to offer valid reasons for patterns in attendance. There are usually various possible explanations for an identified trend.

Look at graph 1 below, which shows the mean percentage absence for a year cohort across a five-year period. It starts when the pupils arrived in Year 7. They are currently in Year 11. The data is drawn from a medium-sized urban secondary school with slightly above average attendance.

GRAPH 1: Mean percentage absence for a year cohort across a five-year period
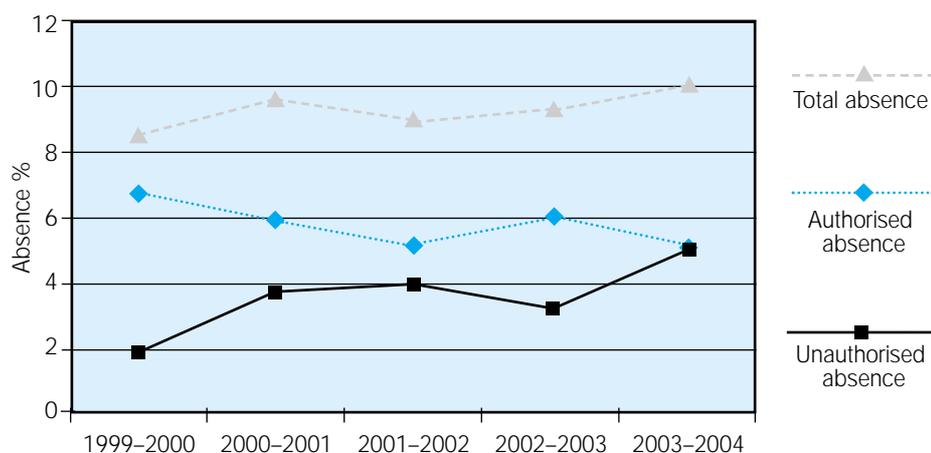
What information on trends is provided by graph 1? For example, attendance improves in Year 9. Unauthorised absence rises significantly in Year 11.

Below are some possible causes for the changes in absence over the five-year period, which have been suggested by staff at the school. Discuss the likely importance of each reason and where on graph 1 each could be a cause for a change in absence rates. Place the statement numbers at the appropriate points on the graph.

Note: Sometimes there may be causes that cancel each other out or combine to increase a trend. Some causes may not be thought relevant.

1. The enthusiasm generated by a fresh start
2. Pupils do not have the confidence to truant and get away with it
3. Truancy habits established

continued

4. Bullying on the bus going home
5. Examination preparation squeezing out more dynamic teaching in some areas
6. First-day calls only made at morning registration
7. Family holidays taken in term time – cost benefit to families
8. Positive value placed on school and academic success by parents/carers
9. Fewer personality clashes with teachers
10. A stream of supply teachers new to the school
11. Parents keep pupils at home to look after younger siblings
12. 2.4% of authorised absence was due to a big rise in exclusion (90% of excluded pupils were boys)

Once statements have been placed and justified, select one or two causes and consider whether there are alternative hypotheses. For example, Year 7 pupils attend well because they are paired with older buddy pupils and the positive rewards system is attractive.
How could your hypothesis be supported by additional intelligence/data?
How could you confirm your hypothesis?

Look at graph 2 below, which shows the absence for am and pm sessions by gender for the first six weeks in the spring term of 2002, when the pupils were in Year 9.

GRAPH 2: Authorised and non-authorised absence data.
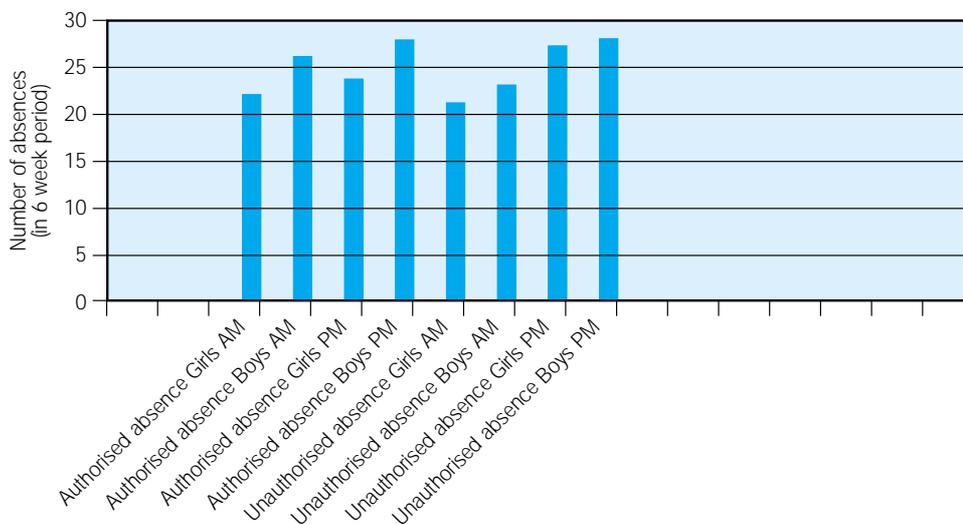
Look back at the reasons you selected for the absence trends in Year 9. Does this information confirm your hypothesis?

What could you look for at the next level – by inspecting registration data for a class, week by week, or at individual pupil level?

How might the school have used this information and have taken early action to reverse any trends?

Discuss what other information could help with monitoring attendance.

Using monitoring to improve efficiency and save time

Effective monitoring provides the evidence base for assessing the impact of a post-audit improvement plan, thereby informing future policy.

> *'The need to ground policy decisions in data about how the school is functioning is paramount. Although there is a feedback role for data gathering, the focus needs to remain on the collection of evidence of impact, not merely of implementation. Unless the distinction is kept in mind, school leaders could convince themselves that they were improving the school while in reality they were merely changing its policies.'*

(Hopkins, 2003)

'School Improvement for Real – Routledge' http://www.ebookstore.tandf.co.uk

If monitoring improves the impact of improvement plans then the time spent on the process will be worthwhile. One way of checking that monitoring has an impact is through a cost-benefit analysis of the time and resources used to deal with issues. A cost-benefit analysis can be used to show how wasted time and resources are reduced as a result of the actions identified. The results of such an analysis can be used to inform smarter practice.

In the case of attendance, a cost-benefit analysis can help schools to adopt more proactive approaches that address the causes of attendance trends and that are likely to have a lasting impact when compared with reactive remedial action.

Carrying out a cost benefit analysis

Purpose of a cost benefit analysis

- It enables the school to quantify the amount of time and resources that it spends dealing with attendance issues.

- It enables schools to make explicit the link between non-attendance and lost learning.

- It enables the school to plan proactive effective and efficient approaches to improving attendance.

How is it done?

- Recording time spent by all stakeholders in dealing with attendance issues over a specified period.

- Calculating the time and resources spent on reacting to absence or lateness.

- Identifying actions that would address the underlying attendance issues using time and resources more efficiently.

What are the outcomes?

The outcomes of a cost benefit analysis include:

- simple and effective systems that are understood by all;

- more effective and efficient deployment of resources;

- an increased capacity to sustain improvements in attendance.

A cost benefit analysis of actions to deal with low attendance levels

How much time is used?

Estimate how much time is spent on reacting to low levels of attendance in a typical week. A cross-section of staff could be asked to volunteer to keep a diary over a two-week period to help test this estimation.

Time spent on the following activities, for example, should be included:

- parental contact, e.g. phone calls, letters;

- internal communication, e.g. head of year with form tutor, head of year with attendance manager;

- communication with external agencies, e.g. Education Welfare Service, Connexions;

- helping pupils to catch up with missed lessons;

- supervising detentions;

- organising truancy sweeps;

- lunchtime duties;

- registering late arrivals (time taken by office staff).

Calculate the average amount of time spent by a member of staff to complete the activities above in responding to pupils' absence or non-attendance.

Taking each of the activities in turn, calculate the amount of time they take over a year.

An example:

In an 11–16 secondary school, the following members of staff spend the following amounts of time dealing with attendance issues

Senior leadership team × 2 × 0.5 days a week = 39 days in a year	= 39
Year heads × 5 × 0.1 days a week = 0.5 × 39	= 19.5
Subject leaders x 10 × 0.1 days a week = 1 × 39	= 39
Support staff 1.5 × FTE, office staff, etc.	= 270
Total	**= 367.5**
367.5 divided by 195 (statutory days on which pupils attend)	= 1.88

This represents almost two members of staff, full-time equivalent, dealing with these issues (not taking into account the time spent by Education Welfare Officers, staff from other external agencies, etc.) Consider how these staff could be supported in using their time better so that they address the causes of low attendance, reduce the need for reactive work and so release more of their time for other activities in support of pupils' learning.

Exploring barriers to effective monitoring

Schools wishing to review monitoring may face a number of challenges. The barriers to effective monitoring can include:

- the amount of time available;

- the opinion that the school does too much monitoring;

- difficulties in determining the cause of the issue;

- staff development needs;

- having in place reactive rather then proactive approaches to behaviour and attendance;

- unreliable and inadequate data;

- lack of awareness of the usefulness of this data.

Activity 5

Case study: Exploring the barriers to improved monitoring of attendance

Read the case study below. Based on the information provided, consider the effectiveness of monitoring at this school, both before and after the post-audit actions.

What barriers were removed by the implementation of the post-audit improvement plan?

What are the likely ongoing barriers in this school that could be removed in the future? How should the school do this, e.g. by further modification of staff roles and responsibilities once initial targets in the post-audit improvement plan are achieved?

