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SCAN ME

Self-evaluating Attendance and Behaviour

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Turn on your camera - our delivery partners and yourself will get more from the session when you can see each other



Mute your microphone - background noise can affect the quality of your experience and that of the group



If the call freezes; hang fire and we will be back shortly!

Learning Partnership.

Self-evaluating Attendance and Behaviour

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework, particularly relating to attendance and behaviour
- ✓ To identify information in the new-format IDSR relating to attendance and behaviour
- ✓ To understand how attendance and behaviour will be judged as a single evaluation and methods of quality assurance and self-evaluation you might use for this grade area.

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Self-evaluating Curriculum and Teaching

Session objectives:

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What's new and what's not....

NEW

- ✓ Toolkit replaces the handbook
- ✓ Report Cards with 5-point grading (no overall grade)
- ✓ Greater focus on inclusion
- ✓ Greater levels of collaboration, dialogue and transparency
- ✓ The role of the nominee
- ✓ More explicit consideration of provider context
- ✓ Case sampling
- ✓ No 'best fit' judgements

NOT NEW

- ✓ The curriculum and the substance of education remains a core part of the focus of inspections
- ✓ Many familiar inspection activities remain
- ✓ Safeguarding remains a single outcome of 'met' or 'not met'

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What's new and what's not....

GRADING

Exceptional

Strong Standard

Expected Standard

Needs Attention

Urgent Improvement

MAPPING GRADING

Exceptional does not directly 'map' to the former 'Outstanding'

Needs attention does not 'map' to the former 'Requires Improvement'

Urgent Improvement is the closest 'map' to the former judgement of Inadequate

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What's new and what's not....

Lens	Focus area
Leadership	Leaders' priorities, actions and the impact of these.
Curriculum, teaching and achievement	Strong foundations and subject clusters
Inclusion	Case sampling and learning walks with leaders (Eg SENCO, Inclusion, Pastoral, Attendance etc)

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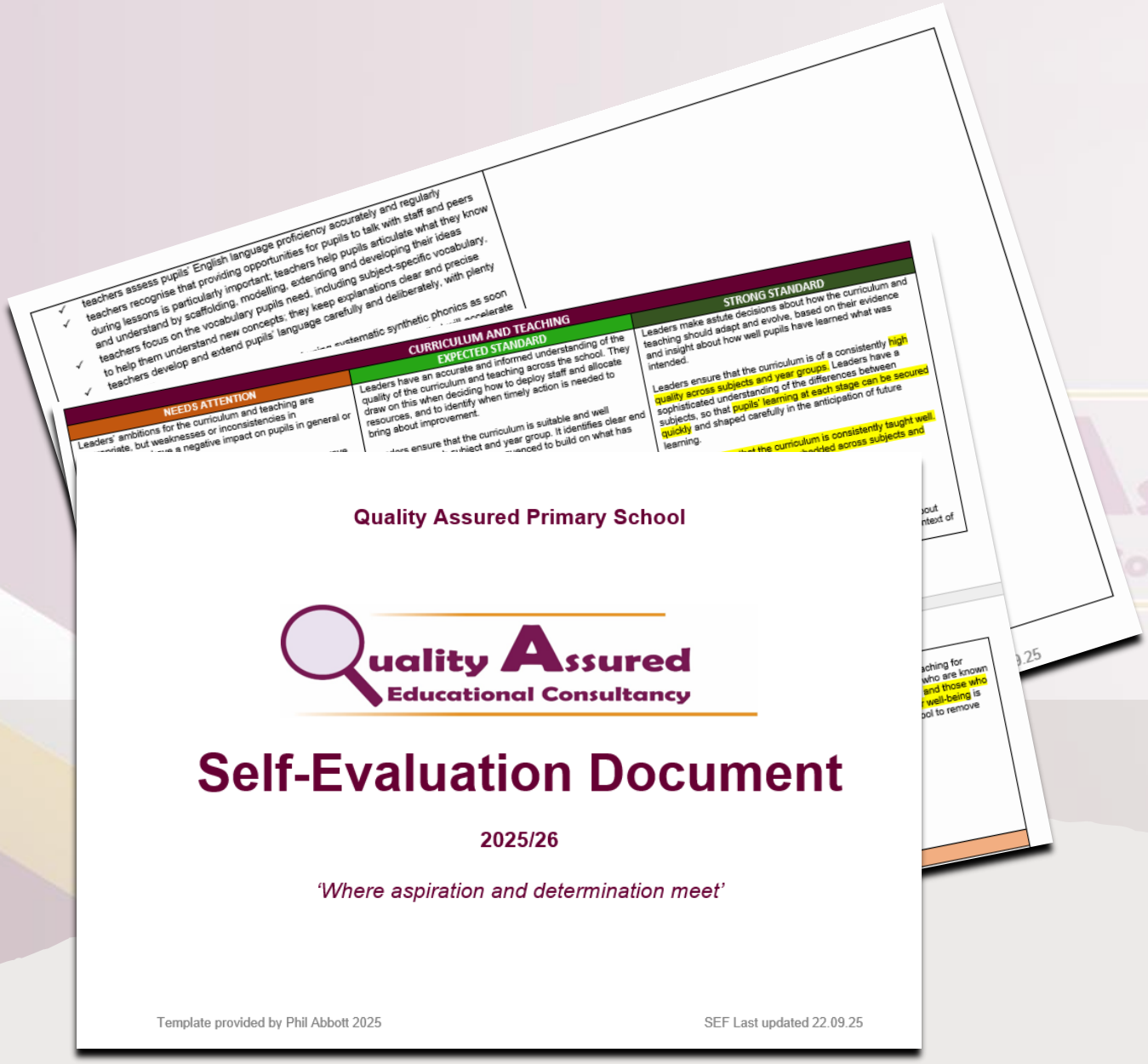
Sample SEF template for the Renewed Framework



