



Goldington Academy Behaviour Audit – Thursday 11th July 2024

Priorities	Expectations	Good practice	Current strengths (including evidence of improved outcomes for children)	Areas to develop
<p>School ethos, vision, values, beliefs, principles</p>	<p>There is an identified senior member of staff responsible for behaviour.</p> <p>Leaders model the behaviour and social skills that they expect from pupils and staff.</p> <p>Staff understand the personal contribution they can make to the positive school ethos.</p> <p>Leaders are aware of inconsistencies, some reported by pupils, and take action to reduce instances of poor modeling</p> <p>Staff are encouraged to report any difficulties and generally seek support where appropriate.</p>	<p>All staff actively contribute to promoting positive behaviour, through modelling and consistent approaches.</p> <p>Senior and middle leaders maintain a high profile in classrooms and around the school, seeking feedback from staff, pupils, parents and the local community on the behaviour of learners in the school.</p> <p>Behaviour referrals are reducing due to effective behavior management across the school.</p> <p>Any individual member of staff struggling with behaviour is offered support and not deemed a 'failure'.</p>	<p>Will Atkinson (Assistant Head) continues to be the school lead for Behaviour and Attendance, and still leads very much by example – being on duty, patrolling the corridors and chairing the weekly pastoral meetings, attended by the Heads of Year, SENDCO and the Student Support Hub. In addition, the Head teacher is very visible on the corridors and outside at break and lunchtimes. Also, Heads of Year carry out weekly Behaviour for Learning walks around the school. The staff interviewed today praised the levels of pastoral support available within the school.</p> <p>The NSPCC conducted another positive Safeguarding audit of the school in Jan. 2024 and the school asked students and parents for their views in Oct 2023 and these were largely positive.</p>	
<p>Pupil voice</p>	<p>The school has in place structures and systems to gather systematically pupils views</p> <p>The School Council can demonstrate that its views influence practice.</p>	<p>School leaders conduct interviews with a variety of students focused on :</p> <ul style="list-style-type: none"> • attitudes to learning, • feeling safe, • behaviour support systems 	<p>The 5 students I interviewed were generally positive about the behaviour in school - on a scale of 1-10 Bad to Good, they scored 7 (3 students) and 8 (2 students).</p>	<p>The students all feel that behaviour is 'good' generally but can deteriorate in lessons with supply staff who don't always follow the school policy. Perhaps, further training required to ensure</p>



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			<p>School carries out pupil voice interviews – Heads of Year Half Termly + curriculum leaders termly.</p> <p>The students interviewed all said that the best thing about the school is the number and range of extra-curricular clubs available – from various sports clubs (netball, cricket, football, rounders, athletics, Tennis, Table Tennis, Sports Leaders) to Computer, Debate, Eco and Gardening Clubs to name but a few.</p>	<p>that Supply staff know the behaviour policy better.</p>
<p>Working with parents</p>	<p>The school has a behaviour policy in place which is communicated with parents.</p> <p>Parents views form part of an annual stakeholder survey</p> <p>Protocols are in place for responding to contact with parents.</p> <p>The school communicates regularly with parents via accepted reporting channels</p>	<p>A dedicated governor routinely reviews behaviour in and around the school taking account of the views of parents</p> <p>Expectations of pupil behaviour are clearly communicated to parents</p> <p>Parental questionnaires include a focus on</p> <ul style="list-style-type: none"> • safety of students • bullying • the child’s happiness <p>The school systematically informs parents if their child’s behaviour deteriorates.</p>	<p>There is a dedicated Behaviour, Attendance and Safeguarding Governor (Kate Reynier) who visits the school each half term.</p> <p>The Home School Agreement booklet is completed by all parents on-line each year.</p> <p>There continues to be a Parent Forum meeting every half term with the Head, advertised through the school newsletter.</p> <p>The Ofsted parent feedback, in Feb 2022, stated that 92% of parents agree/ strongly agree that their child is happy at school, and 96% agree/ strongly agree the students are well behaved.</p>	

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<p>Learners feel safe and adopt safe practices</p>	<p>Parents/Carers understand how to alert the school to potential incidents of bullying, including the collection of data.</p> <p>All staff and pupils are aware of anti-bullying procedures.</p> <p>Most pupils say that they feel safe in school and understand how to deal with bullying problems.</p>	<p>Annual anti-bullying training to include the different types of bullying including homophobic, gender and on-line aspects.</p> <p>All reported incidents of bullying are recorded, responded to and monitored regularly to avoid repetition</p>	<p>The school continues to have Anti-Bullying and Restorative Approaches Ambassadors for each year who monitor the school for incidents and report to staff. All these students have had training from Will Atkinson and have badges to identify them. All students in school are reminded about the list of Ambassadors every day. There is an AB box that students can use to post concerns and a QR code to scan on the web-site to, again, raise concerns.</p> <p>Anti-Bullying training for staff takes place annually (via The Key), as part of the school's safeguarding training. In addition, weekly safeguarding updates are sent out, some of which are focused on anti-bullying. All the students interviewed said that bullying was <i>dealt with effectively at the school and one boy, who moved schools due to bullying, said he had never experienced it at Goldington.</i></p>	



