

Integrated Behaviour Strategy

Aims

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.

Introduction

The Education and Inspections Act 2006 makes it a duty for a Local Authority (L.A.) to promote high standards and maximise every child's educational potential. Schools are responsible for maintaining and improving attendance. Improvements can only be maximised through high levels of attendance.

As part of the Children and Young People's Plan it was decided to review the provision of behaviour support and reduce school exclusion.

Part of this initiative was to revise the policy and practice document relating to behaviour and exclusions. This refresh of the strategy has been informed by a working group involving Local Authority officers and Headteachers drawn from Primary, Secondary and Special Schools. It will be consulted on by schools and other LA stakeholders.

Generally Wirral 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 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.

Principles

The following principles underpin all Behaviour and Attendance work in Wirral

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 Wirral for inclusion.
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. 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.
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.

Priorities

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.

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.

Ensure equality of services offered to schools.

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

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)

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.

CONTRIBUTION OF SERVICES: 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