

DEPARTMENT FOR EDUCATION AND CHILDREN

Ymgysylltiad Disgyblion yn Sir Gaerfyrddin Pupil Engagement in Carmarthenshire

Adolygiad Cynnal Ymddygiad Behaviour Support Review

Draft Abridged Report for Consultation / Adroddiad Drafft Talfyredig er Ymgynghori

Our vision...Carmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential

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Vision Statement

There are numerous qualities and attributes sought for behaviour in schools and special settings within Carmarthenshire. Our moral duty is to base this vision on a strong set of core values, which complement the very high level of public service sought within DEC and the County Council.

We wish our learners to be well qualified and well educated, develop holistically as well rounded young people, and are fully prepared for the challenges and opportunities of adult life. We have a duty to ensure that our young people are safe from harm, bullying, harassment and discrimination of any kind. Good behaviour in our education settings is integral to achieving these ideals and can be realised as follows:

We wish that standards of **engagement** and **behaviour** in our schools and settings is, at the very least, consistently good.

We aspire to maintain and develop an **inclusive** and **equitable** education system, as evidenced in our ethos, culture, policies and practices, so that all our young people are provided access to an education appropriate to their needs, thus affording them the opportunity to achieve and surpass their personal potential

The locus of the debate can profitably shift from a compartmentalised focus upon behaviour to a more holistic approach with respect to the wider topic of pupil engagement, a feature which can evolve in the Department's work going forward

This will entail the use of different language and terminology, translated to tangible deeds

We state categorically that **mainstream schooling is the over-riding norm** for the clear majority of our learners:

- Inclusive practice is firmly based on **high quality teaching and learning**, supported by an **engaging and motivating curriculum**, designed locally with reference to strategic ideals which are also consistent with the emerging new curriculum for Wales
- **Firm, fair, just** and **positive behaviour management policies and procedures** are advocated for all our learning settings, based upon **mutual respect** and **trust**
- We will provide **early support and targeted, therapeutic intervention** in order to preserve and uphold inclusivity
- Where this is not possible in the short or longer term, that we offer a more refined and structured **graduated response** and permit access to specialist provision when deemed pertinent – in terms of **Mainstream Outreach** provision and/ or **access to specialist settings**
- In cases where placement at a special centre is required, that there are plans **for de-escalation** and exit strategies to permit **re-inclusion** into mainstream provision in as many cases as practicable

We need to:

- **Understand behaviour** – instilling a mature and widely held professional understanding of **emotion coaching, trauma and attachment awareness**
- Further disseminate and normalise a **person centred** approach;
- Develop **restorative practice and widen its deployment**
- Be **responsive to need**, be able to react rapidly at times of crisis but, conversely, adopt a proactive mindset so that crisis situations become more of a rarity
- Enhance our **therapeutic practice**

Executive Summary & Recommendations

There is a demonstrable link between learner wellbeing, behaviour and attainment, considered important components whilst ensuring pupils' engagement with learning.

Statutory mainstream schooling is the backbone of our education system in Carmarthenshire. In addition, special schools and resourced specialist provision attached to, or remote from, mainstream schools continue to play a very important role for those children and young people requiring particular specialist support¹.

Behaviour Support in Carmarthenshire has been subject to recent and on-going realignment. The ongoing remodelling of the Learner Programmes Division involves dovetailing curriculum, learner support and wellbeing. This has permitted officers to undertake a holistic view of Behaviour Support and to consider the strategic alignment of services and external agencies which supplement behaviour support.

In lieu of these developments, the debate can shift from a compartmentalised focus upon behaviour to a more unified approach with respect to the wider topic of pupil wellbeing and engagement, a feature which needs to evolve in the Department's work going forward.

This report re-affirms and develops a vision for evolving what we currently term as behaviour services- with inclusivity as an over-riding theme, coupled with an emphasis on early intervention and prevention, graduated response and de-escalation whenever possible. Mainstream Outreach Services are to play a prominent role in ensuring that as many young people as possible can receive their education in a mainstream setting whilst also providing an important link between schools and our specialist settings.

27 thematic recommendations are offered, being variously strategic and operational in nature. These are presented for implementation over the short, medium & longer term. Key recommendations have implications for MEP Band B and TIC programmes.

