
KEY ISSUE BRIEFING NOTE

Title: Behaviour Support Service Review Update

Issue:

This paper represents the second in a series of Key Issue papers, informing Headteachers and governors of the progress of the Behaviour Support Service (BSS) Review which took place in the period December 2007 to March 2008. The paper seeks views on the proposals and recommendations suggested for the short-term and updating them with longer-term strategies and priorities.

The LA and the Behaviour Support Service recognises that there is still much work to be done but wanted to update Headteachers and governors on progress so far and the proposed direction of travel and ways forward.

The overall aims of the Behaviour Support Service are to

1. Provide pupils at risk of exclusion or permanently excluded pupils with improved life chances and achievement opportunities
2. Deliver a high quality Service that meets the needs of pupils at risk of exclusion or permanently excluded
3. Reduce the number of permanent exclusions

Key issues:

Appendix 1, the Executive Summary of the Review, gives the full key recommendations from the BSS Review. An Action Plan to implement these is being produced for May 2008. This will include short, medium and long-term strategies and priorities, and outcomes. This will be shared with Headteachers and their views included. However, there were priorities that needed to be implemented immediately

1. Leadership structure of the BSS
2. Accountability structures, clarification of roles and responsibilities
3. Provision from day 6 for both primary and secondary pupils who have been permanently excluded
4. Provision for pupils at risk of permanent exclusion
5. Exploration of Behaviour Partnerships
6. Responsibility and / or accountability for excluded learners
7. Improved re-integration into school

1. Leadership structures

A new leadership structure for the BSS has been established temporarily as we move towards a more permanent position. John Catron, Lead Secondary Adviser, has taken up the line management of the BSS, working closely with Mark Ellis, Head of Access. They are both working in partnership with the Headteachers at the Pupil Support Centre (PSC) and the Bridge Centre, and the manager of the Skills Centre. The Assistant Director, School Improvement and Staff Development retains overall responsibility for the BSS.

The roles and remit of the key centres (Westfield Centre/Unit, the Bridge, the Pupil Support Centre and the Skills Centre) are currently being reviewed and recommendations on these will be circulated at the Headteacher meetings in the summer term.

2. Accountability structures, clarification of roles and responsibilities

Staff in the service have been informed of the lines of accountability and the key issues, which need to be addressed. Their roles and responsibilities have been and are being clarified and there have already been some changes to their deployment. More changes will take place as responsibilities continue to be clarified.

3. Provision from day 6 for both primary and secondary pupils who have been permanently excluded

Provision from Day 6 for permanently excluded pupils is being revised and improved so that statutory responsibilities are implemented more quickly and appropriate personalised packages designed for individual pupils.

Any secondary pupils permanently excluded will be expected to attend the PSC on the sixth day to have their needs assessed and a personal education plan produced which will clearly state the intended duration at PSC and their allocated school for re-integration. An appropriate package will be provided for them by Mark Ellis, Head of Access in consultation with providers.

There are also changes to the provision for the most challenging pupils who previously attended Rathbone. From now on, these pupils will have their needs met through a range of intensive packages organised through the Youth Service. Alternative Learning Packages (ALPs) and ALPs Plus are innovative projects providing intensive, bespoke provision for the most vulnerable pupils in KS4.

In the case of any permanently excluded primary pupils, Westfield will be the establishment and will follow a similar procedure to the PSC.

4. Provision for pupils at risk of permanent exclusion

Arrangements have been made to temporarily increase the capacity of the LA provision for both pupils at risk of permanent exclusion and permanently excluded pupils at both the Danesgate site and Westfield. This is in response to meeting the needs of pupils before exclusion, the requirements for Day 6 provision for permanently excluded pupils and the increase in permanent exclusions during the last academic year.

The type of provision being offered is also under consideration. At KS3, there is currently only a narrow range of options available. In order to provide more varied packages for

pupils, the LA has been working in partnership with the Youth Service and other providers to devise alternative packages, including vocational, for pupils in Years 8 and 9 who may require longer-term out-of-school provision.

5. Exploration of Behaviour Partnerships

During the course of the summer term, LA officers will be consulting with senior leaders in schools on establishing the most appropriate models of behaviour partnerships in the city, in line with recent announcements by Ed Balls, Minister for Children, Schools and Families. LA officers are involved in a number of learning visits to regional areas of excellence for PSCs, LSUs and behaviour partnerships. Information about these visits will be communicated to schools so that interested colleagues are also able to attend.

