**Ofsted framework mapping**

The following outlines where bullying, safeguarding and e-safety fit within the new Ofsted framework. Although the theme of equality fits into many of the Ofsted judgements, this document looks solely at the area of bullying, diversity and equality in the judgement of *Personal Development Behaviour and Welfare.’*

Bullying intervention now comes under the heading *‘Personal Development Behaviour and Welfare.’*

Prior to inspection, Ofsted will check the presence and suitability of the safeguarding guidance, taking into account current government requirements, and other information for parents on your website.

* Guide on what to publish on your school [website](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online)
* Link to new [framewor](https://www.gov.uk/guidance/changes-to-education-inspection-from-september-2015)k
* Link to [changes](https://www.gov.uk/guidance/changes-to-education-inspection-from-september-2015)
* Link to new [Handbook](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015)

In the new Common Inspection Framework there are 4 key judgements:

* The quality of teaching, learning and assessment
* Personal development, behaviour and welfare
* Outcomes for pupils
* Effectiveness of leadership and management

**Ofsted have stated that the judgement on overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are any serious weaknesses in the overall promotion of pupils’ spiritual, moral, social and cultural development’.**

Grade descriptors for *‘Personal Development Behaviour and Welfare.’*

158. The CIF sets out the main criteria for judging personal development, behaviour and welfare.

159. Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the report. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.

160. Evaluating, judging and reporting behaviour and welfare in this way distinguishes between each aspect so that schools and parents clearly understand the two separate judgements. Inspectors must consider carefully the effectiveness of safeguarding when pupils’ welfare is judged to require improvement or be inadequate.

163. Inspectors must take account of the views **different groups of pupils express, their experiences of others’ behaviour and attitudes towards them**, and their understanding of the importance of such attributes in school and adult life.

**Attendance and punctuality**

164. Inspectors will consider:

* overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils
* The extent to which low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%)
* Punctuality in arriving at school and at lessons.

**Sources of evidence**

165. Inspectors **will make this judgement using evidence seen during the inspection as well as evidence of trends over time**. The judgement will be informed by **documentary evidence about behaviour, including how the school tackles poor behaviour, as well as discussions with and observations of pupils at break times, lunchtimes and between lessons.** Inspectors will assess the school’s use of exclusion, including the rates, patterns and reasons for exclusion, as well as any differences between groups of pupils. **Inspectors will gather the views of parents, staff, governors and other stakeholders.**

166. Inspectors must take account of the views different groups of pupils express, their experiences of others’ behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life.

167. Inspectors evaluate the experience of particular individuals and groups, **such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), disabled pupils and those who have special educational needs, looked after children, those with medical needs and those with mental health needs. Inspectors must look at a small sample of case studies about the experience of these pupils.**

168. If the school runs (on its own or in partnership with other schools) **an off-site unit for pupils whose behaviour is poor or with low attendance, an inspector must visit the unit**. Inspectors will assess **safeguarding** procedures, the quality of teaching and how effectively the unit helps to **improve pupils’ behaviour**, learning and attendance.

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| **Outstanding (1)**   * Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. * Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view. * In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. * Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. * Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. * Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. * For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained. * Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. * Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. * The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. * Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. * Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. * Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. |
| **Good (2)**   * Pupils are confident and self-assured. They take pride in their work, their school and their appearance. * Pupils’ attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. * Pupils show respect for others’ ideas and views. * In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training. * Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn. * Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. * Pupils conduct themselves well throughout the day, including at lunchtimes. * The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. * Pupils’ good conduct reflects the school’s efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. * Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. * Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. * Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils’ well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. * The school’s open culture promotes all aspects of pupils’ welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. * Pupils’ spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. |
| **Requires improvement (3)**   * Pupils’ personal development and welfare are not yet good and/or behaviour in the school is not yet good. * Pupils are safe and they feel safe. |
| **Inadequate (4)**  **Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.**   * Pupils’ lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms. * A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school. * Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work. * Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement. * A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally. * Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. * Pupils have little confidence in the school’s ability to tackle bullying successfully. * Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements. |

**What inspectors should ask or look for:**

Playtimes

* seek pupils’ views about bullying, for example whether they experience bullying, what they do to seek help, how they feel about break times, whether there are any ‘no go areas’ for different year groups – include any pupils who are by themselves
* go to the far reaches of the playground and field to consider how well supervised these are go to the far reaches of the playground and field to consider how well supervised in special schools and pupil referral units, observe pupils as they get off taxis and minibuses and ask them about the trip – consider aspects of safety, such as supervision and bullying
* Identify whether there are any spaces where bullying could easily occur
* Ask the lunchtime staff about bullying, for example what they see and how they help to prevent it

Arrival at school

* ask different pupils about their journey to school – for example how safe they feel;
* whether they encounter any bullying during that time; what they would do to seek help from the school if they did
* n special schools and pupil referral units, observe pupils as they get off taxis and
* minibuses and ask them about the trip – consider aspects of safety, such as supervision and bullying
* observe interactions between pupils, for example whether they are pleasant and relaxed or aggressive – consider whether different groups of pupils look comfortable together and whether there are any tensions

Pupils’ views

* pupils’ views about behaviour and all types of bullying (these views must be gathered from a range of pupils at informal times, not just from a formal discussion)
* their understanding of the school’s stance on bullying, including what happens if someone bullies or is bullied

Inspectors should hold at least one discussion about behaviour and safety with a group of pupils the school has worked with to improve their behaviour. These pupils might include those who:

* have previously been excluded more than once
* attend some alternative provision
* have moved from another school on a managed move
* were previously involved in bullying other pupils
* were previously disruptive in lessons but are now ‘back on track’

During the discussions inspectors should explore pupils’ views about:

* what behaviour is typically like in school and in their lessons
* variations in behaviour from lesson to lesson
* behaviour outside lessons
* the school’s reward and sanction system, including what difference this has made to their behaviour
* if they or any of their friends attend an alternative provision for part of the week, why
* they were selected and how it has helped them
* their understanding of the school’s stance on bullying, including what happens if someone
* bullies or is bullied
* how the school has helped them to improve their behaviour
* how the school is helping them to maintain the improvements
* how well the school has worked with their parents or carers to lead to these improvements
* how often and where they hear derogatory language – including homophobic, racist, sexist or discriminatory language– and the school’s response to this.

Documentary evidence

* This should include records of bullying incidents, pupils being removed from lessons and the use of rewards and sanctions, and information about exclusion and ‘internal exclusion’.
* records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents
* any patterns shown by such records, for example pupils being removed more from certain lessons or at a particular time of day, disabled pupils or those with special educational needs, or from a particular year group or ethnic group receiving more sanctions than others.

Discussion with staff and leaders

* Inspectors should talk briefly to staff when appropriate, for example when they are on duty in the playground or in the corridors, to ascertain their views on behaviour.
* Inspectors should hold a discussion with senior leaders towards the end of the day in order to follow up any issues that have arisen and to discuss their analysis of behaviour. This discussion should include a focus on how new staff and inexperienced staff are informed of the school’s expectations and how they are supported in the management of behaviour