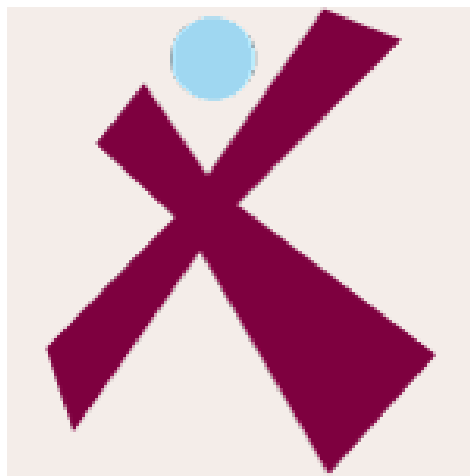


Behaviour, Safety and Attendance



**Student Questionnaire
October 2011**

Introduction

We have always considered student voice and feedback to be an important part of the process of school improvement. Under the new Ofsted guidelines, it becomes increasingly important that we are well informed about the feelings of our students as these views will form an important part of the new Ofsted approach and decision making on “Behaviour and Safety”

As we make the transition to being judged under the new Ofsted guidelines, it is important that we focus on the key elements of the new Behaviour and Safety agenda. These are:

- **Behaviour in lessons**
- **Behaviour around school**
- **Respect for others**
- **The Equalities agenda**
- **Anti- bullying approaches**
- **Student safety and ability to manage risk**
- **Attendance**
- **Punctuality to school**
- **Punctuality to lessons**
- **Engaging with parents and carers**

We have used the new framework to devise a questionnaire to gauge student opinion on Behaviour and Safety and to identify areas that require further development. This work will be used in conjunction with the Behaviour and Safety Audit to drive further improvement, both in actual terms but also in terms of student perception and recognition of the work that goes on “behind the scenes”.

Two forms were selected in every main school year group. Unfortunately only 8 out of the 10 selected forms completed the survey due to pressure at the end of the half term. Nonetheless, every year group is represented and the sample is large enough to provide valid results. As the responses were counted, it became clear that there were differences of opinion between different year groups and even between forms in the same year group. For this reason, the results have been shown by sample group as well as in terms of totals. This allows an insight into the range of outcomes given. It was interesting, for example, that the results of 8BK and 9JR were notably less positive in some aspects than the other selected forms within the sample group.

Summary of Outcomes

The analysis of the questionnaires has yielded a very positive report of student perceptions of Behaviour and Safety. There are, of course, areas of inconsistency and areas that will require further development. However, generally speaking it is clear that a very large majority of students feel that behaviour and safety in school is good and contributes to an effective learning environment. There is widespread agreement that the school has high expectations for behaviour and students clearly understand the consequences of poor behaviour; students feel safe and understand the different types of bullying- on the whole students are confident that the school will tackle bullying effectively; students know that attendance is important and recognise the work that the school is doing in promoting attendance and punctuality.

The areas of development that have been identified are the areas that students clearly perceive as a relative weakness and/or are areas that we need to raise the profile of in school. In most cases, these are areas where a significant amount of work IS being done; the challenge is to ensure that this is consistent and highly visible and credible to our students.

(A) BEHAVIOUR

(1) I behave well in my lessons

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	13	9	2		
8 BK	7	12	3	2	
8 ML	14	12	2		
9 HA	10	13	1		
9 JR	5	16	2		
10 HC	5	13			
11 CK	7	11			
11 HR	7	9			
TOTAL	65	95	10	2	
PERCENTAGES	38%	55%	6%	1%	

(2) I behave well when moving around school at break and lunchtimes

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	12	10	2		
8 BK	9	13	2	1	
8 ML	15	13			
9 HA	2	18	4		
9 JR	3	17	3		
10 HC	13	4	1		
11 CK	14	4			
11 HR	10	5	1		
TOTAL	78	84	13	1	
PERCENTAGES	44%	48%	7%	1%	

