

## Children and Young People Committee

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Meeting Venue:  
**Committee Room 1 – Senedd**

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Meeting date:  
**27 February 2013**

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Meeting time:  
**09:00**

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Cynulliad  
Cenedlaethol  
Cymru

National  
Assembly for  
Wales



For further information please contact:

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### Agenda

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#### **Pre-meeting (09.00–09.15)**

#### **1 Introductions, apologies and substitutions**

#### **2 Inquiry into Attendance and Behaviour: scrutiny session (09.15–10.00)** (Pages 1 – 3)

Ian James, Interim Director of Education, City and County of Swansea

Robin Brown, Head of Education Inclusion, City and County of Swansea

#### **Break (10.00–10.15)**

#### **3 Inquiry into Attendance and Behaviour: scrutiny session (10.15–11.00)** (Pages 4 – 30)

Arwyn Thomas, Assistant Director of Education and Community Services, Ceredigion County Council

#### **4 Inquiry into Attendance and Behaviour: scrutiny session (11.00–11.45)** (Pages 31 – 40)

Superintendent Liane Bartlett, Association of Chief Police Officers Cymru

**5 Motion under Standing Order 17.42 to resolve to exclude the public from the meeting for the following business**

Item 6

**6 Committee Forward Work Programme**

# Agenda Item 2

City & County of Swansea – Response to National Assembly for Wales  
Children & Young People’s Committee Regarding Attendance & Behaviour  
February 2013

The City & County of Swansea through schools, officers and elected members places a high priority on improving school attendance. It recognises that:

- Children who do not attend school regularly are more likely to leave school with a few or no qualifications; they are more likely to be drawn into crime and anti-social behaviour.
- Parents are responsible, by law, for ensuring that their children receive a suitable full time education.
- There are many causes for absence from school, apart from illness, that may need to be addressed. Many underlying absences relate to school, home and other pupils. This, for example, may include family problems or weakness in the quality or relevance of the curriculum.

A scrutiny review by elected members of school attendance concluded:

- Education Welfare Officers and Project Workers provide an invaluable service to schools, parents and children.
- Parenting skills and parental attitudes to school are key factors in a child’s school attendance and their resulting overall school attainment.
- The social and emotional climate in a school can make a huge difference on a child’s attitude and attendance.
- Some pupils are not emotionally or socially skilled to easily enjoy the classroom and therefore adequately engage in learning.
- Some pupils experience difficulties in attendance during the transition period between primary and secondary school.
- The overall attendance figures published for Swansea may not fully reflect the challenges being faced in particular schools and areas.
- Prosecution is an option for persistent absentees but should be used as a very last resort.
- An appropriate curriculum and other alternatives to the academic route was a key factor in engaging young people in learning and thus improving their life opportunities.
- Individual’s schools, working in conjunction with their EWO, were in the best position to judge what is required for their school and locality in relation to attendance issues. That there should not be a blanked system for all schools and wish to emphasise the importance of each school being ‘proactive’ in the tackling of non attendance.

The Authority encourages schools to meet their responsibilities regarding attendance so that a consistent approach is used to manage attendance and that each school:

- Has a clear policy on managing absence
- Has effective, non-bureaucratic systems for monitoring absence.
- Uses attendance data and other information to help improve school and pupil performance
- Promotes the importance and legal requirements of good attendance to pupils and their parents/carers.

- Has support systems in place for vulnerable pupils
- Rewards and celebrates good and improved attendance.

#### Actions taken over the past 2 years

- Schools are responsible for taking the lead on actions to maximise school attendance. The Authority supports these action in a variety of ways. School attendance is a school improvement issue. If pupils do not attend school they are not in a position to learn. Pupils attending school and schools offering appropriate, relevant and motivating educational experiences and opportunities are seen as key to maximising educational opportunities for all learners.
- In recent years schools and Authority services such as Education Effectiveness and the Education Welfare Service have worked together on a range of actions to maximise school attendance under the umbrella of the Improving Attendance Initiative.
- The core of the Improving Attendance Initiative (IAI) is schools being provided with data on an annual basis detailing their school attendance performance against themselves, cluster of schools, Swansea all schools data and the Welsh averages over the previous three years. This is part of a support and challenge discussion between the Education Welfare Officer working with the school and the senior management of the school. This discussion jointly reviews the performance data to identify the 'story it tells' what has worked well over the past 12 months and what issues a particular school has that is hindering school attendance. Out of this analysis an action plan is drawn up to prioritise actions over the next 12 months to try and maximise school attendance based on a rationale of why those actions will be expected for that's school context and situation.
- This annual review is supported by the Education Welfare Officers drawing out good practice and sharing it amongst the EWS and school in these discussions.
- Education Effectiveness staff also use school attendance data in their school profile visits.
- A small number of schools are also identified for joint visits by the School Development Advisor (SDA) and the Principal Education Welfare Officer if there are particular concerns about a school's trends in school attendance performance.

Over the past two years the work within the Improving Attendance Initiative has been supplemented by:

- Review of other Local Authorities who were evidencing particularly increased rates of improvement in school attendance performance. This led to discussions with these authorities and lessons identified that could be particularly relevant for the Swansea context. One element identified was an approach by a particularly successful Local Authority with the use of a tool they use to measure the effectiveness of school management systems for school attendance and absence.
- Development of a self evaluation tool with schools in Swansea for them to assess and rate their management systems for school attendance and absence. This was piloted, refined and then included as part of the annual Improving Attendance Initiative discussion and planning for future actions with all schools.
- A Good Practice Seminar to which all the schools were invited. This included two schools sharing their practice linked to consistent improved school attendance

performance in recent years. This was a basis for discussion and consideration of how all schools could maximise their school attendance.

- A Seminar to which all schools were invited to consider the changes made by Welsh Government to codings for the recording of absence in school attendance registers and returns.
- Discussion of school attendance performance and issues at Education Directorate Senior Leadership Team meetings with all Headteachers

With developments over recent years some schools have:

- Incorporated well being approaches such as Restorative Practice to encourage a supportive school environment.
- Used tools such as the Family Learning Signature to support links with parents
- Linked to Family Learning to provide practical ways for families to support the education of their children.
- Employed various types of support staff such as attendance officers, inclusion officers or well being officers

These developments can be linked together with wider school improvement approaches to improve educational outcomes for learners. The coordination of a range of such approaches within effectively led and managed schools, with a clear vision and purpose, was evident in the presentations by schools in the good practice seminar.

The Authority continues to encourage schools to view school attendance as a school improvement issue. Within this to encourage schools to have coherent and joined up strategies to improve attainments, improve literacy and numeracy levels, well being support, maximise school attendance, tackle issues related to school exclusions and ensure conducive learning environments to maximise educational opportunities for all learners. These were evident in the schools featured in the good practice seminar, alongside clear leadership linked to effective school management systems and effective working with partners and key stakeholders.

# Agenda Item 3

## **The National Assembly for Wales' Children and Young People Committee Inquiry into attendance and behaviour.**

### **Aim**

**To review effectiveness of the Welsh Government's policy and guidance to promote positive behaviour and attendance within education provision for pupils of compulsory school age.**

### **Evidence from Ceredigion Local Authority**

Ceredigion is the most inclusive authority in Wales. It has no special school and apart from a very small number of pupils all pupils are educated in mainstream schools.

Although Ceredigion is a small local Authority strategic direction and quality service delivery has ensured that pupils' attendance and exclusion rates both fixed and permanent are excellent and the best in Wales and compares favourably with statistical neighbours in England.

Strategic planning and service structure has placed attendance and behaviour as key and central strands of school improvement. High levels of attendance, supporting learners with needs and preventing exclusion from mainstream schools have been two of our educational strategic priorities. As a result, for the whole authority and each school, attainment data takes account of all pupils. This means that the attainment of pupils with the range of SEN and BESD are included which is significantly different to all other LAs. This approach and its impact are excellent.

An effective Partnership Agreement has been developed to ensure schools understand their responsibilities and the functions of the LA. The Authority has a very experienced team of staff delivering high quality bilingual services and has developed a comprehensive continuum of excellent universal and targeted services to promote children and young people's wellbeing and social inclusion. Data monitoring and target setting is very effective and demonstrates that service provision is maximised and pupil need is met by high achievement.

### **Behaviour Support**

Improving behaviour has been a Ceredigion LA priority for the last three years. This strategy includes; (Appendix 1: Behaviour Support Strategy – Ceredigion)

- Developing school capacity to manage behaviour;
- Focus on early intervention and building links with pre-school providers
- Introducing Hafan and Encil centres in secondary schools;
- Developing a counselling service in schools;

- Develop a strong peripatetic support service to schools;
- Restructuring the PRU portfolio which has recently been judged to be Good and Excellent;
- Vigorously reducing permanent and fixed term exclusions.
- Reduce the number of pupils registered as EOTAS pupils by providing appropriate education at mainstream, specialist provision, PRU or split site provision.
- Reducing the number of children and young people placed out of the authority due to SEBD difficulties.

***Pupils in Ceredigion are provided with excellent support to behave well***

The Behaviour Support Service lies at the heart of Ceredigion's school Improvement strategy. The Behaviour Support Team contributes to the categorisation of both primary and secondary schools within the authority. The categorisation of schools, completed by the Behaviour Support team is based on whole school policy and practice, the breadth and quality of provision for pupils with Social and Emotional/ Behavioural difficulties and individual school exclusion data. (Appendix 2: Ceredigion Behaviour Support Service Matrix rationale)

The highly successful Behaviour Support Strategy has excellent processes and support is in place for early identification, support and graduated intervention. The behaviour Support service works effectively with a wide range of partners. Positive networks are in place. These provide very effective individualised pupil, classroom or school level support and training.

**Service provided by the Behaviour Support Service**

The Behaviour Support Service offers support to all primary and Secondary schools in the county. The Team work closely with headteachers, Additional Needs Co-ordinators and heads of Inclusion to ensure that the support offered by the service matches the needs of the school and the young person.

- Whole School Support focused on data analysis, whole school systems and intervention strategies
  - The Authority has invested in the Webster Stratton programme in the Foundation Phase and is currently in the process of a rolling programme of training
  - Assertive Discipline
  - Physical Intervention
- In Class Support

- Individual Pupil Support

The Authority has a very good continuum of **Pupil Referral Unit** facilities (Key Stage 2-4). The most recent Estyn report was published on the 15<sup>th</sup> of February, 2013.

