

Guidance on Ofsted Inspection of Behaviour and Safety

How schools can evidence impact

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	Key information	Key questions	Evidence
Attitudes to learning	<ul style="list-style-type: none"> Consistency Assessment Strategies 	<ul style="list-style-type: none"> How does the school demonstrate that attitudes to learning are consistently good across subjects, years, classes and with different staff? How do staff monitor attitudes to learning as part of their daily assessment of learning? What do they do to address needs? How can you evidence that your school is a hardworking community? How well have you engaged all pupils in extra-curricular activities? 	<p>Lesson observations</p> <p>Short term lesson planning</p> <p>Planning feedback</p> <p>Assessment for Learning</p> <p>Extra-curricular activities log</p>
Behaviour around the school	<ul style="list-style-type: none"> Behaviour policy Behaviour management Consistency Reasons for behaviour needs Expectations 	<ul style="list-style-type: none"> What does the school do to check that our behaviour policy matches need? How well does the behaviour policy link to quality of teaching? How consistent is behaviour management by all staff across the school? How does the school evaluate this and what has it done where it has identified gaps? How effective has this been? How consistent is good behaviour across a range of groupings and settings? How well does the school evaluate how behaviour around the whole school is affected by a range of reasons, such as: weak teaching; lack of support and guidance to pupils; low expectations; failure to identify SEN, including speech, language and communication needs and other difficulties with literacy; bullying? How does the school evaluate behaviour and behaviour management in informal parts of the school day, such as lunchtimes and breaks? What actions have been taken by the school to address any gaps and how does the school know that they have had a positive impact on behaviour? How is behaviour around the school linked to the school ethos? How clear are the school's expectations of pupils' behaviour? How does your curriculum contribute to good behaviour and safety in school? 	<p>Behaviour policy</p> <p>School Development Plan and impact evaluations</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Academic outcomes</p> <p>Published expectations/web site</p>

Attitudes, respect and courtesy to all stakeholders	<ul style="list-style-type: none"> • Planning • Approaches to teaching and learning • PSHE 	<ul style="list-style-type: none"> • How does the school plan to develop its pupils' attitudes, respect and courtesy in all aspects of school life? • How well do pupils respond and contribute to the culture of the school? • How is the school creating a culture of high expectations and aspirations (academically and socially)? How do you know that this is effective? • How does this transfer into approaches and attitudes to teaching and learning? • How well prepared are pupils for lessons, with the right equipment? • How eager are the pupils to learn? How do you know? • How much does pupils' pride in their school contribute to punctuality? • How robust are arrangements to support personal and social development? How does the school evaluate the impact of programmes and the curriculum? • How well do your pupils respect and protect the school learning and wider environments and facilities? For example, do you have a problem with litter and/or graffiti? • How well do you pupil adhere to the school's uniform policy? What have you done to ensure compliance? • How have you involved pupils in volunteering and interacting with the local community? 	<p>Long and medium term lesson planning</p> <p>Assembly programme</p> <p>Monitoring of punctuality to school/lessons</p> <p>Stakeholder surveys</p> <p>Pupil Council</p> <p>Visitor feedback</p>
Views of all stakeholders about behaviour and safety	<ul style="list-style-type: none"> • Surveys • Views of groups • Views on behaviour • View on safety 	<ul style="list-style-type: none"> • How does the school gain the views of all stakeholders (pupils, staff, parents, governors and community) about the behaviour and safety of the school? • What do the surveys show and how does this contribute to the development of behaviour and safety? • What are the views of pupils/groups of pupils of the behaviour and attitudes of others towards them? • How have pupils who started within term-time been included? How safe do they feel? • How safe do pupils feel in school, around the school, in different locations and at different times? • Do all groups feel safe at all times? 	<p>Stakeholder surveys</p> <p>Parent View</p> <p>Outcomes of response to incidents</p> <p>Governing Body minutes</p>

