Behaviour Support Plan 2004

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INTRODUCTION

Every LEA is required to have a Behaviour Support Plan, which describes the arrangements for providing advice and resources to promote good behaviour and discipline in schools. It must describe how we educate children out of school and those with special educational needs and/or behavioural difficulties. It must also set out our intentions and plans for continuous improvement in all these areas.

Challenging behaviour and the best ways of managing it, have been a constant theme in our discussions with schools on raising achievement, and much has been achieved by our schools in recent years. We need to be very clear and positive, therefore, about what is possible and reasonable in improving further our provision.

The Behaviour Support Plan is a detailed document, reflecting as it does the next stages of much work which is now in hand and the new work we think we need to do in order to achieve what we hope will be our joint inclusive vision for children and young people with emotional, social and behavioural difficulties in Islington.

At the heart of our strategy is a clear focus on the quality of teaching and learning as the key to the majority of behaviour issues, but we also recognise that early intervention, integrated multi-agency services and user involvement are critical to meeting the needs of vulnerable and challenging pupils who respond less well to the systems and structures in place in our schools.

Following consultation with schools and key partners we have structured our plan around three key priorities:

1. how we will extend the capacity of mainstream schools to meet a wider range of emotional, social and behavioural difficulties and raise achievement of all pupils;

2. how we will develop the role of specialist provision; and

3. how we will promote effective partnerships with parents and with a wide range of agencies at both strategic and operational level to improve services for children and young people.
THE NATIONAL AGENDA

Social Inclusion is one of the key themes shaping and driving current government initiatives across the fields of education, social care, health and regeneration. The inclusion agenda draws together initiatives in education, social services, health, youth justice and regeneration and the plans and policies arising from it, provide an opportunity to engage those children and young people who are marginalized from society.

The Salamanca Statement called on all governments to adopt the principle of inclusive education and to develop systems that enable all children and young people, including those who have serious disadvantage to be educated successfully in neighbourhood schools.

In addition, the United Nations Convention on the Rights of the Child gives children political and civil rights as well as rights to protection and welfare. The Convention contains 54 articles that can broadly be categorised into the rights for provision, protection and participation.

In December 1999, DfEE (now DfES) introduced a new statutory Inclusion Statement into the National Curriculum which set out three key principles for inclusion; “which schools should consider at all levels of curriculum planning:

- Setting suitable learning challenges;
- Responding to pupils’ diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of people.”

KEY VALUES, PRINCIPLES AND STRATEGIC PRIORITIES

CEA@Islington is committed to the national inclusion agenda. We want all children and young people to have access to a high quality education, provided by a well-motivated and skilled workforce, within their local community. We have adopted the following key values and principles as integral to our overall approach to tackling behaviour problems and promoting inclusion:
Key Values

- All children, wherever possible, should receive an inclusive education (A copy of Islington's Policy is attached as Appendix 1)
- Schools, in partnership with parents/carers, have a key role in promoting the social and emotional development of their pupils
- Children are unlikely to achieve their learning potential if their social and emotional needs are not met
- A corporate strategy will work if it is based on mutual understanding, positive relationships and a commitment to respecting the views expressed between people involved

The Behaviour Support Plan will therefore reflect a commitment to the **following principles** derived from those key values:

- Early identification and intervention
- A multi-agency approach
- A whole school approach which is based on effective self-review
- Working in partnership and listening to the views of parents and carers
- Ensuring all pupils have access to an appropriately differentiated curriculum that offers a wide range of learning experiences matched to their needs

In the wider context of the LEA’s aims to raise achievement and to address the health and welfare needs of vulnerable children, the Behaviour Support Plan must also address the following **strategic priorities**:

- To increase the attainment of pupils with ESBD
- To promote the inclusion and increase the attainment of Looked After Children
- To provide training opportunities for school staff to improve skills and develop strategies to promote positive behaviour and inclusive education
- To support schools to make effective use of available resources
- To promote and further develop early intervention strategies
- To provide co-ordinated specialist support to help schools meet individual pupil need
- To promote working partnerships at all levels
- To identify and share good practice, especially in this area
- To further develop strategies to improve attendance and prevent the rise of exclusions
<table>
<thead>
<tr>
<th>KEY STRAND</th>
<th>ACTIVITY</th>
<th>TIMESCALE</th>
<th>LEAD RESPONSIBILITY</th>
<th>IN PARTNERSHIP WITH:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extend the capacity of mainstream schools to meet a wider range of ESBD and raise achievement of all pupils.</td>
<td>Annual consultation with Headteachers to target behaviour support resources</td>
<td>Annual</td>
<td>Behaviour Support Service</td>
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<td></td>
<td></td>
<td>Support and train schools to implement a whole-school behavioural audit as a framework for self-review.</td>
<td>July 2005</td>
<td>Behaviour Support Service</td>
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<td></td>
<td></td>
<td>Develop a behaviour data collection, monitoring and evaluation system which is able to identify those elements of practice in schools which are having the greatest impact on meeting outcomes of reduced behaviour incidents, exclusions and absences from school.</td>
<td>Sept 2004</td>
<td>Behaviour Support Service</td>
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<td></td>
<td></td>
<td>Issue revised guidance to schools on Positive Handling Strategies and Policy.</td>
<td>Sept 2004</td>
<td>Behaviour Support Service</td>
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<tr>
<td></td>
<td></td>
<td>Publish best practice guidance on the Transfer, Transition and Reintegration of Pupils with ESBD.</td>
<td>Sept 2004</td>
<td>Behaviour Support Service</td>
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<td></td>
<td></td>
<td>Publish a comprehensive Directory of Services for schools.</td>
<td>Jan 2005</td>
<td>Behaviour Support Service</td>
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<td></td>
<td>Develop and disseminate to schools a Critical Incidents Management Framework.</td>
<td>April 2005</td>
<td>Educational Psychology Service</td>
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<td></td>
<td></td>
<td>Ensure training opportunities for NQTs focus on race and equality issues in teaching and learning.</td>
<td>Sept 2004</td>
<td>School Improvement Service</td>
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<td></td>
<td></td>
<td>Continue with arrangements made for daily school attendance monitoring of all Islington LAC, developing mechanisms to ensure early identification and action when children are not attending schools or other educational provision.</td>
<td>Ongoing</td>
<td>Education Welfare Service &amp; Social Work Service</td>
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<td></td>
<td></td>
<td>Establish criteria for assessing the progress of pupils with ESBD, support a training programme and develop a good practice network</td>
<td>July 2005</td>
<td>Behaviour Support Service</td>
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<td>KEY STRAND</td>
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<tr>
<td>1</td>
<td>Extend the capacity of mainstream schools to meet a wider range of ESBD and raise achievement of all pupils.</td>
<td>Develop training packages for schools based on KS3 Strategy curriculum resources to support confidence in learning e.g. Intervention Toolkit, Learning Challenge materials and Learning Coaches.</td>
<td>Sept 2004</td>
<td>Behaviour Support Service</td>
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<td></td>
<td></td>
<td>Disseminate to schools information on PASS software and its role in identifying learning issues that can impact on behaviour.</td>
<td>April 2005</td>
<td>Behaviour Support Service</td>
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<td></td>
<td></td>
<td>Advise schools on social skills and emotional literacy packages that can prevent emergence of ESBD issues e.g. Second Steps.</td>
<td>Sept 2005</td>
<td>Behaviour Support Service</td>
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<td></td>
<td></td>
<td>Work with CAMHS staff based in schools, to develop training for school staff on the identification of mental health problems.</td>
<td>Sept 2005</td>
<td>Behaviour Support Service</td>
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<td>Link with Higher Education to explore possibility of accredited behaviour-training package.</td>
<td>Sept 2005</td>
<td>Behaviour Support Service</td>
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<td></td>
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<td>Increase applications for Leading Aspect Awards for Inclusion.</td>
<td>Sept 2005</td>
<td>Behaviour Support Service</td>
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<td></td>
<td>Establish joint officers/heateachers working party to consider:</td>
<td>Sept 2004</td>
<td>Pupil Services</td>
<td>Headteachers</td>
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<td></td>
<td>▪ The establishment of more effective interventions for pupils at risk of permanent exclusion</td>
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<td>▪ The continuation of the ‘knock for knock’ principle to include monitoring of managed moves</td>
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<td>▪ Admission of excluded pupils over numbers according to agreed formula</td>
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<td>▪ Establishment of a joint placement panel with responsibility for placing permanently excluded pupils</td>
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<td>▪ The referral, admission and exit arrangements for the Pupil Referral Units</td>
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<td></td>
<td>▪ The level of financial support offered for managed moves.</td>
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<td>KEY STRAND 1</td>
<td>ACTIVITY</td>
<td>TIMESCALE</td>
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<td>Extend the capacity of mainstream schools to meet a wider range of ESBD and raise achievement of all pupils.</td>
<td>Following evaluation of pilot project, develop mechanism for rolling out modified SDQ to measure ESBD and developmental progress of pupils across all key stages</td>
<td>Sept 2004</td>
<td>Behaviour Support Service</td>
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<td></td>
<td>Ensure Behaviour Support Service has full involvement in Headteacher Induction</td>
<td>Ongoing</td>
<td>Behaviour Support Service</td>
<td>School Improvement Service</td>
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<td></td>
<td>Build on school’s pastoral support systems as effective structures to integrate multi-agency working.</td>
<td>Ongoing</td>
<td>Behaviour Support Service</td>
<td>Schools</td>
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<td>KEY STRAND 2</td>
<td>ACTIVITY</td>
<td>TIMESCALE</td>
<td>LEAD RESPONSIBILITY</td>
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<td>Develop the role of specialist provision.</td>
<td>Ensure that all providers for pupils out of school have clear criteria for involvement, referral routes and reintegration strategies.</td>
<td>Sept 2004</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Behaviour Support Service</td>
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<td></td>
<td>Improve the monitoring of young people placed in provision outside the borough.</td>
<td>Ongoing</td>
<td>IAPPP</td>
<td>Pupil Services</td>
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<tr>
<td></td>
<td>Secure funding to appoint a Transition Officer to support transition and reintegration of pupils with ESBD.</td>
<td>April 2005</td>
<td>Behaviour Support Service</td>
<td>Pupil Services</td>
</tr>
<tr>
<td></td>
<td>Review range of education provision and support offered to unaccompanied refugees / minors.</td>
<td>Sept 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>EMAS</td>
</tr>
<tr>
<td></td>
<td>Initiate partnership with local FE Colleges to discuss needs of ESBD pupils, including how teachers in colleges can be supported through training.</td>
<td>Sept 2005</td>
<td>Behaviour Support Service</td>
<td>FE</td>
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<td></td>
<td>Develop parent learning programmes as part of extended schools agenda.</td>
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<td></td>
<td>Involve a sample of primary schools in the identification of KS1 pupils with complex needs and explore options for appropriate provision.</td>
<td>Sept 2004</td>
<td>Behaviour Support Service</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>Improve accountability for SEN, by making it an integral part of SIS and school improvement agenda.</td>
<td>Ongoing</td>
<td>SEN</td>
<td>School Improvement Service</td>
</tr>
<tr>
<td></td>
<td>Draw together the range of parent support initiatives to develop integrated and coordinated parent support programme.</td>
<td>April 2005</td>
<td>Parent Partnership Officer</td>
<td>Pupil Services</td>
</tr>
<tr>
<td></td>
<td>Develop multi-agency evaluation framework which assesses the impact and outcomes of New Directions.</td>
<td>Sept 2004</td>
<td>Behaviour Support Service</td>
<td>CAMHS</td>
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<tr>
<td>KEY STRAND 2</td>
<td>ACTIVITY</td>
<td>TIMESCALE</td>
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<td>Develop the role of specialist provision.</td>
<td>To develop further links with Youth Offending Service, including information sharing protocols and earlier intervention for vulnerable young people.</td>
<td>April 2005</td>
<td>Behaviour Support Service</td>
<td>Youth Offending Service</td>
</tr>
<tr>
<td></td>
<td>Create and implement a vision for the White Lion Street site</td>
<td>Sept 2005</td>
<td>Connexions</td>
<td>KS4 PRU</td>
</tr>
<tr>
<td></td>
<td>Continue to support joint health/education initiatives in the Pupil Referral Units</td>
<td>Ongoing</td>
<td>Behaviour Support Service</td>
<td>CAMHS</td>
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<td></td>
<td>Ensure rigorous target setting procedures are in place in the Pupil Referral Units</td>
<td>Sept 2005</td>
<td>Behaviour Support Service</td>
<td>Educational Psychology Service</td>
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<tr>
<td>KEY STRAND 3</td>
<td>ACTIVITY</td>
<td>TIMESCALE</td>
<td>LEAD RESPONSIBILITY</td>
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<td>Promote effective partnerships with a wide range of agencies at both strategic and operational level to improve services for pupils with ESBD</td>
<td>Develop joint training and delivery of parenting courses by YOS and EWS to support introduction of Parenting Orders and Anti-Social Behaviour Orders.</td>
<td>July 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Youth Offending Service</td>
</tr>
<tr>
<td></td>
<td>Review financial arrangements for supporting the education of Islington LAC following changes to funding streams.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
</tr>
<tr>
<td></td>
<td>Develop corporate parenting support from elected members and across the Council through launch of strategy and Corporate Parenting Group.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<td></td>
<td>Organise Borough Conference to raise agenda and profile of education of Looked After Children across all staff and agencies</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<td></td>
<td>Improve the quality of arrangements and partnerships that exist to support Looked After Children in areas such as mental health, drugs, crime, etc.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<td></td>
<td>Develop joined up working between education and social services to link care and education placements, develop further joint funding / commissioning arrangements such as through Inter Agency Placement and Provision Panels (IAPPPs)</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<tr>
<td></td>
<td>Review school admission arrangements for Looked After Children.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<td></td>
<td>Develop support to under fives Looked After Children through joint working with Early Years Service.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services &amp; Early Years Service</td>
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<td>KEY STRAND 3</td>
<td>ACTIVITY</td>
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<tr>
<td>Promote effective partnerships with a wide range of agencies at both strategic and operational level to improve services for pupils with ESBD</td>
<td>Launch training and development programme to improve support to social workers, carers and teachers, to ensure that they are able to offer maximum support to Islington’s Looked After Children.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<tr>
<td></td>
<td>To further develop range of partnership working between the Leaving Care Service, Connexions, the REACH Team, local colleges and the 14-19 Strategy Group to ensure maximum support is offered to Islington Looked After Children.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<td></td>
<td>Ensure all young people have good quality pathway plans that address their educational aspirations.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services &amp; Connexions</td>
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<td></td>
<td>Develop use of database as a tool to provide regular management information to enable effective planning and targeting of resources to support Looked After Children.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<td></td>
<td>Improve quality of Personal Education Plans, via reviewing framework as well as improved guidance and training for all staff using them.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<td></td>
<td>Improve involvement of children and young people in decisions made both about their individual education as well as developments to improve services across the whole Islington Looked After Children population.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<td></td>
<td>Ensure all actions taken to improve educational outcomes reflect the diverse population of Islington Looked After Children. Initiate a project to explore issues of impact of diversity, including ethnicity and disability.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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<td>KEY STRAND 3</td>
<td>ACTIVITY</td>
<td>TIMESCALE</td>
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<tr>
<td>Promote effective partnerships with a wide range of agencies at both strategic and operational level to improve services for pupils with ESBD</td>
<td>Develop joint initiatives between Behaviour Support Service and Early Years Service to ensure effective transition and cross-phase support and provision for pupils with ESBD.</td>
<td>Sept 2004</td>
<td>Behaviour Support Service</td>
<td>Early Years Service</td>
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<td></td>
<td>Draw on pupils' and parent's views in the Pupil Referral Units and make sure they are fed into policy-making and service delivery.</td>
<td>Sept 2004</td>
<td>Behaviour Support Service</td>
<td>Parents/Pupils</td>
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<td></td>
<td>Develop and implement an action plan to address the following;</td>
<td>April 2005</td>
<td>Behaviour Support Service</td>
<td>Pupil Services</td>
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<td>- Protocols for joint work</td>
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<td>- Tracking and information sharing</td>
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<td>- Work with vulnerable parents/carers</td>
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<td>- Transitions</td>
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<td>Support the extension of the Safer Schools Programme to increase the number of police officers based within schools.</td>
<td>Ongoing</td>
<td>Pupil Services</td>
<td>Police</td>
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<td></td>
<td>Further develop work across education and social services to ensure Looked After Children with special education needs are appropriately placed and supported.</td>
<td>April 2005</td>
<td>Head of Education Welfare &amp; Social Work Service</td>
<td>Islington Social Services</td>
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</table>
Summary of Performance Indicators 2004 –2007

- Maintenance / reduction of permanent exclusions
- Reduce year 11 permanent exclusions to zero other than for extreme acts of violence
- Accelerate exclusion targets in those schools engaged in Behaviour Improvement Programme
- Reduction in the overrepresentation of BME groups in exclusion figures
- 20% year on year reduction in fixed term exclusions from PRUs
- LEA Officers to attend at least 95% of permanent exclusion hearings
- Reduction of time spent out of school by excluded pupils of no more than two terms
- Increase in the number of pupils returning to mainstream education from PRUs
- Reduction in the number of pupils issued with Statements of SEN with identified emotional, social and behavioural needs
- CAMHS maintained in all secondary schools
- Further improvement in the educational qualifications of Looked After Children
- Children in Public Care to access educational provision within 20 days of being received into care
- Unauthorised absence decreases in line with LEA and school targets
- Increased access to and extension of range of training opportunities for pupils at KS4
- Increase in numbers of KS4 pupils in PRUs gaining external accreditation and progressing to full-time work, FE or training
- 85% of schools are graded good or better in relation to behaviour in OfSTED inspections
- 80% of schools are graded good or better in relation to attendance in OfSTED inspections
- Staff in 25 identified schools are trained and supported in the delivery of whole school behaviour audit
- 85% of annual surveys and questionnaires will show that parents / carers feel well informed and support the work of PRUs
- 90% positive evaluations of training programmes delivered through Behaviour Support Service
Monitoring, Evaluation and Review

Monitoring will include the following methods:

- validation of school self-evaluation process;
- collection of data by QPMU data analysis team;
- validation of PRU self-evaluation process;
- extraction of information from OfSTED reports
- extraction of information from surveys and questionnaires.

