

Learning Behaviour:

LESSONS LEARNED

A review of behaviour standards
and practices in our schools

Sir Alan Steer



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Rt. Hon. Ed Balls MP
Secretary of State
Department for Children, Schools and Families
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15th April 2009

Dear Ed,

Behaviour Review.

In December 2007 you asked me to conduct a review into the progress made in raising standards of behaviour and discipline in schools since the publication in 2005 of the report Learning Behaviour. You also asked me to identify any new issues that had arisen. I am now able to submit to you my fifth and final report and this concludes my review.

In this review I have made a large number of recommendations. This reflects the complex nature of the subject and my belief that much remains to be done to raise standards. The early identification of learning and behaviour difficulties among children followed by effective intervention would prevent many subsequent problems occurring. Creating the setting in which schools and groups of schools harness their considerable expertise in partnership would enrich the quality of support for children and for individual teachers.

Bringing up the young is not an easy task and it requires parents and teachers to work in harmony and with mutual regard. Most do this admirably and it is important that we recognise that the large majority of school pupils behave in a way that brings credit to themselves, their families and their schools. Where problems do occur we must not be afraid to act and to make it plain that bad behaviour will not be tolerated.

Yours,
Alan Steer

Sir Alan Steer
Pro Director Institute of Education
Retired head teacher Seven Kings High School, Redbridge

Executive summary: Learning Behaviour, lessons learned



This report presents the overall conclusions of my review of pupil behaviour issues, announced in the Children's Plan. It builds on findings from the four interim reports between March 2008 and February 2009. As suggested by the above title, it also reviews progress since October 2005 when I and other members of the former Practitioners' Group on School Behaviour and Discipline (The Practitioners' Group) produced our report *Learning Behaviour*.

This report makes a total of 47 recommendations, grouped under three overall themes: legal powers and duties, supporting the development of good behaviour and Raising Standards Higher. I highlight some of the key conclusions and recommendations below.

The starting point of my report is that poor behaviour in schools cannot be tolerated and that both teachers and pupils have the right to work in an orderly environment. However while there is a legitimate concern in society about standards of behaviour of young people (as in earlier generations) there is strong evidence from a range of sources that the overall standards of

behaviour achieved by schools is good and has improved in recent years. The steady rise in standards needs to be celebrated and the achievement of teachers and pupils recognised.

This progress also reflects the take-up and consistent application by schools of established good principles of behaviour management, as set out in the "What Works" advice of the former Practitioners' Group, as well as the implementation of the policy agenda set by the Group in 2005. Almost all of the Group's recommendations have been acted upon, as have recommendations from earlier stages of this review. One key outcome has been a considerable strengthening and clarification of the law on school discipline.

Legal powers and duties are considered on pages 27–33 of my report. I have not found evidence of a need or desire among the profession for schools to be given wider powers, but I do identify a need for a [dissemination strategy](#) to raise awareness and understanding of the powers that already exist. This includes the power to exercise discipline beyond the school gates

which schools should work with wider partners, such as the police, to deliver. I also recommend reviewing the proposed wider legal [power to search pupils](#) within three years of it coming into force, to assess its use and evaluate if it is properly understood. [On exclusions](#), I believe it vital that independent appeals panels are retained, in the interests of natural justice and to stop schools becoming embroiled in legal processes.

The need for consistent good quality teaching, as the basis for raising standards and reducing low level disruption, has been highlighted both by Ofsted and fellow practitioners. Following consultation with the professional associations, I make a key recommendation that all schools should be required to produce a written policy on [learning and teaching](#), in order to ensure consistent high standards in the classroom and to support pupils and teachers. I also recommend a [review of the range of policy documents](#) that schools are asked to produce.

My report then moves on to consider **what works in schools** particularly in terms of **supporting the development of good behaviour** (pages 34–46 and 47–56). This includes an endorsement of the “What Works” good practice advice of the former Practitioners’ Group, which is included as an annex to the report and which the Department for Children, Schools and Families (DCSF) at my request are also separately reprinting. My conclusions here relate to:

- [Schools and school staff](#) – where I highlight the importance of [early intervention](#) including a recommendation that DCSF’s current review of the Dedicated Schools Grant should consider how this can best be funded; of [initial teacher training](#) and [continuing professional development \(CPD\)](#); of Training Schools; and of the DCSF and professional associations working together on [disseminating good practice advice to schools](#). In particular, I recommend giving a greater emphasis to behaviour management training within the Training Schools programme and promoting greater involvement in the programme of schools for pupils with behavioural, emotional and social difficulties (BESD) and Pupil Referral Units.
- [Pupils](#) – where I recommend how schools can ensure appropriate engagement of and support for pupils and also recommend that an assessment is undertaken of the potential of nurture groups and other additional provision to support good pupil behaviour.
- [Parents](#) – where I identify the potential to use and build on a range of existing initiatives, including [Parent Support Advisers](#), [Family Intervention Projects](#), [on-line reporting](#) and [Family SEAL](#) to support and strengthen the engagement of parents.
- [Behaviour and attendance partnerships](#) – where, building on my previous report and reflecting further consultation with

the teacher professional associations and other stakeholders, I specify the [key characteristics](#) one would expect to see in all partnerships.

While the great majority of schools are successfully achieving satisfactory or better standards of pupil behaviour, there is no room for complacency. Schools with satisfactory standards have potential to rise to the challenge to do even better. Instances of unacceptable behaviour by pupils and unacceptable performance by schools and Local Authorities also need to be tackled effectively. **Raising Standards Higher** (pages 57–68) sets out a number of conclusions relating to:

- **Schools** – a particularly significant recommendation in this part of the report is about the Local Authority not only prioritising support for schools with unsatisfactory behaviour but also the [Local Authority](#) seeing an [Ofsted judgement of satisfactory behaviour as a trigger for additional support](#). I also recommend that the most recent Ofsted inspection grade for behaviour should be included on the [school report card](#) as well as making recommendations about how to ensure good quality [Day 6 provision for excluded pupils](#). The requirement to make such provision followed a recommendation of the Practitioners' Group and has been a challenge for schools. My report includes practical examples of successful, effective local provision.
- **Pupils** – where I focus particularly on the need for effective early intervention when pupil misbehaviour occurs and set guidelines for when the [withdrawal of pupils from the classroom](#) is necessary. Withdrawal should be for the minimum time necessary to assess need and to effect a change in behaviour, and I recommend that [DCSF should define best practice](#) for all forms of out of classroom provision.
- **Parents** – where I advise on more consistent use of [parenting contracts](#) and dissemination of a chart which DCSF has produced with the teacher professional associations and other stakeholders summarising the [rights and responsibilities](#) of schools, parents and pupils for school discipline.
- **Local Authorities and Children's Trusts** – a key recommendation here is that [behaviour and attendance partnerships should provide an annual report to their local Trust](#). Children's Trusts, in turn, need to improve access to child and adolescent mental health services ([CAHMS](#)). DCSF, for its part, should consider how to support and challenge Local Authorities with [disproportionately high exclusions](#) and DCSF guidance should particularly address the issue of repeat fixed-period of exclusions. While I support the right of schools to exclude, where a school keeps excluding the same child this clearly indicates that the strategy is not working. Local Authorities must meet their obligation to provide education from day 6 for permanently excluded pupils and

ensure that schools do the same for those excluded for a fixed term.

Improving behaviour is a shared responsibility between government, schools and other local partners together with parents and pupils themselves. The conclusions and recommendations resulting from this review confirm and should help consolidate the good progress being made.

Twelve outstanding secondary schools excelling against the odds. Ofsted February 2009

- *They excel at what they do, not just occasionally but for a high proportion of the time.*
- *They prove constantly that disadvantage need not be a barrier to achievement, that speaking English as an additional language can support academic success and that schools really can be learning communities.*
- *They put students first, invest in their staff and nurture their communities.*
- *They have strong values and high expectations that are applied consistently and never relaxed.*
- *They fulfil individual potential through providing outstanding teaching, rich opportunities for learning, and encouragement and support for each student.*
- *They are highly inclusive, having complete regard for the educational progress, personal development and well-being of every student.*

- *Their achievements do not happen by chance, but by highly reflective, carefully planned and implemented strategies which serve these schools well in meeting the many challenges which obstruct the path to success.*
- *They operate with a very high degree of consistency.*
- *They are constantly looking for ways to improve further.*
- *They have outstanding and well-distributed leadership.*

Recommendations



A. Legal powers and duties

1. Schools have a broader range of powers than ever before to prevent and tackle poor behaviour. Government and the professional associations should work together to devise a dissemination plan to raise awareness and understanding of this range of powers among schools, parents, pupils and teachers, including in particular the statutory power to discipline.
2. Operation of the new legal power to search pupils not only for weapons but also for alcohol, controlled drugs and stolen property should be reviewed within three years of the power coming into force in order to assess its use and to evaluate if it is properly understood in schools. Schools and partnerships of schools should use Safer School Partnership officers to help them ensure that this power is exercised.
3. Schools need to be reminded of their power to discipline pupils for having behaved inappropriately off school premises and how they can use this to prevent misbehaviour outside the school gates and on journeys to and from school.
4. Schools have the power to exercise discipline beyond the school gates and this should be clearly stated in the school behaviour policy and in the home-school agreement. As part of the regular review of the school behaviour policy, schools should remind pupils and parents that this power exists. Schools should also work with wider partners, such as their Safer School Partnership officer or local Police Community Support Officer to ensure that there is good behaviour on the way to and from school and to tackle inappropriate behaviour outside the school gate.
5. In engagement with the professional associations, a review should be carried out by DCSF of the range of policy documents that schools are asked to produce. This review would aim to ensure that schools are required to only produce a limited and coherent set of policy documents in line with the expectations of the 21st Century School; to remove any unnecessary requirements; and to draw together remaining requirements within a simpler and more coherent overall framework.

6. In order to ensure consistent high standards in the classroom and to support pupils and teachers, all schools should be required to produce a written policy identifying their key learning and teaching aims, strategies and practices. The production of this policy should engage all staff and it should be regularly reviewed. The learning and teaching policy should be a separate document from the school behaviour policy. It would however underpin the school behaviour policy along with a range of other school policies, providing a fundamental basis for school improvement.

7. The legal requirement on school leaders and governing bodies to ensure that their behaviour policies are reviewed regularly and that staff, pupils and parents are involved in the process is extremely important and must be observed. This activity will assist schools in updating their self-evaluation form in preparation for an Ofsted inspection.

8. Independent exclusion appeals panels should be retained, both in the interests of natural justice and to prevent schools becoming embroiled in time-consuming or costly alternative legal processes.

9. DCSF guidance to school governing bodies should be amended to encourage all governor disciplinary panels to include at least one member who has received training in the previous two years in exclusion processes. DCSF should give guidance to governor disciplinary panels to ensure that their powers are exercised

as effectively as possible, to support good discipline in the school.

B. Supporting the development of good behaviour

Schools and school staff

10. DCSF and the professional associations should agree how best to disseminate good practice on raising standards of behaviour in schools. Schools should organise training for staff using the “What Works” principles on pupil behaviour management identified in the Practitioners’ Group’s former report, a copy of which is attached at Appendix A.

11. Effective early intervention is particularly important in preventing pupil behaviour problems:

- a. early years settings and primary schools should ensure staff have appropriate skills and time to identify Special Educational Needs (SEN) and behaviour needs and to intervene effectively at an early point;
- b. schools need to ensure that sufficient resources are provided for intervention strategies.

12. The Department’s current review of the Dedicated Schools Grant should consider how best early intervention can be funded.

13. Continuing professional development strategies on behaviour management issues should take account of :



Ed Balls visits Sir Alan's school, 7 Kings High School in July 2008.

- a. Developing newly qualified teachers to have the confidence and skills to deal with more challenging pupil behaviours;
- b. Providing training for all staff on current evidence-based thinking on the management of pupils' behaviour with a particular regard to classroom teachers and staff with pastoral care responsibilities; and
- c. Behaviour management training for school leaders at all levels to ensure they are equipped and able to support and guide their colleagues. This should include emerging issues that have arisen since their initial training (e.g. cyberbullying).

14. The Training and Development Agency for Schools (TDA) should review

how initial teacher training prepares teachers to manage pupil behaviour and to teach pupils with SEN or a disability, taking into account Ofsted's survey findings in 2008, which recognise that bad behaviour can result from the inability of the child to access their learning.

15. Effective behaviour management in a school requires that agreed policies are followed consistently by all staff. Headteachers should ensure that teachers and other school staff experiencing difficulties in managing pupil behaviour receive intensive support and coaching. Where there is consistent failure to observe agreed school policies, this should be tackled as part of the school's agreed procedures for tackling poor performance.

16. There should be a greater emphasis on the provision of behaviour management training within the Training Schools programme. Mainstream schools with an exceptional record in behaviour management should be encouraged to apply for Training School status so that they can make their expertise more widely available.

17. The criteria for entry to the Training Schools programme should be simplified so that Behavioural, Emotional and Social Difficulties (BESD) special schools with a record of success and a strong commitment to training and collaborative working can become Training Schools or, where they lack the capacity to do this in their own right, can enter a partnership with a mainstream training school to offer a 'behaviour management' specialism. While Pupil Referral Units (PRUs) may not have the resource to take on the role of training schools themselves, successful and stable PRUs should also be encouraged to partner mainstream training schools.

Pupils

18. The engagement of pupils in the life of the school and the development of their leadership and decision making skills should be priorities for schools. This approach provides feedback to the school on its own effectiveness and utilises the skills of pupils in developing and implementing policy.

19. Schools should review their pastoral systems for pupils to ensure all pupils have someone that knows them well and who is able to support them with their learning

and development and, through effective monitoring, ensure that any needs are quickly identified and addressed. The use of Learning Mentors and other staff with similar roles to support vulnerable pupils is valuable and should be extended where possible.

20. Headteachers report that nurture groups can be important in supporting pupils who display poor behaviour. Building on previous research DCSF should undertake an assessment of the impact of nurture groups in schools situated in areas of high deprivation. This might be via an Ofsted survey of the effectiveness of nurture groups and other additional provision in schools that supports good behaviour, an independent evaluation, or a pilot programme which could be evaluated by Ofsted.

Parents

21. Parent Support Advisers can enable the school-home relationship to grow and flourish. Schools and Local Authorities should give priority to their training so as to maximise the potential of this important school resource. To raise understanding of the importance of this role, information regarding the role of the Parent Support Adviser should be included in the training of all school staff.

22. From April 2009 all Local Authorities will provide parenting early intervention programmes for parents of 8 to 13 year old children and employ parenting practitioners and experts to provide advice to parents. Schools have a key role to play

in identifying children whose parents may require support and should refer and encourage parents to access extra support where needed. Local authorities should raise awareness of services that are available through their parenting strategy, Family Information Services, and other information they offer parents.

23. The availability of Family Intervention Projects (FIPs) provision is not always known about in schools and Local Authorities should raise awareness about how and when it is appropriate to make referrals to these services. Schools also have an important role to play in working with FIPs when a pupil is involved.

24. Schools and Local Authority Family Learning Services should consider implementing Family SEAL to complement the implementation of social and emotional aspects of learning in the curriculum. Schools and Local Authorities may wish to explore how this approach might be extended to include parent/carers of pupils in secondary schools.

25. Schools should monitor and evaluate their effectiveness in maintaining communication with parents and in particular monitor and evaluate the effectiveness of their strategies to engage parents who are hard to reach or disaffected. The DCSF's work to support on-line reporting should specifically target this group of parents.

Behaviour and attendance partnerships

26. To support the further development of the behaviour and attendance

partnerships, DCSF guidance should be developed to include a framework against which behaviour and attendance partnerships can assess their own performance. This should be based around the key characteristics one would expect to find in all partnership arrangements:

- a. the active engagement of all member schools and other bodies within the partnership reflecting their ownership of the partnership and their commitment to all local children;
- b. the inclusion within the partnership of the local Pupil Referral Unit (PRU), or PRUs, if they exist, together with other major providers of Alternative Provision;
- c. engagement of the partnership with primary schools and further education;
- d. alignment of the behaviour and attendance partnership with the local Safer School Partnership. There should be full engagement with the police so that each partnership has at least one allocated SSP officer. It is crucial that police forces make this support available;
- e. engagement with extended services to improve support to pupils and parents in the partnership and to facilitate re-integration into mainstream provision as required;
- f. clear protocols for pupil managed moves and for the placement of 'hard to place' pupils. These protocols to be operated by all members of the

partnership. Guidance to schools should detail the legal rights of parents;

- g. a focus on behaviour and attendance and on effective early intervention;
- h. the use of 'pooled' resources to enable the partnership to buy in specialist support;
- i. the transparent use of data so that the partnership can monitor its performance and identify strategic objectives;
- j. a staff training programme related to behaviour and attendance to provide opportunities for ongoing continuous professional development (CPD) and joint networking.

C. Raising Standards Higher

Schools

27. Schools should aim for the highest possible standards of pupil behaviour. As in all parts of school life the objective must be to challenge poor performance and effect improvement;

- a. where a school is rated by Ofsted as having 'satisfactory' standards of behaviour, this should be regarded by the school as indicating scope for further improvement. The Local Authority should see a judgment of 'satisfactory' as being a trigger for additional support to help the school implement effective approaches;
- b. schools rated by Ofsted as having 'inadequate' standards of behaviour have an urgent need for significant and speedy improvement. In almost

all cases, they are placed by Ofsted in an improvement category. Where behaviour is graded as inadequate these schools must be prioritised for behaviour support from the Local Authority;

- c. behaviour improvement plans produced by schools should pay the closest regard to the guidance produced by the Practitioners' Group: "Principles and Practice – What Works in Schools", and to Ofsted publications on behaviour management practices;
- d. DCSF should monitor the support provided, and where necessary supplement it, through the National Strategies intervention programme on school behaviour.

28. The most recent Ofsted inspection grade for behaviour should be included on the proposed school report card.

29. Within behaviour and attendance partnerships, schools should review by July 2009 their Day 6 provision for pupils excluded for fixed periods. Where this has not met statutory requirements they should take action to ensure that they will be able to make provision in future. DCSF should support schools by gathering and disseminating examples of good practice to suit a range of situations. These might include:

- a. schools sharing provision where a number of schools are located close together, which need not all be the same phase;

- b. schools within a partnership commissioning private / voluntary sector provision, using delegated funding;
- c. where capacity exists and geography permits, schools having access to short term places in local PRUs.

30. During school inspections Ofsted should be asked to check that schools are making appropriate Day 6 provision for excluded pupils, particularly where schools have significant numbers of fixed period exclusions.

Pupils

31. Schools should ensure that staff, pupils and parents know the expectations on behaviour and that the school rules will be applied fairly and consistently.

32. When a pupil is misbehaving and preventing others from learning, procedures must exist for dealing with the situation and this may include the temporary removal of the pupil from the classroom. The interests of the class must be seen as paramount by the school and the disruption cannot be allowed to continue. Effective action will ensure that in most cases the pupil is subsequently able to rejoin the class.

33. School provision out of the classroom should be used as part of a planned early intervention strategy and, if possible, before incidents of serious misbehaviour occur. These strategies could include:

- a. a withdrawal room on the school site when pupils need to be removed from class immediately;

- b. the use of a Learning Support Unit within the school (or another local school within the partnership) as a planned, positive referral;
- c. the use of alternative provision as part of early intervention;
- d. access to services provided in another school or Pupil Referral Unit in the behaviour and attendance partnership.

34. The period spent by a pupil in school based alternative provision should be the minimum necessary to assess need and to effect a change in behaviour.

35. DCSF should define best practice for various types of alternative provision. Based on this, Ofsted should then be asked to produce inspection guidance for all forms of out of classroom provision, or that which is off the school site. Evidence gathered should be used to guide future policy.

Parents

36. Schools need the support of parents in ensuring their children's good behaviour. The "Rights and Responsibilities" chart which the DCSF has produced in partnership with the teacher professional associations and other stakeholders summarising the rights and responsibilities of schools, parents and pupils for school discipline should be more actively promoted as part of the awareness raising strategy referred to in Recommendation 1 and incorporated into the home-school agreement.

37. School admission authorities should ensure that the information provided to parents identifies their rights and responsibilities and includes a clear statement relating to behaviour and discipline and the legal powers possessed by schools.

38. Local Authorities and schools should ensure that there is a more consistent use of Parenting Contracts to ensure that parents are challenged to tackle their children's unreasonable behaviour. Schools should consider whether a parent's actions are contributing to their child's bad behaviour and offer a Parenting Contract to tackle this and to set out the support that will be available to the family.

Local Authorities and Children's Trusts

39. Children's Trusts are partnerships which are established to bring together organisations in a shared commitment to improve children's lives, both safeguarding and enabling each child to achieve the best possible outcomes. DCSF should clarify their role for schools so schools better understand through clear and practical guidance how they can engage with the Children's Trust and how this engagement will assist them in meeting the needs of children.

40. Children's Trust Boards should routinely consider the impact of behaviour and attendance issues on all five *Every Child Matters* outcomes and reflect this in a specific behaviour and attendance section in their Children and Young People's Plan.

This should be monitored and regularly reviewed.

41. Behaviour and attendance partnerships should provide the Children's Trust with an annual report on the standards of behaviour and attendance existing in the partnership. The report should include information regarding the perception of schools on the quality of delivery of those services for which the Trust is responsible and their views on key future development priorities.

42. Each Children's Trust should identify how it will ensure the delivery of the full range of mental health and psychological well-being services across the full spectrum of need. Service delivery should be proactive reflecting the fact that the provision of a service may not address the anticipated needs if the recipient of the service is unable to achieve access.

43. To improve the access that children, young people and their families have to mental health and psychological well-being support, Children's Trusts should set out a clear description of the services that are available locally, which should include services to promote mental health and psychological well-being, early intervention support and high quality, timely, responsive and appropriate specialist services which span the full spectrum of children's psychological and mental health needs.

44. Minimum standards for alternative provision by Local Authorities and other bodies should be identified and

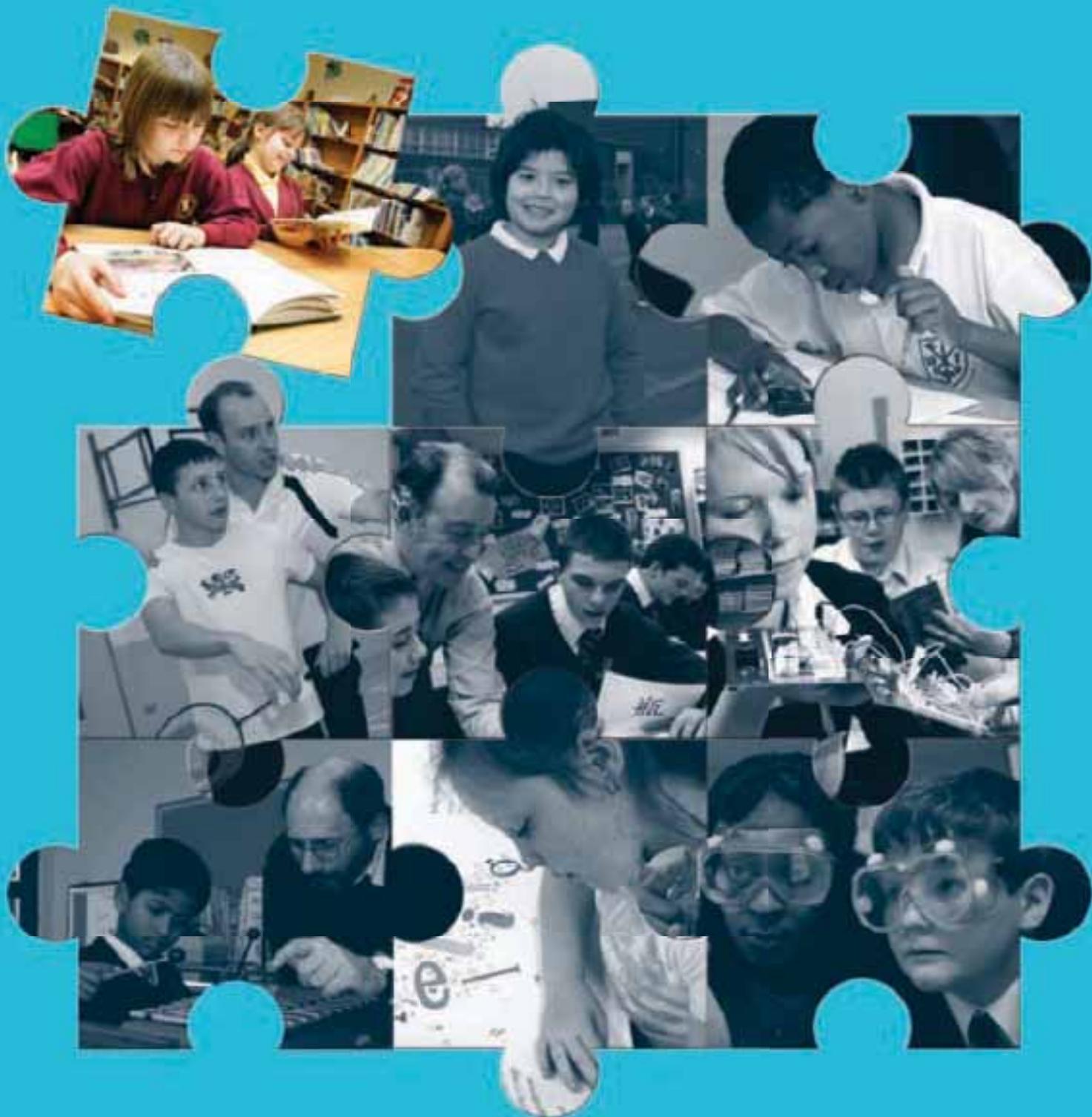
implemented by September 2011. These minimum standards should cover both the hours and content of provision for different types of pupil in alternative provision.

45. The DCSF should not set targets on exclusion to Local Authorities, which would undermine heads' right to exclude where that is necessary. The DCSF should however consider how best to support and challenge those Local Authorities with disproportionately high exclusion levels. The DCSF should also continue to disseminate the materials to Local Authorities which aim to reduce disproportionate exclusions for minority groups, particularly Black Caribbean pupils, as well as those with special educational needs.

46. Departmental guidance on exclusions should address the issue of repeat fixed-period exclusions. Where a child is receiving multiple fixed-period exclusions, schools should consider whether this technique is succeeding in tackling their behaviour problems and consider whether other techniques would be more effective. Local Authorities should be proactive in supporting schools to develop their behaviour management strategies.

47. Local Authorities should ensure that they meet their legal obligation to arrange educational provision for all permanently excluded children from day 6, and should monitor and support schools in carrying out their respective legal obligation to arrange provision for pupils excluded for fixed periods of 6 days or more.

Introduction



Introduction



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 most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour.

Practitioners' Group, October 2005

1. Poor behaviour in schools cannot be tolerated. To do so is to harm the interests of pupils, staff and the perpetrators of the bad behaviour. Children have a right to attend school in safety and to learn without disruption from others. Parents are entitled to expect that their children have the best possible learning experience and one that will allow them to fulfil their potential. Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their pupils.

2. In a recent survey parents placed good discipline standards as the most

important feature that they wanted in schools. They believed that schools had a central role in teaching children to be well behaved and to display good manners (Ipsos Mori March 2009). This survey confirmed that the great majority of parents support schools and want to work with them in teaching children to behave well.

3. The behaviour in school of the large majority of children is good, as it always has been. Where instances of bad behaviour occur intervention must be swift, intelligent and effective. This intervention must protect the interests of the majority while aiming to change the behaviour of those causing the difficulties. Children need to be taught how to behave in an acceptable social manner and there are few children who are incapable of learning these lessons. A clear and consistent approach is essential for teachers and parents, but this needs to be balanced with a recognition that it is the nature of childhood that it is a period when mistakes are made and lessons learned.

4. The prime responsibility for bringing up children belongs to their parents. This is a self evident truth. Schools are rarely responsible for causing bad behaviour among the young and are good at helping to ameliorate the problems of society. Exercising a privileged position in working with the young, schools do have a clear responsibility to work with and support parents in caring for their children. They must model and teach the moral values necessary for the child to be a good future member of society. Where this works well the lives of children can be transformed.

5. Children are impressionable and open to negative as well as positive external influences. If adults want children to grow up as good members of society they need to accept responsibility for their own behaviour and recognise the necessity to display good behaviour to the young. This responsibility is shared by all and must be exercised by all. A measure of a civilised society is the quality of the care given to the young and this care needs to be moral as well as material in nature.

Learning Behaviour : The Practitioners' Group

6. In October 2005 the report of the Practitioners' Group on School Behaviour and Discipline was published. The Group had been established the previous June by the Minister of State.

7. A number of the recommendations made in the report were incorporated in the Education and Inspections Act 2006. The clarification of the legal

rights and responsibilities of teachers regarding discipline was particularly significant. Almost all of the remaining recommendations were also agreed by government, or other organisations to who they were addressed. The Practitioners' Group were delighted that their report and good practice advice was endorsed by all the professional associations and was circulated widely in schools. The support I have received from the professional associations has been exemplary and I wish to thank them warmly.

The Behaviour Review

8. In December 2007, in the Children's Plan, the Secretary of State for Children, Schools and Families requested a review of the progress made in raising standards of school behaviour and discipline since the publication of the Practitioners' Group report. The review would also examine any new issues that had arisen since 2005. This report concludes that review.

9. This report will examine whether the powers available to schools are operating effectively and whether they are sufficient. Continuing the work of the 2005 Practitioners' Group it will focus on identifying the practices and strategies that work in schools and will emphasise the paramount importance for schools of consistent high standards in the classroom and a consistently applied and effective policy on behaviour management. In addition I will briefly return to some of the matters contained in my four earlier reports produced as part of the review of behaviour in schools.

10. In conducting this review I have been ably supported by Robert Mace and other DCSF staff and I wish to record my gratitude for their support. In addition to supplying me with factual information DCSF officials have also, at my request, produced background information papers and these are attached to this report as Appendices.



Ed Balls, Alan Steer and DCSF officials.

Chapter 1: Perception and reality



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

Practitioners' Group, October 2005

1.1 The issue of pupil behaviour in schools is a subject on which it can be difficult to maintain an informed and intelligent debate. As Lord Elton observed in 1989 'bad behaviour in schools is a complex problem which does not lend itself to simple solutions'. Unacceptable behaviour can take many forms and occur for many different reasons. As an education system and as a society we often fail to differentiate between the nature of bad behaviour and the circumstances of the offender. In doing so, we make it more difficult to effect improvement. This is to the detriment of the young person and to the interests of society.

1.2 There is widespread concern in society and among some teachers about the standards and behaviour of young people – as there has been in earlier

generations. High profile incidents of street crime have contributed to this current concern. The concern is real and needs to be addressed, but care must be taken that discussion of the behaviour of the young is based on facts and that as a result it leads to effective improvement strategies where these are needed.

1.3 In 2005 the Practitioners' Group were clear in their perception of the reality for schools and for children regarding behaviour:

“Our experience as teachers, supported by evidence from Ofsted, is that the great majority of pupils work hard and behave well, and that most schools successfully manage behaviour to create an environment in which learners feel valued, cared for and safe. It is often the case that for pupils, school is a calm place in a disorderly world. We realise that this is not the case in every school, but in our experience, where unsatisfactory behaviour does occur, in the vast

majority of cases it involves low level disruption in lessons. Incidents of serious misbehaviour, and especially acts of extreme violence, remain exceptionally rare and are carried out by a very small proportion of pupils

Learning Behaviour 2005

1.4 In carrying out this review I have found no evidence that has caused me to question the accuracy of the judgement made by the Practitioners' Group. Indeed my view is that standards of behaviour in our schools have risen since 2005 and that indications are that they will continue to rise. There have been a series of recent conflicting assessments of the state of behaviour in English schools. Where they are based on evidence and observation they support the view of the Practitioners' Group.

1.5 Ofsted confirms that the number of schools inspected where behaviour is a significant concern is at the lowest level recorded. In November 2008 Her Majesty's Chief Inspector of Education reported that standards of behaviour were good, or outstanding in 93% of primary schools and 72% of secondary schools. In only 1% of primary schools and in only 2% of secondary schools was behaviour judged to be inadequate. Even in February 2005, when he raised concerns over the degree of low level disruption, the then Chief Inspector felt confident in saying that *'the great majority of pupils enjoy school, work hard and behave well.'*

1.6 In 2008, one of the largest primary school studies ever conducted and based on classroom observation, concluded that standards of behaviour were higher than they had been for 20 years. It indicated a direct connection with the standards of teaching provided and commented on the very high level of pupil engagement with their work. (*A Mass Observation Study of Student and Teacher Behaviour in British Primary Classrooms, Apter 2008.*)

1.7 In 2008 the National Union of Teachers (NUT) surveyed their members to determine their perceptions of the state of pupil behaviour in schools. It is pleasing to note that teachers felt that there had been a reduction in the level of pupil disobedience since the last survey in 2001. However, if the behaviour of the majority had improved, the survey indicated that with a small minority of pupils more severe problems were being encountered. An additional concern arising from the survey was the finding that the majority of teachers surveyed had not received behaviour management training.

1.8 In 2008 the National Association of Schoolmasters/Union of Women Teachers (NASUWT) supported an investigation into behaviour in schools which resulted in the Derrington report, *Behaviour in Primary Schools*. This report indicated a belief among the teachers surveyed that the behaviour of a minority of pupils had got worse. This perception that schools are facing greater problems dealing with the behaviour of a small number of pupils, rather than experiencing problems with

pupils as a whole is found in other teacher surveys. The provision of effective support to teachers, pupils and parents to address acute problems when they occur has been one of the most significant themes of this Behaviour Review.

1.9 If there is clear evidence that the general standard of behaviour in our schools is good, there is also evidence that some significant problems remain. A survey of 30 recently qualified teachers undertaken in 2007 on behalf of NASUWT raised some significant concerns:

- poor pupil behaviour regularly affects newly qualified teachers;
- there is variable support offered by schools to newly qualified teachers regarding behaviour management.

1.10 A further survey of teachers in October 2008 revealed some conflicting views on the state of pupil behaviour in our schools (Teacher Voice). 94% of teachers surveyed believed that in their schools behaviour standards were acceptable with a significant majority confirming that they were good. This supports the evidence arising from Ofsted inspections. Satisfaction levels were lower among less experienced teachers, although 83% believed that their training had equipped them well to manage classroom behaviour.

1.11 While believing that standards were acceptable, or better in their own schools, over two thirds of respondents felt that negative behaviour was driving teachers out of the classroom. This confusion

regarding the true overall situation is mirrored in the responses obtained from surveys of parents. While the vast majority of parents are pleased with the standards present in the school their child attends, large numbers express concerns over the state of the education system as a whole.

“Young people’s views on the standards of behaviour in their schools, or colleges have some similarities to those of their teachers and parents. 88% believe that it is either good, or at least acceptable. They differ in being far more positive in believing that the situation is improving (48%) with this view being strongest among children aged 10-16. This is the age range that teachers and parents can find most troubling.”

