







This Self Evaluation Framework has been designed to facilitate the assessment of inclusive practice and the culture of behaviour across a school. The Evaluation Framework identifies six key areas in designing, building and maintaining a good inclusive / behaviour culture. The six areas have been shaped and informed by [Creating a Culture: How school leaders can optimise behaviour (Tom Bennett, 2017)](https://www.gov.uk/government/publications/behaviour-in-schools), [Teacher Standards (DfE, 2013)](https://www.gov.uk/government/publications/teachers-standards), [School Inspection Handbook (Ofsted, 2019)](https://www.gov.uk/government/publications/school-inspection-handbook-eif), [Getting the simple things right: Charlie Taylor’s behaviour checklists (Charlie Taylor, 2011)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf), Index for Inclusion: developing learning and participation in schools (Tony Booth and Mel Ainscow 2002)

The Six Areas:

1. Leadership and management
2. School systems and social norms
3. Relationships
4. Staff Training – Induction and development
5. Pupil Transition and Development
6. Pupil Support

Using the Evaluation Framework

The Evaluation framework can be completed independently but is best used when completed in collaboration with another school.

* A discussion between the school Headteacher and the collaborative partner
* Discussions with the leadership team
* Meetings with pastoral leaders, the SENDCO, established staff and new staff and pupils
* Completion and collation of staff and pupil surveys
* Scrutiny of the most recent Ofsted report, school performance data, school development plan, school self-evaluation and the most recent headteacher's report to governors
* Observations of arrival, departure, social times and movement between lessons
* A learning walk to gauge classroom expectations and culture.

Scoring and identifying the current position

Leaders should allocate a score to each statement where possible, identify where the evidence was found and add any pertinent notes regarding best practice, gaps, issues with particular groups or details which need further investigation.

### Statements should be scored using the continuum of development and effectiveness outlined below. The continuum provides a structure to identify the school’s current position in relation to its policy and practice in each of the six areas.

### Score 1 – Identifying: Leaders are identifying a realistic picture of what is happening, and the work needed in this area.

### Score 2 – Developing and implementing: Leaders have identified what is working well and those areas which need further development. They are in the process of building systems, routines and practices and are beginning to implement them.

### Score 3 – Embedding: Leaders have successfully introduced systems and practices which staff, pupils and other stakeholders are following and implementing.

### Score 4 – Sustaining: Policies and practices are embedded. There is buy-in from the whole school community. There is cohesive and consistent practice across the school.

Identifying key priorities and developing an action plan

Once completed, the tool will provide an overview of the current position and scoring will indicate where practice is strong and where schools should work together to focus their attention. The school leader should facilitate a debrief session following the self evaluation activity to reflect on findings. The priority areas should then be jointly agreed based on the assessment and consideration of the evidence base. There may be gaps in the evidence base where data was not available during visits but this should not hamper the identification of key priorities.

Findings from the diagnostic visit, staff and pupil surveys should then feed directly into the development plans of the school. A brief action plan template is attached in each Focus Area to support this work.

