

Key Stage 3

National Strategy

Behaviour and Attendance Strand

Toolkit unit 5

Pupil support systems

Contents

| | | |
|------------------|--|-----------|
| Overview | | 5 |
| Introduction | | 7 |
| <hr/> | | |
| Section 1 | Policies and practices to support care of pupils and improve behaviour and attendance | 8 |
| Activity 1.1 | Reviewing school policies <i>Using a solution-focused approach</i> | 9 |
| Activity 1.2 | Listening to pupils and parents/carers <i>Joint action planning</i> | 10 |
| Activity 1.3 | Understanding poor behaviour <i>Achieving a consistent approach</i> | 12 |
| Resources | | 14 |
| <hr/> | | |
| Section 2 | Leadership and organisation of pupil support systems | 19 |
| Activity 2.1 | Schools mirroring services provided by the local authorities in view of <i>Every child matters</i> <i>Ensuring coordinated services for pupils</i> | 20 |
| Activity 2.2 | Pupil-centred organisation <i>Responding to pupils' needs</i> | 20 |
| Activity 2.3 | Working with parents/carers <i>Improving communication with parents/carers</i> | 22 |
| Resources | | 24 |
| <hr/> | | |
| Section 3 | Ensuring that pupils receive the appropriate support | 27 |
| Activity 3.1 | Analysing the support needs of pupils as they progress through school <i>Supporting pupils through transition</i> | 28 |
| Activity 3.2 | Early identification of needs <i>Developing staff skills</i> | 28 |
| Activity 3.3 | Structuring support in individual cases <i>Managing referrals effectively</i> | 30 |
| Resources | | 33 |
| <hr/> | | |
| Section 4 | Involving pupils in supporting each other | 38 |
| Activity 4.1 | The features of a peer support system <i>Developing existing practice</i> | 38 |

| | | |
|--------------|--|----|
| Activity 4.2 | Organising peer-led activities <i>Setting up a programme</i> | 39 |
| Activity 4.3 | Positioning peer support and pupil-led activity in school <i>Aligning with the school's ethos and culture</i> | 41 |
| Resources | | 43 |

Overview

| Title | Pupil support systems |
|--------------------------------------|---|
| Audience | Senior staff in schools, e.g. behaviour and attendance leaders or leading behaviour professionals, 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 pupil support structures that focus on improving behaviour and attendance and subsequently learning. |
| Possible use | <p>The behaviour and attendance leader or other member of the senior team can use this toolkit unit to:</p> <ul style="list-style-type: none"> • confirm or reaffirm knowledge of current practice and policy; • review role or job specifications; • develop strategies and resources to respond to the support needs of all pupils; • develop systems and strategies to respond to the needs of pupils in crisis; • develop pupil-led support systems; • develop a healthy school. |
| Impact | <p>Impact can be measured by:</p> <ul style="list-style-type: none"> • acceptance and appropriate use by staff of the structures and systems; • better understanding of staff roles within the system; • improved and more effective support to pupils; • reductions in the number of pupils who are excluded; • use of anticipatory actions to reduce crisis situations; • pupils having better understanding of support structures available to them; • improved communication between pupils and staff in school; • reduced conflict between the pupil, staff and home; • improved attendance and behaviour; • improved structures for pupil-led support; • improved learning and measurable progress. |
| Links to other toolkit units | Toolkit units 1: Leadership and management; 3: Consistently poor behaviour; 4: Bullying; 8: Curriculum; 10: Links with partners and other agencies |
| References to other resources | <p>Behaviour and attendance training materials: Core day 1 – <i>Advice on whole-school behaviour and attendance policy</i> (DfES 0392-2003 R)</p> <p>Behaviour and attendance training materials: Core day 2 – <i>Developing effective practice across the school to promote positive behaviour and attendance</i> (DfES 0055-2004 R)</p> <p>Behaviour and attendance training materials: Core day 3 – <i>Monitoring whole-school practice to promote positive behaviour and attendance</i> (DfES 0020-2004 R)</p> <p>Behaviour and attendance training materials: Core day 4 – <i>Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance</i> (DfES 0182-2005 R)</p> <p>BIP unit July 2004</p> <p>Bor, R. <i>et al.</i> (2002), <i>Counselling in schools</i>, London, Sage Publications</p> <p>DfES <i>Behaviour and attendance: in-depth audit for secondary and middle schools</i>, Booklet 5: Pupil support systems (DfES 0207-2003 R)</p> <p>DfES Behaviour and attendance action plan toolkit <i>Bullying</i> (DfES 0511-2004 CD)</p> <p>DfES <i>Bullying: Don't suffer in silence</i> (DfEE 0064-2000)</p> <p>DfES (2003) <i>Every child matters</i>, www.dfes.gov.uk/everychildmatters</p> <p>DfES <i>Promoting children's mental health within early years and school settings</i> (DfEE 0121/2001)</p> |

Riley, K .and Rustique-Forrester, E. (2002) *Working with disaffected pupils*, London, Paul Chapman

www.dfes.gov.uk/behaviourimprovement

www.lifebytes.gov.uk/extras/healthyschools.html

www.teachernet.gov.uk

www.wiredforhealth.org.uk

Introduction

This toolkit unit is intended for use by senior staff in school, for example, behaviour and attendance leaders, so that they can combine the materials into tailored training for school staff using other Key Stage 3 Strategy and strand materials.

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 programme which supports their post-audit action plan. For example, a school can focus on section 2 to help improve the leadership and organisation of pupil support systems, including consideration of pupil-centred organisation and working with parents/carers.

The audit suggests schools aim for:

- clearly defined structures and systems for supporting pupils, which are known and used by all;
- systems which identify emergent problems;
- opportunities identified for pupils to be supported by staff with appropriate skills;
- an effective system of peer mentoring;
- effective and well-used behaviour improvement plans as required.

Schools may wish to:

1. ensure that policies and practice lead to an ethos which sets a high standard of pupil care and welfare, valuing pupils' needs equally and recognising that personal development is a fundamental part of education;
2. establish leadership of an integrated, coordinated pupil support system including curriculum and pastoral support through special educational needs (SEN) services, learning mentors, peer support, learning support units (LSUs), support for parents/carers and outside agencies. In addition, there is the need for clearly defined roles and responsibilities with a tutor overseeing the welfare of every pupil;
3. enable access by pupils to support from staff who are trained to recognise and respond to individual need on a range of issues from short-term concerns to child protection issues;
4. encourage pupils to support each other, as part of wider participation in developing appropriate social, emotional and behavioural skills.