		<ul style="list-style-type: none"> • What do pupils think about how the school manages behaviour? • How committed are all stakeholders to the vision of the school leaders and governors? • How effective is the Governing Body in challenging the school on its response to behaviour and safety? 	
<p>School's analysis of / response to behaviour</p>	<ul style="list-style-type: none"> • Monitoring and tracking • Patterns over time • School structures and systems • Variations in behaviours between groups • Contexts • Consistency • Expectations • School responses • Reasonable adjustments • Strategies & sanctions • Restraint 	<ul style="list-style-type: none"> • What procedures and policies do you have in place? How do you measure their impact on reducing challenging behaviour? • How does the school monitor and track behaviour needs across the school, and know if there has been an improvement for individuals or groups? • What has the tracking indicated and what impact has the school had on reducing incidences over time and improving behaviour? • Are there patterns of different behaviours over time? • How effective are the structures and systems established by the school? • How does the school distinguish between and monitor overt and covert behaviours? • How does the school address overt behaviours such as: "calling out"; talking over the voice of the teacher; or chattering which causes low level disruption? • How does the school address covert behaviours, such as refusal to co-operate with peers, staff or other adults? • Are there variations in behaviour between groups, subjects, times of day, different staff? Are there variations in behaviour when pupils are taught in different contexts, such as intervention groups? • What has the school done to effectively tackle this where it has been observed? • How do variations in behaviour management impact on learning? What different strategies are used and how does the school evaluate the relative effectiveness? For example, how effective are detentions in reducing repeated behaviours by participants? • What are your main sanctions for challenging behaviour? • How do you know that you are effective? • How does the school support pupils who are experiencing difficult personal circumstances, and what impact does this have on 	<p>Behaviour incidents tracking by group</p> <p>Behaviour logs (class and school)</p> <p>Restraint logs (class and school)</p> <p>Resolutions</p> <p>Case studies</p> <p>Evaluation of structures and policy</p> <p>Provision management</p> <p>Lesson observations</p> <p>Outcomes of staff training</p>

		<p>behaviour management?</p> <ul style="list-style-type: none"> • How does the school record all significant incidents of restraint or physical intervention? How does the school ensure that this is systematic and matches the school policy? • How effectively does the school support its most behaviourally challenging pupils (including those with DSEN)? • How does the school ensure that pupils have clarity of expectations? • What structures and systems does the school have in place to support pupils with challenging behaviour? • What additional support is being provided for pupils with challenging behaviour and how does the school know that it is effective and offers value for money? • What “reasonable adjustments”, is the school making in line with the Equality Act (2010), for pupils with Behavioural, emotional and social difficulties (BESD) and those with disabilities such as autistic spectrum disorders (ASD)? Provide examples. • How do these “reasonable adjustments” triangulate against exclusion rates and the use of other sanctions? • How well does the school make “reasonable adjustments” for BESD pupils?? • How well does your school and staff understand its duties under the Equality Act (2010) in terms of its implications for support of BESD? • Inspectors will have regard for the communication needs of individual DSEN pupils. It is preferred to use a peer advocate, but sometimes staff will need to explain the preferred communication method. • Is the school complying with current DfE guidance on force and restraint? • How does the school demonstrate that its use of force and restraint are reasonable? • How do you record significant incidents where restraint or physical intervention has been used? • How do you know that intervention has not been excessive? • How do you know that the outcomes of restraint have been 	
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		effective for the pupils?	
Removal systems	<ul style="list-style-type: none"> Impact Frequency Patterns Groups 	<ul style="list-style-type: none"> What evidence does the school have of the impact of removal systems? How frequently is the school using “time-out rooms” and how is this recorded and monitored? What record does the school keep of incidence of using a removal room and what actions result from using the record? What are the patterns of use for individual pupils and staff members and how well does it match the additional needs of pupils? How does the school demonstrate that it is only used when essential? What are the patterns of use for different groups? 	<p>Removal log/incident log by groups/staff members (class and school)</p> <p>Time-out room log</p>
Learning support units / alternative provision	<ul style="list-style-type: none"> Purpose Effectiveness Tracking and monitoring Academic progress Curriculum 	<ul style="list-style-type: none"> Is the school clear about the purpose, effectiveness and impact of the unit/provision and how does it demonstrate this? How does the school ensure high quality pupil information is shared by the school/s? In the case of an alternative provision this includes pupil progress data before, during and after provision. Has a school using an alternative provision visited and rigorously evaluated that the quality of provision is high? Are both the mainstream school and the alternative provision clear what pupil outcomes are planned and how this will add to the pupil’s education? Are targets clearly defined and realistic, with baselines and evidence of impact? Are they related to personal development as well as academic outcomes? What academic progress do pupils make in the core subjects in the unit and is it <u>at least</u> in line with expectations? How does the unit ensure that the pupils receive their full curriculum entitlement and that the alternative provision complements the schools curriculum and does not repeat previously embedded learning? What does the system of tracking of changes in behaviour over the time in the unit and when the pupil returns to the mainstream show? How is the school triangulating this with other evidence? Does the school maintain “ownership” of their pupil and close links 	<p>Behaviour policy</p> <p>Register and link to school tracking</p> <p>Pupil progress and gap closing, including progress in mainstream</p> <p>Curriculum planning</p> <p>Lesson observations</p> <p>Case studies</p> <p>Pupil interviews</p> <p>Baseline assessment/referral notes</p> <p>Social and emotional development assessments</p>

