

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 15th 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

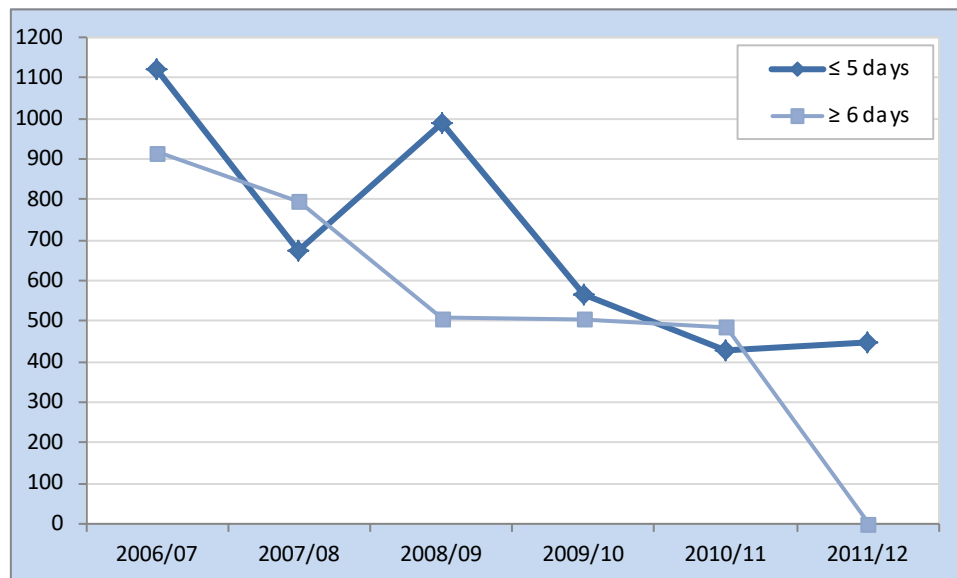
Exclusions in schools, Ceredigion: 2007/08 - 2011/12

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	504.0	485.5	-

Source: Exclusions Collection

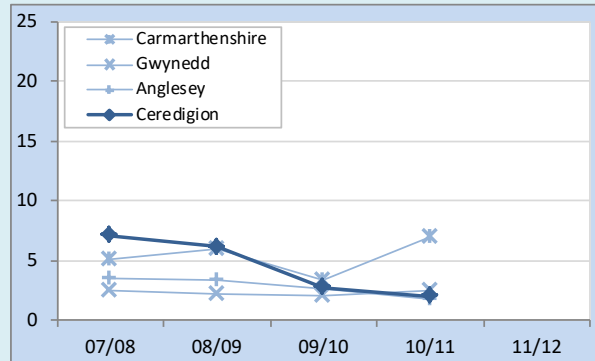
Total number of days lost by pupils at Ceredigion schools, by length of exclusion



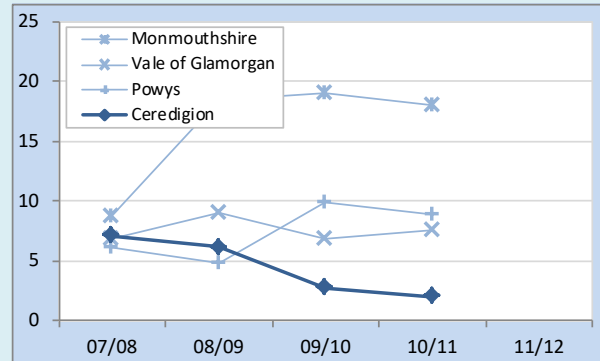
In order to get comparative data across LAs in Wales and England, we have to look at the number of fixed exclusions (≤ 5 days and ≥ 6 days combined) for every 1,000 pupils. The data seen below is split into primary and secondary sectors:

