

Scrutiny Review Narrowing the Gap of Educational Attainment – Appreciative Inquiry Recommendations Action Plan

Recommendation Lead: Claire Tiffany

Recommendation Review behaviour policies

Review behaviour policies to ensure that they are appropriate and proportionate and that inclusion policies align with behaviour policies:

What happens when a young person is removed from the classroom. Where do they go?

What teaching takes place?

Accountability: CYP Committee Meeting dates February 12th 2025, January 14th 2026

The following plan focuses on actions to be taken during the current academic year. It is anticipated that some of these actions will continue in 25-26 and that further actions may be identified/adapted, based on research.

This plan is linked to Priority one in the Council's plan: The best start in life to achieve big ambitions.

- **Giving children young people the best possible start, in an inclusive community where everyone can thrive**
- **Safe community for all children and young people**
- **Preventing children young people from the impact of poverty taking a targeted approach to reduce the number of children young people in poverty**
- **Support for children in our care**
- **A bright future and sense of belonging**

Research			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1. Audit the behaviour policies and inclusion policies for primary and secondary and special schools across the Borough to explore similarities and differences	- Template complete to record key features of policies	E McWilliams	Spring 25
	- Identify key similarities and differences across a) primary schools and b) secondary policies and c) special schools D) independent schools	CT to lead GB/CH/RFS/EMc/ Assistant EPS/ SEMH Caseworkers	Spring 25
2. Analyse suspension/exclusion data to see if there is any correlation between policies and attendance/suspensions/exclusions patterns	-Analysis of suspension/exclusion data completed to determine whether any key features of policies are linked to higher suspension rates	CTiffany	Summer 25
	- Data gathered to identify pupils who have had suspensions/ exclusions	Placements Team	July 25
3. Research the impact of different types of behaviour policy eg, relational	- Gather a selection of policies nationally	CTiffany/ SEMH team/EPS/VS	Spring 25
	-Prepare a report that maps the key features of the different types of behaviour / inclusion policies	C Tiffany	
	- Present a summary of the impact (using data) of different types of policies upon pupils and behaviour	EPS/SEMH team	Spring 25
		C Tiffany	Spring 25

	<ul style="list-style-type: none"> - Share the reports and data with the OAP working group to identify most impactful policies - Share the reports and data with schools at key meetings 	EIS/ SEND/ SEMH team/AP team	Summer 25
Communication			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1. Through the Pupil Inclusion Framework (PIF) develop an agreed set of principles best practice for all schools when reviewing/ writing behaviour policies and procedures	-Group discussions concluded regarding behaviour policies in schools at PIF to identify best policy and practice	RF-Standaloft	January 25
	-Best practice document drafted and shared with schools for feedback	RF-Standaloft	Summer 25
	-Document finalised and distributed to schools and services within Education Inclusion and Achievement	RF-Standaloft	Autumn 25
	- Share the document with Governors at network or training meetings	Governor support/ C Tiffany	
2. Gather pupil voice to identify impact of behaviour policies and inclusion policies	- Identify which pupil groups and logistics to gather voice from	SEMH team/ AP team/ Virtual School	Spring 25
	-Raw feedback gathered		Summer 25
	-Analysis of pupils feedback		August 25
	-Pupil voice finalised		September 25
3. Establish a working group to explore the legislation/ evidence-based practice and impact of behaviour policies	- Dates set for working group and core membership agreed	C. Tiffany	Spring 25

and how they correlate to inclusion policies. Develop guidance	<ul style="list-style-type: none"> - Guidance drafted -Guidance finalised and shared with schools 	<p>C Tiffany</p> <p>EIS/ SEMH team/ SEND/ Virtual School</p>	<p>Summer 25</p> <p>Autumn 25</p>
Events			
Proposed Actions / Progress	Success Measures	Responsibility	Date
1. Discussions with staff across several schools to determine the reasons why a young person may be removed from the classroom and next steps	<ul style="list-style-type: none"> - Complete a report that captures the procedures schools use when a child is removed from a class, for what duration, what location do they move to and what teaching takes place and how are they reintegrated back into class? - Identify patterns of successful reintegration strategies -Share the reports with OAP group and schools 	<p>RFS to draft proforma and send out to all PIF colleagues</p> <p>SEMH/AP team/ Virtual School</p>	<p>Spring 25</p> <p>Summer 25</p> <p>Autumn 25</p>