<http://www.estyn.gov.uk/english/provider/6671106/>

The Authority has, as part of its strategic responsibilities developed provision in Pupil Referral Units (Key Stage 2-4) as well as for pupils who are educated other than at school.

### The Role of the Pupil Referral Unit

The LEA recognises that there will be a small number of pupils for whom mainstream education is temporarily inappropriate. Ceredigion LA has recently opened a small centre at Key Stage 2 within a mainstream school to support pupils with social, Emotional and/ or behavioural difficulties. This provision is based on the nurture principles which helps teach pupils how to make better relationships with adults and develop peer support. This proven to improve pupils' behaviour, attainment and attendance and is building pupils' confidence and self-esteem. Ceredigion LA aims to provide short term educational intervention at Key Stage 3 which is designed either to maintain a pupil's mainstream placement, or in some cases where this has already broken down, to facilitate a supported return to a second mainstream school as soon as appropriate. At Key Stage 4 careful consideration is given to developing an individualised curriculum based at the PRU and the opportunities to continue links with mainstream schools.

The PRU Curriculum focuses on teaching pupils the basic skills of literacy, numeracy, science and information communication technology (ICT). This enables pupils experiencing difficulties to be more empowered in their learning on their return to appropriate education, training or employment.

### Pupils attending the Pupil Referral Unit

- Have improved attendance
- Improved behaviour;
- All pupils gaining formal accreditation at the End of Key Stage 4;
- Successful transition- 92% of pupils transferred to further education, employment or training at the End of Key Stage 4;

***Effective arrangements are in place to ensure that children and young people who transfer between schools; or return from the PRU; are integrated effectively to continue their education.***

These processes and arrangements successfully avoid permanent exclusions and lengthy fixed term exclusions. The overall impact of these strategies has resulted in



Ceredigion schools being more empowered, and have greater capacity to be more effective in implementing behavioural management strategies which resulted in Ceredigion having the lowest rates of permanent and fixed term exclusions and in Wales.

***Hafan and Encil centres provide excellent care and support for vulnerable pupils in our schools.***

Ceredigion Local Authority has funded the set-up of Hafan (nurture) and Encil (seclusion) centres in every secondary school. These are very effective in maintaining and supporting pupils who feel vulnerable, lose interest in their education, are at risk of being excluded or are vulnerable due to family or social problems. They offer education programmes and support that has been tailored to meet the needs of pupils who require help to improve/support their learning, behaviour, attendance or attitude towards education. They help vulnerable pupils to achieve to the best of their ability via multi-agency support; they keep the pupils in school and at their studies while they attend to their problems; and they help pupils who have been excluded to re-join mainstream classes. The effect of Hafan and Encil:

- the pupils connect better with their education and they are better armed to cope with life after leaving school
- attendance levels have improved in every school
- Less truancy
- Fewer exclusions
- Improved behaviour in school
- More pupils receiving a post 16 education
- More support for staff and this has an effect on general standards of behaviour
- A means of improving the added value offered by schools

## Exclusions Data

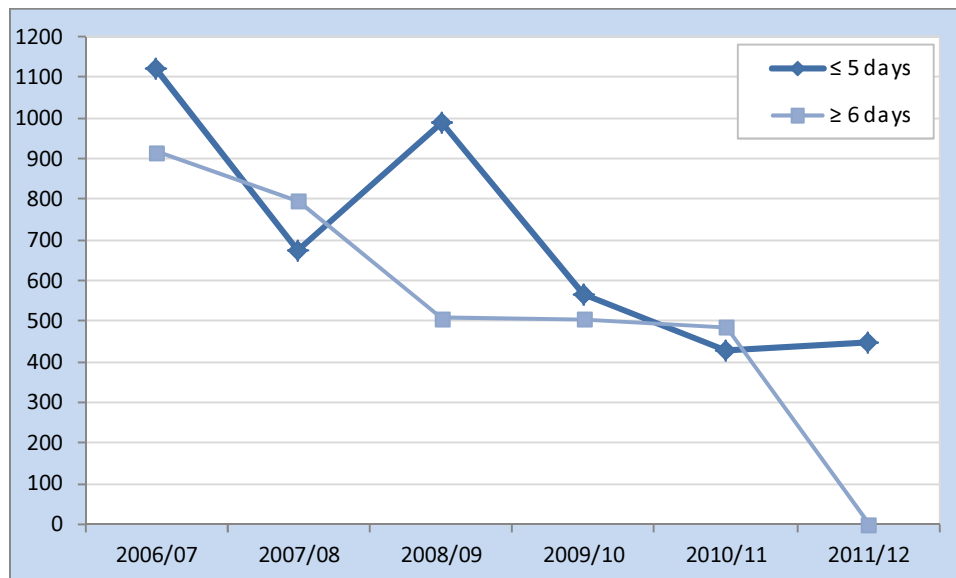
### Exclusions in schools, Ceredigion: 2007/08 - 2011/12

Total number of days lost due to fixed term exclusions, by length of exclusion

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
≤ 5 days	1,122.9	672.5	989.5	563.5	429.5	449.0
≥ 6 days	915.5	795.5	508.0	504.5	485.5	-

Source: Exclusions Collection

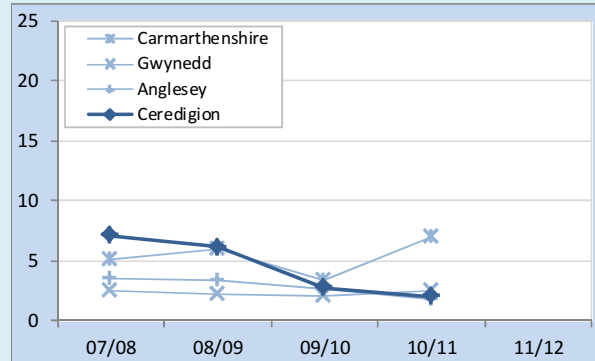
Total number of days lost by pupils at Ceredigion schools, by length of exclusion



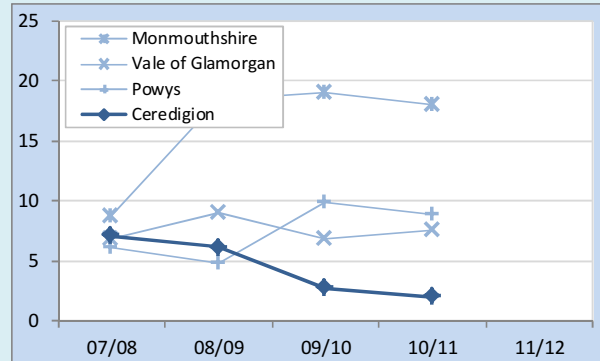
In order to get comparative data across LAs in Wales and England, we have to look at the number of fixed exclusions ( $\leq 5$  days and  $\geq 6$  days combined) for every 1,000 pupils. The data seen below is split into primary and secondary sectors:

### Primary Exclusions

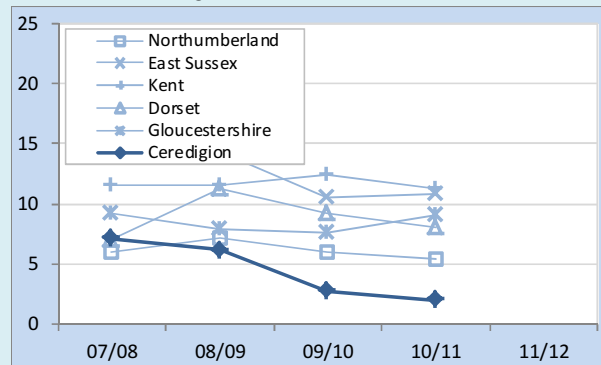
*Similar LAs: Language*



*Similar LAs: FSM*

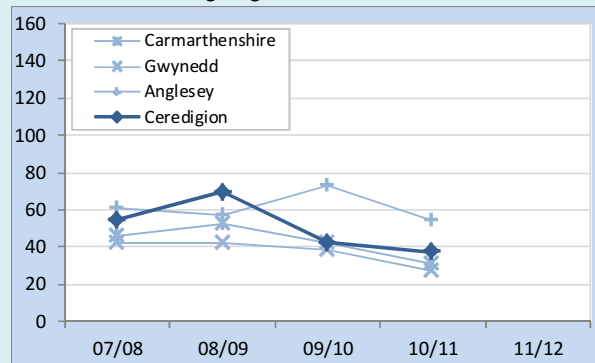


*Similar LAs: England*

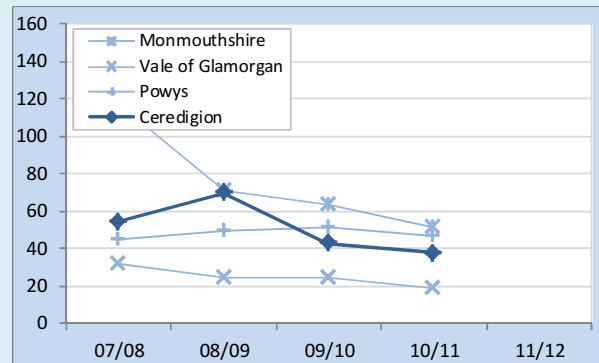


## Secondary Exclusions

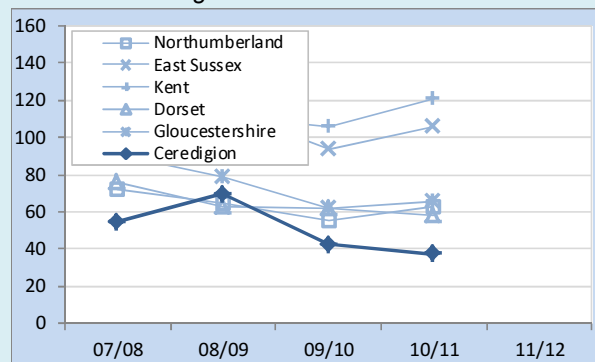
Similar LAs: Language



Similar LAs: FSM



Similar LAs: England



## Impact

Permanent and fixed term exclusions have reduced significantly during the last three years.

