

How Ofsted Inspects “Behaviour and Attitudes”

What inspectors are looking for

They'll want to see:

- A calm and orderly environment in the school and classroom
- Clear routines and behaviour expectations across all aspects of school life
- A strong focus on attendance and punctuality, including clear and effective behaviour and attendance policies that all staff apply consistently and fairly
 - Note: pupil attendance between March 2020 and March 2021 won't have an impact on Ofsted's judgement of your school (see the [School Inspection Handbook](#), paragraph 303)
- That your school is developing pupils' motivation and positive attitudes to learning
- A positive and respectful school culture in which staff know and care about pupils
- An environment where pupils feel safe, where bullying, discrimination, sexual harassment, sexual abuse and sexual violence (online and offline) are not accepted and are dealt with quickly, consistently and effectively
- Effective behaviour policies in place regarding harmful sexual behaviour

Some aspects of the 'behaviour and attitudes' judgement relate to safeguarding. Be clear on how safeguarding is inspected.

Evidence inspectors will use

They'll use records and analysis of:

- Exclusions and suspensions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- Sexual harassment or sexual violence
- Bullying, discriminatory and prejudiced behaviour (either direct or indirect), including:
 - Racist, sexist, disability-focused and homophobic/biphobic/transphobic bullying
 - Use of derogatory language and racist incidents
- Any restrictive physical intervention

They'll also look at:

- Up-to-date attendance analysis for all groups of pupils
- A list of referrals made to the designated safeguarding lead and those who were subsequently referred to the local authority (LA), along with details of the resolution
- A list of pupils who have open cases with children's services/social care and for whom there's a multi-agency plan

School leaders will provide this information to inspectors on the morning of the inspection.

How they'll gather evidence

Inspectors will:

- Observe pupils' behaviour, including their:
 - Manners towards each other and adults
 - Punctuality in arriving at school and lessons
- Talk to pupils (including those who have experienced sanctions) about their experiences of behaviour in school
 - This includes how your school prevents bullying and deals with harassment and violence, discrimination and prejudiced behaviour, if they happen
- Analyse absence and persistent absence rates

- This includes your school's own analysis and understanding of the absence and persistent absence rates, and how this has fed into your school's strategy
- Evaluate your school leaders' analysis of and response to behaviour, exclusions and suspensions
- Gather **your view as a governor**, and views of parents/carers and staff
- Gather evidence about the typical behaviour of pupils who aren't in school during the inspection
- Visit any off-site unit your school runs
- Speak to trust leaders about the role the trust plays in your school's behaviour policies

Inspectors will balance any evidence seen during inspection with evidence of trends over time.

Grade descriptors

Remember, you don't need to know these in great detail, but they're here for your reference.

'Outstanding'

Your school must meet **all** the criteria for a 'good' school **securely and consistently**.

Your school **must** also meet the following criteria:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment where commonalities are identified and celebrated, difference is valued and nurtured, and where there's no tolerance for bullying, harassment and violence
- Pupils consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of difficulties, make a positive contribution to the life of the school and/or the wider community, and they actively support the wellbeing of other pupils
- Pupils behave consistently well, demonstrate high levels of self-control and positive attitudes to their education. If pupils struggle, the school takes intelligent, fair and effective action to support them

'Good'

Inspectors will judge whether your school is 'good' or 'requires improvement' in this area using a 'best fit' approach based on their professional judgement.

To be 'good', leaders will:

- Have high expectations for pupils' behaviour and conduct, which are commonly used and applied consistently and fairly. This is reflected in pupils' behaviour and conduct
- Not tolerate low-level disruption
- Support all staff well in managing pupil behaviour
- Make sure pupils follow appropriate routines
- Have a positive environment in which bullying is not tolerated
- Deal with bullying, aggression, discrimination or derogatory language quickly and effectively, and prevent it from spreading
- Demonstrate improvement in the behaviour and attendance of pupils who have particular needs
- Use suspensions appropriately, and reintegrate excluded pupils well when they return to school
- Only use permanent exclusion as a last resort
- Take swift and effective action to address issues with attendance or punctuality
- Nurture good relations between pupils and staff

Pupils will:

- Display positive attitudes towards their education and commitment to learning
- Take pride in their achievements and demonstrate resilience in the face of setback
- Have high attendance
- Be punctual
- Be safe and feel safe

'Requires improvement'

Your school will be rated as 'requires improvement' if inspectors feel behaviour and attitudes aren't yet good, but that pupils are still safe and feel safe.

'Inadequate'

It's likely your school will be rated 'inadequate' if any of the following applies:

- School leaders don't take effective steps to secure good behaviour and a consistent approach to discipline
- School leaders don't support staff well enough in managing behaviour
- Pupils aren't engaged, and persistent low-level or high-level disruption contributes to reduced learning or disorderly classrooms
- A significant minority of pupils show a lack of respect for each other and/or staff, and a lack of self-discipline
- Pupils frequently ignore or rebut requests from teachers to change their behaviour
- Pupils show negative attitudes towards the value of good manners and behaviour
- Attendance is consistently low for all pupils or groups of pupils, and shows little sign of sustained improvement
- Incidents of bullying, or prejudiced or discriminatory behaviour, both direct and indirect, are frequent
- Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully
- Pupils, or particular groups of pupils, aren't safe or don't feel safe (either at school or at alternative placements)

The grade descriptors are set out in paragraphs 455 and 456 of the inspection handbook.

Special considerations

Pupils with particular needs, including pupils with special educational needs and/or disabilities (SEND)

Inspectors will expect to see that your leaders are making improvements in the attendance and behaviour of these pupils. Leaders need to make sure they know who these pupils are, and how they're working to improve their attendance and behaviour.

Pupils who are absent during the inspection

Inspectors will gather evidence about the typical behaviour of pupils who are absent on the day of inspection.

Inspectors will likely judge both 'behaviour and attitudes' and 'leadership and management' to be inadequate if:

- There's evidence to suggest that any pupils absent have been deliberately removed from the school site or that your school leaders have arranged for them to be absent, **and**
- Inspectors reasonably believe this was done in order to have an impact on the inspection

This is covered in paragraph 308 of the inspection handbook.