

14th July 2022:

Sarah Sadler Lancashire adviser used this assessment tool to examine the whole school policies and practices for behaviour at Longton Primary School. This has been used as an evaluation process and is not valid as an assessment for the Quality Mark, which is currently under review.

The evaluation of the areas listed below will contribute to the school's overall self-evaluation of this area.

The following areas of policy and procedures, that were discussed with the HT, were consistently identified by the children and/or evidenced in whole school walkthrough/lunchtime.

• 'Recognition Board' in use in all classes

• 'Class Compliments displayed in all classes

• Care/Grow/Shine- referenced and actively used throughout school

• Weekly Achievement Assembly was understood and valued by the children spoken to, as was the termly Celebration Assembly

• The Silver and Gold star system was explained and valued by the children

• Children spoken to were aware of their responsibilities (age-appropriate) with regards to Online Safety

• The children understood the extra layer of rewards offered by team points and could explain what these culminated in

• The 'Relax Kids' support offered by Mrs. Jackson was very highly valued by the children, who could actively describe the impact this had had for them and other children

• The children said they felt safe and that when bullying does occur 'the teachers have a really good way of handling it.

Systems and Expectations for behaviour within Longton Primary have been well thought through. They are consistently developed and adhered to by staff and pupils. It is believed that other schools would be interested to learn about the approach used and indeed the school has already shared the practice extensively with two schools – St Mary Magdalene’s and Whitefield primary.

Audit completed by S. Sadler

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| **Elements** | ***Silver*** | **Gold** | ***Suggested evidence*** |
| **Statutory requirements** | ***a.*** *The policy includes reference to:*   * *Discipline outside the school gates.* * *Power to search.* * *Power to use reasonable force.*   *A home school agreement is in place.*   1. *The policy clearly states the school rules, pastoral care for staff accused of misconduct and when multi-agency assessment should be considered for pupils who display continuously disruptive behaviour.* 2. *The policy indicates measures to ensure that pupils complete assigned work* 3. The policy should indicatethe procedures used to liaise with parents about behaviour in school (including positive and proactive contact) 4. *The policy sets out measures which aim to promote good behaviour, self discipline and respect and which regulate the conduct of pupils.* | 1. The policy should describe circumstances when an item may be confiscated. The policy identifies what will happen to this item. 2. Roles and responsibilities are set out for all stakeholders including parents, pupils and the governing body.   **aa.** School support systems for pupils (and their parents) displaying persistent disruptive behaviour should be identified. | * Behaviour and anti bullying policies. * Home School Agreement. * Examples of exclusion letters- (above and below 5 days). * Evidence of the consultation process e.g. letters, questionnaires, meeting minutes (including governors). * Information provided to supply staff on the behaviour policy. * Pupil voice feedback. * School lesson observation feedback. * Staff voice feedback. * Governor feedback. * Senior leader questionnaire/ interview. * Website. |

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| **Statutory requirements (contd.)** | 1. *The policy must identify how the school promotes good behaviour e.g. rewards.*   *And also teaches good behaviour*   1. *The policy must set out the measures used to regulate conduct e.g. sanctions* 2. *The use of detentions and exclusions are clarified within the policy.*   **i.** *The behaviour policy should acknowledge the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).*   1. *Measures to prevent bullying should be part of the school behaviour policy.* 2. *An anti-bullying policy should also be in place or referred to within the school behaviour policy.* 3. *All exclusions follow the appropriate process. Parents and the LA are informed immediately of any period of exclusion (fixed term or permanent).* 4. *Arrangements for day 6 provision are in place when required.* 5. *The policy is reviewed annually.* |  | * Consultant observation. * Meeting minutes. |