Section 1: Policies and practices to support care of pupils and improve behaviour and attendance

Behaviour and attendance policies, teaching and learning policies, and anti-bullying policies will have clear guidance on the roles, responsibilities and expectations of staff, pupils and parents/carers. In some schools, the senior leadership team or pastoral professionals will be called upon when behaviour starts to become unmanageable, but it is important for all members of staff to play a more active and informed role in the promotion of positive behaviour and regular attendance. A school's behaviour and attendance policy is an integral part of its curriculum. Pupils will behave positively and attend regularly if:

- the school has high expectations of pupils' achievement and behaviour;
- the school's support systems exemplify expectations of the pupil;
- policies and practice are based on an ethos of equal value.

A positive approach: encourages positive behaviour rather than punishes bad behaviour; includes policies that distinguish between appropriate and inappropriate behaviour; promotes consistency to which all staff should feel committed (Core day 1, session 1).

Riley and Rustique-Forrester (2002), who examine how schools work with the minority of pupils who become disaffected, say: 'We know that schools do many good things, for many children and young people. We do not want to mask those achievements, but what we want to do is to draw attention to the ways in which schools can be healthier and more productive places for all pupils and their teachers.' They conclude from their research that the following strategies are effective:

- providing more individualised support to pupils;
- re-examining school structures, systems and policies;
- improving the quality of teaching and learning;
- introducing counselling, mentoring and in-school support centres.

Senior managers could check policies against pupils' and parents'/carer's expectations and needs. They may review the basic systems and structures that support pupils, clarify the purpose of these systems and principles, and consider good starting points for the further development of effective practices. In addition, senior managers need:

- the involvement of school councils on issues related to behaviour and attendance;
- a strategically planned programme of staff development underpinning work;
- heads of year who work at both pastoral and academic levels.

Activity 1.1: Reviewing school policies

Using a solution-focused approach

Audience

Senior staff and staff with a responsibility for behaviour and attendance

Purpose

To consider the outcomes of the audit; to explore policies in practice as an integrated support process; to consider solution-focused techniques for keeping policies alive.

Senior leadership teams may want to use Core day 1 training materials to support this work

Description

In groups, participants:

1. discuss how well school policies function in terms of what the in-depth audit suggests schools should aim for, namely:
 - clearly defined structures and systems for supporting pupils, which are known and used by all;
 - systems which identify emergent problems;
 - opportunities identified for pupils to be supported by staff with appropriate skills;
 - an effective system of peer mentoring;
 - effective and well-used behaviour improvement plans as required;
2. use the following questions as prompts to structure additional discussion:
 - Which policies relate to and inform school practice for pupil support?
 - How are the policies, system and structures communicated to all staff, parents/carers and pupils?
 - How effective are the systems and structures for all groups of pupils?
 - What are the strengths and weaknesses of the structures and systems in supporting pupils' behaviour and attendance?

Participants may also choose to consider their school's policies against the National Healthy School Standard (NHSS) features of a healthy school, outlined below.

Features of a healthy school

A healthy school helps pupils and staff do their best and build on their achievements. It promotes physical and emotional health. In a healthy school you will get the information you need to make decisions about your health in an environment and atmosphere that helps you to learn. A school can be healthy in so many ways. It might have:

- an active school council;
- bright, clean buildings displaying pupils' work and achievements;
- action to stop bullying;
- outside speakers and theatre used to teach PSHE in interesting ways;
- health included in other subjects, not just in PSHE;
- a safe and secure environment;

- interesting and healthy school meals and snacks;
- opportunities to get further information and advice about health issues;
- parents/carers and the local community involved in improving the school.

Policy and practice activities that define a healthy school include:

- continuing professional development for staff (including, for example, teacher lesson observations, work shadowing and mentoring) on the success of healthy schools' activities, which is regularly evaluated and informs the development of the healthy schools programme;
- delivering the requirements of the National Curriculum, particularly in relation to sex and relationship education and drug education (including alcohol and tobacco) in line with statutory requirements, non-statutory guidance and the NHSS criteria;
- reflecting the views of all pupils (including those with SEN and specific health conditions, disaffected pupils, young carers and teenage parents) in school activities.

Based on: www.lifebytes.gov.uk/extras/healthyschools.html

Based on the key issues arising from the discussion, participants can use resource sheet 1.1 to explore solution-focused approaches for putting policies into practice as an integrated support process. The behaviour and attendance leader and senior leadership team may review policies and support all staff to accommodate developing practice.

Summary

Pupils behave positively and attend regularly if:

- policies and practices to support pupils are based on an ethos of equal value;
- policies are communicated and shared by all;
- good policies are put into practice effectively to support pupils and staff.

Links

Toolkit units 3: Consistently poor behaviour; 4: Bullying

Advice on whole school behaviour and attendance policy (DfES 0628-2003 R)

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

www.wiredforhealth.gov.uk

Activity 1.2: Listening to pupils and parents/carers

Joint action planning

Some pupils may be tempted to absent themselves from school, or be disruptive when in school, if the school does not:

- listen to pupils and parents/carers;
- develop resilience in pupils;

- encourage perseverance.

If schools listen to pupils, develop effective systems to support pupils and promote good behaviour and attendance, they will be able to:

- target internal staff experience and expertise appropriately;
- identify those pupils who might benefit from specialist counselling or other intervention by an external agency.

Heads of year are important members of staff as they work at both pastoral and academic levels for pupils, and build detailed knowledge and understanding of the pupils for whom they are responsible. All staff could contribute to and support the effectiveness of the head of year.

Parents/carers play a vital role in supporting appropriate behaviour and the regular attendance of their children. Relationships in the family can also affect pupils' behaviour and attendance. Behaviour and attendance will improve if all pupils are valued and feel cared for in the school. In order to develop an effective partnership between the school and parents/carers, based on mutual respect and acknowledgement of the rights of all, there needs to be:

- good informal relationships between staff and parents/carers;
- effective methods of communication and regular contact between the school and parents/carers;
- recognition that there might be differences in parents'/carers' understanding, skills, cultures and approaches, including the means to address the implications of such differences;
- ways in which parents/carers can be empowered to support their child in developing the required skills;
- support for parents/carers in understanding the way in which the school operates.

Audience

All staff

Purpose

To structure a discussion involving pupils and parents/carers about ways in which the school can support families; to complete an action plan for improving joint working with families

Description

Participants can use **resource sheet 1.2** to structure a discussion to have with parents/carers about ways in which the school can support them in improving pupils' behaviour and attendance. Resource sheet 1.2 can also be used to record an action plan to improve collaborative working between the school and parents/carers and pupils.

