## Norwich Opportunity Area Specification for a Norwich Inclusion Charter programme

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| **1. Norwich Opportunity Area Priority** | 3 Supporting children at risk of exclusion |
| **2. Strand** | “To support Norwich schools in managing challenging behaviour, we will deliver new behaviour management training for teachers” *NOA Delivery Plan* |
| **3. Activity Name** | Developing an Inclusive School Culture |
| **4. Background** | **Norwich Opportunity Area**  Young people in Norwich from disadvantaged backgrounds are less likely than their peers elsewhere in England to leave school with a good level of attainment, go on to study for a level 3 qualification (such as A levels), continue with education or employment from age nineteen, or go to university.  Norwich has been identified as an Opportunity Area by the Department for education to address this problem. This activity is part of the [delivery plan](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/658582/Social_Mobility_Delivery_Plan_Norwich_v6__FINAL_.pdf).  In Norwich rates of permanent and fixed term exclusion are too high, and the Opportunity Area has set a target to reduce the 2017 figure by two thirds by 2020.  The approach we are taking to meet this target is to create the Norwich Inclusion Charter – a network of schools that commit to a set of principle and receive funded support to meet them  This project is part of that funded support.  You can read the Inclusion Charter [here](https://norwichopportunityarea.files.wordpress.com/2018/11/norwich-evidence-based-practice-fund-list-of-approved-bids.docx). |
| **5. Targeted individuals/schools** | All schools in the NOA, primaries and special schools will be given first refusal by 18/1/19, with unallocated funding for this project available then to secondary schools to be identified by 28/1/19 |
| **6. Anticipated costs and price cap** | The total value of this project is £150,000  Price cap: £10,000 per school, however providers invited to offer pricing plans to include MATs and groups of schools across phases. |
| **7. Outputs** | * Support the school leadership in developing existing behaviour policy and practice * Offer a distinct whole-school approach to behaviour management * Support development of a school inclusion action plan * Training and coaching for leaders, governors, teachers and support staff * A strategy for parental involvement in behaviour approach * A mechanism for schools to monitor and evaluate the impact of the approach |
| **8. Short term outcomes** | * Participating schools create a clear vision for inclusive practice * School staff demonstrate increased confidence in dealing with poor/challenging behaviour * Reduced incidences of disruptive behaviour, evidenced by the school’s recording method * Children and young people demonstrate improved attendance and engagement in school * Children report an increased sense of belonging and engagement in their education setting |
| **9. Long term outcomes** | * Reduced fixed and permanent exclusions * Reduced staff turnover and sickness * Improved outcomes for children and young people * More successful transitions between phases and schools/college |
| **10. Evidence base** | The [EEF toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/) is a good reference for positive, evidence based strategies.  The Norwich Research School has summarised some of the available research for us – their report can be accessed [here](https://norwich.researchschool.org.uk/2018/05/24/inclusion-exclusion-what-does-the-evidence-say/).  <http://www.barnardos.org.uk/not_present_and_not_correct.pdf> |
| **11. Prospective providers should meet the following criteria:** | **Expertise**: Staff demonstrate a significant track record of delivering training, coaching and supporting cultural change in organisations, and behaviour management in schools. Expertise in training at all levels from senior managerial to operational. A strong and up to date understanding of safeguarding. CVs are encouraged.  **Experience**: Evidence of impact in other schools, case studies are encouraged. Experience working with schools in areas of low social mobility. Experience working with school leaders and challenging existing practice.  **Further credentials:** Robust safeguarding credentials. Evidence based approach. |
| **12. Prospective providers are invited to submit:** | 1. Evidence of expertise and experience stated in section 11 above (Weighting 35%) 2. Approach to this project (no more than 2 sides of A4)., including staffing and a description of any potential conflicts of interest and how you will deal with them (Weighting 35%) 3. Details of your time, fees and expenses required to meet the outcomes and price cap (Weighting 30%) |
| **13. Timetable** | Bids should be submitted by: Friday 7th December  Appointment will be notified by: Friday 14th December  Project should be completed by: Training should begin in participating schools in the Spring or Summer term of 2019, with schools completing cycle of training and support within one year |
| **14. Additional information** | The NOA includes 35 primary/infant/junior schools, 8 secondary schools and 6 special schools  This project is overseen by the Norwich Inclusion Charter project manager Jan Cockburn. Contact her on [janet.cockburn@norfolk.gov.uk](mailto:janet.cockburn@norfolk.gov.uk) for further details about the Norwich Inclusion Charter |

**Specification completed by**

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| **Role** | Programme Director, Norwich Inclusion Charter project Manager |
| **Organisation** | New Anglia, Norfolk County Council |
| **Date** | 18/10/18 |