

LONDON BOROUGH OF BRENT

**EXECUTIVE MEETING
16TH AUGUST 2004**

FROM THE DIRECTOR OF EDUCATION, ARTS & LIBRARIES

NAME OF WARD(S)
ALL

REPORT TITLE: Behaviour Support Plan 2004-2006

FP Ref: EAL-04/05-0054

1.0 SUMMARY

- 1.1 The 1996 Education Act requires the LEA to prepare a statement setting out its arrangements for the education of children with behavioural difficulties. The Behaviour Support Plan is a key document in developing a comprehensive strategy for inclusive education in Brent and links directly to other strategic plans for children and young people. A draft Behaviour Support Plan is attached as Appendix 1. This has been subject to wide consultation and will need to be submitted to the DfES.

2.0 RECOMMENDATIONS

- 2.1 That Members endorse the draft Behaviour Plan set out in Appendix 1.

3.0 FINANCIAL IMPLICATIONS

The Behaviour Support Plan has implications for the way that current resources are deployed to ensure maximum impact on behaviour and attendance. There are also financial issues which will need to be considered as part of the Council's budget setting process. The 2003 LEA Ofsted report identified that there is a gap in the availability of behaviour support services to schools in the primary sector and a growth bid of £220,000 has been submitted. If this bid is not successful, it will not be possible to fully implement the post Ofsted action plan which will affect future inspection ratings. Within the Education Arts and Libraries Improving Brent Action Plan, a key aim is to ensure that all primary schools have access to behaviour support services by April 2005. Without growth, there will continue to be limited capacity to support primary schools in improving behaviour and preventing exclusions. It should also be noted that grant funding for the Behaviour Improvement Programme (currently £1.25 million), which is in operation in 14 schools, will come to an end in 2006. It is not yet clear what central government funding will be available to Brent for preventative services to support the implementation of the Children's Bill.

4.0 STAFFING IMPLICATIONS

4.1 There are no staffing implications arising directly from this report.

5.0 LEGAL IMPLICATIONS

5.1 Section 527A of the Education Act 1996 requires every LEA to prepare and review from time to time, following prescribed consultation, a statement setting out the arrangements which they have made or intend to make in connection with the education of children with behavioural difficulties. The Local Education Authority (Behaviour Support Plans) Regulations 1998 prescribe the consultation and publication process.

In discharging their legal responsibilities for arranging education provision, LEAs have a statutory duty to make arrangements for the provision of suitable education at school, or otherwise than at school, for children of compulsory age who by reason of illness, exclusion from school or otherwise, will not receive a suitable education without those arrangements.

6.0 DETAIL

6.1 The Education Act 1996 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.

6.2 Since the publication of the previous Behaviour Support Plan in 2001, there have been considerable relevant changes to the national context, including significant changes to legislation. The revisions and actions that have been developed following the review of the previous plan take into account the significant Government initiatives that are currently impacting in this area.

6.3 The Behaviour Support Plan does not stand alone within Education Arts and Libraries. The Plan 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.

6.4 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.

- 6.5 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.
- 6.6 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.
- 6.7 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.
- 6.8 The recent Children Bill sets out a positive vision of improving outcomes for children and emphasise the protection of children at risk within a framework of universal services. In particular the recommendations emphasise the need 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. A key policy challenge for delivering the vision is better prevention, together with a stronger emphasis on parenting and family support, earlier intervention and more effective protection.
- 6.9 Prevention is one of the keys to being more effective. We have to develop stronger and more effective prevention services, to minimise the need for specialist and crisis intervention.
- 6.10 Each of our key partners within Brent are 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 we need to develop 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.
- 6.11 Developing the notion of inclusive education in Brent is a key priority. It is imperative that schools and services develop a collective responsibility for all children in Brent, sharing the load of challenging pupils and developing mutually supportive strategies that aim to keep pupils in school.
- 6.12 The original Plan was arrived at through full consultation with schools and partner agencies and good progress has been made in the identified activity areas. The present review is an opportunity to record that progress and the improvements achieved and to set revisions to the strategy with new targets. Extensive consultation has taken place with children and young people who are the subject of the revised

plan. 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.

6.13 The full text of the draft Behaviour Support Plan is attached as Appendix 1.

The Plan places an emphasis upon:

- early identification, assessment and intervention
- effective joint planning and working with other agencies
- greater awareness among parents and schools of the support available to them and how it can be accessed

7.0 DIVERSITY ISSUES

7.1 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 African Caribbean pupils. In complying with our duties to assess and monitor the effect of the Behaviour Support Plan, ethnic monitoring of all aspects of the provisions outlined within the plan will be undertaken.

8.0 BACKGROUND INFORMATION

8.1 In addition to the main body of the Behaviour Support Plan, which is attached as Appendix 1, the following supporting documents are available.

- Behaviour Support Plan Consultation responses
- Evaluation of Impact of 2001-2004 Behaviour Support Plan
- List of relevant projects and initiatives
- Strategic reviews which have informed the revised Behaviour Support Plan
- Detailed Action Plan
- Alternative Education Policy

Any person wishing to inspect the above papers should contact
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