



Behaviour audit: evidence from daily observations

Date: 17/12/24	Name of staff/trustee: S Govender
<p>Pupils' attitudes to learning: do they help or hinder pupils' progress in lessons?</p>	<p>Most often, pupils have a positive attitude to learning that is inspired by the rewards system. Many pupils, especially those who have been in the school longer, can be seen to support their peers in their learning. When unsettled, a pupil may refuse to complete work in lessons which will have to be completed during the WOW sessions.</p> <p>All pupils are aware of the rewards and consequence system and can remind peers of this. Pupils are encouraged to ignore disruptions and focus on their own learning. There have been a few incidences of pupils influencing other pupils to disengage in their learning through their behaviour choices. When a pupil is significantly unsettled then they may need to work away from the other pupils, in a classroom, on their own with an adult.</p> <p>Groupings can change for foundation and core subjects thus enabling a change of peer support.</p> <p>Potentially behaviours on a Friday exhibit concerns/anxiety over which parent to spend the weekend with.</p>
<p>What is the extent of low-level disruption?</p>	<p>Examples include: making animal sounds, talking during teaching, refusal to complete tasks, working but challenging staff about the task. This, while not common, is dependent on how individual pupils are feeling on that day.</p> <p>Occasional exit from classroom, most often resulting from an unsettled weekend/change of medication.</p>
<p>What are pupils' attitudes towards each other?</p>	<p>On the whole, all pupils work well with each other. There are instances when the behaviour of one pupil negatively affects the mental health of others in school. Pupils are often supportive of one another.</p> <p>Unsettled behaviour can result from poor choices during taxi journeys.</p>
<p>What are pupils' attitudes to the school? What do they say about behaviour at school?</p>	<p>All pupils report that they like being at The Damara School however a small proportion share that they do not like school, in general. See pupil survey results for more information.</p>

What are pupils' attitudes towards teachers and other staff?	<p>100% of pupils report that they like the school staff. All pupils can name staff that they see as their trusted adult/s.</p> <p><i>It can take time for new staff to develop a rapport with some pupils (time on site develops trust).</i></p>
How is pupils' attendance and punctuality to lessons?	Routines and structures support punctuality. Attendance is good. Pupils have limited movement between lessons. They are dismissed from Fox after breaks, lunch and WoW time.
How well do teachers manage classroom behaviour?	Behaviour is good. Staff use scripts, rewards and consequences. Where adherence to policies and procedures are consistent, behaviour remains good. When staff struggle to manage behaviour, they will seek senior leaders or colleagues support.
Do pupils show courtesy and good manners towards each other and adults?	Pupils are generally very kind and respectful. When there are any digressions, pupils are reminded of the expectations. Pupils often will remind peers and staff of the rules and consequences.
Do pupils use discriminatory or derogatory language?	These incidences are very rare. Should this happen, pupils know that they will spend 3 break and lunch times away from the group.
Are there signs of bullying?	No evidence of this. All pupils have been taught how to recognise the signs and what to do about it. They know who to tell and is confident that the problem would be dealt with. They are also taught that we do not see pupils who tell on each other as a 'grass' but rather as siblings telling on each other in a family. They all accept this
Are there signs of extremist behaviour?	No evidence of this. All pupils have been taught how to recognise the signs and what to do about it. They know who to tell and is confident that the problem would be dealt with. They are also taught that we do not see pupils who tell on each other as a 'grass' but rather as siblings telling on each other in a family. They all accept this
Are lessons regularly disrupted by poor behaviour choices	This is not frequent however pupils may struggle at different times of the day to focus on their learning. There have been a few incidences where the child has felt unsettled due to their medication.
Are there certain learning areas or staff where behaviour is particularly poor on a regular basis?	No. Pupils make poor choices based on their emotional state at the time rather than in a particular lesson
Are pupils and staff clear about the consequences of inappropriate behaviour?	Policies and procedures are dynamic documents that are referred to regularly. Pupils understand and accept consequences without challenge. These include: loss of WOW time, catchup,

	earning daily treat, loss of privileges such as lunch time activities, reward trips, etc
Are behaviour consequences applied consistently by most staff?	Yes. Where digressions are noted these are addressed in staff briefings. Newly appointed staff shadow experienced staff before taking up their identified role
Do staff check toilets, corridors, outdoors etc during the day?	<p>There is a rule in school where pupils use the toilets one at a time. Staff must check before and after use. If pupils want to leave the group for any reason, they must be escorted by a member of staff.</p> <p>Pupils are escorted on the stairs with staff at the front and rear of a group. Where the group is larger e.g.: at the end of Lunch or WOW, staff will be strategically positioned within the group,</p>