

# Behaviour and Attendance Strategy Refresh

2010 – 2012

*the knot unites*



## STAFFORDSHIRE BEHAVIOUR AND ATTENDANCE STRATEGY

### 1. INTRODUCTION:

The original Behaviour and Attendance Strategy 2007 – 10 was drawn up by a partnership of primary and secondary headteachers, CAMHS, Local Authority officers and advisers and was consulted on by parents, school staff and colleagues in partner agencies.

This refresh of the strategy has been informed by a working group involving Local Authority officers and advisers and will be consulted on by schools, parents and other LA stakeholders. This strategy will be reviewed by parents and children to ensure its relevance to them as key stakeholders

Generally Staffordshire does not have a serious problem with behaviour and attendance. We have lower exclusion rates, and good attendance when compared to national benchmarks. However, we recognise that continuing to improve our effectiveness in this area is important and that we need to respond to changing contexts as these emerge and to have processes that help us to do this effectively.

This strategy is not intended to be a 'comprehensive' plan that tries to identify all possible issues, but should be seen as 'work in progress' within which we aim to identify and work on key current priorities. It is anticipated that new tasks will be identified over time and that this strategy will be a rolling programme updated periodically as new issues and priorities emerge.

This strategy is not for the County Council to implement alone. It is expected that schools, parents/carers and other agencies will work in partnership with the County Council to carry out the activities and tasks within the strategy.

The contact officer for this strategy is:                   Judy Tideswell  
Inclusion Well Being Manager  
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### 2. THE VISION:

At the heart of the strategy is the belief that positive behaviour in schools and settings requires a proactive, whole-school/setting approach to developing the children's social, emotional and behavioural skills and abilities, within a learning community that promotes the emotional well being of all its members.

We want children who  
'.....learn how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peaceably, control their anger and negotiate their way through the many complex relationships in their lives today and tomorrow'

Adapted from Reva Klein, *Defying Disaffection*.

In Staffordshire, work to support this vision has a priority for educational support services. It addresses the expectations of 'Every Child Matters'. It promotes a preventative approach and facilitates effective support for individual children, schools and families

### **3. AIMS AND RESPONSIBILITIES:**

The aim of the strategy is to improve the social, emotional and behavioural skills of children and young people, raising their standards of achievement and enhancing educational inclusion.

Key responsibilities are for:

#### **Local Authority, Schools, Community and Learning Partnerships**

- To develop a shared County-wide vision to promote good behaviour in schools, settings and the wider community, and to achieve appropriate attendance and behaviour for learning in schools and settings
- All services who work with both children and their families need to work together to achieve the objectives of this strategy;

#### **Local Authority:**

- To have responsibility for the co-ordination and strategic management of teams and services to provide effective support for teachers in schools and staff in residential settings and parents/carers to promote children's social and emotional skills and social, emotional and behavioural skills in families.
- To develop the capacity of teams and services so as to achieve high quality, responsive support.
- To create partnerships with agencies, organisations parents and carers to support the strategy.
- To work in partnership with staff and parents/carers to support the social and emotional skills that children and young people need within their home, local community and within the school.
- To develop area, service and locality strategies to contribute to and inform the County strategy.

#### **Schools:**

- To develop area and locality strategies to contribute to and inform the County strategy.
- To ensure the ethos and culture of the school support the development of pupils social and emotional skills.
- To ensure that the organisation, systems and curriculum of the school support the development of pupils social and emotional skills.
- To enhance the capacity of teachers and support staff to manage challenging behaviour.
- To work in partnership with parents to support the social and emotional skills that pupils need within their school community and within the wider community outside school.
- To collaborate with other schools and agencies to support the needs of vulnerable, hard to reach pupils.

#### **Community and Learning Partnerships:**

- To support schools and the wider community in their work to deliver strategies supporting emotional, social and behavioural skills.
- To collaborate and coordinate with the work of central LA Support services to promote consistency across the County in work to improve behaviour and attendance.

