# Audit tool

Use this tool to facilitate the assessment of a behaviour culture across the school.

## Focus areas

The audit tool is based around 6 focus areas for schools in designing, building and maintaining a good behaviour culture. The focus areas are:

1. Leadership and management
2. School systems and social norms
3. Relationships
4. Staff induction and development
5. Pupil transition and development
6. Pupil support

## Scoring

Allocate a score to each statement in the tool. Score the statements from 1 to 4, using the scoring approach in [Audit tool scores](https://www.gov.uk/guidance/creating-a-school-behaviour-culture-audit-and-action-planning-tools#identify-priority-areas).

| Focus area: Leadership and management | Score 1 to 4 | Evidence base and points to note |
| --- | --- | --- |
| Where applicable, there is a clearly defined trust culture and organisational philosophy expressed through an accepted vision, mission statement and comprehensive scheme of delegation.   (How much autonomy do schools in the Trust have to establish their own culture, systems and practice? Is there a common culture? What are the operational red lines?) |  |  |
| There is a clear behaviour vision underpinned by high expectations and core values which are understood by staff, pupils and families.  (How is the vision shared with different stakeholders? Do all stakeholders understand it? How do leaders know stakeholders understand it and sign up to it?) |  |  |
| Leaders communicate, demonstrate, and refer to the vision and values constantly. |  |  |
| Behaviour is a high-status topic and recognised as a key area of school improvement. |  |  |
| Designated leaders and managers have clearly assigned responsibilities for behaviour and attendance. |  |  |
| Leaders and managers empower and support all staff to take responsibility for behaviour. |  |  |
| Appropriate levels of resource are invested in creating and maintaining effective behaviour culture (including Monitoring Information System (MIS), data systems and analysis, designated staff, in-house provision, communications, reward systems). |  |  |
| Leaders have an accurate view of behaviour culture which is informed by a robust data set which is routinely collected and analysed. |  |  |
| Leaders and managers monitor and analyse behaviour and attendance data and take swift, reasonable action to address issues (including absence, punctuality, bullying, rewards, sanctions, detentions, part-time timetables, suspensions and permanent exclusions). |  |  |
| Governing boards have an accurate view of behaviour culture. |  |  |
| Governing boards have oversight on pupil movements, use of off-site direction, managed moves, and decisions for elective home education. |  |  |
| Further comments or observations. |  |  |

| School systems and social norms | Score 1 to 4 | Evidence base and points to note |
| --- | --- | --- |
| Where applicable, the trust has deliberately designed systems, models and resources that provide a best practice framework to support the development of effective school-level practice. |  |  |
| School behaviour, attendance, anti-bullying, safeguarding and pastoral support policies clearly outline principles, rules, routines and consequence systems and clearly define bullying.  (Do policy documents act as an instruction manual for all stakeholders? How well do stakeholders understand the rules and routines? Does practice show that stakeholders understand and follow rules and routines? Does data show that they are well understood and clearly defined?) |  |  |
| Routines for all aspects of behaviour are underpinned by high expectations, clearly communicated, modelled, and reinforced (including arrival, departure, conduct on school transport, absenteeism, punctuality, uniform, classroom expectations, equipment access, cover lesson procedures, examination/assessment processes, corridor culture and movement, playground culture, assembly protocols, behaviour on trips, parking and consequence systems). |  |  |
| Measures to identify and support wellbeing and mental health issues and prevent all forms of bullying are included in the school’s behaviour policy (and/or cross-referenced to safeguarding and/or existing wellbeing, mental health, and bullying policies). |  |  |
| Rules are explicit, consistent and reinforce school values and routines. |  |  |
| Consequences are explicit and reinforce school values, rules and routines. |  |  |
| Consequences are proportionate and consistently applied when rules are followed or rejected by pupils. |  |  |
| Detentions or in-school behaviour provision\* provide opportunities for reflection, allow pupils to continue meaningful study and to return to mainstream lessons as soon as appropriate. (\*any kind of provision in school outside of the classroom that is used to address disruptive behaviour). |  |  |
| Staff workload is managed to allow the operation and implementation of systems. |  |  |
| Behaviour policies should consider any additional needs of pupils, take account of any reasonable adjustments required and comply fully with the Equality Act 2010. |  |  |
| If managed moves have been used, there is clear evidence that this has been done in the best interests of the child, and not the school. |  |  |
| Rates, patterns and reasons for suspension and permanent exclusion are monitored, with robust administrative logs demonstrating what has been done prior to the suspension or permanent exclusion (interventions), in order to avoid repeat instances. For vulnerable children, the relevant partners such as CAMHS, virtual school heads and social workers should be informed and involved in the relevant conversations. |  |  |
| Further comments or observations. |  |  |