The effectiveness of the Behaviour Support Plan is assessed through the contribution it makes towards raising standards and educational achievement across the Borough. There are a number of ways in which this contribution is already regularly reviewed, monitored and evaluated through established processes for EDP and service plans, and by forums such as the Behaviour Support Service Management Advisory Group.
SECTION 2: THE PLANNING FRAMEWORK:

LINKS WITH OTHER STRATEGIES AND PARTNERS

Inclusion cannot just be something a LEA demands of others. It needs to be embedded within the culture of the whole authority, enabling all staff to make a positive contribution to the way the organisation itself works.

The Behaviour Support Plan is part of a wider strategy to promote social inclusion, which is a responsibility shared with other services, agencies and planning forums. The availability of a continuum of support and provision is fundamental to the development of greater social inclusion.

The following planning framework ensures that services are coordinated at local level to facilitate a partnership approach to supporting pupils with emotional, social and behavioural difficulties.

Children and Young People’s Strategic Partnership

Islington has established the Children and Young People’s Strategic Partnership (CYPSP) to encourage better planning and co-ordination of services between agencies. The CYPSP meets bi-monthly to provide strategic oversight and leadership on major inter-agency policy initiatives and service developments affecting children and families. (This is shown diagrammatically as Appendix 2). The CYPSP comprises representatives from education, health, social services, other partnerships and the voluntary sector and oversees the:

- Preventative Plan
- Sure Start Strategy
- Early Years Development & Child Care Plan
- Children’s Fund Plan
- Connexions Strategy
- Teenage Pregnancy Strategy
- Youth Safety, Crime Prevention and Youth Justice Plan
- Young People’s Service Plan
- Child & Adolescent Mental Health Services Strategy
- Family Support Strategy
- Quality Protects Management Action Plan
The CYPSP is also the principle mechanism through which consideration of the current Children’s Bill, produced following consultation on the Green Paper ‘Every Child Matters’ is undertaken. It will play a crucial role in helping to shape service provision in light of anticipated legislation on furthering the principles of integrated services within the local context.

**Interface between Education, Health and Social Services**

Termly meetings at Chief Officer level oversee interfaces between education and health, education and social services and education and the police. These ensure representation at appropriate levels in key working groups and aim to improve the effectiveness of service delivery to children and families and to institutions providing for them. Inter agency protocols have been established for schools and these major services. In addition, the Head of Education Welfare and Social Work Services attends the Social Services Children and Families Management Team.

**Education of Looked After Children**

The particular educational needs of Islington’s Looked After Children are focussed on in a Joint Officers Group in which Senior Officers of Social Services, the LEA and CEA@Islington, plan, monitor and give direction to the day to day work of supporting the education of Looked After Children.

More recently, the borough has put in place the Corporate Parenting Group that will take the wider strategic steer of all matters relating to Looked After Children, including matters relating to education. This involves a wide group of Senior Officers and Council Members.

In the past few months the Council has adopted the ‘**Raising the Educational Attainment and Aspirations of Islington’s Looked After Children and Care Leavers: A Strategy for Improvement**’ as an overarching strategic plan for future development in this crucial area.

**Child Protection**

A major inter agency forum involving education, health, social services, police, probation and other agencies is the Area Child Protection Committee (ACPC). There is a clear structure for
inter-agency work driven by the ACPC with senior officer representation from each agency. The ACPC meets bi-monthly, has a joint budget for training and service development, and monitors the work of the various sub-groups covering policy, training, quality assurance and case review.

**Sure Start, Children's Fund and Connexions Strategy**

Since 1998, the Government has, through a range of initiatives, been developing an overarching strategy to reduce child poverty and disadvantage. Through the work of the Social Exclusion Unit, a link between disadvantage and life chances particularly in educational terms has been made. The Sure Start programme, the Children's Fund and Connexions Strategy are based on the development of local partnerships to provide a continuum of support for children and young people from 0 – 19 years of age. This agenda has been given added impetus with the proposed introduction of Children's Trusts.

Sure Start services are for families and children under the age of four and are delivered by a partnership of voluntary and statutory agencies and parents. Programmes provide family support, advice and health services and access to early education and childcare places. Sure Start aims to improve the health and well being of families and children before and from birth, so children flourish at home and when they go to school.

The Children’s Fund is a preventative strategy for 5 – 13 year olds in Islington (the age between Sure Start and Connexions), and aims to provide a flexible and responsive approach to meeting needs and developing good practice for services to children and young people at risk of social exclusion. The Children’s Fund aims to develop services so that children and young people at risk of social exclusion are identified early and services are developed which support them, their families and the communities where they live, enabling them to overcome barriers and disadvantage, and start achieving their potential. The activities and services provided through the Children’s Fund complement the aims of our Behaviour Support Plan and are designed to:

- reduce truancy and exclusion from schools;
- improve educational performance;
- reduce youth crime and reduce convictions;
- make improvements in social care and health related matters;
- make more use of existing services by commonly excluded groups;
• have more involvement of users, children, young people and local adults in service delivery.

The Connexions Service has a responsibility to work with all young people between the ages of 13 - 19 (25 LDD/SEN).

The service aims to remove barriers to learning to help young people succeed and reach their potential and to raise young people’s aspirations. The services headline target is to reduce the proportion of young people 16 – 18 who are not in education, employment, and training. It contributes to a number of cross government targets including supporting the achievement of young people and reducing truancy, supporting young people’s transition to post compulsory education and training, increasing the number of 19 year olds achieving a qualification equivalent to NVQ Level 2, increasing the access teenage mothers, care leavers, young offenders and young people with LDD/SEN have to education, employment, training.

The service is primarily delivered through a network of Personal Advisers based with partner agencies, community access points, schools, CIC, and training providers. A key part of the Connexions strategy is to develop work in partnership with other agencies and services to deliver the best possible outcomes for young people.

Identification, Referral & Tracking (IRT)

In 2000 the Government launched the Identification, Referral and Tracking (IRT) initiative, with the aim of ensuring that agencies work better together to protect vulnerable children. Each Local Authority was allocated up to £100,000 to assist in implementing IRT requirements, which have included:

• **Organisation and engagement**: project lead and engagement of all key agencies
• **Professional practice**: an audit of current practice; a shared understanding of assessment, risk factors, service thresholds and eligibility criteria; improved information sharing and protocols; a local service directory and a privacy statement to inform children and young people about confidentiality and access to records
• **Legal constraints**: the legal framework for data-sharing, including data protection
• **ICT**: how different systems interrelate; plans for future development
The IRT project was primarily aimed at cultural change and seen as a process. It was also seen as an opportunity to promote new ways of working across agencies and facilitating communication and information sharing between practitioners. The short-term IRT project has now been brought into a broader programme looking at ‘Information Sharing and Assessment’, which reflects the longer term vision outlined within the Green Paper ‘Every Child Matters’. Islington’s Children and Young People’s Strategic Partnership will be evaluating progress against the IRT requirements and considering how best to incorporate the further development of these themes within an overall strategic plan which addresses the agenda set out in ‘Every Child Matters’.

In Islington, the IRT project had two main strands. The first involves a thorough examination of the fifty ‘most costly’ pupils to the borough to check for equity and efficacy in their referral and access to services. This will lead to a reassessment of all aspects of IRT across all parts of Children’s Services to organise a common set of operational principles.

The second strand of the project involves the piloting of an amended version of Longman’s Strengths and Difficulties Questionnaire (SDQ) across Nursery, KS1, KS2, and KS3 to check whether a similar test could be usefully applied across Islington to build up emotional, social and developmental profiles of all of our pupils, leading to early intervention and a baseline to check such intervention. This strand is expected to be rolled out to all nurseries and schools from September 2004.

**Strategy to Raise Pupil Attendance**

CEA@Islington provides a range of services that contribute to raising attendance, the primary service being the Education Welfare and Social Work Service (EWS). The EWS provides a statutory attendance service enforcing, through the courts, parents responsibility to ensure attendance at school as well as supporting individual children and their families through casework to attend school more regularly.

In addition, the EWS works with schools to improve pupil attendance across the institution e.g. through auditing current systems, developing ‘Raising Attendance Action Plans’ or school attendance policies. The EWS provides training, works with schools to analyse data and set realistic targets to improve attendance.
The EWS works alongside the Excellence in Cities Programme, including the Behaviour Improvement Programme, the Key Stage 3 Strategy: Behaviour & Attendance Strand and particularly Learning Mentors. In addition the School Improvement Service work directly with schools and in conjunction with the EWS to improve attendance at an institutional level.

There are a range of services and programmes (other than those mentioned above) that contribute to raising pupil attendance, which is, to a varying degree, part of their core functions: these include:

- The Police Service
- Connexions Service
- Young People’s Service
- Behaviour Support Service
- Children’s Fund
- Youth Offending Service
- Social Services

In addition, both the voluntary sector, organisations like the School Home Liaison project and CHANCE, as well as business organisations have a significant contribution to make.

**Teenage Pregnancy Strategy**

The Teenage Pregnancy Strategy aims to reduce teenage conception and provide support for teenage parents. It has four strands:

- Better prevention: better contraception, advice and information services
- Better prevention: Sex & Relationship Education
- Media and Communication
- Better support for teenage parents

Vulnerable young people are a particular focus of the Sex and Relationship Education strand of the strategy; some of these young people will be those identified in the Behaviour Support Plan. A number of different initiatives, run by a range of agencies, have been developed to address this group’s needs.

**Child and Adolescent Mental Health Service Strategy**
The development of Mental Health Services for children and young people is an identified priority for education, health and social services. In addition a broad range of government policies include a requirement to address the emotional, behavioural and psychological need of young people and their families. It is recognised that social exclusion can both cause and originate from mental health problems.

There are a number of important interfaces between health, education and social services in the development of Child & Adolescent Mental Health Services (CAMHS). First a strategy group which meets bi-monthly and consists of senior managers from education, social services and the Primary Care Trust. Its function is to commission child and adolescent mental health services in Islington and to co-ordinate planning and new initiatives, including the implementation of the NHS Modernisation programme, as they relate to CAMHS.

The initial interagency priority between CAMHS and education has been pupils presenting in education with complex emotional, behavioural and mental health needs hindering their ability to attain and succeed in life within school and life in general. In this group are the pupils most at risk of exclusion, those who generate the highest levels of concern to teachers, and those whose grades fall well below their ability levels. From a health point of view these pupils represent a group whose functioning compromises their life chances, and who often fall through the child mental health net, either by not being referred, or when they are often finding it hard to engage with clinic based services.

Developments have therefore focused on:

- maximising opportunities for joint health/education responses to need;
- increasing the accessibility of CAMHS services;
- developing flexible and responsive methods of mental health assessment, intervention and liaison.

With this being achieved through:

- development of CAMHS provision on site in secondary schools;
- strengthening links between Community Child Psychology Service and primary schools;
- development of CAMHS provision within each PRU to enable a highly integrated CAMHS/Education response to need; and
- CAMHS contribution to development and management of borough wide interagency programme.
Youth Safety, Crime Prevention and Youth Justice

The education service is represented on the Islington Crime, Drugs and Young People Partnership (ICDYP), which meets bi-monthly. It is involved in the implementation of the Crime and Disorder Strategy, Youth Justice Plan and the various Drugs Action Plans. There is a Young People and Crime sub group, which oversees the work of the Youth Offending Service, advises on the Youth Justice Plan and commissions specific targeted projects to reduce offending and support victims of crime. The ICDYP will be working on an integrated Crime, Drugs and Anti-Social Behaviour Strategy for 2005-2008.

The Crime and Disorder Strategy and Youth Justice Plan has within them broad themes and objectives that relate directly to the Behaviour Support Plan. The reduction of exclusions, strategies to tackle truancy and programmes to support education and training for targeted groups particularly relate to activities that aim to reduce youth crime. The Behaviour Improvement Programme is part of the National Street Crime Initiative, one strand of which is the establishment of multi-professional Behaviour and Education Support Teams (BEST).

The Youth Justice Plan aims ‘to prevent offending by children and young people’ and contains the following objectives:

- the swift administration of justice;
- confronting young offenders with the consequences of their offending;
- interventions that tackle the factors that put children and young people at risk of offending;
- punishment proportionate to the seriousness and persistence of the offending;
- encouraging reparation to victims by young offenders; and
- reinforcing the responsibility of parents.

Workforce Remodelling

The ‘Time for Standards’ suite of consultation documents, published in October 2002, recognised that in:

- promoting a work / life balance for teachers;
- refocusing their work upon core purpose of teaching, and
- relieving them of a range of duties and responsibilities that have detracted from that core purpose
an opportunity was being offered to create a more clearly defined role for non-teaching staff.

The ‘Developing the Role of Support Staff’ document, a key component of the ‘Time for Standards’ package, proposed three career progression routes for support staff:

- Pedagogical (for those supporting teachers and pupils in the process of teaching and learning);
- Administration and Organisation (e.g. school bursars, administrators, premises); and
- Behaviour and Guidance (“for those such as learning mentors who provide support and guidance to individual pupil, helping to overcome barriers to learning, or who are involved in pastoral, attendance and discipline issues”).

In the organisation of support for schools in their implementation of the remodelling agenda, CEA@Islington has been cognisant of the need to reflect the above career routes, and named officers have been detailed to lead on each of the three strands. There is, therefore, a specific officer charged with responsibility to take forward matters of the professional development of support staff in schools working within the Behaviour and Guidance strand in the workforce remodelling context, and to work with colleagues in Human Resources on issues relating to job descriptions and amended contracts. The work in this strand is supported by a member of the Director’s Management Team.

**Voluntary Agencies**

The LEA recognises the importance of links with the voluntary agencies. This is achieved, to a large extent, by the Children and Young People’s Strategic Partnership and by a commonality of membership on the management groups of many local initiatives (including Connexions, Early Years Development Partnership and the Children’s Fund initiatives).
LINKS WITH OTHER POLICIES, PLANS AND GUIDANCE

This section summarises plans and initiatives which link directly with the Behaviour Support Plan.

Education Development Plan

The second generation of Education Development Plans was submitted to the Secretary of State for approval by 31st January 2002. Islington’s EDP2 covers the period 2002 – 2007.

The process of consultation and feedback ensured a commonality between the targets and strategies set by schools and the targets and strategies laid down in EDP2 and Behaviour Support Plan. EDP2 outlines how the LEA and CEA@Islington will work together with schools and describes actions to move towards the achievements of those targets.

The National Priorities for EDPs are:

1. Raising attainment in Early Years and primary education
2. Raising attainment in Key Stage 3
3. Raising attainment in Key Stage 4
4. Narrowing attainment gaps / tackling underachievement
5. Support for schools causing concern

The Local Priorities are:

6. Improving the impact of school leadership on raising standards
7. Improving the impact of ICT on school effectiveness and standards
8. Improving the arrangements to recruit, retain and maximise the potential of all staff to impact on pupil attainment

Improving the rate of progress of underachieving groups is a key area of activity within each of the priorities. In addition, actions to improve behaviour and attendance and support for SEN are woven through all the EDP national priorities.
Through the monitoring and evaluation of the Activities and Actions laid out annually in Annexe 2 of the Plan, the EDP contributes to the evaluation of action taken to improve behaviour and attendance and the impact this has had.

**Excellence in Cities**

Excellence in Cities is a government-funded initiative designed to meet the challenges facing inner city schools and to raise standards. It aims to broaden the diversity of provision and extend the learning opportunities for pupils of all abilities. All strands of the EiC programme have been implemented in Islington. The strands, which specifically link to the Behaviour Support Plan, are:

- Learning Mentors to tackle barriers to learning for every pupil who needs one;
- Learning Support Units (LSUs) to provide school-based centres to support pupils with behaviour difficulties.

