

Behaviour and attendance: in-depth audit for secondary and middle schools

Booklet 5: Pupil support systems

Guidance on using the in-depth audit

Only use this booklet if you have identified *Pupil support systems* as needing further investigation. This booklet suggests a number of ways to proceed and decide on any action required. There are three elements to the process:

- preparing for the audit;
- seeking the views of key parties;
- deciding on the action required.

Preparing for the audit

There are two aspects to preparation: communication; and collection of key data and information.

Communication: it is important to ensure that staff and anyone else involved in the process are briefed about the following:

- the reason for the audit and its specific focus;
- who will be involved as well as how others can contribute;
- how evidence is going to be gathered;
- how the process fits into normal school routines;
- the proposed time scale including updates on progress, final outcomes, prioritised actions and support programme.

Collection of key data and information: it is recommended that prior to the audit you:

- study any relevant policy documents;
- locate references to pupil support systems in the most recent Ofsted report;
- gather and analyse patterns in the data on the use of support systems to gain a picture of how many pupils receive extra support and for what.

Seeking the views of the key parties

There are three issues to decide:

Whose views to seek: decide on which staff to involve, and whether pupils, parents, governors and other groups outside the school should be included. For this in-depth audit, it is recommended that those involved should include:

- the SENCO;
- a year leader;
- the senior pastoral manager;
- one or two pupils who receive a lot of support from the current systems;
- a small number of experienced teachers who are new to the school;
- a small number of parents whose children are supported to a significant extent by the school's support systems.

How to seek their views: decide whether to use discussion groups, individual interviews and/or questionnaires. This booklet provides prompts for discussion groups and individual interviews as well as questionnaires for pupils and staff. For instance, you might want to conduct individual interviews with those listed above and hold a group discussion with some or all of the following:

- a representative group of form tutors;
- the tutorial staff from one year group;
- the pastoral team;
- a representative group of counsellors and mentors;
- a representative group of Key Stage 3 pupils;
- a representative group of Key Stage 4 pupils;
- the SEN team.

These are suggestions only. You will know the right combination of people to involve. In addition, adapt the prompt sheets and questionnaires to suit your circumstances. They are available to download from the Key Stage 3 National Strategy website (www.standards.dfes.gov.uk/keystage3).

What protocols to establish: this is a particular issue if your school does not regularly conduct group discussions or questionnaires. You will need to address a number of issues including:

for interviews and group discussions

- deciding who will conduct the interviews and how and who will brief them;
- identifying the size and makeup of groups for the discussions;
- wherever possible, using normal school routines and timeslots.

for questionnaires

(NB. only use questionnaires if the interviews and group discussions do not provide the range of views that you need.)

- deciding on the sample size;
- considering any changes needed to the questionnaires provided in this booklet;
- explaining the use and purpose of the questionnaires very clearly to participants;
- explaining any rules that apply, e.g. not to name individuals;
- assuring participants of the need for confidentiality;
- dealing sensitively with pupils and staff who may have been victims of bullying or harassment;
- deciding on the arrangements (i.e. the timescales for completion, when they can be completed, who will collate and analyse the data).

If you also decide to use your normal observation schedule and routines to explore this area, then a similar set of protocols needs to be agreed including:

- deciding who will carry out observations;
- considering timing, location and duration of the observations;
- ensuring all observers are skilled in observation and giving feedback.

Prompts for use in interview or discussions

Pupil support systems: general pastoral support

Prompts	Key points
<p>Structures and systems for supporting pupils:</p> <ul style="list-style-type: none"> • How are the systems and structures communicated to all staff? • How effective are they for all groups of pupils? • What are the strengths and weaknesses of the structures? • How do we know? • What more can be done to improve the structures and systems? 	
<p>Staff mediation and conflict resolution skills:</p> <ul style="list-style-type: none"> • Have all staff received training in these skills? • How long ago was the training, who was involved and what form did it take? • How useful are the acquired skills in supporting all groups of pupils? • Which skills need further development? • How do we know? • What more can be done to improve these skills? 	
<p>Use of tutorial time:</p> <ul style="list-style-type: none"> • How useful is tutorial time for all groups of pupils? • What other times are available in the school day to offer support? • What more can be done to improve this type of support? 	
<p>Pupils' understanding of systems and structures that support them:</p> <ul style="list-style-type: none"> • How effectively are the systems and structures shared with all groups of pupils? • What are the barriers to pupils accessing support? • How do we know? • What more can be done to improve pupils' understanding and use of the systems? 	

Pupil support systems: support for individuals

Prompts	Key points
<p>Early warning system:</p> <ul style="list-style-type: none"> • Are all staff sufficiently aware of this system? • What are the advantages and disadvantages of the current system? • How effective is it? • How do we know? • What more can be done to improve the system? 	
<p>Support provided by learning mentors and counsellors:</p> <ul style="list-style-type: none"> • How is this support coordinated? • How successfully is time allocated to individuals or groups of pupils? • How beneficial are the mentors and counsellors for all groups of pupils? • How do we know? • What more can be done to improve the use of this resource in school? 	
<p>Peer mentoring:</p> <ul style="list-style-type: none"> • How do pupils find out about the mentoring system? • How is peer mentoring coordinated? • What are the positive and negative aspects of this system? • What training is provided for peer mentors? • How is the impact of the support monitored and evaluated? • What more can be done to improve peer mentoring? 	
<p>Learning support units:</p> <ul style="list-style-type: none"> • How effective is the LSU in improving behaviour and attendance? • What are the strengths and weaknesses of the LSU? • How do we know? • What more can be done to improve the effective contribution of the LSU? 	