Behaviour Partnerships could attract the funding and other resources to manage the majority of pupils at risk of exclusion. To support this concept, the LA is piloting the development of Learning Support Units (LSUs) in designated schools during the summer term. As this concept evolves, it is envisaged that cooperation between LSUs will provide extra capacity and flexibility for the benefit of pupils and schools. Planning is at an early stage and schools will be fully consulted.

However, the remit for Behaviour Partnerships incorporates modelling and embedding behaviour management techniques with key staff, supporting re-integration into mainstream classrooms, identifying pupils whose needs are more complex and who may require longer term packages of support and liaising with primary colleagues to assess their needs and assist transition. A report on a pilot within the City will enable the LA to draft a policy document to guide the implementation of LSUs across the city. Further discussions with school leaders on the establishment of partnerships between schools are pending the imminent publication of guidance on exclusions from the DCSF.

6. Responsibility and / or accountability for excluded learners

In the case of all exclusions, fixed term and permanent, schools themselves are responsible for providing full time education for the first five days. The school's obligation to provide education continues and must be met during a fixed period exclusion. Parents are not responsible for making educational provision for their excluded child, but are expected to co-operate with schools in this regard. Where a pupil is given a fixed period exclusion of a duration of six school days or longer, the school has a duty to arrange suitable full time education provision from and including the sixth school day of the exclusion. (Guidance on Exclusions from Schools and Pupil Referral Units - September 2007).

The LA has statutory responsibilities for permanently excluded pupils from Day 6. Mark Ellis, Head of Access, recently wrote to schools informing them that to comply with the LA statutory obligations, all permanently excluded pupils would be accepted into the Pupil Support Centre (secondary) or the Westfield Centre (primary) on Day 6. The proposal is that there will then follow a period of four weeks assessment including inputs from Educational Psychologists and other agencies including Counselling and Mental Health Service (CAMHS), Educational Welfare Officers (EWO), Children and Families and Youth Offending Teams.

It should be noted that behaviour partnerships might, in the future, take increasing responsibility for some aspects of this process. Schools will be consulted on any ideas and ways forward.

It is recognised that all pupils need to have someone who is accountable for them and “holding the ring”. This applies to permanently excluded pupils and those at risk of permanent exclusion, whether their provision is on one site or across several. One person must have a clear responsibility to track their progress and to ensure that all their needs are being met in a co-ordinated way. The discussion on who this person should be is on-going and school will be fully consulted on proposals, and indeed have already made suggestions.

7. Improved re-integration into school

The most appropriate context for the vast majority of pupils is in a maintained school. This principle informs the work of the re-integration panel. However, the most difficult time for vulnerable pupils is often the initial phase of re-integration. The BSS is aiming to improve this process in two ways: by deploying key staff with specific knowledge of the pupil to support re-integration at both primary and secondary and by establishing LSUs where expertise in behaviour management and close links with the Danesgate site will enable more effective transitions to take place. Pilots of these approaches will be held in the summer term 2008, and the results / recommendations communicated to school leaders.

Consultation

Headteachers will be consulted upon the Action Plan in May 2008 at meetings of Secondary Headteachers Behaviour and Attendance Consultative Group (SHBACG) and the Primary Behaviour Focus Group (PBF) which is being reconvened. A joint primary / secondary planning day is planned for the Summer Term.

During the summer term 2008, a series of consultative meetings with Headteachers and senior leaders will be taking place to develop behaviour partnerships. In order to establish the protocols and procedures, an initial meeting will be called (date tbc) of the SHBACG and (separately in the first instance) with the PBF. The intention at both these meetings will be to consider the models available within the budgetary framework of the City of York Council and explore composition, remit and frequency of locality partnerships with agreed ways forward.

Attachments:

The Executive Summary of the Behaviour Support Service Review has been attached as Appendix 1.

Action required:

Headteachers are asked to

- Agree the general direction of travel for the Behaviour Support Service.
- Agree the proposals for short-term priorities for the Summer Term
- Accept the ways forward as described for the Summer Term
- Accept the consultation procedures for the Summer Term

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Review of the Behaviour Support Service

December 2007 – February 2008

1. Context

The Behaviour Support Service incorporates the Pupil Support Centre, the Bridge Centre, Behaviour Support Teachers and Assistants, Team Teach and Transition Tuition.

