

Report to: **Children's Services Scrutiny Committee**

Date: **14 June 2011**

By: **Director of Children's Services**

Title of report: **Overview of the Secondary Behaviour and Attendance Service including the impact of legislation, trends in fixed and permanent exclusions at both primary and secondary level and the development of the service in the future.**

Purpose of report: **To provide a context for support services across East Sussex within the field of behaviour and attendance and to highlight the key issues for service development**

RECOMMENDATION:

The Committee is recommended to note the current challenges in relation to exclusions across East Sussex and consider the recommended direction of service.

1. Financial Appraisal

1.1 The budget for the Secondary Behaviour and Attendance Service for 2011/12 is £1.2m.

2. Supporting Information

2.1 East Sussex is a high-excluding authority. In 2008/09 (the last year for which we have nationally comparative data), East Sussex was the 19th highest excluding authority (out of 150) for fixed term exclusions and 56th highest for permanent exclusions. Appendices 1 and 2 show the national data in more detail and highlight the areas for concern particularly in relation to exclusions from primary schools and children with SEN.

2.2 Despite high levels of exclusion, the trend over the last few years has been relatively positive. Permanent exclusions have fallen to levels which are broadly in line with national expectations and, whereas numbers of fixed term exclusions are high, the level of reduction has been much greater than the national picture.

2.3 Exclusions from school are governed by statutory regulations which dictate how and when a school may exclude, and the circumstances under which it is appropriate to exclude. Radical changes were made to exclusion legislation in 1999 which saw a dramatic drop in permanent exclusions nationwide. Since then, national policy has gradually relaxed these regulations giving greater autonomy to schools in issuing exclusions.

2.4 When a child is permanently excluded from school, the Local Authority has a statutory duty to ensure that full-time educational provision is offered to that child by day 6 of their exclusion. This duty is discharged via College Central which works to ensure that all permanently excluded children are offered full time provision, commensurate with their age (i.e. up to 25 hours per week) on both a short and longer term basis.

2.5 Where a child is excluded on a fixed term basis for more than 5 consecutive days, it is the responsibility of the school to ensure that the child is in receipt of full-time education from day 6 of their exclusion. Following the adoption of this new legislation, the number of exclusions in excess of 5 school days fell dramatically. In 2009/10 just 58 children received an exclusion that fell in to this category.

2.6 ESCC policy in relation to exclusions has been to support schools in providing for children with problematic behaviour thus avoiding the reliance on exclusion as a sanction. In order to help schools look at alternatives to exclusion, the LA has worked with individual schools to enhance behaviour policies and with school partnerships to explore innovative solutions. One example of this is the development of managed transfer policies which have been used successfully to reduce levels of permanent exclusions across geographical areas.

2.7 The development of Behaviour and Attendance partnerships themselves has had a significant impact on exclusions and practice in supporting children with challenging behaviour.

These partnerships include representation from secondary schools across the county and are based on the model that was recommended by Sir Alan Steer's final report on improving behaviour. There are four partnerships across the county (see Appendix 3); the Lewes and Coastal Partnership has been running for eighteen months and over that time has seen a 30% reduction in permanent exclusions and a 24% reduction in fixed term exclusions.

2.8 The Children's Services Department (CSD) maintains support services which are aimed at undertaking the LA's statutory functions in relation to exclusions and providing additional services to support those children with the greatest need in schools.

2.9 Secondary-aged children receive support from the Secondary Behaviour and Attendance Service (SBAS) which provides high-level support to children with significant needs. All referrals are made via Behaviour and Attendance Partnerships, or specific interventions are commissioned by individual schools. Issues specific to the Primary Behaviour Support Services are being covered in a separate report which has been written by Denise Ford, Principal Educational Psychologist/Head of Early Years Teaching and Support Service.

2.10 Three teams of B&A Officers support the four partnerships (one partnership supports both the Wealden and the Lewes/Coastal partnership) who offer a menu of possible interventions (see Appendix 4). Since March 2011, the functions of the LA in relation to attendance and secondary behaviour support have been merged in one team, replacing the reintegration and Behaviour Support Service and the Education Welfare Service. Historically, there has been a great deal of synergy between the needs of children who do not attend and those who exhibit behaviour difficulties (often being the same children) so an amalgamation of these services was prudent. In addition to the merger of these services, the delivery model has been revised to provide intensive, casework-led interventions which have been proved to bring about the most sustained positive changes.

2.11 Under the revised model, Behaviour and Attendance Officers hold caseloads of between 15 and 20 cases at any one time (depending on complexity of needs) and deliver interventions which last for 10 weeks. They are supported by staff with teaching qualifications and those experienced in delivering family support and legal interventions. With a full staffing complement, up to 320 children and young people will be receiving support at any one time from the service.

3 Conclusion and Recommendations

3.1 The challenges in relation to supporting children with problematic behaviour, and ensuring schools are able to cater for such children, are significant. We envisage that behaviour will remain one of the key inspection criteria for Ofsted and therefore it is essential that schools have access to a wide range of expertise that they can commission to support them in meeting prescribed requirements.

3.2 The following recommendations are made:

1) That the Committee endorses the aspiration to continue to reduce levels of exclusion in schools.

2) That the Committee supports the ongoing developments of services that promote good behaviour and reduction of exclusion from school.

