



Atherton Sacred Heart RC Primary School

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Understanding How We Record, Monitor and Analyse Behaviour in School

23.10.26

Dear Parents and Carers,

At Sacred Heart, our aim is to provide a calm, safe, respectful and ambitious environment where every child can learn, thrive and achieve their potential.

As part of schools' safeguarding responsibilities and commitment to high standards of behaviour, schools are required to record, monitor, track and analyse behavioural incidents, including incidents of low-level behaviour incidents (DfE and Ofsted requirement). This enables schools to identify trends, provide support at the earliest opportunity and ensure all pupils can access learning successfully.

Why do schools record behaviour?

The Department for Education and Ofsted expect schools to maintain accurate records of behaviour (including low level behaviours) and use this information to evaluate the effectiveness of their behaviour culture and support systems.

Ofsted's framework states that schools should create a culture where pupils can focus on learning, behave with respect towards others and understand the expectations placed upon them. Inspectors consider how effectively leaders promote positive behaviour and whether any patterns of poor behaviour are identified and addressed promptly. During inspections, they check and monitor school behaviour logs, ensuring that all behaviour incidents (where known) are recorded. The data (anonymised and generalised) will also be shared with governors at their meetings. This is in line with their strategic oversight of compliance matters in school.

Recording incidents helps us to:

- Promote a calm, orderly and positive learning environment.
- Ensure behaviour expectations are applied consistently and fairly.
- Identify pupils who may need additional support.
- Recognise recurring patterns, triggers or emerging concerns.
- Evaluate the impact of interventions and support strategies.
- Meet our safeguarding duties.
- Ensure all pupils feel safe, valued and included.

Furthermore, there is a change in language used by Ofsted. This is in light of their work from **their Big Listen project in 2024** (parents and schools). Schools are expected by the Department for Education and Ofsted to identify, record and respond appropriately to incidents involving **violence**.

Examples of violence include (this is not an exhaustive list):

- Punching, kicking or hitting.
- Assault on another pupil or member of staff.
- Choking, strangulation or actions causing injury.
- Throwing objects with intent to cause harm.

As a school we are using this language when speaking with children, families and external services. I appreciate that this is new to many of you and will be a shock. This language is now in use nationally with all schools.

Why is this information analysed?

The Department for Education states that schools should use behaviour records to identify patterns and trends so that leaders can take proactive action before concerns escalate.

Ofsted inspectors consider whether leaders:

- Have a clear understanding of behaviour across the school.
- Analyse behaviour information effectively.
- Identify patterns, including repeated incidents, bullying, discriminatory incidents and violence.
- Take appropriate action to improve behaviour and keep pupils safe.
- Ensure behaviour systems are applied consistently and fairly.
- Support pupils to improve their behaviour over time.

Behaviour data is not simply collected for record-keeping purposes. It is an important tool that helps leaders evaluate the impact of school systems, identify emerging concerns and ensure that all pupils can learn in a safe, calm and purposeful environment.

Behaviour Categories we use in school are:

- Bullying
- Violence
- Aggressive Play
- Inappropriate Reaction
- Inappropriate Comment
- Inappropriate Play/Touch
- Discriminatory (any of the protected characteristics)
- Fall out

Last week we released Tootoot to you all and the children were informed of this on Monday. Their passwords and usernames should have come home on Monday or Tuesday. This is an alternative way for children to share their concerns, as well as reporting it directly to staff.

I can confirm, that on the whole, children are frequently reporting matters with staff who are then able to deal with the matter in a timely manner. Once the incident has been dealt with, staff then complete the behaviour incident form and hand it in for triage by myself.

If your child is not reporting matters, then please encourage them to do so, either via Tootoot or in person with staff. Identified staff who will be checking on Tootoot are: Mrs Julien, Mrs Lonsdale, Miss Readwin and Miss Fearick (all chosen by the children during a pupil voice session).

If parents are sending in concerns regarding behaviours to the school office, please ensure your communication includes the following information, so that we can investigate your concern fully:

- Who it involved
- When it took place
- Where it took place
- What you believe happened

As we analyse and track the data more, this will mean that senior leaders are speaking with more children and parents regarding their child's behaviour. This is in line with the expectations placed on school to not only collate data but to act on it. This may be a shock to some parents, where they haven't been spoken to previously regarding their child's behaviour.

Thank you for your attention in this matter.

Kind Regards

A handwritten signature in black ink, appearing to read 'Mr McDermott', written in a cursive style.

Mr McDermott
Headteacher NPQEL