(Franklin Youth debrief June 2008)

1.12 The confusion between a general satisfaction regarding standards in their own school, but a concern over standards elsewhere may reflect an unduly negative media presentation of young people and their schools. It is significant that the perceptions of the general public are more negative than those of teachers, parents, or pupils, though the evidence base for those perceptions is not clear. It is unfortunate that the image often presented is not that of the great numbers of the young who engage with voluntary work in their communities, or who accept responsibility in their families as carers for other family members. I share the concerns raised by Barnados in 2008 and by Dr Tanya

Byron in March 2009 about the danger of demonising the young.

1.13 It is important that the gap between the public perception of schools and the reality in schools is not allowed to grow. The education of our young is vital to the future of society and the country and schools need to retain public confidence. While carrying out this review I have been concerned by the lack of understanding among some teachers and the public of the true situation in schools and of the powers schools possess and exercise to maintain good standards of behaviour. There is a need for schools and government to display confidence in young people while taking effective and swift action when problems occur.

1.14 Clearly there are no grounds for complacency regarding behaviour in schools, but there are grounds for refuting some of the negative assessments that have received publicity. The steady rise in standards needs to be celebrated and the achievement of teachers and pupils needs to be recognised.

1.15 Clear rules and the consistent application of rewards and sanctions are essential, but I utterly reject the views of those who wish to identify only punitive solutions to the problems of bad behaviour in children. As said earlier, it is the nature of childhood that it is a period when mistakes are made and lessons learnt. Tough love towards children can be appropriate, but a purely punitive approach is immoral, damaging to society and doomed to failure.

Chapter 2: The Behaviour Review: progress so far



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;

Practitioners' Group, October 2005

2.16 Substantial progress has been made in implementing the recommendations of the report, *Learning Behaviour*, of the former Practitioners' Group on School Behaviour and Discipline and I welcome warmly this. Action has taken place on nearly all of the 72 recommendations, 19 of which were immediately endorsed in the White Paper *Higher Standards, Better Schools for All* and a number of which can be found within the Education and Inspections Act 2006 and subsequent legislation.

2.17 A chart detailing progress on each of the 72 recommendations is included as Appendix E of this report. Areas where there has been particular progress include:

- the introduction of a statutory 'power to discipline' for teachers and other school staff and other new legal measures to improve parental accountability for the behaviour of their children at school;
- the changes relating to school exclusion and the conduct of independent appeal panels, including the stronger advice about appeals panels not overturning exclusions on technicalities;
- the consolidation of the Social and Emotional Aspects of Learning (SEAL) programme;
- development of DCSF guidance on school behaviour policies, exclusions, school building design, diet and on teacher rewards and incentives that reflect specific recommendations from the Practitioners' Group;
- development by Ofsted of the school self evaluation form to so that the interactions between teaching, learning and behaviour are made more prominent;

- action by the Training and Development Agency for Schools, National College for School Leadership, Teachers' TV and National Strategies to improve arrangements for delivery of initial teacher training and continuing professional development on pupil behaviour related issues; and
- new guidance relating to bullying, including the higher profile for homophobic bullying.

2.18 The endorsement of the 2005 report by the Government, teacher professional associations and other stakeholders was pleasing and important. As Chair of the former Practitioners' Group, I record my gratitude. With their support the *Learning Behaviour* report has had a significant impact and over 16,000 copies have been sent on request to schools.

2.19 I am also grateful for the positive response both from government and colleagues in the profession to the recommendations made in the four interim reports of my current review of pupil behaviour issues. A chart detailing responses to each of these recommendations is included as Appendix F of this report. Progress to date includes:

- provisions in the Apprenticeships, Skills, Children and Learning Bill, currently before Parliament, to make it compulsory for all secondary schools (including special schools and academies) to be members of behaviour and attendance partnerships; to rename Pupil Referral Units as Short-Stay Schools; and to extend the power to search pupils without consent for weapons to include also alcohol, controlled drugs and stolen property;
- new DCSF guidance to support staff subjected to cyberbullying;
- a broad range of improvements to alternative provision, set out in the *Back on Track* White Paper last May;
- development of on-line reporting to parents, the Parent Support Adviser programme and other initiatives to support the engagement of parents with schools;
- development of plans for new, more effective arrangements for handling parental complaints;
- announcement in the Youth Crime Action Plan last July that every school will have a named police contact and that Safer School Partnerships should become the norm in schools;
- the £200 million co-location fund for 2008–09 which supports schools in providing additional facilities for extended schools and other partnership services;
- a substantial range of activity by the National Strategies to promote effective transfer and transition work;
- action by the National College of School Leadership to address the issue of in-school variation;
- continuing action to embed high aspirations for children with special

educational needs and disabilities,
and to improve relevant training for
teachers; and

- k. agreement with the teacher professional associations and other key stakeholders on taking forward recommendations in my last report about school learning and teaching policies and about clarifying key characteristics of school partnerships for improving behaviour and tackling persistent absence.

Chapter 3: Schools have the power to discipline



What powers do schools have to impose discipline and how have these been strengthened?

Legal powers and duties

3.1 Schools now have very much clearer, broader and better focused powers to discipline pupils than ever before. I do not believe there is a need or desire among the profession for schools to be given wider legal powers to discipline. Teachers have important responsibilities of pupil care and discipline but their primary responsibility is to teach rather than to act as law enforcement officers. The range of legal powers that schools and teachers now have is adequate and appropriate for their professional needs.

3.2 There is an important need to raise awareness and understanding of these duties among pupils, parents and schools. The DCSF has produced detailed, clear guidance explaining the law on school discipline and its practical implications. However the changes to the law outlined above have been considerable and schools

need continuing support to ensure they fully understand what powers are now available. I am concerned that it would appear that teachers, pupils and parents are not fully aware of these changes. Teachers do have sanctions at their disposal and must have the confidence to apply these when it is necessary. A lack of confidence among teachers and a lack of knowledge among pupils and parents are destructive to good standards of behaviour in schools.

“Children are very much made aware of their rights now, you can't keep me after school, you can't do this, you can't do that ... kids are aware that actually there is almost no sanction that you can bring nowadays and particularly without parental support”

Primary teacher, NASUWT “Recently Qualified Teachers” Annual report 2007

3.3 I believe that DCSF should work with the professional associations to raise awareness of the powers schools possess to promote good behaviour, and also to ensure that awareness is raised among pupils and parents.

3.4 Since 2005 the legal power of schools and teachers to exercise discipline has been clarified and strengthened. This was to a large extent a response to the report and recommendations of the Practitioners' Group.

3.5 A key need identified by the Group was for the creation of a statutory power to discipline pupils – something previously recommended by Lord Elton's Committee of Inquiry in 1989 but not acted upon at that time. The Group believed that this would be helpful, given that the overall legal basis for a teacher's authority had not until then been clearly and simply stated in an Act of Parliament. At that time, schools were in the position of having to rely on the common law and feeling vulnerable to having their disciplinary authority challenged.

3.6 The Practitioners' Group also recommended that, in due course, consideration be given to extending the proposed new legal power to search pupils for weapons also to cover drugs and stolen property. In addition, the Group made a number of detailed recommendations with implications for either primary or secondary legislation, intended to promote greater parental responsibility for pupil behaviour and to improve arrangements for excluded pupils.

3.7 These recommendations from the Practitioners' Group paved the way for a major chapter of legal provisions on school discipline in the Education and Inspections Act 2006. In particular, the Act

established a clear and appropriately wide ranging statutory power to discipline for teachers and other school staff. This was a major milestone in the development of schools' legal powers to discipline. Together with other colleagues in the profession, I warmly welcome the fact that it includes a power to discipline pupils not only for misbehaviour within school but also, as reasonable, for misbehaviour that occurred while they were off school premises. I would encourage schools to ensure that all members of the school community are reminded of this periodically.

3.8 The 2006 Act also clarified and strengthened schools' disciplinary authority in other important respects. This was in the spirit of the Practitioners' Groups' recommendations and reflected the concern they had identified about ensuring that teachers' disciplinary authority is protected as far as possible from unreasonable defiance. These changes included giving schools much greater flexibility to make use of the key sanction of pupil detention – in particular by removing the automatic requirement for parents to be notified in writing every time a child is kept back for a few minutes at the end of morning lessons and by making detention permissible at a wider range of times than the law previously allowed. The Act also reaffirmed the power of school staff to use force to control or restrain pupils, including where this is necessary to prevent a breakdown of good order and discipline. In addition, it provided an important legal defence for staff who confiscate

inappropriate items from pupils, including a defence for keeping hold of such an item or disposing of it.

3.9 Other changes in the 2006 Act included a widening of the duty on school governing bodies to consult on the overall principles of the school behaviour policy including, crucially, a duty to invite views not only from staff and parents but from all pupils. For disciplinary policies to be effective, it is clearly important for them to be properly understood and bought into by pupils. This development in the law consolidated existing good professional practice as well as serving to strengthen the legitimate disciplinary authority of schools.

3.10 Promoting good standards of behaviour among young people is not, of course, solely the responsibility of schools.

The 2006 Act included key provisions to enable the use of both parenting contracts and orders at an earlier stage. It also introduced a requirement for parents to attend a reintegration interview following a fixed period exclusion and made parents responsible for ensuring that an excluded pupil is not in a public place during the first five days of an exclusion. This was linked to a new legal duty to ensure that suitable educational provision is made for excluded pupils from the sixth day of any exclusion. In the case of fixed period exclusions this duty falls to schools and may, in practice, be something delivered through school behaviour and attendance partnerships. In the case of permanent exclusions, the duty is on the Local Authority. All these changes followed advice from the Practitioners' Group. They marked a significant raising of expectations both on



parental engagement and on provision for excluded pupils. In particular, these changes significantly reduce the risk of pupils with severe behavioural problems becoming disaffected from education and getting into a downward spiral of crime and anti-social behaviour.

3.11 The introduction of a new legal power to search pupils for weapons was already being taken forward at the time that the Practitioners' Group were undertaking their work, and came into force in May 2007. Mindful of the recommendation from the Practitioners' Group about a possible extension to this power in due course, I undertook consultations with a range of fellow practitioners, teacher professional associations, police and the Working Group on School Security. This confirmed support for the introduction of a broader new power and identified alcohol, controlled drugs and stolen property as the items which an extended legal power could most usefully cover. I am pleased that through the Apprenticeships, Skills, Children and Learning Bill a wider power on these lines is now being introduced.

3.12 A number of other changes to arrangements for handling exclusions were also made on the advice of the Practitioners' Group. These included a strengthening of the Department's guidance to schools on the importance of independent appeals panels not overturning exclusions on mere technicalities and on the importance of schools not resorting to unlawful, so-called

"unofficial" exclusions. I return to the issue of exclusions later in this report.

3.13 The new legal powers described above strengthen schools' disciplinary authority. It is of course possible that, in due course, the legal powers available to schools may need amending or developing to take account of further changes in technology or in society generally. In particular it would be helpful if, three years after its introduction, the proposed wider legal power to search pupils was reviewed in order to assess its use and to evaluate if it is properly understood by schools.

3.14 Any power, particularly over a child or young person, needs to be exercised responsibly and reasonably. The powers that I have outlined above all seek to balance support for schools' disciplinary authority with reasonable protection of the rights of the individual. This is never an easy task but I believe that DCSF, by working with practitioners and the professional associations in framing this series of provisions, has achieved a correct balance.

Recommendations:

1. Schools have a broader range of powers than ever before to prevent and tackle poor behaviour. Government and the professional associations should work together to devise a dissemination plan to raise awareness and understanding of this range of powers among schools, parents, pupils and teachers, including in particular the statutory power to discipline.

2. Operation of the new legal power to search pupils not only for weapons but also for alcohol, controlled drugs and stolen property should be reviewed within three years of the power coming into force in order to assess its use and to evaluate if it is properly understood in schools. Schools and partnerships of schools should use Safer School Partnership officers to help them ensure that this power is exercised.

3.15 The power of schools to discipline pupils extends beyond the school gates. It can be applied to deal with incidents of disorder that occurred when pupils were coming to, or going from school. It can be used to discipline pupils for incidents of bullying that took place off the school site, but which have their origins in the school.

3.16 Schools can also draw on support from the police and other agencies when dealing with serious incidents of bad behaviour outside the school gate. Schools should work with community partners, such as their Safer School Partnership officer, or local Police Community Support Officer, to intervene effectively. It is helpful that, in the Youth Crime Action Plan, the Government set a goal of Safer School Partnerships becoming the norm rather than the exception in schools and announced that all schools will have a nominated police contact.

Recommendations:

3. Schools need to be reminded of their power to discipline pupils for having behaved inappropriately off school premises and how they can use this to prevent misbehaviour outside the school gates and on journeys to and from school.

4. Schools have the power to exercise discipline beyond the school gates and this should be clearly stated in the school behaviour policy and in the home-school agreement. As part of the regular review of the school behaviour policy, schools should remind pupils and parents that this power exists. Schools should also work with wider partners, such as their Safer School Partnership officer or local Police Community Support Officer to ensure that there is good behaviour on the way to and from school and to tackle inappropriate behaviour outside the school gate.

The capacity of schools

3.17 I am aware that there exists a view that there are too many statutory requirements made of schools and that this situation prevents them from responding to any further initiatives. It does appear to me to be appropriate that there should be a review of the current situation so as to ensure that unnecessary requirements are not made of schools and that when they are made they relate to the key issues for the 21st century education service.

A review would also serve the purpose of reminding schools and government of the full extent of the requirements and the expectations related to them.

Recommendation:

5. In engagement with the professional associations, a review should be carried out by DCSF of the range of policy documents that schools are asked to produce. This review would aim to ensure that schools are required to only produce a limited and coherent set of policy documents in line with the expectations of the of the 21st Century School; to remove any unnecessary requirements; and to draw together remaining requirements within a simpler and more coherent overall framework.

Learning and Teaching policies

3.18 In my February 2009 report I argued that all schools should have a written learning and teaching policy which identified the key practices which would be supported by all staff. I undertook to consult with the professional associations as to how this objective could best be met. This I have done and having received general support I now return to this crucial subject in this, my final report.

3.19 Headteachers at present have a duty to evaluate standards of teaching and learning in the school and to ensure that proper standards of professional performance are established and

maintained (Teachers' Pay and Conditions Document paragraph 60.8). I believe that based on this existing duty it should now be a requirement that each school should possess a written Learning and Teaching policy that identifies those baseline practices that will be followed by all staff. I will set out my views on the importance of teaching and learning more fully in Chapter Four, *We know what works in improving behaviour*.

Recommendation:

6. In order to ensure consistent high standards in the classroom and to support pupils and teachers, all schools should be required to produce a written policy identifying their key learning and teaching aims, strategies and practices. The production of this policy should engage all staff and it should be regularly reviewed. The learning and teaching policy should be a separate document from the school behaviour policy. It would however underpin the school behaviour policy along with a range of other school policies, providing a fundamental basis for school improvement.

Behaviour policies

3.20 Schools are required to draw up a behaviour policy and Ofsted assesses the implementation outcomes in the inspection process. This requirement has served to raise the profile of behaviour management in schools, but it is clear that

in this area, as in others, great variation in practice exists.

3.21 If a school policy is to be meaningful it needs to be reviewed on a regular basis and communicated to pupils, staff and parents at frequent intervals. If this does not happen it is unlikely to have much impact. The law requires that review of the policy includes pupils, staff and parents. It should also be informed by an audit of the behaviour needs within the school. This would include an assessment of the nature of the bad behaviour, the background details of the perpetrators, the location of the incidents and an evaluation of the effectiveness of the interventions applied. Too often discussions on behaviour lack any evidence base with the result that subsequent actions are not targeted and may not be effective.

Recommendation:

7. The legal requirement on school leaders and governing bodies to ensure that their behaviour policies are reviewed regularly and that staff, pupils and parents are involved in the process is extremely important and must be observed. This activity will assist schools in updating their self evaluation form in preparation for an Ofsted inspection.

3.22 In 2005 the Practitioners' Group strongly supported the right of parents to have an independent appeal against the exclusion of their child. Group members believed that it would be an injustice for this right to be removed and questioned

the legality of such a move. They also believed that were parents to be denied a right of independent appeal the result would be to increase the problems for schools, rather than reduce them. Their view was that in these circumstances parents would resort to the courts. I understand that these views are supported by the Association of School and College Leaders (ASCL) and I strongly endorse this position.

3.23 When exclusions do occur it is essential that all proceedings are conducted to the highest standard. Governing bodies should make every effort to ensure that members take advantage of opportunities for training in exclusion processes.

Recommendation:

8. Independent exclusion appeals panels should be retained, both in the interests of natural justice and to prevent schools becoming embroiled in time-consuming or costly alternative legal processes.

9. DCSF guidance to school governing bodies should be amended to encourage all governor disciplinary panels to include at least one member who has received training in the previous two years in exclusion processes. DCSF should give guidance to governor disciplinary panels to ensure that their powers are exercised as effectively as possible, to support good discipline in the school.

Chapter 4: We know what works in improving behaviour



The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff.

Practitioners' Group, October 2005

Principles and Practice – What Works in Schools : Practitioners' Group 2005

All schools should:

- *ensure all staff follow the learning and teaching policy and behaviour code and apply agreed procedures;*
- *use commonly agreed classroom management and behaviour strategies;*
- *ensure that all teachers operate a classroom seating plan. This practice needs to be continued after transfer to secondary school;*
- *use Assessment for Learning techniques, such as peer and self assessment, to increase pupils' involvement in their learning and promote good behaviour;*

- *recognise that pupils are knowledgeable about their school experience, and have views about what helps them learn;*
- *assess staff's needs and build into their in-service training programmes specific opportunities to discuss and learn about behaviour;*
- *identify those pupils who have learning and behavioural difficulties, or come from homes that are in crisis and agree with staff common ways of managing and meeting their particular needs;*
- *have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff.*

Implementation and consistency

4.1 There is considerable knowledge within education on what works in schools in raising standards and in successfully managing behaviour. There are many examples of schools achieving the highest standards in the most challenging

circumstances. To reach these levels of success these schools have worked hard to create:

- an ethos of respect among pupils, parents and school staff;
- behaviour and learning and teaching policies that are understood and operated by all school members;
- a staff who have a culture of collegiate professionalism, working together as a team;
- a high level of knowledge of good pedagogical practice among the teachers;
- the active engagement of the pupils in the school;
- excellent communications with parents and their active involvement in their child's learning.

4.2 Unfortunately these characteristics are not found in all schools and it is this level of variation that presents the greatest challenge to the school system.

4.3 In recent years a number of publications have consistently identified those strategies that are most effective in achieving high standards of behaviour and some of these are listed below.

- *Managing challenging behaviour* Ofsted, March 2005
- *Principles and Practice – What works in Schools*, the report of the Practitioners' Group on School Behaviour and Discipline, October 2005

- *Improving behaviour* Ofsted, November 2006

- *The Extra Mile – How schools succeed in raising aspirations in deprived communities*, DCSF, 2008

- *Good practice in re-engaging disaffected and reluctant students in secondary schools*, Ofsted, October 2008

- *Twelve outstanding secondary schools*, Ofsted, February 2009

4.4 In addition the professional associations have commissioned and published significant studies which have greatly assisted our knowledge..

4.5 It is regrettable that the impact of these important works can be limited and short lived. This may reflect a congested education agenda and one which rarely focuses on pedagogy. It may also indicate that more attention needs to be given to the implementation of change once good practice has been identified. Publication of reports needs to be accompanied by effective dissemination if change in schools is to take place. While the reports remain relevant this dissemination needs to be repeated at regular intervals. Most of all, schools need to place a greater emphasis on staff training, utilising authoritative research materials.

4.6 It would be helpful if DCSF worked with the professional associations to produce a dissemination plan that would operate initially for a three year period. This plan would aim to raise awareness of good practice in behaviour management.

The booklet 'Principles and Practice – What Works in Schools' is attached as Appendix A to this report as an initial contribution to this dissemination strategy. All bodies involved in training teachers, or in promoting school improvement need to be active in this process. Dissemination channels should include DCSF, the National Strategies, the National College of School Leadership, the providers of initial teacher training and the professional associations.

4.7 The education system knows what works in schools, even if in reality practice can vary considerably. Much good practice is common to every school generation. Challenges for schools will change reflecting the changing nature of society, but the need for an emphasis on consistent high standards, collegiate professionalism and teamwork is constant.

Recommendation:

10. DCSF and the professional associations should agree how best to disseminate good practice on raising standards of behaviour in schools. Schools should organise training for staff using the "What Works" principles on pupil behaviour management identified in the former Practitioners' Group's report, a copy of which is attached at Appendix A.

School ethos

“Well disciplined schools create a whole school environment that is conducive to good discipline rather than reacting to particular incidents ... There is collaboration and co-operation at the whole school level, the school is student orientated and focuses on the causes of indiscipline rather than the symptoms. Prevention rather than punishment is central. Headteachers play a key role in developing policies and practices alongside other key members of staff and teachers as a whole are committed to the pupils and their work. Most routine discipline problems are dealt with by teachers themselves and there are strong links with parents and community agencies.”

British Psychological Society, Wayson et al, 1982

“The school lives its values. Everyone matters; the head teacher knows every student, but it is clear that they all –students and staff- have responsibilities as well as rights. They feel trusted and respond to this. The culture encourages innovation and experimentation The result is a staff that works extremely hard in an appreciative environment and students who understand exactly what is expected of them at school. Small things matter; staff are smartly dressed as professionals, and students reflect as well as respect this. Everything is done to the highest possible standard, consistently, relentlessly and simply, but in a civilised way.”

Twelve Outstanding Secondary Schools Excelling against the Odds, Ofsted 2009

4.8 While schools are communities of individuals with individual needs, the impact of the communal ethos on pupils cannot be exaggerated. A positive ethos does not happen by chance, but is the result of hard work over a long period of time by all those connected to the school. This requires a sense of collegiate professionalism from school staff and the active engagement of pupils and parents. It is particularly dependent on the school leaders who need to articulate a clear vision and to demonstrate their commitment to that vision on a daily basis.

4.9 Schools need to identify the moral principles by which they wish to operate, communicate these to pupils and practice them in their organisation and in their work. Failure to do this will leave a vacuum that can be quickly filled by negative external influences. Engagement with the local community is essential, but it is equally essential that the problems of the outside area are not allowed to enter school life and prevent the school carrying out its prime functions as an institution for learning.

Principles and Practice Practitioners' Group 2005

All schools should:

- *In partnership with parents, set high expectations for pupils and staff in all aspects of the school's life and show how they are to be met. For example:*
 - *by clear codes of conduct,*
 - *by guidance on how to improve their work;*
 - *a dress code;*
- *ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day;*
- *ensure senior leaders model the behaviour and social skills they want pupils and staff to use;*

- ensure that staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy;
- recognise that leaders at all levels require training if they are to act as mentors to less experienced staff;
- clearly identify the responsibilities and roles of senior staff for behaviour improvement.

Pupil engagement

“Relationships are crucial; it's not about structures, it's about making it work out there for children.”

“Every child should be listened to, no matter how difficult they are to talk to.”

Girl aged 15

The Protection of Children in England: A Progress Report, March 2009

4.10 Schools work to create their ethos through their relationships, their practices and rules and through such strategies as having a school uniform. Children want to feel a pride in their school and I am thoroughly supportive of all measures that help to create this positive corporate identity.

4.11 Good leadership from school staff and the support of parents can help to transform a school ethos, but without the full engagement of the pupils, success will be limited. As the extract below illustrates, engagement needs to take place in

the classroom in addition to the more traditional activities such as school councils, or a school prefect system.

“Staff focus on listening to students in as many ways as possible, including by talking to them in queues to ask them what they are learning and how much they are enjoying it. They value and use their feedback. Student observers are well established and described how eager teachers are to hear what they have to say about how they could improve their lessons. Teachers also regularly give students Post-its at the end of the lesson, ask them to write what went well and what could have been better, and stick them on the door as they go out.

At one student voice conference 80 students decided that they would review the school's learning and teaching policy. They felt that they should write a pledge of what students would do to match the school's pledge to students. This now appears in the school's student handbook as a promise that students will:

- be more involved in their learning objectives
- take the initiative to find out what the success criteria are and ensure their work meets them’.

Twelve Outstanding Secondary Schools Excelling against the Odds, Ofsted 2009

Parental engagement

4.12 Parent engagement with the education of their child is crucial. Where this occurs children are far more likely to be successful, behave well and attend regularly.

4.13 Parents have responsibilities as well as rights. They have the prime responsibility for the upbringing of their children and for their behaviour. Parents need to model good behaviour for the child to learn. They need to help their children to acquire the social skills necessary for them to be harmonious members of the community. When schools act reasonably they are entitled to expect that they will receive parental support, even in difficult circumstances.

4.14 I will return to the issue of pupil and parental engagement in Chapter

Five, Supporting the development of good behaviour.

“Good practice in re-engaging disaffected and reluctant students in secondary schools.”

Ofsted, October 2008

4.15 These features were common in the secondary schools that were successful in helping disaffected students to begin to enjoy learning again:

- the staff shared a commitment to helping the students succeed, which they expressed clearly to students and their families. The school ethos valued and respected the needs of individuals. The students felt part of the school;
- robust monitoring of academic, personal and social progress, and close collaboration with primary schools



Sir Alan talking to parents at Seven Kings High School.

and other services for children and young people ensured that students who were likely to become disaffected were identified early. They received appropriate support before and after they entered secondary school;

- teaching assistants provided vital support for individuals, helping them to maintain their interest and cope successfully with any crises. This allowed teachers to focus on teaching the whole class;
- pastoral support was managed by assigned support staff. They acted as the first point of contact for all parents and carers and they directed them to the most appropriate member of staff if they could not deal with the issue themselves;
- communication with students and their families was very effective. It ensured

that they were fully involved in the process and had confidence in the decisions that were made. Students knew they were listened to and felt they could contribute to decisions about their future. Home-school liaison staff played a critical role;

- specific support, such as temporary withdrawal from classes and training in life skills to help students change their attitudes and improve their learning, was very effective;
- at Key Stage 4, a high quality, flexible curriculum, involving a range of accredited training providers outside the school, was effective in engaging students more in their learning.

Learning and Teaching

4.16 Consistent good quality teaching is the most significant factor in raising

The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff.

Learning Behaviour. The report of the Practitioners' Group on School Behaviour and Discipline, October, 2005.

Ensuring that all staff share clear expectations and communicate them to pupils is key to promoting positive behaviour and attitudes to learning. In schools which manage behaviour successfully, senior leaders see this as an integral part of school of school improvement, and train and support their staff accordingly. There are clear and coherent behaviour policies, implemented consistently by all staff. The quality of teaching and learning is a crucial influence on behaviour. For example, in most of the secondary schools in which behaviour is inadequate, teaching and learning are also inadequate, with inconsistent management of behaviour as a contributory factor. In the secondary schools where behaviour is outstanding, teaching is almost always good, or outstanding.

Ofsted annual report 2008

standards and reducing low level disruption. Learning, teaching and behaviour are inseparable issues for schools. This connection was expressed clearly in the 2008 Ofsted Annual Report and was the key principle that guided the work of the Practitioners' Group in 2005. In school, children spend the great majority of their time in the classroom and it is here that the problem of low level disruption can arise and it is here that solutions must be sought.

4.17 It has long been recognised that securing the constructive engagement of pupils involves the planning of learning experiences that are relevant, engaging and appropriately differentiated. Curriculum developments in recent years at 14–19 and at Key Stage 3 (11–14) have greatly assisted teachers in engaging their pupils. One can anticipate that the review of the primary curriculum by Sir Jim Rose will have the same highly beneficial effect. The impact of these curriculum changes will need to be monitored with the full participation of the profession to assist further development.

“If the lesson engages people, then fewer people will mess around. If the work is too easy, you tend to switch off.”

(Pupil)

“If you get the learning right, behaviour isn't an issue.”

(Head teacher)

“Learning and teaching are the core purposes of the school.”

(Head teacher)

“Approaches to maintaining or improving pupil behaviour were strongly linked to the learning experience of the pupils. Behaviour management strategies provided a 'bottom line' but engaging the pupils in their learning was the prime aim. Strong teacher/pupil relationships and mutual respect were seen as fundamental to achieving high levels of pupil engagement. The strength of these relationships provided teachers with a firm foundation to take risks and to try new approaches in their classrooms. Consistency of expectations by all staff was seen as a main contributor to success. 'Learning walks' in the schools illustrated very clearly that a high level of consistency can be achieved.”

Improving the quality of teaching and learning
DCSF 2009

In-school performance variation

4.18 Standards of learning and teaching have risen considerably in English schools as indicated in the Apter study (“A mass observation study of student and teacher behaviour in British primary classrooms”, Brian Apter, 2008) and in Ofsted surveys. This has resulted in improved pupil behaviour. This is pleasing, but problems do remain. The PISA 2006 study reveals that England

has higher rates of performance variation between schools and within schools than most other OECD countries. This can indicate a lack of collegiate practice and professionalism arising from unrestricted individualism and a lack of clear direction on what is the core function of the institution. Secondary schools by their nature and structure are most vulnerable to experiencing these problems.

4.19 The issue of in-school performance variation needs to be given greater consideration than at present. Lack of consistency in practice within a school undermines behaviour management and can leave individual teachers isolated. Newly appointed teachers, or supply teachers can lack the guidance necessary to be effective. Were the degree of variation to be reduced one could expect to see increased numbers of pupils reaching the desired attainment levels and fewer schools needing to be included within the National Challenge and the 'coasting schools' initiative. In-school performance variation and its possible causes should be addressed in the training provided for school and subject leaders and be a key element of the work of the school improvement partner.

Consistent high quality teaching

“Too many people divorce teaching from behaviour. I think that they are really, really linked and students behave much better if the teaching is good, they are engaged in what they are doing and it's appropriate to them.”

They've not got lost five minutes into the lesson and begun to misbehave and cause disruption.”

“A focus on improving schools through the introduction of better and stronger management isn't enough to make every lesson good – schools should have the improvement of teaching and learning as their top priority.”

Christine Gilbert HMCI January 2009

4.20 The importance of schools establishing baseline consistency in their learning and teaching practice cannot be exaggerated. Where there is such consistency teachers become mutually supportive with their individual efforts being strengthened by the work of their colleagues. For children the beneficial impact can be very significant, particularly for those who are most vulnerable. The provision to pupils of consistent good teaching is the most significant means of narrowing the gap in achievement of children from different ethnic and social backgrounds. Effective reward systems linked to classroom performance do much to promote pupil engagement and good behaviour.

4.21 Schools are not value free communities and the effectiveness of any practice will be determined by the values and expectations that are agreed by all. The work of school staff can be undermined when staff, pupils, or parents do not comply with the general expectation.

4.22 Consistent high quality teaching is the single most important factor in raising standards (“How the best performing school systems came out on top” Sir Michael Barber, Mckinsey and Company, September 2007). For children with behaviour problems or other learning needs it is particularly important that their classroom experience is rigorous, but personalised. Much poor behaviour has its origins in the inability of the child to access learning, rather than as a result of an unchangeable character defect.

Transition between school Key Stages

4.23 The need for a greater emphasis on the importance of consistency exists within schools and between all school phases. While concern over transition problems is focused on the move from primary to secondary school, it can be argued that

there are issues of progression at each Key Stage move. Schools need to be more aware of the prior experience of pupils and of the teaching practices of the previous Key Stage. The good work of school staff in each Stage needs to be understood and built on and the concept of a professional team extend beyond the confines a single phase institution. A school Learning and Teaching policy should reflect this understanding and promote good practice.

4.24 *‘We are looking for consistency, not uniformity. We want staff to work together without losing the natural flair and creativity of teachers.’ Head Teacher*

Learning and teaching policy

4.25 The creation in schools of positive and consistent approaches to learning, teaching and behaviour management requires action. It cannot be assumed



that this ethos will develop naturally in all schools and within an acceptable timescale. Where the ethos does exist it also cannot be assumed that it will be sustainable unless it is embedded in school practice and policy. In their report the Practitioners' Group expressed their belief that schools should develop a Learning and Teaching policy that identifies the teaching and classroom management strategies to be followed by all staff. This would underpin the fundamental work of the school.

“Our Learning and Teaching policy identifies teaching and classroom management strategies which we all follow. It is a 'must do' document, but we find this to be supportive rather than restrictive. By having a common approach to what we call baseline issues we support each other and pupils understand our expectations. Above that common baseline the school culture is to encourage us all to be innovative and creative. Our policy is reviewed each year by teachers and is a subject for constant discussion. It links to our training programme so we have the support to improve our teaching. The focus on learning and teaching makes me feel truly professional and the impact on pupil attitude and behaviour is striking.”

Teacher: Learning Behaviour, 2005

4.26 It is for teachers rather than government to identify the key professional practices whose consistent application

forms their school Learning and Teaching policy. Guidance and examples of best practice are available, but it is the utilisation of the professional expertise of school staff and their knowledge of the school context that will result in the most successful outcomes.

4.27 Where schools have most successfully developed high standards of learning and teaching their policy documents have included at least the following expectations:

- consistent practice in pupil assessment to ensure effective teacher-pupil communication;
- the engagement of pupils in the assessment of their work;
- consistent practice in classroom management strategies;
- the use of data to monitor individual learning progress and initiate intervention where necessary.

4.28 An example Learning and Teaching policy is attached to this report as Appendix B.

4.29 A Learning and Teaching policy relates to the core functions of the institution. It needs to be embedded in school culture, closely linked to the school behaviour policy and to be a source of guidance to staff and pupils. The policy needs to be reviewed regularly and to guide the school training programme for staff. It is the process of devising the policy which is particularly important being the means by which school teams

identify key classroom strategies which will be implemented consistently. This supports pupils and staff and is particularly important for those joining the school.

Effective practice in behaviour policy

4.30 In 2005 the Practitioners' Group identified ten aspects of school practice that, when effective, contribute to the quality of pupil behaviour:

- a consistent approach to behaviour management, teaching and learning;
- school leadership;
- classroom management, learning and teaching;
- rewards and sanctions;
- behaviour strategies and the teaching of good behaviour;
- staff development and support;
- pupil support systems;
- liaison with parents and other agencies;
- managing pupil transition; and
- organisation and facilities.

4.31 These aspects should form the structure of the school behaviour policy with clear and practical guidance for staff, pupils and parents.

4.32 All school behaviour policies need to be reviewed regularly. This process should always engage with pupils, staff and parents and is most productive if it follows an audit of behaviour standards in the school.

4.33 *Improving behaviour – lessons learned from HMI monitoring of secondary schools where behaviour had been judged unsatisfactory, Ofsted 2006:*

- *the schools that made the best progress tackled the improvement of behaviour as part of a whole-school improvement programme. They improved teaching and learning through focused training and coaching, and planned ways to make the curriculum more motivating;*
- *they sought students' views about each stage of the improvement process, involved students in the improvement strategies and actively celebrated students behaving well;*
- *they spelt out clearly to everyone what behaviour would be considered as unacceptable and its consequences, and ensured that staff knew what to do when faced with unacceptable behaviour;*
- *they rigorously monitored and evaluated how staff implemented the agreed behaviour policies and procedures, and maintained high profile monitoring of behaviour during the school day. They analysed incidents of unacceptable behaviour to establish where, when and why they were happening;*
- *they identified vulnerable students, including those at risk of permanent exclusion, and provided one to one mentoring to discuss issues and work on solutions;*
- *they used external support effectively to improve teaching and learning, alongside*

developing the staff's skills in managing behaviour;

Early intervention

4.34 Evidence shows that, although pupil behaviour in schools is generally improving, there are a minority of pupils with serious or potentially serious behaviour problems. The importance of early intervention was a major theme of my February interim report. Further information on early intervention and support for children at risk, or with behaviour difficulties, is contained in Appendix G.