CASE STUDY

Scenario

School profile:

- Urban secondary school
- Age range: 11–18 mixed
- Number of pupils: 1230
- Number entitled to free school meals: 28%

The situation in 1999–2000

- level of unauthorised absence: 3.0%
- level of authorised absence: 7.2%

The outcome in 2002–03

- level of unauthorised absence: 1.9%
- level of authorised absence: 6.2%

Context

Attendance was targeted in the school improvement plan because of a growing concern about the pupils' high absence rates and the general feeling of the senior leadership team that staff were not taking responsibility for pupils' attendance. Attendance was recorded but little use was made of available data to support targeted improvement. Data collection and analysis did not provide useful and effective feedback to staff, pupils and parents/carers.

Actions

Using funding provided by the LEA, the school bought an electronic attendance registration system. This allowed the senior leadership team to:

● compare attendance data on a weekly basis;

● gain access to more detailed, accurate and up-to-date attendance information over several school terms;

● highlight patterns of attendance for tutors to raise with parents/carers during progress reviews so that targets for attendance were agreed for individual pupils.

The system had a significant effect on improving attendance rates of pupils whose rates were previously between 75% and 89%. It produced attendance statistics, which were then published in a graph in the weekly Parents' Bulletin and displayed on notice boards for pupils around the school.

One year later

Before revising the school improvement plan, the school carried out the annual behaviour and attendance audit. This was also used to assess the contribution of the electronic attendance registration system to improving attendance. The system generated evidence for the audit. Although attendance figures had improved, the following issues about the effectiveness of the system were identified.

● Staff felt that registration and first-day calling systems were time consuming.

● Some staff still failed to recognise their role and responsibilities in supporting positive attendance.

● Human error in operating electronic systems necessitated manual backup registers.

● The system was not able to make use of data from the primary phase. From Year 7 interviews with low attenders, 24% of pupils said that they had missed primary school at some time. However, patterns of low attendance were not picked up until well into Year 7 or even Year 8.

Improvement plan following the annual audit of behaviour and attendance

As part of the revised school improvement plan, the following actions were decided.

1. Review current staff roles and responsibilities for monitoring attendance and raise awareness of the importance of improving attendance levels further.

● Behaviour and attendance leader on the senior leadership team was given oversight of attendance, and, in particular, a role to secure the active involvement of all staff

- Subject leaders and heads of year were asked to allocate regular meeting time to the discussion of registration data and its value in monitoring (one meeting per half-term).
- The Behaviour and attendance leader was given responsibility to devise and deliver staff INSET sessions on 'Successful registration in practice' and 'Making effective use of data'.

2. Appoint a dedicated support staff member (a pastoral officer) to help with attendance-data collection and to organise all first-day calling and follow-up tasks.

Part-time support staff roles in the school were revised as follows:

- attendance manager – operation of the electronic registration system and data management support for the senior leadership team/staff;
- attendance administrative assistant – support with first-day calling;
- learning mentor for attendance – individual pupil and group support.

3. Work with staff in the primary phase to target the early identification of irregular/low attendance patterns in Year 6. Pupils were then supported and tracked carefully though transfer and beyond as appropriate to their needs.

The impact on the school was evident from surveys of pupils, staff and parents/carers as part of the monitoring programme organised by the The Behaviour and attendance leader. There was:

- an increased confidence in monitoring and a reduction in operating errors;
- a raised profile of attendance/punctuality issues with staff, parents/carers and pupils;
- an improved rate of attendance amongst the identified group of Year 7 pupils.

This was a reversal of the typical downward trend that in the past the school has seen with many pupils, particularly going into Year 9, and too often continuing into Key Stage 4.

Improving current monitoring systems

This case study indicates how attendance monitoring can have a real impact on a school and how this can lead to lasting improvements in attainment. Although all schools monitor attendance, some may feel that improvements will be difficult to achieve. In these circumstances, it is useful to carry out a simple field force analysis to find ways of removing barriers to improvement and to help identify ways forward.

Improving current attendance monitoring systems

This activity uses a solution-focused approach called field force analysis to enable the identification of one or more actions that will improve attendance monitoring.

Field force analysis is a technique you may find useful in other circumstances where there are apparent barriers to improvement.

A field force analysis sheet is included in the appendix. Revisit the outcomes of activity 1, which reviewed the school's current attendance monitoring system against the key features of effective monitoring.
Transfer relevant findings to the field force analysis sheet in the appendix as follows.

● List three factors of your current system that support effective monitoring and three that are restraining factors (barriers) to it.

● What might you do to strengthen the supporting factors?

● What might you do to reduce the restraining factors?

● What actions will you take and how could you assess their impact on monitoring?

Using attendance monitoring to link low attendance to poor behaviour and low attainment

> *'Actions to improve attendance and behaviour are most effective when they are linked to well-designed efforts to improve attitudes to learning and attainment. Improvements in attainment, attendance and behaviour are inter-related.'*
>
> (HMCI, 2001)
> *'Improving Attendance and Behaviour in Secondary Schools'*

We know that poor behaviour has a marked effect on teaching and learning. Statistics show that as attendance and punctuality drops, attainment falls, while inappropriate behaviour in school increases.

This gives added importance to the role of attendance monitoring in the school improvement plan.

Trend analysis can alert schools to the potential effect of lowering attendance rates on attainment. It is then important to address the issues quickly. Links between attendance and attainment are often fairly obvious. This interrelationship is two-way. Low attainment can reduce motivation and lead to absence, in the same way that absence affects attainment. In both cases there are causal factors that require analysis before action can be taken.

Many of these causal factors are the same as those for the link between behaviour and attendance. For example, low attendance is just as likely to be encountered in timid pupils who become disaffected through bullying as it is in more boisterous

pupils who become disaffected through their perception of lesson relevance ('boredom'). Pupils can be attending lessons and not engaging in the learning.

Effective monitoring should take account of these causal variations when identifying how to improve attendance and behaviour by encouraging better attainment.

By including information from pupils, both fact and opinion, in the monitoring programme, the improvement in attainment can be most effectively monitored against improvements in behaviour and attendance. Through questionnaires and interviews pupils can report on the impact of attendance improvement on their own learning and that of the class as a whole. This can be correlated with evidence of attainment from class individual results to triangulate the data (see the *Key Stage 3 Behaviour and Attendance Audit (DfES 0207-2003)*) and confirm the impact of any actions to improve attendance.

Linking absence to low attainment using pupil level data

National data relating to attainment at GCSE indicates that:

- pupils absent from school have correspondingly lower results than other pupils;

- far more persistent truants obtain no GCSEs than other pupils.

Tracked back to pupil level data, the impact can be demonstrated by the following scenario featuring 'Simon' in Year 8.

Currently his attendance is 90%. This is the equivalent of half a day per week missed from lessons. Over one year, that is four weeks missed and, across the five years of secondary school, it is estimated that he will miss half a year. Look at Graph 3 below and see what impact this level of absence may have on achievement.

By making the links in this data, schools are not only better informed about the impact of low attendance on results, but the information can also be used to motivate pupils and parents/carers who feel that 90% attendance is actually quite acceptable. Please refer to further information within the *Behaviour and Attendance Action plan toolkit (DfES 0516-2004)* for additional material to support this section.

Graph 3 below links attendance and attainment.

GRAPH 3: GCSE/GNVQ achievements for year 11 2002/03 by total absence
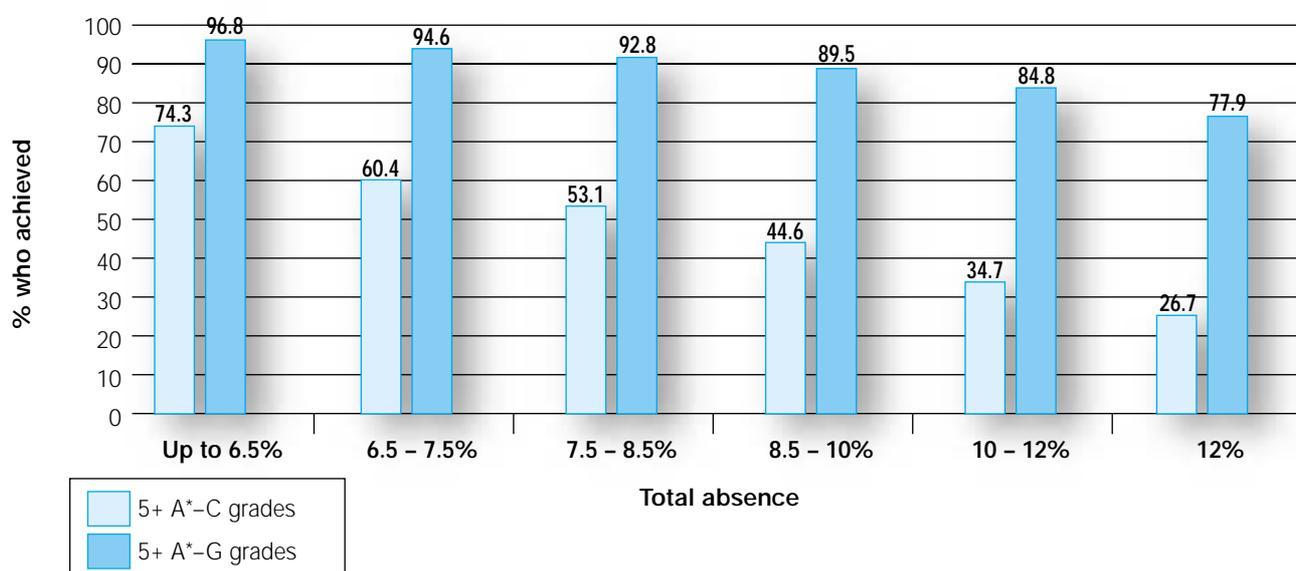
Absence = missed learning

This activity demonstrates the effect of absence on missed learning and confirms the importance of attendance monitoring.