- There have been no permanent exclusions in the Primary and Secondary sectors in the last two years;
- The length of fixed term exclusions has significantly reduced in Ceredigion. In 2011/12, there **has been no fixed term** exclusion of 6 days or more imposed in either Sector;
- The number of days lost as a result of exclusions of 5 days and under has reduced significantly from 989.5 days in 2008/09 to 449 days in 2011/12;
- Agreeing challenging targets for schools with regards to fixed term exclusions;
- Analysis of exclusion data at LA level, individual school level, academic year and individual pupils has enabled all Secondary Schools, in partnership with the LA, to review their own Behaviour Management and pastoral systems;
- A commitment by the LA and schools to ensure that the HAFAN and ENCIL facility is a central feature in all our Secondary Schools;
- Effective and open communication between the LA and schools has ensured that flexible and individual programmes are developed to support the most vulnerable young people;

- Access to flexible and timely support with a focus on early intervention and a graduated response to supporting children and young people experiencing Social and Emotional and/ or behavioural difficulties;
- A very effective school based counselling service is available to all pupils. This is being enhanced by the provision of free community based counselling for adults to which schools signpost parents when appropriate. Secondary schools receive delegated funding to make provision for pupils aged 11 – 16 from the school based counselling grant.

Supporting children and young people experiencing Social, Emotional, Behavioural Difficulties remains a priority for Ceredigion. The Behaviour Support Service continues to work closely with schools to support that all pupils in Ceredigion access a full time relevant and appropriate curriculum. During 2012/13, the Behaviour Support Team will focus on

- Further reducing the average number of days lost due to fixed term exclusions;
- Further developing the LA Alternative Curriculum Agenda to meet the needs of individual pupils experiencing difficulties in maintaining their mainstream placement;
- To ensure that all schools are fully trained in Behaviour Management and meeting the needs of the most challenging individuals'

The Behaviour Support Team is a key component in Ceredigion's school improvement service. The wider school improvement team meets on a monthly basis to discuss a full range of issues in relation to school improvement. As a result, staff have developed a very good understanding of their contribution to improving aspects of school leadership, pupil outcomes, curricular and pastoral issues as well as improving behaviour in schools.

## Ceredigion Education Inclusion Service - school attendance

Ceredigion pupils' attendance is excellent and compares favourably with statistical neighbours in England.

Local authority attendance data is the best in Wales. While secondary attendance has been the highest in Wales for a couple of years, Ceredigion also had the highest primary attendance for the first time in 2011/12.

The authority has shown an increased level of attendance in the secondary sector from 91.6% for the academic year 2007/08 to an historic All Wales high of 93.7% for the academic year 2011/12, compared with the Welsh average of 92.2%.

### Pupil attendance in secondary schools, Ceredigion: 2007/08 - 2011/12 (a)

Percentages of half day sessions missed/attended during the academic year

	Percentage of sessions missed due to:			Attendance	
	Authorised absence	Unauthorised absence	Total	%	Wales (b)
<b>2011/12</b>	<b>5.2</b>	<b>1.1</b>	<b>6.3</b>	<b>93.7</b>	<b>92.2</b>
2010/11	6.3	1.2	7.5	92.5	91.4
2009/10	7.3	1.1	8.3	91.7	91.1
2008/09	7.1	1.1	8.2	91.8	91.0
2007/08	7.4	1.0	8.4	91.6	91.0

Source: Attendance Collection

(a) Pupils of compulsory school age only.  
(b) Special schools also included.

Primary attendance has been at a high level since 2007/08, but saw a significant increase in 2011/12 to 94.9%, compared with the Welsh average of 93.8%.

### Pupil attendance in primary schools, Ceredigion: 2007/08 - 2011/12 (a)

Percentages of half day sessions missed/attended during the academic year

	Percentage of sessions missed due to:			Attendance	
	Authorised absence	Unauthorised absence	Total	%	Wales (b)
<b>2011/12</b>	<b>4.6</b>	<b>0.5</b>	<b>5.1</b>	<b>94.9</b>	<b>93.8</b>
2010/11	5.1	0.6	5.7	94.3	93.3
2009/10	5.1	0.5	5.6	94.4	93.1
2008/09	5.3	0.5	5.8	94.2	93.2
2007/08	5.5	0.4	5.9	94.1	93.3

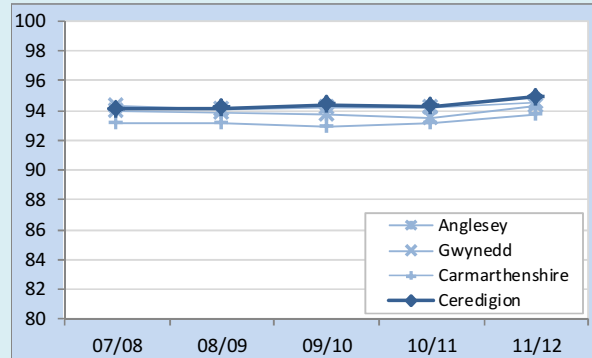
Source: Attendance Collection

(a) Pupils of compulsory school age only.  
(b) Special schools also included.

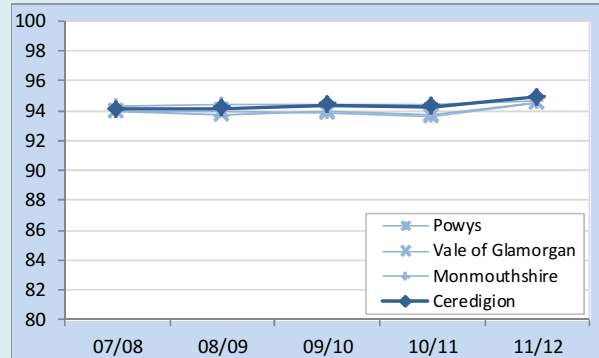
Ceredigion also compares favourably with its statistical neighbours in both Wales and England. Ceredigion is ranked 1<sup>st</sup> for both primary and secondary attendance as compared with LAs with similar attributes (Language or FSM) in Wales in 2011/12.

### Primary Attendance

Similar LAs: Language

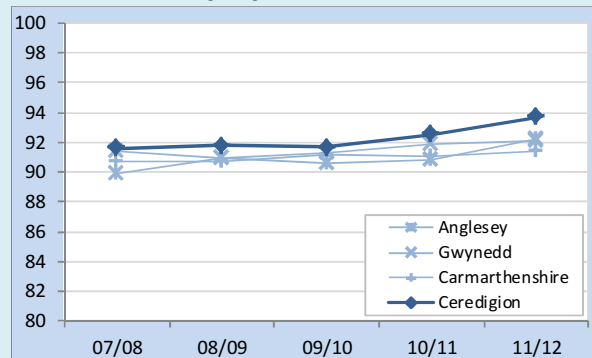


Similar LAs: FSM

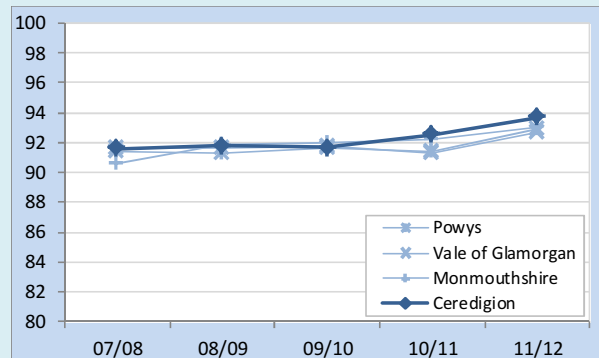


### Secondary Attendance

Similar LAs: Language



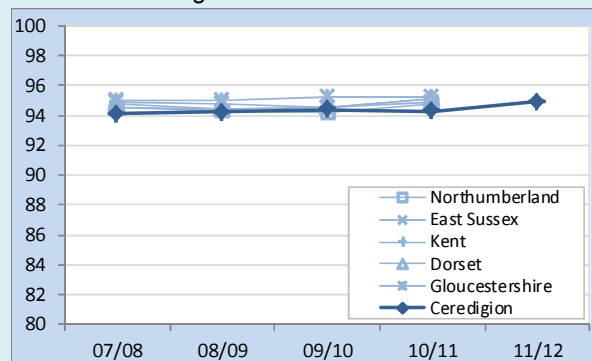
Similar LAs: FSM



Ceredigion was ranked 6<sup>th</sup> for Similar LAs in England 2010/11, but it is expected that this position will change in the light of Ceredigion's latest attendance figures (English data for 2011/12 is due to be published in March 2013).

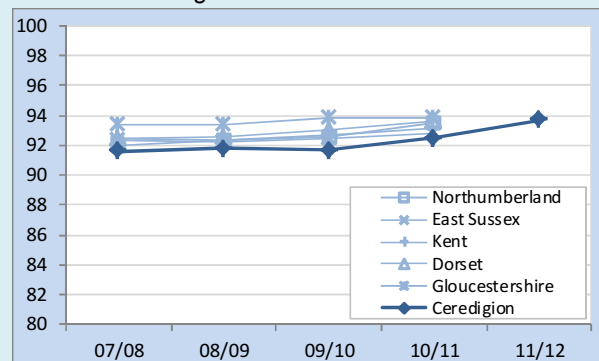
### Primary Attendance

Similar LAs: England



### Secondary Attendance

Similar LAs: England



This has been done by carefully targeting support to individual schools, families and pupils where attendance was below Ceredigion thresholds. All schools are expected to undertake the initial steps in improving attendance and to follow set procedures that have been agreed with county (Appendix 3) This is included in the Partnership Agreement between schools and the LEA.

All schools are categorised according to the results of an attendance grading form. This information is detailed on a 'Support & Challenge' matrix. This enables the service to target those schools that need extra support and challenge those schools who are not implementing their attendance strategies effectively. The information is shared with School Improvement Officers and incorporated onto the generic 'Support & Challenge' matrix. This initiative has been shared with the south west and mid wales consortium and recognised as an example of excellent practice (Appendix 4)

The authority states that the Governors should receive information from the headteacher on a termly basis with regard to the number of pupils at the school whose attendance is below 90%. An individual pupil's attendance below 90% is unsatisfactory and an individual pupil's attendance below 85% is a serious concern, unless there are extenuating circumstances.

The benchmarks that schools are expected to use for attendance rates are outlined below.

