

Report to: Children's Services Scrutiny

Date: 27th August 2009

Report of: Director of Children's Services

Report No:

Contact Officer: Shabir Fazal

Tele No: Ext 2030

Report Title: Behaviour Support Service

Non Confidential: (***Non-Confidential***) This report does **not** contain information which warrants its consideration in the absence of the press or members of the public

Purpose: The purpose of this report is to update the Scrutiny Committee on progress with regards to the Behaviour Support Service

Recommendations:

Decision:

Background Doc(s):

Signed:

Leader / Executive Member

Monitoring Officer

Date:

Report for Children's Services Scrutiny Committee 27th August 2009

The Behaviour Support Service (BSS)

The Behaviour Support Service supports disaffected pupils, pupils who are excluded and/or at risk of exclusion and/or those with social, emotional and/or behavioural difficulties (SEBD) in schools. As part of this the BSS provides both direct support to the pupils; and advice, training and support to schools and families. The BSS has recently been re-modelled and has moved to a new operational model since Easter 2009. (Appendix 1 shows the Structure of the BSS)

Prior to this, the Behaviour Support Service had been operating its previous model for many years and during that time there had been many changes which meant that the model was in need of review.

Many aspects of the work of the service had been very successful – this is clearly evidenced by the excellent Ofsted reports on Bolton's Pupil Referral Units, good feedback on the SEALs, Nurturing Environments and Nurture programmes from participating schools and regional advisors, our very low rates of permanent exclusions and our good results on attendance. (Appendix 2 gives more information on SEALs and Appendix 3 shows the trends in exclusions)

However, there had been strong feedback from schools asking the LA to review the service and make changes that would improve the quality of the service, make the service more responsive to schools needs, provide more 'hands on' support whilst continuing with the whole school development programmes that build school capacity to deal better with challenging pupils themselves.

Following discussions at Schools Forum, Access and Inclusion Schools Partnership Group, Access and Inclusion Senior Managers meetings and at DMT it was clear that there was a need to make some changes. These were needed because:

- The existing model had been in operation for many years and the context was now very different to when this model was first implemented
- Schools were clear that the existing model did not offer what they wanted/needed and that there was a lack of clarity and consistency in the way the model was operating
- LA senior managers also agreed that the existing structure and model were no longer fit for purpose and needed to change.

As a result of these discussions the LA has made changes that will:

- Change the structure and staffing profile of the service building on those roles that are more needed and reducing those roles where there is duplication or where the need is now different
- Provide significantly more 'hands on' support for some of the more challenging pupils including a more holistic approach encompassing out of school work and closer links to families
- Provide clarity, transparency and consistency in the way the service works
- Clarify what schools can expect from the service and what they must provide/do themselves
- Clarify the role of the service in whole school development, training and development for specialist behaviour teachers/workers in schools/settings and support for individual children and their families.

- Strengthen the capacity of schools to deal better with the needs of all children and especially those that present with challenging behaviour
- Strengthen schools capacity to promote/model good behaviour, prevent bad behaviour and help children/staff to develop resilience by continuing to roll out SEALs, Nurturing Environments, Nurture Group and other whole school development programmes.

Briefing sessions for staff, unions and schools have taken place to highlight the need for changes and to re-enforce the general themes of the re-structure. The emphasis on whole family interventions, more flexible approaches and greater hands-on working have been generally welcomed and schools are clear that this is the sort of radical re-think that will enable us to make a real difference to these most challenging of families.

Initial responses from schools indicate that the change to this new model has been welcomed, the transition has been relatively smooth and that schools are optimistic that this new service will provide them with the sorts of support they need to keep children engaged in learning.

The LA and schools are clear that there is still a long way to go. Helping and supporting these children is one of the major challenges facing schools. The challenging behaviour exhibited by some of these pupils can be very disruptive to a good quality education for the individual and for others in the same classroom/setting. Although progress is being made much more remains to be done. For example, the number of permanent exclusions has declined markedly in the last few years but there are still a large number of fixed term exclusions for us to deal with.

