

<b>Report of:</b>	Executive Member for Education - Councillor Stephen Hill Director of Education and Partnerships - Rob Brown
<b>Submitted to:</b>	Executive - 9 November 2021
<b>Subject:</b>	Final Report of the Children and Young People's Learning Scrutiny Panel - Behaviour, Discipline and Bullying in Schools - Service Response

## Summary

<b>Proposed decision(s)</b>
That Executive approves the department's response and accompanying action plan to the Children and Young People's Learning Scrutiny Panels final report on addressing Behaviour, Discipline and Bullying in School.

<b>Report for:</b>	<b>Key decision:</b>	<b>Confidential:</b>	<b>Is the report urgent?<sup>1</sup></b>
Decision	No	No	For the purpose of the call in procedure, this report is not urgent.

<b>Contribution to delivery of the 2021-24 Strategic Plan</b>		
<b>People</b>	<b>Place</b>	<b>Business</b>
Ensuring Middlesbrough has the very best schools		

<b>Ward(s) affected</b>
All

## What is the purpose of this report?

1. The reports provides the department's response and accompanying action plan to the Children and Young People's Learning Scrutiny Panels final report on addressing Behaviour, Discipline and Bullying in School

## **Why does this report require a Member decision?**

2. Within the executive scheme of delegation there is a requirement for Executive to formally consider the final reports of the Councils scrutiny panel and agree departmental service responses and accompanying action plans

## **Report Background**

3. During 2020 and 2021 the Children and Young People's Learning Scrutiny panel investigated the topic of Behaviour, Discipline and Bullying in Schools.
4. The purpose of the investigation by the Children and Young People's Learning Scrutiny Panel was to:
  - a. Identify the powers and duties of schools to manage behaviour and discipline pupils.
  - b. Investigate the Local Authority's role in supporting schools with behaviour management and the impact of its work.
  - c. Examine the causes of pupil behaviour problems e.g. unmet educational or other needs.
  - d. Identify the challenges faced by schools in dealing with poor behaviour and bullying and to examine the reasons some schools have higher rates of fixed-term and permanent exclusions.
  - e. Investigate the types of sanctions used by schools that can impact on a pupil's educational outcomes and life chances.
  - f. Examine the successful and proactive strategies and solutions used by schools to promote positive behaviour, manage poor behaviour and prevent and tackle bullying.
5. Schools are responsible for ensuring and supporting behaviour and discipline within schools and having in place systems to tackle bullying,
6. In 2019, Ofsted published a new education inspection framework, which introduced a new behaviour judgement. This was to provide reassurance for parents on the issues of bullying. As stated at the time by Ofsted's Director of Corporate Strategy "disruptive behaviour and bullying is the number one concern for parents when they look through school inspection reports".
7. In July 2020, the Government re-published guidance on how school leaders and staff can develop a school behaviour policy, this includes checklists to support full school opening following the coronavirus (COVID-19) outbreak. The guidance provides advice to head teachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils. It is for individual schools to develop their own best practice for managing behaviour in their school.
8. Inspectors now make a judgement on behaviour and attitudes in schools by evaluating the extent to which:

- a. The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct;
  - b. Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements;
  - c. Learners have high attendance and are punctual;
  - d. Relationships among learners and staff reflect a positive and respectful culture; and
  - e. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
9. To support behaviour management and greater inclusion in schools, the Local Authority has recently developed a new service model that focuses on early intervention and identification. This model offers support at the earliest of stages through a "Team around the School Approach".
  - a. The new model was established in September 2020 had been developed to tackle the high number of exclusions, the pressures on local placements in terms of Alternative Provision (AP), the increasing numbers of children and young people with Education Health Care Plans (EHCP), the increasing number of requests for Education Health Care Assessments (EHCA) and significant pressures on the Council's High Needs Budget.
  - b. The High Needs Budget is funding that the Local Authority receives to support children and young people with SEND. Nationally there are significant pressures on the High Needs Budget due to the increasing needs of children and young people.
10. Schools are enthusiastic regarding the new model and it is anticipated that the support offered through the new model will reduce the number of children and risk of exclusion and reduce the number of children referred for an Education, Health and Care Assessment
11. In addition to the support delivered through the new model, the Local Authority offers advice and guidance to school leadership teams and governing bodies to help ensure that they follow the exclusion legal framework correctly and, where applicable, apply the Managed Moves Protocol.
12. Across the schools in Middlesbrough there are examples of good practice which are used to support children and young people at risk of exclusion and for those at risk of bullying.
13. Through the investigation of the scrutiny panel a number of key recommendations have been identified which key service areas will take forward to ensure further areas for developed will be addressed as well as analysing the impact of the new Inclusion Model.

## **What decision(s) are being asked for?**

14. That Executive approves the department's response and accompanying action plan to the Children and Young People's Learning Scrutiny Panels final report on addressing Behaviour, Discipline and Bullying in School

## **Why is this being recommended?**

15. The Children and Young People's Learning Scrutiny Panel's final report and subsequent action plan on addressing Behaviour, Discipline and Bullying in School and the impact on learning will be used to further support schools to meet the needs of children and young people at risk of exclusions.

## **Other potential decisions and why these have not been recommended**

16. The other potential decision would be to not consider the recommendations by the Children and Young People's Learning Scrutiny Panel. This has not been considered as this would have an impact on children and young people achieving their outcomes and progressing well in education.

## **Impact(s) of recommended decision(s)**

17. Following on from the Children and Young People's Learning Scrutiny Panel's greater understanding of the key issues and impact on learning outcomes for children and young people will be considered to ensure that actions secure improvement.

## **Legal**

18. The Education Act 2002 Section 175 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children, and Section 89 of the Education and Inspections Act 2006 states that maintained school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The response and action plan will support schools in meeting this duty.

## **Financial**

19. None identified

## **Policy Framework**

20. The proposed actioned has no impact on the Council's policy framework

## **Equality and Diversity**

21. The purpose of the Children and Young People's Learning Scrutiny panel's report is to consider the effects of Behaviour, Discipline and Bullying in School with a focused aim to mitigate the effects on children and young people. An impact assessment of the proposed response is not required at this time.

## **Risk**

22. The implementation of the Children and Young People's Learning Scrutiny panel recommendations will support the Council in ensuring that our children and young

people will be afforded opportunities and required support enabling them to succeed.

### **Actions to be taken to implement the decision(s)**

23. The following actions will be taken to implement the decisions:

- a. Undertake a full and comprehensive evaluation on the impact of COVID to include feedback from children and young people
- b. Prepare a detailed and comprehensive report of findings to report back to Children and Young People's Learning Scrutiny Panel
- c. To ensure systems are in place to support schools identify early identification
- d. Collate exclusion data from all schools and submit a comprehensive report of exclusions to the Scrutiny Panel on a 6 monthly basis
- e. Fully implement the Inclusion and Outreach model which has been further reviewed based on initial feedback.
- f. Develop and deliver training to staff and settings to support greater inclusion
- g. Share good practice across settings
- h. Develop an Inclusion and Alternative Provision Strategy
- i. Review and update key guidance

### **Appendices**

24. Children and Young Peoples Learning Scrutiny Panel Final Report: Behaviour, Discipline and Bullying in Schools

25. Action Plan: Behaviour, Discipline and Bullying in Schools

### **Background papers**

Body	Report title	Date
Children and Young People's Learning Scrutiny Panel	Final Report – Behaviour, Discipline and Bullying in Schools	26 <sup>th</sup> July 2021 Approved by Overview and Scrutiny Board 8 <sup>th</sup> September 2021

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