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| **Statutory requirements (contd.)** | ***o.*** *A copy of the school behaviour policy is available on the school website.* |  |  |
| **Developing and implementing the policy** | 1. Pupils and other relevant stakeholders are consulted in the development and review of the behaviour policy. 2. Stakeholder feedback and evidence from in and out of class observations indicates clarity in the use of the behaviour policy. 3. Stakeholder feedback and evidence from in and out of class observations indicates consistency in the use of the behaviour policy. 4. New staff are thoroughly inducted with regard to the policy and its daily application. 5. Systems are in place to deal with incidents that occur at unstructured times. These are referenced in the school behaviour policy | **bb.** Pupils and other relevant stakeholders are actively involved in the development and dissemination of the school behaviour policy.  **cc.** Supply staff and other temporary staff receive concise information on the behaviour policy and are seen to be clear and consistent in its application.  **dd.** Quantitative data and stakeholder feedback is sought to assess the impact of the newly implemented policy.  **ee.** The policy is reviewed based on this feedback.  **ff.** The policy is regularly reviewed to ensure appropriate and consistent application. |  |
| **Day to day use** | 1. Class charters are clearly displayed and link to the whole school rules and code of conduct. 2. Social areas have clear rules and codes of conduct displayed. | **gg.** Parents report that they know when their child has been behaving well and if there has been a problem or concern with behaviour.  **hh.** Data is used at clear thresholds to trigger early intervention. This works |  |

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|  | 1. Rewards information and positive behaviour messages are clearly displayed and referred to around school. 2. Staff regularly talk about positive behaviour and expectations using a shared school language. | effectively to ensure targeted early intervention. |  |
| **Key priorities for further development:**  Areas to consider reference to in policies:  • Discipline outside the school gates.  • Power to search.  • Power to use reasonable force.  • The policy should describe circumstances when an item may be confiscated. The policy identifies what will happen to this item. • Consider specific reference to the Equality Act 2010 • In Roles and Responsibilities section consider reference to GB responsibilities. | | |  |

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| **Elements** | **Silver** | **Gold** | ***Evidence*** |
| **Relationships** | 1. Staff model positive behaviour. 2. Staff feel confident in managing behaviour. 3. Pupils are equipped and are eager to learn. 4. Pupils wear their uniform with pride. | **u.** Staff and pupils treat each other with respect. This includes respecting others views and opinions | * *Staff questionnaire findings.* * *Consultant observation.* * *Governor questionnaire.* |
| **Praise and rewards** | 1. The school celebrates the achievement of its pupils regularly There is a wide variety of rewards available 2. The learning environment encourages positive behaviour from most groups of pupils. 3. Parents are informed when their children behave positively. 4. Rules are phrased positively and staff refer to them in the same way. 5. There is a range of rewards available to all pupils. | 1. Pupils are involved in the creation and implementation of the rewards policy. 2. Pupils feel motivated by the school rewards. | * *Behaviour policy – rewards section, rules section.* * *Parental questionnaire findings.* * *Pupil questionnaire findings.* * *Governor questionnaire.* * *Staff questionnaire.* |

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| **Positive teaching** | 1. Staff recognise the link between positive teaching and positive behaviour. 2. Expectations of behaviour are consistent across year groups and sub-groups. 3. Pupils respond quickly to staff instructions in lessons. 4. Consistent and skilled behaviour management by staff makes a strong contribution to the positive climate in school. 5. Pupils are enthusiastic about their learning and this impacts positively on their progress in lessons. 6. School/classroom rules are consistently and regularly reinforced. | 1. Pupils are confident and self assured learners who are able to self regulate their behaviour 2. Curriculum plans include the development of behaviour skills. 3. Staff teach behaviours required for learning routinely.   **aa.** Behaviour plans for identified classes are used as appropriate. | * *Staff questionnaire findings.* * *Consultant observation.* * *Pupil questionnaire findings.* * *Curriculum plans.* * *Behaviour plan example if appropriate.* * *Governor questionnaire.* * *Senior leader interview.* |