MATT DUNKLEY
Director of Children's Services

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Local Members: All

Background Documents

None

Comparative Data on Exclusion from School

Fixed Term Exclusions

| | | 2007/08 | 2008/09 |
|---------------------------------------|-----------|---------|---------|
| National Rankings | Primary | 21 | 24 |
| | Secondary | 9 | 38 |
| | Special | 36 | 33 |
| | All | 9 | 19 |
| Statistical Neighbour Rankings | Primary | 1 | 1 |
| | Secondary | 1 | 1 |
| | Special | 2 | 11 |
| | All | 1 | 2 |

Permanent Exclusions

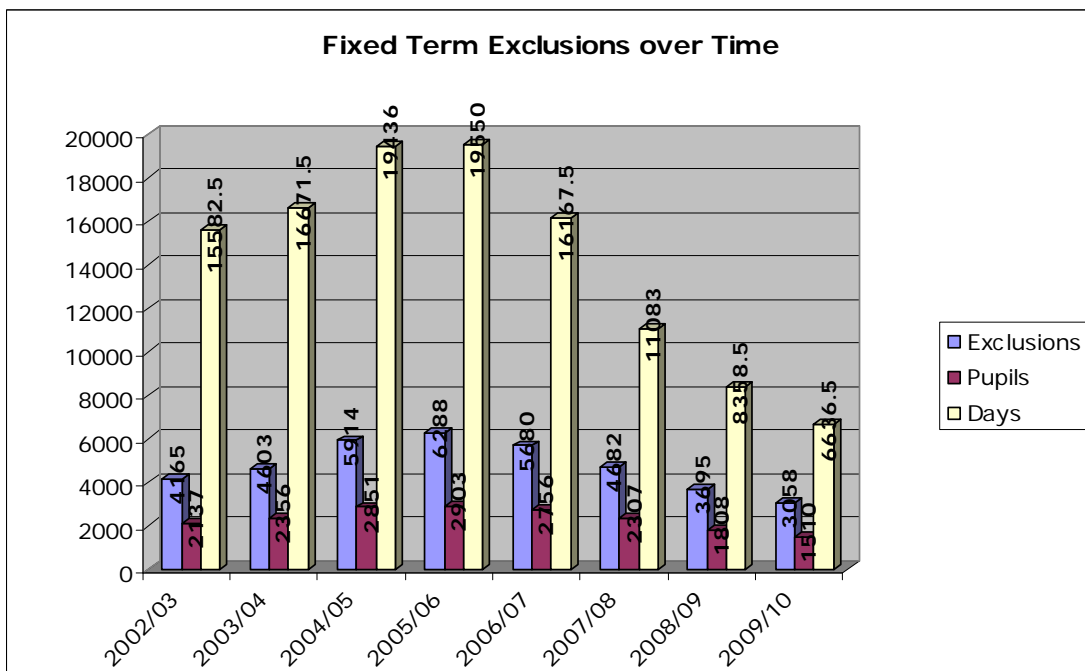
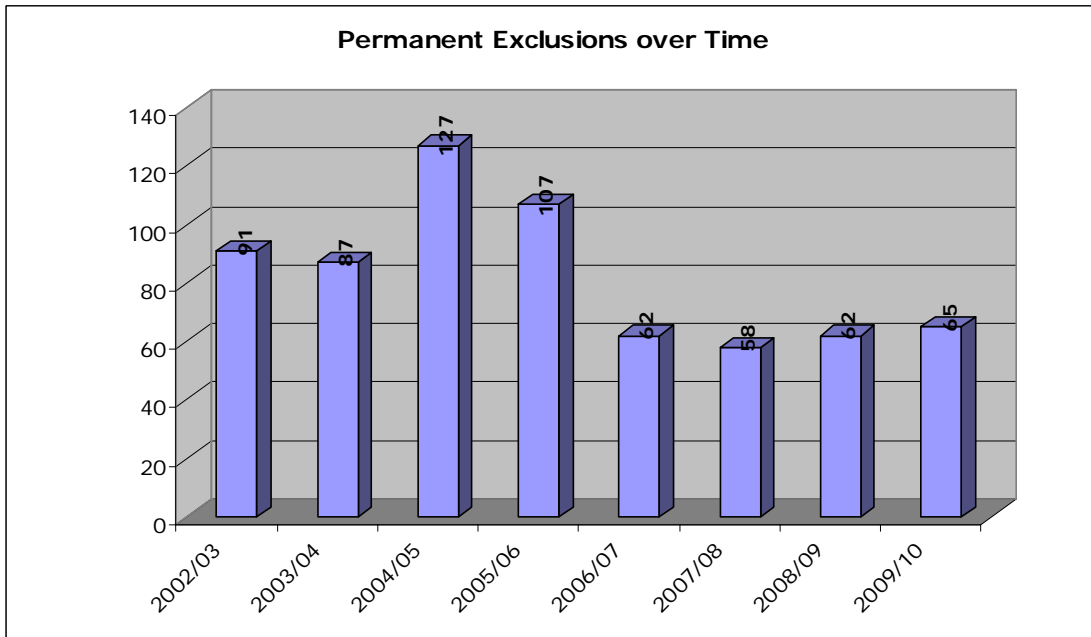
| | | 2007/08 | 2008/09 |
|---------------------------------------|-----------|---------|---------|
| National Rankings | Primary | 27 | 4 |
| | Secondary | 84 | 77 |
| | Special | - | - |
| | All | 77 | 56 |
| Statistical Neighbour Rankings | Primary | 3 | 1 |
| | Secondary | 6 | 5 |
| | Special | - | - |
| | All | 6 | 4 |