| **Focus Area** | **Assessment** |  |
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| **Leadership and management**  | **1** | **2** | **3** | **4** | **Evidence base and points to note** |
| 1. | There is a clearly defined school culture and organisational philosophy expressed through an accepted vision / mission statement / core purpose / values |  |  |  |  |  |
| 2. | There is a clear inclusive vision underpinned by high expectations and core values which are understood by staff, pupils and families. *(How is the vision shared with different stakeholders? Do all stakeholders understand it? How do leaders know stakeholders understand it and sign up to it?)* |  |  |  |  |  |
| 3.. | Leaders communicate, demonstrate and refer to the vision and values constantly |  |  |  |  |  |
| 4 | .Inclusive Practice / Behaviour / SEMH provision is a high-status topic and recognised as a key area of school improvement. |  |  |  |  |  |
| 5. | Designated leaders and managers have clearly assigned responsibilities for behaviour and attendance and SEMH provision. |  |  |  |  |  |
| 6. | Leaders and managers empower and support all staff to take responsibility for inclusive practice / behaviour. |  |  |  |  |  |
| 7. | Appropriate levels of resource are invested in creating and maintaining an effective inclusive culture *(including MIS, data systems and analysis, designated staff, in-house provision, communications, reward systems, specialist staff, SEND provision etc).* |  |  |  |  |  |
| 8.. | Leaders have an accurate view of an inclusive culture which is informed by a robust data set |  |  |  |  |  |
| 9. | Leaders and managers monitor and analyse behaviour and attendance data and take swift, reasonable action to address issues *(including absence, punctuality, bullying, rewards, sanctions, detentions, part-time timetables, suspensions and expulsions) to try to find the root cause* |  |  |  |  |  |
| 10. | Leaders and managers are aware of the potential impacts of Covid-19 and associated measures on pupil wellbeing and mental health (including on vulnerable and disadvantaged groups); how these may influence and affect pupil behaviour; and how the school will take account of this in behaviour management plans and policies. |  |  |  |  |  |
| 11. | Governing boards have an accurate view of inclusive practice / behaviour culture. |  |  |  |  |  |
| 12. | Governing Boards have oversight on pupil movements, use of off-site direction, Alternative Provision, managed moves, and decisions for elective home education. |  |  |  |  |  |
| 13. | The curriculum INTENT is ambitious for all. It focusses on the essential building blocks of knowledge in each subject, end points are clear and misconceptions are identified and effectively tackled on a lesson by lesson basis for all students including those with SEND |  |  |  |  |  |
| 14. | IMPLEMENTATION of the curriculum is strong. Staff use effective formative assessment techniques to identify the underpinning essential knowledge students do not know and act effectively to address the essential knowledge regularly |  |  |  |  |  |
| 15. | Reading is prioritised and is a fundamental part of the curriculum INTENT in each subject. Staff are trained effectively to deliver high quality reading interventions and can clearly identify the essential building blocks of knowledge needed to read fluently |  |  |  |  |  |
| **ACTION PLAN** |  |
| **Area to improve (insert number)** |  | **Actions to be put in place** | **By when** | **Responsibility** |
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| **Focus Area** | **Assessment** |  |
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| **School systems and social norms** | **1** | **2** | **3** | **4** | **Evidence base and points to note** |
| 1. | The school has deliberately designed systems, models and resources that provide a best practice framework to support the development of effective school-level inclusive practice. |  |  |  |  |  |
| 2.  | School behaviour, attendance, anti-bullying, safeguarding and pastoral support policies clearly outline principles, rules, routines and consequence systems and clearly define bullying. *(Do policy documents act as an instruction manual for all stakeholders? How well do stakeholders understand the rules and routines? Does practice show that stakeholders understand and follow rules and routines? Does data show that they are well understood and clearly defined?)* |  |  |  |  |  |
| 3. | Routines for all aspects of behaviour are underpinned by high expectations, clearly communicated, modelled and reinforced *(including arrival, departure, conduct on school transport, absenteeism, punctuality, uniform, classroom expectations, equipment access, cover lesson procedures, examination/assessment processes, corridor culture and movement, playground culture, assembly protocols, behaviour on trips, consequence systems etc...).* |  |  |  |  |  |
| 4. | Measures to identify and support wellbeing and mental health issues and prevent all forms of bullying are included in the school’s behaviour policy and are well known to all students and stakeholders *(and/or cross-referenced to safeguarding and/or existing wellbeing, mental health and bullying policies).* |  |  |  |  |  |
| 5. | .Rules are explicit, consistent and reinforce school values and routines |  |  |  |  |  |
| 6. | Consequences are explicit and reinforce school values, rules and routines. |  |  |  |  |  |
| 7. | Consequences are proportionate and consistently applied when rules are followed or rejected by pupils. |  |  |  |  |  |
| 8. | Detentions or in-school behaviour provision\* provide opportunities for reflection, allow pupils to continue meaningful study and to return to mainstream lessons as soon as appropriate. \*Any kind of provision in school outside of the classroom that is used to address disruptive behaviour |  |  |  |  |  |
| 9.. | Staff workload is managed in order to allow the operation and implementation of systems |  |  |  |  |  |
| 10.  | Behaviour policies should consider any additional needs of pupils, take account of any reasonable adjustments required and should comply fully with the Equality Act, 2010. |  |  |  |  |  |
| 11.  | If managed moves have been used, there is clear evidence that this has been done in the best interests of the child, and not the school. Protocols have been followed consistently in the best interests of the child. |  |  |  |  |  |
| 12..  | Rates, patterns and reasons for suspension and expulsion are monitored, with robust administrative logs demonstrating what has been done prior to the suspension or expulsion (interventions), in order to avoid repeat suspension or expulsion. For vulnerable children, the relevant partners such as CAMHS, virtual school heads and social workers should be informed and involved in the relevant conversations |  |  |  |  |  |
| **ACTION PLAN** |
| **Area to improve****(insert number)** | **Actions to be put in place** | **By when** | **Responsibility** |
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| **Focus Area** | **Assessment** |  |
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| **Relationships** | **1** | **2** | **3** | **4** | **Evidence base and points to note** |
