



Practice

Curriculum and Standards

Behaviour and attendance: an initial review for primary schools

Schools and LEAs involved in the Primary behaviour and attendance pilot or the Behaviour Improvement Programme

Status: Recommended
Date of issue: 10-2003
Ref: DfES 0758-2003

Name of school:

LEA:

Review coordinator:

Post:

Who was involved in the initial review?

Date of completion of the initial review:

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The following in-depth booklets are available to follow up issues identified in the initial review:

1. Leadership and management for improved attendance and behaviour
2. Whole-school ethos and framework
3. School organisational factors and the management and deployment of resources
4. Continuing to improve the quality of teaching and learning through classroom level factors
5. Pupil support systems
6. Staff development and support

Schools are not expected to use all these booklets. They will use only those that relate to issues identified in the initial review.

Electronic versions of the in-depth audits as well as the initial review are available on the Primary National Strategy website (www.standards.dfes.gov.uk/primary/)

Introduction

Tackling behaviour and attendance issues is the shared responsibility of every member of the school community. It is not simply about the consequences of poor behaviour for the groups of children involved. Nor is it about stigmatising groups or individuals as deserving special attention. Rather it must be about embedding a culture of positive behaviour and attendance across a school both within and outside the classroom. Better behaviour and attendance means better learning. Classrooms become better places in which to study and more enjoyable to work in. Helping children to manage their own behaviour and work well with others are also important educational ends in themselves. So everyone has an interest in developing teaching strategies that promote positive behaviour for learning and enhancing the quality of relationships between staff, children and other members of the school and its community.

Why use this document?

The circumstances which affect each school's behaviour and attendance are specific to that school. What is not unique is that every school has examples of excellent practice which need recognising and celebrating. This initial review and the in-depth audits that follow are intended to help you recognise your good practice and build on it, as well as focus on those areas which warrant further attention. They will work best when used as a part of your regular school improvement cycle, helping you to review the impact of your current procedures, including the statutory behaviour and anti-bullying policies. They should not be used simply as a mechanism for collecting data for use by other bodies outside the school.

We have carefully structured the review and in-depth audits so that they can give you new insights without taking up a disproportionate amount of time. Staff at every level can spend a lot of time and energy on dealing with behaviour and attendance issues, and time spent on a review and audit can be more than repaid through improvements in practice. In the first instance, we suggest you undertake the initial review. Once your school's specific strengths and areas for improvement have been identified, you may then find it helpful to consider which if any of the six in-depth audit booklets would help you with further investigations and the development of an action plan.

Who can help you?

There are a variety of sources of support including:

- the LEA's behaviour and attendance support services, educational psychology service and advisory service;
- (for some schools) expertise and/or funding from the Behaviour Improvement Programme (BIP).

What does the review involve?

There are two sections to the review process:

- an initial review, which it is recommended all schools undertake;
- in the light of the review findings, a series of in-depth audits which support more detailed analysis, planning and action.

Who should undertake the initial review?

The school's senior management team should undertake the review. They are likely to nominate a member of the team with particular responsibility for the leadership and management of behaviour and attendance to take day-to-day responsibility for coordinating its completion.

There are four stages in the initial review:

1. Reviewing the data

- Collating the data from available statistics.
- Identifying patterns and trends in behaviour and attendance for groups of pupils.
- Looking at patterns in attainment and progress alongside patterns in behaviour and attendance, to show priorities for action.

2. Drawing on others' views

- Collecting together relevant comments from external evaluations, e.g. Ofsted, LEA reviews, etc. including actions already taken and progress made as a result.

3. Taking an overview of strengths and weaknesses, using the grid for self-evaluation.

- The senior management team may find it helpful to set up a focus group for this stage of the review, with a wide membership that represents all elements of the school community.

4. Setting out the areas which require action or further examination through the in-depth audits.

Further information

Annex 1 provides the most recent national data on attendance and exclusions.

Source material

The following sources have been used to construct this initial review:

- DfES advice on school behaviour, attendance and anti-bullying policies (July 2003);
- Ofsted's *Inspecting schools (the Framework)* and *Handbook for inspecting nursery and primary schools* (May 2003);
- statutory guidance on equality;
- the DfES *Behaviour and attendance initial review for secondary schools* (August 2003);
- a range of behaviour and attendance auditing schedules currently in use in LEAs.

Review of data

1. Attendance

Effective schools use data to develop a broad view on trends within the school. The same schools use the attendance information to compare their performance with the national picture and with schools in similar circumstances.

Complete the following table where the figures are known. Schools with electronic registration will be able to retrieve this information with relative ease, but others can gain a picture by sampling registers for the current year to get a sense of the patterns (see the data in Annex 1).

	Year before last	Last year	This year so far Date.....	Compared to the average for schools in the same FSM band	Nationally
Pupil attendance	%	%	%	%	
Unauthorised absence	%	%	%	%	
Authorised absence	%	%	%	%	

Other analysis you might do includes looking at patterns of attendance:

- across year groups;
- in different terms and year on year;
- on different days of the week;
- as the term progresses;
- in each class group, in the morning and afternoon;
- reasons for absence.

It will also be very important to look for patterns within identified groups, such as children with SEN, children from minority ethnic groups, boys and girls, looked after children, refugees and asylum seekers, children who may have moved from another school, children experiencing bullying, children supporting parents with disabilities, children with responsibilities for younger siblings and children living some distance from the school.

Main patterns and trends	Contributory causes of absence	Children most likely to be affected

2. Exclusions

Complete the following table (see the data in Annex 1).

	Year before last		This year so far Date.....		Compared to the average for schools in the same FSM band		Nationally in 1999/2000
	incidents	days	incidents	days	incidents	days	
Fixed-term exclusions					n.a.	n.a.	n.a.
Permanent exclusions							
Lunchtime exclusions					n.a.	n.a.	n.a.

Other analysis you might do includes looking at:

- the type of incident leading to exclusion;
- the length, distribution and frequency of exclusions;
- the effects of pupil grouping;
- the history of support for pupils who have been excluded.

It will also be very important to look at patterns within identified groups, such as children with SEN, children from minority ethnic groups, boys and girls, looked after children and children experiencing bullying.

Main patterns and trends	Contributory causes of exclusions	Children most likely to be affected

3. Other internal factors

Evidence base for identifying patterns:

- rewards logs – certificates, points, notes home, etc.;
- missed playtimes or lunchtimes;
- records of lateness;
- referrals to senior staff;
- referrals to EWS, educational psychologist, behaviour support service, etc.;
- records of parent/carer contact;
- records of incidents of bullying.

Main patterns and trends	Children most likely to be affected

4. Attainment

Patterns you might look for in attainment overall and within identified groups (such as children with SEN, children from minority ethnic groups, boys and girls, looked after children and children experiencing bullying) include:

- the number of pupils who fail to progress as expected;
- fluctuations over time;
- variations between attainment in different subjects.

Identify links between attainment, progress, behaviour and attendance.

Main patterns and trends	Links between attainment, progress, behaviour and attendance

External findings

1. Last Ofsted report

<p>How was the school judged in relation to:</p> <ul style="list-style-type: none"> • attitudes and behaviour? • other aspects of personal development? 	
<p>Summarise the key points on behaviour (including the behaviour of different groups of children)</p>	
<p>How was the school judged in relation to attendance?</p>	
<p>Summarise the key points on attendance (including the attendance of different groups of children)</p>	
<p>Summarise your follow-up actions</p>	
<p>How effective did they prove?</p>	
<p>What do you consider the outstanding issues still to be resolved?</p>	

2. Other external evaluations (e.g. LEA reports or external consultancy reports)

<p>Summarise the key points about behaviour (including the behaviour of different groups of children)</p> <p>Source:</p>	
<p>Summarise the key points about attendance (including the attendance of different groups of children)</p> <p>Source:</p>	
<p>Summarise your follow-up actions</p>	
<p>How effective did they prove?</p>	
<p>What do you consider the outstanding issues still to be resolved?</p>	

Policy checklist

Indicate briefly how the school's policy for behaviour, attendance and anti-bullying addresses the following questions.

1. What are the principles underlying the policy and how do they apply to the whole-school community?	
2. How do these principles relate to the school's overall aims and the rest of its curriculum?	
3. How does the policy promote effective learning and teaching about positive behaviour and regular attendance?	
4. What are the roles, rights and responsibilities of governors, staff, children and parents/carers for promoting positive behaviour and regular attendance?	
5. How does the school set high standards of behaviour and attendance for children?	
6. What are the school systems for promoting positive behaviour and regular attendance?	
7. What are the school systems for minimising and responding to unacceptable behaviour and unauthorised absence?	
8. What support is available for children whose poor behaviour or attendance reflects significant learning or personal problems?	
9. What support and training is available to help staff promote positive behaviour and good attendance?	
10. What support is available for parents/carers who wish to learn more about how to develop their children's social, emotional and behavioural skills, and support attendance from home?	
11. How are staff, parents/carers and children involved and consulted when the policy is formulated or revised?	
12. What resources does the school invest in promoting positive behaviour and attendance?	
13. How is the policy monitored and reviewed? How do you know that it is fair?	
14. How is the policy cross-referenced to other relevant school policies?	

