APPENDIX 1
PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

SCRUTINY MONITORING – PROGRESS UPDATE	
Review:	**Scrutiny Review of Narrowing the Gap in Educational Attainment**
Recommendation Lead:	**Claire Tiffany**

Updates on the progress of actions in relation to agreed recommendations from previous scrutiny reviews are required approximately 12 months after the relevant Select Committee has agreed the Action Plan. Progress updates must be detailed, evidencing what has taken place regarding each recommendation – a grade assessing progress should then be given (see end of document for grading explanation). Any evidence on the impact of the actions undertaken should also be recorded for each recommendation.

Recommendation 14:	**Review behaviours:** 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?
Responsibility	Claire Tiffany
Date:	Autumn 2025
Agreed Action:	**Research:** 1. Audit the behaviour policies and inclusion policies for primary and secondary and special schools across the Borough to explore similarities and differences 2. Analyse suspension/exclusion data to see if there is any correlation between policies and attendance/suspensions/exclusions patterns 3. Research the impact of different types of behaviour policy e.g., relational **Communication:** 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 2. Gather pupil voice to identify impact of behaviour policies and inclusion policies 3. Establish a working group to explore the legislation/ evidence-based practice and impact of behaviour policies and how they correlate to inclusion policies. Develop guidance **Events:**

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	1. Discussions with staff across several schools to determine the reasons why a young person may be removed from the classroom and next steps
Agreed Success Measure:	**Research:** • Template complete to record key features of policies • Identify key similarities and differences across a) primary schools and b) secondary policies and c) special schools d) independent schools • Analysis of suspension/exclusion data completed to determine whether any key features of policies are linked to higher suspension rates • Data gathered to identify pupils who have had suspensions/ exclusions • Gather a selection of policies nationally • Prepare a report that maps the key features of the different types of behaviour / inclusion policies • Present a summary of the impact (using data) of different types of policies upon pupils and behaviour • 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 **Communication:** • Group discussions concluded regarding behaviour policies in schools at PIF to identify best policy and practice • Best practice document drafted and shared with schools for feedback • Document finalised and distributed to schools and services within Education Inclusion and Achievement • Share the document with Governors at network or training meetings • Identify which pupil groups and logistics to gather voice from • Raw feedback gathered • Analysis of pupils feedback • Pupil voice finalised • Dates set for working group and core membership agreed • Guidance drafted • Guidance finalised and shared with schools **Events:** • 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
Evidence of Progress: (January 2026)	**RESEARCH** - Research of types of behaviour policy and also studies into the impact of behaviour policies on pupils was gathered. Sources

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	include research from the Department for Education, Education Endowment Foundation, Children and Young People's Mental Health Coalition and National Association for Educational Psychologists etc. - A template was completed in summer 2025 and identified 25 key features of a behaviour policy which were used to audit the information in policies of schools across the Borough. - From this data an analysis of similarities and differences were able to be identified across all types of schools. There were over 80 schools included which represented primary, secondary, specialist, independent and alternative provision (Pupil Referral Centre) - Data was collated to show suspensions and permanent exclusions for all schools and their pupils for the academic years 23-24 and 24-25. This was the data set used in the analysis. - A report was drafted and finalised in the Autumn term to show the findings and analysis of the data. The report identifies key factors that are instrumental and have statistical significance between the risk of suspension/exclusion and also the features of the behaviour policy. - The report is to be shared with schools through different meetings this half term. **COMMUNICATION** - Discussions including all schools who attended the Pupil Inclusion Forum in late Autumn 2025 have begun to identify best policy and practice for behaviour policies. This will be continued this half term where the final report will also be shared with schools. - The report will be shared with leaders within Education Inclusion and Achievement for further dissemination in January 2026. - Alongside the development of the best practice document pupil voice will be included. This will be gathered during the spring term and the final best practice document will be finalised by Easter 2026 **EVENTS** - Information regarding practice for reintegration will be gathered during the spring term 2026 and will be included in the best practice document due to be finalised by Easter 2026.
Assessment of Progress: (include explanation if required) (January 2026)	**RESEARCH – Grading- Fully Achieved. The report is finalised and fully achieved. The only outstanding bit is sharing with schools which is happening over the next few weeks.** **COMMUNICATION – Grading 2/3. This element of the plan has begun but is not finalised to the initial timescale.** **EVENTS -Grading 3. This will take place this term.**
Evidence of Impact: (January 2026)	The impact is limited so far with regards to reducing exclusions and suspensions as it is too early for the information to be embedded by schools.

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	However, the analysis has thrown up some interesting factors and the SEMH team are using this already to incorporate the findings and plan CPD to be delivered to schools on developing behaviour policies and practice designed to reduce risk of suspensions.

Assessment of Progress Gradings:	**1** Fully Achieved	**2** On-Track	**3** Slipped	**4** Not Achieved