#### 4. CONTEXT:

The County Behaviour and Attendance Strategy has been drafted in response to relevant central government legislation and guidance as well as local pressures and priorities within Staffordshire. Key documents that inform this strategy are:

**Every Child Matters (2004):** with the five outcomes reflected in the Ofsted framework and school SEF.

**Practitioners Group on School Behaviour and Discipline – Steer Report (2005)** with subsequent Behaviour Reviews and Interim reports (2007 to 2009): dealing with issues raised in subsequent DCSF legislation and guidance below.

**Education Act 2006:** legislation to clarify

- Legal right for school staff to discipline pupils eg who and in what circumstances, the use of detention, confiscation of property, the use of force
- Improved arrangements around exclusion & children out of school
- Targeted action on persistent truancy – including support when needed on drugs, mental health, parenting issues.
- Local collaboratives – all secondary schools in a partnership to manage behaviour and tackle persistent truancy

**The Children’s Plan (2007):** with a focus on

- Bullying
- Curriculum to develop social and emotional skills
- Promote pupil emotional health and well-being
- Leadership and collaboration – District Inclusion Partnerships
- Alternative provision for pupils not on school roll and re-integration back into mainstream
- Tackling child poverty
- Improving teaching and learning in the classroom
- Tackling persistent absence and improving school attendance
- Reducing exclusion of vulnerable groups of pupils
- Parental participation in school life
- Improving support for all parents

**Care Matters - A Time for Change (2007):** with a focus on improving outcomes for Children in Public Care through improvements to

- Corporate parenting
- Family and parenting support
- Making care placements a better experience for everyone
- Delivering a first class education
- Promoting health and wellbeing
- Transition to adulthood
- The role of the practitioner

**Aiming high for disabled children - better support for families (2007):** aiming to improve outcomes for disabled children and their families through:

- Improving access and empowerment for disabled children, young people and parents
- Ensuring that we have responsive services and timely support
- Improving quality and capacity of services.

**Staffordshire Healthy Schools Standard:** with emphasis on well-being and tackling bullying in order to reduce barriers to learning.

**Back on Track (2008):** review of SSS developments

- Publication of performance data
- Introduction of personalised education plans
- Ofsted inspection of LA's and individual alternative provision providers
- Smarter commissioning with new national provider database
- Mandatory behaviour partnerships
- Replace failed Pupil Referral Units
- Pilot programme to spread innovation and test best practice
- Improved workforce support
- Improved accommodation
- Closer partnerships between alternative provision, mainstream, special schools and LA services
- A new name for PRU's to signal a step change in improvement

**Targeted Mental Health in Schools (2009):** with a focus on

- Wave 1: Effective whole school frameworks for promoting emotional well-being and mental health; quality first teaching of social and emotional skills to all children (SEAL and similar approaches)
- Wave2: Skills focused interventions; small group interventions for children who need to develop social and emotional skills; SEAL related work with families
- Wave 3: Individual and small group work delivered by qualified practitioners addressing thoughts feelings and behaviour; complementary to SEAL principles and approach

#### **PRINCIPLES:**

The following principles underpin all Behaviour and Attendance work in Staffordshire

1. All children and young people together with their parents and carers are directly involved in decision making about their education.
2. We have collective responsibility within districts for inclusion, with streamlined LA decision making processes.
3. We have early identification, intervention and preventative strategies delivered by a collaborative approach through SEN Code of Practice processes.
4. We are looking to build a continuum of support to assist in including all children and young people in mainstream education, and for ensuring their well being.
5. Where a child or young person moves from a mainstream school to a specialist setting they should be returned to mainstream schooling as quickly as possible.
6. We expect consistent levels of challenge, expectations and aspirations for children and young people across all provision.
7. Where possible, new or existing provision or specialist services should be co-located on mainstream sites with integrated governance and leadership.

**CONTRIBUTION OF SERVICES:** the following services all contribute to the delivery of the workstreams within the Staffordshire County Behaviour and Attendance strategy.