4.35 Effective early intervention is always the best way to deal with problems relating to behaviour, learning, or special educational needs. The necessity of improving the ability of schools to intervene effectively was a major theme of my February interim report and I confirm my commitment to the comments and recommendations contained there.

4.36 Schools must possess the necessary capacity to meet the needs of children at an early stage. This requires that consideration is given to developing the skills of the workforce and to the allocation of resources. I believe that a key benefit of schools working in partnerships will be to improve training and maximise the effective use of resources.

4.37 I am concerned that the importance of effective early intervention is reflected within the resource allocation to schools. I am also concerned that when resources are allocated for the purpose of early intervention they are done so in a manner

to ensure that they are spent on the intended purpose. I hope that the current review of the Direct School Grant will take into account the importance placed in the Children's Plan on early intervention.

Recommendations:

11. Effective early intervention is particularly important in preventing pupil behaviour problems:

- early years settings and primary schools should ensure staff have appropriate skills and time to identify Special Educational Needs (SEN) and behaviour needs and to intervene effectively at an early point;
- schools need to ensure that sufficient resources are provided for intervention strategies;

12. The Department's current review of the Dedicated Schools Grant should consider how best early intervention can be funded.

Chapter 5: Supporting the development of good behaviour



“What is happening to our young people? They disrespect their elders, they disobey their parents. They ignore the law. They riot in the streets, inflamed with wild notions. Their morals are decaying. What is to become of them?”

Plato, 4th century BC

Training and development

5.1 Even with the existence of good and effective policies on Behaviour and Learning and Teaching, schools will always face difficulties in helping some pupils to behave acceptably. For a small number of children these difficulties will be profound and the school will need to work with and be supported by external specialists.

5.2 Working with children requires a high skill level and this is particularly true when engaging with those who are most vulnerable and can be most troublesome. All staff in schools should be provided with the skills to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme and

contribute significantly to raising behaviour standards in a school.

5.3 Newly qualified teachers and those newly appointed to the school need to be supported and trained to operate effectively in the new school context whose procedures and practices may not be apparent. This need to provide support also applies to supply teachers.

5.4 All levels of school leaders have an important role in providing support and guidance to other staff. Without this leadership it is unlikely that the school will succeed. To be effective in carrying out their responsibilities school leaders need to ensure that their own knowledge and skills of behaviour management are refreshed through training.

5.5 The development of behaviour partnerships should increase the opportunities for the training and development of staff. Partnerships should see this as a key function. The inclusion of special schools and alternative provision providers will provide staff at mainstream schools with access to a wider range of

colleagues experienced in working with children with behaviour difficulties.

5.6 Behavioural, Emotional and Social Difficulties (BESD) special schools and alternative provision providers are sources of expertise that are not always fully utilised. Successful special schools that have a commitment to professional development should be encouraged to apply for Training School status. It is unlikely that a pupil referral unit (PRU) would have the capacity to be a Training School on its own, but successful PRUs should be

encouraged to be partners of existing Training Schools. Where mainstream schools have a record of successful behaviour management they should also be encouraged to share their expertise with others and consider applying for Training School status.

5.7 The Training School programme has been very successful in harnessing the skills of teachers to spread good practice to others. It would be helpful if Training Schools were asked to prioritise behaviour management training in their programmes.

Recommendations:

13. Continuing professional development strategies on behaviour management issues should take account of:

- a. developing newly qualified teachers to have the confidence and skills to deal with more challenging pupil behaviours;
- b. providing training for all staff on current evidence-based thinking on the management of pupils' behaviour with a particular regard to classroom teachers and staff with pastoral care responsibilities; and
- c. behaviour management training for school leaders at all levels to ensure they are equipped and able to support and guide their colleagues. This should include emerging issues that have arisen since their initial training (e.g. cyberbullying).

14. The Training and Development Agency for Schools (TDA) should review how initial teacher training prepares teachers to manage pupil behaviour and to teach pupils with SEN or a disability, taking into account OfSTED's survey findings in 2008, which recognise that bad behaviour can result from the inability of the child to access their learning.

15. Effective behaviour management in a school requires that agreed policies are followed consistently by all staff. Head teachers should ensure that teachers and other school staff experiencing difficulties in managing pupil behaviour receive intensive support and coaching. Where there is consistent failure to observe agreed school policies, this should be tackled as part of the school's agreed procedures for tackling poor performance.

16. There should be a greater emphasis on the provision of behaviour management training within the Training Schools programme. Mainstream schools with an exceptional record in behaviour management should be encouraged to apply for Training School status so that they can make their expertise more widely available.

17. The criteria for entry to the Training Schools programme should be simplified so that Behavioural, Emotional and Social Difficulties (BESD) special schools with a record of success and a strong commitment to training and collaborative working can become Training Schools or, where they lack the capacity to do this in their own right, can enter a partnership with a mainstream training school to offer a 'behaviour management' specialism. While Pupil Referral Units (PRUs) may not have the resource to take on the role of training schools themselves, successful and stable PRUs should also be encouraged to partner mainstream training schools.

Supporting pupils

5.8 Most schools provide a stimulating and supportive environment for children and children thrive when their individual needs are recognised and valued. The development in recent years of the concept of a more personalised school experience has done much to raise standards and to better prepare children for society.

5.9 Some school pupils require more focused support. In February I made a number of recommendations aimed to improve the ability of schools to recognise and address individual need at an early stage. In this report I highlight some practices that schools have found to be highly effective in supporting some of their pupils.

Recommendations:

18. The engagement of pupils in the life of the school and the development of their leadership and decision making skills should be priorities for schools. This approach provides feedback to the school on its own effectiveness and utilises the skills of pupils in developing and implementing policy.

Learning mentors

5.10 The concept of Learning Mentors was introduced in 1999 through the Excellence in Cities programme. Learning Mentors are non-teaching support staff who help individual pupils to access learning. Where poor behaviour is a problem the Learning Mentor will work with the pupil to effect an improvement and to increase motivation and engagement. It is often the case that a child behaving badly has low self esteem and lacks ambition. Learning Mentors have been effective with many such children in

showing them a future in which they can be successful.

5.11 Changing the negative behaviour of a challenging pupil is not easy and it requires both skill and persistence from school staff. Despite the best efforts of the school it will not always be successful, but when success is achieved the impact for that pupil is remarkable.

“The potential to effect radical change when parents and schools work closely together and do not give up in face of difficulties is significant. A Year 12 pupil of Black Caribbean heritage talked passionately about how important this was to him ‘I was in trouble on and off consistently in the early years of secondary school. I rebelled against school and frequently got into trouble for arguing with teachers. The school worked closely with my parents. I suddenly realised that it was nearly too late for me and I wanted to change. The school hadn’t given up on me, even though I was really bad.’”

Ofsted: Reducing exclusions of black pupils from secondary schools, March 2008

Recommendations:

19. Schools should review their pastoral systems for pupils to ensure all pupils have someone that knows them well and who is able to support them with their learning and development and, through effective monitoring, ensure that any needs are quickly identified and addressed. The use of Learning Mentors and other staff with similar roles to support vulnerable pupils is valuable and should be extended where possible.

Extended teams to support the child

5.12 The 2007 Children’s Plan placed schools at the centre of extended services for children and recognised that they would need to have a greater capacity in order to carry out their pivotal role. In some pioneering areas schools are already working with the Children’s Trust to create teams of teachers and other specialists who are based in school are who are able to give personalised support to children and families in need.

“At Newall Green High School each year team has a learning mentor who works with targeted students who, for a variety of reasons, are experiencing emotional upheaval in their lives. This support is wide ranging but continually emphasises the importance of academic success, attendance and progress.”

“The Extra Mile. How schools succeed in raising aspirations in deprived communities”, DCSF 2008

“In addition to the five learning mentors a full service school team consists of a school health worker, who also manages the Child and Adolescent Mental Health Services (CAMHS) programme, a school based social worker and assistant social worker who also work in the partner primary schools, an attendance officer, five heads of year, two assistant headteachers, the SENCO and a senior manager for administration and finance. This team meets once a week to consider referrals from the heads of year and to plan a bespoke personalised programme of support. Parents and carers are crucially involved and the team has a drop in facility whereby they can visit and meet with appropriate support agencies. The school health worker co-ordinates the provision and through the health authority is able to make referrals to additional agencies such as clinical psychologists.”

Nurture groups

5.13 Nurture Groups are found mainly in primary schools and are an important form of early intervention for emotionally vulnerable children. They were first established in the early 1970s in response to what was seen as the increased number of children with emotional problems and disruptive behaviour entering infant and primary schools.

5.14 The purpose of the nurture group is to provide an environment in which a child can follow a carefully structured and controlled routine. In a small group children experience and learn appropriate behaviours, while following a core curriculum of language, number and personal development.

5.15 Having declined in numbers during the 1990s, there has been a growth in nurture groups in recent years. In 2005 the Practitioners' Group saw them as being an important resource when working with young children with significant emotional and behaviour difficulties and one that complemented the successful Social and Emotional Aspects of Learning (SEAL) programme in schools.

5.16 Effective early intervention with children was identified as a key objective in the 2007 Children's Plan. I recommend that an assessment should be made of the impact of nurture groups in schools in areas of high deprivation. This would enable decisions to be made regarding their future role in raising standards of behaviour among children.

Recommendations:

20. Headteachers report that nurture groups can be important in supporting pupils who display poor behaviour. Building on previous research DCSF should undertake an assessment of the impact of nurture groups in schools situated in areas of high deprivation. This might be via an Ofsted survey of the effectiveness of nurture groups and other additional provision in schools that supports good behaviour, an independent evaluation or a pilot programme which could be evaluated by Ofsted.

Supporting parents

5.17 The engagement of parents in the education of their child is of fundamental importance. It is particularly important when the child is experiencing, or causing problems in school. Schools need to constantly assess their effectiveness in reaching out to parents and to monitor their practices. While some parents may be 'hard to reach', that description may on occasions apply equally to schools.

5.18 Evidence suggests that parental involvement in the early years helps a child develop secure attachments, helping them to establish personal and learning skills. Parents showing interest in their child's education by talking to them regularly about their progress appear to have a considerable effect on their outcomes.

5.19 There are few parents who do not want the best for their children. Some may not have the confidence to engage with the school and some may feel alienated from schools as a result of their own educational experience. Schools can do much to welcome parents into a positive relationship and most do this successfully.

5.20 The large majority of parents are highly supportive of their school and many contribute generously in fund raising, or in supporting educational activities. Where parental involvement in the school becomes parental engagement in the child's learning the positive impact is most marked. Schools should plan to promote this engagement and ensure that in their communications and practice they make it clear that they value parents as partners in the education process.

5.21 In all schools there will be some parents who do not find it easy to have a positive relationship with the school. This can often be the result of their educational experience having been difficult, or unsuccessful. It is important that schools have the capacity to engage with such parents and I confirm my support for the Parent Support Adviser initiative that has now been extended to all local authorities.

5.22 While the number of Parent Support Advisers (PSA) has grown considerably since 2005 there remain areas where they are rarely used, despite funding being allocated through the Extended School budget. It would be helpful if action were taken to remind all Local Authorities and

schools of this funding and to encourage the appointment of PSAs by individual schools, or by schools working in partnership.

5.23 Parenting programmes have been shown to influence parents and to help them to improve the behaviour of their children in school. Many areas already provide a range of courses. From April 2009 onwards all local authorities will provide parenting early intervention programmes for parents of 8-13 year old children. They will also employ parenting experts and practitioners able to provide advice to parents.

5.24 Many schools are now running Family SEAL workshops for parents of primary-aged children. These workshops provide an effective way of helping parents understand how they can support their child's social and emotional learning. They complement the more intensive parenting groups that are appropriate for families who need specialist help.

5.25 For families with particularly severe problems, Family Intervention Projects (FIPs) can help to ensure that the needs of both the children and the parent can be met. The FIP can work to co-ordinate a range of different services so that effective support to the family results.

5.26 Parents need to be made aware of these sources of support and schools have a key role in identifying children whose parents may require help. Local authorities will need to raise awareness of the services that are available through

their parenting strategy, Family Information Services and other information they offer parents. The availability of FIP provision is not always known in schools and local authorities should raise awareness of when it is appropriate to make referrals to these services. Schools will have an important role when a pupil is involved in a FIP.

Recommendations:

21. Parent Support Advisers can enable the school-home relationship to grow and flourish. Schools and Local Authorities should give priority to their training so as to maximise the potential of this important school resource. To raise understanding of the importance of this role, information regarding the role of the Parent Support Adviser should be included in the training of all school staff.

22. From April 2009 all Local Authorities will provide parenting early intervention programmes for parents of 8 to 13 year old children and employ parenting practitioners and experts to provide advice to parents. Schools have a key role to play in identifying children whose parents may require support and should refer and encourage parents to access extra support where needed. Local Authorities should raise awareness of services that are available through their parenting strategy, Family Information Services and other information they offer parents.

23. The availability of Family Intervention Project's (FIPs) provision is not always known about in schools and Local Authorities should raise awareness about how and when it is appropriate to make referrals to these services. Schools also have an important role to play in working with FIPs when a pupil is involved.

24. Schools and Local Authority Family Learning services should consider implementing Family SEAL to complement the implementation of social and emotional aspects of learning in the curriculum. Schools and Local Authorities may wish to explore how this approach might be extended to include parent/carers of pupils in secondary schools.

25. Schools should monitor and evaluate their effectiveness in maintaining communication with parents and in particular monitor and evaluate the effectiveness of their strategies to engage parents who are hard to reach or disaffected. The DCSF's work to support on-line reporting should specifically target this group of parents.

Behaviour and Attendance Partnerships

“This 21st century school system, which is beginning to develop, will look and feel very different to the one we have been used to. It will be one in which, to achieve their core mission of excellent teaching and learning, schools look beyond traditional boundaries, are much more outward-facing, working in closer partnership with children, young people and parents; other schools, colleges, learning providers and universities; other children's services; the third sector, the private sector and employers; and the local authority and its Children's Trust partners.”

*21st Century Schools: A World Class Education
for Every Child
DCSF 2008*

5.27 The need for schools to operate in partnership with each other and with those organisations supporting children should be beyond question. This principle is supported by all parts of the education community, though practice is more problematic. If the needs of children are the moral force driving education, institutional isolationism has no place.

5.28 The emphasis on collaboration and co-operation in the Children's Plan is now being developed through the current consultation on the creation of a 21st century education system. I endorse the aspirations contained in the consultation document and the vision it presents for the future of Children's Services.

5.29 Behaviour and attendance

partnerships engage all secondary schools in an area in working together to promote high standards and to meet the needs of the children in the community. Working together schools can achieve far more than they can acting alone. Partnerships can co-operate in the vital area of staff training and can share resources in order to appoint specialist staff to extend the services they offer.

5.30 All schools have a responsibility to promote the interests of the children in their care and those in the wider community. I welcome the intention to require all maintained secondary schools, Academies, pupil referral units and special schools to be members of behaviour and attendance Partnerships. This is a necessary move to ensure that children experience good practice regardless of the school they attend, or the area in which they live. Where any school – including an Academy, Faith, or Community school – acts inappropriately and without regard to the interests of the community, this can be very damaging to partnership working. Unfortunately there remain too many instances where this behaviour occurs.

5.31 In my interim report in February I presented the argument that the key characteristics of behaviour and attendance Partnerships should be identified and that one should expect to find these in all partnership arrangements. I have now consulted with the professional associations and with their advice I confirm my previous position.

Recommendations:

26. To support the further development of the behaviour and attendance partnerships, DCSF guidance should be developed to include a framework against which behaviour and attendance partnerships can assess their own performance. This should be based around the key characteristics one would expect to find in all partnership arrangements.

- a. the active engagement of all member schools and other bodies within the partnership reflecting their ownership of the partnership and their commitment to all local children;
- b. the inclusion within the partnership of the local pupil referral unit (PRU), or PRUs, if they exist, together with other major providers of Alternative Provision;
- c. engagement of the partnership with primary schools and further education;
- d. alignment of the behaviour and attendance partnership with the local Safer School Partnership. There should be full engagement with the police so that each partnership has at least one allocated SSP officer. It is crucial that police forces make this support available;

- e. engagement with extended services to improve support to pupils and parents in the partnership and to facilitate re-integration into mainstream provision as required;
- f. clear protocols for pupil managed moves and for the placement of 'hard to place' pupils. These protocols to be operated by all members of the partnership. Guidance to schools should detail the legal rights of parents;
- g. a focus on behaviour and attendance and on effective early intervention;
- h. the use of 'pooled' resources to enable the partnership to buy in specialist support;
- i. the transparent use of data so that the partnership can monitor its performance and identify strategic objectives;
- j. a staff training programme related to behaviour and attendance to provide opportunities for ongoing CPD and joint networking.

Chapter 6: Raising standards higher



Schools

6.1 Different schools face very different circumstances and the application of a behaviour strategy in one school may be far more challenging than in others. Support for schools should always reflect the level of need present. However the high level of variation in the school system cannot simply be explained as resulting from different local contexts. In many schools in the most challenging circumstances pupils succeed in obtaining high examination success and in maintaining high standards of behaviour. Often the performance of such schools far exceeds that of those which appear to enjoy far more favourable circumstances.

6.2 'Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach.' Few would disagree with the view expressed by the Practitioners' Group in 2005 and the great majority of parents, teachers and schools successfully teach their children to behave well and to respect the rights of others.

6.3 Behaviour problems will occur at school and at home though most will

be minor in nature and can quickly be resolved. Where significant problems arise these need to be addressed and action taken to effect an improvement. Very few children cannot be taught to improve their behaviour and where firm boundaries are established and maintained, and consistent, caring and intelligent support is provided, successful improvement is more likely to occur.

6.4 To assume that improvement for a child is impossible can lead to bad behaviour being tolerated. This damages the school, society and the child concerned who without effective intervention may end up within the penal system. Schools need support and understanding, but they also need an appropriate level of challenge. Variation in practice and standards in the education system is too great and it is in the interests of everybody that the gap is narrowed.

Recommendations:

27. Schools should aim for the highest possible standards of pupil behaviour. As in all parts of school life the objective must be to challenge poor performance and effect improvement:

- a. where a school is rated by Ofsted as having 'satisfactory' standards of behaviour, this should be regarded by the school as indicating scope for further improvement. The Local Authority should see a judgment of 'satisfactory' as being a trigger for additional support to help the school implement effective approaches;
- b. schools rated by Ofsted as having 'Inadequate' standards of behaviour have an urgent need for significant and speedy improvement. In almost all cases, they are placed by Ofsted in an improvement category. Where behaviour is graded as inadequate these schools must be prioritised for behaviour support from the Local Authority;
- c. behaviour improvement plans produced by schools should pay the closest regard to the guidance produced by the Practitioners' Group: "Principles and Practice – What Works in Schools", and to Ofsted publications on behaviour management practices;
- d. DCSF should monitor the support provided, and where necessary supplement it, through the National Strategies intervention programme on school behaviour.

28. The most recent Ofsted inspection grade for behaviour should be included on the proposed school report card.

Day 6 provision

6.5 In 2005 the Practitioners' Group recommended that it should be a requirement that children excluded from school should receive full time education from the sixth day, rather than the sixteenth day of the exclusion. The Group believed that it was unacceptable that excluded children should be without education for three school weeks, believing that this situation resulted in an increase of problems and anti social behaviour. The Education and Inspections Act 2006 made it a statutory requirement that an excluded

child must receive full time education from the sixth day.

Effective practice examples on Day 6 provision

Stoke on Trent

Day 6 provision for permanently excluded pupils is made at the REACH Pupil Referral Unit which was judged outstanding by Ofsted. There are separate sites for Key Stage 3 and Key Stage 4 pupils, under a single management structure. Excellent inclusive practices ensure that pupils are provided with high quality education from day 6 of their permanent exclusion and often before. The curriculum for permanently excluded pupils is innovative and exceptionally extensive. Strong links with other providers ensures plenty of alternative courses are available to meet pupil's interests and aspirations. Alongside this, outstanding support for pupils' personal development and involvement of their families means that the time pupils spend at the provision is truly transformational in their lives. Links with parents and relevant agencies are used to the full in addressing every aspect of personal and academic need the pupils may have. All measures of progress for pupils permanently excluded from school, including attendance, destinations, accreditation and gains from their starting points greatly exceed expectations, and their achievement in GCSEs is particularly impressive. This means that when pupils return to another school or go on to further education they remain engaged and successful. Younger pupils are eventually successfully reintegrated into other schools. All pupils in Key stage 4 go on to further education or employment and achieve very well, exceeding expectations from prior schools and ready to take their place in the world

Poole

Rossmore Personalised Learning Centre provides education for all Looked After Children from day one of fixed period exclusions and from day six for other students. Once notified of an exclusion the centre contacts the parent / carer to arrange an introductory meeting so all parties are aware of the routines within the centre. Schools provide basic information on any behaviour issues, an academic profile and work they wish completed during the exclusion. On arrival, students take part in an introductory meeting where protocols are explained and students help to identify what they see as their strengths and weaknesses and what they wish to achieve at the centre. The Centre tailor work to suit individuals and help support any literacy and numeracy issues using the "SuccessMaker" programme. Students can also take part in a variety of other projects such as art, catering, bicycle repair and Rock School, all of which provide the opportunity for them to achieve AQA Unit Awards. They also have an opportunity to tackle anger management. When a student is ready to leave, centre staff review their progress and behaviour with them and together with staff reports provide a final report for the school and parent / carer. One of the centre staff also attends any reintegration meeting for that student if invited by the school. In the first year attendance was 93%.

6.6 I am aware that compliance with the law on exclusions is not universal. This is not acceptable and where non compliance occurs it undermines good behaviour management. Local Authorities need to monitor the situation and ensure that the legal obligation for educational provision for excluded children is observed by themselves and by schools.

Recommendations:

29. Within local school behaviour and attendance partnerships, schools should review by July 2009 their Day 6 provision for pupils excluded for fixed periods. Where this has not met statutory requirements they should take action to ensure that they will be able to make provision in future. DCSF should support schools by gathering and disseminating examples of good practice to suit a range of situations. These might include:

- schools sharing provision where a number of schools are located close together, which need not all be in the same phase;
- schools within a partnership commissioning private / voluntary sector provision, using delegated funding;
- where capacity exists and geography permits, schools having access to short term places in local PRUs.

30. During school inspections Ofsted should be asked to check that schools are making appropriate Day 6 provision for excluded pupils, particularly where schools have significant numbers of fixed period exclusions.

Pupils

6.7 Staff, pupils and parents all need to operate in a culture of mutual respect. For this to occur all parties need to be aware of the expectations of the school and the rules that apply. Good behaviour management requires excellent communication and intelligent, sensitive and consistent application of the rules so that a high level of trust is created.

Recommendations:

31. Schools should ensure that staff, pupils and parents know the expectations on behaviour and that the school rules will be applied fairly and consistently.

Withdrawal rooms

“Schools also need to identify strategies for effective internal exclusion where behaviour warrants removal from normal school activities but not from the school. Many schools also use ‘withdrawal’ rooms as a very effective alternative to fixed term exclusion. An Institute for Public Policy Research (IPPR) report in September

2005, Towards Zero Exclusion, found that teachers consider internal exclusion to be more effective in addressing behaviour problems than fixed period exclusion. We endorse this view.”

Learning Behaviour: Report of the Practitioners' Group 2005

6.8 Most misbehaviour in school is minor in nature. The most effective person in dealing with this low level disruption and with minor incidents of bad behaviour is the class teacher who is generally highly skilled in working with young people. When schools have effective policies and practices and teachers are able to call on additional support when needed, most incidents of behaviour are dealt with quickly without becoming more serious.

6.9 On occasions a more serious behaviour problem will occur. This may be unexpected and arising from a child experiencing some turbulence in their life, or involve a child with long standing behaviour difficulties. Regardless of the cause of the bad behaviour the situation has to be dealt with by the school to allow the teacher and the class to return to their studies. The interests of the class must be seen as paramount. It is not acceptable if the behaviour of an individual is allowed to prevent others from learning and from being in a safe and harmonious environment.

6.10 Schools have always recognised that sometimes a child needs to be withdrawn from a classroom as a result of

their bad behaviour. In the great majority of instances this withdrawal is for a short duration to allow the child to become calm and the class to become orderly.

6.11 Some schools have created withdrawal rooms where badly behaved pupils may be placed for a substantial part of the week, or for lengthier periods. Where the values in the school genuinely support a culture of personalised provision for the individual and the withdrawal room is well resourced with skilled staff, this strategy can be successful in helping the pupils change their behaviour and return to the classroom.

6.12 What is essential is that intervention is intelligent and planned. It must aim to effect improvement and the pupil and the parents must understand what the school is trying to achieve. The pupil must learn that bad behaviour has serious consequences and the punishment applied should be appropriate to this aim. The school needs to show that it is committed to the success of all its pupils, even those that cause most difficulties.

6.13 If there are many examples where withdrawal rooms are used effectively, there are examples of others that are of such a poor standard that the behaviour problems in the school may be exacerbated. All children are entitled to be treated with respect and to receive a good quality education. These entitlements do not cease when they behave badly. Withdrawal rooms that are used as dumping grounds for problems help to

Recommendations:

32. When a pupil is misbehaving and preventing others from learning, procedures must exist for dealing with the situation and this may include the temporary removal of the pupil from the classroom. The interests of the class must be seen as paramount by the school and the disruption cannot be allowed to continue. Effective action will ensure that in most cases the pupil is subsequently able to rejoin the class.

33. School provision out of the classroom should be used as part of a planned early intervention strategy and, if possible, before incidents of serious misbehaviour occur. These strategies could include:

- a withdrawal room on the school site when pupils need to be removed from class immediately;
- the use of a Learning Support Unit within the school (or another local school within the partnership) as a planned, positive referral;
- the use of alternative provision as part of early intervention;
- access to services provided in another school or pupil referral unit in the behaviour and attendance partnership.

34. The period spent by a pupil in school based alternative provision should be the minimum necessary to assess need and to effect a change in behaviour.

35. DCSF should define best practice for various types of alternative provision. Based on this, Ofsted should then be asked to produce inspection guidance for all forms of out of classroom provision, or that which is off the school site. Evidence gathered should be used to guide future policy.

create a negative school ethos among teachers and pupils and contribute to the presence of bad behaviour.

Pupil exclusions from school

6.14 School exclusion is a serious matter and should only occur when there is no other alternative. It remains my view that in many instances effective early intervention by the school and extended services can prevent the subsequent need to exclude.

6.15 However circumstances arise when as a result of a specific incident, or when the behaviour of a child is so challenging that an exclusion has to be made in the interests of other pupils and the school. It is essential in these circumstances that the exclusion process operates to the highest standards and that the child concerned and the parents are treated with respect. The excluding school has a responsibility to assist the receiving school, or other providers, with the information and

support necessary for successful transition to take place.

Parents

6.16 The large majority of parents enjoy a good relationship with the school and are thoroughly supportive. Unfortunately a small majority can cause difficulties for schools and distress for teachers and children. Often these problems occur due to a misunderstanding by the parents of the respective responsibilities of themselves and the school. Schools need to work hard to ensure that they communicate effectively with parents and ensure that key staff are trained to manage challenging situations. The 'Rights and Responsibilities' chart produced by DCSF and the professional associations should be more widely circulated. It is attached to this report – at Appendix C

Recommendations:

36. Schools need the support of parents in ensuring their children's good behaviour. The "Rights and Responsibilities" chart which the DCSF has produced in partnership with the teacher professional associations and other stakeholders summarising the rights and responsibilities of schools, parents and pupils for school discipline should be more actively promoted as part of the awareness raising strategy referred to in Recommendation 1 and incorporated into the home-school agreement.

37. School admission authorities should ensure that the information provided to parents identifies their rights and responsibilities and includes a clear statement relating to behaviour and discipline and the legal powers possessed by schools.

38. Local Authorities and schools should ensure that there is a more consistent use of Parenting Contracts to ensure that parents are challenged to tackle their children's unreasonable behaviour. Schools should consider whether a parent's actions are contributing to their child's bad behaviour and offer a Parenting Contract to tackle this and to set out the support that will be available to the family.

Local authorities and Children's Trusts

6.17 It is essential that schools and other services work together effectively to meet the needs of children. Where this works well the impact is very significant with the needs of the child addressed and the pressures on the parent, teacher and school reduced. The commitment to an integrated service approach as expressed in the Children's Plan is correct and should be supported wholeheartedly by all those who work with children.

6.18 Schools need to be knowledgeable regarding the external support available and confident that they will receive a good quality service within an acceptable timescale when it is required. Unfortunately at present this is not always the case.

6.19 It is important that schools operating within behaviour and attendance partnerships establish good relations with their Children's Trust and that they help determine the strategic direction of that Trust. If schools are to be supported in meeting the needs of children their relationship with the Trust must be one of openness and rigour.

Recommendations:

39. Children's Trusts are partnerships which are established to bring together organisations in a shared commitment to improve children's lives, both safeguarding and enabling each child to achieve the best possible outcomes. DCSF should clarify their role for schools so schools better understand through clear and practical guidance how they can engage with the Children's Trust and how this engagement will assist them in meeting the needs of children.

40. Children's Trust Boards should routinely consider the impact of behaviour and attendance issues on all five *Every Child Matters* outcomes and reflect this in a specific behaviour and attendance section in their Children and Young People's Plan. This should be monitored and regularly reviewed.

41. Behaviour and attendance partnerships should provide the Children's Trust with an annual report on the standards of behaviour and attendance existing in the partnership. The report should include information regarding the perception of schools on the quality of delivery of those services for which the Trust is responsible and their views on key future development priorities.

Child and Adolescent Mental Health Service

6.20 A significant number of pupils who behave badly in schools are likely to be suffering from mental illness. In the past this has not been sufficiently recognised with the result that children's needs have been neglected. The quality of support given to these children and to the schools by the Child and Adolescent Mental Health Service (CAMHS) is a concern that is widespread among headteachers. This issue was addressed more fully in my February report. It is a matter of high priority that the recommendations made then and by the 2008 review body led by Jo Davidson are acted upon as speedily as is possible.

6.21 Many head teachers complain of the difficulty in accessing CAMHS support and the speed with which this support is made available. Even when appointments are offered to the child and the family this does not always lead to treatment. Many families experiencing difficulties fail to keep the appointment with the result that the possibility of treatment is lost, or postponed. There is a need for a support system for a child that is proactive, reflecting the fact that the provision of a service may not address the anticipated needs if the recipient of the service is unable to achieve access.

6.22 Schools can support the child and the family in obtaining CAMHS support, but there is a need for CAMHS to be more proactive in meeting the needs of children

with mental health problems. Regular liaison with school staff would assist in effective early intervention and help to prevent vulnerable children 'slipping through the net'.

6.23 The commitment to extend the current Targeted Mental Health in Schools pathfinder to all local authority areas by 2010-11 will be warmly welcomed by schools. This will help to provide effective early intervention at school level.

6.24 The provision of CAMHS support is particularly important for Pupil Referral Units and other forms of alternative provision. As a result of the reforms arising from the DCSF White Paper 'Back on Track' (May 2008) and from the review of mental health services, CAMHS staff will need to be much more accessible to schools and PRUs – for example, through being part of a growing number of extended school services, based in and around schools and PRUs.

6.25 I warmly welcome the final report of the National CAMHS Review¹. I regard it as making a significant contribution to raising standards and look forward to the implementation of the recommendations. In particular, it is very important that there should be a clearer articulation of mental health services' roles and responsibilities for all relevant people working in children's services at local regional and national level. This should include each Children's Trust clearly setting out how it will ensure the

1 Children and Young People in Mind: Final Report of the National CAMHS Review, November 2008.

delivery of the full range of mental health and psychological wellbeing services across the full spectrum of need.

Recommendations:

42. Each Children's Trust should identify how it will ensure the delivery of the full range of mental health and psychological wellbeing services across the full spectrum of need. Service delivery should be proactive reflecting the fact that the provision of a service may not address the anticipated needs if the recipient of the service is unable to achieve access.

43. To improve the access children, young people and their families have to mental health and psychological wellbeing support, Children's Trusts should set out a clear description of the services that are available locally, which should include services to promote mental health and psychological wellbeing, early intervention support and high quality, timely, responsive and appropriate specialist services which span the full spectrum of children's psychological and mental health needs.

Alternative provision

6.26 Children require educational provision appropriate to their needs. For a minority of children with significant behaviour difficulties this provision needs to be outside a mainstream school. In my report in May 2008 I made a number of recommendations which aimed to improve the standard of the alternative provision offered to such children and I have subsequently welcomed the White Paper 'Back on Track'. I am very concerned that at present there are no minimum national standards for children in alternative provision. I welcome the intention of DCSF to set minimum standards and recommend that local authorities and other bodies should be required to have these operative by September 2011.

Recommendations:

44. Minimum standards for alternative provision by Local Authorities and other bodies should be identified and implemented by September 2011. These minimum standards should cover both the hours and the contents of provision for different types of pupil in alternative provision.

Local authority monitoring of school exclusion

6.27 I do not support any suggestion that targets should be set regarding the number of exclusions in a Local Authority. Such an action would prevent headteachers from carrying out their duties and would be unlikely to reflect local circumstances.

Recommendations:

45. The DCSF should not set targets on exclusion to Local Authorities, which would undermine heads' right to exclude where that is necessary. The DCSF should however consider how best to support and challenge those Local Authorities with disproportionately high exclusion levels. The DCSF should also continue to disseminate the materials to Local Authorities which aim to reduce disproportionate exclusions for minority groups, particularly Black Caribbean pupils, as well as those with special educational needs.

46. Departmental guidance on exclusions should address the issue of repeat fixed period exclusions. Where a child is receiving multiple fixed period exclusions, schools should consider whether this technique is succeeding in tackling their behaviour problems and consider whether other techniques would be more effective. Local Authorities should be proactive in supporting schools to develop their behaviour management strategies.

47. Local Authorities should ensure that they meet their legal obligation to arrange educational provision for all permanently excluded pupils from day 6, and should monitor and support schools in carrying out their respective legal obligation to arrange provision for pupils excluded for fixed periods of 6 days or more.

6.28 In carrying out this review I have been concerned that in some Local Authorities the number of fixed term exclusions appear to be significantly higher than might be expected. I am equally concerned by the lack of awareness in those Local Authorities that this is a matter that needs investigation. Repeated use of fixed term exclusion for an individual child is unlikely to represent effective behaviour management. Alternative strategies need to be used and the Local Authority needs to be pro-active in supporting the school to develop their behaviour management strategy.

6.29 The requirement that all excluded pupils receive educational provision from day 6 of the exclusion is a legal requirement. I am aware that some Local

Authorities and some schools find this a challenging requirement, but it is essential that it is met. Excluded pupils who are not provided for during their exclusion can be at risk and are far less likely to be successfully re-integrated back into schooling.

