

# **BRENT BEHAVIOUR SUPPORT PLAN 2004-2006**



**May 2004**

**Brent Council  
Education Arts & Libraries**

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## 1) CONTEXT

### Scope and coverage of the Behaviour Support Plan

The Behaviour Support Plan (BSP) describes Brent's approach to the social, emotional and behavioural problems that arise from children and young people's experience at school and within the wider community.

The Education Act 1996, section 527, places a duty on Local Education Authorities (LEAs) to prepare a plan setting out their arrangements for the education of children with behavioural difficulties. The plan is mainly, although not exclusively, about the education of children and young people of concern. Schools have a central role to play in ensuring that pupils do not become disaffected and in delivering effective support for pupils with emotional, social and behavioural difficulties.

The LEA must provide for pupils who are educated other than in school, as well as supporting schools in their work. The plan is intended to be a working document that is useful to all those that play a part in preventing and responding to emotional, social and behavioural problems in children and young people. The Department for Education and Employment (DfEE) Circular 10/98 provides guidance on the production and guidance of the plan.

The preparation of the plan provided the opportunity to review existing provision and to work with others in formulating a comprehensive strategic plan for services.

As part of their programme of inspections of LEAs, OFSTED will inspect the LEA's support to schools in supporting behaviour and attendance. They will focus on whether the arrangements set out in the Behaviour Support Plan meet local needs; whether appropriate arrangements for consultation have been established; and whether behaviour support services are being delivered effectively, in line with the arrangements described in the LEA's plan. OFSTED will also want to establish whether behaviour support plans take sufficient account of relevant existing statutory duties, for example in relation to enforcing attendance, and provide for them to be met effectively.

## Purpose of the Plan

The key purpose of the plan is to set out a strategic framework for the development of services and co-ordination of initiatives that aim to prevent difficulties or support children and young people from experiencing social, emotional and behavioural difficulties. It is informed by the LEA's Education Development Plan, and relates closely to a variety of multi-agency Plans for children and young people. In particular it must ensure Brent:

- has coherent, comprehensive and well understood arrangements for tackling pupil behaviour and discipline problems.
- reviews existing provision and plans strategically for children with behavioural difficulties, including support for schools.
- provides an opportunity for the evaluation of provision and the dissemination of good practice.
- clarifies the role and responsibilities of different agencies including schools.
- promotes effective co-ordination between local agencies.
- promotes greater awareness amongst parents and schools of the support available to them for dealing with behaviour problems.
- plans increasingly effective use of resources devoted to tackling behaviour problems.
- succeeds in the improvement of behaviour in schools and raising of standards.

## Children and young people who are the subject of the Behaviour Support Plan

It is important to recognise that most if not all children behave unacceptably from time to time, even taking account of their age and maturity, and that most parents and teachers have little difficulty bringing them back on track. Similarly, children may behave in ways that are acceptable to some adults and not to others. Most adults are able to set out clearly, or to modify their expectations to achieve consistency.

The children and young people who are the subject of this plan are those who, whether in school or other formalised educational settings, are:

- unresponsive to routine management strategies,
- are disruptive to their own learning and leisure,
- are disruptive to the learning and leisure of others.

It is these children for whom parents, teachers, youth workers and others have to make special arrangements in an attempt to improve their emotional, social and behavioural well being. This is likely to include pupils who are excluded from or otherwise out of school, those at risk of offending and those who are looked after by Brent. However the plan also covers lower level disruptive behaviour, which if nipped in the bud, will not develop to the extent that children require specialist support. The appendix lists the type of children for whom the plan may be appropriate.

As required by section 527A of the 1996 Education Act Brent produced its first Behaviour Support Plan in December 1998. The previous Brent Behaviour Support plan covered the period from April 2001 to March 2004.

This plan covers the period 2004-2007 and will be incorporated into the Children and Young people's Plan which will be introduced in Brent in 2006.

The Brent Behaviour Support plan is essentially a strategy designed to promote the positive behaviour of all its children and young people. For those with emotional and behavioural and social difficulties, it covers a range of needs, including pupils benefiting from a little extra support in mainstream schools through to those requiring special arrangements or placements.

The plan is an outcome of intensive consultation with schools and other interested parties and agencies, and includes very clear key objectives linked to performance indicators and success criteria. However it is also intended as a living document, providing practical ideas, resources and information for schools and others, which can be updated constantly.

It is important to recognize the central importance of schools in this venture. The quality of our schools, their delivery of the curriculum, their contacts with parents, and their own behaviour support strategies will be the best guarantee of the development of positive pupil behaviour. Schools are also the natural focus for much of the work undertaken by various different agencies, and in many cases are at the heart of their communities. However, the strategy also reflects the crucial importance of multi-agency and partnership working to achieve a holistic approach in tackling a range of issues from social exclusion to mental health.

## Consultation

In reviewing its Plan, Brent Council consulted with a wide range of stakeholders including parents, teachers, pupils and a variety of professionals working in this field.

There is a clear political commitment within the authority to educational and social inclusion in Brent, which is reflected within the Corporate Strategy 2002-6. The Corporate Strategy outlines Brent's Council's vision, values and key priorities over the coming four years. It is the council's contract with the people of Brent setting out the main issues that will be addressed between now and 2006.

One of the priorities within the corporate strategy is to listen more closely to the views of children and young people and take into account their specific needs when planning council services.

Brent has a young population, nearly 29% of local people are under 19 years of age and this proportion will increase over the next ten years. Many of these young people have complex and particular requirements. For this reason, the consultation framework adopted in the review of the Behaviour Support Plan has placed special emphasis on obtaining the views of children, as part of the evaluation of the range of services which impact upon young people's lives and their development.

Specific consultation in relation to the Behaviour Plan has been undertaken. The aims of the consultation phase, which took place between December 2003 and March 2004 were:-

- To raise awareness of the need to review the Behaviour Support Plan
- To ensure all stakeholders had the opportunity to contribute to the review;
- To ensure that weaknesses identified in the last plan and OFSTED were addressed;
- To ensure that consultation took place with parents, children, schools and relevant agencies.
- To ensure that the revised plan includes appropriate references to all other relevant plans.

## Audit and Analysis

Consultation activities included:-

- Consultation with pupils from Secondary and Primary schools via a series of consultation focus group
- Consultation with a variety of Council services via multi- agency partnerships and steering groups, and a Behaviour and Attendance steering group which was designated as the lead forum for reflecting on the content of the Plan.
- Consultation with parents via consultation questionnaire.
- Consultation with Head teachers via consultation questionnaire

A summary of the consultation response can be found in Appendix 1

## Principles

The revised Behaviour Support Plan 2004-2006 is based on the following principles.

1. Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement.
2. Changes in society and expectations means that increasingly complex challenges demand higher levels of emotional and social competence. Explicitly teaching social and emotional competencies will develop the skills that some pupils currently lack and will facilitate the inclusion of pupils with challenging behaviour.
3. Pupils with challenging behaviour are the responsibility of all schools. An effective borough-wide approach to supporting pupils with challenging behaviour depends on all schools being prepared to take a number of challenging pupils, rather than a few schools having a disproportionately high number.
4. The quality of learning and teaching impacts significantly on the behaviour of pupils; where pupils are able to access high quality lessons that are differentiated to meet their individual learning needs, there is less likelihood of them engaging in disruptive behaviour. The quality of relationships between pupils and teachers is also fundamental in shaping pupils' behaviour.
5. Promoting positive behaviour is the responsibility of the community as a whole; a school's behaviour policy should define specific roles for the governing body, head teacher, staff, pupils and parents, and wherever possible, the wider community.

6. An effective behaviour policy is grounded in the school's ethos and philosophy, is dynamic and is reviewed regularly.
7. A school's Code of Conduct will be most effective where it sets explicit standards of behaviour that are consistently applied by all members of the school community. In developing such standards and appropriate responses, judgments will need to be made in order to understand the cause of the behaviour as to whether it is: -
  - ❑ Straightforward misconduct
  - ❑ A symptom of significant underlying problems including learning and/or social and
  - ❑ Emotional difficulties
  - ❑ The result of provocation through bullying or racial harassment.
8. Support for children and young people with emotional and behavioural difficulties and their families can be significantly enhanced through strengthened collaborative practices.  
 Recommendations within the Children Bill emphasise the importance of more coherent support for families, targeting resources more effectively and commissioning services in a more strategic manner. Key partner agencies include Social Services, Primary Care Trust, Child and Adolescent Mental Health Services (CAMHS), Early Years services, Police and the Youth Offending Team.
9. Children and young people with emotional and behavioural difficulties are entitled to access a broad and balanced curriculum, which helps them to develop as effective and independent learners, and prepares them for adulthood and supports their lifelong learning.
10. Any child or young person who is experiencing emotional or behavioural difficulties is entitled to the opportunity of being educated in a mainstream setting. They should be included in a mainstream setting until such a time as it is determined that the individual's needs can no longer be met in such a setting, and where it has been demonstrated that appropriate support and inclusion have already been provided over an extended period.  
 The special educational needs policy in each school or college should detail the pastoral and curriculum support available: the behaviour policy should aim to reduce and ultimately minimise educational, social or physical exclusion.
11. Families have a primary responsibility for developing in an individual positive behaviour, social and emotional skills. Policies and support programmes will be most



effective when they are developed in partnership with families, actively involving them in the formulation of whole-school strategies and/or an individual support plan.

