



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 3RD NOVEMBER 2015**

**SUBJECT: BEHAVIOUR STRATEGY - UPDATE**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### **1. PURPOSE OF REPORT**

- 1.1 To update Members on the Behaviour Strategy in regard to the training programme across the local authority.

### **2. SUMMARY**

- 2.1 This report outlines the key aspects of the behaviour management training programme, its implementation and the evaluation to date.

### **3. LINKS TO STRATEGY**

- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Child Poverty Strategy 2014 – 2017 (UK)
- Youth Service Strategy (CCBC)
- Single Integrated Plan (CCBC 2013 – 17)
- Directorate Improvement Plan
- Service Improvement Plan (LEI)
- Engagement and Progression
- Improvement Objective - Develop an effective and accessible Youth Service that supports the personal and social development of young people

### **4. THE REPORT**

#### **4.1 The Rationale**

- 4.1.1 Following consultation meetings with headteachers and staff, it was agreed to prioritise the Behaviour Strategy 2014-2016.
- 4.1.2 Managing challenging behaviour successfully has always been an issue for schools. It underpins teaching and learning and has a significant impact on levels of well-being of pupils, staff, families and the local community. In order to achieve success, all stakeholders need to work together to ensure consistency in approach.

- 4.1.3 The analysis of the range of data currently available, demonstrates an increasing need for support for schools. Many requests for input are urgent and immediate. The meeting of such demand is neither realistic nor helpful in the long term and building capacity within schools is vital to raising standards in this aspect.
- 4.1.4 It is important to acknowledge that there are some pupils' behaviours that will always require specialist support and provision because of their complexity. It is also good to acknowledge that there are many examples of good practice which need to be shared.
- 4.1.5 The development of good attitudes towards learning with high standards of behaviour is largely dependent upon a positive learning environment and support from the home. In order to achieve this platform, a coherent strategy effects deep cultural change. The strategy is designed to equip adults to inspire, motivate and create effective change in behaviour, relationships and learning and, in turn, to have policies and procedures which assist in the delivery of consistent approach and high expectations. The strategy aims to support the building of capacity within schools and settings in order to attain sustainable progress in behaviour management.
- 4.2 The aim of the bespoke behaviour management training programme 'Pivotal' is to implement two distinct levels of training which builds capacity in schools, educational settings and across designated central services.
- 4.3 The training programmes will equip professionals to inspire, motivate and create effective sustainable change in behaviour, relationships and learning.
- 4.4 **Programme Delivery**
- 4.4.1 Programme One (Whoosh Training) trains teachers and other professionals to become highly effective in managing children and young people and inspire them to change their behaviour and accelerate their learning. It is aimed at all teaching and non-teaching staff and all designated employees providing support across schools. It is provided to all relevant LA and EAS staff. The training is delivered on a cluster basis.
- 4.4.2 Programme Two provides enhanced training for Behaviour designates in schools, other educational settings and the LA. The designates will have access to e-mentoring, e-learning and accreditation. It provided the designates with a licence to train colleagues in the agreed behaviour programme.
- 4.4.3 In addition to this, all schools are invited to send one member of staff to a Policy Writing Training session to support them in the development of an effective school Behaviour Policy.
- 4.4.4 A bespoke training programme is available for the Chair/Vice Chair of Governors.
- 4.5 **Training to Date**
- 4.5.1 All clusters have now undertaken or are scheduled to undertake Programme One (Whoosh Training). 110 LA/EAS staff have undertaken Programme One training.
- 4.5.2 2 clusters have undertaken Programme 2 training and a further 3 clusters are scheduled to undertake this training in November and December 2015. 20 LA staff have received training in Programme Two.
- 4.5.3 17 governors have attended the bespoke Pivotal training to date.
- 4.5.4 A draft LA Behaviour Policy has been shared with the LA from Pivotal as agreed and further discussion on this document will be taking place later this term in consultation with headteachers.

## 4.6 **Monitoring and Evaluation**

4.6.1 It is vital that the impact of the strategy is measured as it is implemented over the two years so that, should they be necessary, adjustments can be made. Success will be measured by :-

- Feedback from regular stakeholder meetings;
- Inspection reports;
- Questionnaires;
- Referrals – number and classification
- Decreasing exclusion rates;
- Improving standards of achievement;
- Feedback from pupils' schools/LA staff;
- Appropriate responses to needs of learners;
- Discrimination incidents reported;
- Case studies for sharing good practice.

4.6.2 Regular reports will be made through the Service Improvement Plan (SIP) updates to Senior Management Team and the Education for Life Scrutiny Committee, and case studies will be collected so that good practice can be shared.

4.6.3 Regular updates will also be reported to the Education Achievement Service (EAS) and to head teachers through the scheduled meetings.

4.6.4 Programme One training from clusters has been very positive. The feedback has generally been positive in relation to Programme Two, although some staff have stated they would prefer additional support before rolling out training alone. This concern will be addressed via stakeholder meetings.

## 4.7 **Next Steps**

4.7.1 Training events will continue to be monitored and evaluations from staff analysed. Feedback will also be monitored from LA/EAS staff working across schools to review the impact of both Programme One and Programme Two.

4.7.2 A series of regular meetings have been scheduled with Paul Dix who is leading on the Pivotal Training Programme regarding training and the LA Behaviour Policy.

## 5. **EQUALITIES IMPLICATIONS**

5.1 The Behaviour Strategy links to the Equalities agenda in a number of ways, as challenging behaviour may be due wholly or in part to issues around the individual characteristics or background of a pupil. This is why for example, the numbers of discrimination issues reported forms part of the monitoring and evaluation process as noted in 4.7.1.

5.2 This links the Behaviour Strategy to actions under the Council's Strategic Equalities Plan 2012, specifically action 1.2 under Strategic Equality Objective 1 - Tackling Identity-based Hate Crime and Incidents.

## 6. **FINANCIAL IMPLICATIONS**

6.1 It is anticipated that the Strategy will require an investment of up to a maximum of £2,000 per school which will take place over the next two years.

6.2 This spend is key to address increasing cost pressures across the Additional Support and Education Other than at School (EOTAS) budgets. As a Directorate, this one off investment is essential not only to halt the increasing cost pressures, but also to achieve medium term financial plan savings targets moving forward and, as such, can be viewed as an invest to save initiative.

6.3 The funding of this initiative can be found from in-year savings within Learning, Education and Inclusion. This has been made possible principally due to in-year vacancies and savings achieved in preparation for medium term financial plan targets in 2015-16.

## **7. PERSONNEL IMPLICATIONS**

7.1 There are no direct personnel implications as a result of this report. However, as the strategy is developed, there may be changes required to individual roles and responsibilities. Full consultation will take place wherever this requirement occurs with affected employees and representatives.

## **8. CONSULTATIONS**

8.1 The views of all consultees listed have been incorporated in this report.

## **9. RECOMMENDATIONS**

9.1 Members note the content of the report.

## **10. REASONS FOR THE RECOMMENDATIONS**

10.1 To respond to a Member's request for an update on the content of the Behaviour Strategy and how it has been implemented.

## **11. STATUTORY POWER**

11.1 Children and Families Measure (Wales) 2010

11.2 Local Government Measure 2009

11.3 Education Act 1996

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