

Schools Forum

Tuesday 16 January 2018

Developing an Inclusion Focussed Integrated Behaviour Support

1.0 Purpose of the Report

- 1.1** Preserve and sustain the commitment for embedding a fully inclusion focussed model of co-ordinated services to help schools manage children who are vulnerable due to their behaviour and establish a strategic directive for the service through the Walsall Strategic Partnership Education & Inclusion Board.

2.0 Recommendations

- 2.1** Ensure there is a reasonable timeframe in place to develop a traded model of Integrated Behaviour Support for both primary and secondary sectors without loss of expertise. Funding for financial year 2018/19 will enable there is enough time to establish a sustainable model and the opportunity to source new markets and business opportunities as well as retaining a service for Walsall.
- 2.2** Ensure the established partnership between the Access Team and CAMHS continues. The practice has been recognised as an innovative approach for supporting children and young people whose behaviour is linked to their mental health who have the opportunity to be supported at the earliest opportunity.
- 2.3** Further develop the Integrated Behaviour Support Service by introducing two Family Support Workers to ensure a fully collaborative approach across school and the home and support which is co-ordinated and interventions are complimentary being guided by the service and school in the best interests of the child.
- 2.4** Ensure there is an appropriate level of specialist support to help schools settle children through the Fair Access Panel and provide additional specialist support with complex cases of children missing from education.

3.0 Background

- 3.1** The Integrated Behaviour Support Service has been working in the current format since September 2014 and comprises of Specialist teachers, Integrated Behaviour Support Workers and 0.8 FTE Clinical Nurse Specialist seconded from CAMHS. This team has been funded through DSG. In September 2017, using high needs block under spend, a team supporting secondary schools was developed in the same format with two Specialist

Teachers, a Behaviour Support Worker and a 0.8 FTE Clinical Nurse Specialist who has joined the team in January 2018. A Project Officer provides business support across both teams.

- 3.2 In addition two additional members of staff were appointed to support the Fair Access panel and to add capacity to help schools with the vulnerable group of children, known as Children Missing *from* Education.
- 3.3 Both the primary and the secondary teams have established a good reputation for effective practice for supporting schools and individual children who have been at risk of exclusion. In 2016/17 the primary team worked with 550 children in maintained primary schools and in the first half term of 2017/18 the secondary team had already worked with 54 children. In addition both teams offer a range of training. The Lead Behaviour Professional training, previously offered to primary settings is now being offered to staff in secondary settings. This programme is designed to develop school staff who are able to lead initiatives aimed at reducing exclusions in their educational setting. It is certified through the Institute of Leadership and Management (ILM).
- 3.4 Each team is led by experienced committed members of the team who have gained exceptional expertise in the field of behaviour management. Other team members have been selected because of their individual skills and experience and have been continually developed and encouraged to extend their knowledge and proficiency in the area of behaviour management.

