Key Stage 3
National Strategy

Behaviour and Attendance Strand

Toolkit unit 10
Links with partners and
other agencies

Contents

Overview

Title	Links with partners and other agencies
Audience	Senior staff in schools, e.g. behaviour and attendance leader, mediated by behaviour and attendance consultants
Purpose	For senior staff to adapt material as part of a flexible training programme, including self-study. The programme should ensure that staff know, understand and have access to a range of links with partners and other agencies that focus on improving behaviour and attendance and subsequently learning.
Possible uses	The behaviour and attendance leader or other member of the senior leadership team can use this toolkit unit to: • review current policy and practice; • identify and share good practice; • raise awareness of how multi-agency working can enhance the support available to pupils and parents/carers, as well as school staff, in behaviour and attendance improvement and raising achievement; • formulate strategies to develop those parts of multi-agency and partnership working that are not having maximum impact on teaching and learning and behaviour and attendance improvement; • develop a whole-school system for working with partners and for multi-agency working; • support staff to develop a positive approach to multi-agency working; • maximise the involvement of other partners and agencies; • maximise the involvement and engagement of parents/carers. **Note:** 'multi-agency' working is used throughout this toolkit unit to refer to effective joint working involving several agencies.
Impact	Impact can be measured by: • increased preventive work with other agencies; • reduction in crisis intervention; • joint assessment – seamless service more likely; • improved understanding of role of other agencies and support staff beyond the school; • improved communication between agencies; • more positive behaviour and regular attendance; • improvements in teaching and learning and levels of pupil achievement.
Links to other toolkit units	Toolkit units: 4: Bullying; 5: Pupil support systems; 9: Attendance
Reference to other resources	Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R) Behaviour and attendance training materials: Core day 3 – *Monitoring whole-school practice to promote positive behaviour and attendance* (DfES 0020-2004 R) Behaviour and attendance training materials: Core day 4 – *Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance* (DfES 0182-2005 R) DfEE circular 10/99: *Social inclusion: pupil support* www.dfes.gov.uk/publications/guidanceonthelaw/10-99/ DfES (2004) Behaviour Improvement Programme toolkit: www.dfes.gov.uk/behaviourimprovement

DfES *Every child matters* (2003): www.dfes.gov.uk/everychildmatters
www.dfes.gov.uk/5yearstrategy
www.dfes.gov.uk/behaviourandattendance
www.dfes.gov.uk/ibis
www.dfes.gov.uk/schoolattendance
www.dfes.gov.uk/schoolattendance/legislation/index.cfm
www.standards.dfes.gov.uk/keystage3
www.teachernet.gov.uk
www.wiredforhealth.gov.uk

Introduction

Schools are at different stages of development and sophistication in managing their links with partners and other agencies, so this toolkit unit can be used to build on existing good practice and to strengthen any areas of practice that are less well-developed. The toolkit unit emphasises ways in which schools can be proactive in developing and managing multi-agency working – although it is recognised that this is a two-way process with mutual roles and responsibilities.

This toolkit unit has four sections. Each section, with its associated activities and resources, is self-contained. A school can select activities from any section to develop a tailor-made training or self-study programme, for all staff or specific groups of staff, which supports the post-audit action plan.

The audit suggests schools aim for:

- clear and open lines of communication between the school and all partners and other agencies which encourage a unified approach;
- a key person within the school who ensures continuity and access to information for all involved;
- effective support from other agencies for identified pupils;
- dialogue that is free from professional jargon;
- pupils and parents/carers engaged and informed at all stages;
- a good balance between access to information and confidentiality;
- effective liaison with primary and first schools to manage pupils' transfer.

Schools may wish to:

1. identify the roles and responsibilities of the full range of partners and other agencies in their localities. They will have developed a clear understanding of how to access assistance and coordinate referrals effectively. For instance, some schools have engaged with the healthy schools framework to ensure that 'a code of practice for working with external agencies is developed and its implementation monitored' (National Healthy School Guidance, p. 13);

2. develop their role in coordinating multi-agency working. Schools are well placed to coordinate multi-agency support and promote the sharing of professional expertise so that resources are efficiently deployed and consistently applied. Local healthy schools programmes also have a role in coordinating support from external agencies into schools;

3. nurture and encourage effective jargon-free communication. This includes structures, protocols and the coordination of multi-agency working, as well as the effective use of language and the media;

4. fully engage parents/carers in partnership working with the school so that support from other professionals is appreciated as helpful to the pupil and the parents/carers together. To have maximum impact schools have often adopted a whole-school approach that fully integrates involvement of parents/carers in partnership working with the local community.

Section 1: Identifying and working with the full range of partners who can support behaviour and attendance improvement

There are a number of potential partners and agencies which can help schools with behaviour and attendance improvement, locally, regionally and nationally. Schools will already be working with a range of existing partners or other agencies. This section seeks to help schools extend partnerships further by examining what is working well, what could be improved, where gaps exist and which partners or other agencies can help to fill these gaps. To deliver effective joint working, schools have found it helpful to be clear about what can be offered by partners, to understand their motivation and core purpose and to check regularly that appropriate safeguards are in place to ensure pupils' safety and compliance with the school's policies.

This section describes some of the key agencies or partners who could be providing support to schools. It also describes the major national policies and programmes that are providing an added emphasis to collaboration and multi-agency working within schools. Through effective coordination, collaboration and communication, as well as clear leadership and accountability, schools are themselves key partners in helping to manage and make sense of programmes at a local level to ensure that resources are used to the best effect in supporting work with pupils and their parents/carers. Examples of the range of partners working with schools to improve behaviour and attendance are provided in **resource sheet 1.1**.

Every child matters (2003) the government's vision for children and young people, was published in September 2003. It proposes reshaping children's services to help achieve key outcomes for children and young people. The likely impact of *Every child matters* (2003) on schools is explored in **resource sheet 1.2**.

Activity 1.1: Identifying partners and other agencies

Identifying the range of partners and other agencies that can support the school

Audience

All staff, and in particular, senior leadership teams

Purpose

To consider which teams, partners and agencies are offering schools support in improving behaviour and attendance; to assess the most appropriate support for the school; to identify which teams, partners and agencies would be most appropriate to deliver identified support

Description

This activity provides a framework to develop a local reference directory of contacts for use in a staff handbook. It can also be used to identify those teams already engaged with the school and those with the potential to be of benefit in a post-audit action plan on behaviour and attendance.

Participants:

1. using resource sheet 1.1, identify which teams and agencies are currently providing support in the school and the kinds of support offered (a local reference directory can also include contact details for each team or agency and the key contact in the school) and discuss the best way to keep such a list up to date, identifying who will have this responsibility;

2. are given copies of the in-depth audit and post audit-action plan. Then, working in small groups, they consider the following questions:

- Are there any areas of support that these partners or other agencies might offer in response to your post-audit action plan?
- Who in your school might be responsible for developing links with these partners or other agencies?

