

Consultancy Agreement

1. Introduction and Definitions:

This Agreement is between Walsall Integrated Behaviour Support Service (IBSS) and *name of school/academy*

The Agreement will be in accordance with the following Terms and Conditions unless and until an alternative is specifically agreed between the Parties.

2. Purpose of the Agreement:

The purpose of the Agreement is to confirm? consultancy days/hours work from (*insert date*) until *insert date*. Each day will be a minimum of 7.5 hours between 8.30 and 17.00 as agreed in advance.

3. Commencement date and duration of the Agreement:

This Agreement will commence on *insert date* and is to be carried out in accordance with the following conditions:

It may be terminated by either party giving one month's notice in writing. The *insert school name* may terminate the agreement immediately in the event that the IBSS representative commits any material breach of the terms of this Agreement, where the IBSS representative acts negligently, or in a manner that seriously harms the reputation of the *insert school name*, or behaves in a way that is inconsistent with the *insert school name* disciplinary rules.

4. Fees and expenses:

Fees for the Agreement will be as follows: *insert daily or hourly rate*

5. Invoices and payment:

Unless specifically agreed otherwise, invoices will be submitted at the completion of the work

6. Confidentiality

The IBSS will not divulge to third parties matters confidentiality to *insert school name* (whether or not covered by this Agreement) without *insert school name*'s explicit permission.

Except where specifically agreed otherwise, all material, data, information, etcetera collected during the course of the Agreement will remain in the possession of *insert school name* and not used without their permission.

7. Publication of material:

Where the Agreement provides for the publication of material, the following specific conditions shall apply:

(a) *Insert school name* will retain the right to edit the final draft prior to publication subject, in the case of joint publications, to amendments proposed being agreed with the author(s).

(b) Prior to publication, the IBSS and/or others associated with the publication shall not disclose any material obtained or produced for the purposes of the project to any other party unless *insert school name* has given prior approval in writing.

(c) The IBSS will provide to one copy of all material, data etcetera collected specifically for the project and indicate the source of other material used.

(d) The IBSS will, except where specifically agreed otherwise, hold copyright to the publication.

9. Insurance:

The IBSS is properly insured for public liability and, where appropriate, employer liability contingencies.

10. Copyright/patent:

All work created, developed, invented, carried out or produced during your engagement or arising out of or in consequence of this Agreement, shall be deemed to have been made by or on behalf of *insert school name*. The work, together with the benefit of any such work, belongs exclusively to *insert school name*. You must give *insert school name* full details of all and any such work. You must, at *insert school name*'s request and cost both during the contract and thereafter, if required, take all steps as may be necessary or desirable to substantiate *insert school name*'s rights in respect of any such work.

11. Safeguarding

All IBSS representatives will have a full up to date Disclosure etc.

All staff will follow the school/settings safeguarding policy.

12. Other conditions:

Any other conditions, including variations to the terms set out above, shall be included as an Appendix to this Agreement.

Walsall Integrated Behaviour Support Service Consultancy Agreement November 2013

For insert school name

Signed:

Date:

Name:

Designation:

For the IBSS

Signed:

Date:

Name:

Designation:



Walsall Council

Children's Services - Education

Next Steps

Integrated Behaviour Support Service



Budget 2014/15

£248,416

The core service will be for **LA maintained Primary** schools only.

What do you want your service to look like?



What do we hope to achieve.....?

- Effective intervention at whole school and individual pupil level that leads to a reduction in the number of permanent and fixed term exclusions
- Increased number of pupils are effectively re-integrated after a FTE and/or a managed move
- Reduced incidents of challenging behaviour at structured and unstructured times.
- The attainment gap between supported children and their peers is narrowed.
- Increase the number of schools and settings that are judged good or better for Behaviour & Safety
- All schools have Behaviour & Safety Policies effectively implemented and monitored in line with DfE Guidance

Do you agree?



How do we achieve this...?