Primary Exclusions

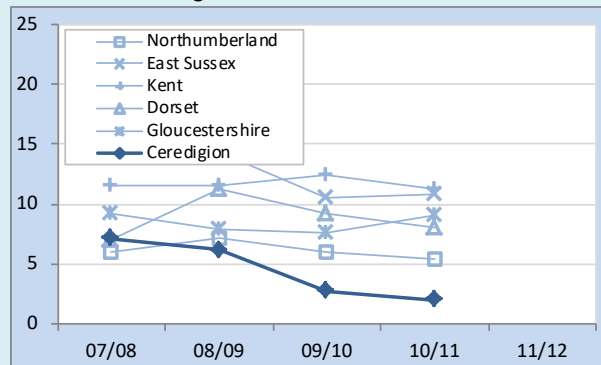
Similar LAs: Language



Similar LAs: FSM

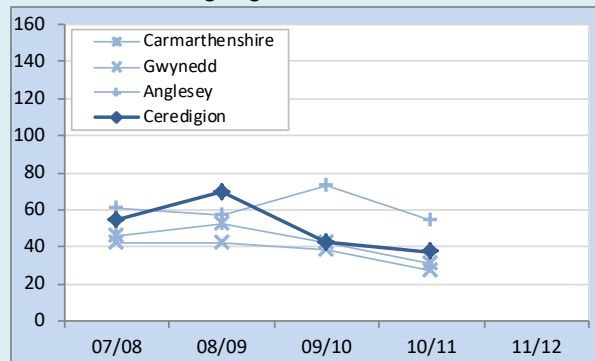


Similar LAs: England

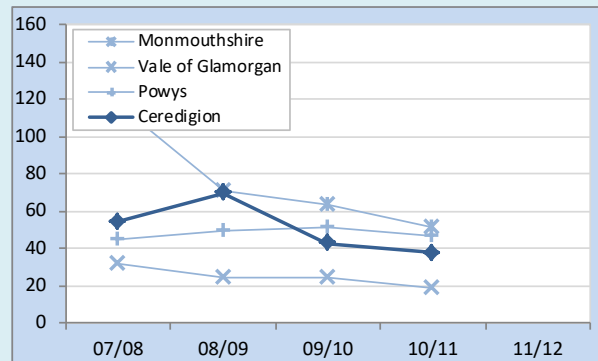


Secondary Exclusions

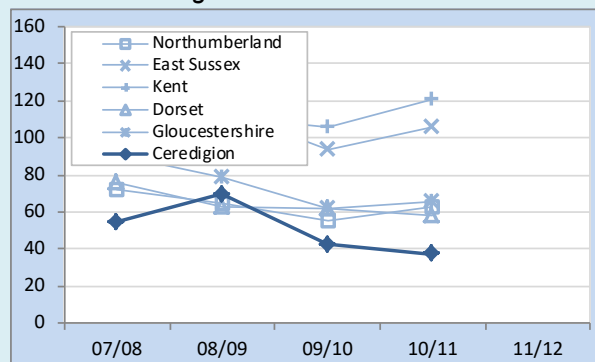
Similar LAs: Language



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)
2011/12	5.2	1.1	6.3	93.7	92.2
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)
2011/12	4.6	0.5	5.1	94.9	93.8
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.

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.

<i>Attendance rate</i>	<i>Category</i>
<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	~	~
All pupils (c)	706	52.1	35,404	51.1

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 YMDDYGIAD 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 academiaidd hon (2011-2012)?		
A oes eithriad dros dro wedi bod yn ystod y flwyddyn academiaidd 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 academiaidd 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 cyferiadau am gefnogaeth</p>
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Appendix 2: Behaviour Support Service

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.

6.

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

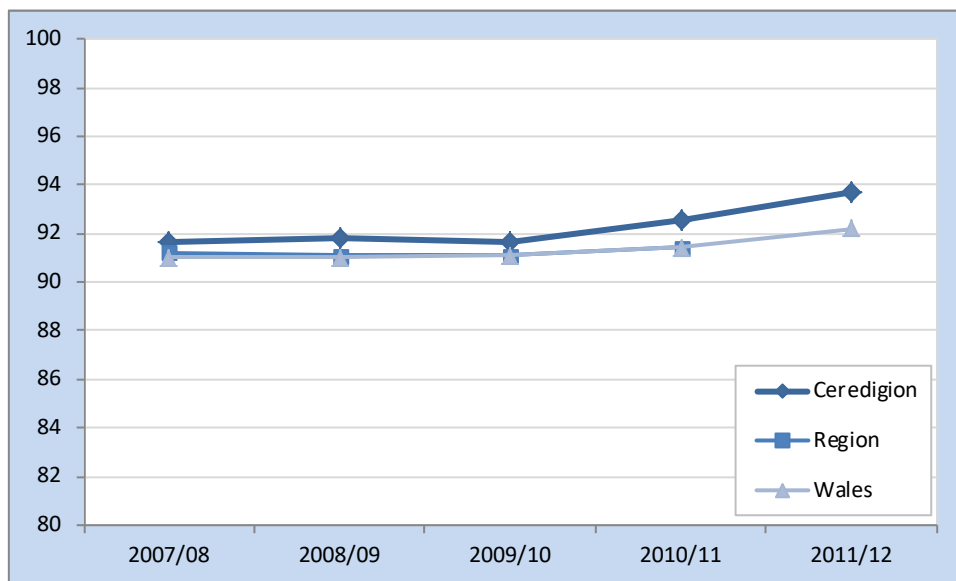
In addition, Ceredigion LEA holds termly meetings with the Link Inclusion teachers (secondary schools) and the Special Educational needs co-ordinators (primary and Secondary). It also plans to establish a network for HAFAN/ ENCIL coordinators during the Christmas term. During the meetings staff can discuss 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.