6.30 Over the period 2003/04 to 2006/07, the rate of fixed period exclusions of pupils with statements of SEN has increased (in secondary schools) from five to six times that of pupils with no SEN; and the rate for pupils with SEN but without statements has increased from four to six times that of pupils with no SEN. Other groups of pupils with high levels of exclusion include those on free school meals and black pupils, particularly of Caribbean origin, though it is the SEN groups (statemented and

non-statemented) that are most affected. For both permanent and fixed period exclusions, the most common reason given is persistent disruptive behaviour. A Local Authority that fails to meet a statutory requirement relating to the welfare of children also risks undermining its credibility and effectiveness.

Appendix A:

Principles and Practice: What Works in Schools

1. The Group was asked to identify practical examples of good practice that promote good behaviour and that can be adopted by all schools. In this section of our Report we have identified aspects of practice that create the right conditions for good behaviour to be learnt. As practitioners, we recognise that most school staff work hard to support pupils in managing their behaviour and are successful. Some staff, however, do not find this easy: systems in school should ensure a minimum level of support to help them carry out their duties.
2. Our examples of good practice come from primary and secondary schools. While we accept some practice is phase specific, we believe it is important for pupils' emotional, social and behavioural skills developed at primary school to be reinforced and extended as pupils move through secondary schools. There is a similar need for pupils' skills to be developed when transferring into special schools or Pupil Referral Units.
3. The Elton Report noted that "bad behaviour in schools is a complex problem which does not lend itself to simple solutions".² As practitioners, we believe that remains as true and relevant today as it was in 1989. However, there are strategies and practices that if applied consistently will do much to raise standards of behaviour.
4. Consistent experience of good teaching promotes good behaviour. But schools also need to have positive strategies for managing pupil behaviour that help pupils understand their school's expectations. These strategies must be underpinned by a clear range of rewards and sanctions, which are applied fairly and consistently by all staff. It is also vital to teach pupils how to behave well – good behaviour has to be learned – so schools must adopt procedures and practices that help pupils learn how to behave. Good behaviour has to be modelled by all staff all of the time in their interaction with pupils. For their part, staff need training

2 Committee of Enquiry chaired by Lord Elton, Discipline in Schools (January 1989) Section 2, Paragraph 25

and support to understand and manage pupil behaviour effectively.

“The great majority of pupils enjoy school, work hard and behave well. A strong sense of community and positive engagement with parents are features of schools where behaviour is good.”

Ofsted, The Annual Report of HM’s Chief Inspector of Schools 2003/2004, (February 2005)

“Well disciplined schools create a whole school environment that is conducive to good discipline rather than reacting to particular incidents... There is collaboration and co-operation at the whole school level, the school is student oriented and focuses on the causes of indiscipline rather than the symptoms. Prevention rather than punishment is central. Head teachers play a key role in developing policies and practices alongside other key members of staff and teachers as a whole are committed to the pupils and their work. Most routine discipline problems are dealt with by teachers themselves and there are strong links with parents and community agencies.”

Wayson et al 1982, quoted in British Psychological Society, Submission to the Group

5. Schools are not value free communities and the effectiveness of any practice will be determined by the values and expectations that are agreed by all.

Schools work hard to promote respect for all, but this work can be undermined when pupils, staff or parents and carers do not comply with the general expectation. The key to being able to articulate the values a school stands for should be contained in coherent, clear and well communicated policies that are supported by effective practice.

Recommendation 2.1.1: Schools should review their behaviour, learning and teaching policies and undertake an audit of pupil behaviour.

6. In undertaking the audit schools should reflect on ten aspects of school practice that, when effective, contribute to the quality of pupil behaviour:

- a consistent approach to behaviour management, teaching and learning;
- school leadership;
- classroom management, learning and teaching;
- rewards and sanctions;
- behaviour strategies and the teaching of good behaviour;
- staff development and support;
- pupil support systems;
- liaison with parents and other agencies;
- managing pupil transition; and
- organisation and facilities.

7. The Primary and Secondary National Strategies have developed tools to help schools audit these aspects of practice, together with case studies. We hope schools' staff will review their practice, assessing their needs and using specific case studies to support them improve pupils' behaviour.

A Consistent Approach to Behaviour Management, Teaching and Learning

8. There are a number of ways to achieve a consistent approach to behaviour management, teaching and learning. For example, some primary schools have a "yellow card" system at lunchtimes. If any pupil presents poor behaviour they are given a yellow card. If they have three cards at any one time they get an automatic detention.

"Any member of staff teaching or support staff can issue a card. The pupil must get a member of staff to acknowledge them presenting good behaviour on two separate occasions before the pupil can hand the yellow card back to a member of staff.

"Initially we were inundated with cards but now the system acts as a deterrent and so we find that the number of cards in circulation is very small. A consistent approach to the use of the system by all staff is what has made it so successful."

9. Similarly, many secondary schools identify pupils who are persistent offenders or are beginning to be noticed because of

"low level" disruption. Where this occurs, **all schools should:**

- ensure staff follow through issues with pupils indicating what must be done to improve;
- ensure that staff discuss with parents the school's concerns and agree a common way of working to help pupils make improvements to their behaviour; and
- establish the best way of communicating with parents and provide regular feedback on the progress being made.

10. We believe consistent experience of good teaching engages pupils in their learning and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps pupils understand the school's expectations and allows staff to be mutually supportive.

All schools should:

- assess staff needs and build into their in-service training programmes specific opportunities to discuss and learn about behaviour. In doing this, schools should consider the range of professional support they can buy in, taking advice as appropriate from the local authority;
- identify those pupils who have learning and behavioural difficulties, or come from communities or homes that are in crisis, and agree with staff common ways of managing and meeting their particular needs;

- ensure that senior colleagues are highly visible at particular times of the day, to support staff and maintain a sense of calm and order. Critical times in a school day are at the beginning, break and lunch times, changes of lessons (in secondary schools), and the end of the school day; and
- ensure that senior managers regularly walk their building, going into classrooms and assessing how well staff are consistently applying the school's policies on behaviour improvement.

11. Senior staff's regular presence around the school building helps them to observe how policies on behaviour, discipline, rewards and sanctions are being implemented. Along with more formal evaluation mechanisms, this enables senior staff to assess the effectiveness of the policies and to ensure that the policies are being consistently applied. We believe that no school policy is of any value if it is not understood and applied consistently by all staff.

School Leadership

12. Effective leadership in schools is central when creating a climate of security and good order that supports pupils in managing their behaviour. Head teachers and governors have a critical role in identifying and developing values and expectations that are shared by pupils, parents and staff.

13. Head teachers and members of the school leadership team have a responsibility to 'lead from the front'. However leadership to support positive behaviour must be shared across the whole staff, including senior and subject leaders, pastoral staff, classroom teachers and support staff. Parents have a responsibility to support the high expectations of the school. Governors play a pivotal role in monitoring and supporting the policies they have adopted.

"As a senior leadership team we pay a lot of attention to problem areas in the school day and environment. Our job is strategic – to identify where those problem areas are and plan a system to deal with them. But we also need to model the systems – I am out on bus duty most days, for example. If I wasn't visible to pupils, staff and parents I would soon lose my credibility as a leader."

14. There are many ways in which senior managers can support their colleagues:

"To support all members of staff we have a member of the leadership or middle leader team on duty every lesson of the week. This person walks the school 'on duty' to ask any pupil out of a lesson who has given them permission to be out and why. They carry a duty mobile phone so that they can be contacted immediately if any member of staff needs support."

“Since we instigated the system the number of referrals has decreased due to the immediate action that can be taken. Records of pupils out of class are made and a member of the support staff undertakes an analysis to look for patterns or individual pupils who are out of class. Staff say they like the system as they feel more visibly supported.”

All schools should:

- in partnership with parents, set high expectations for pupils and staff in all aspects of the school’s life and show how they are to be met. For example:
 - by clear codes of conduct;
 - by guidance on how to improve their work; and
 - a dress code.
- ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day;
- ensure senior leaders model the behaviour and social skills they want pupils and staff to use;
- ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school’s behaviour policy;

- recognise that leaders at all levels require training if they are to act as mentors to less experienced staff; and
- clearly identify the responsibilities and roles of senior staff for behaviour improvement.

Classroom Management, Learning and Teaching

15. Schools must ensure an appropriate curriculum is offered, which must be accessible to pupils of all abilities and aptitudes. Schools should develop a Learning and Teaching policy that identifies the teaching and classroom management strategies to be followed by all staff. Consultation on the policy would involve all members of the school community. We believe that this approach, when supported by high quality assessment, assists pupils to learn and teachers to teach. By engaging pupils more effectively, standards of behaviour improve.

“Our Learning and Teaching policy identifies teaching and classroom management strategies which we all follow. It is a ‘must do’ document, but we find this to be supportive rather than restrictive. By having a common approach to what we call baseline issues we support each other and pupils understand our expectations. Above that common baseline the school culture is to encourage us all to be innovative and creative. Our policy is reviewed each year by teachers and is a subject for constant discussion. It links to our training programme so we have the support to improve our teaching. The focus on learning and teaching makes feel truly professional and the impact on pupil attitude and behaviour is striking.”

16. To ensure pupils, teachers and support staff all understand the school’s expectation there is a need for a clear and positively worded Code of Conduct.

“Every classroom has a ‘Code of Conduct’ notice on the wall. This code has been agreed by all staff and we involved all pupils in discussions as to what should be allowed and what should not be acceptable in lessons. We decide as a staff to remind all pupils of the code on a different lesson each week. We announce at briefing which lesson we all agree to reinforce the messages in the Code.”

17. Similarly, there need to be agreed procedures for support staff.

All schools should:

- ensure all staff follow the learning and teaching policy and behaviour code and apply agreed procedures;
- plan lessons well, using strategies appropriate to the ability of the pupils;
- use commonly agreed classroom management and behaviour strategies such as a formal way to start lessons. In secondary schools this could include: all pupils being greeted by the door, brought into the classroom, stood behind their chairs, formally welcomed, asked to sit and the teacher explaining the purpose of the lesson;
- offer pupils the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class;
- use Assessment for Learning techniques, such as peer and self assessment, to increase pupils’ involvement in their learning and promote good behaviour;
- collect data on pupils’ behaviour and learning and use it, for example, to plan future groupings and to target support on areas where pupils have the greatest difficulty;
- ensure that all teachers operate a classroom seating plan. This practice needs to be continued after transfer to secondary school. Educational research

shows that where pupils are allowed to determine where they sit, their social interactions can inhibit teaching and create behaviour problems;

- ensure teachers build into their lessons opportunities to receive feedback from pupils on their progress and their future learning needs;
- recognise that pupils are knowledgeable about their school experience, and have views about what helps them learn and how others' poor behaviour stops them from learning; and
- give opportunities for class, year and school councils to discuss and make recommendations about behaviour, including bullying, and the effectiveness of rewards and sanctions.

"As a staff we have drawn up agreed guidelines of how support staff can be involved in managing pupil behaviour in classrooms. Before we did this both teachers and support staff were unsure of what each could expect of each other."

18. We believe homework can be a major source of challenge that often results in confrontation. Planning homework carefully and setting it early in a lesson can significantly increase the number of pupils who subsequently have a clear understanding of what is expected of them. This is particularly helpful to pupils with special educational needs who can

be disadvantaged by the volume of work presented.

Rewards and Sanctions

19. As experienced practitioners we know many schools have excellent systems in place to reward good work and behaviour. However we believe some schools use sanctions to enforce good behaviour but neglect the use of appropriate rewards.

"We introduced reward postcards. Each day every teacher was expected to send one reward postcard home to a set of parents/carers. The focus for the reward would change on a weekly basis to ensure that the widest possible number of students became eligible.

"One week the focus might be on best homework produced, on another biggest improvement in effort, or highest quality of work achieved today. This had the effect of improving relationships with parents who were tired of receiving letters and phone calls when things went wrong."

20. Schools should provide a range of opportunities in which pupils can excel and be rewarded. Of equal importance is a practical set of sanctions that deal appropriately with poor behaviour.

“Simple sanctions are more effective than exclusion from class. We use sanctions in a matter of fact way expressed as a consequence of the way the pupil has chosen to behave, always trying to avoid escalating conflict. It is vital to pre-empt dispute. A teacher may ‘tow’ a pupil around with them all day. We always have a stock of clean school uniform and P.E. kit available and just expect pupils to put them on.

“There is a room for withdrawal at certain points, but not a permanent ‘sin bin’. We plan week by week asking ourselves – do we need to have a withdrawal room this week or not? We might feel that we need to have a room to tighten up on behaviour. When we have a room we log all children sent there – which children, which lessons, which teacher, which times of day. This gives us valuable management information, which we follow up with class teachers, subject heads of department, pastoral staff and parents.”

All schools should:

- have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff;
- ensure that planning about behaviour improvement is informed by statistical information about the use of rewards and sanctions – for example, how many

pupils in a given period have received rewards for completion of homework on time, and how many have had a detention for failing to do so; and

- ensure their systems identify which matters should be dealt with by classroom teachers and those which require referral to a more senior member of staff.

21. In schools with good standards of behaviour, there is a balance between the use of rewards and sanctions. Praise is used to motivate and encourage pupils. At the same time, pupils are aware of sanctions that will be applied for poor behaviour.

Behaviour Strategies and the Teaching of Good Behaviour

22. The school's policies on behaviour and learning and teaching will create an ordered school climate that is supported by clear rewards and sanctions. It is critical that these policies are communicated to all staff (particularly part time, new and supply staff) and of course, pupils and their parents.

“As a staff we reinforce the behaviour we expect from pupils on a regular basis. Pupils who are struggling to behave well in class are identified and get special one to one coaching by a member of the support staff who has received specific training on behaviour and anger management strategies.”

All schools should:

- ensure all staff understand, and use consistently, the behaviour management strategies agreed by the governing body and school community;
- use pupil tracking systems to identify positive and negative behaviour. An effective policy and practice is based on accurate information; and
- ensure all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour.

“We found that 50% of our behaviour issues emanated from the 7% of lessons taught by supply teachers. So now we have someone who is head of this department who monitors the quality of learning and teaching in these lessons. Lessons set by absent staff all go through this postholder. There is evidence that lessons have improved and as a result there are fewer behaviour problems. We have now changed our policy on supply and are employing our own cover teachers.”

23. Understanding how to behave has to be taught. Schools must adopt procedures and practices that help pupils learn how to behave appropriately. Good behaviour must be modelled by adults in their interactions with pupils.

24. The Primary and Secondary National Strategies on Behaviour and Attendance offer schools practical materials to help develop pupils' emotional, social and behaviour skills.

All schools should:

- use the National Strategies materials to develop pupils' emotional, social and behavioural skills. This involves:
 - familiarising staff with the SEAL and SEBS³ materials that can be used through the taught curriculum to develop pupils' emotional literacy;
 - developing and using a common language to describe behaviour;
 - agreeing with staff how they will teach pupils to manage strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate; and
 - arranging additional small group support for pupils who need it.

25. As Practitioners we are aware that there are many policies and practices to develop good behaviour in the early years of education that are applicable to older pupils. It is important that schools build on the skills pupils have developed. We recognise that children learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well. By not taking account of pupils' prior learning, secondary schools can inadvertently de-skill and de-motivate

³ See Section 3, Chapter 1, for further details.

them. For some pupils this will result in alienation by the end of Year 8.

Staff Development and Support

26. All staff in schools should be equipped with the skills necessary to understand and manage pupil behaviour effectively. This is as important for heads as it is for Newly Qualified Teachers and support staff. Training and coaching are both vital elements of a high quality professional development programme. They must be made available to staff taking up a new post and form part of a regular training programme.

“Our senior managers recognise that, as the term goes on and we get tired, we sometimes forget to follow through agreed practices. In briefings they gently remind us about simple things like smiling at children, saying good morning and getting to classrooms on time. You can’t do this once or twice a year; it has to be every two or three weeks. Then we take a shared whole staff focus for our own behaviour. We might identify a group of children whose behaviour presents problems and all make a point of saying something positive to them when we meet them in lessons, or around the school.”

“As part of staff induction we provide a series of relaxed after school sessions, over a cup of coffee, for all new staff. We encourage teaching and support staff to attend these sessions and cover all aspects of school life during the term with a different speaker each time and then discussion. We find that the mix of leadership team members through Newly Qualified Teachers to support staff leads to a rich exchange of ideas and is a great way for people to meet and get to know each other.

“Our performance management system is key. All staff grade themselves as needing support, doing well, or having strengths they can offer to others. This is then drawn together so a teacher who is good in one aspect of classroom management can work with others who have identified a learning need.”

All schools should:

- provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour;
- monitor the effectiveness of the behaviour management techniques used by the school as part of the school performance management system;
- ensure funds are allocated within training budgets to enable support staff to be involved in training programmes with teachers using a variety of

expertise including specialist advisory teachers;

- ensure that all staff joining the school receive induction training. This need applies equally to Newly Qualified Teachers, senior managers and experienced teachers from other schools whose needs are often neglected;
- create opportunities for staff to learn from the expertise of those with a particular responsibility for pupils whose behaviour is challenging. This could include teachers who manage Nurture Groups, Learning Support Units or other provision, and specialist advisory staff; and
- develop the specialist skills of staff who have particular leadership responsibilities for improving behaviour.

Pupil Support Systems

27. We believe it is important for schools to have effective pastoral support systems. We recognise that in primary and special schools this is the responsibility of the head teacher and often their deputy. Secondary schools use pastoral support teams. Dealing with the pastoral needs of pupils can require the school to use external agencies, such as those services provided by the local authority, police, health, social services and other agencies.

All schools should:

- recognise that a good pastoral system involves teachers and support staff.

Schools should use Teaching and Learning Responsibility points to support this work;

- ensure that staff allocated with pastoral responsibilities:
 - have appropriate time to carry out their task;
 - are appropriately trained;
 - have adequate administration support; and
 - have access to specialist support. This might include, as appropriate, services such as educational psychologists, Education Welfare Officers, Child and Adolescent Mental Health Services and Speech and Language Specialists. For secondary schools, it would in future, include Targeted Youth Support Teams.
- recognise that pupil support is not just about behaviour. Poor pastoral support just focuses on 'naughty pupils'. Good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens;
- ensure that pastoral staff understand and are responsive to the needs of particular groups within the school and wider community; and
- ensure that pupils are helped to identify as belonging to a community by sharing a common dress code. The dress code should be arrived at after consultation with parents.

28. A society is judged by how it cares for the most vulnerable. Similarly, schools are often judged by parents by how they ensure that pupils are not victimised, bullied or harassed. *Every Child Matters* identifies that children should feel safe, be healthy, and enjoy and achieve in school. This cannot take place in a climate that allows bullying, harassment and oppressive behaviour to thrive.

“As part of our anti-bullying strategy we placed a post box near reception so that any pupil could, anonymously, report any incidence of bullying. All referrals were followed up. Whilst initially the number of reported incidents of bullying increased, we believe that incidents of bullying across the whole school actually declined.”

All schools should:

- regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;
- ensure that bullying, harassment and oppressive behaviour is punished; and
- use the Anti-Bullying Charter for Action to involve pupils in creating systems to support each other. Schools should consider the use of strategies such as Restorative Justice or “buddying” and “befriending” systems.

29. We applaud those schools that have appointed a range of support staff to work with parents, allowing for early intervention and support when problems arise. In the next section of our report, we suggest how this might be developed further for all schools.

“We pooled our local authority’s inclusion budget with our Education Action Zone schools to appoint a Social Worker whose time was split between the schools. When working for a particular school she worked under the direction of the head teacher with a range of hard to reach pupils. As a result of being free of her social services’ commitments she had more flexibility to respond to the schools needs and time to liaise with school colleagues and Education Welfare Officers. She was particularly effective in facilitating meetings between the school and home where relationships had broken down.”

Liaison with Parents and other Agencies

30. In managing pupil behaviour, schools need the support of parents and carers. Primary schools have more opportunities to meet on a daily basis with parents and carers than secondary schools. Primary schools can more easily identify that where they work in partnership with parents and carers there is an improvement in pupil behaviour. Where parents and carers do not cooperate with the school, improvement is minimal.

31. Opportunities to meet parents and carers at secondary school are more limited, as pupils by and large make their own way to school. This means that secondary schools need to be more active in linking with parents and carers to help pupils who have difficulty with their attitudes and behaviour.

“We identified a core team of professionals including the school counsellor, Education Welfare Officer, Connexions Adviser, Youth Tutor, Head of Year, School Nurse, and others as appropriate to run parent ‘information’ evenings that focused on building relationships/communication issues with adolescents. By running the evenings as information sharing it avoided the concept of ‘poor parenting.’”

“We trained a member of our existing support staff team to organise first day absence phone calls. We found that this person already possessed excellent negotiation skills, which we developed further with training and he soon built a rapport with many of our parents that had been considered unsupportive to the school’s aims in the past. Before long he was texting some parents, emailing others as well as having regular phone contact with a number of other parents. The lines of communication improved rapidly and it had a remarkably positive impact on both attendance as well as pupil behaviour.”

All schools should:

- ensure that reception and other support staff and teachers are trained, so that they are welcoming, and have the skills to deal with difficult parental conversations;
- have clear and well understood procedures in place for dealing with distressed and angry parents;
- ensure staff receive professional external training, from local authorities or other agencies, in managing and dealing with people’s anger;
- ensure parents and carers hear from the school when their children are doing well so that the first contact is positive. There is a greater willingness to work with the school when the parent or carer believes the school has the pupil’s best interest at heart;
- allocate sufficient resources to allow the school to communicate effectively with parents and carers; and
- take advantage of new technology such as emails and mobile phones to improve communications with parents and carers. This should not replace personal contact.

32. As practitioners we regard it as vital that schools maintain the trust and confidence of parents who are our partners in educating children. We accept that good liaison takes time, is demanding and requires resources. In section 3, we suggest a way in which schools may wish to develop this through Pupil Parent Support Workers.

33. Parents need to be aware, when dealing with the school, that it is helpful if they, like the staff, try to model appropriate behaviour for their children to see. Abusive and intimidating behaviour can come about through frustration, but should not be tolerated. Schools have legal powers to deal with this and should involve the police as appropriate.

34. Schools by themselves cannot resolve all the issues that some children come to school with. Liaison with other agencies takes a great deal of time and can be frustrating where the priorities of each partner are not well understood by the others. However, despite the frustrations that can occur, we believe that working with other agencies is important. We know, through the Behaviour Improvement Programme, where resources are enhanced to enable agencies to work together, that pupils, parents and communities benefit.

“Our local Constabulary have worked with a number of secondary schools in the city, allocating dedicated officers on either a part time or full time basis on school sites. These officers have worked with school leaders to promote safe learning environments, assisting in the management of incidents that occur from time to time in the neighbourhood surrounding the school, working with school based attendance teams on tackling truancy and providing input into Personal, Social and Health Education programmes. The response of the community, students, staff and parents has been very positive and has enabled schools to develop a range of strategies for dealing with situations that may otherwise threaten safety and well being. The scheme has been so successful that it is being extended.”

Managing Pupil Transition

35. Early Years' education and work in the Foundation Stage provide examples of good practice in the induction of pupils. Personal development and pupils' skills are assessed to help them settle. Subsequent transition is not always successful. Irrespective of age, pupils may find moves between Key Stages and between schools unsettling.

36. Some schools are adversely affected by high pupil mobility. This results in large numbers of children arriving and leaving at times other than the beginning and end of the school year. These pupils in particular require a great deal of support.

37. Primary schools supply secondary schools with helpful information about individual pupils. Schools need systems to track those pupils who have been identified as at risk, including by agencies working with children and families, and allocate resources to help them in the transition.

“We found that transition from primary to secondary was leading to behaviour difficulties. We asked Year 6 teachers from our partner primary schools to come in and track the pupils they had taught, for a day. They then reported to us on whether the pupil had made progress in academic work and behaviour. This has radically changed what we now do in Year 7.”

“Prior to transferring to secondary school we identified a core group of ‘at risk’ youngsters and initiated a programme of behaviour/anger management sessions for the first term in school. Y9 mentors were attached to each pupil to keep them on track and act as a ‘buddy’. This provided leadership opportunities for the Year 9 students as well as supporting the induction of vulnerable Year 7 pupils.”

All schools should:

- ensure that teachers receiving a new class at the beginning of the year be given appropriate information to help the teacher plan work and manage the class;
- ensure that the class teacher builds on the social, emotional and behavioural skills developed by the previous teacher;
- where there is high mobility, consider managed entrance, at the beginning of each week, to stop the day by day arrival of pupils;
- develop buddy systems, using pupils to support each other, and allocate named staff to act as mentors for a time limited period for new arrivals; and
- draw on the expertise of specialist local authority services, such as Traveller education teams.

38. Changes of class, moving to new teachers and new schools causes pupils and parents anxiety. As professionals we recognise if we get this wrong it can adversely affect pupils’ motivation, attitude, attainment and behaviour. Working constructively with parents and others can significantly reduce this stress.

Organisation and Facilities

39. The school ethos is communicated in actions as well as words. A school’s set of values can be supported or undermined by such things as timetabling arrangements, the degree of movement between lessons

and the management of breaks and lunchtimes. The quality of social areas has an impact as does the provision of, and access to, toilets. Pupils' attitudes can be positively or negatively influenced by the ambience of the dining area and quality of food. How parents and pupils are greeted and received determines their attitudes and subsequent behaviour towards the schools.

"When we timetable we make every effort to ensure that pupils have a practical experience each day. If teachers have to move between rooms we ensure that this only happens to those who are senior and experienced. We constantly monitor the group dynamics of classes to ensure that we avoid developing a negative ethos. We also looked at the organisation of our school day. We have a long morning and a short afternoon with assembly being after lunch. This means that pupils are in lessons ten minutes after arriving at school and when they are fresh and most receptive.

"We try to prevent future problems by how we organise. We identify classes that are more challenging and ensure that a significant proportion of their lessons are taught by experienced senior staff. We make sure that no class has too many student teachers in a year."

All schools should:

- recognise that good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment;
- ensure that when graffiti and mess occurs it is cleaned up immediately;
- ensure that toilets are clean throughout the day, have soap, paper towels or hand dryers, and are accessible;
- ensure that social areas in the school are identified and seating provided to encourage pupils to interact;
- zone the play-areas so that there is a separation between boisterous activities and quiet areas;
- ensure that timetabling arrangements are checked to see whether they cause difficulties for particular groups of pupils and teachers, for example:
 - that teachers are not timetabled for a second year with classes that they had a poor relationship with the previous year;
 - that pupils with reading difficulties are not timetabled for a whole day without some lesson where they have a practical activity;
 - that teachers are timetabled so that they can get to their teaching areas quickly; and
 - that at key points of movement, staff are on duty to supervise.

- create welcoming and comfortable areas where parents can be received; and
- use available financial resources wisely, recognising the importance of the fabric of the building in making pupils feel valued and respected. Inexpensive actions can have significant impacts.

58. The way schools organise and timetable can inadvertently cause problems for pupils and teachers. The design of school buildings is not always helpful. For example, problems can be caused by very long or narrow corridors, secluded areas where teachers cannot see what is happening, classrooms that are through corridors and (in the case of some primary schools) a lack of facilities for children to hang coats. In section 3, chapter 9, we discuss further what practical improvements can be made with rebuilds and refurbishment.

Appendix B:

Learning and Teaching Policy

“Learning is driven by what goes on in the classroom”

Inside the Black Box

Black and William (1998)

Learning and Teaching: why we exist as a school

Introduction

Our Learning and Teaching Policy is the most important of all our school policies. It reflects the importance placed by the school on learning, teaching and achievement. It focuses on the needs of students and reminds us of the reasons for the existence of the school and the criteria by which we are judged. Our policy reflects the principles learnt from our work on Assessment for Learning (AfL).

Seven Kings is a very high achieving comprehensive school. Our designation as a Leading Edge School and a Training School reflects our success in enabling students of all abilities to succeed. This success is not accidental but derives from the high quality of all the staff in the school and our commitment to provide the very best for our students.

Key learning principles

- there is no known ceiling to achievement – intelligence can be developed;

- each student must know what to do in order to improve and how to do it. High expectations on their own are not enough;
- consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts;
- every student has the right to be successful and the ability to achieve;
- our job is to create learning; not process and record what we find;
- the Every Child Matters (ECM) agenda underpins everything that is written in this document

The Learning and Teaching Policy sets out clear expectations and entitlements. There should be ongoing debate in your departments about learning and how the policy can be best implemented. All staff are leaders of learning in the school and the Learning and Teaching Policy should be used to guide your work.

Headteacher

September 1st 2008

Learning and Teaching

- Students should be taught how to learn and how to reflect and improve on their learning;
- Learning objectives must be shared and reviewed;
- Clear structured lessons promote learning;
- Teachers must create and maintain a purposeful learning environment;
- Achievement must be recognised and rewarded;
- Underachievement must be challenged, not processed;

Learning and Teaching

Learning and teaching are interactive. It is important that we teach students how to “learn to learn” in order to become independent learners and develop skills for life-long learning.

Learning to Learn

It must be made explicit to students what they need to do to be successful in their learning. This could include:

- discussions with students about learning;
- explanation of topic/task e.g. by teacher, between students, by students to whole group, and students to the teacher;
- reading and thinking time;

- scaffolding (writing frames, sentence starters);
- modelling (sharing students’ work, working through examples, guided writing, sharing planning and demonstrations);
- developing effective learning and study skills (e.g. revision techniques, recording notes, summarising) and sharing of good practice (i.e. student to student, student to teacher and teacher to student);
- formative feedback (oral and written) and continual target setting on how to improve by teacher and/or student;
- regular reviews of progress toward set targets;

Learning objectives must be shared and reviewed

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

- i. Teachers must make the learning objectives explicit to all students. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways:
 - written or projected onto the board;
 - orally;

- written by students in their books;
 - printed on handouts;
 - students review their learning against the lesson objectives;
 - teacher questions with differentiation by questioning;
 - students record 2 key points (individually or in pairs);
 - teacher recaps;
- ii. Longer term objectives across a topic, unit or series of lessons should be made clear and reviewed.
- learning logs;
 - concept tick sheets (what I know, what I have learned);
 - debates;
 - ongoing mind maps;
 - topic overview;

The Structure of Lessons

Clearly structured lessons promote learning.

- i. Lessons must have a clear start. This could include starter activities such as brainstorms or demonstrations or a review/recap of previous learning.
- ii. The setting and recording of homework should take place in the first part of the lesson and could be revisited or fully explained at an appropriate time in the lesson if necessary.

Setting homework at the end of the lesson discriminates against students with learning difficulties.

- iii. Lessons must have a clear finish which will usually include a review of learning objectives (see above) but may, also, include quick fire questioning to correct misapprehensions and a preview of the next lesson.
- iv. Longer term objectives can also be reviewed in this section of the lesson making reference to final assessment outcome.

Activities should be varied, purposeful and appropriate to meet the needs of all students

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.

- differentiation by outcome;
- differentiation by task;
- differentiation by question;
- developing and adapting resources to both support and extend students taking into account all students' needs;
- the use of student groupings;

Achievement must be recognised and rewarded

Student achievement must be celebrated. This can be done in a number of ways:

- using the school reward system, for example merits, credits, postcards, Jack Petchey awards;

- using a department's reward system;
- through lessons highlighting an individual's success;
- year assemblies, passed onto to the Academic Co-ordinator/Head of Year and tutors through form time;
- letters of commendation to parents/carers/students;
- displaying students' work (on display boards, on plasma screens);
- sending students to the Learning Leader, Head of Year or Senior Leadership Team to show good work;

Underachievement must be challenged

ALL students are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of all teachers. The aim of a teacher is to initiate change, not to process underachievement. High expectations are not enough on their own, action is needed to ensure they are met.

i. Identification

Teachers must familiarise themselves with relevant data as it becomes available (for example, National Federation for Educational Research (NFER), Special Educational Needs (SEN)/Social and Emotional Aspects of Learning (SEAL) levels, Gifted and Talented (G&T) lists, minimum/target grades,) and use this to inform expectations and monitor and record progress.

- teachers MUST access records provided by the Academic Co-ordinator and Head of Year in 'staff shared' area. These give information about individual student performances and their strengths and weaknesses. The relevant data must be shared with students sensitively e.g. TG/MG.
- information must be passed onto Learning Leaders (LLs) and, as and where necessary, passed onto Head of Year and Academic Co-ordinator. Teachers must be aware of other factors, such as SEN, SEAL and G&T needs, as well as any social and emotional influences that may affect learning;
- teachers must address barriers to learning which may prevent students from achieving, such as disruptive behaviour, passive behaviour or a lack of confidence as well as poor organisational skills;
- regular departmental discussions must focus on promoting achievement and must result in departmental actions that challenge underachievement;

ii. Challenge

Subject teachers must:

- talk to students about their learning in order to establish reasons for any underachievement. Targets are usually negotiated and

must be reviewed. Progress must be recognised;

- use appropriate rewards when individual achievement or behaviour is realised or improved;
- use appropriate sanctions when work or behaviour fails to meet an acceptable standard. If students repeatedly fail to respond to sanctions then the Learning Leaders must be informed and take action. Heads of Year should be informed of this action. If still no improvement then the Head of Year will become involved;
- give regular short term achievable meaningful targets and learning goals;

Learning Leaders must:

- ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Work must be monitored. Schemes of Work and assessment tasks must be reviewed and amended as appropriate;
- regularly lead the department in moderating the grading of work against national expectations;
- monitor and track the progress of individuals and groups of students against relevant data. Learning Leaders must liaise with Academic

Co-ordinators, Heads of Year and line managers about the progress;

- use appropriate actions to support students and departmental staff in challenging underachievement;

Academic Co-ordinators must:

- use a variety of sources of information to have an overview of achievement levels within their year group;
- liaise with students, staff and parents regarding actions to tackle underachievement;

Teachers must ensure a purposeful learning environment is maintained

The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Students learn, develop and progress in a structured and stimulating environment.

- punctuality and regular attendance are essential for staff and students;
- an electronic register must be taken for every lesson. In the event of computer problems, a paper register must be sent to the front office as soon as possible;
- if a student is absent from your lesson having attended the previous lesson, an e-mail must be sent to Office Admin as soon as possible;
- students must enter and leave the classroom in an orderly way at the instruction of the teacher;

- teachers must ensure that students maintain appropriate standards of uniform and behaviour throughout the school;
- teachers must dismiss students in time for their next lesson;
- the seating of students is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning. Teachers must have a seating plan for every class and this must be continually reviewed and assessed and must be available for cover staff;
- lessons must last the full duration and students must **not** be dismissed early;
- teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage will not be tolerated and must be reported to the front office immediately and appropriate sanctions used;
- teachers are responsible for managing stimulating displays which should be changed regularly;

Assessment

- Assessment must be formative and used to inform learning;
- Assessment should be used to monitor the progress of learners;
- Assessment for Learning strategies must be used to encourage all students to 'learn to learn' and become independent learners;
- The 'Marking for Literacy' policy should be followed;
- Homework must be planned, differentiated, clear and meaningful;

Assessment

The Assessment for Learning Strategy underpins our assessment practice throughout the whole school. The effective assessment and marking of work are fundamental to successful learning and teaching. All assessment information should be used formatively.

