



BEHAVIOUR STRATEGY

2005-2008



CONTENTS	PAGE
Introduction	3
Executive Summary	4
Context	6
The Government and LA agendas, plans and projects	8
Scope of the Strategy	13
Principles and Approach	14
Current Provision	17
Behaviour Strategy Priorities	52
Monitoring Review and Evaluation	57
Action Plan	58

1 INTRODUCTION

“Every parent wants their child to go to a school that provides a high standard of education, encourages good behaviour, understands and cares for each pupil and creates a place where children enjoy studying so that they look forward to going to school.” “We can and should move from a system which has relied on informed prescription to one based on informed professionalism. Such a system should:

- *harness the professionalism of teachers to carry forward our programme of reform and improvement of professional standards*
- *support the whole school team in adapting to the new demands*
- *look to head teachers to lead and drive change”*

Charles Clark. Secretary of State for Education: 11 November 2002

In **Learning Behaviour - Report of the Practitioners’ Group on School Behaviour and Discipline** six core beliefs were identified and this has shaped the overall content

- *The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff;*
- *Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach.*
- *To enable learning to take place preventative action is the most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour;*
- *There is no single solution to the problem of poor behaviour, but all schools have the potential to raise standards if they are consistent in implementing good practice in learning, teaching and behaviour management;*
- *Respect has to be given in order to be received. Parents and carers, pupils and teachers all need to operate in a culture of mutual regard;*
- *The support of parents is essential for the maintenance of good behaviour. Parents and schools each need to have a clear understanding of their rights and responsibilities;*
- *School leaders have a critical role in establishing high standards of learning, teaching and behaviour.*

This strategy has been developed on the basis that there is much inclusive schools can do to support children and young people who present challenging behaviour but it also identifies what support is available when a young person does not or cannot respond to in-school strategies. The strategy also recognises that there are gaps in provision in Newcastle and the associated action plan sets out to fill these gaps to ensure a young person’s needs do not go unmet.

EXECUTIVE SUMMARY

The behaviour strategy 2005-2008 begins by outlining the current national and local government agenda in relation to how failure at school is inextricably linked to long term social exclusion including childhood poverty, teenage parenthood, reduced staying on at school post 16, increased chances of contact with the police, and higher risk of unemployment and low wages. The costs of educational underachievement are huge, not just in terms of lost opportunity, unfulfilled potential for the individual and reduced quality of life, but also in the long-term financial costs to the economy and society in general. Youth crime nationally is estimated to cost the public services £1billion annually.

It is essential that Newcastle City Council embraces this agenda with its Inclusion Strategy. The Behaviour Strategy is one element of the Inclusion Strategy but it is an extremely important element if schools are to continue to be successful. Schools need to be orderly working environments; where good and positive behaviour is welcomed, rewarded and celebrated; the curriculum and resources match the needs of all children; where relationships between pupils, staff and the community are positive; and, support is offered, within school, to those pupils whose behaviour is challenging and with external support for those pupils whose behaviour is extremely challenging.

It is important to emphasise the need for schools to promote, recognise, reward and celebrate positive behaviour. Most of the pupils in our schools do behave appropriately and a large proportion of our attention should be devoted to celebrating this whilst balancing these demands with the attention given to those pupils who present more challenging behaviour.

There is much substantial and effective work already underway in Newcastle as is demonstrated by Section 6 of the Strategy which focuses on what schools can and should do and what the Authority currently provides. However it is also recognised in Section 7 that there are a number of areas for development and these Behaviour Strategy Priorities fall into seven broad categories.

- Early identification and intervention in relation to behavioural difficulties is essential, to secure prevention and avert, for example, exclusions.
- The increased emphasis on early intervention to avoid exclusions must be supported by: training for school staff; targeted interventions, eg by the Behaviour Support Service or Educational Psychologist; fixed term preventative placements which can be in other schools or in special provision eg PRU, ARCs, Trinity.
- Exclusion procedures must be precise, easy for schools and the LA to follow and be based on national guidance; this should be supported by training for relevant staff including governors.
- For excluded pupils, the emphasis must be on individual targets for behaviour improvement that lead to supported reintegration into mainstream schooling.
- An essential part of the LAs role in managing exclusions is to secure effective processes for pupils' reintegration into mainstream schools which are based on equity, transparency and fairness between schools, taking account of parental preferences.
- With the Children Act 2004 and Every Child Matters agenda the LA services and schools must seek opportunities in collaboration with other agencies, including Social Services, Health, Youth Offending Team (YOT), Connexions and voluntary and community agencies, to intervene early to support pupils, families and carers to address consistently problems of poor behaviour.
- A Behaviour Strategy Partnership Group, including Head Teachers, LA Officers and Advisers, and representatives of wider services, has a vital role to play in overseeing, monitoring and improving LA Strategies and procedures in the context of behaviour management and support.

These priorities are further defined into thirty-two specific objectives categorised into data and analysis, exclusions, review of current provision and systems (see section 7 for detail).

2 CONTEXT

- 2.1 The government has recognised the need to raise attainment of all young people so that they have the best start in life and can achieve their full potential. There is now a clear chain linking failure at school to a series of signs of long term social exclusion – childhood poverty, teenage parenthood, reduced staying on at school post 16, increased chances of contact with the police, and higher risk of unemployment and low wages. The costs of educational underachievement are huge, not just in terms of lost opportunity, unfulfilled potential for the individual and reduced quality of life, but also in the long-term financial costs to the economy and society in general. Youth crime nationally is estimated to cost the public services £1billion annually.
- 2.2 Exclusion from school, truancy and underachievement can be the first step on the road to long-term disaffection and exclusion from society generally. Many studies have made the link between educational underachievement and crime. One study found that 42% of young offenders sentenced in courts had been excluded from school; a further 23% were significantly truanting. Another study found that 78% of males and 58% of females who truanted once a week or more committed offences.
- 2.3 Home Office research noted ‘it would appear that truancy and disruption are not only related to academic failure but may also constitute an important element in the development of a delinquent career in their own right’. This would certainly seem to be exacerbated for those pupils who have been excluded.
- 2.4 HMCIs *Annual Report* 1999-2000 noted that some of the behavioural difficulties observed in schools could be linked to the quality of teaching on offer but that some was clearly linked to a small significant group of children with challenging behaviours.
- 2.5 OFSTED in their report *Improving Attendance and Behaviour in Secondary Schools*, February 2001, identified that most pupils behave well in school. Incidents of open defiance and aggression are rare. It confirms HMCIs conclusion that in many schools there is a small minority of pupils who are less inclined to

cooperate with teachers. These pupils can disrupt not only their own education but also that of their fellow pupils.

What counts as misbehaviour, and how that misbehaviour is treated, varies from school to school. It can even vary from lesson to lesson. Schools are the front-line managers of pupils' behaviour: it is the skills of teachers and other school staff that determine how well most incidents are managed.

Action to improve behaviour is most effective when it is linked to efforts to improve attitudes to learning and attainment. Many pupils who behave badly have learning needs (literacy, numeracy, communication and social skills) and often fail to qualify for help from special educational needs staff. Good teaching is the best incentive to good behaviour as is an appropriate curriculum match to individual needs. Staff, governors, parents and outside agencies need to work actively to create a climate conducive to good attainment and behaviour. Progress comes from clear leadership and planning, reliable systems that work across the school, and good use of data and monitoring. Most important of all is the consistency with which staff apply the school's policies and procedures. Training for staff in the effective management of behaviour management is also important. In some schools, problems stem from poor management of accommodation.

3 THE GOVERNMENT AND LOCAL AUTHORITY AGENDAS, PLANS AND PROJECTS

- 3.1 The DFES *Five Year Strategy for Children and Learners* outlined a central characteristic of its Strategy as Personalisation and Choice in the secondary years, 'the system fits to the individual rather than the individual having to fit the system'. It stressed the need for 'early intervention to support...children and families to lay the foundations for later success'. In its offer to pupils and parents it stated that schools will be free from disruption, with better behaviour, and better management of excluded pupils and that secondary schools will be at the heart of communities, working well with parents, and forging good partnerships to support vulnerable pupils.
- 3.2 Key drivers, the *Children Bill, Every Child Matters and proposed local Children and Young People's Plan*, are intended to improve support for all disadvantaged children and children with additional needs and particularly to provide effective support for children who are at risk – whether of poor attainment, truancy, exclusion, substance abuse or youth crime. Earlier identification of those at risk by and with all those involved with children – in schools, nurseries or elsewhere is essential; it places safeguarding of children and five key improved outcomes (be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being) and five key themes (participation of children and young people, supporting parents and carers, early intervention and effective protection, accountability and integration and workforce reform) at the centre of the Children's Services agenda. In Newcastle the Children and Young Peoples Plan has been in place since April 2006 and a comprehensive ten year transformation plan is underway. Models of service delivery is a key area of development and this will impact on behaviour support for children and young people.
- 3.3 The LA *Behaviour Support Plan (BSP)* 2004-2005 was an interim plan. The BSP identified that, "Poor behaviour impedes learning. Poor behaviour excludes pupils from what is at the heart of schooling, namely success and recognition through learning. It makes them vulnerable to underachievement." It stated that Newcastle LA will work in partnership with schools and parents to expect, promote and intervene early to secure high standards of behaviour in schools. The plan outlined targets for Pupil Attainment across the

Key Stages, attendance targets for both primary and secondary schools and for pupils exclusions. An audit of the previous BSP's six priorities was incorporated in the plan: provision for permanently excluded pupils was to be extended and improved; provision for pupils with school phobia was to be extended; the LA was to work with schools to reduce exclusions in line with DFES targets; the LA was to work with schools to improve the effectiveness of support for pupils; the LA was to develop more effective working with a range of other agencies; and, the LA was to develop a comprehensive menu of behaviour support. The plan also identified the findings and associated actions from the LA OFSTED Inspection from December 2002 and the current support for behaviour in the LA.

- 3.4 The ***Behaviour Improvement Project*** (BIP) developed through the EIC Partnership, is an initiative in which the government funded a number of LAs to support action to: provide full time, supervised education for all excluded pupils; key workers for all pupils at risk of exclusion, truancy and criminal behaviour; improvements in behaviour, as measured by exclusion levels and other indicators; and, a reduction in the levels of truancy and improvement in attendance levels. The Project was designed to involve a cluster of schools (2-4 secondary schools and the primary schools that feed them), to tackle poor attendance and behaviour. A major thrust of the Newcastle Project is the fundamental importance of whole school strategies leading to greater educational and social inclusion for every child. In Newcastle it involves Kenton, West Gate, Walker, Benfield, All Saints and their feeder Primary Schools. Each of the clusters is looking carefully at the curriculum and teaching and learning processes, to increase their relevance to pupils and promote inclusion and pupil motivation. Multi-agency support teams have been developed alongside existing structures in school supported by additional Educational Psychologists, Education Welfare Officers, Play and Youth workers, Children and Adolescent Mental Health (CAMHS) support and school nurse time.

Each cluster has seven key areas of work: the development of a multi-agency support team; tackling truancy; tackling exclusions; an audit of behaviour and attendance, the identification of a Lead Behaviour Professional and training for improvements in behaviour and attendance; Safer Schools Partnership (police in schools); Learning Support Units; and, Learning Mentors. .

The BIP model has been extended to the other seven remaining secondary schools and their clusters. This has been facilitated by a successful ***Neighbourhood Renewal Fund (NRF) bid*** which has helped fund similar work and in support of the Learning Support Units in each of the schools.

