

# Appendix A: Sir Alan Steer's Final Recommendations on Pupil Behaviour: Implementation Plan





# Sir Alan Steer's Recommendations on Behaviour

## IMPLEMENTATION PLAN

### A. Communicating and underpinning schools' legal powers

#### Communications

No.	Recommendations	Response	By when
1.	Schools have a broader range of powers than ever before to prevent and tackle poor behaviour. Government and the professional associations should work together to devise a dissemination plan to raise awareness and understanding of this range of powers among schools, parents, pupils and teachers, including in particular the statutory power to discipline.	At the same time as Sir Alan Steer's final report was published, DCSF and NASUWT jointly issued a leaflet entitled <i>School discipline: your powers and rights as a teacher</i> . The leaflet was instigated by NASUWT which, like Sir Alan, had identified a need to raise teachers' awareness of their rights in law. The leaflet sets out the main rights and powers now available to teachers to support work to manage pupil behaviour. It has also been distributed to local behaviour and attendance consultants and to School Improvement Partners. The contents of the leaflet have also been reflected in a poster that NASUWT have issued to schools and put on their website.	DCSF to consider with external stakeholders a broader dissemination of Teachers' and Parents' leaflets in autumn 2009.  The behaviour e-mail to local authorities and schools will be sent on 6 October 2009.  Web-site refreshment completed in autumn 2009.
3.	Schools need to be reminded of their power to discipline pupils for having behaved inappropriately off school premises and how they can use this to prevent misbehaviour outside the school gates and on journeys to and from school.	DCSF has prepared a similar leaflet for parents which will highlight teachers rights and powers to manage behaviour and the expectations of pupils and parents. We will develop similar advice for young people.  DCSF is working with other stakeholders to consider how information on the powers and rights of schools to discipline can be further disseminated. This would include the powers and rights not only of teachers but also of Heads, other school staff and governors – recognising the key responsibilities of governors in relation to school discipline issues.	Leaflet for young people on behaviour powers and duties to be completed by early 2010.

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No.	Recommendations	Response	By when
4.	<p>Schools have the power to exercise discipline beyond the school gates and this should be clearly stated in the school behaviour policy and in the home-school agreement. As part of the regular review of the school behaviour policy, schools should remind pupils and parents that this power exists. Schools should also work with wider partners, such as their Safer School Partnership (SSP) officer or local Police Community Support Officer to ensure that there is good behaviour on the way to and from school and to tackle inappropriate behaviour outside the school gate.</p>	<p>Guidance for schools on SSPs, published in May this year, makes clear there is a role for the SSP officer in supporting good behaviour both inside and beyond the school gate. The Department and its partners continue to ensure that information about SSPs, and on how to set them up, is disseminated widely.</p> <p>DCSF plans to use one of its regular e-mails to schools and another to local authorities this autumn to focus specifically on pupil behaviour issues. These will help raise awareness of legal powers and highlight good school practice on behaviour management. They will contain links to all our relevant guidance documents.</p> <p>Ministers will also be writing to all Directors of Children's Services signalling their expectation that helping schools achieve a "good" behaviour rating should be a key part of their school improvement role.</p>	
7.	<p>The legal requirement on school leaders and governing bodies to ensure that their behaviour policies are reviewed regularly and that staff, pupils and parents are involved in the process is extremely important and must be observed. This activity will assist schools in updating their self-evaluation form in preparation for an Ofsted inspection.</p>	<p>DCSF will refresh its website on school behaviour, which will consolidate in one place links to all of the Department's current guidance on behaviour issues and also to associated materials produced by partner organisations such as the teacher professional associations. It will sit in the new Schools Website when that goes on-line. The Department will ensure that other stakeholders are able to provide a link to this site on their own websites.</p> <p>The National Strategies has an updated website with all behaviour related materials online.</p>	

No.	Recommendations	Response	By when
		<p>Current DCSF guidance on school behaviour policies includes a chart setting out the key rights and responsibilities of schools, parents and pupils as regards behaviour. As part of the dissemination strategy described above, DCSF are considering with partner organisations on the Ministerial Stakeholders' Group on Behaviour and Attendance how this information might be disseminated and used to best effect. See further the response to recommendation 36, below.</p>	

### The Power to Search

No.	Recommendation	Response	By when
2.	<p>Operation of the new legal power to search pupils not only for weapons but also for alcohol, controlled drugs and stolen property should be reviewed within three years of the power coming into force in order to assess its use and to evaluate if it is properly understood in schools. Schools and partnerships of schools should use SSP officers to help them ensure that this power is exercised.</p>	<p>A clause to extend the power to search without consent for weapons to include alcohol, illegal drugs and stolen property is included in the Apprenticeships, Skills, Children and Learning Bill, currently before Parliament. DCSF agrees that a review of these powers should be undertaken within three years of them coming into force. This would include taking views from members of the Working Group on School Security and of the Drug and Alcohol Education Advisory Group.</p> <p>DCSF is working with the teacher professional associations and other stakeholders to develop guidance on the new search powers.</p>	<p>Extended powers will come into force in September 2010 and will be reviewed in 2013.</p> <p>New guidance on searching pupils will be published in summer 2010, before the new powers come into force.</p> <p>New guidance on SSPs was issued by the DCSF and Home Office on 11 May 2009.</p>

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No.	Recommendation	Response	By when
		<p>The Government has committed to making SSPs the norm rather than the exception in schools. It has issued practical guidance on how schools can establish or develop such partnership working. In addition, all schools have now been notified that they have an allocated police contact.</p> <p>The police have their own powers to search, but the SSP officer will be well placed to provide advice and support to the school, or partnership of schools, on the use of their powers. The role of the SSP officer will be specifically addressed in the guidance on the new powers on searching.</p>	