Formative Assessment

The aim of formative assessment is to give students clear guidance about how to improve their work and how they have been successful. Students must be told of the assessment criteria for both class work and homework tasks. Students should be informed what they have done well, and how to improve their work.

- i. All classwork or homework that is formally assessed, according to department policy, must receive

formative comments. This will usually be in writing. When formative feedback is given verbally by the teacher, it may be appropriate for it to be recorded by students in exercise books or files and the teacher could record this in their mark book/ planner.

- ii. Opportunities must be given for students to act upon the guidance. This could be done through class or homework, for example:
- a starter or a plenary activity;
 - students set their own targets by themselves, with the help of peers/ teacher;
 - discussion with the student;
 - a peer assessment activity;
 - peer teaching;
 - re-drafting pieces of work;
 - students keep guidelines on how to approach a particular question;
- iii. A formative comment should:
- be concise and accessible for students;
 - highlight achievement indicating 2 areas (where possible) that they have been successful in, indicate how improvement can be achieved, giving one or two specific targets;
 - be personal by using the student's first name;

- encourage and support the individual needs of students in a constructive way;
- encourage students to take ownership of their learning;
- for GCSE and A Level, refer to the mark scheme where relevant;

- iv. Peer and/or self - assessment should take place at least once a term in every subject area. The aim of self assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning, therefore encouraging independent learning.

Cross Year Assessment Tasks

- i. There must be a minimum of one cross year assessment task per term in every subject area. A record of progress in each unit should be kept during the term. These tasks can be set for classwork or homework. Departments should centrally record and compare performance in cross year assessments.
- ii. The task must be common across comparable groups and the marking criteria clearly set out beforehand.
- iii. There are many types of cross year assessment task including:
- an extended piece of written work;
 - an investigation/project;
 - a practical task;

- whole class presentations, sometimes using ICT;
- an oral or aural activity;
- a mid topic test;
- an end of unit test;
- end of Key Stage test;
- the end of year examination;

Cross Year Assessment – Achievement Grades

- i. At KS3 it is the responsibility of individual departments to ensure that the full range of grades A–G is used for every cross year assessment task. Exceptional Performances should also be highlighted which would be better than an “A” grade. National curriculum levels should be recorded independently to the department grades.
- ii. At KS4 & 5 grades should be awarded according to examination board criteria.
- iii. Each department must have a clear rationale regarding the awarding of grades within each subject area across the entire year group for all key stages.
- iv. These grades should be collated and recorded centrally following any necessary departmental moderation.
- v. Each department must have a clear rationale for awarding teacher assessed levels for the end of Key Stage 3.
- vi. For ICT work, a National Curriculum Level should be noted.

Assessment of Class Work and Homework

- i. Achievement grades A-G should not be shared with students, except for termly cross year assessment or past examination questions/papers. It is essential that staff record grades for all assessed class work and homework in their mark books as this will allow individual progress to be monitored.
- ii. Minimum and target grades must be recorded in teachers’ mark books and students’ planners and used to inform discussion (particularly where underachievement is concerned). Teachers need to ensure that they record and monitor exceptional performances in terms of target grade and underachievement.
- iii. With past examination questions/ papers, grades/levels can be given, even if the task is not a cross year assessment task. The relevant assessment criteria and grade/level boundaries should be used when assessing these tasks.
- iv. Class work and homework will be marked and returned within 3 weeks. The depth of marking should relate to the nature of the task set.
- v. Notes/folders must be checked for accuracy and content at least once a half term. There must be visible evidence that notes have been checked, i.e. a teacher’s signature.

A record of this must be made in the teacher's mark book.

- vi. For certain activities it is appropriate to award a numerical mark.
- vii. Staff must follow the 'Marking for Literacy' policy which is displayed in all classrooms.

Effort Descriptors

Effort descriptors will only be given to students as part of school reports.

Presentation

Teachers must ensure that work is presented to the highest possible standard at all times, excluding rough and draft work.

- i. Teachers must not allow students to deface books, folders and planners.
- ii. Students should be referred to the school ABC checks when completing work.
- iii. All written work must have titles underlined, a date and an indication of whether work is class or homework.
- iv. The use of biro is not acceptable. Work completed in biro should be returned for rewriting.
- v. When completing ICT based work, presentation remains very important and should be carefully checked for grammar and spelling errors.

Homework

Learning takes place inside and outside the classroom. To support students, homework must be planned, differentiated, meaningful, clear and set regularly.

- i. Homework must be set according to the homework timetable. This enables students to plan their time effectively.
- ii. A variety of homework tasks can be set, such as:
 - questions;
 - research;
 - thinking;
 - reading;
 - extended writing;
 - past papers;
 - notes;
 - learning/revision;
 - listening tasks;
 - group work;
 - presentations and speaking/oral tasks;
- iii. All homework must be assessed. This can be done in a variety of ways, such as:
 - marked by the teacher;
 - peer/self assessment;
 - orally;
 - by testing;

- iv. Homework tasks must be planned and must not be 'finish off' work. Homework should (normally) be set and clearly explained in the first part of the lesson or at an appropriate point. Setting homework at the end of the lesson should be avoided as this practice can discriminate against students with learning difficulties.
- v. Students must be clear about the purpose of the homework and how it will be assessed.
- vi. Students must be given clear written instructions of the homework task, deadline and how to complete the work. In Key Stage 3 and 4 this should be written on the whiteboard to ensure all students are fully aware of expectations.
- vii. It is the responsibility of the teacher to ensure that homework is written in the students' planners.
- viii. Where appropriate, the previous homework should be reviewed in the lesson, clarifying misunderstandings and giving feedback upon positive aspects and how to improve if applicable.

Inclusion

- Every student is entitled to a positive meaningful learning experience
- Every teacher and all support staff have a responsibility to meet the educational needs of **all** students
- SEN/SEAL/G&T information must be recorded and used by teachers to inform and enhance learning and teaching
- Every teacher is responsible for promoting Literacy, Numeracy, Citizenship, Life Skills and ICT to enhance learning and teaching

Inclusion

Every student at our school has the right to receive the highest quality education. It is our collective responsibility to ensure that all their educational needs are met.

Ensuring inclusion involves:

- setting and explaining suitable differentiated learning challenges;
- responding to students' diverse learning needs;
- working to overcome potential barriers to learning;
- setting parameters that ensure students feel safe and valued in their environment whether in a pastoral or academic sense, inside or outside the classroom;

- all staff are responsible for implementing The Every Child Matters agenda in all elements of school life.;

Different groups of students have specific needs which the school supports in a number of ways:

Special Educational Needs (SEN)/Social and Emotional Aspects of Learning (SEAL)

- Information, such as Individual Education Plans and the integrated student support list, on students with SEN/SEAL needs is available in shared documents. This information must be entered in all mark books and targets discussed with students.
- Information regarding these students is required from all subject teachers for the students' reviews on a regular basis. It must be returned promptly when requested.
- The Pupil Support Department will support all teaching and support staff in meeting the needs of students. Help for individual students can also be provided by the assigned year or department coordinator who will make themselves known and attend departmental meetings. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources. Pupil Support Teachers should liaise with subject teachers and other Learning Support Assistants (LSAs) during suitable times.

Gifted and Talented

- Through their department, each teacher is responsible for ensuring the needs of Gifted and Talented (G&T) students are met.
- All departments have a G&T Co-ordinator who is responsible for preparing departmental lists and highlighting G&T opportunities within schemes of work and departmental activities.
- The G&T Co-ordinator prepares annual lists and organises a programme of activities for these students across the department and can be consulted for advice on strategies to meet their learning needs.
- Activities should not simply be more work and not necessarily of the same nature, but should stretch and challenge the most able students.

Learning Support Assistants (LSAs)

- The Pupil Support Department will assign LSAs to support the department and the teacher in meeting the diverse learning needs of students.
- They will work with teachers both within the classroom environment and outside the classroom at the direction of the teacher.
- It is the responsibility of the teacher to provide appropriate guidance to the LSA on their role within the classroom. The teacher is responsible

for the planning of work in liaison with the appropriate LSA where appropriate.

- iv. There should be regular communication between teachers and LSAs about how teaching can be structured to support students. LSAs will often have in-depth knowledge of the student being supported.

ICT, Literacy, Citizenship and Personal Social and Health Education (CPSHE) & Numeracy

ICT, Literacy, Citizenship and Personal Social and Health Education and Numeracy skills underpin learning across the curriculum. These must be addressed in all groups, in all subject areas and tutor times as and when appropriate.

These policies can be found in the staff handbook and in the 'all shared' area.

Supporting Learning

- every teacher, in whatever role, has a responsibility to support students in their learning;

Students' learning, personal development and achievement is supported and celebrated in a number of different ways across the school.

The celebration of achievement is as important as the raising of a concern in promoting positive behaviour and learning.

If an academic concern arises it should be referred to the Learning Leader

and discussed with the Academic Co-ordinator and Head of Year. If there is a concern over the well-being of a student, (the problem is of a personal or serious nature), it should be referred immediately to the Head of Year or Child Protection Officer.

Role of tutors

- i. The tutor has an integral role in supporting students' learning and personal development. The role of the tutor is focused on learning and teaching. This involves meaningful tasks during form time and it does not revolve solely around administrative tasks.
- ii. The tutor sets the standards and expectations of students for the day. A partnership exists between the tutor, Head of Year and the Academic Co-ordinator in order to monitor the academic and personal development and well-being of students within the form.
- iii. The form tutor must ensure that meaningful tasks occur in form time such as private reading, discussion (on given topic), student voice/council reps, debates, key issues in the news, videos, sharing of views, ideas and opinions, finding out about individual students and building relationships and bonds with them.

Registration

- i. Registration periods are an integral part of the school day and should contribute to the learning and

- teaching process and general well-being of the student in the school.
- ii. Registration periods are formal occasions and silence should be maintained while the register is taken. If there is a problem taking an electronic register, a paper register must be sent to the office immediately.
 - iii. Seating plans must be used and arranged by the form tutor and a copy given to the Head of Year. They must be made available if cover for the form group is needed.
 - iv. In weekly tutorial sessions, form tutors should aim to talk to students on an individual or group basis to discuss/monitor personal and academic progress and report any concerns (homework/class work issues) to the Academic Co-ordinator or Head of Year as soon as possible.
 - v. Students must be engaged in meaningful activities during tutor time and can include cross-year group events e.g. quizzes, charity ideas.
 - vi. A quiet reading session should take place twice a month to promote literacy. The time should also be used to promote a sense of community with debates and class discussion. Students are responsible for providing their own material unless a book box is available.
 - vii. Students must have visited their lockers and be seated in the correct uniform by 8:30 / 2:00.
 - viii. Tutors must arrive to registration on time and remain with their form for the duration of the registration period. Tutors are role models and punctuality is essential.
 - ix. **All** students must remain in their form room for the duration of the registration period unless they have a legitimate reason for leaving such as seeing the Academic Co-ordinator or Head of Year, only with prior warning given to the form tutor. They must not be seeing subject teachers or handing in homework during this time.
 - x. Tutors must escort their form to assembly, in an orderly fashion, and stay with their form for the duration of the assembly.
 - xi. Form rooms must be left tidy at the end of registration.
 - xii. Tutors are responsible for passing on messages from the Academic Co-ordinator or the Head of Year supporting them in mentoring, in order for students to be seen, regarding reports/monitoring/mentoring.
 - xiii. Tutors are responsible for checking students' planners, ensuring that they are signed, and homework is recorded. They can also be used to inform parents of any messages, such as sanctions or achievements. Tutors

should inform the Head of Year when there are problems with this.

Academic Co-ordinators

- i. Academic Co-ordinators monitor and support the learning of all students in Years 7–11. They work in partnership with Heads of Year, tutors and teaching staff and liaise with parents. They are available to discuss the academic needs of individual students.
- ii. Teachers must identify any students whose academic performance is a cause for concern. Initially, this must be dealt with within the department. Where concerns about achievement have been raised, Academic Co-ordinators will liaise with the teacher and interview the student in an attempt to address the problem. Targets will be set and progress monitored.
- iii. The Academic Co-ordinator will collect and collate information and monitor individual student progress in a number of ways:
 - staff, student and parental feedback and continual monitoring of the students;
 - monitoring of under-achievers and recognition of excellent effort and performance through interim and full report;
 - monitoring reports – teachers will give comments on identified

student progress over a 3-4 week period;

- report cards – completed by the teacher every lesson for identified students on a range of targets and monitored daily by Academic Co-ordinator and parents;
- parents will be informed of student progress and success where appropriate;

Heads of Year

- i. The role of the Heads of Year is to manage the personal, academic and overall well-being of all students within their year group.
- ii. They work in partnership with Academic Co-ordinators, form tutors and classroom teachers in promoting the school ethos across the year group.
- iii. They are available to discuss the individual needs of any student within their year group. Any academic or personal concerns regarding a student should be discussed with the Head of Year. The Head of Year should support and monitor the year team in their duties and offer guidance and support where necessary.
- iv. The Head of Year should also inform the relevant staff of any concerns that relate to individual students.

Learning Leaders

- i. The role of the Learning Leaders is to manage learning and teaching within the curriculum area.
- ii. Any concerns with the academic progress of an individual student must be referred to and discussed with the appropriate Learning Leader(s).
- iii. Learning Leaders will support the professional development needs of individual teaching and non-teaching staff members within their curriculum area.
- iv. Learning Leaders are responsible for liaising with the Academic Co-ordinator, Head of Year and parents when necessary.

Senior Leadership Team

The Senior Leadership Team is responsible for the overall management and development of teaching and learning across the school.

Starters

Subject Specific Examples of Starters

Starters create a purposeful beginning which should engage all students.

Below are some specific examples from different subjects but these techniques could be used across the curriculum.

<p>MODERN FOREIGN LANGUAGES</p> <p>Students play 'word bingo'. Words in English are numbered on the board. Students have a grid of random numbers on paper. The teacher speaks the words in French and the students mark them off on their grids. The winner is the first with a 'full house'.</p>	<p>GEOGRAPHY</p> <p>Ready, steady, teach. Provide groups with a shopping bag of ingredients (for example, modelling clay, string, lollypop sticks, etc). Tell them they have five minutes to plan an activity in which they use the ingredients to 'teach' how the coastal features, arches, stacks and stumps are formed.</p>
<p>RELIGIOUS EDUCATION</p> <p>As an introduction to a new topic students are asked to generate words they associate with the concept 'prayer'.</p>	<p>HISTORY</p> <p>The class are shown a mystery object. They are asked to write down five questions that, if answered, might help them to suggest what the object is.</p>
<p>SCIENCE</p> <p>Students are studying 'refraction and colour'. Each student sticks an unseen word onto their forehead, for example dispersion, spectrum, dye, filter, optical fibre. They have to ask a partner questions in order to work out what the word is.</p>	<p>ENGLISH</p> <p>A bag of objects is given to small groups. Students have to come up with a list of five adjectives, which imaginatively describes each item.</p>
<p>FOOD TECHNOLOGY</p> <p>Students are asked to match up cards carrying the name of a piece of equipment with the card containing its definition.</p>	<p>PHYSICAL EDUCATION</p> <p>Following a warm-up, students form two teams. The first member of each group performs a move, on the trampoline. The next person repeats this move, then adds a second. The third student repeats the two moves and links in a third, and so on. Students need an awareness of the capabilities of others in their team who will follow on and types of move that link together. The winners will be the team that creates the longest sequence of moves.</p>

<p>MUSIC</p> <p>Each group of students is given a set of cards with the elements of music printed on them e.g. pitch, tempo, duration, dynamic, timbre, texture, silence, attack and decay. They are asked to sequence them in order of importance to them for composing a short piece of music. Afterwards they have to justify their decisions.</p>	<p>DESIGN AND TECHNOLOGY</p> <p>Sheets with signs, logos and everyday lettering (newspapers, adverts, etc) are provided. Students have only 20 seconds to look at them. They then have to write them down in order of impact on their memories. Extend to discussion on why some signs work better than others or who the message is aimed at.</p>
<p>RELIGIOUS EDUCATION</p> <p>In their first lesson on Martin Luther King students are asked, in pairs, to consider the question 'What would you be prepared to die for?' and then share their reasoning with their group and the whole class.</p>	<p>MODERN FOREIGN LANGUAGES</p> <p>The teacher speaks simple addition and subtraction calculations in French. Students have to write down their answers in numerical form on whiteboards and then hold them up.</p>
<p>DRAMA</p> <p>In pairs, students are asked to agree on five things they learned during the last lesson, and the whole class agree the priorities.</p>	<p>SCIENCE</p> <p>Students complete a word search based on 'plant reproduction'. They have to circle words such as stamen, stigma, ovules, filament, anther.</p>
<p>ENGLISH</p> <p>The class uses whiteboards to identify and consolidate spellings of homophones spoken by the teacher, for example wait/weight, right/ write.</p>	<p>MATHEMATICS</p> <p>Each student is given a piece of A4 paper and asked to write down a number between three and four, being as 'creative' as they can (for example, $3\frac{7}{12}$). They then give the number to another student and all students are asked to 'peg' their numbers onto a washing line in the correct sequence.</p>

50 Ideas for Starters

Recap

- 182.** List 3 things you found out/learnt last lesson (on mini whiteboard).
- 183.** Summarise what you know about the topic in 5 bullet points – reduce to 5 words – reduce to one word.
- 184.** Put in the words missing from a cloze summary of learning last lesson.
- 185.** Draw a graphic summary of knowledge so far – diagram, steps, flowchart, mind/concept map (like a spidergram but shows links).
- 186.** Draw a simple timeline of events covered so far.
- 187.** Selection of pictures/cartoons/objects – which relates to last lesson's learning and how might the others tie in later? e.g. Work by artist or example of technique currently being studied.
- 188.** Groups of 3, numbered 1-3. Put up 3 statements on OHP which individuals must explain to group.
- 189.** Label or annotate a diagram or illustration – one word in each box. Can be half-complete for less able.
- 190.** Tension chart – give score out of 5 for tension at various points in a text. Plot on graph and review findings.
- 191.** Drama activity – freeze frame or 'living photograph' as a summary of learning so far.

192. Just a minute – pupils talk on a topic without hesitation, repetition etc.

193. Acrostic – each letter of a term begins a line. Key word begins the line. The 'poem' should reflect the qualities of the concept.

Key words

194. Match word cards and definition cards. Can be done as card sort or snap.

195. Write dictionary definitions or mnemonics for new terms learnt last lesson.

196. Identify the key points/terms to feature in today's lesson from anagrams.

197. Bingo – as teacher reads, pupils must spot word/symbol and mark card e.g. match numbers in French with digit; match muscle with diagram of stretch in PE; match musical term and symbol.

198. Dominoes – match symbol/image/definition and key word.

199. Pictionary – draw the word without speaking or writing.

200. Wordsearch containing key words or information useful in lesson – can use clues/definitions to activate prior knowledge. Similarly, crossword (www.puzzlemaker.com).

201. Break the code to identify the 3 main points of today's lesson (a=b, b=c...).

202. Post-it notes or stickers on foreheads – pupils work out word by asking neighbour questions which receive yes/no answers.

203. Concentration/pelmanism. Two sets of cards face down on table – one set with words, other set a symbol or definition of same meaning. Pupils take turns to turn up two cards to find pairs and have to memorise position of cards.

204. Give groups sets of 3 words and ask them to identify the odd one out.

205. Taboo. Describe a word/concept/ character/event to a partner without saying the taboo words.

206. Verbal tennis – divide class into 2 groups who take turns to say a word related to the current topic. No words can be repeated. Scored as tennis.

New topic

207. 60 second challenge – write down all the terms you can think of to do with a topic.

208. Draw a picture of current understanding of a process and redraw at end of unit e.g. Biology – digestive system or plant lifecycle.

209. Concept cartoon. Choose from speech-bubble opinions of different characters e.g. Physics – 4 different opinions about what will happen to a rocket (pictured) that has run out of fuel.

210. In pairs, sequence the 5 factors/ influences/events – justify your choices e.g. recipe or sequence for making an object in D&T.

211. Prediction – what will happen if we...? Why do you think this? Spend 1

minute composing a response before you reply.

212. Objects – pupils are given a group of objects and asked to sort/imagine/ describe/predict/explain/plan an activity e.g. Given 2 tennis balls must invent a warm-up exercise in PE.

213. Key question/statement snowball– pairs discuss then share ideas with another pair, 4 join another 4, and then 8 join another 8 e.g. 'What would you be prepared to die for?' to introduce unit on Martin Luther King in RS or PSHE.

214. Categorising terms – sort words into related groups, with a pile for 'not understood yet' e.g. words related to volcanoes in Geography as a 'warm-up' to activate previous knowledge. Could be done on computer by highlighting, cut and paste etc.

215. Video clip. Class watches very short extract, then consider in pairs: What do I already know? What did I learn from the clip? What do I want to find out?

216. Painting/musical stimulus – pupils respond to brief exposure and shape an initial response in words, drawing or orally. Vocabulary to support expression can be given.

Questions

217. Card Loops. Cards have unrelated question and answer on either side. Pupil reads question and person with answer responds and then reads theirs e.g. Acids and alkalis in Chemistry, WW1 in History.

218. Answer teacher's questions without saying yes or no.

219. True or false – hold up card/ whiteboard to show whether statement on OHT is true or false.

220. In role answering – hot-seating activity.

221. The answer is XYZ – now write the question. N.B. The question could begin with the words 'What is...'

222. Groups devise multiple choice questions designed to catch out other groups.

223. 'Who wants to be a Millionaire?' questions answered in pairs. Which pair becomes the richest?

224. Quick-fire oral quiz to review/revisit learning.

225. Blockbusters – pupils travel across a grid containing initial letters to answers.

Brain gym

226. Washing Line – pupils organise themselves or pin up cards in order e.g. Maths: Write down a number containing 3 digits in any combination (decimal, fraction). Class sequences numbers in order.

227. Shades of Meaning – useful for preparing pupils to use a wider range of vocabulary e.g. in Art, pupils order terms to describe colour, shade or texture according to the 'strength' or effectiveness of the term.

228. Memory Game – show items for 20 seconds and then dictate an order in which they are recorded e.g. logos in D&T.

229. Sequencing moves – one pupil performs a move, a second repeats it and adds another move and so on e.g. trampoline in PE, composition in Music, class story-writing in computer room.

230. Spot the difference – one picture could contain false information e.g. Maps, diagrams of experiments, charts and graphs.

231. Conceal and describe. Pupils sit back to back. One describes a picture or process and the other must guess what it is – or draw it.

Questioning

Strategies for Questioning

Strategy	Benefits/Gains
Consciously waiting for a student to think through an answer (before you break the silence).	Prompts depth of thought and increases levels of challenge .
Using a planned mix of 'conscripts' and 'volunteers'.	Enhances engagement and challenge for all.
'Phone a friend'.	Encourages whole class listening.
'Hot-seating'.	Encourages listening for detail and provides challenge.
Previewing a question in advance.	Signals the big concepts and learning of the lesson.
Pair rehearsal (of an answer or a question).	Encourages interaction, engagement and depth.
Eavesdropping and deploying specific targeted questions.	Facilitates informed differentiation.
'You are not allowed to answer this in less than 15 words'.	Develops speaking and reasoning skills.
Deliberately asking a child whom you know will provide only a partly formed answer (when asking difficult whole class questions).	Excellent for building understanding from student-based language.
Staging or sequencing questions with increasing levels of challenge.	The essence of purposeful questioning, moving students from existing knowledge or experience (often unsorted or unordered knowledge) to organised understanding, where patterns and meaning have been established.

Using the 'no hands up' rule.	Improves engagement and challenges all students to think.
Providing signals to students about the kind of answer that would best fit the question being asked.	Helps students to recognise the range of possible responses and to select appropriately.
Snowballing (asking another student to respond to the answer of the previous student).	Checking understanding. Building on previous answer. Promoting active listening skills. Encouraging whole class involvement.
Computer based decision making exercises. Students have to make key decisions about actions all of which have consequences.	This is effectively 50/50 questioning with a chance to reflect if the students select the wrong answer (See History department for further information).

Bloom's Taxonomy

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in classrooms. The taxonomy provides a useful structure in which to categorize questions.

Competence	<u>Skills Demonstrated</u>
Knowledge	<ul style="list-style-type: none"> ● observation and recall of information. ● knowledge of dates, events, places. ● knowledge of major ideas. ● mastery of subject matter. ● <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> ● understanding information. ● grasp meaning. ● translate knowledge into new context. ● interpret facts, compare, contrast. ● order, group, infer causes. ● predict consequences. ● <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.
Application	<ul style="list-style-type: none"> ● use information ● use methods, concepts, theories in new situations. ● solve problems using required skills or knowledge. ● <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.

Analysis	<ul style="list-style-type: none"> ● seeing patterns. ● organization of parts. ● recognition of hidden meanings. ● identification of components. ● <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
Synthesis	<ul style="list-style-type: none"> ● use old ideas to create new ones. ● generalize from given facts. ● relate knowledge from several areas. ● predict, draw conclusions. ● <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite.
Evaluation	<ul style="list-style-type: none"> ● compare and discriminate between ideas. ● assess value of theories, presentations. ● make choices based on reasoned argument. ● verify value of evidence. ● recognize subjectivity. ● <i>Question Cues</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise.

Strategies for Developing

Responses to Questioning

Alternative Strategy	Example
Invite students to elaborate.	'Would you say a little more about that?' 'I am not sure I'm certain I know what you mean by that.'
Speculate about the subject under discussion.	'I wonder what might happen if ...'
Make a suggestion.	'You could try ...'
Reflect on the topic.	'Perhaps we now have a way of tackling this next time you ...' 'Let's bring this all together ...'
Offer extra information.	'It might be useful to know also that ...' 'I think that I have read that ...'
Reinforce useful suggestions.	'I especially liked ... because ...'
Clarify ideas.	'We can tell this is the case by ...'
Correct me if I'm wrong.	'But I thought we had agreed that ...' 'So now perhaps we all believe ...'
Echo comments/summarise.	'So, you think ...' 'Jane seems to be saying ...'
Non-verbal interventions.	Eye contact, a nod or raised eyebrows to encourage extended responses, to challenge or even to express surprise.

Self and peer assessment

Starting Points for Self and Peer Assessment

1. Clear criteria should be shared and discussed with students. This could also be created by the students themselves.
2. Assessment criteria given to each student before they undertake the assessment. The criteria can be divided into:
 - how to achieve an A grade;
 - how to achieve a C grade;
 - how to achieve an F/G grade;
3. Models and examples of previous work at a variety of different levels can be shown and discussed with students.
4. Establish expectations for feedback. Need to create a supportive atmosphere for all students. Teacher could model example comments e.g. You've done really well with ... but you need to ... You can do this by ...
5. Ask students to sign their peer assessment in order to ensure there is accountability.

Strategies for Peer and Self Assessment

1. Use of Student Seating
 - pairs or groups with equal balance of able and less able students. Able and less able to work together;

- students sat in pairs or groups of equal ability. Example of work a level/grade above their working level provided. Students identify what they need to do to move their work to the next level/grade;
- whole class activity where answers are shared by all students in a discussion chaired by the teacher;

Use of Mark Schemes

2. Students create their own mark schemes based on the criteria given at the beginning of the task.
 - Students write a specific mark scheme for different levels or grade boundaries;
 - Use of official exam or grade criteria with older students;
3. Feedback and Target Setting
 - Students create and complete feedback sheet for other students or themselves and focus on areas for improvement;

ASSESSMENT SHEET FOR REVISION PRESENTATIONS		
Names of presenters:	Topic:	Date:
Strengths of the presentation:		
Areas for improvement:		
Additional comments:		
Name of assessor:		

- Use of traffic lights to show student understanding:-
 - Red dot = lack of understanding/ uncertainty about the task;
 - Orange dot = reasonable understanding/could have done better;
 - Green dot = clear understanding/ goal achieved;
- Reasons for colour of traffic light explained and target set to improve work. (Same can be done with smiley/unhappy/non-plussed faces lower down the School);
- Colour Code Marking – identify each criterion with a different colour and mark where each criteria has been met on the work. Follow up with a positive comment about criteria which have been met and target the area with little or no colour;

4. Use of Targets

- Students to be given the opportunity and the time to act upon their targets;
- Redrafting;
- Setting of tasks using similar skills;

5. Coursework (Maths)

Plan coursework and swap plans with a partner who analyses the proposal and gives feedback to partner re: improvements.

6. Assessing Practical work (DT)

Use the digital camera to show practical work at different stages. The photographs are displayed to a class who have to use relevant assessment criteria to determine the level of the work and justify the feedback they have given.

7. Giving students a “safety net” when peer marking (MFL)

Give students a piece of rough paper (a “problem page”) on which they can write any points they do not understand when marking their partner’s work. This can be given to the teacher who has a record of problems and can then feedback and support individuals or the whole class with difficulties.

8. “Post-it Targets” (English)

By writing their targets on “post-its”, students are able to keep the targets on every page of their work and therefore they are more focused on what they need to do to improve. When the target has been completed, the “post-it” can be displayed on an achievement board in the classroom.

9. Past Examination Questions Feedback Sheet (Critical Thinking)

Design a generic feedback sheet to be used for past questions/papers in a particular unit/skill area. Criteria are included on each sheet and, each time students attempt a relevant past paper, they award marks for each relevant section. The key issue with this type of feedback sheet is that trends can be identified re: strengths and weaknesses as the sheet is designed so that students can analyse their performance over a range of past papers.

10. Peer Moderation of Coursework (ICT)

Past coursework is used for peer moderation. In small groups, students have to mark a specific section of the coursework using the examination board criteria and then write comments on the mark sheet to explain the mark the group has given. Groups will then pair-up, share and discuss the marks that have been awarded, and experience moderation of coursework. Each group will then feedback to the rest of the class. As the coursework is in the “all users shared area”, this means the activity can be undertaken by students at home.

Long term targets

Date	Target	Comment / Evidence	Student initials	Teacher initials
Autumn term				
Spring term				
Summer term				

Formative Feedback

Characteristics of Effective Feedback

- feedback is more effective if it focuses on the task, is given regularly and while still relevant;
- feedback is most effective when it confirms that students are on the right track and when it stimulates correction of errors or improvement of a piece of work;
- suggestions for improvement should act as “scaffolding” i.e. students should be given as much help as they need to use their knowledge;
- students should be helped to find alternative solutions if simply repeating an explanation continues to lead to difficulties;
- opportunities need to be provided for students to improve on earlier efforts;
- feedback on progress over a number of attempts is more effective than feedback on performance treated in isolation;
- the quality of dialogue in feedback is important;
- students need to have the skills to ask for help and the ethos of the school should encourage them to do so;
- grades, marks, scores and ticks have little effect on subsequent performance;

Examples of Written Formative Feedback

- comments should refer to previous set criteria;
- start with a positive comment;
- advice on how to achieve targets should be given:

e.g. ‘You need to ...’ ‘You can do this by ...’;
- teacher menu of comments displayed on board or OHP. Students record comments relevant to them;
- two stars and a wish (two positive comments and one target);
- WWW and EBI (what went well and even better if);
- What’s hot and what’s not;

Examples of Oral Formative Feedback

- teacher-student interviews, especially valuable with coursework drafts. Students record two targets from discussion;
- student-student discussion. Students record two targets from discussion;
- teacher menu delivered verbally. Students record two points for development in their work;
- Use phrases such as ‘I really liked... but have you thought about...’;

Plenaries

Plenaries summarise learning and determine what has been achieved in a lesson.

Strategies for Plenary Sessions

- at the end of the lesson, nominate a child to sum up what has been learned;
- recap of key words/definitions;
- quick fire questions;
- student questions based on what has not been fully understood. Students nominate someone to answer;
- students select a number of key words to indicate what the lesson has been about;
- students apply what has been learned to a different context;
- teachers highlighting what will be in the next lesson or students predicting what will be in the next lesson;
- students work in pairs and have to explain to a partner 2 or 3 key things they have learnt in the lesson;
- start a lesson with the "Big Question" e.g "What genre conventions have been used in this film?" The lesson then finishes with a 5 minute writing task where students use their notes from the lesson to write a paragraph/full sentence answer to the "Big Question".

Appendix C:

Rights and responsibilities

4.7 Rights and responsibilities

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school-behaviour policy – including rules and disciplinary measures. • To expect pupils' and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school-behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the school-behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external-support services, including the police, as appropriate. 	<ul style="list-style-type: none"> To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. To support, praise and, as appropriate, reward pupils' good behaviour. To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate. To make alternative provision from day six for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion. To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.

SCHOOLS	
Rights	Responsibilities
	<ul style="list-style-type: none"> • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school-behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.

PARENTS

Rights	Responsibilities
<ul style="list-style-type: none"> ● To contribute to the development of the school-behaviour policy. ● To be kept informed about their child's progress, including issues relating to their behaviour. ● To expect their children to be safe, secure and respected in school. ● To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary. ● To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. ● To appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel. 	<ul style="list-style-type: none"> ● To respect the school's behaviour policy and the disciplinary authority of school staff. ● To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. ● To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. ● To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. ● To be prepared to work with the school to support their child's positive behaviour. ● To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. ● To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. ● If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

Appendix D:

Useful pupil behaviour contacts

11 Million: The Office of the Children's Commissioner

Looks after the interests and acts as the voice of children and young people

1 London Bridge
LONDON SE1 9BG

0844 800 9113
www.11million.org.uk

Advisory Centre for Education

Advises parents on all educational procedural matters

1c Aberdeen Studios
22 Highbury Grove
LONDON N5 2DQ

Advice Line: 0808 800 5793
www.ace-ed.org.uk

Children: Homes, Advice and Teaching Ltd (C:HAT)

Provides a complete support package through consultancy, behaviour management and children's homes

25 Main Street
Great Glen
Leicester
LE8 9GH

01162 593941
www.chatltd.com

National Children's Bureau

Promotes the voices, interests and well-being of all children and young people across every aspect of their lives

8 Wakley Street
LONDON EC1V 7QE

020 7843 6000
www.ncb.org.uk

(includes the Anti-Bullying Alliance:

020 7843 1901

www.anti-bullyingalliance.org.uk)

Parentline Plus

Offers help and support to anyone parenting a child

Unit 520 Highgate Studios
53-79 Highgate Road
London, NW5 1TL
020 7284 5500
www.parentlineplus.org.uk
www.parentlineplusforprofessionals.org.uk

Young Voice

Undertakes a range of research with children and young people

25A Creek Road
East Molesey
SURREY
KT8 9BE

020 8979 4991
www.young-voice.org

Youth Justice Board for England and Wales

Non-departmental public body developing and improving the youth justice system to prevent offending by children and young people

11 Carteret Street
LONDON
SW1H 9DL

020 7271 3032
www.youth-justice-board.gov.uk

Helplines and DCSF WEBSITES

ChildLine

Provides free, 24 hour helpline and counselling service for children in danger

0800 1111
www.childline.org.uk

National Society of Prevention of Cruelty to Children (NSPCC)

Works with children and families to end cruelty to children

0207 825 2500
Helpline: 0808 800 5000
www.nspcc.org.uk

Young Minds

0800 018 2138
www.youngminds.org.uk

Children's Legal Centre

0845 120 2948
www.childrenslegalcentre.com

DCSF Parent Knowhow Website

<http://www.everychildmatters.gov.uk/parents/parentknowhow/services/>

DCSF Behaviour and Attendance Website

<http://www.teachernet.gov.uk/wholeschool/behaviour/>

Appendix E:

Responses to recommendations made in 2005 Learning Behaviour report

1.1.1 Department for Children, Schools and Families (DCSF) to look at how to improve BESD provision, including staff recruitment and minimising bureaucracy.