Resource sheet 1.3 can be used as a questionnaire to gather pupils' views about how the school can support them in improving their behaviour and attendance. Schools may wish to ensure that expectations of the capacity and capability of the school to respond are realistic.

Participants can discuss **resource sheet 1.4** with parents/carers to prompt encouragement of behaviour for learning.

Summary

- Relationships in the home affect pupils' behaviour and attendance.
- Schools should listen to pupils and their parents/carers, particularly those who may be hard to reach.
- Schools should respond to pupils and parents/carers with support strategies for positive behaviour and attendance.

Links

Toolkit units: 1: Leadership; 3: Dealing with consistently poor behaviour

Activity 1.3: Understanding poor behaviour

Achieving a consistent approach

There are a number of reasons why poor behaviour leading to low-level disruption might occur. There are pupils who may be attempting to communicate their needs through poor behaviour. This behaviour may differ in its level of seriousness, its occurrence in more than one setting and its persistence over time.

For example:

- a small number of pupils with SEN may exhibit challenging behaviour as a result of their needs not being adequately met;
- pupils with learning or communication difficulties may exhibit challenging behaviours when:
 - they are unable to understand the content of a lesson or instructions required to carry out an activity;
 - the subject content is irrelevant, outside their experience or not presented in an engaging way.

On the other hand, poor behaviour may be directly linked with learning experiences, such as:

- unprepared lessons that lack stimulus;
- the teaching style being inappropriately matched to pupils' learning style;
- misinterpretation of a pupil's verbal and non-verbal communication;
- learning outcomes not being clearly explained.

See Pedagogy and practice: teaching and learning in secondary schools (DfES 0423-2004).

School-led activities that can help include.

- re-examining school policies, structures and systems;
- providing individualised support to pupils;
- providing a pleasant working environment;
- encouraging pupils to feel involved in the school;
- improving the quality of teaching and learning;
- developing a culture where the skills of behaviours for learning are readily discussed
- developing counselling, mentoring and in-school support structures
- partnership with parents/carers;
- partnership with agencies who have the skills and expertise to work with pupils with specific difficulties;

- ensuring that all staff have the skills to model and communicate effective behaviour for learning.

Support for pupils is a fundamental part of education. Any pastoral/academic divide in a school can be unhelpful and militate against consistent standards and approaches. All staff in school have a responsibility to support the development of the whole pupil and ensure academic progress as well as healthy emotional and social development. Effective schools develop principles and practice for the support of pupils who are in crises, at serious risk of exclusion or showing indications of disaffection and withdrawal. As part of the school's structures and systems, staff can be encouraged to refine support skills including the ability to refer a pupil elsewhere if the individual requires particular expertise to address a concern.

Audience

Senior staff and staff with responsibility for behaviour and attendance

Purpose

To examine attitudes towards pupils who exhibit poor behaviour; to plan action to achieve a consistent approach

Description

Participants use **resource sheet 1.5** with staff to discuss:

- the identification of the main concerns of staff;
- solution-focused approaches to address concerns;
- action planning to achieve a consistent approach.

Resource sheet 1.5 provides one example, and additional examples specific to the school may be added.

The activity could be summed up by discussing the following points:

- What are the key concerns of teachers and other staff?
- What are the key inconsistencies in understanding and applying the structures and systems for supporting pupils?
- How can the school achieve a consistent approach?
- How can the school communicate a consistent approach to all stakeholders?

Summary

Schools need to:

- recognise the range of issues that might underpin pupils' poor behaviour;
- manage staff attitudes, raising awareness of the whole pupil in school;
- help all staff to develop a consistent caring approach;
- maintain effective strategies without lowering standards and expectations;
- recognise and understand how the response of staff to inappropriate behaviour affects how such behaviour is challenged.

Links

Toolkit unit 3: Dealing with consistently poor behaviour

Resource sheet 1.1

Solution-focused approaches for putting policy into practice as an integrated support process

The policies that relate to and inform pupil support practices are:

The structures and systems that translate these policies into practice are:

The strengths of the structures and systems in relation to the policies include:

The weaknesses of the structures and systems in relation to the policies include:

Actions for improvement (you may wish to use a scaling activity here, i.e. focusing on where you are and what you need to do to move one point further up the scale):

Policies:

Communication of policies, structures and systems to all stakeholders:

Ongoing review of policies and practice:

Staff skills to support pupils:

Pupils' understanding of systems and structures:

Parents'/carers' understanding of systems and structures:

Peer-led support structures and systems:

Resource sheet 1.2

Discussion with parents/carers about support

| Prompts | Ideas for parents/carers |
|--|--------------------------|
| Have high expectations, e.g. show confidence in ability | |
| Be fair, e.g. treat all pupils with respect | |
| Be consistent, e.g. expect good behaviour | |
| Show support, e.g. 'Don't give up' | |
| Teach behaviour, e.g. teachers model behaviours they want to see | |
| Look for solutions, e.g. give guidance on behaviour | |
| Keep safe, e.g. respond to poor behaviour | |
| Support that parents/carers can give their children to improve behaviour and attendance | |
| 1. | |
| 2. | |

| Action plan | |
|---|--|
| Improving joint working with parents/carers and pupils: | |
| Improving support for parents/carers: | |
| Improving support for pupils: | |
| Ensuring that parents'/carers' voices are heard: | |

