Secondary School Lancashire Behaviour Quality Mark Audit Tool

BEHAVIOUR
QUALITY MARK

Lancashire County Council

Comms: 8865

Behaviour Quality Mark as an Audit Tool

The purpose of this audit tool is to support schools in the self-evaluation of behaviour. As with any audit tool, it will help in the identification of strengths and highlight areas for development. Schools may wish to formulate an action plan from this.

Research demonstrates that practice is most effective when all stakeholders are involved in the process and that the key to success is consistency.

How is the Audit Organised?

There are 8 key areas which schools may choose to focus on according to their needs:

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 criteria for gold and silver standard.

Where has this audit tool come from?

In recent years a working party has been updating the Lancashire Behaviour Quality Mark Accreditation. Once this was finished, it was recognised that the criteria would provide useful guidelines for any school wishing to audit behaviour, whether this led to accreditation or not.

What is the Behaviour Quality Mark?

- The BQM is an accreditation award for schools who have been working to ensure a positive, inclusive, pro-active approach to behaviour which is consistently upheld by all members of the school community. 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 school.
- An opportunity to become a beacon school, supporting others with the above.

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 changes.

How do we enrol on the Behaviour Quality Mark?

There are currently 2 options for schools wishing to be accredited:

1. **The Cohort Model**
   This involves being part of a cohort which enables networking with other schools going through the process at the same time. Schools are provided with a full launch day where they receive information and training around different sections within the BQM. They will be allocated a moderator to support them through the accreditation process. Following the launch day schools will have access to a termly half day CPD; a 6 monthly on-line progress meeting and a 6 monthly support phone call from their moderator. Two places will be allocated on the training; one for the head teacher and one for the behaviour lead. It is envisaged the whole process will take between 1 to 2 years. Once schools feel they are ready for accreditation, a moderator will spend a whole day visiting the school and meeting with members of the school community.
2. **Fast Track Accreditation**
   This is for schools who feel they have met all the criteria and are ready to be accredited. Once schools feel they are ready for accreditation, a moderator will spend a whole day visiting the school and meeting with members of the school community.

For costs and details regarding enrolment for the Behaviour Quality Mark, please email: BQM@lancashire.gov.uk

School Culture

BQM – School Culture

Silver	Gold	Examples of Evidence
For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.	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.	Evidence may be validated through school walkthroughs, pupil, and whole school community voice. This will be agreed prior to a school visit.
School Culture sa) There is a clear whole school culture which promotes equality and inclusivity for all. sb) There is a clear whole school culture which allows pupils to learn in a calm, safe and supportive environment, protected from disruption. sc) There is a clear vision of what good behaviour looks like. sd) School is clear about which behaviours are permitted and prohibited. se) School is clear about the values, attitudes and beliefs promoted. sf) School is clear about the social norms and routines expected throughout the school community. sg) The school's approach to behaviour is easily apparent to anyone visiting or joining the school. sh) Self-discipline and respect for others, including those in authority, are evident and modelled by adults in the school. si) There is a positive and respectful school culture in which staff know and care about the pupils.	ga) Pupils understand how their behaviour impacts on the whole school culture and are able to talk about this. gb) Pupils are involved in the evaluation, improvement and implementation of the behaviour policy and behaviour culture of the school. gc) All staff collectively embody a culture where pupils and staff flourish in safety and dignity. 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. ge) There is a shared and consistent vision of what good behaviour looks like. gf) Everyone in the school consistently treats each other with dignity, kindness and respect. gg) The school leadership team is highly visible, with leaders routinely	School policies and procedures Minutes of CPD sessions Pupil voice Staff/pupil/parent/governor surveys School environment Feedback from members of the public/organisers/volunteers etc about the politeness and behaviour of the pupils IPPs (Individual Pupil Plans) Inclusion Hub involvement Displays around school Pupil work evidence

sj) There is a calm, positive, respectful and orderly environment throughout the school. 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. sl) Expectations of behaviour are consistent across year groups and sub-groups. 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, changeovers) sn) Positive recognition and rewards provide opportunities to reinforce school expectations, culture and ethos. so) Consent education is valued throughout school and plays an essential part in preventing and addressing sexual harassment and relationship abuse. sp) All incidents of bullying and harassment (including sexual harassment) are never tolerated. sq) Consistent and skilled behaviour management by staff makes a strong	engaging with pupils, parents and staff on setting, and maintaining, the behaviour culture and an environment where everyone feels safe and supported. gh) Pupils behave with consistently high levels of respect for others. gi) Pupils play a highly positive role in creating a school environment which is fully inclusive. gj) Pupils can recognize and celebrate commonalities and value differences. gk) All adults (teachers, TAs, Lunchtime Supervisors, Site Supervisors etc.) are positive and respectful when interacting with pupils, and vice-versa. gl) Positive language is consistently used, by all members of the school community, to address challenging behaviour. gm) The inclusive culture means that ALL pupils are treated equally. 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. go) The school is actively involved with, and makes good use of, Inclusion Hub support. gp) Pupils' behaviour is exemplary when out of	Evidence of effective reward systems

contribution to the positive climate in school.