- 3.5 The **Newcastle Learning Partnership's Every Learner Counts Strategy for 14-19 Learning** has five Strategic Objectives: to work together to create a culture of learning centred around the gifts and interests of young people, which will raise achievement for everyone; to guarantee equal access for young people to a rich choice of opportunities for learning; to promote inclusion by engaging all young people in developing skills which meet the need of employers; to provide high quality teaching and learning in all schools, colleges and work based learning providers; and, to provide excellent guidance and pastoral support for all young people. A key aspect of the Strategy is a common standard of provision given in the Learner Entitlement Statement. The Newcastle Learning Partnership believes all young people from 14-19 should have access to a choice of appropriate learning pathways, providing positive learning experiences and leading to nationally recognised qualifications.
- 3.6 The **Behaviour Improvement Project - Primary and Attendance Pilot** was trialled in 25 LAs in 2004. At its heart is the conviction that a whole school approach to developing children's social, emotional and behavioural skills (SEBS) is the best way to promote positive behaviour and attendance. A further 45 LAs (including Newcastle) volunteered to become Associates to the pilot. BIP LAs were provided with the following materials: the behaviour and attendance audit; SEBS curriculum materials, which provide a framework for explicitly promoting SEBS, with built-in progression for each year group; and, CPD materials for staff training, which provides a comprehensive training on behaviour and attendance issues, a number of which actively help staff promote the SEBS materials. Other areas of development included: the identification of Lead Behaviour Professionals; Nurture Groups; early intervention that tackle failure to develop basic literacy skills; Learning Mentors; Primary Learning Support Units (PLSUs); and, multi-agency support teams.
- 3.7 In 2003 the **Key Stage 3 Behaviour and Attendance** strand was initiated, its main thrust was to provide secondary schools with guidance on the development of school behaviour and attendance policies believing that they shape the school ethos and that they make a statement about how school values and includes all the people in it. The strategy stated that positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which members of the school community can thrive and feel respected and secure. It goes on to suggest that well implemented policy is an important factor in gaining pupils' and parents' confidence in a school and in attracting and retaining good quality and well-motivated staff. Since September 2005 this became known as the **Secondary Strategy** and is

coordinated by a senior member of the Behaviour Support Service staff, regular meetings are held with the **DFES regional adviser for behaviour**. The Strategy is delivered across all secondary schools by BSS staff. An annual audit of need is carried out in September and consultant support determined. The Education Welfare Service lead on the **Secondary Strategy attendance** strand, they hold regular local authority attendance monitoring meetings and with the **DFES regional adviser for attendance**.

- 3.8 The outcomes of recent **LA Research** identified a comprehensive list of characteristics associated with children who find learning difficult. Certain root characteristics emerged: poor emotional intelligence; poor or no self-confidence/self-esteem; limited thinking and learning skills; underdeveloped verbal/language skills; language delay; unidentified visual or hearing difficulties; mental health issues; fear of being wrong; and, unidentified dyspraxic tendencies. The research also determined that it was not just to do with the pupils or learners themselves but that there were certain characteristics associated with the parents and communities of those that find learning difficult, a theme impacting on both parents and the communities was the notion of modern chaotic lifestyles. A vortex of failure was evident from which it was difficult to extract a child, a variety of strategies were seen to be essential to change the direction of the vortex; the research pointed to four key strategy areas, those based in the classroom, the school, at LA level and with the families and the community. This research has formed the foundation of the **Newcastle Learning Initiative**.
- 3.9 **Hard to Place Children - Developing and Agreeing a Protocol**. Part of the package of proposals on school behaviour announced by the Secretary of State on 18 November 2004 was about the expectation that Admissions Forums would agree protocols for the fairer sharing out of 'hard to place pupils' and that LAs, in consultation with their heads, will devolve funding to groups of secondary schools to allow them to take collective responsibility for managing challenging pupils, including making alternative provision for them where needed. The government expected that every local Admission Forum would agree a protocol for sharing hard to place pupils and that these protocols will be agreed with schools and in place for September 2005. Initially this expectation related to secondary schools but it is expected that a decision will be taken about the protocol being required to cover primary schools too. The government believe that the way forward is to give groups of schools both the funding and responsibility for alternative provision, with the schools working together to manage pupils with challenging behaviour; to develop preventative strategies which reduce the need for exclusions from school; and to place pupils in a range of alternative provision. Secondary schools in

Newcastle have agreed a hard to place pupil protocol and successfully piloted it in the Summer of 2006. Schools will continue to use this protocol for the 2006/07 academic year.

- 3.10 **Respect Action Plan** The plan, which is described as “deepening, widening and furthering” the Government’s commitment to tackling anti-social behaviour, includes initiatives for parents, schools, ‘problem’ families, communities and local authorities. For schools the measures proposed relate to: legal measures in the areas of school discipline, supervision for excluded pupils, and parenting contracts and orders; the roll-out of secondary school behaviour and truancy partnerships by September 2007; targeted action on persistent truancy; prevention of informal and ‘unofficial’ exclusions by schools; action to identify children missing from education, and, improved provision for those who are out of school.
- 3.11 **Learning Behaviour** also known as the Steer report made a number of recommendations and a number of the Group’s recommendations were taken on board in the Schools White Paper Higher Standards, Better Schools for All in October 2005, including: making discipline a key factor in evaluating school performance and requiring schools to review their behaviour policy regularly and exploring how it would be useful to develop a National Behaviour Charter; issuing advice to schools on tackling bullying motivated by prejudice and circulating the Anti-Bullying Charter to schools every two years; giving teachers a clear and unambiguous legal right to discipline pupils; extending to schools the legal right to apply for a parenting order; expecting parents to take responsibility for an excluded child in the first five days of an exclusion and to attend reintegration interviews; requiring schools and local authorities to make more full-time provision available after the sixth day for excluded pupils; and, carrying out further research on how to improve provision for children with Behaviour, Emotional and Social Difficulties (BESD).
- 3.12 **Reaching Out: An Action Plan on Social Exclusion** states that failing to tackle social exclusion creates a cost for society, and focuses on supporting those with multiple problems arguing that through early identification, support and preventive action positive change is possible. The Action Plan seeks to address problems before they become fully entrenched and blight the lives of both individuals and wider society. The Plan therefore sets out a reform programme to drive both earlier identification and targeting of those most at risk of social exclusion in later life, and the adoption of effective practice by health, education and social services in relation to the most socially excluded.

4 SCOPE OF THE STRATEGY

This strategy is an integral part of Newcastle LA's emerging strategy to better address social inclusion, and is seen as a key element of the Directorate's school improvement strategy. Therefore it is rooted in approaches to school effectiveness whilst also looking at outcomes for individual children and young people.

As with the previous school improvement strategy it addresses the responsibilities of schools and the Local Authority. It recognises the responsibility of schools to meet the needs of all their learners, but also addresses the key role of the LA in providing support in conjunction with other agencies, and the need for provision and services for relevant pupils outside the mainstream system. It is consistent with the LA's current Behaviour Support Plan, the Children and Young People's Plan and subsequent transformation programme, BIP, Secondary Strategy Plan, Primary National Strategy Behaviour and Attendance strand, Excellence in Cities plans and SEN Strategy.

The Inclusion Strategy will in time be the driver for strategies across the social inclusion agenda these will include:

Admissions and School Places for Vulnerable Groups
Alternative Curriculum

Attendance
Anti-bullying

Behaviour
Education Other Than at School EOTAS
Ethnic Minority Groups
Healthy Schools
Promoting Racial Harmony
Refugees and Asylum Seekers
Young Carers

Drugs and Substance misuse
Elective Home Education
Exclusions
Looked After Children
Travellers
Safeguarding Children

5 PRINCIPLES AND APPROACH

5.1 PRINCIPLES

The Strategy is based on a strong commitment to ensuring equal opportunities for all learners to achieve their potential, and a belief that this outcome is as dependent on the attitudes and approaches of educators as on their skills and resources. We are strongly committed to the principle of inclusion.

5.2 THE CONCEPT OF INCLUSION

The LA has adopted a broad definition of inclusion, seeing it as a means of extending the effectiveness of comprehensive education, in challenging, engaging and catering equally for all its students. This includes the expectation in the Code of practice for SEN that wherever possible students with special needs or a disability should be educated in mainstream schools and fully included in the life of the school. It encompasses UNESCO's Salamanca statement (1994) and proposals in the Index for Inclusion (Booth et al 2000) issued to all schools with DfES support.

However Newcastle's use of the concept draws on school effectiveness research and approaches. It links behaviour to appropriate academic and social curriculum, and achievement, and the belief that these can be developed for all students through school improvement. It is consistent with the attempt by successive governments to raise standards, and with government statements linking under-achievement to the need for improvements in the education system. (Excellence in Schools DFEE 1997)

The strategy is therefore based on principles of:

- **entitlement:** access for all to a rich, varied and challenging curriculum giving maximum opportunity to achieve their potential;

- **meeting need:** planning the curriculum to meet the needs of all learners, **pre-empting** areas of likely difficulty;
- **high expectations:** setting high and rigorous standards for the teaching and attainments of all learners;
- **equal value:** valuing, measuring, being accountable for, publicising, and celebrating the achievements of all learners equally;
- **social and academic inclusion:** each child has full access to the life of the school and community.

5.3 PROMOTING INCLUSION

The starting point of the Strategy is to help mainstream schools to develop their effectiveness in meeting the needs of all their learners. The aim is to promote success and pre-empt failure by addressing a range of variables within schools including attitudes, priorities, organisation, curriculum and other factors. For example **schools should tailor the curriculum effectively to meet the known and expected profile of needs of all their pupils**. This will include:

- robust approaches to curriculum differentiation;
- literacy and numeracy development;
- teaching and presentational methods;
- methods to increase interest and relevance of curricular areas;
- the extended use of ICT as an instructional and motivational tool;
- methods to measure and celebrate the success of lower academic achievers building on Assessment for Learning;
- involving pupils in realisable objectives for their achievement and feedback regarding progress to boost confidence;
- involving parents and carers;
- social involvement of pupils in the school and community: school/class ethos;
- KS3 strategies such as Transforming Learning, and alternative curricula at KS4.

Equally important are the attitudes, skills and confidence of all staff, and the support they receive within school and from the LA. Features of an inclusive school include:

- effective leadership, not only by the head teacher but throughout the school;
- school-wide approaches;
- the philosophy of inclusion is accepted by all stakeholders;
- a belief that all children can make good progress;
- a sense of community;
- involvement of staff, students and the community in school policies and decisions;
- a policy of staff development that focuses on classroom practice.

The quality of the above arrangements will be a major determinant of the proportion of pupils who can benefit from normal classroom arrangements and in reducing the number of pupils who develop behaviour difficulties that require learning support and SEN provision within the school.

The Inclusion Quality Framework (IQF) is an on-line self-evaluation tool which enables schools to determine how inclusive they are and enables schools to plan what needs to be done further to achieve the Quality Mark. Inclusion is now a central aspect of the OFSTED Framework and will be a key element of inspections, The IQF will enable schools to use the on-line data recorded to complete their school self-evaluation for an OFSTED inspection or in preparing the proposed School Profile.

5.4 LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS

The strategy will address ways to help schools develop their learning support and SEN arrangements for behaviour, to ensure they are an integral part of schools' normal support arrangements, and to create an ethos whereby all teachers recognise and are able to fulfill their responsibility to teach and support a diverse range of learners. The LA will promote and provide staff development opportunities and access to a multi-agency Behaviour Support and Educational Psychology Services. It will also develop the capacity of its special provision to ensure it meets needs.

6 CURRENT BEHAVIOUR MANAGEMENT STRATEGIES

6.1 SCHOOLS

Tackling behaviour is the shared responsibility of every member of the school community. It is not simply about the consequences of poor behaviour to the groups of pupils involved. Nor is it about stigmatising groups or individuals as deserving special attention. Rather it must be about embedding a culture of positive behaviour across a school, both within and outside the classroom. Better behaviour means better learning. Classrooms become better places to study and more enjoyable to work in. Helping pupils to manage their own behaviour and work well with others are also important educational aims in themselves. So everyone has an interest in developing teaching strategies that promote positive behaviour for learning and enhancing the quality of relationships between staff, pupils and other members of the school and its community. Schools already employ various strategies and systems to help them to promote positive behaviour and there is much good practice to be shared.

