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| --- | --- | --- | --- |
| Focus  | Yes  | Partially  | No  |
| Culture |
| Leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils. |  |  |  |
| Evidence and Comments  |
| Staff clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom |  |  |  |
| Evidence and Comments  |
| The School has a strong focus on attendance and punctuality so that disruption is minimised. |  |  |  |
| Evidence / comments |  |  |  |
| Staff develop pupils’ motivation and positive attitudes to learning  |  |  |  |
| Evidence / comments |  |  |  |
| The school fosters a positive and respectful school culture in which staff know and care about pupils |  |  |  |
| Evidence / comments |  |  |  |
| Relationships among learners and staff reflect a positive and respectful culture. |  |  |  |
| Evidence / comments |  |  |  |
| The school creates an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur |  |  |  |
| Evidence / comments |  |  |  |
| Processes and procedures |
| The school has clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. |  |  |  |
| Evidence / comments |  |  |  |
| Recording of incidences - to be checked by SIP |  |  |  |
| Evidence / comments |  |  |  |
| The school has systems in place to support a pupil following a suspension  |  |  |  |
| Evidence / comments |  |  |  |
| The school evaluates pupils’ behaviour over time and changes are made when required. This includes evaluating the effectiveness of suspensions, including the rates and reasons for exclusion. |  |  |  |
| Evidence / comments |  |  |  |
| The school analyses absence and persistent absence rates for all pupils, particularly those with a SEMH need, compared with national averages for all pupils |  |  |  |
| Evidence and comments  |  |  |  |
| The school seeks the views of all its stakeholders when development its approach to behaviour.  |  |  |  |
| Evidence and comments |  |  |  |
| SEND |
| Early identification of pupils with SEND is a priority for all school staff |  |  |  |
| Evidence and comments |  |  |  |
| Pupils who are on the SEND register for a SEMH need are given targeted support. This is monitored and evaluated.  |  |  |  |
| Evidence and comments |  |  |  |
| Pupils with an EHCP with a SEMH focus are given targeted support. This is monitored and evaluated. |  |  |  |
| Evidence and comments |  |  |  |

Over the course of

day, we will carry out evidence-gathering activities. The activities are:

* observing pupils’ behaviour in a range of different classes at different times of the day
* observing pupils at breaktimes, lunchtimes, between lessons.
* observing pupils’ punctuality in arriving at school and at lessons
* observing pupils’ respect for, and courtesy and good manners towards, each other and adults, and their pride in themselves and their school
* observing lessons to see how quality first teaching promotes positive behaviour.
* triangulating pupil support plans with classroom practice.
* talking to children staff and senior staff .

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| Notes |