**Portsmouth Inclusive Education Quality Mark**

**Objectives and their related strands linked to:**

**Standard 3 –** Behaviour and Safeguarding

**Overview of all Standards**

**Standard 1 –** Welcoming School and Ethos (includes access & environment)

**Standard 2 –** Leadership and Management

**Standard 3 –** Behaviour and Safeguarding

**Standard 4 –** Curriculum and Opportunities

**Standard 5 –** Social & Emotional Health & Well-Being

**Standard 6 –** Teaching and Learning

**Standard 7 –** Monitoring Progress and Attainment

**Standard 8 –** Participation of Students & Young People

**Standard 9 –** Partnership with Stakeholders (Families, Governors,Community)

**Standard 10 –** Transition

**Standard 3 –** Behaviour and Safeguarding

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| **3.1 The extent to which the school clearly sets out expectations of positive behaviour of all members of the school community.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has all relevant policies and practice for attendance, behaviour, anti-bullying, safeguarding and  Relationships and Sex Education (RSE) in place.  All staff demonstrate consistent understanding and practice in relation to promoting positive behaviour and responding to bullying concerns.    There are regular awareness raising opportunities within the school day and the curriculum to communicate anti-bullying messages, policy and practice, to celebrate the success of anti-bullying work and to actively promote positive behaviour.  All staff actively model respectful, positive language/behaviour, even when intervening to manage challenging behaviour.  Restorative Approaches are used to build and maintain positive relationships.  The school community have a shared understanding of what constitutes bullying and of different types of bullying. | The large majority of staff, students, parents/carers and other stakeholders demonstrate a shared ethos, understanding and practice in promoting positive behaviour and relationships in and around school.  Vulnerable students and their parents/carers can describe how policies support them and how they have helped to shape these policies.  Staff can promote and model inclusive behaviour as a result of effective training.  The school positively addresses parental concerns, involves support services when necessary and can evidence positive outcomes for individual/groups of vulnerable students and positive resolutions to concerns or complaints.  Support is provided for both the victims and perpetrators of bullying behaviours.  Curriculum/other activities focus on specific types and/or methods of bullying.  E.g. Homophobic bullying/cyber bullying, and how to respond to different types of bullying both as a bystander and as a target. | All policies are co-produced with students and parents/carers, reviewed regularly and are linked to whole school provision maps and individual student provision maps.  The school can provide a range of examples where creative and imaginative learning opportunities have assisted vulnerable learners to feel safe and make progress.  E.g. Students admitted to school as part of a managed move.  All staff can confidently describe their roles and responsibilities in relation to behaviour, attendance and anti-bullying, and how it impacts on student progress.  Staff use language that supports co-regulation with students when needed.  E.g. "I am here to help and support you."  There is an open and supportive atmosphere that promotes self-awareness and allows staff to reflect on their own emotional needs and triggers. |

**Standard 3 –** Behaviour and Safeguarding

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| **3.2 The extent to which students’ behaviour towards, and respect for, other young people and adults promotes a positive, caring, supportive and safe environment for all.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Different groups are positively promoted through the curriculum, positive images, visits and positive role models.    There is a whole school curriculum plan which includes high quality PHSE for all year groups. This helps learners to develop tolerance and resilience.  The school can demonstrate the impact of strategies to improve behaviour, attendance and safety through.  E.g. Fostering good relationships with all groups of students, using data accurately to inform policy and practice, the use of rewards and sanctions, work with parents/carers and the following up of absence. | There is a whole school approach to PHSE, and all staff can describe/demonstrate a range of effective interventions to meet the range of student needs, including tackling bullying type behaviour in the school, and ensuring the safety of all students.  Sensitive and controversial issues are explored in the classroom.  E.g. Philosophy for Children (P4C), enabling students to debate sensitively, to be open minded and to understand/welcome differences of all kind.  Students are given opportunities to work with peers from other backgrounds, either directly or remotely, for example through school linking. | There are opportunities for students from diverse backgrounds and needs to learn together.  E.g. From schools in other localities or the local special school) make a significant contribution to students’ well-being and understanding of difference.  Students can describe how they contribute to a positive climate for learning, how they positively challenge bullying type behaviour and support other students who may have been bullied.  Students use their initiative to contribute to school policy/procedures and during social times.  E.g. Lunch/break time, when adult supervision is less structured.  Restorative Approaches are employed throughout the school. Peer mentoring and/or buddying support is available. |