(3) I respect other students, teachers and support staff

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	19	5			
8 BK	18	3		3	
8 ML	25	3			
9 HA	17	7			
9 JR	7	16			
10 HC	10	8			
11 CK	9	9			
11 HR	13	3			
TOTAL	118	54		3	
PERCENTAGES	67%	31%		1%	

(4) The behaviour in my lessons is good and allows me to learn

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	14	9	1		
8 BK	4	15	3	3	
8 ML	9	19	1		
9 HA	6	18			
9 JR	2	13	8		
10 HC	1	16	1		
11 CK	6	6	6		
11 HR	7	7	2		
TOTAL	49	103	22	3	
PERCENTAGES	28%	58%	12%	2%	

(5) The general behaviour around school is good and allows me to feel safe

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	12	10	2		
8 BK	4	10	5	4	1
8 ML	7	17	4		
9 HA	3	18	2		
9 JR	2	13	8		
10 HC	6	12			
11 CK	6	8	4		
11 HR	4	9	3		
TOTAL	44	97	28	4	1
PERCENTAGES	25%	56%	16%	2%	1%

(6) Other students behave in a way that is respectful to others

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	5	10	7	1	1
8 BK	3	7	9	4	1
8 ML	3	19	6		
9 HA	2	14	8		
9 JR		5	9	7	2
10 HC	1	12	5		
11 CK	6	4	7	1	
11 HR	10	3	3		
TOTAL	30	74	54	13	4
PERCENTAGES	18%	42%	31%	7%	2%

(7) I know what the consequences of poor behaviour is in my lessons

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	19	5			
8 BK	15	8			
8 ML	21	6	1		
9 HA	18	5	1		
9 JR	14	3	5		1
10 HC	12	5	1		
11 CK	8	6	4		
11 HR	10	3	3		
TOTAL	117	41	15		1
PERCENTAGES	67%	24%	8%		1%

(8) Teachers and other staff deal well with poor behaviour in lessons

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	12	9	2	1	
8 BK	4	10	8		
8 ML	6	12	8		
9 HA	5	12	5	1	
9 JR	4	6	8	3	2
10 HC	3	14	1		
11 CK	2	4	9	3	
11 HR	6	4	4	2	
TOTAL	42	71	45	10	2
PERCENTAGES	25%	42%	26%	6%	1%

(9) Teachers and other staff deal well with poor behaviour at break and lunchtimes

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	10	11	3		
8 BK	2	8	8	5	1
8 ML	6	11	8	1	
9 HA	13	14	3	3	1
9 JR		9	8	4	2
10 HC	4	12	1	1	
11 CK	4	2	9	3	
11 HR	3	9	4		
TOTAL	42	76	44	17	4
PERCENTAGES	23%	41%	24%	9%	2%

(10) The school has high expectations about behaviour

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	20	3	1		
8 BK	12	8	2	1	1
8 ML	18	8	2		
9 HA	16	7	1		
9 JR	4	11	5	1	2
10 HC	9	8	1		
11 CK	8	9	1		
11 HR	9	6	1		
TOTAL	96	60	14	2	3
PERCENTAGES	55%	34%	8%	1%	2%

(B) SAFETY

(1) I feel safe in school

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	5	15	3	1	
8 BK	4	12	6		2
8 ML	10	13	5		
9 HA	8	13	2		
9 JR	6	7	5	4	1
10 HC	12	5	1		
11 CK	4	10	4		
11 HR	4	6	5		1
TOTAL	53	81	31	5	4
PERCENTAGES	31%	47%	17%	3%	2%

(2) I know how to keep myself safe and have a good understanding of “unsafe” situations

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	17	6	1		
8 BK	9	12	2	1	
8 ML	22	5	1		
9 HA	19	4	1		
9 JR	12	7	4		
10 HC	8	9	1		
11 CK	9	9			
11 HR	10	6			
TOTAL	106	58	10	1	
PERCENTAGES	61%	33%	5%	1%	

(3) I learn about safety issues in different lessons and in assemblies/Collapsed Curriculum Days

