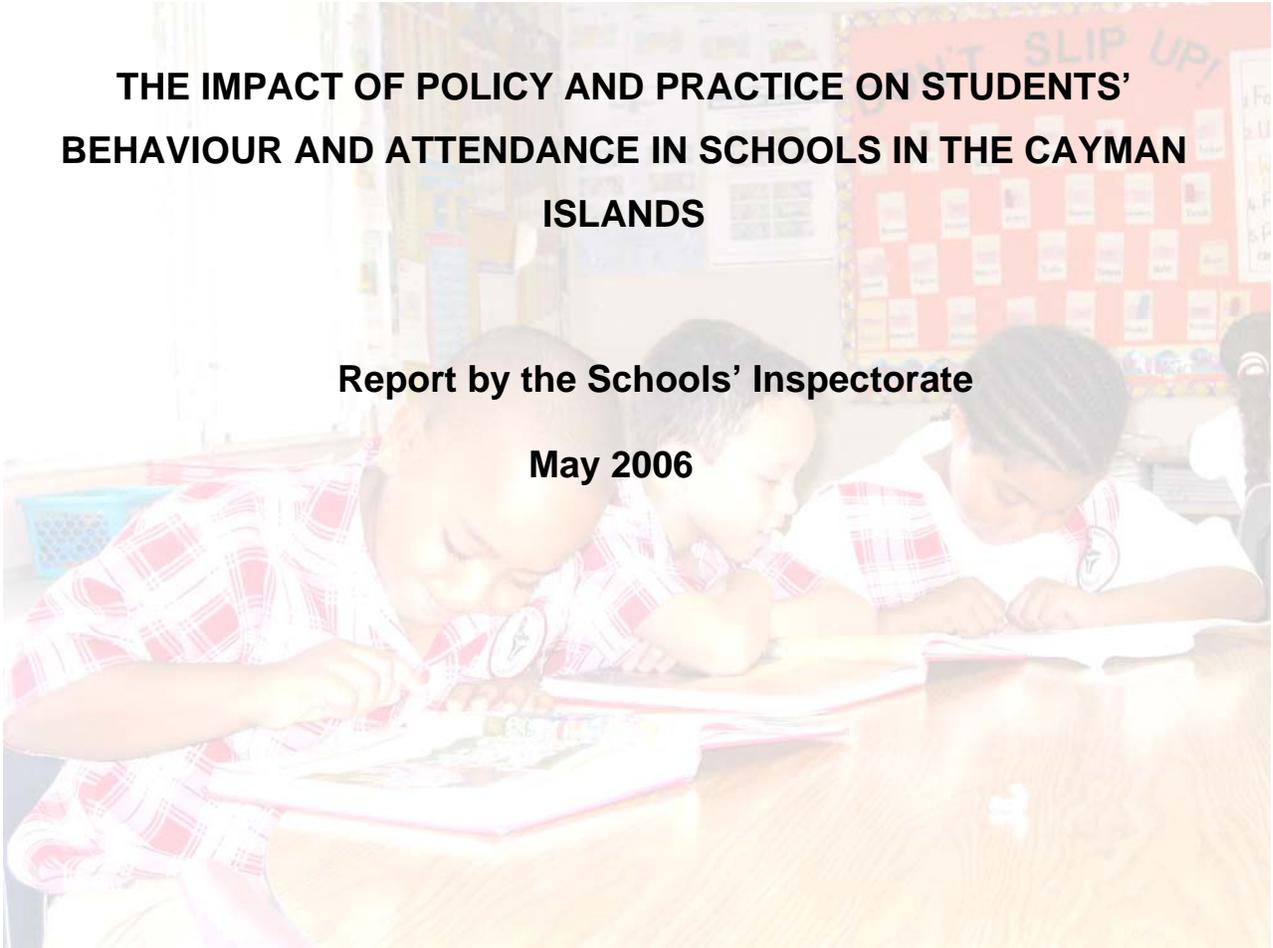




**THE IMPACT OF POLICY AND PRACTICE ON STUDENTS'  
BEHAVIOUR AND ATTENDANCE IN SCHOOLS IN THE CAYMAN  
ISLANDS**

**Report by the Schools' Inspectorate**

**May 2006**



*Working in partnership for high quality education for all students*



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## Introduction

This report is the result of a survey commissioned by the Schools' Inspectorate to highlight effective policy and practice in relation to the promotion of good behaviour and attendance in schools across the Cayman Islands. It analyses and reports on the impact of school and Education Department policies and how effectively schools are promoting good behaviour and attendance. The survey focused on government schools, but also sampled some private pre-schools.

The report includes:

- A summary of the main findings and recommendations
- A commentary on the findings
- A brief overview of current practice in several other countries
- Check lists for schools to create behaviour and attendance policies
- Advice for teachers to help them manage students' behaviour effectively
- The questionnaires sent to all the government schools prior to the survey
- Scrutiny of the Education Department's and schools' documents relating to behaviour and attendance
- Visits to a sample of pre-schools and government primary schools and to all government high schools to observe the students during and between lessons, before school and during lunchtimes

The survey was compiled using data and information from the following sources:

- A review of how other countries are dealing effectively with issues related to attendance and behaviour in schools
- Analyses of the replies to questionnaires about behaviour and attendance circulated to all the Cayman Islands' government schools
- Schools' Inspectorate reports on government schools
- Discussions with personnel in the Ministry of Education, Education Department and Schools' Inspectorate, meetings with principals, pre-school managers and staff, teachers, students and a few parents

The survey was undertaken by Andrew Littlewood, who was one of Her Majesty's Inspectors of Schools for 20 years and who has extensive experience in the areas of students' behaviour and attendance.

Members of the Schools' Inspectorate accompanied Andrew Littlewood on visits to schools and on the majority of interviews with officers and other staff.

A list of the schools visited during the survey is attached as appendix 2.

## Main findings and recommendations relating to students' behaviour

The vast majority of students in the government's primary and secondary schools are well behaved. Students of all ages generally enjoy going to school, are interested in their studies and proud of their achievements.

### *High schools*

- The majority of lessons seen during the survey visits were satisfactory and students behaved well. Students responded very well to the good teaching that was observed in some classes, particularly in the top ability sets. There was no evidence of poor behaviour during these lessons. However, the few instances of misbehaviour — such as inattentiveness and low level disruption — occurred where the teaching was not satisfactory, which was mainly in the classes for students of low academic ability. These classes included students with special educational needs, who were often not receiving the amount and quality of support they required, with the result that they lost motivation and confidence and their behaviour deteriorated.
- It takes too long to organise assessments and to obtain psychological advice on how to support students who require additional help.
- The levels of detention and suspension at George Hicks and John Gray High Schools are too high. The senior managers work very hard to ensure that the students are safe and secure. They know the students well and respond patiently to their needs, but spend too much of their time administrating the schools' discipline systems.
- The arrangements that George Hicks and John Gray High Schools have with the Alternative Education Centre (AEC) regarding short term suspensions are unsatisfactory. There are not enough places in the AEC Suspension Unit for students who require short term supervision and support. The high schools do not always provide enough information for the AEC to prepare suitable work for the students on their arrival.
- The schools are making good use of report cards to monitor students' behaviour in lessons. This strategy is effective and is appreciated by the students themselves.
- Individual teachers often show respect for students and have good relationships with their classes. However, the general impression a visitor to both John Gray and George Hicks High schools gains is of a rather negative attitude towards students. Staff seem to have unrealistic expectations about behaviour and they are often too quick to find fault with students rather than seeing the need to review and improve the way that they teach.
- The students are keen to establish good behaviour in their schools and some, notably in Cayman Brac High, take responsibility for looking after others and helping them to behave well.