12. Early identification and intervention, with an emphasis on developing social, emotional and behavioural skills in the early and primary years are considered crucial. Emotional and behavioural difficulties, which do not respond to the consistent application of an effective whole-school behaviour policy, should be seen as a special educational need, and responded to in accordance with the Code of Practice.
13. Behaviour is not a fixed characteristic of a child: it is best seen as an outcome of the interaction between the child and the environment. Children and young people with behavioural difficulties often do not present such difficulties in all contexts or situations.
14. Effective support for children and young people with emotional and behavioural difficulties is dependent upon effective support for those who work with them. An inclusive curriculum has major implications for the professional development of all staff.  
Strengthening collaborative practices between schools as well as with key partner agencies is crucial in sharing best practice and ensuring that professionals working with children and young people feel supported, valued and safe.
15. Partnership between mainstream schools, the continuum of specialist provision, and multi-agency support should be coordinated so as to work in the best interests of all children and young people.

## Brent's Commitment to Inclusive Education

Meeting the educational needs of vulnerable groups of young people is given high prominence in key strategic plans within Education Arts and Libraries (EAL). These include the Education Development Plan and SEN and Inclusive Education plan.

The Behaviour Support Plan is also a key strategic document in supporting the development of a comprehensive strategy for inclusive education throughout Brent and links directly to a variety of strategic and operational plans within the borough.

Improving standards of inclusive education remains the highest priority for the LEA. There are many tasks that are carried out in support of this and it would be desirable if we could do even more. However in order to maximise outcomes from available resources, we will need to decide on the specific priorities for services within the authority.

In order to continue to build an inclusive culture, we need to ensure that there is a common understanding across the whole of Brent's education community of what we mean by inclusion. Social exclusion can be tackled and social inclusion achieved only through positive attitudes and a collaborative style of working. A successful social Inclusion strategy demands:

- An ethos that agencies throughout the authority working with vulnerable children and their families face a joint problem, requiring joint action and that isolation and competition are bringing fewer benefits to schools and pupils themselves
- Improving the accessibility of services;
- Removing barriers that limit opportunities;
- Challenging prejudice and discrimination;
- Changing attitudes and systems;
- Looking at the connections between problems and finding holistic solutions;
- Developing a collaborative approach to working e.g. consortium arrangements;
- A multi agency approach, bringing together Education, health and Social Services;
- Funding which reflects the emphasis on collaboration;
- Using existing resources creatively e.g. a multi agency approach to developing and financing a menu of programmes

The following extract taken from the Ofsted document 'Evaluating Educational Inclusion' sets out the key issues for schools and as such provides a conceptual framework for promoting the Inclusion agenda within Brent.

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well being of every young person matters. Effective schools are educationally

inclusive schools. This shows, not only in their performance, but also in their ethos. This willingness offers new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils varied life experiences and needs.'

It is recognised that the causes of behavioural difficulties in school are complex and are often rooted in societal factors. Behaviour difficulties are associated with underachievement, loss of motivation and increasing social exclusion.

Brent Local Education Authority seeks to assist schools in improving the behaviour and achievements of all children in an inclusive way, on the basis that pupil behaviour is influenced to a considerable degree by educational context.

### Role of Schools

School plays a significant part in children's social and emotional development and has an impact on children current and future well-being. Schools also have an important role in identifying vulnerable children and their families in need of additional support within school and those in need of more specialist services. In this respect it is essential to develop close working links between schools and other agencies.

It is an expectation that certain key elements will be in place in all schools to address, support and co-ordinate a response to the needs of pupils displaying emotional and behavioural difficulties.

Promoting positive behaviour in schools will depend on a range of factors, all of which can be promoted systematically by schools. These relate to the leadership of the head teacher, staff and governors, the extent to which the broad and academic curriculum caters for the needs of all pupils, the school's ethos, the sense of community within the school, and the loyalty and trust towards the school engendered in pupils and parents. All schools should have developed the following key features:

- All pupils should have access to a broad and balanced curriculum of the highest standard. It should be differentiated to take account of learners' different starting points, abilities and needs so that it motivates them, raises their self esteem and gives them a sense of achievement
- Schools should have in place a range of activities, for example cultural, communal or sporting which foster its ethos and sense of community, designed to involve and support all pupils including those who may have emotional or behavioural problems
- Each School should have a behaviour support policy and review it regularly. The policy should include a framework of rules and expectations that are regularly and consistently

applied across the school. The policy should value and protect individual pupils and include measures to counter bullying

- All teachers should have appropriate skills in positive behaviour management. Additionally it would be helpful if some staff had more advanced skills in behaviour support. Schools should make training available as necessary
- Schools should work constructively with parents. This should include systems for regular communication such as homework diaries and home-school agreements, as well as early communication and collaboration regarding emotional, behaviour, social or attendance problems
- Pupils with recurring or more serious emotional or behaviour or social problems should be supported through measures laid out in the Code of Practice, through an individual education plan (IEP).
- It would be very rare for a school to exclude a pupil for whom an IEP or Pastoral Support Programme (PSP) had not been implemented. (See Social Inclusion: Pupil Support, Circular 10/99)

### LEA support for Schools

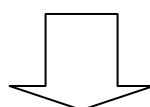
To support the development of these features, the LEA will endeavour to:

- ❖ Continue to extend existing initiatives to improve attendance and reduce disaffection
- ❖ Extend guidelines on good practice in behaviour management.
- ❖ Increase the range of training for all school-based staff in behaviour management.
- ❖ Work in partnership with schools to develop initiatives to involve parents
- ❖ Provide training and support to governors relating to behaviour policies and their implementation.
- ❖ Support schools to develop a flexible curriculum at key Stage 4
- ❖ Support a number of Schools in the development of school improvement projects focusing on behaviour and learning.
- ❖ Provide a graduated response with a range of prevention and intervention strategies as set out in Table 1.

**Table 1:** Graduated response by Brent LEA: Behaviour management support to Schools

Release of Model policies and advice to schools.	Local and national policies and initiatives are reviewed and brought to the attention of schools in a variety of ways including conferences, workshop training, and bulletins to school
Audit of whole school practice Associated inset training and Support	LEA works in partnership with schools to audit whole school approach to inclusive practices in relation to Behaviour support and SEN. Training needs may be identified for certain schools and trigger the development of training modules through Inset training.
Practical Support for pupils, at risk of exclusion	
1. Behaviour Improvement Programme (BIP).	The Behaviour Improvement programme works in 14 selected schools to improve behaviour, reduce exclusions and reduce truancy. It includes the establishment of multi-agency support teams and arrangement to provide for full time provision for pupils on fixed term exclusion from school (see Right track programme)
2. Children Adolescent Mental Health Service (CAMHS)	Assessment and Intervention is offered by CAMHS (via 1 FTE Clinical Psychologist) to families where their children and young people are at serious risk of permanent exclusion or where there has been a permanent exclusion and there are identified plans for re-integration into another school.
3. Key Stage 3 Behaviour and Attendance Strategic support to schools.	The key aspect of the KS3 Behaviour and Attendance Strategy has been the drive by the LEA to encourage schools to undertake a self review of behaviour and attendance.
4. Educational Psychology service	The Education Psychology Service (EPS) provides schools with a link educational Psychologist who visits schools on a regular basis to assist in the development of positive approaches towards behaviour for all pupils, particularly the most vulnerable and at risk children.
5. Learning Support Units.	Learning Support Units have been established in 6 schools. A review of LSU provisions in schools had been undertaken by the LEA in February 2004
6. Primary Positive Behaviour Project.	The Positive Behaviour Project (PBP) is currently working with seven primary schools with approximately 38 children, based on one hour of contact a week with the children over a period of about 14 weeks.
7. On track Programme	The On track programme is based in the St Raphaels and Roundwood wards and targets 4-12 year olds and their families. The programme operates 12 interventions in 8 primary schools.
8. Children Fund Programme	The Children's Fund Programme provides a comprehensive range of preventative services for 5 – 13 years old at risk of social exclusion.
9. Right Track. Programme for pupil's on fixed term exclusion	There are two centres funded through the Behaviour Improvement programme catering for fixed term exclusions from four participating secondary schools, staffed by the Youth service
10. Children Support Panel.	Intervention and preventative work with young people aged 5-13 known to YOTs