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	18	5	1		
8 BK	6	12	2	1	
8 ML	15	6	6		1
9 HA	6	14	1	3	
9 JR	2	8	9	2	1
10 HC	6	11		1	
11 CK	2	4	4	6	2
11 HR	3	9	3	1	
TOTAL	58	69	26	14	4
PERCENTAGES	35%	40%	15%	8%	2%

(4) I know and understand about different types of bullying, including cyber bullying

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	21	3			
8 BK	14	8	1	1	
8 ML	22	5	1		
9 HA	17	6	1		
9 JR	15	7	1		
10 HC	10	7	1		
11 CK	9	7	1	1	
11 HR	13	3			
TOTAL	121	46	6	2	
PERCENTAGES	69%	27%	13%	1%	

(5) I know what to do if I, or someone else, is being bullied

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	12	11	1		
8 BK	15	7	2		
8 ML	15	10	3		
9 HA	10	13	1		
9 JR	16	6	1		
10 HC	11	7			
11 CK	12	5	1		
11 HR	12	3	1		
TOTAL	103	60	10		
PERCENTAGES	60%	35%	5%		

(6) I feel confident that the school will tackle any bullying that occurs

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	15	7	1	1	
8 BK	9	5	8	2	
8 ML	12	12	3	1	
9 HA	3	12	8	1	
9 JR	4	10	4	1	3
10 HC	7	9	2		
11 CK	5	5	6	1	1
11 HR	6	6	3		1
TOTAL	61	66	35	7	5
PERCENTAGES	35%	38%	20%	4%	3%

(7) I am confident that staff at the school will deal quickly with bullying/poor behaviour based on discrimination- eg racism, sexism, homophobia

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	16	6	1	1	
8 BK	9	5	8	2	
8 ML	12	12	3	1	
9 HA	9	10	5		
9 JR	3	10	4	1	3
10 HC	10	7	1		
11 CK	6	6	5		1
11 HR	9	4	2		1
TOTAL	74	60	29	5	5
PERCENTAGES	43%	35%	16%	3%	3%

(8) I know how to keep myself safe when I use the internet

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	22	2			
8 BK	15	6	2		
8 ML	24	4			
9 HA	18	6			
9 JR	16	4	2		1
10 HC	12	6			
11 CK	13	5			
11 HR	15	1			
TOTAL	135	34	4		1
PERCENTAGES	78%	19%	2%		1%

(9) I am aware of safety rules in areas such as science and technology rooms

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	20	4			
8 BK	17	5	1	1	
8 ML	23	5			
9 HA	21	3			
9 JR	14	6	1	2	
10 HC	15	3			
11 CK	14	4			
11 HR	15	1			
TOTAL	139	31	2	3	
PERCENTAGES	79%	18%	1%	2%	

(10) I follow these safety rules

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	20	4			
8 BK	17	5	1	1	
8 ML	21	7			
9 HA	20	4			
9 JR	13	7	2		1
10 HC	13	5			
11 CK	15	2	1		
11 HR	15	1			
TOTAL	134	35	4	1	1
PERCENTAGES	77%	20%	2%	1%	1%

(C) ATTENDANCE AND PUNCTUALITY

(1) I know that attendance at school is important

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	20	4			
8 BK	16	7	1		
8 ML	25	3			
9 HA	19	4	1		
9 JR	14	5	2	1	
10 HC	12	5	1		
11 CK	16	2			
11 HR	15	1			
TOTAL	137	31	5	1	
PERCENTAGES	79%	18%	2%	1%	

(2) I have good attendance at school

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	20	4			
8 BK	13	9		2	
8 ML	20	5	3		
9 HA	19	4	1		
9 JR	13	6	3	1	
10 HC	12	5	1		
11 CK	10	8			
11 HR	11	3	1	1	
TOTAL	108	44	9	4	
PERCENTAGES	65%	27%	5%	3%	

(3) The school promotes good attendance

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	18	6			
8 BK	13	8	2	1	
8 ML	19	9			
9 HA	13	11			
9 JR	7	9	4	2	1
10 HC	12	5	1		
11 CK	12	3	2		1
11 HR	9	4		1	
TOTAL	103	55	9	4	2
PERCENTAGES	60%	32%	5%	2%	1%