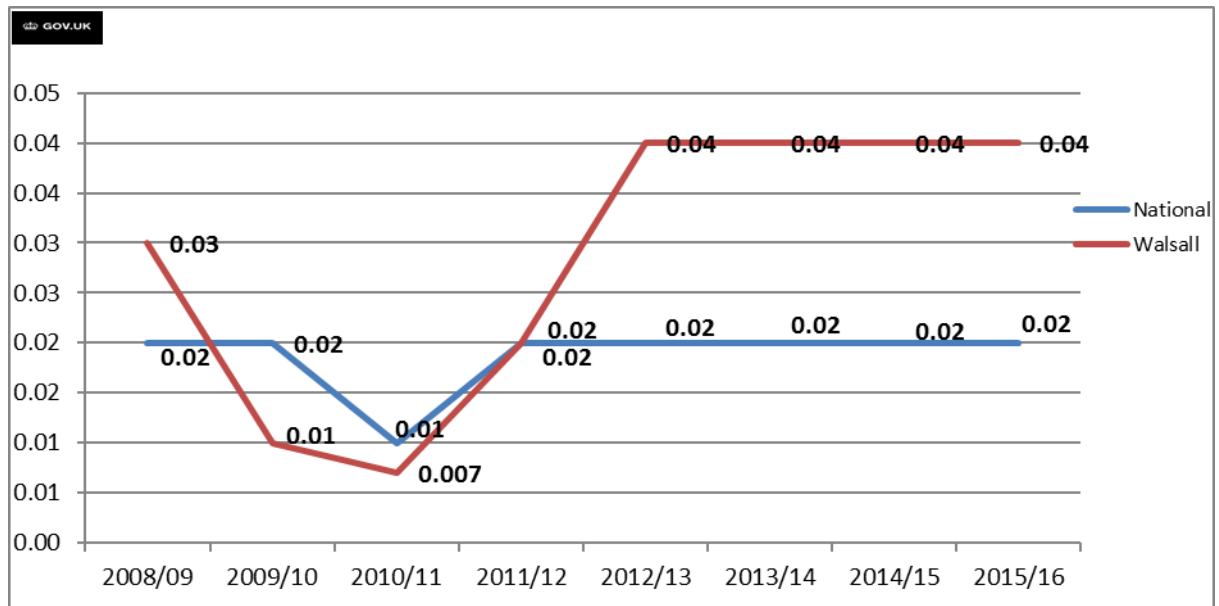
4.0 Current Position

- 4.1 Behaviour incidents are difficult to measure as thresholds for what is acceptable are different from one setting to another. This means that a child at risk of exclusion in one school in another. However it is possible to measure and compare exclusions in Walsall to the national picture and between schools. In Walsall schools are asked to provide information about children missing from education, for example, those who are on reduced hours, managed moves and those on Alternative Provision. In addition there are children allocated schools via Fair Access. These groups can be seen as vulnerable due to their behaviour.

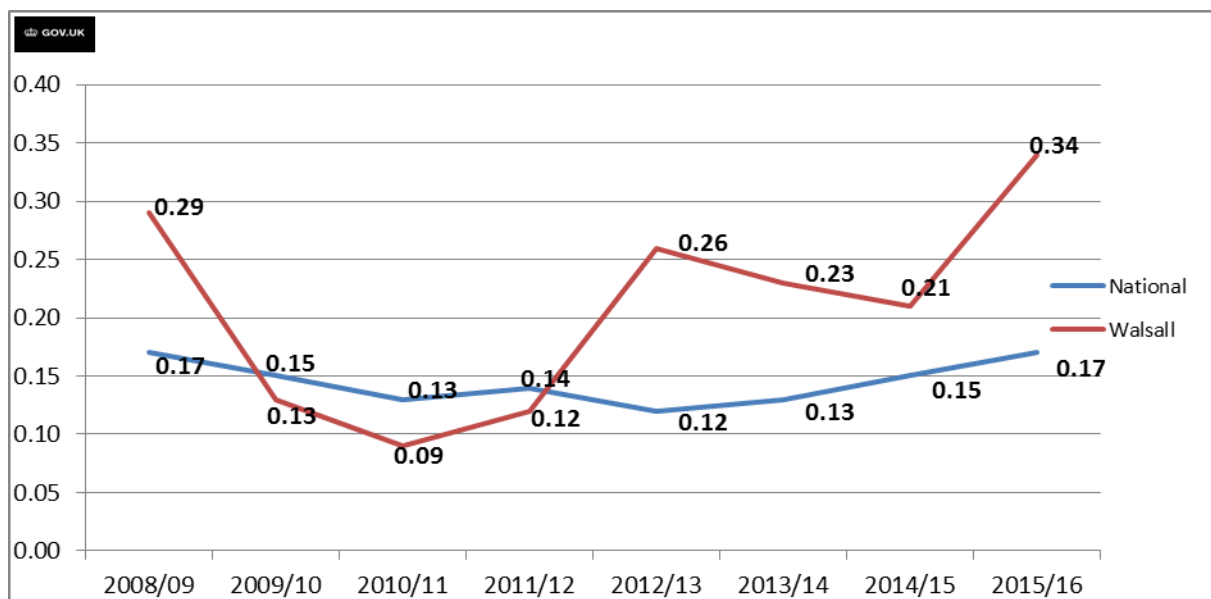
4.2 Exclusions and SEND.