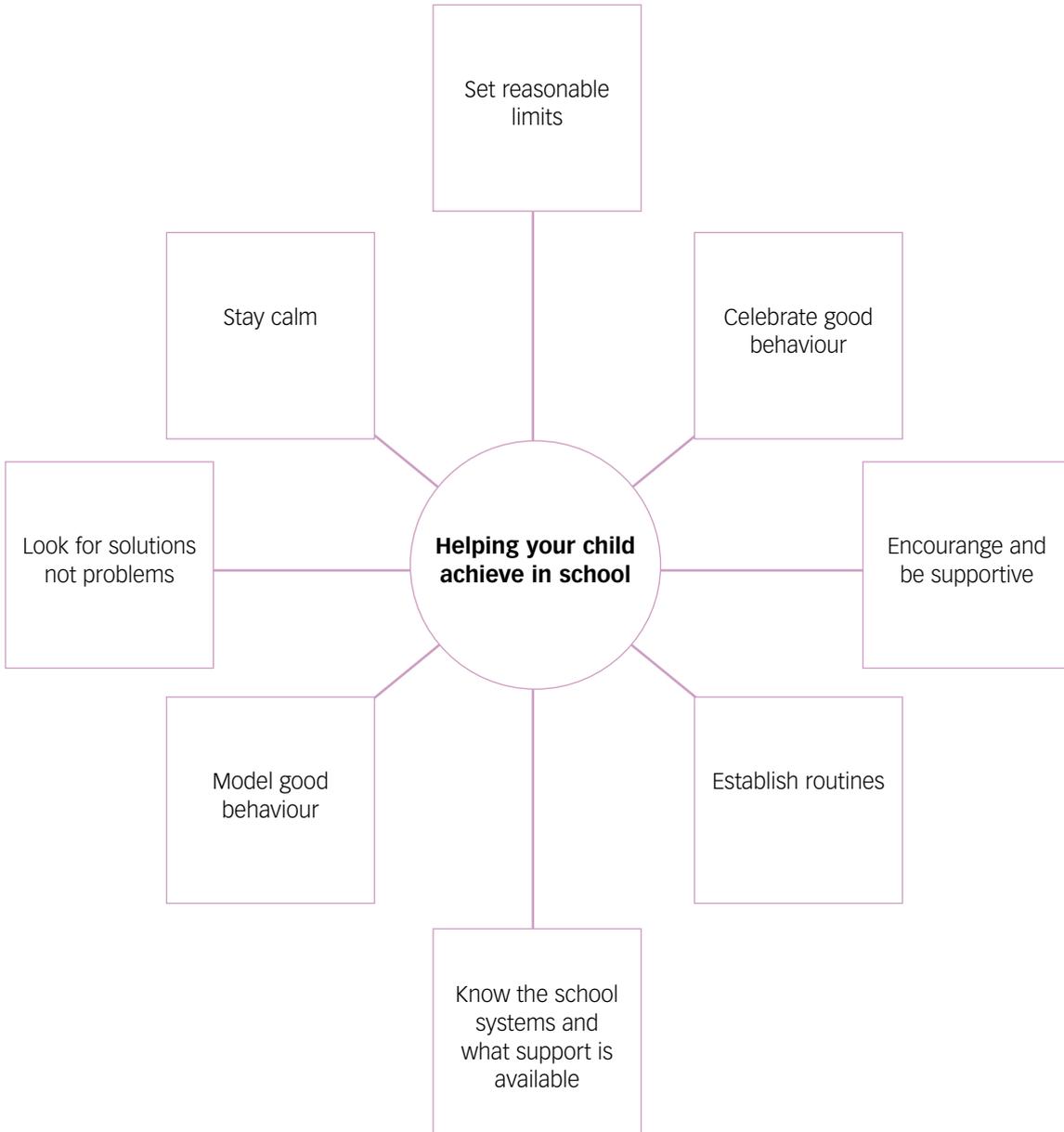
Resource sheet 1.3

Questionnaire on pupils' views

| In my opinion, behaviour and attendance will get better when pupils: | Almost always | Often | Sometimes | Rarely |
|---|---------------|-------|-----------|--------|
| Get help from their head of year | | | | |
| Get help from a teaching assistant in class | | | | |
| Attend special sessions for some lessons | | | | |
| Get help from another pupil or another adult | | | | |
| Get help from a counsellor | | | | |
| Get a special plan with targets to meet | | | | |
| Get help from professionals other than school staff | | | | |
| <p>Three things that could lead to unacceptable behaviour and attendance in this school:</p> <p>1</p> <p>2</p> <p>3</p> | | | | |
| <p>Three things that could lead to positive behaviour and regular attendance in this school:</p> <p>1</p> <p>2</p> <p>3</p> | | | | |

Resource sheet 1.4

Helping your child achieve in school



Resource sheet 1.5

Identifying the concern

The scenario

Mark, a pupil in Year 9, was excitable and noisy for most of the first period of double mathematics on Friday morning. The teacher tried calling Mark's name and asking him to keep quiet. When he thought that Mark's behaviour might disrupt the second lesson as well, and remembering Mark's verbal assaults the previous week when he had tried to calm him down, he sent Mark out of the lesson so that the other pupils in the class who were ready to learn could get on with learning.

The major concerns of the mathematics teacher in this scenario:

Solution-focused approaches, for example, appropriate support for individual pupils and groups of pupils

Scenario common in the school:

The major concerns of the teacher in this scenario:

Solution focused approaches, for example, appropriate support for individual pupils and groups of pupils

Scenario common in the school:

The major concerns of the teacher in this scenario:

Solution focused approaches, for example, appropriate support for individual pupils and groups of pupils

Section 2: Leadership and organisation of pupil support systems

The Children Act promotes child-centred services at local level. The Bill's expectations about what the network of local settings and services can do to promote the well-being of children and young people are crucially dependent on cooperation between those services. It focuses on five key outcomes for children and young people as highlighted in the government publication *Every child matters* (2003), namely:

- physical and mental health ('being healthy');
- protection from harm and neglect ('staying safe');
- education and training ('enjoying and achieving');
- contribution to society ('making a positive contribution');
- social and economic well-being.

An extended school (a school that is open to pupils, parents/carers and the wider community throughout the school day, before and after school hours, at weekends and during school holidays) lies at the heart of the Bill. On-site provision of family and community services can have a positive impact on pupils' behaviour, attendance and achievement, for example:

- health and social workers on site will mean that non-educational problems can be addressed more quickly;
- parents/carers and adults on site provide good role models for pupils;
- the presence of community police officers will help to encourage positive behaviour;
- family learning, study support and other activities beyond the school day help to motivate pupils and re-engage them in learning.

All these measures can reduce the burdens on school staff.

There are messages in this legislation that will support schools to re-assess their internal organisation of pupil support systems. For example, developing effective practice for inclusion and supporting staff in fulfilling both their academic and pastoral role. These include:

- leadership of an integrated, coordinated pupil support system, including curriculum and pastoral support through SEN provision, learning mentors, peer support, learning support units (LSUs), family support, outside agencies, etc.;
- clearly defined roles and responsibilities with a tutor overseeing the welfare of every pupil;
- coordinated working between relevant agencies to meet the needs of pupils;
- a pupil-centred approach to pupil support services.

Activity 2.1: Schools mirroring services provided by the local authorities in view of *Every child matters*

Ensuring coordinated services for pupils

Audience

All staff

Purpose

To consider the implications of a support structure that mirrors LEA provision

Description

Behaviour and attendance leaders and senior staff could consider the implications for schools looking at organisation, which allows parallel arrangements in school to that in LEAs to support behaviour and attendance. They could then lead a structured discussion with staff.

