



BEHAVIOUR  
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# Secondary School Lancashire Behaviour Quality Mark

May 2024

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## What is the Behaviour Quality Mark?

The Lancashire Behaviour Quality Mark is designed to guide schools to reflect on, and review, the various aspects of behaviour and inclusive practice across the school. It also provides an opportunity to gain external accreditation regarding this. There are two standards which can be achieved: Silver standard celebrates the journey of developing a positive whole school culture regarding behaviour and Gold standard celebrates consistent, embedded, and enhanced practice throughout your school.

The Quality Mark has been trialled and moderated in Lancashire schools and is fully cross referenced with Ofsted criteria (Sept 2022). *Please note, this may change, and it is the school's responsibility to be aware of any updates.*

## What are the benefits?

The Lancashire Behaviour Quality Mark has a range of benefits:

- It provides an opportunity for schools to reflect on their current strengths and identify areas for development
- It provides schools with external validation of their systems, procedures, practice and impact around management and expectations of behaviour. The accreditation process supports the school's self-evaluation processes
- The guidance can be used to gain initial accreditation and subsequently used as an audit tool to reflect on, develop, sustain, and enhance practice
- From the audit, recommendations will be made to support action and further development
- The process includes, and values, contributions from a range of key school stakeholders

## What does the process involve?

Participating schools will be provided with the Lancashire Behaviour Quality Mark audit. Schools will be asked to provide evidence of their current practice against a set of assessment criteria for silver and gold standards. The Quality Mark audits 8 key areas:

1. School Culture
2. Policy
3. Relationships
4. Curriculum and Learning
5. Conduct (around school)
6. Safety
7. Inclusion, Pupil Support and Intervention
8. Staff Support and Development

Each area contains the criteria for achieving the Gold and Silver standard.

Once schools feel they have met the standard, and have evidence to support this, a moderation day will be arranged with a Lancashire BQM Moderator. Schools may wish to access training/support in the evidence gathering stage or with follow up actions. Schools wanting to move from silver to gold standard may decide to access additional support to secure this higher level of accreditation.

On the accreditation day, the BQM Moderator will look at the evidence provided against the audit criteria. This will also be validated by walkthroughs, observations and discussions around school at various times on the day of the visit (e.g.. Lessons, break times, lunchtimes and general transition times). A key element of the process will involve meeting with members of SLT, staff and pupils and other stakeholders/members of the school community.

Once achieved, the standard will be valid for **three years**.

What to expect on the moderation day:

- Discussion with members of SLT – an opportunity for SLT to give an overview of the school and its journey and processes for developing positive behaviour and relational practice; how the BQM audit has been used and how evidence has been gathered.
- Discussion with a wide range of staff exploring whole school policy, processes and practice and how being involved in BQM has impacted on their personal practice
- Discussion with other members of the school community, as appropriate eg. governors, lunchtime supervisors, learning mentors, parents/carers etc
- Opportunity to observe pupils entering school, entering classes, behaviour for learning during lessons, behaviour during transitions (eg. going to assembly), behaviour during unstructured times (eg. break times and lunchtimes)
- Opportunity to talk to a selection of pupils from different key stages
- Opportunity to review the evidence and discuss with SLT
- Following a planning visit phone call, a timetable for the day will be agreed with all parties

**Please note, there is a column with examples of suggested evidence. This is not a definitive list, just suggestions of how some of the criteria may be evidenced. Some of the evidence will be appropriate for more than one criterion and some evidence will be seen on the day. The purpose of the BQM is not to provide unnecessary workload, but to support schools to reflect on practice and provision, celebrate achievements and identify areas for further development.**

## Who should I contact?

For more information please contact: [BQM@lancashire.gov.uk](mailto:BQM@lancashire.gov.uk)

This audit is based on research, DFE guidance, Ofsted and best practice and, at the time of publication, was in line with the above. However, we live in an ever-changing world, **it is therefore the responsibility of the school to keep up to date with statutory expectations and to review and adapt practice accordingly.**

With thanks to everyone involved in updating the BQM and special thanks to Lancashire LPDS, Walton-le-Dale High school and Penwortham Girls High School for their involvement in the pilot phase. Thank you also to the many schools who have offered to release staff to be BQM moderators; this project would not be possible without your support.

## Completing the BQM Audit:

There are eight areas to be evaluated:

1. School Culture
2. Policy
3. Relationships
4. Curriculum and Learning
5. Conduct (around school)
6. Safety
7. Inclusion, Pupil Support and Intervention
8. Staff Support and Development

The BQM Audit provides Silver and Gold criteria for each area. To achieve silver, evidence must be provided against the silver criteria to show that the majority have been met by the school as judged by the BQM Moderator. To achieve gold standard, the silver criteria must be fully embedded and all the gold achieved.

## How to use the framework

1. Highlight the criteria that you believe you have met.
2. The final column of the framework provides examples of possible evidence. You may provide more than one item of evidence for each criterion.
3. Evidence for each criterion that has been highlighted needs to be clearly labelled and ordered. Each criterion has a code that can be used. For example, 1a, 1b etc. In all cases the number refers to the section and the letter to the exact criterion within the section.

If any notes are added to the BQM document, please highlight these in a different colour.

4. Certain items of evidence should be included. These are:
  - a. Summary sheets for any staff, pupil, parent/carer and governor questionnaires
  - b. Up-to-date relevant documentation
  - c. Behaviour/Relationships policy
  - d. Anti-bullying policy
  - e. SEND policy
  - f. Records and analysis of serious incidents including behaviour, bullying, discrimination and harassment [such as the summary produced for an Ofsted inspection)
  - g. Examples of individual behaviour plans
  - h. Records of suspensions and permanent exclusions [such as the summary produced for Governors/Ofsted inspection]
5. For some criteria it may be that text is inserted below the criteria on the BQM Audit sheet to provide the evidence required. When this is the case, this text should be highlighted in a different colour.
6. It is possible to use one item of evidence for more than one criterion, if this is clearly labelled.
7. Some evidence may only be collected on the day of the accreditation visit. For example, BQM Moderator observations of conduct around school, attitudes to learning, displays in school, interviews/meetings etc
8. At the end of each section, and at the end of the BQM Audit, schools must identify their own self-evaluation of their current standard alongside their own suggested areas for further development.

## Accreditation day

Once the assessment framework is completed, and the evidence gathered, the moderation day can be arranged.