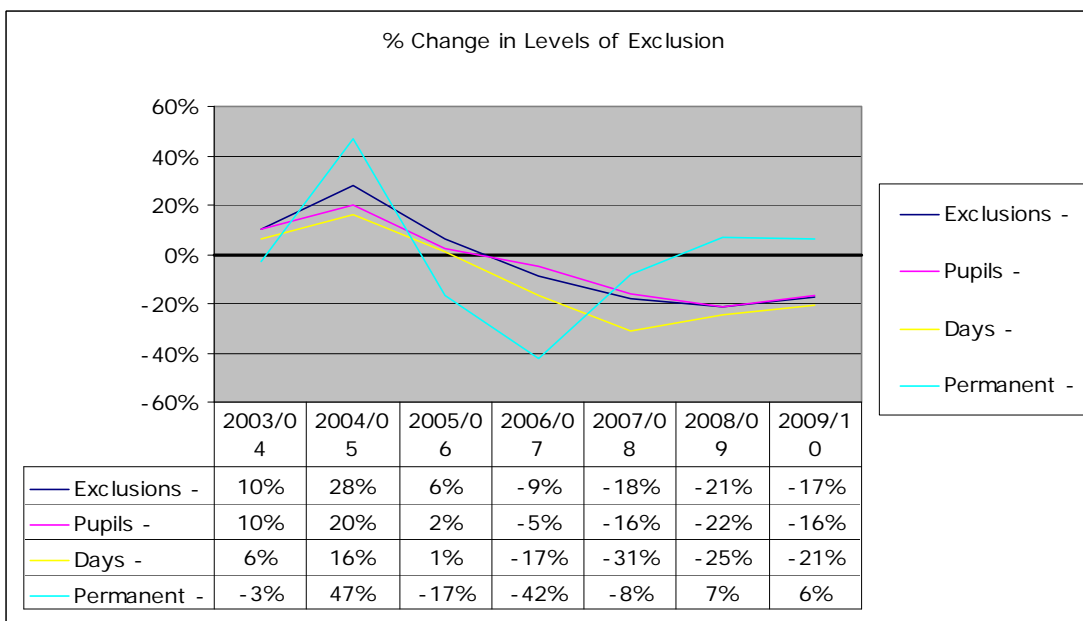
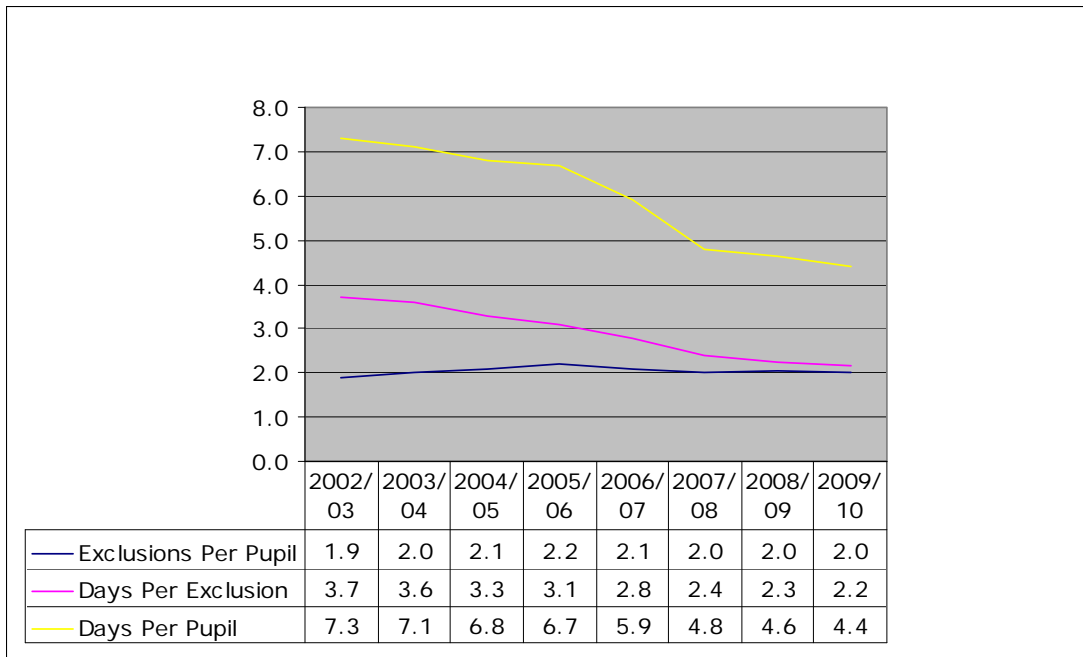
| National 08/09 | East Sussex 08/09 |
|--|---|
| 4.89% of school population was excluded for 1 or more days | 6.18% of school population was excluded for 1 or more days <i>(19th nationally)</i> |
| 0.97% of children in mainstream primary schools were excluded for 1 or more days | 1.43% of children in mainstream primary schools were excluded for 1 or more days <i>(24th nationally)</i> |
| 9.26% of children in mainstream secondary schools were excluded for 1 or more days | 11.55% of children in mainstream secondary schools were excluded for 1 or more days <i>(38th nationally)</i> |
| 17.71% of children in special schools were excluded for 1 or more days | 24.40% of children in special schools were excluded for 1 or more days <i>(33rd nationally)</i> |
| Average length of a fixed term exclusion was 2.6 days | Average length of a fixed term exclusions was 2.3 days |
| 96.78% of all exclusions were for 5 days or less | 98.40% of all exclusions were for 5 days or less |
| Permanent exclusions represented 0.09% of the school population | Permanent exclusions represented 0.10% of the school population |
| The number of permanent exclusions decreased by 19.43% on the previous year | The number of permanent exclusions increased by 8.77% on the previous year |

| National 08/09 | East Sussex 08/09 |
|---|--|
| Distribution of permanent exclusions: 81.37% Secondary, 10.99% Primary and 1.83% Special | Distribution of permanent exclusions: 72.58% Secondary and 27.42% Primary |
| Distribution of fixed term exclusions: 80.18% Secondary, 10.88% Primary and 4.39% Special | Distribution of fixed term exclusions: 78.51% Secondary, 13.67% Primary, 5.36% Special and 2.44% Other |
| Boys accounted for 77.86% of all permanent exclusions and 74.63% of fixed term exclusions | Boys accounted for 77.42% of all permanent exclusions and 74.19% of fixed term exclusions |
| Most common age for pupils to be excluded, both fixed term and permanent, was 14 followed by 13 | Most common age for pupils to be excluded, both fixed term and permanent, is 14 followed by 15 |
| 77.89% of fixed term exclusions and 72.59% of permanent exclusions were from pupils with an ethnic group classed as 'White British' | 85.69% of fixed term exclusions and 85.48% of permanent exclusions were pupils with an ethnic group classed as 'White British' |
| Children with a statement of SEN accounted for 7.79% of permanent and 11.08% of fixed term exclusions | Children with a statement of SEN accounted for 22.58% of permanent and 18.18% of fixed term exclusions |
| Children with SEN, but without a statement, accounted for 63.66% of permanent and 53.63% of fixed term exclusions | Children with SEN, but without a statement, accounted for 58.06% of permanent and 56.57% of fixed term exclusions |
| 29.62% of permanent and 23.32% of fixed term exclusions were due to the DfES definition of 'persistent disruptive behaviour' | 27.42% of permanent and 10.36% of fixed term exclusions were due to the DfES definition of 'persistent disruptive behaviour' |
| 23.44% of appeals were determined in favour of the parent; of these 40% were reinstated to the excluding school | 16.67% of appeals were determined in favour of the parent; of these 100% were reinstated to the excluding school |