Place the number of the checklist item in the appropriate box below to indicate the priority to be given to this area.

A strength	Generally content	Requires attention	Major concern

Self-evaluation grid: behaviour and attendance

The self-evaluation grid is both a tool for school reflection and self-evaluation, and a basis for future development. It can form part of a professional development programme for those who lead on behaviour and attendance issues in primary schools.

The grid identifies six key areas in the area of behaviour and attendance and is closely aligned to the TTA published 'National Standards for Subject Leaders' document (1998), the self-evaluation grids produced by the National Literacy and Numeracy Strategies for literacy and mathematics coordinators, and the 'Effective Leadership and Management' self-evaluation tool produced by the National College for School Leadership (NCSL) for the National Numeracy Strategy.

The principle of self-evaluation upon which the grid is based reflects the emphasis on self-evaluation and review embedded within and promoted by the Ofsted *Handbook for Inspecting Nursery and Primary Schools*, the NCSL approach to improving management and also other publications and research evidence related to effective school improvement processes.

What does the grid focus on?

The grid focuses on six key areas of leadership in relation to behaviour and attendance.

1. Leadership and management for improved behaviour and attendance (styles and structures; policy; collecting and analysing information; establishing priorities and action planning; target setting, monitoring and review).
2. Whole-school ethos and framework (values and beliefs; emotional wellbeing; relationships and bullying; partnership and liaison; values into practice; rewards and sanctions; whole-school systems for promoting attendance).
3. School organisational factors and the management and deployment of resources (establishing an effective whole-school learning environment; timetabling, grouping and curriculum planning; deployment of resources and personnel).
4. Continuing to improve the quality of teaching and learning (evaluating the quality of teaching; classroom environment and curriculum delivery; classroom management; responses to poor behaviour).
5. Pupil support systems (systems for all children, including support at transition; support for children with identified difficulties in the area of behavioural, emotional and social development).
6. Staff development and support.

Schools and LEAs may wish to add further areas to the grid as part of their development of school self-evaluation, and according to specific local priorities.

How does the grid work?

Under each of the key areas there are four columns which represent a continuum of development and effectiveness. Within each column there are written prompts which serve to provide a moderated illustration of the elements which will be present at each stage of development. By highlighting the relevant prompts or parts of the prompts, across the grid, schools can identify their current strengths and areas for development.

The table on the following page illustrates the stages of the continuum represented on the grid.

	Focusing	Developing	Establishing	Enhancing
Key area identified	At this stage, the review group recognise that the school is at the beginning of a process. The review group identifies what is happening already but recognises that much remains to be done.	At the developing stage, the school has started to address some aspects of the key area, but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage there still remain some issues to address in terms of whole-school consistency and cohesion, but many things are now in place and are becoming embedded. There has been significant development of the quality of provision and a real impact on standards.	At this stage, the identified aspects are embedded fully in whole-school approaches and practice. There is whole-school consistency and cohesive practice and the impact on standards and progress is evident.

The prompts on the self-evaluation grid provide moderation to support self-evaluation.

It is important to recognise that whole-school development is not always a linear process – schools are changing communities and judgements about positions on the developmental continuum may change as a consequence of changing contexts. It is also important to stress that the purpose of this activity is to acknowledge what has been achieved as well as to provide a basis for future development. Planning for development from the current position is the key issue.

How do we use the grid?

As the self-evaluation grid spans everything that the school does that impacts on behaviour and attendance, it touches on almost every aspect of school life. It is unlikely that any individual would have the necessary knowledge to complete the grid individually. It is therefore suggested that a behaviour and attendance focus group is set up within the school. The group could usefully incorporate representatives from the management group, the SENCO, a class teacher, an NQT, a teaching assistant, a governor and if possible an external ‘critical friend’. Schools might like to consider the inclusion of a pupil representative and a parent representative.

Members of the focus group should individually record their responses to the descriptions at each stage, making notes of their evidence and points they would like to discuss with the group.

The group then meets and discusses their individual responses, working through the six key areas in order.

The group identifies priorities from this meeting, depending on whether the group consensus identifies the school as being at the focusing, developing, establishing or enhancing stage for each key area. From this consensus, together with the other forms of evidence, it is possible to set out the areas which require action or further examination through the in-depth audit (see section 5).

Self-evaluation grid: behaviour and attendance

The purpose of the self-evaluation grid is to support schools in recognising their current stage of development and identifying key priorities for development across the school.

Key area 1: Leading and managing for improved behaviour and attendance

Key area 2: Whole-school ethos and framework

Key area 3: School organisational factors and the management and deployment of resources

Key area 4: Continuing to improve the quality of teaching and learning

Key area 5: Pupil support systems

Key area 6: Staff development and support

Key area 1: Leading and managing for improved behaviour and attendance

	Focusing	Developing	Establishing	Enhancing
1a) Leadership and management styles and structures	<p>A management structure is in place which includes roles with responsibility for attendance and behaviour.</p> <p>The management group take a leading role in action planning. Staff are informed of decisions and usually supported in implementing them.</p> <p>Governors are involved when behaviour or attendance related issues arise.</p> <p>Behaviour and attendance are recognised as key areas for development.</p> <p>Advice and informal support is available for teachers who are experiencing difficulties with behaviour or attendance related issues. Problem-solving takes place as issues arise, usually by the management or by the person most affected.</p>	<p>The management structure is clear and understood by all staff.</p> <p>Managers recognise the need to involve children and parents/carers in planning processes and feedback is sought on some issues. Parents/carers and children are informed of management decisions affecting them.</p> <p>Governors have had some involvement in planning and policy development.</p> <p>Some formal mechanisms are available for staff to access support and guidance on issues related to behaviour and attendance.</p> <p>There is a structure to identify and support individual teachers who are having problems in the area of behaviour management.</p>	<p>All staff are clear about their role in promoting positive behaviour and good attendance, and feel supported by managers in these roles.</p> <p>Mechanisms are in place to ensure staff and children have an opportunity to voice their views and to contribute to policy. The school offers opportunities for parents/carers to make their views known.</p> <p>Governors have been fully involved in drawing up policies, and have frequent contact with the school.</p> <p>The management style ensures that all staff are aware of, and confident enough to access a school-wide support network which many staff find useful.</p>	<p>An effective management structure is in place to promote positive behaviour and good attendance in school. Roles and responsibilities are transparent and the structure is clearly understood by stakeholders. Managers have a clear, coherent and transparent set of values, 'walk the talk' and model their espoused beliefs.</p> <p>The leadership style is empowering and appropriate to the needs of school. It ensures that staff, children, parents/carers and other stakeholders feel valued and listened to. They have a sense of ownership of policy, procedures and practice and know where the school is heading. Mechanisms are built in to management structures to ensure positive and negative feedback can be collected and used. Communication is two-way.</p>

	Focusing	Developing	Establishing	Enhancing
1b) Policy	<p>The school has behaviour, attendance, anti-bullying, and inclusion policies in place which generally comply with statutory responsibilities.</p> <p>The policies outline expectations, motivational and correction systems, and the school's approaches to bullying and care and control.</p> <p>The policies apply throughout the school day and detail arrangements for before and after the school day, playtimes and lunchtimes.</p> <p>At times practice reflects policy.</p> <p>The policies are available for stakeholders to view if requested.</p>	<p>Policies were devised to meet the specific needs of the school by a staff group, and staff and governors were consulted on the content.</p> <p>There are plans to bring practice more into line with policy and to achieve more consistency in the issues covered by the policies.</p> <p>Policies are reviewed as necessary (usually in response to internal or external events).</p>	<p>The policies are underpinned by a clear, agreed set of values which is made explicit.</p> <p>Children and parents/carers were consulted on key elements of policy.</p> <p>The school reviews the policies on a systematic and regular basis, and has in place some systems for monitoring which are used to inform policy review and evaluation.</p> <p>The policies are available in a range of formats appropriate to different stakeholders.</p> <p>Stakeholders are familiar with the content of the policy and teachers and non-teaching staff use it, to an extent, to inform their practice.</p>	<p>Governors are involved at every level and are supportive of the rationale and beliefs underpinning behaviour and attendance management in school.</p> <p>Managers ensure that staff can access a support network which includes a range of problem-solving strategies, some involving collaborative and creative processes.</p> <p>A range of stakeholders were involved at each stage in the development of the policies (children, parents/carers, governors, teaching and non-teaching staff, external support agencies).</p> <p>Each policy outlines a rationale underpinning the approach taken; a clear set of aims; a small number of general, positively worded expectations (which refer to both staff and pupil behaviours); procedures; roles and responsibilities. Documentation is cross-referenced as appropriate to form a cohesive framework which both arises from, and reflects, the values underlying the whole-school statement of overall aims.</p> <p>All policies emphasise the development of independence, responsibility and a sense of community.</p> <p>There is a designated member of staff with responsibility for monitoring and evaluating the policies, and a clear timetable for review. Evaluation and review make use of the monitoring information and stakeholder views of effectiveness. Staff, parents/carers, children and governors have easy access to the policy documents (in an appropriate format) and are aware of the content of the policies.</p>