As part of the new model of working, the service's work is more closely aligned with the ECM clusters and fits in well with the move to an area- based working model as adopted in safeguarding and positive contributions. This coupled with recent changes around the 'safer schools programme' and the VfM review of connexions/ESW will lead to better integrated input to vulnerable children and families and a more co-ordinated programme of support and training into schools.

What will we measure to evaluate success?

As we move to a new model of delivery it is important that we continue to monitor and evaluate the service so that we can be sure it is delivering positive outcomes for children, families and schools. To do this we will be using a wide range of measures and techniques. Amongst these are:

Young Persons perspective

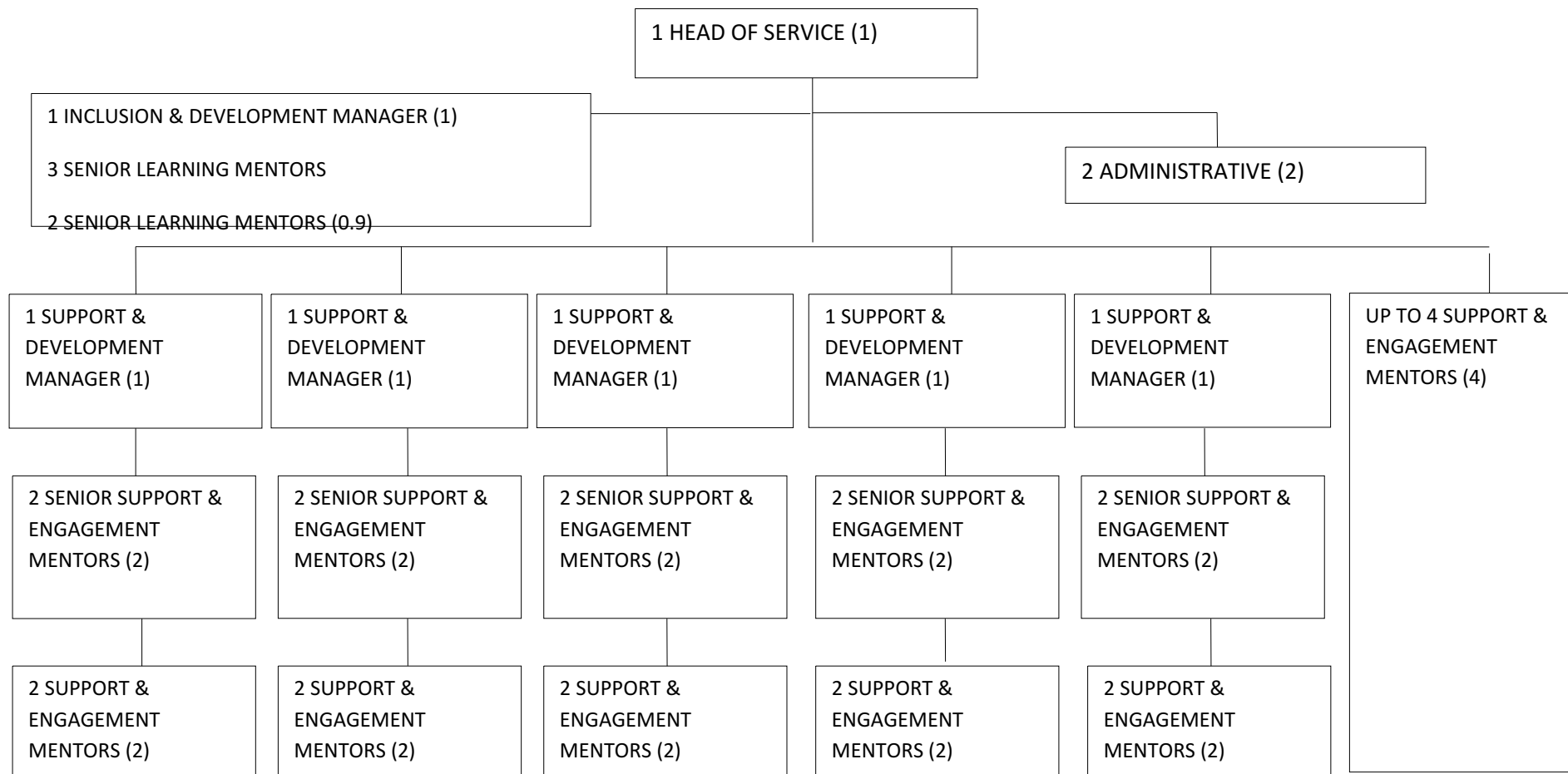
- Perception measures – self, family, school
- Emotional literacy
- Balance between engagement in positive or negative activities
- Self image – where they are vs their view of what the ideal would be