<b><i>Attendance rate</i></b>	<b><i>Category</i></b>
<i>95% +</i>	<i>Excellent</i>
<i>94.5% +</i>	<i>Good</i>
<i>92% +</i>	<i>Adequate</i>
<i>Below 92%</i>	<i>Unsatisfactory</i>

If we need to further improve attendance rates in specific primary or secondary schools, the service will draw up a specific action plan for implementation in that particular school (Appendix 5).

Education Inclusion Officers (EiOs) undertake attendance work in Ceredigion. All EIOs have access to a central electronic registration system which covers all the authority's primary schools. This enables EIOs to closely monitor the attendance of individual pupils. It also allows officers to check if schools are marking the registers appropriately and within the correct timescales. Work is now in progress to extend this system to include all of the authority's secondary schools.

The Team Leader manages the team, but also works specifically with one secondary school. The Team Leader will also support EIOs throughout county and intervene personally in complex cases. EIOs are given designated schools, and the number of



pupils allocated to the officer is affected by the number of FSM and SEN pupils in particular schools.

EIO	A	B	C	D/ E	F
Contractual arrangements	F/T	F/T	F/T	F/T EQUIVALENT	F/T
EIO: Pupil ratio for attendance**	1:1567	1:1325	1:2340	1:1050	1:3382
National comparator for attendance EIO: Pupil pro rata	1:1500	1:1500	1:1500	1:1500	1:1500

*\*\* EIOs also undertake additional duties as outlined below and this is also reflected in the number of pupils allocated to individual officers.*

The Team Leader and every EIO are highly qualified and have undertaken a specialist role in addition to general attendance work. The officers have undertaken specific training with relation to these respective roles. This specialist role enables the officer to develop close liaison with schools and other agencies in relation to the particular specialism. This has resulted in more effective sharing of information between agencies and other groups to include:

- the MARAC group which deals with domestic violence;
- the development of the Team Around the Family (TAF);
- Elective Home Education;
- the Youth Justice Team;
- the Behaviour Support Service (0.5), supporting attendance in the Pupil Referral Unit;
- the alternative curricular programme and the Youth Service, working on alternative educational provision for 14 -16 cohort, and developing initiatives for alternative curriculum for Key Stage 3 pupils.

EIOs are a key component in Ceredigion's school improvement service. The wider school improvement team meets on a monthly basis to discuss a full range of issues in relation to school improvement. As a result, EIOs have developed a very good understanding of their contribution to improving aspects of school leadership, pupil outcomes, curricular and pastoral issues as well as attendance.

## Attainment

As expected, the more time a pupil is in school, the higher their grades at each Key Stage. The table below shows how 15 year olds performed at Key Stage 4 in 2011/12, by absence rate (Level 2 threshold including A\*-C grade in English/Welsh and Mathematics GCSE):

### Level 2 inclusive results (KS4), by absence rate: 2011/12 (a)

Percentage of pupils aged 15 at start of academic year

		Ceredigion (d)		Wales (e)	
		Cohort	%	Cohort	%
2011/12 (b)	Absence ≤ 4%	217	65.9	~	~
	4% < Absence ≤ 6%	146	61.6	~	~
	6% < Absence ≤ 10%	150	56.0	~	~
	10% < Absence ≤ 20%	146	28.8	~	~
	20% < Absence ≤ 30%	28	21.4	~	~
	30% < Absence ≤ 50%	11	27.3	~	~
	50% < Absence	1	0.0	~	~
	<b>All pupils (c)</b>	<b>706</b>	<b>52.1</b>	<b>35,404</b>	<b>51.1</b>

Source: KS4/Absence Collection matched

(a) Care should be taken when making comparisons between attainment data for categories where there are fewer than 50 in the cohort.

(b) There was a change to the codes within the Absence Collection in 2011/12, so care should be taken when comparing with previous years.

(c) "All Pupils" may include some pupils that can't be matched from KS4 to the Absence Collection, so the sum of the rows may not match perfectly.

(d) Ceredigion figures also include PRU pupils.

(e) Wales figures also include NEWBE pupils. 2011/12 data due to be published in March 2013.

## Appendix

### Appendix 1: Ceredigion Behaviour Support Service



#### GWASANAETH CYNNAL YMDYGIAD CEREDIGION BEHAVIOUR SUPPORT SERVICE

	Sylwadau	Gradd
A oes Polisi Ymddygiad cyfoes yn ei le gan yr ysgol sydd yn wybodus i'r staff a'r disgyblion?		
A oes polisi 'Ymyrraeth Corfforol' cyfoes yn ei le gan yr ysgol?		
A oes tystiolaeth bod y polisiau yn cael eu gweithredu yn gyson ar draws yr ysgol?		
A oes eithriad parhaol wedi bod yn ystod y flwyddyn academaidd hon (2011-2012)?		
A oes eithriad dros dro wedi bod yn ystod y flwyddyn academaidd hon (2011- 2012)?		
A oes systemau bugeiliol effeithiol yn weithredol yn yr ysgol?  H,y A oes cynlluniau cynnal ymddygiad unigol gan ddisgyblion mwyaf bregus? Oes darpariaeth ychwanegol gan yr ysgol sydd yn cynnig cefnogaeth i grwpiau bach/ unigolion?		
A oes tystiolaeth bod hyfforddiant a gynigir yn cael effaith ar weithdrefnau Dydd i Ddydd yr ysgol? Ee cyrsiau Team Teach/ SEBSA/ AD/ WS?		
A oes tystiolaeth bod yr ysgol yn cyfeirio'n amserol ac yn briodol am gefnogaeth aml asiantaethol i gefnogi disgyblion unigol neu deuluoedd bregus?		

#### Rhesymeg

A oes Polisi Ymddygiad cyfoes yn ei le gan yr ysgol sydd yn wybodus i'r staff a'r disgyblion?	4	<p>4: Polisi yn ei le ac wedi cael ei gymeradwyo gan y Bwrdd llywodraethol eleni</p> <p>3: polisi yn ei le ac mae bwriad i'w adolygu yn ystod y flwyddyn academaidd nesaf i'w gyflwyno i'r BLL</p> <p>2: Polisi yn ei le ac wedi ei adolygu yn</p>
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		<p>ystod y tair blynedd diwethaf:</p> <p>1: polisi yn ei le</p> <p>0: dim polisi cyfredol</p>
A oes polisi 'Ymyrraeth Corfforol' cyfoes yn ei le gan yr ysgol?	2	<p>2: polisi yn ei le sydd wedi ei dderbyn gan y Bwrdd llywodraethol;</p> <p>1: polisi yn cael ei gynllunio yn ystod y flwyddyn academaidd nesaf</p> <p>0: dim polisi- dim cynllun</p>
A oes tystiolaeth bod y polisiau yn cael eu gweithredu yn gyson ar draws yr ysgol?	3	<p>3: staff a plant yn ymwybodol o'r system cynnal ymddygiad ac mae'n cael ei weithredu'n gyson ar draws yr ysgol;</p> <p>2: Elfennau o'r polisi yn cael ei weithredu'n gyson;</p> <p>1: ychydig iawn o gysondeb a welir yn yr ysgol</p> <p>0: Ni does tystiolaeth bod yr ysgol yn dilyn 1 system penodol</p>
A oes eithriad parhaol wedi bod yn ystod y flwyddyn academaidd hon (2011-2012)?	2	<p>2- 0 eithriad parhaol</p> <p>0 eithriad parhaol</p>
A oes eithriad dros dro wedi bod yn ystod y flwyddyn academaidd hon (2011- 2012)?	2	<p>2: dim eithriad dros dro</p> <p>1: 1 disgybl penodol wedi ei eithrio dros dro</p> <p>0: mwy nag un disgybl wedi ei eithrio dros dro</p>
<p>A oes systemau bugeiliol effeithiol yn weithredol yn yr ysgol?</p> <p>H,y A oes cynlluniau cynnal ymddygiad unigol gan ddisgyblion mwyaf bregus? Oes darpariaeth ychwanegol gan yr ysgol sydd yn cynnig cefnogaeth i grwpiau bach/ unigolion?</p>	2	<p>2: Tystiolaeth pendant bod yr ysgol yn defnyddio adnoddau'r ysgol i gefnogi disgyblion unigol: ee amser gyda'r SENCo- IBP's/ Amser cylch</p> <p>1: tystiolaeth bod yr ysgol yn defnyddio rhai adnoddau o fewn yr ysgol i gefnogi unigolion grwpiau</p> <p>0: dim tystiolaeth- gallu bod yn ddibynnol ar gefnogaeth allanol</p>
A oes tystiolaeth bod hyfforddiant a gynigir yn cael effaith ar weithdrefnau Dydd i Ddydd yr ysgol? Ee cyrsiau Team Teach/ SEBSA/ AD/ WS?	3	<p>3: tystiolaeth bod hyfforddiant wedi dylanwadu ar bolisi, darpariaeth a rhediad Ddydd i Ddydd yn yr ysgol;</p> <p>2: tystiolaeth bod elfennau o hyfforddiant wedi dylanwadu ar y mwyafrif o fewn yr ysgol</p> <p>1: tystiolaeth bod elfennau o'r hyfforddiant wedi dylanwadu ar unigolion o fewn yr ysgol</p> <p>0: dim tystiolaeth o gwbl</p>

<p>A oes tystiolaeth bod yr ysgol yn cyfeirio'n amserol ac yn briodol am gefnogaeth aml asiantaethol i gefnogi disgyblion unigol neu deuluoedd bregus?</p>	<p>2</p>	<p>2: Cyfeiriadau addas a phriodol-tystiolaeth bod amryw o asiantaethau yn cefnogi'r ysgol pan fo angen</p> <p>1: Tystiolaeth addas a phriodol rhan fwyaf o'r amser;</p> <p>0: dim tystiolaeth – dibynnol ar asiantaethau megis TCY i wneud cyfeiriadau am gefnogaeth</p>
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# **Ceredigion Behaviour Support Service Strategy**

## **Contents**

1. Service principles
2. Service Objectives
3. Ceredigion Behaviour Support Service
4. SEN Code of Practice
5. Early intervention Strategies
  - a. Whole school interventions
  - b. In class support
  - c. Individual support
  