It will illustrate the impact of different patterns of the same % absence on progress for an individual pupil and for the rest of the class.

Consider the effects of a pupil being absent for 10% of teaching time in a particular subject. Possibilities for the pattern of absence include:

● a regular pattern of half a day's absence each week, e.g. during the same lesson;

● a regular pattern of half a day's absence each week, e.g. during a different lesson;

● erratic attendance;

● intermittent periods of longer absence;

● an extended period of considerable absence.

Discuss the differences in learning outcomes for each of these patterns of absence.

What could be the impact on the pupil's progress?

What could be the impact on progress for the rest of the class?

What strategies could you employ to minimise any negative impact on the pupil in the class?

What might be the cause of absence?

What additional monitoring information would you need to confirm your causal analysis?

Summary

All schools collect attendance data. This section has explored the features of effective monitoring systems and applied them to existing school practice in order to help identify ways in which attendance data can be used easily and effectively to identify trends and their causes.

By using established techniques, it is possible to analyse attendance data to help address any emerging issues. This analysis can be carried out at various levels and can be used to identify trends.

Trends on their own are of limited use. By combining raw data with more subjective information, trends in attendance can be used to identify possible causes for absence that may not be apparent from existing information. If causes are identified early action can be taken to reverse trends.

Effective attendance-monitoring systems need not be complex or time consuming but if causes of absence, in addition to reasons or trends, are to be identified it is necessary to consider what data should be collected and how it can be analysed and displayed easily to help with this process.

By identifying the key issues to be addressed, attendance monitoring helps focus action and this can save time and energy. It is very cost effective. It can also change the way in which staff time is deployed by reducing the need for reactive responses to attendance issues and redirecting activity to addressing underlying causes and making lasting improvements.

Finally, this section demonstrates the important link between attendance and behaviour and, most importantly, the reminder that absences, particularly certain patterns of absences, have a fundamental effect on attainment. Effective monitoring of patterns of absence is an essential feature of any school programme to raise attainment.

The next section moves on to apply the lessons to be learned from improved attendance monitoring to the monitoring of the more complex issue of pupils' behaviour.

The use of measuring tools to monitor behaviour

This section examines the effective use of monitoring instruments for behaviour and attendance and advises on how they can be managed efficiently and economically within a school.

Specifically it aims to help schools to:

- understand how to adapt and use available behaviour monitoring opportunities and instruments from experience of attendance monitoring;

- apply the key features of effective monitoring to the design of a monitoring programme for behaviour and attendance;

- identify the roles of key staff in data collection and analysis with the minimum of bureaucracy and during normal daily routines;

- use causal analysis of trends to modify post-audit behaviour improvement plans.

It is intended to support schools when they are designing training for middle managers and senior staff.

Key characteristics of effective monitoring in a range of current school packages

How do the key features of monitoring apply to the monitoring of behaviour in schools?

There are a number of organically self-developed and commercially produced behaviour monitoring systems available to schools.

A key feature of any effective monitoring system is that it not only helps the school to identify trends in the area targeted for improvement, but it exposes some of the underlying causes of those trends so that any following action can be proactive in addressing causes and not symptoms. This is a particularly important feature of any monitoring system for behaviour and/or attendance in the Key Stage 3 Strategy because one of the main reasons for identifying school behaviour and attendance management for development together is that the underlying causes of behaviour and attendance, positive and negative, are very similar.

Although schools require a monitoring system to expose trends as well as causes of behaviour and attendance, there are certain of the key features of behaviour monitoring programmes that are that are less well developed than attendance. The monitoring of behaviour raises several issues compared to the monitoring of attendance. The key question for a school should be: do we meet the key features of effective monitoring outlined in the introduction to section 1?

The following models describe some of the ways in which schools currently monitor behaviour. They describe both the system and the administration arrangements – two important considerations when applying a monitoring programme. All these systems have their merits and offer useful information to help schools.
The following activity will help schools to analyse the benefits of each approach

before we move on to consider how a school can design a behaviour-monitoring process that meets all its identified needs.

Model A – Information systems

A headteacher says:

'We operate an information management system which has a range of data within it. It includes information on finance, pupil details and history, the timetable, etc. A range of staff has access to certain areas of the system. Only the bursar, the senior deputy and I have access to all areas.

Our attendance data is managed by a member of the office staff. All information from the optically marked registers goes into the system twice a day. I can receive full reports at any time on overall attendance and absence figures. I can also have the figures for individual pupils and year groups and figures categorised by gender and ethnicity. The system will also generate week by week reports as well as over longer and selected periods of time.

All exclusions, whether fixed term or permanent, are recorded within the system and reports can be produced along the same lines as for attendance. One of the deputies has responsibility for monitoring this area of the system and reports to myself and the governing body on a termly basis. The system is also set up to allow us to record serious incidents and poor behaviour. Each incident is recorded using a standard form and entered into the system when the responsible deputy is satisfied that the incident is concluded. We record these incidents using the official DfES categories for exclusion.'

Model B – Commercial software packages

A behaviour and attendance leader says:

'I had been concerned for some time that we were not recording incidents of poor behaviour accurately, and sometimes not at all. When dealing with troublesome pupils we were never quite sure how frequently they misbehaved or whether they were actually improving. I was invited to a governing body meeting at which behaviour was an agenda item. I made a proposal that was accepted and they agreed to finance a commercially produced software package to record our behaviour incidents.

It's not cheap but we think it has improved our monitoring of behaviour incidents and replaced our existing paper system. The system still relies upon staff to report incidents that they have dealt with and we have set it up on the network so that any member of staff can input information at any time. A series of drop-down menus takes you through the procedure and guides you through the type and category of incident. At any time I can see a report that shows how many incidents there are of a certain type. For instance, I can find out how many Year 9 girls have been involved in disruptive classroom behaviour in the past three weeks. I can also get information on incidents in particular lessons, at specific times of the day. The information can be displayed as tables or in chart form. We can also record pupils' positive behaviour and keep track of the rewards and merits they receive. When a certain number of incidents have been recorded, the software will trigger a warning so that we can provide a support programme for an individual or groups of pupils.'

Model C – Collecting pupils' opinions using ICT

A Year 10 pupil says:

'Every year we do a questionnaire on computer. It asks us all sorts of questions about school. Our teacher tells us to be honest in our answers but not to be rude. You get the chance to say how you feel about school. [Also you're asked:] Does school help you to learn well? Do lessons make you want to come to school? Is behaviour good? and so on.

When everyone has completed it, we have some information back in form period. You don't get to know what everyone said individually, just what the general feeling is. Sometimes things change, like a new system in the dining room and it's because of the questionnaire.'

An assistant headteacher says:

'One of my responsibilities is facilitating the school council [meetings]. They are very useful sessions but I had always wanted a method of gathering pupils' opinions on a wider basis. I looked at several ICT-based systems before choosing. We use the software as a way of testing the temperature with our pupils. It does take careful planning to give classes access to computers over a relatively short period of time. All the results are analysed by the software and we use the information from there to inform our planning. We find out all sorts of things about pupils' feelings on which lessons are most interesting, perceptions about behaviour, bullying and attendance, and it is across the whole school. We've been doing it for three years now and we are learning a lot about patterns and trends concerning our pupils' behaviour and attendance. We also use a supplementary questionnaire to extend the investigation with selected groups of pupils more frequently than annually.'

Model D – Paper recording

A member of support staff says:

'We have a system of recording all incidents on yellow paper slips. There are some in all registers and in all classrooms. When an incident of poor behaviour occurs, the member of staff present writes a description of the incident and puts it into a tray in the office. Every morning and at the beginning of the afternoon I check for any slips and enter them on to an overview sheet. I record several types of information such as the type of incident, location, time and year group and so on. When this is done, I pass all of the slips to the relevant year head. At the end of the week I pass the overview sheet on to the headteacher.'

Model E – An ICT model developed in one school

The school's ICT subject leader says:

'Keeping an accurate record of rewards and sanctions has always been an issue of concern with the staff as a whole. The head asked me to look at a simple system of recording this data that everyone could have input to easily.

We have developed a simple database that enables us to monitor trends in some important areas. At the moment we can display the frequency of incidents in several ways. We also have an accurate record of rewards for the first time.

We're still dependent on paper at the moment because incidents need to be recorded on the existing slips and transferred to the database. When we're happy with all of the fields on the database we'll put it on the network so that staff can record without needing to write on a slip first.

It's still at an early stage and an addition we would like is the ability to change fields easily, so that if, for instance, bullying in a certain part of the school became an issue, we could easily add that location to our database. The key development we would like in future is to arrange input via the school intranet which all pupils can access at home. In this way we could include sections for families and organise surveys to gain direct information about issues such as truancy and the impact of out-of-school issues.'

Activity 8

Identifying the strengths of different behaviour and attendance monitoring arrangements

The 'table' in the appendix (page 50) can be used to compare each of the models against the list of key features developed in section 1 and repeated here as a reminder.

