



Behaviour / Attendance and School Liaison

Parent Forum 2
March 5th 2025

BRAVELY AND FAITHFULLY



But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”

James 3:17

BRAVELY AND FAITHFULLY



OUR VISION LINKED TO OUR ETHOS

Bishop Rawstorne is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

HOW DOES THIS LINK TO OUR STANDARDS, BEHAVIOURS AND EXPECTATIONS?

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**“enabling us all to flourish bravely
and faithfully”**

**“full of mercy and good fruit”
James 3.17**

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TRAINING

What motivates students?



Students want...

To be safe

To be successful

To be well thought of

To be engaged in meaningful activities

To matter

To have a calm environment

To be cared for

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Students are drawn to

Human interactions

Drama

Novelty

The hidden or forbidden

People who share their interests

People who will supply them with
'Maslow's goods'



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The Principles of an Excellent Church School:

Spirituality – Community – Connection – Transformation – Curriculum – Inclusion – Achievement



**“Christian community that delights
in seeking wisdom and knowledge”**



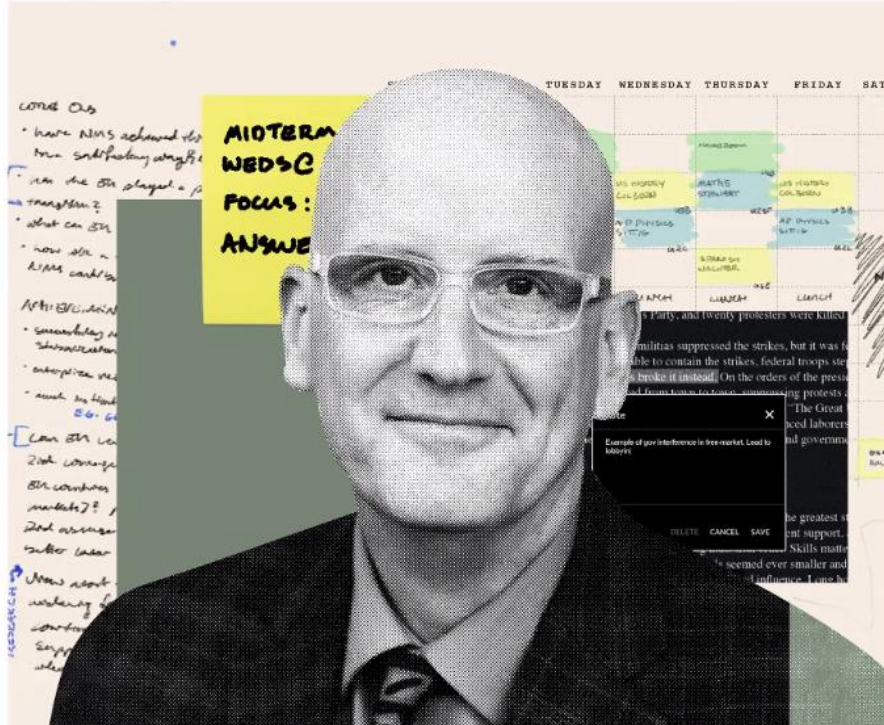
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Behaviour Basics



Why don't students like school?

- We ask them to do what they might not be inclined to do
 - We ask them to think
 - They get judged
 - We ask them to focus
 - Distractions are everywhere
 - Schools exist to teach us things we haven't evolved to learn easily
-
- Willingham, 'Why don't students like school?'
 - They are not successful.
 - They lack the self discipline to focus.
 - They think they are not supposed to like school and no one counteracts this.

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Teach them they are safe

- Let them know that the classroom is a calm, predictable place
- The clearer the understanding, the greater the compliance
- People make irrational, biased decisions under pressure or when unsure



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Routines For All Lessons: A Common Lesson Approach

Lesson Openings

- Teacher welcomes class at the door/establishes orderly entrance, directing students to take their seat. If there is a seating plan, please ensure this is adhered to. **Students should not be encouraged to line up** outside unless there is a health and safety reason to do so.
- Students are to get equipment out then be seated swiftly and engage with a silent starter task that promotes learning – allowing students to focus fully and become work ready for the rest of the lesson.
- Once students are working, register is taken within the first five minutes. Any lates to be recorded as a behaviour please.

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During the Lesson

- During lessons, as far as possible, hands up questioning should be avoided; it is more appropriate to follow the EFA guidance and practise a random questioning technique.
- The school behaviour system should be followed. **Before escalating to a B1 students should be given a warning – either verbal or non verbal.** Students need to be aware that they are heading towards a B1. however, it is important to deescalate, and be restorative rather than jumping to punitive sanctions.
- **If a student reaches a B3 for the first time in your lesson, then they should be removed from class and go to either the curriculum leader's room OR a designated pre-agreed classroom.**
- **If a student reaches a B3, on subsequent occasions, a staff member should use the green button and SLT will collect the student and take them to inclusion.**
- Immediate removal for unacceptable and disruptive behaviour can be employed using the green button.
- Green button for removal or medical needs should only be used in extreme circumstances.
- In all cases of “B3” and “Green Buttons” SLT expect **a “threshold”** conversation to occur to help student and class teacher move forwards
- Records on SIMS should be completed as appropriate.
- Students should not be allowed out of the lesson for anything other than exceptional circumstances or if they have an exit pass.
- Students must ask for permission to take off blazers.
- Drinks should be in bags and students should not use these as a distraction.