## B. Professional support for school staff, including communicating effective practice in supporting good behaviour, continuing professional development and Training Schools

### Communication

No.	Recommendation	Response	By when
10.	DCSF and the professional associations should agree how best to disseminate good practice on raising standards of behaviour in schools. Schools should organise training for staff using the "What Works" principles on pupil behaviour management identified in the Practitioners' Group's former report.	DCSF is developing a communications strategy, in consultation with staff associations and other partners, as described in the consolidated response to recommendations 1, 3, 4 and 7 above. This would initially operate for a three year period, as recommended in section 4.6 of Sir Alan Steer's final report. It will highlight effective school practice. As part of this strategy, DCSF will advise schools to arrange training for staff and governors using the 'What Works' principles. The "What Works" principles were reprinted by DCSF following publication of Sir Alan Steer's final report, and copies are available to schools on request.	See 1, 3, 4 and 7 above.

## Professional Development and Training

No.	Recommendation	Response	By when
13.	<p>Continuing professional development (CPD) strategies on behaviour management issues should take account of:</p> <p>a. Developing newly qualified teachers to have the confidence and skills to deal with more challenging pupil behaviours;</p> <p>b. Providing training for all staff on current evidence-based thinking on the management of pupils' behaviour with a particular regard to classroom teachers and staff with pastoral care responsibilities; and</p> <p>c. Behaviour management training for school leaders at all levels to ensure they are equipped and able to support and guide their colleagues. This should include emerging issues that have arisen since their initial training (e.g. cyberbullying).</p>	<p>The National Strategies have developed high quality, evidence based CPD materials for schools to support improved behaviour in schools. These materials are freely available online.</p> <p>Networks of behaviour practitioners are being supported by the National Strategies to develop further the capacity of local authorities and schools. The National Programme for School Leaders – Behaviour and Attendance provides opportunities for accredited courses on pupil behaviour at all levels of school leadership. It has been advertised widely, including in the Times Educational Supplement.</p> <p>The Teacher Development Agency (TDA) help schools plan, use and evaluate courses and other materials as part of their existing performance management arrangements. The DCSF is working with the TDA on quality assurance issues.</p> <p>Behaviour management is also specifically included in the areas of content to be covered by the new Masters in Teaching and Learning (MTL) qualification, being rolled out from January 2010. Everyone undertaking the MTL qualification will be supported by an in-school coach and a Higher Education tutor.</p>	<p>On-going.</p> <p>TDA will publish its strategy for the professional development of the children's workforce in schools later in 2009.</p> <p>First group of newly qualified teachers will be able to register for the MTL in January 2010.</p>

No.	Recommendation	Response	By when
		<p>The National College for School Leadership (NCSL) has incorporated a range of learning materials, activities and extensive external links to support materials to equip school leaders to develop improvements in behaviour management amongst their staff. The National Strategies have developed materials, networks and on-line forums for school senior and middle leaders (including School Improvement Partners) on behaviour, attendance and Social, Emotional Aspects of Learning (SEAL).</p> <p>The Inclusion Development Programme will be rolled out in 2010 and will improve the knowledge, skills and confidence of all those working in schools about children with behavioural, emotional and social difficulties. This will help to prevent and address behavioural difficulties which can escalate into significant problems.</p>	

No.	Recommendation	Response	By when
14.	<p>The Training and Development Agency for Schools (TDA) should review how initial teacher training prepares teachers to manage pupil behaviour and to teach pupils with Special Educational Needs (SEN) or a disability, taking into account Ofsted's survey findings in 2008, which recognise that bad behaviour can result from the inability of the child to access their learning.</p>	<p>TDA has developed a series of self and taught study units which have been incorporated into the initial teacher training (ITT) courses for primary aged children.</p> <p>Similar units for teachers of secondary aged children were recently launched for roll-out to ITT courses starting from September 2009.</p> <p>Following Sir Alan Steer's recommendation, we will ask the TDA to review how ITT prepares teachers to manage pupil behaviour and to teach pupils with SEN or a disability. In addition to taking into account Ofsted's survey findings, we will ask TDA to take account of other relevant research evidence, for example from NASUWT's longitudinal study of newly qualified teachers.</p>	<p>Units rolled out to primary ITT providers from September 2008.</p> <p>Secondary Units launched on 23 June 2009.</p> <p>Units for Post Graduate Certificate in Education (PGCE) courses due to be launched later in 2009.</p> <p>TDA to have reviewed training in behaviour etc by December 2009.</p> <p>Report on NASUWT longitudinal study of NQTs was published in September 2009 and their SEN research report will be published in 2010.</p>

No.	Recommendation	Response	By when
15.	<p>Effective behaviour management in a school requires that agreed policies are followed consistently by all staff. Headteachers should ensure that teachers and other school staff experiencing difficulties in managing pupil behaviour receive intensive support and coaching. Where there is consistent failure to observe agreed school policies, this should be tackled as part of the school's agreed procedures for tackling poor performance.</p>	<p>For schools to consider. DCSF is taking action to raise awareness of good practice in managing pupil behaviour as indicated earlier in this section. We will ensure that the updating of skills and expertise in pupil behaviour management will be part of the core professional standards required for the "Licence to Practise", which will become a statutory pre-requisite for teachers.</p> <p>See response to recommendation 13 above, on the work of the NCSL. The NCSL regularly reviews the content of its leadership programmes and, through next year's remit letter, DCSF will ask it to review the behaviour management provision of its programmes. DCSF is working with social partners to develop new leadership standards.</p> <p>National Strategy consultants and strategic leads in local authorities provide training on how to provide coaching to build the capacity of middle and senior leaders to work with their own staff on behaviour management.</p> <p>DCSF is working with its social partners to develop updated guidance to support those with responsibility for managing the performance and development of teachers and headteachers. The guidance will include advice on tackling concerns about performance, including concerns about difficulties in managing behaviour.</p>	<p>DCSF intends a further consultation on the leadership standards in autumn 2009 with a view to the new standards coming into effect from September 2010.</p> <p>On-going.</p> <p>Updated guidance to issue in autumn 2009.</p>

