

David Healey (ATL) - Ymateb i gwestiwn a ofynnwyd ar 31 Ionawr
David Healey (ATL) - Response to a question asked on 31 January

Cam i'w gymryd: Cytunodd David Healey (ATL) i ddarparu nodyn ar y dull aml-asiantaeth o weithio yng Gwynedd.

Action Point: David Healey (ATL) agreed to provide a note on the multi-agency approach in Gwynedd.

Ymateb

Mae'r gwasanaeth wedi cael ei ail-frandio o 'Tîm o Amgylch y Plentyn' i 'Tîm o Amgylch y Teulu' i 'Gyda'n Gilydd'.

Mae 'Gyda'n Gilydd' wedi sefydlu trefn gyfeirio gytunedig sydd wedi'i weithredu yn yr ysgolion cynradd i ddechrau. Fodd bynnag, mae'r gwasanaeth yn cael ei estyn i'r sector uwchradd, a chafwyd cyflwyniad gan Ann Pari Williams yn y GCSU dydd Iau diwethaf.

Response

The service has been rebranded from “Team around the Child” to “Team around the Family” to “Gyda’n Gilydd”.

“Gyda’n Gilydd” has established an agreed approach to referral, which has been rolled out in primary schools initially. However, the service will be extended to secondary schools, and Ann Pari Williams gave a presentation at the joint meeting of secondary school head teachers last Thursday.

David Healey (ATL) - Ymateb i gwestiynau nas gofynnwyd ar 31 Ionawr
David Healey (ATL) - Response to questions not asked on 31 January

- NUT Cymru say that some schools refuse to admit pupils with behavioural difficulties even if they reside within the catchment area. How common an occurrence is this?

As I said in the meeting, if a year group is full, the school can refuse to take more although the revised legislation allows for a year group to exceed the standard number where others are under the standard number. The other area where this might happen is with managed moves. I don't know if it is unique to the Gwynedd policy, but managed moves have a fortnight trial period at the end of which the receiving school might report that the move is not working out and send the student back to their original school.

- Have schools placed an increased emphasis on attendance since its inclusion within the school banding data?

There are some desperate sounding anecdotes, but I don't have any evidence. There are, I'm told, a range of interpretations put on the guidance of when to use each of the standard register codes, for instance.

- The Welsh Government is currently consulting on proposals for the introduction of fixed penalty notices to address the issue of persistent unauthorised absence from school. What are your views on this approach?

If it is a strategy designed to tackle the parental condoning of absence it might work in those cases - there are quite a few of these!

- Members of the NAHT Cymru/ASCL report that the pupil deprivation grant and the school effectiveness grant have been a particularly important contributor to increased attendance rates. Should there be more direction on spending such grants on ways which can improve attendance and behaviour?

I think it would be better to leave schools to use it for whatever intervention is most likely to be of benefit to this group in their particular setting.

- Has the delay in implementing the recommendations of the 2008 National Behaviour and Attendance Review had an impact on the work of your members?

Most of the **recommendations** have some merit but should allow schools to do what is best for all students, e.g. 5a may not be practical as the teachers that could provide meaningful work may be teaching the other children at the time the exclusion occurs. **Re 6 - who plays advocate for the rest of the children?** 8 - I can't agree with this, the full circumstances of the school would need to be considered, and the views of all the parents that have selected that school for their children. This measure would drag every school down to the lowest common denominator in terms of poor behaviour.

- What is the priority issue that the Welsh Government needs to take forward to improve the attendance and behaviour of pupils?

The multiagency approach that is being rolled out across Gwynedd is a solution to a number of problems and principally helps the family by providing a single point of contact with whom they can deal on all issues. I think the real answer to the question asked here is to ensure

that the specialist support that students that cannot cope with mainstream schools is once again made available.

- In your view, is there a link between food consumed/not consumed and behaviour, and what can schools do about it?

I think there is probably enough going on in this area at the moment with the Healthy Schools initiative and guidance on nutritional standards for school meals. There seems to be a link with the free breakfasts and attendance. We need to keep a sense of proportion about this issue and be practical about it too. It is too easy to float draconian solutions which are disproportionate and unworkable.