



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

SUBJECT: CAERPHILLY BEHAVIOUR MODEL AND PROVISION

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to update and inform Members of the work that has been undertaken thus far to review the current provision and model across Caerphilly and the emerging outcomes.

2. SUMMARY

- 2.1 The report describes the actions taken to ensure Caerphilly has proposals informed by a range of stakeholders to provide a fit for purpose behaviour model / continuum of provision for Caerphilly learners.

3. LINKS TO STRATEGY

- 3.1 Exclusion from Schools and Pupil Referral Units Guidance 2015
- 3.2 SEN and Inclusion Strategy
- 3.3 SEN Code of Practice for Wales (2002)
- 3.4 The report contributes towards the Well-being Goals within the Future Generations Act (Wales) 2015, specifically:
- A prosperous Wales as this is centred on developing a skilled and well educated population;
 - a healthier Wales as this is concerned with maximising peoples physical and well-being;
 - a more equal Wales, this is focusing on enabling people to fulfil their potential no matter what their background or circumstances are.

4. THE REPORT

- 4.1 The Local Authority is committed to meeting the needs of all learners within an inclusive whole-school approach, including those learners who at some point may require a greater support than the majority of their peers.
- 4.2 All learners should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

- 4.3 To ensure all learners have access to an appropriate education the Local Authority has engaged with a range of stakeholder to review the current behaviour provision. These include primary and secondary Head teachers, staff based in current behaviour provisions and Education Other Than At School (EOTAS) staff.
- 4.4 Pupil data has been used to inform the profile of learner needs across the whole age range and identify where there are current gaps in provision or a need to increase capacity to meet identified needs.
- 4.5 Current provision ranges from Nurture provision in Foundation phase to the Pupil Referral Unit (PRU) which manages the needs of learners until the end of Year 8.
- 4.6 Learners needs from primary to secondary may currently be met across a variety of Education Other Than at School (EOTAS) provisions. Some of these provisions are via a procured service and have high cost implications.
- 4.7 As part of the stakeholder group meetings the behaviour model proposed has considered the continuum of behaviour needs across Caerphilly, including those learners attending EOTAS provisions. It has been recognised that a graduated response across a range of cost effective in house provisions is a more sustainable and preferred option.
- 4.8 The main outcomes of the stakeholder group's meetings have identified several key recommendations.
- 4.9 These include:
- develop a hub and spoke model for the behaviour continuum of need;
 - provisions will be in line with a clear graduated response to learner need. Provisions will have clear entry and exit criteria which is shared with all schools to promote shared ownership;
 - the model will allow for a more consistent approach across behaviour with an opportunity to have a more flexible range of provisions and curriculum on offer;
 - provide an effective outreach service within the model design;
 - increase the current Pupil Referral Unit capacity and extend to the end of Key Stage 4;
 - increase the in house Innovate project to offer placements from Key Stage 2 to Key Stage 4;
 - increase the capacity to provide in-house EOTAS provision;
 - reduce the need for external providers to support Caerphilly learners on a full time basis;
 - consider the functions of the Behaviour Support Service and how this is aligned to support the model;
 - realign the budget for EOTAS and behaviour provision in line with the new model;
 - continue to and enhance joint working with the Youth Service providing a more holistic approach to managing learners with identified behavioural needs.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below.
- Long term – The report considers the importance of balancing the short term needs to safeguard the ability to also meet long term needs. Continuing to support and work with schools to promote a common moral purpose in managing a spectrum of learners' behavioural needs. Promote early intervention and the use of appropriate strategies to support learner needs within their mainstream settings is crucial to the effective implementation of a sustainable behaviour model.

- Prevention – Implementing effective early intervention strategies and support working collaboratively with schools, and all other service providers will reduce the need for more intensive interventions later in learners’ educational pathways. This will be balanced against having effective identification systems and referral routes identified to support learners during their educational journey.
- Integration – The behaviour and wellbeing of all Caerphilly learners leads to a more prosperous and healthy adult population. Consideration has been made to the content of this update report to ensure there is no negative impact on the goals of another public body.
- Collaboration - Working collaboratively with other service providers such as health, social and youth services provides a more cohesive approach to managing the behavioural needs identified within the education system.
- Involvement – All stakeholders need to be full participants in this behavioural model development to support and challenge and enhance the development itself. This will be at a local, regional and national level. This approach will lead to increased outcomes for all learners as they progress into adult hood and become meaningful contributors to living and working Caerphilly

6. EQUALITIES IMPLICATIONS

- 6.1 Council’s full Equalities Impact Assessment (EIA) process is adhered to at all times.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no direct financial consequences from this update report.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no direct personnel implications from this update report.

9. CONSULTATIONS

- 9.1 The report reflects the views of consultees.

10. RECOMMENDATIONS

- 10.1 Scrutiny to note the recommendations Members are asked to note the content of the report. Members are asked to support this report progressing to Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 Response to an identified need to have an effective behaviour model and provisions which is fit for purpose and value for money.

12. STATUTORY POWER

- 12.1 Well-being of Future Generations (Wales) Act 2015.
Education Act 1996.
Equality Act 2010.
United Nations Convention On The Rights Of The Child.
Inclusion and Pupil Support Guidance Welsh Government 2016.

Author Andrea Davies, Service Manager for EOTAS & Behaviour,
davia34@caerphilly.gov.uk

Consultees: Directorate Senior Management Team
Cllr Philippa Marsden, Cabinet Member, Education and Achievement
Cllr Wynne David, Chair of Education Scrutiny Committee
Cllr Gaynor Oliver, Vice Chair, Education Scrutiny Committee
Christina Harray, Interim Chief Executive
Dave Street, Corporate Director Social Services
Gareth Jenkins, Assistant Director Children Services
Paul O'Neill Senior Youth Service Manager
Ros Roberts, Corporate Performance Management
Anwen Cullinane, Senior Policy Officer – Equalities and Welsh Language
Richard Harris, Internal Audit Manager
Julie Wood, Principle Challenge Adviser Education Achievement Service