Introduction

It's a given fact that the majority of children and young people of statutory school age will attend their local mainstream school. Education is also provided by special schools and specific specialist provision for those children and young people requiring specialised support.

EOTAS (educated other than at school) refers to any type of education outside the school where local authorities fund individual school placements². There is an increasing range of EOTAS provision, including:

- Pupil Referral Units (PRUs)
- Further Education (FE) colleges
- Maintained school
- Non-maintained school
- individual tuition and tuition at pupils' homes or at hospital
- Youth Gateway
- work-related education
- training providers
- third sector organisations
- bought in private sector provision
- Independent school
- Tailor-made packages.

Note that the term EOTAS does not apply to pupils who receive home education (Elective Home Education – EHE). Also, alternative curriculum (e.g. Cynnydd) that schools provide is not classified as EOTAS. School contract out and are responsible for outcomes.

Current provision in Carmarthenshire is a mix of mainstream and specialist provision

Fig 1: Numbers and Percentages of Pupils in Mainstream and Special Settings (January 2017)

Setting	Numbers	%
TOTAL NUMBER OF PUPILS	27,150	100
Nursery School	78	0.28
Primary Mainstream	15,914	58.61
Secondary Mainstream	11,036	40.64
PRU Setting	Pupils are registered at 'home' school included in the count above but number 61	(0.22)
Other EBD Setting	122	0.44

Fig 2: Present Mixed Economy Model in Carmarthenshire

	Mainstream Provision	Mainstream Outreach	Canolfan Bro Tywi *	Canolfan y Gors PRU *	CSTLC PRU*	Ysgol Rhyd y Gors School *	Facility for out-of-county placements
Location	Pan-county	Universal	Carmarthen	Carmarthen	Burry Port	Carmarthen	Pupils with profound needs
Provision / Specialism	Full age and ability range	Behaviour Support Community Team- Behaviour support in schools and settings	Primary- 2 term placement with re-inclusion that have not responded to School intervention/ BSCT input	Secondary Significant SEBD & require additional support to attend school	Secondary Learners at risk of permanent exclusion	Special School (Day and Residential) Significant EBD requiring a specialised placement as recommended by ECP	
Age Range / Key Stage	3-16 (16+) FP-KS4	3-16 FP-KS4	7 – 11 (14) FP-KS2	11-16 KS3 and 4	11-16 KS3 and 4	8-16 KS2,3 and 4	
No. Pupils	27,150		6	24	21 + 21	45	
FTE	1,476	4.4 +1HLTA	6 (+3 TAs, 1 HLTA)	3.6 (+3 TAs + 1 HLTA)	8.2 (6.96 TAs)	tbc	

Whilst the concept of **Student engagement** seems straightforward, it can take fairly complex forms in practice':

Intellectual engagement- To increase student engagement in a course or subject, teachers may create accessible lessons, assignments, or projects that appeal to student interests or that stimulate their curiosity

Behavioural engagement- Teachers may establish classroom routines, use consistent cues, or assign students roles that foster behaviours more conducive to learning

Physical engagement- Teachers may use physical activities or routines to stimulate learning or interest e.g. kinaesthetic learning

Emotional engagement- Educators may use a wide variety of strategies to promote positive emotions in students that will facilitate the learning process, minimize negative behaviours, or keep students from dropping out.

Social engagement- Teachers may use a variety of strategies to stimulate engagement through social interactions. For example, students may be paired or grouped to work collaboratively on projects

Cultural engagement- Schools may take active steps to make students from diverse cultural backgrounds—particularly recently arrived immigrant or refugee students and their families—feel welcomed, accepted, safe, and valued^{1,2}.

The vast majority of educators would readily agree that ensuring good order and behaviour is an essential prerequisite for successful education. Research findings back up this assertion:

Key findings from a **Department for Education (Dfe) study (2012)**³ illustrate authoritatively, but unsurprisingly, that:

- Children with higher levels of emotional, behavioural, social and school wellbeing have, on average higher levels of academic achievement and are more engaged in school
- For academic progression, better emotional wellbeing is a key factor in primary school, whereas low levels of troublesome behaviour and challenges to school engagement emerge as significant factors in adolescence.
- Children with better attention skills experience greater progress across the four key stages in England.
- Those engaged in less troublesome behaviour also make more progress and are more engaged in secondary schools

The **National Attendance and Behaviour Review (NBAR)**(2008)⁴ finds that ‘the majority of schools in Wales are orderly and well-managed.’