A BQM Moderator will visit the school to review your evidence and gain additional evidence through a range of activities such as learning walks around classrooms, observations of corridors, dining hall and playgrounds, informal pupil conversations, interviews with SLT, staff and other stakeholders/members of the school community etc.

Following the moderation visit, the school will receive confirmation of the standard achieved and also additional feedback on strengths and areas for development. For those achieving silver standard, feedback will include strategies for moving to gold standard. For those on gold, feedback will consider how the school can sustain and further consolidate this standard.



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School Culture

How do  
you  
feel  
today?

How  
do  
you  
feel  
today?

feel

today?

## BQM – School Culture

Silver	Gold	Examples of Evidence
<p>For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.</p>	<p>For gold to be achieved, the criteria for silver must be fully embedded across the whole school and evident through a range of carefully considered and well-planned enhancements.</p>	<p>Evidence may be validated through school walkthroughs, pupil, and whole school community voice. This will be agreed prior to a school visit.</p>
<p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>sa) There is a clear whole school culture which promotes equality and inclusivity for all.</li> <li>sb) The whole school culture allows pupils to learn in a calm, safe and supportive environment, protected from disruption.</li> <li>sc) There is a clear vision of what good behaviour looks like.</li> <li>sd) School is clear about which behaviours are desirable and permitted and which are not acceptable within the school community</li> <li>se) School is clear about the values, attitudes and beliefs of the school community</li> <li>sf) School is clear about the social norms and routines expected throughout the school community.</li> <li>sg) The school's approach to behaviour and relationships is visible to anyone visiting or joining the school.</li> <li>sh) Self-discipline and respect for others, including those in authority, are evident and modelled by those within the school.</li> <li>si) There is a positive and respectful school culture in which staff know and care about</li> </ul>	<ul style="list-style-type: none"> <li>ga) Pupils understand how their behaviour impacts on the whole school culture and are able to talk about this.</li> <li>gb) Pupils are involved in the evaluation, improvement and implementation of the behaviour/relationships policy and behaviour culture of the school.</li> <li>gc) All staff collectively embody a culture where pupils and staff flourish in safety and dignity.</li> <li>gd) Staff are consistently aware of how their own behaviour impacts on the culture of the school and of how they can uphold the school rules and expectations.</li> <li>ge) There is a shared and consistent vision of what good behaviour looks like.</li> <li>gf) Members of the school community consistently treat each other with dignity, kindness and respect.</li> <li>gg) The school leadership team is highly visible, with leaders routinely</li> </ul>	<p>School policies</p> <p>CPD overview and plans. Pupil/staff/parent and governor voice. School environment/climate for learning. Comments from members of the public/organisers/volunteers etc about the conduct, attitude and behaviour of the pupils.</p> <p>Individual pupil plans or similar. Displays around school. Pupil work evidence.</p> <p>Evidence of positive reward systems.</p>

<p>the pupils.</p> <p>sj) There is a calm, positive, respectful and orderly environment throughout the school.</p> <p>sk) The school has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.</p> <p>sl) Expectations of behaviour are consistent across year groups and sub-groups.</p> <p>sm) There are clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom (i.e. Break times, lunchtimes, transition times etc).</p> <p>sn) Positive recognition and rewards (in line with school policy) provide opportunities to reinforce school expectations, culture and ethos.</p> <p>so) Consent education is valued throughout school and plays an essential part in preventing and addressing sexual harassment and relationship abuse.</p> <p>sp) All reported incidents of bullying and harassment (including sexual harassment) are addressed quickly</p>	<p>engaging with pupils, parents/carers and staff on setting, and maintaining, the behaviour culture and an environment where everyone feels safe and supported.</p> <p>gh) Pupils behave with consistently high levels of respect for others.</p> <p>gi) Pupils play a highly positive role in creating a school environment which is very inclusive.</p> <p>gj) Pupils can recognise and celebrate commonalities and value differences.</p> <p>gk) All adults are positive and respectful when interacting with pupils, and vice-versa.</p> <p>gl) Positive language is consistently used, by all members of the school community when addressing inappropriate behaviour.</p> <p>gm) The inclusive culture means that all pupils are valued; the school works hard to meet their individual needs</p> <p>gn) The school is responsive to, and actively supports, pupils with identified SEMH needs or who may be at risk of exclusion. This may include supporting pupils from other settings.</p> <p>go) The school is actively involved with, and makes good use of external support around inclusion/SEND or behaviour.</p>	
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<p>and appropriately.</p> <p>sq) Consistent and skilled behaviour management by staff makes a strong contribution to the positive climate in school.</p> <p>sr) Positive language is used to build relationships; reinforce expectations and in the management of behaviour.</p> <p>ss) All staff, including support staff, are aware of school policy and procedures for managing and responding to pupil behaviour.</p> <p>st) All staff model self-regulation and conduct themselves in line with school expectations</p> <p>su) Lunchtimes and break times are orderly.</p> <p>sv) Clear expectations are in place for behaviour of pupils when out of school e.g. sports activities, educational visits etc.</p> <p>sw) School values are clearly displayed and followed.</p> <p>sx) Staff and pupils are proud to be part of the school community.</p> <p>sy) Staff and pupils take pride in their appearance/school uniform dressing smartly and appropriately.</p> <p>sz) Communicating and promoting the school behaviour and relationships policy to all members of the school community has a positive impact on the culture.</p>	<p>gp) Pupils' behaviour is exemplary when out of school (e.g., sports activities, educational visits/school transport).</p> <p>gq) All staff consistently respond to inappropriate behaviour in a fair and proportionate manner, in line with school policy, so that pupils know that this will always be addressed.</p> <p>gr) Following any sanctions, strategies are consistently applied to help pupils to understand how to improve their behaviour, and these have a positive impact across the school.</p> <p>gs) Support and strategies are in place to support pupils requiring additional help and these have a significant impact.</p>	
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<p>saa) As far as possible, the school anticipates likely triggers of inappropriate behaviour and puts in place support to prevent these.</p> <p>sbb) When staff become aware of misbehaviour, they respond promptly, predictably and in accordance with school policy.</p> <p>scc) Following any sanctions, strategies are in place to help pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.</p> <p>sdd) The school recognises that some pupils need more support than others and this is provided as positively and proactively as possible.</p> <p>see) The Headteacher takes a clear role in leading on all the above.</p>		
Key Priorities for Further Development		<p>School Self-Assessment</p> <p><i>Silver</i>      <input type="checkbox"/></p> <p><i>Gold</i>        <input type="checkbox"/></p>