sr) Positive language is used to build relationships; reinforce expectations and in the management of behaviour.

ss) All staff, including TAs, Lunchtime Supervisors and Site Supervisors, are aware of school policy and procedures for managing, and dealing with behaviour.

st) All staff model self-regulation and good behaviour.

su) Lunchtimes and break times are orderly.

sv) Clear expectations are in place for behaviour of pupils when out of school e.g. sports activities, educational visits etc.

sw) School values are clearly displayed and followed.

sx) Staff and pupils are proud to be part of the school community.

sy) Staff and pupils take pride in their appearance/school uniform dressing smartly and appropriately.

sz) Communicating and promoting the school behaviour policy to all members of the school community has a positive impact on the culture.

saa) As far as possible, the school anticipates likely triggers of misbehaviour and puts in place support to prevent these.

school (e.g. sports activities, educational visits).

gq) All staff consistently respond to misbehaviour in a fair and proportionate manner, in line with school policy, so that pupils know that misbehaviour will always be addressed.

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.

gs) Support and strategies are in place to support pupils requiring additional help and these have a significant impact.

sbb) When staff become aware of misbehaviour, they respond promptly, predictively, and assertively in accordance with school policy. 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. sdd) The school recognises that some pupils need more support than others and this is provided as positively and proactively as possible. see) The Headteacher takes a clear role in leading on all the above.		
Key Priorities for Further Development		School Self-Assessment *Silver* ▱ *Gold* ▱

Policy

BQM – Policy

Silver	Gold	Examples of Evidence
For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.	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.	Evidence may be validated through school walkthroughs, pupil, and whole school community voice. This will be agreed prior to a school visit.
sa) All stakeholders are consulted regarding the behaviour policy. sb) The Headteacher reviews and publicises the school behaviour policy in writing to governors, staff, parents/carers and pupils annually. sc) The school's behaviour policy is published on the school website. sd) The policy includes reference to; • 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; • leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees; • school systems and social norms – including rules, routines, and consequence systems; • staff induction, development and support – including regular training for staff regarding behaviour;	ga) A 'pupil-friendly' version of the policy is shared with all pupils. gb) The school behaviour policy is clear and is consistently and fairly applied, underpinning effective education. 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. gd) Provision is in place to support children at risk of exclusion. This includes transition between settings. ge) There is a clearly consistent approach to behaviour management in every aspect of school life. gf) There is a clear and established cycle of professional development for all school staff regarding behaviour.	Behaviour and anti-bullying policies Home School Agreement Examples of suspension letters 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 Monitoring Staff voice feedback

• pupil transition – including induction and re-induction into behaviour systems, rules, and routines; • 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; • child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; • banned items – a list of items which are banned by the school and for which a search can be made. • The school behaviour policy should adhere to the following principles: • be accessible and comprehensive: clear and easily understood by pupils, staff and parents; • aligned and coherent: aligned to other key policy documents; • inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong; • consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members;	gg) The school makes use of relevant and current research and guidance to inform policy and professional development. gh) Examples of high-quality provision are in place for children who need additional support. gi) There is an identified lead with responsibility for behaviour and this impacts significantly on the standard of behaviour across the school. gj) Staff talk regularly about positive behaviour and behaviour for learning expectations using a shared school language. gk) The school have a range of whole school 'scripts', or mantras, which are used to support behaviour expectations and management. 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. gm) Procedures are made clear regarding the school's strategy to reduce exclusion.	Governor feedback Senior leader questionnaire/ interview Website Individualised behaviour plans

	• supportive: address how pupils will be supported to meet high standards behaviour 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. sf) A home/school agreement is in place. sg) Procedures for removal are made clear and provision for supervised continuous education are in place. sh) All suspensions and exclusions follow the appropriate process. Parents and the LA are informed immediately of any period of exclusion or suspension. Governors, social workers and Virtual School Heads are informed as appropriate. si) Arrangements for day-six provision are in place for if/when required.	
Key Priorities for Further Development		School Self-Assessment *Silver* ☐ *Gold* ☐