Effective behaviour and attendance monitoring:

- gives as much information as possible in the implementation time available;

- fits into and builds upon existing school structures and routines;

- includes the perceptions of representatives from all members of the school community with prominence given to factual data about pupils and data about their opinions;

- uses agreed terminology to describe behaviours and attendance;

- identifies patterns and trends over time;

- allows positive and negative trends to be recognised;

- enables the exploration of causal factors;

- makes use of other appropriate and connected data;

- is based on accurate data that has integrity;

- has an appropriate balance of subjective and objective data from a variety of sources;

- can be easily interpreted to influence improvement planning;

- leads to specific school improvement outcomes.

Assess how far each model reflects each one of the key features. Use a scale of 1 to 10 with 10 reflecting the strongest link.

Calculate the total score for each model. The highest score will clearly represent the most robust model. A key question should be: how well did the model that most closely represents your school approach score?

Using the key features of monitoring to evaluate current school systems for monitoring behaviour and attendance

Improving the school's behaviour monitoring system

Record which of the features from the list in activity 8 are missing from your current monitoring system and decide three things that you can do to improve arrangements in your school. It is a good idea to make these improvements small and manageable. Some examples follow.

The system does not include the perceptions of representatives from all members of the school community with prominence given to pupil factual data and opinion.

Action – design a small-scale questionnaire to record the views of the pupil council as a pilot for taking a wider range of opinion.

The system does not allow positive and negative trends to be recognised.

Action – redesign the incident report slip to include rewards and sanctions and highlight this through staff meetings, assemblies and form periods.

The system does not lead to real school improvement outcomes.

Action – scrutinise the school improvement plan and ensure that evidence from behaviour and attendance monitoring is used to generate behaviour and attendance improvement targets.

Developing and improving existing school data collection systems

Further key features of effective behaviour monitoring

Monitoring begins with collecting high-quality evidence. This should involve a range of methods for collecting a variety of quantitative (usually objective) and qualitative (usually subjective) data. The value of the former is that it can give you the wider picture including the important patterns and trends over time. The latter provides the detail that captures opinions about the issues and is valuable in identifying causes for these trends. Some examples of quantitative data are:

● merit marks;

● exclusion figures;

● detention records.

Additionally, most schools have systems for recording behaviour incidents and many now include the collection of data on bullying as part of their anti-bullying strategy. Much of this is in the form of qualitative, subjective data. In order to use this information to identify trends it is important to consider three factors that can influence its usefulness:

● interpretation of an event. There is often variation among staff in the same school – one person's 'insolence' is another's 'defiance';

- tolerance of behaviour. Behaviour that is acceptable at break time as 'letting off steam' is not acceptable in a lesson;

- consistency of response. Pupils may report that they are more likely to be praised by some staff than others for the same behaviour.

Qualitative data may be collected in the form of subjective written comments, recorded in individual or group interviews, or as additional comments on questionnaires. Good qualitative data of this kind is an essential element of effective monitoring.

Activity 10

Making best use of qualitative data

The lunchtime supervisors have been asked to give the deputy headteacher a weekly report to help with monitoring behaviour at lunchtime.

The following are three reports from three different supervisors.

'Getting the pupils into lessons is going much better now that we have all been given a whistle. Mind you, when I blow it, half the school gives me a wolf whistle back – kids!'

'I've had to give Satpal another detention. When I blew the whistle to get him in after lunch he was extremely rude. I've sent in a detention slip and recorded the reason as 'extreme insolence – whistling back'.

'Please will you ask Mr Jones to have a word with his tutor group. When I blow the whistle they are always fighting instead of lining up. Emily had to go to the nurse today with a black eye.'

Consider these reports under the three headings:

- Interpretation of the event

- Tolerance of the behaviour

- Consistency of the response

If you were advising the deputy headteacher on the design of a lunchtime supervisor report form, what would be the features that would help standardise 'Interpretation of the event', 'Tolerance of the behaviour ' and 'Consistency of the response' and generate quantifiable data that could be used to help identify trends?

Using common terminology to describe behaviour

The example in activity 10 illustrates the importance of standardising the way in which incidents are reported if the data is to be used for monitoring.

Much of what is reported in schools could be used for monitoring behaviour if the reports recorded agreed categories of behaviour that are understood by staff in the same way.

The following example of a standardised list extends the DfES list of categories for exclusions into a list that could be used in a tick box incident report form. Suggestions for positive behaviours that might discourage the poor behaviour are also given below and these will feature again in activity 14.

Bullying	Supporting other pupils
Damaging	Improving property
Damaging	Improving facilities or environment
Damaging	Helping with equipment
Being defiant	Being compliant
Ignoring	Following instructions
Being inconsiderate	Being considerate
Disrupting learning	Supporting learning
Fighting	Resolving conflict peacefully
Using illicit substances	Resisting/giving up use of illicit substances
Being late	Being punctual
Smoking	Resisting/giving up smoking
Stealing	Returning property
Ignoring regulations	Abiding by, for example, uniform regulations
Racial abuse	Promoting cultural awareness
Assaulting	Helping other pupils
Assaulting	Respecting staff
Verbally abusing or threatening	Being polite to pupils
Verbally abusing or threatening	Being polite to staff

Activity 11

Developing common terminology to describe behaviour

As a group, consider the list above and divide it up for each person to write a short sentence describing a few of the items and covering positive and negative behaviours. Discuss the results and come to an agreement on a sentence that will help all staff reach a common definition of positive and negative behaviours.

You may already have a similar list in your school, in which case you may wish to consider updating it by comparing the two and discussing any modifications in the light of any perceived changes in patterns of behaviour in the school.

Add to or delete from the list to suit the requirements of your own school and consider how to use it in achieving consistency in reporting behaviour incidents. You may wish to use it in staff CPD on behaviour management or monitoring.

Consider the following.

● How could you arrange for staff to use the list of definitions so that there is more consistency when reporting incidents?

● What needs to be done to apply the same list to other elements in behaviour monitoring, e.g. pupil or parent/carer questionnaires?

By making fuller use of the expertise and resources available, a school can build a community of enquiry, where the notion of self-evaluation is permanently established with staff, pupils and parents/carers. Engagement in the process is helped when people are enabled to set aside time to record and input data. Time is at a premium and demands on staff can be reduced if everyone is clear about the role they play in monitoring behaviour.

The combination of high-quality data and effective monitoring provides a basis for developing a model of 'how to do' rather than 'what to do'. This is usually what staff most want to know and consequently an approach which focuses on 'how to do' is more likely to be appreciated than one which instructs staff in 'what to do' (or one more thing to do!).

Activity 12

Key staff involved in monitoring behaviour

Some of the roles of key players in an effective behaviour monitoring system could be:

- form tutors – receiving and collating information about incidents reported to them;

- subject teachers – recording positive and negative behaviour;

- year/house leaders – recording serious incidents; collating parents'/carers' and pupils' opinions;

- all of the above staff – evaluating the quality of the reports they receive; examining data to find trends and identify causes; ensuring a balance between positive and negative data input; coordinating responses;

- subject leaders – as for year/house leaders with data related to learning behaviours;

- support staff – providing information on behaviour patterns and trends across the school from their perspective both in and out of lessons – particularly lunchtime supervisors;

- learning mentors – providing information on behaviour in and around lessons from the perspective of staff who can most easily correlate opinions of staff and pupils;

- pupils – reviewing and assessing behaviour of self, peers and other pupils;

- parents/carers – working with school to understand and address their children's behaviour; communicating effectively with school on issues of behaviour;

- governors – ensuring that behaviour and monitoring outcomes inform the revision of relevant policies and reviewing their implementation.

The following activities are designed to help you develop a 'how to do' approach from the 'what to do' beginning.

'What to do'

1. List the groups in your school who will want to help with monitoring.

2. Consider the contribution each group could reasonably be asked to make in a behaviour monitoring system using the examples of roles in the list above.

'How to do'

3. Discuss, within the context of the existing school expectations, how as many of these groups as possible could be helped to engage in regular monitoring with the minimum of bureaucracy and disturbance to daily routines.

4. Make a list of the negative behaviour categories (e.g. disrupting learning) on which these groups will already be informally collecting data, through their daily experience, and discuss how this data could most easily be standardised and gathered together as part of monitoring.

Note: It is worth remembering two of the key features of an effective monitoring system.

a) It gathers data from a variety of sources and in a variety of ways – e.g. incident referral forms alone may produce a distorted picture because of the unreliability of the data. This issue is explored in activity 10.

b) It fits into and builds upon existing school structures and routines – e.g. it may disturb pupils' learning less if they complete pupil behaviour monitoring questionnaires as part of an ICT lesson on databases, rather than during a PSHE lesson, when they will have to move to a computer room.

Causal analysis of behaviour monitoring trends

As pointed out in section 1 on attendance monitoring, actions to support upward trends or reverse downward trends are most likely to be effective if they address the cause rather than the symptom. This applies equally well to behaviour monitoring.

Identifying the causes of behaviour changes may require more analysis than is necessary for attendance changes, because, although the causal factors are similar, the number of behaviour categories is greater.

Causal analysis following behaviour monitoring

Consider the following scenario.

In one school the post-audit behaviour plan targets improvements in behaviour in Year 10. During Year 9 the number of fixed-term exclusions had been rising and the monitoring results indicated a growing disaffection amongst some pupils at the lower end of the ability range. Following actions in the improvement plan for the new academic year, this trend has been reversed so far in Year 10. However, the following has been identified from the

mid-year outcomes of the behaviour monitoring programme: 'There are increasing numbers of Year 10 referrals out of lesson for behaviour in languages, whereas referrals from other subjects are at a steady low level.'