## Training Schools

No.	Recommendation	Response	By when
16.	<p>There should be a greater emphasis on the provision of behaviour management training within the Training Schools programme. Mainstream schools with an exceptional record in behaviour management should be encouraged to apply for Training School status so that they can make their expertise more widely available.</p>	<p>As noted in the White Paper on 21st Century Schools, we have asked the TDA and NCSL to work together to consider how the current resources supporting Training Schools, Teaching Schools and Leadership Development Schools could best be used to support and develop a more comprehensive and sustainable network of quality-assured, cluster-based professional development provision, which takes advantage of links to existing providers of top-quality teacher training. Our ambition is that these CPD clusters will not only support teachers but also provide access to sources of high-quality professional development for the whole children's workforce in schools.</p>	<p>Advice from the TDA and NCSL expected by the end of 2009.</p>
17.	<p>The criteria for entry to the Training Schools programme should be simplified so that Behavioural, Emotional and Social Difficulties (BESD) special schools with a record of success and a strong commitment to training and collaborative working can become Training Schools or, where they lack the capacity to do this in their own right, can enter a partnership with a mainstream training school to offer a 'behaviour management' specialism. While Pupil Referral Units (PRUs) may not have the resource to take on the role of training schools themselves, successful and stable PRUs should also be encouraged to partner mainstream training schools.</p>	<p>We will make the improvement of pupil behaviour a priority for the Good and Great programme from September 2010, so that schools with particular expertise in the field can act as system leaders and provide support to other schools that need it. This will lead to the establishment of a new national network of lead behaviour schools.</p>	<p>Consultation on Great and Good programme to begin autumn 2009.</p>

## Training on the role of Parent Support Advisers

No.	Recommendation	Response	By when
21.	<p>Parent Support Advisers (PSAs) can enable the school-home relationship to grow and flourish. Schools and local authorities should give priority to their training so as to maximise the potential of this important school resource. To raise understanding of the importance of this role, information regarding the role of the PSA should be included in the training of all school staff.</p>	<p>For schools and local authorities to consider. There is a comprehensive package of materials available from TDA on PSAs, which local authorities can draw upon when considering what information to include in their training materials. DCSF is working closely with the TDA to ensure that all schools and local authorities are aware of PSAs, so that they can decide whether to include further information about the role in their training materials.</p> <p>DCSF is also considering how its guidance to schools about securing parental involvement in managing pupil behaviour might most appropriately reflect the PSA materials. This will be done when the guidance is next updated.</p>	<p>Guidance on securing parental involvement in managing pupil behaviour next due to be updated in 2010.</p>

## C. Raising standards of behaviour higher, through consistent teaching and learning, partnership working, support from Children's Trusts and targeted intervention where behaviour is judged as "satisfactory"

### School Policies

No.	Recommendation	Response	By when
5.	<p>In engagement with the professional associations, a review should be carried out by DCSF of the range of policy documents that schools are asked to produce. This review would aim to ensure that schools are required to only produce a limited and coherent set of policy documents in line with the expectations of the of the 21st Century School; to remove any unnecessary requirements; and to draw together remaining requirements within a simpler and more coherent overall framework.</p>	<p>The White Paper setting out the Government's vision for the 21st Century School</p> <ul style="list-style-type: none"> <li>● noted that as well as excellent teaching practice, consistency in approach within each school is important;</li> <li>● agreed that every school should have a clear teaching and learning policy, devised locally, and made a commitment to providing guidance to schools on how to produce, implement, maintain and review it; and</li> <li>● included a commitment to consider the overall range of policy documents which schools are required to have in place, rationalising these as appropriate.</li> </ul>	<p>White Paper issued on 30 June 2009.</p> <p>Guidance on teaching and learning policies to be issued in summer 2010.</p> <p>Review of the overall range of school policy documents expected to begin in late 2009.</p>
6.	<p>In order to ensure consistent high standards in the classroom and to support pupils and teachers, all schools should be required to produce a written policy identifying their key learning and teaching aims, strategies and practices. The production of this policy should engage all staff and it should be regularly reviewed. The learning and teaching policy should be a separate document from the school behaviour policy. It would however underpin the school behaviour policy along with a range of other school policies, providing a fundamental basis for school improvement.</p>	<p>The new guidance on teaching and learning policies will help schools in creating conditions for effective teaching and learning. The social partners and the Implementation Review Unit will be consulted both on this and on the review of policy documents which schools are required to have in place.</p> <p>DCSF will be advising School Improvement Partners through the SIPs' Portal and newsletter that the support they provide to schools rated as "satisfactory" on behaviour should include a focus on teaching and learning policies, and should include advising serious consideration of developing such a policy if one does not already exist.</p>	<p>Advice to SIPs will be provided in later this year.</p>