- Cross Phase Behaviour Consultants (SID)
- Educational Psychology Service (Children and Families)
- CLL Children and Families social work and care services
- Education Welfare Service (Lifelong Learning)
- Primary and Secondary Behaviour Coordinators – SENSS (SID)
- Teachers from Key Learning Centres (Special Schools)
- Multi-agency Child & Adolescent Mental Health Services

The Behaviour and Attendance workstreams below are all delivered through coordinated multi-agency project management processes and staffed by representatives from the different services. Delivery of the strategy relies on all services contributing and working together effectively with good project management as a basis for planning and delivery of each workstream.

As services are located in different divisions within C&LL and Health services and in schools, a key priority for the delivery of the County Behaviour and Attendance strategy will be to continue to develop good practice in coordinated multi-agency working across service, division and agency boundaries.

**5. PRIORITIES FOR IMPROVEMENT:** The following priorities and strands for action have been identified:

**Priority 1: Improve emotional well-being and behaviour for learning in schools and settings through actions to promote and implement agreed values, principles and policies.**

- The Local Authority, following consultation, to give a clear lead on principles, policies and guidelines in key areas relevant to social and emotional well-being.
- Engage with the strategy for 'Building Schools for the Future'

**Priority 2: Improve emotional well-being, behaviour for learning and school ethos in schools and settings through support for the curriculum, whole school strategies, school systems and organisation.**

- Make effective use of data and monitoring to inform local authority planning, decision making and early intervention around behaviour and attendance.
- Build school capacity to improve the quality and inclusiveness of the curriculum and develop teaching strategies in order to foster positive attitudes to learning and so reduce instances of low level disruption.
- Assist schools to develop systems, strategies and a school environment that will help them manage challenging pupil behaviour effectively.
- Assist schools and settings to develop an ethos that fosters social and emotional well-being and so reduce instances of bullying.
- Promote and encourage consultation with pupils and their parents/carers specifically in developments around behaviour and attendance.

**Priority 3: Improve emotional well-being, learning, behaviour and achievement by improving support for individual pupils and groups of pupils.**

- Clarify arrangements for access to and support from agencies working with schools to support individual pupils and groups of pupils.
- Reduce the number of exclusions and improve provision for those young people educated other than at mainstream school.
- Improve attendance and lower persistent absence

**Priority 4: Improve emotional well-being and behaviour in families and communities**

- Support parents and carers to promote the social and emotional wellbeing of children and young people.
- Support carers in the community to promote the social and emotional wellbeing of children and young people in care
- Ensure arrangements for access to and support from agencies working with schools to support looked after children and young people.
- Reduce the number of exclusions, lower persistent absence and improve provision for those young people in care

- Inform the Children and Young Persons Plan by supporting discussions on Behaviour and Attendance in C&LPs and Children's Trust Boards

## **5. STRATEGY MANAGEMENT AND DEVELOPMENT:**

The Staffordshire County Behaviour Strategy manager will report annually to the Inclusion Forum and through this Forum report to the Children's Trust Board.

Leadership at County Level will be through the Cross-phase Staffordshire County Behaviour and Attendance National Strategy Group (see Appendix 1 for the composition and remit of the group). This group will provide coordination for teams and services involved in implementing the strategy and supporting the development of emotionally healthy schools and communities. Lead officers for key strands within the strategy will be identified from the teams and services working within C&LL. The Chair of the Staffordshire County Behaviour Strategy will also chair the Cross-phase Staffordshire County Behaviour and Attendance National Strategy Group to ensure consistency and continuity.

## **9. EVALUATION AND MEASUREMENT OF IMPACT:**

The County Behaviour and Attendance National Strategy Group will be responsible for collecting and collating data to monitor and evaluate the impact of the strategy. This data will include information on SEAL implementation, bullying, permanent and fixed term exclusions, persistent absence and numbers of pupils and provision for these pupils identified through the SEN Code of Practice.