The Primary National Strategy School Self Evaluation: Behaviour and Attendance provides school senior management teams with the opportunity to carry out an initial review of strategies and systems. This initial review has four main stages:

- reviewing the data;
- drawing on others' views;
- taking an overview of strengths and weaknesses, using the grid for self-evaluation;
- setting out the areas which require action or further examination through the in-depth audits.

The in-depth audit booklets provide further opportunities to explore more fully issues identified in the initial review, these are:

- leadership and Management for improved attendance and behaviour;
- whole-school ethos and framework;
- school organisational factors and the management and deployment of resources;
- continuing to improve the quality of teaching and learning;

- pupil support systems;
- staff development and support.

The Secondary Strategy – Behaviour and Attendance Strand Self Evaluation provides the school senior leadership team, support staff and other staff with the opportunity to carry out an initial review of strategies and systems.

This initial review has four main stages:

- reviewing the data;
- drawing on others' views;
- taking an SLT overview of strengths and weaknesses, using the grid for self-evaluation;
- setting out the areas which require action or further examination through the in-depth audits.

The in-depth booklets provide further opportunities to explore more fully issues identified in the initial review, these are:

- leadership and Management;
- everyday policies: rewards, sanctions and the promotion of positive behaviour;
- dealing with consistently poor behaviour;
- bullying;
- pupil Support systems;
- classroom behaviour;
- out of classroom behaviour;
- curriculum
- attendance
- links with partners and other agencies

The in-depth audit booklets provide a wealth of guidance for schools on what is required to be developed in the quest for an orderly working environment; where good and positive behaviour is welcomed, rewarded and celebrated; the curriculum and resources match the needs of all children; where relationships between pupils, staff and the community are positive; and, support is offered, within school, to those pupils whose behaviour is challenging and with external support for those pupils whose behaviour is extremely challenging. Schools are

responsible for ensuring as far as possible that they make arrangements to meet the full range of pupil's behavioural needs and where pupils' needs cannot be met that appropriate agencies are contacted, SEN procedures followed and support and alternative placements are requested. Secondary schools are also being encouraged to use the DFES behaviour and attendance audit tool that was originally designed for schools whose behaviour had been identified as unsatisfactory by OFSTED. The tool provides an excellent opportunity to formally self assess their behaviour management and support systems and for this information to feed in to the schools SEF. It is worth noting that 100% of Newcastle schools inspected between 2003 and 2005 were satisfactory or better and 90.9% were good or better compared with statistical neighbours at 85% and national figures at 86.6%. Between September 2005 and July 2006 100% were satisfactory or better and 95.5% were judged good or better.

6.2 BEHAVIOUR SUPPORT SERVICE

BSS

The BSS was established in response to a major issue in the OFSTED LA inspection report of 2002. It came into being on 1 September 2003, with the major focus being early intervention to support issues around behaviour in mainstream schools.

The BSS comprises, when fully staffed:

- 1 Head of Service
 - 10 teachers (including Area Coordinator posts)
 - 10 Pupil Support Workers
 - 2 FTE Education Psychologists
 - 3 BSS Outreach Workers

The BSS currently employs a Service Delivery Model with schools, linked to indices of need, and including FSM, exclusions and levels of social deprivation. Every school has a core entitlement to access the BSS and are also able to trade for further support. Schools and the BSS undertake "Priority Setting Meetings" on at least a termly basis, where priorities for work are agreed/reviewed. The BSS is the lead service for the Secondary Strategy – behaviour and attendance strand (together with the Education Welfare Service).

Work undertaken already has included:

- whole staff training;
- lunchtime supervisory training;
- audit work;
- individual pupil / group interventions;
- policy review;
- rewards and sanctions;
- work with parents / families.

A review of the initial Service Delivery Model was done in April 2004, this included consultation with schools on ways to develop / improve service delivery. Partnerships are still being formed with colleagues in other agencies to examine how each agency can complement the work of the other, to avoid duplication and maximise resources. Such developments include CAMHS, other Health groups and Social Services.

CONTACT INFORMATION:

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6.3 EDUCATION WELFARE SERVICE EWS

The Education Welfare Service are committed to promoting regular school attendance and the well-being of children and young people across the city's schools. All schools have an allocated worker and support can be accessed through the service's referral system. A range of strategies are used by the EWS to enable pupils to access education and remain socially included through:

- **Home / School liaison** – developing links with home and supporting parents in dealing with behavioural issues;
- **Promoting School Attendance** – providing a range of initiatives and projects in promoting regular School Attendance and ensuring that all children have access to Education;
- **Individual work** – where individual children have been identified as having specific areas of difficulty, an individual plan of action will be used to support children;

- **Group work Interventions** – where issues have been identified and support is offered to small groups around specific issues;
- **Self Esteem work** – to empower pupils to use their own strengths in coping with difficulties in everyday school life. Work is undertaken around confidence building and gaining coping strategies to raise self esteem;
- **Anger Management** – to promote and enable children and young people to identify and manage their anger and to socially include pupils at risk of exclusion due to their behaviour and anger difficulties;
- **Friendship work** – to enable children to use their own strengths to develop friendships and to understand the concept of friendship. To empower pupils to resolve conflict when needed;
- **Multi disciplinary networks** – EWS work in partnership with a number of agencies to support children, families and schools such as Social Services, Police, Health, YOT etc;
- **Child Protection** – if behaviour gives cause for concern in relation to potential Child Protection issues schools can contact the EWS for advice and guidance on what action should be taken.

CONTACT INFORMATION:

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6.4 EDUCATIONAL PSYCHOLOGY SERVICE EPS

The EPS plays a central role in promoting learning, emotional well-being and pro-social behaviour. Through time allocated to schools on an agreed formula, and in addition to work with individual children, young people and their parents/carers the EPS offers a range of activities to support the development of whole school activities to promote positive behaviour. Further EPS support can be obtained through trading with schools.

WORK WITH SCHOOLS

Activities include:

- training for school staff, other professionals and parents;
- development work eg supporting schools in policy development;
- working in multi-disciplinary settings and teams, particularly in BIP schools and BEST activities;

- whole school work focusing on the fostering of an emotionally literate school;
- work with groups of children and young people;
- the development of Circle Time activities in schools.

The EPS will continue to work with and support other Services and projects such as the Behaviour Support Service, the Children Against Bullying in Schools Project, and the Asylum Seekers and Refugee Project.

In June 2004 the EPS initiated a programme to support schools in the promotion of Emotional Well-Being and Social Competence in Schools. This was introduced with a nationally recognised conference, offering training opportunities and follow up activities for schools.

WORK WITH AND ON BEHALF OF CHILDREN AND YOUNG PEOPLE

The EPS works with and on behalf of children and young people up to the age of 19 years. The majority of its work is through time allocated to schools and is deployed following discussion and agreement with individual schools. Parents and carers can contact the EPS directly. In such cases the EPS will seek to involve schools in their activities. Where advice is sought by a professional colleague about a particular child, the EPS will, with parental consent, seek to involve the school in its activities. Educational Psychologists working within other Services and Projects will work with individual children, as appropriate, subject to the procedures of the specific project or Service. The EPS works with and on behalf of individual children in a variety of ways. These include:

- Direct assessment or therapeutic work, or both;
- Consultation to parents or teachers or both;
- Within larger groups, e. g. Circle Time;
- As part of mutli-disciplinary teams, such as BESTs;
- Attendance at reviews;
- Provision of advice for and monitoring of Statements of Special Educational Needs.

CONTACT INFORMATION:

Kathleen Richardson Acting Principal Education Psychologist

0191 277 4577

6.5 CHILDREN'S CENTRES

Children's Centres and Extended Schools in Newcastle exist within a framework of policy, legislation and government directives supporting the Ten Year Childcare Strategy and the National Policy Framework. The focus of this policy is the achievement of measurable improvements to the five key outcomes of Every Child Matters. Children's Centres build on the work that has been done across the City by Sure Start local programmes and all Sure Start local programmes were designated as Children's Centres by March 2006. The roll out of Children's Centres has begun in targeted wards in areas with the greatest levels of social deprivation. By 2010 the Children's Centre developments will have taken place in all parts of the City. This is because the Children's Centre policy recognises that all children and their families have needs regardless of their circumstances. The government has pledged that by 2010 there will be a Children's Centre for every community. We would want our Children's Centres to offer services of high quality where children and families can receive support appropriate to their needs.

What is a Children's Centre?

Designation as a Children's Centre means that a core offer of services is available in that Children's Centre locality area with a focus on the 0-5 age range. The core offer is:

- High quality integrated childcare with early education
- Childminder networks
- Information and advice for parents
- Job Centre Plus
- Parenting support
- Family Health services

The way that these services can be delivered is flexible and will vary according to needs and the demographics of the area. In Newcastle, we do not view a Children's Centre as a building, rather as a locality area. In each Children's Centre area, services relevant to the needs of local people are delivered by a wide range of different individuals working from the maintained, private and voluntary sectors. These providers are likely to have backgrounds in

health, education, social care and community development. In defining these Children's Centre areas we have built, where appropriate, on the existing Sure Start boundaries and what makes sense to local communities. It is important that the services are located in places that people find as easy as possible to access.

CHILDREN CENTRES

Armstrong
Fenham
Newburn
West Gate

Cowgate and Blakelaw
Lemington
North Moor
Wingrove

East and Fossway
Newbiggin Hall
Walkergate

Children's Centres and Extended Schools are expected to work very closely together. In line with central government policy, our goal is that by 2010 the whole of Newcastle will be covered by these Children's Centre/Extended School networks of services. We would expect that these services will share information, relate well, have a measurable impact on all five Every Child Matters Outcomes and together make sure that everyone can have the support that they need when they need it and from someone close by.

What is an Extended School?

For some time, schools as a matter of course have been viewed as places that extend their range of activities beyond the delivery of curriculum subjects to young people. They are typically used by a wide range of groups and individuals as venues for services and programmes that local people can access either during or more often out of the 'core' school hours, in the evenings, on weekends and during school holidays.

These activities might be for children, for example Out of School clubs, but they may also be for adults, such as short courses for people in the local community. Sometimes they are for a mixture of both, as when a crèche runs at the same time as a parenting course. Parents then can have their young children close by, whilst at the same time engaging in something that is focusing on their own needs.

How do Extended Schools relate to Children's Centres?

Schools are important partners in Children's Centre/Extended School locality networks, but they may not always be the best venue for activities to take place. Although part of the suggested core offer for an Extended School is the provision of full day care, it may be the case that there is already sufficient childcare in that locality to meet needs. It would therefore not be appropriate to develop more within any particular school. Too much of such provision is likely to create difficulties with sustainability as there will simply not be enough demand for the services on offer.

Governing bodies of schools are already addressing such issues and developing criteria and processes for supporting different groups. It is going to be increasingly important for schools and other service providers to be working closely together as they develop integrated services in Children's Centre areas.

The emphasis in the development of Children's Centre/Extended School services in Newcastle is on making best use of the expertise and resources that already exist in each locality. Much has already been accomplished in terms of developing Children's Centre/Extended School locality networks and partnership working at the frontline and strategic levels in parts of the City.

CONTACT INFORMATION

Sue Miller	Strategic Lead for Children Centres Development	0191 211 5317
Helen Walker		
Pauline Pestell	Operational manager for Children's Centres and Extended Services through Schools	

6.6 MULTI-DISCIPLINARY SPEECH AND LANGUAGE INITIATIVE

The aim of the Newcastle Speech and Language Team is to provide timely intervention, using a multidisciplinary approach, to enhance provision for children with speech and language difficulties in their mainstream primary

schools. Research findings confirm strong links between speech and language difficulties and poor behaviour (recent studies indicate 67% of children with Attention Deficit, Hyperactivity Disorder (ADHD) will have speech and language problems).

Staffing includes allocated time from two Specialist Speech & Language Teachers from the LA Special Educational Needs Teaching & Support Service (SENTASS), a full time equivalent Speech & Language Therapist (a post shared between two people), a 0.4 full time equivalent Educational Psychologist (a post shared between two people) and three Learning Support Assistants.