  - d. The role of the Pupil Referral Unit

## **Behaviour Support Service- Ceredigion**

### **Principles**

‘To create a graduated response mechanism for behaviour support that will include supporting mainstream schools with managing behaviour, offering professional development opportunities for staff in behaviour management (training), extending the outreach SEBSA service to include the secondary sector, adopting a consistent approach to the HAFAN and ENCIL model in all Secondary schools and establishing specialist provisions that will flexibly and effectively meet the needs of young people with Social and Emotional Behavioural difficulties in Ceredigion’

### **Objectives**

- To further develop partnership working and develop a holistic approach to supporting young people with Social, Emotional and/ or behavioural difficulties between all agencies;
- To ensure a consistent approach to the HAFAN/ ENCIL model in all seven Secondary schools;
- To further develop curriculum opportunities for pupils in Key Stage 2 and 3 based on the Curriculum guidance 2008;
- To develop appropriate Behaviour Support Provision based on a graduated response that meets the needs of pupils with Social, Emotional and Behavioural difficulties in Key Stage 2 and Key Stage 3 as well as continuing to support a small number of pupils at Key Stage 4;
- To offer opportunities and facilitate pupils accessing provision on more than one site if appropriate to meeting individual needs;
- A supportive environment to guide pupils back into successful mainstream education or other appropriate educational placements;
- To develop a county wide training programme for all staff working alongside pupils with Social, Emotional and Behavioural difficulties, including central and school based staff;
- To reduce the number of fixed term and permanent exclusions in Ceredigion;

### **Ceredigion Behaviour Support Service**

Ceredigion Behaviour Support Service aims to work in partnership with the whole school community and multi agency colleagues to promote the best possible standards of behaviour which promote effective teaching and learning. We aim to share information on all aspects of behaviour support to enable all staff to learn from good practice of others working to improve the behaviour of children and young people.

The Behaviour Support Service will offer:

- Support and guidance to individual pupils;
- Support and guidance to individual teachers;
- Training for whole school staff;

- Training for governors, and others working with children
- Offer a link between parents, school and multi agency colleagues when appropriate;

### **Special Educational Needs code of practice for Wales**

The SEN code of practice for Wales 2002 provides clear guidance on making a graduated response to pupils' needs, including the statutory requirement to assess need and make and maintain statements of SEN when required.

The vast majority of pupils in Ceredigion schools whose individual behaviour gives cause for concern do not require a Statement of Special Educational Needs and have their needs met appropriately by the school making internal arrangements through the School Action stage of the Code of Practice.

When schools requests further support from outside, then it will be provided through School Action Plus, School Action Plus Enhanced, School Action Plus Enhanced Extended or by undertaking a Statutory Assessment. However, Ceredigion Behaviour Support Service aims to provide initial support, advice and guidance on how to improve the behaviour of individual pupils at an early stage of the graduated response.

### **Early Intervention Strategies**

Poor and challenging behaviour can stem from a variety of factors including:

- Difficulty in coping with school work
- School work that does not meet the learning needs;
- Low self esteem;
- Poor relationships with teachers;
- Poor teaching;
- Poor relationship with other pupils including bullying
- Disaffection with the curriculum offered at school;
- Pressure from others to behave in a way that conflicts with authority
- Difficult home circumstances, including lack of parental discipline and control;

Supporting pupils with Social, Emotional or Behaviour difficulties requires that the Behaviour Support Service works closely with other partners and agencies, particularly when the behaviour stems from circumstances at home. Ceredigion Behaviour Support Service contributes and fully supports multi agency working that offers a seamless, comprehensive approach to supporting the needs of children and young people within the Local Authority.

The service works closely with:

- Parents/ guardians/ Carers
- Teachers and support staff;
- Educational Psychology Service
- Advisory Teachers for SEN
- Education Inclusion Service
- School improvement officers
- Tim Teulu
- Social Services;
- Youth Offending Service;
- Youth Service;
- Primary Mental Health Workers;
- Voluntary Agencies
- Police;
- SNAP

### **Service provided**

We offer support to all primary and Secondary schools in the county. We work closely with headteachers, Additional Needs Co-ordinators and heads of Inclusion to ensure that the support offered by the service matches the needs of the school and the young person.

### Whole School Support

- At the beginning of the academic term a planning meeting is held with all seven secondary schools to discuss the progress of the HAFAN and ENCIL. The planning meeting is an opportunity to discuss whole school issues, individual pupils causing concern and staff training requirements within the SEBD field. A review meeting is held in the Spring term;
- Consultation and Advice concerning the whole school behaviour policy;
- Delivery of staff training, INSET and attendance at staff meetings as appropriate;
- Positive behaviour management strategies to develop a consistent approach within a school. Ceredigion uses the 'Assertive Discipline' approach to improving standards of behaviour. The approach promotes safe classroom environments through fostering mutual respect. It encourages staff to use praise and positive behaviour in order to encourage effective learning;
- Advice on LEA/ National initiatives/ guidelines and procedures for children with Social, Emotional and/or behavioural difficulties;
- Supporting the establishment of a consistent approach to the HAFAN and ENCIL facility within the seven secondary schools. A central coordinator is seconded (0.4) to support the establishment of the facility, to share good practice amongst schools and to support further development of the onsite facilities. The coordinator visits all schools on a half termly basis;

#### Class Support

- Sharing positive behaviour management techniques;
- Modelling lessons as appropriate;
- Offering training and facilitating the establishment of effective use of circle time to help staff manage pupils behaviour;
- Ideas for making the teaching area a more positive learning environment;
- Transition work with Year 6-7;
- Supporting teachers and pupils in the creation and the delivery of an effective Individual Behaviour plan including the setting of SMART targets;
- If appropriate, teaching staff at the PRU can support class teachers on an outreach basis- this support includes team teaching, supporting in class and offering advice and guidance as needed;

#### Individual Support- all individual support strategies will require the consent of parents. A referral can be made to the service using the IRSF- Inclusion Request support form;

- Attending meetings with parents/ carers and other agencies. These are done through the Pastoral Support Plan meeting. A PSP is held if a pupil is called if a pupil is not responding to school actions to combat disaffection any may be in serious risk of a permanent exclusion or criminal activity. The PSP meeting is an opportunity for all agencies working to support the young person and the family to discuss and agree a coordinated support plan. The plan should be reviewed at least every six weeks and more regularly if required;
- Class observation;
- Individual assessment including Emotional Literacy, behaviour profiles and myself as a Learner.
- Advice on planning and evaluating individual programmes for pupils;
- One to one programme work with the pupil- this is initiated following an individual assessment;
- Short term intervention work facilitated by the SEBSA's (Social and Emotional Support Assistants). A referral can be made for the support of a SEBSA for a specific time. The SEBSA's works alongside the pupil in class, facilitates individual programmes such as anger management, loss and bereavement and raising self esteem. The SEBSA also facilitates circle time sessions within the school, supports the class teacher in establishing a consistent approach to behaviour support through the assertive discipline approach. This includes embedding the rules, rewards and consequences approach at an age appropriate level. The SEBSA works alongside the pupil/ young person to help them achieve the targets set in their Individual Behaviour Plan.
- Pupils who may require some additional support during the transition to Secondary school are identified early in Year 6 and the SEBSA service facilitates a transition programme during the summer term which includes preparation for Secondary school, additional visits and discussing any concerns following visits.

#### The Role of the Pupil Referral Unit

The LEA recognises that there will be a small number of pupils for whom mainstream education is temporary inappropriate. In these cases, when the above strategies have been exhausted, it may be appropriate for a pupil to attend a central provision (PRU) for an interim, defined period of time. Ceredigion has recently opened a small centre at Key Stage 2 within a mainstream school to support pupils with social, Emotional and/ or behavioural difficulties. This provision is based on the nurture principles which helps teach pupils how to make better relationships with adults and develop peer support. This proven to improve pupils' behaviour, attainment and attendance and is building pupils' confidence and self esteem. Ceredigion LEA aims to provide short term educational intervention at Key Stage 3 which is designed either to maintain a pupil's mainstream placement, or in some cases where this has already broken down, to facilitate a supported return to a second mainstream school as soon as appropriate. It is envisaged that it is unlikely that pupils attending the Key Stage 4 provision will return to mainstream and



therefore careful consideration will be made to the breadth of curriculum offered and the opportunities for links with mainstream schools.

Ceredigion is committed to ensuring that all pupils educated within the PRU have access to a flexible and effective provision that meets their individual needs as well as access to a high quality teaching and learning experience.

Further information in relation to the admissions to the PRU is available in the admission pack available from the centres.

#### Local networks and support

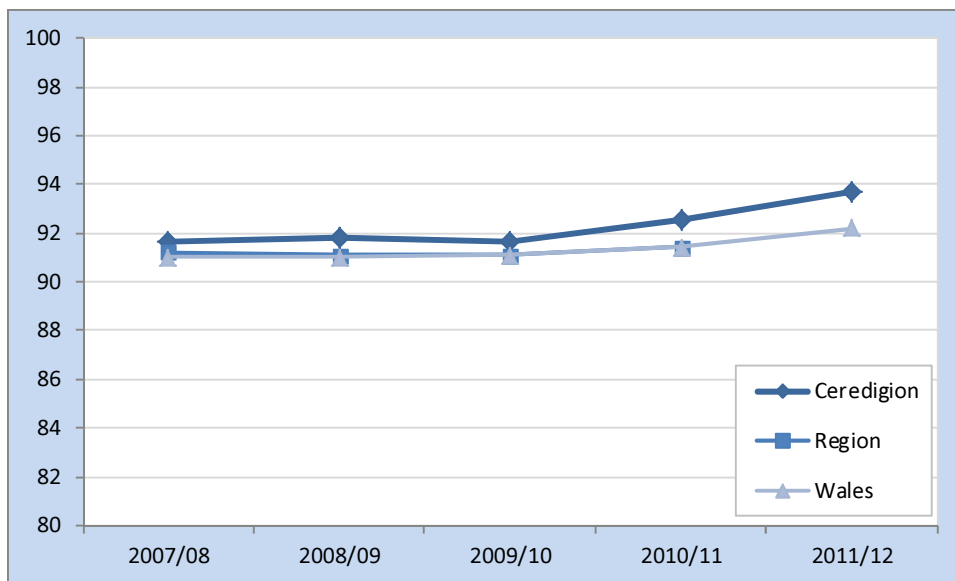
In addition, Ceredigion LEA holds termly meetings with the Link Inclusion teachers (secondary schools) and the Special Educational needs co-ordinators (primary and Secondary). It also plans to establish a network for HAFAN/ ENCIL coordinators during the Christmas term. During the meetings staff can discuss current developments, behaviour practices, learning styles, teaching and other relevant issues. The networks are also opportunities to share good practice and for staff to feed into the authority's long term plan. Membership is broadening and currently includes representations from the Educational Psychology service, Education Inclusion Service and School Improvement Officers

### **Appendix 3: Secondary School Attendance**

The secondary school attendance rate in Wales has increased from 91.0% in 2007/08 to 92.2% in 2011/12.