Resource sheet 2.1 contains prompts for the discussion and an opportunity to record the key issues.

Summary

- The Children Bill promotes pupil-centred services at local level.
- A range of provision is required to meet individual needs along with coordinated working between relevant agencies.
- Internal organisation facilitates effective working practices with others.

Links

Toolkit units 10: Links with partners and other agencies; 1: Leadership and management

Activity 2.2: Pupil-centred organisation

Responding to pupils' needs

Pupil-centred organisation involves:

- coordinated provision of support services for pupils;
- focusing provision on meeting pupils' needs, not administrative convenience;
- coordinating the leadership of SEN;
- having a behaviour and attendance leader to lead and coordinate pupil support.

The behaviour and attendance leader takes the lead on whole-school behaviour and attendance issues. The role could include:

- constructing and implementing the whole-school behaviour and attendance improvement plan as part of the school improvement plan;
- overseeing, as necessary, running and helping to embed any training and staff development programme that the Behaviour Improvement Programme (BIP) provides in the school;
- acting as the main point of contact with the lead behaviour professional on behalf of the school, if relevant;

- supporting colleagues in all aspects of behaviour and attendance;
- drawing up or revising the school's behaviour and attendance improvement policy for the senior leadership team and governors' agreement.

Effective schools develop principles and practice to access support for all pupils, including those who are in crises, at serious risk of exclusion, or showing indications of disaffection and withdrawal. The support services may include:

- Child and Adolescent Mental Health Services;
- counselling;
- Connexions
- SEN services;
- Education Welfare Services;
- learning difficulties support;
- Behaviour Support Services;
- Healthy Schools;
- educational psychology services;
- social services.

Pupil-centred organisation requires clear roles and responsibilities, protocols and procedures in the school. Given that a range of provision will be required to meet individual needs, pupil-centred organisation means coordinating all support services in the school. Models that coordinate a range of provision through inclusion leaders are effective in both coordinating and monitoring provision.

Audience

Senior leaders and middle leaders

Purpose

To consider the issues around coordination of support systems in the school and leadership of SEN and behaviour and attendance. To explore the effectiveness of the school's arrangements for pupil support

Description

Participants can use **resource sheet 2.2** to consider one example of the coordination of pupil support systems in the school, in this case the leadership of SEN and the leadership of behaviour and attendance.

Participants:

1. draw a line to the left-hand column to signify services coordinated by SEN only, or to the right-hand column to signify services coordinated by the behaviour and attendance leader only. No line is drawn from those people listed in the centre who have access to integrated coordination;
2. can use outcomes from the activity to explore the effectiveness of the coordination of support services, so that they can develop a plan for improvements in coordination and leadership of SEN and behaviour and attendance in the school.

Summary

A pupil-centred organisation involves:

- coordinating provision of support services for pupils;
- focusing provision on meeting pupils' needs;
- coordinating the leadership of SEN;
- having a behaviour and attendance leader to coordinate pupil support services.

Links

Toolkit unit 1: Leadership and management

Activity 2.3: Working with parents/carers

Improving communication with parents/carers

Parents/carers who feel welcomed, consulted and involved in the school community, for example through well-planned meetings, discussion groups, bulletins and parents' evenings, will contribute fully to the pupil support system. The majority of school policies on behaviour and attendance include reporting to parents/carers on behaviour once or twice a year. Parents/carers are usually informed of problems or successes via:

- a the pupil's report;
- a phone call;
- a letter;
- a newsletter.

Schools could review regularly their formal and informal methods of communicating with parents/carers, including exploring the use of technologies such as e-mail and text messaging, with parents/carers having an opportunity to indicate which methods suit them best.

Parent/carer meetings provide an opportunity for the school to:

- discuss a pupil's behaviour and attendance;
- share concerns about the pupil;
- listen to the parents/carers;
- reassure parents/carers of the school's commitment to the total well-being of the pupil;
- share approaches to address behaviour and attendance issues.

In organising parent/carer meetings, schools should be careful to provide:

- flexible options for meeting times;
- early communication to parents/carers about the meeting;
- necessary and purposeful meetings with clear objectives.

For hard-to-reach families it is vital for schools to:

- ensure that they provide a non-threatening meeting environment – this may be a neutral community venue;
- liaise with others who may have good relationships with the family, for example, the Education Welfare Officer (EWO) or a school governor from the community;
- employ the services of an interpreter for parents/carers who do not speak English;

- provide the option of the parent/carer bringing along another adult, such as a supportive friend, to the meeting;
- provide child care arrangements for other siblings.

Schools also need to work with parents/carers to:

- facilitate their access to support structures;
- ensure that the support available meets their needs;
- aid communication between parents/carers and other agencies;
- share information and resources.

Audience

All staff

Purpose

To examine communication with the school from the perspective of parents/carers. To identify the skills needed by tutors and staff to improve communication with parents/carers. To plan a short training programme

Description

Participants:

1. can use **resource sheet 2.3** to consider communication with the school from the parents'/carers' perspective. Schools or individual staff may wish to replace the example in resource sheet 2.3 with examples from their specific context, for example entries in pupils' diaries, letters home and phone calls;
2. can then use **resource sheet 2.3** to record their reflections about the skills that they might need in order to communicate in a collaborative manner with parents/carers about their children's behaviour and attendance.

Behaviour and attendance leaders and senior staff may also wish to use resource sheet 2.3 to outline some of the ways forward to develop a collaborative approach to communicating with parents/carers.

Summary

- Parents'/carers' support is essential to a healthy school.
- Schools should make parents/carers aware of policies that apply to their child.
- Parents/carers need to be welcomed, consulted and involved in the school community.
- Schools should regularly review their formal and informal methods of communicating with parents/carers.
- Meetings with parents/carers provide vital opportunities to discuss pupils' progress and identify appropriate support.
- Schools need to develop strategies for communicating with hard-to-reach families.

