Positive Behaviour Policy Contents Audit   **Date:**

Does the current policy clearly state:	Stated Clearly	Not Stated/ Included	Comments
What its agreed core values are? The school's Mission Statement incorporating the policy's core values? *Promoting Positive Behaviour, p 20 – 21*			
The Board of Governors Written Statement of Principles? *Promoting Positive Behaviour, p 16*			
The policy's overarching aims? *Promoting Positive Behaviour, p 13, p 64*			
A set of outcomes for learners which emanate from each of these aims? *Promoting Positive Behaviour, p13, p 20*			
What procedures are in place to track, monitor, evaluate & review how effectively the policy is delivering these outcomes? *Promoting Positive Behaviour, p 16, p 20 and p 34*			
When and how the school will consult with pupils, staff and parents/carers to inform and guide ongoing policy development and annual review? *Promoting Positive Behaviour, p 11 and p 13 – 19, p 34*			
That Governors will be presented with an evidence based annual report on how effectively the policy is delivering its outcomes? *Promoting Positive Behaviour, p 34*			

Positive Behaviour Policy Contents Audit   **Date:**

Does the current policy clearly describe the 5 stages required to establish an agreed a Classroom Behaviour Management Plan which will establish an effective teaching and learning climate/environment within each classroom? **Are each of the following stages clearly set out in the current policy indicating a commitment to discuss and agree with pupils:**	Stated Clearly	Not Stated/ Included	Comments
Stage 1 A set of class values?			
Stage 2 A set of agreed rights and responsibilities - pupils, staff (teaching and non-teaching), parents/carers? *Promoting Positive Behaviour, p 21 - 25*			
Stage 3 A set of acceptable behaviours which facilitate learning? A set of unacceptable behaviours which block learning? *Promoting Positive Behaviour, p 25 - 26*			
Stage 4 A set of agreed classroom rules and routines? *Promoting Positive Behaviour, p 27 - 29*			
Stage 5 A set of agreed class rewards used to acknowledge and confirm compliance with the agreed class behaviour management plan? A set of agreed class sanctions used to acknowledge and deter non-compliance with the agreed class behaviour management plan? *Promoting Positive Behaviour, p 30 - 34*			

Positive Behaviour Policy Contents Audit   **Date:**

Does this policy clearly state:	Stated Clearly	Not Stated/ Included	Comments:
What support (internal and external) and strategies are provided to reduce/remove pupils' behavioural barriers to learning? How the support is accessed? How outcomes (interventions) are tracked, monitored & assessed? How pupils are actively involved in the tracking, monitoring and assessment of their progress? *Current Inspection and Self-Evaluation Framework (ISEF)*			
How pupils are enabled to be active contributors to and participants in the development and review of current policy? *Promoting Positive Behaviour, p 13 – 19* *DE Circular Pupil Participation, 2014/14* *Current ISEF (Care and Welfare)*			
That bullying behaviour of any kind is totally unacceptable within the school community? *Promoting Positive Behaviour, p 18*			
What the policy's on-going arrangements for CPD are? *Promoting Positive Behaviour, p 18, p 23, p 24*			
How the policy will be resourced? *Promoting Positive Behaviour, p 20, p 23, p 30*			
The circumstances in which the school may consider implementing the following: • Risk assessment, including Risk Reduction Action Planning • Use of Reasonable Force/Safe Handling (Regional Policy Framework, 2004)? • Suspension & Expulsion (see DE/EA Guidance)? *Promoting Positive Behaviour, p 14, p 32, p 33 - 34*			

Positive Behaviour Policy Contents Audit   **Date:**

Does the policy clearly state/set out:	Stated Clearly	Not Stated/ Included	Comments:
Staff roles and responsibilities? *Promoting Positive Behaviour, p 20*			
Clear signposting to linked safeguarding policies, including SEN, Safeguarding and Child Protection, Attendance, Anti-Bullying & E-Safety Policies? *Promoting Positive Behaviour, p 11, p 12, p18* *Safeguarding and Child Protection in Schools A Guide for Schools, Section 10-1*			
When the policy will be reviewed? What tracking and monitoring and assessment procedures are in place to inform the review process? *Promoting Positive Behaviour, p 34* *Current ETI Safeguarding Proforma*			
Total no. of criteria met in the **clearly stated** columns		N/a	
Total no. of criteria not met within the **not stated/included** columns	N/a		

Positive Behaviour Policy Contents Audit   **Date:**

Total Stated Clearly	Total Not Stated/ Included

On the basis of the audit 'findings' our current policy sits within Level [ ]

ACTION:

LEVEL 1	LEVEL 2	LEVEL 3
On the basis of the extensive numbers recorded in the **'not stated/included' category,** our current policy is **failing to meet a significant number of current legislative requirements**.	On the basis that the **number of 'stated clearly' recordings significantly outnumbers those recorded in the 'not stated/included'** column our policy is **actively meeting a significant number of key legislative requirements.**	On the basis that **almost all of the criteria have been met according to the responses recorded in the 'stated clearly'**, the current policy **is clearly meeting current legislative requirements.**
What action/s would you recommend are taken through the School Development Planning Process in light of your review findings?	What action/s would you recommend are taken through the School Development Planning Process to address current policy gaps?	What action/s would you recommend should be taken to ensure that this level of compliance is sustained?
Justify your decision:	**Justify your decision:**	**Justify your decision:**