(4) I am punctual to school

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	21	3			
8 BK	15	7	1	1	
8 ML	16	11	2		
9 HA	16	8			
9 JR	10	9	4		
10 HC	13	5			
11 CK	11	7			
11 HR	12	3	1		
TOTAL	114	53	8	1	
PERCENTAGES	65%	30%	4%	1%	

(5) I am punctual to lessons

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	14	9	1		
8 BK	12	9	2		
8 ML	15	12	1		
9 HA	10	14			
9 JR	13	7	2	1	
10 HC	13	5			
11 CK	11	6	1		
11 HR	15	1			
TOTAL	103	63	7	1	
PERCENTAGES	59%	36%	4%	1%	

(6) There are clear consequences for students who are not punctual to school

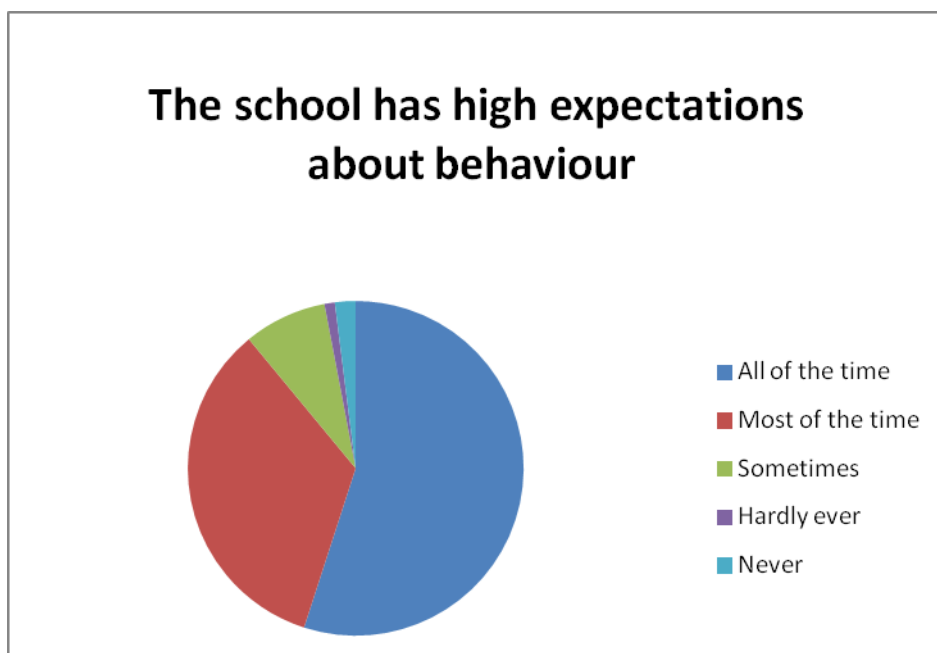
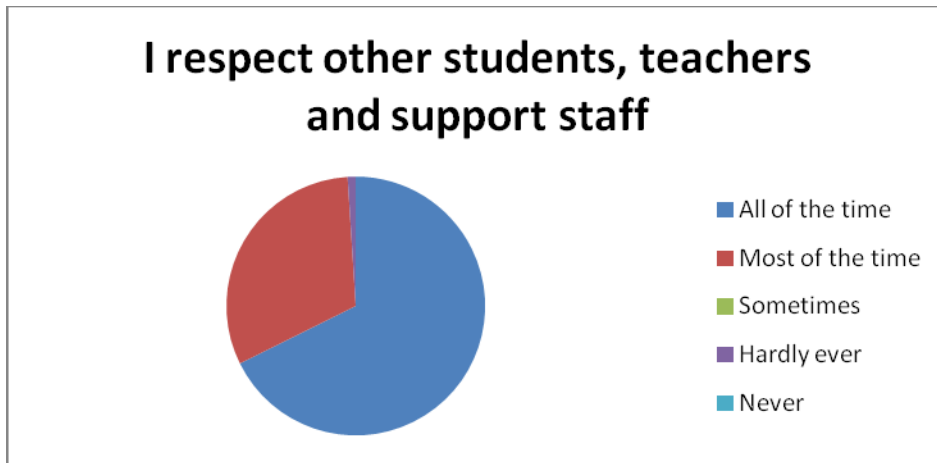
	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	19	5			
8 BK	10	9	4	1	
8 ML	13	15			
9 HA	12	9			
9 JR	6	11	2	2	1
10 HC	13	5			
11 CK	8	11			
11 HR	10	5	1		
TOTAL	91	70	7	3	1
PERCENTAGES	53%	41%	4%	2%	1%