No.	Recommendation	Response	By when
26.	<p>To support the further development of the Behaviour and Attendance Partnerships, DCSF guidance should be developed to include a framework against which Behaviour and Attendance Partnerships can assess their own performance. This should be based around the key characteristics one would expect to find in all partnership arrangements:</p> <ul style="list-style-type: none"> <li>a. the active engagement of all member schools and other bodies within the partnership reflecting their ownership of the partnership and their commitment to all local children;</li> <li>b. the inclusion within the partnership of the local Pupil Referral Unit (PRU), or PRUs, if they exist, together with other major providers of Alternative Provision;</li> <li>c. engagement of the partnership with primary schools and further education;</li> <li>d. alignment of the behaviour and attendance partnership with the local SSP. There should be full engagement with the police so that each partnership has at least one allocated SSP officer. It is crucial that police forces make this support available;</li> </ul>	<p>DCSF will include a framework in its guidance on Behaviour and Attendance Partnerships. The framework will be based on the ten key characteristics identified in Sir Alan's report and be developed in consultation with the Ministerial Stakeholders' Group on Behaviour and Attendance.</p>	<p>Guidance on Behaviour and Attendance Partnerships will be published in the autumn 2009.</p>

No.	Recommendation	Response	By when
	<p>e. engagement with extended services to improve support to pupils and parents in the partnership and to facilitate reintegration into mainstream provision as required;</p> <p>f. clear protocols for pupil managed moves and for the placement of 'hard to place' pupils. These protocols to be operated by all members of the partnership. Guidance to schools should detail the legal rights of parents;</p> <p>g. a focus on behaviour and attendance and on effective early intervention;</p> <p>h. the use of 'pooled' resources to enable the partnership to buy in specialist support;</p> <p>i. the transparent use of data so that the partnership can monitor its performance and identify strategic objectives;</p> <p>j. a staff training programme related to behaviour and attendance to provide opportunities for ongoing CPD and joint networking.</p>		

No.	Recommendation	Response	By when
41.	Behaviour and Attendance Partnerships should provide the Children's Trust with an annual report on the standards of behaviour and attendance existing in the partnership. The report should include information regarding the perception of schools on the quality of delivery of those services for which the Trust is responsible and their views on key future development priorities.	<p>This recommendation is being taken forward through legislation in the Apprenticeships, Skills, Children and Learning (ASCL) Bill, currently before Parliament.</p> <p>Behaviour and Attendance Partnerships and the Children's Trust Board are both partnerships with agendas that interact and overlap, so it is essential that they communicate and offer mutual support and challenge. The annual report provides a route for this. In specifying the form of the report, we will look to minimise burdens, and ensure the reporting requirement is kept as "light touch" as possible.</p>	<p>Bill expected to receive Royal Assent in November 2009.</p> <p>The reporting requirements will come into effect in September 2010.</p>

### Ofsted Behaviour Grades

No.	Recommendation	Response	By when
27	Schools should aim for the highest possible standards of pupil behaviour. As in all parts of school life the objective must be to challenge poor performance and effective improvement;	A central element of the new Behaviour Challenge strategy is that a satisfactory Ofsted judgement for behaviour is no longer good enough. The Behaviour Challenge makes clear that the Government wants to achieve a step change in the rate of improvement in behaviour, with the ambition that by 2012 all schools will either have a good or outstanding Ofsted rating on behaviour, or be on track to reach one at their next inspection. The Behaviour Challenge document sets out the action that will be taken to help deliver this.	<p>Behaviour Challenge published on 30 September 2009.</p> <p>Ministerial letter to Directors of Children's Services – September 2009.</p>

No.	Recommendation	Response	By when
	(a) where a school is rated by Ofsted as having 'satisfactory' standards of behaviour, this should be regarded by the school as indicating scope for further improvement. The local authority should see a judgement of 'satisfactory' as being a trigger for additional support to help the school implement effective approaches;	(a) In its work with local authorities in 2009-10, the National Strategies field-force will draw on the Behaviour Challenge and the Secretary of State's letter to reinforce the message that local authorities should prioritise support for schools that receive a 'satisfactory' behaviour judgement and will work with LAs to identify additional action needed to support these schools.	
	(b) schools rated by Ofsted as having 'inadequate' standards of behaviour have an urgent need for significant and speedy improvement. In almost all cases, they are placed by Ofsted in an improvement category. Where behaviour is graded as inadequate these schools must be prioritised for behaviour support from the local authority;	(b) Within three weeks of a school receiving an 'inadequate' behaviour judgement the National Strategies field force and the local authority will begin an intensive programme of support. The support provided is reviewed termly. There are now only 26 schools in the whole of England that still have Inadequate Behaviour (IB) status. The time a school spends in IB status has almost halved, reflecting the success of intervention work.	
	(c) behaviour improvement plans produced by schools should pay the closest regard to the guidance produced by the Practitioners' Group: "Principles and Practice – What Works in Schools", and to Ofsted publications on behaviour management;	(c) This recommendation is for schools. However, DCSF has reprinted the "Principles and Practice – What Works in Schools" document and made it available to schools on request. The materials the National Strategies provide to support schools in drawing up behaviour improvement plans already reflect "Principles and Practice – What Works in School". The National Strategies intend to review their materials and ensure they take account of the changes to Ofsted's inspection framework.	

No.	Recommendation	Response	By when
	(d) DCSF should monitor the support provided, and where necessary supplement it, through the National Strategies intervention programme on school behaviour.	(d) DCSF has an on-going programme to monitor the support provided via the National Strategies to help schools raise standards of behaviour.	
		<p><b>Raised expectations</b></p> <p>The new Ofsted framework specifies three grounds on which a school would be rated as having inadequate standards of pupil behaviour. This makes clearer to schools the expectations of what constitutes an acceptable behaviour standard.</p> <p>The new Ofsted Framework advises that inspectors are unlikely to award a school an overall “good” rating unless that school has at least a “good” rating for behaviour.</p>	<p>Review of National Strategies materials to take place in April 2010.</p> <p>New Ofsted framework came into effect in September 2009.</p>
28	The most recent Ofsted inspection grade for behaviour should be included on the proposed school report card.	Agreed. Alongside the publication of the 21st Century School White Paper the Government published the School Report Card Prospectus. The Prospectus makes clear that the School Report Card will include the most recent Ofsted judgement on the behaviour of learners.	As soon as the Report Card is introduced – scheduled to be in 2011.