	Focusing	Developing	Establishing	Enhancing
1c) Collecting and analysing information	<p>Some systems are in place for collecting a variety of information about behaviour and attendance. DFES and LEA requirements are met. Some of this information is taken into account when planning.</p> <p>Information is collected on individual children, where children are identified as having behavioural emotional and social difficulties (BESD). This information is passed on to the designated staff member (e.g. lead behaviour professional, deputy head, inclusion coordinator, SENCO) who may use it to inform planning and review processes.</p>	<p>Some data is collected beyond the minimum DFES and LEA requirements. This is used to identify school strengths and areas for development, and to establish priorities.</p> <p>Systematic tracking of individual children with BESD takes place, using a variety of sources of evidence. This information forms the principal planning tool that informs target setting for individuals (and sometimes groups).</p> <p>Attendance data is analysed weekly and checked against targets. Patterns are identified and information used to identify issues and target resources.</p>	<p>Data collected about behaviour or attendance is relevant and useful, and is analysed at an appropriate level to determine school strengths and areas for development. A number of viewpoints are sought.</p> <p>Behaviour and attendance related information about groups and individuals are used to deduce patterns and make judgements about the impact of provision and the quality of teaching and learning. Regular information is provided to the governing body on the analysis and judgements, so as to inform development, planning and policy review.</p>	<p>Policies are implemented consistently across the school and viewed as 'living documents' which inform practice.</p> <p>The school has a clear idea about what data it needs to collect to inform the planning and review cycle.</p> <p>Relevant behaviour and attendance related data is collected from a variety of sources on a regular basis (including the views of children and parents/carers). Data is collected in a form that allows for the progress, attendance, or behavioural patterns of different groups (e.g. minority ethnic groups, children with SEN, looked after and other vulnerable children) to be analysed.</p> <p>Data collection and analysis is supported by ICT (e.g. electronic registration).</p> <p>The analysis of data can take place at individual, group, class, key stage and whole-school levels, according to the needs of the school.</p> <p>School-based information and analysis is compared with national and local benchmarking data.</p> <p>Relevant analyses of data are fed back to staff who are able to contribute to and understand the planning that may result.</p>
1d) Establishing priorities and action planning	<p>Some school, class or teacher development priorities for action have been identified in the area of behaviour and attendance through external judgements and a limited range of data.</p> <p>A whole-school action plan is put together on the basis of this prioritisation. Some elements of the plan are in place.</p>	<p>Priorities are established by the management group, and informed by some of the information collected and analysed.</p>	<p>In addition to within-school sources of data, relevant national and local information is used in the prioritisation process.</p> <p>Action planning takes account of local/national developments that impact on behaviour and attendance, as well as future patterns of pupil needs.</p>	<p>Data is used to inform the establishment of priorities at the levels of the individual, group, class, key stage or whole-school (as well as to establish baselines, and to evaluate the effectiveness of initiatives).</p> <p>There is a mechanism for prioritisation that enables a variety of stakeholders to participate in the process.</p>

	Focusing	Developing	Establishing	Enhancing
	<p>Action planning for individual children takes account of monitoring evidence, where this is available, and this is used to inform target setting.</p> <p>Individual members of staff identify their own behaviour or attendance-related CPD priorities in the area of promoting positive behaviour and most attend training with reasonable regularity.</p>	<p>School, key stage, or group plans are also informed by the progress and outcomes for children who have experienced exclusions or poor attendance and/or with identified BESD. The analysis of this information leads to the identification of patterns of pupil need in the school which informs the setting of priorities.</p> <p>Having prioritised using these elements, an action plan is developed in relation to behaviour and attendance with resources allocated to it. Plans include a date for review.</p> <p>The plan is being implemented, at least in part.</p> <p>Staff identify their own behaviour or attendance related CPD priorities which are then negotiated with the staff development coordinator to achieve a balance for the individual teacher.</p>	<p>There is in place an appropriately resourced action plan which outlines roles, responsibilities and a realistic time line, to meet identified priorities.</p> <p>The plan is being implemented and monitoring and review processes are in place.</p> <p>The prioritisation of staff's behaviour or attendance related CPD is matched to the current needs of the school, determined by some form of audit, and negotiated with the appropriate personnel.</p>	<p>Plans resulting from the prioritisation process are time-limited, with monitoring and review arrangements built in and resource allocation detailed.</p> <p>The action planning and review system embeds the process of identifying priorities for behaviour and attendance within the cycle of planning for school improvement as a whole. Meeting school training needs and teachers' CPD priorities happens as a part of this process.</p>
1e) Target setting, monitoring, and review	<p>Whole-school targets, including CPD targets are known by the management and progress towards them is monitored informally, sometimes using classroom observations.</p> <p>Reviews take place usually as part of the school improvement cycle.</p>	<p>Whole-school targets for behaviour are established and shared with staff.</p> <p>Whole-school attendance and unauthorised absence targets are set and shared with staff.</p> <p>Staff are supported in setting targets in behaviour and attendance for their groups, and considering how to address and monitor these targets within their class/year group. Classroom observations may be used to support teachers in achieving these targets.</p> <p>Staff may be asked what CPD they have undertaken for management monitoring purposes.</p> <p>Staff contribute information to progress reviews.</p>	<p>Staff are consulted on whole-school targets, as well as the action planning process. The target setting process informs their teaching and management and raises standards.</p> <p>Staff monitor progress towards targets in an agreed format. Classroom observations are used in a structured and systematic way to support the monitoring process.</p> <p>Staff contribute structured information to systematic progress reviews.</p> <p>There is an agreed monitoring mechanism which provides a management overview of CPD undertaken so that targets set in this area can be accurately reviewed.</p>	<p>SMART targets are set as part of the action planning process at all levels. Children and parents/carers are involved in the process wherever possible.</p> <p>Systems are established for setting, monitoring and reviewing all targets on a rolling programme.</p> <p>Targets are embedded in management processes and roles/responsibilities throughout the school.</p> <p>Regular monitoring of all aspects of behaviour management, anti-bullying and attendance interventions take place within an agreed structure and are reviewed against targets set using this monitoring information.</p>

Focusing		
Developing	<p>Reviews happen regularly and involve a number of school personnel with useful information to contribute.</p>	
Establishing	<p>School- and class-level attendance and unauthorised absence targets are monitored as part of weekly data analysis.</p>	
Enhancing		<p>Monitoring of behaviour management includes structured, systematic classroom observation. Those taking on the role of classroom observer have undergone training and are confident to make the observations, using an agreed proforma. There is a rolling programme of lesson observations which relate to the current focus of behaviour management and external observations are used to moderate judgements. Individual members of staff are given a copy of the observation and an opportunity to discuss feedback and set targets with a review date set.</p>

Key area 2: Whole-school ethos and framework

	Focusing	Developing	Establishing	Enhancing
2a) Values and beliefs	<p>A statement of overarching school aims and principles exists, created by some of the stakeholders.</p> <p>Policies tend to be 'stand alone' and are not clearly linked to the values and beliefs exemplified in the school's statement of overarching aims and principles.</p> <p>Practice tends to be characterised by staff's individual values and beliefs and informal discussions sometimes take place about these.</p>	<p>The management group have drawn up a statement of overarching school aims and principles and disseminated it to all staff, parents/carers and governors.</p> <p>Some reference is made to this statement when policy is being created.</p> <p>Some whole-school inset has taken place on the issue of how underlying values and beliefs affect our attitudes and approaches to behaviour management.</p>	<p>A statement of overarching school aims and principles has been written with the participation or representation of all stakeholders (staff, parents/carers, governors, children, community groups, etc.).</p> <p>This process has encouraged open and structured discussion about values and beliefs and this work is ongoing.</p> <p>Policies demonstrate clear links to the statement of overarching school aims and principles and the values and beliefs it enshrines. Policies are cross-referenced and demonstrate some cohesion and underlying guiding principles.</p>	<p>All staff (including lunch-time workers and support staff) understand and share the vision and rationale regarding behaviour and attendance that is set out in the statement of overarching school aims and principles.</p> <p>Regular open discussion takes place regarding beliefs and values.</p> <p>Policy, procedures and practices within the school are demonstrably founded on the values and beliefs enshrined in the statement of overarching aims and principles.</p>
2b) Systems for supporting the wellbeing of staff and children	<p>The management group are aware of the importance of maintaining staff morale and meeting children's emotional needs.</p> <p>The school's statement of overarching aims and principles states that children and staff are valued. Some staff and children feel valued and 'listened to'.</p> <p>Informal systems between colleagues are the principal source of support for staff.</p>	<p>The management group are beginning to set up some formal systems to promote the emotional health and wellbeing of staff and children.</p> <p>Some systems are in place to ensure that staff are supported when dealing with a particular difficulty (a group or individual child).</p> <p>Systems are in place to allow staff to 'off-load' or take time out (with support if necessary) in crisis situations.</p>	<p>Managers seek feedback from staff and children regarding their wellbeing.</p> <p>Some form of support for individual members of staff is available on request.</p> <p>The importance of informal as well as formal systems for promoting wellbeing is acknowledged. Staff have opportunities to get to know each other as individuals and have fun, sometimes outside of the work context.</p> <p>Systems are in place to ensure that children and staff 'have a voice' and feel listened to.</p> <p>Action is sometimes taken as a result of feedback.</p>	<p>An appropriate form of audit is in place for identifying the needs of staff and children and their emotional health and wellbeing.</p> <p>Regular, planned, non-stigmatising opportunities are provided for staff and children to make their needs and ideas known.</p> <p>These are discussed collaboratively and actions taken where possible.</p> <p>Both formal and informal mechanisms demonstrate the importance the school places on staff wellbeing.</p>

