EDUCATION FOR LIFE SCRUTINY COMMITTEE - 4TH NOVEMBER 2014

SUBJECT: THE BEHAVIOUR STRATEGY 2014-16

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

1.1 To inform Members of the outline of the Behaviour Strategy to be implemented in 2014-16.

2. SUMMARY

2.1 This report outlines the key aspects of the Behaviour Strategy and how it will be implemented and evaluated in the next two years.

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 strategy will be successful if the four critical aspects identified are strengthened :

- Leadership and management
- Teaching and learning
- Support for families and the community
- Support from specialist services.

4.3   **Leadership and management**

4.3.1   The characteristics of a good leader and manager of behaviour are :-

- Meeting and greeting staff and learners every day;
- Recognising the critical importance of culture;
- Recognising the inextricable link between learning and behaviour;
- Ensuring that communication is timely, accurate and detailed;
- Modelling and encouraging problem solving;
- Implementing a graduated approach to meeting challenging behaviour;
- Relentlessly catching their staff doing the right things and telling them so;
- Setting and maintaining the standard for adult behaviour;
- Living the behaviour standards every day in every interaction.

4.3.2   In order to support this aspect, there will be training for senior leadership and advice and guidance given for reviews of policies, procedures and protocols. There will be bespoke training for governing bodies.

4.4   **Teaching and Learning**

4.4.1   The characteristics of high standards of teaching and learning are :

- An appropriate pathway;
- High quality learning experiences;
- A variety of learning styles;
- Differentiation;
- Positive cultures, e.g., anti-bullying;
- Pupils attain the 'passport' and the 'guidebook';
- Pupil voice heard and valued.

4.4.2   In order to support this aspect, there will be training for all staff and additional training for a nominated behaviour designate. All staff will continue to complete physical intervention training (Teamteach). There will be bespoke training for particular groups of staff, e.g., Newly Qualified Teachers (NQTs), staff in resource bases, midday supervisors.

4.5   **Support for families**

4.5.1   The characteristics of good support for families are :-

- Good relationships between home and school;
- Families turn to school for support;
- Consistency in approach of all adults
- Bespoke training;
- Clear signposting to other services;
- Helpful information which is easily accessible;
- Authentic links to youth provision;
- Multi agency working.

4.5.2   In order to support this aspect, there will be bespoke training programmes for parents and families with clear information available. Appropriate agencies will work closely together to ensure consistency of approaches. Schools and settings will receive specialist advice on strengthening home-school links, with particular attention given at points of transition.

4.6   **Specialist services**

4.6.1   The characteristics of good specialist services are :-

- Clear roles and responsibilities;
- Consistent approach from all staff;
- Straightforward policies and procedures;
- Clear fair systems for referrals and access to support;
- A fair and consistent manner in dealing with situations.

4.6.2   In order to support this aspect and, as part of the wider review of Additional Learning Needs, all relevant Learning, Education and Inclusion policies and protocols will be reviewed. Working practices of specific teams will be examined and adapted.

4.6.3   The process for referrals for additional support will be reviewed and provision for special behaviour resources will be assessed for fitness for purpose.

4.7   **Monitoring and evaluation**

4.7.1   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 ca 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.

4.7.2   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.

4.7.3   Regular updates will also be reported to the Education Achievement Service (EAS) and to headteachers through the scheduled meetings.

4.8   **Next steps**

4.8.1   Procurement of the training providers is currently being completed. The first priority will be to finalise and organise the training schedule and to develop policy.

4.9   **Conclusion**

4.9.1   All stakeholders involved in the strategy have good working relationships which operate in high levels of trust. These factors assist greatly in the development of a clear, consistent strategic approach towards the management of challenging behaviour.

4.9.2   We are unanimous in our identification of the behaviour strategy as a priority and hold a fundamental belief that investment in the building of capacity in this way will raise standards of well-being in our schools and communities, as well as positive learning outcomes for our children and young people.

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 update Members on the content of the Behaviour Strategy and how it will be implemented.

11. STATUTORY POWER

11.1   Children and Families Measure (Wales) 2010.
11.2   Local Government Measure 2009.
11.3   Education Act.

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Consultees: Directorate Senior Management Team
                    Councillor Rhianon Passmore, Cabinet Member, Education & Lifelong Learning
                    Councillor Wynne David, Chair of Education Scrutiny Committee
                    ALN Stakeholder Group
                    Youth Forum members
                    David Thomas, Senior Policy Officer (Equalities and Welsh Language)
                    Gareth Hardacre, Head of People Management
                    Jane Southcombe, Finance Division

Appendices:
Appendix 1 - Behaviour Strategy 2014-2016 Presentation