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Sample SEF template for the Renewed Framework

Quality Assured Primary School

Quality Assured Educational Consultancy

Self-Evaluation Document

2025/26

'Where aspiration and determination meet'

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

CURRICULUM AND TEACHING		
NEEDS ATTENTION	EXPECTED STANDARD	STRONG STANDARD
Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group. Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils' needs	Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned. Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.	Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended. Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning. Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

	Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils
EVALUATION OF EVIDENCE		

✓ teachers assess pupils' English language proficiency accurately and regularly ✓ teachers recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important; teachers help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas ✓ teachers focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts; they keep explanations clear and precise ✓ teachers develop and extend pupils' language carefully and deliberately, with plenty of repetition teachers ensure that pupils learn to read using systematic synthetic phonics as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English	
SCHOOL AND SUBJECT CURRICULUM	
✓ the curriculum is coherently planned and sequenced so that pupils build knowledge and skills sequentially and cumulatively ✓ time is available within the curriculum for revisiting content and dealing with gaps in knowledge and skills ✓ the curriculum has subject-specific rigour, so that pupils gain disciplinary knowledge and can answer subject-specific questions ✓ leaders and teachers have a sophisticated understanding of the differences between subjects; this informs teachers' choices and helps leaders precisely evaluate quality and take targeted actions for improvement decisions about the curriculum are refined over time, based on evidence and insight from within and beyond the school	
TEACHING	
✓ the school's approach to teaching is based on an evidence-informed understanding of effective teaching and how pupils learn ✓ teachers have expert knowledge of the subjects that they teach and, if they have gaps in their knowledge, they are supported so that ineffective teaching does not disadvantage pupils ✓ teachers have a strong, shared understanding of the school's curriculum and its approach to teaching and assessment ✓ teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary to correct these ✓ teaching resources and materials given to pupils enable them to achieve the aims of the curriculum ✓ teachers teach the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory	

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SEF Last updated 22.09.25

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Self-evaluating attendance and behaviour

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IDSR information relating to attendance and behaviour

- Attendance and persistent absence data from 2018/19, 2022/23, 2023/24, 2024-25 and term 1 of 2025/26
- Within each, a comparison of you overall attendance percentage, a national banding of below, close to average or above, and an indication of trend versus the national trend
- Specific attendance data (presented as above) for FSM6 and SEND groups
- Suspensions and permanent exclusions for whole school, FSM6 and SEND, including single and multiple suspensions for 2021/22, 22/23 and 23/24

It is important to understand the limitations of these data sets. You may have subsequent data that tells a more positive story?