The information below demonstrates the position in Walsall. Permanent Exclusions have been double the national average in both the secondary and primary phases.

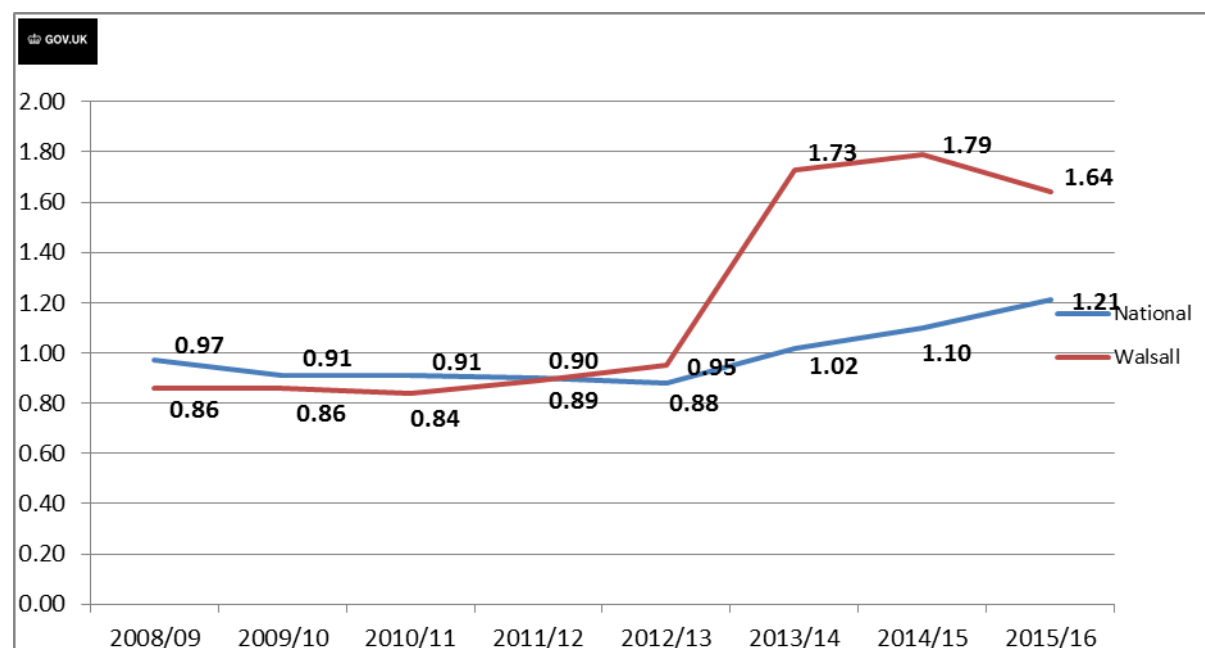
4.3 Primary permanent exclusions in Walsall and England



