

Children and Young People Scrutiny Commission

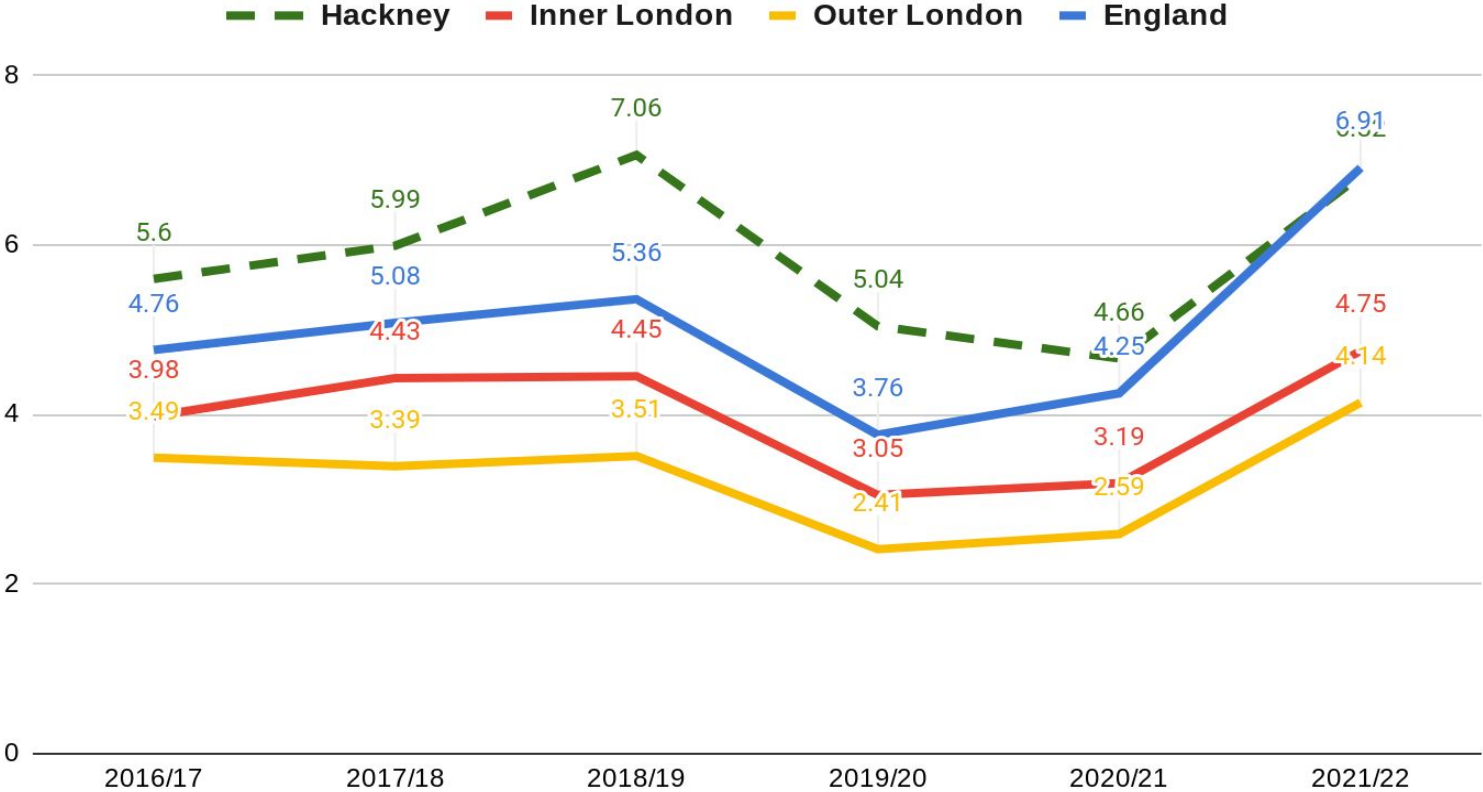
School Behaviour Policy - Outline Scope

December 18th 2023

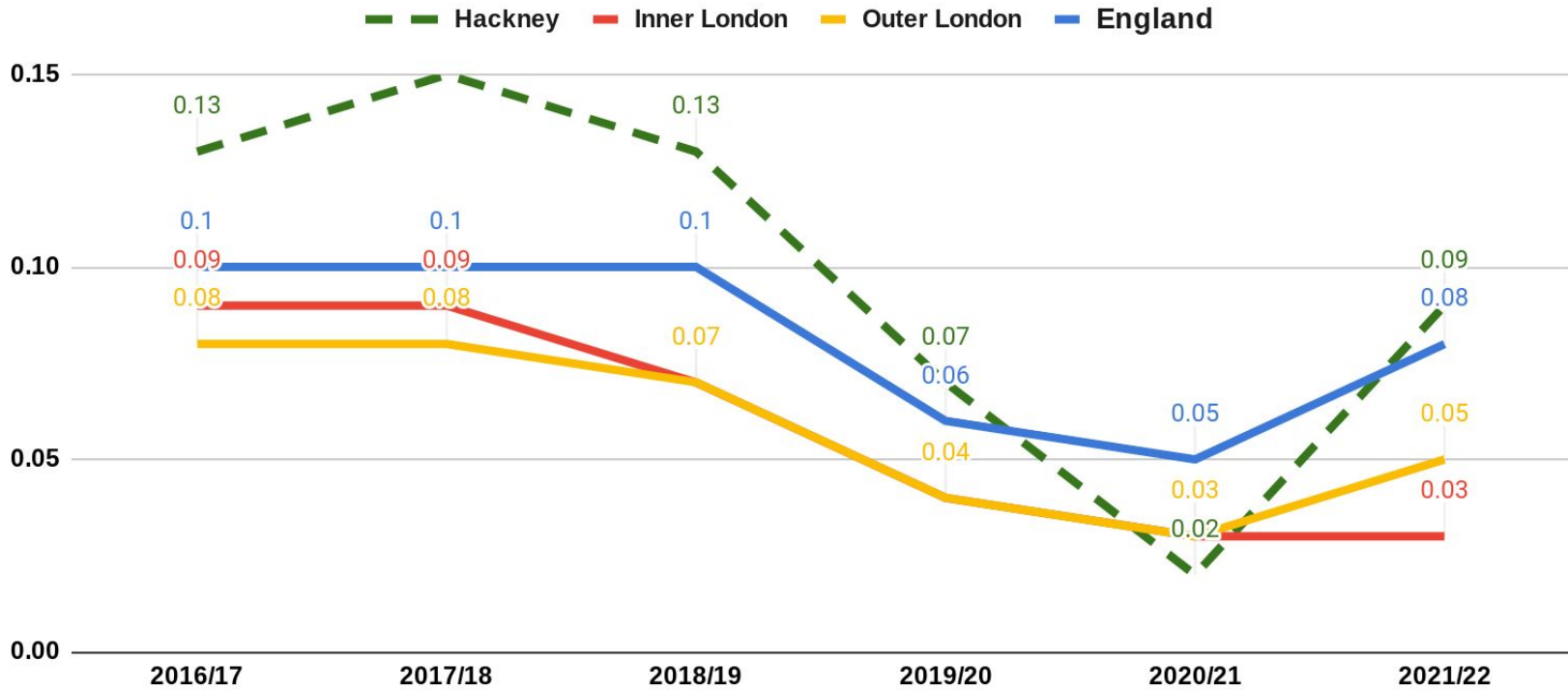
Background to this review being selected.....

1. (Ongoing) high rates of permanent school exclusions and school suspensions in Hackney
 - Hackney currently has second highest rates of permanent exclusion and suspension in London.
2. Commission's outcomes from school exclusions review (2021)
 - Impact of school exclusion on children, their families and the wider community
 - Punitive behaviour strategies v positive behaviour management strategies
 - Disproportionality
3. Child Q - Safeguarding Practice Review (and follow-up review)
 - Adulthood of children from black and global majority backgrounds
 - How school behaviour policies override safeguarding concerns
4. Mental health needs of young people (CAMHS)
 - Escalating mental health needs among young people - during and post pandemic
 - CAMHS work identified school behaviour policies as
5. SEND among young people
 - High rates of children with EHCP, and rising numbers of children with SEND (both EHCP and SEND Support) receiving education in mainstream schools
 - Parents experience difficulty to choose schools, and ongoing communication
6. Consultations with young people - Hackney Youth Parliament