### **Primary schools**

- The primary schools have clear behaviour policies that are circulated to parents and well known both to the students and staff. The teachers use praise and encouragement effectively to reward success and reinforce good practice. This is often supplemented with team points, commendations, certificates and small prizes or treats, all of which the students are keen to earn.
- Several of the primary schools have adopted a behaviour management strategy entitled “Don’t Slip Up”. It provides clear, simple rules on how to behave and the consequences that follow unacceptable behaviour. The practice of offering expensive prizes as part of the strategy is unnecessary in the mainstream school context.
- Many of the teachers interviewed commented that they had not received enough training in the early recognition and support of students with behavioural disorders. This was confirmed in the schools’ responses to the questionnaire.

### **Pre-schools**

- Some of the pre-schools have behaviour policies that encourage the staff to adopt a sensitive, positive response to discipline by praising and rewarding good behaviour with stickers, stars or certificates. However, a few managers reported that parents expect them to administer corporal punishment if it is considered necessary.
- The relationship between staff and children in the pre-schools is generally good. Staff are aware of the children’s needs and they keep them safe and secure. However, too much emphasis is placed on whole-class directed teaching and learning by rote. As a result, these very young children have little opportunity to learn and practise their social skills through practical activities involving group work and play.

## Recommendations relating to behaviour

- Senior managers at the high schools should continue to monitor lessons and strive to improve the quality of teaching. Teachers who are particularly successful at managing students' behaviour should be asked to advise and support colleagues who find this difficult.
- School leaders should find more ways to celebrate students' achievements, thus establishing a culture in which students feel valued and encouraged.
- The provision for the less able students in George Hicks and John Gray High Schools should be reviewed. To improve the learning opportunities and general behaviour of these students, more teaching assistants are needed as a matter of some urgency.
- High school teachers should make sure that they provide suitable work for the least able students in their classes, who should be encouraged to take an active part in lessons; this should be monitored closely by senior staff.
- The curriculum for the less able students should be reviewed to ensure it is relevant to their needs and abilities. Schools should consider alternative programmes, including vocational courses for older students.
- George Hicks and John Gray High Schools need to review their detention and suspension procedures. They should each create a properly staffed in-school support unit to help those students who are at risk of suspension.
- George Hicks and John Gray High Schools need to improve the protocol for placing students in the AEC Suspension Unit and ensure that they provide information about the students' academic standards prior to placement.
- The use of expensive prizes as rewards in the "Don't Slip Up" strategy should be reduced and eventually withdrawn.
- The Education Department needs to organise training in the early identification of behavioural disorders for teachers in primary schools. All teachers should be trained in behaviour management techniques.
- Schools should make use of the guidance set out in appendices 4 and 5 on developing a behaviour policy and making sure that it works.
- The Education Department should ensure there are sufficient educational psychologists to provide assessments and to advise teachers and parents on how to support students with special educational needs. The aim should be for the assessments to be undertaken within 25 working days of the request for help.
- Each pre-school should have a behaviour policy that sets out how they will respond to behavioural issues in a positive manner and to ensure that verbal or physical abuse is never used.
- Pre-school practitioners should plan more effectively for the development of the children's social and independence skills through play and practical small group activities.
- The Ministry of Education needs to ensure that the law to abolish corporal punishment in schools also applies to pre-schools, when it is ratified by Government.

## Main findings and recommendations relating to students' attendance

- All schools and pre-schools work hard to promote the importance of regular attendance. Primary schools often remind parents of this in their weekly newsletters. Students are awarded team points, certificates and prizes for good attendance.
- Over 90 per cent of primary school students recorded no unexcused absences between September and December 2005. Parents usually contact the school if their child is ill or unable to attend.
- The students acknowledge that good quality teaching affects both their attendance and behaviour; they arrive promptly for these lessons.
- The high schools and some of the primary schools provide breakfast for students before registration. This encourages students to arrive punctually and also helps them to concentrate better during lessons.
- Several pre-school managers expressed concern about the increasing number of children who were brought to school very early and collected long after the end of the school day. This places an unacceptable burden on school staff and makes it more difficult for these children to concentrate and learn well.
- The Education Department has recently updated the school attendance policy and published useful guidance to help schools improve their own policies and practice.
- The number of unexcused absences at the George Hicks and John Gray High Schools is very high.
- The Education Department has installed a useful computerised system, Star Student, in all of the government schools, to enable attendance to be monitored throughout the islands. It is used by the primary schools and Cayman Brac High School, but not by George Hicks or John Gray, which makes it difficult for these schools to track individual attendance or detect any significant patterns of absenteeism.
- Many George Hicks and John Gray High school students arrive at school up to an hour before registration, due to the transport arrangements. During this period, supervision is mainly the responsibility of the security guards. Most of the students use this time sensibly, but some find it difficult to maintain acceptable behaviour, and this unsettled start contributes to disruption in lessons throughout the day.
- Some students at George Hicks and John Gray High Schools, particularly those in the lower sets, find it difficult to move between classes at the end of each lesson in the allocated time. They often arrive late, which disrupts the start of lessons. Some teachers, who also have to move between classrooms, encourage the students to hurry on to their next lesson, but this is not enough to address the problem.

## Recommendations relating to attendance

- The Education Department needs to launch a national attendance drive, in partnership with the schools, as a follow up to the truancy campaign that began recently. The campaign should help parents to recognise the importance of establishing simple routines for their children to follow each morning and of promoting regular attendance for all students.
- The Education Department should improve the school transport system to ensure that students do not arrive at their schools more than 30 minutes before registration. In addition, parents who bring their children to school should be discouraged from arriving too early.
- The Star Student program makes a useful contribution to tackling truancy, but the schools need to interrogate the data more thoroughly to identify trends and potential problems. George Hicks and John Gray High schools require additional assistance from the Education Department to enable them to operate the system effectively on their sites.
- An education welfare officer (or attendance officer) should be appointed as a matter of urgency to George Hicks and John Gray High Schools, to follow up the high levels of absenteeism.
- Teachers at George Hicks and John Gray High Schools must ensure that their lessons finish promptly, so that students can be on time for their next class. Ideally, teachers should be outside their rooms ready to greet the next class and supervise the departure of those moving on. Senior managers need to be on hand to monitor the changeovers and help speed the process along.