Conversely, the **Bennett Report** into school behaviour in England (2017)⁵ asserts that ‘*numerous indicators suggest that [behaviour] can be better in a great number of schools and contexts*’

Estyn’s thematic study into pupils’ wellbeing and behaviour management in pupil referral units (2012)⁶, concludes that ‘many do it well’ in reference to the difficult job undertaken by PRU staff.

That said, there’s a general consensus in literature and a firm view amongst consultees, that **behaviour management is becoming more challenging**, quoting: complex emotional and behavioural difficulty (EBD); mental health issues; Adverse Childhood Experiences (ACEs); societal pressures such as social media and family breakdown, parenting concerns etc⁷, which is confirmed by NBAR (*op cit.*).

These trends may also be more prevalent in schools which serve certain communities within Carmarthenshire. This is also more prevalent in schools that have Looked After Children from other Local Authorities

In addition, consultees report complexity and poor engagement with learning manifesting itself earlier in pupils' school careers (e.g. years 1-3/4). Colleagues also point out that, increasingly, pre-schooling and early parenting deficiencies entail that children present in school with issues such as poor early language and speaking acquisition, ongoing issues with toilet training, inability to use a knife and fork etc. Consultees therefore express a desire to operate schools as educational institutions rather than being increasingly and overtly drawn into the realms of surrogate parenting, as is evident in a growing number of cases.

The full report addresses the following-

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| 1. Department for Education and Children policy | 5. Qualitative data |
| 2. Evolution of Learner Programmes Division | 6. National Policy |
| 3. Literature Review | 7. Links with other policy areas e.g. Transform, Innovation and Change (TIC), Modernising Education Programme (MEP) |
| 4. Quantitative data | |

Recommendations – nominally arranged into various categories:

	Recommendation	Strategic / Operational	Themes	Short Medium Long term
1	The LA and our PRUs should re-visit recommendations cited in the two recent Estyn thematic reports (2012 and 2015) and ensure that progress towards achieving the recommendations listed is secured as a baseline. This to be supplemented by continually working on any subsequent recommendations from more localised inspections & action plans and ascertain any capital/space requirements to feed the MEP programme	Operational	Standards	short
2	The existing Behaviour Support Services Realignment is to proceed to its conclusion, with new arrangements and processes outlined in the January 2017 report to be monitored, evaluated and reviewed as per normal within the existing DEC management cycle.	Operational	Realignment	Short
	The Behaviour Support Intervention Framework (outlined in departmental documentation) and Behaviour resource pack to be updated and supplemented with the most up to date school leadership and classroom practice so that officers, school leaders and practitioners can deliver and receive the most pertinent and authentic professional development available.	Operational	Training	Medium
3	TIC proposals X & Y (see main report) are taken further – to option appraisal and feasibility, factoring in the strategic thrust of this report and considering the specific proposals bulleted above	Strategic	Capital; Financial	Medium
	MEP programme is responsive to TIC proposal Y and provides practical assistance as necessary	Strategic	Capital; Financial	Medium
	Scope out a cost effective mixed economy model - mainstream schooling with inclusion bases (Hafan/Encil) established and staffed in every secondary school and largest primaries (n=?).	Strategic	Capital; Financial	Short
	Pilot additional local cluster or sub-regional capacity in three specialist secondary campuses/large primaries and/or shared provision by school cluster	Strategic	Capital; Financial	Medium
	Supplement Behaviour Support Service Outreach Team (BSSOT) with: a school-based cadre of ELSAs who can help operate the decentralised sub-regional pods, thus adding capacity for Behaviour Support by training suitable employees from the current school support staff workforce. In addition, the decentralised pods can act as a field base for BSSOT staff.	Operational	Training	Medium
	Instigate a Task and Finish Group to develop: <ul style="list-style-type: none"> indicative provision for a Typical Inclusion Base audit current practice and existing models plan further developments investigate how The Behaviour Outreach Team can interact Develop a training offer for TAs who wish to develop further expertise in behaviour management as SEBSAs decide entry/exit criteria and who will manage the process – head teachers or LA 	Strategic	Planning	Medium
	Plan three phases for the rollout of the decentralised mixed economy model	Strategic	MEP	Long