Resources were made available to establish Learning Support Units (LSUs) in seven of our nine secondary schools and two primary schools, (each serving a small cluster). In Islington a range and diversity of models have been developed to respond to local needs. The work is however underpinned by a common philosophy that LSUs are a positive preventative strategy within the continuum of a school’s pastoral care system. These units aim to:

- enable schools to provide separate short-term teaching and support programmes tailored to the needs of difficult pupils;
- keep disaffected pupils in school and working while addressing their behaviour problems and helping to reintegrate them into mainstream classes as soon as possible; and
- minimise the disruption caused by the most difficult pupils without the need for exclusion.

**Key Stage 3 Behaviour & Attendance Strand**

The National Strategy for Key Stage 3 aims to raise standards by strengthening teaching and learning across the curriculum. The ‘behaviour and attendance strand’, launched in Autumn 2003, focuses on whole-school issues that impact on the behaviour and attendance of all pupils, including those in Key Stage 4.
The principles of the strand are:

- consistent, coherent and sustained approaches to teaching positive behaviour and regular attendance;
- building on the best of current policies and practices;
- consultation and involvement of pupils, parents, carers and the community; and
- identification and sharing of good practice.

The behaviour and attendance strand supports schools with pupils whose behaviour stands in the way of their own and others’ learning, by:

- providing guidance, training and consultancy to help teachers become more skilful and confident in their management of pupils;
- fostering good learning and constructive behaviour through effective planning, teaching and classroom organisation;
- supporting the role of a school’s lead behaviour professional, where appropriate;
- developing an effective policy on pupils’ behaviour in school; and
- helping schools to engage the wider community in imaginative approaches to pupils’ behaviour.

The school behaviour and attendance policy shapes the school ethos and makes a statement about how the school values and includes all members of its community. Positive behaviour and attendance are essential foundations for a creative and effective teaching and learning environment in which all members of the school community can thrive and feel respected, safe and secure. A well-implemented policy is an important factor in gaining pupils’ and parents’ confidence in a school and in attracting and retaining good quality and well-motivated staff.

The behaviour and attendance strand offers schools the opportunity to evaluate the present situation and assess the effectiveness of the current policy through the completion of an audit. This document helps to establish a baseline from which actions to support change can be prioritised, planned and implemented.

In Islington, the Behaviour & Attendance Strand is delivered through the KS3 Strategy and by the Secondary Outreach Team based within the Behaviour Support Service. This joining up of resources has allowed the deployment of specialist teachers to schools on the basis of need. This strand also provides advice and training for managers of Learning Support Units.
Behaviour Improvement Programme (BIP)

The DfES announced the launch of this national programme in May 2002 as part of the Street Crime Initiative. The opportunity for Islington to participate in the programme strengthens the overall drive to raise achievement and to focus on those areas where barriers to learning create a daily challenge for pupils, schools, parents and support agencies. The schools selected to be involved in the programme are committed to the raising achievement agenda and recognise the funding as a very real opportunity to build upon existing good practice, some of which has resulted from the successful experience of Excellence in Cities (EiC).

The DfES has allocated additional funding to Islington to address further behaviour and attendance in targeted primary and secondary schools. Four secondary and thirteen primary schools were selected to take part in the programme based on the criteria set out by the DfES and the levels of attendance and fixed-term exclusions in Islington schools. The programme has been designed on a cluster basis, as follows:

- Islington Green secondary school is clustered with Ecclesbourne, Charles Lamb and Rotherfield schools;
- Highbury Grove secondary school is clustered with Newington Green, Drayton Park and Highbury Quadrant schools;
- Holloway secondary school is clustered with Robert Blair, Tufnell Park and Hungerford schools;
- Islington Arts & Media School is clustered with Pooles Park, Montem, Pakeman and Duncombe schools.

The BIP established Behaviour and Education Support Teams (BESTs) for each cluster, comprising a range of professionals including Educational Psychologists, CAMHS and Social Work professionals. Their work in schools is linked to pastoral support systems and overseen by a Lead Behaviour Professional from the school staff.

The responsibility of BIP schools and the Lead Behaviour Professional includes ensuring:

- each pupil at risk is allocated a key worker;
- school learning, attendance and behaviour targets are met;
- progress is monitored through the school’s Pastoral Support Planning forum; and
pupils in Learning Support Units are supported with their reintegration back into mainstream classes.

A condition of receiving BIP funding is that all pupils excluded from BIP schools receive full-time education from the first day of their exclusion. All participating secondary schools have set up inclusion centres and Islington BIP has procured the services of Fresh Start. Fresh Start provides a core curriculum and personal and social development for pupils who have been excluded from BIP schools for longer amounts of time or who cannot be maintained within school.

Extended Schools

The Extended Schools initiative provides a direct avenue for promoting social inclusion in education.

As part of the Behaviour Improvement programme, one full-service, extended school was identified in September 2003. The Holloway, Hungerford, Bridge school developed plans for a Full Service Extended School that were accepted by the DfES. The schools currently employ a co-ordinator through the BIP to manage the process in the first year.

The plans seek to bring together at least seven aspects of child and family care and services across the site of the three schools. These include Social Services, health services for children and families as well as resources for community and other forms of extended learning. Progress has been made, particularly in regard to Health Care in Holloway and Children’s Services in Hungerford.

Additional funding for two secondary schools to develop extended, full service provision has been provided through the London Challenge.

The plans for the coming year are to extend services into a full range of support to the local communities and to link with the wider process involving two other extended schools in the borough. Funding to develop extended provision across the borough is being provided to link in with the secondary schools strategy and specific developments in the early years and primary sector.
**Drug Prevention and Support**

The Young People’s Substance Misuse Plan includes support for young people either at risk of using, or using drugs and/or alcohol, drug education for all pupils and support for children and young people whose parents and carers use drugs and alcohol in a problematic way. It is a multi-agency plan including contributions from CEA@Islington, Social Services, the Youth Offending Team and Young People’s Services.

Drug, Alcohol and Tobacco Education in schools aims to provide opportunities for pupils to acquire the knowledge, skills, attitudes and understanding enabling them to respond positively in drug-related situations. It helps pupils to develop personal and social skills, including assessing, avoiding and managing risk, effective communication, resisting pressure, devising problem-solving and coping strategies and developing self-awareness and self-esteem. This type of education can impact on pupils’ behaviour.

The plan also includes targets for “young people identified locally as being at risk of becoming drug users, including all pupils in Pupil Referral Units, young offenders supervised by YOTs and children looked after by Social Services Departments, receiving targeted prevention programmes,” and, “integrated programmes of treatment, care and support to be available to all young people identified as having a substance misuse problem.” Meeting these targets will impact on how drug-related difficulties impact on pupils’ behaviour, attendance and risk of exclusion.

**Inclusion Framework for Action 2004-2007**

The Government is committed to the principle that inclusive schools will provide the proper foundation for life in a diverse society, and therefore promotes the inclusion of children with special educational needs (SEN) in mainstream schools wherever possible. The Special Educational Needs and Disability Act 2001 which came into force from January 2002, placed on LEAs and schools a duty to educate children with SEN in mainstream schools, as well as new duties that made it unlawful for education providers to discriminate against disabled pupils. More recently, the Government’s vision for children with SEN and disabilities has been set out in a report ‘Removing Barriers to Achievement’.

further proposals for building on the significant achievements made through the original Framework and to further extend this development.

The revised Framework:

- evaluates outcomes of 2000-2003 plan (key milestones and outcome measures)
- provides new plan for 2004-2007 that reflects the Government’s vision
- indicates clearly the further steps we will take towards greater inclusion and improved pupil outcomes

The strategy outlined within the Framework promotes the development of parallel activity in six key areas:

- Policy
- Resourcing strategies
- Processes and structures
- Managing change
- Partnerships
- Ensuring links with other key strategic plans

Within ‘processes and structures’ we continue to focus on the development of SEN Service Areas that incorporate the skills of our specialist providers with a borough-wide brief. These services reflect the four areas of need identified within the SEN code of practice, which are:

- Learning and Cognition
- Communication and Interaction
- Physical and/or Sensory
- Emotional Social and Behavioural

Each service area has a development plan which focuses on three broad strands:

- Developing the capacity of mainstream schools to meet a wider range of needs
- Developing the capacity of our specialist providers to work directly with pupils as well as to support mainstream schools
- To promote partnership working at all levels
The Behaviour Support Plan represents the development plan for the Emotional, Social and Behavioural Service Area.

**CEA@Islington Guidance**

CEA@Islington has produced social inclusion policy guidance which sets out the national framework and borough wide policy, together with a framework for developing school-based social inclusion policy.

CEA@Islington also provides guidance to all schools on a range of issues relating to raising attendance, promoting positive behaviour and reducing disruptive behaviour. Guidance in the following areas is currently available to schools:

- Exclusions
- Attendance
- Bullying & Harassment
- Race Equality
- Pastoral Support Programmes
- Effective Transition for Pupils with ESBD
- Positive Handling
SECTION 3: SUPPORT TO SCHOOLS AND PUPILS

RAISING STANDARDS

Raising standards for all is the central focus of the activities of Islington schools and of the LEA and much is being achieved by our schools. The drive to raise standards and to enable pupils to achieve their full potential is inextricably linked with the need to promote positive attendance, behaviour and attitudes.

CEA@Islington works closely with schools (in conjunction with other agencies) to promote effective policies for managing pupil behaviour. Schools are at the heart of social inclusion and are among the key service providers for children and young people with emotional, social and behaviour difficulties. Consultation with schools indicates that behavioural difficulties represent one of the greatest challenges for staff who would like greater access to multi-agency support in dealing with difficulties at every level. CEA@Islington recognises the value of early intervention strategies and is consistently seeking ways to work with schools to direct resources into preventative measures wherever possible.

Most schools manage behaviour well. The large majority of our schools provide an orderly environment where pupils feel safe and are able to benefit from the opportunities provided by the curriculum. The vast majority of the many interactions in a school day are positive, but there is a tendency to remember the negative encounters. The challenge, therefore, is to celebrate the success of schools and to raise the self-esteem of school staff, empowering them to manage challenging situations with confidence and skill.

All schools must work within the framework of the National Curriculum, but whilst there are statutory requirements for which schools must have regard, there is now the opportunity especially at Key Stage 4 for increased flexibility and an appropriate response to the identified needs of particular groups of pupils. Recent developments in the 14 – 19 curriculum have made it increasingly possible for pupils in Key Stage 4 to experience a programme which varies considerably from the predominantly academic courses taken by the majority of their peers. Furthermore, the emphasis on providing a seamless 14 – 19 pathway enables more pupils to make choices that have a better chance of providing relevant and sustained learning through into early adulthood.
THE LEA’s EXPECTATIONS OF SCHOOLS

In order for the LEA to provide effective and targeted support to schools, we expect that schools will:

- strive to provide a positive, inclusive ethos in the school where all pupils are valued and where teaching and learning is adapted to meet individual learning needs, building on preferred learning styles and talents. By giving absolute priority to promoting good teaching and learning ensures the best incentive for pupils to come to school and behave well;
- establish and maintain positive behaviour management policies which focus on promoting healthy, social and emotional development and foster positive attitudes to learning in all children;
- develop specific policies and practices to promote attendance at schools and to combat bullying, harassment and racism;
- monitor, evaluate and review such policies on a regular basis;
- establish positive working partnerships with parents and inform them of school policies and expectations on behaviour and related issues;
- use resources delegated to the school to support pupils with behaviour difficulties for that purpose;
- identify vulnerable groups of pupils and provide focused support for such pupils where necessary;
- develop Individual Education Plans, Personal Education Plans (PEPs) or Pastoral Support Plans for pupils who present with persistent difficulties;
- liaise with appropriate agencies and the LEA to help assess pupil’s needs and review and revise plans as necessary;
- produce Pastoral Support Plans for pupils who are at risk of exclusion from school – always informing the LEA of pupils who have a statement of SEN and calling forward an Annual Review if the placement is in danger of breaking down; and
- ensure that all staff have opportunities for continuing professional development in the area of behaviour management.

KEY FEATURES OF EFFECTIVE APPROACHES TO BEHAVIOUR MANAGEMENT IN SCHOOLS

The basis for improvement in the management of pupil behaviour in schools is well documented by research. Studies confirm the recipe for successful management of pupil behaviour as:
a school ethos, which promotes positive behaviour, enhances pupils’ self-esteem and creates high expectations among pupils and staff;

- clear leadership of and ownership by, the whole school community, of a behaviour policy with well defined rewards and sanctions;

- differentiated, well-planned and organised teaching and learning; and

- an inclusive and well-balanced curriculum which allows all to succeed.

The key to preventing many behaviour problems, or reducing the chances of them arising, lies in how groups of pupils are managed both at the level of whole school policy and at the level of class-group management. If pupils are part of a well ordered, consistent and supportive system they are less likely to develop serious difficulties since the opportunities for them to learn unacceptable behaviour will be reduced.

THE SCHOOL BEHAVIOUR POLICY

Every governing body must formulate, agree and publish a behaviour management policy for their school. Once the behaviour policy is in place it should be reviewed regularly and publicised to pupils, parents/carers and staff every year.

Under the Race Relations Amendment Act, governing bodies have a duty to formulate and implement a race equality policy and to monitor the impact of all their policies on different racial groups. This includes the behaviour policy. Governors, therefore, have a duty to ask for exclusion figures to be broken down by ethnicity so they can determine whether any pattern to exclusions exist and how they can be addressed. Linked to this is the duty of schools to monitor and report on racist incidents to the LEA.

Effective behaviour management within schools is dependent upon the existence of a behaviour management policy that is:

- linked to other policies addressing issues of equal opportunity and inclusion, racial harassment, special educational needs and issues of bullying;

- developed with the active involvement of all staff and the wider school community;

- subscribed to by all;

- consistently applied; and

- widely and regularly communicated.
Behaviour policies need to be regularly reviewed, evaluated and revised. This section sets out key aspects of the content and development of the policy and is designed to support the process of reviewing and auditing existing policies.

Each school in Islington will have its own unique policy that is consistent with the aims and values of the school and reflects the particular needs of the institution and the community it serves. Both statutory guidance and best practice suggest that there are certain key elements that should be common to all policies.

- A statement of basic principles of behaviour management that the policy is based upon and that ensures that the rights and dignity of each individual is recognised and promoted.
- An emphasis on the recognition of appropriate behaviour.
- A clear hierarchy of sanctions or consequences of undesired behaviour.
- Clear roles and responsibilities of staff involved in behaviour management.
- Clear expectations both of pupils and adults in the school.
- Parental links detailing how parents will be informed and involved as partners in the management of their children’s behaviour.
- Staff support systems.
- Working with outside agencies.
- Links with other related policies (attendance, bullying, racial harassment, equal opportunities).
- Clear structure for monitoring and evaluation and school development.

**Rules and Expectations**

The behaviour policy will set out the expectations on members of the school community. Staff need to agree what behaviour is expected from pupils in the context that appropriate social and interpersonal behaviour can and will be taught in the school like any other learned behaviour.

Staff need to agree how these expectations will be expressed in terms of school wide rules ensuring pupils are clear what is expected of them. Classroom rules and routines may vary according to the age of pupils, subject being taught and the learning context, but class rules and routines should be clearly linked to school wide rules.
Schools may wish to set out expectations of all staff and parents, stressing the partnership elements of effective behaviour management.

**Motivating pupils to behave well**

A key aspect of the behaviour policy is how positive behaviour will be recognised and encouraged. The aim of the policy is to promote health, social and emotional development for all: to encourage pupils to develop positive self-esteem and to value others.

Positive recognition and praise are the most effective way of communicating value. More tangible rewards such as merits, stickers, certificates etc may be effective in reinforcing positive behaviour as well as academic progress, particularly if linked with clear communication home to parents / carers.

The key to effective practice in this area however is consistent, positive recognition and feedback when pupils are behaving appropriately.

**Working with parents / carers**

The positive management of pupil behaviour is all the more effective if parents are involved as active partners in the process and the policy should describe how parents will be involved.

Parents need to have a clear understanding of the school’s policy for behaviour management to know how they will be kept informed and to understand how they might play their part in both encouraging positive behaviour at school and responding to unacceptable behaviour.

The policy should:
- have a clear emphasis on working with parents as partners;
- set out clear procedures for contact between parents and school staff;
- specify procedures and roles for working with parents where there are persistent behaviour difficulties and/or concerns about the child’s social and emotional development; and
- be made available in a format which is accessible to all parents.

**Pupils with persistent emotional and behavioural difficulties**
However effective and well-established behaviour policies are, there are likely to be some pupils, in any school, who present with more persistent difficulties in social development and behaviour. A minority of pupils will not respond as well as others to successful whole school and classroom strategies for promoting good behaviour.

The policy should include a description of the steps that may be taken to support such pupils and address their difficulties. This aspect of the policy should be linked with policies on inclusion and special educational needs, as under the code of Practice for Children with Special Educational Needs, a child with persistent behaviour difficulties has a special need just as a child with learning, physical or sensory difficulties.

The policy should describe:

- how individual education plans or pastoral support plans might be drawn up for a pupil with specific difficulties;
- the range of additional in-school support that might be available to support the implementation of such plans;
- links with outside agencies;
- involvement of parents/carers; and
- arrangements for review of plans.