## General recommendations

- Liaison between schools, particularly across the phases, needs to be improved so that information about behaviour and attendance can be transferred.
- Schools should continue to strengthen their partnership with parents.
- All schools need to use the data available to them more effectively to identify trends and monitor progress.
- Schools should take more notice of the views of their students and find ways to enable them to contribute more to helping others and to improving the standards and ethos of their school.
- The primary schools need to be aware that the effects of Hurricane Ivan on the younger students may last for some time to come.
- Education officers need to collaborate closely with their “link school” principals to set targets for improvements in attendance and behaviour, and monitor progress towards these.
- Steps need to be taken to improve the public image of the Grand Cayman high schools: for example, the principals need to establish school climates that reflect a more positive attitude towards students; and there should be more positive publicity about the many good things that are happening at both schools.
- The Ministry of Education, the Education Department and the Schools’ Inspectorate need to agree on a co-ordinated approach to attendance and behaviour issues.
- Task forces and groups involved in strategies 1, 2, 3, 4, 7, 8, 9 and 10 of the National Consensus on the Future of Education in the Cayman Islands, produced following the Education conference “Defining Challenges, Finding Solutions Together” need to take heed of the above recommendations.

## Commentary on the main findings and recommendations

### Behaviour

#### *High schools*

1. The majority of the students are well behaved. They respect their teachers and enjoy the friendship and company of their classmates. Many of them are excellent role models. They behave in a sensible manner and already demonstrate their maturity as prefects or school council members. Some take responsibility for managing behaviour on school buses or organising the snack bar, for example in Cayman Brac High School. During breakfast and lunch periods the dining rooms are crowded in both John Gray and George Hicks, but the atmosphere is friendly, resulting in pleasant social occasions with little or no adult supervision.

In some lessons, their progress is slow because the work is too difficult for them. As a result they become frustrated, lose concentration and their behaviour deteriorates. The work challenges them, they are successful, make good advances in their knowledge and skills and enjoy coming to school.
2. Students spoken to during the school visits raised several useful points in all three high schools. It was clear that they are keen to contribute and to help support their peers, especially those younger than themselves. Activities such as listening to younger children read, acting as their mentors, taking an active part in decision-making over aspects in which they are directly involved and promoting their school in visits to their former primary schools, were suggested. They are very proud of their schools and disappointed that their successes do not receive the national publicity they feel they deserve.
3. As they progress through their secondary schooling, the students are placed in class groups according to their abilities. Behaviour in the top sets is generally very good. The students are interested in their studies and want to learn. This contrasts with the students in the lowest sets who tend to be the least able and have poor attendance records.
4. Many students in the lowest sets have reading ages two or more years below their chronological age. Some have special educational needs. Effective teaching for the students with learning difficulties is a very complex and demanding process. There is currently not enough support for the lower sets. The senior managers at George Hicks have recognised this deficiency and have drafted a sensible proposal to create a separate support unit for them.
5. George Hicks and John Gray High Schools urgently need additional teaching assistants to work alongside teachers to help weaker students make better progress. All teachers need to recognise that they are responsible for addressing the literacy and special educational needs of their students and plan their lessons accordingly. Experience in other countries has shown that, given an appropriate level of work and additional help, these students not only make steady progress, but as they become successful learners, their self image, attitude to study and general behaviour and attendance also improve. The introduction of vocational courses, in which such students may well be more successful, will also help to raise self esteem.

6. Senior managers at George Hicks are currently focussing on the importance of good teaching in their drive to improve the students' behaviour. A useful description of the factors which contribute to a good lesson has been circulated to all teachers and for the past few months, senior staff have been conducting lesson observations. This has been followed up by feedback to staff concerning their strengths and areas for improvement, in an attempt to raise the quality and consistency of teaching throughout the school. Such action needs to be common practice in all schools.
7. The levels of suspension and detention at both George Hicks and John Gray High Schools are too high. Each school has a detailed behaviour policy that is given to students and their parents on joining the school. School rules are clear and displayed in most classrooms. However, staff do not apply the rules consistently, which causes some students to feel that they have been treated unfairly. Teachers have had little training on how to manage students' behaviour. The schools should provide for all staff, as a matter of urgency, training that reinforces a positive approach to behaviour management and ensures that sanctions are consistently applied.
8. Senior managers know the students well, keep track of potential difficulties and promote good practice through their monitoring, assemblies and awards to students for effort and progress. However, they spend too much of their time managing the sanction system and responding to behavioural issues that should have been prevented or dealt with by class teachers. Currently the system of sanctions is over-complex. There are, for example, several levels of detention each of which is held on a different day. The delays and complications often confuse the students concerned.
9. They fail to attend, which leads to further sanctions, causing unnecessary resentments and occasionally suspensions for what were originally minor infringements. While it is important to maintain a clear series of consequences for unacceptable behaviour, the current arrangements are in need of review and simplification.
10. The evidence available suggests that the students most likely to be suspended are those in the lower sets. Improvements in the quality of the teaching and additional classroom support for these classes should help to reduce the suspension and detention lists.
11. Both schools should also consider the introduction of an in-school support unit to provide additional assistance to those students in danger of suspension. They would need to be properly staffed and supervised to enable students to be withdrawn from some lessons for up to a day, to either undertake anger management training or complete work set by their teachers.

12. Subject departments at John Gray award certificates not only to the best academic students but also to those who have made most progress and are trying their hardest. This has a very positive effect on all the students, raising their aspirations and improving the morale and self esteem of the winners. This good practice should be introduced in the other high schools. The car stickers and other awards for success in all the high schools also help to raise students' motivation and pride in their achievements.
13. All the high schools operate a report card system that certain students take from lesson to lesson so their performance can be monitored. Targets are agreed between the student and tutor concerning punctuality, behaviour, progress and effort. After each lesson the teacher records a grade and comments on whether the student has met the target. Students regard this practice as particularly beneficial, as it helps them to focus on their studies and to achieve success during a difficult time. Teachers use the report strategy as a means of providing students with a chance to settle back into sensible work routines. The students themselves sometimes ask to be placed on report for a period if they are feeling particularly vulnerable. The schools should continue and even extend this good practice as a means of supporting and promoting good behaviour and academic progress.
14. Links between the George Hicks and John Gray High Schools and the AEC need to be improved. The existing arrangements for students to complete short term suspensions at the AEC are unhelpful. Analysis of data reveals that the most common reasons for suspending students are showing disrespect, fighting and endangering the safety of other students. The suspension unit staff have received training in anger management and behaviour modification techniques, but have too little time to change the students' attitudes.
15. Students are placed in the suspension unit at a day's notice and the information forwarded by the high schools is rarely sufficient for the unit staff to prepare any suitable work for them. During the academic year 2004-2005, the AEC catered for 129 suspended students. There is accommodation for only ten students at a time and placement is based on whether there is a space available, not on the student's needs. Most students who are suspended spend the suspension period at home with little or no supervision.
16. The roles of the transition and tutorial units, which are also part of the AEC, are well defined and the students who attend make reasonable progress. The AEC has good links with specialist psychological, medical or mental health services, but access to these professionals and support for the students and their families often takes too long.
17. Many of the current AEC staff have little previous experience of working with students who often have complex special needs, including behavioural difficulties. For the AEC to be able to make a real impact on the students' attitudes and expectations, it is important that staff have appropriate experience and expertise in working with the range of behavioural difficulties and special educational needs represented.