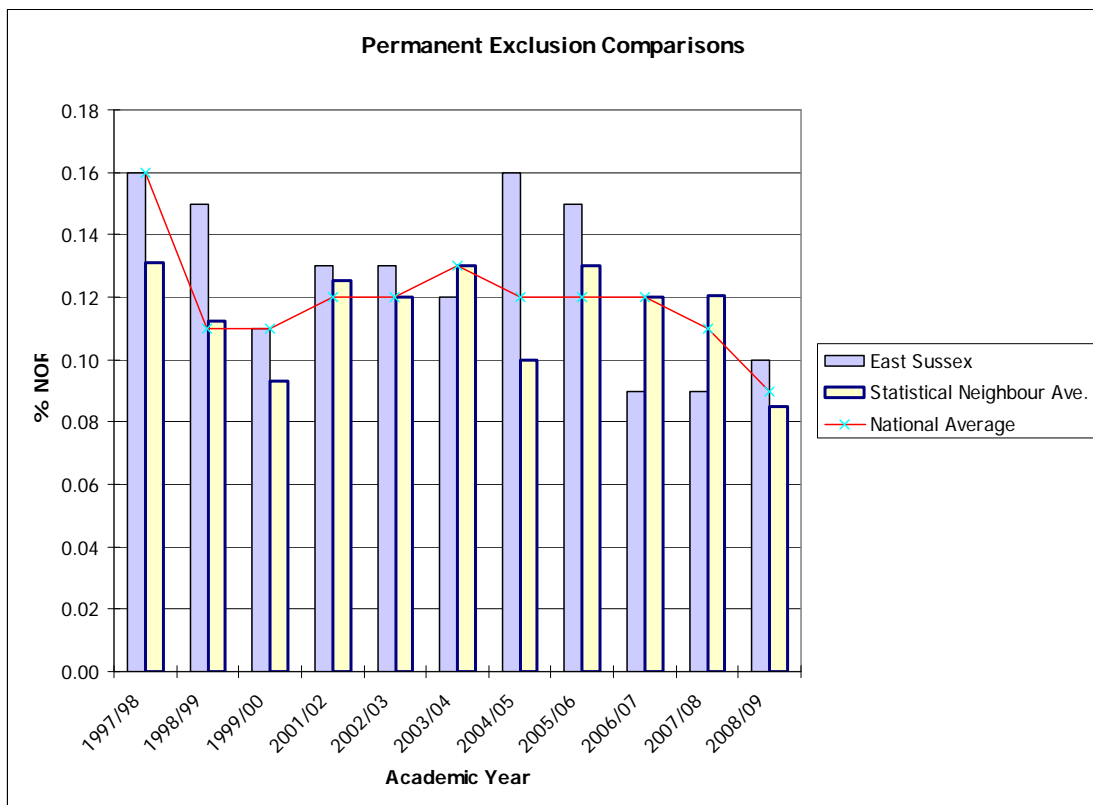
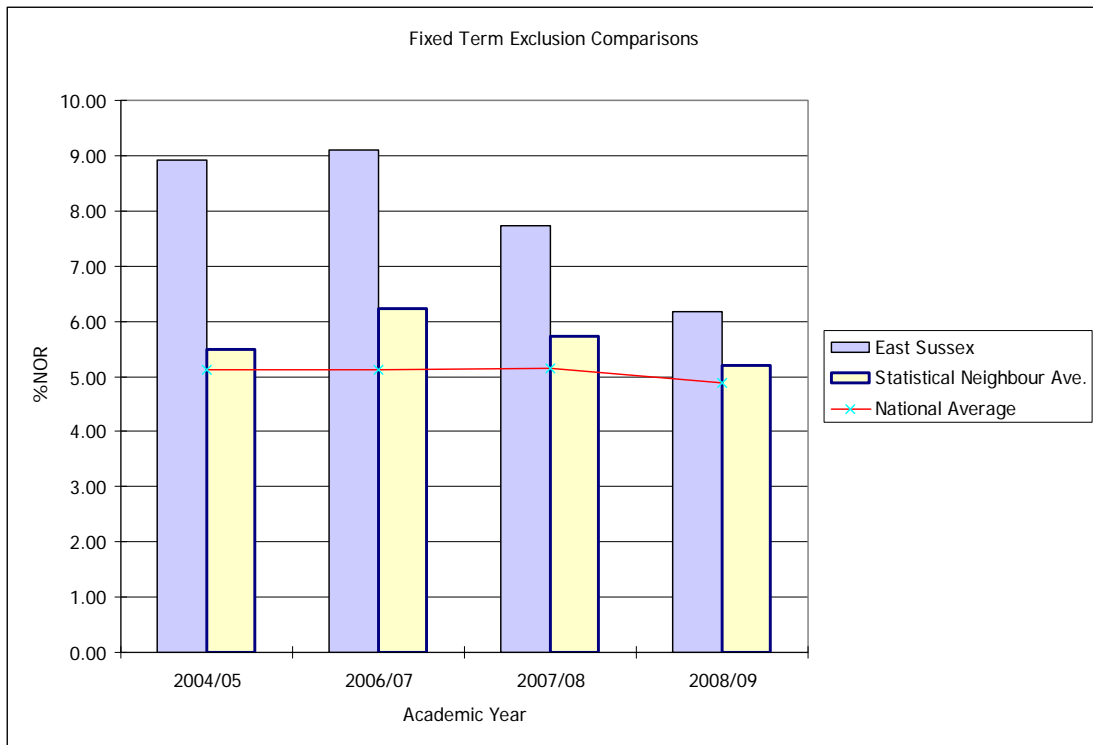
Permanent and Fixed Term Exclusion Trends

| | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|
| Exclusions | 4603 | 5914 | 6288 | 5680 | 4682 | 3695 | 3058 |
| Pupils | 2356 | 2851 | 2903 | 2756 | 2307 | 1808 | 1510 |
| Days | 16671.5 | 19436 | 19550 | 16167.5 | 11083 | 8358.5 | 6636.5 |
| Permanent | 87 | 127 | 107 | 62 | 58 | 62 | 65 |





% Change in Levels of Exclusion – percentage of what ?



NUMBER OF PERMANENT EXCLUSIONS

| Primary | | Secondary | | Special | | Total | |
|-----------------------------|------------------------|-----------------------------|------------------------|-----------------------------|------------------------|-----------------------------|-----------------------|
| No. of permanent exclusions | % of school population | No. of permanent exclusions | % of school population | No. of permanent exclusions | % of school population | No. of permanent exclusions | % of pupil population |

2003/4

| | | | | | | | | |
|-------------|--------------|-------------|--------------|-------------|------------|-------------|--------------|-------------|
| England | 1,270 | 0.03 | 8,320 | 0.25 | 300 | 0.33 | 9,880 | 0.13 |
| East Sussex | 9 | 0.02 | 73 | 0.25 | # | # | 80 | 0.12 |

2004/5

| | | | | | | | | |
|-------------|--------------|-------------|--------------|-------------|------------|-------------|--------------|-------------|
| England | 1,090 | 0.03 | 8,070 | 0.24 | 280 | 0.31 | 9,400 | 0.12 |
| East Sussex | 10 | 0.03 | 97 | 0.34 | 3 | 0.29 | 110 | 0.16 |

2005/6

| | | | | | | | | |
|-------------|------------|-------------|--------------|-------------|------------|-------------|--------------|-------------|
| England | 970 | 0.02 | 7,990 | 0.24 | 210 | 0.23 | 9,170 | 0.12 |
| East Sussex | 17 | 0.05 | 77 | 0.27 | 4 | 0.39 | 100 | 0.15 |

2006/7

| | | | | | | | | |
|-------------|------------|-------------|--------------|-------------|------------|-------------|--------------|-------------|
| England | 980 | 0.02 | 7,280 | 0.22 | 180 | 0.20 | 8,680 | 0.12 |
| East Sussex | 12 | 0.03 | 50 | 0.18 | 0 | 0.00 | 60 | 0.09 |

2007/8

| | | | | | | | | |
|-------------|------------|-------------|--------------|-------------|------------|-------------|--------------|-------------|
| England | 960 | 0.02 | 6,680 | 0.21 | 170 | 0.19 | 8,130 | 0.11 |
| East Sussex | 10 | 0.03 | 50 | 0.16 | x | x | 60 | 0.09 |

2008/9

| | | | | | | | | |
|-------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|
| England | 720 | 0.02 | 5330 | 0.17 | 120 | 0.13 | 6550 | 0.09 |
| East Sussex | 17 | 0.05 | 45 | 0.16 | x | x | 62 | 0.10 |

less than 3, or a rate based on less than 3

x less than 5, or a rate based on less than 5

| | | Permanent Exclusions | | | | | |
|------------------------|-----------------|---|---------|---------|----------|---------------------|--------|
| | | Rank - Lowest excluding local authority | | | | | |
| | | 2003/4* | 2004/5* | 2005/6* | 2006/7** | 2007/8 ^x | 2008/9 |
| Statistical Neighbours | East Sussex | 68 | 111 | 114 | 58 | 58 | 56 |
| | Worcestershire | 51 | 7 | 65 | 51 | 59 | 102 |
| | West Sussex | 109 | 104 | 124 | 83 | 110 | 74 |
| | Suffolk | 130 | 101 | 47 | 28 | 64 | 74 |
| | North Somerset | 38 | 21 | 17 | 21 | 27 | 102 |
| | Kent | 119 | 123 | 134 | 127 | 124 | 37 |
| | Gloucestershire | 95 | 48 | 125 | 109 | 123 | 48 |
| | Dorset | 83 | 34 | 15 | 7 | 12 | 120 |
| | Devon | 62 | 27 | 83 | 110 | 67 | 37 |
| | Shropshire | 32 | 37 | 13 | 22 | 45 | 115 |

* out of 150 local authorities

** out of 147 local authorities

^x out of 145 local authorities

NUMBER OF FIXED PERIOD EXCLUSIONS

| Primary | | Secondary | | Special | | Total | |
|------------------------------|------------------------|------------------------------|------------------------|------------------------------|------------------------|------------------------------|-----------------------|
| No. of fixed-term exclusions | % of school population | No. of fixed-term exclusions | % of school population | No. of fixed-term exclusions | % of school population | No. of fixed-term exclusions | % of pupil population |

2003/4

| | | | | | | | | |
|-------------|--------------|-------------|---------------|-------------|--------------|--------------|---------------|-------------|
| England | 41300 | 0.97 | 288040 | 8.66 | 15170 | 17.45 | 344510 | 4.49 |
| East Sussex | 733 | 1.98 | 3649 | 12.65 | 267 | 30.51 | 4650 | 6.96 |

2004/5

| | | | | | | | | |
|-------------|--------------|-------------|---------------|-------------|--------------|--------------|---------------|-------------|
| England | 43720 | 1.04 | 329680 | 9.94 | 16170 | 18.91 | 389560 | 5.12 |
| East Sussex | 856 | 2.32 | 4868 | 16.90 | 213 | 25.60 | 5940 | 8.91 |