Consider the following examples of comments that could indicate the causes of this trend and discuss possible actions to improve the situation.

Year 10 girl: *'Our year group is much better behaved than last year but people muck about in my Thursday morning French lesson because it's boring – we just work from the book.'*

Head of Year 10: *'This year group is generally better motivated now they are in Year 10. We should never have kept modern languages as a part of the core. Many of them wanted to choose other subjects.'*

Year 10 boy: *'I quite like French but I've had 7 different teachers in 4 years. Just as I am getting used to one they leave or move jobs.'*

Year 12 student: *'Year 10 are a load of tearaways. We'd never have been allowed to get away with half the things they do. You should see the way they behave on the school bus.'*

Parent of a Year 10 girl: *'My daughter really enjoys her French, the top set teachers are brilliant. I just wish they would always set homework to stretch her more.'*

Notice the wide range of possible causes for the trend that are indicated by the comments. This is not unusual in behaviour monitoring.

You could apply scaling techniques (see the box below appendix) to decide which of these possible causes to address via a change to the generally successful post-audit improvement plan that targets improved behaviour in Year 10.

Reflecting on your school behaviour monitoring process, for each of the comments decide:

1. Whether and how it would be able to capture such information.

2. Would it capture this information early enough to take effective action?

When the scaling exercise is complete, look at the visual profile of your results.

1. Is there substantial evidence of good practice?

2. Are there areas where there is little evidence?

3. How do you explain any wide variation in results?

Positive monitoring

It is sometimes much easier to notice what is going wrong in an improvement plan than it is to notice what is going right. Yet it is well known that rewarding the positive has more effect on behaviour improvement than punishing the negative.

Furthermore, recognising positive trends in behaviour allows everyone to share in the 'feel good factor' that success brings. Monitoring that records the positive can help keep behaviour improvement on an upward spiral.

Improvement trends can, somewhat obviously, be recognised in two ways through monitoring:

1.   a reduction in negative data;

2.   an increase in positive data.

One of the features of effective behaviour monitoring systems is that they allow for both trends to be identified.

Activity 14

Designing arrangements for positive data collection

Referring back to the list of behaviour categories on page 27 notice the positive behaviours.

Consider how you could arrange for the procedures designed from activity 12 to include the collection of positive data also – e.g. 'supporting learning' as well as 'disrupting learning' (to take the same example as in activity 12).

1.   Make a list of possible sources and types of positive data.

2.   How can it best be collected?

3.   Where will you start?

Including positive data as well as negative data has consequences for the design of any simple questionnaires as well as incident report forms or interview schedules.

Summary

Monitoring behaviour can be a more complex process than the monitoring of attendance because there are a wide range of behaviour categories relevant to school improvement. Regular behaviour monitoring need not be a daunting task though, and it can have a lasting impact on behaviour improvement.

The features of effective monitoring programmes are identical for both behaviour and attendance. By examining the components of the successful attendance monitoring, studied in section 1, schools can identify how to develop their behaviour monitoring to provide the all-important causal analysis of behaviour trends. As with attendance, causal analysis will improve the efficiency of the post-audit improvement plan by focusing actions on addressing underlying causes rather than the symptoms of pupils' behaviour.

It is less easy to identify causes if the data excludes subjective, quantitative information. Effective behaviour monitoring should therefore include opinions collected and analysed alongside factual data. This requires careful analysis but results in more accurate identifying of causes so that any actions in response to audit data are more likely to have a lasting effect.

By including positive data in auditing, behaviour progress can be recognised more easily and the whole school can feel a sense of achievement in areas where behaviour is improving, or already making a positive contribution to learning. Aspects of behaviour in need of further improvement can then be addressed with added confidence.

The same benefit can be achieved by following the activities in this booklet. They are designed to help schools recognise how much is already successfully in place, so that everyone can feel confident about developing a more comprehensive monitoring process.

Section 3 explores how developing such process can be done so that monitoring fits into the school improvement cycle with the minimum of effort and demand on time.

Including monitoring effectively and efficiently in the school improvement cycle

This section will help schools in two main ways: to plan and implement a combined monitoring programme for both behaviour and attendance; and to use the monitoring data to adjust the post-audit implementation plan so that improvements to behaviour and attendance are maintained with the involvement of all stakeholders.

Specifically it aims to help schools to:

● examine how behaviour and attendance monitoring fits into the wider monitoring picture and links to school improvement processes;

● improve the impact of auditing in the improvement cycle by monitoring the implementation of the post-audit improvement plan;

● as an example, reflect on current practice in monitoring everyday policies, rewards and sanctions, to see how they impact on both behaviour and attendance.

The role of behaviour and attendance monitoring in the school improvement cycle

Monitoring and auditing

A behaviour and attendance audit can provide some of the data needed to inform school improvement and is an essential first step in the process of planning behaviour and attendance improvement. However, by its very nature, an audit can only provide a picture at a particular point in time – usually timed to inform a revision of policy or the school improvement plan.

Monitoring is an ongoing process, which gathers data more regularly than; if not as comprehensively as, an audit. Sections 1 and 2 have established that data from effective monitoring is an essential ingredient in any school behaviour and attendance improvement programme if the programme is to be dynamic and responsive to changes in circumstance. Effective school improvement is not a one-off activity, nor does it have a neat beginning, middle and end – rather it is a constantly evolving activity. School improvement, to be truly effective, should be a continuous cycle, part of the school as a 'community of enquiry' where the notion of self-evaluation is permanently established with staff, pupils and parents/carers.

Combining behaviour and attendance monitoring

It has been well established in sections 1 and 2 that the most effective behaviour and attendance monitoring helps schools to identify the causes of any trends in either behaviour or attendance so that actions will address the cause and not the symptom. It has been equally well established in the Key Stage 3 Behaviour and Attendance Strategy training that the causes of behaviour and attendance are often one and the same. This has practical consequences for taking effective action that results in improvement in both behaviour and attendance.

A school improvement cycle informed by ongoing monitoring
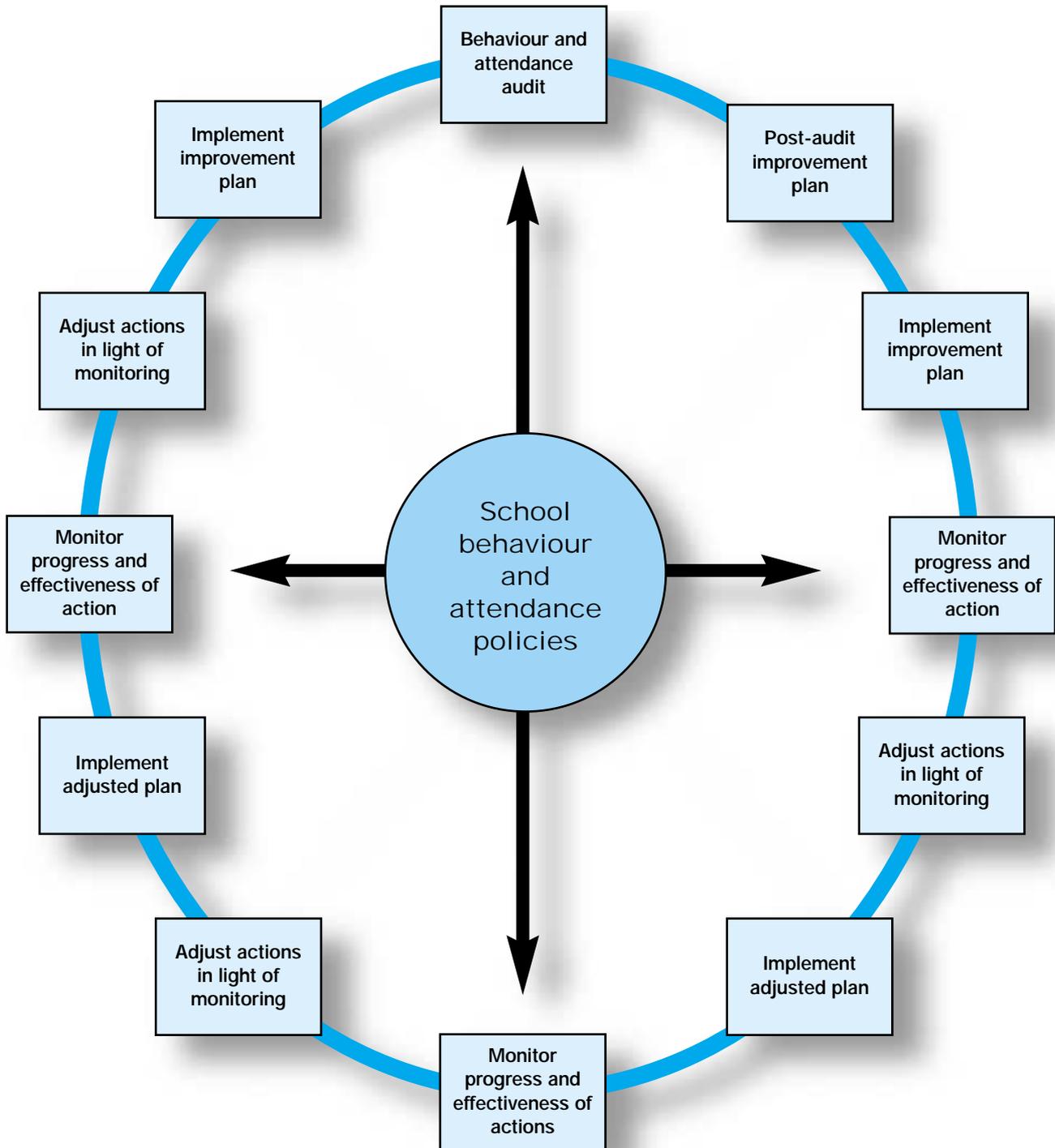
For example, an increase in playground bullying caused by a change in the attendance of a group of school refusers may be immediately identified by a group of lunchtime supervisors who are monitoring behaviour. They could take swift action by calling on the assistance of pupils in the school's buddying scheme. They would be addressing the cause of a behaviour problem that has an attendance origin.