The initiative provides:

- comprehensive, multidisciplinary and diagnostic assessment of the child's individual need;
- direct intensive support to children. This takes the form of focused and individualised programmes of work, delivered by an experienced LSA, individually, on a daily basis (for at least a term, usually two terms) or, for some children, intensive input from a Speech & Language Therapist (up to three times weekly in school);
- programmes to school and subsequent monitoring of progress, following withdrawal of individual support;
- multidisciplinary representation at Reviews and availability of detailed Assessment & Review Reports at all stages of the Team's involvement;
- training and support for SENCOs and teachers;
- support and training for parents, with the opportunity to observe their child working with Team members.

The Team commissioned some Action Research early in 2004. The findings confirmed that children, after intervention, made significant progress in several areas beyond merely speech and language. These included confidence, self-esteem, behaviour and literacy attainment. 50% of the children the team has worked with over the three years of its existence, are now successfully included in their mainstream primary school and no longer require any additional support from outside agencies.

CONTACT INFORMATION

Hilary Walmsley Head of SENTASS 0191 277 4403

6.7 SPECIAL EDUCATIONAL NEEDS TEACHING AND ASSESSMENT SERVICE

SENTASS

SENTASS offers general support and advice to schools, SENCOs and parents/carers on matters related to SEN and Inclusion. It provides specialist assessment, support and time limited intervention for children who are either the subject of a statement or who are at School Action or School Action Plus in the areas of:

- Visual impairment;
- Hearing impairment;
- Difficulties at pre school/early years;
- Speech language and communication problems;
- Dyslexia / Specific learning difficulties;
- Physical disability/motor organisational problems (Dyspraxia);
- Learning difficulties.

It provides and monitors programmes for children where appropriate and contributes to the development and maintenance of a whole school approach to children with SEN by building capacity and promoting inclusion. SENTASS promotes the professional development of teachers and others working with children with SEN via City-wide generic and school specific INSET.

SENTASS works across the mainstream age range from pre-school to secondary. As well as direct work with children there is a great deal of support and training offered to staff, other adults and parents/carers. As a centrally retained service SENTASS also has responsibilities at an LA level and is heavily involved in the development and production of publications such as “The Complete Works”, the SEN Guidance for Schools and the Inclusion Quality Framework

Impact on Behaviour and Inclusion

There is a considerable amount of evidence to support the view that a significant number of pupils with behavioural difficulties have other underlying special educational needs. Frustration and low self esteem, due for example to

dyslexia or speech and language problems, can very easily escalate into significant emotional and behavioural difficulties. Research shows that there is a 50% overlap between children with ADHD and dyslexic tendencies, and within Young Offenders' Institutes there may be as many as 70% with dyslexia. SENTASS encourages and supports schools to investigate possible underlying special educational needs when they have concerns about a child's emotional and behavioural difficulties.

The Service offers specialist assessments and programmes of intervention to schools and is able to make internal sideways referrals if necessary to investigate other potential areas of difficulty. Schools can then be supported in addressing areas of concern which will mitigate other difficulties that result in deteriorating behaviour.

How to access this service

There is no set allocation of input to schools, and the service is largely referral led, although there are some variations for Sensory Impaired pupils and pre-school children.

Referrals should be submitted on the appropriate form and supported by the required background information. (Details are on each form). Referral forms are located within the Purple Guidance to Schools "SEN and Inclusion Practice and Procedures".

CONTACT INFORMATION

Hilary Walmsley Head of SENTASS 0191 277 4403

6.8 BEHAVIOUR IMPROVEMENT PROGRAMME BIP

The BIP is an initiative which aims to support clusters of schools in developing effective strategies to meet a number of key objectives:

- improving standards of behaviour and attendance;
- reducing truancy on a termly basis;
- securing lower levels of exclusions (fixed and permanent) on a termly basis;

- ensuring there is a named KEY WORKER for every child at risk of truancy, exclusion or criminal behaviour.
- ensuring the availability of full time, supervised education for all pupils from day 1 of either permanent or fixed term exclusion.

In addition to these objectives, the BIP also seeks to improve working relationships between the range of agencies which can provide support to pupils who may be deemed to be 'at risk'. The development of 'multi-agency teams eg BSS EPS EWS, including participation from colleagues in Social Services, Health, Child and Adolescent Mental Health Service (CAMHS), Police and Connexions is central to developing a truly effective response to the needs of these vulnerable children.

Structure

In Newcastle 4 specific BIP clusters have been identified. In addition 1 Full Service extended school is being supported via BIP funding. These four 'clusters' are comprised of a secondary school and some (or all) of their feeder primary schools. In Newcastle these clusters are:

- **All Saints College:**
Beech Hill; Cheviot; Farne; Simonside
- **Kenton:**
Mountfield; North Fawdon; Thomas Walling; Kingston Park; Stocksfield Avenue; Kenton Bar; Hilton; Wyndham
- **Walker:**
St Anthony's; Tyneview; Welbeck; West Walker; Wharrier Street
- **West Gate College:**
Atkinson Road; Delaval; Broadwood; Canning Street; Hawthorn; Westgate Hill; South Benwell; St Pauls; Moorside; Wingrove
- **Benfield:** Full Service Extended School

The BIP structure is also supported by a recently established Management Board with representation from all clusters, and high level participation from Social Services, CAMHS, Police and Connexions. The Behaviour Support

Service (BSS) and Educational Psychology Service are also key partners in developing the BIP and supporting schools.

Links to Other Agencies

The range of agencies involved in the BIP are described above. The BIP seeks to form relationships with all partners who can contribute to establishing a more effective response to providing services and responding to the needs of vulnerable children. The work of the BIP is linked closely to the Secondary Strategy - Behaviour and Attendance Strand and the work of the Behaviour Support Service; and can support the LA in developing its responses to the issues raised in the Children's Bill, and recent legislation.

Progress

There is evidence of progress in a number of key areas. In terms of progress toward meeting the termly targets schools have set for improving attendance and reducing levels of exclusion, progress is mixed, but the commitment of schools offers room for optimism. Multi-agency teams and the work of the clusters are moving ahead and engagement with key partners is developing. 1st Day provision for excluded pupils is a complex issue, but provision at the LA Pupil Referral Unit has been established. Schools have undertaken Behaviour and Attendance Audits and have identified key areas for action.

CONTACT INFORMATION

Mick Dunn

BIP Co-ordinator.

0191 277 4520

6.9 ACCESS AND INCLUSION PROJECT

NEIGHBOURHOOD RENEWAL FUND

NRF

The NRF Access and Inclusion Project was initially funded until March 2004. A continuation of the project until March 2008 has been secured.

The Access and Inclusion Project has broadly the same objectives as those of the Behaviour Improvement Programme in respect of seeking:

- improvements in standards of behaviour, and a reduction in the numbers of reported 'serious incidents';

- a term by term reduction in levels of truancy (unauthorised absence) among participating schools;
- a term by term reduction in levels of both fixed term and permanent exclusions among participating schools.

The Access and Inclusion Project also seeks to promote positive inter-agency working and ensure that good practice is disseminated with colleagues across the LA.

Structure

This project involves the non-BIP Secondary Schools, and encourages these schools to develop working practice with at least one of their feeder primaries. The project is co-ordinated via the LA BIP Co-ordinator, in order to help ensure the linkages between the 2 projects, and to help promote inclusive practice across all our schools.

Links to Other Agencies

The project aims to promote relationships between schools, and to encourage improved working practice between schools and the range of external agencies who work with disengaged young people.

Progress

The Access and Inclusion NRF project has helped the LA and schools make a real impact in terms of improving attendance and reducing fixed term and permanent exclusions over the past year. In terms of developing practice and promoting the inclusion of many young people disengaged from learning, the project can also be said to have had an impact.

Contact Information

The NRF project schools for the duration of the project have been identified, and the links between the Secondary and Primary level are to be decided locally. Schools wishing to discuss NRF Project Issues can access this information by contacting:

Mick Dunn,

BIP Co-ordinator

0191 277 4520

6.11 SECONDARY STRATEGY - BEHAVIOUR AND ATTENDANCE STRAND

This strand was created initially as a key stage three stand due to the following findings:

- Improved teacher retention is one of the critical factors for continuing the raising of standards in schools;
- Reducing pupil misbehaviour is now a critical factor for improving teacher retention;
- The biggest demand from schools is for improved and comprehensive support for staff in behaviour management;
- Poor attendance is often associated with poor punctuality and with negative attitudes to school.

Purpose

To secure positive behaviour and attendance by:

- Supporting school leaders to establish consistent and effective policy and practice;
- Providing guidance in training and support to increase schools' confidence in the management of behaviour and attendance;
- Offering appropriate support to school staff to help pupils learn positive behaviour and the habits of regular attendance;
- Promoting the kinds of planning, teaching and school routines that support good learning and constructive behaviour;
- To familiarise key professionals with the training and audit materials so that they may take a strategic role in the implementation of the strand including whole staff training.

Structure

The key element of the strand was to carry out a behaviour and attendance audit for all secondary and middle schools. This audit involved all teaching and support staff. The Audit was composed of ten strands ranging from "Management Structures" to "Working with Outside Agencies" and is designed to identify:

- the effectiveness of the school's organisation, policies and practice;
- good practice that can be shared;
- targeted support required to meet staff needs;

- an action plan linked to the school improvement plan to secure any necessary changes.

The outcome of the audits gave schools a focus to address a strand of behaviour and attendance which the whole school felt was a priority. Training materials and resources addressing individual strands were released enabling schools to implement their own in-service training. These materials were disseminated to key professionals who attended “core” training days during the year.

Links with Other Agencies

There have been regular meetings between the BIP coordinator, the Behaviour Support Service, the Secondary Strategy- Behaviour and Attendance Strand leader, Education Welfare Service, Learning Mentor Strand and the Educational Psychology Service. The Behaviour and Attendance consultant has regularly informed the above agencies as to the progress of the audit and outcomes that might concern them. Key members of the above agencies have attended the Core day on training materials and resources. It is hoped that these agencies will help facilitate these materials into schools within their own field of expertise. Some schools have highlighted bullying from their audit results and links with the Children Against Bullying Scheme (CABS) team have been made.

Progress

The behaviour and attendance audit has been received very positively by the senior managers of schools and they have opted to involve all their staff (some have involved a cross section of pupils). All the Secondary and Middle schools have completed the initial audit. The BIP secondary schools have completed theirs and have completed action plans.

CONTACT INFORMATION

Karl Harms Secondary Strategy Behaviour and Attendance Strand Coordinator 0191 2646360

6.12 PRIMARY NATIONAL STRATEGY

BEHAVIOUR AND ATTENDANCE STRAND

The Primary National Strategy School Self Evaluation: Behaviour and Attendance provides the school senior management teams with the opportunity to carry out an initial review of strategies and systems. This initial review has four main stages:

- Reviewing the data;
- Drawing on others' views;
- Taking an overview of strengths and weaknesses, using the grid for self-evaluation;
- Setting out the areas which require action or further examination through the in-depth audits.

The in-depth audit booklets provide further opportunities to explore more fully issues identified in the initial review, these are:

- Leadership and Management for improved attendance and behaviour;
- Whole-school ethos and framework;
- School organisational factors and the management and deployment of resources;
- Continuing to improve the quality of teaching and learning;
- Pupil support systems;
- Staff development and support.

The BSS and Primary EIC Coordinator began a programme of work with Primary Schools on the delivery of Social Emotional and Behavioural Skills (SEBS) curriculum based materials. This work is to be offered to all schools in the coming months.

CONTACT INFORMATION

Claire Miller

Acting Head of Behaviour Support Service

0191 264 6360

6.13 ANTI-BULLYING PROJECT

NEIGHBOURHOOD RENEWAL FUND

NRF

Since September 2002 a Children Against Bullying in Schools Project (CABS) has operated (see 6.14 below). The NRF Anti-Bullying Project is designed to develop an anti-bullying response in the secondary sector enabling a continuum of support to be established and use of the good working practices developed through the CABS project.