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IDSR information relating to attendance and behaviour

- ✓ In this hypothetical school, we can evaluate that attendance has improved year on year, and that it has improved more than the national average in this time
- ✓ We can also conclude that the gap between this school's attendance and all schools nationally has closed each year in recent times.
- ✓ We might want to note what the reason was for the relative decline in 2022/23

Year	Cohort	School	National	National distribution banding	Trend
2024/25	220	94.3%	94.9%	Close to average	Relative improvement
2023/24	229	93.7%	94.5%	Close to average	Relative improvement
2022/23	235	92.8%	94.1%	Below	Relative decline
2018/19	218	95.2%	96.0%	Below	Not available

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IDSR information relating to attendance and behaviour

- ✓ In this hypothetical school, we can evaluate that attendance for FSM6 pupils is close to average
- ✓ We could conclude that the relative decline in 2022/23 was quickly reversed in 2023/24
- ✓ We might want to use internal attendance data for the rest of 2024/25 to see if attendance recovered further over the year

FMS6 attendance

Year	Cohort	School	National	National distribution banding	Trend
2024/25	103	93.1%	92.6%	Close to average	Relative decline
2023/24	105	92.6%	92.0%	Close to average	Relative improvement
2022/24	99	90.8%	91.6%	Close to average	Relative decline
2018/19	98	94.0%	94.4%	Close to average	Not available

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IDSR information relating to attendance and behaviour

What could we evaluate from this suspension data for FSM6 pupils?

How secure is this data?

Year	Cohort	School	National	National distribution banding	Trend
2023/24	103	0.00%	2.33%	Below (sig-)	No sig change
2022/23	105	0.99%	1.94%	Close to average (non-sig)	No sig change
2021/22	99	1.67%	1.63%	Close to average (non-sig)	Not available
2018/19	98	94.0%	94.4%	Close to average	Not available

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Self-evaluating attendance and behaviour

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Grading attendance and behaviour

Needs attention	Expected standard	Strong standard
Attendance and behaviour are likely to be graded 'needs attention' when the 'expected standard' has not been met. **This may include when one or more of the following applies:** ■ Leaders have appropriate ambitions and/or expectations for pupils' attendance, behaviour and attitudes, but weaknesses or inconsistencies in practice mean that these have a limited impact on pupils or a particular group of pupils. ■ Leaders have only recently started to take action to improve pupils' attendance, behaviour and/or attitudes. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Support for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is not improving their attendance, behaviour and/or attitudes to learning.	**Attendance and behaviour meet the 'expected standard' when all the following apply:** Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues. Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand. Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour. Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately. Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively. Pupils generally behave well, follow the agreed school routines and show positive attitudes to	**Attendance and behaviour meet the 'strong standard' when the 'expected standard' has been met and all the following apply:** Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully. Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example. Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact. The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging

Ofsted Inspection Toolkit 2025, p.40

Needs attention	Expected standard	Strong standard
Support is not adapted to keep up with pupils' changing circumstances.	their learning. This contributes to a safe and calm environment. Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers. Overall attendance is broadly in line with national averages or shows an improving trend over time. Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on. Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well chosen and targeted.	conversations with pupils and families when attendance needs to improve. Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.

Ofsted Inspection Toolkit 2025, p.41

Strategic leadership of attendance and behaviour (1)

- ✓ know and understand their pupils, the influences on them given the context of the school and the challenges they may face in maintaining positive behaviour
- ✓ promote good attitudes to learning and regular attendance, especially for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- ✓ pay close attention to every element of the school's work to make sure that the school is a place that pupils want to attend
- ✓ have high expectations for all pupils' attendance, behaviour and attitudes, and design effective policies that communicate these high expectations clearly to all staff, pupils and parents, including expectations related to mobile phones

Reflective questions

- ✓ ***What are the biggest barriers to attendance in your school? What are you doing to remove these barriers? Is it working? How do you know?***
- ✓ What initiatives and approaches do you use to promote positive attitudes to learning and attendance? How is this focused on vulnerable learners in particular?
- ✓ How do you work with pupils to understand their feelings about school? About what they enjoy/don't enjoy? About what you could do to improve the school environment?
- ✓ What does it mean to your school to have 'high-expectations'? How does this manifest itself? How consistently?
- ✓ How do you communicate expectations of behaviour, attendance, attitudes to learning? How well are these messages embedded in daily school life? How do you know?