## Children's Trusts

No.	Recommendation	Response	By when
39.	Children's Trusts are partnerships which are established to bring together organisations in a shared commitment to improve children's lives, both safeguarding and enabling each child to achieve the best possible outcomes. DCSF should clarify their role for schools so schools better understand through clear and practical guidance how they can engage with the Children's Trust and how this engagement will assist them in meeting the needs of children.	The ASCL Bill is bringing schools (including Academies) into the Children's Trust as new "relevant partners" of the local authority. As relevant partners, schools will also be represented on the Children's Trust Board. DCSF intends to prepare a number of communications to disseminate information about the role Children's Trusts will play, including a leaflet for schools and their governing bodies to help them understand what Children's Trusts are and how they should get involved.	Bill expected to receive Royal Assent in November 2009.  Communications strategy to follow the Bill gaining Royal Assent.
40.	Children's Trust Boards should routinely consider the impact of behaviour and attendance issues on all five Every Child Matters outcomes and reflect this in a specific behaviour and attendance section in their Children and Young People's Plan. This should be monitored and regularly reviewed.	Assuming the ASCL Bill becomes law, DCSF will draft regulations and guidance on the Children and Young People's Plan which will include, subject to consultation, the requirement for each Plan to include arrangements to improve behaviour and attendance, which will take account of activities and priorities of Behaviour and Attendance Partnerships as outlined in their annual reports to the Children's Trust Board.	Consultation on the draft regulations and guidance planned for November 2009.

No.	Recommendation	Response	By when
42.	<p>Each Children's Trust should identify how it will ensure the delivery of the full range of mental health and psychological well-being services across the full spectrum of need. Service delivery should be proactive reflecting the fact that the provision of a service may not address the anticipated needs if the recipient of the service is unable to achieve access.</p>	<p>The DCSF and Department of Health have published guidance on commissioning child health services to sit alongside the Child Health Strategy: Healthy Lives Brighter Futures. This is one component of a package of support to enable commissioners to deliver the Child Health Strategy, emphasising the equal importance of physical and psychological health.</p> <p>DCSF is also developing a local framework which clearly sets out the available mental health services to children, young people and their families, through examples of good service specifications and how they can be best implemented and communicated by Children's Trusts.</p>	On-going.
43.	<p>To improve the access that children, young people and their families have to mental health and psychological wellbeing support, Children's Trusts should set out a clear description of the services that are available locally, which should include services to promote mental health and psychological well-being, early intervention support and high quality, timely, responsive and appropriate specialist services which span the full spectrum of children's psychological and mental health needs.</p>	<p>Assuming the ACSL Bill becomes law, DCSF will draft revised statutory guidance for Children's Trusts. This will say, subject to consultation, that each Children's Trust should set out a clear description of the services that are available locally, which should include services to promote mental health and psychological well-being, early intervention support, and other appropriate specialist services.</p> <p>In addition, a local framework to clarify available mental health services is being developed, as described in the response to recommendation 42 above.</p>	Consultation on the draft revised statutory guidance expected to begin in November 2009.

## D. Early intervention and targeted support for young people

### Early Intervention

No	Recommendation	Response	By when
11.	<p>Effective early intervention is particularly important in preventing pupil behaviour problems:</p> <p>a. early years settings and primary schools should ensure staff have appropriate skills and time to identify Special Educational Needs (SEN) and behaviour needs and to intervene effectively at an early point;</p> <p>b. schools need to ensure that sufficient resources are provided for intervention strategies.</p>	<p>The 21st Century Schools White Paper describes how the government will help improve the quality and consistency of early intervention work, including via a clear framework for early intervention work for all pupils.</p> <p>The importance of early intervention for pupils with special educational needs (SEN) is emphasised in the SEN Code of Practice. A Ministerial letter in February 2009 asked schools to consider what more can be done to accelerate the progress of children with SEN and disabilities. It also reminded them of the importance of ensuring robust monitoring and evaluation.</p>	<p>Work on securing consistency and quality of early intervention will feed into a wide-ranging Green Paper on families and relationships in autumn 2009.</p>
12.	<p>The Department's current review of the Dedicated Schools Grant should consider how best early intervention can be funded.</p>	<p>An important element of the review of the Dedicated Schools Grant is to ensure the funding system reflects the role of schools in supporting all pupils and enables schools to align resources to agreed priorities. DCSF is considering how funding can support early intervention and encourage development of early intervention services, for instance through increased flexibility in the funding system. Research on funding for additional educational needs and SEN is currently in progress.</p>	<p>DCSF will consider options in autumn 2009 with the aim of consulting on proposals early in 2010.</p>