Relationships

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BQM – Relationships

Silver	Gold	Examples of Evidence
For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.	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.	Evidence may be validated through school walkthroughs, pupil, and whole school community voice. This will be agreed prior to a school visit.
RELATIONSHIPS sa) Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. sb) Staff have positive relationships with all pupils and know all their pupils well. sc) Positive relationships are based on predictability, fairness and trust. 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. se) Effective relationships with parents, carers and families support, and motivate, positive behaviour, wellbeing, and academic success. 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. sg) Staff clearly promote high standards of conduct by demonstrating and modelling manners, courtesy and dignified/respectful relationships.	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. gb) All staff can identify factors which may affect pupil behaviour and are able to respond to these appropriately using a range of approaches. gc) Lunchtime supervisors are highly effective in building positive relationships with pupils. gd) All pupils have a sense of belonging and a strong connection with trusted adults. 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. gf) All staff are skilled at building connections with pupils to establish, and maintain, positive relationships and can restore, repair	Staff/governor/parent questionnaire findings Consultant observation Learning Walks Pupil Voice School displays Lesson visits Performance or tracking data Transition meetings Start and end of day routines

sh) All staff use duty time pro-actively to build relationships and scan for, and defuse potential issues. 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. 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.	and rebuild these, should the communication break down. 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. gh) There is clear consistency of expectations, and these are evident throughout the school. gi) There is explicit teaching throughout the school regarding social and emotional learning.	
Key Priorities for Further Development		School Self-Assessment. *Silver* ☐ *Gold* ☐

Curriculum and Learning

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BQM – Curriculum and Learning

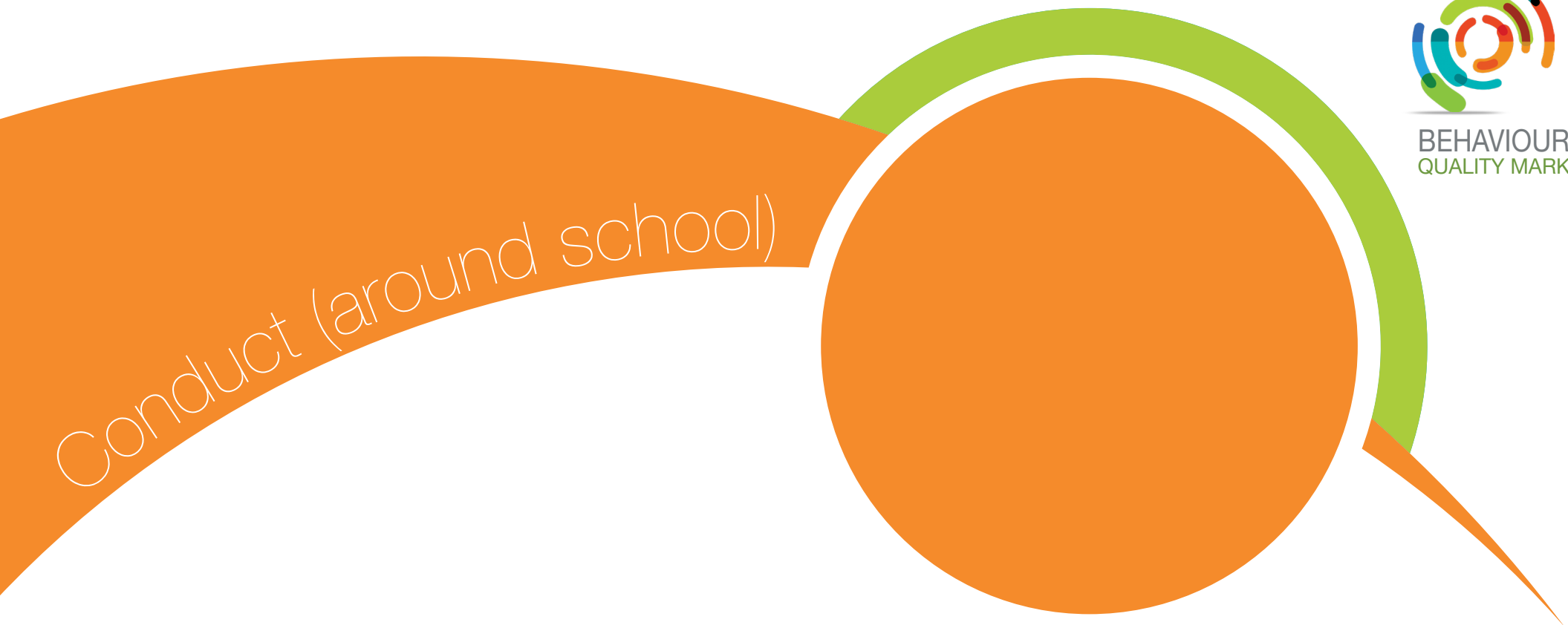| Silver	Gold	Examples of Evidence
For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.	For gold to be achieved, the criteria for silver must be fully embedded across the whole school and evident through a range of carefully considered and well-planned enhancements.	Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.
Learning Environment sa) Teachers create an environment that focuses on pupils. sb) Positive behaviour reflects the values of the school, readiness to learn and respect for others. sc) The environment reflects the school's behaviour curriculum sd) There is a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn. se) The school is equipped with a range of appropriate resources to promote self-regulation eg. sensory resources, fidget toys etc. sf) There are clear routines and expectations for the behaviour of pupils both in the classroom and across all aspects of school life. sg) Well established routines and effective classroom management promote pupils' independence and allows learning time to be fully maximised. sh) The learning environment is tidy and organised. It enables and promotes good	ga) In classrooms, or within the school, pupils have access to calm, safe spaces to support self-regulation. gb) These spaces are suitably resourced. gc) Pupils understand the purpose of these spaces and are taught how to use them appropriately gd) Pupils access these, and other resources, independently. ge) The school has carefully considered how colour, and the environment generally, impacts on children's SEMH and this is reflected throughout the school. gf) The school has engaged in training about how learning environment impacts on SEMH.	Staff questionnaire findings Consultant observation Pupil voice Learning walks Curriculum plans Behaviour plan example, if appropriate Governor questionnaire Senior leader interview Behaviour policy – rewards section, rules section Parental questionnaire findings