3. discuss existing school protocols that guide the use and work of teams and agencies providing support within the school, and consider the questions:

- Are these protocols regularly reviewed and amended?
- Who might be responsible for this activity?

Summary

- There is a wide range of partners – nationally, regionally and locally – that schools might work with to improve behaviour and attendance.
- It is suggested that schools have protocols in place to help guide the use of other agencies, with a view to ensuring accountability and maximum impact.

Links

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Activity 1.2: Key workers

Understanding the roles and responsibilities of key workers

Audience

All staff

Purpose

To understand the roles and responsibilities of key workers; to explore good practice in identifying key workers for pupils in school; to increase understanding and management of confidentiality of information about pupils

Description

A key worker is 'an adult who provides continuing and holistic support to a child or young person at risk of not participating fully in learning and reaching their full potential' (Behaviour Improvement Programme toolkit, DfES 2004). Key workers act as a pivot for a pupil and his or her parents/carers, helping to ensure that the pupil is kept at the centre of the support and provision; and reducing the pressure on parents/carers by acting as the single point of contact. Often working within a common assessment framework, a key worker acts as a gatekeeper helping to achieve a better coordination of services and more effective use of resources. Key workers also act as a conduit for access to services and as a cross-service intermediary and broker.

As the number and range of key workers, teams and agencies that schools work with increase, schools may wish to review their policies and guidance on how partners should operate in the school. This activity has been designed to support schools to develop and review relevant documentation for the school staff handbook.

Participants:

1.   refer to **resource sheet 1.3** for more detailed information about the roles and responsibilities of key workers and how they work with schools and other agencies to ensure that support is seamless and coordinated;

2. should be aware that the activity can also be adapted to support staff induction. **Resource sheet 1.4**, along with resource sheet 1.3, can be used to facilitate this activity.

Summary

- A key worker is 'an adult who provides continuing and holistic support to a child or young person at risk of not participating fully in learning and reaching their full potential' (Behaviour Improvement Programme toolkit, DfES 2004).
- Core tasks are: to keep the pupil at the centre of support; and to act as single point of contact.
- As the number and range of key workers, teams and agencies that schools work with increase, schools may wish to review their policies and guidance on how partners and other agencies work in the school.

Links

Behaviour Improvement Programme toolkit: www.dfes.gov.uk/behaviourimprovement

Teachernet behaviour and attendance: www.teachernet.gov.uk/wholeschool/behaviour/

Activity 1.3: Voluntary organisations

Understanding the contribution of voluntary organisations

Audience

All staff, and in particular, senior leadership teams

Purpose

To understand the contribution of voluntary organisations in improving behaviour and attendance; to ensure a solution-focused approach to behaviour and attendance improvement

Description

Activity 1.1 explores the full range of agencies and other partners that schools can draw upon to support their work in improving behaviour and attendance. The scenario on **resource sheet 1.5** provides an example of a school that has developed a number of activities with partners. Multi-agency working has enabled this school to extend the range of support for behaviour and attendance and address some of the causal factors.

This activity has been developed to explore the support that can be obtained from outside agencies and how schools can effectively manage and coordinate involvement from multiple partners.

Working as a small group, or individually, participants:

1. consider resource sheet 1.5;

2. work through the scenarios below.

(a) The headteacher of Hemsley School has asked you to put forward suggestions for new activities to address the behaviour and attendance issues highlighted in the scenario and consider evaluation. In particular, the headteacher would like to expand the school's links with local voluntary organisations. What activities would you suggest? Consider which target groups of pupils the activity would be aimed at, which partners would be involved and the expected outcomes.

(b) Hemsley School is considering establishing the role of the behaviour and attendance leader. Using resource sheet 1.5 and the outcomes of scenario (a), discuss how such a role might enhance behaviour and attendance improvements at the school. What would you recommend as the top three priorities for action by the behaviour and attendance leader at Hemsley School?

Summary

- Voluntary organisations can provide a wide range of support directly to pupils and their parents/carers, and also to staff and schools.
- The behaviour and attendance leader can contribute to helping schools coordinate support and ensure that added value is gained from activities.

Links

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Behaviour and attendance training materials: Core day 2 – *Developing effective practice across the school to promote positive behaviour and attendance* (DfES 0055-2004 R)

Behaviour and attendance training materials: Core day 3 – *Monitoring whole-school practice to promote positive behaviour and attendance* (DfES 0020-2004 R)

www.dfes.gov.uk/behaviourandattendance

www.dfes.gov.uk/schoolattendance

www.dfes.gov.uk/ibis

www.teachernet.gov.uk/wholeschool/behaviour/

Resource sheet 1.1

Partners and agencies that can support behaviour and attendance improvement

Other schools (primary, secondary, special and supplementary) – What are local schools doing to improve attendance and behaviour? Is there good practice that could be shared and outreach provided? Are there opportunities to collaborate? – e.g. the introduction of 'foundation partnerships' will enable groups of schools to work together to enhance provision and support for all children in their area.

Multi-agency support teams (MASTs) bring together a mix of professionals from the fields of health, social care and education. The aim of a MAST is to promote emotional health and well-being, positive behaviour and regular attendance.

Education Welfare Service (EWS) works with schools, pupils and their parents/carers to improve pupils' attendance. Support includes: identifying, in conjunction with school staff, pupils with attendance problems; investigating, assessing, planning and implementing appropriate action; training; working with schools in the promotion of positive home links; attendance at court; and truancy sweeps.

Educational psychologists provide assessment, advice, support and training to schools on children and young people who have difficulties with learning and/or behaviour.

Gifted and talented coordinators provide advice, support and training on gifted and talented pupils, including teaching and learning, differentiation and engagement.

Other specialist teams include learning support, teenage pregnancy, children in public care, and those concerned with child protection.

Youth Service includes: information, advice and counselling; detached and outreach projects; youth clubs and centres; voluntary youth work; and work with disadvantaged youth and specific groups.

Safer Schools Partnership (SSP) is part of the package of measures to tackle street crime and improve behaviour in schools. Police officers are based in selected schools in areas with high levels of street crime.

Connexions provides integrated advice, guidance and access to personal development opportunities for 13–19 year olds. All Connexions Partnerships have agreed to work with the EWS to reduce truancy.

Youth Offending Teams (YOTs) consist of representatives from the police, probation service, social services, health agencies, education, drugs and alcohol misuse agencies and housing officers. YOTs aim to prevent young people offending and also work with existing young offenders.