- A dedicated team of well qualified staff available to offer immediate support at both individual and whole school level
- A core entitlement for all LA maintained nursery and primary for and agreed to by schools
- To establish partnerships of schools to give best value for money and develop school to school support
- Bespoke packages of support are developed in consultation with the school based on evidence of needs of children and young people
- Strategic and operational support for primary managed moves through a Primary Walsall Inclusion Panel
- A review process to validate a school's own judgment on Behaviour & Safety
- Partnership working with other services to meet the needs of schools and their learners
- Quality Assurance through a school management committee/board.

Do you agree?



Next Steps

- Agree the staffing structure based on the budget and the core offer (LA and schools)
- Set up a working party of primary school representatives to develop the vision (LA and Schools)
- Develop the criteria for the core offer (Working Party)
- Recruit staff (LA and schools)
- Confirm the core offer to schools (LA)
- Formalise the arrangement for a Walsall Primary WIP (LA and schools)



Potential Structure

Schools Management Committee/Board (termly)



Strategic Lead (1 day a week)



Team Leader (FT)



6 Integrated Behaviour Support Workers (0.85)



P/T Administrator (25 hours 5 days a week)



Walsall Council

Children's Services - Education

Integrated Behaviour Support Service

As part of ongoing improvements, the Service is currently undertaking a supported self evaluation exercise. The review will provide more detailed analysis of the work of the Service, which will shape future planning to further enhance service delivery.

Our Mission Statement

'Working in partnership with schools and partners to identify and address behavioural barriers to learning'

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Aims of the Service

- To provide early intervention to support individual pupil improvements in behaviour to improve access to learning and reduce the need for exclusion
- To work with schools and other agencies to reduce the need for exclusion
- To support schools in achieving a good or better judgement for Behaviour & Safety by Ofsted
- To identify key barriers to positive behaviour management and support pupils to develop strategies for improved behaviour and therefore improve learning
- To build capacity in schools to identify and understand the key issues relating to support early intervention
- To support schools to develop and evaluate the implementation of their Behaviour & Safety policies including anti-bullying
- To support the reintegration of pupils after a managed move or exclusion back into mainstream schools/academies.

Outcomes:

- Effective intervention at whole school and individual pupil that leads to a reduction in the number of permanent and fixed term exclusions (FTE)
- Increased number of pupils are effectively re-integrated after a FTE and a managed move
- Intervention will lead to pupil progress
- Reduced incidents of challenging behaviour at structured and unstructured times.
- The gap between supported children and their peers is narrowed.
- Increase the number of schools and settings that are judged good or better for Behaviour & Safety
- All schools have Behaviour & Safety Policies in line with DfE Guidance

Ofsted Judgements for Behaviour & Safety in all schools October 2013

Phase	Good or Better	Requires Improve	Inadequate
Secondary	80%	20%	0
Primary & Nursery	88.6%	11.4%	0
Special	86%	14%	0
PRU	100%	0	0
LA	87.5%	12.5%	0

LA Overall 87.5% Good or better - 12.5% Requires Improvement

Nursery & Primary 88.6% good or better - 11.4% Requires Improvement

Secondary 80% Good or better – 20% Requires Improvement

Special 86% Good or better – 14% Requires Improvement

Pupil Referral Unit 100% Good or better

Permanent Exclusions

Year	Secondary	Primary	Special	LA
2010/11	35	1	0	36
2011/12	39	7	0	46
2012/13	45	13	1	59

Fixed Term Exclusions (days lost)

Year	Secondary	Primary	PRU	Special	LA
2010/11	528	6821	N/A	69	7418
2011/12*	444	4659	N/A	81	5184
2012/13**	538.5	2910.5	195.5	240.5	

*Unverified data figures from Capita One for 2011/12

**Unverified data from Capita One to 24/05/2013

Access to Integrated Behaviour Support Service School Data:

Breakdown of core usage by school - Primary:

Data refers to LA maintained schools only

- 92% (68) of primary schools (not including academies) accessed their core offer (24 hours)
- 64% were targeted for support the remainder were non-targeted pupils (identified to work as part of a group intervention). Support was accessed by 501 pupils of these:

- 68% were boys
- 59% had no identified special needs
- 24% were at School Action (SA)
- 16% were at School Action + (SA+)
- 0.1% had statements of special needs
- 4% were Looked After Children (LAC)