2005/6

| | | | | | | | | |
|-------------|--|--|---------------|--------------|--|--|--|--|
| England | | | 343840 | 10.40 | | | | |
| East Sussex | | | 5187 | 18.07 | | | | |

2006/7

| | | | | | | | | |
|-------------|--------------|-------------|---------------|--------------|--------------|--------------|---------------|-------------|
| England | 45730 | 1.11 | 353910 | 10.83 | 16600 | 18.56 | 425600 | 5.66 |
| East Sussex | 940 | 2.63 | 4702 | 16.49 | 305 | 29.96 | 5950 | 9.11 |

2007/8

| | | | | | | | | |
|-------------|--------------|-------------|---------------|-------------|--------------|--------------|---------------|-------------|
| England | 43290 | 1.06 | 313810 | 9.78 | 16350 | 18.31 | 383830 | 5.14 |
| East Sussex | 610 | 1.71 | 4150 | 14.73 | 240 | 24.12 | 4990 | 7.73 |

2008/09

| | | | | | | | | |
|-------------|--------------|-------------|---------------|-------------|--------------|--------------|---------------|-------------|
| England | 39510 | 0.97 | 291290 | 9.26 | 15930 | 17.71 | 363280 | 4.89 |
| East Sussex | 505 | 1.4 | 2884 | 10.4 | 161 | 20.0 | 3695 | 5.8 |

less than 5, or a rate based on less than 5

2005/6 incomplete data available

| | | Fixed Period Exclusions | | | | | |
|----------------------------|-----------------|---|---------|---------|---------|---------|---------|
| | | Rank - Lowest excluding local authority | | | | | |
| | | 2003/4* | 2004/5# | 2005/6~ | 2006/7~ | 2007/8~ | 2008/9~ |
| Statistical Neighbourhoods | East Sussex | 138 | 145 | 142** | 143 | 142 | 19 |
| | Worcestershire | 63 | 55 | 21** | 20 | 34 | 102 |
| | West Sussex | 94 | 94 | 97** | 104 | 118 | 65 |
| | Suffolk | 107 | 87 | 57** | 107 | 88 | 38 |
| | North Somerset | 55 | 83 | 58** | 21 | 17 | 142 |
| | Kent | 85 | 97 | 84** | 121 | 138 | 16 |
| | Gloucestershire | 40 | 44 | 78** | 102 | 89 | 77 |
| | Dorset | 18 | 17 | 20** | 46 | 59 | 100 |
| | Devon | 105 | 104 | 133** | 129 | 97 | 64 |
| | Shropshire | 110 | 92 | 68** | 49 | 43 | 98 |

* out of 150 local authorities # out of 149 LAs ~ out of 148 LAs ** based on secondary schools only

Secondary Behaviour and Attendance Partnership Membership

| Partnership | School/Agency | Representative | Meeting Frequency |
|---------------------|--------------------|--|-------------------|
| Lewes and Coastal | Tideway | Rob Corbett Jane Lewis | Monthly |
| | Ringmer | Tracey DiPaola | |
| | PCS | Helen Cryer Mandy Lewis | |
| | SHCC | Vicky Mockler | |
| | Priory | Karen Clinton | |
| | Chailey | Julian Dale | |
| | ESCC | John Mockler Gill Hodge Kate Rosling Trevor Dann | |
| | College Central | Gavin Thomas | |
| Eastbourne | Eastbourne Academy | Keith Pailthorpe | Monthly |
| | Causeway | Anne-Marie Bateman | |
| | Ratton | Ian Anderson Jackie Pierce | |
| | Bishop Bell | Alicia Bobela | |
| | Cavendish | Bianca Greenhalgh | |
| | Willingdon | Mel Brown | |
| | ESCC | John Mockler Gill Hodge Vidyu Narayan Trevor Dann | |
| | College Central | Gavin Thomas | |
| Hastings and Rother | William Parker | Paul Foxley | Monthly |
| | Bexhill High | Delyth Davies | |
| | Hillcrest | Lee Starkey Pip Gasson | |
| | Grove | Jon Francies | |
| | Rye | Dominic Coburn | |
| | Helenswood | Marek Ostaszewski | |
| | Claverham | Brian Beard | |
| | St Richard's | Glen Clark | |
| | Filsham Valley | Rachel Mountford | |
| | Robertsbridge | Mary Robertson | |
| | ESCC | John Mockler Chris Morgan Angela Good Trevor Dann | |
| Wealden | Heathfield | Jenny Mitton | Termly |
| | Uplands | John McKenzie Jane Edmonds | |
| | Uckfield | Helena Reed | |
| | Beacon | Judy Lasis | |
| | ESCC | John Mockler Gill Hodge Kate Rosling Trevor Dann | |
| | College Central | Gavin Thomas | |

Menu of Behaviour and Attendance Support Related Intervention (Secondary Behaviour and Attendance Service)

The attached menu of support outlines the range of interventions available from the Secondary Behaviour and Attendance Service (SBAS). The interventions are available for purchase by schools at the following rates:

- B&A Adviser - £340 per day (£190 per half day)
- B&A Officer - £225 per day (£125 per half day)
- Legal Interventions - £275 per day (£155 per half day)

Reduced rates will be available for multiple, advance purchases of menu items.

This menu also covers interventions which will be delivered as part of the statutory function of the service which schools will be offered at no cost to schools; interventions which are only available on a Pay As You Use (PAYU) bases are marked with an asterisk in the final column.