Social services provides help and support for children who are at risk of abuse, children with disabilities or special needs, care leavers, children who are a risk to themselves or to others, and children who cannot live at home with their parents/carers. Their role extends to supporting parents/carers of these children and young people.

Child and Adolescent Mental Health Services (CAMHS) is a partnership between local authorities, primary care trusts and NHS trusts to provide help and treatment for children and young people who are experiencing emotional or behavioural difficulties, or mental health problems, disorders and illnesses.

Voluntary organisations include the anti-bullying alliance; Childline; Kidscape; NSPCC; Race equality councils; SEN parent partnership; Young Minds. See section 4.

National Healthy School Standard (NHSS) promotes physical and emotional health by equipping pupils with the skills and attitudes to make informed decisions about their health with a view to raising their achievement and enhancing learning.

Department for Education and Skills (DfES) offers universal programmes including: Key Stage 3 Strategy; Primary National Strategy; and targeted programmes including Behaviour and Education Support Teams (BESTs) and Behaviour Improvement Programme.

Resource sheet 1.2

Implications of *Every child matters* (2003) for schools

The Children Act 2004 sets out a range of proposals, described in *Every child matters* (2003), to ensure that all services for children are coordinated and carried out effectively. At its heart is the move towards 'integrated children's services' – the bringing together of teams from education, health, social services and voluntary organisations to deliver coordinated, seamless services to children, young people and their parents/carers. Schools can play a major part in this process.

The five key outcomes identified as most important to well-being are to:

1.   be healthy;

2.   stay safe;

3.   enjoy and achieve;

4.   make a positive contribution;

5.   achieve economic well-being.

Schools are a key partner in delivering integrated children's services and ensuring a direct impact on the above outcomes. How this will be achieved will be decided locally but could include: extended schools (with health and social services co-located with schools); improved key worker arrangements; more multi-disciplinary teams working in partnership with schools; increased inclusion; increased community involvement and work with parents/carers, and networking and collaboration with other local schools.

Whether you are a headteacher, teacher, learning support assistant or school governor, you have a role to play.

Pupils' achievement and well-being go hand in hand. Pupils' learning can be hindered if they have health problems or feel unsafe, for example.

Every child matters (2003) supports personalising learning and the work schools are already engaged in to raise standards. This includes:

●   encouraging schools to offer a range of extended services, building strong relationships with whole school communities;

●   supporting closer working between universal and specialist services so that pupils with additional needs can be identified early and supported effectively.

High expectations and a holistic view of supporting pupils are features of successful schools.

Schools already contribute to pupils' well-being by:

●   helping pupils to achieve their potential;

●   responding to bullying and other issues that might threaten pupils' safety;

●   promoting healthy lifestyles, with the support of the National Healthy Schools Programme;

●   ensuring positive behaviour and regular attendance;

●   encouraging pupils' participation;

●   valuing and supporting pupils and their parents/carers in learning.

It is likely that new inspection arrangements will consider the school's contribution to pupils' well-being. This provides the opportunity for schools to include this aspect in the school profile and self-evaluation activity, as well as in school improvement discussions.

A key question to consider might be:

How well are different groups of pupils progressing, and are there barriers to learning that can be addressed by supporting a holistic view of their well-being?

Resource sheet 1.3

Roles and responsibilities of key workers

A key worker's role includes:

- making informed decisions on a professional basis about whether support is best supplied by the key worker or by specialist agencies;
- being a single point of contact between the child or young person and the school for access to sources of support from within and outside that institution;
- providing continuing, sustained and holistic support to named individual children and young people;
- securing the trust of the child or young person and his or her parents/carers in order to enable the key worker to broker appropriate support;
- encouraging the child or young person to share information about barriers to learning with his or her parents/carers and other agencies;
- as the young person matures, making a professional judgment about whether and when it is appropriate to offer a greater level of confidentiality within the professional relationship.

Key workers' functions include:

- offering information, advice and guidance on issues that present barriers to a child or young person's engagement in learning;
- working with and supporting a child or young person in confronting barriers to learning;
- brokerage on the child or young person's behalf with the home institution and other agencies as required;
- working with voluntary, statutory and community bodies as required to ensure a coherent approach to the issues the child or young person presents;
- working with parents/carers in support of the child or young person;
- supporting the child or young person within lessons;
- promoting personal development opportunities that will help the child or young person to develop into a more rounded citizen;
- working with the child or young person to help them with the transition from primary to secondary learning, and from compulsory education into post-16 education, training or employment;
- working with local agencies and providers to ensure that the child or young person is linked into constructive activities during holiday periods.

In developing the key worker's role, partners will need to consider:

- the development of a coherent referral and support system;
- providing a continuum of support which pupils and parents/carers with complex and multiple needs may require;
- confidentiality, including balancing data protection legislation with requirements to disclose information to protect a child; gaining consent; establishing proportionality; and managing confidentiality;
- mechanisms for matching key workers with children and parents/carers. A recent University of York study on key workers and disabled children highlighted the range of criteria that are considered in matching key workers, including: personal preferences of children and parents/carers; geographic location; caseload of the key worker; and matching the skills of the key worker with the needs of the child and parents/carers.

Based on Behaviour Improvement Programme toolkit.,

www.dfes.gov.uk/behaviourandattendance

Resource sheet 1.4

Developing or reviewing a guidance document for the school staff handbook about how partners will operate in the school

Principles

What principles might guide the use and activities of partners within the school:

-
-
-
-
-

Principles specifically for behaviour and attendance

Are there any specific principles that partners might follow in their work on promoting positive behaviour and regular attendance, and specifically on behaviour for learning?

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-
-

For schools with key workers already in place

Provide details of key workers currently in place in your school. What role do they have and which agency do they come from?

For schools with an existing policy or guidance on working with partners	**For schools without an existing policy or guidance on working with partners**
Compare your school's policy or guidance with the principles developed above:	Using the principles above, develop a draft of a guidance document using the following headings:
- Are there any conflicts or gaps? - If so, how would you amend the policy or guidance? - Who in the school is responsible for enforcing the policy?	- Purpose of the policy - Principles - Protocols - Responsibilities for implementing and enforcing the policy

Resource sheet 1.5

Scenario of multi-agency working in school to improve behaviour and attendance

Hemsley School – multi-agency working
Details of the project
1. Key Stage 4 curriculum development – making use of maximum flexibilities and vocational courses in partnership with employers and local college.
2. Key Stage 3 learning centre (learning support unit) – focuses on reintegration strategy plus community-based learning.
3. Use of Connexions personal advisers.
4. LEA-funded support for behaviour for learning across five primary schools and Hemsley.
5. The school multi-agency team consists of: education social work team, EBD Outreach team, a counsellor, a nurse, educational psychologists, the pupil referral unit, Connexions, the police, social services. A Terrence Higgins Trust worker is also involved.
6. Problem solving through restorative justice, in partnership with the local police force.
7. Use of an education youth worker and attendance support teacher (across Years 5–8) and additional ESW time for Year 9, to raise attendance and attainment.
Evaluation
There is evidence of improved attendance, attainment and improved behaviour of the target group in the Learning Centre. The strategies appear to be most successful for boys. The multi-agency approach has targeted resources by assigning cases and agreeing tasks. For pupils with a range of needs, these strategies are evidently achieving measurable improvements. Despite these efforts there are four pupils for whom such high-level strategies do not work. These pupils seem to need ongoing single-person interventions.