In addition, the Danesgate Skills Centre is on the same site as the Pupil Support Centre (PSC) and the Bridge Centre. This is known as the Danesgate Site and all three centres are in close proximity to each other. The PSC caters both for KS3 and KS4 pupils who have been permanently excluded. There are also a very few pupils who have dual registration ie on roll at both the school and the PSC. The Bridge Centre focuses on short-term intervention for KS3 pupils and some KS2. The Skills Centre focuses on mainstream KS4 pupils at risk of becoming disengaged and additionally some pupils from the PSC. These pupils make up the Education Otherwise (EO) register. Currently (January 2008) there are 85 pupils on the EO register.

Both the PSC and the Bridge Centre have Headteachers and are separate establishments with their own DCSF numbers. A Skills Centre manager was appointed in December 2007. The Headteacher of the Bridge Centre is also responsible for the behaviour support teachers including Transition Tuition (previously home tuition). Currently, both Headteachers are line managed by the Assistant Director, School Improvement and Staff Development.

In addition to the three Centres and as part of the wider picture, York has 10 secondary schools, 54 primary schools and 2 special schools. One primary has an enhanced resource for pupils with emotional and behaviour difficulties. There are also two colleges. Behaviour support teachers (BSTs) and assistants (BSAs) work in schools. There is one Advanced Skills Teacher (AST) for Behaviour and another is planned. These posts are cross-phase.

2. The rationale and purpose of the Review

The Review focussed on key areas across the Danesgate Site – principally the Pupil Support Centre and the Bridge Centre but also including other elements of the Behaviour Support Service ie BSTs, BSAs, Team Teach and Transition Tuition. The Review Report gives judgments and recommendations for the whole Service, not individual judgments for the two separate Centres.

The purpose of the review was: -

1. To review provision for pupils who are permanently excluded or who are at risk of permanent exclusion within the LA
2. To review provision and delivery across the Behaviour Support Service including the Danesgate Site

The Review Team explored the following key areas

- leadership and management
- teaching and learning
- provision and placements
- accountability

- resources and deployment
- tracking of pupils and accountability of pupils
- pupils' perceptions of both Centres
- ways forward

with regard to both Centres overall, the Danesgate Site and across the Behaviour Support Service. This report focuses on overall findings and judgements although findings from separate Centres have informed the overall review.

3. Executive Summary

The Behaviour Support Service is a service to schools for pupils, and its key moral purpose is to improve the life chances and choices of pupils at risk of disengagement or permanent exclusion.

Overall there is no strategic leadership across the Behaviour Support Service and there is not the strong partnership needed across the Service overall to provide an outstanding service.

Resources across the Service are not deployed effectively as they might be and there is not best value for money. Overall accountability for pupils and the Service is developing but not yet embedded.

There is good practice for some of the key areas both across the Behaviour Support service as whole and individually within the PSC and the Bridge Centre. The needs of most of the pupils at the Centres are met and staff work well with those pupils with challenging behaviours. Provision at the individual Centres is good with a broad curriculum on offer and good opportunities for accredited courses. The opening of the Skills Centre in January 2008 has enhanced and widened this provision.

There is no-one currently who knows what every pupil on the Education Otherwise (EO) register is doing, what progress they are making and who is finally accountable for them.

There is no sense of collective responsibility for pupils who are not necessarily at the Centres but who are at risk of permanent exclusion.

Key recommendations

1. Ensure that LA strategic planning and delivery best meets the needs of pupils either permanently excluded or at risk of permanent exclusion
2. Develop, embed, promote collective responsibility for both across the BSS and the City for all pupils either permanently excluded or at risk of permanent exclusion
3. Review the leadership structure with one person accountable for the whole of the Behaviour Support Service including the Danesgate Site and accountable to the Assistant Director.
4. Clarify roles and responsibilities of all elements of the service
5. Clarify protocols, procedures and practice around exclusions
6. Share the good practice that is found at the individual Centres across the Site and BSS and also share the good practice that is in schools
7. Within the Fair Access Policy, produce policy/protocols required around 6 day provision and where and by whom it will be delivered
8. Develop a "menu" so that a package can be personalised for pupils including 6-day permanent exclusions

9. Recognise and address the increasing exclusion and behaviour issues at KS1 and KS2 with improved provision for pupils excluded from primary schools and a protocol in place for identifying a new school for those pupils
10. Improve transition planning for pupils moving to secondary schools and improve the reintegration of pupils into new school, identifying appropriate support and strategies required for individual pupils and ensuring all have reintegration plans
11. Explore locality working with schools
12. Ensure that every pupil has someone who has the final accountability for their achievement and wellbeing
13. Develop a Children's Centre approach to multi-agency partnership working so that the needs of the whole child can be met and support co-ordinated and develop the role of the Lead Professional accordingly. Involve counselling support