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REBUILDING RELATIONSHIPS

Persistence

THRESHOLD CONVERSATIONS

After a sanction

At the start of a new relationship

After a reprimand

In a pastoral meeting

RESET, REFRAME, REBOOT, REBUILD



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What is
expected
from me?



All students should;

- Follow instructions from staff and try their best.
 - Only talk when instructed to do so.
 - Listen when others are talking.

These expectations are simple and most students achieve them every lesson every day.

OUR "B" SYSTEM

WARNING

This will be verbal or can be non verbal, either way this is your first communication to manage your behaviour – and stop distracting or disrupting.

It is NOT logged

1B

You're not doing what is expected, this is a warning to improve.

2B

You still aren't doing what is expected. This is a second chance to improve.

3B

You've ignored the warnings so you are removed from the lesson. There will be consequences for this. Following this a restorative conversation must be had with your class teacher.

If your behaviour warrants a move straight out the classroom this supersedes the "B system" and is called a green card.



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Are sanctions mean?

- Sanctions are NOT The core of managing behaviour
- They are the BACKSTOP
- Without boundaries, some children will persistently misbehave
- Without penalties, boundaries mean nothing to some children.
- CERTAINTY not SEVERITY

- CONSISTENCY. PREDICTABILITY. TRUST
- They aim to their own extinction

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Bishop's Basic Rules



In our aim to remain one of the best schools in the country, all students should follow the 'Bishops Basics'

- **Embody our Christian values by respecting the staff, students, visitors and equipment at all times.**
 - **Arrive to school and lessons on time.**
 - **Always have the right equipment and uniform.**
 - **No electronic devices should be seen out in school.**
 - **Always use the appropriate language.**
 - **Always follow staff instructions on the first request.**
 - **Demonstrate compassionate, sensible, orderly behaviour at all times.**
- **Eat and drink ONLY in designated areas. No chewing gum or energy drinks. Clean up after yourself.**

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**“building relationships and
character”**

**“full of mercy and good fruit, impartial
and sincere.”**

James 3:17

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'Why 'just build a relationship with them is bad advice.'

Often the go-to advice for new teachers

Frequently underexplained

Result: misunderstanding

Placating

People pleasing

Submissiveness

Ignoring rudeness

Low challenge lessons

Endless unfun



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Relationships

We build relationships by:

Being TRUSTWORTHY

Being PREDICTABLE

Being RELIABLE

Having CLEARLY UNDERSTOOD
EXPECTATIONS

Having CLEAR BOUNDARIES and
CONSEQUENCES

Demonstrating HIGH REGARD and
CARE



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Two essential strands



High Expectations- we believe they are capable of doing amazing things/ more than they believe



High Regard- we clearly demonstrate that they matter (nb- this does not mean they get what they want, or we give in all the time)

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Year	SUSP	PEX	National Comparison
14/15	13	2	In Line with national comparison
15/16	40	1	In Line with national comparison
16/17	38	2	Slightly above national comparison – area of concern – Boys fixed term suspensions
17/18	28	1	In Line with national comparison
18/19	18	2	In Line with national comparison
			No data this season - Covid
20/21	37	1	In Line with national comparison
21/22	63	3	In Line with national comparison
22/23	54	1	In Line with national comparison
23/24	70	1	Data not published yet
24/25	35	0	This year – actually a lot calmer so far with suspensions – 13 of these 25 come from 3 incidents Most Significant issue this year is vaping

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- **How do your young people feel about our behaviour system at school?**
- **Do your young people feel generally safe in school and know who they can talk too?**
- **Do your young people feel in the majority of their lessons behaviour is well managed?**
- **Are there areas that they feel behaviour could be managed better - if so where and why?**
- **Do you understand the rationale behind our behaviour systems?**
- **What do we get wrong and how could we improve?**

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PUNCTUALITY AND ATTENDANCE



Late is late – Please register children for class and tutor as late when they are – it helps us to build a pattern.

Unless told by a Head of Year OR the office please don't provide work for children when off – it can be seen to be condoning the absence and is against guidelines except in specific circumstances

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National comparison

Compare your attendance and absence in the same phase of education (primary or secondary) in England. Data is from schools sharing daily attendance data with DfE. Results show data for the academic year-to-date, for compulsory school age pupils.