Adapted from DfES school attendance good practice website at:
www.dfes.gov.uk/schoolattendance/goodpractice

Suggested role description for the behaviour and attendance leader

The behaviour and attendance leader is responsible for:

- organising a whole-school review of policy and practice in behaviour and attendance and ensuring links with the school improvement plan (SIP);
- organising the behaviour and attendance audit and subsequent action plan;
- overseeing the implementation of the behaviour and attendance policy and supporting the change process;
- developing and sustaining the links of behaviour and attendance with teaching and learning;
- coordinating the links between policy development and stakeholder involvement, including LEA support services;
- working in collaboration with the Key Stage 3 behaviour and attendance consultant;
- organising and resourcing a continuing professional development (CPD) programme of support for staff;
- ensuring that current or evolving good practice is recorded and disseminated through peer support systems and CPD activities;
- ensuring that best practice is embedded within policy, practice and culture to provide sustainability;
- organising the monitoring and evaluation process of developing practice in behaviour and attendance, through rigorous staff and department self-evaluation to inform the SIP.

Section 2: The role of the school in supporting multi-agency working

A multi-agency team working with schools can be effective in preventing and intervening early to address emotional, behavioural and attendance problems. They can work in targeted primary and secondary schools, and in the community, alongside a range of other support structures and services. Key to the success of a multi-agency approach is the ability of the team to bring together the skills, perspectives and experience of a range of practitioners to create an effective and motivated team which can offer earlier and more individualised support to pupils and their parents/carers.

A recent study (Atkinson *et al.*, 2002) identified a number of essential factors for successful multi-agency working. These include:

- establishing a common vision and aims from the outset;
- setting up effective systems and procedures;
- ensuring adequate resources in terms of funding, staffing and time;
- understanding the roles and responsibilities of other agencies.

The ability to develop effective working relationships with schools can be critical to the success of multi-agency working. Schools are the key partner, for a number of reasons, including the following:

- They are a universal service, providing access to all children in the community.
- They are a key feature of community life, bringing in parents/carers and other practitioners.
- Their work has an impact on children's social and emotional health and well-being.

As a result, schools may help to increase the effectiveness of multi-agency working by: agreeing who can be the main point of contact; establishing clear protocols and confidentiality guidance; and stating which member of staff can make referrals.

Delivering effective joint working

Evidence suggests that multi-agency working is most successful when those involved work in partnership with the school. This requires commitment from the school as well as the multi-agency team. Simple actions can be useful, such as producing a poster with names of team members and brief descriptions of their role that can be pinned up in the staff room. It may also be helpful to produce a leaflet outlining the work of relevant teams. Multi-agency teams can also provide valuable input into staff meetings and training days, e.g. on child mental health.

The following activity uses the example of the Behaviour and Education Support Teams (BESTs) to demonstrate how multi-agency working might be effectively used in a school. This approach is promoted by the Behaviour Improvement Programme, which currently targets particular schools for support. The principles and practices described here can be applied to other examples of partnership work that the school might be familiar with.

Activity 2.1: Behaviour and Education Support Teams (BESTs)

Examples of multi-agency working

Audience

All staff

Purpose

To identify existing multi-agency approaches (including BESTs) and how they operate to improve behaviour and attendance in school, both in principle and in practice; to consider examples of multi-agency work with staff, parents/carers and pupils; to consider the contribution to the school and the inherent benefits to pupils

Description

BESTs are multi-agency teams that form one of the key strands of the Behaviour Improvement Programme launched in 2002. A detailed description of the BEST model is included in **resource sheet 2.1**. Evidence suggests that this multi-agency approach impacts on behaviour and attendance, in principle and in practice, both directly in work with children and young people and in partnership with schools.

Participants:

1. use resource sheet 2.1 to discuss what can be learned from multi-agency working and, specifically, the BEST model, and decide what lessons are applicable to their school's systems and procedures;

2. discuss what training and advice staff in the school would most value from a multi-agency team.

Summary

- Behaviour and Education Support Teams (BESTs) are multi-agency teams that form one of the key strands of the Behaviour Improvement Programme.
- BESTs provide (a) whole-school support, including whole-school strategies, curriculum input and consultancy support for individual school staff; (b) group support to pupils and their parents/carers (for example social skills development groups, nurture groups, transition groups, parenting groups); and (c) intensive support to individual pupils and parents/carers on a case management basis.
- Schools may wish to consider the value of working with multi-agencies teams to maximise the quality of pupil support.

Links

www.dfes.gov.uk/behaviourandattendance

www.dfes.gov.uk/ibis

www.dfes.gov.uk/schoolattendance

www.standards.dfes.gov.uk/keystage3

Teachernet behaviour and attendance: www.teachernet.gov.uk/wholeschool/behaviour/

Activity 2.2: Multi-agency working

Locating multi-agency working in schools

Audience

All staff, and in particular, senior leadership teams

Purpose

To consider ways of locating multi-agency activity firmly in school; to explore the role of the school in promoting and coordinating multi-agency work; to examine what is needed to promote a multi-agency approach both at a school and LEA level

Description

Every child matters (2003) emphasises that multi-agency approaches are effective if they are embedded into the life of the school and have the commitment of all school staff.

This section focuses on how schools are using monitoring and evaluation strategies to help locate multi-agency activity firmly into everyday school life and to ensure that work is coordinated and offers the best value. Monitoring and evaluation helps a school to develop its own evidence base, assess whether multi-agency teams are delivering effective interventions in partnership with the school and what modifications are needed in the future. Assessment tools can also be used with individuals and groups to identify strengths and needs in particular areas. Most importantly, monitoring and evaluation helps to ensure that multi-agency approaches are outcomes-driven and focused on the child or young person. Evidence suggests that monitoring and evaluation has maximum impact when: a clear set of outcomes for multi-agency working are agreed at the outset; and the agreeing of outcomes and the evaluation is undertaken in partnership with other agencies working with the school.