Response	Timing
<p>A working group of BESD practitioners and experts was set up following publication of the Practitioners' Group report and the subsequent White Paper "Higher Standards: Better Schools for All" to look at how to improve BESD provision. Actions resulting included:</p> <ul style="list-style-type: none"> ● a specialist training and accreditation pilot for more than 500 staff with particular responsibilities for BESD; ● a range of local projects to foster skills sharing plus actions by regional partnerships to make BESD a priority for further targeted work; ● new guidance for school-age settings on BESD provision. <p>These actions are being further built on, for example by roll-out of BESD training materials and support for the wider schools' workforce as part of the DCSF's Inclusion Development Programme. As well as benefitting pupils with BESD they should help secure more efficient use of available resources and encourage more staff to become involved in BESD work.</p>	<p>BESD guidance issued in May 2008</p> <p>BESD a focus of the Inclusion Development Programme in 2010–11</p>

1.1.2 UK to urge OECD to undertake an international study to share and evaluate good practice in behaviour management.

Response	Timing
<p>Following publication of the Practitioners' Group's report, the UK representatives on the OECD Educational Directorate Policy Committee and the Governing Board of OECD's Centre for Educational Research and Innovation both raised the suggestion of a comparative international study on school behaviour issues, as part of the OECD future programme of work. This was again flagged up by the UK representatives when the OECD programme of work for 2009–10 was under consideration. However to date there has been no consensus among the thirty OECD countries to include this as a free-standing study, bearing in mind other competing pressures on the OECD work programme.</p> <p>As a result of the UK's interest in this area, it was agreed to include some questions on pupil behaviour management in the OECD study on school leadership. The UK is also participating in an OECD Network (led by Norway) on combating violence and bullying in schools, which has exchanged information about policy and practice and which is producing a report for the Educational Directorate Policy Committee.</p>	<p>See opposite.</p>

1.1.3 DCSF to commission research on how school admission systems can best cope with pupil mobility.

Response	Timing
<p>In line with a Children's Plan commitment, DCSF had a public consultation on changes to school admissions during summer 2008 to make the application and allocation process better for parents. This included specific questions in relation to service children, to recognise the effects of mobility on applying for a school place, often in-year. DCSF worked with the Ministry of Defence (MOD) and its service children education agencies to agree changes to be made.</p> <p>The revised School Admissions Code has mandatory force and includes a number of improvements for service children, such as higher priority for state boarding places, and improvements to applying for a school place before being posted back to England from abroad.</p>	<p>The revised School Admissions Code published in February 2009.</p>

2.1.1 Schools to audit and review their behaviour policies.

Response	Timing
<p>"Better schools for all" White Paper (October 2005) noted plans to take this work forward.</p> <p>Maintained schools and non-maintained special schools have a statutory duty to establish and review their behaviour policy. Governing bodies are also required to consult the whole school community on the overall principles of the policy. These duties were re-enacted and strengthened in the Education and Inspections Act 2006. The Act was followed by new practical guidance for schools which covers the issues raised in this recommendation.</p>	<p>The relevant powers in the Education and Inspections Act came into force on 1 April 2007.</p> <p>The DCSF guidance on school behaviour policies was issued in April 2008.</p> <p>Schools' audit and review of policies is an on-going process.</p>

3.1.1 Existing policy initiatives given adequate time to be implemented properly. Advice on effective practice to be widely promoted

Response	Timing
<p>The Department issued a suite of behaviour related guidance documents in 2007 which include advice on best practice – guidance documents are promoted through the Department’s website and Teachernet, as well as being made available at behaviour related events.</p> <p>Over 16,000 copies of the Practitioners’ Group’s advice on effective practice in improving school behaviour standards have been ordered from the Department.</p>	<p>On-going.</p>

3.1.2 Schools to make regular use of self evaluation tools / pupil tracking systems.

Response	Timing
<p>For schools to consider. The School Self-Evaluation Form (SEF) recommends the National Strategies’ behaviour management audit tools as the best source of information for the behaviour-related elements of the SEF.</p>	<p>On-going.</p>

3.1.3 DCSF to review the delivery and appointment mechanisms for National Strategies B & A consultants.

Response	Timing
<p>In 2007, the National Strategies strengthened their advice to Local Authorities on the appointment of behaviour and attendance consultants. The advice focuses on the skills, competence and expertise required of the consultants as well as on the positioning of the role in the Local Authority to ensure it is aligned with other key drivers for school improvement.</p>	<p>Completed.</p>

3.1.4a Provide earmarked funding for the Social and Emotional Aspects of Learning (SEAL) programme in 2006–07 so that SEAL can be properly embedded.

Response	Timing
A Standards Fund grant was made available in both 2006–07 and 2007–08 (£7m in each year) to support the national roll out and embedding of SEAL.	Completed.

3.1.4b Adopt a communications strategy to inform parents about SEAL, its benefits for their children and how they can support it in partnership with schools.

Response	Timing
<p>The SEAL resource material encourages schools to communicate with, and involve parents/carers in the work they are doing to embed SEAL across the school.</p> <p>Family SEAL is particularly focused on working with parents – this is well developed in a number of LAs.</p>	Family SEAL will be a focal point of the National Strategies Annual Plan in 2009-10.

3.1.4c Ensure the learning outcomes from the Social and Behavioural Skills (SEBS) pilot work in secondary schools are disseminated widely.

Response	Timing
SEBS is now known as secondary SEAL and, since September 2007, is being rolled out across secondary schools. The outcomes of the pilot fed into the final version of the secondary SEAL materials.	Completed. The latest figures show that as of July 2008 about 30% of secondary schools were involved in SEAL.

3.1.5 Promote the Anti Bullying Charter and reissue every 2 years.

Response	Timing
<p>Endorsed by the October 2005 White Paper. The Charter was reissued during Anti Bullying Week in November 2005 and November 2007.</p> <p>Since 2006 the five key principles of the Charter have been used to help schools develop and embed their own anti bullying policies. National Strategies audit prompts will help ensure that the principles of the Charter are being used effectively.</p> <p>The Anti Bullying Alliance offers support and challenge to schools on anti bullying.</p>	<p>Continuing – the next Anti Bullying Week is in November 2009.</p>

3.1.6 DCSF advice on tackling bullying motivated by prejudice.

Response	Timing
<p>Endorsed by October 2005 White Paper – particularly as regards racism & homophobia.</p> <p>Guidance on race, religion and culture was issued in Spring 2006.</p> <p>Guidance on homophobic bullying was issued in September 2007, followed by guidance on bullying related to Special Educational Needs (SEN) and disabilities in May 2008.</p> <p>Guidance on bullying in and out of school settings and guidance on bullying related to gender and transgender are being developed for issue in spring 2009 and summer 2009 respectively.</p>	<p>See opposite.</p>

3.2.1 Guidance to Heads on completing the school Self Evaluation Form to make more of the interaction between teaching, learning and behaviour – particularly the impact and effectiveness of these school policies.

Response	Timing
The school Self Evaluation Form has been amended so that the interactions highlighted by the Learning Behaviour report are more prominent.	Completed.

3.2.2 Creation of a National Behaviour Charter.

3.2.3 Engagement of stakeholders in developing the Charter.

3.2.4 Getting all schools to adopt the Charter by developing a wide consensus, including use of school councils.

3.2.5 Charter to include statement on legal rights and responsibilities.

Response	Timing
<p>Following discussion with the teacher professional associations and other key stakeholders, it was decided not to create a National Charter but instead to build the principles of a charter into DCSF guidance on school behaviour policies. This has since been done, and forms section 2 of the guidance.</p> <p>The guidance includes a full explanation of relevant legal rights and responsibilities.</p>	<p>Completed.</p> <p>Guidance on behaviour policies issued in April 2008.</p>

3.3.1 Teacher training providers to use the coherent set of training materials which DCSF has been developing on promoting good behaviour.

Response	Timing
<p>For teacher training providers to consider.</p> <p>However, in collaboration with DCSF, the Training and Development Agency for Schools has developed a set of behaviour management training materials, Behaviour for Learning (BfL), for initial teacher training providers. BfL is compatible with the National Strategies' behaviour management training materials for continuing professional development and is now available to all initial teacher training providers.</p>	On-going.

3.3.2 Teacher Development Agency (TDA) to review standards for initial teacher training, to ensure coverage of behaviour related issues.

Response	Timing
TDA has reviewed professional standards for teachers at all stages in their career and strengthened the elements relating to behaviour management training, and teaching social and emotional skills.	Completed.

3.3.3 National College for School Leadership (NCSL) to review the behaviour related elements of its training for school leaders.

Response	Timing
<p>NCSL has incorporated a range of learning materials, activities and external links into their support materials. These materials enable school leaders improve behaviour management and how it links to other key issues within schools.</p> <p>The content of NCSL’s leadership development programmes is regularly reviewed to ensure it is up to date and relevant.</p>	On-going.

3.3.4 Schools to consider whether a Lead Behaviour Professional is needed to ensure systematic, coordinated development for all staff.

Response	Timing
<p>For schools to consider.</p> <p>The National Strategies are actively encouraging schools to ensure that a member of the senior leadership team takes responsibility for coordinating behaviour improvement. This has worked well in Behaviour Improvement Programme schools.</p>	On-going.

3.3.5 Teacher's TV to consider extending coverage of good practice in behaviour management.

Response	Timing
<p>Teacher's TV has commissioned two programmes entitled 'Steering the Right Course: Primary and Secondary' which featured Sir Alan Steer and illustrated a range of behaviour management strategies. These are permanently available for streaming and download on the website.</p>	<p>Teacher's TV continues to commission programmes supporting and modelling successful behaviour management strategies, in line with the Practitioners' Group's Report.</p>

3.4.1 DCSF to fund research into impact of diet on behaviour.

Response	Timing
<p>In 2005, the DCSF established the School Food Trust to transform school meals in England. Research carried out by the Trust in 2007 shows that in primary schools, better food and dining environments led to improvements in learning-related behaviours in the classroom in the hour after lunch. Similar research is being carried out in secondary schools and will be published on the Trust website in Autumn 2009.</p> <p>The Trust will work in 2009–2010 with external partners to develop further research to understand the impact of changes in school food on learning-related behaviours.</p>	<p>Ongoing.</p>

3.4.2 DCSF and Department of Health (DoH) to educate parents on impact of diet on behaviour.

Response	Timing
<p>DoH and DCSF have issued a range of materials for parents, schools and Local Authorities on the importance of a healthy diet in preventing overweight and obesity, including:</p> <ul style="list-style-type: none"> ● a leaflet 'Why your child's weight matters' (in 2006); ● the DoH Healthy Living / Obesity Prevention Social Marketing Campaign; ● information on healthy eating and nutritious diets is part of the toolkit provided to Local Authorities and schools to help them plan pre-school to reception, and Year 6 to Year 7 transition sessions; ● new Children's Centre Practice Guidance includes a chapter on obesity (including healthy eating and physical activity) with information on how to engage parents; ● the School Food Trust has also produced guidance for parents on the new nutritional school food standards and healthier packed lunches. 	<p>On-going.</p>

3.4.3 Train school staff to understand key issues around good nutrition.

Response	Timing
<p>Food technology teachers are being trained to deliver the cooking entitlement. The revised Key Stage 3 Design and Technology programme places a greater emphasis on cooking and ensuring pupils learn about diet, nutrition, food safety and hygiene.</p> <p>The DCSF <i>Food in Schools</i> primary training programme delivers training to primary schools. Work is underway to have one trainer in every Local Authority in England and to establish links with regional Healthy Schools coordinators, Let's Get Cooking Clubs, Food Standard Agency Regional Managers, Initial Teacher Education providers, Local Authority advisers and the Chefs Adopt a School scheme.</p>	<p>Cooking entitlement since 2008.</p> <p>Food partnership programme: on-going.</p>

3.5.1 Ofsted to give schools the opportunity to analyse data about behaviour and exclusions, through guidance on the school Self Evaluation Form.

Response	Timing
See 3.2.1 above.	See 3.2.1 above. Completed.

3.5.2 DCSF to disseminate good practice in managing the behaviour of pupils with SEN, reducing need for exclusions.

Response	Timing
<p>The Department's guidance on school behaviour policies includes a section of good practice advice in managing the behaviour of vulnerable pupils, including particularly pupils with SEN or disabilities.</p> <p>In May 2008 DCSF published revised guidance on the education of children with BESD. The Department also reminded schools of advice contained in earlier guidance on promoting mental health in schools, which contains good practice case studies.</p>	<p>School behaviour policy guidance published in Summer 2007.</p> <p>The continuum of provision guidance issued in late Spring 2007.</p>

3.5.3 DCSF to reduce bureaucracy around SEN Code of Practice.

Response	Timing
<p>DCSF has substantially increased resources to schools and continues to promote early intervention at school level to identify and appropriately address children's particular needs. This approach reduces the reliance on assessments and statements, and thereby also reduces bureaucracy around SEN provision.</p> <p>The National Strategies are promoting alternatives to Individual Education Plans through provision mapping and management, examples of which appear in the Audit Commission's SEN Value for Money resource pack.</p>	<p>On-going. Strategy is a long term programme.</p>

3.5.4 DCSF to identify where Educational Psychologists add most value and disseminate findings to Local Authorities.

Response	Timing
<p>The value of Educational Psychologists was confirmed by an independent study conducted by the University of Manchester (August 2006). Its findings were disseminated to Local Authorities.</p>	<p>Completed (2006).</p>

3.5.5. DCSF to produce guidance on when BESD pupils need to be referred to more specialist provision.

Response	Timing
<p>The DCSF's guidance on BESD reminds Local Authorities of the importance of having an appropriate range of provision for children with BESD, and of monitoring and evaluating its impact on outcomes (including impact on reducing exclusions) as part of the LA's statutory responsibility to review the effectiveness of their arrangements for SEN.</p>	<p>Final guidance accessible via the <i>Every Child Matters</i> website since spring 2007.</p>

3.5.6 National Strategies to disseminate good school practice in reducing exclusions among Black and Minority Ethnic (BME) groups, including Travellers.

Response	Timing
The National Strategies met Local Authorities with disproportionately high levels of BME exclusions and subsequently produced good practice case studies.	Work is on-going.

3.5.7 Schools and Local Authorities to monitor ethnic minority, including Traveller, exclusions. Require in the school Self Evaluation Form.

Response	Timing
The National Strategies developed a series of pilots to reduce disproportional exclusions in 12 Local Authorities with the highest levels of exclusions. The pilots ran from September 2007 to July 2008 and led to the development of whole school and LA training materials, supported by a DVD – all of which were launched in Spring 2009.	Completed.

3.5.8 DCSF to research what happens to pupils excluded from Pupil Referral Units (PRUs) and BESD schools.

Response	Timing
DCSF commissioned Glasgow University to undertake this research and the final report will be published at the end of June 2009.	Research project started in October 2006. Publication at end of June 2009.

3.5.9 DCSF to ensure that Exclusions Guidance covers PRUs in more detail.

Response	Timing
Included in September 2006 revision of exclusions guidance (paragraph 42).	Completed.

3.5.10 DCSF to review support available for mainstream schools receiving pupils excluded from independent specialist provision.

Response	Timing
<p>DCSF is encouraging Local Authorities to develop a flexible range of provision to meet the differing needs of pupils with SEN, including those who have been excluded. This includes specially resourced provision in mainstream schools and collaboration between mainstream and special schools. DCSF will be issuing guidance to all Local Authorities and publishing national standards for SEN support and outreach services.</p> <p>Range of DCSF actions in hand to improve the quality of Alternative Provision and to facilitate the commissioning of provision by Local Authorities and School Partnerships for Improving Behaviour and Tackling Persistent Absence.</p>	<p>White Paper “Back on Track” published in May 2008. In October 2008 published guidance on commissioning alternative provision.</p> <p>Guidance on national standards for SEN support and outreach services was published in October 2008.</p>

3.5.11 DCSF to continue to address continuing professional development of Pupil Referral Unit staff e.g. through the National Programme for Specialist Leaders – Behaviour and Attendance (NPSLBA)

Response	Timing
<p>The October 2005 White Paper agreed on the need for a proper national focus. The first 500 staff with responsibility for BESD on the NPSL-BA training programme included a significant number of PRU staff.</p> <p>In their 2009/10 Plan, the National Strategies have included a target of a minimum of 5% of new participants on the NPSLBA programme to be from PRUs. This work has already started and in a number of LAs (Sheffield for example) all PRU staff are being encouraged to complete the programme.</p>	<p>On-going.</p>

3.5.12 DCSF guidance to emphasise that Heads and Governors on exclusion panels should be from the same phase / type of school as the pupil.

Response	Timing
Endorsed by the October 2005 White Paper and included in the September 2006 revision of the DCSF exclusions guidance (paragraph 102).	Completed.

3.5.13 Review wording of exclusions guidance to reduce risk of appeals being overturned on technicalities

Response	Timing
Endorsed by the October 2005 White Paper and included in the September 2006 revision of the DCSF exclusions guidance (paragraph 102).	Completed.

3.5.14 Exclusion panels not to overturn schools' decisions without good cause. To be made clear in DCSF guidance.

Response	Timing
Endorsed by the October 2005 White Paper and included in the September 2008 revision of the DCSF exclusions guidance (paragraph 157).	Completed.

3.5.15 Mandatory training for clerks / chairs of exclusion panels

Response	Timing
Endorsed by the October 2005 White Paper. Regulations came into force on 6 September 2006 requiring clerks to be trained. Also included in September 2006 revision of the DCSF exclusions guidance. Training is already mandatory for panel members, including the Chair.	Completed.

3.5.16 Heads should have right of legal representation at Appeals Panels.

Response	Timing
Included in the September 2006 revision of the DCSF exclusions guidance (paragraphs 114 and 115).	Completed.

3.5.17 DCSF Exclusions Guidance should advise on creating a positive climate that prevents unofficial exclusions.

Response	Timing
Included in the September 2006 revision of guidance on the DCSF exclusions (paragraph 22 etc) and effective practice material placed on the DCSF website.	Completed.

3.5.18 DCSF Exclusions Guidance to spell out full legal implications of unofficial exclusions

Response	Timing
As above.	Completed.

3.5.19 DCSF to commission research on preventing unofficial exclusion

Response	Timing
As above.	

3.5.20 DCSF to strengthen requirement to notify parents of next steps and their responsibilities in cases of exclusion – DCSF model letter should cover these points

Response	Timing
The version of the exclusions guidance published following the Practitioners' Group's report included model letters for schools to send to parents notifying them of their responsibilities when their child is excluded.	Guidance issued in September 2007.

3.5.21 Mandatory attendance of parents at reintegration interviews, after fixed term exclusions (5 day limit for secondary schools only).

Response	Timing
Endorsed by the October 2005 White Paper and included in the Education and Inspections Act 2006.	Completed.

3.5.22 Local Authority provision for excluded pupils from day 6.

Response	Timing
In line with the October 2005 White Paper, the Education and Inspections Act 2006 requires schools to make provision from day 6 of a fixed period exclusion and Local Authorities likewise for a permanent exclusion.	Completed.

3.5.23 Parents ensuring excluded pupils are supervised for first 5 days and attend from day 6.

Response	Timing
Endorsed by the October 2005 White Paper and included in the Education and Inspections Act 2006.	Completed.

3.5.24 Compel parents to ensure appropriate supervision. Possible basis for a Parenting Order

Response	Timing
<p>Endorsed by the October 2005 White Paper and implemented through provisions in the Education and Inspections Act 2006 by: (i) requiring parents of excluded pupils to ensure that the pupils are not in a public place during school hours in the first five days of an exclusion; (ii) introducing penalty notices for parents who allow excluded pupils to be in a public place during school hours; and (iii) requiring schools and Local Authorities to ensure educational provision is in place from the 6th day of exclusion.</p> <p>The Police and Criminal Justice Act 2006 includes a provision extending to police community support officers the power of police officers to remove truants. Guidance on truancy sweeps, penalty notices and exclusions will be amended to reflect these changes.</p>	<p>Completed.</p>

3.5.25 DCSF to provide guidance on how schools and Local Authorities can deploy funding for behaviour support and exclusions

Response	Timing
<p>Guidance on school partnerships for improving behaviour and tackling persistent absence recommends how Local Authorities should devolve behaviour support funding to school partnerships.</p> <p>They are encouraged to adopt preventative strategies which reduce the need for exclusions.</p> <p>Further guidance to Local Authorities and school partnerships about how to identify and broker a wider range of appropriate and cost effective alternative provision is being prepared.</p> <p>The Apprenticeships, Skills and Children Learning Bill will make membership of a behaviour and attendance partnership mandatory and also make the guidance statutory. Revised guidance will be issued later this year.</p>	<p>School partnership guidance issued in September 2007.</p>

3.5.26 Local Authorities and schools to agree local arrangements for funding behaviour support.

Response	Timing
As above.	On-going.

3.6.1 Design principles for school collaborations to encourage managed transfers.

Response	Timing
Covered in on-line guidance for school partnerships for improving behaviour and tackling persistent absence.	Completed.

3.6.2 DCSF to require all secondary schools to be part of a local partnership by 2008 – no longer voluntary.

Response	Timing
98% of maintained secondary schools are working in partnerships. Provisions in the Apprenticeships, Children, Skills and Learning Bill will make participation in behaviour and attendance partnerships mandatory for secondary schools, academies and special schools.	Bill currently before Parliament (April 2009).

3.7.1 DCSF to revise guidance on home-school agreements in light of Practitioners' Group's recommendations.

Response	Timing
DCSF is planning a consultation on revising the regulations and producing guidance for schools which includes home-school agreements.	Consultation due in Summer 2009.

3.7.2 Enable schools to offer parenting contracts, as part of early intervention strategy, before a pupil is excluded.

3.7.3 Power to apply for a parenting order should be extended to schools (with guidance).

3.7.4 Possible to apply for a parenting order following serious misbehaviour at school, before a pupil is suspended.

Response	Timing
The October 2005 White Paper agreed these recommendations. All three were included in the Education and Inspections Act 2006.	Completed.

3.7.5 DCSF and Home Office to reissue guidance on dealing with violent and abusive parents at school.

Response	Timing
Guidance and model letters (the "legal toolkit") due to be revised.	DCSF will be considering the guidance and consulting on any changes before the end of 2009.

3.7.6 DCSF, Home Office and Association of Chief Police Officers (ACPO) review of how to ensure quicker police response to school incidents involving violent parents.

Response	Timing
DCSF plans to discuss this issue with the Home Office and ACPO during revision of the "legal toolkit" referred to above.	As above.

3.8.1 DCSF to clarify guidance on awarding Teaching and Learning Responsibility (TLR) payments for pastoral responsibilities.

Response	Timing
Advice from the Rewards and Incentive Group (RIG) on awarding TLRs now makes clear that TLRs may be awarded for pastoral responsibilities. In particular, "leading and managing pupil development across the curriculum" may include pastoral responsibilities. The RIG advice can be accessed via Teachernet. The web link is: http://www.teachernet.gov.uk/docbank/index.cfm?id=9200	RIG advice updated in November 2005.

3.8.2 Schools to consider benefits of Learning Support Units (LSUs) in context of workforce reform.

Response	Timing
For individual schools to consider. The National Strategies promote the use of LSUs in secondary schools or within school partnerships, for improving behaviour and tackling persistent absence.	On-going.

3.8.3 All secondary school pupils should have access to an LSU at their own or a partner school.

Response	Timing
The National Strategies have promoted access to LSUs in the context of School Partnerships for Improving Behaviour and Tackling Persistent Absence	On-going.

3.8.4 LSUs should not be short-term withdrawal rooms. They should complement such provision. Schools should use LSUs in a planned, preventative way.

Response	Timing
For individual schools to consider. However this approach is emphasised in DCSF guidance and is reinforced in the November 2006 Ofsted report, "Evaluation of the Impact of Learning Support Units"	On-going.

3.8.5 Schools should establish a Pupil Parent Support Worker or other staffing structure to deliver this function. Should be part of the school support staff, delivered and funded using the flexibilities of the workforce reforms, with appropriate training identified at national level. Government should take account of PPSW development in determining overall level of funding for schools.

Response	Timing
<p>For schools to consider. A pilot scheme of Parent Support Advisers (PSAs) with up to £40m dedicated funding over two years was established across 20 LA areas with a target of 600 schools in Summer 2006. Roll out to all Local Authorities began in September 2008.</p> <p>Funding is routed through Extended Schools Standard Fund line.</p>	<p>On-going.</p>

3.9.1 DCSF to research the design features that support good behaviour.

Response	Timing
<p>While no detailed research has been commissioned, investigations carried out as part of the 2006-07 design guides have looked at the positive effects the design can have on behaviour e.g. Designing School Grounds; Kitchen and Dining design guide; Pupil Referral Unit design guide.</p> <p>The new accommodation guidance for Pupil Referral Units, "Learning Environments in Pupil Referral Units" was published in May 2007.</p>	<p>See opposite.</p>

3.9.2 Design briefs for new buildings to take account of this research.

Response	Timing
<p>The briefs for Building Schools for the Future are based on the latest DCSF design guidance. These include, most recently, new guidance on designing for special educational needs (including material related to pupil behavioural issues). (“Designing for disabled children and children with special educational needs” was published in December 2008.)</p> <p>Design Quality Indicators are starting to be used routinely.</p> <p>All client groups have the opportunity to influence the design of their schools through use of the Design Quality Indicator tool, DQI for Schools – a new website: www.dqi.org.uk was launched in February 2008.</p>	<p>See opposite.</p>

3.9.3 Newly built schools should be required to have dedicated spaces for pupil support services like LSUs, time out spaces etc.

Response	Timing
<p>The area standards of Building Bulletins 98 and 99 allow for small group / withdrawal spaces. The exact nature of the provision depends on school / Local Authority policy.</p> <p>“Designing for disabled children and children with special educational needs”, published in December 2008 includes guidance on small group/withdrawal spaces in mainstream schools.</p>	<p>See opposite.</p>

3.9.4 Architects and contractors should pay attention to acoustics and lighting in classrooms to support pupil participation in lessons.

Response	Timing
<p>A new Lighting Guide LG5 for Educational Buildings is being produced by Chartered Institute of Building Services Engineers which will be published in 2010 by CIBSE and will supercede and update BB90 guidance for lighting of schools and other educational buildings. BB93 Acoustic Design of Schools is being revised as it is 5 years since it was published and it is the normal means of compliance with Part E of the Building Regulations on Acoustics. The Standard Specifications Layouts and Dimensions publication (SSLD) on Lighting Systems was published in 2008.</p>	<p>Range of DCSF advice, as indicated opposite, has now been produced. "Standard Specifications, Layouts and Designs" (SSLDs) project published SSLDs on eight topics in 2007-2008 including Toilets and Lighting Systems.</p>

3.9.5 Adequate consideration should be given to creating well designed dining rooms and kitchens. Catering specialists should be consulted at an early stage in the design process to ensure sufficiently sized spaces which are carefully planned, efficient, safe and productive environments.

Response	Timing
<p>For Local Authorities and schools DCSF guide, "Inspirational design for kitchen and dining spaces" includes advice on how to provide a comfortable and attractive eating environment taking into account lighting, acoustics, furniture, fixtures and finishes. The DCSF is planning to publish a short booklet for school heads to complement the main publication.</p>	<p>DCSF guide published in 2007. Further booklet to be published later this year in Summer 2009.</p>

3.9.6 Dining rooms to provide a relaxing environment with consideration to furniture, fixtures and finishes.

Response	Timing
<p>As above.</p>	<p>As above.</p>

3.10.1 Legal right to discipline pupils to be introduced following consultation with professional associations. This should not diminish existing rights, read across to parental rights and responsibilities, and reaffirm teachers' rights to restrain using reasonable force.

Response	Timing
The October 2005 White Paper agreed this recommendation. A statutory power was included in the Education and Inspections Act 2006. The Act also re-enacted the power to use reasonable force.	These powers in the Education and Inspections Act 2006 came into force on 1 April 2007.

3.10.2 DCSF to monitor, evaluate and publish a report on new power to search for weapons. In the light of the report, review whether to extend the power to include drugs and stolen property.

Response	Timing
This issue was looked into as part of the current behaviour review and is covered in the interim report of the review published in July 2008. A legal power to search for controlled drugs, alcohol and also stolen property is included in the Apprenticeships, Skills and Children Learning (ASCL) Bill.	ASCL Bill is currently before Parliament (April 2009).

3.10.3 Update Dealing with Troublemakers guidance to cover right to search for weapons.

Response	Timing
Separate guidance for schools issued on the power to search for weapons – this guidance will be revised to in due course to cover the extension to the powers.	Completed – existing guidance issued in May 2007 and will be revised in autumn 2009.

3.10.4 Schools should be required to have a clear policy on the possession and use of mobile phones.

Response	Timing
The DCSF guidance on school behaviour policies includes advice on this issue.	Completed.

Appendix F:

Responses to recommendations made in earlier stages of this review

March 2008 Interim Report

1.1 All secondary schools, including new and existing academies, foundation schools and PRUs, should participate in B&A Partnerships.

Response	Timing
Legislation in the Apprenticeships, Skills, Children and Learning Bill will make it compulsory for all maintained secondary schools (including special schools and academies) to be members of behaviour and attendance partnerships. Government also intends to make it compulsory for PRUs to be involved, through regulations.	The Bill is passing through Parliament and Royal Assent is expected in Autumn 2009. The legislation is expected to come into force in September 2010, and regulations will be developed soon after.

1.2 Children should be taught responsible use of new technologies and this should form part of teaching programmes and be consistently promoted.

<p>The revised secondary curriculum level descriptors contain intrinsic references to e-safety in the ICT programme of study and there are also references in other curriculum areas, for example in Personal, Social, Health and Economic Education (PSHEE). As the Government's lead agency for technology in schools, Becta is working with the QCA and Sir Jim Rose to ensure that the primary curriculum adequately reflects the skills, knowledge and understanding that children need to develop to stay safe online.</p> <p>In addition, there are a number of freely available national resources for learners and teachers to develop skill and capability, for example, Childnet's Know It All resources. The National Strategies have also recently developed new materials on e-safety; these materials have been distributed through local authorities and conferences and have been well received. DCSF has led on bringing together the technology industries, teaching professionals, anti-bullying charities and others to combat cyber-bullying, and has produced guidance on cyberbullying for schools.</p>	<p>April 2007: Becta issued internet safety guidance 'Signposts to Safety'.</p> <p>21 September 2007: Secretary of State launched on-line cyberbullying campaign, new guidance and a short film. The campaign was re-run between November 2008 and February 2009.</p>
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1.3 Cyberbullying Taskforce should be asked to review support available to staff subjected to cyberbullying, including whether specific guidance is needed.

<p>The Department worked with a Cyberbullying Taskforce, comprising representatives of internet service providers, anti-bullying agencies, teacher associations, and others, to develop guidance on supporting school staff against cyberbullying.</p>	<p>Guidance on Cyberbullying to Support School Staff issued on 15 April 2009.</p>
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1.4 Examples of good practice in the deployment of Parent Support Advisers (PSAs) should be developed and disseminated. DCSF should highlight the importance of PSAs with Directors of Children's Services and through the National Strategies.

<p>DCSF has piloted and is now rolling out nationally a programme of PSAs who provide early intervention and reduce barriers to learning. The Department has provided funding of £102.5m for 2008-2011 for this role and Training and Development Agency for Schools (TDA) has produced resource kits, guidance and case studies showing best practice. Evaluations of the pilot have been carried out by University of Warwick and a final evaluation report is in preparation.</p> <p>The TDA ran a series of regional briefing sessions for Chief Executives and Directors of Children's Services between February and April 2008 to support the national expansion of PSAs, as outlined in the Children's Plan. There are now over 2,300 PSAs in post.</p>	<p>Regional briefing sessions run by TDA – February to April 2008.</p> <p>Final evaluation report to be published in summer 2009.</p>
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1.5 DCSF should review how well the powers enabling schools to search pupils for weapons are working.

<p>DCSF intends to review the use of these powers 3 years after their introduction in May 2007. The Department has done some low-level soundings of partners in the interim, which suggest that schools are more likely to call the police than conduct a search themselves when they suspect a pupil is carrying a weapon.</p>	<p>Proposed review in May 2010.</p>
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May 2008 interim report

2.1 All schools should operate on the basis that when they permanently exclude a pupil, they should expect to accept a pupil who has been excluded from another school.

<p>The Government's position on this was made clear in <i>Back on Track</i>: head teachers have the clear statutory power to exclude pupils where they believe it to be necessary. Government expects all schools to take their fair share of challenging pupils, but only where pupils are ready for reintegration into the mainstream. Many in-year Fair Access Protocols are managed by local panels, sometimes involving other local agencies, and operate according to locally agreed criteria. Some operate a simple "one in, one-out" system while others have agreed more complex arrangements which support this reciprocal approach and take account of particular circumstances such as whether a school is in special measures, parental preference and local geography. There are no national rules. The details of protocols are for local agreement. However, the Government believes that no school in any circumstances should be required or pressured into taking a pupil who is not ready to return from permanent exclusion, and no school should ever be expected to take more than a fair share of pupils who have previously been permanently excluded from any school.</p>	<p>"<i>Back on Track</i>" White Paper covering this issue was published in May 2008.</p>
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2.2 Set a minimum number of hours of education and training a child should receive whilst in alternative provision.

<p>The DCSF is preparing to consult on new draft guidance on the core entitlement for pupils in PRUs or alternative provision. This will set out the expectation that the majority of pupils in this sector should receive full-time education covering the full National Curriculum where that is appropriate but at least including functional elements of English and Maths, ICT and PSHEE.</p>	<p>Consultative guidance expected in April 2009.</p>
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2.3 Government should set a minimum amount of time a child should wait for the engagement of support services such as Child and Adolescent Mental Health Services (CAMHS).

<p>The independent CAMHS Review highlighted the importance of reducing waiting times from referral to treatment and recommended that the Government should set clear expectations around good practice in this area. The Government accepted the review's recommendation around waiting times in principle and has already commissioned good practice guidance. Taking work in this area forward will be a priority area for the National Support Programme which the Government is setting up in light of the CAMHS Review.</p> <p>General responsibility for providing support services lies at local level but forthcoming guidance will set out the Government's expectations on how long a child in alternative provision should wait for the engagement of support services, which is proposed to be two weeks.</p>	<p>Department of Health (DoH) to issue good practice guidance on CAHMS waiting times in Spring 2009.</p>
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2.4 Better data collection and analysis would assist strategic planning at national and local levels and prevent toleration of poor provision. Consider developing a standardised information passport for pupils referred to Alternative Provision (AP) or who are excluded.