behaviour e.g. organisation of furniture to allow space and flow. si) Classroom codes of conduct/agreements are agreed together and 'owned' by adults and pupils. They are clearly displayed. sj) Classroom codes of conduct/agreements are phrased positively, and staff refer to these sk) Display is used to promote, prompt, and celebrate learning. sl) Expectations are high and all pupils are valued. sm) Expectations regarding values and positive attitudes to learning are displayed and regularly referenced. sn) Pupils are taught explicitly what good behaviour looks like		Colour schemes around the school Classroom, and shared area, organisation
Attitudes to, and Engagement in, Learning 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. sp) Pupils' attitudes to their education are positive. They are committed to their	gg) Throughout the school, pupils consistently have highly positive attitudes and commitment to their learning. gh) Pupils are highly motivated and resilient. gi) Pupils take pride in their contributions to the life of the school and the wider community. gj) Pupils actively support the wellbeing of other pupils. gk) Attitudes to learning are regularly monitored by SLT. Teachers are attuned to the needs of their pupils and are highly skilled in	

learning, know how to study effectively and do so. sq) Pupils are resilient to setbacks and take pride in their achievements. sr) Pupils understand that, on entering the school, it is time to focus and to be ready to learn. ss) Pupils are eager to learn, and enthusiastic about their learning and this impacts positively on their progress. st) Pupils have growth mindset attitudes/see mistakes as opportunities to learn. su) Pupils are respectful of their own learning and that of others. sv) Pupils are supportive of each other as learners. sw) Lessons are engaging and inclusive of all learners. sx) Pupils take responsibility for their own learning. sy) Pupils reflect on, and review their learning, regularly participating in self and peer evaluation.	developing, personalising, and delivering bespoke learning.	
Behaviour for Learning sz) Behaviour is taught so that pupils understand what behaviour is expected and encouraged, and what is prohibited. saa) A behaviour curriculum defines the expected behaviours in school and is	Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.	

centred on what successful behaviour looks like.

sbb) Routines and repeated practice are used to teach and reinforce the behaviour expected of all pupils.

scc) Positive reinforcement is given when good behaviour/behaviour for learning is seen.

sdd) Misbehaviour is responded to in line with the school's behaviour policy.

see) Any response to misbehaviour maintains the culture of the school, restoring a calm and safe environment in which all pupils can learn and thrive.

sff) Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.

sgg) Incidents of low-level disruption are rare.

shh) School/classroom codes of conduct/agreements are consistently and regularly reinforced.

sii) Learning behaviours are explicitly taught, and pupils know how to be successful with these.

gl) If pupils struggle with this, school staff are highly skilled in supporting them to improve and achieve.

gm) School is actively engaged in projects and initiatives aimed at promoting, and improving, school attendance.

gn) There is regular and explicit teaching of learning behaviours across the school.

go) Staff communicate the schools' expectations, routines, values and standards through explicitly teaching behaviour and through every interaction with pupils.

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.

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.

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 during lunchtime and other less structured time etc.

gs) Governors are provided with regular updates regarding the standard of behaviour in school and are clear about the steps being

sjj) Teachers and TAs have a range of strategies for dealing promptly and positively with challenging behaviour. skk) Consistent and skilled behaviour management by staff makes a strong contribution to the positive climate in school. sll) Staff recognise the link between positive teaching and positive behaviour. smm) Expectations of behaviour are consistent across year groups and sub-groups. snn) Pupils respond quickly to staff instructions in lessons. soo) School can show clear records and logs of serious incidents. These indicate the incident and outcome. There is a falling trend in the data. spp) Senior leaders in school analyse patterns of behaviour and attendance to identify areas for action. sqq) Consistent implementation of the school behaviour policy is monitored regularly by senior staff. srr) Senior staff respond appropriately if staff are not following the behaviour policy consistently.	taken by the school to improve attendance, behaviour and attitudes to learning.	
Praise and Rewards		
	gt) If used, pupils are involved in the creation and implementation of reward systems.	