**WHAT SCHOOLS CAN EXPECT FROM THE LEA:**

We will aim to:

- support schools with the development of effective behaviour management policies by offering a common framework for audit, review and evaluation;
- provide a range of support services that offer support at the level of whole-school policy development, teacher support and support for individual pupils;
- provide schools with detailed data and knowledge of the patterns of attendance, behaviour and exclusions in schools and among specific groups at risk of social exclusion such as looked after children, black and minority ethnic pupils and pupils with special educational needs, and will use such data to inform our dialogue with schools for setting targets;
- monitor the quality of support for such services by evaluation of their effectiveness and seeking feedback on their performance on a regular basis;
assist with liaison with parents and carers, particularly where schools are experiencing difficulty in achieving positive, active partnerships;

provide responsive, readily available consultation and advice on behaviour and attendance issues;

support schools with the assessment of pupils’ needs and the production of effective Pastoral Support Plans;

work closely with our partner agencies to ensure they are aware of the needs and concerns of schools and to develop effective joint agency services and planning;

be responsive to the concerns of headteachers and governors, in seeking continually to develop and improve our support and provision in the light of feedback;

develop, maintain and monitor a range of high quality provision for pupils, who for a period of time, need to be educated outside of mainstream schools;

publish clear admissions criteria for non-mainstream local provision and ensure objective, transparent decision-making processes are in place regarding placement and provision;

provide immediate support to schools where there have been major or critical incidents affecting the school community;

keep schools and partner agencies informed of local and national developments in the area of behaviour management;

assist schools with target setting for attendance and exclusions and provide feedback on performance across the LEA to enable benchmarking and the dissemination of best practice; and

develop a range of high quality professional development tailored to the needs of individual schools.

**Behaviour Support Service Development and Outreach Teams**

The Behaviour Support Service has formed Outreach Teams to support schools in the management of pupil behaviour, including the challenging behaviour of pupils with emotional, social and behavioural difficulties. Priorities for the teams are to:

- develop a behaviour audit for schools, covering, for example, the framework for establishing expectations and setting boundaries, clarity of roles in supporting pupils, links with other school policies, links to teaching and learning, monitoring and review and links with parents/carers and other agencies;
• work with other professionals, including the educational psychology service, to support schools in using the audit and developing whole-school behaviour management policies and practice;
• contribute to a co-ordinated programme of training for new and experienced teachers and for TA’s to cover: the development of a clear institutional framework for the management of behaviour; the use of eclectic and problem solving approach; and the links between behaviour management and teaching and learning;
• support schools with the implementation of pastoral support programmes;
• support teachers in classroom techniques, including coaching, delivering demonstration lessons, assisting with the development of teaching materials and the delivery of quality INSET to staff;
• develop borough wide systems for profiling pupils with exceptional needs;
• develop multi-agency working to support schools in their work with pupils with behavioural or emotional difficulties

Since September 2001 an agreement with schools has allowed for a basic entitlement of ten days outreach support a year to each secondary school in the borough. This allocation was outlined in the Behaviour Support Plan 2001-2004.

Following service evaluation and, in the light of the introduction of the Behaviour Strand of the National Key Stage 3 Strategy, the Behaviour Support Service has reviewed and revised its allocation of support to schools.

Each secondary school has a link behaviour support teacher who will offer a minimum of 20 days a year of practical support, advice and training. The type and level of support will be agreed between the service and the school at an annual consultation meeting.

The Primary Outreach Team is a needs-led service, with support mainly targeted at individual pupils with challenging behaviour who require an individual behaviour management programme. To ensure support to schools and pupils is efficient and coherent, the Behaviour Support Service has linked a named behaviour support teacher to each school.

To ensure schools receive support in inverse proportion to success, the service has placed schools in one of three levels. The current entitlement is as follows, but will be reviewed annually:
<table>
<thead>
<tr>
<th>School</th>
<th>Level 1 Support</th>
<th>Entitlement</th>
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<tbody>
<tr>
<td>Blessed Sacrament</td>
<td>Schools in this category have given no cause for concern in relation to the management of behaviour.</td>
<td>Schools may refer to the service for individual pupil support.</td>
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<tr>
<td>Duncombe</td>
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<td>Clerkenwell Parochial</td>
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<td>Grafton</td>
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<td>Prior Weston</td>
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<td>St Joan of Arc</td>
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<tr>
<td>St John The Evangelist</td>
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<tr>
<td>St John’s Highbury Vale</td>
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<td>St Joseph’s</td>
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<td>St Jude’s &amp; St Paul’s</td>
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<tr>
<td>Thornhill</td>
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<td>Tufnell Park</td>
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<td>Yerbury</td>
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<tr>
<th>School</th>
<th>Level 2 Support</th>
<th>Entitlement</th>
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<tr>
<td>Ambler</td>
<td>Schools in this category have generally acceptable levels of fixed term exclusions, but may require some additional support.</td>
<td>Support to individual pupils, including advice to class teachers and TAs on IEPs, classroom management strategies and the setting of behavioural targets. Linked behaviour support teachers will liaise with School Improvement Officers to ensure there are no changing circumstances in how effectively the school managed pupil behaviour. Schools may request individually tailored programmes of INSET</td>
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<tr>
<td>Canonbury</td>
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<tr>
<td>Charles Lamb</td>
<td></td>
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<tr>
<td>Christ The King</td>
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<td>Copenhagen</td>
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<td>Drayton Park</td>
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<td>Gillespie</td>
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<td>Hanover</td>
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<td>Hargrave Park</td>
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<td>Hugh Myddelton</td>
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<td>Hungerford</td>
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<td>Laycock</td>
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<td>Montem</td>
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<td>Newington Green</td>
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<td>Poole’s Park</td>
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<td>Robert Blair</td>
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<td>Rotherfield</td>
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<td>Sacred Heart</td>
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<td>St John’s Upper Holloway</td>
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<td>St Luke’s</td>
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<td>St Mark’s</td>
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<td>St Mary Magdelene</td>
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<td>Vittoria</td>
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<td>Winton</td>
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<tr>
<th>School</th>
<th>Level 3 Support</th>
<th>Entitlement</th>
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<tbody>
<tr>
<td>Ashmount</td>
<td>Schools in this category are characterised as:</td>
<td>Schools in this category will be prioritised for additional support. Following consultation with Headteachers, three schools will be targeted each term for intensive whole-school support. Schools will continue to refer pupils for individual support.</td>
</tr>
<tr>
<td>Ecclesbourne</td>
<td>- having comparatively high levels of fixed term exclusions, and/or</td>
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<tr>
<td>Highbury Quadrant</td>
<td>- requiring special measures</td>
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<tr>
<td>Moreland</td>
<td>- having serious weaknesses</td>
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<tr>
<td>Pakeman</td>
<td>- requiring priority support</td>
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<tr>
<td>St Andrew’s</td>
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<tr>
<td>St Mary’s Islington</td>
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<tr>
<td>William Tyndale</td>
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SECTION 4: SUPPORT FOR PUPILS OUTSIDE MAINSTREAM SCHOOLS

THE RANGE OF PROVISION

The 1996 Education Act requires the LEA to make suitable educational provision for those pupils who require to be educated ‘otherwise than at school’. Suitable education is defined as ‘efficient education suitable to the age, ability, aptitude, and to any special educational needs the child or young person may have’.

In Islington, the Behaviour Support Service assumes responsibility, in the main, for the provision of Education Otherwise Than At School. The key aim and objective of the service is to support pupils educated outside of mainstream schools back into the mainstream systems if at all possible. Education Otherwise Than At School forms part of a continuum of behavioural provision, which ranges from advice and training to schools through to planning for out of borough placements for those pupils with the most extreme and complex needs.

The pupils who currently fall into the education otherwise than at school in Islington are broadly grouped as follows:

- Pupils in danger of permanent exclusion and who may respond positively to a period of off-site provision;
- Pupils who have been permanently excluded from school;
- Pupils with a history of behavioural difficulties elsewhere who move into Islington and who would benefit from some assessment to identify their needs before placement in an Islington school;
- Pupils with medical needs who are not able to attend mainstream during the course of their illness.

EXCLUDED PUPILS

The majority of pupils receiving education in Islington will be successfully maintained and provided for within their mainstream schools. There will be, however, a very small number of resident pupils who have been excluded from in-borough and out of borough schools who will need additional support for a short period of time outside of mainstream school.
CEA@Islington is responsible for discharging the LEA’s responsibility for providing full-time education for excluded pupils. Where a pupil does not automatically transfer to another school, it does this through the provision of Pupil Referral Units.

The Behaviour Support Service Referral & Admissions Panel, a multi-agency panel, provides strategic direction to CEA@Islington in working with excluded pupils, pupils at risk of exclusion and pupils presenting with severe emotional, social and behavioural difficulties.

The panel is convened by the Head of Behaviour Support Service and made up of senior managers from Education Welfare and Social Work Services, Educational Psychology, CAMHS and Heads of Pupil Referral Units and Outreach Teams. The panel is responsible for:

- agreeing temporary placement in a Pupil Referral Unit for excluded pupils and those at risk of exclusion;
- advising on alternative in-school provision in the case of inappropriate referrals (e.g. where a school has not used a range of strategies or resources at their disposal); and
- providing a systematic, regular review of pupils attending PRUs.

Support for pupils in mainstream schools who are at risk of exclusion is also accessed through the Referral & Admissions Panel. Schools may refer to this panel for dual registered, short-term placements in Pupil Referral Units. The decision to place a pupil is determined on the basis of a clear analysis of need. The length of time a pupil may spend in a unit will vary depending on need, however, with the exception of pupils at Key Stage 4, the aim is to successfully return pupils to mainstream school within two terms.

Schools may also refer to the primary and secondary outreach teams for in-school support with pupils. However, a key element of all work by the outreach teams is the development of strategies to help primary and secondary school develop more robust in-school systems and practices that enable them to manage their own difficulties and problems.

**PARADISE PARK (KS1&2)**

Paradise Park, working closely with the Primary Outreach Team, has been very successful in its work with schools to reduce the numbers of pupils permanently excluded from Islington primary schools. The Referral & Admissions Panel accepts direct referrals from schools to prevent exclusion, but in line with the commitment to inclusive education, the outreach team will first exhaust all school-based strategies before any decision is made to refer the pupil off-site.
Paradise Park provides full-time education for those very few pupils who are permanently excluded from school and awaiting appropriate placement. The PRU also offers a limited buy-in provision for pupils on the roll of a mainstream school who are presenting with ESBD and who need focused support in a small group setting.

Dual-registered pupils attending Paradise Park retain mainstream time when they are not attending the PRU. The PRU is currently funded to work with up to 18 pupils.

**COMPLEMENTARY EDUCATION CENTRE (KS3)**

The Complementary Education Centre works with up to forty-five pupils who are either permanently excluded, out of school or at risk of exclusion. Schools may refer pupils to the PRU who have not responded to a range of in-school support such as that provided through the Excellence in Cities, Pastoral Support Programmes and Behaviour Improvement Programme.

Places are available to schools on a buy-back basis, these places are usually for two-terms only. Where a pupil is dual registered, close links between the PRU and the mainstream school are developed with representatives from schools invited to each progress review.

The Centre provides 25 hours a week of tuition and a full curriculum comprising English, maths, science, ICT, art & design, music and design technology. All pupils are encouraged to actively participate in sporting opportunities. PSHCE is taught to all pupils.

CEC aims to work closely with secondary schools to offer flexible programmes of integration. This might entail part-time attendance at both establishments with the time at school gradually increased until the pupil is ready to attend full-time.

**PROJECT 16 (KS4)**

Project 16 works with Key Stage 4 pupils, who receive tuition within the centre and opportunities for extended learning through work experience placements and college placements. A broad and balanced curriculum is offered to pupils, which is in line with the National Curriculum, with a strong emphasis on raising educational achievement and the development of personal and social skills. The PRU provides an on-site curriculum leading to GCSEs which enable all pupils to have an opportunity to sit public examinations in English, maths, science, art & design, ICT
and drama. In addition all pupils are encouraged to actively participate in a sports programme. PSHCE is taught as a core subject to all pupils. An off-site work-related curriculum enables pupils to experience short vocational courses and work experience. Pupils are expected to remain at Project 16 until the end of year 11 and to have achieved externally accredited academic and vocational qualifications, which will support their transition to further education and employment.

All Pupil Referral Units are provided with additional support from the School Improvement Service, Educational Psychology Service, Education Welfare & Social Work Services and CAMHS.

The Behaviour Support Service remains the key agency for these pupils, but may not be the sole provider of individualised programmes. A broad and relevant curriculum is developed in collaboration with partner agencies, for example the Youth Offending Team, CAMHS and Young People’s Services.

**NEW DIRECTIONS**

New Directions provides multi-disciplinary, multi-agency intervention for young people and their families, in response to significant and severe social, emotional and behavioural difficulties that are beyond the provision of mainstream schools and where residential EBD provision might otherwise be considered.

The Centre provides a 52-week per year programme offering a core curriculum with an emphasis on developing life, social and behaviour management skills. Sufficient staffing and effective links with the Youth Offending Team and Young People’s Service enables pupils to take advantage of opportunities for social education during school holidays. The 52 week provision has been identified as necessary where ‘respite’ for parents is key to reducing family stress.

**ACCESS TO EDUCATION FOR SICK CHILDREN**

The Inclusion Advisory Service provides education for children and young people who are unable to attend school because of medical needs. These pupils may be short-term sick children, long-term sick children or those who are unable to attend school due to mental health issues.
Education is delivered in hospital or at home. Strong links are maintained with the referring school in terms of sharing work plans, and reviewing and monitoring pupil’s progress and achievements. The aim of the intervention is to reintegrate pupils into full-time education at the earliest opportunity.

ACCESS TO EDUCATION FOR PREGNANT SCHOOL GIRLS AND TEENAGE MOTHERS

The Behaviour Support Service has responsibility for meeting the temporary educational needs of pregnant schoolgirls and school-aged mothers and for maintaining or increasing their participation in education, training and employment.

The Behaviour Support Service Teenage Pregnancy Reintegration Officer provides home-based support for pupils who, in exceptional circumstances, are unable to attend school.

OUT OF BOROUGH PROVISION

Where it has not been possible to make local provision for pupils with ESBD, provision outside of Islington, either maintained by other local authorities or through the independent sector, may be considered. However, the primary focus of our inclusion strategy is a commitment to developing a range of quality provision for pupils with Special Educational Needs, including those with emotional, social and behavioural difficulties, including mental health needs, so that all children may have their needs met locally.

Consequently we are committed to the development of the ESBD Service Area with its primary aim to ensure a range of support and a continuum of provision that provides:

- improvements in the progress and attainment of pupils with ESBD;
- cost effective and flexible use of resources;
- support and training;
- structures for recognising, extending and disseminating good practice;
- commitment to providing best value, quality provision within the borough and a reduction in the number of admissions to out-borough schools.

Another of the principles of service development in Islington is that more coherence is brought to the issue of placement and provision by involving partner agencies and service providers in informed decision making as far as possible. Objectives have therefore included:
• the establishment of single referral routes for additional support for children and young people with special educational needs;
• the participation of education, health and social services in flexible and solution focussed decision-making;
• the establishment of a unified focus for measuring outcomes, quality assurance, accountability and value for money when placing children other than in community-based provision; and
• supporting the development of innovative and flexible in-borough services to meet identified needs.

This agenda is largely being addressed through the development of Inter Agency Placement and Provision Panels.

INTER-AGENCY PLACEMENT AND PROVISION PANELS (IAPPP)

An inter-agency panel has been established to consider the needs of school-aged children and young people with severe, complex and enduring emotional, social and behavioural difficulties. This panel considers all placements made of children and young people with such difficulties, whether made by single agency or jointly placed and jointly funded.

The remit of the panel is to:

• establish and maintain a database of children and young people with severe ESBD placed outside of mainstream schools.
• consider recommendations on how best to meet the needs of children and young people whose needs cannot be met in a mainstream setting within Islington as far as possible.
• act as the admissions panel for the New Direction Centre.
• act as an admissions route to specialist mental health provision.
• establish clear criteria for the placement of children and young people in residential settings.
• agree the joint commissioning of placements outside of Islington, where appropriate.
• ensure that clear mechanisms exist to monitor children and young people’s progress against agreed objectives.
• ensure clear accountability and value for money in placements.
• advise on children and young people’s needs, service gaps and establishment of flexible and cost-effective, in-borough services.

For referrals to IAPPP, one or more of the following criteria must apply:

▪ Children and young people who are ‘beyond’ the services that mainstream schools and support services can provide.
▪ Children and young people who display complex and enduring behavioural difficulties which are directly related to their mental health problems, emotional difficulties, health needs or learning difficulties, which requires a reassessment of their educational, therapeutic and/or care needs.
▪ Children and young people whose deteriorating mental health, extreme behaviour difficulties or risk of significant harm to themselves or others, indicates that they are in need of intensive multi-agency care and assessment.
▪ Children and young people whose family or substitute family is at severe risk of breakdown due to the factors described above.

