

Ofsted Evaluation schedule for behaviour:

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Pupils' behaviour

Inspectors should evaluate:

- pupils' conduct in lessons and around the school.

Outline guidance

Inspectors should take account of:

- pupils' attitudes to learning and their behaviour in lessons. **Where records or observations indicate that behaviour disrupts learning or threatens well-being more than very occasionally, it is likely that behaviour will be judged inadequate overall**
- the proportion of lessons disrupted by weaknesses in behaviour so that learning is less than it should be
- pupils' treatment of each other and school facilities, and their behaviour around the school, including awareness of each other's needs at break times, between lessons and in assemblies and other activities
- pupils' politeness to each other and to adults
- pupils' ability and willingness to manage their own behaviour
- the extent to which pupils modify their behaviour in response to the school's behaviour management strategies, including the impact of exclusion strategies
- documentary evidence about pupils' behaviour, including records of: racist and bullying incidents; the use of any 'on-call' system; the use of 'remove' or 'seclusion' rooms; and the types of incidents which occur at break, lunchtime and social times
- rates and patterns of permanent and overall/repetitive fixed-period exclusions, including any over-representation from different groups
- parents' and pupils' views on the standard of behaviour, such as those expressed in parental questionnaires and discussion with parents and pupils; give particular attention to pupils' own views about being safe and free from harassment and how well pupils from different backgrounds get on with each other.

Pupils' behaviour: grade descriptors

Outstanding (1)	Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Pupils are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well. There is no evidence of disruptive behaviour.
Good (2)	Pupils' behaviour makes a strong contribution to good learning in lessons. Their behaviour is welcoming and positive. They routinely show responsibility in responding to the expectations of staff, set consistent standards for themselves and respond quickly and well to any additional guidance from staff about how to conduct themselves. They behave considerately towards each other.
Satisfactory (3)	Pupils behave so that learning proceeds appropriately and time is not wasted. They understand what is expected when asked to work on their own or in small groups and only gentle prompting is needed to maintain discipline. Around the school, pupils' behaviour is orderly so that public spaces are safe and calm. Pupils are polite and generally respond appropriately to sanctions. Incidents of poor behaviour are uncommon.
Inadequate (4)	<ul style="list-style-type: none">■ Pupils' poor behaviour and rudeness occur more frequently than on very isolated occasions and inhibit progress in lessons or well-being on more than isolated occasions. or <ul style="list-style-type: none">■ Time is wasted through persistent low-level disruption, excessive off-task chatter and a lack of attention in too many lessons. or <ul style="list-style-type: none">■ Some pupils show a lack of respect for – or direct challenge to – adults or other young people, including instances of racist or sexist behaviour and other forms of bullying.