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

<p>on fixed term and permanent Secondary School exclusions.</p> <ul style="list-style-type: none"> Attend all Governor meetings where permanent exclusions are discussed. 	<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>Where there is no agreement, the Clerk of the Governing Body will be responsible for all procedures relating to disciplinary issues.</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

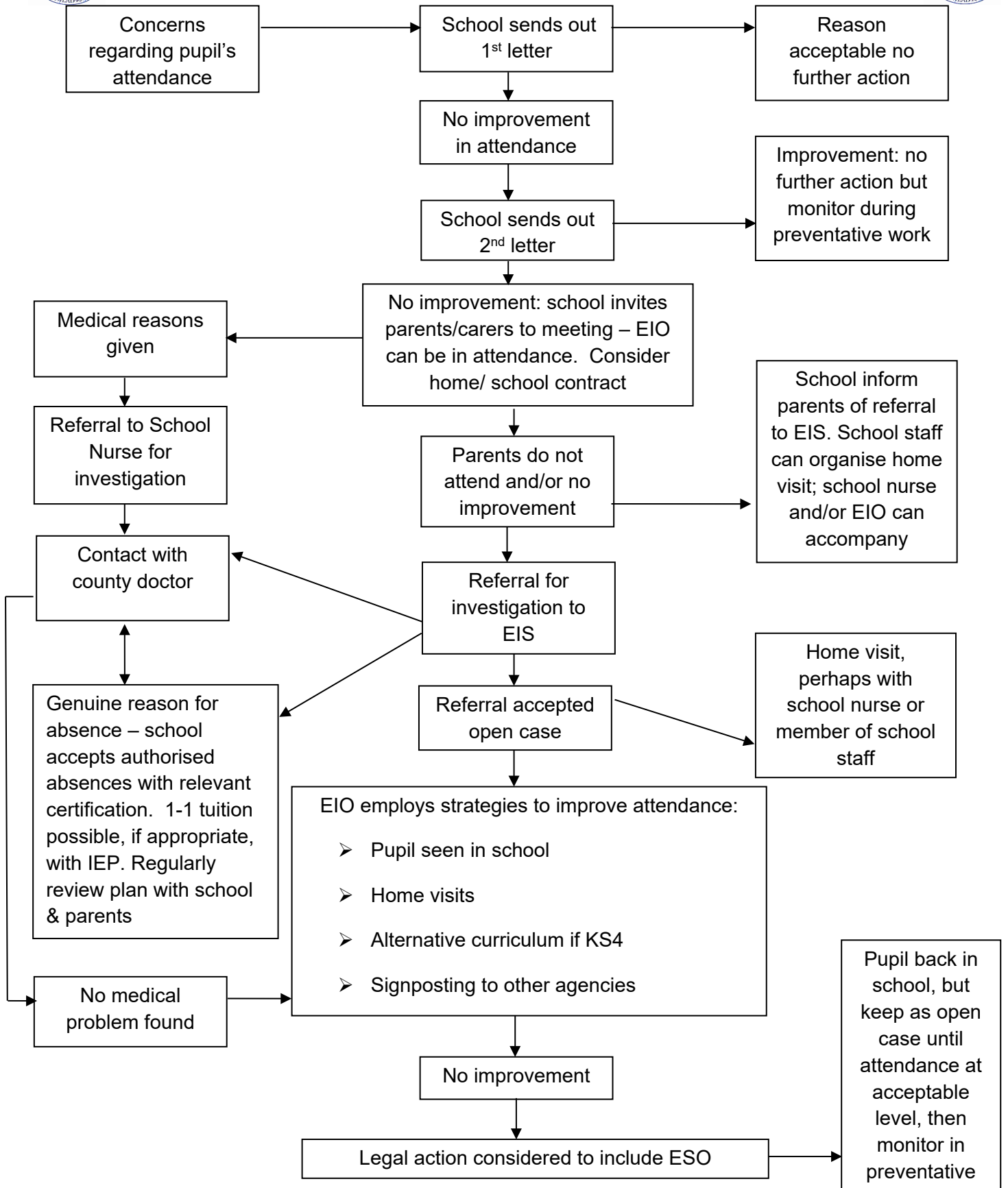
Presenoldeb				
Primary				
Average	94.3%	94.7%	95.0%	95.0%
Looked After Children	96.6%	96.6%	96.6%	96.6%
Pupils receiving Free School Meals	92.0%	92.4%	92.7%	93.0%
Secondary				
Average	92.5%	92.8%	93%	93.2%
Looked After Children	93.5%	93.5%	93.5%	93.5%
Pupils receiving Free School Meals	88.0%	88.3%	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



Appendix 6: Procedures for Non-Attendance



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

Appendix 8: Screenshot of Teacher Centre

Cohort Search - Windows Internet Explorer

https://tc.ceredigion.gov.uk/Kamet/TeacherCentre/MyPupils/Sets.aspx

File Edit View Favorites Tools Help

my school registration assessments pupils reports messages support

Cohort Search

Canolfan Athrawon

Standard Cohorts

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

Pupil Options

Administrator Options

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	Rag	Year	Ein	Glannau	Spelling	Reading	Maths	Average
6	BLWYDDYN 6	2013	112	120	103	109	132	115.2
6	BLWYDDYN 6	2013	108	141	122	103	116	118.2
6	BLWYDDYN 6	2013	117	141	113	105	111	117.4
6	BLWYDDYN 6	2013	106	117	111	126	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

Local intranet | Protected Mode: Off

13:15 25/02/2013