The Inter-Agency Placement and Provision Panel comprises:

▪ Head of Special Education and Client Services (Chair)
▪ Head of Behaviour Support Service
▪ Head of New Directions
▪ Clinical Service Manager, Islington CAMHS
▪ Commissioner for Health
▪ Service Manager, Child Care Planning Service
▪ IAPPP Information and Project Officer
SECTION 5: PARTNERSHIPS WITH PARENTS

Children have two main educators in their lives – their parents/carers and their teachers. Parents are the prime educators until the child attends nursery or starts school and a major influence on their children’s learning through school and beyond. There is no clear line to show where the parents’ input stops and the teachers’ input begins. The school and the parents all have a crucial role to play and the impact is greater if parents and schools work in partnership.

OfSTED (2000) reported that successful programmes of family learning resulted in the following benefits for children:

- Accelerated development of oracy and pre-literacy skills;
- Improved standards in numeracy and literacy;
- Positive behaviour and attitudinal changes;
- Enhanced confidence and self-esteem;
- Awareness that learning is a normal activity throughout life;
- Pleasure from collaborative learning

We recognise the importance of promoting effective partnerships with parents/carers especially when assessing, identifying and implementing provision for children who present emotional and behavioural difficulties.

Schools similarly recognise the importance of maintaining sound relationships with parents. Where behavioural issues arise early contact with parents is particularly important in avoiding escalation of the difficulties. Many schools are now extending the work of learning mentors to include home/school liaison. Some schools make use of home/school agreements which are most successful when they have been developed at a whole school level with input from the local community. Many schools have developed excellent practice in involving parents in the life of the school and of establishing parent rooms, parenting skill groups and parent volunteer programmes.

The involvement of parents/carers is a central focus of our Parent Partnership Service, which works extensively to empower parents in meeting the special educational needs of their children.
All support service teams within Islington involve the parents and carers of children and young people with behavioural needs in the following ways:

- Ensuring schools have received parental/carers permission for Service involvement.
- Contact with families on an individual casework basis in relation to both behavioural and attendance issues.
- Encouraging schools to involve parents in planning and reviews
- Advising parents on the range of behavioural support options available
- Advising parents in relation to the exclusions process and provision of a parental guide to exclusions.
- Facilitating parenting groups

All of the SEN/Inclusion services actively promote partnerships with parents and carers and information is made available in community languages. SEN officers involve parents by offering them the opportunity to give advice to support the Statutory Assessment Process, by inviting them to discuss any proposals as a result of that process before they are formalised and to ensure involvement at annual reviews.
ANNEXE 1:
LEGISLATIVE REQUIREMENTS AND CONSULTATION

PURPOSE OF THE LEGISLATION

Islington LEA has a duty to prepare a statement setting out the arrangements for the education of children with behavioural difficulties (Section 527A of the Education Act 1996, inserted as section 9 of the Education Act 1997). This responsibility for producing and implementing the Behaviour Support Plan in Islington rests with CEA@Islington on behalf of the LEA.

The purpose of this duty is to ensure that LEAs have coherent, comprehensive and well understood local arrangements for supporting schools in meeting the needs of pupils with their emotional, behavioural and social development.

The Behaviour Support Plan 2004 describes the arrangements made, or proposed, to support young people in Islington who are in danger of underachieving at school because they have difficulties in accessing learning opportunities because of their behaviour.

At present the preparation of a new Behaviour Support Plan is a legislative requirement every three years. This current plan follows on from the 2001 – 2004 Behaviour Support Plan.

CEA@Islington sees this as an opportunity to:
- bring together information about ways in which schools and other agencies within the LEA and beyond, work to meet the emotional, behavioural and social needs of children and young people.
- draw up a strategy for future development that incorporates existing good practice.

The Behaviour Support Plan 2004 follows the guidance set out in DfEE Circular 1/98 and covers:
- strategic planning of provision for pupils with behavioural difficulties;
- support to schools in improving the management of pupil behaviour;
- support for individual pupils with behavioural difficulties in schools;
- provision for pupils educated outside mainstream schools.

Islington has a borough-wide Behaviour Support Service Management Advisory Group. This multi-agency group includes representatives from Social Services, Health, Islington Young
People’s Service, Youth Offending Team, the Council, mainstream and special schools at both primary and secondary phases, parents and voluntary organisations. The group meets twice termly to review progress on the Behaviour Support Plan, to consider elements of the new plan and to discuss, from a multi-agency stance, issues of behaviour which arise within the LEA.

Our plan follows the DfES guidance, however, the plan has been written as a working document on which we can consult and develop our ideas over the next three years.

The Behaviour Support Plan 2004 has three action areas:

- How we will extend the capacity of mainstream schools to meet a wider range of emotional, social and behavioural difficulties and raise achievement of all pupils.
- How we will develop the role of specialist provision
- How we will promote effective partnerships with parents and with a wide range of agencies at both strategic and operational level to improve services for children and young people

The proposals in this plan will provide a framework for change which will impact upon:

- multi-professional and multi-agency collaboration which promotes good behaviour and attendance and reduces the negative effects of social exclusion;
- arrangements for earlier preventative support;
- a maintenance or reduction in permanent exclusions;
- a reduction in the need for statutory assessment for pupils who experience emotional and behavioural difficulties;
- the development of extended schools.

**COVERAGE OF THE BEHAVIOUR SUPPORT PLAN**

Islington’s Behaviour Support Plan covers all phases of education from pre-school provision to Key Stage 4 and preparation for transfer to post 16 provision.

The Behaviour Support Plan focuses on meeting the needs of two main groups:

- Vulnerable pupils whose personal circumstances present challenges
- Pupils who currently have emotional, social and behavioural needs
Vulnerable groups of pupils might include the following:

- Pupils with emotional difficulties
- Children in public care
- Pupils who are carers
- Pupils who are disproportionately represented in exclusion statistics such as those from black minority ethnic heritages and those with Statements of SEN other than those with identified behavioural difficulties
- Children on the child protection register
- Pupils with drug / alcohol related difficulties or those from drug / alcohol using families
- Pupils experiencing significant trauma such as refugees and asylum seekers
- Pupils with mental health problems
- Pupils who are or have been bullied

Pupils who currently have emotional, social and behavioural needs include:

- Excluded pupils (both permanent and fixed term)
- Pupils who are persistently violent or disruptive
- Pupils repeatedly absent without permission
- Pupils with challenging behaviour (including that associated with learning difficulties)
- Pupils identified by schools as having special educational needs in respect of their emotional, social and behavioural difficulties
- Pupils with Statements of SEN in respect of their emotional, social and behavioural difficulties
- Pupils who have committed criminal offences

**CONSULTATION AND RESPONSE**

Islington has always considered the Behaviour Support Plan to be an active developmental document. To this end, there has been a continual process of review and update of the previous plan leading to the current plan.

The Behaviour Support Service consulted a range of agencies and LEA services in the drawing up of the revised plan in order to prepare a final version.
Details of the progress with the implementation of the previous plan were included with the written consultation paper.

In accordance with the requirement, consultation was carried out with:

- Heads and Governing Bodies of every school maintained by the LEA and every Voluntary Aided School in the LEA.
- Representatives of local school staff, including their Union representatives.
- Heads of Pupil Referral Units.
- Behaviour Support Service Management Advisory Group
- Local Diocesan Bodies
- Primary Care Trust
- Social Services Department
- The Police
- Youth Offending Team
- Connexions
- Young People’s Service
- Children and Young People’s Strategic Partnership Board.
- Voluntary Agencies
- Parents

Three focus groups meetings were convened for senior managers of early year centres, primary and secondary schools and heads of pupil referral units. A further focus meeting was specifically arranged for agencies and services.

The main points raised through the focus groups, other less formal meetings and the written replies are as follows:

**Early Years and Primary Focus Group**

- The development of community-based work with parents in partnership with other statutory and voluntary agencies e.g. parenting workshops / peer mentoring programmes
- Rapid response to behaviour incidents.
- Undertake joint developments between Behaviour Support Service and Early Years Service to ensure effective, cross-phase support and provision.
- Support for transition and integration of pupils with ESBD.
• Senior manager’s problem solving network.
• Best practice guidance on inclusion and behaviour.
• The need for information sharing protocols across agencies.
• Earlier identification of ESBD and initiating specific provision for KS1

**Key Stage 3 Focus Group**

• Support for an allocation model to Pupil Referral Units.
• Access to a range of programmes for vulnerable pupils, especially girls.
• Transition and integration support for pupils with ESBD.
• Services which support parents.
• Need for comprehensive Directory of Services

**14 –19 Focus Group**

• Need for comprehensive Directory of Services
• Need for a range of alternative provision (skills-based) for pupils with challenging behaviour.
• Dissemination of best practice across schools
• Critical incidents management panel.
• Need to establish parenting classes.

**Written Responses**

All respondents agreed unanimously with principles, strategic priorities and proposed key strands set out in the consultation document.

**Key Strand 1: Extending the capacity of mainstream schools to meet a wider range of ESBD and raise achievement of all pupils - prioritised as follows:**

• Effective systems for identifying and assessing pupils.
• The ability of schools to meet the needs of a growing number of KS1 pupils with complex ESBD.
• Coordination and leadership of behaviour management within mainstream schools
• Identifying gaps in guidance for schools. e.g. the management of critical incidents, positive handling.
- Ensuring systems for dissemination and sharing of good practice.

**Key Stand 2: Developing the role of specialist provision - prioritised as follows:**

- Mainstreaming of external funding strands to support pupils with ESBD.
- The continuing development of in-borough, multi-agency specialist provision.
- Provision for pupils at KS1
- Evaluation of the work of multi-agency teams in schools.

**Key Strand 3: Promoting effective partnerships with parents and a wide range of agencies at both strategic and operational level to improve services for pupils with ESBD - prioritised as follows:**

- Improving links and effective working relationships between Education Service, including schools, and Social Services.
- Developing parent learning in relation to pupils with ESBD.
- Maintaining the development of Child & Adolescent Mental Health input in education.
- Developing relationships within school-based multi-agency teams.

All responses received during the consultation period have been analysed, summarised and taken into account in the production of the final plan.

The primary review group is the Behaviour Support Service Management Advisory Group, a multi agency group, which meets twice a term to review the action plan.

**Resource Implications**

The Behaviour Support Plan has to resolve the tension between the potential for ever-increased demand and the need to ensure existing resources are used as effectively as possible whilst at the same time improving the outcomes for children and young people.

Simply writing a Behaviour Support Plan does not, of itself, generate additional funds. What it does, through its action plan, is justify where any additional resources should be focused, both through its action plan and through the resultant dialogue with schools and other partners.
ANNEXE 2: ISLINGTON CONTEXT

Improving attendance, reducing exclusions, preventing youth crime, encouraging social responsibility and promoting inclusion require a corporate approach, with the active participation of external partners. The Government has set a variety of targets that are monitored through LEA OfSTED Inspections, the Social Services Inspectorate, the Audit Commission and other agencies. A range of data is used to monitor social inclusion and to inform planning. Data for the key areas is as follows:

ATTENDANCE (overview data, trends and benchmarking)

**Primary:** Our attendance rate in Islington primary schools in 2002-03 was 92.6%

Of the 7.4% absences:

- 1.3% were unauthorised, and,
- 6.1% authorised

These figures are marginally worse than the previous year and follow a similar minor deterioration over the previous two years.

In 1999/2000 primary attendance in Islington was slightly above the inner London average, we are now (2002-03) amongst the worst performing. Most other inner London boroughs primary attendance levels have been slowly improving over the same time period.

*Table 1: illustrates absence rates in primary schools over the past 6 years*
**Table 2:** illustrates primary absence rate comparisons with national and Inner London benchmarks.

**Secondary:** Our attendance rate in Islington secondary schools in 2002-03 was 90.9%.

Of the 9.1% absences:

- 1.5% were unauthorised, and,
- 7.6% authorised

These figures are significantly better than in the previous year and follow very small improvements over a number of years.

At secondary, in comparison with other inner London boroughs, we have improved our comparative position to about mid position of an inner London league table, but are still 0.7 percentage points away from the inner London average.
Table 3: illustrates absence rates in Islington secondary schools over the past 6 years

![Bar charts showing absence rates for Islington, Inner London, and National from 2001/02 to 2002/03.]

Table 4: illustrates secondary absence rate comparisons with national and Inner London benchmarks.

Data Relating to Key Groups

Over the past year the Education Welfare and Social Work Service in partnership with QPMU have been collecting detailed pupil and school level attendance data which is beginning to give us a greater insight to differences in the attendance of specific groups within the borough. The data comes from the EW&SWS register checks in 2002-03. As some of the data has only been collected for one year, and because some of the data sets for some groups are relatively small it is difficult as yet to take a clear view on emerging outcomes.

Some outline indications from the 2002-03 data show:

At primary phase:

- There is little difference between boys and girls attendance
- 23% of children have attendance below 90%.
- Attendance is significantly worse in reception and year 1, then gets better but dips in year 5 and improves in year 6.
- Bangladeshi, Somali and other Asian children are more likely to have attendance below 90% than other groups.
- White British and other white ethnic groups are at the borough average
At secondary phase:

- 15.1% of girls have attendance below 80% as opposed to 20.1% of boys.
- White British and other white pupils are by far more likely to have poor absence than other ethnic groups.
- Bangladeshi and mixed ethnicity groups also have significant levels of absence.
- Generally attendance deteriorates as pupils progress through the school, but in some schools poor attendance peaks in year 9.
- Within each secondary school the make up varies and needs to be seen individually within the context of the specific school population.

The outcome of this analysis is being fed back to individual schools and to education support services to enable actions to be developed to respond to the issues arising. This level of detailed data analysis will be repeated in future years to enable a growing picture and understanding of pupil absence within the borough.

Strategic Targets: The Education Development Plan Targets for 2003/04

**Primary:** 6.8% overall absence (7.4% in 2002-03)

**Secondary:** 9.9% overall absence (9.1% in 2002-03)

**Special:** 10.5% overall absence (11.9% in 2002-03)

**Unauthorised absence target:**

In addition Islington has been set by the DfES a target for reducing unauthorised absence (in all schools) to be 1.21% for 2003-04. The figure for 2002-03 was 1.34%.

Further targets will be set for the EDP for 2004/05, at which point more detailed targets will be set across both authorised and unauthorised absence. It is clear that for this and following years these targets have to be more challenging: to reflect the current inner London average across both authorised absence and overall absence.

Our first step will to reach the level of our inner London and statistical neighbours and then to position ourselves at a level of at least national average.
EXCLUSIONS

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</thead>
<tbody>
<tr>
<td>Permanent Exclusions</td>
<td>67</td>
<td>25</td>
<td>13</td>
<td>18</td>
</tr>
</tbody>
</table>

Islington’s rates of permanent exclusions, like many inner city areas, have, in past years been above the national rate. In 2001/2002, however, Islington’s permanent exclusion rates were below the national rate for the primary, secondary and special school sectors. The overall rate for Islington was half the overall rate for England.

There have been no permanent exclusions of Islington looked after children over the past three years. Whilst this should be applauded, it is likely that a number of young people would have had alternative arrangements made for their education following placement breakdown. This issue need to be kept in focus across the services so that appropriate challenge can be made and support offered when necessary.

FIXED TERM EXCLUSIONS

<table>
<thead>
<tr>
<th></th>
<th>Numbers of Exclusions and Rate (per 1000 statutory pupils)</th>
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<tbody>
<tr>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Fixed Term (All)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>2001/2002</td>
<td>225</td>
</tr>
<tr>
<td>2002/2003</td>
<td>179</td>
</tr>
</tbody>
</table>

The fixed term exclusion rate of pupils of primary age in 2002/2003, at 15.3 was a fall on the previous year’s figures. Similarly, the figures for secondary fixed term exclusions follow a similar pattern. The rate of 16.6 per thousand statutory aged pupils is a significant fall from the figure for 2001/2002.

EDUCATION OF LOOKED AFTER CHILDREN

In February 2004 the borough produced ‘Raising the Educational Attainment and Aspirations of Islington’s Looked After Children and Care Leavers. A Strategy for Improvement’. The strategy
has been approved by the Council’s Executive and therefore extracts are included here to inform the Behaviour Support Plan. The strategy also informs the various targets, activities and performance indicators relating to the EDP and Social Services Plans.

Outcomes

Here are charts to outline some performance outcomes at KS4 for Islington Looked After Children (placed in and out of Islington)

Key stage 4 outcomes chart (over 4 years)

Key stage 4 comparisons chart with other LEAs & non LAC 2002-03

These figures and tables clearly indicate the scale of differential between children not looked after and Islington’s LAC, and the need for improvement.
We have a range of other information and data that relates to all Key Stage Tests that is found in the Strategy.

To illustrate, at Key Stage 2 there has been a substantial decrease in outcome results over the previous year, across all subjects, the drop being most significant in English and Maths. This will be a key performance indicator in future years. A higher proportion of children sat the tests than in previous years.

Key stage 2 outcomes chart

In addition outcomes are measured when young people leave care over the age of 16, the following table shows our comparators with other local authorities, both for obtaining 1 GCSE as well as being engaged in education, employment and training at aged 19.