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Strategic leadership of attendance and behaviour (2)

- ✓ implement agreed policies effectively so that they are applied consistently by staff
- ✓ have an informed and accurate understanding of what is working well and where improvement is needed, including through using day-to-day processes and detailed data analysis to identify, anticipate, prevent and improve poor attendance and behaviour, including bullying
- ✓ have developed a clear, strategic plan to tackle improvement priorities, demonstrate a record of improvement and ensure a high standard of attendance, behaviour and attitudes

Reflective questions

- ✓ Where are your behaviour and attendance policies published/shared? How well known and understood are they? How do you know?
- ✓ How well have staff been trained to ensure these policies are consistently and fairly implemented?
- ✓ ***What processes are in place to analyse patterns of behaviour and attendance? What are they currently telling you?***
- ✓ Is the message the same for all groups of learners? If not, what are you doing to ensure that barriers are removed for those pupils who are finding it tougher?
- ✓ How does your analysis of data allow you to find, track or respond to trends? Can you cite specific examples?
- ✓ What are your currently priorities relating to behaviour, attendance and/or attitudes? Do you have a strategic implementation plan for this? Who oversees this?
- ✓ What progress are you making against your improvement targets in this area?
- ✓ Does any of your IDSR data point towards strong, or sustained improvement in attendance or behaviour?

Ofsted Inspection Toolkit 2025, p.37

Attendance (1)

- ✓ leaders place a high priority on improving attendance and punctuality, at whole-school level and for different groups, including for those who are occasionally, persistently and severely absent
- ✓ pupils attend well, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers; if this is not the case, attendance is improving towards national averages and the school's pre-pandemic levels
- ✓ leaders and staff pay close attention to the needs of the groups of pupils listed above, so that they attend regularly and come to school on time
- ✓ leaders and staff pay close attention to the needs of pupils who are absent because of mental or physical ill-health, so that they attend regularly and come to school on time

Reflective questions

- ✓ What does it mean to you to be tenacious about securing improved attendance and punctuality?
- ✓ Do your actions back up this assertion?
- ✓ What are the key attendance data messages coming from your IDSR? Where are the strong trends? What about less positive trends? Can you explain anomalies and untypical data sets?
- ✓ What is the comparison of attendance between all pupils and groups of pupils? Which pupils attend most? Why is this? Which pupils attend least? Again, why?
- ✓ ***What work are you carrying out to improve attendance of those vulnerable groups who need more support? How is it going? How do you know?***
- ✓ What barriers have you identified for groups, or individuals, for attendance? What did you do to remove these barriers and what has been the impact of that work?
- ✓ How do you support pupils through Pastoral Care? How does this impact on attendance? Can you talk about specific cases if required? (No need to produce case studies)

Ofsted Inspection Toolkit 2025, p.37-38

Attendance (2)

- ✓ leaders do not stop striving for whole-school improvement once attendance reaches national averages
- ✓ leaders and staff communicate their expectations about attendance clearly, strongly and consistently to pupils so that they are well
- ✓ leaders and staff understand the importance of paying close attention to pupils' attendance, take opportunities to promote good attendance and act on absence or declines in attendance promptly
- ✓ staff complete attendance and admissions registers accurately, and the day-to-day processes to follow up on absences are established and effective
- ✓ leaders work with parents, local authorities and other agencies, including the virtual school head, to communicate expectations about attendance and improve it; this includes any multiagency work for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

Reflective questions

- ✓ Do you have any data that shows that you have maintained levels of attendance since recent improvements? What work have you undertaken to maintain the attendance levels you have achieved?
- ✓ What information is available to parents regarding attendance? How well are positive attendance messages communicated with pupils? What do they say about it?
- ✓ What processes are in place to find patterns in attendance? How do you ensure that nobody falls through the 'attendance net'?
- ✓ ***How do your systems check attendance for pupils whose attendance is high, but falling?***
- ✓ What relationship do you have with the LA? How have you used their support, both in practical application of your attendance procedures, and through training?