sss) There is a consistent approach to the use of praise and rewards throughout the school. stt) School uses positive recognition and reward to reinforce the school's culture and ethos. They are used to reinforce expectations, and the norms, of the school's behaviour culture. suu) Pointed, specific praise is used consistently across the school. 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. sww) Pupils feel motivated by the school reward system (extrinsic or intrinsic). sxx) Parents and carers are kept informed about their children's behaviour and attitudes to learning.	gu) The use of rewards across the school is monitored by SLT and regularly reviewed. gv) Intrinsic motivation is promoted and actively developed.	
Key Priorities for Further Development		School Self-Assessment *Silver* ☐ *Gold* ☐

Conduct (around school)

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BQM – Conduct (around school)

Silver	Gold	Examples of evidence
For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.	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.	Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.
STAFF sa) Staff have clear expectations of what conduct around school 'looks like' for all pupils and ensure this is upheld. sb) All staff (including site staff and welfare) know the hierarchy of interventions for out of class behaviour. sc) There are clear expectations and routines in place for transition times. sd) Staff feel supported by SLT during transition times. SLT monitor any identified 'hot-spot' areas. se) School leaders visibly and consistently support all staff in managing pupil behaviour through consistent application of the behaviour policy sf) Staff are effective in monitoring and responding to all instances of misbehaviour, including those occurring during transition times sg) The culture of the school is maintained during any responses to misbehaviour, allowing all pupils to learn and thrive in a calm, safe environment whilst preventing the reoccurrence of misbehaviour.	ga) Staff have consistent expectations of what conduct around school 'looks like' for all pupils and ensure this is upheld. gb) Transition times need little intervention by staff as expectations are fully embedded and pupils uphold these. gc) There are no discernible 'hot-spots' identified from monitoring. gd) Staff use duty time proactively to build relationships and scan for, and defuse potential issues. ge) Lunchtime supervisors are highly effective in promoting and building mutually respectful relationships with pupils and pupils are quick to respond to instruction. gf) Staff are clear about the rules and routines of break and lunchtimes during inclement weather. Therefore, pupils are quick to settle to approved activities and respond positively to supervising staff during these times. gg) There are a variety of activities on offer at lunchtime that pupils are confident to engage	Behaviour policy – out of class section Consultant observation Staff questionnaire findings Lunchtime rota Lunchtime staff training record Behaviour data Governor questionnaire Parent questionnaire Pupil voice

sh) Lunchtime supervisors/staff operate within an effective rota for supervision of pupils, both in and outside the dining area(s) and playgrounds. si) Lunchtime supervisors receive regular and appropriate training regarding the behaviour policy, behaviour management and safety of pupils. sj) Lunchtime supervisors engage well with pupils, building and promoting positive relationships and pupils respond appropriately to these adults. 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. sl) A variety of lunchtime activities are on offer where staff engage with pupils; model appropriate games/activities and use this time to support positive break time experiences for pupils. sm) All staff, including lunchtime supervisors, are aware of the school's behaviour curriculum and reinforce this during unstructured times. sn) The school reward system is adapted for use at unstructured times and is consistently used by staff, who feel confident to implement this. so) Rewards are used fairly to acknowledge and reinforce positive behaviours and routines.	with independently and appropriately, allowing lunchtime supervision to be focused on building positive relationships with pupils who do not necessarily engage in group activities. gh) The school reward system is applied at non-structured times and is consistently and appropriately used by all staff. gi) Lunchtime supervisors are aware of how the school policy may be adapted for pupils with identified needs. gj) All staff throughout school use rewards consistently and fairly to acknowledge and reinforce positive behaviours and routines. 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 and mantras.	Senior Leader Interview. Discussions with lunchtime supervisors

sp) All staff effectively model the school's culture and ethos regarding all aspects of relationships and behaviour. sq) Lessons start promptly, and without time being taken to deal with incidents arising during unstructured times.		
PUPILS sr) Pupils are clear about what expected behaviour looks like and this is reflected in their conduct around school. 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. st) Pupils move around the school in an orderly manner in accordance with the school expectations. su) Pupils conduct themselves appropriately and positively at different times of the day. 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. sw) Pupils are punctual to lessons and settle quickly to learn. sx) Pupils take pride in their school and its environment. sy) Pupils treat each other with kindness, dignity and respect.	gl) Pupils consistently uphold the expectations of conduct around school even when unaccompanied by adults. gm) An established buddy/ mentor system operates effectively during social times. gn) Pupils take an active role in supporting lunchtime activities and are trained and lead some of these independently. go) Pupils are clear about the rules and routines of play times during inclement weather. They are quick to settle to approved activities and respond positively to supervising staff during these times. 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.	