Each of the Strands has tasks identified within them. The Lead officers for each of the strands in the strategy will be responsible for providing evaluation information for their strand.

## **10. TIMETABLE FOR STRATEGY DEVELOPMENT, IMPLEMENTATION AND REVIEW:**

- Draft strategy available for consultation February 2010
- Finalisation of the strategy April 2010
- Review of the strategy January 2012

# APPENDICES

## **APPENDIX 1: BEHAVIOUR AND ATTENDANCE NATIONAL STRATEGY GROUP COMPOSITION AND TERMS OF REFERENCE**

### **Composition of Group:**

Judy Tideswell (Chair)	Inclusion Well Being Manager
Alison Greenwood	Education Inclusion Partnerships Manager
Chris Williams	Dept HT King Ed VI Stafford
Emma Spears	CAMHS
Gaynor Nunnick	Targeted Services Manager (West)
Jim Matthews	Specialist Senior Educational Psychologist
Karen Hewitt	Attendance Projects Officer
Lynda Mitchell	Deputy Commissioner for Education
Sandra Swift	SENSS Service Manager
Helen Poole	Headteacher Highfields Primary
Vacancy	Special School HT
Paul Wilkie	Looked After Children Education Co-ordinator
Julia Anderson	County Manager for Educational Psychology Service
Deb Barnes	Senior Teacher Consultant for B & A

### **Terms of Reference**

- Establish a framework of clear principles and values for social and emotional well-being, behaviour and attendance within which schools, settings and LA services can work.
- Ensure that the strategy takes account of national priorities for developing social and emotional well-being, behaviour and attendance.
- Co-ordinate the strategy with other relevant strategies, in particular the County Inclusion and Well-being Strategy.
- Provide overall direction for teams and services working within the strategy including:
  - advice and monitoring on the deployment of resources allocated to support the strategy
  - protocols for teams and services working together within the strategy.
  - clear and effective mechanisms for the planning and review of service support and provision within the strategy.
- Provide clear and accessible information for schools and settings about policies, procedures and provision in the area of social and emotional well-being, behaviour and attendance.
- Identify good and poor practice in schools and settings; disseminate good practice and help schools with poor practice to improve:
  - to establish standards for good and poor practice in schools
  - to establish procedures for monitoring practice in schools
  - to establish protocols for sharing and transparency of data
  - to clarify roles and responsibilities for services/agencies and schools around collecting and sharing data.
- Establish effective partnerships with schools and agencies to implement the strategy

**Appendix 2:****ACTION PLAN**

<b>Priority 1: Improve emotional well-being and behaviour for learning in schools and settings through actions to promote and implement agreed values, principles and policies.</b>	
<b>Strands and Tasks</b>	<ol style="list-style-type: none"><li>1. Develop a County Behaviour and Attendance website with links to principles, policies and guidelines in key areas relevant to social and emotional well-being, behaviour and attendance. For example: SEAL, Anti-bullying, Restrictive Physical Intervention, Persistent absence, District Inclusion Partnerships. <b>(JT)</b></li><li>2. Develop a Targeted Mental Health in Schools (TaMHS) Strategy <b>(JA)</b></li><li>2. Engage with the strategy for Building Schools for the Future <b>(LM)</b></li></ol>
<b>Lead/Coordinator: Julia Anderson (JA), Lynda Mitchell (LM), Judy Tideswell (JT)</b>	

**Priority 2: Improve emotional well-being, behaviour for learning and school ethos in schools and settings through support for the curriculum, whole school strategies, school systems and organisation**

**Strands and Tasks**

1. Build school capacity to improve the quality and inclusiveness of the curriculum and develop teaching strategies in order to foster positive attitudes to learning and so reduce instances of low level disruption.
  - Develop and improve nurture provision across primary and secondary settings **(JW)**
  - Promote and develop Primary Behaviour and Attendance and SEAL Network Meetings **(JM)**
  - Promote and develop Secondary Behaviour and Attendance and SEAL Network Meetings **(JT)**
  - Implement the National Programme for Specialist Leaders in Behaviour & Attendance (NPSLBA) **(JT)**
  - Support the Securing Good programme – Secondary **(DB)**
  - Support the ‘Securing Good’ programme – Primary **(JM)**
  - Support the development of the Diversity & Difference Project **(JT)**
  - Implement the Pupil Attitude Survey Project – PASS **(SS)**
  
2. Assist schools to develop systems, strategies and a school environment that will help them manage challenging pupil behaviour effectively.
  - Review and implement policy for restrictive physical intervention in mainstream schools **(JM)**.
  