(7) There are clear consequences for students who are not punctual to lessons

	All of the time	Most of the time	Sometimes	Hardly ever	Never
7 LE	13	9	2		
8 BK	6	12	4	2	
8 ML	10	8	10		
9 HA	4	16	3	1	
9 JR	7	9	5	2	
10 HC	10	7	1		
11 CK	7	8	2	1	
11 HR	6	8	2		
TOTAL	63	77	29	6	
PERCENTAGES	36%	44%	17%	3%	

The Most Positive Aspects of the Report

(a) Behaviour



(b) Safety

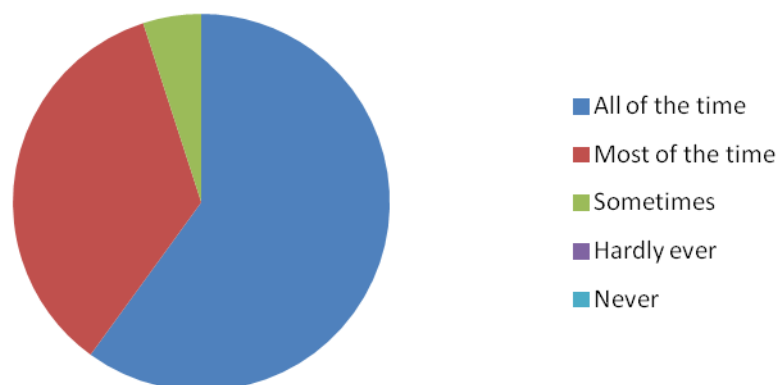
I know how to keep myself safe and have a good understanding of “unsafe” situations



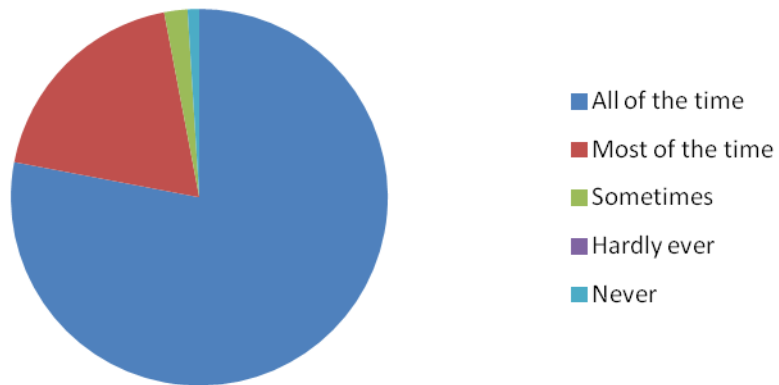
I know and understand about different types of bullying, including cyber bullying