Links

Toolkit units 3: Dealing with consistently poor behaviour; 1: Leadership and management; 8: Curriculum
www.teachernet.gov.uk

Resource sheet 2.1

Schools mirroring services provided by the local authorities in view of Every child matters

| Prompts | Issues |
|---|--------|
| What are the implications of the Children Bill's recommendations on the coordination of services between other agencies and schools? | |
| Implications for in-school provision if parallel arrangements for support of pupils' behaviour and attendance are offered by schools and LEAs | |
| Implications for the LEA's provision if parallel arrangements for support of pupils' behaviour and attendance are offered by schools and LEAs | |
| Suggestions for an integrated approach of support for pupils' behaviour and attendance between the school and the LEA | |

Resource sheet 2.2

Pupil-centred organisation through coordination of behaviour and attendance and SEN

| SEN only | Coordinated SEN and behaviour and attendance leader | Behaviour and attendance leader only |
|----------|---|--------------------------------------|
| | <div data-bbox="359 629 1042 701" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Subject staff</div> <div data-bbox="359 719 1042 790" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Learning mentors</div> <div data-bbox="359 808 1042 880" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Pastoral staff</div> <div data-bbox="359 898 1042 969" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Form tutors</div> <div data-bbox="359 987 1042 1059" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">LSU/SEN</div> <div data-bbox="359 1077 1042 1149" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Parents/carers</div> <div data-bbox="359 1167 1042 1238" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Behaviour support/learning support</div> <div data-bbox="359 1256 1042 1328" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Teaching assistants</div> <div data-bbox="359 1346 1042 1417" style="border: 1px solid black; padding: 5px;">Outside agencies</div> | |

Implications for monitoring and evaluation for services that are not integrated:

Resource sheet 2.3

Communication – a parent’s experience

‘I went to the parents’ evening last night. I’ve never been so embarrassed in my life. Nearly every teacher I went to had something to say about Gary’s behaviour in lessons. The English teacher was unhappy with Gary’s progress. Gary hasn’t given him any homework this term. The science teacher told me Gary was rude to him and messed about in most of his lessons. To make it worse, his form teacher told me his attendance is poor, which I was unaware of. I sent him to school each day – it says 89% on his report, that’s good attendance isn’t it? Where has he been going the rest of the time? And another thing, he has had detentions and a yellow slip warning him about his bad behaviour. I just don’t understand. The head of year came over to talk to me and was very concerned! Thinking about it, I’m angry – I was completely unaware. If I had known I might have been able to help Gary before it got this bad. What am I going to do?’

How do you think this parent is feeling following this interaction with the school?

From this parent’s perspective, how collaborative is the verbal communication in this scenario?

What might the school have done to avoid this situation and support the needs of Gary and his parent?

The skills needed by staff to communicate behaviour and attendance issues in a collaborative approach:

- 1.
- 2.
- 3.
- 4.
- 5.

Training that the school might be able to provide in-house to gain the skills:

- 1.
- 2.
- 3.

The training needed by staff to communicate behaviour and attendance issues in a collaborative approach:

- 1.
- 2.
- 3.
- 4.
- 5.

Training that the LEA might be able to provide to gain the skills:

- 1.
- 2.
- 3.

Section 3: Ensuring that pupils receive the appropriate support

In order to ensure that pupils receive appropriate support, staff need to have an understanding of why pupils' behaviour and attendance is causing concern. This will include understanding the underlying causes or triggers of poor behaviour and attendance. These may include:

- lack of confidence and low self-worth;
- poor social skills;
- emotional difficulties;
- poor communication skills;
- poor family relationships;
- physiological issues, such as being malnourished;
- psychological issues, such as attention deficit disorder;
- pressure from parents/carers;
- poor home environment;
- inability to access the curriculum for a variety of reasons;
- issues relating to teaching and learning.

Where pupils have poor social, emotional and behavioural skills, they will need support in:

- being effective and successful at learning;
- making and sustaining friendships;
- dealing with and resolving conflict effectively and fairly;
- solving problems with others or by themselves;
- managing strong feelings such as frustration, anger and anxiety;
- recovering from setbacks and persisting in the face of difficulties;
- working cooperatively;
- competing fairly and winning and losing with dignity and respect for competitors;
- recognising and standing up for their rights and the rights of others;
- understanding and valuing the differences between people;
- respecting the right of others to have beliefs and values different from theirs.

All staff should support pupils to find solutions to their difficulties, improve their behaviour and enhance their learning experiences through:

- curricular approaches;
- addressing welfare needs;
- supporting the development of social, emotional and behavioural skills.

Activity 3.1: Analysing the support needs of pupils as they progress through school

Supporting pupils through transition

Audience

All staff

Purpose

To analyse the support needs of pupils at different stages in their school career; to develop a checklist to help staff focus on some key issues to improve behaviour and attendance

Description

Participants can use:

1. the scenarios on resource sheet 3.1 to begin to think about and analyse the support needs of pupils as they progress through their school career;
2. **resource sheet 3.1** as a prompt to consider the support needs of most pupils in their school;
3. **resource sheet 3.2** to generate ideas about how best to support pupils as they progress through school, and to draw up a checklist to focus on some key issues to improve behaviour and attendance.

As a next step, behaviour and attendance leaders and senior staff can work with other staff to continue to analyse the support needs of pupils during key transitions, focusing on supporting them at each stage.

Summary

- Pupils' support needs vary in degree, nature, frequency and predictability.
- It is important to identify and analyse pupils' needs.
- All staff should offer support consistently.
- All staff should share approaches to supporting pupils.

Links

Toolkit units 3: Dealing with consistently poor behaviour; 1: Leadership and management; 8: Curriculum

Activity 3.2: Early identification of needs

Developing staff skills

Staff awareness of the indicators of disaffection can help to ensure early intervention to prevent problems from worsening. Any fall in the standard of behaviour and attendance for a pupil may be indicative of some kind of difficulty developing.

The role of all staff includes being vigilant and watching for early signs of difficulty, such as:

- changes in patterns of attendance and punctuality;
- a decrease in a pupil's performance and progress, participation and morale;
- changes in a pupil's outward physical appearance or dress mode;
- changes in the manner of a pupil's interaction with peers or staff;
- changes in social groupings and interactions, causing anxiety or unhappiness for the pupil.

To be effective in looking for signs of emerging issues, staff will use the skills of observation, anticipation and risk assessment to:

- be aware of the personal risk factors of a pupil or group of pupils, for example, low self-esteem, communication difficulties, learning difficulties;
- recognise what is 'normal' or 'characteristic' behaviour for each pupil;
- recognise when behaviour is changing;
- identify early what might be causing the change in behaviour;
- recognise the impact of environmental risk factors;
- recognise and understand what could be a mental health issue.

Every child matters (2003) suggests a common core of training for all professionals working with children, including the legal issues relating to understanding child protection, understanding risk and protective factors, understanding parents/carers, parenting and family life, listening to and involving children and young people.

