# 1. School Improvement and Social Inclusion – Behaviour, Anti-bullying and Pupil engagement –Supplementary Information

The Behaviour and Attendance Support Service (BASS) have been moving to a more whole school improvement/advisory model in response to the SEND and SEMH reviews that have been conducted in the LA, as well as the recent review of the High Needs Funding Block, which indicates a reducing resource across the LA and all schools and the need to equip schools with additional capacity to maintain the already high standards of inclusion through a strategic approach to continuing school improvement.

However, during the discussion at Schools Forum in 2019, primary school heads expressed concern that individual diagnostic assessments for SEMH would no longer be included in the proposed model. The intention was to work with a representative group of headteachers/Incos/SENCos to look at the proposals and make amendments to suit the needs of schools. Due to the pandemic, it was not possible to develop this work last academic year.

BASS would like to work on a hybrid model for this year, at the same costing per pupil as last year. This will enable the team to complete the consultation on new ways of working properly.

We are also planning to introduce a new model for the statutory requirement to monitor EHCPs for SEMH. Schools with high numbers of SEMH EHCPs will have an allocated BASS team member, who will meet with SENCO/INCO/Pastoral staff to look at the whole cohort in the school, including those on School Support and work with the school to evaluate and develop their strategic approach to attainment and intervention for SEMH. Training and support will be available for groups of staff and ‘sampling’ of Annual Reviews will ensure a consistency of approach. In this way, schools will receive advice and guidance for a much larger group of children than through the traditional monitoring of EHCPs and also have an opportunity for continuing professional development for the SENCO and other identified staff. Schools consulted about this approach have been enthusiastic about the proposal. A full evaluation will be conducted during 20/21.

Throughout last year, including during lockdown, BASS continued to work with cohorts, small groups and individual pupils. Transition support for Yr 6-7 was particularly in demand, with an increased referral rate of over 60% which aligns with schools’ messages that transition is an ever-growing area of concern which requires a co-ordinated approach facilitated by the LA. This Approach has been highlighted in the most recent education endowment foundation report as a necessary support to schools during the pandemic.