Interventions and preventative measures



11. PRU Pre-exclusion Team	Intervention and Preventative work with pupils at risk of exclusion, ensuring Pastoral support Programme in place.
Pupil Referral Unit support for permanently excluded pupils	Key Stage 2 provision for 6 pupils based at the Centre for Staff Development. Key Stage 3 provision at Stag Lane has capacity for 25 pupils. The teaching staff provides an outreach service to mainstream secondary schools to support preventative work and re-integration. Key Stage 4 provision based at Church Lane for up to 50 pupils provide with individual programmes, including FE college links and work experience.
Alternative Education provision for excluded pupils out of School other than the Pupil referral Unit.	Social Inclusion Programme Panel: Development of virtual package of support for these pupils
Support for pupils with statements in mainstream school	Some mainstream schools, both Primary and Secondary have an increasing range of provision for children with emotional behavioural difficulties and autism spectrum disorder. Schools may have facilities such as separate specialist units where pupil's particular needs can be catered for some time while they are integrated into mainstream classes during other periods. Resourced provision may be in the form of additional teaching staff who are able to provide specialist support for pupils within a mainstream classroom setting.
Special School placement	Placement in Vernon House EBD Special school (There is no Secondary EBD School in Brent)
Out of Borough Purchase	Possible Tripartite funding agreed for placing pupils with the most exceptional needs in specialist provision out of borough

## Implication of the Children Bill

The most sweeping changes to children's services for a generation, were announced by the Government in February 2004. The new Children Bill sets out a raft of legislation aimed at safeguarding children. Enquiries into the death of Victoria Climbié and other children over the years have identified some serious gaps and issues that need addressing around preventative work in children services. The Children Bill sets out the context for information referral and tracking (IRT) and the government's long term vision of how earlier information sharing could be effective in ensuring early action and preventing later difficulties.

Brent is currently embarking on an IRT project with the specific long term aim of creating a vision where all professionals in relevant agencies who have identified children at risk of underachieving, offending or social concerns have the opportunity to log their concern via a shared system. This will ensure that every child at risk will be identified, referred to appropriate preventative services and their progress tracked to ensure that they do not 'fall through the net'.

The recommendations within the precursor to the Bill, the Green Paper "*Every Child matters*", emphasised the need for every local authority to harness the raft of support for vulnerable pupils, drawing together the expertise of various professionals to provide more coordinated support for children, young people and their families.

The broader impact of the Children Bill will be that at both national and local government level, key services for children are to be integrated within a single organisational focus. At a local level, the government has legislated for the creation of the post of Director of Children's Services, accountable for local authority education and children's social services. In addition a lead council member for children is to be established. In the long term the establishment of children's trusts will integrate key services for children and young people.

Brent authority is committed to making integrated working a reality and ensuring that strong joint working arrangements are in place before embarking on any longer term structural change. This will involve careful consideration of the ways social services, education and health (the Primary Care Trust) can work more closely together by establishing pooled budget arrangements, joint working protocols and service agreements.

Work has already started on key areas of development set out in the Children Bill, such as pooled budget arrangements for children's mental health and for children with disabilities; and improved information sharing arrangements.

Each of our key partners is currently expanding and developing support services for vulnerable children including those with emotional and behavioural difficulties and their families.

It is crucial that we consider collectively how these and other resources are to be utilised, drawing on evaluative information from each of the projects. To this end, the Children and Young People's Priority Action Group are leading on the development of strategies for more effective collaboration in both planning and implementing new initiatives, mapping where services are located throughout the authority, evaluating the impact and drawing on past experience to inform future directions.



## 2) LINKING THE BEHAVIOUR SUPPORT PLAN TO OTHER STRATEGIC PLANS

The Behaviour Support Plan does not stand alone, but sits within a Brent-wide planning framework. This framework will change during the lifetime of the plan as new regulations come into force. This will include the production of a Children and Young People's Plan, into which the Behaviour Support Plan will be subsumed.

Since the production of the previous plan, many other related plans have been produced. The priorities contained within these plans contribute directly to the work of the Council in its corporate role of raising the attainment and improving the life chances of young people at risk of Social exclusion. Targets for reducing the levels of school exclusion and raising attendance are common to many of these plans within the wider context of prevention of social exclusion.

The following plans and reports have all been considered whilst developing the Behaviour Support Plan:

### Local Preventative Strategy and Children and Young People's Strategic Plan

The Children and Young People's Strategic Plan (CYPSP) and Local Preventative Strategy are both multi-sector and multi-agency partnership plans setting out shared planning and objectives for services for children and young people to ensure they reach their full potential. The CYPSP sets out the over-arching vision and priorities for the promotion of the well being of children and young people to ensure they reach their full potential.

The purpose of the Local Preventative Strategy is for all services for children and young people to be provided in a way that harm to the children from Social exclusion risk factors is prevented. This is done in two ways:

- ❖ Protection: through providing mainstream services in such a way that children and young people develop resilience to withstand social risk factors
- ❖ Early Intervention: giving children and young people the support they need in the short to medium-term to help them overcome difficulties that may lead to social exclusion if left unchecked.

The delivery principles of Local Preventative Strategy are as follows:

**Universal Services**

- ❖ Agencies will work towards providing services through multi-agency teams, with partnerships working towards the pooling of budgets and joint commissioning of services for children and young people where this means that better outcomes for the child can be achieved.
- ❖ Agencies will work towards delivery of services at the community level using community buildings and resources to optimise access from local people and hard-to-reach communities, thereby improving early identification of children displaying risk factors.
- ❖ Mainstream Service deliverers will actively seek to recognise risk factors and take action to refer children to appropriate services.
- ❖ Support for parents will receive greater recognition and focus
- ❖ Children and young people with disabilities will have access to mainstream services and activities as well as to buildings
- ❖ Training and employment of local parents to provide local services will be a focus for staff recruitment.

**Early Intervention Services**

- ❖ All agencies will adopt common Information Sharing Protocols and jointly develop the Identification Referral and Tracking system (IRT), to enable information exchange and early intervention through holistic multi-agency services.
- ❖ Where early intervention is required, the child's needs are considered within their family and community context.
- ❖ Children and families' needs are assessed within a multi-agency context so that their needs are addressed holistically through a common assessment framework.
- ❖ Early intervention services are provided in a way that does not marginalise or stigmatise the child and their family, and wherever possible within the mainstream service or family environment.

## The Education Development Plan (EDP)

This is a major strategy document for school improvement in Brent. It is produced through major consultation with schools and is reviewed and revised annually.

Our key objectives and targets are set out in Brent's Education Development Plan 2002-7 (EDP). Other departments within EAL contribute to the implementation of this plan. The School Improvement Programme within the EDP is arranged under six priorities. These are:

1. Raising attainment in the Foundation Stage
2. Raising attainment in primary schools
3. Raising attainment in secondary schools
4. Raising the attainment of vulnerable groups
5. Making effective use of data in school improvement
6. Improving the recruitment and retention of staff

## Youth Justice Plan

The correlation between non school attendance and offending or anti social behaviour has been highly publicised in a number of academic circles. In the drive to ensure that authorities meet national performance targets set by the Youth Justice board, the youth Justice plan has been developed in accordance with national guidance and seeks to establish, among other things, interventions which reduces the risk of offending by young people in the borough and reinforcing the responsibilities of parents of helping to re engage members of their families who are young offenders at risk of offending.

In establishing these interventions, the YOS has developed a range of programmes in partnership with statutory and voluntary agencies to respond to the needs of young people in the borough. These have included the youth Inclusion and Support Panel (now renamed Children Support Panel).

The evaluation of YOS related interventions in Brent has demonstrated the success of these programme in relation to their impact on the attitudes of young people towards behaviour and offending.

In terms of crime, disorder and substance misuse the borough has attracted additional funding through Children's Fund, Building Safer Communities, Criminal Justice Intervention programme and Behaviour Improvement programmes. However, there remains a high level of concern about serious drug related crime and the associated violence. This naturally has a major impact both upon the community and upon young, mainly males, who may get drawn into this dangerous lifestyle.

Although the incidence of youth crime seems to be reducing, the relative levels and seriousness of offending and anti-social behaviour is of considerable concern for both our communities and all partner agencies. The YOS remains in the vanguard of our approach to reduce the incidence of criminal behaviour by, and amongst, young people and is working with voluntary and statutory partners to develop preventive strategies to impact upon this.