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<p>The behaviour of learners is monitored</p>	<p>The school records and tracks data for behaviour, low level disruption, attendance and punctuality</p> <p>The school analyses data by race, ethnicity, gender, disability and sexual orientation and uses this to inform further developments of its strategies.</p>	<p>There is a named person who analyses and reports on the data.</p> <p>The school use data effectively to identify strengths and priorities for improvement.</p> <p>Governors use data to evaluate the school’s performance.</p> <p>Data is able to show that behaviour is mature and thoughtful and that it impacts positively on successful learning.</p>	<p>The Assistant Head regularly monitors the B&A data and produces detailed half termly reports to Governors. In 2023-24 there have been 1 PEx (pending) and 29 suspensions involving 27 students (as of 31.05.24) the second lowest figure for the 14 Secondary schools in the Borough.</p> <p>The school’s overall attendance for 2023-24 so far is 93.8% with 15% Persistent Absence (compared to 26% for Secondary schools nationally).</p> <p>Half termly Behaviour reports show that Half Term 5 = 91 students received a Yellow (54 Male) and 31 a Red card (14 male). This is an increase on last year but may be explained by the increased numbers in the school.</p>	<p>The careful monitoring of the behaviour data shows that a small number of staff account for many of the behaviour referrals. The SLT are aware of these staff and could target them for additional support around managing behaviour.</p> <p>Attendance for SEND students is only 73.2%. The school are aware and the SENDCO is working with the small number of students who have very poor attendance.</p> <p>91 students received a Yellow and 43 a Red card during Half term 5 in 2023-24. Also, the proportion of cards given to females has risen. It would be worth conducting further student voice interviews to get their views on this situation.</p>



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Quality of teaching and learning within the school setting	<p>The school has effective curriculum provision to meet the pastoral and support needs of learners.</p> <p>The curriculum offer is relevant to the needs of all learners.</p>	<p>Staff are skilled in developing the emotional health and well-being of learners to ensure that curriculum engagement is positive and that all learners achieve.</p> <p>SEND provision is shared with all staff in the school and these students needs are considered by all staff.</p>	<p>The school now has 2 cover supervisors in place to try and cut down on the number of supply lessons</p> <p>All staff have access to Pupil Passports and Learning Plans as well as individual Provision maps electronically. Lesson observations identify SEND students and monitor the use of specific strategies by subject staff. The school employs 11 TAs who are line managed by the SENDCO and they have specific training on behaviour management. The SENDCO checks behaviour log feedback and issues round robin feedback to staff on specific individual students.</p> <p>Will Atkinson still leads on in-house behaviour training, including sessions for Early Career Teachers.</p> <p>As part of this audit, we conducted a learning walk around the school and the behaviour in all lessons was good or better, with lots of positive student engagement witnessed.</p> <p>Staff interviewed rated behaviour 7 or 8 (out of 10) believing the support to be</p>	<p>Behaviour in Supply teachers' lessons remains an issue, according to the students.</p>



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			<p>'excellent' and stating that <i>'students are loyal to staff that they trust'</i>.</p> <p>The latest school Ofsted report (Feb 2022) recognised that <i>'Relationships between teachers and pupils are excellent'</i> and <i>'It is very unusual for poor behaviour to get in the way of learning'</i>.</p>	
<p>Pastoral Support procedures</p>	<p>The school has an effective pastoral support system that meets the needs of all pupils so that they can achieve to their potential.</p> <p>Tutors use tutorial times as an opportunity to get to know pupils and offer support where required.</p> <p>The school monitors the effectiveness of its pastoral system in close consultation with pupils.</p>	<p>Vulnerable pupils are identified quickly and early intervention and support put in place.</p> <p>Alignment between academic and pastoral systems ensures that all staff know their pupils very well.</p> <p>Staff with specialist skills, e.g. in conflict resolution and mediation are used effectively.</p> <p>There are well-established buddy, peer mentoring and/or befriending schemes in place that are valued and show a positive impact on pupils.</p>	<p>The Student Support Hub Manager and all Heads of Year have had training in the use of Restorative Approaches to bring about conflict resolution. There are also student Restorative Approaches Ambassadors for each year.</p> <p>The SSH Manager sets up a Restorative meeting between staff and students if a Red card is issued.</p> <p>Any student removed to the SSH for behaviour concerns are given interventions organized by the SSH manager.</p> <p>There continues to be a Dedicated Mental Health Lead, paid a TLR</p>	<p>Given the increasing number of students in the school (over 900) it would be good to employ another adult in the SSH to increase the support available and to help with succession planning. The room has also moved and is not purpose-built – is there a more suitable location?</p>
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<p>Behaviour policy</p>	<p>The policy is reviewed and agreed every year by all staff and included in the new staff induction programme.</p>	<p>A code of conduct is agreed between staff and pupils and its rationale understood.</p> <p>Staff recognise the importance of modelling behaviours consistent with the behaviour policy.</p> <p>Behaviour for learning is threaded throughout the teaching and learning policy within the school.</p> <p>Senior and middle leaders are actively involved in monitoring and assessing the promotion of positive behaviour.</p> <p>Pupils are secure in the view that they are treated consistently.</p>	<p>The Home-School Agreement details the School Values, and Responsibilities of Parents/ Carers, Pupils and the School.</p> <p>The school web-site has copies of the Behaviour, Anti-bullying and Attendance policies which were last reviewed and ratified by Governors in October 2023.</p> <p>All staff are still expected to make contact with the home if they issue a yellow or red card to a student, and Heads of Year are informed.</p> <p>The 'keep left' policy still operates in corridors and on the stairs, which has helped alleviate problems in moving around, especially as the number of students increases.</p>	
<p>Priorities</p>	<p>Expectations</p>	<p>Good Practice</p>	<p>Current Strengths (including evidence)</p>	<p>Areas to develop</p>
<p>Rewards and consequences</p>	<p>There is a clear and agreed policy (may be part of the Behaviour policy), designed to enhance motivation and engagement.</p>	<p>Rewards and consequences are not used explicitly for behaviour, but to support teaching and learning</p> <p>Rewards are used more than consequences and the</p>	<p>Home-School Agreement contains the Rewards and Sanctions Ladders.</p> <p>Achievement points are awarded now and, thanks to the use of SIMS Class Monitor, these can be awarded immediately in class and shared with</p>	<p>One student expressed the view that 'the older you get, the less rewards you get'. They also felt that more</p>