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| **Monitoring of classroom behaviour** | 1. School can show clear records and logs of serious incidents. These indicate the incident and outcome. There is a falling trend in the data. 2. Incidences of low level disruption are rare 3. Senior leaders in school analyse patterns of behaviour and attendance to identify areas for action at least annually. 4. The consistency of use of the school behaviour policy is monitored by senior staff. 5. Senior staff take action if a member of staff fails to follow the behaviour policy | **bb.** There are clear records of low level behaviour events. For example, children on amber, children missing golden time  **cc.** Target areas are identified for action. For example, behaviour issues during PPA time, PE, unstructured time.  **dd.** Governors are provided with a range of benchmarked data to show the standard of behaviour in school  **ee.** Data analysis tracks the behaviour data for vulnerable groups. The use of rewards and sanctions across the school is monitored by a member of senior staff. | * *Extracts of behaviour, bullying and attendance records and logs.* * *Reports to Governors.* |
| Attitudes to learning from the children met, were overwhelmingly positive. | | |  |

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| **Elements** | **Silver** | **Gold** | ***Evidence*** |
| **Staff** | 1. Staff know the hierarchy of interventions for out of class behaviour. 2. Staff feel supported by the management structure in place at changeover times. SLT support any identified hotspot areas 3. Protocols are in place for lesson changeover times. 4. Staff are effective in their monitoring of behaviour at times of change and movement. 5. Staff duties link to identified hot spots, e.g. toilets. 6. Lunchtime supervisors operate an effective rota for supervision of pupils, both in and outside the dining area(s). 7. Lunchtime supervisors receive regular and appropriate training regarding the behaviour management and safety of pupils. | 1. A buddy/ mentor system operates effectively in social areas. 2. There is a limited need for staff direction of behaviour. 3. There are no discernible hot-spots identified from behaviour data. 4. Staff use duty time proactively to build relationships and scan for potential issues. 5. Lunchtime supervisors are highly effective in promoting positive relationships with pupils. | * *Behaviour policy – out of class section.* * *Consultant observation.* * *Staff questionnaire findings.* * *Lunchtime rota.* * *Lunchtime training record.* * *Behaviour data.* * *Governor questionnaire.* * *Parent questionnaire.* * *Pupil questionnaire.* * *Senior Leader Interview.* |

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| **Staff (contd.)** | 1. Effective procedures are in place for the supervision of pupils during wet weather. 2. A variety of lunchtime activities is on offer. 3. The school reward system is adapted for use at non-structured times and is regularly and appropriately used. |  |  |
| **Pupils** | **k.** Pupils move around the school in an orderly manner   1. Pupils conduct themselves positively at different times of the day. 2. Pupils are punctual to lessons and settle to learn quickly. 3. Pupils take pride in their school and its environment. | 1. Pupils are proactive in organising play and structuring activities. 2. Pupils' behaviour outside lessons is almost always impeccable; they are self-regulating. 3. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality. | * *Consultant evidence.* * *Pupil questionnaire.* |
| **Key priorities for further development:**  Consider consistency of behaviour management in the wider, whole school monitoring was an area not fully examined during this process due to time. | | |  |

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| **Elements** | **Silver** | **Gold** | ***Evidence*** |
| **Addressing bullying** | 1. The school has a clear anti-bullying policy which is consistently applied. 2. The policy addresses all types of bullying, including cyber and prejudice based bullying. 3. Procedures are in place for dealing with incidents of bullying. 4. Parents and pupils are aware of the policy and know how to access support. 5. Parents and pupils feel that they are supported by the school when reporting bullying issues. 6. Curriculum plans/ SOWs include the teaching of different lifestyle choices and the appreciation and tolerance of others. 7. There are regular and open discussions about differences between people that might lead to bullying. | 1. Parents are briefed on how to deal at home with bullying issues. 2. Pupils work proactively with school to prevent all forms of bullying 3. Pupils trust leaders to take rapid action to resolve concerns 4. Pupils are trained annually on peer mediation. 5. Bullying is rare and dealt with highly effectively. 6. Safe spaces are in place for pupils to access at vulnerable times. 7. Data shows no discernible differences between groups. | * *Anti-bullying policy with associated protocols.* * *Parental questionnaire findings.* * *Pupil questionnaire findings.* * *Curriculum plans.* * *Plan of school showing safe spaces etc.* * *Peer mediation information and training schedule.* * *Analysis of bullying data.* * *Case studies.* * *Governor questionnaire.* * *Staff questionnaire.* * *Senior Leader Interview.* |