Working as a small group, participants:

1. use **resource sheet 2.2** to develop their own set of intended outcomes for multi-agency working in their school;

2. decide how the impact of this multi-agency working will be measured and evaluated.

Ideally this activity can be undertaken in partnership with the other agencies working in the school and providing support and advice to pupils and staff.

Summary

- Multi-agency approaches are effective when they are embedded in the life of the school.
- To be successful, multi-agency working in schools should have a clear set of outcomes agreed at the outset whcih are focused on pupils' needs.
- Schools can use monitoring and evaluation strategies to help locate multi-agency activity firmly into everyday school life.

Links

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Behaviour and attendance training materials: Core day 3 – *Monitoring whole-school practice to promote positive behaviour and attendance* (DfES 0020-2004 R)

www.dfes.gov.uk/behaviourandattendance

www.dfes.gov.uk/ibis

www.dfes.gov.uk/schoolattendance

www.standards.dfes.gov.uk/keystage3

Teachernet behaviour and attendance: www.teachernet.gov.uk/wholeschool/behaviour/

Activity 2.3: Engaging the local community

Involving the local community in improving behaviour and attendance

Audience

All staff

Purpose

To increase understanding about whole-school community ethos and opportunities for schools to develop links as full service schools; to consider how community schools support improvements in behaviour and attendance through links with partners; to examine existing community links with partners and extend good practice to other areas to the direct benefit of behaviour and attendance improvement

Description

Adopting a community school ethos, combined with multi-agency working, extends the range of opportunities to develop links with a full range of partners and agencies. Extended schools are an example of the partnerships that can be formed. By working with the local community, schools can help to ensure that behaviour for learning is a two-way process – relevant both to behaviour in the community and to behaviour in school.

Participants:

1. use the scenario provided on **resource sheet 2.3** as a basis for discussing how engaging the local community can help to improve behaviour and attendance;

2. may also wish to consider the following questions:

● What are the school's priorities and how does this relate to the priorities in the wider community? How do you know?

● What current links exist between the school and the local community, and how can these be extended to have further impact on improving behaviour and attendance?

● What joint training with community partners will be required to achieve such a development?

Summary

- A community school ethos, combined with multi-agency working, extends opportunities for schools to develop links with a full range of partners and other agencies.
- Extended schools are an example of the partnerships that can be formed.
- By working with the local community, schools can help to ensure that behaviour for learning is a two-way process – relevant both to behaviour in the community and to behaviour in school.

Links

Behaviour and attendance training materials: Core day 4 – *Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance* (DfES 0182-2005 R)

www.dfes.gov.uk/behaviourandattendance

www.dfes.gov.uk/ibis

www.dfes.gov.uk/schoolattendance

www.standards.dfes.gov.uk/keystage3

www.teachernet.gov.uk/wholeschool/behaviour/

www.teachernet.gov.uk/wholeschool/extendedschools

www.teachernet.gov.uk/wholeschool/familyandcommunity

National Healthy School Standard: www.wiredforhealth.gov.uk

Resource sheet 2.1

Exploring multi-agency working, using the Behaviour and Education Support Team (BEST) model

If your school does not currently work with BESTs, consider the following model and what principles and practices might be applied in your school. Alternatively, if you do work closely with a BEST, you may wish to review your current practice.

There are currently 140 BESTs operating in 57 Behaviour Improvement Programme areas. Each BEST works in partnership with a cluster of primary schools and one or two secondary schools. Some are also working with pupil referral units and schools for pupils with emotional and behavioural problems. The BEST model is informed by what works in delivering multi-agency services to children and parents/carers, and by lessons learned from CAMHS innovation projects which brought together education, health and social services to promote children's mental health (See the scenarios in this toolkit unit, or www.youngminds.org.uk/professionals/MHG/index.html.)

Purpose of BESTs

BESTs promote emotional well-being, positive mental health, positive behaviour and school attendance among children and young people. They also help in the identification and support of those with, or at risk of developing, emotional and behavioural problems. Support is delivered through the provision of multi-agency support in target schools and to individual parents/carers.

BESTs are encouraged to translate this central purpose into a *task* that is specific to the local context and reflects the *working objective* of the team, and which is put into practice through a variety of specific activities. For example, the task might be 'to enable all pupils to participate effectively in learning by promoting their emotional well-being and addressing behavioural issues.' This translation of purpose into task will then inform various activities, such as 'to provide consultancy support for school staff'; 'to develop the school curriculum in the area of social and emotional competence' and 'to provide individual support for pupils and parents/carers'.

Goals of BESTs

The goals of BESTs are to:

1. support and enable schools in developing their range of strategies for promoting emotional well-being, positive behaviour and attendance;

2. work with school staff and other professionals to develop their skills and confidence in managing behaviour and attendance, and promoting emotional well-being;

3. ensure that the parents/carers of pupils with a range of emotional, behavioural or attendance needs have access to ongoing support, either by members of the BEST or, where appropriate, more specialist agencies;

4. ensure that all pupils who would benefit from BEST support are identified, offered a service (within target timescales), have a key worker and are monitored (including effective linkage with local authority-wide tracking systems).

How BESTs operate

BESTs offer support at three broad levels:

- whole-school support, including whole-school strategies, curriculum input and consultancy support for individual school staff;
- group support to pupils and their parents/carers (for example social skills development groups, nurture groups, transition groups, parenting groups) according to local need;
- intensive support to individual pupils and their parents/carers on a case management basis.

This combination has been identified as being central to the success of existing multi-agency teams. Other important areas of work include the need to develop effective links with other agencies and set up effective administration procedures.

Resource sheet 2.2

Embedding multi-agency working in schools – draft monitoring and evaluation strategy

Goal 1: Develop staff skills and confidence in behaviour, attendance and emotional well-being

Indicator	Measure	Who collects	Frequency
1. Improved classroom and playground behaviour	a) Behaviour and attendance audit		Start/end year
	b) Staff survey (may be carried out as part of above)		Start/end year
	c) Pupil survey		Start/end year
	d) Record of work carried out to support improvement in classroom/ playground behaviour		Termly
2. Higher levels of staff confidence	a) Staff survey		Start/end year
	b) Pupil survey		Start/end year
	c) Record of BEST input to support staff skills/confidence development		Termly

Goal 2: Ensure that parents/carers and pupils receive appropriate support

Indicator	Measure	Who collects	Frequency
1. Multi-agency interventions achieve desired outcomes	a) Appropriate 'before and after' measure. It is suggested that the tool chosen should reflect aims of the intervention itself (e.g. to raise self-esteem; reduce incidents of behavioural problems, etc.)		Start/end of intervention
2. Pupil responds positively to service provided	a) Pupil survey		End of intervention
3. Parent/carer responds positively to service provided	a) Parent/carer survey		End of intervention
4. Swift referral where specialist support is required	a) Number of referrals that are taken on by the relevant specialist agency		Ongoing
	b) Average waiting time between referral/service provision		Take average of all referrals

Goal 3: Ensure that pupils are identified, offered a service, allocated a key worker and monitored

Indicator	Measures	Who collects	Frequency
1. Pupil can identify their key worker in the MA team and responds positively to them	a) Register of key worker provision		Ongoing
	b) Pupil survey		As appropriate
2. All relevant agencies are clear about who is working with the pupil	a) Records are available showing progress for each individual pupil		Ongoing
	b) Information sharing systems in place and monitored		

The 'Who collects' column has intentionally been left blank so that schools can decide who would be the most appropriate to collect this information in particular circumstances. Schools may wish to consider the role of the senior leadership team and external support agencies.