### **School Organisation Plan**

The key purpose of the School organisation Plan (SOP) is to set out clearly how the local Education Authority plans to meet its statutory responsibility to secure sufficient education provision within its area in order to promote higher standards of attainment. It is designed to help key stakeholders such as the LEA, schools, parents and local communities understand what school places are needed at present and in the future, and how they will be provided. The main aim of these arrangements is to contribute to the LEA's overall goal to raise standards of education across all schools.

### **SEN and Inclusive Education Plan**

This is a non statutory plan, but essential for setting out the work to be undertaken by the authority to improve the arrangement for children with special education needs and promote effective inclusion into school and community life.

### **The Young Persons Substance Misuse Plan**

The Young Persons Substance Misuse Plan (YPSMP) aims to take forward and meet a number of targets that are a part of the Government's 10 year anti drugs strategy. Within Brent we are assessed against three Key Performance indicators that will help measure our success towards reducing the harm that drugs cause to communities, individuals and their families, preventing today's young people from becoming tomorrow's problematic drug users and reducing the use of Class A drugs and their frequent use of any illicit drug, among all young people under the age of 25, and especially by the most vulnerable young people.

To do this we have a range of generic and universal drug education work taking place in Brent's Schools.

- ❖ Financial contribution to work and posts associated with Healthy Schools
- ❖ Providing Substance Use and management of incidents policy for all Schools – shortly to be updated to reflect developments arising from the 2004 Drugs Guidance for Schools. Reflects best practice and alternatives to exclusion for drug incidents.

- ❖ An audit of the drug provision within Schools in Brent to ensure that we meet the necessary requirements from the Government – such as having a named drugs co-ordinator within schools, access to policies and that drug education is delivered to a high standard.
- ❖ Support Brent's target Healthy Schools work towards achieving the drugs component of the National Healthy Schools Standard through formation of action plans and advising on task groups.

#### Delivery of drug education within schools

- ❖ Provide aware and education sessions to parents and Governors
- ❖ Development of training programme around Drugs and SRE
- ❖ Act as a focal point of the use of outside provision (Theatre in Education, for example)
- ❖ Support teachers continuing professional development around substance use.
- ❖ Implement relevant local campaigns – such as awareness raising over the reclassification of cannabis.
- ❖ Point of reference regarding advice and information on drug issues to schools and will advise in a way that promotes inclusiveness and the development of protective factors for young people.

All young people regarded as vulnerable will be provided with targeted drug education and preventative measures – this includes attendees at the Pupil Referral Units and those receiving Home Tuition services.

Young People Drug Treatment workers regularly support work within Schools providing confidential advice and information to young people. They support two of the Behaviour Improvement Programme (BIP) schools with group work projects, which hopefully should expand to cover all four BIP schools in the future.

Finally the Drug Action Team supports the development of projects that reduce the risk factors that endanger young people and those projects that promote protective factors

### 3) SUMMARY OF THE PROGRESS MADE SINCE THE LAST BEHAVIOUR SUPPORT PLAN 2001

- The establishment of the Behaviour Improvement project. The project has been funded in Brent Since September 2002 with 4 secondary schools and 10 primary schools participating in the project.
- The establishment of learning support units (LSU) in 6 schools. A review of the LSU in schools, has now been under taken by the LEA. (March 2004).
- Full time provision at Key Stage 4 Pupil Referral Unit.
- The funding, through Standard Funds, of a number of social Inclusion projects in a selected Primary schools
- The establishment of a Social Inclusion Panel that considers the needs of children and young people who are unlikely to access mainstream education.
- The establishment of a Key Stage 3 Pupil Referral in September 2002.
- Full time provision for pupils at Key stage 2
- The establishment of the 'NOTSCHOOL' online learning programme as one aspect of the alternative education provision for pupils not attending mainstream school.
- Central pupil database will be in place in September 2004. The database will facilitate the monitoring and tracking of pupils out of school.
- Agreed admissions protocol in place between secondary schools for excluded pupils.
- Re-integration support available for all previously excluded pupils attending the Key Stage 3 Pupil Referral Unit and Brent Education Tuition service.
- Establishment of a joint commissioning post across health, education and social services
- A reduction in the number of pupils excluded.
- Schools issued with new guidance on the content of their behaviour policies; behaviour policies in place in all schools.
- Regular networks established to support school SEN coordinators (SENCOs)
- The establishment of a Clinical Psychology post, who works in collaboration with schools offering support to families where a child/young person is at risk of exclusion.
- The establishment of an autism outreach service operating from the Evans Davies Nursery
- The successful establishment of the Children Fund and ON Track programmes.
- The funding of the Place2b Programme in 11 Brent schools.

A full evaluation of the impact of the 2001 – 2004 Behaviour Support Plan can be found in Appendix 2. A summary of relevant projects and initiatives can also be found in Appendix 3.

### Achievements against targets set in the 2001-2004 Behaviour Support Plan

#### A statement of the service's current and previous years performance against Best Value Performance indicators and / or other mandatory performance indicators

The number of permanent exclusions from schools has fallen dramatically over the past 6 years and there has been a leveling off, Brent is still within the target figure set in the Education Development Plan and Behaviour Support Plan 2001- 2004

Ref	Statutory Performance Indicators	How we performed			Targets		
		2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
BV 44	Number of pupils permanently excluded during the year from all schools maintained by the local authority per 1,000 pupils at all maintained schools.	1.67	1.98	1.22	1.2	1.2	1.2
BV 45	Percentage of half days missed due to unauthorized absence in secondary schools maintained by the local education authority	New PI in 2002/3	New PI in 2002/3	7.8%	7.8%	7.7%	7.0%
BV 46	Percentage of half days missed due to unauthorized absence in primary schools maintained by the local education authority	New PI in 2002/3	New PI in 2002/3	6.3%	6.8%	6.6%	6.5%
BV 159a	The percentage of permanently excluded pupils attending alternative tuition of under 6 hours per week	New PI in 2002/3	New PI in 2002/3	21%	15%	10%	5%
BV 159b	The percentage of permanently excluded pupils attending alternative tuition of between 6 and 12 hours per week	New PI in 2002/3	New PI in 2002/3	12%	0%	0%	0%
BV 159c	The percentage of permanently excluded pupils attending alternative tuition of between 13 and 19 hours per week	New PI in 2002/3	New PI in 2002/3	6%	0%	0%	0%

BV 159d	The percentage of permanently excluded pupils attending alternative tuition of more than 20 hours per week	New PI in 2002/3	New PI in 2002/3	61%	85%	85%	85%
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Ref	Local Performance Indicators	How we performed			Targets		
		2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
	Percentage of pupils permanently excluded from Brent schools who are Black British/Caribbean	51%	34%	62%	51%	34%	
	Percentage of pupils permanently excluded from Brent schools who are Black British/African	17%	18%	8%	8%	8%	
	Percentage of pupils permanently excluded from Brent schools who are looked after	N/a	7%	N/a			
	Percentage of pupils permanently excluded from Brent schools who have a statement of SEN	N/a	14%	18%			



## Attendance in Brent Schools

Attendance (including unauthorised and authorised absence) at primary age level has remained consistent both in percentage terms and when measured against statistical neighbours and national level, although still below national level against overall attendance figures and above national level when measured against authorized absences. Unauthorised absence rates were slightly above the national average. Attendance at secondary schools in Brent had shown a steady, consistent improvement from 1999 to 2002. At secondary school age, again the percentages across all three figures has remained consistent, and compare favourably with both statistical neighbours and at national level. However, with regard to authorised absences, there has been a significant statistical change against statistical neighbours and at national level. This appears to be due to the fact that Brent LEA figures have remained the same but at neighbour and national level they have gone down.

The Education Welfare Service targeted secondary schools with attendance below the national average and developed strategies for supporting disaffected pupils. These measures, together with first day response to absence and parental involvement schemes enabled Brent to maintain secondary attendance figures that are better than the national average and generally better than those of our statistical neighbours. Unauthorised absence rates were below the national average.