4	Mainstream Outreach team to review <u>re-integration</u> support procedures and work to coordinate person-centred curriculum delivery between mainstream and specialist settings	Operational	Delivery	Medium
5	Mainstream Outreach Team to consider further developing rapid response/crisis intervention protocols and procedures, so that the system is seen to be more responsive	Operational	Delivery	Medium
6	DEC to: Provide clear leadership and support in further embedding and supporting nurturing, inclusive and holistic practice in schools and settings e.g. emotion coaching, Attachment & Trauma Awareness.	Strategic	Leadership	Medium
	Curriculum and Well-being Division to work with school leaders to embed inclusivity and wellbeing as a pervading corporate and departmental ethos, ensuring synergy between policy, practice and procedures. Also, to plan for the introduction of the new curriculum for Wales: consider transposing Foundation Phase pedagogy to current KS2 and promote purposeful play and readiness to learn approaches.	Strategic	Leadership	Medium
	Investigate mechanisms for facilitating flexible, proactive and responsive budgetary support to schools, within given parameters, thus offering procedural assistance with devolved decision making within school clusters. This can include making different use of PDG funding and considering cluster based models of delivery	Strategic	Finance	Medium
7	Behaviour and Well Being Manager & team to ensure: Consistent behaviour and EBD monitoring and data sharing / data informed practices in all learning settings. Specific data e.g. ACEs to be shared at vital transition points e.g. primary secondary transfer, during managed moves	Strategic	Information	Long
	Evolve triggers to therapeutically intervene when pupils move between several schools, thus avoiding effective, long-term remedial action. Intervene proactively as early as possible at primary phase	Operational	Provision	Medium
	Coordinate, disseminate and signpost appropriate quality EBD training for schools and officers/trainers in a range of behavioural strategies. Provide more guidance how to manage most challenging students and potential for PRU staff to facilitate with mainstream colleagues	Operational	Training	On-going
	Scope out the feasibility of having a dedicated training officer for EBD training OR develop this expertise within the existing departmental team (see also recommendation 12)	Strategic	Training	Short
	Training Gap Analysis to look at: modelling; nurture; child development; personalised approaches to understand behaviour; use of contextualised information e.g. social deprivation; emotion coaching; attachment; looking behind behaviour; extra support to ensure consistency of expectations; building relationships; welfare of staff and pupils; revisiting and reinforcing; de-escalation; play therapy; therapeutic approaches; physical intervention; speech and language programmes; updated substance misuse training and consider set days for pastoral issues and be adaptive to changes over time e.g. via PLC model to counteract any potential professional isolation. Evaluate PROActSkip, DeEscalate and Team Teach to ascertain which is best for schools.	Strategic	Training	Short
	Facilitate school to school working for experiencing visits to context-similar settings which demonstrate excellent practice; Ensure quality assurance and broker external challenge and evaluation for the evolving service (in whole, and in component parts e.g. EWS,EHE)	Operational	Training	Medium