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| **3.3 The extent to which all stakeholders feel that the school is a positive, caring, supportive and safe place to be.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The views of parents/carers, staff, governors and others are sought and action is taken/monitored in relation to individual concerns.  Different groups of students report that their experience of school is positive, supportive and safe; students know who to speak to when they do not feel safe and report that action is taken; observations of students around school confirm this.  There is a system for students to report incidents of bullying, including confidential listening opportunities.  There are appropriate levels of adult supervision so that students feel safe around the site and can be confident that negative behaviour will be seen and be acted upon at all times. | The school works proactively with vulnerable students, and their parents/carers, to explore their experiences around school, their learning and to positively address sensitive areas.  E.g. Bullying, in order to identify the best ways to provide support.  The school can provide evidence of the active involvement of parents/carers, particularly those of vulnerable students, which is confirmed by parents/carers.  Students can describe how they have been able to report incidents of bullying using a well-defined and well understood system. | The school can demonstrate a range of high quality, creative and imaginative teaching and learning provision to meet all student needs; and can demonstrate that all students feel safe and make good progress.  The planned PSHE curriculum is monitored, evaluated and students’ progress assessed.  The school gathers data of student perceptions on health and well-being – this includes the perceptions of vulnerable groups including chronic non-attenders (less than 50% attendance).  Students can describe how they have helped to shape systems to report bullying, and how they play an active role in combating bullying and supporting those who have been targets of bullying. |

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| **3.4 The extent to which the school has transparent and effective procedures in place to prevent bullying, to respond to all incidents of bullying and to promote positive behaviour and attitudes to learning.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Collective worship and the curriculum explore themes around diversity, anti-bullying and social and emotional learning.  E.g. Primary (SEAL) ‘Getting On and Falling Out’ and ‘Say No to Bullying’ or similar resources.  The school has a system for recording and monitoring  • incidents of bullying, including by type of bullying  • how often behaviour disrupts learning  • behaviour in and around the school throughout the day  The school can demonstrate that it analyses this data to identify patterns and trends.  E.g. For vulnerable groups. Systems to report to the LA and governors on ‘hate crime’, harassment and bullying are in place and are monitored.  Students and parents/carers, including vulnerable groups, report a knowledge & understanding of effective procedures in place to prevent bullying, and confirm that action is taken when students report bullying. | The school can demonstrate that incidents of bullying, harassment or hate crime have been used as opportunities to develop understanding and to promote better relationships.  Interventions and support ensure that all students involved in alleged incidents.  E.g. Bullying, fighting, racist name calling) remain safe throughout all stages of investigation through to resolution.  The school can demonstrate that behaviour rarely disrupts learning, and that effective actions are reducing the incidence of this, in relation to both staff competency and student behaviour.  Students can describe how effective actions taken by the school have helped to improve behaviour outside of lessons, and can describe some specific examples of this. | Students can explain how they have real understanding of different viewpoints and feel able to positively challenge others’ language or behaviour and understand why they need to do this.  Student attitudes to learning within lessons are at least good throughout the school. |

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| **3.5 How effectively the school makes reasonable adjustments to ensure that its behaviour policies and procedures recognise the different needs of individual learners.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school can demonstrate that it makes effective reasonable adjustments to assist the progress of vulnerable groups of students;  E.g. Through the effective use of individual student provision maps, creative classroom provision or the involvement of other services.  Students needing possible positive handling interventions have been identified and key staff have been identified for Team Teach training.  The school balance the need for consistent implementation of behaviour policies with the need to make reasonable adjustments to meet the needs of individuals and of the Equalities Act 2010.  Staff understand that behaviour is a form of communication. | There are opportunities to explore recent developments in neuro science and its links to brain development, the stress system and trauma.  Staff can link this to practice and policies that support emotional regulation and de-escalation.  Staff and students monitor the impact of the behaviour policy and discuss positive and negative outcomes and can describe adaptations that have been made as a result.  The behaviour policy is differentiated according to student’s needs and circumstances. This is outlined within the relevant school's paperwork.  E.g. IBMPs and/or PSPs.  Identified staff have been Team Teach trained and the appropriate paperwork established.  Senior Leaders demonstrate, before implementing sanctions that they have a full understanding of SEND, including SEMH needs, and any mitigating factors an individual has. | The school proactively engages external agencies and groups to address hate crime issues in the community.  Staff use creative approaches.  E.g. Restorative Approaches and mediation are used effectively to resolve conflict or re-engage students returning to school.  There is a “team around the child” approach to support for vulnerable students and access to external support services is swift and the impact of this can be demonstrated.  Physical intervention is rarely used. Staff know that this can be particularly difficult for students with particular needs.  E.g. Autism, and staff understand the legal framework of positive handling intervention to respond in an appropriate way when managing behaviours that challenge.  They strive to identify the need that students' behaviour is communicating and endeavour to meet that need.  Adults remain professional and restorative in the face of all behaviours. |