	Focusing	Developing	Establishing	Enhancing
2c) Promoting positive relationships	<p>The school recognises the importance of supportive and harmonious relationships, but this is not yet embedded in policy or practice.</p> <p>Many members of staff have positive and respectful relationships with children and these staff members put a priority on the development of self-esteem. Children feel 'listened to' by a number of adults.</p> <p>While there may not be specific measures in place to develop positive relationships between staff and between staff and children, these are in the main good.</p> <p>Some teaching of social, emotional and behavioural skills takes place with children identified as having difficulties in this area.</p> <p>Some aspects of the anti-bullying policy are in place, but staff, parents/carers and children are not sure how effective they are.</p>	<p>The school's statement of overarching aims and principles and its behaviour and attendance policies are underpinned by the principle of respect and valuing of others and of diversity.</p> <p>Most staff generally treat children with respect, talking to them in ways that maintain their self-esteem, even when children are making poor behaviour choices.</p> <p>Staff know individuals very well, and are aware of any circumstances in and out of school that may be affecting a child's behaviour and attendance.</p> <p>Children are supported in making their own interactions respectful and appropriate.</p> <p>The school is developing ways to ensure that staff feel supported valued and respected.</p> <p>Children who experience bullying feel safe and able to report it and action is usually taken.</p>	<p>Teachers' practice is generally consistent with the principles underlying school policy, and based on staff understanding of how interactions affect children's self-esteem.</p> <p>The school is working towards greater consistency in staff-pupil interactions. Most staff model the behaviours they promote to children.</p> <p>A majority of children are respectful and appropriate in their interactions with each other and with staff, and this is encouraged in a school-wide approach.</p> <p>Positive relationships and the skills children need to make and maintain them are made explicit in both curricular and unstructured times (e.g. playtimes, lunchtimes).</p> <p>A number of anti-bullying interventions are in place, such as 'safe havens', 'buddies', 'the no-blame approach', etc.</p>	<p>Values and beliefs, policy and practice cohere in generating respectful relationships between all members of the school community.</p> <p>Children report feeling valued and respected by staff. Staff know and respect children individually, and feel respected by them, by colleagues and by the management group.</p> <p>Social, emotional and behavioural skills are addressed both through the 'taught' and 'caught' curriculum.</p> <p>Data is used to evaluate friendship patterns, particularly those of vulnerable groups, and action taken using the results.</p> <p>A full range of anti-bullying interventions is in place, based on a clearly understood rationale. These include children undertaking regular curriculum work on bullying, clear and coherent procedures for staff to follow to ensure incidents are dealt with and followed up, support for the bullied individual and a range of strategies for working with the bullies to change their behaviour.</p>
2d) Partnership and liaison	<p>Parents/carers are provided with information about the school behaviour, attendance and bullying policies, and their child's targets where appropriate.</p> <p>For children with identified BESD most parents/carers attend planning and review meetings. Most support the school when it is necessary to impose sanctions such as exclusion.</p>	<p>Children are consulted each year about their views on the school. Most teachers listen to and welcome their comments and ideas.</p> <p>Parents/carers are able to come in and talk to school staff if they have particular concerns or views on the school's practice in behaviour, attendance or bullying or about their child's BESD.</p>	<p>Children are regularly asked to give their views on school structures, procedures and provisions. They help to devise school and class rules and are encouraged to think of ways to improve the school's routines and facilities, such as those for outdoor play.</p> <p>All parents/carers are regularly invited into school for behaviour and attendance related workshops and support groups.</p>	<p>Systems to ensure that the suggestions and views of children and parents/carers are sought and acted upon, where appropriate, are embedded in the school improvement cycle.</p> <p>Children's ideas, even those that are challenging, are taken seriously. Children's views influence all aspects of school life that affect them directly, from the planning and review of day-to-day work to the appointment of new staff and the way bullying is dealt with.</p>

	Focusing	Developing	Establishing	Enhancing
	<p>A meeting is held with parents/carers when an exclusion has taken place or when attendance falls below a pre-agreed level.</p> <p>Children and staff know the school rules and behaviour and attendance policy and are provided with information when they have been rewarded or subject to sanctions.</p>	<p>Where a child has identified BESD or attendance problems, parents/carers and the child concerned are asked to participate in meetings and to contribute their view on areas of ability, interests, progress, perceptions of the school, and the most useful form of support.</p> <p>Individual members of staff make links with the community and members of the community are involved in supporting the school.</p>	<p>Parents/carers are regarded as the expert on their own child and are always involved in agreeing targets and evaluating progress.</p> <p>Positive steps are taken to engage with parents/carers who may find it difficult to attend meetings in school, for whatever reason.</p> <p>Children are supported in taking part in meetings and actively taught the skills needed for self-advocacy. They are involved in their own targets and reviews.</p> <p>Protocols are in place between the school and external agencies which maximise the effectiveness of partnership to support children and the school. External agencies work to a planned programme based on agreed priorities.</p> <p>The school has effective links with the community and can tap into some community resources that strengthen learning.</p>	<p>When planning and reviewing the progress of individuals with BESD, the majority of parents/carers and children contribute and feel that their contribution is valued. Work with children on self-assessment, goal-setting and review is embedded in the school's curriculum.</p> <p>The school has audited its behaviour, attendance and anti-bullying policies, practices and provision against the needs of children in order to identify the areas where it will need to draw on external expertise. It is aware of all possible sources of such expertise and makes decisions about accessing provision on best value principles.</p> <p>Systems for effective liaison with outside agencies are embedded within school policies, roles and responsibilities.</p> <p>The school has established highly productive links with external organisations. It knows its locality well and sees its partners in the community as critical friends. It capitalises well on expertise and resources in the community.</p>
2e) Values into practice	<p>The values of the school, as enshrined in the statement of overarching aims and principles, are translated into practice by a number of individuals within the school.</p> <p>In some classes children are given opportunities to learn the behaviours expected of them in school, and to practise these.</p> <p>A whole-school PSHE curriculum exists which is consistent with these values.</p>	<p>The management group are aware of the importance of values being translated into practice. They are working towards whole-school good practice in this area by setting up individual interventions and initiatives (e.g. peer-mediation systems; the use of circle time).</p> <p>There is in place a school-wide programme to ensure that children are taught the behaviours expected of them, and regular opportunities provided to practise and reinforce them.</p>	<p>All staff, children, governors and parents/carers understand how systems and curriculum opportunities for promoting positive behaviour and good attendance link to the school's values and policy.</p> <p>A degree of consistency of values (statement of overarching aims – policy – practice) is evident across all groups of stakeholders, including children. Children are seen taking increasing responsibility for their behaviour and attendance and demonstrate increasing independence year on year.</p>	<p>Values, policy and practice cohere across the formal and informal curriculum and are embedded in all planning activities.</p>