As part of its structures and systems, the school may wish to consider how confident staff feel in responding to pupils' particular needs and requests for support. Staff are not counsellors. However, it is important that staff are able to respond sensitively and appropriately to pupils' needs in the first instance, then refer pupils to other channels for more focused support and specialist advice. In addition, staff need training to look for the causal factors of behaviour and attendance and the skills to develop in pupils resilience factors, such as effective communication skills, problem solving and the ability to reflect.

Audience

All staff

Purpose

To explore the skills to support pupils appropriately; to consider a guidance sheet for the tutor's handbook

Description

Participants:

1. read **resource sheet 3.3**, a scenario that highlights a developing problem in a school;
2. discuss the scenario and respond to the questions.

Resource sheet 3.4 provides some ideas about responding to the pupils' experiences. It summarises the findings in the Ofsted report on good practice and in the pack *Bullying: Don't suffer in silence* (DfEE 0064/2000) – an anti-bullying pack for schools. See also the behaviour and attendance plan toolkit *Bullying* (DfES 0511-2004 CD).

In considering support skills among staff as part of the school's structures and systems, behaviour and attendance leaders and senior staff can use the questions below to promote further discussion and action planning.

- Are any staff trained counsellors who could offer training to others?
- Have you access to trained counsellors as part of your pupil support system?
- Have you considered appointing a trained counsellor?
- Are there staff who have shown particular skill in counselling pupils?
- Is there reading material on counselling readily available to staff?
- Are there schools in your LEA who have experience of using counsellors?
- Is counselling a recognised intervention strategy in your school?
- Is counselling seen as something to be offered by external agencies and a strategy of last resort?

A useful source to develop this discussion further is Bor, R, *et al.* (2002), *Counselling in schools*, London, Sage Publications.

Summary

To ensure effective identification of the support which pupils may need, it is important to:

- look for signs of emerging issues;
- identify needs early;
- prioritise action in relation to the continuum of need;
- know the legal requirements for child protection;
- provide training for staff.

Links

Toolkit units 4: Bullying; 1: Leadership and management; 10: Links with partners and other agencies

Bor, R, *et al.* (2002), *Counselling in schools*, London, Sage Publications

DfES Behaviour and attendance action plan toolkit *Bullying* (DfES 0511-2004 CD)

DfEE *Bullying: Don't suffer in silence* (DfEE 0064/2000)

Activity 3.3: Structuring support in individual cases

Managing referrals effectively

When a pupil needs support to address inappropriate behaviour and irregular attendance, schools could consider the following questions.

- Who is likely to respond initially?
- What does the response look like?
- What types of immediate support might be required?
- What types of long-term support might be necessary?
- When is referral (to what or whom) necessary? For example?

Referral meetings adopt a positive stance with a focus on finding ways forward for the pupil. Prior to the meeting, the school should ensure that the pupil's needs have been properly assessed and

their behaviour monitored, if necessary by a behaviour support teacher who may be able to advise on strategies to move the pupil forward. At the meeting all parties should agree on:

- a common approach;
- an action plan detailing delivery of support;
- who takes responsibility for the approaches;
- the methods of feedback to the school;
- the key contacts for each agency;
- monitoring and follow-up of the support;
- a strategy for communicating with and involving parents/carers;
- ways in which the school can provide ongoing support for the agencies to perform their role effectively;
- a protocol for information sharing.

Services that are potential sources of support for pupils in the area of behaviour and attendance range from in-school support, which might include multi-agency meetings, to LEA support services and other statutory and voluntary agencies.

LSUs provide short-term teaching and support with pupils in school, while encouraging behaviour for learning. LSUs:

- support whole-school approaches to behaviour, attendance, teaching and learning;
- are a source of expertise in strategies for promoting positive behaviour;
- can be effective in helping schools to promote regular attendance.

LEAs' support to schools include:

- having a deep understanding of each school's situation and needs;
- making available high-quality and responsive support for school staff training;
- identifying local agencies that can help schools;
- facilitating access to Education Welfare Services (EWS), educational psychologists, health workers, Social Services and Child and Adolescent Mental Health Services;
- organising training sessions for governors.

Audience

Senior staff and staff with a responsibility for behaviour and attendance

Purpose

To consider effective processes for planning a referral meeting; to explore how to organise meetings on individual pupils' needs; to consider meeting procedures that will efficiently develop a support plan

Description

The behaviour and attendance leader and other senior staff can use **resource sheet 3.5** to consider the planning of referral meetings, and how they might structure the meetings to develop an efficient support plan.

Summary

- Solution-focused referral meetings are key to structuring support in individual cases.
- Pastoral support plans are helpful for a pupil who needs additional support.
- The LEA has responsibility for managing and enforcing attendance.

Links

Toolkit units 1: Leadership and management; 3: Dealing with consistently poor behaviour; 10: Links with partners and other agencies

Resource sheet 3.1

Support through the school years

Kylie in Year 7

Kylie joined secondary school after six years in the same primary school, where she was a very popular girl with a small circle of close friends, all of whom had been with her from Year 1. Apart from two incidents when she and her friend were accused of bullying other girls, she was well behaved in primary school. By the second term in secondary school, she had fallen out with a series of new friends in her class. She missed the bus to school on several occasions and was late for the first lesson. Her homework was often only half completed. Kylie's mum was quite keen to work with the school during the year. She had a chat with Kylie a couple of times, which led to brief improvements in Kylie's behaviour and attendance.

Kylie in Year 8

Teachers noticed that Kylie was increasingly disruptive during lessons. When the form tutor drew her mum's attention to the issues, she responded with assurances that she would have a chat with Kylie and encourage her to improve on her behaviour. The teachers noticed some improvements, but by the third term Kylie had become good friends with Joanna, and they both absented themselves from school and were disruptive in some classes. They also started to bully pupils in Year 7. Kylie's mum was not responding to contacts initiated by the school as enthusiastically as she had done the previous year. Meanwhile, Kylie was falling behind in some of her subjects.

Kylie in Year 9

Kylie now has a group of friends among whom she wields some influence. She often tells them who to fight with and hurts other pupils' feelings 'for a laugh'. She has been referred to the head of year several times for poor behaviour in class. Her form tutor is very concerned about her level of truancy. Though she has a talent for music and art, she refuses to complete any coursework, is agitated by the prospect of tests and is confused about her subject options in Key Stage 4.

List Kylie's support needs in:

Year 7:

Year 8:

Year 9:

Discuss the support needs of staff to ensure that responses to Kylie are both effective and appropriate.