For example, disaffection with schooling that results in misbehaviour in lessons and absence from school may be caused by lack of engagement in the curriculum because the pupils either are unable to understand what is being taught or do not recognise its relevance to their experience out of school. This is an attendance problem that has a behaviour origin but the cause of both is the same.

For these two reasons, in any behaviour and attendance improvement programme it helps save time and effort if evidence gained from monitoring behaviour is analysed with evidence generated from monitoring attendance. Identifying and then addressing the causes for a trend in behaviour will almost certainly impact on attendance and any improvement in attendance will be some of the best evidence for an improvement in behaviour.

To allow attendance and behaviour data to be analysed together may require changes to the cycle of school improvement and it will certainly require someone to coordinate the collection of data from these two areas and to arrange their analysis side by side.

Careful consideration as to what is possible and already in place should allow this to be done with as little change as possible to school routines.

Managing monitoring efficiently within the school's structures and routines

School life does not stop for monitoring to take place. Monitoring must, therefore, be woven into the fabric of day-to-day activity. It is equally important that any adjustment or alteration to the monitoring system does not duplicate or add work. Before thinking about any change or addition to the monitoring system, it is important to assess the current situation.

Activity 15

Exploring beliefs about the monitoring system

Working with a group of colleagues, consider the following and discuss how they might relate to your school:

'It takes longer to record an incident than sort it out.'

'We do loads of monitoring, but it is just not joined up; no-one has the time to pull it all together and so we get very little out of it.'

'Our system gives a really clear picture of where our behaviour and attendance issues are and helps us to start putting things right.'

'It doesn't matter how high-tech the system is, it doesn't change things on its own.'

'It really helps to be able to point out trends to pupils; our system lets them see how difficult things have been or how well they're doing and improving.'

'If the head talks about a clamp down on a certain issue on Monday, there will be hundreds of slips filled in by Friday. The following week it will be back to a trickle.'

1. Refer back to activity 6 in section 1 about removing barriers and apply the same solution-focused approach to any of these, or similar negative statements that might apply to your school.

2. Write three similar negative statements that you might hear from colleagues (present company included) if you suggested combining the analysis of data collected on behaviour with the data collected on attendance to produce a behaviour and attendance monitoring process.

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3. Decide what would you need to do to implement or improve a combined monitoring programme in a way that would address these concerns and ensure that, once the system was in place, the negative comments would be unfounded.

4. Use this process to discuss and identify the key component of a combined behaviour and attendance monitoring system in your school.

5. What is the first thing you would need to do to implement or improve such a system?

One of the key features of effective monitoring systems discussed in sections 1 and 2 of this booklet is that it should fit into and build upon existing school structures and routines. This will help make it manageable and acceptable to all the key players involved in implementation.

An example of monitoring the effectiveness of a post-audit action plan by combining the monitoring of behaviour and attendance

Rewards and sanctions are powerful elements of any system to support and promote improvements in behaviour and attendance. They also help to maintain positive behaviour and regular attendance and, if used consistently throughout the school, rewards, rather more than sanctions, play a vital part in teaching pupils to manage their own behaviour and develop good habits of attendance and punctuality.

Scenario – Anytown High School

Introduction

The behaviour and attendance audit showed that the school behaviour and attendance policy is well constructed and has taken full account of the Key Stage 3 National Strategy 'Advice on Whole School Behaviour and Attendance Policy' (DfES 0628-2003 R to be found at http://www.dfes.gov.uk/ibis/uploads/advice_on_school_behaviour.pdf)

However, pupil questionnaires indicated that rewards and sanctions were used inconsistently and ineffectively in a number of cases across the school. Two departments in the school were particularly identified by parents and pupils as 'being unfair'. However, the picture was more general, and it would seem that relatively few rewards were being given compared to the number of sanctions.

Additionally, the attendance section of the audit indicated that a number of absences amongst the lowest attaining pupils was 50% higher than the average for the school. The difference was particularly marked for unauthorised absence.

Narrative

A working group developed a new system of rewards and sanctions. All staff were trained in its principles and implementation on the first day of the new term with presentations by the school's behaviour and attendance leader, supported by the Key Stage 3 behaviour and attendance consultant. Staff were encouraged to pay particular attention to the way rewards were given and advised about how to include pupils identified as disaffected, low attenders in each year group so that they received rewards and praise without it seeming unfair or patronising to other pupils.

The monitoring system

The school adopted the following approach to monitoring the revised rewards and sanctions system.

● Staff recorded any sanctions and rewards given on a revised Behaviour Incident Slip, which included a record of both the positive and the negative behaviours against the school's agreed behaviour categories (see activity 11 in section 2).

● A group of low-attending pupils was identified and their attendance and reasons for absence monitored using data from the school's electronic registration system.

● Heads of year and heads of department agreed to help collate information and input data through the year secretaries and department secretaries into a behaviour and attendance monitoring database.

● The behaviour and attendance leader analysed the data with secretarial support and produced a monthly report for all staff, showing trends in attendance and rewards/sanctions for the school. The data about the group of low attenders was separated out and analysed to compare against the norms for their year groups.

Outcomes after one term's implementation

The school compared the number of reported incidents from the two months prior to the implementation of the new scheme with the number reported in the two months after it had started.

The number of reported rewards and sanctions more than doubled, indicating that staff were using the report forms.

Although there were more sanctions reported, there were proportionately more rewards. However, there was little change in the data emerging from the two departments which had previously been a cause for concern.

The behaviour and attendance leader also conducted a series of interviews with a small sample of pupils, parents and staff who had contributed to the original in-depth audit, to see if perceptions had changed. These interviews elicited a great deal very useful information that was largely anecdotal. Staff, including the senior leadership team, struggled to answer the 'How do we know?' questions about identifying improvements.

In general, the staff felt that behaviour was improving, although they were less sure about attendance. Pupils had noticed more rewards being given and felt that this was an improvement. Parents said that the sending home of postcards recording merits was a very good idea and the pupils were pleased to show the postcards off. This applied even to Years 10 and 11.

The behaviour and attendance leader asked one of the support staff to correlate the data on a simple spreadsheet and also to extract attendance information and reported incidences for the identified pupils with low attendance. The graphs of data on these pupils showed that absence for this group had reduced by 50%, even though they had received 20% fewer rewards than the average for their year and 15% more sanctions. (Prior to the audit this group were receiving virtually no rewards and the majority of all school detentions.)

Activity 16

Analysing the monitoring of a revised rewards and sanctions system

This activity explores the scenario from Anytown High School and invites you to consider how well the school used the monitoring of its plan for improved attendance and behaviour to ensure that goals were achieved. This improvement plan was designed to revise the way rewards and sanctions were used to motivate pupils and improve the attendance of a disaffected group.

Through discussion decide upon the following.

- A list of the elements of the monitoring programme that seem to generate the most useful information.

- What other information could have been easily collected and recorded to confirm the effect of rewards and sanctions on improving the attendance of the identified group in each year?

- Although, good progress has been made, how could the school improve the impact of its post-audit improvement plan in the second term?

- three elements of a revised monitoring programme that the behaviour and attendance leader could easily implement during the second term to monitor the success of the revised post-audit improvement plan.

If you are working in a group, you may find it helpful to display your ideas and answers on a flipchart using sticky notes.

It is useful to remember how solution-focused techniques help to identify:

- what monitoring practice will be most effective;

- what is already working well;

- what will be done differently when it is working well;

- what should be done next to begin to make a difference.

An analysis of the way a school monitors rewards and sanctions will reveal key strengths and weaknesses of the system allowing for strengths to be built on and gaps to be filled. The next stage is to carry out improved monitoring procedures to see if they result in a more informed picture about current practice in implementing rewards and sanctions.

Effective schools adopt and adapt a range of monitoring systems to suit their own specific needs in relation to behaviour and attendance. It is always useful to see how practice in other schools and situations can address your own school needs.

The activities in this section are aimed at prompting thinking about how to minimise and manage the range of information that needs to be collected and analysed to enable effective monitoring. The example focused specifically on rewards and sanctions – however, in practice, schools are unlikely to implement separate monitoring systems for each aspect covered by the behaviour and attendance audit. In fact, this would be an ineffective and inefficient use of time and resources.

To make the most efficient and effective use of time and resources, monitoring systems should be designed to provide information and analysis about a range of behaviour and attendance aspects. The systems should also be built into the structures and routines within the school improvement cycle (see the diagram on page 35).

Fitting monitoring of behaviour and attendance into the school improvement cycle

Testing a model to help determine how well your school's behaviour and attendance monitoring process contributes to the school improvement cycle

Part A

You are invited to test out the following model with real examples from your own school.

This activity will work best if you determine some questions to be asked of the model before you start looking at it.

1. Identify a series of questions that you might want your school's behaviour and attendance monitoring process to answer. The question could relate to short-term issues, such as:

    How many girls' absences in Year 9 this last week were due to family holidays?

    or longer term trends:

    Are more boys receiving detentions for wearing non-uniform clothing in the autumn term compared with the previous warm summer term?