Resource sheet 2.3

Scenario – extended schools: engaging the community, involving health and social care – Deptford Green School, Lewisham

The Deptford Advocacy Project (DAP) was established in 1999 at the school to work with young people between the ages of 11 and 19 and their families, to improve their quality of life and social skills. Special focus was placed on families either in crisis or moving towards crisis. By working in partnership with other voluntary and statutory agencies (including education social workers, benefit agencies and family support agencies) young people and their families are helped to manage their problems better.

Initially the project was funded by a successful bid from a local Single Regeneration Budget, enabling the school to employ a Youth and Community Worker. Further funding has been found through a variety of trusts with a large proportion of the money currently coming from the New Cross Gate NDC.

A Girls Anger Control Group was run over 6 weeks for Year 9 pupils. The girls were taught strategies to deal with the way they behaved and reacted in different situations. The result was a significant reduction in exclusions and referral room detentions for 50% of the participants. The success of this programme has led to a second group being set up. Staff and pupils alike have seen the benefits of the group. One participant concluded that 'it made me see that you can stop yourself from getting into trouble if you just stop and think about what you are going to do next.'

Taken from Teachernet: www.teachernet.gov.uk/wholeschool/extendedschools/casestudies/
recentcasestudies/healthandsocialcare/

Section 3: Effective communication with partners and other agencies about the outcomes of the behaviour and attendance audit

Agencies work most effectively in partnership when opportunities are created for professional interchange. This supports each party in developing a fuller appreciation of the role the other is playing in the promotion of behaviour for learning and regular attendance and encourages schools and other agencies to give consistent messages to pupils and the school community.

Key principles might include:

- regular contact between the school, its partners and other agencies;
- communication that is relevant for each agency involved;
- ensuring that the result is shared understanding.

Activity 3.1: Communication (1)

Effective communication with different agencies

Audience

Senior staff and staff with responsibility for behaviour and attendance

Purpose

To examine characteristics of effective communication with partners about behaviour and attendance; to improve communication with partners and other agencies

Description

Clear and regular communication between schools, partners and other agencies is essential to ensure that each makes a full contribution to developing an effective strategy for improving young people's behaviour and attendance. The purpose of any communication is to remove barriers to shared understanding while creating the possibility of joint action. Effective schools share information about: (a) the challenges they are facing; (b) the strategies they are evolving to meet those challenges; and (c) the partnerships they are forming.

It is helpful if all written communication is:

- free of professional jargon; accessible and user-friendly; safe – not exposing people or groups; open – not attributing blame to others; unifying – making it possible for others to get involved.

Face-to-face meetings with partners and other agencies will ideally include a discussion of particular cases, as well as strategic planning of service delivery. Good practice also suggests that to have maximum impact there needs to be a permanent core of people with a shared history of working together, as well as others who attend on a more occasional basis. As a result, over time, these meetings have as their purpose the building of the sort of positive working relationships that encourage solution-focused and creative approaches to behaviour. Face-to-face meetings provide:

- a coordinated perspective on young people's lives;
- a supportive forum for staff to exchange views and generate ideas;
- a broadened awareness of strategies and resources inside and outside school;
- opportunities to plan contributions from a range of professionals;
- support for school staff to keep trying with situations they find challenging.

Participants use **resource sheet 3.1** to consider the following questions:

- What information needs to be shared on a regular basis?
- Which partners and agencies need to receive information and when?
- What methods of communication are used?
- How effective is your school currently in each of these areas?
- What improvement suggestions can you put forward in relation to your school?

Summary

Effective communication is essential to successful multi-agency relationships involving regular contact between the school, its partners and other agencies.

School partners need to know about:

- emerging challenges;
- strategic responses;
- recent successes;
- analysis of successes and areas for improvement and development.

Links

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Behaviour and attendance training materials: Core day 4 – *Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance* (DfES 0182-2005)

www.teachernet.gov.uk/management/tools/ims/dataprotection/

Activity 3.2: Communication (2)

Effective communication with the media

Audience

All staff

Purpose

To consider how to communicate positive information about the school's work on behaviour and attendance.

Description

Many schools are looking for ways to communicate positive messages about what the school is doing and why it is doing it. Positive coverage is most likely to be secured when the school community has agreed that the approaches being followed are the most appropriate and are likely to be effective in addressing the challenges which the school faces. When there is a process in place for developing a set of common understandings, it is easier to promote examples of positive behaviour and regular attendance.

Participants:

1. working as a small group, use **resource sheet 3.2** to consider how incidents can be presented in both positive and negative ways. Taking each incident in turn, they compose a possible headline and accompanying set of bullet points that might appear in the local press;

2. as a whole group, discuss strategies that could be developed to support future relationships with the media, and consider the questions:

- How can the school encourage a positive focus on behaviour and attendance improvement across staff, pupils and parents/carers?
- What existing mechanisms exist within school to support development?

Summary

The whole school community needs to present information on behaviour and attendance in a way that is:

- consistent;
- coherent;
- truthful;
- positive.

Links

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Behaviour and attendance training materials: Core day 4 – *Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance* (DfES 0182-2005 R)

Activity 3.3: Communication (3)

Roles and responsibilities in effective communications

Audience

All staff

Purpose

To develop a shared understanding of roles and responsibilities for behaviour and attendance with parents/carers and other agencies

Description

Schools communicate with partners and other agencies, so that they can fulfil their responsibilities in relation to behaviour and attendance. Early contact can support them to intervene effectively. A steady flow of relevant information enables them to feel informed about what is going on, so that they can play a knowledgeable role in shaping policies to address the issues that confront the school.

Once it is clear to everyone concerned what the purpose of any communication might be, it becomes easier to establish what sort of response is expected from each individual or group.