8	<p>Learning Transformation Manager to: conduct an updated audit and review of qualifications within 14-19 learning networks, so that there is an appropriate range of formal, non-formal and informal learning for disengaged learners, tied in with the 11-19 review, world of work, learners' employability and future prospects within the evolving local and regional economy – tying up with the generic thrust of behaviour support at vital transition points within the system, with particular emphasis upon re-integration to mainstream.</p> <p>Learning Transformation Manager to: investigate collaborative links between mainstream providers and specialist settings with respect to collaborative curriculum delivery within the 14-19 network to include the Llanelli Vocational village.</p> <p>Learning Transformation Manager to: provide an updated review of EOTAS provision (see also rec. 15)</p>	Operational	Information	Short
9	Review best practice re the available array of parental engagement strategies (e.g. School-based family engagement days, TAF/EWS) to further build relationships and timely/early family engagement with pupils' learning, incl. parenting support for managing behaviour, attachment support etc. Further modelling for school staff on conducting difficult conversations with parents.	Operational	Provision	Medium
10	School leaders to ensure the importance of ensuring an engaging curriculum and its associated pedagogy, is implemented so that learners are fully and gainfully applied in their studies.	Strategic	Planning	Long
	Innovative Curriculum Design stemming from the local implementation of the Successful Futures review needs to ensure a suitably challenging curriculum, properly accessible and differentiated for the needs of all learners. Design process to emphasise the importance of vocational routes, literacy and numeracy and out of class experiences	Strategic	Planning	Long
	The new curriculum for Wales offers added flexibility so that alternative provision can be offered earlier at secondary level. Study to scope out potential for alternative curriculum in years 8&9.	Strategic	Planning	Long
	Local curriculum development fully considers developing the Health And Wellbeing of pupils and, particularly in regard of vulnerable learners, considers social skills, self-esteem, confidence and emotional literacy	Strategic	Planning	Long
	Consider economies of scale in respect of cluster working to assist with staffing capacity issues at individual school level to provide more time for key staff to address pastoral workload	Strategic	Planning	Long
11	Welsh Government and Estyn to be lobbied regarding factors in current arrangements which are working against inclusivity, thus working towards systemic change which ensures intelligent accountability and data informed practice, including how mainstream and special settings are inspected	Strategic	Lobbying	Medium
12	DEC Senior Education Consultant to evaluate behaviour data capture and sharing systems, at school and ECS levels and:	Strategic	Information	Medium
	Produce a report with recommendations to streamline, accelerate, and avail data at vital transition points e.g. primary/secondary transfer and slim down inclusion panel documentation	Strategic	Information	Medium

	Also to recommend data systems to facilitate a standardised method of capturing data on school behaviour and ensure better communication and synergy in multi-agency partnership working (see also recommendations 7 above) which can potentially dovetail with an evolving Early Years Pathway process. Also, consider the Development Pathway, tied in to explicit early child developmental milestones to aid foundation phase person centred planning. ¹⁸	Strategic	Information	Medium
	Capture the Voice and Participation of the Learner	Operational	Information	Medium
	BWBM to evaluate all administrative processes associate with referral and inclusion Panel and implement efficiencies, possibly working with TIC team	Operational	Information	Medium
	Scope out viability of adopting a suite of assessment tools	Operational	Information	Medium
13	Develop a wider menu of interventions (making full use of Pastoral Support Programmes) which bridge between mainstream and specialist schooling, rather than e.g. PRU being the only option in cases of pre-exclusion. See Fig. 7 below and also consider formulating pre-exclusion incorporating the TAPPAS model, particularly for those showing anxiety impacting on school attendance. Also, further develop transition protocols to and fro from specialist provision to mainstream.	Strategic	Provision	Medium
	Elective Home Education trends to be further analysed.	Strategic	Analysis	Medium
14	In the short term, increase staffing capacity in this area	Operational	Staffing	Short
	For the medium to longer term, commission a specific and complementary report to galvanise strategic development in this area and develop an external challenge component	Strategic	Provision	Medium
15	It is recommended that, in respect of the Pupil Participation survey: <ul style="list-style-type: none"> Outcomes are analysed in greater detail prior to being shared with head teachers and school pastoral leads Individual institutions receive bespoke feedback Negatives are turned to positives and strengths identified inform further refinement of school behaviour, rewards and sanctions policies, consistent with the vision articulated in section 4 	Operational	Provision	short
	The Cynnydd Programme is: evaluated to ensure that it continues to meet need, and make adjustments as deemed necessary	Strategic	Provision	Short
16	The Cynnydd Programme is: further developed by developing an exit strategy (post funding), so that there is a continuation in delivery. Exit strategy to consider remodelled outreach service and some local delivery from inclusion hubs.	Strategic	Leadership	Medium
	The Vulnerability Assessment Profile (VAP) is extrapolated back to KS3 and possibly KS2, with strategies devised to meet the increased demand resulting from this work.	Operational	Logistical	Short
17	Further general focus on early intervention, particularly at key points: pre-school; during primary-secondary transition and year 8/9	Operational	Logistical	Short
	School based youth work: Work earlier in primary schools in some cases, where resources permit	Operational	Provision	Medium
18	School based youth work: Build upon, and further diversify, the alternative curriculum delivery leading to recognised accreditation and qualifications	Operational	Provision	Medium
	School based youth work: Greater consistency to make service quality less reliant on particular individuals	Operational	Staffing	on-going