| Relationships | Score 1 to 4 | Evidence base and points to note |
| --- | --- | --- |
| Where applicable a strong and well communicated trust culture which promotes the highest expectations and positive stakeholder relationships. |  |  |
| Leaders build respectful relationships with staff, pupils, families, and stakeholders.  (How do leaders engage with staff and pupils on corridors, in the canteen, in classrooms and at the gate? Do leaders challenge inappropriate behaviour and praise appropriate behaviour? Do leaders model the effective use of public praise and private reinforcement for staff and pupils? Do leaders differentiate delivery of praise and reinforcement based on the needs and experience of the individual?) |  |  |
| Leaders model respectful relationships and appropriate communication for staff and pupils. Respectful relationships are embedded in teaching practices. |  |  |
| Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently. |  |  |
| Staff develop effective professional relationships with colleagues and feel supported by Senior Leadership Team, knowing how and when to draw on advice and support. |  |  |
| Staff communicate effectively with parents/carers regarding pupils’ achievements and wellbeing. |  |  |
| Relationships between pupils and staff reflect a respectful, consistent, supportive and positive culture. |  |  |
| Pupils treat each other and staff with respect and actively support each other. |  |  |
| Parents/carers treat staff with respect and actively support the work of the school. |  |  |
| Parents/carers have confidence in the school.  If parents choose to electively home educate their child, there is clear evidence that the school has ensured parents/carers are aware of such an undertaking and the decision was in the best interests of the child. |  |  |
| Further comments or observations. |  |  |

| Staff induction and development | Score 1 to 4 | Evidence base and points to note |
| --- | --- | --- |
| New staff are inducted into the behaviour culture of the school (and/or trust) and arrive ‘ready’ to run their classroom/area and to engage in the whole-school approach.  (Do new staff receive information on systems, rules and routines before taking up position? Are new staff supported to successfully implement good behaviour culture? Are they assigned mentors who are able to model best practice, through watching others use systems and by talking through questions or challenges with the Heads of Department? What do new staff say about the quality of induction?) |  |  |
| Designated staff, external partners and specialist agencies provide appropriate training for all staff on supporting pupils with additional needs and barriers to work towards and meet behaviour expectations. |  |  |
| Leaders and managers support their staff to implement whole-school behaviour systems consistently and effectively. |  |  |
| Staff understand the policy and their responsibility to create and maintain the behaviour culture. |  |  |
| Staff understand the school’s definition of bullying, and implement measures to tackle bullying effectively if it becomes a problem. |  |  |
| Staff are aware of the school’s ethos, policies, leads and support offer on wellbeing and mental health and are able to signpost or refer pupils where needed. |  |  |
| Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture. |  |  |
| Staff are held accountable for their part in the maintenance of the school’s systems and processes. |  |  |
| Staff voice is captured regularly on whole-school issues including behaviour, and their views are considered in the development of the behaviour policy. |  |  |
| Further comments or observations. |  |  |
| Pupil transition and development | Score 1 to 4 | Evidence base and points to note |
| New pupils are inducted into the behaviour culture of the school (and/or trust) and arrive ‘ready’ to contribute to the behaviour culture  (Do the school (and/ or trust) run transition events where pupil and families hear the expectations and are walked through the routines? Do new pupils undergo thorough induction and have an opportunity to rehearse routines?) |  |  |
| Pupils receive regular updates and reminders on how to meet the whole-school expectation on behaviour. |  |  |
| Pupils understand the contribution they make to the school behaviour culture. |  |  |
| Pupils have a good understanding of rules, routines and consequence systems. |  |  |
| Pupils or groups who demonstrate ‘good’ behaviour are celebrated and praised. |  |  |
| Pupils are confident to ask for help if they are struggling to meet the whole-school behaviour expectations or need pastoral/wellbeing, bullying or mental health support, including vulnerable children and those with additional needs. |  |  |
| Pupil voice is captured regularly on whole-school issues including behaviour. |  |  |
| Pupils’ views are considered in the development of behaviour policy and practice. |  |  |
| Further comments or observations. |  |  |