## Dealing with Vulnerable Pupils

No.	Recommendation	Response	By when
20.	<p>Head teachers report that nurture groups can be important in supporting pupils who display poor behaviour. Building on previous research DCSF should undertake an assessment of the impact of nurture groups in schools situated in areas of high deprivation. This might be via an Ofsted survey of the effectiveness of nurture groups and other additional provision in schools that supports good behaviour, an independent evaluation, or a pilot programme which could be evaluated by Ofsted.</p>	<p>DCSF agree that there is potential for schools to make further use of nurture groups and will ask Ofsted to survey and report back on nurture groups.</p>	<p>DCSF will ask Ofsted to survey the effectiveness of nurture groups as part of their 2010/11 work programme.</p>
32.	<p>When a pupil is misbehaving and preventing others from learning, procedures must exist for dealing with the situation and this may include the temporary removal of the pupil from the classroom. The interests of the class must be seen as paramount by the school and the disruption cannot be allowed to continue. Effective action will ensure that in most cases the pupil is subsequently able to rejoin the class.</p>	<p>DCSF guidance on exclusion from school includes advice on internal exclusion, where behaviour warrants removal from class but not from school altogether, and on the use of “withdrawal rooms”. These should be used for short term and immediate referrals.</p> <p>DCSF and the National Strategies encourage the use of Learning Support Units (LSUs) as a planned positive referral to improve pupils’ behaviour and to provide vulnerable pupils with additional support. We expect every secondary school to have access to appropriate facilities through its Behaviour and Attendance Partnership.</p> <p>The National Strategies are supporting schools in monitoring the effect of removal of pupils from the classroom, in order to inform and as necessary improve future practice.</p>	<p>On-going.</p>

No.	Recommendation	Response	By when
33.	<p>School provision out of the classroom should be used as part of a planned early intervention strategy and, if possible, before incidents of serious misbehaviour occur. These strategies could include:</p> <ul style="list-style-type: none"> <li>a. a withdrawal room on the school site when pupils need to be removed from class immediately;</li> <li>b. the use of a Learning Support Unit within the school (or another local school within the partnership) as a planned, positive referral;</li> <li>c. the use of alternative provision as part of early intervention;</li> <li>d. access to services provided in another school or Pupil Referral Unit in the Behaviour and Attendance Partnership.</li> </ul>	As above.	On-going.

## Exclusions

No.	Recommendation	Response	By when
8.	<p>Independent exclusion appeals panels should be retained, both in the interests of natural justice and to prevent schools becoming embroiled in time-consuming or costly alternative legal processes.</p>	<p>The Government agrees and has consistently defended parents' right to appeal to independent appeal panels for permanent exclusion.</p>	Not applicable.

No.	Recommendation	Response	By when
9.	DCSF guidance to school governing bodies should be amended to encourage all governor disciplinary panels to include at least one member who has received training in the previous two years in exclusion processes. DCSF should give guidance to governor disciplinary panels to ensure that their powers are exercised as effectively as possible, to support good discipline in the school.	The Government recognises the importance of ensuring that governors who are called upon to review exclusions receive training to equip them to discharge their duties properly. Current DCSF exclusions guidance sets an expectation that local authorities will organise training sessions for governors on exclusion issues, and advises that governors should make every effort to attend. When the guidance is next revised, DCSF will look to strengthen this to emphasise the importance of keeping training up-to-date. The Ministerial Stakeholders' Group on Behaviour and Attendance will be consulted on the revision of the guidance, including the issue of governor training.	Exclusions guidance will be revised in 2010.
45.	DCSF should not set targets on exclusions to local authorities, which would undermine heads' right to exclude where that is necessary. The DCSF should however consider how best to support and challenge those local authorities with disproportionately high exclusion levels. The DCSF should also continue to disseminate the materials to local authorities which aim to reduce disproportionate exclusions for minority groups, particularly Black Caribbean pupils, as well as those with special educational needs.	The Government has no intention of setting any targets for exclusion. The National Strategies have been asked to support the highest-excluding authorities to reduce the need for exclusion, and to spread good practice from the lower-excluding authorities, particularly highlighting the issue of multiple fixed-period exclusions and disproportionate exclusions.	Support for local authorities in place from summer term 2009.

No.	Recommendation	Response	By when
46.	Departmental guidance on exclusions should address the issue of repeat fixed-period exclusions. Where a child is receiving multiple fixed-period exclusions, schools should consider whether this technique is succeeding in tackling their behaviour problems and consider whether other techniques would be more effective. Local authorities should be proactive in supporting schools to develop their behaviour management strategies.	As above.	As above.

### Day 6 Provision

No.	Recommendation	Response	By when
29.	Within Behaviour and Attendance Partnerships, schools should review by July 2009 their Day 6 provision for pupils excluded for fixed periods. Where this has not met statutory requirements they should take action to ensure that they will be able to make provision in future. DCSF should support schools by gathering and disseminating examples of good practice to suit a range of situations. These might include:	<p>DCSF intends to gather and disseminate examples of good practice and publish these in 2009. National Strategies are also being asked to support and challenge schools.</p> <p>In response to the Ofsted report on Day 6 provision Ministers intend to write to schools and LAs to remind them of their statutory obligations.</p> <p>DCSF will follow up with local authorities any instances of failure to comply with the law that come to its attention (e.g. through correspondence and the exclusions helpline run under contract by the Advisory Centre for Education).</p>	<p>Good practice expected to be disseminated autumn term 2009.</p> <p>Ministerial letter in autumn 2009.</p> <p>DCSF will review progress at end of 2010.</p>

No.	Recommendation	Response	By when
	<p>a. schools sharing provision where a number of schools are located close together, which need not all be the same phase;</p> <p>b. schools within a partnership commissioning private / voluntary sector provision, using delegated funding;</p> <p>c. where capacity exists and geography permits, schools having access to short term places in local PRUs.</p>		
30.	<p>During school inspections Ofsted should be asked to check that schools are making appropriate Day 6 provision for excluded pupils, particularly where schools have significant numbers of fixed period exclusions.</p>	<p>Ofsted have confirmed that they will continue to consider levels of exclusion as part of the evidence for school effectiveness during inspections; this is something included in the Self Evaluation Form. Ofsted have amended the guidance for inspectors to guide them to consider, as relevant, the provision which schools are making from Day 6 of an exclusion.</p>	Autumn 2009.
47	<p>Local authorities should ensure they meet their legal obligation to arrange educational provision for all permanently excluded children from day 6, and should monitor and support schools in carrying out their respective legal obligation to arrange provision for pupils excluded for fixed periods of 6 days or more.</p>	<p>The Ofsted thematic review, published in May 2009, showed that eight out of 18 local authorities surveyed were not meeting their Day 6 obligations to excluded pupils in some of their schools. We will work with Ofsted and through the National Strategies to provide support and challenge in improving access to Day 6 provision. Ministers will write to Directors of Children's Services to draw their attention to their legal duties.</p>	Ministerial letter in autumn 2009.