		<p>between the school, the alternative provision, pupil and family?</p> <ul style="list-style-type: none"> • How are pupils' views taken into account when setting up provision and reviewing its impact? • Are governors of mainstream schools made fully aware of pupils accessing alternative provisions? • How is attendance at the alternative provision monitored? What does it show? • How is the safeguarding of pupils monitored across both mainstream and alternative provisions and how is it joined up? 	
Nurture groups	<ul style="list-style-type: none"> • Purpose • Effectiveness • Academic progress • Social and emotional development • Reintegration to mainstream 	<ul style="list-style-type: none"> • What is the impact of the group on academic progress in the core subjects? • Are pupils making expected progress by the time they are settled into the group? • What is the impact of the group on social, emotional and behavioural development? • How well do the pupils reintegrate when they leave the group to return to the mainstream? Is the progress sustained? • How effect is the school in engaging parents to continue the new learning at home? 	<p>Behaviour/nurture group policy</p> <p>Baseline assessment / referral notes</p> <p>Pupil academic progress and gap closing over time (before, during, after)</p> <p>Social and emotional development assessments</p> <p>Curriculum / lesson planning / lesson observations</p> <p>Case studies</p>
Permanent and fixed term exclusions	<ul style="list-style-type: none"> • Legality • Patterns and frequency • Repetition • Groups • Strategies • Safeguarding • Evaluation of outcomes for 	<ul style="list-style-type: none"> • What is the school's understanding of legal requirements when making exclusions? Is the school clear that unofficial or informal exclusions, such as asking a parent to take their child home, are illegal? • How do the school's rates of exclusion compare with national RAISEonline data? • If the school's rates are higher, what reasons can be given for this and what actions have been set in place to reduce this? • What are the rates of repeated exclusions of the same pupils? How 	<p>RAISEonline</p> <p>School tracking: pupil; groups(including SEND, BESD, LAC); repetition</p> <p>School roll</p> <p>Case studies</p>