## **Primary Schools**

18. The vast majority of primary school students are well behaved. They are polite, respectful, follow instructions and work and play well together. The schools have clear behaviour policies that are well known, applied by staff and circulated to all parents. Their objectives are to enable the students to make sensible choices, take responsibility for their own actions and create a calm, caring, working atmosphere throughout the school. Rules are clearly displayed and well known to the students, who are often praised for making an appropriate response. All the staff interviewed regarded praise as the most positive element in promoting good behaviour.
19. The principals and teachers reported that low level misbehaviour such as talking out of turn or leaving their place without permission was rising. They also noted that some of the youngest students possessed a limited range of social skills. Overall, however, they felt that they were dealing successfully with these issues. They did express concern over the few students who exhibited worrying signs of antisocial behaviour from an early age. The teachers need additional assistance from the educational psychologists to plan specific strategies to support these students and help them to improve. At present, schools often have to wait several weeks for students to be assessed, thus delaying the start of any remedial support.
20. The Education Department should aim to ensure that an assessment takes place within 25 working days of the request from a school. In addition, teachers require further advice and training from the educational psychologists on how to identify the students' difficulties at an early stage.
21. During the best lessons, teachers found the opportunity to praise students individually for their thoughtfulness, politeness, accuracy, good memory, interesting or original ideas and hard work. Additional awards such as good conduct points, certificates, stickers, commendation during assemblies or in the weekly newsletter and small treats or prizes such as pencils, were effectively used to reinforce good behaviour.
22. Some schools have adopted a strategy entitled "Don't Slip Up", which provides students with a very simple framework for their behaviour. Rewards and sanctions are clearly identified. In a few schools the value of the rewards has grown and students are able to save up their reward points for expensive items such as bicycles. This practice has been successfully employed elsewhere as part of a strategy to modify the extreme behaviours of students who have failed to respond to other approaches. It is unnecessary and, in some respects, inappropriate in the mainstream school context.

## **Pre-Schools**

23. There was little evidence of misbehaviour in any of the pre-schools visited. Relationships between the staff and the children are very good. Adults know the children very well and respond quickly and sensitively to their needs. However, the managers indicated that some parents expected their children to be disciplined by the staff, including the use of corporal punishment. The pre-school brochures note that while discipline is essential, it should be positive and focus on prevention, redirection, love, consistency and firmness. They emphasise that any form of physical or verbal abuse is unacceptable.
24. A draft paper, produced by the Schools' Inspectorate entitled "Discipline in the Early Years" provides a useful guide on which to base a national policy. The draft regulations which propose the abolition of corporal punishment in the government's schools should be extended to include all schools and pre-schools in particular.
25. Several of the pre-school brochures advocate a balanced, flexible approach that allows children to follow their own interests through structured play activities as well as encouraging them to take part in adult-directed work. However, the classrooms are generally small and offer little indoor space for practical activities. The outdoor areas usually have equipment such as climbing frames, water trays and sand pits, but often with little shade. This restricts the opportunities the children have to play outside and develop their collaborative skills. As a result, the balance between whole class, adult directed work and individual free choice activities is skewed. Too often questions are asked of the whole class with the expectation that the children call out their answers. This practice encourages the more confident children and those who seek attention, but tends to make the timid even more shy. More time needs to be devoted to small group activities that enable children to learn how to choose, share, take turns and work with others.
26. The principals and staff in primary schools value the work done in pre-schools to develop children's social, emotional and independence skills. They note that it is difficult for children to unlearn inappropriate behaviour traits if they had been reinforced during the child's early years.

## The Importance of good teaching in all schools

27. All the principals and staff agree that good quality teaching provides the best type of behaviour management.

***“The best behaviour plan is a good lesson plan”***

28. They also acknowledge that a consistent approach to lesson planning was a very important factor, especially one which recognises individual needs, sets clear objectives, keeps the students well informed of their progress and makes best use of a range of resources and teaching strategies.

### Primary school Year 6 lesson

The teacher began by explaining the objectives to the students and how the work linked to their previous studies. Students then spent some time working in pairs to solve a particular problem. The teacher and the classroom assistant moved around the groups, questioning and checking the students' knowledge. This was followed by a whole class session where the teacher drew on the students' experiences and reinforced their understanding of the concepts involved. The lesson ended with the students recording their new found knowledge and applying it to several simple problems in their notebooks. Throughout the lesson, praise was used effectively, work was set according to the abilities of groups of students and the behaviour was excellent. All children successfully completed the work they were set and were proud of their achievements.

29. Below are two good examples of lessons that were observed during the survey. In both, the teachers provided opportunities for the students to express their own ideas, help each other and feel valued members of the class. The students had a good understanding of what was expected of them, relationships were excellent and they enjoyed their success.

### Secondary school Year 7 English lesson

The students redrafted a poem they had composed the previous week. The teacher used the students' own work effectively to illustrate good examples of style and use of vocabulary that captures particular moods and feelings. After some initial hesitation due mainly to shyness, the students responded positively to the teacher's encouragements. They discussed alterations with each other, were appreciative of each other's comments and assistance in selecting the most appropriate word or simile. They worked hard, their confidence grew and they thoroughly enjoyed their new found skills and success.

## Attendance

### *High schools*

30. The early arrival of many of the students at the George Hicks and John Gray High Schools is a concern. The possibility of heavy early morning traffic into George Town has encouraged those managing the school transport to arrange for students to be picked up very early. Some of the coaches arrive at school well before 7.30 am. Some parents also drop their children at the school gates at this time on their way to work. Transport managers and parents need to review this practice, so that the students arrive no earlier than 30 minutes before registration.
31. The school security officers are developing their knowledge of and improving relationships with students. They monitor the sites from early morning to ensure the students are safe and secure. However, there is a limited range of activities for students to do before registration and this contributes to their boredom and frustration. Schools need to staff resources such as the computer suite, a quiet room and library to increase the opportunities available for students before school.
32. The Education Department has provided a suitable computerised system, Star Student, for schools to record data on attendance, which is analysed and processed by the department's truancy officer and schools. There are the occasional difficulties in accessing or using the system, but in all the primary schools and at Cayman Brac High School it works well. The teachers are quick to report unexplained absences and these are usually followed up immediately. Those few cases of chronic non-attendance that fail to respond to the written warnings from the principal, are referred to the truancy officer, who conducts an investigation, following the steps recorded in the Education Department's School Attendance Policy.
33. George Hicks and John Gray High Schools use a different system for recording attendance. The students are registered in their tutor groups each morning but the school relies on subject teachers to mark the registers at the start of the first lesson in the afternoon. The form tutors see their students only once each day at the morning registration, which does not give them enough time to fulfil their pastoral role effectively. In both schools, the telephone connections between classrooms, the school office and outside lines are faulty or non-existent. This makes it virtually impossible for staff to implement the requirements of the attendance policy.