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	<p>This policy is communicated to all members of the school community and applied fairly and consistently.</p> <p>Data is collected to monitor the impact of rewards and consequences at school and student level</p>	<p>students generally respond positively to rewards, and appropriately to consequences</p> <p>Robust systems are in place to analyse the impact of rewards and consequences, at individual pupil level, and by groups including SEN, gender and ethnicity.</p>	<p>parents. Postcards home are also sent, and the school continues to do 'shout outs' in assembly and, there are also Challenge awards (Gold, Silver, Bronze) and subject awards, presented at an annual awards evening for each year group which are well attended. The most prestigious award for students is still a 'Head teacher award'</p>	<p>postcards home could be awarded and more shout outs in assemblies. Perhaps the School Council could be approached to ask their year groups which rewards are most valued?</p>
<p>Safeguarding</p>	<p>The school has clear and consistently applied procedures for Safeguarding and Child Protection that are in line with guidance from the Local Safeguarding Board.</p> <p>There is a named Safeguarding Lead in the school who is known to staff and pupils.</p> <p>Staff are trained in safeguarding pupils' well-being.</p>	<p>Staff training for safeguarding pupils' well-being is updated annually.</p> <p>A nominated governor has responsibility for this area and provides updates on strengths and weaknesses which the school acts on.</p> <p>Safeguarding procedures are known by staff and pupils, who show a mature attitude to their responsibilities.</p>	<p>W Atkinson is still the Designated Safeguarding Lead All school staff have received Level 2 in-house Safeguarding training delivered by Will A. New staff are trained by WA and existing staff have completed an on-line quiz.</p> <p>K Reynier is the nominated Child Protection Governor and visits the school regularly</p> <p>The school has invested in the CPOMS database and all staff have had training around the use of CPOMS</p> <p>The NSPCC Safeguarding audit of the school in January 2024 gave positive feedback to the school.</p>	



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<p>CPD</p>	<p>The school provides induction training for all newly appointed staff, including NQTs, with a rigorous focus on its behaviour policy.</p> <p>Where appropriate the programme is supplemented by external providers.</p> <p>Staff can request specific training and have some opportunity within school to discuss and learn about behaviour e.g Bedford Borough’s Programme for Specialist Leaders in Behaviour and Attendance (PSLBA)</p> <p>The school regularly audits staff training needs and recognises the need to evaluate the impact of CPD on practice and behaviour.</p>	<p>The school recognises a need to strengthen ongoing support for ECTs and less experienced staff.</p> <p>ECTs regularly observe model lessons and receive developmental feedback on their practice.</p> <p>All ECTs and newly appointed inexperienced staff are assigned a named mentor with particular expertise in managing behaviour</p> <p>The school supports temporary staff to ensure consistency of approaches to classroom procedures.</p> <p>The school monitors systematically the impact of CPD on practice and pupil behaviour and refines its approach accordingly.</p>	<p>Karen Jackson (Head of Maths) and Hannah Bennet-Fowlds (Head of English) continue to lead the induction procedures for ECTs in the school.</p> <p>Will provides supply cover staff with a ‘Supply staff booklet’ and the school now employs 2 cover supervisors to assist in covering staff absence.</p> <p>All staff have had child on child abuse and Prevent training this year in school.</p>	<p>A few staff seem to account for the majority of behaviour incidents reported, and lessons led by supply teachers seem to remain an issue.</p>
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