	<p>pupils</p> <ul style="list-style-type: none"> • Provision for needs 	<p>are you monitoring multiple exclusions by pupils?</p> <ul style="list-style-type: none"> • Do you have pupils for whom there have been multiple fixed-term exclusions? • What are the rates of exclusion of different groups of pupils? Is there a pattern? • What does the school do to ensure that Children in Care are only excluded as a last resort? • What are the numbers of pupils taken off roll related to behaviour and safety? • How successful has the school been in reducing exclusion rates? • What patterns has the school identified in its exclusion data over the last 3 years, both for fixed and permanent exclusions? • If the school has high levels of exclusions what has it done to improve its behaviour management and policy and how effective has this been? • What does the school do to ensure that it is not excluding children in the Foundation Stage? If there are any exclusions in this age group a strong reason and measurement of impact on the child is necessary. • How is the school safeguarding pupils who may be at risk at home? How robustly does the school check safeguarding procedures? • Has the school notified social services where there is sexualised behaviour? • How has the school evaluated if fixed term exclusions are effective in improving the behaviour of the pupils excluded? • How has the school evaluated if internal exclusions are effective in improving behaviour of the pupils excluded? • Overall how is the school monitoring the quality of provision it provides for excluded pupils? • What system does the school have for monitoring all exclusions (remembering that informal exclusions, such as asking parents to take children home during the day are illegal)? How is the school checking that it is following legal requirements, such as setting work from the first day of the exclusion and making sure that after and including the 6th day that it has made suitable arrangements for the 	<p>Behaviour policy and procedures</p> <p>Staff behaviour and safety training impact</p> <p>Personal plans for pupils</p>
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		<p>pupil's full time educational provision?</p> <ul style="list-style-type: none"> • How is the school ensuring that provision for pupils with statements matches their needs? • How can you show that exclusions are a final resort after all other sanctions have failed? 	
Absence and attendance	<ul style="list-style-type: none"> • Trends • Procedures • Groups • Safeguarding • Truancy 	<ul style="list-style-type: none"> • How does the school's RAISEonline data compare with the national data for all pupils? All types of schools and referral units should be compare against the lowest 10% of schools in 2011/12 of 94.24% in primary schools and 92.61 % in secondary schools. • What does the school's own more up-to-date data show about trends in absence (making sure that there is comparison against similar time frames to the RASISEonline data)? • How does the school log absence and follow up/monitor reasons? • How does the school use this data and analysis to reduce absence rates? • What does the school do to support the attendance of pupils from groups, such as FSM or SEND? There is an expectation that their rates of attendance will be the same as for all pupils. • What alert systems does the school have to indicate where there might be safeguarding issues? How does it know that it is effective in this? • Does the schools attendance rates and registers match registers in class? • How does the school check for truancy? If it has been identified, what remedial action has been taken and how effective has it been? 	<p>RAISEonline</p> <p>School tracking: pupil/groups(including SEND, BESD, LAC)</p> <p>Absence logs/monitoring/links to safeguarding</p> <p>Registers</p> <p>Case studies</p> <p>Absence policy and procedures</p> <p>Personal plans for pupils</p> <p>Published expectations/web site</p>
Punctuality	<ul style="list-style-type: none"> • Monitoring • Response • Sanctions 	<ul style="list-style-type: none"> • How does the school monitor punctuality to activities as pupils move around the school? • What does the monitoring indicate about punctuality within school? • How does the school respond to lateness and what sanctions does it use? • How does it know it has been effective? 	<p>Late registers / follow up and impact</p> <p>Attendance policy / published expectations / web site</p>
Bullying and harassment	<ul style="list-style-type: none"> • Monitoring and frequency 	<ul style="list-style-type: none"> • How frequent are cases of the different forms of bullying and prejudice? • Are incidents repeated by the same individuals or groups? 	<p>Bullying log</p> <p>Prejudice based incidents</p>

		<ul style="list-style-type: none"> • Are there any links between incidents and absences? 	log
Response and understanding of risk	<ul style="list-style-type: none"> • Repetitions • Types • Resolutions • Reductions • Stakeholder training • Teaching • Environments • E safety • Prejudice based incidents • Extremism 	<ul style="list-style-type: none"> • What has the school done to reduce incidences and how does it know if it has been effective? • What monitoring systems does the school have in place? • How are incidences followed up and recorded and how does the school know that all stakeholders are complying with policy? • How does the school ensure that all pupils are fully aware of different forms of bullying, including prejudice based and cyber bullying? • How does the school teach pupils how to stay safe, both within the school environment and outside (including e-safety) and how does it know that this has resulted in pupils feeling safe and acting in a safe manner? • How does the school train/ensure that staff model appropriate language and behaviours? What is the impact of training on practice? • How confident are staff in dealing with different forms of incidents, across the whole range of possible prejudice? • What do the school's pupils say about bullying and prejudice and how it impacts upon their safety and learning? • How safe are the different environments throughout the school campus at different times throughout the day? • How does the school promote diversity through the curriculum, particularly through PSHE and citizenship? • What is the schools response and understanding of risk, e.g. extremism? How protected are your pupils? • How does the school respond to extremist views of pupils? 	<p>Registers</p> <p>Impact of actions in incidents logs</p> <p>Curriculum review</p> <p>Lesson observations</p> <p>Stakeholder surveys</p> <p>Published expectations/web site</p>
Safeguarding	<ul style="list-style-type: none"> • Single central record • Child protection • Absence • Removal from roll • Exclusion • Alternative 	<ul style="list-style-type: none"> • Are you certain that the single central record is complete for all staff and that procedure has been followed fully? • When were your child protection arrangements last reviewed? Do they comply with current legislation? • How rigorously do you review absence to ensure that no pupil is at risk when not in school? • What procedures do you have to ensure that there is no 	

	<p>provision</p> <ul style="list-style-type: none">• Serious incidents• Culture of safety	<p>safeguarding risk when a pupil is removed from roll or is excluded?</p> <ul style="list-style-type: none">• How do you monitor the safety of pupils attending alternative provision?• What evidence do you have of the rigour in which you have followed up serious incidents?• How does the school systematically promote safe practices, including e-safety?	
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