The project will focus on the following key areas:

- to build upon the well received approaches established by the CABS project, but to create a response which reflects the differing needs of secondary schools;

- to work with schools to increase their capacity to effectively respond to bullying behaviour;
- to offer training and support to school staff to enhance their confidence and competence in addressing bullying;
- to audit school policies, advise and support schools in reviewing their policies and responses to bullying in order to confront issues at organisation, individual pupil and community level;
- to offer individual casework intervention, dependent on need and as part of a whole school response to bullying;
- to establish good practice and ensure it is effectively shared with all schools to promote equality of response and consistency of service across our schools;
- to develop the “Charter Mark” proposal as suggested by the DfES and to extend the principles into an accreditation scheme for schools who proactively respond to bullying and who are able to meet agreed criteria against which they can be measured;
- to utilise the outcomes of the Secondary Behaviour and Attendance Strategy Audit which identified that bullying, a recurring theme, was recognised by staff and pupils alike as a major cause of anxiety for many vulnerable pupils. Staff particularly stated that the availability of specialist support may be very valuable in addressing the specific needs of these pupils.

CONTACT INFORMATION

Michelle Myers

Anti-bullying Coordinator

0191 277 2500

6.14 CHILDREN AGAINST BULLYING

CABS

CHILDREN’S FUND

The CABS anti bullying team provide a range of support and direct services to children/young people aged 5-13 and school communities within Children’s Fund wards. Where school based systems have failed and bullying persists the team can support and provide schools with a range of anti bullying strategies:

- Work is undertaken with pupils involved in bullying behaviour or those who have been a victim of bullying;
- The team consults schools on appropriate peer support systems and strategies;
- Training is provided to children for Buddy Schemes, Peer Mediation and play initiatives to reduce incidents of bullying behaviour in unstructured school time;
- Staff training and support to schools is provided to develop effective anti-bullying policies which dovetail with school behaviour policies.

CONTACT INFORMATION

Michelle Crawford - Myers

Anti-bullying Coordinator

0191 277 2500

Both Anti-bullying programmes have been brought together and are now known as the RESPONSE Team

6.15 REFUGEE AND ASYLUM SEEKERS PROJECT

NEIGHBOURHOOD RENEWAL FUND

Newcastle continues to accept many families via the formal National Asylum Support Service (NASS) arrangements. Many other families are already here, or may be known to schools via alternative routes. All these children need the opportunity to enjoy the benefits of an understanding and responsive school provision. In total there are in excess of 700 children and young people from this group in the City's schools and this figure changes frequently. 2% of the City's school population are asylum seekers or refugees. Asylum seekers and refugees form 10-14% of the school population in four of the City's primary schools: Canning Street, Moorside, Byker and St Anthony's. 70% of Newcastle's schools have children and young people from the asylum seeker and refugee population.

Most if not all children from the asylum seeker and refugee population will by definition have been exposed to significantly traumatic experiences prior to their arrival in Newcastle. On arrival into a new school, children and young people often respond well to the new positive, caring and safe environment. After a period of settling in, however, some of them experience emotional and behavioural difficulties resulting from their traumatic experiences. This project seeks to respond to the needs of this population after they have been settled in the community for a reasonable period.

This project aims to develop a partnership between a range of key agencies providing support to the asylum seeker and refugee communities. The project will provide:

- support to families and schools in recognising the effects of post-traumatic stress in children and young people, supporting therapeutic interventions for those children and developing the capacities of the communities and schools to support these children and young people;
- support for accessing education – negotiating with schools and supporting a child during this period, provided by specialist education welfare service staff;
- specific home-school language support in a variety of languages which will enable a smoother transition into education and help in resolving difficulty at the earliest possible stage, supported by the JET project;

- a training programme, which offers accredited qualification to adults who can be used to provide the home-school language support. This will have benefits to the community in the provision of training and qualification which may increase the potential for employment.

CONTACT INFORMATION

Kathleen Richardson/Ian Clennell Project Managers 0191 277 4500/277 4577

6.16 PRIMARY BEHAVIOUR PROJECT

NEW DEAL FOR COMMUNITIES FUND

NDC

The Primary Behaviour Project was set up to address concerns voiced by members of the local community over issues surrounding education and behaviour in the area.

Purpose

- To reduce the level of challenging behaviour which disrupts general education in the classroom;
- To address parents' and schools' concerns over pupils' behaviour at lunchtime;
- To provide a route by which local people can train to work voluntarily in school, or to develop their skills into a career;
- To provide training opportunities for school staff to develop existing and new skills;
- To work closely with the Attendance Project to raise issues around poor self-esteem;
- To increase attainment of all age groups at school.

Structure

- To employ Classroom Assistants, highly-experienced and qualified in Behaviour Management, to work across the 6 Primary schools in the New Deal area;
- To employ a part-time specialist teacher to oversee this work in schools, and assess pupils for associated learning difficulties which may be impacting on their behaviour;
- To provide breaktime and lunchtime support either by running activity clubs for pupils over the lunch hour, by extending behaviour management strategies into the yard for certain pupils, or by introducing schemes proved to be successful in other areas of the city to address problems arising during unstructured times;

- To run courses delivered by local training providers which lead to a recognised qualification for work within schools;
- To hold workshops and talks by a variety of professionals on topics of interest to existing school staff;
- To run lunchtime clubs jointly with the Attendance Project, and to liaise on a regular basis in order to provide all-round support for pupils whose well-being is of a concern to both Projects;
- To enable all pupils to access the curriculum through the above methods of support, without lessons being disrupted by a small but significant number of pupils.

Links with Other Agencies

- The Behaviour Project works very closely alongside the Attendance Project, and these are in contact several times a week;
- The Newcastle Supporting Families Project, part of Children North East, have been working with the Behaviour Project to provide support at activity clubs and circle time groups;
- Parentline Plus have delivered workshops for parents at a Parents' Drop-In organised by the Behaviour Project;
- The Mosaic Project, part of Barnardo's, have delivered a training session for staff at one school where there were concerns over child abuse;
- The Behaviour Project worked with Fathers' Plus to support a Parents' Group and to help it to keep running through a difficult period in another school.

Progress

The Behaviour Project has proved to be a key element in reducing the level of classroom disruption in the New Deal Primary schools, and has also prevented a significant number of potential exclusions by offering a high level of support at critical stages. This support has been highly valued by headteachers and teaching staff equally.

CONTACT INFORMATION

Claire Miller

Acting Head of BSS/Project Manager

0191 264 6360

6.17 PRIMARY ATTENDANCE PROJECT NEW DEAL FOR COMMUNITIES FUND

NDC

A primary attendance project is currently running within the New Deal area in the inner west of the city. Its support is offered to the six primary schools in the area. Building on the EWS good practice it has developed a range of strategies for dealing with vulnerable pupils.

The NDC area has been identified for the Identification Referral and Tracking (IRT) pilot now named Passport to Services. This has been operating since May 2003. Newcastle City Council, working with Gateshead, is one of 10 'trailblazer' authorities in the country seeking to establish the IRT process. The NDC area is well defined geographically and allowed the Passport to Services Project to develop the model utilising many of the existing partnerships and initiatives working in the area to support vulnerable children and families.

Passport to Services in Newcastle is a 'people-based' system which aims to:

- identify children who are deemed to be at risk at the earliest opportunity and seek to provide support to prevent the situation escalating;
- promote improved communication amongst professionals and those providing services to avoid duplication and allow concerns to be shared in an appropriate manner, with respect to confidentiality and data protection issues;
- develop I.T systems to support this aim, establishing an effective referral system and assessment process and develop a child index and a directory of services to encourage individuals to access support.

The project works with all young people ages 0-19 years. The Passport to Services approach supports the Local Preventative Strategy agenda and is central to many of the objectives identified in Every Child Matters and the Children's Bill.

6.18 ETHNIC MINORITY, TRAVELLER, REFUGEE and ASYLUM SEEKERS RAISING ACHIEVEMENT SERVICE EMTRAS

Home-School Liaison Workers

The Newcastle Ethnic Minority, Traveller and Refugee Achievement Service (EMTRAS) have introduced two Home-School Liaison Workers to increase communication and collaboration between parents and schools.

Plan

To create 2.0 full-time equivalent of Home-School Liaison Workers in at least five community languages i.e. Urdu/Punjabi, Bengali, Turkish, Farsi and Arabic

Purposes

- a) To establish and maintain a positive relationship between the home, the school and the local community;
- b) To encourage parental and community involvement in school life;
- c) To be familiar with the pupils in the school, particularly the bilingual pupils and be generally knowledgeable about their progress and educational experience;
- d) To help the school, create an environment which is supportive of the values, language and cultures of the communities it serves.

Operation

- To visit pupils' homes both before and following their entry to school;
- To listen to parents and community groups in the locality;
- To contribute to displays, so that they reflect the languages and cultures of pupils from ethnic minorities;
- To assist staff in developing their knowledge and understanding of the language and cultures of ethnic minority pupils;
- When in class, to assist pupils bilingual development through use of pupils home languages;
- To assist the Head Teacher in meeting with parents who do not speak fluent English.

Expected Impact

To foster excellent relationships between parents and schools to promote community languages and culture. This will raise the self-esteem of pupils and communities. This in turn will create a good learning environment and thus raise standards of achievement amongst bilingual learners (BME learners). This will in turn have a positive impact on pupils' behaviour, attendance and attitudes.

CONTACT INFORMATION

Dr Farhat Hasnain

Head of EMTRAS

0191 277 4550

6.19 SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO) NETWORKS AND SENCO SUPPORT

The two SENCO networks, one for Primary and Middle schools the other for Secondary schools meet at least once a term at the Springfield Centre to discuss current issues around special educational needs and inclusion. These groups also identify development and training needs that are picked up in our Conference programme. The Conferences are planned to highlight national and local initiatives as well as providing an opportunity to disseminate good practice from across the city and beyond.

Links with our partners at Newcastle University and North Tyneside LA enable us to offer a wide range of specialist courses covering specific areas of educational need ranging from Autistic Spectrum Disorders, Speech and Language Difficulties, Evaluating Educational Inclusion and Emotional Behavioural and Social Difficulties. These courses are open to teachers, teaching assistants and learning mentors and enable schools to build capacity to meet the diverse range of needs in mainstream schools.

Additional Support for SEN

An SEN Resource Base is situated in the North Block at the Springfield Centre and a helpline operates for immediate access to advice and guidance on any issue relating to the broad area of SEN. Telephone: 07814 974924 and 07952 170032.

CONTACT INFORMATION

Linda Wafer School Improvement Adviser (SEN and Inclusion) Secondary SENCO Network. 0191 211 5391

The PRG currently meets every 2 weeks. Procedures and communication processes have been circulated to schools.

The PRG membership is currently:

- Representatives from Primary and Secondary Schools
- Head of Behaviour Support Service (Chair)
- Head of the PRU
- Head of Trinity
- Principal Education Psychologist
- Principal EWO
- Teacher in Charge of Looked After Children
- Exclusions and Reintegration Officer
- SEN Development Manager
- CAMHS representative

CONTACT INFORMATION

Claire Miller

Acting Head of BSS

0191 264 6360

6.24 EXCLUSIONS GUIDANCE FOR SCHOOLS

Schools should at all times have regard to the law relating to exclusions from schools. Current guidance is contained in the document 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' (DFES/0087/2003). A full copy of the guidance is available at: www.teachernet.gov.uk/exclusion. Schools should also refer to the guidance issued by the LEA in January 2005 and updated in September 2006.

CONTACT INFORMATION

Jo Ward

Education Welfare Service

0191 2774545

Member of the Exclusions team at the Education Welfare Service

0191 2774500

When a child is at risk of permanent exclusion schools should contact Jonathon Ord (EWS)
or Claire Miller (BSS)

0191 2774500
0191 2646360.