	Focusing	Developing	Establishing	Enhancing
	<p>Assemblies and acts of collective worship reinforce the school's stated values and promote positive behaviours and good attendance.</p> <p>Staff development takes place in the area of PSHE and social, emotional and behavioural skills (SEBS).</p>	<p>The development of the PSHE and SEBS curriculum (both direct and indirect) is a school priority.</p> <p>The importance of developing SEBS at playtime and lunchtime is recognised and steps are being taken to capitalise on this opportunity (e.g. training lunchtime supervisors as playworkers; teaching cooperative games for use in the playground).</p>	<p>Behaviour as an issue is 'taught' but is also the subject of planned and regular discussion about the school's expectations as a whole (for example within a context of rights and responsibilities).</p> <p>All staff have had opportunities to develop their practice in supporting children in developing SEBS/PSHE and a number have developed skills of counselling and 'listening to children'.</p>	<p>All children have the opportunity to learn the SEBS necessary for success at school through a structured, coherent school-wide approach. The approach takes account of the impact of the indirect 'caught' curriculum (for example, teacher modelling, reinforcement at playtime/lunchtime) as well as the need for a direct 'taught' PSHE/SEBS curriculum. This work is monitored and evaluated, using a range of measures and inputs from a range of stakeholders.</p> <p>Staff have confidence in their own SEBS, and are comfortable teaching these skills to children in a variety of ways.</p> <p>Children are taught the language of sharing and cooperation, choice and consequences.</p> <p>Children's appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers.</p>
2f) Rewards and sanctions	<p>The school policy outlines a clear hierarchy of rewards and sanctions which cover both in-class and out-of-class behaviours, and school attendance. Sanctions maintain the dignity and self-esteem of children. These are known by most members of staff.</p> <p>Rewards and sanctions are the primary 'tools' of promoting good behaviour and motivating children, encouraging attendance and tackling lateness.</p> <p>There is little evidence as to whether children find the rewards motivating or the sanctions effective.</p>	<p>The rewards and sanction systems are known by all staff, including support staff, and are generally perceived to be applied fairly by teaching staff.</p> <p>The school is working towards more consistency in the application of rewards and sanctions both across classes, by teaching and non-teaching staff, in class and out of class.</p>	<p>The rewards and sanction system is underpinned by the values enshrined in the statement of overarching aims and principles. Systems have been carefully considered in terms of their motivational value for all groups of children, the ability of all groups to access them, and their consistency with the aim of developing children's independence and responsibility.</p> <p>The system is known, understood, and accepted by most stakeholders, who have all been involved in, or consulted on, the development of the system and the rationale underpinning it. Children in particular have had a role in the decision making process.</p>	<p>Behaviour, attendance and motivation do not depend primarily on rewards and sanctions. Through the consistency and quality of its work, the school develops internally motivated children who generally choose positive and helpful behaviours based on a sound ethical code.</p> <p>Children's attendance is good because they enjoy school and their learning is meaningful to them.</p>

	Focusing	Developing	Establishing	Enhancing
2g) Systems for promoting attendance	<p>Rewards work well in some classes, less well in others.</p> <p>There is variability across contexts in the frequency and severity of sanctions for similar behaviours.</p> <p>Systems for rewarding or sanctioning out-of-class behaviours are often perceived as different to those operating in the classroom.</p> <p>Statutory requirements regarding attendance and registration are met. All staff are aware of the legal requirement to keep accurate registers.</p> <p>A system is in place for parents/carers to notify the school about absences and for the school to follow up unexplained absences. The school takes non-attendance seriously and challenges explanations where appropriate.</p> <p>Individual children with poor attendance or punctuality are usually subject to a plan, and parents/carers are contacted.</p> <p>Children and parents/carers are able to approach staff and to speak confidentially about circumstances that may be making attendance or punctuality an issue for them.</p> <p>Children who have been absent for extended periods are offered extra support to support them in reintegrating.</p>	<p>Some targets for attendance are set and reviewed. Reasons for individual absences are explored. The school regularly and consistently challenges reasons for non-attendance and where appropriate does not authorise the absence. There is a system for pursuing questionable absences.</p> <p>Parents/carers and children are encouraged to understand the importance of attendance and punctuality, and this issue is regularly addressed through newsletters, parents' evenings, etc.</p> <p>All children with poor or unexpected attendance patterns are offered an opportunity to discuss any difficulties they may be having in or out of school.</p> <p>They are aware of what they miss if they are absent from school and are encouraged to catch up with their work.</p>	<p>Targets are set for attendance at individual, class and school level, monitored and reviewed regularly.</p> <p>Systems are in place for identifying individuals with poor or unusual attendance patterns.</p> <p>All staff are clear about their roles in promoting attendance and intervening in cases of poor attendance, and feel confident in this role.</p> <p>Staff have received training in this area and are clear about their responsibilities, those of other staff and of the Education Welfare Service.</p> <p>All staff actively promote good attendance.</p>	<p>Data is collected and analysed to inform staff of patterns of sanction and reward distributions to ensure that there are no groups who fail to access the reward structure or receive greater than normal numbers of sanctions. In addition, information is analysed in order to pinpoint particular 'hot-spots' where sanctions are more likely – times of the day, particular classes, or particular contexts. Information is shared with staff and action taken to remedy the situation.</p> <p>Regular feedback is sought from children as to the appropriateness and effectiveness of rewards and sanctions, and children have a voice in developing policy in this area.</p> <p>A whole-school attendance policy and strategy is operational, understood and followed by all staff. Regular monitoring of the effectiveness of the policy takes place and informs planned reviews. The perspectives of children, parents/carers, staff and community groups are sought and acted upon as part of this process.</p> <p>Attendance data is analysed to ensure that there are not anomalous attendance patterns among specific groups (for example, minority ethnic groups, children with SEN, looked after children and other vulnerable groups).</p> <p>Effective links with a number of agencies ensure that a 'joined-up' approach is used to promote attendance, and to deal with individuals or groups experiencing attendance difficulties.</p>

	Focusing	Developing	Establishing	Enhancing
	<p>Legal procedures to enforce attendance are used when necessary.</p>	<p>Potential academic and social needs are explored and mechanisms to address these put in place where appropriate.</p> <p>Following this, a plan is drawn up with parents/carers and the child (and other agencies as appropriate) which details how the problem will be addressed, success criteria, monitoring and review arrangements.</p> <p>Referrals to the Education Welfare Service are appropriate.</p>	<p>A range of strategies are used to promote attendance, at the individual, class and whole-school level. These will include, for example, phone calls made to home on the first day of any unexplained absence and incentive schemes for attendance (at individual, class and school level). They might also include breakfast clubs, parenting groups and small group work with children.</p> <p>A system is in place to ensure that attendance data is regularly checked for accuracy and analysed.</p> <p>Parents/carers are routinely contacted in cases of poor attendance and steps are taken to build positive relationships with particularly hard to reach families. Support for families is available.</p> <p>A system is in place to ensure that children who have been absent from school for extended periods are the subject of a reintegration plan drawn up with all the necessary agencies, and monitoring and review arrangements are in place.</p>	

Key area 3: School organisational factors and the management and deployment of resources

	Focusing	Developing	Establishing	Enhancing
3a) Establishing an effective learning environment	<p>The physical environment complies with health and safety standards. Some areas of the school are attractive and well-maintained and the management group are aware of areas for development.</p>	<p>Children feel safe within the school grounds, and the environment is clean and tidy.</p> <p>Most areas are attractive and well-maintained and plans are in place to further develop the physical environment.</p> <p>The resources in shared areas of the school are appropriate to the number, age and interests of the children.</p>	<p>The overall physical environment is welcoming, well maintained, and attractive.</p> <p>Signs and displays are positive and welcoming, and reflect the cultural diversity of the school. Displays are regularly changed and reflect children's own work, their achievements and their interests.</p> <p>Children have access to quiet and safe areas during unstructured time. There are no 'no-go' areas within the school.</p>	<p>The environment has been actively planned to support the behaviour expected of children (e.g. attractive and varied recreational spaces, adequate litter bins, water fountains). Children may have had input into aspects of the design and development.</p> <p>The impact of the environment is monitored and reviewed on a regular basis. Children contribute to this process.</p>
3b) Timetabling, groupings and curriculum planning	<p>Organisational factors such as timetabling, groupings and curriculum planning are reviewed and modified when it is apparent that they are causing difficulties, or in response to external prompting.</p> <p>There may be plans to implement a more proactive approach to monitoring the effect of these factors.</p> <p>The curriculum is broad, balanced and fulfils statutory requirements.</p> <p>Groupings sometimes take account of the social, emotional, behavioural needs of children.</p>	<p>The school is aware of the impact of a range of organisational factors on behaviour, attendance, motivation and achievement and on the incidence of bullying.</p> <p>Some monitoring or informal feedback takes place on the impact of these factors.</p> <p>Modifications are sometimes made as a result of this monitoring.</p> <p>The curriculum is modified according to the individual character of the school to ensure that it is relevant and motivating to the majority of children.</p>	<p>Monitoring mechanisms are in place for the regular feedback of information on how organisational factors are affecting children's behaviour, attendance, motivation and achievement, and on the incidence of bullying. These mechanisms include the effect on staff morale and ability to teach to the best of their ability.</p> <p>Curriculum planning takes account of the need to spend a proportion of time on a regular basis on teaching behaviour and reinforcing expectations, rules and routines, etc.</p> <p>Curriculum planning ensures differentiation to reflect the interests, abilities, culture and behavioural needs of the children.</p> <p>A variety of forms of pupil groupings are used, and these take into account the children's social, emotional and behavioural needs.</p>	<p>The timetable, groupings policy and curriculum planning take account of the likely effects on behaviour, motivation, etc. at the planning stage. There is a clear rationale for the policy adopted on pupil groupings which is consistent with the mission statement, values and beliefs, and policy of the school.</p> <p>The school proactively monitors the effect of organisational factors on behaviour, attendance, motivation and achievement, as well as on the incidence of bullying. Children's and parents'/carers' views are sought.</p> <p>Modifications to organisational arrangements are made in the light of this monitoring before problems become entrenched. These processes are embedded within management processes and roles/responsibilities.</p>