Participants:

1.   think about what type of information each of the school's partners might need to know;

2.   use **resource sheet 3.3** to identify which of the partners needs to know about each story for: information; action; comment; or response, and also think about which means might be used to communicate the information (an e-mail, a newsletter, a letter or a face-to-face meeting);

3.   see whether they can share the resulting sheet with some of their partners. Have they correctly assessed what they need to know and how they prefer to hear about it? Finally, how do their own school's approach and procedures compare with this? What improvements might be made?

Summary

Principles for effective sharing of information with partners include:

- prompt and proactive communication;
- being clear about who needs to know and why;
- clarity of purpose;
- clarity of expectation.

Links

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Behaviour and attendance training materials: Core day 4 – *Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance* (DfES 0182-2005 R)

Resource sheet 3.1

Who needs to know what, and how?

Use the table below to analyse how you will share information about your behaviour and attendance strategy with partners and other agencies:

Information we need to share on a regular basis	Rate on a scale of 1 (poor) to 5 (excellent) how your school currently performs in this area
Who we need to share it with	Rate on a scale of 1 (poor) to 5 (excellent) how your school currently performs in this area
The media we will use to share it	Rate on a scale of 1 (poor) to 5 (excellent) how your school currently performs in this area
Suggestions for improvement in your school	

Resource sheet 3.2

Highlighting the behaviour and attendance story

Decide a positive and a negative way of presenting each of the incidents in column 1. In each case, note a headline and related bullet points that might appear in the local press.

Incident	Positive presentation	Negative presentation
A boy brings in his grandfather's unexploded hand grenade to 'liven up' a history lesson and the area around the school has to be evacuated so that the grenade can be detonated by the bomb squad.		
On the first day that the school institutes a policy of searching pupils' bags, twelve knives are found and confiscated.		
A group of four boys who have been caught spray-painting graffiti on sites around the school spend most of the weekend cleaning up their work.		
A new headteacher with radical ideas about 'emotional literacy' is appointed to take over a school that was recently put into special measures. Behaviour incidents have already attracted considerable negative press attention.		

Resource sheet 3.3

Who needs to know and for what reason?

Decide which of your partners and other agencies need to receive communication about the scenarios in column 1, and whether they need to know for information, action, comment and/or response. (There is space to add further examples.)

	For information	For action	For comment	For response
A group of schools has completed work on a strategy for responding to complaints by local retailers about shoplifting in the area.				
The school no longer allows pupils from Years 7–9 to leave the school grounds during lunch break.				
A group of Year 7 boys from the same class fail to turn up at school for the third morning in a fortnight.				
A large bottle of sulphuric acid has been stolen from the chemistry laboratory.				

Section 4: Maintaining a close partnership with parents/carers

Effective home–school links can increase pupils' motivation, improve behaviour and attendance and raise levels of achievement. Close working between a school, pupil and parents/carers can also help to reduce the likelihood of consistently poor behaviour and irregular attendance.

Underlying principles of working effectively with parents/carers include:

- building trust, confidence and mutual respect;
- establishing effective communication;
- showing empathy;
- working in partnership to find solutions to behaviour and attendance issues.

Activity 4.1: Involving parents/carers (1)

Supporting parents/carers in a multi-agency setting

Audience

All staff

Purpose

To consider the roles and responsibilities of parents/carers, the school, LEA and other agencies working together to improve behaviour and attendance; to explore the support which schools can offer parents/carers in making sense of and responding to support from a number of different agencies

Description

It is good practice for parents/carers to be fully involved with the partners, agencies and professionals who are providing support to their child in the school. Parents/carers often need support in understanding the role and responsibilities of various agencies, as well as their own role in helping to improve behaviour and attendance. Parents/carers may also require support and advice to help them exercise their roles and responsibilities effectively, especially in a multi-agency setting.

Participants:

1. in small groups, consider the scenarios on **resource sheet 4.1** in relation to the five key questions listed there, comparing their 'ideal' response with current approaches in their school;

2. give brief feedback and discuss the following questions:

- How can the school help parents/carers and agencies to coordinate the support provided to a pupil and to a parent/carer?
- How could support be managed so that the pupil gains most benefit from it?
- What can the school do to evaluate and improve joint activity and the involvement of parents/carers?

Summary

- It is good practice for parents/carers to be fully involved with the agencies that are providing support.
- Parents/carers may need support from the school in understanding the role and responsibilities of various agencies.
- Parents/carers may also require support and advice to help them understand and exercise their roles and responsibilities effectively.

Links

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Behaviour and attendance training materials: Core day 4 – *Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance* (DfES 0182-2005 R)

www.dfes.gov.uk/5yearstrategy

www.dfes.gov.uk/schoolattendance

Every child matters (2003): www.dfes.gov.uk/everychildmatters

www.standards.dfes.gov.uk/keystage3

www.teachernet.gov.uk/wholeschool/familyandcommunity

Activity 4.2: Involving parents/carers (2)

Making best use of support available

Audience

Senior staff and staff with behaviour and attendance responsibility.

Purpose

To understand the roles and responsibilities of other agencies in improving behaviour and attendance and the contribution of the school; to explore the roles and responsibilities of other agencies in helping to improve behaviour and attendance; to explore how the school can be most effective in supporting a pupil, parents/carers and other agencies.

Description

All children of compulsory school age (5–16) should receive suitable education, either by regular attendance at school or otherwise. (A 'suitable' education is one that is full-time and appropriate to the child's age, ability, aptitude, and any SEN needs he or she has. Education Act 1996, Section 7). If a child is registered at school, parents have the primary responsibility for ensuring that their child attends regularly. Alternatively, parents may choose to educate their child themselves.

LEAs have a duty under Section 437 of the Education Act 1996 to serve a Notice or School Attendance Order on a parent, where appropriate, in order to enforce the parents' responsibility. This duty is normally exercised through the Education Welfare Service and its Education Welfare

Officers (EWOs). In appropriate circumstances, the LEA may consider whether to apply for an education supervision order and/or to institute court proceedings (Sections 437, 446 and 447 of the Education Act 1996).

DfES guidance to schools in circular 10/99 on improving attendance includes:

- first-day contact, by school administrative staff or volunteers, when a pupil is absent without explanation;
- using ICT to improve monitoring of attendance;
- raising the profile of attendance among parents/carers through home–school agreements, parents' evenings and school newsletters;
- regularly reminding parents/carers of school procedures and policy, for example on family holidays in term time;
- attendance checks, especially for monitoring post-registration truancy;
- appointing a senior member of staff responsible for attendance;
- providing pupil passes confirming authority to be out of school;
- close monitoring of unauthorised absence for patterns;
- formally referring pupils to the EWS;
- local truancy watch schemes, in conjunction with the LEA.