6.25 EVERY LEARNER COUNTS A STRATEGY AND ACTION PLAN FOR 14-19 LEARNING IN NEWCASTLE

KEY STAGE 4 INDIVIDUAL NEEDS IN THE CURRICULUM

Over the past five years a number of externally funded projects and the QCA arrangements for disapplication of the National Curriculum have enabled Newcastle schools to respond more proactively to the full range of needs of students in key stage 4. Where students have been at risk of disaffection with the education system, schools that have been part of these projects have been able to provide vocational and work-related alternatives which have helped to keep these students engaged with learning. Using the lessons learnt from these projects and the structures for managing 14 –19 learning which now exist in Newcastle it has been possible to take a more strategic approach to the delivery of work-related learning and flexibility in the key stage 4 curriculum which will enable all schools to meet more effectively the needs of all 14 –16 year old learners.

Strategic Management of Work-related Learning and Flexibility in the Key Stage 4 Curriculum

This is achieved through the Newcastle City Board, the Flexible Curriculum Development Group and networks of teachers of applied subjects. The City Board takes an overview of all 14 – 19 learning provision in Newcastle and aims to ensure equality of provision for all learners. The Board ensures that the 14 – 16 provision fits within a flexible framework of 14 – 19 learning which is accessible to all learners.

The Flexible Curriculum Development Group consists of practitioners in the schools, Newcastle College, Connexions, Education Welfare Service, local Work-based Training Providers and others who work directly with students on flexible key stage 4 programmes. The purpose of this network is to keep up to date with local and national developments in this area of work, to deliver training and share experiences and good practice in delivery of flexible provision. It has a strategic role in development of a framework of quality assurance for the delivery of flexible curriculum provision.

Key Stage 4 Students on Work-related Learning Programmes 2005-2006

As of May 2006, a total of 930 students in years 10 and 11 have followed a work-related learning programme for some part of their key stage 4 education. The vast majority of them started on a programme either in year 10 or year 11 and continue to follow it on an ongoing basis. Some, however, may only be on this type of provision for a short block of time eg. one or two weeks or for one day per week for 5 weeks or so. This course is followed to provide additional support during family or behaviour problems or to motivate students to 'keep on track' with their mainstream key stage 4 courses. In total 42 girls and 30 boys have had this type of provision during the past 2 years. They do not have time to complete formal qualifications during this time, but in the vast majority of cases they will return to and complete their GCSE courses.

This means that 858 students set out to follow longer term work-related provision, however, with these students the situation is further complicated by a number of schools who allow students to change from one type of provision to another until they find the one which suits their needs and vocational aspirations. In some cases, I would estimate around 2-3% of the total on longer term provision will return to mainstream GCSE courses and a further 2-3% will stop attending altogether at some point and not complete key stage 4.

College and school-based provision

Of the 858 students following longer term provision, the vast majority will be on largely school or college based courses, sometimes with work placements in addition to the traditional one week of work experience. The actual numbers on this type of course is 362 boys and 241 girls (603). The school-based courses include ASDAN Award Scheme and Certificate of Personal Effectiveness, NCFE Childcare, City and Guilds Automotive Skills, OCN Holistic Beauty, Duke of Edinburgh, Foundation in Food Hygiene. Some students on largely school-based courses will spend some of the week attending off-site provision, for example at a work-based learning provider or at Scotswood Support Strategy, the Youth Inclusion Project or xl club with the Princes Trust. Their total time on work-related learning provision varies between half a day and full time. With the majority spending about 1 day.

83 boys and 45 girls attend college courses including the Increased Flexibility Project and other formally accredited courses and vocational tasters. Students from Benfield, Walker and St Mary's attend Tyne Metropolitan College. Students from Gosforth, Heaton Manor and West Gate attend Hair and Beauty or Construction skills at Newcastle College. Some Walbottle students attend Kirkley Hall College.

Work-based Learning Providers

Rathbone and ALD all work with schools to provide work-related learning provision on their premises. They offer students courses which lead to NVQ qualifications and a National Skills Profile in Hair. In addition, similar provision is offered by Kenton school with tutors in their hair and beauty salons which leads to BTEC Certificates in Hair or Beauty. 9 boys and 64 girls take part in this type of provision.

Work Placements

Work placements are set up for Newcastle students by NEETA, Zodiac and OWNIT. They tend not to be accredited and take place for ½ day to a full week (in a small number of cases). 31 boys and 17 girls take part in these placements. NEETA and Zodiac provide some induction for students on their own premises in health and safety and other issues. All three organisations set up work placement according to individual student's preferences. There are often changes from one placement to another by students. Accreditation is not often offered as part of this provision.

Funding

Some external funding is available for the provision outlined above. The ESF WORKSHOP For Target Communities Project covers All Saints, Benfield, Kenton, Linhope, Walker and West Gate. Funding is matched by the schools and allocated retrospectively on receipt of evidence of expenditure and staff time spent on delivery of this type of provision. The other schools can be funded from the LSC Co-financed Know How project, ie. Gosforth, Heaton Manor, Sacred Heart, St Mary's and Walbottle. There is a further £133,000 to be allocated to schools over the remainder of the project to December 2006. A bid for an additional £115,000 has been made to the LSC to enable students already on Know How provision in September 2006 to complete their courses to the end of the academic year.

Outcomes for Students – WORKSHOP FTC Project

In June 2005 186 have left the project of whom 175 actually completed their learning programmes. At 94% this represents a very good percentage of young people, bearing in mind that they were on the WORKSHOP project because they were in danger of dropping out of learning. Of those leaving the project, 127 (68%) progressed into learning or work, 92 (49%) into sixth form, FE or training and 14 (7.5%) into jobs. All but 2 young people had additional counselling with Connexions personal advisers and a number of the 59 young people who have not yet progressed into learning or work are still working with the Connexions service in order to make a positive transition. There are still 436 students on the project and it is expected that the majority of them will make a positive progression at the end of the project either in June 2006 or when the project ends in September.

Outcomes for Students – Know How Project

Since June 2004, 168 students who were on the Know How project have left school. 113 of these (67%) have progressed to learning or work and 103 have gained ASDAN or other vocational qualifications

6.26 PUPIL REFERRAL UNIT

Nature

Linhope provides a high quality full-time education for those pupils who have been excluded from school. Wherever possible, Linhope will promote and support the reintegration of its pupils. In some instances Linhope will admit pupils who have moved into the LA and are difficult to place and those who require assessment.

Purposes

- to provide a high quality, full-time, broad and balanced education;
- to reintegrate pupils to an appropriate school;
- to consider requesting a statutory assessment;
- to liaise with other professionals to modify pupil behaviour;
- to liaise with other agencies to provide a alternative experiences for KS4;

- to increase employability skills.

Admissions

Admission to Linhope comes via a range of routes:

- when a pupil has been permanently excluded;
- when a pupil has been referred by the Placement and Review Group (PRG) for a “revolving door” placement (see below) or for a fixed term of assessment;
- when a pupil moves into the LA and there is a difficulty in finding a suitable school place;
- in some cases when a pupil has been referred because s/he has been identified as at risk of exclusion.

All pupils and parents are invited to a pre-admission meeting. At this meeting an Admission Agreement is shared as well as classroom rules and general behavioural expectations.

Curriculum (including College links)

There is a tightly structured day for all pupils at Linhope. There is an emphasis on developing literacy and numeracy skills to aid access to all areas of the curriculum. All pupils have Social Skills time during the day. This is the time to discuss with adults any issues that have arisen through the day and to address progress in the individualised IEP targets.

Pupils in Key Stage 1 and 2 work on most National Curriculum subjects. One group follows a daily/weekly timetable; the other group is piloting an integrated day.

Pupils in Key Stage 3 work on most National Curriculum subjects. The Group Tutor teaches most subjects to the group but all pupils have specialist teachers for Science, Humanities, Technology and PE.

Pupils in Key Stage 4 spend approximately half the week in Linhope working on accredited courses in English, Maths, ICT, PSHE and Art. For the remainder of the week pupils are offered courses / work experience from other providers, e.g. Newcastle College. There is a Connexions Advisor in Linhope for two days each week. A full-time Drug Misuse Worker is based in Linhope.

CONTACT INFORMATION

Jeff Lough

Head Teacher PRU

0191 267 4447

6.27 ADDITIONALLY RESOURCED CENTRES (ARCs) FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES (BESD)

ARCs make provision for pupils who are unable to gain full access to the mainstream curriculum successfully, on account of their Behavioural, Emotional and Social Difficulties (BESD).

A particular focus of interventions is to raise pupils' skills and confidence so they are more able to benefit from a return to mainstream schooling, within a target period. The aims are to provide:

- access to multi-disciplinary support;
- a curriculum based detailed assessment;
- a profile of the pupil's strengths and weaknesses;
- access to experienced and well trained staff;
- appropriately balanced, flexible access to mainstream small group and individual settings as appropriate to the pupil's needs;
- opportunities for as much mainstream inclusion as is appropriate for each pupil;
- a clear pathway to future appropriate provision;
- ongoing and detailed assessment of pupils' needs in the broad areas of behaviour and learning;
- to improve pupils' ability to manage their own behaviour and to increase their educational achievements.

The BESD ARCs are attached to the following mainstream schools:

Cheviot Primary School	(6 places)
Hawthorn Primary School	(6 places)
Montagu Primary School	(12 places)
West Walker Primary School	(6 places)

Pupils may be admitted to an Additionally Resourced Centre (ARC) at School Action Plus or, in some circumstances, with a Statement of Special Educational Need. Referrals should be made by schools, but must be supported by the Behaviour Support Service. Further details and referral forms can be found in the ARC Policy and Guidance booklet that has been sent to all schools.

CONTACT INFORMATION

Jean Langley

SEN Development Manager

0191 277 4654

6.28 TRINITY SPECIAL SCHOOL BESD

Trinity is an BESD school established on three sites, each under the everyday management of a Head teacher. The Principal has overall responsibility for the operation of the provision supported by a single governing body.

Trinity is a specialist facility complementing the larger framework of city provision. It provides differentiated education, and training for students aged 7 to 16+ who have BESD statements. The foundations of our system are based on respect, predictable structure, consistency, positive reinforcement and encouragement. The assessment of ability rather than difficulties is a key factor of our success. The behaviour is the problem not the student. Access is via the Inclusion (statementing) panel.

- **Kenton Lodge** is a day and residential provision for students aged from 7 to 14 years. There are places for 40 students who have BESD statements. The pupils have access to residential places but the role and remit of the site is changing. Pupils require access to an extended curriculum, but do not necessarily need to be 'accommodated'.
- **Deneview** is a day provision for up to 38 students aged from 11 to 14 years who have BESD statements.
- **Oakfield** offers an adult ethos for 72 day students aged 14 to 16. Students are involved in negotiating an Action Plan. The plan covers all aspects of their functioning. While the National Curriculum remains at the core of the school academically, presentation to the students is motivational and work-related. The school maintains extremely close links with the careers service, emphasising the vocational element of the school.

The training scheme based in the school is essential for many pupils enabling a smooth transition into the world of employment.

Oakfield Solutions has been set up to improve the learning opportunities for young people aged 14-18 in the West End of Newcastle. We work with a range of agencies across the area in order to create opportunities that are truly tailor-made to the needs of each individual. We specialise in the delivery of post-16 Entry to Employment. Trinity offers support to students from mainstream on an individual basis determined by need and school capacity.

CONTACT INFORMATION

Dave Edmondson

Principal

0191 226 1226

6.29 PARENT PARTNERSHIP

The Parent Partnership Service provides impartial information, advice and support about special educational needs issues and puts parents / carers in touch with local and national voluntary organisations and helplines. They are well informed about both the range of difficulties children and parents/ carers can face, as well as having a detailed knowledge of schools in the area.

The Service:

- offers information, support and advice to the parents/carers of children and young people with special educational needs;
- helps partnership working between schools and parents/carers;
- aims to ensure that parents/carers are provided with accurate information and are able to make informed decisions;
- helps to ensure that the parents'/carers' views are taken into consideration when decisions affecting their child's education are taken.

The Service exists for parents/carers and it is for them to request support if they would like it. Direct referrals are not taken from professionals, although they are encouraged to recommend that parents access the service.