19	School Based Counselling : Lower the age for accessing counselling (e.g. to year 5)	Operational	Provision	Medium
	School Based Counselling : Added supervision when dealing with complex cases	Operational	Provision	Medium
	School Based Counselling : Greater emphasis on therapeutic intervention work	Operational	Provision	Medium
	School Based Counselling : Add further capacity and consider developing group work	Operational	Provision	Medium
20	Health Services : Further clarity and awareness raising as to options and health pathways available e.g. ADHD and also re criteria for CAMHS	Operational	Provision	Medium
	Health Services : Curb time involved e.g. access to paediatrician	Operational	Provision	Medium
21	Build on good practice in Educational and Child Psychology and, in particular, faster access/shorten waiting list to the service (particularly in crisis situations)	Operational	Provision	Medium
	Educational and Child Psychology : attain greater reach by shared training across schools	Operational	Provision	Medium
	Educational and Child Psychology : Review ECP role on Inclusion Panel	Operational	Provision	Short
	Educational and Child Psychology : Pilot multiagency support model in a selection of mainstream settings (BSCT/ EP/ SBYW /PCPOs /EWS/Social Work) and consider having an EP on site 1xmonth	Operational	Provision	Short
22	ALN funding review in light of ALN transformation agenda, to concentrate on personalised learning and further consideration for most complex cases	Strategic	Provision	Medium
	Review of inclusion panel practice re statement / IDP when new legislation is implemented	Strategic	Provision	Medium
23	FF/TAF : Look at best practice re parental engagement (e.g. parenting for parents) to surmount some negative perceptions and explore links with Communities First	Operational	Provision	Short
	FF/TAF : Ensure consistency of approach and better communication between all involved, including feedback to schools about successes.	Operational	Provision	Medium
24	Attendance and Education Welfare Service : Build on existing good practice. E.g. better links between EWS and other education staff	Operational	Provision	Medium
	Attendance and Education Welfare Service : Widen remit to consider other factors impinging on engagement	Operational	Provision	Medium
	Attendance and Education Welfare Service : Multi agency approach to targeting children from complex backgrounds	Operational	Provision	Medium
	Attendance and Education Welfare Service : More ongoing forward working to ensure that pupils surpassing the 85% move towards 90%	Operational	Provision	Medium
	Attendance and Education Welfare Service : Strategies to improve attendance of schools which plateau	Operational	Provision	Medium
25	Review protocols for pupils kept on roll who don't attend mainstream	Operational	Provision	Medium
	Further develop e-learning for <u>Home Tuition</u> .	Operational	Provision	Long
26	Review allocation of PDG between schools to more accurately reflect need.	Operational	Provision	Long
27	Subject to receiving the report, produce a more detailed implementation and funding plan for all recommendations, with clear success criteria	Strategic	Logistical	Short

A SWOT analysis of the decentralisation concept (refer to vision and recommendation 3):

Strengths <ul style="list-style-type: none"> • Supports greater inclusivity and firmer links with mainstream • Specialist provision within child/young person's catchment area • Provides interim solution short of PRU • Helps with stepping up – graduated response • Helps with stepping down – re-integration • Review strategy supported by officers and practitioners • More universal approach to engagement and behaviour mgt. 	Weaknesses <ul style="list-style-type: none"> • Specialist provision diluted/dispersed • Scaling down centralised specialist provision must be counterbalanced by commensurate provision elsewhere prior to transition • Behaviour support decentralising, ALN support centralising – potentially leading to mixed messages • Plans need to definitively demonstrate added value
Opportunities <ul style="list-style-type: none"> • Cuts down on transport costs (meets TIC objective) • Puts downward pressure on waiting lists to specialist existing provision • Addresses capacity issues in existing specialist provision • Builds practitioner capacity and expertise • Accentuates strengths 	Threats <ul style="list-style-type: none"> • May not be immediately palatable for all mainstream settings and requires universal adoption of inclusivity mindset • Registration issues/accountability measures may impede development • Specialist mainstream providers may be concerned about plans to decentralise • Most vulnerable of all need to be properly catered for