Additional requests over and above core allocation

- 15% primary schools accessed additional support that amounted to 119 hours
- 1 secondary school accessed additional support

Academy and other school requests

A range of other providers including Academies, Independent schools, Pupil Referral Unit, University Technical College, requested support this support was not delivered as they did not access the core offer and currently the service is not offering a traded or commissioned service

Strengths of the Service

- Dedicated team of staff available to offer immediate support at both individual and whole school level
- The majority of schools and settings accessed their core entitlement in 2012/13
- Early intervention with some of the most vulnerable children and young people in the LA
- A bespoke package of support is developed in consultation with the school based on evidence of needs of children and young people
- A range of quality assured flexible programmes are currently available for both primary and secondary schools
- Programmes are regularly reviewed and new ones developed based on evidence of need.
- Evidence of impact collated through qualitative data

Areas for Development

- Improve the use of data to evidence impact including before, during and after intervention.

- Develop greater links with other services within the LA e.g. school improvement, access service - vulnerable learners, managed moves, Short Stay Schools
- Improved access to relevant LA data including:
 - A regular update of managed moves from Admissions & Exclusions & Reintegration Service
 - Early notification of potential managed moves so that the most appropriate support can be put in place.
 - Breakdown of successful managed moves, sharing of good practice and build capacity in schools who find managed moves a challenge.
 - Schools causing concern data where behaviour is a barrier to access to learning
 - Exclusion data for high risk pupils with more than one Fixed Term Exclusion (FTE)
- Review the current core entitlement so that it meets the needs of schools and their learners including support following learners
- Support to follow the pupils if they move schools specifically through a managed move
- Focus priorities on LA priorities as identified in the Children and Young People's Plan
- Develop opportunities for more strategic support linked to the new Ofsted framework and DfE guidance
- Develop capacity through school to school networks drawing on school expertise
- Continue to develop partnership working with a range of agencies to meet the needs of the most vulnerable learners

Anti Bullying Support

Strengths of the service:

- All schools are offered support and guidance
- Advice given to schools as appropriate
- Service responds to all parental contact by telephone offering appropriate advice
- A range of in school support available including assemblies, workshops, mediation, and signposting to other agencies
- Advice and guidance routinely updated including resources for pupils and their schools

- Ofsted reports routinely reviewed to inform intervention
- Working in partnership with neighbouring LAs

Areas for development

- Strategic planning of support linked to anti—bullying standards
- Robust evaluation of support offered using data

Support Provided

As well as ongoing support the service responds directly to parents and carers across the borough. Forty one calls were taken from parents/carers. Advice is given to both the family and the school. At a later date follow up calls are made to make sure that there has been an improvement

Anti Bullying Standards:

The Behaviour and Partnerships Co-ordinator and Head of Virtual School continue to encourage schools to apply for the Anti-Bullying Standards, Gold, Silver and Bronze.

Fifty six Anti Bullying Standards have been awarded to a range of settings since September:

- 34 primary schools (22 bronze, 11 silver, 2 gold)
- 11 secondary schools (7 bronze, 2 silver, 2, gold)
- 4 special schools (2 silver, 2 gold)

The following settings were awarded bronze:

- Short Stay School
- Residential
- Youth Club
- Two independent schools

One college was awarded the gold standard

Other examples of where effective anti-bullying work is recognised and celebrated include during anti-bullying week schools visits in partnership with the safe-guarding team to celebrate whole school and individual pupil practice:

For example:

In Shire Oak Academy they set up a competition to design, the winning design decided by pupils and then produced and sold in school.

New Invention Infant School produced 2 anti-bullying songs and further developed their Playground Buddies.

Blue Coat CE Secondary Academy delivered whole school programmes of support and developed Blue Coat Guardians.

Willenhall E-act delivered anti-bullying training and further developed their peer support scheme.

Upper school anti-bullying assembly delivered @ Barcroft Primary

New Invention Junior school initiated a parent/carer anti-bullying group

St.Giles CE primary use year 5 and 6 pupils to monitor corridors and toilets @ lunchtime.