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# Policy



## BQM – Behaviour/Relationships Policy

Silver	Gold	Examples of Evidence
<p>For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.</p>	<p>For gold to be achieved, the criteria for silver must be fully embedded across the whole school and evident through a range of carefully considered and well-planned enhancements.</p>	<p>Evidence may be validated through school walkthroughs, pupil, and whole school community voice. This will be agreed prior to a school visit.</p>
<p>sa) All relevant stakeholders are consulted regarding the behaviour/relationships policy.</p> <p>sb) The Headteacher reviews and then shares the school behaviour/relationships policy in writing with governors, staff, parents/carers and pupils annually.</p> <p>sc) The school's behaviour/relationships policy is published on the school website.</p> <p>sd) The policy includes reference to:</p> <ul style="list-style-type: none"> <li>• purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;</li> <li>• leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;</li> <li>• school systems and social norms – including rules, routines, and consequence systems;</li> </ul>	<p>ga) A 'pupil-friendly' version of the policy is shared with all pupils.</p> <p>gb) The school behaviour/relationships policy is clear and is consistently and fairly applied</p> <p>gc) Provision for inclusive practices are in place for supporting pupils with challenging behaviour including individualised plans (which may include targets, support from other agencies and risk assessments). These may be children who are not identified as SEND but whose life experiences or circumstances impact significantly on their SEMH needs.</p> <p>gd) Provision is in place to support children at risk of exclusion. This includes transition between settings.</p> <p>ge) There is a clearly consistent approach to behaviour management in every aspect of school life.</p> <p>gf) There is a clear and established cycle of professional development for all school staff regarding behaviour.</p> <p>gg) The school makes use of relevant and</p>	<p>Behaviour/relationships and anti-bullying policies.</p> <p>Home School Agreement.</p> <p>Examples of suspension letters/data analysis</p> <p>Evidence of the consultation process e.g., letters, questionnaires, meeting minutes (including governors).</p> <p>Information provided to supply staff on the behaviour/relationships policy.</p> <p>Pupil voice feedback.</p> <p>Behaviour data analysis</p>

<ul style="list-style-type: none"> <li>• staff induction, development and support – including regular training for staff about their behaviour;</li> <li>• pupil transition – including induction and re-induction into behaviour systems, rules, and routines;</li> <li>• pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;</li> <li>• child-on-child abuse – including measures to prevent this and the response to alleged incidents of such abuse;</li> <li>• banned items – a list of items which are banned by the school and for which a search can be made.</li> </ul> <p>The school behaviour/relationships policy should adhere to the following principles:</p> <ul style="list-style-type: none"> <li>• be accessible and easily understood: clear and easily understood by pupils, staff and parents/carers;</li> <li>• aligned and coherent: aligned to other key policy documents;</li> <li>• inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;</li> </ul>	<p>current research and guidance to inform policy and professional development.</p> <p>gh) Examples of high-quality provision are in place for children who need additional support.</p> <p>gi) There is an identified lead with responsibility for the oversight of behaviour and this impacts significantly on the standard of behaviour across the school.</p> <p>gj) Staff talk regularly about positive behaviour and behaviour for learning expectations using a shared school language.</p> <p>gk) The school have a range of whole school 'scripts', which are used, as appropriate, to support behaviour management.</p> <p>gl) Supply staff, and other temporary staff, receive concise information on the behaviour policy and are seen to be clear and consistent in its application.</p> <p>gm) Procedures are made clear regarding the school's strategies to reduce suspension and permanent exclusion.</p>	<p>Staff voice feedback.</p> <p>Governor feedback.</p> <p>Senior leader meeting</p> <p>Website content</p> <p>Individualised behaviour plans.</p>
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<ul style="list-style-type: none"> <li>• consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members;</li> <li>• supportive: address how pupils will be supported to meet high standards behaviour</li> </ul> <p>se) Measures to prevent and deal with bullying, physical threat or abuse and intimidation ,including online, are made explicit in the behaviour policy and an anti-bullying policy is in place and referred to in the school's behaviour policy.</p> <p>sf) A home/school agreement may be in place.</p> <p>sg) Procedures for removal from class are made clear and provision for supervised continuous education are in place.</p> <p>sh) All suspensions and exclusions follow the appropriate process. Parents/carers and the LA are informed immediately of any period of suspension/permanent exclusion. Governors, social workers and Virtual School Heads are informed as appropriate.</p> <p>si) Arrangements for six-day provision are in place for if/when required.</p>		
Key Priorities for Further Development		<p>School Self-Assessment</p> <p><i>Silver</i>      <input type="checkbox"/></p> <p><i>Gold</i>        <input type="checkbox"/></p>



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# Relationships



## BQM – Relationships

Silver	Gold	Examples of Evidence
<p>For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.</p>	<p>For gold to be achieved, the criteria for silver must be fully embedded across the whole school and evident through a range of carefully considered and well-planned enhancements.</p>	<p>Evidence may be validated through school walkthroughs, pupil, and whole school community voice. This will be agreed prior to a school visit.</p>
<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>sa) Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they <i>feel</i> safe.</li> <li>sb) Staff have positive relationships with pupils and know all their pupils well.</li> <li>sc) Positive relationships are based on predictability, fairness and trust.</li> <li>sd) Everyone is treated with respect throughout the whole school community. This includes staff to staff; staff to pupils; pupil to pupil; and includes respecting the views and opinions of others.</li> <li>se) Effective relationships with parents, carers and families support, and motivate, positive behaviour, wellbeing, and academic success.</li> <li>sf) Staff have a clear understanding about how they can influence pupils' behaviour, resilience, and self-belief and how these impact on pupils' ability to succeed.</li> <li>sg) Staff clearly promote high standards of conduct by demonstrating and modelling manners, courtesy and dignified/respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>ga) The school provides regular and relevant training for staff which enables them to have a better understanding of how all behaviour is communication; how to read this communication and how to respond accordingly to help pupils self-regulate.</li> <li>gb) All staff can identify factors which may affect pupil behaviour and are able to respond to these appropriately using a range of approaches.</li> <li>gc) Lunchtime supervisors/duty staff are highly effective in building positive relationships with pupils.</li> <li>gd) Pupils have a sense of belonging and a strong connection with trusted adults.</li> <li>ge) The school recognises that pupils may respond in different ways to different adults, and situations, and has a flexible and adaptable approach to dealing with issues arising.</li> <li>gf) Staff are skilled at building connections with pupils to establish, and maintain, positive relationships and can restore, repair</li> </ul>	<ul style="list-style-type: none"> <li>Staff/governor/parent questionnaire outcomes</li> <li>Moderator observation</li> <li>Walkthroughs</li> <li>Pupil and staff voice</li> <li>School displays</li> <li>Lesson visits/drop-ins</li> <li>Transition meetings</li> <li>Behaviour/relationships policy</li> <li>Provision map/interventions</li> <li>Behaviour data analysis</li> </ul>