34. The high level of absenteeism at George Hicks and John Gray High Schools is a cause for concern. On the days selected during the survey, there were over 100 students absent from each school, some of whom are developing, or already have, clear patterns of non-attendance. Irregular attendance directly affects the student's quality of learning, levels of achievement and the ability to graduate from high school. It is usually the less able students who have poor attendance, and this has a real effect on their employment prospects. There are also issues related to the suitability of the curriculum and the quality of teaching that the least able receive, which affect their attitude to study and can turn them into reluctant learners with poor attendance records.
35. It will not be possible to address the high level of absenteeism with the current level of staff who deal with truancy matters. The Education Department urgently needs to employ an education welfare officer (or attendance officer) for the high schools. This person would be responsible for assisting the Department's truancy officer in following up the attendance issues at the two sites on a daily basis. The role and title of the Education Department's truancy officer also need to be reviewed. He needs to have more time to liaise between schools, with other government and non-government agencies and services in order to deal with chronic absentees and related attendance issues. He needs also to be able to give more attention to the primary schools and, through early intervention, have a positive impact on future attendance.
36. A leaflet "Attendance Guide for Parents of Government School Students" has recently been circulated by the Education Department. They have, in collaboration with the Department of Children/ Family Services and the Royal Cayman Islands Police Family Support Unit, introduced a National Truancy Action Programme. This is a very positive initiative and it would be timely to follow this up with a national campaign to underline the importance of attendance for students of all ages.
37. The dispersed layouts of the George Hicks and John Gray sites, timetabling arrangements and the use of temporary accommodation make it difficult for students to move quickly enough from lesson to lesson. This is further compounded if lessons finish late or students meet friends on the way to the next lesson. The less able students seem to be the worst offenders: they are the most easily distracted, the most likely to get lost or forget where they should be, the slowest at copying down their homework at the end of lessons and the most likely to be detained by a teacher as a result of problems during the lesson. Their regular lateness to lessons can lead to frustration, behavioural difficulties, disaffection with education generally and eventually truancy. The schools need to ensure that teachers welcome students into class and dismiss them in a positive way and on time at the end of lessons. Senior staff should endeavour to be around the premises during the lesson changeover periods to support a smooth transition between classes and monitor how well the policy is being implemented.

### **Primary schools**

38. Well over 90 per cent of students attend school regularly, arrive in time for registration and are punctual to their lessons. With the help of their parents and teachers they are developing good habits of attendance and punctuality. They are establishing routines that will help them to become good citizens and enable them to encourage similar habits in subsequent generations.
39. The primary schools are helping to cultivate good attendance through reminders to parents in newsletters, the circulation of the school's attendance policy, and acknowledgment of regular attendance through certificates, commendations during assemblies and small prizes and in-school competitions. In one school, an inter-class competition has made a notable difference to both tardiness and attendance, with each week's winners gaining extra play or small treats on Friday afternoons.
40. Several primary and all the secondary schools, aware that pressures in some families make it difficult to meet all their children's needs in time each morning, have arranged for a simple breakfast to be available. They aim to provide students with a wholesome meal instead of the unhealthy options that are often bought and consumed on the way to school.

### **Pre-schools**

41. Most children are brought to school in the morning and collected at the end of the day by their parents at the correct time. The managers of the pre-schools visited reported that the timekeeping of a few of their parents left much to be desired. They described examples where very young children were dropped off well before the official start time, collected long after the school day finished, arriving late or missing days altogether for often trivial reasons. They should continue to underline the importance of establishing a stable routine for young children and the adverse effect that an unsettled daily routine can have on behaviour and attendance in later life.

## General comments

42. All the schools visited during the survey had particular strengths that they could usefully share with colleagues in other schools. The principals also reported concerns which were common to most schools. Communication and liaison between schools could be improved. Schools should also continue to strengthen their links with parents. In one school, for example, a close and regular working partnership between a parent and teacher resulted in a vast improvement in the student's behaviour at home and at school. The student's attendance also improved significantly.
43. All schools need to make greater use of the data available to them. Closer analysis of the attendance figures will help to identify truancy issues at an early stage, when support can have a greater effect. The school should identify teachers who are having difficulties in managing students' behaviour as well as those students who are finding certain subjects difficult and who are becoming disaffected. If these issues are spotted and remedial action is taken immediately, it may be possible to prevent further deterioration.
44. To help schools become more aware of their circumstances in relation to others, the Education Department needs to share its compiled data with all schools on a regular basis. Education Department officers could help their link school principals to set targets for improvements in attendance and behaviour and to monitor progress.
45. It would also be helpful if the Ministry of Education, the Education Department and the Schools' Inspectorate established a closer working partnership to present a co-ordinated approach to new initiatives and enable priorities to be jointly agreed.

### **The effects of Hurricane Ivan on students' behaviour and attendance**

46. Attendance and behaviour issues arising as a result of Hurricane Ivan have affected many students and particularly those at George Hicks High School where a split school timetable operates, with half the school starting at 08:00am and the others arriving for 10:20am. This causes difficulties, with the late-start group finding concentration during the afternoon session particularly problematic. It is hoped that the school will be able to return to a normal working day as soon as possible.
47. Elsewhere, students described the difficulties of living with relatives for part of each week and forgetting where their homework or physical education kit was located. Primary school teachers spoke of the younger students' anxieties at times of heavy rain or power cuts. Clearly schools will need to be aware of such concerns for some time to come.

## Appendix 1

### A summary of recent international reports on strategies for improving behaviour and attendance in schools

This is a brief report of recent initiatives to tackle unacceptable behaviour and truancy in other countries. It provides a summary of significant international developments and trends in strategies to promote good behaviour and attendance in schools. The information provides a context against which this survey in the Cayman Islands can be compared. The findings summarise successful initiatives dealing with attendance and behaviour in the UK, USA, Australia, New Zealand and Jamaica.

#### Behaviour

**In the UK**, the report in 2005 of the Practitioners' Group on School Behaviour and Discipline analysed the issues surrounding unacceptable behaviour in schools and provides good advice on how good practice might be spread. It recommends that schools should review their behaviour, learning and teaching policies and undertake an audit of students' behaviour, reflecting on ten aspects of school practice. The ten aspects are

- A consistent approach to behaviour management, teaching and learning
- School leadership
- Classroom management, learning and teaching
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Student support systems
- Liaison with parents and other agencies
- Managing student transition
- Organisation and facilities

Other recommendations deal with reducing exclusions, schools working in collaboration and the roles of the support agencies and the government.

In addition, the behaviour improvement programme (BIP) was created in 2003 as part of the government's Street Crime Initiative. Initially it was directed at 34 local education authorities, but since then, funding has been much more widespread. The programme focuses on secondary schools and their feeder primaries and it has led to improvements both in schools and in the local education authorities. A report "Research and Evaluation of the Behaviour Improvement Programme" was published in November 2005. It noted that in schools there was evidence of positive changes in

- The status of behaviour and pastoral issues
- School ethos, policy and practices
- The way that schools support families
- Student's behaviour, well-being and learning
- Relationships with parents
- Staff stress
- Time spent in managing poor behaviour

The most effective local education authorities were those which

- Offered support at individual, school and community levels
- Adopted a multi-agency approach
- Ensured there was good communication between all involved parties
- Had strong management structures for planning, delivering and evaluating initiatives
- Had clearly focused aims and the commitment to carry them out

The Office for Standards in Education (Ofsted) conducted a survey in 2005 entitled Managing Challenging Behaviour. The students it focused on were those with

- A persistent inability to concentrate
- Low self esteem
- Considerable frustration or distress in relation to their learning difficulties
- Difficulties establishing and maintaining balanced relationships with their fellow students or with adults
- Limited social skills

This group needed a carefully planned and managed programme of support, involving specialist staff, parents and teachers. Help included flexible teaching arrangements, encouragement, praise and a safe and supportive environment.