	Focusing	Developing	Establishing	Enhancing
3c) Deployment of resources and personnel: the use of additional adults and supply teachers	<p>The school uses the budget it has allocated to support behaviour and attendance to provide for the individual needs of children identified as having BESD.</p> <p>The particular skills of additional adults are taken into account when deploying support, so as to ensure the most efficient use of the available expertise. Support tends to focus on individuals identified as having BESD.</p> <p>The school is aware of the need for differentiated work for many children with social, emotional and behavioural skills but there is not yet in place a system which allows work to be systematically differentiated.</p> <p>Staff know what support is available, when, and for what purpose.</p> <p>Where possible regular supply staff are used to minimise disruption.</p>	<p>The school is beginning to analyse social, emotional, behavioural and attendance needs more systematically and to tie staffing allocations to this analysis.</p> <p>There is a clear rationale for the use of ancillary support across the curriculum.</p> <p>Systems are developing for joint planning between teachers and additional adults and for the joint review of the behaviour, attendance and progress of individuals and groups. Planning takes account of the need for children to maintain self-esteem and to develop independence and responsibility.</p> <p>The teacher's and additional adult's role in supporting behaviour are clearly defined and understood.</p> <p>Support focuses on enabling children to access work that has been differentiated in terms of learning objectives and teaching styles, and on using opportunities within the classroom to support the child in achieving his or her IEP or PSP targets focused on social, emotional, and behavioural skills.</p> <p>Support for supply staff is available, and they are provided with the information necessary to do their work within the school's systems.</p>	<p>Resources are allocated against explicit criteria and against a comprehensive annual audit of school and pupil needs in the area of attendance and behaviour (including bullying). There has been some monitoring and evaluation of the impact of resources deployed.</p> <p>Key features of quality support provided by additional adults in partnership with class and subject teachers have been defined and are monitored. The impact of support on the independence, behaviour, attendance, motivation and progress of the individual is evaluated in a process which includes feedback from the child in line with school policy.</p> <p>There is a clear policy for the use of supply staff and they have opportunities to develop an understanding of school systems, such as the reward and sanction system. Arrangements for support for staff during the school day is in place and understood by the supply teacher.</p>	<p>The school specifically monitors the effect of planning in these areas for particular groups of children, for example those from minority ethnic groups, children with SEN, looked after children and other vulnerable groups.</p> <p>Resources are allocated with maximum efficiency in line with the objectives for promoting positive behaviour and good attendance, and reducing exclusions, in the school development/improvement plan.</p> <p>Resources are allocated to behaviour improvement and attendance schemes and programmes that have an evidence base of success, or which represent novel initiatives which will be carefully evaluated. Value for money will be taken into account.</p> <p>Deployment is based on a comprehensive audit of pupil need; professional development systems are in place to ensure that additional adults have the necessary skills to deliver the required interventions. The impact of support provided by additional adults, in partnership with class and subject teachers, on the achievement of whole-school targets for improving attainment, raising attendance, reducing fixed-term exclusions and other sanctions and promoting inclusion is evaluated.</p>

	Focusing	Developing	Establishing	Enhancing
3d) Deployment of resources and personnel – out of class	<p>There are arrangements in place to ensure that playtimes, lunchtimes, corridors and the period before and after school are adequately supervised.</p> <p>The school is aware of potential trouble-spots (e.g. toilets) and has plans to adopt a more proactive approach to the efficient deployment of personnel to these areas.</p> <p>Adequate resources (e.g. storage for children's belongings) are available.</p>	<p>All adults in the school are aware of policy guidelines on dealing with misbehaviour (whether in or out of class), and on the reward, sanction and referral systems available to them.</p> <p>Many staff use these guidelines but practice is inconsistent.</p> <p>Some playground resources are available for a limited number of children.</p>	<p>All adults in the school take responsibility for monitoring behaviour out of class.</p> <p>All have received training in dealing with out of class behaviours, and in de-escalation techniques. These are used consistently by all staff (including non-teaching staff).</p> <p>Systems of reward, sanction and referral are implemented with some consistency across all staff.</p> <p>Playground resources have been planned (with children) to achieve specified aims.</p>	<p>Deployment of resources and staff outside of the class is based on regular reviews (which include the views of children and parents/carers) of trouble-spots and need.</p> <p>Mechanisms for monitoring the use and effectiveness of the deployment of staff and referral systems are in place.</p> <p>The use of playground resources is monitored and reviewed, to ensure that they are suitable for, and made use of by, all groups.</p>

Key area 4: Continuing to improve the quality of teaching and learning

	Focusing	Developing	Establishing	Enhancing
4a) Evaluating the quality of teaching	<p>A designated senior member of staff undertakes some observation with a focus on behaviour management. Observation includes talking to the children themselves and scrutiny of work. Children with behavioural, emotional and social difficulties are sometimes observed in the classroom setting.</p>	<p>The headteacher, lead behaviour professional and SENCO are involved in classroom observations which provide regular information on the extent to which teachers are able to adapt their teaching styles and management techniques to meet the needs of the group – including individuals with specific needs as outlined on IEPs, or other form of behaviour support plan such as a Pastoral Support Programme. These observations also provide information on the quality of support provided by additional adults. Observations provide a balanced view of strengths and areas for development. They are beginning to take place in a planned rather than haphazard way; feedback is becoming more focused and structured.</p>	<p>Classroom observations provide regular information on the extent to which teachers and support staff are able to implement the school's behaviour policy and promote positive behaviour. The headteacher conducts some observations jointly with the lead behaviour professional and with an external adviser in order to develop observation skills and moderate judgments. Information from observations is used to provide feedback to staff. It is used to help set individuals' development targets and to shape the school development/improvement plan.</p>	<p>There is systematic and structured monitoring and evaluation of the quality of promoting positive behaviour, within an agreed cycle of observation – feedback – development – observation. When monitoring and evaluating practice, managers draw on a body of knowledge about best practice in promoting positive behaviour and on research evidence on the most effective teaching approaches. Observers have undertaken training in this area. Roles in monitoring are clear, and responsibilities are shared.</p>
4b) Classroom layout/ environment	<p>The classroom is safe and has adequate acoustic properties, lighting, ventilation, space and appropriately sized furniture for the group. All children can see the white board.</p>	<p>The room layout allows children space to move around freely. There is adequate storage for their belongings and they can easily access the resources they need. The room is tidy and clean, and aesthetically pleasing.</p>	<p>Thought has been given to the layout of the room to maximise children's attention, and to develop social and collaborative skills. Children have access to 'individual' workstations where distractions are minimised. There is a comfortable time-out area to which children can move either as a reward for 'special time' or at the request of the teacher.</p>	<p>The room layout allows furniture to be reorganised for different tasks (e.g. into the 'horseshoe' shape) so as to support the most effective methods of learning. The classroom displays and signs are updated regularly. They reflect and celebrate the cultural diversity of the school. Displays are interactive and reflect children's interests and achievements.</p>
4c) Curriculum delivery	<p>The learning objectives build on what the children already know, understand and can do. Staff are aware of the objectives of the lesson.</p>	<p>Materials and resources are prepared and readily available in most lessons. Teachers communicate the learning objectives to children.</p>	<p>Materials and resources are prepared and readily available. The lesson has a clear structure, and is well-paced and interactive. Differentiation for all children is evident.</p>	<p>Learning objectives, structure and content have been planned and differentiated (often collaboratively with other teachers) in the light of children's behaviour and learning needs.</p>