Ofsted Inspection Toolkit 2025, p.37-38

Behaviour, including bullying (1)

- ✓ leaders and staff establish appropriate routines and explicitly teach and model the behaviour they expect from pupils, so that these are well understood
- ✓ approaches are adapted to meet pupils' individual needs as necessary
- ✓ leaders train and support teaching and non-teaching staff to challenge poor behaviour, including low-level disruption that prevents learning, and they agree on consequences for poor behaviour and apply these confidently and consistently
- ✓ poor behaviour is prevented from disrupting lessons or the school's day-to-day life
- ✓ relationships between pupils and staff show kindness, courtesy, empathy and respect, reflecting a positive culture
- ✓ leaders and staff create a positive environment in which bullying, unlawful discrimination, harassment, including sexual harassment, victimisation, physical and/or sexual violence and derogatory language are not tolerated
- ✓ leaders recognise that bullying takes various forms, and is often motivated by prejudice against particular groups, for example on grounds of race, religion or belief, sex, sexual orientation, gender reassignment, SEND, or because a pupil is adopted, in care or has caring responsibilities; it might be motivated by actual differences between pupils, or perceived differences

Reflective questions

- ✓ What routines do you establish in school to promote good behaviour?
- ✓ How (and specifically where/when) does your curriculum teach pupils positive behaviour messages??
- ✓ What training have teachers received to support the improvement/continuation of positive behaviour? Why did you select this training in particular?
- ✓ What is your approach to tackling poor behaviour in classrooms? How consistently is this undertaken?
- ✓ ***What do your daily walks around school tell you about the behaviour and attitudes of pupils? What do you do with this information?***
- ✓ Which elements of behaviour are particularly strong/ require more work?
- ✓ How do you promote an environment of mutual respect? How is this developed specifically through your curriculum?
- ✓ What is your definition of bullying? How might it manifest itself in your school?

Ofsted Inspection Toolkit 2025, p.38-39

Behaviour, including bullying (2)

- ✓ leaders ensure that the school has a culture in which staff are trained and empowered to deal with child-on-child violence; they assume it happens in the community and, potentially, in school, even in the absence of specific reports, so establish a whole-school approach to tackle it
- ✓ pupils feel confident reporting incidents of bullying, aggression, unlawful discrimination or derogatory language when these occur, and leaders deal with them quickly and effectively so that they are not allowed to spread
- ✓ leaders and staff support pupils who are affected by bullying, aggression, unlawful discrimination or derogatory language so that they feel safe and confident at school
- ✓ sanctions, including isolation, suspension and permanent exclusion, are used proportionately and appropriately to tackle behaviour that does not reflect leaders' high expectations
- ✓ leaders reintegrate suspended pupils and those returning from off-site direction and alternative provision carefully on their return to school and manage their behaviour effectively
- ✓ leaders work with pupils and parents to communicate expectations about behaviour and to foster partnerships between home and school
- ✓ leaders work with the local authority, other agencies and partners, where necessary, to support effective and continuing improvements to behaviour

Reflective questions

- ✓ What training have staff undertaken to ensure they can support and develop behaviour in school that is free from violence?
- ✓ How easily do pupils feel they can report bullying? How do you know? Have you listened to pupil voice to find ways to improve their ability to report concerns?
- ✓ How prevalent is poor behaviour and/or bullying in your school according to pupils? When do you ask them? What do you do with this information?
- ✓ How do you report and analyse instances of poor behaviour? What is this information currently telling you?
- ✓ What support is in place for those pupils who are bullied, or are indeed bullies themselves?
- ✓ What is your anti-bullying policy? When was it agreed? How well communicated is it? How do you know?
- ✓ What is the process for suspension, and reintegration into school? How does this benefit all parties?
- ✓ ***How do you work in partnership with parents to improve behaviour?***
- ✓ What other agencies do you work alongside to complement the work that you do around promoting and maintaining positive behaviour?

