

<b>15 March 2012</b>		<b>ITEM 5</b>
<b>Children's Services Overview and Scrutiny Committee</b>		
<b>Behaviour and Attendance</b>		
<b>Report of: Malcolm Taylor, Strategic Lead, Learner Support</b>		
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> No	
<b>Accountable Head of Service:</b> Carmel Littleton, Head of Learning and Universal Outcomes		
<b>Accountable Director:</b> Jo Olsson, Director of People Services		
<b>This report is</b> Public		
<b>Purpose of Report:</b> To report on the development of a Behaviour and Attendance strategy including developments in the Pupil Support Service.		

### **EXECUTIVE SUMMARY**

There have been significant recent developments within services supporting pupils experiencing difficulties in behaviour. The Pupil Referral Unit has undergone a restructuring process and has come out of the Ofsted category of special measures. The first stage of the behaviour strategy has been completed and reported back to schools. Key themes and actions have been identified as part of the Behaviour and Attendance strategy and a timescale and process agreed for finalisation and implementation.

#### **1. RECOMMENDATIONS:**

- 1.1 That Overview and Scrutiny notes recent developments relating to behaviour support and proposals to make further progress.**
- 1.2 That Overview and Scrutiny notes the progress on improving attendance and receives a briefing note following the release of benchmarked data in March 2012.**

## **2. INTRODUCTION AND BACKGROUND:**

- 2.1 The Local Authority has established the support for pupils experiencing difficulties in behaviour as a priority within the Children and Young People's Plan 2012 -13.
- 2.2 There has been significant progress in the development of support for pupils experiencing difficulties in behaviour through work across the Pupil Support Service. The Pupil Support Service comprises of the Secondary and Primary Pupil Referral Unit which provides placements for pupils, who by reason of illness, exclusion from school or otherwise, may not receive a suitable education.
- 2.3 The key areas of work within the development of the Behaviour Strategy are set out below and discussed in Section 3 of this report.
- the development of the Pupil Referral Unit following its placement in a category of special measures;
  - the review of the Pupil Support Service with the Tuition Service and Statement Support Services, including the development of new co-ordinated systems of "managed moves", Fair Access and admissions to Pupil Support Services to ensure clear systems of intervention and access to services;
  - the development of inclusion services, as well as the establishment of Inclusion Centres in partnership with the Thurrock Inclusion Trust and the development of Day 6 provision to ensure that all children have access to full time education from the 6<sup>th</sup> day following exclusion;
  - the development of the Early Offer of Help to bring together a seamless range of integrated services and activities to help families address problems, before they become too serious, as part of advice and support for schools in developing and implementing effective behaviour strategy and improving attendance.
- 2.4 Through the Education Act 1996, Local Authorities have a statutory duty to ensure that children of compulsory school age receive a suitable education at school or otherwise or begin proceedings to address this. Attendance improvement is supported through the locality teams and Education Welfare Officers work closely with schools to improve attendance policies and support on individual case work.

### **3. ISSUES AND OPTIONS:**

#### **3.1 The development of the Pupil Referral Unit**

3.1.1 The Pupil Referral Unit was inspected in December 2011 and in accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector stated that the school no longer requires special measures.

3.1.2 He reported that *'Clearer strategic leadership provided by the local authority has enabled senior leaders on both sites to instigate a range of improvements to strengthen provision, increase the time pupils spend in learning and provide them with a safe, caring and supportive environment. Currently, senior leaders are demonstrating good capacity to drive further improvements.'*

3.1.3 The following improvements across the service have included:

- The amalgamation of the Statement Support Service and Pupil Referral Unit following the Jack Loblely site closure.
- The development of an enhanced offer of 25 hours support to all pupils on the roll of the Pupil Referral unit.
- Improvements in Teaching and Learning
- Improvements in Attendance.
- Development of an induction programme for all pupils
- Development of Alternative Provision
- Links with Mainstream Schools, Teaching and Learning / Resources

#### **3.2 The review of the Pupil Support Service including the Tuition Service, Statement Support services and Fair Access and Admission process.**

3.2.1 The first stage of this review was carried out in the autumn term 2011 through a consultation with all Headteachers in Thurrock to establish their views of current services and priorities for service development.