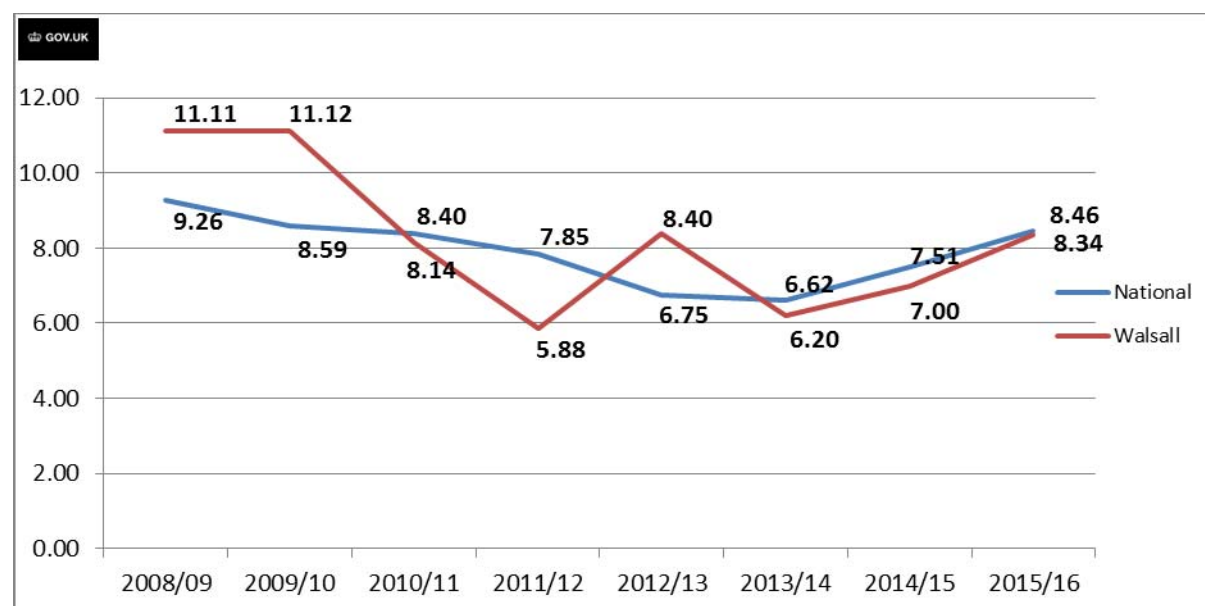
4.4 Secondary Permanent Exclusions Walsall and England