Prompts	Key points
<p>Behaviour improvement plans:</p> <ul style="list-style-type: none"> • Are staff sufficiently aware of the content, delivery and coordination of these plans? • Is this information clearly understood by all staff/pupils? • How effectively are behaviour improvement plans used? • What are their strengths and weaknesses in improving pupils' behaviour? • How do we know? • What more can be done to improve the way behaviour improvement plans are used to support pupils' learning? 	

Pupil support systems

Staff questionnaire

	Almost always	Often	Sometimes	Rarely
I am informed about the pupils who receive the following help with their behaviour				
Pastoral support (e.g. form tutor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class support from teaching assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEN support (e.g. assertiveness training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual behaviour plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from external agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following strategies are effective in changing pupil behaviour				
Pastoral support (e.g. form tutor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class support from teaching assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEN support (e.g. assertiveness training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual behaviour plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from external agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Three things that we do well to support pupils

1. _____

2. _____

3. _____

Three things that we could improve to support pupils

1. _____

2. _____

3. _____

For the things that we could improve, I consider this aspect to be:

Issue number	1	2	3
• An urgent priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• A priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• An issue we should address this year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• An issue we should consider at some point	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Not a big issue for us	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pupil questionnaire cover

You do not need to write your name on this questionnaire but please circle your year 7 8 9 10 11

Please indicate your gender:

Male **Female**

Do you consider yourself to have a disability? Yes No

What is your ethnic group **(this could be based on your skin colour, language, culture, ancestry or family history, etc. Ethnic background is not the same as your nationality or place of birth)**? Choose one section from [a] to [f] then tick the appropriate box.

[a] Asian or Asian British	[b] Black or Black British	[c] Chinese	[d] Mixed	[e] White	[f] Any other ethnic group
Bangladeshi <input type="checkbox"/>	African <input type="checkbox"/>	Chinese <input type="checkbox"/>	White and Black African <input type="checkbox"/>	British <input type="checkbox"/>	<input type="checkbox"/>
Indian <input type="checkbox"/>	Caribbean <input type="checkbox"/>	Any other Chinese background <input type="checkbox"/>	White and Asian <input type="checkbox"/>	Irish <input type="checkbox"/>	<input type="checkbox"/>
Pakistani <input type="checkbox"/>	Any other Black background <input type="checkbox"/>		White and Caribbean <input type="checkbox"/>	Any other White background <input type="checkbox"/>	
Any other Asian background <input type="checkbox"/>			Any other Mixed background <input type="checkbox"/>		

What is your religion?

None <input type="checkbox"/>	Buddhist <input type="checkbox"/>	Muslim <input type="checkbox"/>	Jewish <input type="checkbox"/>
Christian <input type="checkbox"/>	Hindu <input type="checkbox"/>	Sikh <input type="checkbox"/>	Any other religion <input type="checkbox"/>

Pupil support systems

Pupil questionnaire

	Almost always	Often	Sometimes	Rarely
In my opinion, pupils who behave badly improve when they				
Get help from their tutor or head of year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get help from a teaching assistant in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend special sessions for some lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get help from an older pupil or another adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get help with their behaviour from a counsellor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get a special plan with targets to meet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get help from professional people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please write down any other types of help) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Three things that cause bad behaviour in this school

1. _____
2. _____
3. _____

Three things that would help to improve behaviour in this school

1. _____
2. _____
3. _____

Pupil support systems – typical common findings and next steps for schools

What we are aiming for?

- Clearly defined structures and systems for supporting pupils, which are known and used by all.
- Systems which identify emergent problems.
- Opportunities identified for pupils to be supported by staff with appropriate skills.
- Effective system of peer mentoring.
- Effective and well used behaviour improvement plans as required.

Examples of common findings	Next steps
Pupils are confused about the different roles of staff involved in support systems.	<ul style="list-style-type: none"> • Develop clear staffing structures showing lines of communication and roles. • Use form tutor time to remind pupils of what support is available.
Duplication of support by several members of staff.	<ul style="list-style-type: none"> • Identify key differences between the role of tutor, head of year, etc. and the contribution of external support agencies (e.g. the LEA's support services). • Provide a clear view about how the management of behaviour and attendance operates across the school.
Dates by when the support for a pupil is to be withdrawn are either unclear or lack rigour.	<ul style="list-style-type: none"> • Identify good classroom practice and use as a model for all staff. • Provide opportunities for staff who are struggling to observe good practice in the school. • Develop whole-school guidance and protocols for setting up support for pupils which identify among other things, how a date for withdrawing support can be determined.
Support systems are over-used or inappropriately accessed causing pastoral/academic conflict.	<ul style="list-style-type: none"> • Ensure that systems are clearly outlined in whole-school policy. • Provide training which involves looking at when support systems are used and discussing possible alternatives.