## Alternative Provision

No.	Recommendation	Response	By when
34.	The period spent by a pupil in school based alternative provision should be the minimum necessary to assess need and to effect a change in behaviour.	<p>Regulations made under section 154 of the Education and Skills Act 2008 will provide a statutory review process for pupils referred by schools off-site to improve their behaviour which will prevent pupils being referred indefinitely to such provision: no placement will continue beyond the end of a school year.</p> <p>DCSF exclusions guidance already sets out that internal exclusion should be for the shortest time possible, and should be subject to review.</p>	Regulations come into effect in September 2010.
35.	DCSF should define best practice for various types of alternative provision. Based on this, Ofsted should be asked to produce inspection guidance for all forms of out of classroom provision, or that which is off the school site. Evidence gathered should be used to guide future policy.	<p>Ofsted have confirmed that they will add to current guidance on judging behaviour, and care, guidance and support, to further clarify how inspectors should take into account the full range of provision to support or improve behaviour, for example LSUs and 'remove' rooms, and the impact of this provision on behaviour.</p> <p>Ofsted have also said that they will ensure that inspection guidance makes it clear that inspectors should ask questions of senior leaders about how they support students who spend part of their time off-site, for example on extended work experience placements, and how to monitor and evaluate the effectiveness of such provision, as well as ensuring their attendance.</p>	By September 2011, when the minimum standards for Alternative Provision referred to in recommendation 44 have been implemented.

No.	Recommendation	Response	By when
44.	<p>Minimum standards for alternative provision by Local authorities and other bodies should be identified and implemented by September 2011. These minimum standards should cover both the hours and content of provision for different types of pupil in alternative provision.</p>	<p>A suite of guidance on a core entitlement (covering the curriculum, hours and waiting time for placement), Personal Learning Plans and an Information Passport for pupils in alternative provision will be published later this year.</p> <p>DCSF with the National Strategies have been meeting local authorities and alternative provision practitioners as part of the Commissioning Support Programme. The programme has been informing what good alternative provision should look like and how to ensure procurement of Alternative Provision is of high quality.</p> <p>The Pupil Guarantee announced in the White Paper on 21st Century Schools will ensure that all schools provide pupils with a good standard of education, including Pupil Referral Units and other types of school. New legislation on the Pupil Guarantee will be applied to Pupil Referral Units through the PRU enactment regulations. In addition, the Government is introducing new statutory guidance setting out a core entitlement for pupils both in Pupil Referral Units and other forms of alternative provision as regards the curriculum and hours of education they should be offered. The new guidance will make clear the expectation that most pupils should be offered full-time education and a core curriculum, in line with the Pupil Guarantee. The Government also intends to legislate to require local authorities to provide suitable full-time education for those young people in alternative provision.</p>	<p>Autumn 2009.</p> <p>Ongoing.</p> <p>The Pupil Guarantee and minimum standards legislation will be included as part of a 5th Session Bill and are expected to be implemented by September 2011.</p>

## E. Ensuring that young people and parents are properly engaged and support good discipline

### Communication

No.	Recommendation	Response	By when
31.	Schools should ensure that staff, pupils and parents know the expectations on behaviour and that the school rules will be applied fairly and consistently.	<p>DCSF is raising awareness of the rights and responsibilities for behaviour of staff, pupils and parents via the Home School Agreement (as indicated in the response to recommendation 36, below).</p> <p>As indicated in the response to Recommendations 1, 3, 4 and 7, a leaflet has already been produced in consultation with NASUWT on the rights and responsibilities of staff. A similar leaflet for parents will be issued at the same time as the new Behaviour Challenge strategy, and we will then begin working on a leaflet for pupils.</p>	Revised guidance on Home School Agreements, September 2010.

### The Pupil Voice

No	Recommendation	Response	By when
18.	The engagement of pupils in the life of the school and the development of their leadership and decision making skills should be priorities for schools. This approach provides feedback to the school on its own effectiveness and utilises the skills of pupils in developing and implementing policy.	There is a strong emphasis throughout the 21st Century School White Paper on involving pupils in a wide range of issues, including decision making. In particular the new Pupil Guarantee will ensure that every pupil has an opportunity to have a say on how well their school is doing and how it can be improved. The Social and Emotional Aspects of Learning programme helps pupils develop a range of skills (such as self-awareness, self-confidence, empathy and social skills) that will support them in terms of leadership and decision making.	<p>White Paper issued on 30 June.</p> <p>DCSF will be consulting widely in forthcoming months on the Pupil Guarantee and its delivery.</p> <p>About 90% of primary schools and over 60% of secondary schools are now using SEAL.</p>

No	Recommendation	Response	By when
19.	Schools should review their pastoral systems for pupils to ensure that all pupils have someone that knows them well and who is able to support them with their learning and development and, through effective monitoring, ensure that any needs are quickly identified and addressed. The use of Learning Mentors and other staff with similar roles to support vulnerable pupils is valuable and should be extended where possible.	The Parent Guarantee, announced in the 21st Century School White Paper, will ensure that parents can contact and meet a member of staff who knows their child well – a named Personal Tutor in secondary schools or their child’s teacher in primary schools.	By September 2010, every secondary school pupil should have access to a single member of staff who knows them in the round and coordinates a package of support best suited to their individual needs.