[How we calculate your position and how to use your results.](#)

Filters ⓘ

Special educational needs (SEN) support

All pupils

Pupils with SEN support

Pupils with no SEN support

Free school meals (FSM)

All pupils

Pupils with FSM

Pupils with no FSM

Your overall attendance:
94.6%

You are in decile 1, the top
0-10% of schools

Decile ⓘ	Decile description ⓘ	Number of schools ⓘ	Lowest in decile ⓘ
1	Top 0-10%	303	94.1%
2	Top 10-20%	303	93.0%
3	Top 20-30%	303	92.4%



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Year	Bishop Rawstorne	National Average
2017/2018	95.5	95
2018/2019	97.3	95.1
2019/2020	94.4 (COVID 1)	94.4
2020/2021	96.6	94.3
2021/2022	94.6	91.8
2022/2023	95.2	93.09
2023/2024	93.2	90.9

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Existing expectations of schools

- Develop and maintain a school culture that promotes benefits of attendance.
- Have a clear attendance policy.
- Accurately complete admission and attendance registers.
- Monitor and analyse data to identify pupils and cohorts requiring support.
- Build relationships with families, and work with them to remove barriers.
- Share and collaborate with other schools, LAs and partners on persistent and severe absence.



What's new for schools

- Updated section on physical and mental ill health to be clear on schools' role, and further clarification around medical evidence, additional support for pupils with SEND and part-time timetables.
- New requirements on data sharing.
- Clarification of expectations of senior Attendance Champions.
- Expectation to inform a pupil's youth offending team worker (LCC Child and Youth Justice Service) of any unexplained absences.





Code C2 and part-time timetables

- Information regarding the use of part-time provision can be found on page 25 of [Working together to improve school attendance, DfE 2024](#)
- Where a pupil is only attending part-time, the sessions that they are not required to attend must be marked as either code X (NCSA) or code C2 (CSA).
- Schools should notify the LA of any pupils who are not attending school full-time and, to facilitate this, the LA has designed an eForm for schools to submit when a part-time timetable arrangement is put in place.
- Detailed guidance on how to submit the eForm and suggested templates to complete when planning the part-time provision can be found in our part-time timetable guidance on the [Schools' Portal attendance website](#).
- Schools are asked to email the completed planning forms to the LA so more detailed information regarding the plan can be accessed by the School Attendance Support Team.





Code I – what the guidance says (part 1)

Code I: Illness (not medical or dental appointment)

362. The pupil is unable to attend due to illness (both physical and mental health related). Schools should advise parents to notify them on the first day the child is unable to attend due to illness.

363. Schools are not expected to routinely request that parents provide medical evidence to support illness absences. Schools should only request reasonable medical evidence in cases where they need clarification to accurately record absence in the attendance register – i.e. making a decision that code I is the absence code that accurately describes the reason the pupil is not in school for the session in question. In the majority of cases a parent's notification that their child is too ill to attend school will be that evidence and can be accepted without question or concern. **Only where the school has genuine and reasonable doubt about the authenticity of the illness should medical evidence be requested to support the absence.**

From [Working together to improve school attendance, DfE 2024](#)





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364. **Where medical evidence is deemed necessary, school should not be rigid about the form of evidence requested and should speak to the family about what evidence is available.** Schools should be mindful that requesting additional medical evidence unnecessarily places pressure on health professionals, their staff and their appointment system, particularly if the illness is one that does not require treatment by a health professional. Where a parent cannot provide evidence in the form requested but can provide other evidence, schools should take this into account. **Where a parent cannot provide any written evidence the school should have a conversation with the parent and pupil, if appropriate, which may in itself serve as the necessary evidence to record the absence.**



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Legal interventions (part 1)

Key changes (following the National Framework for Penalty Notices):

- The threshold for the use of penalty notices changes from 10 sessions in a term to 10 sessions in a rolling 10-school-week period.
- The monetary cost of the fine rises from £120 (payable at £60 if paid within 21 days) per parent per child to £160 (reduced rate £80 if paid within 21 days).
- If a second holiday is taken that year or within the next academic year, there is no reduced payment option – the fine will be issued at £160.
- If a third holiday is taken within a 3-year period, the case will go straight to prosecution.
- All state funded schools must consider whether a penalty notice is appropriate when one of their pupils reaches the national threshold. Schools should not have a blanket position of issuing or not issuing penalty notices and should make judgements on each individual case.

Further information can be found on page 56 of the Working together guidance.



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ATTENDANCE

**IS THERE ANYTHING YOU FEEL I NEED TO KNOW?
IS THERE ANYTHING I COULD COMMUNICATE BETTER
TO PARENTS?**

Whole School Year To Date

95.3%

PP Year To Date

92.16%

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COMMUNICATING WITH US

How do you feel we could improve home parent contact?

Do you feel that we are easy enough to speak to?

Do you find our systems and procedures for Parent Staff communication work? If not, Why?

What could we improve?

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