| Pupil support | Score 1 to 4 | Evidence base and points to note |
| --- | --- | --- |
| Pupil support/pastoral care structures are clear and understood by staff, pupils and families. Stakeholders know what in-school support is available and how to access this support.  (In trusts are there any shared services and resources that can be drawn upon to support students?) |  |  |
| Internal support facilities provide proactive targeted intervention and aim to support pupils in AP back into the mainstream community. |  |  |
| Designated staff have clearly defined responsibilities and support identified groups of pupils, including vulnerable children such as those with a social worker, previously looked after children, those with additional needs such as SEND and mental health. |  |  |
| Designated staff have an accurate view of the needs and performance of identified groups and target support accordingly. |  |  |
| Designated staff work together to share information and build appropriate support structures for pupils and the staff who support them. |  |  |
| Designated staff engage with external partners and specialist agencies to access appropriate support to meet the needs of pupils and their families. |  |  |
| Further comments or observations. |  |  |

## School context and data

### Ofsted judgements

Trusts should list all schools.

| Date of inspection | Overall effectiveness | Quality of education | Behaviour and attitudes | Personal development | Leadership and management |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

### Ofsted report commentary on behaviour and attitudes and leadership of these aspects

Trusts should complete this for each school receiving support.

| Areas of strength identified in the report |  |
| --- | --- |
| Areas for improvement identified in the report |  |
| Follow up actions taken |  |
| Impact of follow up actions |  |

### Other external evaluation findings

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| --- |
|  |
|  |

## Performance data

### 2022 to 2023

### Attendance

|  | **School** | **Trust** | **National average** | **Points to note** |
| --- | --- | --- | --- | --- |
| Overall absence |  |  |  |  |
| Persistent absence |  |  |  |  |
| Unauthorised absence |  |  |  |  |
| Authorised absence |  |  |  |  |
| Punctuality |  |  |  |  |

### Behaviour

|  | **School** | **Trust** | **National average** | **Points to note** |
| --- | --- | --- | --- | --- |
| Suspensions |  |  |  |  |
| Permanent exclusions |  |  |  |  |
| Managed  moves in |  |  |  |  |
| Managed  moves out |  |  |  |  |
| In-school behaviour provision\* |  |  |  | **\*** Any kind of provision in school outside of the classroom that is used to address disruptive behaviour |

### 2023 to 2024

### Attendance

|  | **School** | **Trust** | **National average** | **Points to note** |
| --- | --- | --- | --- | --- |
| Overall absence |  |  |  |  |
| Persistent absence |  |  |  |  |
| Unauthorised absence |  |  |  |  |
| Authorised absence |  |  |  |  |
| Punctuality |  |  |  |  |

### Behaviour

|  | **School** | **Trust** | **National average** | **Points to note** |
| --- | --- | --- | --- | --- |
| Suspensions |  |  |  |  |
| Permanent exclusions |  |  |  |  |
| Managed  moves in |  |  |  |  |
| Managed  moves out |  |  |  |  |
| In-school behaviour provision\* |  |  |  | **\*** Any kind of provision in school outside of the classroom that is used to address disruptive behaviour |

### Other internal school level data

Use this table to record other data like isolation, detentions and rewards.

|  |  |  |  |
| --- | --- | --- | --- |
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