Family Perspective

- Perception measures – self, child, school
- Rule conformity at home – bed on time, home on time, following instructions etc

School Perspective

- Attendance, exclusions, behavioural incidents, rule conformity
- Literacy/numeracy scores
- Perception measures – child, engagement with family



HEADCOUNT = 36

FTE = 34.9

Appendix 2

SEAL - What is it?

SEAL stands for Social and Emotional Aspects of Learning. It is a focussed and coordinated programme to teach children and young people the social and emotional skills that they need to learn effectively.

Research has shown that well designed programmes that promote social and emotional skills have shown to have a positive impact on pupil's attitudes and behaviour. For example:

- Pupils have higher self esteem and confidence
- Pupils are happier and get on better with each other
- Pupils are more engaged in learning so fewer disengage with school
- Quieter pupils become more assertive and confident
- There is better behaviour in the classroom and improved attendance
- There is less bullying
- There are lower rates of truancy, offending and drug misuse

What is SEAL?

There is a Primary and a Secondary version of SEAL.

Primary SEAL is widely used across the country. In Bolton over 90% of Primary schools are using SEAL.

Secondary SEAL came in after primary SEAL. In Bolton 75% secondary schools are using this.

The main bulk of both Primary and Secondary SEALs is a taught programme that can be delivered as a stand alone lesson through PSHCE, in small groups or as part of other subject lessons. There are also links to all National Curriculum subjects and ideas for whole school links and developments.

SEAL is not supposed to be taught for 1 hour each week and then be forgotten. The only way it will be completely effective is if it is used across the school with everybody involved.

SEAL aims to develop five main areas;

- Self-awareness
- Empathy
- Social skills
- Motivation
- Managing feelings

Each of these is broke down further into learning outcomes

Primary SEAL

There is Primary SEAL material for all years from Foundation to Year 6; it works as a spiral curriculum with the same topics being covered each year but with the specific material changing.

There are main themes that are studied over half a term each, they are:

- New Beginnings
- Getting on and falling out
- Going for goals
- Good to be me
- Relationships
- Changes
- Say no to bullying

Each theme starts with an assembly to set the scene, there is then a number of 'learning opportunities' that classes can use to develop their understanding. These are interactive and fun with a minimal amount of writing and listening to an adult talking from the front of the class.

In Primary SEAL, as well as the main class activities there are also staff activities, small group activities and family activities, all linked to the main theme.

Secondary SEAL

Although covering the same five broad areas and fifty learning outcomes, secondary SEAL is organised differently.

There are four themes spread over the year and at the moment there is only specific material for Year 7, although Year 8 and 9 material is on its way and the Year 7 material can be easily adapted. There are currently no assemblies, small group or family activities for Secondary SEAL.

The four themes are:

- A place to learn – focus on self-awareness
- Learning to be together – focus on social skills and empathy
- Keep on learning – focus on motivation
- Learning about me – focus on managing feelings

As with Primary SEAL, there are whole school and specific subject links for each theme.

Summary of Fixed Term and Permanent Exclusions in Bolton 2004/5 – 2008/9 **APPENDIX 3**

	Primary		Secondary	
Year	Fixed Term	Permanent	Fixed Term	Permanent
2004/5	281	8	1708	54
2005/6	288	9	2042	32
2006/7	380	4	2515	28
2007/8	573	5	2249	22
2008/9	408	3	2186	8

Taken from EMS on 10.8.09

C Anderson
10.8.09