As a result it is hoped that the student can

- Develop social competence and emotional maturity
- Adjust to the school's expectations and routines
- Acquire the skills of positive interaction with peers and adults
- Achieve good attention and an interest in study
- Gain respect for themselves and others
- Become emotionally stable and demonstrate good self control

The findings recommend that schools should

- Focus on improving the quality of teaching and the provision of an appropriate curriculum that engages the more difficult students
- Do more to improve students' literacy and other communication skills
- Improve the systems for tracking academic and social development and make better use of this information to help students improve and manage their behaviour
- Provide better training for senior managers, teachers and teaching assistants in child and adolescent development
- Review the way they link with parents
- Underline the need for consistency amongst staff in the manner in which expectations of behaviour are set and maintained

**A survey "Better Behaviour in Scottish Schools"** (2004) revealed that misbehaviour outside classrooms during lunch and break times often led to difficulties during lessons and that low level disturbances were the most common concerns of teachers. The survey was very comprehensive and produced 36 recommendations, many of which are directly applicable to the Cayman Islands.

They include

- A more flexible curriculum to take account of the needs of individual students
- Ensuring that there is a close link between learning, teaching and the promotion of positive behaviour
- The creation of a “learning community” in which parents, teachers and students agree on rules, dress code, rewards and sanctions and share responsibilities
- Shared good practice between schools
- Staged intervention consistently applied in all schools
- The role of “buddying” to be undertaken by senior students in both primary and secondary schools
- Flexible support for students in and outside lessons
- Training for all the adults involved
- Joint multi-disciplinary decision making relative to the care, welfare and support of students
- Early intervention strategies
- Parental support and advice strategies.

Their evidence suggests that circumstances have worsened since the first survey in 1990, reflecting the wider society where there is less automatic respect for authority. A report entitled *Aggravating Circumstances* by the research unit Public Agenda (2002) took a detailed look at what Americans think about courtesy, manners, rudeness and respect. It noted that only nine per cent of the adults questioned thought that children behaved respectfully towards adults.

Most of the literature concerned with students who exhibit unacceptable behaviour focuses on those with social, emotional and behavioural difficulties. They tend to identify problems that fall into the special needs category and require mainstream schools to seek support from educational psychologists and other professionals who provide specialist advice and support in this field.

The findings from these papers suggest that the proportion of boys to girls who misbehave is high, with some evidence suggesting the ratio is as high as 12 boys to 1 girl. There is, however, some indication that the numbers of girls is rising and that the challenges they present are more complex. Estimates from recent studies in the UK and elsewhere indicate that about five per cent of students display unacceptable behaviour at some point in their schooling.

A social assessment paper produced in 2002 for the **Jamaican** Ministry of Education and Culture reported a “destabilizing pattern of single female parent families which is very disadvantageous, especially for providing the necessary support and supervision of children as they grow up and try to become educated.” It also quoted international research showing that the most important factor in student achievement is not the level of resources available in schools, but how the students use them. “Student use of school resources is more strongly associated with the students’ economic, social and cultural status than any other school variable. Socially advantaged students do not necessarily get more resources, they use them more.” The article suggested that as well as good quality teaching where work was set at high, yet achievable standards, more positive support for literacy and especially access or study skills would help to remove this barrier to learning and reduce student disaffection.

**In conclusion**, several papers underline the need to avoid falling into a blame culture and to look for positive outcomes. They stress that if exclusion is inevitable, all parties must agree on what it is intended to achieve, recommending that clear outcomes are

discussed with parents and teachers, a fixed timetable agreed and interim targets are set.

The evidence also indicates that there are clear links between diet and behaviour and that sport and artistic activities such as music, drama and dance help students express themselves, gain self confidence and learn more effectively.

The most successful schools and education authorities are those that apply an early intervention policy, monitor and evaluate their responses to addressing unacceptable behaviours, involve other agencies and provide opportunities for teachers and teaching assistants to acquire and sustain good quality professional practice in relation to behaviour management. They recognise the effect that a drug or gang culture in a community can have on in-school behaviour and include anti-drug education and anger management classes in their curriculum. They also enlist support from the police and voluntary organisations which work with disaffected teenagers.

## **Attendance**

**In the UK**, the social exclusion unit (SEU) has initiated a combination of punitive and remedial anti-truancy measures. For example, it has set targets for the worst performing schools and tackled disaffection through changes in the curriculum. It has been tougher on parents and created new police powers. Courts can now order parents to escort their child to school and the police have the power to gather up students and take them to school. It has found that the most effective strategy is to act quickly and consistently, contacting parents immediately to inform them of their child's non-attendance and enquire if they know the child's whereabouts. They have initiated home-school agreements and truancy watch schemes involving shops and the police. They have introduced programmes to address literacy and numeracy difficulties. They have encouraged schools to form breakfast clubs and extracurricular activities such as summer schools.

The paper "Guidance for school attendance" (Department for Education and Skills [DfES] 2004) states "Regular attendance benefits pupils in terms of their achievement, their well-being and life opportunities. Truancy, if not addressed, can lead rapidly to total disengagement, anti-social behaviour and crime." This paper recommends that schools should have a policy for promoting good attendance and dealing with all absences, especially unauthorised absence. It suggests that they should

- Analyse their attendance records
- Set themselves achievable targets which are based on prior attainment and appropriately reflect the teachers' understanding of the students as individuals

"Access to regular, reliable and comprehensive data is essential to any strategy to improve school attendance and tackle truancy. LEAs should monitor schools' performance at least each half term if problems are to be identified early and resources targeted promptly. More frequent data collections should be considered for schools facing the greatest challenges in reducing absence."

The targets could be for individuals, families, classes, year groups and the school as a whole and should provide a realistic challenge for all involved. The formation of the policies, targets and rewards (if offered) should involve students, their parents and teachers. The agreed results should be well known by all and monitored regularly.

It also highlights that students and their parents need to be reminded that there is a clear link between absence and attainment. For example, three quarters of students attending schools where overall absence levels were lower than 6.5 per cent, achieved five or more A\* to C grades at GCSE. Where absence was between 7.5 and 8.5 per cent, the proportion of students gaining five or more A\* to C grades fell to just over a half.

There has been a move towards the use of the courts in the UK over the past year or two and several cases have been highly publicized in the media. There have even been town centre sweeps by the police and education welfare officers to round up truants and explain to them and their parents the serious consequences of truancy.