I know what to do if I, or someone else, is being bullied

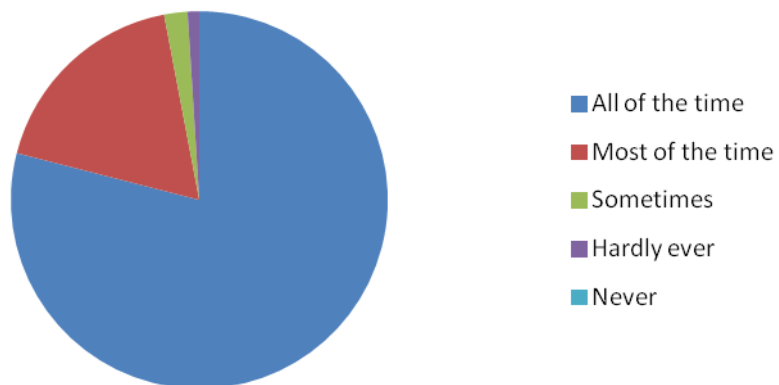


I know how to keep myself safe when I use the internet

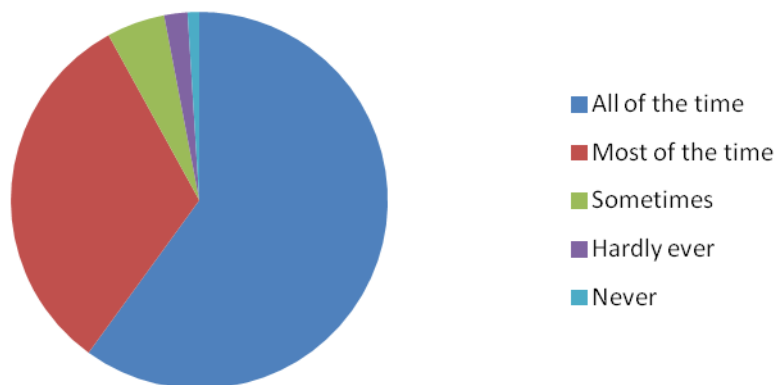


(c) Attendance and Punctuality

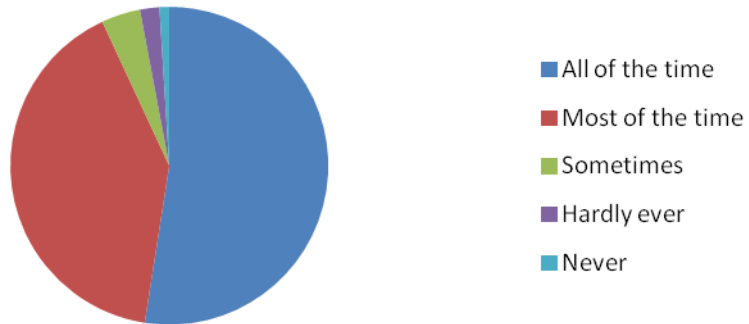
I know that attendance at school is important



The school promotes good attendance



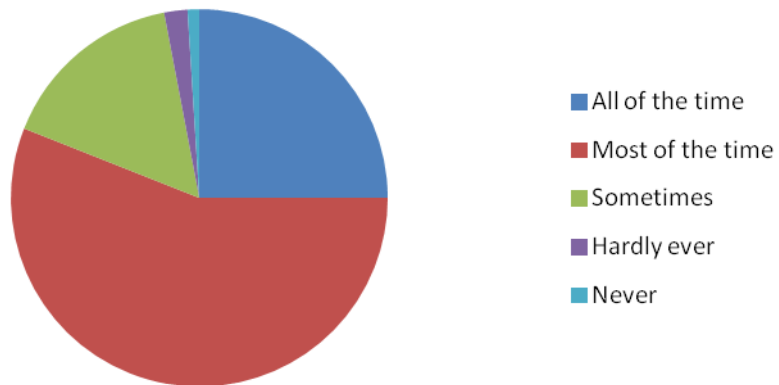
There are clear consequences for students who are not punctual to school



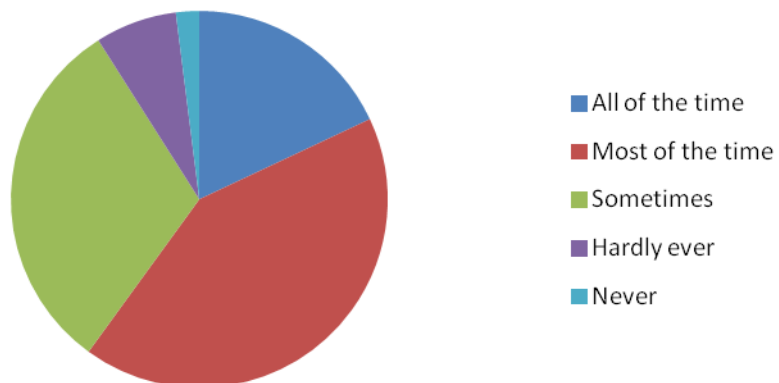
Areas for further development/consolidation

