

Reading School
Mid-Year Evaluation Paper 3
Student Behaviour and Safety
January 2017

This paper, 3 a series of 6, provides Reading School's evaluation of our status regarding the behaviour of our pupils and their safety from bullying and harassment, as adjudged in January 2017. Our ethos and philosophy is that excellent behaviour enables outstanding learning and that good or better teaching promotes good behaviour and enables 'good or better learning.' The nurturing of integrity is integral to our approach which promotes excellence and develops leadership capacity:

- Reading School actively nurtures an environment of shared values here all are encouraged to act with integrity
- Reading School aims to ensure that pupils, staff and the governing body are totally committed to and engaged in the organisation
- Reading School nurtures a behavioural climate and culture that establishes positive staff-pupil relationships so that all students including those from disadvantaged can learn equally well
- Reading School supports pupils who wish to develop a spirit of charity and service to others
- Reading School encourages pupils and staff to be resilient, creative and effective in furthering their personal objectives and the objectives of the school

We consider our current key judgements to be as follows:

BS1 Pupil behaviour	Good 2
BS2 Tackling bullying and harassment	Good 2
BS3 Pupil attendance and punctuality	Outstanding 1
BS4 Safeguarding	Good 2

Key Dark Green Outstanding 1

Key Light Green Good 2

The following evidence helps to inform the judgements evident in the Reading School Evaluation Paper 3 Pupil Behaviour and Safety (January 2017):

- *Attendance data 2016-17*
- *Behaviour policy and SIMS behaviour reports up to December 2016*
- *Child Protection policy*
- *Headmaster's Reports to Governing Body 2016*
- *Ofsted Boarding Inspection Report March 2014*
- *Ofsted Parent View Findings (February 2016)*
- *Safeguarding Reviews 2016-17 (Internal and External)*

BS1 Reading School encourages good behaviour through high expectations and fosters mutual respect between students, and between staff and pupils. Good 2

An analysis of behaviour over time, as demonstrated in incident logs and records of rewards and sanctions by December 2016 shows that Reading School students contribute well to the ethos and culture of the school and overwhelmingly conduct themselves with courtesy, good manners and respect. This judgement is triangulated with the opinions expressed in the Parent View survey 2016. There are an increasing range of rewards to reinforce and praise good behaviour including the DARE award scheme for KS3, and the prizes awarded for effort at KS4. Individual departments also offer their own systems for rewarding excellence, including initiatives such as colours. Provision has included in the 'Reading Foundation Award Scheme.'

In addition, as demonstrated in PSHCE lessons, Assemblies and Chapel students understand and appreciate how positive behaviour contributes not only to school life but also to wider relationships. Furthermore, student attitudes to learning are predominantly good and often outstanding overall. In addition this judgement is corroborated by the views of parents in the Reading School Parents Surveys in February 2016 and also the evidence of the Ofsted Parent View submissions in 2016. In lessons pupils' attitude to learning extensively helps their progress in lessons. Therefore, the predominant, overwhelming attitude of Reading School pupils to the school as a whole, personal conduct and behaviour, during and outside lessons is very positive. However, the experience of particular individuals is not invariably positive, partly due to the misuse of social media. This view is expressed by the pupils themselves, both formally and in informal situations. T

The prevalence of low level disruption is limited evidenced by staff, pupils and the findings of Senior Leadership Team Learning walks. However, training has been given to staff on how to deal with low level disruption. Reading School pupils predominantly adhere to school uniform policy and respect the school's learning environment, this includes the tidiness of the school site and the facilities. The appointment of a new Business Manager in September has led to improvements to the learning environment by December 2016. For instance, the Fitness Suite increases in baggage storage, Health and Safety improvements linked to pupil needs and visual impairment (*Academy Operational Plan 2016-2017*).

BS2 Types, rates and patterns of bullying are monitored and the school seeks to take effective action to prevent and tackle bullying and harassment. Good 2

Reading School seeks to prevent and tackle discriminatory and derogatory language. This includes racist or homophobic language. Partnerships have been developed with the Kick It Out charity and the Safer Schools Partnership. (September 2016) The Prevent agenda has been successfully delivered to staff and students by Ms Capon, Assistant Headteacher.

Reading School has a fair and proportionate approach to discipline and exclusions. There are clear sanctions for those pupils who do not comply with Reading School's Behaviour policy. These sanctions are fair and proportionate and may vary according age or special circumstances affecting the pupil. At Reading School sanctions for boarders and day boys are implemented fairly and consistently. Sanctions include verbal reprimand, repeating inadequate work until it meets the required standard, the loss of privileges, detention (including lunch-time and after school), school based community service such as picking up litter or helping to clear the refectory after meal times or may include fixed-term temporary or permanent exclusion as appropriate. There have been no permanent exclusions in 2016-17.

BS3 Reading School pupil attendance is very good and improving. Outstanding 1

As shown in the Ofsted Data Dashboard (2016) and the Reading School Scorecard and 'School data dashboard' (November) there have been improved attendance rates since 2012. And it now stands at >97%.

However, we remain vigilant about regarding individual cases especially in Year 11 and these are monitored closely by Heads of House and the Educational Welfare Officer has advised on actions to be taken. In addition, the Headmaster periodically informs all parents of the government regulations regarding unauthorised absence. This has had some positive impact although requests for term time holidays still persist.

As evident in the Reading School Scorecard (*SAP Evaluation Report 4, December 2016*) punctuality is improving, following the introduction of Punctuality detentions under the leadership of Ms Capon, Assistant Headteacher and the excellent work of Mrs J Sudra, the Attendance Officer. In addition, the importance of attendance and punctuality is emphasised to parents periodically in the Headmaster's weekly bulletins. This system is regularly reviewed and developed as we measure its impact.

BS4 Reading School works tirelessly to keep our pupils safe, whether within school, boarding or during external activities. Good 2

This is achieved through effective risk assessments and e-safety arrangements. E-safety remains a key issue. Reading School's Single Central Record is complete, accurate, up to date and fit for purpose. We are working to ensure compliance with safeguarding guidelines published in September 2016. In addition, the Student Welfare Board meets fortnightly to discuss vulnerable pupils, including boarders. Staff have access to training including Data Protection, Educational Visits and appropriate levels of Child Protection training. The administration of Educational Visits and the SCR was praised by the Ofsted Inspectors in the Boarding Inspection of March 2014 and the external safeguarding review in February 2016.

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