Central government requires local authorities to have targets in place to increase school attendance rates. The authority has, implemented a range of support initiatives to steadily improve attendance year by year to achieve at least the national average and consistently set targets which are both challenging and realistic

## Attendance

<b>Percentage Attendance:</b>				
	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
<b>Primary</b>	93.4	93.4	93.6	93.7
<b>Secondary</b>	89.0	92.2	91.9	91.7

### Permanent Exclusions

The number of permanent exclusions from schools has fallen dramatically over the past five years and Brent is within the target figure set by the DfES. Accurate information about trends and patterns in exclusions is now available to schools and members; a database on exclusions has been maintained; trends analysed and information widely disseminated. Since 1999, total permanent exclusions have reduced from 101 to 74: these figures include Brent resident pupils, primary and secondary, permanently excluded from Brent schools and from

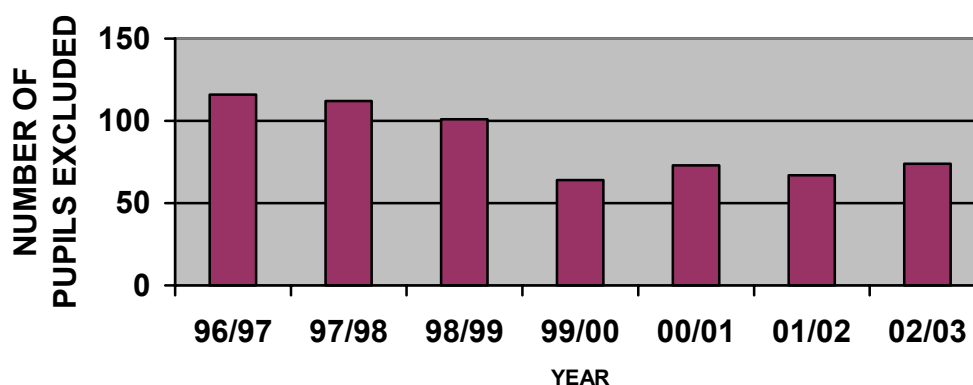
out of borough schools. The number of pupils permanently excluded from Brent secondary schools has been reduced from 63 in 1998-9 to 40 in 2001-2. However, there had been a rise in permanent exclusions of Brent resident pupils from secondary schools outside Brent since 1999-2000, from 9 to 25.

### Exclusions

<b>Permanent Exclusions of Brent Pupils from Brent Schools:</b>				
	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
<b>Primary</b>	9	6	4	6
<b>Secondary</b>	<b>41</b>	<b>42</b>	<b>34</b>	<b>43</b>
<b>Independent School)</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>Special School</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>

<b>Permanent Exclusions of Brent Pupils from Out-borough Schools:</b>				
	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
<b>Primary</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Secondary</b>	<b>9</b>	<b>20</b>	<b>23</b>	<b>17</b>
<b>Special</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>

**PERMANENT EXCLUSIONS OF BRENT PUPILS FROM BRENT SCHOOLS AND OUT-BOROUGH SCHOOLS FROM 1996 - 2006**



### Fixed Term Exclusions

For the first time, in 2003, the recording of fixed term exclusions has become a requirement by the DfES. Below are the figures for the initial two terms since this requirement.

It is too early to analyse the statistics, but in future they may give a more in depth understanding of the true picture of issues around exclusion for school and the underlying factors.

They do, however, seem to confirm the fact that pupils from a African Caribbean background are significantly more likely to be excluded on a fixed term than other ethnic groups, thus

reflecting the figures with regard to permanent exclusions. Also they confirm that the most at risk pupils in terms of exclusion are those in years 9, 10 and 11.

The two most frequent reasons for fixed term exclusion are disruptive behaviour and personal attack on another pupil.

#### 4) KEY PRIORITIES IN THE 2004 - 2006 BEHAVIOUR SUPPORT PLAN

The purpose of revising the Behaviour Support Plan is to ensure that Brent has coherent, comprehensive and well understood local arrangements for tackling pupil behaviour and disaffection that take account of both national and local developments, cover the full range of needs, and ensure that Brent Council is able to achieve its targets.

The process of producing Brent's Plan has included an assessment of current provision that will result in:-

- More effective coordination between local agencies.
- Greater awareness among parents and schools of the support available to them for managing behaviour and dealing with behaviour problems, and the mechanisms by which they are accessed.
- More effective use of substantial resources currently devoted to tackling behaviour problems.

This section describes the steps that Brent intends to take to address the principles that underpin the Behaviour Support Plan. It is set out in the form of an action plan.

A number of key issues have been identified for action. Within each key issue a series of tasks has been identified. These are divided between the years 2004-2006 (each running from April-March) that the Plan is designed to span. The plans for the first year has been divided (where appropriate) into tasks that are to be undertaken primarily by the LEA, and those for which the schools are expected to take the lead. Inevitably, the tasks for the first year are more sharply defined and extensive than those for the subsequent year. It is intended that the plan will be reviewed towards the end of the first year in order to specify in more detail the tasks for the forthcoming year.

The key priorities within the revised Behaviour Support plan are set within a framework that places greater emphasis on early intervention, thus ensuring that the most appropriate level of support is provided to children and young people at the most appropriate time.

A number of key issues have been identified based on the following:

- ❖ issues identified in Brent LEA's Post OfSTED Action Plan.
- ❖ issues identified in the Green Paper.

- ❖ issues identified through the DfES and presented in key initiatives including the Behaviour Improvement Programme, KS3 Behaviour and Attendance Strategy.
- ❖ issues identified in other related plans including Quality Protects and the Youth Justice Plan.
- ❖ relevant issues identified in the previous Behaviour Support Plan and which need further development.
- ❖ issues identified by stakeholders in the initial consultation process

**Monitoring and evaluation of progress on key issues**

This will take place at different levels by:

- ❖ Designated officer(s) responsibilities for each recommendation.
- ❖ Quarterly monitoring reports during the first year
- ❖ Quarterly reporting at Special Education Needs and Inclusive Education (SENIE) team meeting.
- ❖ Six monthly reporting to the Achievement and Inclusion management team

The Head of Inclusive Education will have overall responsibility for managing the implementation of the Behaviour Support Plan

A detailed action plan, drawing together the actions required to address the identified key issues can be found in Appendix 5

**The following table shows our priorities for the Behaviour Support Plan 2004-2006**

<b>Key Issue 1</b>	Strengthen co-ordination and ways of working collaboratively with other agencies to improve support for vulnerable children and young people, including those with emotional and behavioural difficulties in line with recommendations within the green paper
<b>Key Issue 2</b>	Ensure that the LEA and all schools have in place effective whole-school behaviour support policies, which identify clear strategies and procedures for early intervention and support for pupils with behavioural difficulties
<b>Key Issue 3</b>	Review and evaluate the existing continuum of specialist provision for pupils with emotional and behaviour difficulties, based on the principle of promoting maximum inclusion; and develop clear criteria for monitoring the appropriateness of provision, focusing specifically on individual learning outcomes and value for money.
<b>Key Issue 4</b>	Ensure all pupils who are out of school have access to appropriate provision
<b>Key Issue 5</b>	Establish a co-ordinated programme of professional development with regard to whole-school behaviour management and support for pupils with emotional and behaviour difficulties; draw on major DfES initiatives including the KS3 Behaviour and Attendance Strategy, Behaviour Improvement Program and developing children's social, emotional and behavioural skills (primary schools).
<b>Key Issue 6</b>	Reduce the level of pupil exclusion, both permanent and fixed-term.
<b>Key Issue 7:</b>	Implement a robust system for recording and tracking pupils out of school, including monitoring their level of achievement
<b>Key Issue 8</b>	Put in place strategies to ensure that intervention in matters of poor behaviour takes place as early as possible, actively involving families in developing and implementing individual support plans.
<b>Key Issue 9</b>	Develop strategies to raise the achievement of Black African Caribbean boys in Brent Schools.

**Key Issue 1:**

Strengthen co-ordination and ways of working collaboratively with other agencies to improve support for vulnerable children and young people, including those with emotional and behavioural difficulties in line with recommendations in the Green Paper.

**Current situation****Tripartite Funding**

The three key agencies of social services, PCT and the education have come together and established a Tripartite Funding Panel in Brent. This panel is set up to discuss all children and young people who need funding from more than one agency to meet their needs, each with their own care plan, including a financial plan, which is coordinated and monitored by the commissioning manager through a data-base which is held centrally by the PCT.

**Multi agency collaboration**

The LEA is in the process of developing improved service co-ordination to speed up placement of pupils thereby resolving pupil's difficulties and family anxieties. The newly established procedures for the Social Inclusion Panel are already bearing results in terms of communication and resolution of some pupil's difficulties.

The Social Inclusion Panel (multi- agency panel) meets monthly to discuss support for vulnerable children who are not attending school. The panel recognises the essential need for the establishment of a working partnership with key potential off-site providers. For those pupils who are not able to be placed in school then alternative flexible, imaginative, educational and vocational offers need to be made. Consultation with a variety of off-site providers is already underway as evidenced by the excellent partnership arrangement with the College of North West London.