4.5 Primary fixed term exclusions in Walsall and England

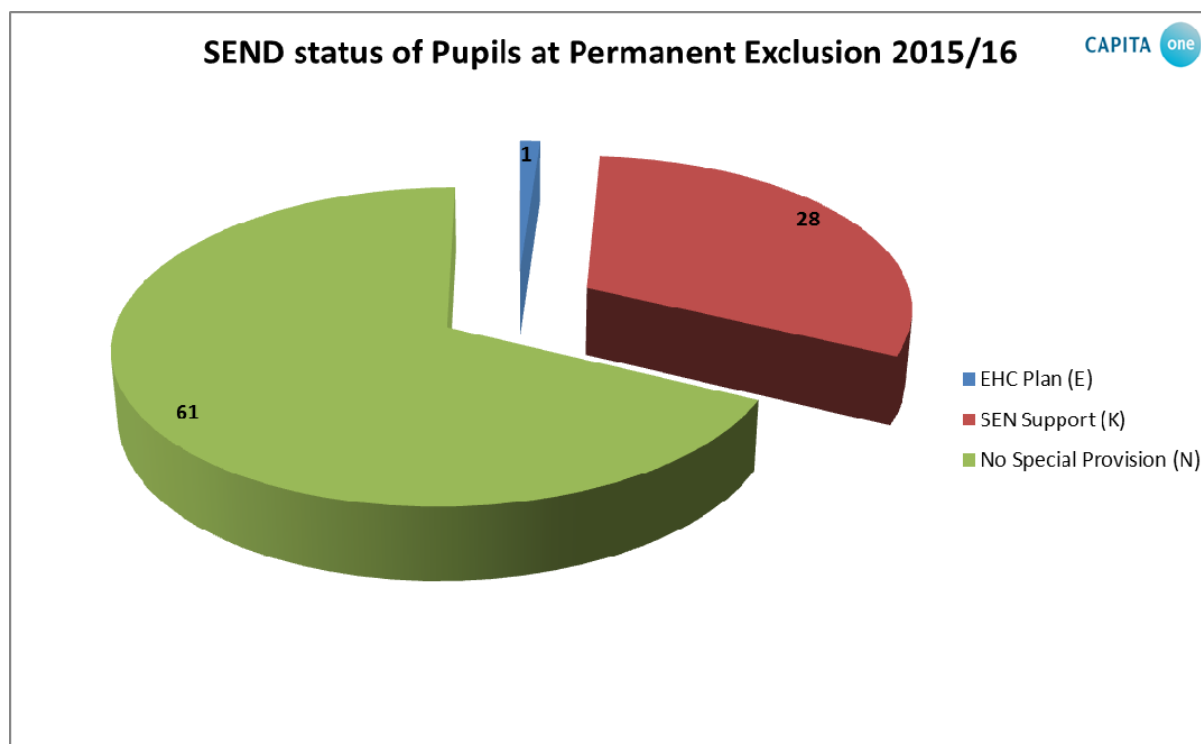


4.6 Secondary Fixed Term Exclusions in Walsall and England

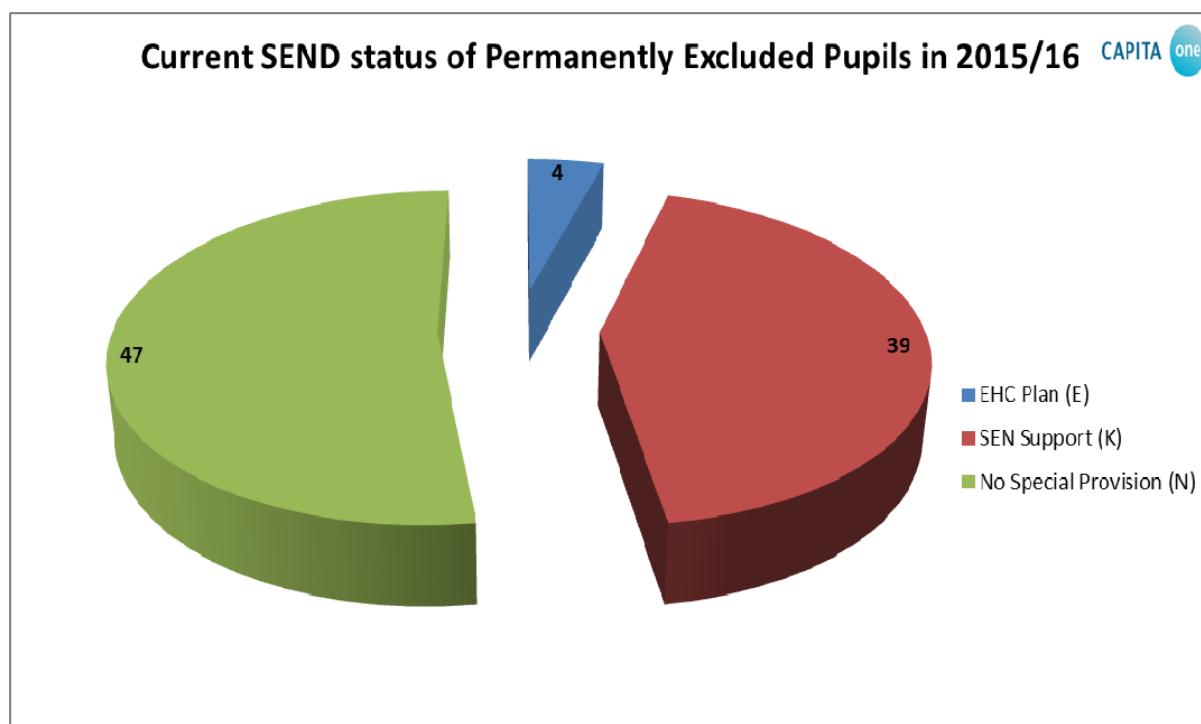


4.7 Information available regarding permanent exclusions demonstrate that SEND is a significant factor when the status of a child's SEND is compared from the date of permanent exclusion to the SEND status for the same cohort 12 months later. The following pie charts demonstrate this.