<p>sh) Staff use duty time pro-actively to build relationships and scan for, and defuse potential issues.</p> <p>si) Although it is recognised that, at times, a particular member of staff may be required to support a pupil, the school is proactive in supporting staff to develop the relationships and strategies needed to attune to pupils' needs and provide the initial support and intervention, without relying on others to do this for them.</p> <p>sj) Positive relationships between staff and pupils enables pupils to confidently report any incidences of sexually inappropriate behaviour secure in the knowledge this will be dealt with sensitively, respectfully and in line with the behaviour policy.</p>	<p>and rebuild these, should the communication break down.</p> <p>gg) Teachers recognise that, once behaviour for learning and class routines and strategies are established, there is an expectation that the pupils are taught to take responsibility for upholding expectations, regardless of who is leading the class.</p> <p>gh) There is clear consistency of expectations, and these are evident throughout the school.</p> <p>gi) There is explicit teaching throughout the school regarding social and emotional learning.</p>	
<p>Key Priorities for Further Development</p>		<p>School Self-Assessment.</p> <p><i>Silver</i>    <input type="checkbox"/></p> <p><i>Gold</i>      <input type="checkbox"/></p>

# Curriculum and Learning



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## BQM – Curriculum and Learning

Silver	Gold	Examples of Evidence
<p>For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.</p>	<p>For gold to be achieved, the criteria for silver must be fully embedded across the whole school and evident through a range of carefully considered and well-planned enhancements.</p>	<p>Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.</p>
<p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>sa) Staff create a pupil-centred learning environment.</li> <li>sb) Positive behaviour reflects the values of the school, readiness to learn and respect for others.</li> <li>sc) The learning environment reflects the school's behaviour curriculum</li> <li>sd) There is a calm and orderly environment in the school and classrooms</li> <li>se) The school (and individual pupils, as appropriate) are equipped with a range of appropriate resources to promote self-regulation (e.g. sensory resources/fidget toys)</li> <li>sf) There are clear routines and expectations for the behaviour of pupils both in the classroom and across all aspects of school life</li> <li>sg) Well established routines and effective classroom management promote pupils' independence and allows learning time to be fully maximised.</li> <li>sh) The learning environment is tidy and organised. It enables and promotes good</li> </ul>	<ul style="list-style-type: none"> <li>ga) In classrooms, or within the wider school, pupils have access to calm, safe spaces to support self-regulation.</li> <li>gb) These spaces are suitably resourced.</li> <li>gc) Pupils understand the purpose of these areas and are taught how to use them appropriately</li> <li>gd) Pupils access these safe spaces, and other resources, independently.</li> <li>ge) The school has carefully considered how the environment generally, impacts on children's SEMH and this is reflected throughout the school.</li> <li>gf) The school has engaged in training about how learning environment impacts on SEMH.</li> </ul>	<ul style="list-style-type: none"> <li>Staff questionnaire outcomes</li> <li>Moderator observation</li> <li>Pupil voice</li> <li>Walkthroughs</li> <li>Curriculum planning</li> <li>Behaviour plan example, if appropriate</li> <li>Governor feedback/Minutes</li> <li>Senior leader meeting</li> <li>Behaviour/Relationships policy</li> <li>Parent/carer questionnaire outcomes</li> </ul>

<p>behaviour e.g. organisation of furniture to allow space and flow.</p> <p>si) Class codes of conduct/agreements (as appropriate) are agreed together and 'owned' by adults and pupils. They are clearly displayed.</p> <p>sj) Class codes of conduct/agreements are phrased positively, and staff refer to these</p> <p>sk) Display is used to promote, prompt, and celebrate learning.</p> <p>sl) Expectations are high and pupils are valued.</p> <p>sm) Expectations regarding values and positive attitudes to learning are displayed and regularly referenced.</p> <p>sn) Pupils are taught explicitly what good behaviour looks like</p>		<p>Classrooms and inclusion/SEND areas: organisation and resourcing</p>
<p><b>Attitudes to, and Engagement in, Learning</b></p> <p>so) The school understands that pupils' motivation and positive attitudes to learning are important predictors of attainment, and that the development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education and, therefore, consistently promote these.</p> <p>sp) Pupils' attitudes to their education are positive. They are committed to their</p>	<p>gg) Throughout the school, pupils consistently have highly positive attitudes and commitment to their learning.</p> <p>gh) They are highly motivated and resilient.</p> <p>gi) Pupils take pride in their contributions to the life of the school and the wider community.</p> <p>gj) Pupils actively support the wellbeing of other pupils.</p> <p>gk) Attitudes to learning are regularly monitored by SLT. Teachers are attuned to the needs of their pupils and are highly skilled in</p>	

<p>learning, know how to study effectively and do so.</p> <p>sq) Pupils are resilient to setbacks and take pride in their achievements.</p> <p>sr) Pupils understand that, on entering the school, it is time to focus and to be ready to learn.</p> <p>ss) Pupils are eager to learn, and enthusiastic about their learning and this impacts positively on their progress.</p> <p>st) Pupils have growth mindset attitudes/see mistakes as opportunities to learn.</p> <p>su) Pupils are respectful of their own learning and that of others.</p> <p>sv) Pupils are supportive of each other as learners.</p> <p>sw) Lessons are engaging and inclusive of all learners.</p> <p>sx) Pupils take responsibility for their own learning.</p> <p>sy) Pupils reflect on, and review their learning, regularly participating in self and peer evaluation.</p>	<p>developing, personalising, and delivering bespoke learning.</p>	
<p><b>Behaviour for Learning</b></p> <p>sz) Positive behaviour is taught so that pupils understand what behaviour is expected and encouraged, and what is not permitted.</p>	<p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</p>	