3. Assist schools and settings to develop an ethos that fosters social and emotional well-being and so reduce instances of bullying.
  - Develop and promote the Revised County Anti-bullying strategy and programme **(JA)**
  - Deliver the Staffordshire Schools Anti-bullying Pledge Scheme **(JM)**
  - Support activities to promote National Anti-bullying week **(JM)**
  - Maintain and develop the Staffordshire Action Against Bullying Website **(JM) (DB)**
  
4. Make effective use of data and monitoring to inform local authority planning, decision making and early intervention with data collection and management systems built in to directorate processes. **(SS)**

**Leads: Jim Matthews (JM), Judy Tideswell (JT), Judith Walley (JW), Sandra Swift (SS), Deb Barnes (DB), Julia Anderson (JA)**

**Priority 3: Improve emotional well-being, learning, behaviour and achievement by improving support for individual pupils and groups of pupils.**

**Strands and Tasks**

1. Ensure that support services and KLC's have capacity and work together, within CAF and SEN COP processes, to provide timely intervention and sustained support for mainstream schools around pupils with challenging behaviour. **(LM)**
  
2. Reduce the number of exclusions and improve provision for those young people educated other than at school.
  - Promote development of Primary and Secondary District Inclusion Partnerships **(AG)**
  - Review SSS developments linked to 'Back on Track' and Steer report recommendations **(AG)**
  - Review and reduce placement of pupils with Statements in SSS **(FM)**
  - Clarify the provision and principles of support in LSU's **(JC)**
  - Clarify the function and capacity of ESD enhanced provision **(JS)**
  
3. Improve attendance:
  - Develop and implement inter-agency protocols for DCSF guidance on parenting orders and contracts **(GN)**
  - Implement DCSF target setting agenda in mainstream, special schools and SSS to support schools and SSS in improving attendance and persistent absence **(KH)**
  - Identify children missing education and develop processes to resolve issues around unofficial exclusions **(GN)**

**Leads: Judy Tideswell (JT), Alison Greenwood (AG), Lynda Mitchell (LM), Julie Stevenson (JS), Gaynor Nunnick (GN), Karen Hewitt (KH), Francis Morgan (FM), John Cartwright (JC)**

**Priority 4: Improve emotional well-being and behaviour in families and communities**

**Strands and Tasks**

1. Support parents and carers to promote the social and emotional wellbeing of children and young people.
  - Family SEAL implementation through Nurture Groups **(JT)**
2. Support carers in the community to promote the social and emotional wellbeing of children and young people in care
  - Foster Carer Support Groups and National Standards training **(AF)**
  - Residential Care Social Pedagogy Pilot **(JG)**
  - Residential Care worker NVQ training **(JP)**
  - Personal Advisor NVQ training **(HK)**
3. Ensure arrangements for access to and support from agencies working with schools to support looked after children and young people.
  - Personal Education Plans **(LAC Coordinators)**
  - Virtual School development **(JG)**
4. Reduce the number of exclusions, lower persistent absence and improve provision for those young people in care
  - Personal Education Plans **(LAC Coordinators)**
  - Virtual School development **(JG)**
5. Inform the Children and Young Persons Plan by supporting discussions on Behaviour and Attendance in C&LPs and Children's Trust Boards **(All)**

**Leads: Judy Tideswell (JT), Amanda Fritz (AF), John Gregg (JG), Jean Perry (JP), Helen Kessell (HK)**