Lunchtime support for the most vulnerable pupils takes place @ lunchtimes.

St Thomas Moore -Anti-bullying advice and support given to SLT to support concerns raised by a parent; advice actioned by the school.

Brownhills School – Partnership support with IBSS service has supported vulnerable pupils via small group intervention.

Pelsall Village Youth Club have reviewed their anti-bullying work and ensure that all attendees have participated in on-going anti-bullying workshops.

Anti-bullying Young People's Forum, in partnership with IYPSS launched in October 2013. This will continue to be developed, with representation from schools and other services across the borough

Future Developments

A Platinum standard has been produced. Walsall College SAS (Safe and Sound) Group and Youth Parliament are at present being consulted with regard to the content of all of the standards. All will be launched Spring 2014.

The Head of Virtual of School and the Behaviour & Partnerships Co-ordinator in partnership with Safeguarding, are leading on the re-draft of Walsall's Anti Bullying Strategy. A strategy group is being established to agree the new Anti Bullying Strategy and monitor impact.

Learning Mentor Network

- Offers a half-termly opportunity for a range of support staff in school to allow them to:
 - Share effective practice
 - Receive regular updates on access to services, guidance, new initiatives, Access training on safeguarding and behaviour management
- There is a core membership of 36 staff representing 30 schools of which:
- 28 are primary

- 6 are secondary,
- 1 Traveller Support Service
- 1 KS3/4 Short Stay School

Areas for Development

- Potential links with external accreditation
- Certificates of attendance identifying training delivered – already done for Learning Mentor
- Data base of training completed for IBSS team
- Maintain the primary offer
- Develop a secondary offer that would be traded
- Behaviour training accreditation for IBSS staff EG NPSLBA - The **National Programme for Specialist Leaders of Behaviour** and Attendance

Summary

As part of our continual improvement we will look at reviewing the working agreement between the Service and schools. By introducing more rigour we aim to become more effective in improving outcomes for children and young people.

In order for this to happen, we recognise that we need to be at the forefront of information sharing, rather than a reactionary service which is brought in at the last minute and expected to have immediate impact. We are therefore liaising with the Admissions Manager, the WIP and schools to continue to receive to date managed move data and ensure that this becomes embedded as good practice.

To become even more effective, the service would need to trade with secondary schools and academies to support C/YP who is at risk of exclusion or on a managed move. They would also be able to work pro-actively in the school with high risk C/YP to prevent a breakdown of placement and avoid exclusion.

The behaviour of the majority of these pupils is a manifestation of more serious and complex personal and social needs, such as nurturing, domestic violence, self esteem and abuse. Through its Service Development Plan, we are aiming to ensure that all schools understand not only the role of the Service but also how to access other key services. A Vulnerable Children's Day is planned for the autumn term and further training for school staff and Learning Mentors.

We recognise that there is a high level of exclusions and managed moves in Walsall and feel that we are a key partner in the reduction of this statistic in terms of narrowing the gap." As part of the Service's on-going development, the service would need to trade with secondary schools and academies to support children and young people who are of high risk of exclusion. We have identified the secondary school model of WIP meetings, where pupils are discussed and managed move to schools. We feel that area clusters would be a positive way of assuring early intervention and that we would be a key partner in this.

Appendix 1**Qualitative Feedback**

Pupil Feedback	
<p>Primary</p> <p>The programme has helped me.....</p> <p><i>'Think of good things about myself'</i></p> <p><i>'Believe I can do it'</i></p> <p><i>'Build my confidence'</i></p> <p><i>'Think about my feelings'</i></p> <p><i>'Don't get into trouble any more'</i></p>	<p>Secondary</p> <p>Improvements I have made.....</p> <p><i>'Less trouble'</i></p> <p><i>'I have improved my attitude and behaviour to a lot of teachers'</i></p> <p><i>'Behaviour has improved'</i></p> <p><i>'Controlling my choices and making better choices'</i></p> <p><i>'I have been able to keep Consequences low and behaviour good'</i></p>