The Parent Partnership Officers also train, support and manage volunteer Independent Parental Supporters, who are able to offer support on an individual basis.

CONTACT INFORMATION

Judith Lane

Parent Partnership Officer

0191 284 0480.

7 BEHAVIOUR STRATEGY PRIORITIES

The Behaviour Strategy Priorities fall into seven broad categories.

- Early identification and intervention in relation to behavioural difficulties is essential, to secure prevention and avert, for example, exclusions.
- The increased emphasis on early intervention to avoid exclusions must be supported by: training for school staff; targeted interventions, eg by the Behaviour Support Service; fixed term preventative placements which can be in other schools or in special provision eg PRU, ARCs, Trinity.
- Exclusion procedures must be precise, easy for schools and the LA to follow and be based on national guidance; this should be supported by training for relevant staff including governors.
- For excluded pupils, the emphasis must be on individual targets for behaviour improvement that lead to supported reintegration into mainstream schooling.
- An essential part of the LAs role in managing exclusions is to secure effective processes for pupils' reintegration into mainstream schools which are based on equity, transparency and fairness between schools, taking account of parental preferences.

- With the Children Act 2004 and Every Child Matters agenda LA services and schools must seek opportunities in collaboration with other agencies, including Social Services, Health, Youth Offending Team (YOT), Connexions and voluntary and community agencies, to intervene early to support pupils, families and carers to address consistently problems of poor behaviour.
- A Behaviour Strategy Partnership Group, including Head Teachers, LA Officers and Advisers, and representatives of wider services, has a vital role to play in overseeing, monitoring and improving LA Strategies and procedures in the context of behaviour management and support.

More precisely these can be translated into strategic objectives and categorised as below:

DATA and ANALYSIS

- 7.1 Carry out an analysis of the behaviour and attendance audits recently done (BIP,KS3 and PNS BandA strand) to determine needs of individual schools.
- 7.2 Carry out an audit of BESD needs in schools to ensure provision matches need.
- 7.3 To develop a robust pupil tracking system so that all pupils with BESD can be monitored at all times and that decisions about next steps in the process of meeting the child's needs is done in a timely manner.
- 7.4 Ensure exclusions data, both fixed term and permanent, is accurate and robust and it can be analysed to determine patterns and trends for vulnerable groups (eg SEN and Looked After Children) and that this data informs planning, intervention strategies and provision.
- 7.5 Collate and analyse data from the Placement Review Group Panel, Inclusion Panel, and Additionally Resource Centre Panel.
- 7.6 Develop a systematic approach of reporting data to elected members, the LA and schools.
- 7.7 Analyse data in comparison with other LAs, statistical neighbours and Core Cities.

REVIEW

- 7.8 Review current BESD provision in the City (Education Other than at School (EOTAS) ARCs, PRU, Trinity, LSUs, BIP, school on-site provision) to:
 - analyse current provision,
 - determine capacity,
 - explore opportunities to create further capacity,
 - formalise entry and exit criteria.
- 7.9 Review training provision to ensure it matches needs of all staff.
- 7.10 Review school based strategies to ensure a common range is available in all schools.

EXCLUSIONS

- 7.11 Appoint an Exclusions and Reintegration Officer to manage all exclusion and reintegration procedures, to be the named LA officer for schools, governors, LA and parents/carers.
- 7.12 Develop an agreed protocol, through the Admissions Forum, for 'hard to place pupils' which takes into account transition issues, supported and managed moves to other schools and school places for Looked After Children and those pupils who come into the City mid year.
- 7.13 Develop an agreed policy that ensures all Permanently excluded pupils are automatically reintegrated into another mainstream school (unless there are special circumstances eg final term of Yr 11 or potential risk to staff of pupils) with support from either the PRU or BSS and that Individual Reintegration Plans (IRPs) are written and followed.
- 7.14 SEN Procedures are followed as early as possible for all pupils with BESD.
- 7.15 All excluded pupils receive full time education.

- 7.16 A comprehensive and flexible package of KS4 Alternative Education is developed with quality of teaching and assessment assured and monitored. This could be a collaborative approach bringing together the expertise of the Advanced Skills Teacher (AST) for Alternative Curriculum, Trinity, the PRU, and the 14-19 Flexible Curriculum Development Group. This should be accessible to schools so that it can become one of the strategies they employ to avoid exclusions. It should provide sufficient flexibility for pupils so that they can remain on the school roll as well as attend up to 25 hours of off-site alternatives. The LA will nominate a full-time lead officer to ensure that this programme is well coordinated, monitored, quality assured and evaluated.
- 7.17 Develop the concept of a virtual PRU and virtual Trinity Oakfield. Put a greater number of pupils on roll at both schools and educate them via alternative curriculum. A Lead Officer/Teacher in both schools would manage and oversee the virtual cohorts of pupils, the only additional resource would be in the management, organisation and monitoring of the placements. Staff already exist in each school who currently do this work, could they be given more time to do this extra work or could they be given additional non-teaching support eg a Learning Mentor.

SYSTEMS

- 7.18 Develop the concept of an Inclusion Coordinator in all schools to oversee the achievement and performance of vulnerable groups of children.
- 7.19 Develop the use of Pastoral Support Plans (PSPs), Individual Education/Behaviour Plans (IEPs/IBPs), Individual Reintegration Plans (IRPs) and Personal Education Plans (PEPs) for Looked After Children and rationalising these plans so that a pupil only ever has one plan which all relevant staff contribute to.
- 7.20 Rationalise the various Panels that deal with pupils with BESD to ensure consistency and positive outcomes.
- 7.21 Identify clear referral routes for specific issues eg who or which service is best placed to lead on anti-bullying issues, Attention Deficit, Hyperactivity Disorder (ADHD) or Autistic Spectrum Disorder (ASD).
- 7.22 Identify an LA anti-bullying coordinator to determine and drive the anti-bullying strategy.
- 7.23 Set up a Behaviour Strategy Board to oversee the implementation of the Behaviour Strategy and to lead the City in monitoring and further refining the Strategy over time.

- 7.24 Develop the role of all special schools including Trinity, the ARCs and the PRU in training and outreach work in mainstream schools.
- 7.25 Referral systems for EOTAS are clear and well understood by all schools and are consistently applied by the LA.
- 7.26 Develop a robust policy and procedures for those children whose parents/carers elect to educate them at home.
- 7.27 Further develop the Inclusion Quality Framework to include specific statements about minimum expectations for behaviour management in an Inclusive School.
- 7.28 In support of the Children Act 2004 and Every Child Matters agenda work closely with other Directorates and agencies to develop a holistic approach to supporting pupils with significant BESDs.
- 7.29 Look at the funding and budgetary issues associated with behaviour and vulnerable groups, including those educated out of the LA, to see if current provision in schools, the LA and through other agencies provides value for money.
- 7.30 Ensure all services within the Standards and Effectiveness Unit are fully engaged with the Social Inclusion Agenda, that attendance and exclusion data is shared with schools and is discussed with the attached adviser (school improvement partner-SIP) and that information from the IQF is used to support and challenge schools where necessary.
- 7.31 Full training programme for behaviour management to all staff is offered and that attendance and feedback is recorded.
- 7.32 All Services involved in supporting behaviour management through self and peer evaluation monitors the service it provides and the effectiveness of that support.
- 7.33 All vulnerable pupils are supported and guided into post 16 provision.

8 MONITORING AND EVALUATION

This strategy will be monitored and evaluated on a termly basis by the Behaviour Strategy Partnership Board against the objectives in the Action Plan.

The ESBD Review recommendations will be developed into an action plan and the Partnership Board will be involved in agreeing and monitoring this plan too.

ACTION PLAN

Strategic Aim 1

Using data, early identification and intervention in relation to behavioural difficulties is essential, to secure prevention and avert, for example, exclusions.

Ref	Action	Specific Activity	Timescale Start and end dates	Lead Responsibility Who will ensure that these activities take place	Key Partners Who else is involved	Cost What will it cost and who will pay
	DATA and ANALYSIS To collate and analyse data to determine areas of need and plan appropriate intervention programmes					
7.1	Carry out an analysis of the behaviour and attendance audits recently done (BIP,KS3 and PNS BandA strand) to determine needs of individual schools.	Analyse and determine needs from BIP audit Analyse and determine needs from Secondary Strategy B and A strand audit Analyse and determine needs form Primary Strategy B and A strand audit	Sept 2005 – July 2006	Mick Dunn Karl Harms Claire Miller	Schools DFES	BIP Secondary Strategy Primary Strategy
7.2	Carry out an audit of BESD needs in schools to ensure provision matches need.	On completion of EBSD review, BSS, SENTASS, SEN Development section to carry out an audit across all mainstream and special schools, ARCs and PRU. Level of identified need to influence current and	September 2006 – December 2006	Jean Langley Claire Miller Hilary Walmsley Mick Dunn John Thompson Behaviour Partnership	Schools	Officer time

		planned provision.		Board		
7.3	To develop a robust pupil tracking system so that all pupils with BESD can be monitored at all times and that decisions about next steps in the process of meeting the child's needs is done in a timely manner.	<p>Establish a LA Tracking group to consider Permanent Exclusions, Hard to Place pupils, Managed Moves, PRG pupils</p> <p>Elect a Chair</p> <p>Develop a database to record pupils and track progress</p>	April 2006	<p>Linda Mason</p> <p>Jonathan Ord</p> <p>Jon Ord</p> <p>EWS admin</p>	<p>Schools</p> <p>Inclusion Services</p>	<p>Officer time</p> <p>Monthly Tracking group meetings</p>
7.4	Ensure exclusions data, both fixed term and permanent, is accurate and robust and it can be analysed to determine patterns and trends for vulnerable groups (eg SEN and Looked After Children) and that this data informs planning, intervention strategies and provision	<p>LA Officer to record data</p> <p>EWS to identify a deputy LA Officer</p> <p>Exclusion and Reintegration Officer to analyse data and prepare a termly report</p> <p>Issues for individual schools to be identified from the analysis and fed through to the SIP for school discussion and action where appropriate</p> <p>Exclusion steering group established to focus on LA procedures, training and developing a "Managing and Preventing Permanent</p>	<p>April 2005 On-going</p> <p>April 2006</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>Jo Ward</p> <p>Ian Clennell</p> <p>Jon Ord</p> <p>Jon Ord</p> <p>Jon Ord</p>	<p>Schools</p> <p>LA SIP managers</p>	<p>Officer Time</p> <p>Officer time SIP time</p> <p>Officer time</p>

		Exclusion Strategy" Issues regarding LA provision identified and action plan developed	Termly	Jon Ord Linda Mason		Officer time Cost of an provision required
7.5	Collate and analyse data from the Placement Review Group Panel, Inclusion Panel, and Additionally Resource Centre Panel.	Chairs of each panel to do a termly analysis of referrals Prepare a termly report for elected members	Termly Termly	Chairs to meet with Linda Mason Linda Mason		Officer Time Officer Time
7.6	Develop a systematic approach of reporting data to elected members, the LA and schools.	Collate data from fixed and permanent exclusions and referrals to panels and analyse by vulnerable groups. Prepare and present report for elected members	Termly	Jon Ord Chairs of Panels Linda Mason		Officer Time
7.7	Analyse data in comparison with other LAs, statistical neighbours and Core Cities	Prepare an analysis of LA data against National and Statistical neighbours data when it is released and present this to elected members, schools and LA	Annually	Jon Ord Linda Mason	Data Team	Officer Time Data Team time

Strategic Aim 2 To commission a comprehensive review of all ESD provision in the City