3.2.2 The following priorities from schools were established through this process :

- Improvements to the Pupil Referral Unit to develop a service that appropriately meets the needs of the pupils attending;
- Improvements to information regarding staffing contacts for the services and arrangements to access services;
- Single point of contact for schools to address issues relating to behaviour issues;
- Review of referral process to access the Pupil Support Service with increased representation from schools to enable clarity of admission processes and improvements to engagement with schools and the PRU;
- Increased engagement of Thurrock schools in the development of the PRU through links to staff professional development and curriculum development;

- The development of a series of resources including staff training approaches to support behaviour development in schools including a resource directory of behaviour approaches used across Thurrock;
- Clear published list of local Alternative Programmes used by schools and the PSS to be published to increase the range and quality of alternative provision.

3.2.3 The following process for new access arrangements for vulnerable pupils have been proposed.

- A new school-led panel for vulnerable pupils to be established to co-ordinate access to managed moves, fair access and Pupil Referral Unit admissions.
- Information to be available on all school places in Thurrock
- Clear criteria for all services and managed moves to be established.
- Transparent offer of PRU service / managed moves /specialist settings
- Published information on origin and destination of all pupils
- Links to Early Offer of Help arrangements

### **3.3 The development of Inclusion Centres and Day 6 provision to ensure that all children have access to full time education following exclusion**

3.3.1 The Inclusion Centres have been established from September 2011 in partnership with Thurrock Excellence Trust, and have had a successful uptake from Thurrock schools buying in Inclusion places and accessing places for pupils requiring Day 6 provision.

3.3.2 It is proposed that the Day 6 Provision undergoes a tendering process to establish the viability of the service in the long term. Preparation for this is underway.

### **3.4 The development of the Early Offer of Help as part of advice and support for schools in developing and implementing effective behaviour and attendance strategy.**

3.4.1 The Early Offer of Help sets out the range of resources accessible by schools and the access arrangements to these. It is proposed that the Pupil Referral Unit will offer advice and support to pupils at risk of exclusion, closely linked to the services set out in the Early Offer of Help. There will be an ongoing targeted programme of focused work with schools and families to tackle persistent absence particularly in the Primary Phase.

3.5 Persistent absence in primary school is at its lowest levels since 2006- 07 with performance improving from 2.6% to 2.0% (% of absence lost to persistent absence) however, we are still higher than the national average (1.4%) in the last benchmarked data so this remains a key priority. (Current data that is not yet benchmarked against national levels shows a significant escalated improvement over the last year).

- 3.5.1 All locality areas have seen a reduction in overall and persistent absence and crucially, the overall and persistent absence rates for targeted groups has also improved.
- 3.5.2 Overall absence for pupils in receipt of FSM has significantly improved from 13.6% in 2007-08 to its current rate of 10.4 % and this is broadly in line with the national average which has improved from 11.2% to 10.3% over the same period).
- 3.5.3 Overall absence for SEN Statemented pupils has improved from 10.7% in 2007-08 to its current rate of 8.6%, this is now better than the national average which is currently 9.2%.
- 3.5.4 Overall absence for EAL pupils remains below that national average at 3.6% compared to 6.0% nationally.
- 3.5.5 Performance is still low compared to national benchmarked levels but is significantly improving, the highest rates of absence are in Tilbury and Chadwell and Lakeside Localities and whilst there have been improvements in performance, these will be a target for the next 12 months.
- 3.5.6 Targeted work with schools on their policies and processes for reducing absence has been undertaken and for the first time our rates of authorised absence have fallen below national levels, however unauthorised absence remains high.
- 3.5.7 Improved performance management processes in the locality teams have ensured that each locality analyses data on a school by school basis and enables targeted work to be undertaken. The benchmarked data for attendance rates is next due for release in March 2012.
- 3.6** The level of permanent exclusions within Thurrock for all schools expressed as a percentage of school population is below national averages with the latest national benchmarked data shown in Appendix A. The benchmarked data for 2010/11 is due to be published in July 2012 although provisional local data indicates that Thurrock will remain below the national average.
- 3.7** The level of fixed term exclusions in Thurrock secondary schools expressed as a percentage of school population remains within the range national average range with the latest national benchmarked data shown in Appendix B. The provisional data indicates that Thurrock will remain will remain in the average range in 2010/11.
- 3.8** The level of fixed term exclusions in Thurrock primary schools expressed as a percentage of school population have been reducing for the last three years however they remain significantly above the national averages on the latest benchmarked data shown in Appendix C. The provisional data indicates a further reduction in 2010/11 although not yet at a level to be within the national average range. It is therefore proposed that further work will be carried out with Primary Schools on the use of fixed term exclusions as part of

the behaviour support work. This will include targeted support for schools covering Leadership and Management, Governor Responsibilities and the effective management of behaviour in Primary schools.

