

## Ofsted Education Inspection Framework – Behaviour and Attitudes

One of the four main areas on which Ofsted has been passing judgement from September 2019 is 'Behaviour and Attitudes.' Moving away from academic judgements, this section focuses on students' approach to life at school and their learning, and the importance of this to their wellbeing. Previously Ofsted had judged schools under a combined personal development, behaviour and welfare judgement. This included attendance and punctuality, respect, careers guidance, valuing education, bullying, pupil safety, keeping healthy, and spiritual, moral, social and cultural development.

Attitudes were perhaps the new element in the judgement, and although a student's attitude is hugely important in how they work, it is an area which is perhaps more difficult to capture – are we looking at emotional reactions, engagement, effort? - and more difficult to report on.

If a child's attitude to learning is negative, it is likely that their behaviour will reflect this. Teachers can address the behaviour for an immediate solution but in the long-term it is the attitude that is the real source of the problem.

Students with negative attitude to something may simultaneously be aware that this is not in their best interests and work to behave in a different way. For example, it might be that a student has a negative attitude to homework but recognises that it is in their best interests to do it well.

How can inspectors judge attitude?

Inspectors focus on attitudes of learners towards their education. Inspectors will want to see that learners:

- Are motivated and have positive attitudes towards their learning.
- Are committed to their learning.
- Know how to study effectively and do so.
- Are resilient to setbacks.
- Take pride in their achievements.

Under the outstanding description in the inspection handbook, it states:

“Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils. Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.”

It is relatively easy for inspectors to report from what they see in a school about how pupils behave. But they cannot be witness to their attitudes in the same way. The only evidence likely to be seen as an expression of attitude is behaviour and what pupils say themselves when asked for their opinions.

Attendance might provide some idea of what pupils think about the school but this is only one indicator.

However, whatever our uncertainty about schools' level of influence, creating the right culture where positive attitudes can develop and flourish is what many schools already consider to be an important part of their role.

### Behaviour and Attitudes in SIMS

With the above in mind, how can schools capture evidence about the behaviour and attitudes of their students. There are some clear correlations between areas of SIMS and aspects of the Inspection Framework.

<b>Behaviour and Attitudes</b>	
<p>"Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:</p> <ul style="list-style-type: none"> <li>- The provider has high expectations for learners' behaviour and conduct...</li> <li>- Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated..."</li> </ul>	<p>SIMS Conduct Module allows Schools to set-up a system which reflects the School's policy of praise and achievement as well as recording poor behaviour from low level disruption to the more challenging. SIMS allows reporting and analysis of conduct to help ensure trends are picked up and allowing early and appropriate intervention.</p>
<p>"Learners have high attendance and are punctual..."</p>	<p>SIMS Attendance / Lesson Monitor has a complete set of tools for recording and monitoring attendance allowing early and appropriate intervention as well as recognising those with high attendance.</p>

The Student Conduct module is well established in SIMS and offers teachers a chance to recognise instances of conduct deserving praise (achievements) and those needing sanctioning (behaviour) The module is highly customisable, and the school or Trust can customise their fields to reflect the school policy.

A school may use a hierarchy of points to distinguish between the value of awards, or the severity of the sanction.

Name	Reg	AM	PM
Abdullah, Tamwar	(6VC)	-	-
Carrick, Oliver	(6VC)	-	-
Cassidy, Michael	(6VC)	-	-
Ciprio, Alicia	(6VC)	-	-
Clarke, Matthew	(6VC)	-	-
Erickson, Scarlett	(6VC)	-	-
Fleming, Poppy	(6VC)	-	-
Franklin, Ethan	(6VC)	-	-
Griffiths, Eve	(6VC)	-	-
Ivan, Anastasiya	(6VC)	-	-
Izolda, Ela	(6VC)	-	-
Jeffries, Lauren	(6VC)	-	-
Love, Joshua	(6VC)	-	-

Add Behaviour >

Add Achievement >

- Resilience in Learning
- Star Of The Week
- Academic Achievement
- Excellent Effort
- Extra-curricular Activity
- Musical Activity
- Sporting Representation
- Other

A consistency of approach is always key in promoting desirable student conduct and there are numerous reports, Home Page widgets, and Discover Charts which will allow Senior Leadership to review how the school's policy is being interpreted.



Parents can also be kept informed of a child's conduct. SIMS Parent will regularly update on any awards or sanctions given, or a weekly summary might be provided at the end of the week. InTouch schools can set up cumulative awards: for example, a Bronze certificate for 25 achievements, which will automate the award process.



Attitudes can be more difficult to capture as these are not expressed purely by one instance of (good or bad) behaviour. Some schools have begun to use the flexibility of the Assessment module to record elements of a child's approach to Learning which reflect attitude more than academic attainment. This may be as simple as an Effort or Attitude to Learning grade being given out at the end of term alongside a Teacher judgement.

A more comprehensive approach has been taken by some establishments to breakdown the elements of 'Attitude' into components. One model is the 6 'Rs':

- Responsibility
- Reasoning
- Reflection
- Resilience
- Respect
- Resourcefulness

In this model each area would have specific criteria associated with the child's attitude, ie Responsibility would encompass:

- Children are encouraged to deal with things and make good choices.
- They are held accountable for their actions.
- They understand the importance of learning and by knowing their strengths and weaknesses learn what they need to do to improve.
- They are encouraged to plan ahead, help others and work well in a team so becoming reliable and mature citizens.

Students	Gender	SEN Status	EAL	Pupil Premium Indicator	% Attendance	Reasoning Year 6 Autumn	Reflection Year 6 Autumn	Resilience Year 6 Autumn	Resourcefulness Year 6 Autumn	Respect Year 6 Autumn	Responsibility Year 6 Autumn
ABBOTT, Jessica	F			Y	100	B	A	B	A	B	B
ABDULLAH, Tamwar	M	K	Y		96.6	C	C	C	C	C	C
ABHRA, Abjit	M		Y		81.5	A	B	A	B	A	A
ABHRA, Alisha	F		Y		81.5	C	C	C	C	C	C
ABHRA, Shaquib	M		Y		81.5	B	B	B	B	B	B
ABRAMS, Paul	M				100	B	B	B	B	C	B
ACKTON, Charlotte	F				100	C	C	D	C	D	C
ACKTON, Steve	M				95.1						

This can then be reported on, both in terms of analysis within the school, or charts for Governors, or as a record for parents.

**Our School Leadership Partners are available to provide advice and guidance, please [get in touch](#) if you need help.**