The secondary attendance rate in the region has followed a similar pattern (waiting for 2011/12 results).

Secondary school attendance rates (%)



#### **Pupil attendance in secondary schools: 2007/08 - 2011/12 (a)**

Percentages of half day sessions attended during the academic year

	2007/08	2008/09	2009/10	2010/11	2011/12
Ceredigion	91.6	91.8	91.7	92.5	93.7
Region	91.2	91.1	91.1	91.4	~
Wales (b)	91.0	91.0	91.1	91.4	92.2

Source: Attendance Collection

(a) Pupils of compulsory school age only.

(b) Special schools also included.

#### **Local authority secondary attendance rates**

Attendance rates have increased in each LA in the Region over the last 3 years. Powys, Ceredigion and Neath Port Talbot results have been above the Wales average in recent years.

Pembrokeshire results have been in line with the Wales average in recent years. Carmarthen and Swansea generally are below the Wales average.

## Appendix 4: Partnership Agreement

### Partnership Agreement

#### supporting vulnerable pupils

#### attendance and exclusions

Schools and the LA will agree to set and monitor attendance and exclusion targets in order to meet national targets.

<b>LA</b>	<b>SCHOOL/GOVERNING BODY</b>
<ul style="list-style-type: none"> <li>• Try to improve educational attainment by increasing attendance and decreasing the number of days lost through exclusions (action agreed between LA and WG as part of the 'Performance Improvement Matrix'.</li> <li>• Monitor and analyse attendance rates – relevant data and information shared with schools in order to celebrate or challenge attendance rates.</li> <li>• Prepare an annual attendance rating form for each school to use in the performance improvement matrix.</li> <li>• Prepare termly attendance reports showing ongoing cases (primary schools only).</li> <li>• Challenge schools that do not meet targets.</li> <li>• Visit schools (Education Inclusion Officers) regularly to provide advice and guidance on improving attendance and related issues.</li> <li>• Receive all referrals to investigate in accordance with the LA's School Attendance Improvement Strategy.</li> <li>• Offer support and advice to headteachers to help them meet WG recommendations regarding exclusion procedures as outlined in Circular No. 1/2004 'School Exclusions and Pupil Referral Units'; or any other subsequent WG documentation amending those procedures.</li> <li>• Analyse and disseminate comparative data</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a complete and accurate register of all enrolled pupils (the school register is a legal document and is the Headteacher's responsibility).</li> <li>• Record the attendance of all pupils on the register. Every morning and afternoon session must be recorded during term time using the electronic system.</li> <li>• Headteachers to agree total absenteeism targets with their school governing body annually.</li> <li>• Headteachers to review and monitor attendance rates every term and take action when necessary in accordance with the LA's 'Schools Attendance Improvement Strategy'.</li> <li>• Headteachers to check the electronic registers at the end of every week to ensure that there are no 'absent marks' (primary schools only).</li> <li>• Respond to termly attendance reports within 10 working days (primary schools only).</li> <li>• Respond to the challenge offered by the LA when targets are not met.</li> <li>• Return attendance rates to the LA electronically in accordance with Welsh Government guidelines.</li> <li>• Observe WG recommendations regarding exclusion procedures set out in Circular No.: 1/2004 'School exclusions and Pupil Referral</li> </ul>

<p>on fixed term and permanent Secondary School exclusions.</p> <ul style="list-style-type: none"> <li>Attend all Governor meetings where permanent exclusions are discussed.</li> </ul>	<p>Units'; or any other subsequent WG documentation amending those procedures.</p>
<p>Where a Service Level Agreement (SLA) has been agreed for clerking services, between the school and Ceredigion LA, the authority will arrange, record and deal with all correspondence relating to an appeal against a fixed term or permanent exclusion.</p> <p><b>Where there is no agreement, the Clerk of the Governing Body will be responsible for all procedures relating to disciplinary issues.</b></p>	

### Ceredigion Contacts

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### Supporting Documentation

Ceredigion's School Attendance Improvement Strategy.

'School Attendance in Ceredigion – Recommendations for Good Practice'.

Pupil Support and Inclusion – WG November 2006

Circular No.: 1/2004 'School exclusions and Pupil Referral Units' – WG January 2004

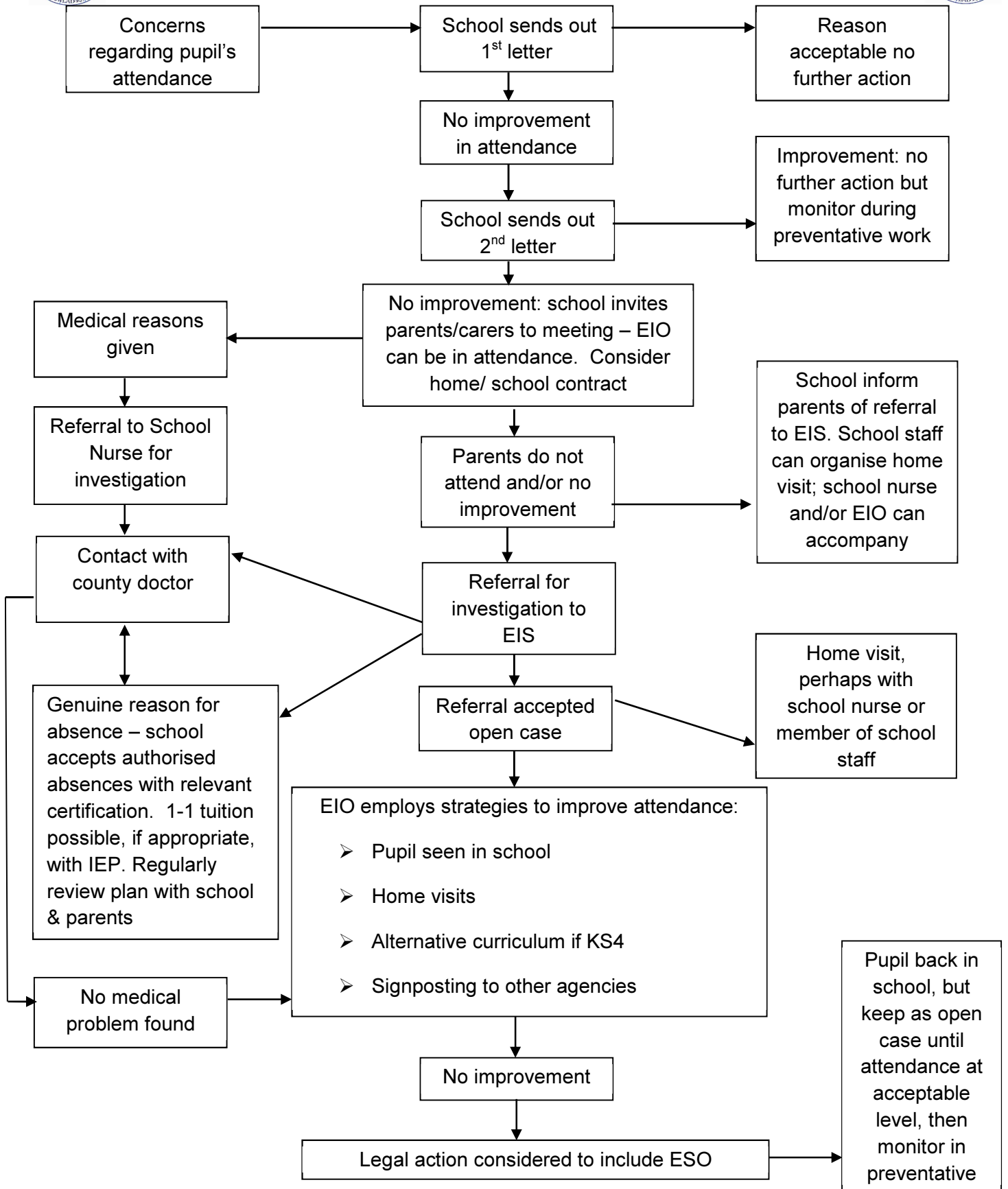
### Targets set in Partnership Agreement for Attendance and behaviour

Presenoldeb				
Primary				
Average	94.3%	94.7%	95.0%	95.0%
Looked After Children	96.6%	96.6%	96.6%	96.6%
Pupils receiving Free School Meals	92.0%	92.4%	92.7%	93.0%
Secondary				
Average	92.5%	92.8%	93%	93.2%
Looked After Children	93.5%	93.5%	93.5%	93.5%
Pupils receiving Free School Meals	88.0%	88.3%	88.5%	88.7%
Gwaharddiadau				
Permanent Exclusions	0	0	0	0
Fixed term exclusions 6 days or longer	486 diwrnod	120 diwrnod	120 diwrnod	120 diwrnod





# Procedures for Non - Attendance



**Action Plan for Ysgol xxxx**

Description	General Information				What should the school do to move forward?	By when	The role of the LEA in supporting and challenging the school
Attendance percentage falling below county average & consistently failing to met county target		School	County	Target	<ul style="list-style-type: none"> <li>▪ Governing Body to write to all parents outlining school’s policy on attendance;</li> <li>▪ Examine role of senior staff &amp; look at amount of time allocated to attendance work;</li> <li>▪ Heads of Year to examine &lt; 90% table on a weekly basis &amp; chart attendance level with plus or minus indicators to include commentary where necessary;</li> <li>▪ Appoint specific person to collate information from Heads of Year &amp; to monitor whether agreed actions have been implemented;</li> <li>▪ Member of school staff to undertake joint visits with school nurse when required, e.g. when parents are citing medical reasons for non-attendance;</li> <li>▪ Parents called into school to discuss child’s attendance with LEA officer in attendance once attendance level is below 90% (unless there are genuine reasons for absence);</li> <li>▪ Team Leader to support school by attending meetings when parents are invited in if TW not available;</li> <li>▪ Use of PSPs to address cases of poor attendance;</li> <li>▪ Write to <b>all</b> parents with letter for information with regard to individual pupils’ attendance level.</li> </ul>		<ul style="list-style-type: none"> <li>▪ EIO(s) to work with school on raising profile of attendance amongst pupils, e.g. assembly</li> <li>▪ LEA officer to attend meetings with parents when appropriate</li> <li>▪ ‘Fast track’ cases where legal action required</li> <li>▪ Preventative work with ‘feeder’ primary schools</li> </ul>
	2007/08						
	2008/09						
	2009/10						
	Autumn ‘10 to Spring ‘11						