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| **Addressing bullying (contd.)** | 1. Staff curricular plans include topics to address bullying issues. 2. Staff, parents and pupils understand what constitutes bullying. 3. Bullying data collected over time shows a downward trend. 4. Bullying records indicate the type of bullying e.g. cyber/ homophobic. 5. Case studies are available to exemplify impact of school actions to address bullying. Staff are quick to tackle any use of derogatory language or stereotyping 6. Staff are quick to tackle any use of derogatory language or stereotyping |  |  |
| **Safeguarding** | 1. Pupils report that they feel safe. 2. A risk assessment is completed when there has been or is risk of the use of RPI (restrictive physical intervention/ restraint). 3. There is clear online safety protocol in place and followed by staff. | **z.** Pupils understand, respond to and tackle risk effectively.  **aa.** Pupils can demonstrate confidently their understanding of how to stay safe online and the dangers of inappropriate use of mobile technologies and social networking sites | * *Monitoring schedule.* * *Pupil questionnaire findings.* * *RPI risk assessment example.* * *E-safety protocols.* * *Safeguarding training schedule.* |

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|  | **q.** Pupils understand how to keep themselves safe in different situations. |  | * *Staff questionnaire.* |
| **Safeguarding (contd.)** | **r.** Safeguarding training is regular and effective; all staff are aware of procedures and protocols. |  | *Senior Leader Questionnaire. Governor questionnaire.* |
| **Key priorities for further development:**  Do Case Studies exist that demonstrate the impact of intervention following an incident of bullying? Time did not permit these to be looked at during the audit. | | |  |

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| **Elements** | **Silver** | **Gold** | ***Evidence*** |
| **Structure and Staffing** | 1. A range of types of intervention is in place. For example, in class, out of class, alternative provision, links with other agencies. Support is sometimes 1:1 and sometimes in small groups based upon pupil need. 2. A senior member of staff effectively co ordinates the different support options within the school and has an overview of external agency work and alternative provision. 3. There is a clear staffing structure for pupil support. 4. Staff have specialised roles in pupil support. For example, one TA may have particular experience and knowledge in the development of social skills. | 1. There is clear ethos of behaviour development and change rather than management. 2. Staff are continually widening and developing their skills in intervention work. | * *School staffing and structure information.* * *Examples of evaluated support plans.* * *Entry and exit criteria for intervention.* * *Meeting minutes.* * *Impact data from pupils accessing intervention.* * *Pupil behaviour logs.* * *Progress records.* * *Pupil tracking and observation notes.* * *Examples of reports shared with external agencies.* * *Examples of external agencies used to support pupils.* * *Baseline assessments.* * *Pupil voice feedback.* |
| **Intervention Systems** | 1. Vulnerable children are identified and their support carefully and regularly monitored. 2. CAF’s/ multi agency meetings are used as an intervention tool. | 1. Staff effectively share information to trigger and inform support plans. 2. Teaching staff are fully aware of the content of support plans for their pupils and are provided with strategies to help inside the classroom. |