**3.9** The following timescale for strategic developments is in place.

Develop and publish a comprehensive strategy for behaviour support that brings together all arrangements to support pupils behaviour including guidance criteria on school actions, access to pupil services, managed moves arrangements, exclusions and access to specialist settings	Develop and consult February 2012- May 2012 Publish July 2012
Develop clear overall offer for schools including advice and signposting on short stay provision	June 2012
Develop commissioning arrangements for Day 6 provision from September 2012	Established September 2012
Continue to commission, develop and monitor a range of high quality alternative programmes for children and young people to ensure they are able to access a wide range of activities impacting positively on their adult opportunities	February 2013
Develop teaching and learning across all pupil support services to ensure teaching is good to outstanding within all short stay provision. Implement a quality assurance framework	July 2012

**4. CONSULTATION**

4.1 The above areas for development build on areas identified within the current Children and Young People’s Plan 2011-12 which was consulted upon as part of its development.

**5. IMPACT ON CORPORATE POLICIES, PRIORITIES, PERFORMANCE AND COMMUNITY IMPACT**

5.1 These developments will improve the local authority’s ability to meet the following priorities:

- Improve the education and skills of local people
- Encourage and promote job creation and economic prosperity
- Provide and commission high quality and accessible services that meet, wherever possible, individual needs

**6. IMPLICATIONS**

**6.1 Financial**

Implications verified by: **Michael Jones**  
 Telephone and email: **01375 652772**  
**mxjones@thurrock.gov.uk**

The developments across the Pupil Support Service and the development of alternative provision will continue to be monitored carefully and have been taken into account in the development of the 2012/13 budget.

From April 2012, as schools become Academies there are elements of the Education Welfare Offer that will be chargeable such as training, individual case support and whole school policy review. A charging protocol has been developed and discussions with Academies have commenced.

## 6.2 **Legal**

Implications verified by: **Lee Bartlett**  
 Telephone and email: **01375 652167**  
**lbartlett@thurrock.gov.uk**

There are no legal implications arising from the content and recommendations of this report.

## 6.3 **Diversity and Equality**

Implications verified by: **Samson DeAlyn**  
 Telephone and email: **sdealyn@thurrock.gov.uk**  
**01375 652472**

The developments of services set out in this paper aim to strengthen individual's opportunities to achieve and lead independent lives. Any changes in services will need to be subject to an Equality Impact Analysis and carefully monitored to ensure that the needs of all groups of children and young people particularly those with disabilities are being positively enhanced and that the Local Authority is fully compliant with its duties under the Equality Act 2010.

## 6.4 **Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental**

## 7. **CONCLUSION**

- 7.1 The development of the strategic areas of the services for pupils experiencing difficulties in behaviour and attendance is clearly embedded in the Children and Young People's Plan linked to the council's Corporate Priorities and Vision.

### **Report Author Contact Details:**

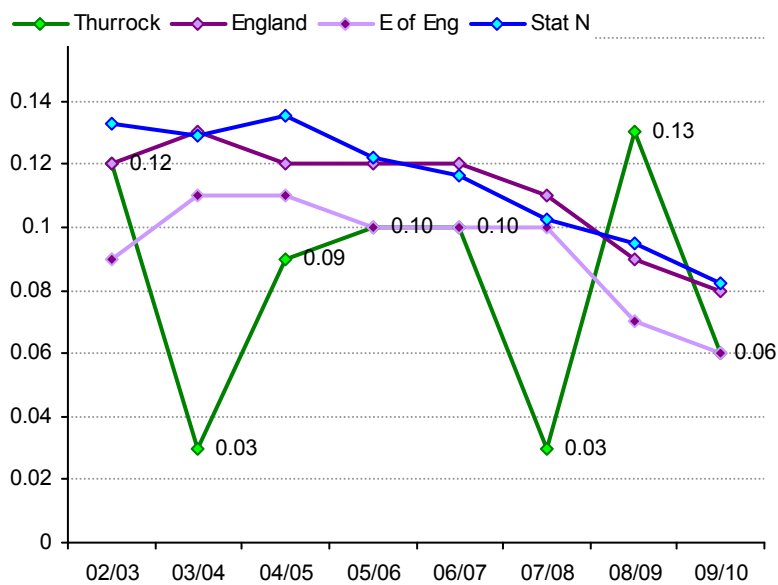
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## APPENDIX A