<p>saa) A behaviour curriculum defines the expected behaviours in school and is centred on what positive behaviour looks like.</p> <p>sbb) Routines and repeated practice are used to teach and reinforce the behaviour expected of all pupils.</p> <p>scc) Positive reinforcement is given when good behaviour/behaviour for learning is seen.</p> <p>sdd) Inappropriate behaviour is responded to in line with the school's behaviour/relationships policy.</p> <p>see) Any response to inappropriate behaviour maintains the culture of the school, restoring a calm and safe environment in which all pupils can learn and thrive.</p> <p>sff) Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.</p> <p>sgg) Incidents of disruption to learning are rare.</p> <p>shh) School/classroom codes of conduct/agreements are consistently and regularly reinforced.</p>	<p>gl) If pupils struggle with this, school staff are skilled in supporting them to improve and achieve.</p> <p>gm) School is actively engaged in projects and initiatives aimed at promoting, and improving, school attendance.</p> <p>gn) There is regular and explicit teaching of learning behaviours across the school.</p> <p>go) Staff communicate the schools' expectations, routines, values and standards through explicitly teaching behaviour and through every interaction with pupils.</p> <p>gp) Provision is made for new pupils to ensure they understand the school's behaviour policy and the wider culture. This may involve peer to peer induction.</p> <p>gq) Metacognition and self-regulation are explicitly taught. Children know how to be self-regulated learners, and this has a positive impact on their outcomes.</p> <p>gr) Behaviour for, and attitudes to, learning are regularly monitored and evaluated across the school and target areas are identified for action. For example, low level disruption, behaviour issues with supply staff or at social times etc</p> <p>gs) Governors are provided with regular updates regarding the standard of behaviour in school and are clear about the steps being</p>	
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<ul style="list-style-type: none"> <li>sii) Learning behaviours are explicitly taught, and pupils know how to be successful with these.</li> <li>sjj) Teachers and support staff have a range of strategies for dealing promptly and positively with challenging behaviour.</li> <li>skk) Consistent and skilled behaviour management by staff makes a strong contribution to the positive climate in school.</li> <li>sll) Staff recognise the link between positive teaching and positive behaviour.</li> <li>smm) Expectations of behaviour are consistent across year groups and sub-groups.</li> <li>snn) Pupils respond quickly to staff instructions in lessons.</li> <li>soo) School can show clear records and logs of serious incidents. These indicate the incident and outcome.</li> <li>spp) Senior leaders in school analyse patterns of behaviour and attendance to identify areas for focus and action.</li> <li>sqq) Consistent implementation of the school behaviour policy is monitored regularly by senior staff.</li> <li>srr) Senior staff respond appropriately if staff are not following the behaviour policy consistently.</li> </ul>	<p>taken by the school to improve attendance, behaviour and attitudes to learning.</p>	
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<b>Praise and Rewards</b>		
<p>sss) There is a consistent approach to the use of praise and rewards throughout the school.</p> <p>stt) School uses positive recognition and reward to reinforce the school's culture and ethos, in line with school policy. Rewards are used to reinforce expectations, and the norms, of the school's behaviour culture.</p> <p>suu) Specific praise is used consistently across the school.</p> <p>svv) The school celebrates the achievement of its pupils regularly. If extrinsic rewards are used, there is a suitable variety of rewards available to all pupils.</p> <p>sww) Pupils feel motivated by the school reward system (extrinsic or intrinsic).</p> <p>sxx) Parents and carers are kept informed about their children's behaviour and attitudes to learning.</p>	<p>gt) If used, pupils are involved in the creation and implementation of reward systems.</p> <p>gu) The use of rewards across the school is monitored by SLT and regularly reviewed.</p> <p>gv) Intrinsic motivation is promoted and actively developed.</p>	
Key Priorities for Further Development		<p>School Self-Assessment</p> <p><i>Silver</i>     <input type="checkbox"/></p> <p><i>Gold</i>        <input type="checkbox"/></p>

Conduct (around school)



BEHAVIOUR  
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BQM – Conduct (around school)

Silver	Gold	Examples of evidence
<p>For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.</p>	<p>For gold to be achieved, the criteria for silver must be fully embedded across the whole school and evident through a range of carefully considered and well-planned enhancements.</p>	<p>Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.</p>
<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>sa) Staff have clear expectations of what conduct around school 'looks like' for all pupils and ensure this is upheld.</li> <li>sb) All staff (including site staff and welfare) know the policy and systems of interventions/actions for out of class behaviour.</li> <li>sc) There are clear expectations and routines in place for transition times.</li> <li>sd) Staff feel supported by SLT during transition times. SLT monitor any identified 'hot-spot' areas.</li> <li>se) School leaders visibly and consistently support all staff in managing pupil behaviour through consistent application of the behaviour policy</li> <li>sf) Staff are effective in monitoring and responding to all instances of misbehaviour, including those occurring during transition times</li> <li>sg) The culture of the school is maintained during any responses to inappropriate behaviour, allowing all pupils to learn and thrive in a calm, safe environment whilst maintaining a positive climate.</li> </ul>	<ul style="list-style-type: none"> <li>ga) Staff have consistent expectations of what conduct around school 'looks like' for all pupils and ensure this is upheld.</li> <li>gb) Transition times need little intervention [beyond supervision] by staff as expectations are fully embedded and pupils uphold these.</li> <li>gc) The school responds appropriately to identified "hotspot" areas/lessons etc</li> <li>gd) Staff use duty time proactively to build relationships and scan for, and defuse any potential issues.</li> <li>ge) Lunchtime supervisors are highly effective in promoting and building mutually respectful relationships with pupils and pupils are quick to respond to instructions.</li> <li>gf) Staff are clear about the rules and routines of social times during inclement weather. Therefore, pupils are quick to settle to approved activities/locations and respond positively to supervising staff during these times.</li> <li>gg) There are a variety of activities on offer at lunchtime that pupils are confident to</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour/relationships policy – out of class</li> <li>Moderator observation.</li> <li>Staff questionnaire findings. Lunchtime rota.</li> <li>Lunchtime staff training record.</li> <li>Behaviour data.</li> <li>Governor questionnaire.</li> <li>Parent/carer questionnaire.</li> <li>Pupil voice.</li> <li>Senior Leader meeting</li> </ul>