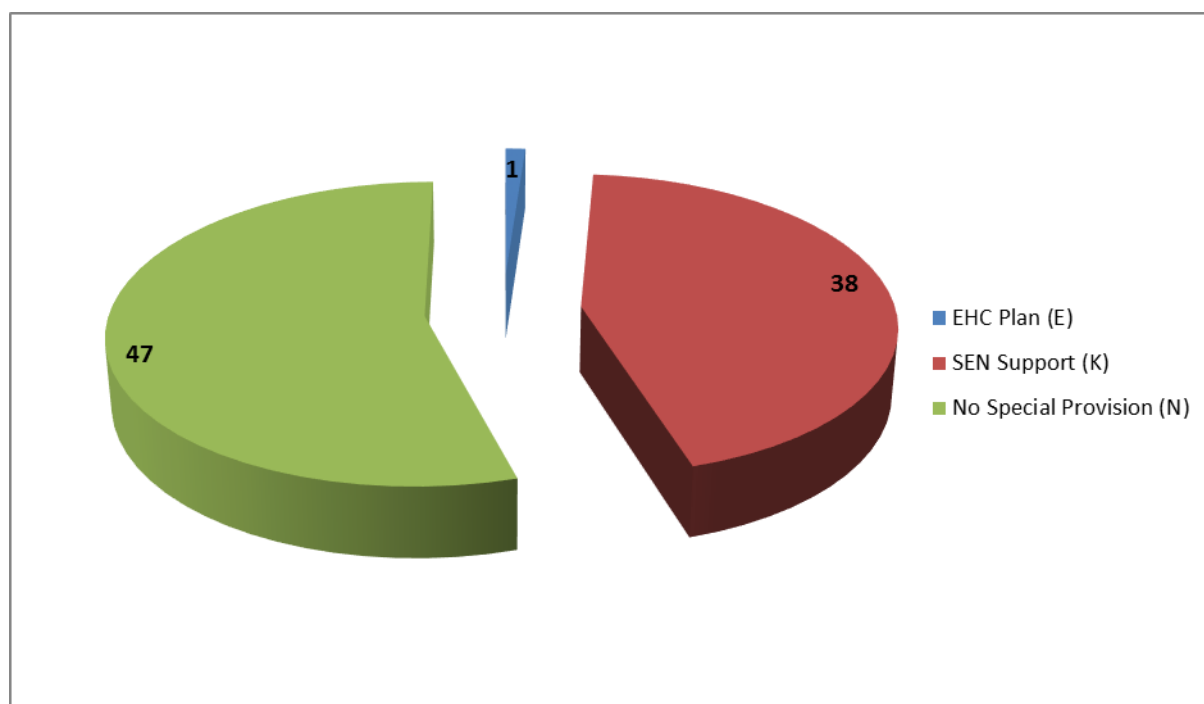
- 4.8 The correlation between exclusion and SEND is further evidenced by the number of children on roll at KS1 & 2 New Leaf Inclusion Centre. Out of 35 children 33 are currently undergoing assessment for EHCP.
- 4.9 The following pie charts represent the status of the pupils permanently excluded at the time of exclusion and twelve months later across two academic years



