



## Children's Services

### Support for Learning Services – Behaviour Support Team

#### 1. Executive Summary

##### Background

The overall aim of the SLS Behaviour Support Team is to promote social inclusion in the broadest sense. We aim to improve the attainment of all children and young people by helping schools increase their capacity for behavioural, emotional and social education preventing behaviour and attendance problems at whole school and classroom level. We aim to promote systems and skills for early identification, assessment and response to individual needs whilst at the same time promoting a coherent, accessible and appropriate multi-agency response to those children most at risk.

While children are at the heart of our work, in challenging these diverse and complex problems, we work mainly with key adults in their lives - teachers and other school staff, parents / carers and other professionals in statutory and voluntary agencies which support children and young people at risk of social exclusion. Building effective partnerships between these adults is crucial to successful outcomes. Equally important is the systematic approach which we bring to all aspects our work, validated by more than thirty years of reflective, evidence based practice in Tower Hamlets and elsewhere.

In order to meet these aims, the SLS Behaviour Support Team undertakes a a continuum of functions LA, school, class, group and individual levels. We also provide services to parents through our growing parent education programme, delivered in collaboration with the PAC and voluntary agencies. This continuum of support is consistent with the Children and Young People's Plan 2006 – 2009 and Behaviour Support Plan (2006 – 2008). Most staff in the Behaviour Support Team provide a range of services, and work in a number of schools and across phases. We are deployed in such a way as to utilize and develop expertise in this challenging field of work.

In our work with schools and other professional colleagues, with parents, and with pupils we are working across communities to ensure that all children with SEBD from any community can participate and achieve in their particular setting. In our various functions we model understanding and respect for difference, and give children a voice. We actively promote and participate in awareness raising and challenge stereotyping, discrimination and bullying in the course of our work. We apply positive and practical approaches, addressing these issues at an appropriate level. We also contribute to some specific initiatives which promote good relations between communities.

We contribute to an SLA for the LA to support Black History Month and to curriculum development which promotes multi-cultural understanding.

We liaise with the PAC and Coram Families to support the delivery of a parent education programme which promotes mutual respect, community involvement and the development of ongoing parent support groups.

We provide targeted support to African Caribbean and Somali pupils at risk of exclusion, especially where a breakdown of communication/understanding between home and school is identified as key factor. At the same time provide whole school project work where cause for concern has been established through Schools Causing Concern reviews, exclusion statistics or other sources of evidence.

## 2. Data Collection & Consultation

### Data Collection

Information from SLS Schools Annual Survey & specific evaluations of activities  
Individual pupil data – Data from referrals for Primary Behaviour Assessments/PSPs; Secondary PSPs; CASP; SIP (in future need to survey SEN Level and type and extend to BIP, SLA)

LA Exclusion Database and Exclusion Reports

Attendance Returns

Schools Causing Concern Review

Pupils Attitude Survey

School Level Data (PANDA, POSI)

Outcome/Evaluation SFSC

INSET Evaluations

### Consultation

Annual survey to schools

SLS whole staff INSET, Diversity, Disability to form basis for annual Behaviour Team Discussion and Team Planning Cycle (Spring 2007)

SFSC parent survey July 06

## 3. Key Findings

Compared to national averages, the number of fixed exclusions from Tower Hamlets Secondary Schools is low (10% compared with 7% in TH) Targeting of particular ethnic groups as they are identified through national and local data and through information generated on the course of casework and team discussion has enabled us to provide additional resources to vulnerable individuals, groups and schools.

In recent years African Caribbean pupils have been over-represented nationally by a factor of 2 –3 in the permanent and fixed term exclusion statistics. We have targeted services at whole school, group and individual to redress this balance.

In Tower Hamlets secondary schools this group was only slightly over-represented in 2005-6, whereas Bangladeshi exclusions reflected their proportion of the school population. In some of our activities we have the data to track back through their secondary and primary history with our service.

In other activities we are currently setting systems in place to collect this data and in due course the CAF will do this for us.

In the service areas for which we have data, (Primary Behaviour assessments/PSPs/ Secondary PSPs, Parenting programme) the uptake of these services is in proportion to their representation in the school population.

The evidence suggests that we have targeted resources effectively in re-dressing the national trend of a disproportionate number of exclusions of African Caribbean pupils. However, we need to be concerned about the rising level of exclusion of Bangladeshi pupils. National data suggests that Asian tend to be under-represented in exclusion figures. However we do not have separate national data for Bangladeshi pupils.

The longstanding 4:1 ratio in the incidence of behaviour problems in boys versus girls is reflected in the gender ratio in the national exclusion statistics. In TH secondary schools the rate is in line with the national data. However the ratio of fixed term exclusions for girls has been increasing and girls represented 2/5 of fixed exclusions in 05-06.

Data available from our primary work 05-06 suggests that boys are over-represented by a factor of 7. This is in excess of the National exclusion figures and a cause for concern.

The DFES has brought in SLA, this helped to ensure more equitable access. In Tower Hamlets, in the first phase schools were selected on the basis of exclusion and attendance amongst other data. In the second phase a smaller group of schools were selected on the basis of bids agreed by all headteachers.

#### 4. Conclusions & Recommendations

We need to develop better methods of reporting, sharing and reviewing diversity data.

We need to develop methods of consulting students and their families and develop strategies to meet identified needs.

See action plan.

#### Action Plan

Recommendation	Key activity	Progress milestones
Pupil users. Put in place a system for collecting diversity data for pupils supported through all activities, especially in regard to data not currently available (from SLAs and Secondary PSP work, in regard to disability/ SEN)	Consult with team on best method of collecting and reporting data Implement data collection method consistently across all pupil activities	Methods in place and reported annually as part of annual team discussion and planning cycle
Adult Users. Extend systems for collecting/analysing data by comparison to local and national data sources	Devise strategies for data collection, report annually and use as basis for consultation in team and LA and among other stakeholders Develop methods for data	Methods in place and reported annually as part of annual team discussion and planning cycle

	sharing where training and other adult focussed activities are provided on an SLA basis	
Gender. Check and redress current under-representation of girls supported by the behaviour team, especially in the light of growing levels of exclusions. Encourage participation of fathers in SFSC Programme.	Consult with team, LA and other stakeholders on services appropriate to the needs of girls. Increase accessibility of SFSC programme to fathers	Increased take-up of services for girls Reduction of female exclusions to nationally reported levels Increased take-up of SFSC by fathers
Ethnicity. Check and redress growing representation of Bangladeshi pupils in LBTH exclusions the light of national data	Consult with team, LA and other stakeholders on strategies to reduce the exclusion of Bangladeshi pupils.	Reduction of Bangladeshi exclusions to nationally reported levels
SEN. disability and health. Check data and redress over-representation of pupils with SEN and health problems in exclusions.	Continue team discussion concerning Social, Emotional and Behavioural Difficulties as a disability and the links between these and other SEN including disabilities Consultation with SEN section, other SLS teams and other stakeholders on the take-up of services for pupils with SEN Development of post-graduate module on SEN and behaviour to inform understanding of the links and appropriate strategies	Increased take-up of services for pupils with SEN, disability and heath problems. Reduction in exclusion of such pupils.
Staff. Address over and under-representation of specific groups in our workforce and ensure that SEN centre and facilities are accessible to all staff.	Use of Diversity monitoring questionnaire to identify under representation of specific groups. Positively recruit staff from under-represented groups. Consult with SLS and LA management on improving accessibility SEN centre.	