    You will find it most useful to choose a question that will help confirm or deny a causal factor.

2. Now read the following model and example question before moving on to Part B.

The model in the diagram outlines a simple staged process for designing or improving a behaviour and attendance monitoring process that will fit into the improvement cycle of the school in such a way that it makes an easily organised and supportive contribution to the cycle.

The model helps a school to look at what is already in place and adjust the monitoring process by collecting the data that is needed with the minimum of extra effort and disturbance to existing routines.

A model to guide investigation:

Does the monitoring process support the school improvement cycle?

What would you like to know?

This could relate to short-term issues – e.g. how many detentions have been given out to Year 9 this week? – or longer term trends – e.g. are rewards used more consistently this term than last term?

The monitoring process

Does the data currently available enable you to answer the quesion?

Ask – What information do you need to answer your question? Does the school gather this information? If so how accessible/reliable/valid/up to date is it? How easily can it be analysed?

Refine the question

Yes

No

Does the answer contribute to the school improvement cycle?

Identify changes that need to be made to the monitoring system

No

Yes

Changes not made

Changes made

Outcome

The monitoring process supports the school improvement cycle

Outcome

The process of school improvement is limited by the ineffective monitoring

**Worked example of a model to guide investigation:
Does the monitoring system support the school improvement cycle?**

What would you like to know?
What effect has the school's post-audit improvement plan had on reducing reported incidents of bullying?

The monitoring process

Does the data currently available enable you to answer the quesion?

Refine the question
The new question is *Has the school's policy and procedure in relation to bullying improved the way it handles bullying incidents?*

Yes
There is a range of easily accessible, reliable, valid and up to date information from incident report forms to help answer this question.

No
The planned reporting system has only been implemented in some year groups and very few pupils and staff use it.

Does the answer contribute to the school improvement cycle?

Identify changes that need to be made to the monitoring system

No
Monitoring shows that the number of reported incidents of bullying is down. However, even though the monitoring system can answer the question, it does not adequately contribute to the school improvement cycle. Members of the school council have indicated that pupils have become reluctant to report incidents since the system became more formal. As a consequence pupils feel less safe and happy and less able to learn and achieve.

Yes
Monitoring information and analysis indicates that incidents of reported bullying have dropped by 15%. The number of repeat incidents involving the same pupils has also dropped. Pupils report increased confidence in the way bullying is dealt with, which is contributing to a better atmosphere in all aspects of school life. Pupils feel safer and happier and hence better able to learn and achieve.

Changes not made
The school did not find the time to make the necessary changes.

Changes made
The scheme is relaunched and a new element is added to the monitoring system whereby forms are collected and analysed by the new pastoral officers based in the House Offices on a weekly basis to identify trends and inform actions.

Outcome
The monitoring process supports the school improvement cycle

Outcome
The process of school improvement is limited by ineffective monitoring

Part B

1. Run your series of questions through the model.

   The outcomes should help you with designing or reviewing your school's behaviour and attendance monitoring system.

2. Continuing with the theme of activity 16, you may like to try testing out the model with a question that joins up attendance and behaviour monitoring, e.g. how many boys who had detentions last term for failing to carry out instructions were absent on the day of the detention?

3. Identify three changes that you could make to your monitoring process that will improve the way in which it meets the needs of your school improvement cycle – either in terms of timing or in terms of data gathering, collation and analysis.

How will you implement these improvements?

Checking whether the monitoring process is as efficient as it can be

When implementing a monitoring system, it is important to consider the balance between inputs and outputs. We have already looked at cost benefit analysis in activity 4 in section 1. This is another way of determining cost effectiveness in terms of effort compared to benefit.

Inputs to the system include things such as time, resources, skills and motivation. Outputs from the system include the quality, range and relevance of information and data for use in identifying progress with the post-audit improvement plans.

Activity 18

Balancing inputs and outputs

Refer back to previous activities and draw up a short list of five or six areas of behaviour and attendance currently being monitored in your school, e.g. bullying, truancy. Choose a mixture of areas you think are being well monitored and those that may be less fully covered.

1. Carry out a short staff survey by asking a range of colleagues (teachers, support staff, senior staff, etc.) what they contribute to:

- data collection;
- data input;
- data analysis.

At the same time ask colleagues what use they make of that data.

- How useful is it?
- How often do they use it?
- Do they use it to make improvements?

A more thorough survey could include governors, parents/carers and the LEA.

2. Make a judgement (this is not a precise science):
    Is there a reasonable balance between inputs and outputs?

3. If inputs outweigh outputs, consider what should be done to make
    particular aspects of the data collection, input or analysis more efficient.

4. If outputs outweigh inputs, you should probably check that there are no
    hidden inputs that you have missed, before thanking everyone and
    celebrating the success of your monitoring process, and then considering
    how it can be improved further.

Activities 17 and 18 should help further identification of the strengths and areas for
development in the school's current monitoring processes. The following exercise
may help fill the gaps and make all features of the school's monitoring process
more efficient and effective.

Overview of the phases in the development of effective behaviour and attendance monitoring

Each school will be at a different stage in the development of effective behaviour
and attendance monitoring processes. The table below outlines four stages:

- agreeing the focus;

- developing awareness of the importance of monitoring;

- establishing effective practice in monitoring;

- enhancing practice in monitoring and its further integration into the school
  improvement cycle.

Focusing	Developing	Establishing	Enhancing
The school has selected key areas to focus on and identified key staff to lead the monitoring process. Monitoring may initially be focused on a few selected issues or on a year group or department. There is recognition that this is the beginning of a process. Monitoring is taking more time than it saves. There is inefficient targeting of actions.	The focus of monitoring is widened and the number of staff involved is expanded. There is growing acknowledgement of the importance of monitoring and the contribution it can make to school improvement. All staff are being informed about the monitoring approach and the key findings. The timesaving potential of monitoring is appreciated by many staff.	Regular monitoring is being undertaken in most areas of school practice. The approach is now well understood by all staff. Many of the key features of effective monitoring of behaviour and attendance are met. Monitoring outcomes are being used in a number of areas to modify and improve actions in the improvement plan. Time wasted on some ineffective action is being saved.	Effective and efficient monitoring practice is embedded in the everyday practice of all staff across the school. Most of the key features of effective monitoring of behaviour and attendance are met. Monitoring is an integral part of the school improvement cycle and is effective in modifying and improving actions in the improvement plan. Monitoring saves time overall in the school.

Identifying the current stage of monitoring in the school

By looking at the table above consider what stage your current behaviour monitoring process has reached.

Different aspects are likely to be at different stages. As has already been pointed out, most schools are much further advanced in monitoring attendance than in monitoring behaviour

1. Select an aspect of attendance monitoring that is currently being covered quite rigorously in the school and highlight the criteria shown in the table that describe the current situation.

2. Consider an aspect of behaviour where the monitoring is less well developed. Highlight the phrases in the table that describe this developing practice.

3. Finally, identify phrases in the table that indicate where you would like to be in six months' time.

4. What will you do to achieve that situation?

Advice and guidance about strategies for making these improvements is also contained in the separate booklet giving guidance about this training for senior leaders (DfES 0021-2004). The guidance should be helpful not only for senior staff using the material for training but also for everyone using this booklet and thinking about how to implement the advice it contains.

Summary

This final section looks at some of the practical issues of combining behaviour and attendance monitoring and fitting the resultant process into the school's cycle for improvement.

Monitoring differs from auditing in that it takes place more frequently so that trends can be identified quickly and action taken to manage the consequence of any change from an early stage. Solution-focused approaches help to ensure that realistic and appropriate monitoring can be achieved using existing routines by capitalising on existing data collection. In all cases this should take account of the relative stage in behaviour and attendance development that the school has reached.

The monitoring process should build on what is already successful and ensure that the effort is worth the result. This section helps schools do just that and prepares them for the development of the Key Stage 3 audit instrument that will involve all the features identified at the start of this section, and upon which all three sections are based. These features are repeated below as a checklist for easy reference.

Effective behaviour and attendance monitoring:

● gives as much information as possible in the implementation time available;

● fits into and builds upon existing school structures and routines;

● includes the perceptions of representatives from all members of the school community with prominence given to factual data about pupils and data about their opinions;

- uses agreed terminology to describe behaviours and attendance;

- identifies patterns and trends over time;

- allows positive and negative trends to be recognised;

- enables the exploration of causal factors;

- makes use of other appropriate and connected data;

- is based on accurate data that has integrity;

- has an appropriate balance of subjective and objective data from a variety of sources;

- can be easily interpreted to influence improvement planning;

- leads to specific school improvement outcomes.

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Activity response sheet

Please use this sheet to keep a record of your training.

Section:	Activities studied:
Date:	Staff present:

Report on the activities:

Next steps

Please use this sheet to help plan follow-up to the training.

Section:	Task:

What do you need to do now?

Who else in the school needs to be involved?

What are the resource implications?

What are the risks?

What are the benefits?