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| **3.6 The extent to which the school‘s safeguarding practice and curriculum promote the well-being of students.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| School has systems and procedures for safeguarding students in relation to staff checks, recruitment, health and safety, risk assessments and educational visits.  Students are able to understand and respond to risk, for example risks associated with extremism, technology, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways.  Students, parents/carers, staff, governors and others working in and around the school report that the school is a positive, caring, supportive and safe place to be.  The school responds to negative behaviours which occur off the school premises.  E.g. Home to school transport/cyber-bullying) and fully involves parents/carers and other agencies in investigating this and taking further action. | The school’s nominated governor regularly monitors health and well-being across the school and the senior leader for behaviour, attendance and safeguarding can demonstrate that the school makes effective provision for all students and can describe how their role contributes to better student progress.  The school uses data to understand the links between attendance and attainment for all students including disadvantaged students and vulnerable groups.  Action plans are in place for all students who have persistent absence or are at risk of persistent absence.  Students contribute to risk assessment processes through the curriculum/extra-curricular activities and can describe how this has improved their awareness of staying safe.  The school considers, in conjunction with a wide group of professionals, the risks associated with a reduced timetables in exceptional circumstances. | Students lead risk assessment processes and take responsibility for ensuring that they are implemented safely.  School undertakes regular self-evaluation of its provision for health and well-being, using various self-evaluation tools to identify priorities for continued improvement. |

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| **3.7 The extent to which the school promotes good attendance.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has an identified lead for monitoring attendance.  The school has links to Portsmouth's Miss School Miss Out Campaign on its website.  Appropriate legal action is taken in a timely consistent way in tandem with pastoral support. | The importance of full attendance is promoted and monitored.  E.g. For different groups and year groups.  An attendance group monitors attendance on a weekly basis. Action plans are created to support families to improve attendance.  The reasons for regular or extended absences are explored and appropriate action is taken.  E.g. Rewards and sanctions.  There is a consistent approach, with clear accountability across the workforce, in relation to attendance. All students know their own attendance, have individual targets and are supported by the school to understand how the target can be met.  Reduced timetables are rare in occurrence and do not exceed six weeks, unless for medical reasons.  The curriculum is accessible such that students want to attend school. | Attendance is greater than 96%.  There is proactive tracking of vulnerable groups. The school sets up of bespoke initiatives to improve the attendance of these individuals. |

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| **3.8 The extent to which the school promotes and celebrates success across the school.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| There are dedicated assemblies to celebrate achievements across the school.  Achievements, both in school and out of school, are celebrated across the school.  This is shown via displays within the school and also on the school's website and social media platforms.  Parents/carers are involved within the celebration of achievements. 100% attendance is promoted and celebrated.  Success is acknowledged and celebrated in a way that is supportive of students.  E.g. Through displays, feedback and encouragement. | Parents/carers are routinely contacted regarding their child's success including effort, process, academic and wider achievements. | Success is celebrated in the wider community and by the wider community.  Quantative evidence shows that successes and positive incidents are being recorded more frequently than negative indicators. |

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| **3.9 The extent to which the school uses data to evaluate behaviour across the school.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school uses a consistent procedure to record incidents of both positive and negative behaviour. | The school monitors the incidents of behaviour to develop and review plans.  A variety of measures are used to monitor positive and negative behaviour.  The curriculum is accessible, teaching is at least good and understands the needs of individuals, thus promoting positive behaviour. | The school evaluates behaviour and is able to identify trends and impact of interventions.  The data identifies the main types of behaviours and groups more at risk.  There is rapid identification of poor staff performance, swift support is put in place when required and robust challenge is given if required. |

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| **3.10 How the school promotes healthy lifestyles (both physically and emotionally).** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Teaching about mental and physical health and promoting healthy life style choices are part of the wider curriculum.  E.g. Through PSHE, SMSC, DT.  Key pastoral staff have training to support mental health and well-being. | There are a range of additional opportunities to promote a healthy life style choice.  There are opportunities to develop the student's emotional and social well-being through the use of interventions and additional support.  E.g. Use of pastoral team.  Staff well-being is promoted and supported.  All staff have basic training in understanding Social, Emotional and Mental Health (SEMH).  Staff and students are aware of appropriate language to discuss mental health and well-being. | Emotional well-being is prompted within every classroom.  Staff do not assume students understand the language of emotions so use scaffolds to support their understanding.  Students are given opportunities to share their feelings and emotions and these are acted upon by the adults within school.  The school works with parents/carers to support the child's emotional well-being.  Students are able to express their feelings and emotions by whatever means they wish (e.g. verbally, in writing through pictures) with confidence that these will be accurately interpreted. |