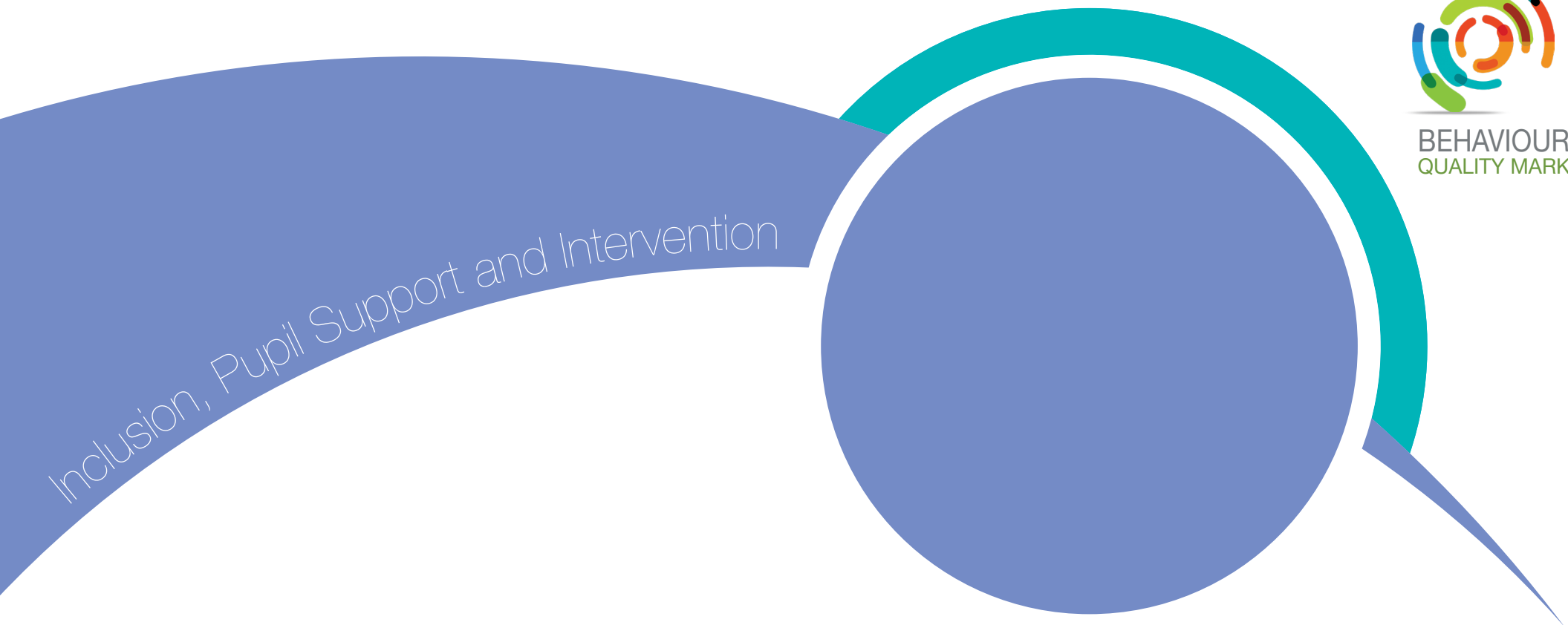|		
sz) Pupils are taught to be restorative and can resolve conflicts with one another with respect and compassion. This may be with the support of staff.		
Key Priorities for Further Development:	School Self-Assessment *Silver* ☐ *Gold* ☐	

Safety

BQM – Safety

Silver	Gold	Examples of Evidence
For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.	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.	Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.
SAFEGUARDING 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. sb) Pupils report that they feel safe. sc) Pupils understand how to keep themselves safe in different situations. e.g water and fire safety, online harms etc sd) There is clear online safety protocol in place which is followed by staff. se) Risk assessments are in place for pupils displaying high levels of challenging behaviours. sf) A risk assessment is completed when there has been, or is, risk of the use of RPI (restrictive physical intervention/ restraint).	ga) External agencies are used to embed a culture of keeping safe eg: Police, NSPCC, Barnardo's gb) Pupils understand, respond to and tackle risk effectively. 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. gd) Key staff are trained in risk reduction strategies and safer handling.	Pupil questionnaire findings/ pupil voice Professional development schedule and record Staff handbook Induction pack Governor minutes Staff questionnaire/ staff discussions Governor questionnaire Fire drills Lockdown procedures Monitoring schedule E-safety protocols

