

WIRRAL COUNCIL

CHILDREN AND YOUNG PEOPLE'S OVERVIEW & SCRUTINY

18 MARCH 2013

SUBJECT:	THE INTEGRATED BEHAVIOUR STRATEGY
WARD/S AFFECTED:	ALL
REPORT OF:	ACTING DIRECTOR OF CHILDREN'S SERVICES
KEY DECISION?	NO

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide the rationale and proposed implementation of a Local Authority Integrated Behaviour Strategy. The aim of the strategy is to improve the social, emotional and behaviour skills of children and young people, raising their standards of achievement and enhancing educational inclusion.
- 1.2 The Education and Inspections Act 2006 makes it a duty for a Local Authority to promote high standards and maximise every child's educational potential.

2.0 BACKGROUND AND KEY ISSUES

- 2.1 Included within the current Children and Young People's Plan is a key action to review the provision of behaviour support and reduce school exclusion.
- 2.2 This included reviewing the policy and practice document relating to behaviour and exclusions. This refresh of the strategy has been supported and informed by a working group involving Local Authority officers and Headteachers from primary, secondary and special schools. It will be consulted on by schools and other local authority stakeholders.
- 2.3 Generally Wirral does not have a serious problem with behaviour and attendance. Exclusion rates are lower than the national average, and attendance is good when compared to national benchmarks. However, it is recognised that continuing to improve the effectiveness in this area is important and that it is necessary to respond to changing contexts as these emerge and to have processes that help schools to do this effectively.
- 2.4 The 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 it is intended 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.
- 2.5 This strategy is not for Wirral Council to implement alone. It is expected that schools, parents/carers and other agencies will work in partnership with the Wirral Council to carry out the activities and tasks within the strategy.

2.6 Principles

The following principles underpin all Behaviour and Attendance work in Wirral:-

- a) All children and young people together with their parents and carers are directly involved in decision making about their education.
- b) We have collective responsibility within Wirral for inclusion.
- c) We have early identification, intervention and preventative strategies delivered by a collaborative approach through SEN Code of Practice processes.
- d) 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.
- e) When a child or young person moves from a mainstream school to a specialist setting they should return to mainstream schooling as quickly as possible where this is appropriate.
- f) We expect consistent levels of challenge, expectations and aspirations for children and young people across all provision.
- g) Where possible, new or existing provision or specialist services should be co-located on mainstream sites with integrated governance and leadership.

2.7 **Priorities**

The four priorities below set out the key foci the integrated behaviour strategy focuses on:-

2.7.1 **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.

2.7.2 **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.

2.7.3 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.

Ensure equality of services offered to schools.

2.7.4 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 Children's Trust Boards

2.8 Provision – Age range 5 - 19 years

The following types of provision are available in Wirral

Primary Schools

Primary Schools with EBD bases

Primary Special Schools (SEBD)

Secondary Schools

Secondary Special Schools (SEBD)

Secondary Alternative Provision (WASP – PRU)

2.9 Access and Support Routes

The majority of children and young people will attend a mainstream school and their behaviour and attendance will be managed as part of the school's agreed Behaviour and Attendance policy.

For a small number of children and young people, further steps need to be considered when managing more challenging or persistently difficult behaviour.

The following services all contribute to the delivery of the policy in Wirral:-

Educational Psychology Service (CYPD)

*Area Team (CAF, TAC)

*Education Welfare Service (CYPD)

Primary Behaviour Coordinator

Secondary Managed Move Co-ordinator

School Nursing Service (HSIS)

Child & Adolescent Mental Health Services

Gilbrook Outreach Service

* In future these, plus other services, will be delivered through local, integrated preventative services teams.

3.0 RELEVANT RISKS

- 3.1 It is crucial that consultation with all stakeholders takes place regularly to review and amend the integrated behaviour strategy so that young people's needs are recognised and supported well. Where this does not happen vulnerable pupils will be at risk of fixed and permanent exclusion.
- 3.2 Due to the increasing number of children entering Foundation 2 exhibiting social and emotional issues it is essential that early years settings are consulted to determine how these children can be best supported through transition to primary school. Failure to ensure smooth transition may result in fixed term exclusions of Foundation 2 children.

4.0 OTHER OPTIONS CONSIDERED

- 4.1 Not applicable.

5.0 CONSULTATION

- 5.1 There are a number of consultation processes in operation. A working group with representatives from all school phases as well as local authority officers has taken the lead on developing policy and practice. Primary and secondary headteachers have been consulted on aspects of the strategy such as the 'Managed Moves' policy which was adopted by the Wirral Association of Secondary Headteachers (WASH) and the Primary Headteacher Consultation Group (PHCG). Headteachers of special schools are represented in both these consultative bodies.
- 5.2 Further consultation is planned with parents and locality leaders, team leaders for Restorative Practice and Family Support once the preventative service is operational.

6.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

6.1 There are no plans to formally consult with other partners at this stage.

7.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

7.1 There are no direct financial implications in terms of finance, IT, staffing and assets. Funding was allocated to support the IT package necessary to monitor fixed term exclusions.

7.2 Staffing has been used creatively to:- support schools with vulnerable pupils at risk of permanent exclusion; implement the Managed Moves policy; provide advice to schools and parents; support pupils transition to EBD bases; pilot new approaches to supporting families with children with behaviour issues.