Windows Internet Explorer - Cohort Search - Windows Internet Explorer  
 https://tc.ceredigion.gov.uk/Kamet/TeacherCentre/MyPupils/Sets.aspx

my school • registration • assessments • pupils • reports • messages • support

### Cohort Search

Canolfan Athrawon

Standard Cohorts

- SEN  Better than 120 any time
- Below 85 any time
- LAC
- In Need
- Statemented
- Flying
- Unauthorised Today
- Behaviour
- Below Expected
- Below 85 in 2013
- EAL
- EOTAS
- Engage
- FSM
- Pre Admissions
- Low Attendance
- Able & Talented
- PRU

View results as: [Table](#) [Assessments](#) [Historic Assessments](#)

Tools:

Additional Columns:  Assessment Year:

Drag a column header and drop it here to group by that column

Pupil Year	Reg	Year	Ein	Giannau	Spelling	Reading	Maths	Average
6	BLWYDDYN 6	2013	112	120	103	109	132	115.2
6	BLWYDDYN 6	2013	109	141	122	103	116	118.2
6	BLWYDDYN 6	2013	117	141	113	105	111	117.4
6	BLWYDDYN 6	2013	106	117	111	112	126	114.4
6	BLWYDDYN 6	2013	122	138	112	104	104	116
5	BLWYDDYN 5	2013	96	125	98	118	115	114
5	BLWYDDYN 5	2013	55	135	103	106	114	114.5
5	BLWYDDYN 5	2013	98	103	107	117	124	109.8
5	BLWYDDYN 5	2013	119	139	128	121	124	126.2
5	BLWYDDYN 5	2013	117	126	107	90	106	109.2
4	BLWYDDYN 4	2013	106	108	101	115	127	111.4
4	BLWYDDYN 4	2013	105	103	86	101	122	103.4
4	BLWYDDYN 4	2013	112	140	116	114	102	116.8
4	BLWYDDYN 4	2013	116	125	102	104	100	109.4
4	BLWYDDYN 4	2013	119	124	109	125	95	114.4
4	BLWYDDYN 4	2013	115	129	114	114	104	115.2
3	BLWYDDYN 3	2013	113	120	85	108	105	106.2
3	BLWYDDYN 3	2013	102	122	108	114	128	114.8
3	BLWYDDYN 3	2013	96	120	79	115	129	107.8
2	BLWYDDYN 2	2013	107	124			99	110
3	BLWYDDYN 3	2013	105	108	85	97	121	103.2
2	BLWYDDYN 2	2013	113	112			125	116.67

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## **National Assembly for Wales - Children and Young People Committee**

### **Inquiry into Attendance and Behaviour February 2013 – All Wales Police Response**

#### **Introduction**

All four Welsh Police Forces have a range of methods which provide opportunities for partnership working, specifically in relation to children and young people. The processes and working arrangements differ between Local Authority areas and Police Forces. Some Local Authority areas have adopted initiatives such as Team Around the Child/Family, or Families First, which concentrate upon early intervention, the welfare of children and provide support to families.

The PUPIL Scheme (Pupils Understanding Problems in their Locality) has been introduced in six Unitary Authority areas, in South Wales and Gwent. This approach involves Community Support Officers working in schools to enable pupils to develop their skills and improve behaviour .

The All Wales School Liaison Core Programme (AWSLCP) was launched in 2003 and extended Nationally in 2004. The Programme is jointly funded by the Welsh Government (WG) and all four Forces. The AWSLCP provides every school with a dedicated Schools Community Police Officer (SCPO) and has evolved over the years, MOSSS (Model Of Secondary School Support). Dyfed Powys has implemented MOSSS, the three other Police Forces have conducted trials and pilot sites, are in the process of doing so, or considering the new approach.

All of the above initiatives enable the Police and Partner organisations to focus on the needs of children and their families. This level of support provides opportunities for early intervention and a “case management” approach to individuals, which has a positive impact upon the children and young people they support, in relation to attendance and behavior.

### **Families First – Team Around the Child/Family**

A number of Authorities have introduced this concept. The approach could vary slightly between Local Authority Areas, however the main principles include –

- Early identification and therefore intervention for children and families
- Extensive partnership interaction, including the Police, Social Services, EWOs/Education, Domestic Abuse Organisations, Health and Youth Offending Teams
- Case management approach with one lead organization
- Support for children and families during difficult times in order to achieve a successful resolution

The main aim of these meetings is the welfare of the child, therefore attendance at school and behavior are paramount importance when reviewing the appropriate level of support for each case.

### **The PUPIL Scheme**

The PUPIL Scheme is a CVCPA (Cynon Valley Crime Prevention Association) initiative which is funded by ESF Convergence funding and supported by Heddlu Gwent Police and South Wales Police Forces, along with the six unitary authorities of Rhondda Cynon Taf, Merthyr Tydfil, Caerphilly, Blaenau Gwent, Bridgend and Torfaen. It is a youth scheme designed to promote community involvement, community safety and crime prevention within the secondary education system.

The PUPIL Scheme is a child centred scheme designed to provide –

- Employability skills through the format of soft outcomes.
- An opportunity to raise their awareness of community issues in their area within a more flexible learning environment
- Engagement with young people in a pro-active format that allows them to express themselves and build self esteem through participation and interaction with each other and adults.
- Engagement with young people and the community around them, to provide them a better understanding of their own responsibilities within a community while facilitating them with an opportunity to develop through participation.

- Through participating in the scheme the young people will have the opportunity to gain an Open College Network Qualification that is part of the Credits and Qualifications Framework for Wales (CQFW).

The young people are encouraged to work as a group to highlight a topic they perceive to be an issue within their own locality. This will be achieved by weekly meetings with an allocated Schools Project Officer who will facilitate the group's needs and objectives while exposing them to outside influences. The Schools Project Officer will, be accompanied by one or more Community Support Officers, who will aim to assist the group in their endeavours and break down barriers between young people and the Police.

The young people will also have the opportunity to interact in a participatory manner, empowering them to make decisions for themselves and take on new tangible responsibility through these weekly meetings

### **The All Wales School Liaison Core Programme (AWSLCP)**

The AWSLCP is a National Programme jointly funded by the Welsh Government (WG) and the four Police Forces of Wales and targets pupils aged 5 to 16 years of age and reaches 97% of all schools in Wales.

The aims of the Programme for both the mainstream and disengaged elements are:

- To work towards achieving crime and disorder reduction within our young communities, through the medium of education.
- To promote the principles of positive citizenship, in school and the wider community.

**Aim 1** is primarily achieved through the medium of education (lesson delivery) and is based on the PSE Curriculum Framework 2008. There are 3 strands to the Programme, Drugs and Substance Misuse, Social Behaviour and Community, and Safety.

**Aim 2** focuses on the School Community Police Officers (SCPOs) supportive school policing role, the operational aspect of the role, which promotes positive citizenship.

The duality of the AWSLP:

- Crime prevention - in educating young people about crime prevention issues to enable them to make informed decisions
- Crime reduction - in supporting vulnerable young people on the cusp of inappropriate behaviour through use of early intervention strategies to prevent entrance into the criminal justice system

Furthermore, the development of the AWSLP to encapsulate a variety of strategies to deal with vulnerable children has provided the Programme with additional strengths. For example as a national Programme providing such focused early intervention strategies, one would speculate, it contributes towards having an effect on the number of children and young people (first time offenders) entering the CJS. The annual figures of first time offenders entering the Criminal Justice System support this hypothesis showing at least a 50% drop in first time entrants over a 4 year period.

Table showing the number of first time entrants (young people) by Police Authority and calendar year (MOJ published data)

<b>Police Authority</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>DPP</b>	850	764	711	519	432
<b>GWP</b>	1442	1379	1027	775	593
<b>NWP</b>	1334	1323	1007	653	525
<b>SWP</b>	2068	1933	1731	1068	552

#### **Inclusion Element**

Building on the work of police officers working with mainstream pupils and developing positive relationships with those who have the potential for disengagement the Programme has been extended to encompass working with pupils in Pupil Referral Units (PRUs) and Emotional, Social and Behavioural Difficulty units (ESBDs). This has been rolled out across fourteen Local Authorities in Wales where School Community Police Officers (SCPOs) are delivering to disengaged pupils in PRUs and ESBDs. This is

particularly advantageous with younger pupils, where longer term relationships are preferable to encourage positive behaviour.

Initial training has been provided by the Swansea Metropolitan University and supplemented by regional training from PRU staff and other professionals that work with disengaged pupils providing officers with greater understanding of local problems which helped to initiate relationships with their local PRU staff. Furthermore all officers have been trained in restorative approaches to assist staff in schools when dealing with incidents. This forms part of the Youth Justice Board's Youth Strategy to reduce the number of young people entering the criminal justice system.

### **Supportive School Policing**

This is in common with the strategic vision of the WG as PSTs seek to emphasise a child-centred, inclusive approach focusing on engagement and multi-agency partnership working.

Additionally the officers devote part of their time to supportive school policing by collaborating with the school pastoral deputy responsible for behaviour and attendance, along with other relevant personnel e.g. EWO, School Counselor, School Youth Worker etc. This includes providing advice, dealing with incidents using the School Crime Beat Protocol, restorative conferencing, assisting in policy development, accessing parents, governor training etc.