Key features of effective monitoring of attendance

For use with activitiy 1 (section 1).

| Key feature	Attendance example	Scale 0 = feature totally absent 10 = feature fully present
gives as much information as possible in the implementation time available	*is the data efficiently collected and displayed in the most useful way?*	| – | – | – | – | – | – | – | – | – | – |
fits into and builds upon existing school structures and routines	*does this data collection help the administration of registration systems?*	| – | – | – | – | – | – | – | – | – | – |
includes data from representatives of all members of the school community with prominence given to factual data about pupils and data about their opinions	*are the reasons pupils give for lateness recorded?*	| – | – | – | – | – | – | – | – | – | – |
uses agreed terminology to describe behaviours and attendance	*are there agreed categories for lateness?*	| – | – | – | – | – | – | – | – | – | – |
identifies patterns and trends over time	*are there graphs available to show monthly absence trends?*	| – | – | – | – | – | – | – | – | – | – |
allows positive and negative trends to be	*if a pupil or group of pupils improves their attendance is this acknowledged?*	| – | – | – | – | – | – | – | – | – | – |
enables the exploration of causal factors	*does the data help answer questions about why more pupils in a particular group are late or absent on some days rather than others?*	| – | – | – | – | – | – | – | – | – | – |
makes use of other appropriate and connected data	*can the data be easily cross referenced to events in the school calendar?*	| – | – | – | – | – | – | – | – | – | – |
is based on accurate data that has integrity	*are all instances of lateness recorded?*	| – | – | – | – | – | – | – | – | – | – |
has an appropriate balance of subjective and objective data from a variety of sources	*are there opportunities for form tutors to comment on register statistics?*	| – | – | – | – | – | – | – | – | – | – |
can be easily interpreted to influence improvement planning	*does the data focus on specific targets in an improvement plan for lateness?*	| – | – | – | – | – | – | – | – | – | – |
leads to specific school improvement outcomes	*what changes has this monitoring actually made?*	| – | – | – | – | – | – | – | – | – | – |

Key features of effective monitoring of behaviour

For use with activity 8 (section 2).

| Key feature	Behaviour example	Scale 0 = feature totally absent 10 = feature fully present
gives as much information as possible in the implementation time available	*is the data on behaviour events efficiently collected and displayed in the most useful way?*	| – | – | – | – | – | – | – | – | – | – |
fits into and builds upon existing school structures and routines	*does this data collection help in responding to behaviour events?*	| – | – | – | – | – | – | – | – | – | – |
includes data from representatives of all members of the school community with prominence given to factual data about pupils and data about their opinions	*are the reasons pupils give for engaging in behaviour events recorded?*	| – | – | – | – | – | – | – | – | – | – |
uses agreed terminology to describe behaviours and attendance	*are there agreed categories for describing and recording behaviour events?*	| – | – | – | – | – | – | – | – | – | – |
identifies patterns and trends over time	*are there graphs available to show trends in behaviour events over a specific period of time?*	| – | – | – | – | – | – | – | – | – | – |
allows positive and negative trends to be recognised	*if a pupil or group of pupils improves their behaviour is this acknowledged?*	| – | – | – | – | – | – | – | – | – | – |
enables the exploration of causal factors	*does the data help answer questions about why more pupils in a particular group engage in specific behaviours in some classes and at other locations?*	| – | – | – | – | – | – | – | – | – | – |
makes use of other appropriate and connected data	*can the data be easily cross referenced to events in the school calendar or timetable?*	| – | – | – | – | – | – | – | – | – | – |
is based on accurate data that has integrity	*are all behaviour events, positive and negative recorded?*	| – | – | – | – | – | – | – | – | – | – |
has an appropriate balance of subjective and objective data from a variety of sources	*are there opportunities for form tutors and class teachers to comment on behaviour statistics?*	| – | – | – | – | – | – | – | – | – | – |
can be easily interpreted to influence improvement planning	*does the data focus on specific targets in an improvement plan for behaviour?*	| – | – | – | – | – | – | – | – | – | – |
leads to specific school improvement outcomes	*what changes has this monitoring actually made?*	| – | – | – | – | – | – | – | – | – | – |

Field force analysis sheet

For use with activity 6 (section 1) and where relevant to analysis in other activities.

Restraining factors

Supporting factors

Current monitoring system
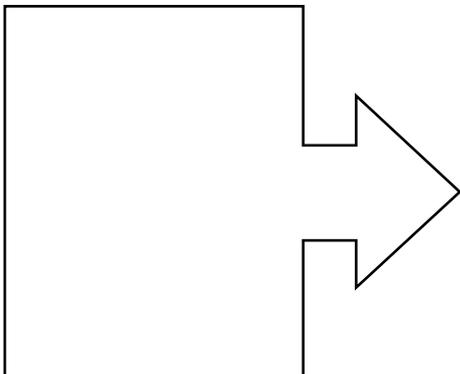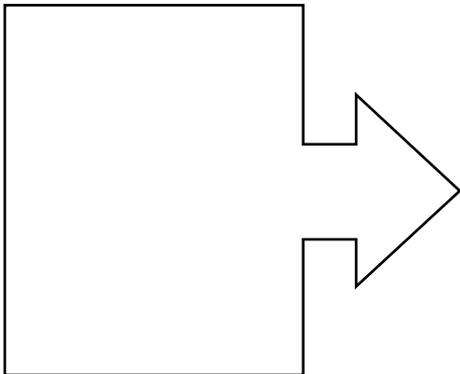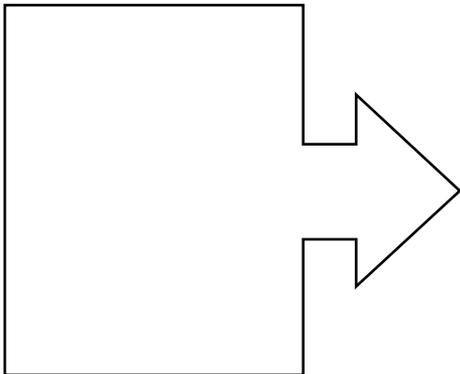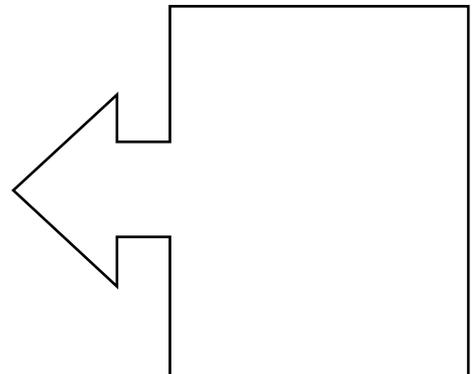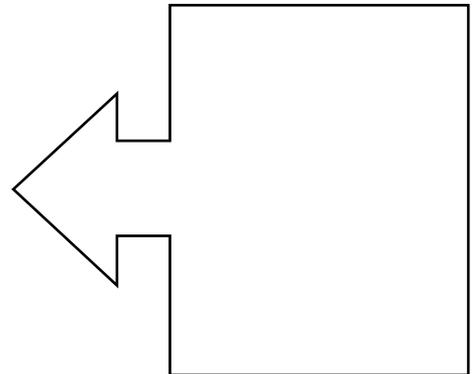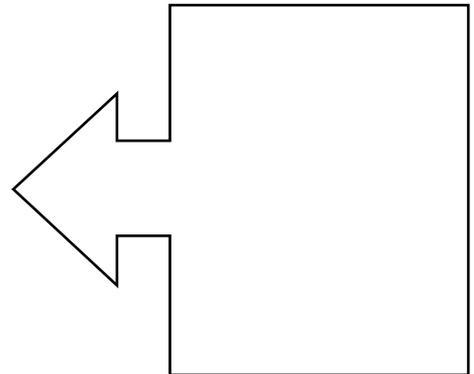
Actions	Intended outcomes	How will you know that the outcomes have been achieved?

Evaluation:
Behaviour and Attendance: Core day 3

What were the most successful aspects of today's sessions?

What changes would you suggest if today's sessions were repeated?

Please grade each session on the basis of how well structured and organised it is to meet the learning objectives identified.

Session	Grade: please ring 1 = Very good, 4 = Poor				Comment
Guidance for senior leaders	1	2	3	4	
1. Applying the features of effective monitoring to improve attendance	1	2	3	4	
2. The use of measuring tools to monitor behaviour	1	2	3	4	
3. Including monitoring effectively and efficiently in the school improvement cycle	1	2	3	4	
Overall grade for the unit	1	2	3	4	

School ....

Post held ....

Please return this form to your tutor before leaving.

Summary evaluation:
Behaviour and Attendance: Core day 3

For completion by consultants or tutors after the unit has taken place

LEA ....

Date of training ....

What were the most successful aspects of today's sessions?

What changes do you suggest might be made to improve this unit?

a. From the tutor's point of view.

b. From the participants' point of view.

Please grade the tutor's material 1 to 4 for clarity of material, pitch of material, ease of use, appropriateness for teachers and so on. Use additional sheets of paper if you wish to provide more detailed comments.

Session	Grade: please ring 1 = Very good, 4 = Poor	Comment
Guidance for senior leaders	1 2 3 4	
1. Applying the features of effective monitoring to improve attendance	1 2 3 4	
2. The use of measuring tools to monitor behaviour	1 2 3 4	
3. Including monitoring effectively and efficiently in the school improvement cycle	1 2 3 4	
Overall grade for the unit	1 2 3 4	

Please collate the grades given to each session by the teachers attending. Please provide numbers, not percentages.

Total number of teachers ……………………

Session	Number of each grade				
Guidance for senior leaders	1	2	3	4	No grade
1. Applying the features of effective monitoring to improve attendance					
2. The use of measuring tools to monitor behaviour					
3. Including monitoring effectively and efficiently in the school improvement cycle					
Overall grade for the unit					

Please return this form to:

Team Leader for Behaviour and Attendance Strand, Centre for School Standards, 60 Queens Road, Reading RG1 4BS.

department for
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