| 1. | Where applicable – A strong and well communicated school culture which promotes the highest expectations and positive stakeholder relationships. |  |  |  |  |  |
| 2. | Leaders build respectful relationships with staff, pupils, families, and stakeholders.*(How do leaders engage with staff and pupils on corridors, in the canteen, in classrooms and at the gate? Do leaders challenge inappropriate behaviour and praise appropriate behaviour? Do leaders model the effective use of public praise and private punishment for staff and pupils? Do leaders differentiate delivery of praise and punishment based on the needs and experience of the individual?)* |  |  |  |  |  |
| 3.  | Leaders model respectful relationships and appropriate communication for staff and pupils. Respectful relationships are embedded in teaching practices. |  |  |  |  |  |
| 4.  | Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently. |  |  |  |  |  |
| 5. | Staff develop effective professional relationships with colleagues and feel supported by SLT, knowing how and when to draw on advice and support. |  |  |  |  |  |
| 6.. | Staff communicate effectively with parents/carers regarding pupils’ achievements and wellbeing |  |  |  |  |  |
| 7. | Relationships between pupils and staff reflect a respectful, consistent, supportive and positive culture. |  |  |  |  |  |
| 8. | Pupils treat each other and staff with respect and actively support each other. |  |  |  |  |  |
| 9. | Parents/carers treat staff with respect and actively support the work of the school. |  |  |  |  |  |
| 10.. | Parents/carers have confidence in the school; if parents choose to electively home educate their child, there is clear evidence that the school has ensured parents/carers are aware of such an undertaking and the decision was in the best interests of the child |  |  |  |  |  |
| **ACTION PLAN** |
| **Area to improve (insert number)** | **Actions to be put in place** | **By when** | **Responsibility** |
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| **Focus Area** | **Assessment** |  |
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| **Staff Training - induction and development** | **1** | **2** | **3** | **4** | **Evidence base and points to note** |
| 1.. | New staff are inducted into the culture of the school and arrive ‘ready’ to run their classroom/area and to engage in the whole-school approach *(Do new staff receive information on systems, rules and routines before taking up position? Are new staff supported to successfully implement good behaviour culture and inclusive practice by assigned mentors who are able to model best practice, through watching others use systems and by talking through questions or challenges with the Heads of Department? What do new staff say about the quality of induction?)* |  |  |  |  |  |
| 2. | Designated staff, external partners and specialist agencies provide appropriate training for all staff on supporting pupils with additional needs and barriers to work towards and meet expectations in the school. |  |  |  |  |  |
| 3. | Leaders and managers support their staff to implement whole-school inclusive practice systems (including behaviour systems) consistently and effectively. |  |  |  |  |  |
| 4. | Staff understand the policy and their responsibility to create and maintain the inclusive practice /behaviour culture. |  |  |  |  |  |
| 5. | Staff are aware of the school’s ethos, policies, leads and support offer on wellbeing and mental health and are able to signpost or refer pupils where needed. |  |  |  |  |  |
| 6. | Staff are confident to ask for help if they are struggling to create and maintain an effective inclusive practice / behaviour culture. |  |  |  |  |  |
| 7. | Staff are held accountable for their part in the maintenance of the school’s systems and processes. |  |  |  |  |  |
| 8.  | Staff voice is captured regularly on whole-school issues including behaviour, and their views are considered in the development of the behaviour policy. |  |  |  |  |  |
| **ACTION PLAN** |
| **Area to improve (insert number)** | **Actions to be put in place** | **By when** | **Responsibility** |
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| **Focus Area** | **Assessment** |  |
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| **Pupil transition and development** | **1** | **2** | **3** | **4** | **Evidence base and points to note** |
| 1. | New pupils are inducted into the culture of the school and arrive ‘ready’ to contribute to the culture. |  |  |  |  |  |
| 2.  | Pupils receive regular updates and reminders on how to meet the whole-school expectation on behaviour. |  |  |  |  |  |
| 3. | Pupils understand the contribution they make to the school culture. |  |  |  |  |  |
| 4.  | Pupils have a good understanding of rules, routines and consequence systems. |  |  |  |  |  |
| 5..  | Pupils or groups who demonstrate ‘good’ behaviour are celebrated and praised |  |  |  |  |  |
| 6..  | Pupils are confident to ask for help if they are struggling to meet the whole-school behaviour expectations or need pastoral/wellbeing, bullying or mental health support, including vulnerable children and those with additional needs |  |  |  |  |  |
| 7.  | Pupil voice is captured regularly on whole-school issues including behaviour. |  |  |  |  |  |
| 8.  | Pupils’ views are considered in the development of inclusive practice and behaviour policy and practice. |  |  |  |  |  |
| 9. | Pupil support/pastoral care structures are clear and understood by staff, pupils and families. Stakeholders know what support is available and how to access support. *(Do the school run transition events where pupil and families hear the expectations and are walked through the routines? Do new pupils undergo thorough induction and have an opportunity to rehearse routines? In BIPs and clusters are there any shared services and resources that can be drawn upon to support students?)* |  |  |  |  |  |
| 10. | Internal support facilities provide proactive targeted intervention and aim to support pupils back into the mainstream community. |  |  |  |  |  |
| 11.. | Designated staff have clearly defined responsibilities and support identified groups of pupils, including vulnerable children such as those with a social worker, previously looked after children, those with additional needs such as SEND and mental health |  |  |  |  |  |
| 12.. | Designated staff have an accurate view of the needs and performance of identified groups and target support accordingly |  |  |  |  |  |
| 13.. | Designated staff work together to share information and build appropriate support structures for pupils and the staff who support them |  |  |  |  |  |
| 14. | Designated staff engage with external partners and specialist agencies to access appropriate support to meet the needs of pupils and their families. |  |  |  |  |  |
| 15. | Designated staff understand how mental health risk factors, including trauma and bereavement, can affect behaviour and support staff to understand it as part of their behaviour approach. |  |  |  |  |  |
| **ACTION PLAN** |
| **Area to improve (insert number)** | **Actions to be put in place** | **By when** | **Responsibility** |
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