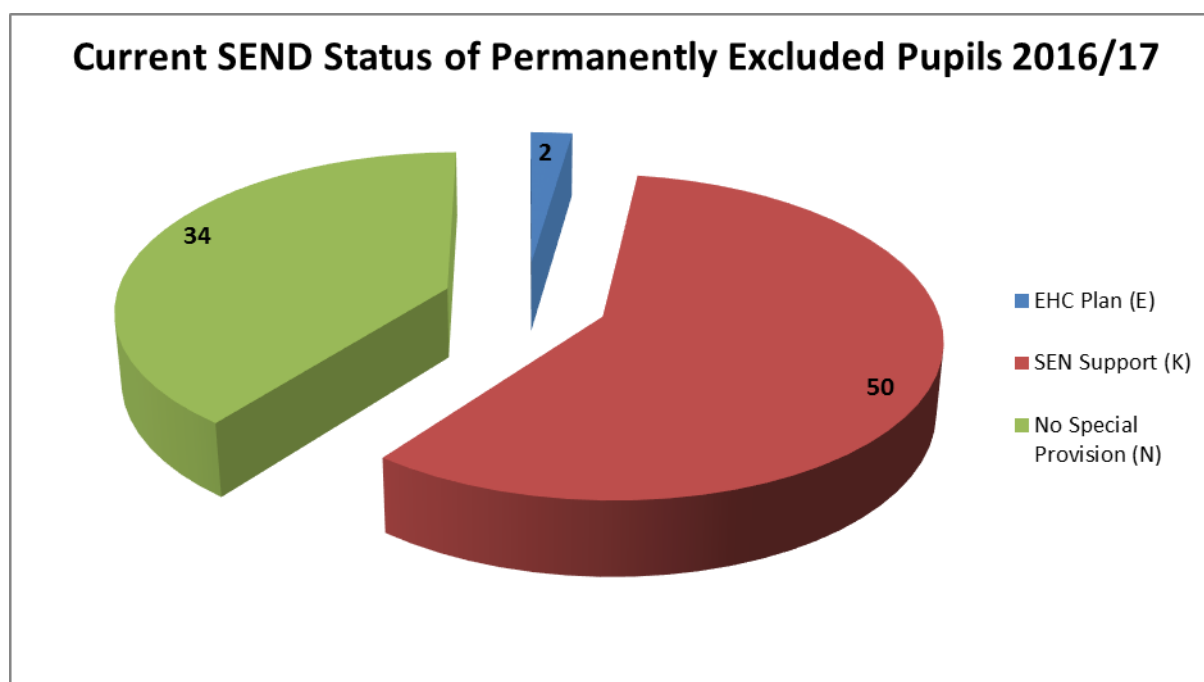
4.10



4.11 SEND Status at time of exclusion



4.12



4.13 Reduced Hours & Alternative Provision Group (AP)

At the end of 2016/17 there were **153** children who were known to be on reduced hours in Walsall Schools. Behaviour was the prominent feature for having their hours reduced.

During 2016/17 there were **224** children on roll in Walsall schools known to be accessing alternative provision, either on a full time basis (115); part time AP & part time school (58); reduced hours with a mix of AP and school (25); part time AP only (26).

4.14 Managed Moves

During 2016/17 there were **97** children who had at least one managed move.

5.0 Priorities to be Addressed

5.1 The priorities align to Walsall School Improvement priorities which aim to have all children attending good or better schools. Through continuing development of inclusion focussed practice there is also a strategic aim to reduce exclusions so there is no disparity to the national average. This work will be aligned to the Strategic Partnership Education & Inclusion Board and will focus on the vulnerable groups of children who are:

- Permanently excluded
- Fixed term excluded
- Missing from education

5.2 Having a sector led collaborative response to strengthen Walsall's approach to inclusion is in line with national expectations to support this vulnerable group. There have been recent high profile publications and research which has highlighted situations nationally which could lead to greater scrutiny of practice in future.

5.3 *Nowhere is Britain's social mobility failure more obvious than in the example of school exclusion in England. Excluded children are the most vulnerable: twice as likely to be in the care of the state, four times more likely to have grown up in poverty, seven times more likely to have a special educational need and 10 times more likely to suffer recognised mental health problems. Yet our education system is profoundly ill-equipped to break a cycle of disadvantage for these young people'.*

(IPPR ; Making The Difference Breaking the link between school exclusion and social exclusion, 2017)

5.4 *All of us know that missing out on a good education is bad for a child's development and life chances. The long term financial costs of allowing children to get to the point of exclusion are huge and the social costs considerable. We know that children excluded from mainstream education are more likely to be vulnerable, and that for many children excluded from school it is one step along a journey that ends with adult social exclusion and troubled lives.*

(Falling through the gaps in Education, Anne Longfield OBE Children's Commissioner for England, November 2017)