School Staff Feedback	
<p>Primary</p> <p><i>'Pupil has responded well to the programme and seems to be able to use what he has learnt in the classroom and on the playground. He appears to have matured socially'</i></p> <p><i>'The children have better social skills when sharing and turn taking. They demonstrate good learning behaviour for the majority of the time'</i></p> <p><i>'Prevented permanent exclusion, child has significantly reduced the number of incidents (physical and verbal) against peers at unstructured times'</i></p> <p><i>'There has been a significant reduction in inappropriate/confrontational behaviour'</i></p> <p><i>'Pupil's confidence has been boosted and she is more willing to have a go. She makes more effort to join in discussion and answer questions'</i></p>	<p>Secondary</p> <p>What impact has the programme had on the pupils in relation to concerns raised?</p> <p><i>A significant other to talk to external to school'</i></p> <p><i>'For one of the pupils there has been a vast improvement. The number of Consequences has greatly reduced'</i></p> <p><i>'Some pupils have addressed their specific issues within school after the sessions'</i></p>

Head Teacher's Briefing Feedback

21 Head Teachers attended, 3 secondary and 18 primary representatives. Examples of feedback given shown below:

What was the most successful aspect?

'Finding out about Learning Mentor Network'

'Sharing good practice'

'Excellent overview/ideas'

Feedback from Shannon Moore, Head of Service

'I thought the whole event went very well and the evaluations showed how appreciative the school reps were with the preparation you both did as well as the input of the practitioners. I hope this will herald closer working relationships between our teams to support our schools'

Feedback from Learning Mentors

In your opinion, what have been the most positive aspects of the Network?

'Exchanging best practices; the social camaraderie; fresh ideas; new approaches to old issue'

'It gives a great opportunity to ask how other schools deal with certain issues and to pass on good thing that you have used yourself and share good practise'

'The learning mentor role can be for some people quite an isolated role, so the group really helps to share ideas and provide that support (even if that support – is just knowing there is someone to help and give advice, without actually having the need arise)'

'This is the only support network available to us & it is so useful to be able to talk & work with other learning mentors as we have no one in the workplace who is on a par with us who we can share concerns/ideas with'

BUSINESS PLAN

Integrated Behaviour Support Service – A Specialist Support Service for Behaviour

1. Contact Details & Owner of Business Plan

Karen Dainty, Virtual School Head Teacher, Walsall Children's Services. Support Centre, Field Road, Walsall WS3 3JF

Tel: 01922 686230

Mobile: 07944 279970

E mail: Karen.dainty@edu.walsall.gov.uk

Sandra Downie, Behaviour & Partnerships Coordinator, Walsall Children's Services, Support Centre, Field Road, Walsall. WS3 3JF

Tel 01922 686476

Mobile: 07944248537

E mail: Sandra.downie@edu.walsall.gov.uk

2. Executive Summary

Since September 2009, Walsall Integrated Behaviour Support Service has been able to offer schools programmes of support with regards to behaviour as part of a core allocation. As schools converted to academy status the IBSS traded with academies and the UTC during the academic year 2011/12.

Schools were able to commission dedicated service time to help them manage their overall behaviour strategy and provide specialised, targeted and focused support for individual children/groups.

The decision to continue the de-delegation of funding by primary schools but not secondary schools gives an opportunity to re-design the service to sustain the current effective practice as identified by primary schools and some secondary schools to offer the following:

- A core offer to LA maintained primary schools based on evidence of need – criteria to be agreed by primary head teachers
- An additional offer above this for LA maintained schools where pupils are at risk of a fixed term and/or permanent exclusion or have been offered a managed move
- To support a Primary Walsall Inclusion Panel including facilitating meetings and identifying support for individual pupils
- A traded service that can be offered to LA maintained secondary schools and all academies (both primary and secondary). This would be a full cost recovery service – the following are examples of how this offer could be delivered:
 - A membership package that guarantees a number of days support – for example Gold (15 days). Silver (10 days) Bronze (5 days) – this model allows for more strategic planning if the offer goes out in the Spring term for financial commitment from the April 2014
 - A menu of support that is outcome driven – the support would be designed to address an identified need – for example raising a child's self esteem, anger management. This would be bought as and when needed by schools – the risk is the financial commitment of the LA in maintaining the service that may not generate income

