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Questions for governing boards to ask: Behaviour

These questions are part of NGA's Questions for governing boards to ask. [Click here](#) to view the full range of questions.

Health warning: these questions need to be used appropriately. You need to consider the best time and place to ask any questions - it may be at the relevant committee meeting, rather than in a full Governing Board meeting, and must be pertinent to the discussion at hand. It is absolutely **NOT** intended that these questions should be handed over to the headteacher and an answer to each one sought. This is not a test for school leaders, but a tool to help governors.

If you are in any doubt about how to use these well, please contact NGA at governorhq@nga.org.uk.

Overarching question

How does the school promote good behaviour to enhance learning?

The answers to some of these questions will be found in the behaviour policy, but as part of the review and monitoring process, these can be useful:

- a) Is this a happy school with a positive learning culture?
 - i. What is the overall picture of behaviour in this school - how does it compare with other schools?
 - ii. How is good behaviour rewarded? And how often?
- b) How are pupils, parents and staff made aware of the school behaviour policy
 - i. What measures are in place to ensure good behaviour, discipline and respect is communicated to pupils?
 - ii. Are staff clear about the school's behaviour policy and the extent of their disciplinary authority/powers?
 - iii. What steps do we take to inform parents about how they are expected to behave while on school premises?
- c) What impact does the behaviour policy have on classroom practice - how do you know?
- d) How do you monitor whether the behaviour policy is being applied consistently across the school?
- e) How do you assess/monitor pupils' attitudes to learning?
- f) What information do you have about
 - i. the levels of attendance,
 - ii. incidents of bullying (including cyber-bullying and homophobic bullying),
 - iii. levels of poor behaviour?
 - iv. What are you doing to address any issues?
- g) What measures are in place to deal with persistent poor behaviour? E.g. systems to identify and address the needs of pupils who continuously display disruptive behaviour.
 - i. How do you monitor pupils causing concern?
 - ii. Do you/the staff know the root causes of poor behaviour?
 - iii. What external support do the staff have for dealing with any behaviour issues?
 - iv. Have all staff received appropriate training in relation to dealing with aggressive pupils where restraint may be required?
- h) How many pupils have been excluded (fixed term and permanently) in the last term/year/three years?

- i) How many managed moves have taken place this term/year?
- j) How do you deal with poor behaviour that takes place beyond the school gate?
- k) How do you deal with cyber bullying?
 - i. What steps do we take to educate staff about the issues of social media
 - ii. What steps have you taken to inform/educate parents about the potential pitfalls of social media, for example, cyber-bullying, 'grooming' and 'unfriending'?
- l) How do you deal with poor behaviour that occurs during a school organised or related activity/trip?
- m) Does the school have links with other schools in relation to behaviour initiatives?
- n) How many CAFs (Common Assessment Framework) reports have been filled in on pupils in this school?

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NGA, 36 Great Charles Street, Birmingham, B3 3JY
Phone: 0121 237 3780 | [Contact Us](#)
Charity Number: 1070331 | Company Number: 3549029