Indicative timetable for the Decentralisation of Specialist Services

Phase 1: 2018 – Summer 2019:

- Feasibility study to explore, and consult upon, a **non-residential model** for **Ysgol Rhydygors**, to include reviews of residential pupils (as a means of planning alternative options for high end need)
- Establish a Task and Finish Group to scope out the features of an indicative Inclusion Base
- Pilot **Inclusion Bases** on up to:
 - 6 secondary school campuses,
 - 3 area primary cluster bases, co-located on a suitable mainstream campus
- Plan possible decentralisation of **Canolfan Bro Tywi** to be potentially co-located with a primary area cluster base
- Possibly relocate **Canolfan y Gors** to Pwll Site as an interim measure
- Enhance capacity of **Behaviour Outreach Service** and make fuller use of specialist expertise
- Develop mainstream and specialist staff expertise and train school-based **Emotional Literacy Support Assistants (ELSAs)**

Phase 2: Autumn 2019- Summer 2020:

- **Implement recommendations of the Phase 1 Rhydygors feasibility study**
- Consider feasibility of further decentralisation, including **future of Rhydygors day school** and consider plan to redeploy specialist centre staff as an outreach service
- **Co-locate PRU** and **Canolfan y Gors** close to a secondary school
- Extend **inclusion base concept** to remainder of secondary schools and largest primaries

Phase 3: Autumn 2020 - Summer 2022:

- Evaluate Phase 2
- Implement final stage of decentralisation model as agreed in prior evaluations and phase 2 feasibility study

Figure 3: General outcomes of the Pupil Participation Survey

Issue	Positive Comments	Negative Comments	Mixed Comments
Awareness of Issues / Triggers of Poor Behaviour	Pupils demonstrated a good understanding of triggers	School and classroom environment factors Home Issues Tiredness / Hunger Social Media Problems spilling in to school	
Respect	Mutual respect promotes good behaviour Quiet word with pupil outside class/after lesson is effective	Public showdowns between pupil and teacher can often escalate as both parties want to save face	
Seeking Help	Buddy system / Friendship Bench		
Reputation / Identity with peers		Pupils act up to enhance reputation Keeping face is important Unfair treatment unhelpful – e.g. comparing pupil to older sibling/parent	
School Discipline System	Clear, staged levels helpful Needs to be followed through Knowing which member of senior management team i/c of discipline is helpful Earlier removal of disruptive pupil is helpful Separating unruly pupils is positive	Ineffective when not enforced or monitored Frequent visitors to detention eventually don't find it effective Suspension doesn't work Exclusions take too long and is now for more extreme behaviour	
Rewards and Sanctions		Lack of consistency/regularity Disruptive pupils awarded Rewards sometimes seen as unfair	
Supply Cover	Cover supervisors are better as they build up a relationship with pupils	Lack of relationship and more pupils play up	
Parental Contact	Positive influence if promoted Dojo system links well with parents		School contact book use is sometimes helpful, sometimes petty use
One rule for me and one rule for you		Teachers using mobile phones, eating in class and wearing jewellery when this is banned for pupils - undermines respect	
Reporting, recording and monitoring	Recording on SIMS is good generally – provides feedback on progress Dojo - a constructive and efficient way to track progress	Consistency with recording Some teachers have better practice than others	
Pupil Voice	Suggestion Box Problem Solving box	Not enough voice Meaningful consultation Balance view required – e.g. teacher/ adult/bus driver believed more than pupil	
Support in Schools	Counselling and Youth Support service are very positively supported	Not able to access service instantly Problems with booking a slot	

Strategic Alignment of Ancillary Services

The Behaviour Support Service cannot exist in a vacuum. There are numerous complementary services which support and enrich service delivery. With a shrinking resource base, colleagues are finding that pooling financial resources, expertise, training and evolving multi agency and multi-disciplinary working is helping to cope with increasing demand and expectations. The list below shows the alignment of:

Services within the Curriculum and Well Being Division:

- Youth Support Service (including School Based Youth Work and Youth Justice)
- Education Welfare Service
- School and Alternative Curriculum
- EOTAS
- Identification of Vulnerable learners
- Youth Engagement and Progression Framework (YEPF) and Cynnydd
- Elective Home Education

Services within the Wider Department

- Children's Services, including TAF and FF
- Educational and Child Psychology

Outside Agencies

- Health – e.g. CAMHS
- School Counselling

Recommendations 16-26 address developments in, and further links between, these ancillary services.