Aims of the Service

- To improve the climate for learning in all schools to narrow the attainment gap
 - To support schools in maintaining or securing a good or better judgment for Behaviour & Safety under the Ofsted frame work
- September 2013

- To reduce the need to exclude primary school pupils and to implement effective managed moves
- To support the effective transfer from KS2 to KS3

The Service will offer:

- A dedicated team of well qualified staff available to offer immediate support at both individual and whole school level
- A core entitlement to all LA maintained nursery and primary schools
- To develop partnerships of schools to give best value for money and school to school support
- Early intervention with some of the most vulnerable children and young people in the LA
- A bespoke package of support is developed in consultation with the school based on evidence of needs of children and young people
- A range of quality assured flexible programmes based on baseline assessment and evaluated on measurable outcomes
- Strategic and operational support for primary managed moves
- A review process to validate a school's own judgment on Behaviour & Safety
- Partnership working with other services to meet the needs of schools and their learners
- Accountability to a school management committee or board

Allocation

All LA maintained primary schools to be allocated a core allocation of Integrated Support Worker time based on evidence of need including number of FSM, SEN, Behaviour & Safety at risk of being judged less than good. **This criteria needs to be agreed by school representatives.** Allocation can be used throughout the academic year but cannot be carried over to the following academic year.

Partnerships of schools can combine their allocations to access extended programmes across a group of schools

Accessing the Service

The core offer to schools will be negotiated through an initial consultation with the school leader based on evidence of need. Other targeted support will be directed through data, for example repeat fixed term exclusions, identified managed moves, schools below floor.

Evidence of Impact

All intervention will be evaluated using robust pupil and whole school data. There will be clear baseline data agreed during the initial

consultation. At the end of the intervention there will be a final report including an exit strategy to sustain improvement. There will be a six week evaluation process to monitor progress.

Outcomes

- Effective intervention at whole school and individual pupil that leads to a reduction in the number of permanent and fixed term exclusions (FTE)
- Increased number of pupils are effectively re-integrated after a FTE and/or a managed move
- Intervention will lead to pupil progress
- Reduced incidents of challenging behaviour at structured and unstructured times.
- The gap between supported children and their peers is narrowed.
- Increase the number of schools and settings that are judged good or better for Behaviour & Safety
- All schools have Behaviour & Safety Policies effectively implemented and monitored in line with DfE Guidance

3. Staffing/Budget

Based on current provision the service will require the following staff to deliver the core offer for

Staff/Operational Costs	Cost
1 x Strategic Manager within school improvement (one day a week)	£14,000
1 x FTE Team Leader	£53,000
6 x 0.85 (term time only) Integrated Support Workers to deliver core primary offer	£120,000 (average salary on current posts)
1 x PT Administrator	£15,000*
Travel	£2000*
Resources	£2000*
Training & Development	£2000*
Mobiles	£400*

Total	£208.400
To offer a further traded offer	
Staff/Operational Costs	Cost
2 x 0.85 Term time only) Integrated Support workers to offer traded service	£40,000 (as above)
Travel:	£600*
Resources	£400
Training & Development	£400
Mobiles:	£100*
Total	£41,500**
<p>*ESTIMATED COSTS BASED ON THIS YEARS DATA</p> <p>** DOES NOT INCLUDED MANAGEMENT OR ADMINISTRATION COSTS</p>	