<p>The Department's proposed Alternative Provision guidance will include advice on information for pupils referred to alternative provision which will also cover information to be passed on from alternative provision. The Department is also committed to publishing data on the performance of pupils at KS4 in Pupil Referral Units (PRUs) and other alternative provision.</p>	<p>Consultation on the Alternative Provision guidance began in April 2009.</p>
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2.5 Raise levels of accountability throughout Alternative Provision.

<p>DCSF agrees that publishing data should help to raise accountability for pupils' results and has committed to begin doing so. The Department's proposed Alternative Provision guidance will include proposals on personal learning for pupils in PRUs or other alternative provision. These will set out the pupil's work programme and how pupils' wider needs will be met. Plans will be shared with parents and they will be invited to regular reviews to discuss their child's progress. This is happening already in the best PRUs and the Government wants to make it normal practice.</p>	<p>DCSF plans to begin publishing Alternative Provision data in early 2010.</p>
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2.6 When commissioning Alternative Provision, consideration should be given to identifying short-term placement provision.

<p>DCSF published new guidance on commissioning alternative provision in October 2008. This explained that LAs should map the range of pupil needs and likely volumes in conjunction with the local school behaviour and attendance partnership to help ensure that provision better matches needs. The White Paper "<i>Back on Track</i>" emphasised the need for partnerships to adopt preventative strategies, which are best delivered through access to good quality short-term preventative programmes as well as longer term placements.</p>	<p>Guidance on commissioning Alternative Provision issued in October 2008.</p>
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2.7 All PRUs should have access to a psychiatric nurse or social worker.

<p>This is a matter for local determination. But the Government is actively encouraging the availability of extended services for all pupils through the 21st century schools initiative in which the school is increasingly seen as the hub for the community for the provision of joined up extended services such as health and social services, co-located alongside schools. DCSF agrees that extended services should be available to all pupils, not just those in mainstream schools and the Department has commissioned research into best practice in providing extended services for pupils in PRUs.</p>	<p>Research results launched at a seminar run by the researchers, 4Children, on 3 April 2009.</p>
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2.8 Consider imaginative ways to recruit high quality leaders to Alternative Provision (AP) sector, including recruitment from those with other than an educational background.

<p>The Government believes that the improvements to alternative provision resulting from the “Back on Track” White Paper will make it a more attractive career option for staff. DCSF has asked the School Teachers’ Review Body to consider how teachers in PRUs could be rewarded for working with pupils with special educational needs (75% of pupils in PRUs have special educational needs). The National Strategies are encouraging more PRU leaders and potential leaders to develop their skills through the National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA). The DCSF is also ensuring that the Masters in Teaching and Learning, which is being developed with the Training and Development Agency for Schools and with schools and social partners, fully takes account of the needs of staff and the children they work with in PRUs and other alternative provision.</p>	<p>On-going.</p>
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2.9 Widen the scope for differentiated provision within AP, including consideration of 'Studio School' concept.

<p>As well as encouraging LAs to look strategically at the range of provision they need to ensure they fully meet the varying needs of local pupils, DCSF is working with the new Commissioning Support Programme to help LAs and schools become better commissioners and alternative provision has been identified as a priority area. In October the Department launched a national database of alternative provision providers to widen the choice to commissioners and to support new entrants to the market. The Department is also planning to run regional "trade fairs" next year to provide a further opportunity to bring together providers and commissioners.</p> <p>The Department has funded pilots for Studio Schools, and Ministers have announced the next stage of development of Studio School proposals with the Young Foundation and seven local authorities</p>	<p>Commissioning Support Programme runs until April 2011.</p> <p>Regional trade fairs likely to take place early 2010.</p> <p>First Studio School likely to open September 2010.</p>
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2.10 Consider new name for *Pupil Referral Unit*.

<p>Pupil Referral Units are renamed "Short Stay Schools" in the Apprenticeships, Skills, Children and Learning Bill currently before Parliament.</p>	<p>The Bill is passing through Parliament and Royal Assent is expected in Autumn 2009.</p>
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July 2008 report

3.1 The range of parent support provision should be mapped and the information supplied to schools, Children's Trusts and other interested parties.

LA Parenting Commissioners have responsibility for assessing the need for parenting support, identifying gaps in provision and ensuring that parenting support is appropriately reflected in the Children and Young People's Plan. They liaise with and pass information to children's trust partners, schools, and voluntary and community organisations to ensure that local parenting support provision is properly coordinated. DCSF is developing its national Parent Know How programme to indicate the range of services available locally. Family Information Services (FIS) and Children's Trusts have a role in helping schools to understand the range of provision.

The Childcare Act 2006 extended LAs' duty to provide information to the public on childcare and related services. An additional requirement on LAs was introduced in April 2008, to provide a range of information which parents may need to support their children through to their 20th birthday – for example, on education, health, leisure services, parenting support and keeping children safe. They are also required to ensure that the information is made available to all parents who wish to use the service and to be pro-active in ensuring that parents who might otherwise have difficulty in accessing the services they need are reached.

New Parent Know How Directory available from September 2009.

3.2 The expansion of Parent Support Advisers (PSAs) should continue with a commensurate future increase in funding levels. Allocation of existing funds should be reviewed in April 2009 so that schools most in need receive sufficient funds to ensure significant change can take place.

<p>Local authorities fund PSAs through Standards Funds allocations from the Government, weighted according to pupil numbers and levels of deprivation. Local authorities decide levels of support and how PSAs should be implemented in their area based on their judgement and priorities.</p> <p>The next opportunity for Government to review funding arrangements for Standards Fund allocations will be in the Comprehensive Spending Review for 2011 to 2014.</p>	<p>See opposite.</p>
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3.3 Guidance should be issued on how to establish Parent Councils, setting out their role within a school and providing best practice examples.

<p>The DCSF issued guidance to schools entitled "Setting up a Parent Council" in September 2007, which described what a parent council is, how it should relate to the governing body, and how to set one up. It included a complete section of case studies.</p>	<p>Guidance issued in September 2007.</p>
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3.4 DCSF should continue to work with teacher unions and parent representatives to ensure that on-line communications meets the needs of all parties and represents best practice.

<p>DCSF are taking this forward through support and development of on-line reporting. Information packs (developed by Becta) were issued before the end of the summer term 2008 setting out the requirements for online reporting to parents. The Department continues to work closely with Becta to ensure that all schools understand the requirements of on-line reporting and that they have the support they need to provide effective systems. Many primary schools are already providing effective on-line information to parents.</p>	<p>By September 2010 all secondary schools and by September 2012 all primary schools, will offer parents on-line access to information on their child's attendance, behaviour and progress in learning.</p>
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3.5 There should be a local referral system convened by the LA for parents dissatisfied with the outcome of a governing body complaints hearing, to replace the current system of referral to the Secretary of State.

<p>Following a public consultation a National Independent Service, rather than the LA referral system, was found to be the more popular solution. Such a service, to be run by the Local Government Ombudsman is being introduced in the Apprenticeships, Skills, Children and Learning Bill currently before Parliament.</p>	<p>Pilots expected to begin in Autumn 2010, assuming Royal Assent of the Bill in Autumn 2009.</p>
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3.6 The power of search for teachers should be extended to include alcohol, drugs, stolen property and any other item contrary to the school’s behaviour policy. It should apply both on and off site and be supported by clear guidance from the Department. Minimum standards should be established for the training of designated school staff in dealing with drugs and alcohol problems.

<p>Extension of schools’ power to search to cover alcohol, drugs and stolen property is included in the Apprenticeships, Skills, Children and Learning Bill currently going through Parliament. New guidance, to be issued following Royal Assent, will include advice on training standards.</p>	<p>Decision to introduce legislation announced in July 2008. Bill introduced in March 2009. Royal assent is expected Autumn 2009, with likely implementation in September 2010.</p>
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3.7 Drug testing in schools is unviable and likely to be ineffective.

<p>The Government has noted this recommendation and has no plans to introduce a national programme of drug testing in schools. Instead it is following recommendation 3.6 on new search powers.</p>	<p>See 3.6 above.</p>
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3.8 More schools should work with police in establishing Safer School Partnerships.

<p>This recommendation is for schools. However, DCSF, working in partnership with Home Office (HO), Association of Police Officers (ACPO) and YJB, are rolling out a rigorous strategy to take forward development of SSPs. DCSF ran six successful regional conferences to promote SSPs between November 08 and Feb 09, attracting over 1,200 delegates. There are now over 5,000 schools benefitting from SSPs. The conferences have encouraged further interest.</p>	<p>On-going. New written guidance and DVD will be launched May 2009.</p>
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February 2009 report

4.1 Behaviour and Attendance Partnerships (B&APs) should report annually to their local Children's Trust Board, and the relationship between the two clarified to ensure clear lines of accountability.

<p>The Government agrees that there needs to be some form of accountability within the system to underpin effective behaviour and attendance partnership working. Since publication of the fourth report this issue has been discussed with the Ministerial Stakeholders' Group on Behaviour and Attendance.</p>	<p>Discussion with Ministerial Stakeholders' Group took place 9 March 2009. Revised guidance on behaviour and attendance partnerships, which will gain statutory force in 2010, will detail expectations.</p>
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4.2 To support the further development of behaviour and attendance partnerships, the existing guidance should be reviewed so that it sets out the key characteristics expected in all such partnership arrangements; and covers best practice when operating managed moves.

<p>DCSF are currently in the process of revising existing guidance in line with this recommendation, taking account of the recommendations on key characteristics and best practice in the operation of managed moves.</p>	<p>Guidance will be revised before it gains statutory force in 2010.</p>
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4.3 All existing behaviour and attendance partnership arrangements should be reviewed by their members in consultation with the Children’s Trust to ensure greater coherence, increased effectiveness and a reduction in bureaucratic workload.

DCSF will ensure that revised guidance on behaviour and attendance partnerships highlights this.	Guidance will be revised before it gains statutory force in 2010.
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4.4 The Building Schools for the Future programme should take more account of the need to provide schools with the space and accommodation they need to offer partnership and extended services.

<p>The non-prescriptive area guidelines for schools issued by DCSF (which give advice on what design plans for schools should incorporate) include recommendations that space is provided for extended schools services and other local priorities, which could include pupil support space or time out space. As authorities develop their BSF strategy, they will have to demonstrate how it will support the delivery of integrated children’s services.</p> <p>The £200m Co-location fund for 2008-09 supports schools to provide additional facilities for Extended Schools and other partnership services. It provides an important building block for the 21st Century Schools vision. This capital fund provides a direct incentive for local partnerships to develop facilities and tackle the barriers to co-location that will enable services for children, young people and families to be delivered in a more joined-up way.</p>	Services provided through the co-location fund must be ready for delivery by September 2011.
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4.5 DCSF should ask the National Strategies to consider how best they can act as facilitators in promoting B&APs, including helping partnerships raise standards of training and extend the range of support available.

DCSF has commissioned the National Strategies to support partnership developments, asking them particularly to take account of the issues raised above.	On-going.
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4.6 Consultations on how most effectively to implement these recommendations should take place with professional associations and other stakeholders.

<p>Special meeting of the Ministerial Stakeholders' Group on Behaviour and Attendance (MSG) convened to allow members the opportunity to comment on the conclusions and recommendations contained in the February 2009 Report. The views were also sought of the Implementation Review Unit, a group of head teachers who assess the impact of new policy on schools.</p>	<p>MSG meeting held on 9 March 2009 .</p>
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4.7 To promote consistent high quality teaching for pupils, all schools should have a written Learning and Teaching policy, regularly reviewed, identifying baseline good practice to be followed and supported by all staff at the school.

<p>See above. This issue is returned to in the current report.</p>	<p>See opposite.</p>
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4.8 Schools should be encouraged and supported to improve the transition of pupils between key stages by acquiring greater awareness of the pedagogical practices of different school phases.

<p>To support Early Years to KS1 transition, mark-making guidance has been sent to all KS1 schools as a response to key recommendation of the Williams Review of primary maths.</p> <p>National Strategies (NS) together with Qualifications and Curriculum Authority (QCA) developed Assessing Pupils Progress materials to support transition from primary to secondary phases. These provide exemplifications of progress in pupils' work from KS1 to KS3 in reading, writing and maths.</p> <p>The NS carried out a national action research project between December 06 and January 08 to identify factors that underpin effective transfer and transition. This highlighted need for shared experiences and common language across phases; professional discussions relating to pedagogy, progress, levelling of work and expectations; and teachers exchanging practice and visits. As a result NS is working with targeted LAs on cross phase support and encouraging strategic partnerships to ensure good progression.</p>	<p>The NS Personalisation and Progression Plan for 2009/10 includes a substantial range of activity that is designed to further promote effective transfer and transition work, especially in 'Gaining Ground' secondary schools and in 18 LAs where secondary attainment gaps are the widest.</p>
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4.9 Leadership training courses provided by National College of School Leadership (NCSL) and others should be reviewed to ensure that the issue of within-school variation is given prominence and that strategies are developed to address this problem.

<p>A review of the NCSL leadership development provision looked at ways the college could contribute to the key challenges of reducing variation in performance within and between schools; closing the achievement gap; and sustaining the quality of school leaders. As a result, the curriculum of all leadership development programmes at NCSL will focus on four key outcomes: high quality leadership of learning and teaching; sufficient excellent leaders for tomorrow; leaders who face outward, beyond their school; and leaders who can lead change and continuous improvement. NCSL is also collaborating closely with the TDA in joining up the approach to the piloting of NCSL's Middle Leadership and the TDA pilot for the Masters in Teaching and Learning to ensure that the approach to CPD from initial teacher training to the early part of leadership is joined up and reflects the importance of the system challenges above.</p>	<p>NSCL pilots to accredit facilitators to work across clusters of schools to deliver leadership programmes begin in September 09. Other elements, such as providing an experienced head mentor for all new heads, are due to come on stream later in the year.</p>
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4.10 Schools should utilise teaching strategies promoted by Assessment for Learning to increase engagement of pupils.

<p>The Assessment for Learning (AfL) Strategy, a three year plan that looks to embed AfL in every school, will be offering direct support to schools to establish and then embed Assessing Pupils' Progress (APP) materials. This will be done through a peer support model, with lead schools providing an offer of support to those schools that most need it.</p> <p>Year 1 (2008–09): introducing AfL; assessing pupils' progress and offering support and resources to schools to help with implementation; identifying schools with strong AfL practice in order to support other schools in Years 2 and 3.</p> <p>Year 2 (2009–2010) offering further support to schools who have not established APP; ensuring that all schools have a senior leader responsible for assessment; ensuring children understand what they need to do to progress.</p> <p>Year 3 (2010–11) offer support to schools who have not embedded APP; develop strong and widespread practice in using AfL; to ensure parents understand or can access what levels represent and how they can help their child to progress.</p>	<p>Strategy launched in May 2008 with £150 million funding over three years.</p>
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4.11 DCSF should continue to promote to schools the section of the 2005 Learning Behaviour Report: Principles and Practice: What Works in Schools.

<p>The Department continues to promote this through the National Strategies' Behaviour team and the DCSF website.</p>	<p>On-going.</p>
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4.12 Training for school leaders should be reviewed to ensure that the principles of good practice for SEN and disabilities are given a high priority.

<p>The DCSF committed, in the <i>Children's Plan One Year On</i> progress report, to work with the National College for School Leadership to embed high aspirations for children with SEN in school leadership training.</p>	<p><i>Children's Plan One Year On</i> issued by DCSF December 2008.</p>
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4.13 Schools need to monitor and evaluate the impact of interventions on the progress made by pupils with Special Educational Needs (SEN) and disabilities and consider what further additional or different provision can be made where progress is unsatisfactory.

This recommendation is for schools. It reflects guidance provided on the SEN Code of Practice, to which all schools are statutorily required to have regard.	On-going.
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4.14 The means by which a school identifies pupils as having a special need should inform the conversation between the headteacher and School Improvement Partner, focussing on the progress made by those pupils and the extent to which that progress is accelerated through the school's interventions.

This recommendation reiterates advice provided through the National Strategies website for School Improvement Partners (SIPs).	On-going.
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4.15 Training for School Improvement Partners should be reviewed to ensure appropriate attention is given to SEN and disabilities in the 'school conversation'.

The National Strategies website for SIPs contains advice on questions that can be explored with schools about their provision for pupils with SEN and those pupils' progress.	On-going.
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4.16 The recommendations contained in the OfSTED report on the preparation of new teachers to teach SEN pupils (September 2008) should be adopted by named bodies and implemented.

The <i>Children's Plan One Year On</i> reported that the TDA is rolling out specialist SEN units for primary initial teacher training. To help improve the skills and understanding of serving teachers and other school staff, training materials under the Inclusion Development Programme are being promoted to early years settings and schools. The first IDP materials, currently in circulation, focus on speech, language and communications needs, and dyslexia. The TDA is also preparing SEN units for secondary undergraduate courses and for post graduate teacher training (PGCE) courses.	TDA will be rolling out their SEN units for secondary courses in September 2009.
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4.17 Early years and primary education should have staff with appropriate training and time to identify pupils with SEN and to intervene effectively at an early point, ensuring that additional services are provided at the earliest possible stage. The current review of the Dedicated Schools grant (DSG) should consider how best early intervention can be funded.

<p>This recommendation is for early years settings and primary schools. The actions being taken in relation to 4.16 also address this recommendation. In addition, as reported in the <i>Children's Plan One Year On</i>, DCSF has introduced a new requirement for Special Educational Needs Co-ordinators (SENCOs) to be qualified teachers from 2009, and is also introducing a requirement for all those new to the SENCO role to undertake nationally approved training. As part of the DSG review and the 21st Century School work DCSF is considering how the funding system can best support early intervention. The DSG review will continue through the year and will look to make proposals about SEN funding – one of the key strands is on High Cost SEN in particular.</p>	<p>Proposals expected to be included in the 21st Century Schools White Paper in May 2009.</p>
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4.18 Each Children’s Trust should identify how it will ensure the pro-active delivery of the full range of mental health and psychological well-being services across the full spectrum of need.

<p>This recommendation is for Children’s Trusts. The CAMHS Review similarly recommended that legislation on Children’s Trusts should be strengthened so that each Trust is required to set out in its Children and Young People’s Plan how it will ensure the delivery of the full range of children’s services for mental health and psychological well-being across the full spectrum of need in its area. The Government accepted this recommendation in principle. Work is already in progress to develop Children’s Trust legislation including placing the Children’s Trust governance arrangements on a statutory footing and placing responsibility for the Children and Young People’s Plan on the partnership board rather than local authority as now. The Government will also be working with stakeholders to pull together existing models of effective local multi-agency boards for children’s mental health and psychological wellbeing. Following the review, the Government has also committed to develop a National Support Programme – a multi-agency team – to work with LAs to help them develop their services, work better together and support delivery of change on ground and to establish a National Advisory Council for children’s mental health and psychological wellbeing.</p>	<p>CAMHS review accepted by the Government on 18 November 2008.</p> <p>On-going.</p>
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4.19 To improve the access young people have to mental health and psychological well-being support, local areas should set out what services are available locally.

<p>The Government accepted in principle the CAMHS review recommendation which stated that to improve access children and their families have to mental health and psychological well-being support, local areas should set out a clear description of the services that are available locally. The Government will look to local areas to set out the services available locally. The National Advisory Council will hold Government to account on its progress with all the recommendations in the CAMHS Review.</p>	<p>See above.</p>
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4.20 Schools must not use informal or unofficial exclusions as these are unlawful and particularly damaging to children with SEN and disabilities.

This recommendation is for schools. DCSF exclusions guidance, revised in September 2008, clearly states that informal or unofficial exclusions are illegal.	On-going.
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4.21 Schools should consider how, in partnership with other education providers and external partners, they can extend the range of school based support they can offer to pupils.

This recommendation is for schools. DCSF 21st Century Schools initiative will encourage schools to work extensively and effectively with parents, other providers and wider children's services to provide the best possible outcomes for all pupils.	Detailed proposals will be published in a White Paper due for publication in May.
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4.22 DCSF guidance to schools on best practice in working with pupils with SEN and disabilities needs to be regularly reviewed to support schools in addressing the needs of these pupils effectively.

DCSF continues to review and revise the content of the SEN and disabilities pages on Teachernet.	On-going.
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Appendix G:

Early intervention and support for children 'at risk' or with behavioural difficulties

The Government's Children's Plan made the commitment that:

“We will expect Children's Trusts to have in place by 2010 consistent high quality arrangements to provide identification and early intervention for all children and young people who need additional help in relation to their health, education, care and behaviour, including help for their parents as appropriate.”⁴

The 21st Century Schools consultation document⁵ offered more detail about how the forthcoming 21st Century Schools White Paper will take this forward:

“The White Paper will set out how we will develop a clear, single, national framework for early intervention to meet children's additional needs. This will set out the roles and responsibilities of schools and other services, building on existing initiatives, including reforms to targeted youth support”

Early intervention and prevention sits at the heart of the Government's vision for the 21st Century School. Ensuring that issues which have the potential to hold children back are picked up as soon as is possible, from birth onwards, is an essential element of unlocking every child's potential and ensuring nothing holds them back.

As the main universal children's service, schools are key to ensuring children's problems are identified early and addressed. At present, they have a range of tools available through which they can do this. The forthcoming 21st Century Schools White Paper will set out the steps Government will take to ensure that the overall quality and consistency of early intervention work is improved through a single framework for early intervention which will clarify the roles and responsibilities of those involved. It will ensure that, through effective collaborative working, children's needs are identified and addressed early so that children and young people do not become distracted or disengaged from learning.

⁴ DCSF, December 2007, paragraph 7.21

⁵ 21st Century Schools: A World-Class Education for Every Child, DCSF, December 2008, page 9.

This appendix sets out how schools, children's services and other local structures come together to provide early intervention and support, particularly for those children with behavioural difficulties. It sets out:

- **Local structures for provision and collaboration** – Children's Trusts, integrated working and the 'team around the child', the Common Assessment Framework and the lead professional, extended services and the 21st Century School, behaviour and attendance partnerships, and targeted youth support.
- **In-school provision and school staff training** – Learning Support Units, internal exclusion and remove rooms, staff training and the National Programme for Specialist Leaders in Behaviour and Attendance.
- **The Special Educational Needs system** – What special educational needs are, the graduated approach to support and intervention, the provision to meet a range of needs – both school-based and outside, such as from Child and Adolescent Mental Health Services (CAMHS) services or social care.
- **Alternative provision** – and Pupil Referral Units.

Local structures for provision and collaboration

Children's Trusts

Children's Trusts are local partnerships which bring together the organisations

responsible for services for children, young people and families in a shared commitment to improving children's lives. Local authorities lead Children's Trusts through their Directors of Children's Services and Lead Members for Children's Services, but Children's Trusts work closely with the other local agencies with a legal duty to be part of the Trust: strategic health authorities, primary care trusts, police authorities, local probation boards, youth offending teams, Connexions partnerships, the Learning and Skills Council for England and district councils. The DCSF recommend that Children's Trusts also include other important local partners like schools, colleges and third sector organisations and forge links with other local authority services like adult social care, transport and housing (see below for proposals to strengthen Children's Trusts).

The term "Children's Trust" applies to the whole system of children's services, covering the work of partner agencies at every level, from the development of the overall strategy to the delivery of front-line services. But Children's Trusts are not separate organisations in their own right. Each partner retains its own responsibilities, while working together to join up services.

Children's Trusts are managed in different ways depending on local circumstances. Most have formal Boards with representatives from all the partners (often including schools). Some – especially in larger authorities – are made up of a number of small local partnerships which frequently link to clusters of schools, so that

schools are linked into the wider services to support the wellbeing of all children.

Kent Children's Trust

In its first year, the Kent Children's Trust (KCT) tested a number of local partnership arrangements to find the best model for local planning and service delivery across the local authority area. As a result of their research, in September 2008 KCT set up 23 Local Children's Services Partnerships. Each partnership reports to KCT and works in a particular community. The Kent Children's Trust in turn reports to the Kent Partnership – the Local Strategic Partnership for Kent. The Local Children's Services Partnerships have been drawn up to put KCT's vision into action in their community. They aim to bring together all public and voluntary services, drawing on the strengths of all partners to assess need, make plans and provide services to improve the lives of local children, young people and their families.

What do Children's Trusts do?

Children's Trusts develop the local strategy for improving children's lives by delivering better services across the whole range of service provision, including the National Health Service, Local Authority and youth justice. They focus on particular issues, like reducing under-achievement in early years or improving access to services for disabled children, and on new ways of working, like

co-location of services and multi-agency Teams Around the Child. They promote strong joint planning and commissioning of services, especially by the local authority and the local Primary Care Trust – which are at the heart of the Children's Trust.

DCSF recommend that all Children's Trusts should focus on a number of key priorities – which should be informed by their Joint Strategic Needs Assessment and clearly set out in their local Children & Young People's Plan – including:

- identifying children and young people at risk of failure or harm, and intervening early to make sure children are safe and can thrive;
- narrowing the gap – especially in educational attainment – between vulnerable children and young people (like children in care) and others, while also improving the lives of all children; and
- reducing child poverty.

They should do this by:

- listening to the views of children and young people – as well as their parents and carers – about what services they need and what are available, and involving them (and their parents and carers) in delivering them;
- promoting joint working between all professionals working with children and young people;
- ensuring effective commissioning (ie planning and delivery) of services for

children and young people – based on a robust analysis of their needs – and using resources flexibly and creatively (for instance by aligning or pooling budgets); and

- overcoming unnecessary barriers to sharing and using information.

Strengthening Children's Trusts

Since the publication of the *Every Child Matters outcomes framework*⁶ in 2003, Children's Trusts have made good progress in working together more closely to support children and young people and meet their needs. But more needs to be done. Services are not always as joined up as they could be. In some places there is still too little emphasis on early intervention and prevention. Organisational barriers and competing priorities can still get in the way. Too few schools in particular feel they are getting the specialist support they need.

That is why the Children's Plan committed the Government to strengthening Children's Trusts so that they deliver real, measurable improvements for all children and young people in every local area, and have in place by 2010 consistent high quality arrangements to identify all children who need additional help and intervene early to support them. To deliver on the Children's Plan commitment – and following consultation – DCSF have revised the statutory guidance on Children's Trusts⁷ to clarify their current purpose and

role. Legislation to strengthen Children's Trusts has been introduced through the 2009 Apprenticeships, Skills, Children and Learning Bill to:

- extend the number of Children's Trust statutory partners to include maintained schools, academies, sixth form and further education colleges, non maintained special schools and Job Centre Plus. The intention is that extending the duty to these front line providers of learning will give them corresponding rights within Children's Trusts to a stronger voice, more influence over their strategic arrangements, and better tailored support from the other partners;
- put the Children's Trust Board on a firmer statutory footing; and
- give the Board legal responsibility for producing, publishing, reviewing and monitoring delivery of the strategic Children & Young People's Plan (CYPP) – which sets out how the Children's Trust partners will improve children's lives the local area – so that it is "owned" by the full Children's Trust partnership.

Integrated working and the 'team around the child'

Integrated working focuses on enabling and encouraging professionals to work together effectively to deliver frontline services. It lies at the heart of the Children's Plan vision that children's services, with

6 Every Child Matters Outcomes Framework, DCSF, revised 3 April 2008.

7 Children's Trusts: statutory guidance on inter-agency cooperation to improve well-being of children, young people and their families, DCSF, 18 November 2008

schools and early years settings at their heart, work together and in effective partnership with children, their parents and young people, to give every child and young person the support they need, when they need it, to fulfil their potential across the five Every Child Matters outcomes⁸.

Integrated working is needed:

- to provide a coherent and early intervention approach to prevention in both universal and targeted settings;
- to provide services that are personalised around the needs of individual children and their families;
- to make sure that everyone supporting individual children, together with their parents, share high expectations of them to succeed;
- to provide better co-ordination and a single point of contact for families;
- to reduce the likelihood that children or young people who are at risk of harm, or are putting others at risk, go unnoticed by the system; and

to start to move towards a system where it is the service users, not the services themselves, who drive design and delivery and where it is children, families and young people themselves who are empowered to take responsibility for their own outcomes.

For schools, the vision for integrated working implies that they, alongside

other universal settings, are responsible for knowing the children they work with, monitoring their progress, identifying when they may need additional support and, where possible, providing it. In schools, the Personal Tutor may take this role, supported as appropriate by Learning Mentors, Special Educational Needs Co-ordinators (SENCOs), Parent Support Advisers and others. In schools, Learning Mentors, SENCOs, or other staff with a pastoral role, are responsible for providing further support that may be needed and, where necessary, completing common assessments (CAF – see below) and engaging with staff across the Children's Trust to have those services provided. Schools must be able to rely on timely and appropriate support for their pupils from other agencies and specialist services where pupils' needs cannot be met by the school alone.

Local areas are putting in place different structural models to integrate universal and specialist services and many are using a combination of approaches. For example, some Children's Trusts have developed permanently co-located multi-agency teams, placed in and around schools (serving a cluster of nearby schools), Sure Start Children's Centres and other community settings. In these examples, the team has a permanent team manager, practitioners are employed by or seconded to the team, requests for services/resource

⁸ These are: Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution, and Achieve economic well-being – as set out in Revised ECM Outcomes Framework, DCSF, 3 April 2008. <http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00331-2008>

allocation decisions are made by the team itself and the team uses common processes and ways of working with time spent at the outset developing and agreeing them. In addition to permanent team members (or the “core” team), there are usually a number of “virtual” teams who contribute on a part-time or “as required” basis.

Shropshire Children’s Trust

Shropshire Children’s Trust has set up five multi-agency teams across the county to identify children with additional needs and to provide the help they need. Each team is based at a school or community setting, and offers support to all the schools in their area. The team includes senior primary mental health workers, education welfare officers, and substance misuse practitioners. They can access support from other professionals, including school nurses, children’s centre staff and the police. Through their work, members of the multi-agency teams gain a greater awareness of the support services available and build links with them. As a result, there is now evidence that children with additional needs gain access to the support they need more quickly and easily.

In other examples, there is more use of “virtual” multi-agency teams. These are teams of named practitioners with different professional backgrounds who regularly work together in a multi-agency team while remaining employed by their “home”

service. Sometimes they participate part time in a multi-agency locality team and work within their own service for the rest of the time. The team will often adopt common processes for their services and allocation of cases and resources will normally be managed by the team but may be done through a multi-agency panel of managers.

West Sussex

West Sussex is bringing together all services through the cross-professional harmonisation of structures, cultures and business processes. There are 8 Integrated Service Delivery Areas and within these sit ‘virtual’ multi-agency teams made up of named individuals from education welfare, educational psychology, social care, inclusion support and family support. Related services in Children’s Trust partner agencies work in an aligned way with these integrated teams e.g. Primary Mental Health Workers and community health practitioners. The Primary Care Trust is fully committed to the alignment and is joint funding one of the Integrated Service Delivery Manager posts.

In some areas, multi-agency working is achieved through the embedded use of common processes across all partners, rather than relying on fixed multi-agency arrangements. In these examples, practitioners from different professional services come together to deliver

integrated services around the needs of an individual case, forming a Team Around the Child, rather than being part of permanent structures. The make-up of the group of practitioners is not specified in advance and different practitioners can be involved at different times with different children. In these examples any practitioner can initiate and participate in a multi-agency meeting. Meetings are initiated either by the practitioner who identifies the need for support or by a regular multi-agency panel which reviews requests for services.

To foster school engagement with multi-agency working, the Training and Development Agency for Schools (TDA) has developed a School Improvement Planning framework⁹, which helps schools work in partnership to deliver services with a clear focus on improving outcomes for children and young people as part of their improvement plan. The Children's Workforce Development Council (CWDC) has responsibility for supporting local areas in implementing integrated working processes (funded nearly £7m in 2008/9). CWDC provides regularly updated guidance on the Common Assessment Framework process and the lead professional role (see below) together with training materials on the roles and processes in integrated working. This is supplemented by providing local authorities with the 'One Children's Workforce Tool'¹⁰ which helps authorities monitor progress in integrated working,

and supports development of local action plans for fully embedding the approach.

It is important that everyone working with children and young people considers them as 'whole people', in order that any additional needs can be identified and met as early as possible. The universal services of education, health and early years are well placed to identify needs at an early stage and arrange for those needs to be assessed so that the relevant services can be involved quickly to provide a coordinated response. Where this is already working well, schools and other services are finding they are spending less time than before because holistic processes, such as the Common Assessment Framework (CAF – see below) enable all the services delivering to a child to work more effectively together. This avoids duplication of effort, and leads to one point of contact for the child, with quicker intervention and a coherent approach to delivery.

The CAF and the lead professional

To help promote better co-operation and integration between children's services (including across organisations in different sectors) Government identified a need for common processes¹¹. In consultation with practitioners and national representative bodies the CAF and the lead professional role was developed. Better information sharing and multi-agency working along with tools and processes such as the CAF and the lead professional role are designed

9 <http://www.tda.gov.uk/remodelling/extendedschools/sipf2.aspx>

10 <http://onechildrensworkforce.cwdcouncil.org.uk/about/what-is-the-one-children-s-workforce-tool>

11 For example, through Every Child Matters: Change for Children, DfES, December 2004.

to help practitioners deliver effective services for children, young people and families.

The CAF is a standardised, consent-based assessment designed to help get a holistic picture of a child or young person's additional needs. It can often help flag early indications of problems before they reach crisis point. It enables professionals to identify problems and get other services on board, since it helps give practitioner's concerns a holistic and robust documented evidence base. The child/parent gives consent for information gleaned from the assessment to be shared, and they are an integral part of the decisions made in Team Around the Child meetings.

Everyone working with children should know about the CAF, and know who would undertake an assessment, but only those trained to do so should undertake the assessment. Where a child has additional or complex needs, a lead professional acts as one point of contact and the bridge between the young person, their family and the services they need. Since the CAF process is consent-based, the family are fully involved in the decisions made in delivery of services.

Lead professionals are responsible for co-ordinating the provision (but not for the availability or quality of services). The choice of lead professional depends on who is best placed to work with, and has the trust of, a particular child and family. It is not necessarily the person first involved with the child or the one who carried out

the CAF. Practitioners providing targeted and specialist support are responsible for providing timely high quality support in their professional area, working effectively with each other and with practitioners in universal settings, including agreeing with them who should be the lead professional.

The eCAF is an electronic version of the CAF form. It will provide for quicker, earlier intervention, enabling information to be passed, in a more secure way, between practitioners and across boundaries. It will avoid duplication of effort and of CAFs (especially where children move from one location to another) and provide for easier access to information from appropriate professionals. eCAF will be rolled out over the next two years.

Extended services and the 21st Century School

The 21st Century school is increasingly seen as the hub for the community for the provision of joined up extended services such as health and social services co-located alongside schools. It envisages schools providing a universal service of high quality education and personal development, and access to more targeted and specialist support for those with additional needs, while at the same time providing a resource to enable communities to meet wider local needs and aspirations.

A central part of this vision is the Government's commitment that all schools will be providing access to a core offer of extended services by 2010. Currently over

15,500 schools provide access to extended services in response to demand. This shows the high level of support from schools and the other agencies – including health services, the youth sector and private, voluntary and community organisations – that work closely with children and families.