Comparisons chart PAF A2 with Inner London / National
In the past few months the Government has revised the Public Service Agreement Target to improve the life chances of looked after children, the two key targets are now:

- improving the level of education, training and employment outcomes for care leavers aged 19, so that levels for this group are at least 75% of those achieved by all young people in the same area by 2004; and
- substantially narrowing the gap between the educational attainment and participation of children in care and that of their peers by 2006.

Therefore specifically, we will achieve these targets if in Islington:

- outcomes for 11 year olds in English and maths are at least 60% as good as those of their peers;
- the proportion who become disengaged from education is reduced, so that no more than 10% reach school leaving age without having sat a GCSE equivalent exam; and
- the proportion of those aged 16 who get qualifications equivalent to 5 GCSEs graded A*-C has risen on average by 4 percentage points each year since 2002, and at least 15% of all young people achieve this level of qualification.
ANNEXE 3 SERVICES TO SCHOOLS

<table>
<thead>
<tr>
<th>BEHAVIOUR SUPPORT SERVICE (Primary Outreach Team)</th>
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</thead>
<tbody>
<tr>
<td><strong>Access:</strong> Referrals are made directly to Behaviour Support Service multi-agency</td>
</tr>
<tr>
<td>Referral &amp; Admissions Panel. Intervention is offered following case</td>
</tr>
<tr>
<td>discussion. Each school has a named support teacher.</td>
</tr>
<tr>
<td><strong>Contact:</strong> Lesley Gwyther – Head of Service</td>
</tr>
<tr>
<td>Telephone: 020 7527 5714</td>
</tr>
<tr>
<td>Email: <a href="mailto:lesley.gwyther.cea@islington.gov.uk">lesley.gwyther.cea@islington.gov.uk</a></td>
</tr>
<tr>
<td>Jeff Higgins – Primary Outreach Team Manager</td>
</tr>
<tr>
<td>Telephone:</td>
</tr>
<tr>
<td>Email: <a href="mailto:jeff.higgins.cea@islington.gov.uk">jeff.higgins.cea@islington.gov.uk</a></td>
</tr>
<tr>
<td><strong>Key Partners</strong></td>
</tr>
<tr>
<td>Schools, SENCOs and Pastoral Managers</td>
</tr>
<tr>
<td>Pupils and Families</td>
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<tr>
<td>Education Welfare &amp; Social Work Service</td>
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<tr>
<td>Educational Psychology Service</td>
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<tr>
<td>Community Child Psychology Service</td>
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<td>Early Years Services</td>
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<tr>
<td>Social Services</td>
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<tr>
<td>Primary Pupil Referral Units</td>
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<tr>
<td>Primary Learning Support Units</td>
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<tr>
<td>Learning Mentors</td>
</tr>
<tr>
<td>School Improvement Service</td>
</tr>
<tr>
<td><strong>Staffing</strong></td>
</tr>
<tr>
<td>1 Primary Manager</td>
</tr>
<tr>
<td>2.3 fte teachers</td>
</tr>
<tr>
<td>1 Education Social worker</td>
</tr>
<tr>
<td>0.2 fte Educational Psychologist</td>
</tr>
</tbody>
</table>

The Primary Outreach Team provides multi-agency, multi-disciplinary support to schools and pupils in the following ways:

- Whole school support with the strategic management of behaviour, including the development of whole school audit and review and behaviour policies
- Help for schools to identify the causes of challenging behaviour
- Individual support to pupils and classes
- Support for families to manage challenging behaviour
- Support for the development of Primary Learning Support Units
- Support for the ‘managed move’ of pupils with ESBD
- School-based and borough-wide training in the management of pupil behaviour
### BEHAVIOUR SUPPORT SERVICE (Secondary Outreach Team)

<table>
<thead>
<tr>
<th>Access:</th>
<th>Each secondary school has a link behaviour support teacher, providing a minimum of 20 days a year of practical support, advice and training.</th>
</tr>
</thead>
</table>
| Contact: | Lesley Gwyther – Head of Service  
Telephone: 020 7527 5714  
Email: lesley.gwyther.cea@islington.gov.uk  
Pravahi Osman – Secondary Outreach Team Manager / KS3 Strategy  
Behaviour Consultant  
Telephone:  
Email: pravahi.osman.cea@islington.gov.uk |
| Key Partners | Schools, SENCOs and Pastoral Managers  
Pupils and Families  
Education Welfare & Social Work Service  
Educational Psychology Service  
Child & Adolescent Mental Health Services  
Social Services  
Secondary Pupil Referral Units  
Learning Support Units  
Learning Mentors  
Key Stage 3 Strategy  
Behaviour & Education Support Teams  
School Improvement Service |
| Staffing | 1 Team Manager  
3 fte behaviour support teachers  
1 fte teenage pregnancy reintegration officer  
1 fte education social worker  
0.2 fte educational psychologist  
0.6 fte clinical psychologist |

The Secondary Outreach Team works in partnership with schools, KS3 Strategy Consultants, health, educational psychology and social work, to ensure integrated support to schools and pupils and the delivery of the Behaviour Strand of the KS3 Strategy. The type and level of support will be agreed between the Behaviour Support Service and each school at an annual consultation meeting, and may include the following:

- Planning and implementing action derived from the Behaviour Strand of the KS3 National Strategy
- Behaviour audit, including lesson observations, interviews with staff and pupils, policy review, data analysis etc
- Reviewing / developing effective and inclusive behaviour management systems and structures
- Training in classroom techniques, including coaching, delivering demonstration lessons, assisting with the development of teaching materials and the delivery of INSET to staff
- Learning Support Unit development, monitoring and evaluation
- Support to gain Leading Aspect Awards
- Group work, including anger management, social skills, esteem building etc
- Anti-bullying initiatives – setting up specific school-wide campaigns
- Supporting Pastoral Support Planning processes
- Individual support from health and education social work professionals based within the team for pupils with complex needs
- Individual support to pregnant schoolgirls and teenage mothers
### BEHAVIOUR SUPPORT SERVICE (Pupil Referral Units)

<table>
<thead>
<tr>
<th>Access:</th>
<th>Referrals are made directly to Behaviour Support Service multi-agency Referral &amp; Admissions Panel.</th>
</tr>
</thead>
</table>
| Contact: | Lesley Gwyther – Head of Service  
Telephone: 020 7527 5714  
Email: lesley.gwyther.cea@islington.gov.uk  
Carole Newman – Deputy Head of Service (PRUs)  
Telephone: 020 7527 5715  
Email: carole.newman.cea@islington.gov.uk |
| Key partners: | Schools,  
Pupils and Families  
Education Welfare & Social work Service  
Educational Psychology Service  
Social Services  
Youth Offending Team  
Connexions Service  
Children’s Fund  
School Improvement Service  
Police  
Paradise Park (KS1+2)  
Complementary Education Centre (KS3)  
Project 16 (KS4)  
New Directions (KS3+4) |

For a full description of the services provided by Pupil Referral Units see Section X
The Educational Psychology Service plays a key role within the authority to work with all phases of education, from early years to post 16, to ensure that pupils’ needs are identified and that effective and efficient strategies are adopted to tackle the difficulties encountered by teaching and support staff and to ensure that resources are targeted at the most needy pupils.

The service provides:

- advice and support to senior management and governors in developing whole school policies for SEN, curriculum differentiation, screening techniques, individual education plans, pastoral care, pastoral support plans and behaviour management;
- contribution to the school’s programme of regular reviews for pupils receiving additional support;
- training for teachers in addressing learning and behaviour needs;
- advice and support to SENCOs on ways of supporting teachers, helping them to devise teaching and management strategies for individuals and groups of pupils and the recording of these needs;
- consultation and advice to teachers on strategies for individual pupils with SEN;
- support and counselling to staff e.g. in dealing with stressful situations;
- detailed contextual advice as part of SEN Code Stage 3 multi-professional assessment;
- support for monitoring pupils with a statement, attending annual reviews, completing re-assessments and making recommendations concerning the appropriateness of provision;
• consultation with parents and others so that a comprehensive and detailed definition of need can be drawn up and providing mediation support when required;
• work with parent groups e.g. individual and group support for parents whose children are at risk of exclusion; and
• provide additional support to schools which have been identified as having particular challenging difficulties in the SEN area.

Further information about the Educational Psychology Service is contained in:
“Working with your E.P”. (September 2003)
“Educational Psychology and Multi-Agency Work in Practice”. (September 2003)
<table>
<thead>
<tr>
<th>Education Welfare Service</th>
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<tbody>
<tr>
<td><strong>Access:</strong></td>
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</tbody>
</table>
| **Contact:** | Sue Greenwell – Senior Education Welfare Service Team Manager  
Telephone: 020 7527 5621  
Email: sue.greenwell.cea@islington.gov.uk |
| **Key Partners:** | Schools  
Pupils and Families  
Behaviour Support Service  
Health & Social Services  
Youth Offending Team  
The Police  
Other education and community providers  
REACH  
Educational Psychology Service  
KS3 Strategy Consultants |

The Education Welfare & Social Work Service primarily delivers the LEA’s statutory functions in relation to pupil non-school attendance. A range of support is provided which includes:

- carrying out statutory duties in relation to non-school attendance and initiating legal proceedings where appropriate, including the development of fast track court action including fixed penalty notices;
- advice and support to schools with regard to school attendance issues, and direct intervention where appropriate;
- advice and support to families and children in relation to any school attendance or welfare related issue;
- undertaking annual register checks with agreed action on noted cases, contributing to improved data;
- ensuring the collection and circulation of attendance data across the education service to ensure that resources to support schools are provided according to need;
- developing partnerships with a wide range of agencies, services, parents, schools and children to improve attendance throughout the borough;
- duties in relation child protection, school exclusion, home education and child employment / performance; and
- contribution to Pastoral Support Plans, Personal Education Plans and Individual Education Plans.
**Inclusion Advisory Service**

<table>
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<tr>
<th>Access:</th>
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</table>
| **Contact:** Linda Wanbon – Head of Service  
Telephone:  
Email: linda.wanbon.cea@islington.gov.uk |

<table>
<thead>
<tr>
<th>Key Partners:</th>
</tr>
</thead>
</table>
| Senior Managers in schools  
SENCOs  
Teachers and teaching assistants  
Pupils and Parents  
Educational Psychology Service  
School Improvement Service  
Speech and Language Therapy Service |

The Inclusion Advisory Service is part of the continuum of provision within CEA@Islington’s SEN Framework for Action. The service works to increase pupils’ access to education and to overcome barriers to learning. The work is carried out in partnership with schools on visits and through a central training programme.

The service includes:

- support for school evaluation of inclusive practice;
- in-school advice to the range of school staff on teaching approaches and resources for pupils with SEN;
- support to school to aid the transition of pupils with SEN e.g. from special to mainstream or between key stages;
- assessment of pupils;
- advice and training in the use of specialist equipment;
- support for IEP target setting and review, and the statutory assessment process;
- telephone advice to schools through “Hotlines”;
- newsletters on inclusion and for teaching assistants;
- tailor-made training in schools for teachers and support staff;
- developing resources for use in schools; and
- helping to foster and disseminate best inclusive practice.
**Education Social Work**  
(Part of Education Welfare & Social Work Service)

<table>
<thead>
<tr>
<th>Access:</th>
<th>Access to the social workers in education is either through BEST teams or Outreach teams based in Behaviour Support Service. It is a small team offering social work in educational settings.</th>
</tr>
</thead>
</table>
| Contact: | Sarah Le May – Education Social Work Team Manager  
Telephone: 020 7527 5863  
Email: sarah.lemay.cea@islington.gov.uk |
| Key Partners: | Schools  
Pupils and Families  
Behaviour Support Service  
Health & Social Services  
Youth Offending Team  
The Police  
Other education and community providers  
REACH  
Educational Psychology Service  
KS3 Strategy Consultants |

There are two branches of the social work team; both work in multi-disciplinary teams in education.

The original branch of the team, **Social Workers (Behaviour Support)**, offers therapeutic social work to children, young people and their families. The social workers are based respectively in the Behaviour Support Service Primary and Secondary Outreach Teams. The aim is to offer an accessible assessment and therapeutic service through education locations to Islington children and their families many of whom are resistant to attending more formal / clinical settings.

The team expanded in January 2003 with **School Social Workers**, as part of the Behaviour in Education Support Team (BEST) of the Behaviour Improvement Programme. The purpose of the BEST is “to promote emotional well-being, positive mental health, positive behaviour and school attendance among children and young people, and help in the identification and support of those with, or at risk of developing, emotional and behavioural problems, through the provision of multi-agency support in target schools and to individual families. The social workers contribute to the multi-agency support.

In developing social work in education, the provision of specialist social workers runs parallel to improving working relationships between social and educational services. These include improving management links.

The social workers contribute to supporting children and their families by:
• delivering a range of social work interventions directly to families and their children;
• assessing need, followed by time-limited intervention, or preparing children and families for longer term intervention. These assessments being used as a basis for either direct work or sharing with other services and agencies;
• offering other team members and school staff advice and consultation in the area of child protection and child in need concerns;
• delivering group work and other appropriate whole schoolwork;
• providing schools with an understanding of how a child / young person’s social context and their emotional well-being impacts on them in the school environment and can affect their learning.
### Social Inclusion Officer

**Contact:** Carol Hunte – Acting Social Inclusion Officer  
Telephone: 020 7527 5778  
Email: carol.hunte.cea@islington.gov.uk

**Key Partners:**  
- Schools  
- Behaviour Support Service  
- Education Welfare & Social Work Service  
- Ethnic Minority Achievement Service  
- School Improvement Service  
- Voluntary Sector

The Social Inclusion Officer plays a key role in:

- developing a strategic overview of social inclusion for CEA@Islington;  
- identifying key issues and developing strategies for maximising social inclusion;  
- supporting schools in developing effective policy and practice; and  
- working with a range of internal and external agencies to maximise social inclusion for pupils in Islington.

### Exclusions

An effective multi-agency approach combined with an effective school protocol, has resulted in a dramatic reduction in permanent exclusions in recent years of pupils from Islington schools. Key tasks in this area for the Social Inclusion Officer are:

- interpreting statutory guidance for schools on the use of exclusions;  
- representing the LEA at permanent exclusion hearings and at fixed term exclusions in accordance with the regulations and guidance issues by the DfES;  
- attending and, where appropriate, co-ordinating, school-based, multi-agency meetings which consider pupils who are risk of exclusion;  
- attending, at the request of schools, pastoral support planning meetings or reintegration meetings for pupils returning from a period of exclusion;  
- responding to parental enquiries on the use of exclusion by schools; and  
- working with QPMU to ensure up-to-date exclusions data is compiled, circulated and used effectively.
Harassment and Bullying

The Social Inclusion Officer works closely with QPMU to analyse data on the numbers and types of incidents of bullying and harassment. With the PSHCE advisory teacher and the Behaviour Support Service, work is carried out in schools to support them in the delivery of effective policy and practice.

Race Equality

The Social Inclusion Officer plays a key role in CEA@Islington’s Race Equality Steering Group. The group has the task of developing, implementing and monitoring the CEA@Islington Race Equality Strategy. Links are also maintained with Islington Council’s Race Equality Unit.

Equal Opportunities

Improving the academic attainment and reducing levels of exclusions for African-Caribbean boys is a London-wide and national concern. An early intervention project with the Ethnic Minority Achievement Service has been established to support the development of effective practice in this area.

Promoting Best Practice

The Social Inclusion Officer leads a Black Achievement Group to ensure the sharing of best practice for black pupils in Islington schools.
## Healthy Schools Scheme

| Contact          | Helen Cameron  
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<tr>
<td>Telephone:</td>
<td><a href="mailto:helen.cameron.cea@islington.gov.uk">helen.cameron.cea@islington.gov.uk</a></td>
</tr>
</tbody>
</table>
| Key Partners:    | Schools  
|                  | Pupil Referral Units  
|                  | Early Years settings |

The Camden and Islington Healthy School Scheme supports over 50 Islington schools, PRUs and Early Years Settings in improving the health of their whole community. They audit their current provision for health (in its broadest sense) before identifying the impact they want to make, planning activities, evaluating their success and celebrating their achievements. This work fits with school priorities and may reflect work through other initiatives or projects. The national priorities for the scheme are to:

- Reduce health inequalities
- Promote social inclusion
- Increase achievement through school improvement

The Advisory Teacher coordinates this scheme across Camden and Islington, working with a project officer in Islington PCT to support Islington Schools and in Partnership with Camden LEA and PCT on the organisation of the scheme.