**Early Intervention**

Brent has identified the wards in which Children's Centres will be developed between April 2004 and March 2006. Six Children's Centres will be developed across St Raphaels, Stonebridge, Harlesden, Roundwood, St Andrews, and Carlton wards (old ward designations). The Centres will house state-of-the-art nurseries combined with office space and training facilities to offer a full range of integrated services. Brent has been set an overall reach target of 5,186 children that should benefit from Children's Centres services. These services will be delivered across a range of different settings, which are identified below along with projected opening dates. The Children's Centre programme is based on the concept that providing integrated services for children aged 0-5 years and their families, that are locally based and easily accessible, will result in long-term positive outcomes for all. The rationale behind Children's Centres is partly based on research carried by EPPE (Effective Research for Pre-School Provision) to look at the impact of pre-school on children. The study looked at the impact on children's intellectual, social and behavioural development from a range of different types of pre-school settings. It was found that children attending pre-schools with an integrated provision of services showed better development in those areas assessed than those attending other settings. It also showed that integrated pre-school settings can be an effective intervention for the reduction of SEN, especially for the most disadvantaged and vulnerable groups of young children.

**Objectives**

- ❖ Establish multi agency attendance at the Social Inclusion Panel
- ❖ Establish children Centres at designated locations across the borough
- ❖ Establish pooled budget arrangement for children with exceptional needs

Performance Indicators	Success Criteria	Lead Officer(s) monitoring progress
Development of the Local Preventative Strategy	Project team consisting of representatives from Brent PCT	Preventative Strategy & Children Bill Manager

	and Brent Council in place by July 2004 to develop the Preventative strategy	
Information Sharing procedures in place across the various agencies, including schools.	Information sharing procedures clearly defined within each agency. Information sharing protocols agreed and in place by September 2004	Information Referral and Tracking Co-ordinator. (ext 3074)
Consistent attendance of Members at Social Inclusion Panel meetings	Average panel members attendance of 90% during 2004/5	Head of Inclusive Education (ext 3241)
Pooled budget arrangements in place	Pooled budgets agreed and in place	Tripartite Panel Members across Education, Health and Social services
Establish 6 Children Centres	Children Centre operational by October 2006	Assistant Director Children services. Director of Joint working, Primary Care Trust.
Lead Co-ordinating Officer Rik Boxer (Deputy Director Education Arts & Libraries)		



<b>Key Issue 2:</b>		
Ensure that the LEA and all schools have in place effective whole-school behaviour support policies, which identify clear strategies and procedures for early intervention and support for pupils with behavioural difficulties		
<b>Current Situation:</b>		
<ul style="list-style-type: none"> <li>❖ All schools have in place whole school behaviour support policies.</li> <li>❖ The Behaviour Improvement Programme (BIP) currently offers support to the 14 BIP schools to help in the development of these policies. This includes the implementation of strategies and procedures for early intervention and support for pupils with behavioural difficulties, for example the use of Learning Support Units.</li> <li>❖ A similar support programme, focusing primarily on whole school policies, is available from the KS3 Behaviour and Attendance consultant in all secondary schools.</li> </ul>		
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>❖ Schools to identify priority areas for improvement with respect to behaviour.</li> <li>❖ Examples of good practice to be identified and disseminated.</li> <li>❖ Clear criteria for determining definitions of 'at risk' and the role of key worker to be agreed.</li> <li>❖ Quantitative measures of behaviour improvement to be agreed.</li> <li>❖ Schools to self-review behaviour support policies on an annual basis.</li> </ul>		
<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Lead Officer</b>
• All secondary schools to have reviewed their behaviour support policies	All Secondary schools to have reviewed Policies by September 2005	KS3 Behaviour and Attendance Consultant
• Criteria for determining definitions of 'at risk' and the role of key worker agreed and used in the 14 BIP schools	Criteria established and roles agreed by July 2005	Behaviour Improvement Programme Co-ordinator
• Quantitative measures of aspects of behaviour improvement agreed by BIP schools.	September 2005	Behaviour Improvement Programme Co-ordinator
• Network meetings established for secondary schools to share strategies and procedures for whole school improvement in relation to Behaviour management	Meetings in place by January 2005	KS3 Behaviour and Attendance Consultant
❖ Training provided to Schools and Governing body on whole school approach to Inclusive education	50% increase in 2004/5 of the number of schools/Governors accessing training programmes	Head of Inclusive Education (ext 3058)
❖ Schools and their 'key' personnel are identified and utilised in supporting the development of inclusive approaches for pupils with behavioural needs.	Identified Senior member of staff in all Secondary schools by September 2004 and Primary Schools by July 2005	KS3 Behaviour and Attendance Consultant (ext 3297)
• Within BIP, Behaviour and Education Support Teams (BESTs) established in primary/secondary clusters to explore approaches to transition and early intervention, both to share good practice and support vulnerable pupils in their transfer to secondary school	Cluster-based teams established in January 2005	Behaviour Improvement Programme Co-ordinator
<b>Lead Co-ordinating Officer:</b> Raymond Carty (Head of Inclusive Education)		

<p><b>Key Issue 3</b> Review and evaluate the existing continuum of specialist provision for pupils with emotional and behaviour difficulties, based on the principle of promoting maximum inclusion; develop clear criteria for monitoring the appropriateness of provision, focusing specifically on individual learning outcomes and value for money</p>		
<p><b>Current Situation</b> This Best Value Review of Special Educational Needs (SEN) was carried out in July 2003 following recommendations from the Local Education Authority (LEA) Ofsted Report of May 2003. The aim of the review was to examine the implementation of the SEN strategy with regard to:</p> <ul style="list-style-type: none"> <li>❖ Ensuring earlier availability of support and thereby progressively reducing the level of statements</li> <li>❖ Increasing capacity within Brent's own SEN provision, to reduce the necessity for out-borough placements.</li> <li>❖ Assisting all schools and nurseries to develop local inclusive provision for children with special needs</li> <li>❖ Developing a wider role for special schools and additionally resourced providers to supply advice and support to mainstream schools.</li> <li>❖ Considering the re-designation of Special Schools realigned to the current profile of needs in Brent.</li> <li>❖ The expansion of the 'Invest to Save' initiative to improve local SEN provision.</li> </ul>		
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>❖ To ensure that early specialist support is available in schools for pupils demonstrating emotional behavioural difficulties thus reducing the necessity for statements.</li> </ul>		
❖ Performance Indicators	Success Criteria	Lead Officer(s)
❖ A comprehensive audit of skills in schools completed	Audit undertaken by June 2004	Head of Special Education Needs Head of Educational Psychology Service
❖ Proposals developed with schools for designating more mainstream primary and secondary schools to specialise in meeting a specific range of SEN	Proposal in place September 2004	Head of Special Education Needs
❖ Revised training programme in place for 2004/5	Training programme operational as from September 2004	Head of Educational Psychology Service
❖ Revised SEN funding arrangements implemented ❖ Post of SEN Monitoring Officer created and post holder in place	September 2004 April 2004	Head of Special Education Needs
❖ Efficiency savings recycled into schools	April 2005	Head of Special Education Needs
Lead Co-ordinating Officer: Rachel Clarke Head of Special Educational Needs		

<b>Key Issue 4</b> Ensure all pupils who are out of school have access to appropriate provision		
<b>Current situation</b> The authority uses a variety of different providers to fulfil their responsibilities to provide suitable alternative education for young people otherwise than at school. The provision for children and young people outside mainstream setting is embedded in the LEA's core policies on school improvement and promoting inclusion. In order to fulfil its responsibilities for providing for pupils who are out of the mainstream setting, the LEA is currently drawing up an overarching strategy for this area of work, in the form of a policy on alternative education for children out of school. The authority has recognised the need to ensure greater coordination across agencies in meeting the needs of pupils out of school. A Social Inclusion Panel has been established since February 2004 with the responsibility of ensuring that pupils who are out of school are placed in relevant educational settings as soon as possible. Appendix 5 of the Behaviour Support Plan contains the Alternative education Policy. The establishment of a Social inclusion Programme Panel (SIPP) stems from the concern that there are a growing number of extremely vulnerable children, for whom there is an urgent need to identify suitable alternative education provision, other than mainstream The missing from school database will provide a list of children and young people who are out of school. For most of the young people on the list the priority will be one of securing a suitable mainstream education place at a school		
<b>Objectives</b> <ul style="list-style-type: none"> <li>❖ To produce an alternative education policy stating the LEAs strategy for providing education for children out of school</li> <li>❖ To continue to develop in partnership with the College of North West London and training providers a framework to achieve a consistent co-ordinated approach to complimentary curriculum at Key Stage 4</li> </ul>		
<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Lead Officer(s)</b>
Alternative Education Policy presented at relevant Forums for consultation	Policy presented and ratified by committee as part of the revised Behaviour Support Plan in June 2004	Head of Inclusive Education
Agreed Alternative Education Policy disseminated to all schools in the borough	Policy presented at Head teachers forum and disseminated to schools in November 2004	Head of Inclusive Education
Reduction in the number of pupils with challenging behaviour who are in alternative provision including the PRUs and EOTAS	5% gradual reduction in referrals to the LEA for alternative provision during 2005/6	Head of Pupil Referral Services (ext 3192)
Admissions Referral form for pupils accessing alternative provision in place	Forms in place with relevant agencies by September 2004	Head of Inclusive Education
Social Inclusion Programme Panel operational	Panel operational from April 2004	Head of Inclusive Education
Lead Co-ordinating Officer: Raymond Carty: Head of Inclusive Education		