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

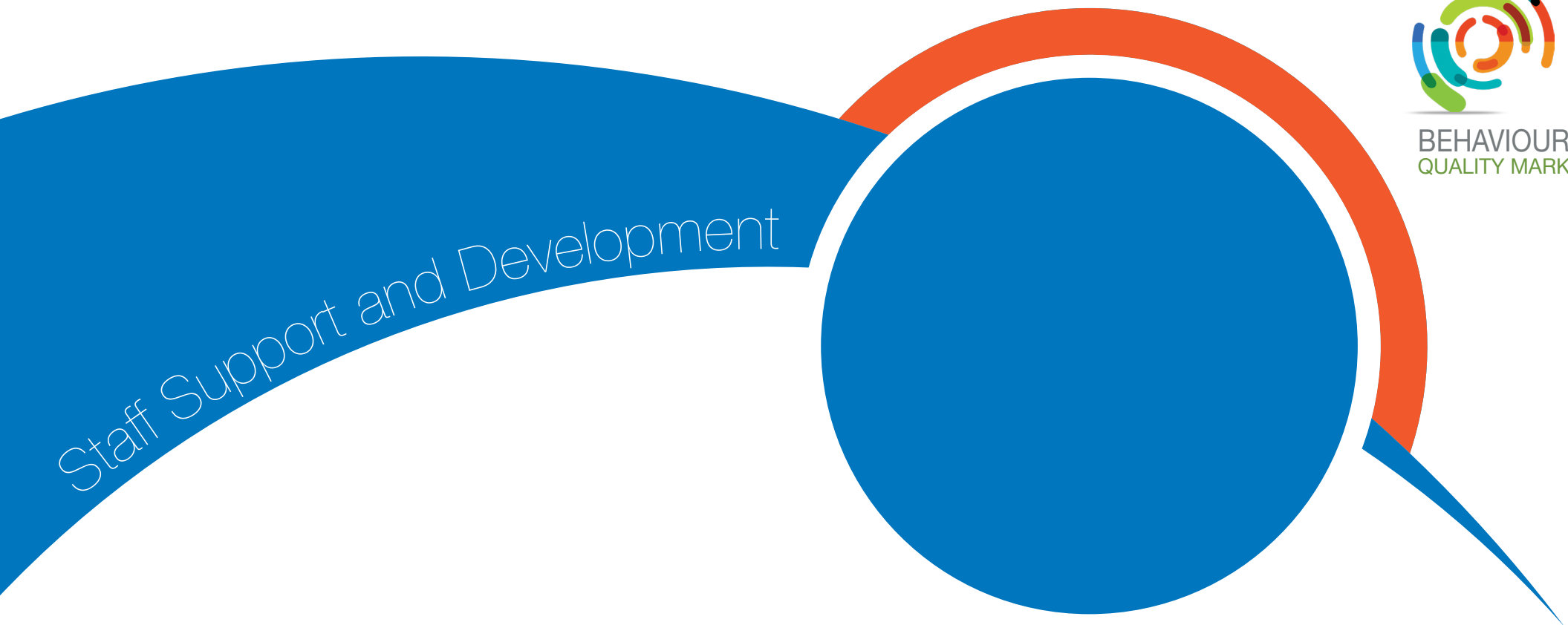|		
sp) Case studies are available to exemplify impact of school actions to address bullying. sq) Staff are quick to tackle any use of derogatory language or stereotyping.	gn) Data shows no discernible differences between pupil groups.	Staff questionnaire/ staff voice Senior Leader Interview
Key Priorities for Further Development		School Self-Assessment *Silver* ▱ *Gold* ▱

Inclusion, Pupil Support and Intervention

BEHAVIOUR
QUALITY MARK

BQM – Inclusion, Pupil Support and Intervention

Silver	Gold	Examples of Evidence
For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.	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.	Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.
Inclusion sa) The school engages in inclusive practice. sb) There is an identified lead for inclusion in school. sc) The school is aware of the role of the Inclusion Hub and engages with it for support and/ or professional development. sd) Professional development for ALL staff has been undertaken in: • ACEs • Attachment • Emotional literacy se) The school is committed to reducing exclusions/suspensions.	ga) The school shares good practice with other schools. gb) The inclusion team has an identified lead for pastoral care. gc) The school actively engages with multi-agency support networks to enhance provision. gd) The school has a trained, designated senior mental health lead. ge) A whole school approach to mental health and well-being is embedded.	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.
Pupil Support sf) Strong staff relationships with children are evident. sg) Staff are role models who positively influence attitudes, values and behaviours. sh) Staff understand the context of all pupils and adapt their approaches to behaviour effectively. si) Staff throughout school; including	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. gg) Teachers demonstrate the ability to affect and improve the well-being, motivation and behaviour of all children.	Progress records. Pupil tracking and observation notes. Examples of reports shared with external agencies.