Work covers ten areas:

- The Environment and Safety,
- Healthy Eating and Physical Activity,
- Drug, Alcohol and Tobacco Education
- Sex and Relationship Education
- PSHE and Citizenship
- Pupil Support and Consultation
- Staff Health and Welfare
- Teaching, Learning and Achievement
- Partnerships
- Leadership and Management
<table>
<thead>
<tr>
<th>Quality Performance Management Unit (QPMU)</th>
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<tbody>
<tr>
<td><strong>Contact:</strong></td>
</tr>
<tr>
<td>Joanne Burgess</td>
</tr>
<tr>
<td>Telephone:</td>
</tr>
<tr>
<td>Email: <a href="mailto:joanne.burgess.cea@islington.gov.uk">joanne.burgess.cea@islington.gov.uk</a></td>
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<tr>
<td><strong>Key Partners:</strong></td>
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<td>Schools</td>
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<td>School Improvement Service</td>
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<td>Behaviour Support Service</td>
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<td>Education Psychology Service</td>
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<tr>
<td>Excellence in Cities</td>
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- The role of the Quality and Performance Management Unit (QPMU) is to provide a high quality management information service and data analysis expertise in order to facilitate strategic leadership, management and governance within Islington Education.
- In relation to direct support to schools, the following key activities take place.
- Provision of a wide range of data analysis in relation to pupil and performance data e.g. contextual analysis of school profile; key stage results analysis.
- The bulk of analysis is provided to schools via the School Management Information File (SMIF) which is updated and issued twice a year. The new CD format includes some pupil level interactive analyses around value added measurements.
- Provision of pupil level data to support Schools and School Improvement Officers in the target setting process and identification of under performing groups.
- Supporting schools through key stage diagnostic data analysis.
- Maintenance and analysis of exclusion and harassment monitoring data sets from schools.
- Responsible for co-ordinating, collecting and collating a range of school statutory returns such as the Pupil Level Annual School Census (PLASC) and Foundation Stage Profile.
- Responsible for the provision of training, support and guidance to schools in relation to statutory returns and general management information handling.
The School Improvement Service (SIS) provides differentiated support and challenge to schools as laid out in the EDP2 – “Work in Support of Schools” document. The allocation of support and challenge is based on the ‘support in inverse proportion to success’ principle, using two key strategies:

1. A flexible and sharply focused Intervention and Support Strategy; and
2. The implementation of a Best Practice Initiative which makes good use of effective practice to develop the learning community.

In determining the level of support, CEA@Islington focuses on the following critical areas, drawn from the Revised Framework for Inspecting Schools (September 2003):

- Standards
- The quality of leadership and management
- The quality of teaching and learning, and how well pupils’ achieve in lessons and over time
- Attendance
- Behaviour

The SIS contributes to the determination of the level of support through the scrutiny and analysis of documentation and data and the direct observation of teaching and learning. In observing teaching and learning the link School Improvement Officer (SIS) will provide a judgement in relation to pupils attitudes, behaviour and personal development, identifying strengths and providing areas for development. These are recorded and copied to the Head Teacher and teacher observed. As part of the programme of monitoring and evaluation, the SIS note on all observations, the number of pupils on roll and the number present. In the Record of School Contact, the link SIO will note any significant issues relating to attendance, attitudes and behaviour. This Record of Contact is copied to the Head Teacher, Chair of Governors and
Principal Primary/Secondary SIO. The Principal SIOs coordinate the joint working between SIS and the Behaviour Support Service. The level of support is reviewed each term with a formal categorisation of schools once each academic year.
<table>
<thead>
<tr>
<th>Behaviour Improvement Programme</th>
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<td><strong>Access:</strong></td>
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</table>
| **Contact:** | Brian Heron – Deputy Head Behaviour Support Service / BIP Manager  
Telephone: 020 7527 5715  
Email: brian.heron.cea@islington.gov.uk |
| **Key Partners:** | Social Workers in Education  
Education welfare Service  
CAMHS  
Educational Psychology Service  
Excellence in Cities  
Fresh Start  
Behaviour Support Service Outreach Teams |

All BIP schools have access to Behaviour and Education Support Teams (BESTs), and secondary schools to Fresh start arrangements to supplement first day supervision and education of fixed term excludes. Additionally BIP funding provides time for Lead Behaviour professionals in schools to promote the programme and other aspects of the schools Behaviour Improvement Plans, such as the monitoring of serious behaviour incidents.
**Parent Partnership**

**Access:** Provides support to parents of children with special educational needs directly, through:

- Talks on particular issues such as Dyslexia, Individual Educationa Plans
- Courses on ‘Understanding SEN'
- Contacts with Independent Parent Supporters
- Contacts with Parent Support Groups
- Help to set up Parent Support Groups
- Events for minority community groups

Through schools and Early Years settings with:

- Information and Advice packs
- Parent Support Register
- Help to set up school-based Parent Support Groups
- Consultancy on developing work with parents – courses tailored to school needs

Through building networks in the borough, for instance with ACE and the Education Advice Network

Information goes to schools – SENCOs, parents and SEN Governors – Northern Health Centre, other Health Centres, libraries, social services, CEA@Islington staff, voluntary organisations and parents

**Disagreement Resolution**

Training on mediation skills is offered to professionals working with parents such as Educational Psychologists, SENCOs, Learning Mentors and other staff in early years settings and schools. A formal Mediation Service for disagreement resolution is also available to parents of children with special educational needs. This is run by the London SEN Regional Partnership and is accessed through our Parent Partnership Service

**Contact:** Ann Braham  
Telephone:  
Email: ann.braham.cea@islington.gov.uk

**Key Partners:**  
Early Years Centres  
Primary and Secondary Schools  
Behaviour Support Service  
Ethnic Minority Achievement Service  
Education Welfare & Social Work Service  
Inclusion Advisory Service  
Voluntary Sector
# Out of School Hours Learning

**Access:**
- Provides advice and support for all primary, secondary and special schools including PRU's with regard to their Out of School Hours Learning (OSHL) and Study Support activities including Breakfast Clubs, after-school clubs, holiday and Saturday programmes.
- Offers training on OSHL and related issues to school staff and other adults. Provides information and guidance packs, tutor database and fundraising resources to schools’ OSHL co-ordinators.
- Provides a Central Programme of OSHL activities, offered to a range of schools in Islington, staffed by external providers. Some of this is targeted at specific groups of students eg those with behavioural difficulties, poor attenders, underachieving boys etc.
- Provides one-off targetted projects in partnership with EMAS and CEA@Islington, eg the Kokayi KS2 African-Caribbean boys’ achievement programme at City and Islington College.
- Manages the University of the First Age Fellowship (UFA) in Islington (training for teachers, learning mentors LSA’s and adults other than teachers on brain-based learning; teaching and learning styles). This includes running UFA Family Super Learning Days for Year 5/6 children and their parents and supporting schools-based UFA activities.
- Manages the Islington Summer University (in partnership with Young People’s services) and the PfS Arsenal Study Support Centre at Holloway School.
- Member of the Extended Schools’ Steering Group, Islington Attendance Partnership, the London Challenge Student Pledge and the ‘Boys Need to Succeed’ cross-service groups.

**Contact:**
Kate Kelly, Learning Plus Manager  
Telephone: 020 7527 5583  
Email: kate.kelly@islington.gov.uk  
Room LM1, Block A, Barnsbury Centre, Offord Road, London N1 1QG

**Key Partners:**
- Primary, Secondary and Special Schools  
- Pupil Referral Units  
- Pupils and Families  
- Ethnic Minority Achievement Service  
- Schools’ Improvement Service  
- Inclusion Advisory Service  
- Education Welfare & Social Work Service  
- Speech and Language Therapy Service  
- Islington Education Library Service  
- Excellence in Cities (including Learning Mentors, the Gifted and Talented initiative and Islington’s Education Action Zones)  
- Young People’s Service  
- Family Learning  
- Playing for Success (Arsenal Study Support Centre, Arsenal Double Club, Arsenal Red Zone and Arsenal teachers in secondary schools)  
- University of the First Age  
- City Learning Centres / UK Online Centres  
- External OSHL providers (organisations involved in Arts, Music, Sports etc.)  
- Mother Tongue and Supplementary Schools  
- Voluntary Sector / Community groups
Excellence In Cities (Learning Mentor Strand)

Access: Learning Mentors are school based and each school has established a referral process for accessing learning mentor support

Contact: Sandy Posnikoff – Learning Mentor Strand Co-ordinator
Telephone: 020 7527 8611
Email: sandra.posnikoff.cea@islington.gov.uk

Key Partners: Schools, Learning Mentor Line Managers and Learning Mentors
Pupils and Families
Education Welfare Service
Behaviour Support Service
Educational Psychology Service

Staffing: 1 Learning Mentor Strand Co-ordinator
1 Year 6 Transition Learning Mentor
0.4 Volunteer/Mentor Co-ordinator

The aim of the Learning Mentor Strand of EiC is to raise pupil achievement, improve attendance and to reduce permanent and fixed term exclusions. The learning mentor strand was initiated in secondary schools and in 18 primary schools in 2000 and there are now sixty-four learning mentors working in 21 EiC primary and secondary schools, learning support units, and pupil referral units.

Learning mentors work with pupils to overcome the social/emotional/behavioural barriers to learning by:

- working one to one;
- working with small groups;
- working with whole classes;
- participating in the development and delivery of whole school initiatives e.g. raising attendance, peer mentoring, behaviour policies;
- co-ordinating volunteers;
- support pupils during transition periods e.g. key stage 2/3, newly arrived pupils, Under 5s.

The Learning Mentor Strand co-ordinator provides support to learning mentors and line managers in the EiC schools by delivering:

- regular network meetings;
- monthly Twilight Practice Discussion Groups;
- Learning Mentor and Line Manager Training;
- Line Manager Meetings;
- Individual support sessions in-school to develop effective referral systems, action plans and monitoring and evaluation systems.
<table>
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<tr>
<th>Ethnic Minority Achievement Service</th>
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<td><strong>Access:</strong></td>
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<tr>
<td>- Our strategy is underpinned by analysis of attainment of long term trends for different minority ethnic groups, multi-dimensional analysis of achievement (using combinations of ethnicity, language, gender, free school meals, post code, attendance and prior attainment) and analysis of linguistic and demographic trends.</td>
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<tr>
<td>- The data analysis leads us to focus on African Caribbean, Turkish and Kurdish pupils and pupils in the later stages of acquiring English.</td>
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<td>- The strategy is embedded in the EDP and the corporate approach to funding.</td>
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<td>- The strategy includes strands focused on staff (a range of networks, over 1000 staff trained on short on long &amp; accredited courses this year), pupils (intervention projects - with Y6 Black boys, for instance) and parents and communities (community workers for main language groups, extensive links with supplementary and mother tongue schools, focus groups from key communities that help us plan our work)</td>
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<td>- Results include above average rises in Black African, Bangladeshi &amp; Turkish achievement at GCSE and major improvements in the performance of Black Caribbean boys at Key Stage 2</td>
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<tr>
<th>Contact:</th>
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<tbody>
<tr>
<td>Graham Smith</td>
</tr>
<tr>
<td>T: 020 7527 5899</td>
</tr>
<tr>
<td>E: <a href="mailto:graham.smith.cea@islington.gov.uk">graham.smith.cea@islington.gov.uk</a></td>
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<th>Key Partners:</th>
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<td>Primary and Secondary Schools</td>
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<tr>
<td>London Metropolitan University</td>
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<tr>
<td>City and Islington College</td>
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<tr>
<td>School Improvement Service</td>
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<td>Parent Partnership</td>
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<td>Mother tongue and supplementary schools</td>
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<td>Connexions Service</td>
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<tr>
<td><strong>Access:</strong> Connexions offers the following services to young people aged 13-19 (25 LDD/SEN): Careers Information Advice and Guidance Support and Advice on a wide range of issues such as housing, health, finance, stress, personal difficulties, relationships. Access to other services and specialist help and advice Personal Development Opportunities such as Positive Activities For Young People Group Work on a wide range of issues such as ‘Being A Teenage Parent’, ‘Choosing The Right University’ Support and advice relating to education, employment and training, help and support to access these. Job search and vacancy matching Access to services is usually via referrals and these can be from: other professionals a parent or carer a voluntary or community organisation schools colleges another Connexions Service Young people can also self refer or access services through Connexions One Stop Shop or making contact with a personal advisor in one of the settings mentioned above. Connexions is delivered by a network of Connexions Personal Advisors based in schools (mainstream, PRU and special), CIC, community access points, Connexions One Stop Shop, partner agencies such as social services, community and voluntary organisations such as Coram and Alone In London. In 2003/2004 it’s first full year of operation Islington Connexions undertook 4720 interventions with young people aged 13-16 and 6600 with young people aged 16-19. In addition to the service above young people, parents and carers can access Connexions Direct by phone, through text, or on-line. There are also a number of web-sites that can provide professionals, young people and parents or carers with information about the service.</td>
</tr>
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</table>

| Key Partners: | Education (Schools, CIC, Education Welfare Service, Behaviour Support Service)  
Social Services (YOT, REACH, Leaving Care Team, Refugee and Asylum Team)  
Health (IPCT, CAMHS, Teenage Pregnancy Co-ordinator)  
DAAT  
Voluntary and Community Organisations including Groundworks, YMCA, Coram, Springboard, Freightliners, Access To Sport, Islington Boat Club, CSV Media.  
Young People’s Service  
Employers  
Job Centre Plus  
Regeneration  
Learning and Skills Council  
Police and Youth Justice Board  
European Social Fund |
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<tr>
<td>Cost:</td>
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<tr>
<td>Young People’s Service</td>
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<tr>
<td>Access:</td>
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<td>Key Partners:</td>
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<td>Cost:</td>
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<td><strong>Youth Offending Service</strong></td>
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<td><strong>Access:</strong> YOS works with young people convicted or at risk of offending aged 10-17. Access to services is usually via referral from a court or Police officer. However the YOS also works with young people on specific preventative projects. Young people are referred via participating school following an agreed service level agreement about service provision with YOS. Or young people already subject to YOS supervision will have access to these projects. Current projects with schools are; The Double Club A football and Literacy project run at Arsenal Football Club half a day per week. Youth Inclusion Programme Small project focusing on one small area of Tollington ward based at IAMS to focus on the 50 most ‘at risk’ young people in that area as identified by all local agencies. New mediation/victim support project To encourage a restorative justice approach in schools to resolve bullying and intimidation and encourage peer mediation to reduce the need for fixed term exclusions. Individual one to one work with individuals known to YOS to support their education whilst out of school. Approximately 50% of young people at project 16 are also known to YOS so better links with PRUs are developing.</td>
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<tr>
<td><strong>Contact:</strong> Malcolm Pacey Operations manager Youth Offending Service 0207 527 7050/60 Barbara Fraser-Jones Education seconded YOS member of staff As above</td>
<td></td>
</tr>
<tr>
<td><strong>Key Partners:</strong> Staff seconded to YOS from the following services Police Health (Clinical Psychology) Probation Education (via Education Welfare Service) Youth service Victim Support Service Connexions We also work closely with; Voluntary sector crime prevention projects funded via Neighbourhood Renewal Fund or EC1 New Deal for Communities</td>
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<tr>
<td>YOS works with others to raise funds for innovative projects to tackle offending behaviour so there are usually no costs to referrers or agencies participating in the projects we set up.</td>
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REACH (Raising Achievement of Children in Public Care)

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<th>Access:</th>
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</table>
| Contact: | Louiza Charalambous  
Telephone:  
Email: louiza.charalambous.cea@islington.gov.uk |
| Key Partners: | Social Services  
Young People’s Service  
Connexions  
Early Years Service  
Behaviour Support Service  
Education Psychology Service  
Education Welfare & Social Work Service |

Supporting the education of looked after children is essentially delivered through REACH, a multi-disciplinary team, located within CEA@Islington and jointly managed by Social Services and Education.

CEA@Islington provides day-to-day management and administrative support to REACH and access to all mainstream education support services.

Core activities:

- supporting / training social workers, teachers, foster carers and residential care staff;
- supporting the development of Personal Education Plans (PEPs);
- dissemination of best practice through REACH newsletter;
- ensuring provision for unaccompanied refugees and asylum seekers;
- managing the provision of computers for looked after children;
- organising annual achievement day;
- targeted support of individual pupils;
- development of teaching resources;
- managing support packages;
- tracking the daily attendance of looked after children; and
- managing data and measuring outcomes.

The REACH team has introduced a tracking model of service delivery that enables its resources to be targeted at those LAC most in need of its services, particularly at points of transition and public examination. This is in addition to supporting children and young people in crisis, such as potential exclusion and placement finding.
Pupil Support Allowance

Access: Following agreement between Headteachers, applications made directly to Lesley Gwyther

Contact: Lesley Gwyther – Head of Behaviour Support Service
Telephone: 020 7527 5714
Email: lesley.gwyther.ce@islington.gov.uk

Key Partners: Schools

Cost:

Pupil Support Allowances (PSAs) were introduced in 2001 by the DfES to provide additional financial support to schools that admit pupils with difficulties outside the normal admission round and, to facilitate managed moves of difficult pupils between schools.

The aim of the Islington scheme (retained by the Schools’ Forum) is to ensure high quality access to the National Curriculum for all pupils at schools that accept pupils with behavioural difficulties outside the normal admission rounds. The scheme aims to:

- provide additional financial incentives and stability to schools which accept pupils outside the normal admission rounds;
- support managed moves of difficult pupils between schools;
- ensure minimum disruption to the education of pupils.