<p>sh) Lunchtime supervisors/staff operate within an effective rota for supervision of pupils, both in and outside the dining area(s) and playgrounds.</p> <p>si) Lunchtime supervisors receive regular and appropriate training regarding the behaviour/relationships policy, behaviour management and the safety of pupils.</p> <p>sj) Lunchtime supervisors engage well with pupils, building and promoting positive relationships and pupils respond appropriately to these adults.</p> <p>sk) Effective procedures are in place for the supervision of pupils during inclement weather. Pupils know the expectations of behaviour during this time and adhere to the code of conduct/school policy.</p> <p>sl) A variety of lunchtime activities are on offer where staff engage with pupils; model appropriate activities and use this time to support positive experiences for pupils.</p> <p>sm) Staff, including lunchtime supervisors, are aware of the school's behaviour curriculum and reinforce this during unstructured times.</p> <p>sn) The school reward system is adapted for use at unstructured times and is consistently used by staff, who feel confident to implement this.</p> <p>so) Rewards are used in line with school policy to fairly acknowledge and reinforce positive behaviours and routines.</p>	<p>engage with independently and appropriately, allowing lunchtime supervision to be focused on building positive relationships with pupils who do not necessarily engage in group activities.</p> <p>gh) The school reward system is appropriately applied at non-structured times and is consistently and appropriately used by all staff.</p> <p>gi) Lunchtime supervisors are aware of how the school policies may be adapted for pupils with identified/additional needs.</p> <p>gj) All staff throughout school use rewards consistently (and in line with school policy) to acknowledge and reinforce positive behaviours and routines.</p> <p>gk) All staff, including lunchtime supervisors, are confident to apply de-escalation techniques to prevent further behaviour issues arising. This may include the use of agreed scripts.</p>	<p>Discussions with lunchtime supervisors</p>
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<p>sp) All staff effectively model the school's culture and ethos regarding all aspects of relationships and behaviour.</p> <p>sq) Lessons start promptly, and without time being taken by teachers to deal with incidents arising during unstructured times.</p>		
<p><b>PUPILS</b></p> <p>sr) Pupils are clear about what expected behaviour looks like and this is reflected in their conduct around school.</p> <p>ss) Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is dealt with promptly, and proportionate action is taken to restore a safe and calm environment.</p> <p>st) Pupils move around the school in an orderly manner in accordance with the school expectations.</p> <p>su) Pupils conduct themselves appropriately and positively at different times of the day.</p> <p>sv) Pupils understand the procedures that are in place for inclement weather. They know the expectations of behaviour during this time and adhere to the rules.</p> <p>sw) Pupils are punctual to lessons and settle quickly to learn.</p> <p>sx) Pupils take pride in their school and its environment.</p> <p>sy) Pupils treat each other with kindness, dignity and respect.</p>	<p>gl) Pupils consistently uphold the expectations of conduct around school even when unaccompanied by adults.</p> <p>gm) An established buddy/mentor/student leadership system may operate during social times.</p> <p>gn) Pupils take an active role in supporting lunchtime activities and are trained to lead some of these independently.</p> <p>go) Pupils are clear about the rules and routines of social times during inclement weather. They are quick to settle to approved activities and respond positively to supervising staff during these times.</p> <p>gp) Pupils are confident to attempt to resolve conflicts appropriately without the need for immediate staff intervention and demonstrate tolerance and empathy towards one another when doing so.</p>	

sz) Pupils are taught to be restorative and can resolve conflicts with one another with respect and compassion. This may be with the support of staff.		
Key Priorities:		<p>School Self-Assessment</p> <p><i>Silver</i>            <input type="checkbox"/></p> <p><i>Gold</i>                <input type="checkbox"/></p>



BEHAVIOUR  
QUALITY MARK

# Safety



## BQM – Safety

Silver	Gold	Examples of Evidence
<p>For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.</p>	<p>For gold to be achieved, the criteria for silver must be fully embedded across the whole school and evident through a range of carefully considered and well-planned enhancements.</p>	<p>Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.</p>
<p><b>SAFEGUARDING</b></p> <ul style="list-style-type: none"> <li>sa) Safeguarding training is regular and effective and in line with Keeping Children Safe in Education (KCSIE). All staff throughout school are aware of procedures and protocols including staff new to school, ECTs, supply staff and Governors.</li> <li>sb) Pupils report that they feel safe.</li> <li>sc) Pupils understand how to keep themselves safe in different situations (e.g. online, water and ice safety, fire safety, substances etc)</li> <li>sd) Pupils are taught about the school's ICT and safer internet use policy and procedures</li> <li>se) Risk assessments are in place for pupils displaying high levels of challenging behaviour</li> <li>sf) A risk assessment is completed when there has been, or is, risk of the use of RPI (restrictive physical intervention/ restraint).</li> </ul>	<ul style="list-style-type: none"> <li>ga) External agencies are used to embed a culture of keeping safe (For example: Police, NSPCC, Barnardo's)</li> <li>gb) Pupils understand, respond to and tackle risk effectively</li> <li>gc) Pupils can demonstrate confidently their knowledge and understanding of how to stay safe online and the dangers of inappropriate use of mobile technologies, gaming and social networking apps and sites</li> <li>gd) Key staff are trained in risk reduction strategies and safer handling</li> </ul>	<p>Pupil questionnaire findings/ pupil voice.</p> <p>Professional development schedule and record.</p> <p>Staff handbook (if applicable)</p> <p>Induction training for staff</p> <p>Governor minutes</p> <p>Staff questionnaire/ staff discussions</p> <p>Governor questionnaire.</p> <p>Evacuation procedures</p> <p>Lockdown procedures.</p> <p>E-safety protocols.</p> <p>Risk assessment examples</p>