<p><b>Key Issue 5:</b> Establish a co-ordinated programme of professional development with regard to whole-school behaviour management and support for pupils with emotional and behaviour difficulties; draw on major DfES initiatives including the KS3 Behaviour and Attendance Strategy, Behaviour Improvement Program (BIP) and developing children's social, emotional and behavioural skills</p>		
<p><b>Current Situation:</b> The core training that forms a central part of the KS3 National Behaviour and Attendance Strategy, has been delivered to all secondary schools, PRUs and special schools by the Key Stage 3 Behaviour and Attendance consultant. This training has also involved input from the of the BIP co-ordinator, and the Heads of the Pupil Referral and Educational Psychology Service. The KS3 Behaviour and Attendance consultant has visited the majority of these schools to identify priority areas for whole school improvement and staff CPD requirements. He has been supported by the Behaviour Improvement Programme co-ordinator in the 4 BIP secondary schools. In addition, in the BIP schools, which include 10 primary schools, programmes for supporting pupils with emotional and behavioural difficulties have been developed. These include primary LSUs and 'Solution-focused' projects through the Children's Fund and programmes developed by service providers such as CAMHS and the Educational Psychology Service.</p>		
<p><b>Key Objectives</b></p> <ul style="list-style-type: none"> <li>❖ To achieve a co-ordinated approach to a programme of professional development.</li> <li>❖ To identify and address whole school and staff CPD requirements.</li> </ul>		
<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Key Officer(s)</b>
The successful delivery of the Key Stage 3 Behaviour and Attendance Strategy core training	September 2005	KS3 Strategy, Behaviour and Attendance Co-ordinator
A co-ordinated programme of professional development to be planned and organised with implementation beginning in September 2004.	September 2004	KS3 Strategy, Behaviour and Attendance Co-ordinator  Lead Learning Mentor (EiC)
Training provided to Schools and Governing body on child protection procedures.	Child protection training an integral part of the Governor training programme	Child Protection Education Adviser (ext 3139)
Lead Co-ordinating Officer: Raymond Carty (Head of Inclusive Education)		

<b>Key Issue 6</b> Reduce the level of pupil exclusion, both permanent and fixed-term		
<b>Current situation</b> The number of permanent exclusions from schools has fallen dramatically over the past seven years. Accurate information about trends and patterns in exclusions is now available to schools and members; a database on exclusions has been maintained; trends analysed and information widely disseminated. Since 1999, total permanent exclusions have reduced from 101 to 74: these figures include Brent resident pupils, primary and secondary, permanently excluded from Brent schools and from out of borough schools. The number of pupils permanently excluded from Brent secondary schools has been reduced from 63 in 1998-9 to 40 in 2001-2. However, there had been a rise in permanent exclusions of Brent resident pupils from secondary schools outside Brent since 1999-2000, from 9 to 25.		
<b>Objectives</b>		
❖ Reduction by 10% in the level of permanent and fixed term exclusions through early identification of risk factors and implementation of early intervention strategies.		
❖ Performance Indicators	Success Criteria	Lead Officer(s)
❖ Targets for reducing permanent and fixed-term exclusions are met by BIP schools. These targets will be reviewed by the Behaviour Improvement Programme Coordinator.	targets in line with agreed levels	Head of Pupil Referral Service Behaviour Improvement Programme Co-ordinator
❖ All pupils at risk of exclusion identified and made known to the pre-exclusions team. The LEA will monitor school's consistency of recording and reporting pupils at risk of exclusion	Effective information sharing between schools and pre exclusion team reflected in increased referrals to team	Head of Pupil Referral Service
❖ Pastoral Support Programmes (PSP) produced for all pupils at serious risk of exclusion with common format for PSP in place in all schools. The LEA will work in partnership with schools in reviewing the format and quality of Pastoral Support Plans	Pastoral Support Plans in place in all schools who make referrals to the Pre exclusion team	Head of Pupil Referral Service
❖ All schools are following DfES guidelines on exclusion. Good practice is shared and training provided to support schools and governing bodies.	Training provided by exclusion team in conjunction with governor training programme	Head of Pupil Referral Service
❖ A reduction in the over representation of African Caribbean boys in the exclusion figures.	Reduction in the number of African Caribbean pupils represented in exclusion data	Head of Inclusive Education. Head of Pupil Referral Service
❖ Action plan to develop and improve the work of the Behaviour Improvement Programme post exclusion centres is produced	Action plan produced	Head of Pupil Referral Service
❖ The Continuing Professional Development	Staff training needs identify and suitable support put in place to	Head of Pupil Referral Service Behaviour Improvement Programme

needs of Post exclusions centre staff are identified and training provided to meet them. The training provided as part of staff professional development evaluated	meet identified need.	Co-ordinator
❖ Learning Support Units evaluated using DfES criteria and action plans produced.	LSU evaluated and recommendations made to address gaps in service.	Behaviour Improvement Programme Co-ordinator
❖ Pastoral Support Programmes (PSP) have multi-agency input.	90% of PSP show multi-agency input to support plans	Head of Pupil Referral Service
Lead Co-ordinating Officer: Paul Roper (Head of Pupil referral services)		

<p><b>Key Issue 7:</b> Implement a robust system for recording and tracking pupils out of school, including monitoring their level of achievement</p>		
<p><b>Current situation</b> The establishment of a children missing from school database and a multi-agency Social Inclusion Programme Panel (SIPP) reflect the priority concerns within the authority to identify, contact and reintroduce children missing from school into an appropriate education programme. The missing from school database will provide a list of children and young people who are out of school. For most of the young people on the list the priority will be one of securing a suitable mainstream education place at a school. For others a referral to the Pupil Referral Unit or a place on a link courses at a college may be a viable option. However there will be a small number of pupils who will be still eligible for referral to the SIPP</p>		
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>❖ Establish protocols for monitoring and tracking pupils missing from education.</li> <li>❖ To rationalise data collection and tracking procedures for Key Stage 4 pupils off school roll into complimentary curriculum.</li> <li>❖ To ensure that School Governors are aware of the procedures relating to the exclusion of pupils from school.</li> <li>❖ To ensure that School Governors are aware of their responsibilities in relation to exclusions</li> </ul>		
<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Lead Officer</b>
Children Missing from Education Policy in place	Policy in place and disseminated to schools in September 2004	Head of Inclusive Education (ext 3058)
Core pupil database and Application suite developed and in place	Core central database operational in September 2004	Principal Policy Officer (ext 3186)
A Comprehensive package of Governor training on exclusion guidance and Inclusion available to school Governors as part of the LEA Governor training programme	Part of the comprehensive training support package offered to Governors by September 2005	Head of Pupil Referral Services
Lead Co-ordinating Officer: Raymond Carty: (Head of Inclusive Education)		

**Key Issue 8**

Put in place strategies to ensure that any intervention in matters of poor behaviour takes place as early as possible and actively involves families in developing and implementing individual support plans.

**Current Situation****Positive Behaviour Project (PBP)**

The Positive Behaviour Project (PBP) is a Brent initiative currently working with seven primary schools with approximately 38 children. Based on one hour of contact a week with the children over a period of about 14 weeks. The Project aims to promote the well being of the teachers and help the children experience their school life by feeling secure and positive so that they are able to realise their potential. All the work of the project actively involves families in developing, implementing and reviewing interventions. Short term funding is also available to schools to employ additional staffing to support another approximately 42 primary-aged pupils at risk of permanent exclusion.

**Place2b**

The Place2b operates in 11 primary schools funded by Brent Children's Fund and 'ON-Track' and works in conjunction with families and in collaboration with other agencies

**Pre exclusion Team**

Primary and secondary schools can also make referrals to pre-exclusion officers to help schools draw up pastoral support plans involving children and young people and their families and in collaboration with other agencies (e.g. EPS, EWS, CAMHS).

**Educational Psychology Service (EPS)**

The EPS provides schools with a 'link' educational psychologist who visits schools on a regular basis to assist in the development of positive approaches towards behaviour for all pupils, particularly the more vulnerable and at risk children, to establish ways of removing barriers to learning and supporting schools in raising pupil achievement.