### **School Crime Beat Protocol and Restorative Justice**

The School Crime Beat Protocol has been written to provide a specific policy outlining the procedure for dealing with incidents in schools. It outlines the partnership working arrangements between the four Welsh Police Forces and schools. It describes how professionals should respond to incidents and how positive working arrangements can be best facilitated between schools and police services. This document builds on previous WG guidance such as Inclusion and Pupil Support and that on exclusion. The protocol provides clear guidance on how:

- Officers should deal with criminal (or alleged criminal) occurrences on school premises.
- The boundaries in which police officers should operate

- Schools and Police can adopt approaches which help de-criminalise young people by offering them support and guidance.

Evidence suggests that restorative practices can have a significant effect and can provide a possible response to school problems. All the SCPOs have been trained in restorative approaches and can prove a valuable asset for schools utilising this approach or considering implementing it.

During the last academic year (2011 -12) Officers dealt with 3011 School Beat incidents and used restorative approaches on 777 occasions, to address a variety of issues e.g. bullying, including an increasing amount of cyber bullying (including mobile phones), Anti Social Behaviour (ASB), unacceptable behaviour in school, criminal damage, racist incidents, assault, drugs incidents etc (Association of Chief Police Officers (ACPO) Youth Strategy 2010-13). As a result of the service provided by the SCPOs to schools, during evaluation they received a 78% satisfaction and confidence level from the school communities they serve.

### **The Model Of Secondary School Support (MOSSS)**

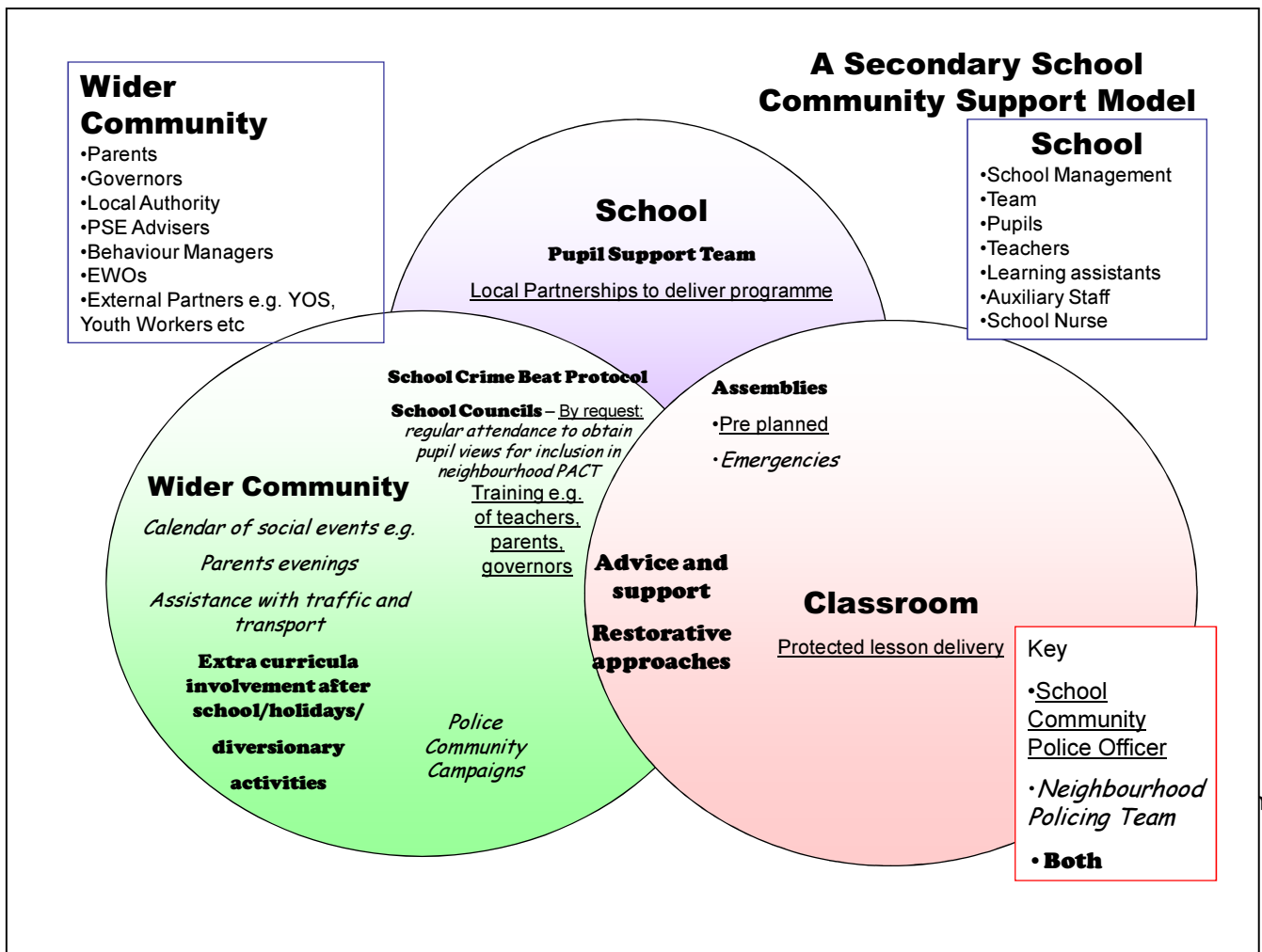
When schools work with other agencies, to deliver a wide range of Programmes that are joined-up, the full range of resources and expertise can be harnessed to deliver improved outcomes in learning and well-being. The Police are one of the key agencies working with schools. The Secondary School Support Model sets out how Police can work with secondary schools in Wales to take forward the aims of the School Effectiveness Framework.

The model aims to ensure that the distinction between the roles of the School Community Police Officer (SCPOs) and neighbourhood-based police are clearly defined to provide effective joined-up support for secondary schools across Wales. (See diagram below). By having the same goals and aspirations, the young people across Wales would receive a professional, standardised and corporate approach in the de-criminalising process.

A key feature of the Support Model is that the criminalisation of young people will be avoided as far as possible. This is reflected in the emphasis on using:

- The School Crime Beat Protocol
- Restorative Approaches as far as possible to resolve incidents
- Involvement in Pupil Support Teams as part of the model i.e. multi-agency teams to support vulnerable children

The model outlines the links between the classroom school support, the local Neighbourhood Team and the links with the wider community. It shows the areas of work to which the School Community Police Officers (SCPO) are dedicated and It highlights the potential for increased school/ wider community engagement for Neighbourhood Policing Teams (NPT), clearly highlighting their areas of involvement. This would assist the aims of Partnership working, Neighbourhood Policing, as it provides a definite link between the school, the Police, Partner Agencies and the community.



To substantiate the benefits of MOSSS and the new performance indicators (PIs) a pilot was undertaken in a High School in North Wales to capture the operational aspect of MOSSS. The outcomes of the pilot were very positive and included:

1. The amount of preventative policing work the SCPO undertook in their school additional to lesson delivery was 38 incidents. The main types of incidents recorded were assault 33%, bullying 25%, disruptive behaviour 21%, sexual 8%, substance misuse 5%, harassment 5%, and theft 3%
2. 29 of these incidents were closed under the School Crime Beat Protocol, 13 requiring RJ which resulted in 33 pupils being prevented from entering the Criminal Justice System
3. The financial efficiency savings to the Criminal Justice System (CJS) of £33,594 as a consequence of the officers early intervention work which additionally supports the WG better value agenda (costings were taken from the 'Home Office Research Study 217' paper and the revised paper 30/05)
4. The valuable support provided for schools has positive educational ramifications e.g. a 19% reduction in the number of more serious school incidents and from 2010 - 12 a reduction in pupil referrals from 361 to 299, a drop of 17%

These results reflect the financial savings to the Criminal Justice System and the number of children prevented from entering the system. These results are for one term from one officer only. Therefore the capacity and saving when considering 85 officers over the span of a year is extensive.

### **Pupil Support Teams**

A Pupil Support Team (PST) is a team of professional partners in secondary schools working to support vulnerable pupils between 11 and 14 years of age. Its aims are to:

- Promote inclusion by providing targeted early intervention and support for vulnerable young people
- Try to keep children and young people out of the criminal justice system
- Address community anti-social behaviour.



The team meets regularly in the secondary school. It comprises key workers from the school and various agencies. Pupils are nominated by the school in consultation with partners. The team exchanges information, produces pupil action plans and identifies problem solving solutions, in agreement with the pupils and parents therefore providing support and advice for the young people.

### **Additional Work**

In addition to the specific aspects of the programme detailed above, SCPOs also provide the following –

- Deliver a wide variety of lessons, which directly or indirectly, assist with the education and development of young people in relation to making the right choices and their behaviour towards others.
- SCPOs are requested by individual senior management teams in schools, to attend a variety of meetings to discuss issues including behaviour and attendance.
- Close working relationships with EWOs, including truancy patrols, joint visits to homes or meetings in schools, regarding attendance or behaviour issues
- Close working relationships with Child Protection Officers in schools

### **Conclusion**

The AWSLCP has provided a structured and consistent approach for Police Forces to engage with Schools. The MOSSS pilot schemes have identified the benefits of improved working relationships between the SCPOs, the Neighbourhood Policing Teams and the local schools, which have also increased the level of partnership working, ensuring that a multi agency approach is adopted when providing support to children and their families. This early intervention, case management approach, increases the opportunities for a successful conclusion.

Information Sharing Protocols and agreed Terms of Reference, for partnership meetings and between individual schools and Neighbourhood Teams are essential, as this provide a framework under which all organisations are able to work. In some areas, partner organisations are hesitant to disclose information in fear of breaching the confidence of the families they work with.

A number of Local Authorities have meeting structures in place, such as Families First and Team Around the Family, which provides opportunities for partner agencies to raise issues and concerns regarding behaviour and attendance. In order to improve behaviour and attendance figures, it would be advisable to review the approach in any priority area, to ensure that the appropriate structures are in place.

The consideration to implement formal sanctions, such as Penalty Notices, or Court appearances, should always be considered by partners. As some families would not have the necessary funds to pay, this additional financial pressure could have an adverse impact upon the family. Whilst it is appreciated that partnership intervention and support may be ineffective with some families and therefore formal sanctions would have to be imposed, this decision should be reached after consultation with the Organisations involved in the intervention. Providing the power to Constables and Community Support Officers to issue penalty notices, could have a detrimental impact upon any on-going partnership work, if not used appropriately.