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| **Individual Pupil Interventions:** | **Intervention** | **Impact** |
| Most interventions completed by the Behaviour Support Team include a minimum of 10 contacts per case.  All of these were allocated within 2 weeks.  Behaviour Support Team interventions are consistently rated 4.7-4.8 out of 5 in the Annual Survey conducted with schools.  **Over 96% of pupils referred for intervention following a fixed term exclusion were not excluded again in the next 12 month period in 19/20, although this impact would clearly be impacted by lockdown.** | **Consultation and Advice:**  Phone/email/in person advice and support available to all schools.  Heads/SENCOs provided with advice, guidance and support via phone/email and in person re the statutory requirements for inclusion/exclusion/interventions for pupils with SEMH | Schools feel they have a resource for advice and practical support. Qualitative evidence via email and phone feedback from Headteachers and senior staff in schools. |
| **All pupils referred for Transition support have been followed up in their secondary school in the Autumn Term. We will be able to provide detailed impact measures for the December meeting of the Schools Forum.** | **Behaviour Assessments:**  Specialist assessment of individual children to identify needs and provide strategies to meet these**.**  Schools/families provided with in-depth assessment and strategies to improve behaviour and reduce risk of exclusion. | 36 individual diagnostic assessments completed  32 primary  7 secondary |
|  | **Pastoral Support Plans:**  Advice and detailed guidance provided in implementing PSPs to reduce risk of exclusion.  Training and support for process and guidance for individual cases received by schools | 10 individual pupils from 3 schools. |
|  | **Transition Support**  Support and case co-ordination for pupils vulnerable at the point of transition from primary to secondary schools.  Identified pupils/groups of pupils referred are supported through the transition in the Summer term and into the Autumn term at secondary. | 219 individual pupils referred from primary, an increase from 136 in the previous year.  Referrals received from 44 primary schools.  **28 schools and 149 pupils had direct contact and support from BASS in the summer term 2020.**  All secondary schools currently receiving support for transition cases in Autumn 2020.  3 pupils supported by BASS to find a school following non- start to school.  3 Yr 7 pupils referred for managed moves;  1 is OOB with transition support. The other two were not referred to the transition project.  7 yr 7 pupils had fixed term exclusions this term. (6 from 1 secondary school)  1 was referred to BASS in yr6. Others not known to the team. |
|  | **Exclusion Advice and guidance for individual cases**  Schools seeking information and guidance regarding pupils who are at risk of exclusion.  Immediate, detailed advice and guidance given to schools about cases where pupils/groups of pupils are facing exclusion. Schools are provided with advice on statutory legislation on exclusions and suggested strategies and good practice. | **Over 60 contacts via phone and email to provide advice to Heads and other school leaders re fixed and permanent exclusions.** Reduction in contacts due to lockdown but already over 50 in Autumn 1 2020, due to complex issues arising from lockdown and new behaviour policies introduced for social distancing.  Only 1 permanent exclusion in 2019/20.  Complex cases followed up on individuals. |
|  | **Restorative Justice Conferencing**  Intervention to support the resolution of conflict between pupils/groups of pupils and parents that has placed them at risk of exclusion. 8-10 contacts per case.  Schools can refer pupils/groups of pupils and parents for mediation and the support of a Restorative Justice conference to resolve high level conflicts | 4 schools, involving 22 pupils in total,  2 primary  2 secondary  2 referrals for support with parents, 10 parents worked with in total  1 primary  1 secondary |
|  | **Early intervention support for complex cases:**  Identified at point of entry to LBTH or transfer of school. Support for transition to reduce risks of failed place/exclusion. Identification of potential safeguarding risks. Parental support needs identified**.** Schools provided with advice/guidance and planning support  Individual pupils and families supported through home visits / EHA/TAC process until identified actions completed or new placement secure | **Complex cases**  160 referrals, including out of borough admissions  95 secondary  65 primary  Although mid-year admissions were suspended during lockdown, referrals for complex admissions continued to be received and processed in order to ensure that timely admission for vulnerable children was already in place for when schools re-opened |
|  | **Ongoing co-ordination of FAP/SIP individual cases:**  Complex cases with multi-agency support plans that need co-ordinating during change of placements /integration/re-integration.  Individual support through home visits  EHA /TAC processes completion or review.  LP role , support / /advice to families.  Liaison with out-of-borough agencies/schools | **SIP**  18 individual pupils  14 primary  4 secondary  SIP continued to operate during lockdown but received far fewer referrals.  **FAP**   * Managed move requests = 44 * Failed managed moves = 9 * Direct Transfers = 8 * Alternative provision requests = 83 * **Total managed moves and alternative provision referrals = 144** * Hard to place referrals = 42 |
|  | **Response to bullying complaints raised by parents through Ofsted/governing bodies/Members’ enquiries:**  Cases where concerns over bullying or school disciplinary processes have resulted in a breakdown of relationships and the need for external support for resolution.  Casework and support. Liaison with parents and schools on the management of such cases in terms of education and attendance. | 35 individual cases referred by schools, parents or Ofsted complaint.  Down from 37 in 19/20 but anticipating large rise following return to school from lockdown. |
|  | **Annual review monitoring EHCPs** | 20 attended, including virtual during lockdown.  New system for 2020/21 based on cohort monitoring and advice. |

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| **Whole school work:**   * Policy review * Whole school/group training * Whole school Behaviour/Inclusion reviews/’Health’ checks * Department reviews * SENCO support * Exclusion monitoring and analysis to support schools where exclusions are rising. | Schools supported to improve consistency of practice re promoting positive behaviour for learning practices within a school setting |
| **Training and multi-agency forums:**   * Central and bespoke training sessions on a range of topics from social skills to improving positive behaviour, cyber-safety and promoting inclusion. * Forums/networks run on behalf of schools | **Schools provided with training to suit identified development needs of staff, improve Positive Behaviour for Learning and reduce the risk of exclusions**.   * 6 sessions of Exclusions training provided centrally open to all schools, 2 conducted virtually during lockdown * 4 sessions on Fair Access arrangements for Behaviour Leads and pastoral staff provided centrally. 3 virtual sessions of Behaviour and Inclusion Forum were held. * Online/Webinar materials developed for training and anti-bullying sessions. * Secondary SENCO Forum facilitated termly through SENCo Conference and more frequently during lockdown. * Behaviour Leads Forum facilitated termly |

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| Strategic and systemic support provided to schools identified as causing concern. | **2 secondary schools.**  **New audit tool developed and trialled successfully in one secondary school**. 2 other secondary schools were identified but work had to be paused due to lockdown. This will be resumed this term. |
| SENCO support and advice | **40 contacts via phone and email for advice.**  6 of these led to schools requesting SENCO SLAs on an ongoing basis. |
| Extended advice and support provided to SENCo as part of core offer | **2 primary and 1 secondary school causing concern.** |
| Exclusions guidance to school leaders on process and legal framework around exclusion. | **Over 60 contacts via phone and email to provide advice to Heads and other school leaders re fixed and permanent exclusions.** Reduction in contacts due to lockdown but already over 50 in Autumn 1 2020, due to complex issues arising from lockdown and new behaviour policies introduced for social distancing.  Complex cases followed up on individuals. |

**All of this activity was carried out as part of our core offer, which last year funded the fte equivalent of 2.5 posts**