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|---|--|---|---|-----------------|
| BEHAVIOUR SUPPORT | | | | |
| STRATEGIC | | | | |
| KS2 to KS3 transition | Liaison between families and schools. Identification and monitoring of pupils who may need additional support during terms 1 and 2 of KS3. | Students are more confident in making the transition between and schools are advised on appropriate support programmes where necessary. | Behaviour and Attendance Officer | 1 day |
| CAPACITY BUILDING | | | | |
| Coaching and Reflective Practice for staff working with children displaying considerable behavioural challenge. | Agreed class observations followed by meetings with key staff. (Individuals or small group). Reflective conversation(s) with staff, suggestions why behaviour is problematic and look at how to effect a change. | Written report. Ongoing informed advice and suggested strategies provided to meet student's needs. Behaviour and Attendance Adviser | Behaviour and Attendance Adviser or Officer | 2 days |
| Emotional Literacy Assessment (recognising, articulating and managing emotions, social skills and | Programme of Assessment using EL tools for pupil / teacher / parent. Strengths and weaknesses identified and appropriate support planned. | Written report. Levels of EL identified with informed advice and suggested strategies provided to meet student's needs. | Behaviour and Attendance Adviser | 1 day |

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|---|---|--|--|-----------------|
| motivation). | | | | |
| Supporting schools with CAF assessment and reviews | Supporting school staff in the completion of the CAF. The programme will involve completing a CAF with a student and family. | Staff confident in undertaking CAFs with families | Behaviour and Attendance Adviser | Half day |
| Support schools with Behavioural Risk Assessments | Deliver support to individual or group of staff. Work through RA process with identified pupil in mind. Promote the gathering and recording of robust evidence/information to help plan appropriate action. | Staff confident in undertaking Risk Assessment with students | Behaviour and Attendance Adviser Or Behaviour and Attendance Officer | Half day |
| WORKING WITH CHILDREN AND PARENTS | | | | |
| Observation and Assessment of individual student for advice on teaching strategies appropriate to student's needs | Agreed class observations. Consultation with teachers and other key adults. Report with suggested strategies produced for teaching staff. | Written report. Informed advice and suggested strategies provided to meet student's needs. | Behaviour and Attendance Adviser | Half day |
| Helping students manage and control their anger / behaviour. | Agreed class observations and discussion with teachers and possibly carers. Programme of 1:1 work with student with report and | Written report. Student has range of strategies to help control his / her anger and is able to cope more appropriately in stressful situations | Behaviour and Attendance Adviser or Behaviour and | 5 days |

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|---|--|---|--|-----------------------------|
| | suggested strategies produced for teaching staff. | with adults and children. | Attendance Officer | |
| Reintegration Support for Permanently Excluded Students or those moving schools as a Managed Transfer | Liaison with Parents, CAF and Risk Assessment completed as appropriate. Formulation of reintegration plan with school staff and in school student support as required. | Written Reintegration Plan on transfer. Students transfer to mainstream schools successfully. Written report on Closure | Behaviour and Attendance Officer | 5 days (no cost to schools) |
| CAF or Risk assessment completed for vulnerable pupils | Home and / or school visit for assessment. | CAF/RA completed with action plan. | Behaviour and Attendance Officer | Half day |
| Coping strategies for students in the classroom | Agreed class observations likely and discussion with teachers and possibly carers. Programme of 1:1 solution focussed work with student with report and strategies. | Increased mainstream classroom inclusion and improved student behaviour. | Behaviour and Attendance Officer | 2 days |
| Support school staff in developing and delivering Restorative Mediation. | Working with groups of up to 10, staff are supported in delivering Restorative Mediation. | School staff confident in using Restorative Mediation techniques | Deputy Head of SBAS and Behaviour and Attendance Officer | 1 day |
| Programme of Emotional Literacy support. | Work may be focussed on social skills, motivation, self awareness, self regulation or empathy. 1:1 work with student encompassing | Students will gain an accurate assessment of their own emotions, strengths and weaknesses. They will understand how these impact on | Behaviour and Attendance Adviser | 2 days |

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|-------------------------------|--|---|--|-----------------|
| | observation of student in structured sessions, group work, advising staff, coaching, observing students in structured sessions. Follow up with reflective practice sessions, monitoring and evaluation. | their learning and behaviour. | | |
| Social skills group work. | Student group with school staff focusing on relationships and self esteem issues. | Students have increased confidence and improved relationships with peers and adults. | Behaviour and Attendance Adviser Or Behaviour and Attendance Officer | 2 days |
| Parenting programmes | Behaviour & Attendance Officer, who specialises in this area, will deliver parenting sessions for parents of either primary or secondary school age pupils. Sessions can be held 1:1 over a 6 week period, meeting weekly with a parent or a small community group can be organised. | Pupil's behaviour and attendance will have improved, and parent will have the confidence to support their child and will have gained positive parenting skills. | Behaviour & Attendance Officer – Extended Support | 2 to 3 days |

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|--|---|---|--|-----------------|
| EXCLUSION FROM SCHOOL | | | | |
| Exclusion fro School | Workshop for Head Teachers and Senior Managers in schools on the legal framework and procedures in fixed term and permanent exclusion. | To inform and update schools on current statutory and local procedures. To share good practice. | Behaviour and Attendance Interventions Co-ordinator | Half day * |
| ATTENDANCE SUPPORT | | | | |
| STRATEGIC | | | | |
| Multi-agency representation Eg. MARAC, Prevent and Deter. | To provide representation on behalf of Service, schools and pupils with regards to attendance, attainment, punctuality and CP issues which impact on pupil welfare. | To facilitate appropriate support and resources to improve school attendance & punctuality. Pre-CAFs/assessment undertaken | Behaviour & Attendance Officer | Half day |
| Register audit | To undertake an audit of registers and provide advice and guidance to schools. | To support schools in maintaining their statutory responsibility under the Pupil Registration Legislation. | Behaviour & Attendance Officer | Half day * |
| Data analysis and strategy development | Focussed consultation meetings with Senior Leaders of Attendance at school on the 'effective use of data' to determine strategies and resources. | Written report/action plans. | Team Leader and B and A Officer | Half day * |

