

**Staffordshire Children's Trust**  
**Behaviour and Attendance Strategy**  
**2007 – 2010**

**Executive Summary**



**Staffordshire Children's Trust**  
Working together to improve the lives of children and young people

# STAFFORDSHIRE BEHAVIOUR AND ATTENDANCE STRATEGY

## 1. INTRODUCTION:

This Behaviour and Attendance Strategy has been drawn up by a partnership of primary and secondary headteachers, CAMHS, County Council officers and advisers. This first draft of the strategy has also been informed by consultation with pupils and headteachers across the County.

Generally Staffordshire does not have a serious problem with behaviour and attendance. We do not have high exclusion rates, or poor 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.

The intention is that the present draft will be sent out for further consultation that will include representatives of all agencies identified as the audience for the strategy. This audience includes: pupils, teachers, parents, support staff, headteachers, governing bodies, Community and Learning Partnerships, Elected members, Children's Trust Board and District Trust Boards, officers of the LA, Youth Service, Connexions and voluntary agencies.

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.

It is intended that the partnership who have drawn up this first draft of the strategy will become the County Behaviour and Attendance Steering Group for the implementation of the strategy when this is finalised. They will manage prioritisation of issues and monitor completion of tasks. The Steering Group will act as the Programme Management Board for the strategy and receive Project Briefs, Highlight reports and End of Project reports relating to projects being carried out to progress the four Priorities within the strategy.

This group will have a co-ordination role. New initiatives within the area of behaviour and attendance should come to the group so that they have an over view of developments within the County and can advise whether there will be overlap or conflict with existing initiatives. They can also advise on efficient use of resources and quality issues.

This strategy is not for the County Council to implement alone. It is expected that schools and other agencies will work in partnership with the County Council to carry out the activities and tasks within the strategy. One of the roles for the Steering Group will also be to ensure that the Project Brief for any activity identifies relevant stakeholders, and that these stakeholders are involved in the evaluation of the activity.

The Steering Group will monitor and evaluate the impact of the strategy through this process of programme management and through the collection of additional impact measures.

As the Staffordshire Children's Service Authority develops, this strategy will be regularly reviewed and updated to reflect the increasing co-ordination and integration of learning, health and social and care services.

Whilst this strategy does not specifically address issues relating to the physical environment of buildings and how they might impact on Behaviour and Attendance, these issues will be discussed as required with the Building Schools for the Future Strategy Group. Engaging with the Building Schools for the Future programme will be built into this strategy as the programme develops.

The contact officer for this strategy is:           Dr Chris Cherry  
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## 2. PRINCIPLES:

The principles underpinning this strategy have been developed following consultation with a wide range of stakeholders including schools and County Council officers. They have been listed in sections for ease of reference, but are for everyone:

Over-arching principles:

- The social and emotional needs of all children and young people are of prime importance and the responsibility of all including school or setting staff, other professionals, pupils, parents and the wider community.
- Preventative, pro-active work with early intervention to minimise disruption to education and failure in later life is a priority.
- The five Every Child Matters priorities underpin this Behaviour and Attendance Strategy.

Schools and settings:

- Whilst pupils' social, emotional and behavioural skills might be affected by many factors including those outside the school or setting, behaviour in schools and settings cannot be separated from organisation and curriculum issues. All children and young people have an entitlement to a broad, balanced, and relevant curriculum that promotes learning and achievement.
- Schools, settings and their governing bodies are ultimately responsible for the quality of educational provision and the standards achieved by children and young people in their care.
- School and setting culture and ethos are fundamental to changing behaviour for learning and improving emotional well-being.
- Schools and settings should be willing to be challenged about their assessments of their own needs and the needs of their children and young people; and where appropriate modify their strategies as a result.

Local Authority:

- The social, emotional and behavioural needs of children and young people lie on a continuum and should be matched by appropriate and adequate provision to meet these needs.
- All children and young people should receive education within the least restrictive environment possible and the most local setting, promoting inclusion into mainstream wherever possible.
- Attention needs to be given to vulnerable groups (e.g. those with special educational needs, those who are looked after, those with medical needs, those from ethnic minorities, those who are particularly able or talented underachievers, and those out of school).
- There needs to be regular monitoring and evaluation of outcomes for children and young people to ensure effective translation of policy into practice. Valid and relevant data about outcomes should be transparent and accessible.
- Local Authority services will be responsive to the needs of schools and settings, and the needs of children and young people and their families, and will be effective in supporting schools and settings to address these.

Community and Learning Partnerships:

- Partnership and multi-agency working involving children and young people, parents and carers, schools, Local Authority services, Health agencies and Voluntary organisations is central to the delivery of the strategy.
- All partners need to address the social and emotional needs of individual pupils and groups of pupils in the context of effective whole school and setting policy and practice.
- The links between the wider community, schools and settings are crucial to improve behaviour for

learning and attendance.

### **3. 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 with stakeholders including pupils and parents, to give a clear lead on principles, policies and guidelines in key areas relevant to social and emotional well-being.
- Support for school leadership and the management of policy and practice to address the social and emotional needs of all children and young people in schools and settings.
- Engage with the strategy for 'Building Schools for the Future'

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

- Assist schools to develop systems, strategies and a school environment that will help them manage pupil behaviour effectively.
- 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.
- Make effective use of data and monitoring to inform local authority planning, decision making and early intervention.
- 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 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.
- Encourage schools to improve the continuity of curriculum and support for pupils with social and emotional difficulties between the early years, foundation stage, primary and secondary phases and on transition to post-16 provision.

#### **Priority 4: Supporting families and promoting Respect in the community:**

- Support parents and carers in the community to promote the social and emotional wellbeing of children and young people.
- Improve support for Looked After Children and their carers.
- Improve attendance.
- Help to inform discussions in C&LPs and Children's Trust Boards with respect to anti-social behaviour and the Respect agenda.

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

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|--|---------------------------------|
| • Strategy development and analysis        | January 2007 to June 2007       |
| • Strategy consultation                    | June 2007 to August 2007        |
| • Strategy publication                     | September 2007                  |
| • Publication of Project briefs on website | September 2007 onwards          |
| • Implementation of strands and activities | September 2007 onwards          |
| • Strategy Review                          | September 2009 to December 2009 |

Dr Chris Cherry

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