- 5.5** *'Disadvantaged pupils across the country are behind their more advantaged peers at every key stage. Although the attainment gap is now closing, disadvantaged children remain – on average – four months behind at the end of reception year, 11 months behind at the end of primary school and 19 months behind at key stage 4.*

*Overcoming these obstacles is, first and foremost, a moral imperative. But it is also an economic one.we know that vulnerable children and disadvantaged pupils of all abilities are likely to underperform wherever they live.....it is a growing issue that must be tackled head on'. (**Unlocking Talent, Fulfilling Potential A plan for improving social mobility through education, Rt Hon Justine Greening, December 2017**)*

- 5.6** *Many children who have SEND present very challenging behaviour. These children and young people can be particularly vulnerable to underachievement. The underlying causes of poor behaviour in children are not always evident, and therefore there is always a risk of misidentification.*

*The number of pupils who have SEND and were excluded was typically high. For example, the exclusion of SEND pupils was identified as being high in a third of local areas inspected. Nearly half were criticised for the poor attendance of the same group. Across the majority of local areas inspected, leaders did not have appropriate plans to deal with either issue. Some parents reported that they had been asked to keep their children at home because school leaders said that they could not meet their children's needs. This is unacceptable. (**The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2016/17, Amanda Spielman, December 2017**)*

6.0 Ways of Working

- 6.1** The work of the Integrated Behaviour Support Service and Children Missing from Education team will be strengthened by introducing two additional team members for lateral working across home and schools for cases where behaviour in the home is a contributory factor to adverse behaviour in schools.
- 6.2** The work of these teams will be complimented further in the short term future by the introduction of an Inclusion Strategy which will align to support children with SEND and developments surrounding the PRUs.
- 6.3** Increased accountability for practice and performance will be in place through the Strategic Partnership Education & Inclusion Board.

7.0 Financial Implications

- 7.1** To be agreed by Schools Forum. A request is made for £250K (2018/19) for the primary team. £250K (2018/19) for the secondary team and £160K for schools to be allocated funds to help settle children placed through FAP and

to add capacity for the work around children missing from education. All work undertaken is fundamental to the priorities identified above.

7.2 Legal Implications

No issues directly arising from this report.

7.3 School Improvement

Benefits of Approach

- All children in Walsall to attend a good or better school
- Improved pupil outcomes
- Reduced exclusions
- Board members to take decisions which serve the collective needs of the communities of children and young people in Walsall
- Build upon the existing expertise and good practice from our Clusters of schools
- Provide streamlined WRAP AROUND SERVICES for the child and family
- Partnership work to strengthen and sustain the approach adopted to ensure that children in Walsall get the best possible life chances
- Bespoke packages of support for schools concern
- Raising aspirations of our young people
- Ensure young people have appropriate skills and access to jobs so economic benefits are felt across communities

8.0 Impact and Implications for not agreeing this investment

8.1 The work of both Integrated Behaviour Support Services who currently support Walsall schools will cease and the talent, skills and experience will be lost for Walsall. The service and valuable partnership between the teams and CAMHS will not exist. Specialist advice, guidance, training and bespoke work with individual students from the teachers and behaviour support workers in the teams will not be available from a specialist support service. The Clinical Nurse Specialists from CAMHS make the service unique. They are able to fast track children with adverse behaviour relating to their mental health into the clinic seamlessly as well as providing valued advice and guidance to schools and families. Officers from the service provide corroborated advice, intervention and support for SENCOs which is used as evidence for children going through the statutory assessment for SEND.

8.2 The quotes from the recent high level publications (points 5.2 – 5.6 above) and the reports themselves indicate there is a national refocus for disadvantaged pupils in schools. In Walsall there is knowledge and recognition that as disadvantage comes with complex situations and greater challenges for schools. There should be specialist support teams available so teachers can be adequately supported to meet this increasing challenge. This need can be best met by having credible professionals who will research solutions to any emerging and ongoing difficulties.

9.0 Members Eligible To Vote

9.1 All elected members with voting rights are eligible to vote on this matter.

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January 2018