8.0 LEGAL IMPLICATIONS

8.1 None identified.

9.0 EQUALITIES IMPLICATIONS

9.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

(a) Yes and impact review can be found via the following link:

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010-0>

10.0 CARBON REDUCTION IMPLICATIONS

10.1 None identified.

11.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

11.1 None identified.

12.0 RECOMMENDATION/S

12.1 The Overview & Scrutiny Committee to note the report.

13.0 REASON/S FOR RECOMMENDATION/S

13.1 N/A

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APPENDICES

- Managed Moves Procedures and Protocol
- Joint L.A. and Head Teachers Working Group Managed Move Protocol
- Education Inclusion Bases - SEBD
- Managed Moves Charts

REFERENCE MATERIAL

SUBJECT HISTORY (last 3 years)

Council Meeting	Date

Equality Impact Assessment Toolkit (from May 2012)

Section 1: Your details

EIA lead Officer: Stephen Dainty

Email address: stephendainty@wirral.gov.uk

Head of Section: Stuart Bellerby

Chief Officer: Julia Hassall

Department: Children & Young Peoples Department

Date: February 13th 2013

Section 2: What Council proposal is being assessed?

The development and the implementation of the Integrated Behaviour Strategy.

Section 2b: Will this EIA be submitted to a Cabinet or Overview & Scrutiny Committee?

Yes

If 'yes' please state which meeting and what date

Overview & Scrutiny _____ March 18th 2013 _____

<http://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-2010/children-young-people>

Section 3: Does the proposal have the potential to affect..... (please tick relevant boxes)

Services

The workforce

Communities

Other (please state eg: Partners, Private Sector, Voluntary & Community Sector)

If you have ticked one or more of above, please go to section 4.

None (please stop here and email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 4: Does the proposal have the potential to maintain or enhance the way the Council (please tick relevant boxes)

Eliminates unlawful discrimination, harassment and victimisation

Advances equality of opportunity

Fosters good relations between groups of people

If you have ticked one or more of above, please go to section 5.

No (please stop here and email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 5:

Could the proposal have a positive or negative impact on any of the protected groups (race, gender, disability, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership)?

You may also want to consider socio-economic status of individuals.

Please list in the table below and include actions required to mitigate any potential negative impact.

Which group(s) of people could be affected	Potential positive or negative impact	Action required to mitigate any potential negative impact	Lead person	Timescale	Resource implications
Age	Positive Impact The early identification and support for pupils with social, emotional and behavioural issues will ensure that support is provide to both pupil and parents before behaviour deteriorates.	Monitor the impact of the Flourishing Families training on the work of the Family Support workers	Kath Lloyd	March 2013 – 2014	
Age	Positive Impact The successful implementation of the Managed Moves policy will result in fewer permanent exclusions.	Monitor schools/ settings to identify pupils with fixed terms exclusions so support can be effectively directed to prevent permanent exclusions	Alison Grimshaw / Rose Owen	March 2013 – March 2014	
Gender	Positive Impact Strategies to support effective behaviour management reduce the number of exclusions for boys of primary school age	Training and sharing of best practice from schools who manage behaviour well	Alison Grimshaw	March 2013 – March 2014	

Section 5a: Where and how will the above actions be monitored?

Actions will be monitored in various ways. The exclusions data will be monitored on a weekly basis to identify hotspots. Schools will be contacted and provided with support for pupils at risk of exclusion.

The number of Managed Moves will be reported to BMT each quarter and at the Enjoy and Achieve Strategy group annually. Analysis will involve looking at the age and gender of the pupils as well as the time line of support.

Early Years settings will be quality assured regularly so that children with social, emotional and behavioural difficulties are supported quickly.

Section 5b: If you think there is no negative impact, what is your reasoning behind this?

The Integrated Behaviour Strategy is focused on improving outcomes for vulnerable pupils and families.

Section 6: What research / data / information have you used in support of this process?

Fixed term and permanent exclusion data plus the data associated with pupils supported with Managed Moves.

Section 7: Are you intending to carry out any consultation with regard to this Council proposal?

Yes

If 'yes' please continue to section 8.

If 'no' please state your reason(s) why:

(please stop here and email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 8: How will consultation take place and by when?

Consultation will continue with the working party as well as Wirral Association of Secondary Headteachers (WASH) and Primary Headteacher Consultation Group (PHCG). It is intended that consultation will take place with parents.

Before you complete your consultation, please email your preliminary EIA to equalitywatch@wirral.gov.uk via your Chief Officer in order for the Council to ensure it is meeting it's legal requirements. The EIA will be published with a note saying we are awaiting outcomes from a consultation exercise.

Once you have completed your consultation, please review your actions in section 5. Then email this form to your Chief Officer who needs to email it to equalitywatch@wirral.gov.uk for re-publishing.

Section 9: Have you remembered to:

- a) **Include any potential positive impacts as well as negative impacts? (section 5)**
- b) **Send this EIA to your Head of Service for approval.**
- c) **Review section 5 once consultation has taken place and sent your completed EIA to your Head of Service for approval then to your Chief Officer for re-publishing?**