	Focusing	Developing	Establishing	Enhancing
4d) Classroom management	<p>Additional adults support the most vulnerable children in achieving the objectives of the lesson.</p> <p>Children understand what they have to do and have the resources to do it.</p> <p>Most children achieve some of the learning objectives.</p>	<p>Additional adults support children with a range of needs in the classroom according to the IEPs or other plans.</p> <p>The lesson has a clear structure – beginning, middle and end.</p> <p>Some differentiation is evident.</p> <p>The lesson is brought to an orderly close with some feedback and focus on the learning objectives.</p>	<p>Additional adults support children in ways discussed with teachers, wherever possible.</p> <p>The focus of teacher feedback is the learning intention, and behaviour related comments address the effect of the behaviour on this learning intention as a starting point.</p> <p>Teacher feedback maintains and promotes children's self-esteem and builds trust and respect.</p>	<p>The use of adult support is considered in relation to behaviour and academic demands. School systems allow liaison for medium- and short-term planning with the teaching assistant. There are in place systems that ensure clarity of roles of each partner in the classroom.</p> <p>There is a clear beginning to the lesson, which is well-paced with a balance of activities and teaching styles, structured to motivate children with a range of learning styles (e.g. visual, aural, kinaesthetic). Learning intentions and success criteria relate to 'learning to learn' skills and to behaviour for learning, as well as to subject content. These learning intentions are discussed and displayed for children. The lesson structure is displayed visually.</p> <p>The structure allows children opportunities to work in collaborative groups as well as independently and interactively as a class. At the lesson end, learning intentions (including those that relate to behaviour) and success criteria are evaluated. Children are encouraged to reflect on what they have learned and what they can do to improve further.</p> <p>Key instructions and learning points are given concisely and clearly and repeated as necessary. Material is stimulating, meaningful, relevant and interesting. All children are able to experience success.</p>
	The school is planning to address the issue of gaining consistency in classroom management techniques.	The issue of school-wide consistency in classroom management, as described in the policy, is being addressed. Some aspects are in place, such as an agreed set of rules or expectations which are taught and displayed in each classroom.	There is a degree of consistency across classrooms in terms of classroom routines, rules and expectations of behaviour, clearly founded on whole-school policy.	Within the framework of the whole-school policy and consistency of classroom routines, rules and expectations, teachers will have explicitly taught/negotiated and differentiated the Framework to apply to the particular setting/subject.

	Focusing	Developing	Establishing	Enhancing
	<p>Most classrooms are managed effectively within teachers' individual styles and some demonstrate clear links to the whole-school policy.</p> <p>Seating plans are evident in some classes.</p> <p>In some classes, praise and positive feedback is used effectively to motivate children.</p>	<p>There is evidence that some routines (for example for entry and exit into the classroom, tidying up, etc.) have been taught and are familiar to the children.</p> <p>Children's attention is sometimes directed to the rules which are displayed.</p> <p>Seating plans which take account of children's behavioural as well as learning needs are evident in some classes.</p> <p>Lessons are characterised by approximately equal measures of positive and negative feedback, rewards and sanctions.</p>	<p>Children are familiar with all the main classroom routines.</p> <p>Children are taught rules and routinely reminded of them in the classroom setting. Rules are displayed and referred to. Most children know the rules.</p> <p>Teachers aim to promote children's independence and responsibility.</p> <p>The school policy is followed on rewards and sanctions. Lessons are characterised more by positive comments, praise and reward than negative comments and sanctions.</p>	<p>Routines, rules and expectations are understood by all children, staff and adults and displayed in ways that all children can understand (Photographs, diagrams, cartoons). They are practised and reinforced regularly.</p> <p>All lessons make the best use of time and promote children's independence and responsibility.</p> <p>Classroom rewards and sanctions systems are known by children and staff and operated fairly according to school policy. Where these are differentiated for children with particular needs, this is managed well within the classroom so that children and adults understand and support the differentiation.</p> <p>Children are grouped according to school policy – this will include different groupings for different task demands.</p> <p>Staff recognise the effect that their own behaviour, body language and responses have on the behaviour of children. Staff model the behaviours they promote.</p>
4e) Responses to poor behaviour	<p>Most teaching staff are aware of the policy guidelines on responding to poor behaviour.</p> <p>The school is working towards gaining consistency of practice in responding to poor behaviour between teachers and other adults.</p> <p>School and LEA guidelines are followed when intrusive responses such as restraint have to be used.</p>	<p>Most staff are aware of the policy guidelines on responding to poor behaviour.</p> <p>There is consistency of responses reflecting policy guidelines between some of the staff.</p> <p>Some teachers have well developed skills in de-escalation and conflict resolution.</p> <p>Responses to higher-level challenges often lead quickly to the involvement of senior managers who tend to deal with the majority of behavioural incidents.</p>	<p>All staff are aware of the policy guidelines on responding to poor behaviour, and understand the rationale underlying them, in particular the effect that poorly handled incidents can have on the relationship between children and staff.</p> <p>Teachers' and teaching assistants' responses mostly comply with policy guidelines.</p> <p>The school is working towards gaining consistency between all staff working in the school including lunchtime, administrative and other support staff.</p>	<p>When dealing with poor behaviour, teachers and other adults use a consistent range of strategies reflecting what has been agreed in the school policy.</p> <p>An effort to maintain a relationship of respect is made even when responding to poor behaviour, e.g. by labelling the behaviour, not the child, by using 'I' statements that say what the adult feels rather than 'You' statements that put the focus on the child.</p>

						Establishing	<p>A range of strategies are used with low-level strategies being used before higher-level strategies.</p> <p>Incidents are followed up where possible.</p>	Enhancing	<p>Higher-level challenges are dealt with non-confrontationally, with the aim of de-escalation, and staff have a range of strategies that enable them to maintain a calm impersonal approach in the face of provocation and challenge.</p> <p>Physical restraint and removal from the room is rarely necessary, and always used appropriately.</p> <p>Teachers make use of one-to-one time with children to follow up behaviour issues positively when the emotional temperature is lowered.</p>
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Key area 5: Pupil support systems

	Focusing	Developing	Establishing	Enhancing
5a) Support systems for children – general	<p>All children have access to school-wide motivational and reward systems.</p> <p>Children can ask for support from an adult if they have a difficulty.</p> <p>Child protection processes are established and known by all staff.</p> <p>There is a designated teacher with responsibility for children in public care (looked after children) and teachers are aware of their responsibilities with regard to these children.</p> <p>The lead behaviour professional (and the SENCO) ensure that children's behaviour and attendance records are passed on where appropriate when children are due to transfer, and staff are available for discussion if required.</p> <p>For individuals with identified BESD there is a planning and review cycle and priorities for individuals are established.</p>	<p>The school explicitly makes it clear to all children that any child in need of support may approach them, and time is made available for this.</p> <p>Staff are confident and knowledgeable about support agencies and projects in the area and can pass on useful information to children or their parents/carers.</p> <p>Links throughout the school and with other settings help to give smooth transition to, through and from the school.</p> <p>Primary-secondary transition for individual children is supported by joint planning meetings and a tailored induction programme.</p>	<p>An induction process is in place for all children arriving new to the school, which takes account of social, emotional and behavioural needs.</p> <p>Specific support is allocated to children arriving after an exclusion from another school, or a negotiated transfer.</p> <p>An ethos of helping children to feel safe to seek advice and support is developed by the school.</p> <p>Structures are in place specifically to support children (e.g. peer mediation; peer counselling; one-to-one guidance sessions with teachers or other members of staff).</p> <p>All children transferring are supported by carrying out curricular work on transition at an appropriate level of intensity.</p> <p>The school works actively with partner schools to ensure effective and supportive transition and induction arrangements and subsequently enquires into how well children have adjusted to their new school.</p> <p>Systems for liaison between schools ensure that there is continuity in terms of support and progression when children with identified BESD are due to transfer.</p>	<p>Pupil support mechanisms form a coherent continuum, are well known to all school members and are monitored and reviewed. Review includes information from children and parents/carers.</p> <p>Support is well balanced with disciplinary procedures.</p> <p>The school monitors and evaluates the effectiveness of its arrangements for transition and transfer, in conjunction with the relevant schools. These issues have a high priority and systems for differentiated preparation and liaison, as well as the provision of continuity via providing a 'bridge' member of staff, are embedded in roles and responsibilities of key staff. Care is taken to inform partner schools of friendship patterns, children with particular talents and needs, and other significant information.</p> <p>For children identified as having BESD a multi-agency approach is routinely adopted (see below).</p>
5b) Support for children with identified difficulties in behaviour or attendance	<p>Children with BESD are generally viewed as having a special educational need rather than requiring a purely disciplinary response. Reasons for attendance problems are explored.</p> <p>Children with BESD are identified by individual staff members and referred to the SENCO.</p>	<p>There is a procedure which allows for the systematic identification of children with BESD or attendance difficulties. Staff are aware that cultural differences and racism, sexism or disability may impact on children's attendance, learning and behaviour.</p>	<p>Structures for early identification are in place (e.g. screening on entry; home visits to establish positive relationships with parents/carers).</p>	<p>A full auditing process has resulted in an overall picture of pupil need, and in a 'map' of the continuum of provision. Provision is costed and resourced equitably.</p> <p>Systems are in place to allow prioritisation to take place and to match the needs of individuals or groups to provision using clear entry and exit criteria.</p>