A Pupil Support Allowance will be considered for the following eligible pupils accepted outside the normal admission rounds:

- Pupils on a pastoral support plan at their previous school which has not successfully addressed their needs;
- Pupils who have been permanently excluded from a primary school and are deemed suitable for placement in an alternative mainstream school.
- Pupils with an unauthorised absence rate of 25% or more at their previous school.
- Pupils with a number of fixed term exclusions in the past year.
- Pupils with a criminal record
- Pupils who are new arrivals to the borough and where it can be demonstrated that they have severe and complex emotional, social and behavioural needs which need immediate support on admission.
- Pupils where schools, the local authority and parents agree that the best interests of the pupil and his/her classmates are served by a change of school because of the threat of exclusion.

The key issue in implementing the PSA scheme is that it is integrated with in-school and external systems of support. The pastoral support planning system and, where appropriate, the SEN register of staged support are key in identifying actions planned and their outcomes.

All applications for PSAs are monitored for ethnicity and gender
### Child & Adolescent Mental Health Service

<table>
<thead>
<tr>
<th>Access:</th>
<th>Direct access to CAMHS for secondary schools and Pupil Referral Units is through the on-site clinician. Direct access for primary aged pupils is through the named, link community clinical psychologist. For secondary schools without an on-site clinician access to CAMHS is through the Behaviour Support Service Referral &amp; Admissions Panel</th>
</tr>
</thead>
</table>
| Contact: | Debra Potel  
Telephone: Email: |
| Key Partners: | Schools  
Pupils  
Families  
Behaviour Support Service  
Education Welfare & Social Work Service  
Educational Psychology Service  
Social Services |
| Funding: | CAMHS Grant, NHS Modernisation Grant, EC1 New Deal, Behaviour Improvement programme, Children’s Fund, Standards Fund, Schools’ own budgets |

Core activity:

- assessment and intervention for pupils presenting with emotional, behavioural and/or mental health needs; and

- creating opportunities for integrated CAMHS / education responses to need for vulnerable, hard to reach pupils and their families
The Safer Schools Partnership

Access: The Safer Schools Partnership, made up of police, schools and CEA@Islington has four dedicated officers based in three schools.

Contact: 

Key Partners: Schools

The core activity of police officers based in schools is to:

- provide a visible presence in and around schools, particularly as the school day begins and ends;
- continue work already underway to build strong relationships with each school, working alongside pastoral support teams, BESTs and other agencies;
- provide a point of contact for pupils who need help and support from the police;
- reduce crime and the fear of crime in the area of the schools;
- help combat truancy and reduce bullying; and
- investigate incidents of crime as necessary.

A further three officers are to be recruited in the next period, supporting a total of five schools.
Since the publication of the previous Behaviour Support Plan 2001 – 2004 the LEA has made significant progress to address the key priorities to support behaviour management in schools and to ensure that all children and young people are given the appropriate support to help them achieve. This has included a range of services that offer a supportive role in tackling behaviour and disaffection. Islington has also become one of 34 authorities selected to participate in the DfES funded Behaviour Improvement Programme (BIP). As this initiative is aimed at ‘pupils at risk’, we have included the development of BIP.

**Strategic Priorities of the Behaviour Support Plan 2001 - 2004**

- Develop the Emotional, Social & Behavioural Service Area under the new SEN Framework for Action.
- Continue to address the attendance and exclusion targets outlined in the EDP.
- Encourage whole-school approaches to behaviour including policy development, staff training, use of resources and development of provision and the further development of the system for allocating support to schools.
- Develop a single referral system so that primary and secondary schools can access multi-agency advice and intervention for pupils with emotional, social and behavioural difficulties.
- Review inter-agency protocols and the processes and structures for joint commissioning and the placement of children outside the borough, including the use of residential schools.
- Develop specialist provision for secondary-aged pupils with complex emotional, social and behavioural difficulties.
- Establish structures for the on-going dissemination and sharing of good practice.
- Establish a strategic training programme based on an audit of identified need

**Develop the Emotional, Social & Behavioural Service Area under the new SEN Framework for Action.**

CEA@Islington has developed a broad continuum of provision for pupils with ESBD. This ranges from:

- Supported inclusion in the mainstream classroom
- Part-time, short-term placement in mainstream Learning Support Units
- Multi-agency intervention by health professionals and behaviour social workers working within the Behaviour Support Service Outreach Teams
- Preventative placements in Pupil Referral Units
- Full-time education for permanently excluded pupils
- New Directions – our innovative project which aims to address the enduring and complex needs of pupils, within their community
- Targeted and tightly focused support for teenage mothers and pregnant schoolgirls.

We have continued to improve our monitoring and evaluation procedures for pupils with ESBD, placed in out of borough placements by:

- Establishing a programme of visits to residential schools within a monitoring framework that is kept under review
- We ensure our monitoring visits to out of borough placements dovetail with statutory reviews
- We take account of regional feedback through London and SE Counties partnership.

We have revised our decision-making structures in relation to the needs of, and expenditure on, pupils with severe and complex needs. We have achieved this by:

- Developing the Inter-Agency Placement & Provision Panels (IAPPP) with a terms of reference agreed by education, health & social services
- Developing a single referral form for use by all three agencies
- Sharing budget information
- Developing appropriate tracking systems
- Establishing clear criteria for determining the placement of pupils in residential or out of borough placements.

We are continuing to develop the ESBD Service Area as a service of excellence through:

- Development of a self-evaluation model for the Pupil Referral Units and the Outreach Teams
- Participation in the National Behaviour Training Programme
- Guidance to school-based Lead Behaviour Professionals on national training programmes
- Integrating Health and Social Services expertise in the delivery of services to pupils and schools
- Establishment of a termly forum for schools and services to analyse key data on inclusion
- Increasing the direct links between primary schools and the Community Child Psychology Service

Continue to address the attendance and exclusion targets outlined in the EDP.
We have developed further systems to monitor attendance patterns of Islington ‘Looked After Children’ through the introduction of Personal Education Plans (PEPS) and by establishing a specialist attendance monitoring service for Looked After Children (LAC). We are now obtaining daily attendance data that is being monitored through the newly designed education of LAC database.

We have ensured that all schools have attendance policies and that these are monitored by the Education Welfare Service as part of its attendance development work with schools. For any school with poor attendance the quality of policy is checked to ensure that the framework to raise attendance is in place through appropriate school policies and procedures. Attendance Action Plans have been drawn up where necessary.

We annually review our support to schools where unauthorised absence is above the average.

We have a banding system that ensures resources are allocated according to overall absences as well as unauthorised absence. Additional resources, (funded through education) such as School-Home liaison are also targeted to schools with poorest attendance.

Attendance rates over the period of the plan have significantly improved, although primary attendance rates have remained static.

We continue to ensure that statutory action is taken against parents whose children are not attending school and are developing systems to ‘fast track’ cases into court, avoiding delay.

We have developed ‘The Islington Borough Strategy to Raise Pupil Attendance’: A partnership ensuring that raising attendance is approached strategically across the borough’s services and agencies.

Partnerships with School-Home Liaison maintained both through funding and through regular meetings to ensure joined-up target setting of resources. We have developed partnerships through Children’s Fund particularly the Children’s Support Service.

We have created a new post – Community Attendance Officer (funded through Behaviour Improvement Programme), this post has been integral in developing the borough’s attendance raising partnership and has developed further the joint education / police truancy patrols.
• Regular review of fixed-term and permanent exclusions ensures support is targeted appropriately at schools. CEA@Islington’s ‘Work in Support of Schools’ Document (EDP Priority 5) has provided a clear framework from which to allocate support based on need. We have maintained a comparatively low level of permanent exclusions in the borough. We have prioritised the reduction of fixed-term exclusions across all secondary schools, with significant results in 2002/3, especially in BIP schools. We have introduced targets for fixed term exclusions related to ethnicity data across appropriate schools.

• Through the Behaviour Improvement Programme, we are supporting schools in the development of systems to monitor all serious behaviour incidents, including fixed term exclusions. Secondary Learning Support Units are using a similar model to monitor behaviour.

• We are continuing to work with schools to develop systems for monitoring pupils referred to Learning Support Units and Learning Mentors. Individual mentors now return termly monitoring information showing progress against agreed targets and broken down by gender, ethnicity and whether pupils are in public care.

Encourage whole-school approaches to behaviour including policy development, staff training, use of resources and development of provision and the further development of the system for allocating support to schools.

• ‘Work in Support of Schools’ has provided a clear framework from which to allocate support based on need. Secondary schools have been given clear information on entitlement to Secondary Outreach Team. Support to Primary schools is needs-led and more often focused on supporting individual pupils.

• Good practice guidelines are being developed for schools on ‘Transitions’ & ‘Reintegration’.

• We have supported schools to develop whole-school analyses of resource availability. All schools within the Behaviour Improvement Programme have completed whole-school audits, and have drawn up improvement plans, taking account of systems and resources.

• KS3 behaviour and attendance audits have been conducted across the majority of secondary schools.
The Behaviour & Attendance Strand Oversight Group has been established ensuring schools are informed of how the BSS prioritises and deploys its resources and allows for all secondary and EiC primary schools to review trends in data.

An annual reporting cycle has been implemented, ensuring schools are informed of how the EWS prioritises and deploys its resources linked to attendance levels.

The EWS in conjunction with other services have developed an increased level of absence data that has begun the process of looking at attendance across a range of specific groups and linking attendance strategies to that data. We continue to encourage the development of computerised registration and data systems.

The EWS has ensured that attendance data is now collected from all schools half-termly. The data is monitored against attendance targets that have been set by schools for the coming two years. Where schools are identified as having poor attendance, a meeting is held to assess the reasons for this before additional support is offered.

Develop a single referral system so that primary and secondary schools can access multi-agency advice and intervention for pupils with emotional, social and behavioural difficulties.

Guidance has been issued to secondary schools on the development and implementation of Pastoral Support Plans for pupils at risk of exclusion, this has been followed by training sessions for pastoral heads.

A single referral form has been developed and is in use for schools ensuring access to multi-agency advice and intervention from the Behaviour Support Service.

Children’s Support Service (Children’s Fund) is now established. Additional funding has been made available to Primary PRU enabling children and families in need direct access to full-time mental health specialist. A range of other activities with an education focus is also being supported through Children’s Fund e.g. EMAS community activity, CHANCE volunteer mentors etc.

Behaviour Improvement Programme bid provides substantial, additional resources for CAMHS professionals to be integral part of multi-disciplinary Behaviour & Education Support Teams (BESTS).
• We have made positive progress together with CAMHS to extend CAMHS input to secondary schools. From Easter 2004 we anticipate that all secondary schools will have an allocated CAMHS professional, providing a day and a half input per week to each school, working directly with pupils presenting with complex emotional behaviour and mental health difficulties and there families. The funding for this has come from a variety of resources including schools’ own budgets, CAMHS Grant Monies, BIP and, most recently, EC1 New Deal.

• CAMHS is currently working in three Pupil Referral Units to develop integrated CAMHS/education responses to need for some of the most vulnerable pupils in the borough. We have established CAMHS input to the Primary PRU and further pilot projects at Project 16 and the Complementary Education Centre

• Close liaison with the Community Psychology Service has extended the support of mental health practitioners into a named point of contact for each primary school.

• We have taken a lead role on behalf of Islington Children & Young People’s Strategic Partnership (CYPSP) on the local implementation of the national Identification, Referral and Tracking (IRT) project, seeking to encourage and build on good practice in schools and inter-agency placement panels.

• The REACH Team delivers / commissions targeted education support packages for individual LAC to contribute to improved educational outcomes.

• The work of the REACH Team combines direct referrals for children with educational difficulties with a tracking system that ensures that resources and support is targeted at those young people who are at critical stages of the education process including transition and public examination.

Review inter-agency protocols and the processes and structures for joint commissioning and the placement of children outside the borough, including the use of residential schools.

• We have reviewed our consultative arrangements with schools and other agencies and in response have established advisory groups in three of the four service areas in the Islington SEN Framework for Action.

• Protocols for work between social services and schools have been established and lead senior officers have been identified for each secondary school. As part of the development of Social Work in
Education a Senior Education Officer is now on Social Services Children & Families Management Team.

- Protocols for joint work between secondary schools and the police have been established and were launched in 2001. These were reviewed and revised. Revised protocols for all schools and the police were issued in 2003.

- Protocols for joint working between CAMHS and schools are being established as part of the development of BESTS. A draft paper on role of educational and clinical psychologists has been produced.

- The Inter Agency Placement & Provision Panel (IAPPP) is instituted with agreement from all three agencies. Terms of reference and referral routes have been agreed.

- We have established clear criteria for determining the placements of pupils in residential or out of borough placements.

- The REACH Team operates through a multi-agency joint officers group involving senior officers from education and social services. The strategic direction of this work is planned to be advanced through the imminent setting up of a ‘Corporate Parenting group’ involving Council members and Chief Officers.

- In developing the support for the education of LAC new partnerships are being developed with both Early Years Service and those agencies supporting young people 16+, including the Leaving Care Service, Connexions and City & Islington College.

**Develop specialist provision for secondary-aged pupils with complex emotional, social and behavioural difficulties.**

- All placements of pupils in residential or out of borough placements have been reviewed and some children / young people will be targeted for change of placement as New Directions comes on line in 2003 / 2004.

- The development of CAMHS provision to schools and Pupil Referral Units has significantly increased the number of pupils accessing CAMHS assessments and interventions, enhancing the possibility of joint health/education response to needs.
We have established multi-disciplinary team with partnership agencies to develop operational policies and procedures for New Directions. This partnership has contributed to staff selection process, ensuring staff skill mix.

New Directions is developing a coherent model of care that addresses complex ESBD needs whilst building on young people and their families strengths.

We are developing on-going processes for user collaboration and involvement in service planning and delivery.

A New Directions core budget has been agreed. The shortfall to optimum budget has been identified and a ‘spend to save’ initiative developed through IAPPP is likely to meet shortfall.

The building in Colebrooke Row has been identified for New Directions until 2005.

Establish structures for the on-going dissemination and sharing of good practice.

We have held two standing seminars on ‘building successful inclusion’ (November 2001 / June 2002).

The Behaviour Support Service has developed its own newsletter – Behaviour Matters, which bi-annually disseminates information and good practice to schools.

A REACH newsletter is produced termly outlining the work of the team and developments in the area of LAC.

Inclusion Advisory Service has a well-established newsletter.

The Annual Inclusion Conference was held in February 2002 and was designed to meet the requests in the previous year’s evaluations for more practical strategies for teachers coping with the increased ranges of challenging behaviour. The Inclusion Conference 2003 developed further an understanding of inclusion and an awareness of inclusive strategies to be used in the classroom. Planning for the 2004 Inclusion Conference is well-advanced.
- We have continued to promote the achievements of children and young people in care through our annual achievement day, the third of which was held in the summer of 2002.

- A paper on the role of Educational and Clinical Psychology has been produced. This has been circulated to help schools and others identify the most appropriate means of assessing specialist psychological support.

- The Leading Aspect Award recognises and shares innovative practice in education. We have successfully worked with school staff and with discrete areas of the service to gain Leading Aspect Awards for the following:

  St Aloysius College, Elizabeth Garrett Anderson and Highbury Grove have all gained Leading Aspect Awards for the impact of their Learning Support Units on raising attainment and personal development.

  Islington Green has gained an award for the work of the Learning Mentors on raising attainment and CFS for the work of the Learning mentors in developing Quality Circle Time

  The Behaviour Support Service’s work with pregnant pupils and school-aged mothers has been recognised with a Leading Aspect Award for raising the attainment of this group of pupils.

  CEA@Islington’s Lead Learning Mentors have been awarded for their work on transitions.

  IAMS have gained a Leading Aspect Award for its work on multi-disciplinary work towards Inclusion.

- We have issued guidance to schools on positive handling.
- We have published guidance on Pastoral Support Programmes

- We have established BASOG (Behaviour & Attendance Strand Oversight Group), a data led termly review of trends in inclusion across schools and reviews of best practice.

- As part of the CEA@Islington intranet, an Inclusion Zone has been established to improve the dissemination of good practice in behaviour, raising attendance and support for special educational needs.

Establish a strategic training programme based on an audit of identified need.
We have provided full advice and guidance to schools, carers and other professionals on supporting the education of children in public care. The multi-disciplinary REACH Team has delivered 3rd stage training to ‘designated teachers’ in Islington schools and training for foster carers is now underway. We have introduced twice-weekly drop-in sessions for Children & Families Social Workers at Essex Road.

Staff within the Behaviour Support Service have been surveyed to determine training needs in the area of ESBD. A successful week of induction and training was delivered to all secondary staff in September 2002.

We have delivered successfully evaluated training on behaviour management to primary and secondary newly qualified teachers, teaching assistants and whole staff teams in Islington.

We have designed a comprehensive survey to audit the training needs of all new (up to three years) teachers in Islington.

We have integrated our training initiative together with the BIP sponsored national behaviour training programme and the Key Stage 3 Behaviour & Attendance Strategy training. This has been rolled out to Deputy Heads and Lead Behaviour Professionals and Key Stage 3 Strategy Managers.

We have developed behaviour training packages, based on good practice across all secondary schools and several primary schools, in consultation with school managers.