		Records of serious incidents of inappropriate behaviour  RPI records
<p><b>ADDRESSING BULLYING</b></p> <p>sg) The school has a clear anti-bullying policy which is consistently applied.</p> <p>sh) The policy addresses all types of bullying, discrimination, peer on peer abuse both online and offline.</p> <p>si) Staff, parents and pupils understand what constitutes bullying.</p> <p>sj) Procedures are in place for dealing with incidents of bullying.</p> <p>sk) Parents and pupils are aware of the policy and know how to access support.</p> <p>sl) Parents and pupils feel that they are supported by the school when reporting bullying issues.</p> <p>sm) Assemblies and learning opportunities promote an anti-bullying culture, equality, diversity, and the acceptance of others.</p> <p>sn) Bullying data collected over time shows a downward trend.</p> <p>so) Bullying records indicate the type of bullying; information is shared with Governors.</p>	<p>ge) Parents meetings, support and training related specifically to all types of bullying are in place.</p> <p>gf) Pupils demonstrate a sound understanding and are knowledgeable about all forms of bullying.</p> <p>gg) The school environment reflects the ethos of the policy.</p> <p>gh) The school engages in external agency programmes or projects that promote anti-bullying (e.g. anti-bullying ambassadors.</p> <p>gi) Knowledgeable adults, who have received specific and additional anti-bullying training, are readily available to support children and families</p> <p>gj) Pupils trust leaders to take rapid action to resolve concerns.</p> <p>gk) Key adults and safe spaces are in place and accessible for pupils to access at vulnerable times.</p> <p>gl) A calendar of wider events that promote an anti-bullying culture, equality, diversity and the acceptance of others is embedded.</p> <p>gm) Bullying is rare and dealt with highly effectively.</p>	<p>Anti-bullying policy with associated protocols.</p> <p>Parental questionnaire findings/parent voice.</p> <p>Pupil questionnaire findings/ pupil voice.</p> <p>Assembly calendar</p> <p>Extra curricular/personal development programme</p> <p>Safe spaces in school</p> <p>CPD plan and records</p> <p>Analysis of data related to reported incidents of bullying</p> <p>Case studies, if applicable</p> <p>Governor minutes</p>

<p>sp) Case studies are available to exemplify impact of school actions to address bullying.</p> <p>sq) Staff are quick to tackle any use of derogatory language or stereotyping.</p>	<p>gn) Data shows no discernible differences between reported incident of bullying and pupil groups.</p>	<p>Governor questionnaire/ Governor voice.</p> <p>Staff questionnaire/ staff voice.</p> <p>Senior Leader meeting</p>
<p>Key Priorities for Further Development</p>		<p>School Self-Assessment</p> <p><i>Silver</i>      <input type="checkbox"/></p> <p><i>Gold</i>        <input type="checkbox"/></p>



BEHAVIOUR  
QUALITY MARK

Inclusion, Pupil Support and Intervention



## BQM – Inclusion, Pupil Support and Intervention

Silver	Gold	Examples of Evidence
<p>For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.</p>	<p>For gold to be achieved, the criteria for silver must be fully embedded across the whole school and evident through a range of carefully considered and well-planned enhancements.</p>	<p>Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.</p>
<p><b>Inclusion</b></p> <p>sa) The school engages in inclusive practice.</p> <p>sb) There is an identified lead for inclusion in school.</p> <p>sc) The school is aware of outside agencies to support inclusive practice and/ or professional development.</p> <p>sd) Professional development for all staff has been undertaken in:</p> <ul style="list-style-type: none"> <li>• ACEs and the impact of trauma</li> <li>• Attachment</li> <li>• Emotional literacy</li> </ul> <p>se) The school is committed to reducing suspensions and exclusions.</p>	<p>ga) The school shares good practice with other schools.</p> <p>gb) The inclusion team has an identified lead for pastoral care.</p> <p>gc) The school actively engages with multi-agency support networks to enhance provision.</p> <p>gd) The school has a trained, designated senior mental health lead.</p> <p>ge) A whole school approach to mental health and wellbeing is embedded.</p>	<p>School staffing and structure information.</p> <p>Examples of evaluated support plans.</p> <p>Entry and exit criteria for interventions.</p> <p>Meeting minutes.</p> <p>Impact data from pupils accessing intervention.</p> <p>Pupil behaviour logs.</p>
<p><b>Pupil Support</b></p> <p>sf) In supporting pupils:</p> <p>sg) Strong staff relationships with children are evident.</p> <p>sh) Staff are role models who positively influence attitudes, values and behaviours.</p> <p>si) Staff understand the context of all pupils and adapt their approaches to behaviour effectively.</p> <p>sj) Staff throughout school; including</p>	<p>gf) Every pupil has a supportive relationship with at least one member of school staff and knows there are other trusted adults within school who they can approach with any worries or concerns.</p> <p>gg) Teachers demonstrate the ability to affect and improve the wellbeing, motivation and behaviour of pupils</p> <p>gh) Support is monitored and evaluated, and outcomes shared with SLT/Governors.</p>	<p>Progress records.</p> <p>Pupil tracking and observation notes.</p> <p>Examples of anonymised reports shared with external agencies.</p>

<p>breakfast, lunchtime and after school clubs apply consistent approaches to behaviour.</p> <p>sk) A senior member of staff effectively leads the different support options within the school and has an overview of early help, external agency work and alternative provision.</p> <p>sl) There is a clear staffing structure for pupil support.</p> <p>sm) Staff have specialised roles in pupil support. For example, one staff member may have particular experience and knowledge in Emotion Coaching.</p>	<p>gi) There is evidence that staff are continually widening and developing their skills in intervention work to develop their inclusive practice</p>	<p>Examples of external agencies used to support pupils.</p> <p>Baseline assessments.</p> <p>Pupil voice feedback.</p> <p>Parent/carer feedback.</p> <p>Moderator observation.</p> <p>Senior leader meeting</p>
<p><b>Intervention</b></p> <p>sn) There is a range of interventions 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.</p> <p>so) The school has systems in place to ensure that attendance and punctuality are monitored and acted upon.</p> <p>sp) Bespoke approaches to meet need are in place.</p> <p>sq) Vulnerable children are identified, and their support carefully and regularly monitored.</p> <p>sr) Early Help assessments / multi agency meetings are used as an intervention tool.</p>	<p>gj) Areas are identified and developed within school to support self-regulation and pupils and staff are trained in how to use these.</p> <p>gk) Staff effectively share information to trigger and inform support plans.</p> <p>gl) Teaching staff are fully aware of the content of support plans for their pupils and are provided with strategies to help inside the classroom.</p> <p>gm) All relevant staff are aware of the content of behaviour support plans. For example, TAs, supply staff. Adjustments are made for pupils with a disability, as required.</p> <p>gn) Teaching staff are kept informed of the progress of pupils receiving support</p>	<p>Staff questionnaire outcomes</p> <p>Transition plans, as applicable</p>