## Families

No	Recommendation	Response	By when
22.	From April 2009 all local authorities will provide parenting early intervention programmes for parents of 8 to 13 year old children and employ parenting practitioners and experts to provide advice to parents. Schools have a key role to play in identifying children whose parents may require support and should refer and encourage parents to access extra support where needed. Local authorities should raise awareness of services that are available through their parenting strategy, Family Information Services, and other information they offer parents.	<p>Funding and guidance from DCSF has enabled all local areas to develop a parenting strategy setting out how they will develop and deliver a range of provision for parents and families.</p> <p>DCSF will continue to support and challenge Families Information Services to ensure that they make information about these services more widely available.</p> <p>Early in 2010 DCSF will launch the Parent Know How Directory, a web-based comprehensive directory of information about local and national services for parents and those working with them. DCSF will encourage local authorities to make access to the Directory available in schools – for both parents and practitioners – to facilitate easier access to information about local service delivery.</p>	<p>On-going.</p> <p>On-going.</p> <p>Parent Know How Directory will be launched early in 2010.</p>
23.	The availability of Family Intervention Projects (FIPs) provision is not always known about in schools and local authorities should raise awareness about how and when it is appropriate to make referrals to these services. Schools also have an important role to play in working with FIPs when a pupil is involved.		On-going.

No	Recommendation	Response	By when
24.	Schools and local authority Family Learning Services should consider implementing Family SEAL to complement the implementation of social and emotional aspects of learning in the curriculum. Schools and local authorities may wish to explore how this approach might be extended to include parent/ carers of pupils in secondary schools.	DCSF, via the National Strategies, will work with local authority children's services departments to extend school participation in Family SEAL. This work will include both primary and secondary schools and have a particular focus on engaging hard to reach parents. The approaches to be used will be aligned with other key developments involving parents and build on SEAL approaches across the curriculum.	Work to extend participation in Family SEAL to be undertaken from September 2009.
25.	Schools should monitor and evaluate their effectiveness in maintaining communication with parents and in particular monitor and evaluate the effectiveness of their strategies to engage parents who are hard to reach or disaffected. The DCSF's work to support on-line reporting should specifically target this group of parents.	<p>For schools to consider. The new Parent Guarantee will strengthen schools' communication channels with parents. Parents will get regular, up-to-date online reporting of their children's learning, behaviour and progress.</p> <p>DCSF has just completed a trial of the Home Access Programme. The programme is designed to bring home access to technology (computer and internet connection) to learners in more deprived circumstances. It is due to be rolled out nationally from December 2009 and it will provide access to eligible families. This will support the ambition to enable hard to reach families to have more involvement in their children's learning.</p>	<p>On-going.</p> <p>National roll-out of the Home Access Programme from December 2009.</p>

No	Recommendation	Response	By when
36.	Schools need the support of parents in ensuring their children's good behaviour. The "Rights and Responsibilities" chart which the DCSF has produced in partnership with the teacher professional associations and other stakeholders summarising the rights and responsibilities of schools, parents and pupils for school discipline should be more actively promoted as part of the awareness raising strategy referred to in Recommendation 1 and incorporated into the Home School Agreement.	The proposed revised guidance on Home School Agreements coming into effect in September 2010 will promote the Rights and Responsibilities chart, and will emphasise the behaviours and engagement that schools will expect of parents.	Revised guidance on Home School Agreements, September 2010.
37	School admission authorities should ensure that the information provided to parents identifies their rights and responsibilities and includes a clear statement relating to behaviour and discipline and the legal powers possessed by schools.	The new Parent Guarantee will ensure that parents get a package of information on every school in which they are interested, giving information on its policies including expectations of behaviour. It will also ensure that the new Home School Agreement makes clear to every parent their particular responsibilities, especially around the behaviour of their child, and the consequences of not acting to support the school in addressing their child's behaviour issues.	Parent Guarantee is planned to come into force by September 2011.

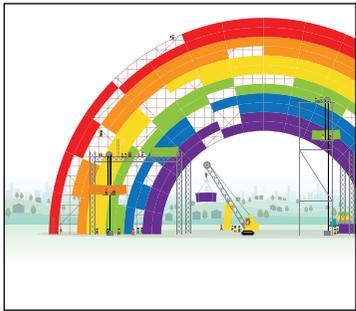
No	Recommendation	Response	By when
38	<p>Local authorities and schools should ensure that there is more consistent use of Parenting Contracts to ensure that parents are challenged to tackle their children's unreasonable behaviour. Schools should consider whether a parent's actions are contributing to their child's bad behaviour and offer a Parenting Contract to tackle this and to set out the support that will be available to the family.</p>	<p>DCSF is undertaking an evaluation of parental responsibility measures – due to report spring 2010. DCSF will consider whether any further action is required following that evaluation report.</p> <p>The proposals for a stronger basis for Home School Agreements referred to in the response to recommendation 37 above will provide a link between a failure to sign or adhere to a Home School Agreement and the automatic consideration of existing mechanisms for tackling poor parenting, such as Parent Support Advisers and Parenting Orders.</p>	<p>DCSF will consider during 2010 whether any further action is required following the evaluation report.</p> <p>New arrangements to incorporate Home School Agreement as a trigger for applying to Courts for a Parenting Order is planned to come into force by September 2011.</p>











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