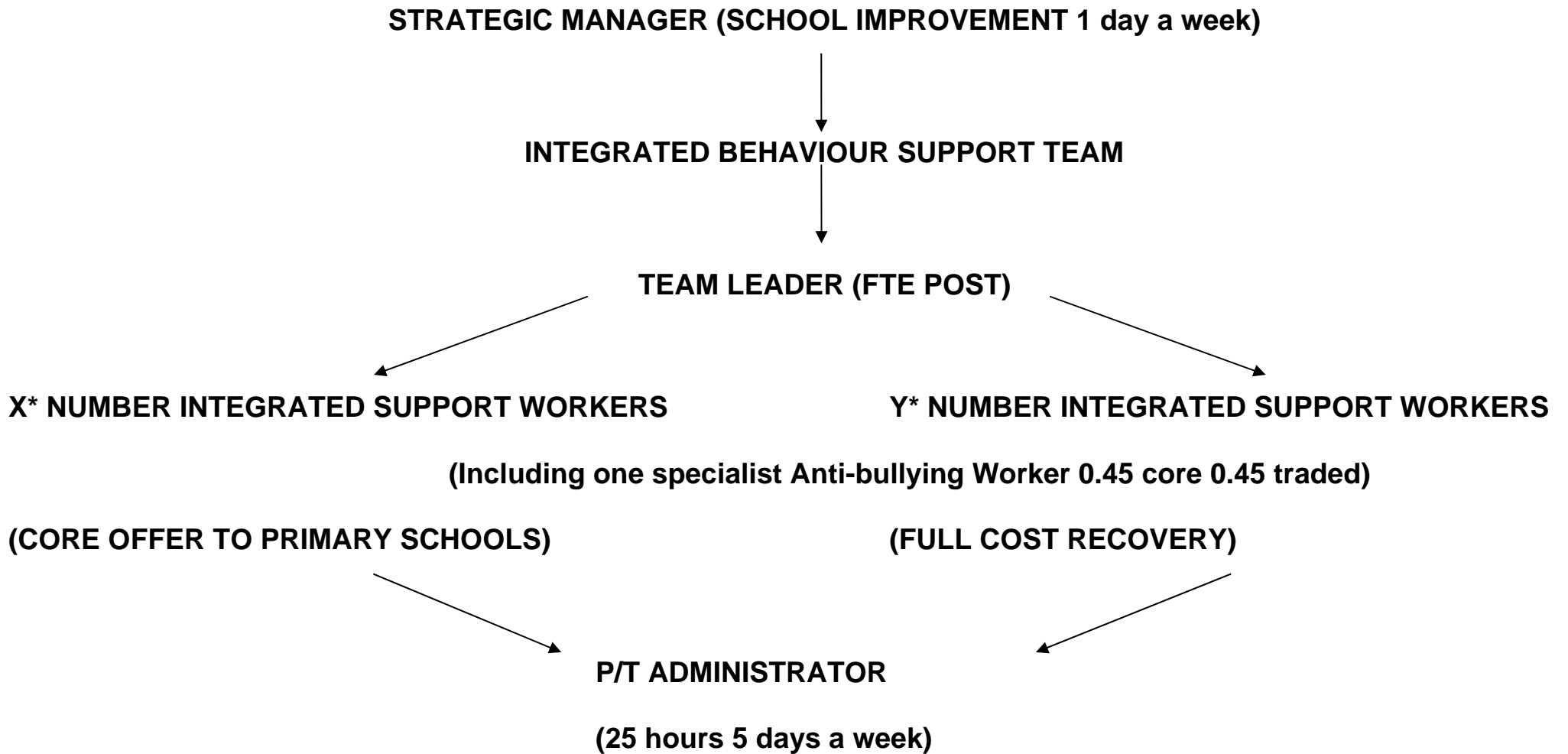
4 First Steps

- Identify the budget available (31st October 2013)
- Agree the staffing structure based on use of staff time in academic year 2012/13 (5th November 2013)
- Present to the schools forum (December 3rd)
- Set up a working party of primary school representatives (December 2013)
- The working would agree the criteria with primary head teachers for the core offer (December 2013)
- The working party would recruit staff (January to March 2014)
- Confirm the offer to schools both core offer and as a traded service (January 2014))
- Market and identify the potential request for any traded service (January 2014)

- Formalise links with other LA services – school improvement, access and inclusion, SEN (by end of March 2014)

4 Risks

- The traded service will depend on schools and academies agreeing in advance of April 2014 the amount of time they wish to purchase.
- The cost to the LA to support the traded offer if full time permanent staff appointed



***FTE equivalent staff to make sure there is a consistent, quality assured offer to schools**

Costs for a traded service (reflects current service costs): Team Leader (£58 per hour) ISW (£34)