	Focusing	Developing	Establishing	Enhancing
	<p>Systems are in place to set and review IEP or other attendance/behaviour plan targets for individuals. Parents/carers are involved.</p> <p>The progress of individual children with BESD is tracked, using the foundation stage profile, national and optional tests, teacher assessment, as well as progress on IEP targets.</p> <p>Where children's behaviour/attendance patterns do not change as the result of intervention the child is appropriately referred on.</p> <p>The school calls in external agencies as required to meet the needs of individuals with BESD.</p>	<p>There is a clearly defined, staged process in which the class teacher offers support, prior to involving formal SEN systems. Children returning from exclusion contribute to a plan and access additional support.</p> <p>The school has developed proactive systems for liaison with external agencies (e.g. regular school-based multi-agency meetings) in order to provide the maximum possible support for children with BESD. It draws on a wide range of expertise, including, where appropriate, making links with local special schools to share skills and resources and promote inclusion.</p> <p>IEPs demonstrate good practice (e.g. strengths considered, small number of SMART targets; parental and child participation; monitoring and review arrangements built in).</p> <p>Relevant staff are aware of children's targets and their own role in relation to them.</p> <p>Interventions are based on sound, evaluated practice and maintain children's self-esteem, promote the establishment of relationships, and develop independence and responsibility.</p>	<p>A continuum of provision is available to support children with BESD and/or attendance difficulties, and generally needs are appropriately matched to the continuum. Some entry and exit criteria for accessing additional support have been developed.</p> <p>Children and parents/carers participate at every stage and are valued partners. Thought is given by the school to the support that parents/carers may need as well as to support for the child.</p> <p>When identifying children's BESD, environmental and cultural factors are explored as well as the possible contribution of racism or sexism or the impact of a disability. Underlying learning difficulties are always considered.</p> <p>An audit of pupil need allows the school to identify and plan systematically for groups of children with similar needs and provide some group support (such as social skills groups) where appropriate.</p>	<p>Mechanisms are in place for monitoring and reviewing the efficiency of the system, and the effectiveness of the support offered. Multi-agency support (including support for families) is built into the systems for prioritisation and for monitoring and developing provision.</p>

Key area 6: Staff development and support

	Focusing	Developing	Establishing	Enhancing
6a) Identifying and meeting CPD needs	<p>Information about training on promoting positive behaviour, dealing with difficult behaviour, responding to bullying issues and promoting attendance is made available and staff are encouraged to attend courses.</p> <p>A structured audit to identify school and staff expertise and needs in this area would be welcomed.</p>	<p>There is a systematic process for identifying the CPD needs of all staff in relation to promoting positive behaviour, dealing with difficult behaviour, responding to bullying and promoting attendance. Staff are helped to be selective in the CPD opportunities they take up, in the light of this analysis.</p> <p>There is a focus on the training needs of teaching assistants, and these are given priority.</p>	<p>There is a clear overview of staff expertise and skills in the areas of promoting positive behaviour, dealing with difficult behaviour, responding to bullying and promoting good attendance. Induction for all staff includes an audit of skills and training needs in this area. Behaviour and attendance issues are built into the school's support for trainee teachers, NQTs, TAs and teachers who are new to the school.</p> <p>Audits of expertise and skills draw on the relevant TTA standards.</p> <p>A CPD policy is in place which relates to individual and school needs, with a designated staff development co-ordinator to oversee its implementation.</p> <p>There is a recognition of the need for all staff (including lunchtime supervisors and administrative staff) to be trained in behaviour, bullying and attendance issues.</p>	<p>There is a planned CPD programme for all staff which reflects the school's development priorities and aims to build capacity within the school.</p> <p>The CPD programme systematically develops staff effectiveness in behaviour, bullying and attendance related issues, with the aim of overcoming motivational, emotional or behavioural barriers to learning.</p> <p>The impact of CPD is monitored and evaluated.</p>
6b) Supporting colleagues	<p>Copies of relevant policies are available for all staff, if requested.</p> <p>Designated staff (e.g. lead behaviour professional; deputy headteacher; inclusion coordinator; SENCO) arrange and sometimes lead INSET for staff on behaviour, bullying and attendance issues. Staff are able to request advice and support in improving their practice.</p> <p>Problem-solving takes place as issues arise, usually when identified by the management or by the person most affected.</p>	<p>All staff are given copies of the relevant policies and an opportunity to discuss them as part of their induction.</p> <p>Information from monitoring the quality of teaching is used to target support for teachers and teaching assistants.</p> <p>Information from monitoring the management of out-of-class time is used to target support for teachers, teaching assistants and lunchtime supervisors.</p>	<p>The planned programme of induction for all staff includes time to read policies, discuss the implications for their own practice and observe good practice within the school.</p> <p>There is a planned programme of support to address clearly identified whole-school and individual needs, linked to the school improvement plan. All staff are aware of and confident enough to access this school-wide support network without feeling stigmatised.</p> <p>The programme includes systematic dissemination of best practice in behaviour, bullying and attendance related issues.</p>	<p>Designated staff use a range of strategies to support colleagues' practice, including:</p> <ul style="list-style-type: none"> - team teaching - demonstration lessons - advice on appropriate strategies and resources - a support network which includes a range of problem-solving strategies, some involving collaborative and creative processes. <p>This support is closely targeted and its impact routinely evaluated.</p>

Key findings and issues for further action

The senior management team should agree on the overall strengths and weaknesses of the school after reviewing Sections 1 to 4 and make judgments on the school's current performance. You may want to use this sheet to decide which areas need further exploration. You may want to use the appropriate in-depth audit from the suite of materials to support that process.

	Focusing	Developing	Establishing	Enhancing
1 Leading and managing for improved behaviour and attendance				
2 Whole-school ethos and framework				
3 School organisational factors and the management and deployment of resources				
4 Continuing to improve the quality of teaching and learning				
5 Pupil support systems				
6 Staff development and support				

In-depth audits and action planning

The in-depth audits are organised into the same six areas as the school overview section of the initial review. They should be used **only in respect of the areas you select as needing further work**. Organised as a suite, each audit provides a number of ways of collecting evidence and views through questionnaires, discussions, observations and other activities. Each one is designed to explore in detail the issues that you identify in your review as needing a closer look.

In using the audits you will want to:

- develop, review or update agreed protocols for conducting discussion groups, questionnaires and observations (including issues of confidentiality and sensitivity);
- use existing school structures for focus group discussion wherever possible;
- incorporate classroom observations into the normal observation schedule already agreed within the school, using the materials provided in support if necessary.

Deciding on the action required

Once the various aspects of the audit have been completed, you need to decide what to do to address the issues raised. There are several points to bear in mind in writing and implementing an action plan:

- write it as quickly as possible after the audit so that the impetus and expectations arising from the work is not lost;
- describe in clear terms what needs to improve;
- don't try and do too much – it is better to focus on and achieve improvement in two or three areas than attempt many more and fail;
- communicate the outcomes of the audit and what needs to happen next to the different audiences in the school (e.g. teachers, support staff, pupils and parents/carers);
- make sure that the action plan is fully integrated within the overall school improvement plan.

The key to successful action plan writing and implementation is being as clear as possible about what needs to improve.

To assist you in constructing a focused action plan, this booklet provides:

- a summary sheet (on page 36), designed to help you focus on the main findings of the audit, the objectives to be achieved and a brief description of the actions required to achieve the objectives;
- an action planning sheet (on page 37) which enables you to identify the specific actions, timescales, responsibility, the financial and time costs involved and how progress will be monitored and the overall objective evaluated.

In addition, a set of typical findings, objectives and next steps that other schools have devised can be found in each in-depth audit booklet.

In-depth audit summary

Area:

Main findings:

What do you want to achieve (SMART objectives)? List no more than 5 or 6 objectives.

What actions are required to achieve your objectives? Summarise the key actions for each objective.

Action plan

Area:

Objective:							
Action(s)	By when	Person responsible	Internal/external support required	Hours/days required	Financial cost	Monitoring arrangements	Evaluation

Annex 1 – National data on attendance and exclusions

Maintained primary schools: percentage of permanent exclusions, authorised and unauthorised absence, benchmarked by free school meal eligibility

As at January 2000 (1)

England

Percentage of pupils eligible for free meals (2)	Percentage of permanent exclusions (3)	Percentage of half days missed due to unauthorised absence (4)(5)	Percentage of half days missed due to authorised absence (5)(6)
National Average	0.03	0.5	5.6
Up to and including 8%	0.01	0.1	4.5
Over 8% to 20%	0.02	0.6	5.1
Over 20% to 35%	0.04	0.7	5.9
Over 35% to 50%	0.06	1.1	6.4
More than 50%	0.07	1.6	6.8

(1) Free meals data as at January 2000. Exclusions data represents school year 1999/2000.

(2) Number of pupils eligible for free meals expressed as a percentage of numbers of pupils (excluding boarding pupils).

(3) Number of permanent exclusions over school year 1999/2000 expressed as a percentage of the number of pupils on roll in 2000.

(4) Number of sessions missed due to unauthorised absence expressed as a percentage of total number of sessions.

(5) Absence data based on 99% of schools.

(6) Number of sessions missed due to authorised absence expressed as a percentage of total number of sessions.

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Ref: DfES 0033-2004 G

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