### Permanent exclusions - All Schools - Number of Permanent exclusions expressed as percentage of school population

	05/06	06/07	07/08	08/09	09/10	dir	10/11
Thur Target	0.00	0.00	0.00	0.24	0.23	□	
Thurrock	0.10	0.10	0.03	0.13	0.06	↑	0.09 est
England	0.12	0.12	0.11	0.09	0.08	↑	
E of Eng	0.10	0.10	0.10	0.07	0.06	↑	
Stat N	0.12	0.12	0.10	0.10	0.08	↑	
Rank (National) ( /143)	47	62	12	106	51	↑	
Rank (SN) ( /11)	5	4	2	8	3	↑	
Quartile	2	2	1	4	2	↑	
Dif from National:	0.0	0.0	0.1	0.0	0.0		
Dif from target:				0.1	0.2		

#### Trend data - Regional groups



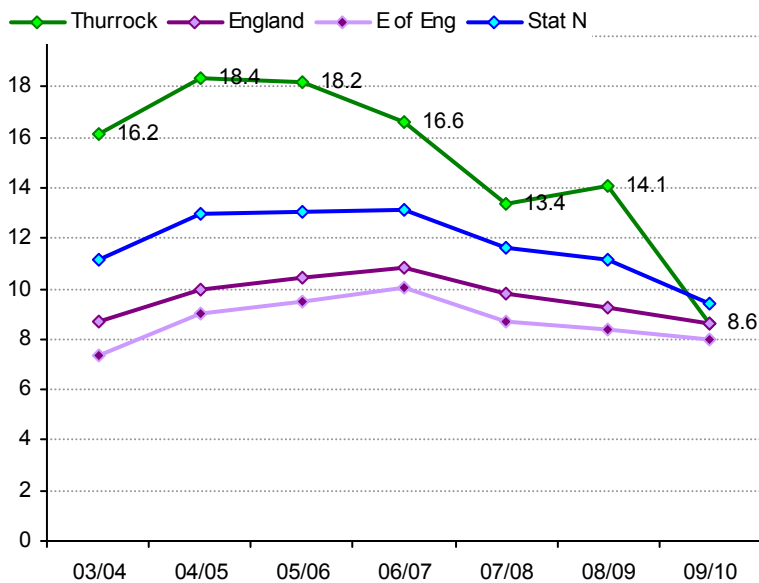


APPENDIX B

Fixed term exclusions - Number of instances expressed as % of pop – Secondary

	05/06	06/07	07/08	08/09	09/10	dir	10/11
Thur Target						□	
Thurrock	18.20	16.57	13.36	14.09	8.60	↑	7.2 est.
England	10.40	10.83	9.78	9.26	8.59	↑	
E of Eng	9.47	10.01	8.73	8.35	7.96	↑	
Stat N	13.05	13.09	11.64	11.17	9.39	↑	
Rank (National) ( /150)	143	136	134	138	83	↑	
Rank (SN) ( /11)	11	10	9	10	5	↑	
Quartile	4	4	4	4	3	↑	
Dif from National:	-7.8	-5.7	-3.6	-4.8	0.0		
Dif from target:							

Trend data - Regional groups



APPENDIX C

Fixed term exclusions - Number of instances expressed as % of pop - Primary

	05/06	06/07	07/08	08/09	09/10	dir	Jan-00
Thur Target						□	
Thurrock	1.0	1.4	2.4	1.8	1.5	↑	1.3 est
England	1.0	1.1	1.1	1.0	0.9	↑	
E of Eng	1.0	1.0	1.0	0.9	0.9	↑	
Stat N	1.1	1.2	1.4	1.2	1.3	↓	
Rank (National) ( /150)	81	121	142	139	137	↑	
Rank (SN) ( /11)	6	8	10	9	8	↑	
Quartile	3	4	4	4	4	↔	
Dif from National:	0.1	-0.3	-1.3	-0.8	-0.6		
Dif from target:							

Trend data - Regional groups