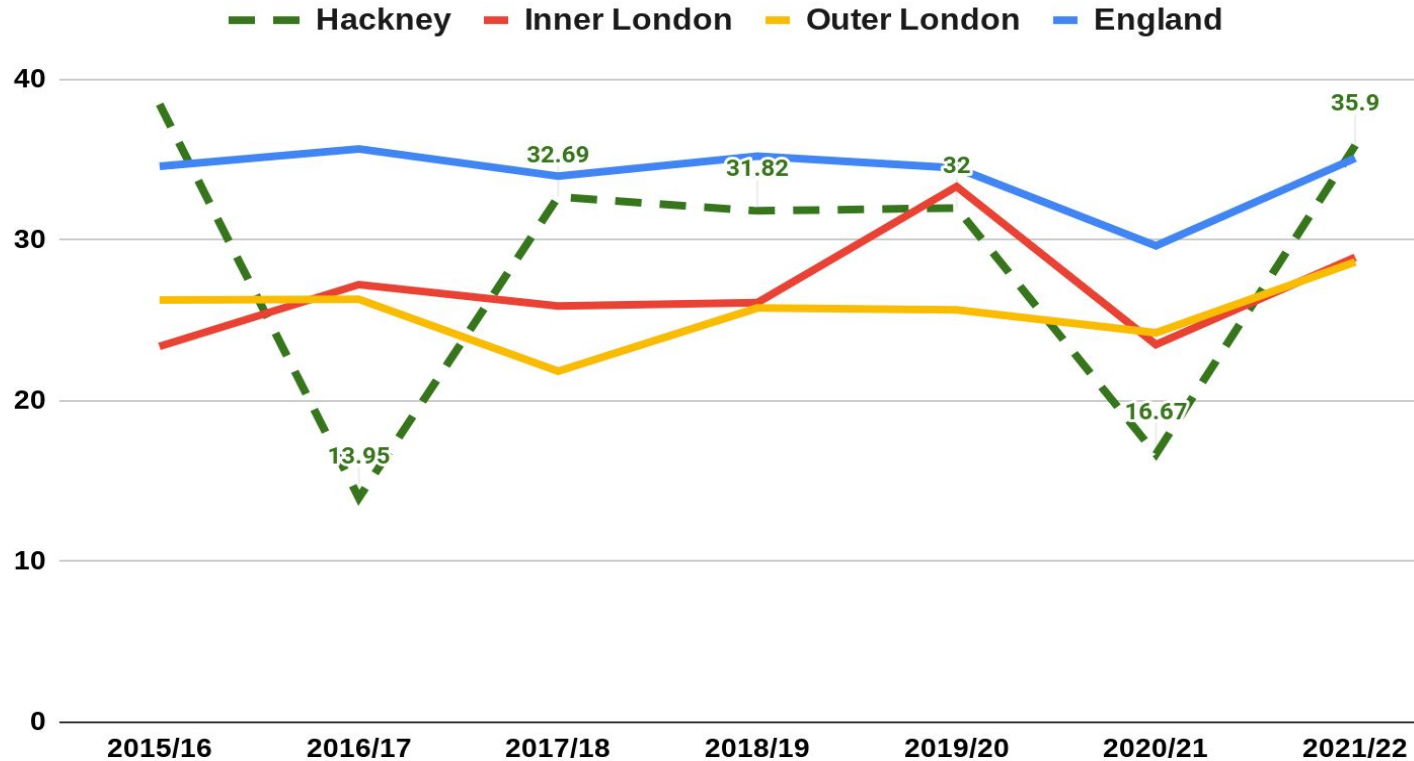
Suspension Rate 2016/17-2021/22



Permanent Exclusion Rate 2016/17- 2021/22



Permanent Exclusion - Persistent Disruptive Behaviour (%) 2015/16 to 2021/22



Important: Categories changed from 2020/21 to include wider range of exclusion reasons which now include: abuse relating to sexuality, gender identity and disability, inappropriate use of social media, use or threat of offensive weapon and repeated public health transgressions.

National School Behaviour Survey (Teachers and Pupils)

- National Annual Survey of School Behaviour covering 4 areas:
 - School behaviour culture and policy
 - School environment and experience
 - Frequency and impact of misbehaviour
 - Responding to behaviour
- The most recent [National Behaviour Survey 2021/22](#) (published June 2023)
 - 91% of pupils know what's expected of them, 91% said policy applied fairly 'at least some of the time', 19% said '*applied fairly all the time*';
 - 90% of schools systematically record pupils behaviour, 83% *use it to inform policy*;
 - 46% of heads said school was 'calm every day', compared to 23% of secondary and 19% of pupils;
 - 41% of pupils 'felt safe every day';
 - 67% of teachers and 62% of pupils reported that misbehaviour had interrupted lessons;
 - Teachers reported that for every 30 minutes of lessons, 6.3 mins lost due to misbehaviour;
 - 27% of teachers and 20% of heads wanted further training in behaviour management;
 - Common interventions: referrals to specialist services (92%) mentoring and social/emotional learning (92%) referral to pastoral support staff (79%) and removal as a restorative measure (77%).