The Bristol Education Welfare Service has recently published a list of strategies and interventions to help schools reduce unauthorized absences. It recommends ensuring that the attendance policy is up to date and there is a consistent approach to registration, which is accepted and understood by the students. Registration periods can be unpleasant, time wasting occasions if not thoughtfully prepared. They too suggest that contacting a parent as soon as possible if their child is missing without explanation is very important. They also include a list of successful practices including

- Focusing on particular groups or years if they are not meeting their targets
- Making sure that attendance information is shared between relevant staff
- Establishing supportive re-integration programmes for students who have been out of school for a period of time
- Running a catch-up club for truants to make up the work they have missed
- Displaying attendance charts in classrooms and central areas
- Having attendance competitions between classes
- Running a breakfast club
- Displaying names of all students with over 90 per cent attendance, then entering them in a draw for prize winners
- Installing a dedicated phone for parents to use to inform schools regarding absences
- Arranging the timetable to ensure popular activities are strategically placed
- Agreeing attendance targets with parents and students
- Providing pagers for the chronic cases
- Developing an “I can do it” culture
- Carrying out regular random checks

**Successful projects in the USA** involved the implementation of a comprehensive strategy focused on incentives and sanctions for truants and their parents. They may also include intensive monitoring, counselling and other family strengthening services for both the truants and their families.

In Delaware and Connecticut, daytime curfews during school hours allow the police to question young people to determine whether their absence from school is legitimate. Parents are asked to attend parenting education programmes and are given incentives, such as enabling their children to have free access to publicly funded activities. There are also in-school initiatives that aim to combat the causes of truancy. These include measures to address bullying and drug abuse, campaigns to involve parents more in school activities and to establish closer links with social service provision.

In Tacoma the police and juvenile court officials collaborated with the education department to check whether students who were out of school had valid passes. Those

without authorization were brought back to school, parents were informed and action to address the student's problems and to discipline him/her followed.

A New York initiative also involving the local police, probation officers and juvenile and family court officials with education welfare officers, placed more emphasis on law enforcement as a truancy reduction tool. In his paper "New Approaches to Truancy Prevention in Urban Schools" (2003), Charles Walls estimated that 15 per cent (150,000) of school students in New York public schools were absent on a typical school day. He underlined the dangers resulting from truancy as "a major risk factor for dropping out of school and for delinquent behaviour, including substance abuse, gang involvement, and criminal activity; these often lead to more serious problems in adult life." He listed the most common causes as

- Family issues including a lack of guidance or parental supervision, drug or alcohol abuse or a lack of awareness of attendance laws
- Factors such as the size and quality of the school environment
- Attitudes of teachers, other students, and administrators
- The school's inability to engage and interest its students
- The diverse cultural and learning styles of minority students
- Inconsistent attendance policies and a lack of meaningful consequences
- Economic factors including employed students, single-parent homes, a lack of affordable transportation and child care and parents with multiple jobs
- Personal factors including drug and alcohol abuse, physical and emotional ill-health, lack of incentive, lack of school-engaged friends and limited literacy skills

He also cites low academic achievement, weak basic skills and occasionally bullying as other reasons for truancy. He places most of the blame for student non attendance on parents and suggests that early intervention at primary school would go a long way to reducing the problem. He recognizes that if truancy becomes embedded at secondary school level, schools may have to resort to the courts to tackle it successfully.

**In Australia**, the education department of New South Wales initiated "Operation Roll Call" run jointly by the department and the police. In addition, the department runs home-school liaison, peer support and peer mediation programmes.

Victoria has an electronic roll marking project with monitoring and follow-up if a satisfactory explanation for absence is not forthcoming after two days. They successfully provide welfare support to families where needed. They also recognize that "in-school" support through withdrawal from class offers better opportunities for a student to maintain and strengthen his link with school than other sanctions such as suspension. A "Promoting Attendance and School Success" programme provides counselling for students and parents and arranges support strategies to enable students to return to school successfully.

Western Australia has successfully focused on prevention, identification and intervention. The prevention element includes considerable monitoring of attendance, behaviour, self esteem and the curriculum for its appropriateness. A task force has been established to identify attendance issues and develop strategies to improve the situation. All schools have to produce and operate an "Attendance Improvement Plan" and keep the authorities up to date on their progress. They have appointed attendance counsellors to support school communities and help schools ensure that those students whose attendance falls below 90 per cent are able to get back on track as quickly as

possible. They offer home visits, advise principals, devise early intervention programmes and offer training to staff.

Attendance data from Tasmanian schools in 2002 showed an average eight per cent daily absentee rate. The authorities analysed the contributory factors. These included poor peer relationships, family related difficulties, social and economic factors and problems at school such as boredom, lack of literacy skills or fear of bullying. They identified the students as being at risk of failing to achieve their potential and reducing the quality of choices they are able to make in later life. They noted that late arrival at school in the primary years often led to non-attendance at secondary school. The Tasmanian government's response was to allocate \$500,000 per annum for three years to a multi disciplinary "At School, On Time, Ready for Work" project. It included

- Phone intervention
- Regular class by class attendance data analysis
- A review of the curriculum and the quality of teaching and learning
- Breakfast programmes
- School and community partnerships
- A home and school support service
- An awareness campaign
- Protocols for inter agency working and
- An approach borrowed from **New Zealand** that encouraged a multi agency team to devise innovative solutions to non attendance issues and trial them with the chronic truants

Results following this three year project have yet to be collated and published but initial reports suggest considerable success.

A successful initiative to improve attendance and achievement in **Jamaica** has focused on the understanding that there are close links between a good diet and the attendance patterns of students in schools. Many students, because of deprived economic circumstances, attend school without breakfast. There were instances where the meal served at school was the only substantial meal the student has in a given day. In the absence of this meal, effective learning could hardly take place. With commodities received from donors, students in both primary and secondary schools have been helped since the scheme was introduced in 1976. Since the damage caused to Jamaica by Hurricane Ivan, breakfasts and lunches have been provided in certain areas. As well as improving attendance, this provision has improved students' diet and had a positive impact on behaviour.

## References:

'Advice on the Production of a Whole School Behaviour and Attendance Policy', DfES, 2004

'Aggravating Circumstances', Public Agenda USA, 2002

'At School, on time, ready for work', A report by the Tasmania Department of Education, 2004

'Better Behaviour in Scottish Schools', The Department of Education, Scotland, 2004  
'Guidance for School Attendance', DfES, 2004

'Guides for the Promotion of Positive Behaviour in Schools', Queensland Department of Education and Arts, 2004

'Managing Challenging Behaviour', Office for Standards in Education (Ofsted) (UK), 2005

'New Approaches to Truancy Prevention in Urban Schools', Charles Walls, The Institute for Urban and Minority Education (USA ), 2003

'Report of the Practitioners Group on School Behaviour and Discipline', The Department of Education and Skills (DfES) (UK), 2005

'Report of the Rose Social Assessment Project', Commissioned by the Jamaican Ministry of Education, Youth and Culture, 2002

'Report of the Social Exclusion Unit', DfES, 2005

'Research and Evaluation of the Behaviour Improvement Programme', DfES, 2005

'Strategies and Interventions to Reduce Unauthorised Absences in Schools', Bristol Education Welfare Service (UK), 2005

'Truancy and Exclusion from School', The House of Representatives Standing Committee on Employment, Education and Training, Canberra Australia, 1996

## Appendix 2

### Schools that were visited as part of the survey

George Hicks High School

John Gray High School

Cayman Brac High School

The Alternative Education Centre

Creek and Spot Bay Primary School

George Town Primary School

John A Cumber Primary School

Prospect Primary School

Pre-schools:

Miss Tiffany's pre-school

The Achievement Centre

First Steps Academy

Little Angels

Sunny Smile pre-school

## Appendix 3

### A checklist for policy creation and implementation

This checklist is designed as an aide memoire for use in designing and revisiting whole school behaviour and attendance policy.