Ref	Action What we will do	Specific Activity Details of the activities that contribute to the main action	Timescale Start and end dates	Responsibility Who will ensure that these activities take place	Key Partners Who else is involved	Funding level and source What will it cost and who will pay
	REVIEW					
7.8	Review current BESD provision in the City (Education Other than at School (EOTAS) ARCs, PRU, Trinity, LSUs, BIP, school on-site provision) to: analyse current provision, determine capacity, explore opportunities to create further capacity, formalise entry and exit criteria.	Commission a review of ESD provision	September 2005 – July 2006	Linda Mason Consultant Team Northern Education	Schools Voluntary and Community Sector Inclusion Services	£15K Children Services Grant
7.9	Review school based strategies to ensure a common range is available in all schools.	Use Existing networks to analyse current practice BIP Lead professionals LSU managers SENCO network Pastoral Manager Network Primary Networks	September 2006 – December 2006	Mick Dunn Linda Wafer Linda Wafer Linda Mason Primary Adviser	Schools	Officer Time

7.10	Review training provision to ensure it matches needs of all staff.	Analyse training programme for 2004/05 and 2005/06 to determine focus of CPD.	December 2006	Helen Walker		Officer Time
		Inclusion Services and Helen Walker identify training needs.	December 2006	Heads of Inclusion Services Helen Walker Becky Dunn		
		Inclusion Services plan training programme to meet needs of all staff.		Heads of Inclusion Services Helen Walker Becky Dunn		
		Training for all secondary schools on Secondary Strategy Behaviour and Attendance Strand		Karl Harms		
		Training delivered on Primary SEAL programme		Sheron Sanders		

Strategic Aim 3 To support Children and Young People at risk of exclusion by: reducing unofficial, fixed term and permanent exclusions; ensuring procedures are precise, easy for schools and the LA to follow, based on national guidance and supported by training for relevant staff including governors; and, that provision is made for those who are excluded

Ref	Action What we will do	Specific Activity Details of the activities that contribute to the main action	Timescale Start and end dates	Responsibility Who will ensure that these activities take place	Key Partners Who else is involved	Funding level and source What will it cost and who will pay
	EXCLUSIONS					
7.11	Appoint an Exclusions and Reintegration Officer to manage all exclusion and reintegration procedures,	Recruit and appoint an Exclusion and Reintegration Officer	April 2006	Linda Mason		EWS Core budget

	to be the named LA officer for schools, governors, LA and parents/carers.					
7.12	Develop an agreed protocol, through the Admissions Forum, for 'hard to place pupils' which takes into account transition issues, supported and managed moves to other schools and school places for Looked After Children and those pupils who come into the City mid year.	<p>Establish a Hard to Place Protocol Steering Group</p> <p>Draft a Hard to Place Protocol</p> <p>Present Protocol to Admission Forum for approval</p> <p>Present Protocol to secondary HTs</p> <p>Implement Protocol</p> <p>Identify Officer to oversee the implementation of Protocol</p>	<p>April 2005</p> <p>June 2005</p> <p>June 2005</p> <p>June 2005</p> <p>September 2005</p> <p>June 2005</p>	<p>Linda Mason</p> <p>Linda Mason</p> <p>Linda Mason</p> <p>Linda Mason</p> <p>Schools</p> <p>Linda Mason</p>	<p>Admission Forum</p> <p>Schools</p> <p>Heads of Inclusion Services</p>	<p>Officer and partner time</p>
7.13	Develop an agreed policy that ensures all Permanently excluded pupils are automatically reintegrated into another mainstream school (unless there are special circumstances eg final term of Yr 11 or potential risk to staff of pupils) with support from either the PRU or BSS and that Individual Reintegration Plans (IRPs) are written and followed.	Exclusion steering group established to focus on LA procedures, training and developing a "Managing and Preventing Permanent Exclusion Strategy"	<p>Termly meeting</p> <p>Strategy complete December 2006</p>	<p>Jon Ord</p> <p>Inclusion Managers</p>	<p>Schools</p> <p>Inclusion Services</p> <p>Voluntary and Community Sector</p> <p>Health</p> <p>Play and Youth Service</p> <p>Connexions</p> <p>Jon Ord</p>	<p>Officer time</p> <p>Officer time</p>

		Proforma for IRP developed	December 2006			Officer time
7.14	SEN Procedures are followed as early as possible for all pupils with BESD.	SENCo Network to determine how to ensure SEN procedures are followed by pastoral staff and Primary SENCos for children with ESB. SEN Development Manager and SEN Adviser to determine how to raise the profile of SEN Procedures being used effectively for children with ESB	December 2006	Linda Wafer SENCos Jean Langley Linda Wafer		Officer time Officer time
7.15	A comprehensive and flexible package of KS4 Alternative Education is developed with quality of teaching and assessment assured and monitored. Develop a collaborative approach to delivering Alternative Education bringing together the expertise of the Advanced Skills Teacher (AST) for Alternative Curriculum, Trinity, the PRU, and the 14-19 Flexible Curriculum Development Group. The LA will nominate a full-time lead officer to ensure that this programme is well coordinated, monitored, quality assured and evaluated.	Schools develop personalized pathways for learning with appropriate accreditation Establish Key Stage 4 Work-related Learning: Guidance for Schools and Providers Establish an Alternative Education steering group. Review all Alternative Education on offer through schools Nominate a lead officer	September 2005 – 2010 August 2006 December 2006 April 2007 October 2006	Head Teachers Linda Mason Ray Steele Sue Barr Melanie Bear Linda Mason Linda Mason Linda Mason	Schools Voluntary and Community agencies Connexions Play and Youth Newcastle College	Officer time Officer time Officer time Officer time Officer time
7.16	Develop the concept of a virtual PRU and virtual Trinity Oakfield. Put a greater number of pupils on roll at both schools and educate them via alternative curriculum.	Investigate practical issues re school rolls, admissions, management, funding	December 2006	Linda Mason	Voluntary and Community agencies Connexions	Officer time

					Play and Youth Newcastle College	
7.31	All excluded pupils receive full time education.	See 7.16	December 2006	Linda Mason		Officer time

Strategic Aim 4 LA services and schools to seek opportunities to work in collaboration with other agencies, including Social Services, Health, Youth Offending Team (YOT), Connexions and voluntary and community agencies, to identify needs and intervene early to support pupils, families and carers to address consistently problems of poor behaviour.

Ref	Action What we will do	Specific Activity Details of the activities that contribute to the main action	Timescale Start and end dates	Responsibility Who will ensure that these activities take place	Key Partners Who else is involved	Funding level and source What will it cost and who will pay
	EARLY IDENTIFICATION AND INTERVENTION					
7.18	Develop the concept of an Inclusion Coordinator in all schools to oversee the achievement and performance of vulnerable groups of children.	Establish a named person in all schools with responsibility for Inclusion	December 2006	Linda Wafer		Officer time
7.19	Develop the use of Pastoral Support Plans (PSPs), Individual Education/Behaviour Plans (IEPs/IBPs), Individual Reintegration Plans (IRPs) and Personal Education Plans (PEPs) for Looked After Children and rationalising these plans so that a pupil only ever has one plan which all relevant staff contribute to.	Establish a working group to audit current practice and make recommendations for schools to adopt	December 2006	Linda Wafer Jon Ord Steve Bartram Russell Pickering		Officer time
7.20	Rationalise the various Panels that deal with pupils with BESD to ensure consistency and positive outcomes.	Establish a working group to audit current practice and make recommendations	December 2006	Linda Mason		Officer time
7.21	Identify clear referral routes for specific issues eg who or which	Establish a working group to audit current practice,	December 2006	Linda Wafer Jean Langley		Officer time

	<p>service is best placed to lead on anti-bullying issues, Attention Deficit, Hyperactivity Disorder (ADHD) or Autistic Spectrum Disorder (ASD).</p> <p>Identify an LA anti-bullying coordinator to determine and drive the anti-bullying strategy.</p>	<p>make recommendations and produce guidance for schools.</p> <p>Anti-bullying Coordinator identified, funding secured</p> <p>Anti-bullying Strategy written</p>	<p>April 2006</p> <p>September 2006</p>	<p>Linda Mason</p> <p>Linda Mason Mick Dunn</p> <p>Mick Dunn</p>		<p>Officer time</p> <p>Officer time</p>
7.22	<p>Set up a Behaviour Strategy Partnership Group, including Head Teachers, LA Officers and Advisers, and representatives of wider services, the group to have a vital role in overseeing, monitoring and improving LA Strategies and procedures in the context of behaviour management and support.</p>	<p>Establish Behaviour Strategy Partnership group</p>	<p>December 2006</p>	<p>Linda Mason</p>	<p>Health Police Social Services Voluntary and Community agencies</p>	<p>Officer time</p>
7.23	<p>Referral systems for EOTAS are clear and well understood by all schools and are consistently applied by the LA.</p>	<p>Update EOTAS strategy</p>	<p>December 2006</p>	<p>Linda Mason</p>		<p>Officer time</p>
7.24	<p>Develop the role of all special schools including Trinity, the ARCs and the PRU in training and outreach work in mainstream schools.</p>	<p>Training and outreach role of special schools established</p>	<p>April 2007</p>	<p>Linda Mason Linda Wafer Jean Langley</p>		<p>Officer time</p>
7.25	<p>Develop a robust policy and procedures for those children whose parents/carers elect to educate them at home.</p>	<p>Elective Home Education Strategy established</p> <p>Monitoring procedures in place</p>	<p>July 2006</p>	<p>Jeff Lough</p>		<p>Officer time</p>
7.26	<p>Further develop the Inclusion Quality Framework to include specific statements about minimum expectations for behaviour management in an Inclusive School.</p>	<p>Establish a checklist of behaviour support interventions required in an Inclusive School</p>	<p>December 2006</p>	<p>Linda Wafer Linda Mason Claire Miller Mick Dunn Ian Clennell</p>		<p>Officer time</p>
7.27	<p>In support of the Children Act 2004 and Every Child Matters agenda work closely with other Directorates and agencies to develop a holistic approach to supporting pupils with significant ESBD.</p>	<p>Through the Transformation Programme "Models of Service Delivery" and locality areas develop a holistic approach to</p>	<p>April 2007</p>	<p>Linda Mason</p>	<p>Health Social Services Voluntary and Community agencies</p>	<p>Officer time</p>

		supporting pupils with significant ESB.				
7.28	Ensure all services within the Standards and Effectiveness Unit are fully engaged with the Social Inclusion Agenda, that attendance and exclusion data is shared with schools and is discussed with the attached adviser (school improvement partner-SIP) and that information from the IQF is used to support and challenge schools where necessary.	<p>Develop an Inclusion Strategy.</p> <p>All services to include principles of inclusion in service documentation</p> <p>Inclusion data set provided for all SIPs and AAs to use in their termly meeting with schools.</p> <ul style="list-style-type: none"> ▪ Vulnerable pupil performance via LA Data Booklets and PANDA, exclusion and attendance data Autumn term ▪ Attendance and exclusion data termly <p>Inclusion Quality Framework progress to inform an annual discussion with schools and set targets for the coming year (SEF)</p>	<p>September 2006</p> <p>April 2007</p> <p>September 2006 onwards</p> <p>Autumn term</p> <p>Each term</p> <p>Autumn Term</p>	<p>Linda Mason</p> <p>All Heads of Service</p> <p>Linda Mason Data Team</p> <p>Linda Wafer</p>		<p>Officer time</p> <p>Officer time</p> <p>Officer time</p> <p>Officer time</p> <p>Officer time</p> <p>Officer time</p>
7.29	Full training programme for behaviour management to all staff is offered and that attendance and feedback is recorded.	<p>Audit training needs</p> <p>Plan and implement programme of behaviour management training</p>	<p>Annually January 2006 onwards</p>	<p>Linda Mason Mick Dunn Sharon Sanders Karl Harms</p>		<p>Officer time</p>
7.30	All Services involved in supporting behaviour management through self and peer evaluation monitors the service it provides and the effectiveness of that support.	<p>Determine effectiveness of input into schools through an annual survey</p>	<p>January 2006 onwards</p>	<p>Heads of Service</p>		<p>Officer time</p>

7.32	All vulnerable pupils are supported and guided into post 16 Education Employment or training.	All identified vulnerable pupils receive IAG from Connexions	January 2006 onwards	Sara Morgan Evans	Connexions	Officer time
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