From the Commission's 2021 published review.....

'In my year, they had a list with everyone's name on it, and the top names would be those who were excelling and right at the bottom would be who isn't. It's a bit like a league table, the top kids are at the top and everyone knows who's at the bottom and this was mostly based on behaviour. It was put up in the hall and I got a text to say I was in the bottom 3. At break time everyone would come and look at the list and laugh at it. At the time, most of my friendship group were near the bottom so for us it was a bit of a laugh, but looking back on it now, I don't think it should have been on the wall.'

'... you know who's been bad because of the report cards. You have to give the report card to every teacher every lesson and if you keep getting bad reports then that's when you get kicked out and that labels you as a poor behaviour student. ... if you know you are going to get a poor report card then you may as well just make use of it... and other people know it and it's also a problem as people then try and aggravate you and push you to the limit.'

Guidance framework for school behaviour policies

- All schools (maintained, academies, independent) are responsible for drafting their own behaviour management policy.
- Non statutory guidance for managing behaviour in schools is set out [Behaviour in Schools Guidance \(2022\)](#)
- Safeguarding duties and responsibilities and implications for behaviour management are set out in [Keeping Children Safe in Education \(2023\)](#)
- Mental health considerations for managing behaviour in schools is set out in [Mental Health and behaviour in School \(2018\)](#)

School Behaviour Policies

- *‘a school’s behaviour policy should promote good behaviour in all students, prevent bullying, ensure students remain on task and it should encourage these behaviours as a standard, as well as instil self-discipline and respect.’*
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- In legal terms any school behaviour policy must be
 - Lawful
 - Proportionate; and
 - Reasonable.
- School behaviour policy must comply with the school’s duties under:
 - The Equality Act 2010;
 - The Education and Inspections Act 2006.
- A schools education policy must take into account a pupils:
 - Age;
 - Special Educational Needs or Disabilities
 - Religious requirements.
- It must be published.

Aims & Objectives for review....

What does the Commission aim to achieve through this work? *Possible areas of focus:*

- To further understand how behaviour policies are created, developed and applied in local schools;
- To assess how school behaviour policies in creating safe and positive environment for teaching and learning;
- How school behaviour policies interact with/ trigger assessments for possible unmet needs in relation to SEND, mental health or social emotional support.
- To assess the impact of behaviour policies relation to equality considerations and how they intersect with related policies to promote inclusion (mental health and SEND) and tackle local inequalities (anti-racist action plan);
- To assess the extent to which parents engage with and understand the scope and impact of the schools behaviour policy on their child;
- Assess and identify how positive behaviour is taught, practised and modelled through the school and curriculum
- To assess how pupils relate to and engage with school behaviour policies;
- How the work of the Commission can develop and extend good local practice.

Key local stakeholders to be involved in the review.....

Key local stakeholders

- Local state funded schools:
 - *State funded schools; maintained, academies & faith*
 - *Focus on secondary schools*
- Pupils:
 - *Focus on secondary schools*
- Parents:
 - *Generic*
 - *Children with SEND*
- Local Authority:
 - *Duties and responsibilities*

Other contributors

- Ofsted
 - *Inspection framework*
- Specialist education agencies
 - *Education Endowment Fund*
 - *Sutton Trust*
 - *Children & Young People Mental Health Coalition*
- Education Unions

Scrutiny Process and methods.....

- Discuss and agree scope & terms of reference for the Commission's review - December 2023 /January 2024
- Further consideration on how to engage and involve local schools
- Call for evidence to local stakeholders (6 week period in between pre-election periods to February to March 19th 2024)
 - Online survey to capture positive or otherwise experiences of school behaviour policies - and impact on pupils and their families
- Consultative groups supplementing above - (to April 2024)
 - Pupils
 - Parents
 - Specialist education agencies
 - LA/ Ofsted