#### How does your policy answer these questions?

1.	What are the principles underlying the policy and how do they apply to the whole school community?
2.	How do these principles relate to the school's overall aims and the rest of its curriculum?
3.	How does the policy promote effective learning and teaching about positive behaviour and regular attendance?
4.	What are the roles and responsibilities of staff, students and parents/carers in promoting positive behaviour?
5.	How does the school set high standards of behaviour and attendance for students?
6.	How are rewards used to encourage positive behaviour and regular attendance?
7.	How are sanctions used to encourage positive behaviour and regular attendance?
8.	What support is available for students whose misbehaviour or attendance reflects significant learning or personal problems?
9.	What support and training is available to help staff manage challenging behaviour and absence?
10.	What support is available for parents who wish to learn more about how to improve behaviour and support attendance from home?
11.	How are staff, students and parents/carers involved and consulted when the policy is formulated or revised?
12.	What resources does the school invest in managing behaviour and attendance?
13.	How is the school's behaviour policy monitored and reviewed? How do you know that it is fair and works well in practice?

## Appendix 4

### Points which schools need to consider when producing a behaviour policy

- Good behaviour is an integral part of a student's education and one in which schools must play an active part.
- All the teachers, the students and their parents should be involved in the construction and ratification of the policy.
- Interactions with students should be based on mutual respect. Students' contributions should be valued and staff should show a willingness to devote time to listen to their difficulties and concerns. All the staff should represent excellent role models for the students.
- Rewards should be accessible to all and fairly distributed. Good behaviour must not be taken for granted.

The policy will ensure that:

- Positive relationships are built between students, staff and parents
- A secure and supportive environment is available for all members of the community
- Positive values of consideration, tolerance, courtesy and mutual respect are fostered
- Students are able to make choices and take responsibility for their own actions
- The development of self esteem, self worth, self discipline and high standards of behaviour are promoted
- The students have the opportunity to achieve their full academic and social potential
- Praise is given, good behaviour is recognised and rewarded and sanctions are implemented when behaviour fails to meet expectations
- All adults and students understand and accept the systems established
- A calm caring working atmosphere is evident throughout the school.

## Appendix 5

### What teachers need to do to ensure the school's behaviour policy is effective

- Plan lessons carefully, making sure you have all you need before you start.
- Ensure that students are all seated where you want them, then welcome them with an explanation of what will be covered during the lesson and what will be expected of them.
- Make sure good relationships are maintained, check the lesson's pace and content to enable every student to be involved. Use a range of teaching strategies to make the lesson interesting and lively.
- Provide clear instructions, give the students plenty of time to respond and reflect and take an active part.
- Get to know the students' individual needs, be aware of those with short concentration spans and make sure they are kept involved. Be aware of any issues that might lead to difficulties.
- Avoid highlighting bad behaviour. Try to deal with issues quietly and at an appropriate time. Don't give the attention seekers too much time.
- Ensure that all students in the class receive respect and recognition.
- Use humour and praise where possible. Let your pleasure at their success be seen.
- Be ready to catch everyone doing something good.
- Use the students' ideas and enthusiasm whenever possible.
- Be firm and fair. If you use sanctions, make sure you have followed the steps recorded in the policy.
- Don't over react. Avoid confrontation. Allow for a cooling down period and apologise if you upset or disturb a student. You will not lose face.
- Don't try anything too adventurous that will excite the students unless you are ready for all eventualities. Introduce changes to routines sensitively.
- Make sure that, if you are giving homework, there is plenty of time for the students to copy it down.
- Finish on time, ensure the students know where they are going next and that they leave in an orderly manner.

## Appendix 6

### The behaviour and attendance questionnaires circulated to all government schools prior to the survey

#### Behaviour

Question	Yes	No	Not sure	Comment
Is your school finding it increasingly difficult to manage students' behaviour?				
Do you have a policy on discipline in your school?				
Has the number of times that you have had to exclude students from school increased in the last year?				
Do you have arrangements for in-school suspensions?				
Does the school keep records of incidents of bad behaviour?				
<b>Does the school do any of the following to promote good behaviour amongst its students?</b>				
Award house or merit points for good behaviour?				
Commend students publicly during assemblies?				
Write to parents?				
Offer financial or material rewards?				
Other (please describe)				
Have staff had training on behaviour management in the past year?				

Please complete the table on the next page, to indicate the sort of 'bad' behaviour that teachers encounter in your school.

**Please turn to the next page**

	Type of student behaviour	No problem	Problem in a few classes	A significant problem in the school	Is the problem much worse in some year groups/ grades than others and is it worse for boys than girls or vice versa? Please comment below.
1	Talking out of turn				
2	Making unnecessary (non-verbal) noise				
3	Hindering other students				
4	Getting out of seat without permission				
5	General verbal abuse towards other students				
6	Sexist abuse or harassment of other students				
7	Eating/chewing in class				
8	Calculated idleness or work avoidance				
9	Cheeky or impertinent remarks or responses				
10	General rowdiness, horseplay or 'mucking about'				
11	Use of mobile phones/texting				
12	Physical destructiveness				
13	Racist abuse towards other students				
14	Physical aggression towards other students				
15	Physical aggression				
16	Racist abuse towards teachers				
17	Sexist abuse or harassment towards teachers				
18	General verbal abuse towards teachers				
19	Other (please describe)				

***Thank you very much for your help with this survey.***

## Attendance

Question	Yes	No	Not sure	Comment
Since the start of the school year, has students' attendance got worse?				
Has students' punctuality to school got worse since the start of the year?				
<b>Does the school promote good attendance through any of the following:</b>				
Weekly announcements of the class with the best record?				
Rewards for the best class?				
Rewards for the best student				
Public acclaim for best student?				
Other (please name them)				
<b>For schools with high school age students:</b>				
Do subject teachers keep attendance registers for each lesson?				
Have you identified a pattern of in-school truancy or absence from particular lessons?				
Is tardiness to lessons an issue in the school?				

**Please turn to the next page**

### Actual attendance on Friday 13<sup>th</sup> January 2006

For each year group/ grade in your school, please enter the number on roll and the number of authorised and unauthorised absences in the morning and afternoon registrations on Friday 13<sup>th</sup> January 2006.

If the number of absences was very different from normal, please explain any unusual circumstances in the space below the table.

Year Group/ Grade	Number On roll	Morning registration		Afternoon registration	
		No of authorised absences	No of unauthorised absences	No of authorised absences	No of unauthorised absences
Y1/ K					
Y2/ G1					
Y3/ G2					
Y4/ G3					
Y5/ G4					
Y6/ G5					
Y7/ G6					
Y8/ G7					
Y9/ G8					
Y10/ G9					
Y11/ G10					
Y12/ G11					
Y13/ G12					

**Comment:**

**Other comments about attendance at your school:**

***Thank you very much for your help with this survey***