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| **Intervention Systems (contd.)** | 1. There is a clear trigger to identify pupils for behaviour support. 2. This is understood and used by the whole staff. 3. Support plans are produced with personalised targets. 4. Targets are time limited with agreed review times and processes. 5. Targets are developed using robust information about the current behaviour and progress of the pupil. 6. Baseline data is recorded and progress is tracked against this. The data covers progress, behaviour and attendance. 7. Behaviour data is used to identify the triggers for the problem behaviours and any patterns of behaviour to be addressed through support. 8. The school monitors and evaluates the effectiveness of alternative provision. | 1. All relevant staff are aware of the content of behaviour support plans. For example, TA’s, PPA teachers, supply staff as well as the class teacher 2. Teaching staff are kept informed of the progress of pupils receiving support outside of the classroom. For example, nurture and other alternative provision 3. There is evidence of improved academic performance for those pupils who access support 4. The impact of the range of intervention strategies is regularly reviewed by senior staff 5. External agencies are given a range of relevant information about the pupils they receive. For example, PRU’s and SEND specialists. Their progress is rigorously tracked by the school. 6. Family and community support can be offered to support vulnerable children when required. | * *Parental feedback.* * *Consultant observation.* * *Senior leader interview.* * *Staff questionnaire.* * *Transition plans* |

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| **Intervention Systems (contd.)** |  | 1. Parental, pupil and staff feedback indicates that the support is valued. 2. All transitions are carefully planned for- Y6, reception to year 1, year end. Expectations for all classes around preparing children for transition are clear.   **aa.** Some children in year 6 may access enhanced transition if appropriate. (specific extra layer established for more complex transitions.) |  |
| **Key priorities for further development:**  Access to support for children and families from some external agencies such as CFW was identified as an issue by the headteacher. The school have requested support but it rarely is forthcoming. | | |  |

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| **Elements** | **Silver** | **Gold** | **Evidence** |
| **Support** | 1. Staff know how to access the system for support with behaviour related issues and feel at ease to do so. 2. The performance management (including observation cycle) and line management processes in school identify staff needing support with behaviour issues. Not required due to whole school proactive training. 3. A range of support mechanisms are in place. These are both short and long term in nature. For example, peer support/ mentoring, team teaching opportunities, external support and advice, SENCO or Learning Mentor support to draw up strategies for individual challenging students. 4. The impact of support is evaluated. 5. New staff receive effective training on the school systems and policies to address poor behaviour and promote positive behaviour. 6. Staff training programmes are developed to address weaknesses identified through the monitoring programme. | 1. Staff strengths are identified and opportunities for these to be shared with peers are identified. 2. Staff understand that they will always be expected to share their learning from CPD with others. 3. Long term supply staff are given support to develop their behaviour management skills if this is required. 4. Staff value the support available. 5. There are opportunities for joint problem solving around difficult issues/ children. | * *Staff questionnaires- quality of CPD, accessibility, quality of induction sessions.* * *CPD register/ records.* * *Staff CPD profile assessed and areas of strength and development.* * *Examples of support accessed by staff in the last 12 months.* * *Agendas from recent INSET sessions/ Staff meetings.* * *Impact information e.g. example of staff disseminating and then using the CPD undertaken.* * *Induction agendas and booklets.* * *School development plan.* * *Senior leader questionnaire/ interview.* |

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| **Development** | 1. Allstaff in school have access to development opportunities linked to promoting children’s social, emotional and behavioural skills, regular attendance and reducing and dealing with bullying 2. The school CPD co ordinator ensures that all members of staff regularly access appropriate CPD 3. Staff regularly receive training to support the development of positive behaviour. For example, behaviour for learning, restorative approaches | 1. The school CPD co ordinator has a clear overview of staff expertise in the area of behaviour and anti bullying. 2. Individual or small groups of staff are identified for specialist training linked to behaviour, attendance and anti bullying. For example, developing self esteem, social skills, nurture, mediation, autism, attachment. 3. The impact of CPD is evaluated. 4. Staff value the development opportunities available to them. 5. Development opportunities link to the priorities within the school development plan. 6. A range of CPD delivery models are used. For example, peer coaching, action research, team teaching. |  |
| **Key priorities for further development:** | | |  |