Part of this core offer, Swift and Easy Access is about schools working closely with other services to identify and support children and young people with emotional, behavioural, health or other difficulties as early as possible. Providing access to a wide range of specialist support services – for example speech and language therapy, CAMHS, family support services or intensive behaviour support – means that problems getting in the way of children’s learning can be more easily addressed.

Schools are not expected to provide services alone, nor necessarily to deliver them on site. Instead, they should be working in partnership with Local Authorities, other schools (in clusters) and local partners including the private and voluntary sector, health and social care services and community organisations and, where appropriate, signposting to existing services.

Providing extended services brings about a number of benefits for children, their families and communities. Evaluation from Ofsted¹² and case-study evidence from the Universities of Manchester and Newcastle¹³

show that pupils’ behaviour, motivation, aspiration and achievement can be improved where they are involved in after school activities. In addition, a recent report from Ofsted¹⁴ found that extended services were having a positive impact on achievement and personal development, with the best outcomes when extended provision was integrated with whole school improvement. The report states extended services can make a “life-changing” difference to pupils.

Behaviour and Attendance Partnerships

The health, happiness and success of every child is not just the responsibility of an individual school, but the collective responsibility of the whole local community, and all the children’s services operating within that community. Behaviour and attendance partnerships are an important way for secondary schools to work together to improve behaviour, support attendance and reduce exclusions. The Government has encouraged secondary schools to collaborate in this way, and 98% of secondary schools are members of partnerships to improve behaviour and tackle persistent absence. Several Local Authorities, such as North Tyneside, North Lincolnshire and St Helens, have reduced permanent exclusions to zero or near zero through effective partnership working.

12 Extended services in schools and children’s centres, Ofsted, July 2006. Ref No: HMI 2609.

13 Evaluation of the Full Service Extended Schools Initiative: Final Report, Universities of Manchester and Newcastle and Tecis Ltd, 2007. DFES Research Report RR852.

14 How well are they doing: The Impact of Children’s Centres and Extended Schools, Ofsted, Jan 2008

Following recommendations from the former Practitioners' Group that behaviour is best managed by schools co-operating with each other¹⁵, the White Paper *Back on Track* (May 2008) set out the Government's intention to require all secondary schools – including academies and Pupil Referral Units – to work in these partnerships. Government has brought legislation for this in the Apprenticeships, Skills, Children and Learning Bill.

The new legislation will include two main requirements. The first is a requirement that secondary schools be members of partnerships. The second is a requirement that schools have regard to guidance on partnerships. This will build on existing non-statutory guidance, setting out expected outcomes for partnerships, and the ways in which these outcomes should be met. The guidance will also reflect recommendations from early stages of this Behaviour Review that behaviour and attendance partnerships should be aligned with local Safer School Partnerships, as well as with primary schools.

Targeted Youth Support – Callum

From starting at the school in September 2007, Callum was regularly in trouble and causing problems in the classroom: refusing to undertake work and deliberately disrupting classes. Callum's parents were brought in on several occasions to discuss the issue and from these discussions it was clear that his mother was struggling to control his behaviour. Problems with his behaviour escalated and Callum was at risk of exclusion. His mother agreed that he might benefit from additional support.

Callum's needs were assessed using the CAF; Callum, the lead professional and Callum's mother were present at the time. Callum, his mother and the lead professional felt that the CAF was an effective way of getting Callum to 'open up' about some of the issues which were troubling him.

“I found going through the CAF really helpful. Callum won't talk to me at home but he seemed to really open up to the lead professional and told me lots of stuff about how he was feeling and what was upsetting him. Since then he's been much more open with me.”

(Mother)

15 Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline, DfES, October 2005 (ref DfES-1950-2005); recommendation 3.6.2.

A package of support was put together, including a programme involving parents and siblings, delivered by the Youth Offending Service. This programme focused on improving relationships between children and parents by providing positive fun time together, as well as involvement in positive activities over the summer holidays, mentoring support from a positive role model in Year 10 and a full assessment of his learning needs from the Learning Support Unit. Information was shared through six-weekly CAF meetings, to which all professionals delivering services were invited. The lead professional also reported to Callum's mother in between meetings when necessary.

Callum is now regularly attending classes. The involvement of Callum's mother and his sibling in 'Fun and Families' activities has changed family dynamics.

“At home, Callum is talking rather than arguing.”

(Mother)

There have been significant improvements in Callum's relationships with class teachers. He has stopped bullying other children. The package of support implemented prevented his exclusion from school and he is now making good progress. Callum's reading and spelling improved, from a reading age of 7 years to 9 years, over the four months that the intervention was provided. The support also helped

Callum to improve his concentration in the classroom.

“The improvement in Callum since we started this is unbelievable. I was getting phoned up by the school every week before. Now, I just get phone calls telling me good things about how he's getting on.”

(Mother)

Targeted youth support

The provision of early joined-up support to vulnerable young people by schools and other agencies working together is the key goal of Government's targeted youth support reforms. Schools alone cannot provide all the support some students need. Targeted youth support is about supporting vulnerable young people by local agencies working together, focusing on early intervention and prevention. It helps schools access the right support at the right time and provides a clear route of referral to specialist services. DCSF has supported a national change programme that has enabled local areas to implement the targeted youth support reforms. It is expected that all local areas will have full delivery by the end of 2009.

Local services are brought together, developing a common approach to identifying vulnerable young people early on, assessing their needs and providing integrated support to help them quickly and effectively before their problems

escalate. Targeted youth support comprises seven key elements:

- early identification of young people who are at risk;
- consistent assessment of young people's needs;
- use of universal settings to deliver support services;
- identification of a lead professional to co-ordinate support;
- delivery of accessible and relevant services;
- helping young people to make successful transitions; and
- listening to feedback to improve services.

Support provided includes emotional and behavioural support; positive activities; support for education; housing; and preventing young people from becoming NEET (not in education, employment or training). Most young people receive several different forms of targeted youth support, often on a one-to-one basis. Informal family support is also often provided as part of the work, with more formal family support, including family mediation, being provided to around a quarter of the families.

The impact of the targeted youth support reforms is already starting to show. Where schools are effectively engaged and targeted youth support is being delivered

as planned, independent pathfinder evaluation¹⁶ found positive impact on a number of outcomes within the sample of young people, including on exclusions, attendance, behaviour and attainment.

In-school provision and school staff training

Learning Support Units

Learning Support Units (LSUs) are a key element in the Government's strategy to promote inclusion by improving behaviour and attendance. They are school based centres for pupils who are disaffected, at risk of exclusion or vulnerable because of family or social issues. They provide separate short term teaching and support programmes tailored to the needs of pupils. The aim is to keep pupils in school and working while their problems are addressed, helping to reintegrate them into mainstream classes as quickly as possible. They can also be used as a starting place for pupils arriving in the school on a managed move who may need additional support to make their fresh start a success.

There are around 1,500 LSUs in schools in England, of which around 120 are in primary schools.

LSUs should not be used as a "dumping ground" for badly behaved pupils. A pupil's entry to, and time spent in a LSU must be properly planned and structured. They perform a different role to "remove rooms" (see below) to which teachers can refer disruptive pupils immediately.

16 Targeted Youth Support Pathfinders Evaluation – Final Report, York Consulting for DCSF, February 2009. Research Report DCSF-RR078. <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-RR078&>

The Practitioners' Group 's report¹⁷ highlighted the role of LSUs in supporting the most vulnerable pupils, at a time when they would otherwise be failing to learn. The Department accepted their recommendation that wherever possible, all secondary school pupils should have access to a LSU, either in their own school or elsewhere among the local partnership of schools. Guidance on LSUs was published by the Department¹⁸ and sets out good practice in establishing and managing an LSU, together with a self-evaluation framework and audit tool for LSU managers.

LSUs have a positive impact on attainment and attitudes to learning. Ofsted¹⁹ have found that three quarters of secondary school LSUs were supporting pupils' learning effectively. Ofsted say that pupils with emotional and social difficulties can often respond well to specific well targeted and well managed support. When LSUs provide a curriculum and tuition which meets individual needs, combined with close attention to preventing and controlling outbursts, they make an effective contribution to ensuring that pupils succeed in mainstream lessons. Pupils who spend time in LSUs often feel better understood and supported and, as a result, become less anxious, less volatile and less prone to being riled by others.

Internal exclusion and remove rooms

Internal exclusion is a non-statutory process which can be used as an early intervention to defuse situations that occur in schools that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school, sometimes known as a "remove room" with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review.

DCSF guidance^{20,21} recommends that remove rooms should be used for pupils who have been internally excluded and referred through the correct channels; when a potentially explosive situation can be resolved by placing pupils in the remove room; and in line with the school's behaviour policy. They should not be used for statutory education provision for excluded pupils; as a place where pupils catch up on coursework or missed exams and tests; or for pupils sent without using the school's referral mechanism.

Internal exclusion should not become a provision for long term respite care; a dumping ground for pupils who may need specific support; a "badge of honour"; or a fast track to permanent exclusion.

17 Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline, DfES, October 2005 (ref DfES-1950-2005)

18 Guidance for Establishing and Managing Primary and Secondary Learning Support Units, DfES, September 2005, <http://www.teachernet.gov.uk/wholeschool/behaviour/learningsupportunits/>

19 Evaluation of the impact of learning support units, Ofsted, November 2006 (ref HMI 2378)

20 Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (paragraph 11(c)), DCSF, September 2008, <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance/>

21 Internal Exclusion Guidance, DCSF, March 2008, <http://www.teachernet.gov.uk/docbank/index.cfm?id=12506>

Staff training and the National Programme for Specialist Leaders in Behaviour and Attendance

DCSF supports continuing professional development of teachers' capacity to manage behaviour particularly through the work of the National Strategies. This includes giving schools access to high-quality behaviour management training materials and advice from expert behaviour management consultants.

The Department has also developed the National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA) for all those who wish to develop their knowledge, skills and understanding in behaviour and attendance. The programme promotes positive behaviour, regular attendance and Social and Emotional Aspects of Learning (SEAL), which all make a vital contribution to pupil achievement and school improvement. The programme comprises a series of study days, cluster group sessions and work-based activities.

The Special Educational Needs system

What are special educational needs?

Children and young people have special educational needs (SEN) if there are barriers to learning, and if they are unable to access the curriculum and make adequate progress without provision which is additional to or different from that normally available in maintained mainstream schools in the local area.

Latest figures²² show that 1.46m children at school have SEN (20% of the school population). 223,600 have a statement of SEN (2.8%) and 1.4m are at *School Action* or *School Action Plus* (17.2%) receiving provision made from within the resources available to their schools. There are considerable variations between local authorities, and the percentage of pupils identified as having SEN ranges from 13% to 33%. The percentage of pupils with statements of SEN varies from 1.1% to 4.2%.

Children's SEN range from mild and temporary learning difficulties in one particular area of the curriculum to severe, complex and permanent impairments that will always affect learning across the curriculum. There is a range of needs that requires a range of special educational provision.

Graduated approach to support and intervention

The SEN Code of Practice²³ recommends a graduated approach to school based support with two levels of intervention – *School Action* and *School Action Plus*. Under *School Action*, the SEN Coordinator (or SENCO, a role required in all maintained mainstream schools and, from September 2009, one that must be carried out by a qualified teacher, responsible for coordinating provision for children with SEN) and the child's teachers decide, with the child and their parents, what action to take to help the child make adequate

22 Statistical First Release – Special Educational Needs in England, January 2008 (DCSF, SFR 15/2008)

23 Special Educational Needs: Code of Practice, DfES, 2001

progress in their learning. The child's progress is monitored and reviewed with their parents and if the child does not make adequate progress following interventions made under *School Action*, the school seeks help from external services; those services may provide additional advice and support to the school under *School Action Plus*.

If a child does not make adequate progress with the support provided at *School Action Plus*, the local authority may propose a statutory SEN assessment, again involving the child's parents but also obtaining specialist reports from an education psychologist, health and social care professionals and others. The SEN Code of Practice says that a local authority should undertake a statutory assessment if it believes the child probably has SEN and that the local authority needs (or probably needs) to determine the child's special educational provision itself by making a statement.

The Code provides more guidance on the circumstances where this can be appropriate, and on the procedures to be followed. The statutory time limit from a school or parental request or an local authority decision to carry out an assessment and finalising a statement is 26 weeks (throughout that time the child should be supported by the school at *School Action* or *School Action Plus* which should have been put into place as soon as the school identifies the child as having SEN).

A statement sets out in detail the child's SEN and the special educational provision to be made for them. Once a statement is made the local authority has a duty to arrange the special educational provision specified in it. Before a school is named in a child's statement, the local authority must consult the parents' preferred school and consider any representations made by the school against the admission of the child. Provided the local authority is satisfied with regard to the criteria above, it may proceed to finalise the statement. Once a school is named in a statement the governing body is under a duty to admit the child.

A range of SEN needs

Children with SEN have a range of needs such as physical or sensory difficulties, difficulties in thinking and understanding, difficulties with speech and language, behavioural and emotional difficulties or difficulties in the way they relate to others.

Many children have more than one type of need. Latest figures²⁴ show that the most prevalent types of need of those with statements and at *School Action Plus* are:

- moderate learning difficulty (29% of children at *School Action Plus* and 20% of those with statements);
- behaviour, emotional and social difficulties (27% and 14%);
- specific learning difficulty (14% and 6.5%);

- speech, language and communication difficulties (16% and 12.5%), and
- autistic spectrum disorders (3% and 16%).

There is evidence to suggest that the population of pupils with SEN is changing: advances in medicine are enabling some children with complex health needs to live into their school years, and into adulthood; more children are being diagnosed with autistic spectrum disorders; and there is a growing number of children with behavioural, emotional and social difficulties.

Provision to meet a range of needs

DCSF guidance²⁵ encourages local authorities to plan and commission a flexible range of provision to meet children's needs. This guidance reaffirms special schools' important role in meeting children's needs directly and in providing outreach to other schools. The guidance also reminds maintained mainstream schools that they must make provision for children on their roll who have SEN and make reasonable adjustments for disabled children.

The present statutory framework provides for children with statements of special educational needs to be taught in mainstream schools where this is what their parents want and is compatible with the efficient education of other children. It also provides for parents to seek a special

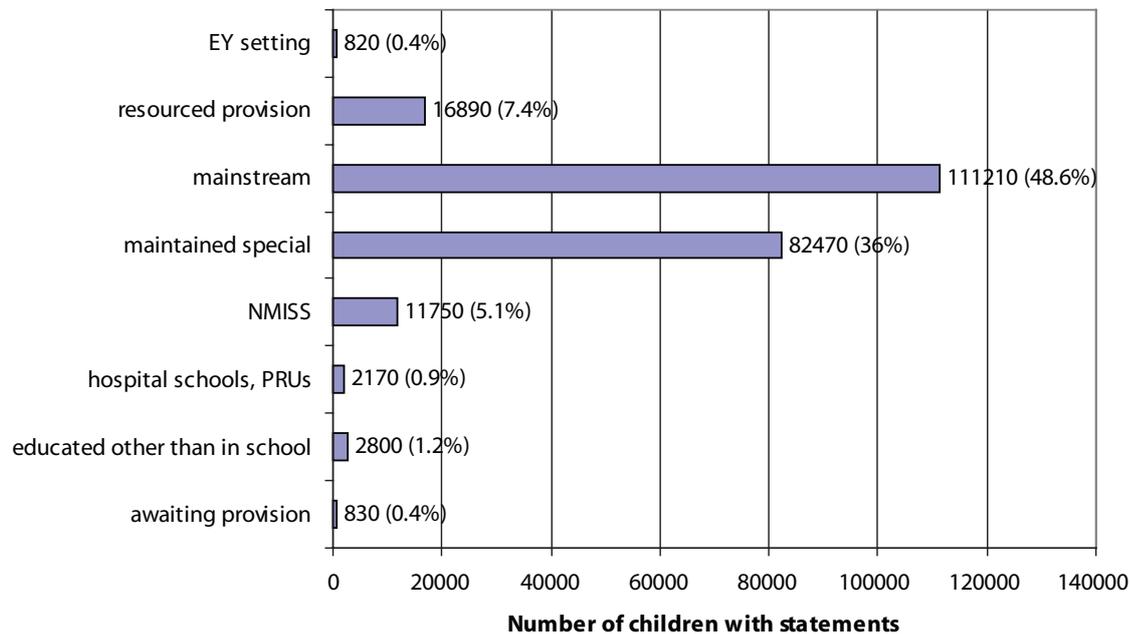
school place and to have this preference considered.

In January 2008 there were 993 maintained and non-maintained special schools (NMSS – non profit-making schools run by charities) and 466 independent schools which are wholly or mainly for children with SEN, 100 of which are currently approved by the Secretary of State to make this provision. (The system of approved independents and consents for local authorities to place in other independents is shortly coming to an end.) Special schools make a range of provision from single impairment special schools to more generic severe or moderate learning difficulty schools.

The chart below sets out the settings in which pupils with statements are educated.

25 Planning and Developing Special Educational Provision: A Guide for Local Authorities and other proposers, DCSF, March 2007

Provision made for pupils with statements, Jan 2008



Delegating funding for SEN to schools can help to boost earlier intervention for children with SEN so that support can be provided, wherever appropriate, without the need for a statutory assessment or a statement. A number of local authorities have worked with their schools and parents to develop their approach and secure the confidence of parents that their children's needs will be met, where appropriate without statutory assessment. Some secondary schools act early to make assessments of SEN needs of pupils from their feeder primaries.

Early identification of pupils before transition

Henry Compton School in Hammersmith & Fulham has prioritised the early identification of pupils in year 6 of feeder primary schools who have additional or special educational needs. The school has a transition learning mentor to do outreach work and collect relevant data. This person is employed by the local authority but is based in the school. Pupils who are identified with additional or special educational needs including emotional, social and behavioural difficulties in the primary schools have a transition and learning profile developed. Literacy and numeracy are prioritised.

Tutors receive information in advance of pupil arriving in the schools. This includes Cognitive Ability Test scores (used to establish the learning potential of pupils), observation notes, resilience profiles and personalised timetables. A KS3 nurture group is provided for those most at risk. External input from support agencies including speech and language therapy, educational psychologist lesson support and CAMHS services is available to add value to the knowledge and understanding about individual pupil need.

Impact on pupils

In a school with 29% SEN, 50% English as an Additional Language, 40% Free School Meals and 20% mobility, only 1 permanent exclusion was made in the last 3 years. Persistent Absence continues to fall, pupils' progress is good, achievement is improving and the curriculum offer embraces a wide range of needs, including alternative accreditation opportunities.

The role of parents

Parents have a unique knowledge of their child and a personal and emotional investment in their child's education. A fundamental principle of Government policy is that schools and Local Authorities should work in partnership with parents in meeting children's needs.

Local Authorities are required to establish Parent Partnership Services, which provide a range of activities including:

- information and advice for parents on the "SEN system";
- access to Independent Parental Supporters;
- learning activities for parents, for example, on behaviour management;
- support for local parent/carer groups;
- support for families of children at risk of exclusion, families from the black and minority ethnic communities, and young people making the transition to adult services;
- encouraging parents to become partners in policy making at a strategic level.

Local Authorities are also required to make arrangements for resolving disagreements between parents and schools and parents and Local Authorities. These arrangements can be used in addition to appeals to the First-tier Tribunal (SEN and Disability) – formerly the SEN and Disability Tribunal (SENDIST). The Local Authority arrangements do not affect parents' rights to make such appeals.

As part of the Government's response to a report by the House of Commons Education and Skills Committee²⁶, the Department asked Brian Lamb, Chair of the Special Educational Consortium, to

26 Special Educational Needs: Assessment and Funding, House of Commons Education and Skills Committee, Tenth Report of Session 2006–07, 17 October 2007.

undertake an Inquiry into ways in which parental confidence in the SEN assessment process might be improved. The Inquiry started its work in March 2008 and will report in autumn 2009. The findings will be available to the Ofsted SEN survey of 2009/10 and will help to inform national developments.

Supporting children with behavioural, emotional and social difficulties (BESD)

In any school, there may be individual pupils whose behaviour reflects serious social and emotional problems rather than disaffection.

The SEN Code of Practice emphasises preventative work, to ensure that children's SEN are identified as quickly as possible and that early action is taken to meet those needs. It also advises a range of interventions for schools to use, in supporting pupils who are hyperactive and lack concentration and have BESD. The term BESD can include children and young people with conduct disorders, hyperkinetic disorders and less obvious disorders such as anxiety, school phobia or depression.

DCSF guidance²⁷ is provided for schools on educating pupils with BESD as a special educational need, and includes information on developing a range of provision for children and young people with BESD, whole school approaches to promoting good behaviour and mental health, and the curriculum for children and young people with BESD. It also cross refers to other

sources of guidance on working with pupils with BESD.

A range of support – school based

SEN provision can take the form of further assessment, additional or different curriculum materials or a different way of teaching, or sometimes (but not always) additional adult support.

Teachers, in discussion with children and parents, decide which actions and combinations of actions are appropriate for each child taking account of their learning difficulties, their different learning styles and the school and class context. All teachers are required as part of the general teaching requirements of the National Curriculum, to differentiate their approach to meet the needs of individual children, to set suitable learning challenges and to help children overcome barriers to learning and assessment. The National Curriculum allows considerable flexibility for teachers in organising teaching to meet the different needs of learners.

The standards for Qualified Teacher Status require trainees to be aware of their responsibilities under the SEN Code of Practice and know where to seek advice to support pupils with SEN. In order to complete the induction period satisfactorily, a newly qualified teacher must demonstrate that they plan effectively to meet the needs of pupils in their classes with special educational needs and contribute to the preparation, implementation, monitoring and review of

27 The Education of Children and Young People with Behavioural, Emotional and Social Difficulties as a Special Educational Need, DCSF, May 2008.

plans for individual children. Part of a newly qualified teacher's induction can take place in a special school.

A range of support – provision from outside school

The CAF– (see above) provides a tool for schools and other services to identify children's additional needs at an earlier stage and will link up professionals from different services. Provision offered to pupils can sometimes include support from, or links to:

Educational psychologists (EPs), who are employed by local authorities. Using applied psychology skills, they have a central role in assessment and statementing procedures in relation to children with SEN. EPs are also often found serving on behaviour support teams within Local Authorities and contributing to early intervention.

Child and Adolescent Mental Health Services (CAMHS). Within CAMHS, a *four-tiered model* is used to conceptualise the planning and delivery of mental health services²⁸:

- **Tier 1:** Services provided by practitioners working in universal services (such as GPs, health visitors, teachers and youth workers), who are not necessarily mental health specialists. They offer general advice and treatment for less severe problems, promote mental health, aid early identification of problems and refer to more specialist services.

- **Tier 2:** Services provided by specialists working in community and primary care settings in a uni-disciplinary way (such as primary mental health workers, psychologists and paediatric clinics). They offer consultation to families and other practitioners, outreach to identify severe/complex needs, and assessments and training to practitioners at Tier 1 to support service delivery.
- **Tier 3:** Services usually provided by a multi-disciplinary team or service working in a community mental health clinic, child psychiatry outpatient service or community settings. They offer a specialised service for those with more severe, complex and persistent disorders.
- **Tier 4:** Services for children and young people with the most serious problems. These include day units, highly specialised outpatient teams and inpatient units, which usually serve more than one area

Social care services – there will be circumstances where it is suspected that there is neglect or abuse at home. In such circumstances, it is essential that early years settings, schools and/ or local authority officers bring their concerns to the attention of the local authority's social care services as quickly as possible. It is important for there to be regular training to ensure that all school staff are aware of child protection policies and procedures²⁹.

28 These are set out in the National Service Framework for Children, Young People and Maternity Services: The mental health and psychological wellbeing of children and young people, DH, 2004 (page 46)

29 This is highlighted in para 71 of The Education of Children and Young People with Behavioural, Emotional and Social Difficulties as a Special Educational Need, DCSF, May 2008.

Social care services for children with sensory or physical disabilities – it is important, when children have sensory or physical disabilities, that school staff build and maintain good relationships with other practitioners such as social workers, nurses, GPs and EPs and others, to ensure that services are better integrated, and focus on the early identification and provision of effective support.

Alternative provision

Around 135,000 pupils a year, mostly of secondary age, spend some time in alternative provision. This could be in one of around 450 Local Authority maintained pupil referral units (due to be renamed 'short stay schools' under provisions in the 2009 Apprenticeships, Skills, Children and Learning Bill), which account for a third of placements, or in contracted alternative provision in the private or voluntary sector or in further education colleges. This sector provides for pupils with a range of needs: those who have been excluded from school or are at risk of exclusion, those with medical needs, teenage parents and pupils without a school place.

The 2008 White Paper *Back on Track*³⁰, building on the Children's Plan, sets out the Government's strategy to bring about a transformation in the quality of alternative provision, both to support more effective early intervention by schools to tackle problems before they become acute and to provide high quality support for the full range of pupils.

The Five Valleys Centre, Gloucestershire

The Five Valleys Centre is a pupil referral centre for primary school pupils. It is located on the same site as Amberley Ridge School, a residential school for children with behavioural, emotional and social difficulties. The staff at Amberley Ridge and Five Valleys Centre share training resources and the centre uses some of the school's facilities.

The Five Valleys Centre focuses on early intervention – local head teachers are invited to bring cases where they think a pupil may be at risk of exclusion to a pupil referral service panel, who assess the case and arrange a placement at the Centre where they think this is appropriate. This helps reduce the need for permanent exclusion.

The Centre supports pupils in developing strategies for managing their behaviour, as well as delivering the National Curriculum in a small group setting. As the Centre is for KS1 and KS2 pupils, there is an expectation that all pupils will return to schools, be this their original school or another school. In some cases the time at the centre may be used to assess the pupil, and it may be found that a special school place would be more appropriate, so this is arranged.

All pupils wear the uniform of their original school whilst attending the Centre, and if a new school place is arranged they wear this uniform. This is to remind pupils that they are only at the centre for a short amount of time and will be returning to school.

When a pupil is ready to be reintegrated back into school, Centre staff meet with school staff to make arrangements and develop a programme of support during reintegration. In some cases, staff from the Centre return to school with the pupil on a one-on-one basis, to support the pupil as they readjust back into school life.

In 2007/08 Ofsted³¹ judged 62 per cent of pupil referral units good or outstanding (compared with 57 per cent of secondary schools) but limited performance data indicates often very poor outcomes. In 2006 only 1 per cent of 15 year olds in pupil referral units achieved 5 GCSEs at grades A*-C or equivalent. The White Paper signals greater accountability and the publication of performance data for pupils in pupil referral units and other alternative provision.

The quality of contracted alternative provision can be variable, which can be compounded by weak commissioning processes in some areas. To address this, in October 2008 the DCSF published

guidance on commissioning alternative provision³² and at the same time launched a database of providers³³. In many areas commissioners are unaware of providers, and smaller providers do not know how to enter the market or expand. The database is designed to address this issue. The DCSF's new Commissioning Support Programme for Children's Trusts, which runs to April 2011, is specifically supporting commissioning alternative provision.

In October 2008, the DCSF announced the names of 12 pilots to test innovative ways of delivering alternative provision, which represent an investment of £26.5 million over three years. Local authorities are testing a variety of delivery models and are working in partnership with a number of well known private and voluntary sector organisations including Arthur Rank Training, Barnardo's, Fowler Newsome Trust, Kidscompany, NACRO, Positive Futures, The Prince's Trust and Rathbone. Many are also working closely with other local service providers such as Child and Adolescent Mental Health services, Primary Care Trusts, Youth Offending Services and the Police.

Each pilot is targeting specific groups of young people and have clear outcomes for them. For example, one pilot is working with up to 300 young people at risk of not being in employment, education or training (NEET) and aims to increase attendance, reduce exclusions, reduce

31 The Annual Report of Her Majesty's Chief Inspector, Ofsted, November 2008

32 Commissioning Alternative Provision – Guidance for Local Authorities and Schools, DCSF, October 2008. <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00758-2008>

33 <http://www.teachernet.gov.uk/wholeschool/alternativeprovision/>

offending, increase numbers in work experience or training and raise attainment. Innovative provision in this pilot includes an eco-centre where young people spend one day a week learning practical skills. Another project is running a peripatetic pupil referral unit using youth, private and voluntary sector sites around the county, resourced by a partnership of schools, the county council and private and voluntary providers including a theatre trust and an arts centre. The project is aimed at KS3 pupils aged 11–14, those requiring supported transition from KS2-3, at risk of exclusion, persistent absentees and young offenders and they aim to reduce fixed period and permanent exclusions, offending, persistent absence, and to improve engagement in further education and employment.

The pilot locations are: Coventry, Darlington, Haringey, Herefordshire, Knowsley, Liverpool, pan-London, Nottingham, Oxfordshire, Rotherham, Wakefield, and Westminster. Work is progressing as outlined below.

Alternative Provision pilots

Coventry (West Midlands) – Developing enterprise-focused extended learning centres with partners from the private/voluntary sectors

External providers of alternative provision are running pupil referral units jointly with local authority through contract management groups. Intended partners are Rathbone, Arthur Rank Training and Progressive Educational Tools. They are commissioning three extended learning centres to provide personalised learning for pupils at KS4. They are working with the most disaffected and disengaged young people likely to have a number of risk factors, aiming at higher levels of engagement and improved outcomes – 50% to achieve 5 A*-G by 2010, 100% by 2011. Target is 30 year 11 pupils. Currently year 10 pupils are receiving “taster” provision and year 11s are receiving “top-up”.

Darlington (North East) – Back on Track
Clervaux College

An external provider (Ruskin Mill Educational Trust) is working in collaboration with Darlington local authority, mainstream schools and a special school. They are providing for up to 300 young people 16–19 NEET and a further around 300 at risk of being NEET, including disabled, looked after, young carers and young offenders. They aim to increase attendance, reduce exclusions, reduce offending, increase the number in work experience/training, increase the number of pupils achieving and the number of qualifications and increase the successful transition to post-16 provision. They are planning to target up to 30 young people at first, building up to 100 young people by year 3. 26 young people are now on site at an eco-centre with a core of 13 receiving one day per week for 6 weeks. Further young people are joining from April. Large straw-bale building is proceeding and an associated slaked-lime kiln is being built to supply the plaster. Young people are also involved in clearing woodland using horse-power.

Haringey (London) – Haringey Keys to Wellbeing

The local authority are working with schools, Primary Care Trust, CAMHS, Youth Offending Service, police, Fowler-Newsome Trust and Kidscompany in driving early intervention for young people with behavioural, emotional and social difficulties, aiming at reducing fixed period and permanent exclusions by half in 2011 and to zero by 2013.

Herefordshire (West Midlands) – Herefordshire Continuum of Provision

Herefordshire County Council are working in partnership with The Hereford Academy, working with three partnerships each including a pupil referral unit. They are providing placements for year 9 to 11 pupils and there will be a short term intervention centre in each partnership located at a school for years 7 to 10. Intervention centres to provide outreach support. They are targeting those groups who will benefit from intervention and reducing fixed period exclusions, with a focus on literacy and numeracy. They aim to reduce persistent absence and exclusions, improve staying on rates, reduce NEETs and improve KS3/4 results.

London Youth Crime Prevention Board
– “Pan-London”

Regional agencies in London, led by the Royal Borough of Kensington and Chelsea and London Councils are working with all London Local Authorities to deliver pan-London improvements. The main focus is on excluded young people to increase life chances, particularly diverting them from youth offending, and improving outcomes for those in PRU. They are supporting all London PRU pupils (3,520), increasing reintegration of pupils before KS4 and increasing the number of qualifications gained at the end of KS4. A major launch event on 25 March provided an opportunity for PRU heads, local authority leads for behaviour and attendance, chairs of behaviour and attendance partnerships to hear more details about the project, to find out how to become more involved in specific work strands and to network with colleagues.

Knowsley (North West) – Knowsley Skills Academy

This pilot features a work based learning programme for vulnerable young people, established through a partnership with the local MP and Knowsley Council. The council are contracting with schools the provision of education for excluded young people and others. The project is aimed at young people involved in youth crime and anti-social behaviour, with poor educational outcomes and a high proportion NEET. The programme follows the Army Cadet Force syllabus formulated to fit BTec. They are targeting 60 14–16 year olds and 60 16–19 year olds.

Liverpool (North West) – North Liverpool Secondary Alternative Education and Extended Engagement Project

Liverpool are working with Nacro and Positive Futures in the Anfield area to provide pupil referral unit facilities and extended after-school, weekend and holiday youth engagement activities. They are offering early intervention, day 6 provision, intensive weekly support, education provision targeted at secondary age pupils. They aim to increase attainment including at GCSE, sports coaching certificates, Duke of Edinburgh awards, and reduced offending, better family relationships and communication skills. They are targeting 40 pupils at KS4 at first, building up to over 400 pupils.

Nottingham City (East Midlands) – Unity Learning Centre

Nottingham are working in partnership with a range of external providers and schools to provide integrated learning for 14–16 year olds. The KS4 PRU is recently out of special measures and the new provision is based in fit for purpose accommodation acting as a hub, with majority of pupils placed with external providers including a city farm equestrian centre and Football in the Community. They are making provision for permanently excluded pupils, those without a place and those at risk of exclusion. They are upgrading existing kitchen accommodation for use as a training kitchen use, to offer BTEC and OCN qualifications.

Oxfordshire (South East) – On Course

A peripatetic PRU is using youth, private and voluntary sector sites around the county, resourced by a partnership of schools, the county council and private and voluntary providers including a theatre trust and an arts centre. The project is aimed at KS3 pupils aged 11–14, those requiring supported transition from KS2-3, at risk of exclusion, persistent absentees and young offenders. They aim to reduce fixed period and permanent exclusions, offending, persistent absence, and higher engagement in further education and employment. They are targeting 84 pupils in year 1, 168 pupils in year 2 and over 250 pupils in year 3. 14 KS3 pupils are currently on 20-day test courses in three new bases.

Rotherham (York and Humberside) –
Positive Progression through Partnership

School partnerships are running three learning centres, making provision for the most vulnerable KS3/4 pupils including young carers, school refusers, persistent absentees, those at risk of exclusion, young offenders, NEET and potential NEET, and also low achievers. They are working in partnership with Barnardo's. They are concentrating on early intervention and specific support. All pupils are expected to achieve at least 1 GCSE and a national qualification in English and maths. They are targeting 75 pupils across three partnerships. Two centres provide catering training, and the ABLE partnership provides fish farming and horticulture on a reclaimed riverside site.

Wakefield (York and Humberside) –
The Wakefield District Community
School Enable Project

Wakefield District Community School are working with the ABLE partnership to establish a range of high quality alternative provision. They are making provision for ESBD pupils in years 9–11. Up to 20 pupils each week are expected to achieve qualifications in land-based and environment related subjects. They are developing pupils' core skills as well as problem solving and working with others, and clear post-16 progression. Provision is currently being made for 20 targeted pupils at any one time mainly at KS4.

Westminster City Council, the
Kids Company, The Prince's Trust :
Therapeutic Education Project

This partnership is aimed at raising aspirations and achievement through a vocational centre of excellence catering for 14–19 year olds, offering alternative provision to pupils at risk of exclusion and some that have been excluded and are currently at the PRU. They are working with The Kids Company and The Prince's Trust. The target provision is for 50 pupils.



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