(a) Behaviour

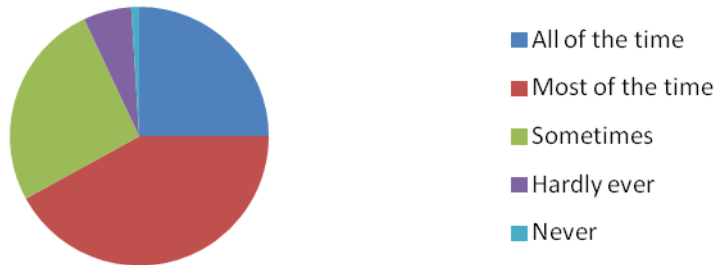
The general behaviour around school is good and allows me to feel safe



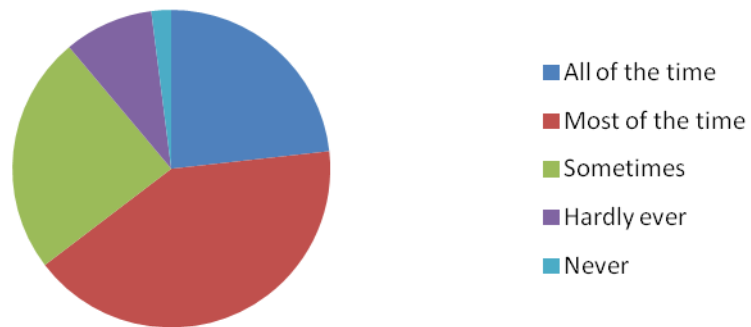
Other students behave in a way that is respectful to others



Teachers and other staff deal well with poor behaviour in lessons

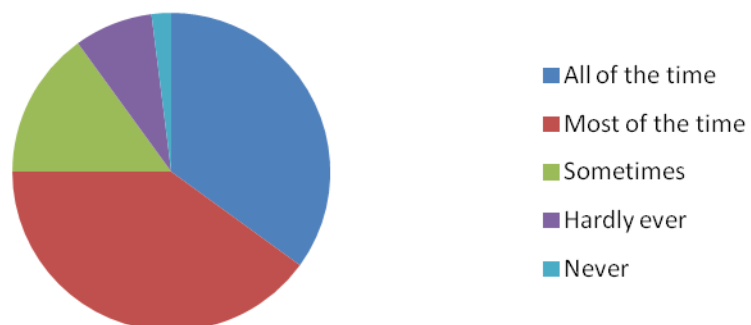


Teachers and other staff deal well with poor behaviour at break and lunchtimes

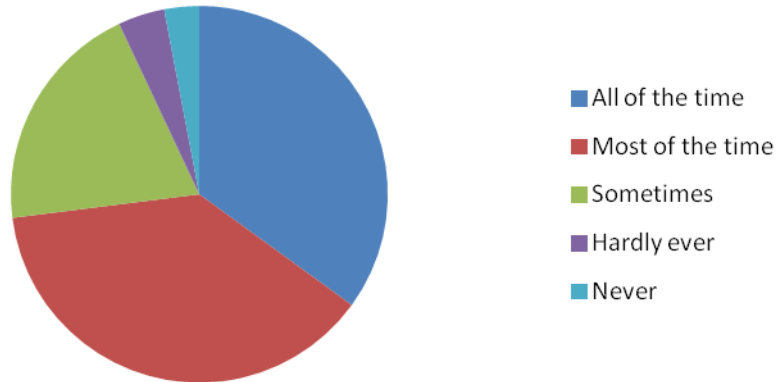


(b) Safety

I learn about safety issues in different lessons and in assemblies/Collapsed Curriculum Days



I feel confident that the school will tackle any bullying that occurs



I am confident that staff at the school will deal quickly with bullying/poor behaviour based on discrimination- eg racism, sexism, homophobia



(c) Attendance and Punctuality

There are clear consequences for students who are not punctual to lessons