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|-----------------------------------|---|---|---|-----------------------|
| Parents Evening | <p>An Information stand with promotional material on attendance and punctuality will be set up in a prominent place in school, with 2 members of the SBAS team available to encourage parents to ask questions and to hand out information.</p> <p>We can also host a 'drop in' session during the evening if parents want to discuss their concerns in a more private setting.</p> | <p>Informal setting for parents to engage with B&A Officer and have better understanding of importance of regular attendance.</p> | <p>Behaviour & Attendance Officer</p> | <p>Half day *</p> |
| Get a Life Attendance Initiative | <p>Dedicated support through tailor made packages offered by B&A officers on the importance of attendance & punctuality. These could include transition work, assemblies, attendance panels, drop-in sessions, truancy sweeps, mentoring and lesson delivery on attendance & punctuality, mascots and other resources.</p> | <p>To raise the profile of attendance and punctuality and secure improved attendance through strategies offered.</p> | <p>Behaviour & Attendance Officer</p> | <p>Up to 3 days *</p> |
| Specialist Assembly on Attendance | <p>B&A officer will deliver an assembly focussing on the links between attendance & attainment and the impact on future opportunities for</p> | <p>To raise awareness of the importance of attendance & punctuality.</p> | <p>Behaviour & Attendance Officer</p> | <p>Half day *</p> |

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|-------------------------------|---|---|--------------------------------|-----------------|
| | pupils & parents. | | | |
| CAPACITY BUILDING | | | | |
| Staff training on attendance | Whole or half day training at Inset/twilight training, to cover areas of attendance with reference to the pupil registration regulations and the law relating to attendance. | Training to be delivered to whole school or key staff; who will gain better understanding of attendance as well as the legal implications for non attendance. | Behaviour & Attendance Officer | Half day* |
| SIMS assistance | B&A officer will offer support to key members of staff who have responsibility for recording and monitoring data. We will ensure you are making the best use of SIMS for analysing attendance data and identifying any issues promptly. | Support provided to key members of staff in school with letter writing including Red, Amber, Green and tracking letters, registration coding and reporting on SIMS. Staff will feel confident using data to highlight areas of concern regarding attendance and have a variety of letters that can be sent to parents to alert them to their child's poor attendance. | Behaviour & Attendance Officer | Half day * |
| Data Consultation | Initial consultation on attendance data. | Data report provided. | Behaviour & Attendance Officer | Half day * |
| Peer Mentor training | Pupils offered training in order to equip them to mentor younger | Peers to be trained to model and mentor pupils with low attendance. | Behaviour & Attendance Officer | 1 day * |

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|---|--|---|---|---|
| | children with attendance and punctuality issues. | | | |
| WORKING WITH CHILDREN AND PARENTS | | | | |
| Attendance Intervention | Bespoke intervention package based on assessment of need with parent and / or child. | Improved attendance for identified children and greater awareness on the importance of regular attendance with parents. | Behaviour & Attendance Officer | 2 days |
| Specialist Attendance Assessment | Visit to family home to undertake an assessment of need in cases of hard to reach parents. Reasons for poor attendance/behaviour to be established and support plan will be suggested. | Written assessment of key areas of need to include areas of support, SMART targets and referrals to other agencies, if appropriate. | Behaviour & Attendance Officer Team Leader | Half day |
| Attendance Panels | Meeting to take place in school with parents and pupil where attendance is a significant concern. | Behaviour & Attendance Officer will chair meeting. Parenting contract and targets will be set. | Behaviour & Attendance Officer Team Leader | Half day per panel for up to 3 cases. * |
| PARENTAL RESPONSIBILITY AND LEGAL INTERVENTION | | | | |
| Education Supervision Order | Structured legal framework to enable agreements to be formulated between school, parent, young person and B&A Officer | Initial intensive working with young person and family with a view to reducing dependency as attendance improves | Legal & Interventions Officer and B&A Officer Extended Support | As required |

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|--------------------------------------|--|---|---|------------------------|
| Cautions | Formal method of legal intervention without the need for prosecution resulting in criminal conviction | To act as a formal warning in cases where little co-operation to attempt to effect an increase in attendance and engagement | Legal & Interventions Officer and B&A Interventions Coordinator | Half day |
| Penalty Notice (non-attendance) | A financial penalty for lack of co-operation following a formal letter | To improve attendance over a short term period | Legal & Interventions Officer and Legal Administrator | N/A |
| Penalty Notice (term-time holidays) | A financial penalty for taking a holiday in term-time following formal refusal | To ensure further unauthorised holidays are not taken and to avoid their impact on attendance | Legal & Interventions Officer and Legal Administrator | N/A |
| Penalty Notice (exclusion) | A financial penalty following an excluded young person being found in a public place during the school day | To ensure safeguarding and improve attendance | Legal & Interventions Officer and Legal Administrator | N/A |

| Name of Activity or Programme | Details of Support / Activity / Programme of Intervention | Intended Outcomes | Staff Provider | Likely Duration |
|---|--|--|---|-----------------|
| Prosecution | Issuing a Summons under either Section 444(1) or 444(1)(A) Education Act 1996 for failure to secure regular attendance | To be used where non-legal interventions have failed and the parent is not accepting responsibility and is capable of doing so – to improve attendance | Legal & Interventions Officer and Legal Administrator | 3 days |
| Parental Engagement and Responsibility Workshops | Offered in place of prosecution to parents where issues in relation to parenting are impacting on behaviour or attendance | To advise parents on the consequences of truancy and encouraging them to take more responsibility | Legal & Interventions Officer and B&A Officer Extended Support | Half day |
| Parenting Order following exclusion from school (Civil Order) | To carry out an assessment, prepare evidence and make an application to court. An order may be considered for a pupil who is permanently excluded from school or a pupil who has escalating fixed term exclusions. | To be used to compel parents who are unwilling or unable to engage on a voluntary basis to address their child's poor behaviour in school. Core requirement will be for parent to attend a counselling or guidance programme relevant to the agreed parenting targets. | Legal & Interventions Officer and B&A Officer Extended Support | 3 days |

*** Only available as PAYU**