breakfast, lunchtimes and extra-curricular clubs apply consistent approaches to behaviour. sj) A senior member of staff effectively leads and co-ordinates the different support options within the school and has an overview of Early Help, external agency work and alternative provision. sk) There is a clear staffing structure for pupil support. sl) Staff have specialised roles in pupil support. For example, a Learning Mentor or pastoral assistant may have particular experience and knowledge in the development of social skills.	gh) Support is monitored and evaluated, and outcomes shared with SLT and Governors. gi) There is evidence that staff are continually widening and developing their skills in intervention work to help them meet behaviour standards.	Examples of external agencies used to support pupils. Baseline assessments. Pupil voice feedback. Parental feedback. Consultant observation. Senior leader interview. Staff questionnaire. Transition plans.
Intervention sm) 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. sn) The school has systems in place to ensure that attendance and punctuality are monitored and data acted upon to ensure consistency. so) Bespoke approaches to meet need are in place. sp) Vulnerable children are identified, and their support carefully and regularly	gj) Areas are identified and developed within school to support self-regulation and pupils and staff are trained in how to use these. gk) Staff effectively share information to trigger and inform support plans. 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. gm) All relevant staff are aware of the content of behaviour support plans. For example, TAs, learning mentors, pastoral assistants and, supply staff. Appropriate time is	

monitored.

sq) Early Help assessments / multi agency meetings are used as an intervention tool.

sr) There is a clear trigger to identify pupils for behaviour support.

ss) This is understood and used by the whole staff.

st) Support plans are produced with personalised targets.

su) Targets are time-limited with agreed review times and processes.

sv) Targets are developed using robust information about the current behaviour and progress of the pupil.

sw) Baseline data is recorded, and progress is tracked against this. The data covers progress, behaviour, and attendance.

sx) Behaviour data is used to identify the triggers for the problem behaviours and any patterns of behaviour to be addressed through support.

sy) The school monitors and evaluates the effectiveness of alternative provision.

sz) Risk assessments are in place for pupils displaying 'at risk' behaviours.

allocated to implement plans to help them meet behaviour standards with reasonable adjustments being made for pupils with a disability, as required.

gn) Teaching staff are kept informed of the progress of pupils receiving support outside of the classroom. For example, in Nurture and other alternative provision

go) Data shows evidence of improved academic performance for those pupils who access support.

gp) The impact of the range of intervention strategies is regularly reviewed by senior staff.

gq) 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.

gr) Family and community support is offered to support vulnerable children when required.

gs) Parental, pupil and staff feedback indicates that the support is valued and has overall positive impact.

gt) All transitions between phases/key-stages are carefully planned for. Expectations for all classes around preparing pupils for transition are clear.

	gu) Some pupils in year 6 may access enhanced transition if appropriate.	
Key Priorities for Further Development		School Self-Assessment. *Silver* ☐ *Gold* ☐

Staff Support and Development

BQM – Staff support and development

Silver	Gold	Examples of evidence
For silver to be achieved there must be evidence of embedded and consistent practice throughout all areas.	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.	Evidence may be validated through school walkthroughs, pupil and whole school community voice. This will be agreed prior to a school visit.
SUPPORT sa) School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and curriculum. 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. 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	ga) Systems are in place to ensure school leaders are quick to respond in supporting staff during incidents of challenging behaviour. gb) Staff cascade new learning and approaches to colleagues. gc) The school has an established coaching and/or 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. 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. ge) The school has an established, and effective, system for staff supervision.	Staff questionnaires- quality of training, accessibility, quality of induction sessions. Professional Development register/ records. Staff training 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 professional deevlopment undertaken.

relationships based on predictability, fairness and trust. sd) Staff strengths are identified and utilized to support colleagues. se) All staff know where to access support with behaviour related issues and are confident to do this. 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. sg) Staff training is bespoke and developed specifically to address identified areas. sh) A range of strategies is 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 Learning Mentor support. Support given is regularly evaluated and followed up. si) Staff value the support they receive and act on advice/guidance. 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	gf) Staff value the support and training available and feel equipped to effectively teach the behaviour curriculum and deal with incidents of poor and challenging behaviour.	Induction agendas and booklets. School development plan. Senior leader questionnaire/ interview. Monitoring of the impact of professional development and adherence to school policy & procedure

whose behaviour reflects a sudden change from previous patterns of behaviour.		
DEVELOPMENT 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. sl) The training offered provides staff with practical strategies for preventing challenging behaviour and dealing with it positively, should it arise. sm) The school actively keeps abreast of national priorities, current legislation and terminology. sn) Training clarifies definitions of terms such as bullying, consent, protected characteristics etc.	gg) All school staff are trained in restorative approaches, and this is having a positive impact on behaviour across the school. 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. gi) 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. gj) The school has actively engaged in accessing The National Professional Qualification in Leading Behaviour and Culture (NPLBC), or other such training, for staff aspiring to have responsibilities for leading behaviour or supporting pupil	

	wellbeing in their school. gk) The impact of professional development is regularly evaluated and informs future improvement priorities. gl) Staff value professional development opportunities and this is evident in their practice.	
Key Priorities for Further Development		School Self-Assessment. *Silver* ☐ *Gold* ☐

For further information please contact:

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