Participants:

1. use **resource sheet 4.2** to explore roles and responsibilities of the school and other agencies in a case of truancy and shoplifting;

2. having completed the tasks on the resource sheet, put forward suggestions for improvement in the way their school currently approaches these issues.

Summary

- Parents are responsible for ensuring that their child receives a suitable education.
- LEAs – through the Education Welfare Service – have a duty to enforce parental responsibility.
- Schools have a key role to play in supporting parents and LEAs in the exercise of their responsibilities.

Links

DfEE circular 10/99: *Social inclusion: pupil support* –
www.dfes.gov.uk/publications/guidanceonthelaw/10-99/

www.dfes.gov.uk/schoolattendance/legislation/index.cfm

www.teachernet.gov.uk/wholeschool/behaviour/truancy

www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/otheragencyroles/police/

Activity 4.3: Support for parents/carers

Understanding support available to parents/carers

Audience

All staff

Purpose

To increase awareness of the support and training available to parents/carers; to devise a parenting programme to improve pupils' behaviour and attendance

Description

A range of voluntary organisations and other providers deliver support, workshops, advice and courses to parents/carers. The links shown below provide examples of what is on offer.

The directory developed in section 1, activity 1.1 can be used to investigate what parenting programmes are already being provided by other agencies and organisations. **Resource sheet 4.3** provides some examples.

As a group, participants:

1. undertake a gap analysis to determine what issues/support are missing, specifically in relation to helping to improve behaviour and attendance. What evidence can they access to help inform this gap analysis? How can they gauge what support the most needy parents/carers require? What issues should be targeted and why?

2. using the gap analysis, design a parent/carer programme to improve behaviour and attendance. Which other agencies/organisations could be involved and what input could they have? Who could run the programme and when could it be run?

Summary

- Voluntary organisations are providing support and advice to parents/carers on a range of issues.
- This support and advice is delivered through workshops, courses, telephone helplines, the Internet and leaflets or other publications.
- Partnership working between schools and voluntary organisations can help to ensure that support meets the specific needs of the local community and school.

Resource sheet 4.1

Involving parents/carers (1)

Scenario 1	Scenario 2	Scenario 3
Sara's parents have received a letter inviting Sara to a team-building and outward-bound programme run by the local police force.	An educational psychologist is scheduled to assess Sara for SEN in a week's time.	The education welfare service has been in contact with Sara's parents about her poor attendance record at school.

Questions to consider	
1. How would you describe the roles and responsibilities of each of the agencies described above in supporting Sara: (a) to Sara's parents; and (b) in the school?	
2. What could the school's role be in helping to manage the support so that Sara gains most benefit?	
3. How would your response to question 2 need to change to ensure that joint working is an integral part of school life, so that involvement of other agencies (when it arises) is seen as unexceptional?	
4. How would your response to question 2 need to change if good links between the school and Sara's parents weren't in place?	
5. How can the school help to alleviate the concerns of Sara's family about the stigma attached to accepting support and advice from agencies? Can you anticipate any potential impact between Sara and her parents if support was accepted?	

Resource sheet 4.2

Involving parents/carers (2)

Scenario

Matthew is 13 years old, is a persistent truant and has recently been cautioned by the police for shoplifting.

Exercise (a)

Using this scenario, identify the teams, agencies and organisations that would be working with Matthew, and their respective roles and responsibilities.

	Roles and responsibilities
Police	

Exercise (b)

1.   Identify the most effective role the school could play.

2.   How do you think support from the school could be most effectively deployed?

3.   Devise an action plan for the school to help support Matthew, his family and other agencies in addressing the causal factors to Matthew's truancy and shoplifting.

Exercise (c)

Using your responses to exercises (a) and (b) above, review your school's existing protocols for dealing with issues where there is shared responsibility with other agencies. What recommendations would you make to the senior leadership team?

Resource sheet 4.3

Examples of existing parenting programmes

Gingerbread provides parenting workshops on:

1. The joys and challenges of lone parenting
2. Ages, stages and changes
3. Getting what you want and need with effective communications
4. Stress effects
5. Stress management
6. Raising culturally confident children
7. Lone fathers – the realities
8. Equally able – disabled parents/carers

Parentline plus provides courses on the following areas:

1. New baby, new parent (for first-time parents)   www.parentlineplus.org.uk/index.php?id=371
2. New baby in the family   www.parentlineplus.org.uk/index.php?id=377
3. Getting on with your child   www.parentlineplus.org.uk/index.php?id=378
4. Bringing up confident children   www.parentlineplus.org.uk/index.php?id=379
5. Less shouting, more co-operation   www.parentlineplus.org.uk/index.php?id=380
6. Let's play   www.parentlineplus.org.uk/index.php?id=381
7. Helping children learn   www.parentlineplus.org.uk/index.php?id=382
8. Ages and stages   www.parentlineplus.org.uk/index.php?id=383
9. Getting on with your teenager   www.parentlineplus.org.uk/index.php?id=384
10. Coping with teenage issues   www.parentlineplus.org.uk/index.php?id=385
11. Time to talk about sex   www.parentlineplus.org.uk/index.php?id=386
12. Talking about drugs   www.parentlineplus.org.uk/index.php?id=387
13. Dealing with anger   www.parentlineplus.org.uk/index.php?id=388
14. Sorting out arguments in the family   www.parentlineplus.org.uk/index.php?id=389
15. Tackling bullying   www.parentlineplus.org.uk/index.php?id=390
16. Bringing up children in a multi-cultural society   www.parentlineplus.org.uk/index.php?id=391
17. Families dealing with racism   www.parentlineplus.org.uk/index.php?id=392
18. Families dealing with homophobia   www.parentlineplus.org.uk/index.php?id=393
19. Supporting children through change and loss   www.parentlineplus.org.uk/index.php?id=394
20. Bringing up children after splitting up   www.parentlineplus.org.uk/index.php?id=395
21. New partner, new family   www.parentlineplus.org.uk/index.php?id=396
22. Stress-busting for parents   www.parentlineplus.org.uk/index.php?id=397
23. Surviving the summer holidays   www.parentlineplus.org.uk/index.php?id=398
24. Christmas stress busting   www.parentlineplus.org.uk/index.php?id=399
25. Dealing with tantrums   www.parentlineplus.org.uk/index.php?id=400
26. Starting school   www.parentlineplus.org.uk/index.php?id=401
27. After-school blues   www.parentlineplus.org.uk/index.php?id=402
28. Can-do kids   www.parentlineplus.org.uk/index.php?id=403
29. Understanding children's behaviour   www.parentlineplus.org.uk/index.php?id=404
30. Preparing for teenagers   www.parentlineplus.org.uk/index.php?id=405