**Children Adolescent Mental Health Service (CAMHS)**

Assessment and intervention is offered by CAMHS (via a 1FTE Clinical Psychologist) to families where their children and young people are at serious risk of permanent exclusion or where there has been a permanent exclusion and there are identified plans for re-integration into another school. The intensity and range of interventions offered varies dependent on the needs of the family. At a very minimum it consists of discussion with school and a one off meeting with the family: packages of support consisting of ongoing family meetings, individual work, school meetings and liaison with other agencies (e.g. EPS, EWS, BETS and Social Services) are also offered.

**Behaviour Improvement programme (BIP)**

The Behaviour Improvement Programme (BiP) provides 14 schools (4 secondary and 10 primary) with funding for staffing Learning Support Units and provides schools with multi-agency Behaviour and Education Support Teams (BESTs) comprising Family Therapists, Education Welfare Officers and Educational Psychologists and Assistant Educational Psychologists. Family Therapists provide individual and ongoing support for children and their families. Education Welfare Officers work with children and families to improve pupil attendance and punctuality. Educational Psychologists (EPs) and Assistant Educational Psychologists (AEPs) work at the individual level by setting up and reviewing with key staff Individual Behaviour Plans and Pastoral Support Plans with discussions on to implementing specific interventions. EPs and AEPs provide training workshops and jointly facilitate group based interventions: they also support schools in setting up whole school systems and structures for developing and implementing individual support plans.

Secondary schools can also make referrals to KS3 outreach staff who support individual pupils who are at risk of exclusion, liaise with their parents and school staff and offer advice on strategies and interventions for meeting pupils' needs.



<p><u>ON Track</u>  ON Track has developed a robust system to address issues of bad behaviour in particular with children identified as high risk. ON Track plans to undertake full assessment of a child and its family, using the ON Track family assessment tool and the Goodman's Strengths and Difficulties Questionnaire. An individual support package of care will be put together for child and family and the ON Track team will review, monitor and evaluate care packages.</p>		
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>❖ To ensure a co-ordinated and cost-effective approach to the early identification for children and young people presenting behaviour difficulties with the active involvement of their families in the process.</li> <li>❖ To drastically reduce the long-term risk of offending, anti-social behaviour and social exclusion.</li> <li>❖ To compare the effectiveness of a single intervention to multiple interventions.</li> <li>❖ To fulfil the tracking strand of the national evaluation of ON Track.</li> <li>❖ To ensure 8-13 year old young people at risk of offending are referred to Children's Fund early intervention projects.</li> <li>❖ To develop multi-agency meetings in schools to co-ordinate and develop packages of support for children/families where there are multiple needs/substantial concern.</li> <li>❖ To ensure there are agreed protocols for information sharing to enable packages of support to be developed, co-ordinated and reviewed.</li> </ul>		
<b>Performance Indicators</b>	<b>Success Criteria</b>	<b>Lead Officer(s)</b>
Continuation of Positive Behaviour Project and BiP (BESTs/LSUs) with more joined up working in the planning, implementation and review of support programmes for children and their families.	Comprehensive, transparent menu of Programmes in place to support children and families	Head of Education Psychology Behaviour Improvement Co-ordinator
A review of the feasibility of converting best practice developed by Children Fund/On track into common practice	Framework for mainstreaming Proposed in September 2005	Assistant Director of Education Head of ON Track Services Head of Children Fund Services
Continuation of short-term interim funding for schools for children at risk of exclusion	Possible additional funding streams identified	Assistant Director of Education
No. of referrals by schools to Children's Support Panel and Junior YIP. Involvement of schools in design of packages of support by Children's Support Panel and Junior YIP.	Increase in schools awareness of the referral process for the panel and YIP	Children Support Panel Manager (0208 459 9159)
Number of requests for statutory assessments for EBD pupils reduces.	Reduction by at least 15% in the number of requests in 2004/5 compared to 2003/4	Head of Special Education Needs (3242)
Increase in the number of multi-agency meetings created/adapted in primary	Multi-agency meetings involving On track and Children Fund Services in	Pre exclusions team. Head of ON Track Services. Head of Children Fund Services.

schools receiving Children's Fund and ON Track services. Increase in the number of individual support plans developed by multi-agency meetings, and services co-ordinated.	place	
No. of schools signed up to Information Sharing Protocol.	Information sharing Protocol is Place.	Identification Referral and Tracking Coordinator
Lead Co-ordinating Officer: Raymond Carty (Head of Inclusive Education)		

**Key Issue 9**

Develop strategies to raise the achievement of Black African Caribbean boys in Brent schools

**Current situation**

The Behaviour Support plan has identified as a priority the need to reduce the over representation of pupils of African Caribbean origin in Alternative Provision and promote successful preventative strategies which will reduce the level of permanent and fixed term exclusion of pupils of African Caribbean origins from schools within the borough. In complying with our duties to assess and monitor the effect of the Behaviour Support Plan in promoting equality of services within an inclusive framework, ethnic monitoring of all aspects of the provisions outlined within the plan will be undertaken as part of the Achievement and Inclusion's Equality and Diversity impact measures.

Within the Children Fund programme there are a number of projects that provide a range of support services to boys, young men and fathers from Black ethnic groups who are considered at risk or vulnerable. It is anticipated that such projects as boys2MEN will play a crucial role, in partnership with other agencies, in providing a holistic programme of support to Black young males (8-11) and their families who are disproportionately over represented in referrals to support services.

**The Ujima conference**

A conference aimed to address the issues surrounding raising the attainment of African and African Caribbean boys in school was held in February 2004. The conference was organised by Brent Education's Ethnic Minority and Traveller Achievement Service.

The conference brought together a wide range of professionals committed to improving the classroom performance of African and Caribbean boys. The conference also provided the opportunity for delegates to hear from current and former pupils from Brent secondary schools who gave their perspective on combating underachievement.

The Ujima conference was set up in response to concerns that African and Caribbean boys are not achieving the kind of exam results they need to take them forward into successful adult lives. Last academic year's results from Brent schools indicate that Black boys were underachieving compared with girls and with other ethnic groups, as they progress through their education.

The percentage of teenagers achieving five or more A\* to C grades in Brent is 40%. But only 21% of Brent's Black boys achieved this level last year.

The Ujima conference is one strand in our strategy across all Brent schools to try to improve the educational achievements of young Black men in Brent.

**African Caribbean Achievement project**

This two-year DfES funded scheme was launched at Copland Community School on the 14 January 2004. The project seeks to explore innovative ways of working with African Caribbean students to tackle under achievement, including more involvement with parents and the community.

Both schools will receive a package of support from the DfES to work on raising black achievement, including resources to free up a senior manager and advice and consultancy from the National College of School Leadership.

**Objectives**

Performance Indicators	Success Criteria	Lead Officer(s)
Training provided to schools to raise staff awareness of a	Training is positively evaluated by schools.	School Improvement Adviser responsible for EMTAS

range of strategies to raise the attainment of African Caribbean Boys	Monitoring information shows schools are employing strategies to target underachievement of African Caribbean Boys	
Guidance provided to schools on the use of EMAG	Devolved funding is used appropriately. All schools are judged to give at least satisfactory value for money in their use of EMAG	School Improvement Adviser responsible for EMTAS
Dissemination of good practice in raising the attainment of those pupils from underachieving minority ethnic groups	Staff in schools are aware of good practice in Brent schools	School Improvement Adviser responsible for EMTAS
Lead coordinating officer: Ann Burgess (Head of EMTAS)		

THE FOLLOWING ARE SUPPORTING DOCUMENTS TO THE BEHAVIOUR SUPPORT PLAN AND CAN BE OBTAINED FROM RAYMOND CARTY, HEAD OF INCLUSIVE EDUCATION AT CHESTERFIELD HOUSE, 9 PARK LANE, WEMBLEY, MIDDLESEX HA9 7RW  
 TEL: 020 8937 3241. E MAIL: [raymond.carty@brent.gov.uk](mailto:raymond.carty@brent.gov.uk)

APPENDIX 1 - CONSULTATION RESPONSES

APPENDIX 2 - EVALUATION OF IMPACT OF THE 2001-2004 BEHAVIOUR SUPPORT PLAN

APPENDIX 3 - LIST OF PROJECTS AND INITIATIVES

APPENDIX 4 - STRATEGIC REVIEWS THAT HAVE INFORMED THE REVISED  
 BEHAVIOUR SUPPORT PLAN

APPENDIX 5 - DETAILED ACTION PLAN

APPENDIX 6 - ALTERNATIVE EDUCATION POLICY