Concluding comments

This draft report requires further enrichment by additional consultation. They may well be further recommendations, whereas existing proposals may be modified, deleted or re-worded. An open and honest debate is welcomed.

There is a universal acknowledgement that need is getting greater and that there's an imperative to take action.

Getting the right recommendations to take service delivery forward is vital. Detailed timings, costings, capacity issues, feasibilities and practicalities can follow in an implementation plan.

This report is an amalgam of many valued professional opinions and throws down the gauntlet to all who have vested interest in realising its findings.

Amongst the priorities for practitioners are: a faster referral process; funding for bespoke provision locally; a major training programme throughout the system; clarity of what's available and what's being done in different components of the system.

Supporting good behaviour and engagement amongst the pupil and student populace is everyone's business.

Together we can proactively address challenges, seize upon opportunities and, by rowing in the same direction, ensure that our schools and settings are even more orderly, productive and safe. Higher standards will follow as more children and young people realise their full potential, in learning spaces that are happy, purposeful and nurturing. All our pupils and students deserve the best possible conditions, in order that they can be more predisposed to learn effectively - so that they become the great people we all aspire them to be.

Rough Costings

The above recommendations have been roughly costed, factoring in Capital outlay, growth, Education Improvement and other grant sources. Currently the estimated costs are as follows:

Time Period	Capital/MEP Band B (£)	Revenue (growth)* (£)	EiG (£)	Other Grant bid (£)
2018/19	0	50,000	1,800	0
2019/20	0	100,000	51,750	0
2021 and beyond	8,200,000	0	0	5,000
Total	8,200,000	150,000	53,550	5000

*** Note: Would request that savings accrued from decentralisation be re-invested. It should be noted that almost 70% of recommendations are cost neutral or require additional time input from officers**

Glossary of Terms

EOTAS	Educated other than at School
PRU	Pupil Referral Unit
FE	Further Education
EHE	Elective Home Education
EBD	Emotional and Behavioural Difficulty
LA	Local Authority
MEP	Modernising Education Programme
LENQ	Leaving Education without a Qualification
NEET	Not in Employment, Education or Training
Cynnydd	European funded programme to reduce NEETs
SEBD	Social, Emotional, Behavioural Difficulty
BSS	Behaviour Support Service
BSCT	Behaviour Support Community Team (Mainstream Outreach)
RhDC	Rhyd y Gors Day Centre
DEC	Department of Education and Children
EWS	Education Welfare Service
TIC	Transform, Innovation and Change Programme
HCWB	Head of Curriculum and Wellbeing
Hafan	Ceredigion terminology for an inclusion centre
Encil	Ceredigion terminology for a facility that supports pupils with behavioural difficulties and provides an alternative to exclusion
CSTLC	Carmarthenshire Secondary Teaching and Learning Centre
TA	Teaching Assistant
SEBSA	Social, Emotional and Behavioural Support Assistant
ELSA	Emotional Literacy Support Assistant
ACE	Adverse Childhood Experience
BSO	Business Support Officer
EWS	Education Welfare Service
TAF	Team Around the Family
FF	Families First
PDG	Pupil Deprivation Grant now Pupil Development Grant
LAC	Looked after Children
NQT	Newly Qualified Teacher
BWBM	Behaviour and Wellbeing Manager
CAMHS	Child and Adult Mental Health Service
YSS	Youth Support Service
SBYW	School Based Youth Work
PSP	Personal Support Plan.....
IBP	Individual Behaviour Plan
IDP	Individual Development Plan
EP	Educational Psychology
YEPF	Youth Engagement and Progression Framework
ADHD	Attention Deficit Hyperactivity Disorder
ALN	Additional Learning Needs
KS	Key Stage (KS2:yr3-6) (KS3: yr7-9) (KS4:yr10-11)
TAPPAS	Team around Pupils, Parents and School

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