

**CHILDREN AND YOUNG PEOPLE’S LEARNING SCRUTINY PANEL  
BEHAVIOUR, DISCIPLINE AND BULLYING IN SCHOOLS - ACTION PLAN**

**10 OCTOBER 2022**

<b>SCRUTINY RECOMMENDATION</b>	<b>PROPOSED ACTION</b>	<b>UPDATE</b>
<p>a) In respect of the new Inclusion, Assessment and Review Service and the ‘Team Around the School’ approach, that:</p> <ul style="list-style-type: none"> <li>i. a full and comprehensive evaluation is undertaken, which takes into account the impact of COVID-19 and the risk management controls currently in place within schools; and</li> <li>ii. the key findings, outcomes and outputs of the evaluation are reported to the Children and Young People’s Learning Scrutiny Panel, including feedback received from children and young people.</li> </ul>	<p>Undertake a full and comprehensive evaluation on the impact of COVID to include feedback from children and young people</p> <p>Prepare a detailed and comprehensive report of findings to report back to Children and Young People’s Learning Scrutiny Panel</p>	<p>Briefing paper produced detailing key findings. To be presented at Scrutiny Panel on 10<sup>th</sup> October.</p>
<p>b) That the Local Authority holds schools to account more transparently for their exclusion rates by:</p> <ul style="list-style-type: none"> <li>i. monitoring, analysing and recording exclusion data at a school-level;</li> <li>ii. undertaking regular focussed visits to those schools with high rates to assist with putting measures in place to reduce fixed-term and permanent exclusions; and</li> </ul>	<p>The Access to Education team will collate exclusion data on a school by school basis, and use it to generate a summary report for each school. These summary reports will compare the school’s performance with the average for Middlesbrough, allowing the school to benchmark itself. The data will also be shared more widely within the Headteacher forum (subject to group consent) to help support a wider debate about the use of exclusion in Middlesbrough</p>	<p>Reports on exclusion rates for each school have been produced and shared. They have been presented to Education SMT and LMT, who receive a 6 weekly update.</p>

<p>iii. reporting exclusion data to the Children and Young People's Learning Scrutiny Panel on a 6 monthly basis.</p>	<p>Head of Inclusion and Assessment to ensure robust systems are in place which supports schools to further develop early identification, intervention and support for children considered at risk of exclusion. Schools who have high numbers of fixed term or permanent exclusions are offered support and guidance.</p> <p>Access to Education team to collate exclusion data from all schools and submit a comprehensive report of exclusions to the Scrutiny Panel on a 6 monthly basis.</p>	<p>Established processes are in place for schools to access Inclusion and Outreach services to promote early identification and support children at risk of exclusion. Staff from across the 0-25 Inclusion and Outreach Service have regular meetings with schools to discuss exclusions and use data to inform their discussions. These themes have also been key areas for discussion at the multi-agency Inclusion Partnership meeting which schools attend.</p> <p>One 6 monthly report has been presented to Scrutiny Panel (April '22) and the next is due on 21 November 2022.</p>
<p>c) That, where exclusion rates are high, the Local Authority:</p> <p>i. provides an enhanced bespoke package of support to assist schools in identifying and meeting the needs of children with SEND and additional vulnerabilities; and</p> <p>ii. delivers training to demonstrate the detrimental impact of exclusion on a pupil's life and life chances.</p>	<p>Fully implement the Inclusion and Outreach model which has been further reviewed based on initial feedback.</p> <p>Develop and deliver training to staff and settings to support greater inclusion</p>	<p>Inclusion and Outreach model fully embedded. A review of the model took place in July 2022. There will be a continual review of the service based on feedback from schools.</p> <p>Programme of training has been delivered by staff from across Inclusion and Specialist Support Services around a range of topics to support inclusion.</p>
<p>d) That the Local Authority shares good practice with schools by facilitating peer reviews and providing case study illustrations of good behaviour management practices.</p>	<p>Share good practice regarding school leadership of SEND and Inclusion with school leaders via the Behaviour Partnership and other key forums</p> <p>Develop an Inclusion and AP Strategy</p>	<p>Good practice has been an agenda item at the Inclusion Partnership and additional networks for Behaviour Leads have taken place to focus on supporting emerging themes and issues.</p> <p>Strategy has been developed.</p>
<p>e) That a guidance document is developed and circulated to schools on the importance of language and its influence on changing perceptions and attitudes.</p>	<p>Review all guidance documents circulated to schools and settings to ensure clear and consistent language is evidenced.</p>	<p>All guidance documents were reviewed over the Summer. These are currently being circulated to schools and published on the Local Offer. Reference to the use of language is also included in the new Inclusion Strategy.</p>

<p>f) That schools are encouraged to undertake an anonymous survey of staff and students about their views on behaviour, discipline and bullying and that feedback is utilised to improve behaviour management practices.</p>	<p>Prepare and distribute an anonymous survey to be issued to all schools to be completed by both staff and students</p> <p>Feedback used to prepare a report to be shared with School leaders and to influence improvements to behaviour management practices</p>	<p>Survey was distributed during the Summer Term to staff and students.</p> <p>Feedback is included with the report referenced in action a - which will be presented to scrutiny panel on 10<sup>th</sup> October.</p>
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