<p>ss) There is a clear trigger to identify pupils for behaviour support.</p> <p>st) This is understood and used by the whole staff.</p> <p>su) Support plans are produced with personalised targets.</p> <p>sv) Targets are time limited with agreed review times and processes.</p> <p>sw) Targets are developed using robust information about the current behaviour and progress of the pupil.</p> <p>sx) Baseline data is recorded, and progress is tracked against this. The data covers progress, behaviour, and attendance.</p> <p>sy) Behaviour data is used to identify the triggers for the problem behaviours and any patterns of behaviour to be addressed through support.</p> <p>sz) The school monitors and evaluates the effectiveness of alternative provision.</p> <p>saa) Risk assessments are in place for pupils displaying 'at risk' behaviours.</p>	<p>outside of the classroom. For example: nurture and other alternative provision</p> <p>go) Data shows evidence of improved academic performance for those pupils who access support.</p> <p>gp) The impact of the range of intervention strategies is regularly reviewed by senior staff.</p> <p>gq) External agencies are given a range of relevant information about the pupils they receive. For example, short stay schools and SEND specialists. Their progress is rigorously tracked by the school.</p> <p>gr) Family and community support is offered to support vulnerable children when required.</p> <p>gs) Parental, pupil and staff feedback indicates that the support is valued and has overall positive impact.</p> <p>gt) All transitions between phases/key-stages are carefully planned for.</p> <p>gu) Some pupils in Year 11 may access enhanced transition, as appropriate.</p>	
<p>Key Priorities for Further Development</p>		<p>School Self-Assessment.</p> <p><i>Silver</i>    <input type="checkbox"/></p> <p><i>Gold</i>      <input type="checkbox"/></p>

# Staff Support and Development



BEHAVIOUR  
QUALITY MARK



## BQM – Staff support and development

Silver	Gold	Examples of evidence
<p>For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.</p>	<p>For gold to be achieved, the criteria for silver must be fully embedded across the whole school and evident through a range of carefully considered and well-planned enhancements.</p>	<p>Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.</p>
<p><b>SUPPORT</b></p> <p>sa) School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour/relationships policy and curriculum.</p> <p>sb) Induction for staff, including supply staff, trainee teachers, site staff etc includes the sharing of behaviour policies, expectations regarding the behaviour curriculum and behaviour management strategies to ensure consistent practice.</p> <p>sc) New staff receive effective training on the school systems and policies to promote positive behaviour and address poor behaviour. There are opportunities for staff to observe experienced colleagues as part of their professional development. The school provides staff with bespoke training on the needs of the pupils at the school in order for behaviour to be managed consistently so that both pupils and staff can thrive, achieve and build positive</p>	<p>ga) Systems are in place to ensure school leaders are quick to respond in supporting staff during incidents of challenging behaviour.</p> <p>gb) Staff cascade new learning and approaches to colleagues.</p> <p>gc) The school has an established coaching and mentoring programme in place to support consistent and effective practice regarding behaviour across the school. The behaviour lead in school oversees the identification, and utilisation, of staff strengths to support other colleagues within the school and in school-to-school support.</p> <p>gd) Long term supply staff, and trainee teachers, are given support to develop the behaviour curriculum and behaviour management skills through a variety of training opportunities.</p> <p>ge) The school has an established, and effective, system for staff supervision.</p>	<p>Staff questionnaires- quality of CPD, accessibility, quality of induction sessions.</p> <p>CPD plan/records</p> <p>Examples of support accessed by staff in the last 12 months</p> <p>Impact information e.g. example of staff disseminating and then using the CPD undertaken.</p> <p>Induction programme materials</p> <p>School development plan</p> <p>Senior leader meeting</p> <p>Analysis of behaviour data</p>

<p>relationships based on predictability, fairness and trust.</p> <p>sd) Staff strengths are identified and utilised to support colleagues.</p> <p>se) All staff know where to access support with behaviour related issues and are confident to do this.</p> <p>sf) Appraisal identifies any staff requiring support with the teaching of, and management of, behaviour and there are clear procedures in place for doing this positively and supportively.</p> <p>sg) Staff training is bespoke and developed specifically to address identified areas.</p> <p>sh) A range of strategies are in place to support staff with the school behaviour curriculum and the managing of behaviour e.g. peer support/ mentoring, team teaching opportunities, external support and advice, SENDCO or mentor support. Support given is regularly evaluated and followed up.</p> <p>si) Staff value the support they receive.</p> <p>sj) School staff are trained to understand the systems in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.</p>	<p>gf) Staff value the support and training available and feel equipped to effectively teach the behaviour curriculum and deal with incidents of inappropriate and challenging behaviour.</p>	<p>Staff voice: discussion group</p>
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<p><b>DEVELOPMENT</b></p> <p>sk) There is a programme of training identified for all staff regarding areas linked to the behaviour curriculum, management of behaviour and school priorities. This could include training on SEMH, attendance, bullying, safer handling etc.</p> <p>sl) The training offered provides staff with practical strategies for preventing challenging behaviour and dealing with it positively, should it arise.</p> <p>sm)The school actively keeps abreast of national priorities, current legislation and terminology.</p> <p>sn) Training clarifies definitions of terms such as bullying, consent, protected characteristics etc.</p>	<p>gg) All school staff are trained in restorative approaches, and this is having a positive impact on behaviour across the school.</p> <p>gh) School leaders have a clear understanding and overview of staff expertise and competence regarding the behaviour curriculum, behaviour management, anti-bullying etc. As a result, professional development is tailored to the needs of all staff and, when appropriate, colleagues with expertise are involved in delivering training.</p> <p>gj) The school develops an in-house/cluster team of professionals equipped with specialist knowledge and approaches regarding behaviour. For example, relational inclusion, ASD, attachment, emotional literacy, school avoidance etc. This knowledge is shared across the school/cluster.</p> <p>gj) The school has actively engaged in accessing The National Professional Qualification in Leading Behaviour and Culture (NPQLBC), or other such training, for staff aspiring to have responsibilities for leading behaviour or supporting pupil wellbeing in their school.</p>	

	<p>gk) The impact of professional development is regularly evaluated and informs future improvement priorities.</p> <p>gl) Staff value professional development opportunities and this is evident in their practice.</p>	
Key Priorities for Further Development		<p>School Self-Assessment.</p> <p><i>Silver</i>    <input type="checkbox"/></p> <p><i>Gold</i>      <input type="checkbox"/></p>

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