Ofsted Inspection Toolkit 2025, p.38-39

Attitudes to learning

- ✓ pupils arrive at lessons punctually and settle quickly
- ✓ low-level disruption is anticipated, responded to and dealt with, so that it is uncommon and does not disrupt lessons
- ✓ pupils are taught how to study effectively and do so, developing increasing independence, resilience to setbacks and persistence in the face of difficulties
- ✓ pupils are committed to their learning, motivated, self-confident, and able to work cooperatively and collaboratively with their peers and staff
- ✓ pupils take pride in their achievements and the work they produce

Reflective questions

- ✓ How effective are transitions between lessons/different parts of the day? Do these meet your expectations?
- ✓ ***To what extent is low-level disruption anticipated, responded to and dealt with? Is this done consistently across school? Where are the places we will see the strongest practice? What about any relative weaknesses?***
- ✓ What support and opportunities do pupils undertake in order to grown independence, resilience and persistence? Is this part of a particular curriculum offer?
- ✓ What do pupils say about their learning? Do they enjoy school? Why?
- ✓ How do you celebrate pupil achievement? What role have pupils had in authoring these approaches? Do they appreciate them? How do you know?
- ✓ Generally, how well do books, resources, the learning environment look? Do they look like they have been cared for and respected? Does it look like a high-value is placed on education and that school is a 'special' place to be?

Ofsted Inspection Toolkit 2025, p.39

Inclusive approaches to attendance and behaviour (1)

- ✓ staff have the necessary expertise, confidence and support to adapt behaviour policies and practices appropriately and consistently for pupils with specific needs
- ✓ staff make reasonable adjustments and adaptations when considering pupils' needs, challenges and barriers, while maintaining high expectations for what all pupils can achieve
- ✓ leaders and staff use timely, well-chosen, targeted interventions to support those who need additional help in meeting and sustaining the school's high expectations of attendance, behaviour and attitudes to learning.
- ✓ leaders monitor, evaluate and amend any specific approaches, reasonable adjustments, adaptations and interventions to account for pupils' changing circumstances and/or needs
- ✓ leaders and staff make sure that (when they are needed) part-time timetables are short term and have defined end points, and plans for supporting pupils' return to full-time education are clear and appropriate

Reflective questions

- ✓ What training have staff received to help them implement your behaviour approaches effectively?
- ✓ How and when do you make reasonable adjustments and adaptations with regards to behaviour and attendance? How do you ensure that this does not lower your expectations of pupils? Can you articulate the tangible impact of these decisions?
- ✓ What is the range of interventions that you use to tackle issues around attendance, behaviour and attitudes? Why these approaches?
- ✓ What is the impact of the interventions that you make? How do you measure some of the 'softer' outcomes?
- ✓ What monitoring of behaviour, attendance and attitudes takes place, with regard to the specific, reasonable adjustments you make? What are these events showing you?
- ✓ ***What is your rationale for using part-time timetables? Who is involved in deciding these?***
- ✓ ***When, and by whom are they reviewed? Does every timetable have an ambitious plan to return a child to full-time education as soon as possible? How well do you achieve these goals?***

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Ofsted Inspection Toolkit 2025, p.39

Inclusive approaches to attendance and behaviour (2)

- ✓ leaders and staff make sure that restrictive physical intervention is used as a last resort, and that these incidents are analysed carefully to minimise the need for the use of force
- ✓ when alternative provision is used, leaders monitor pupils' attendance carefully, both daily and over time, and take swift and effective action when pupils do not attend
- ✓ leaders, staff and pupils have established a culture across the school where relationships between adults and pupils are open, respectful and harmonious
- ✓ pupils who need support to improve their attendance, behaviour and attitudes to learning show improvements over time

Reflective questions

- ✓ When are restrictive practices used?
- ✓ What analysis of the use of restrictive practices is undertaken? What are the current figures/trends? What is this information telling you about your approaches?
- ✓ Do you use AP? If so, how do you select providers? How do you work together to secure good attendance? What are the systems that are in place for identifying absence?
- ✓ How do you ensure that relationships between staff and pupils are open, respectful and harmonious? Does this always play out as you wish? If not, why is this and what have you done about it?
- ✓ What is the data telling you about the impact of your support on pupils' attendance and behaviour, over time?

Ofsted Inspection Toolkit 2025, p.39

Takeaways

When you reflect on the past few slides, what are the main implications for you moving forward? Where do you feel you need to secure further evidence to have the assurances you need? Do you have any questions at this point?

Write your answers in the chat.

And finally…

Please follow this QR code link to the session feedback survey. If you would like to follow up anything discussed today, please feel most welcome to email me at **phil@qualityassurededucation.co.uk**

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