The key support needs of most pupils in our school

Year 7:

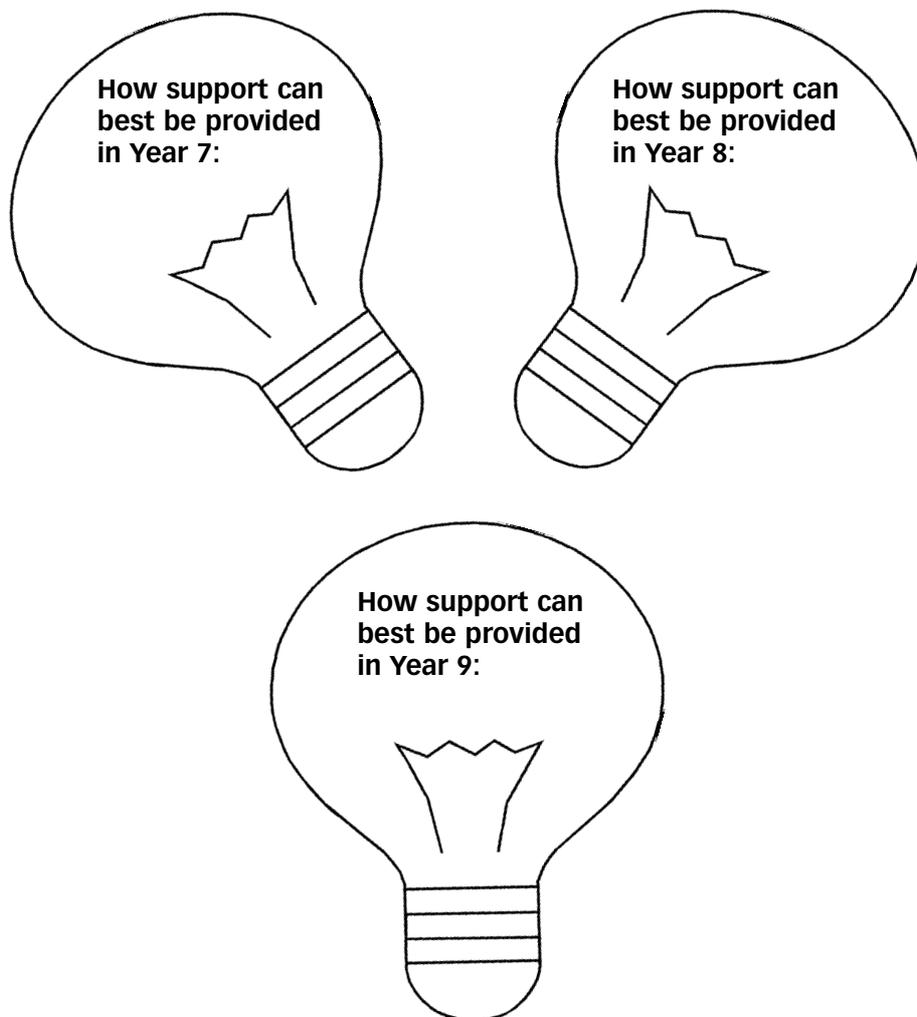
Year 8:

Year 9:

Discuss the support needs of staff to ensure that responses to Kylie are both effective and appropriate.

Resource sheet 3.2

Providing support – ideas and checklist



| |
|---|
| A checklist for tutors – Year 7: |
| A checklist for tutors – Year 8: |
| A checklist for tutors – Year 9: |

Resource sheet 3.3

Bullying scenario

In one large comprehensive school, bullying is a developing problem. A number of parents of Year 7 pupils have complained about their children being very frightened of older boys in the playground at lunchtime. One boy used graffiti to insult other pupils and even a member of staff. Some girls have complained of unsolicited text messages containing threats from older girls. A group of boys in Year 9 were reported to be extorting money from other pupils. The number of reported incidents of verbal abuse is on the increase.

| | | |
|---|-----------------------------------|--------------------------------------|
| The developing problems in the school: | | |
| The implications for behaviour and attendance if the problems are not addressed: | | |
| The approaches that might be used to address them: | | |
| <i>Approach</i> | <i>Advantages of the approach</i> | <i>Disadvantages of the approach</i> |
| | | |
| The most appropriate approach and why: | | |

Resource sheet 3.4

Summary of findings in Ofsted report on good practice and in the DfES pack **Bullying: Don't suffer in silence**

Ideas for schools to consider

Discussion, monitoring and review

- Do we hold discussions on bullying and its definition which involve staff, pupils, governors and parents/carers?
- Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns – people, places and groups?
- Do we ask ourselves what makes an anti-bullying school?
- Many analyses state that bullying can be a result of feeling powerless. What is our school doing to ensure that our pupils do not feel powerless in the school community?

Supporting everyone in the school community to identify and respond

- Do we work with all staff and outside agencies to identify different sorts of bullying, including homophobic and racist bullying, and bullying of pupils with disabilities or SEN?
- Have we considered all the opportunities where the different sorts of bullying can be tackled – through the curriculum, corridor display, the school council, peer support and recording and reporting processes?
- Do we create 'special safe places' targeted at vulnerable pupils? Do we train lunchtime staff, learning mentors and learning support unit (LSU) staff to identify bullying and follow policy and procedures on anti-bullying?
- Do we use the DfES anti-bullying public information film as a prompt for class and staff discussion?

Ensuring that pupils are aware that bullying concerns will be dealt with seriously

- Do we regularly canvass pupils' views on the extent and nature of bullying? Do we have a secure anxiety box for safe complaining?
- Do we ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying?
- Do we involve all pupils in anti-bullying campaigns in school?
- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling, buddying or mediation, for example?
- Do we include the phone numbers of helplines in the school's pupil planners? Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to pupils' attention?
- What role does our school council already play in our anti-bullying policy? How might that involvement be enhanced?
- Do we offer sufficient support to pupils who have been bullied?
- Do we work with pupils who are bullying in order to address the problems they have?

Resource sheet 3.5

Organising meetings on individual pupils' needs

| Process | Current practice | Improvements to practice |
|--|------------------|--------------------------|
| Clear analysis of the problem | | |
| Resources available in school | | |
| Resources available in other agencies | | |
| The approach and action plan for support | | |
| Monitoring and follow up | | |
| Review and 'exit' | | |

Section 4: Involving pupils in supporting each other

Many pupils have well-developed social, emotional and behavioural skills, and through discussion and working with groups of pupils, schools can develop peer support models of good practice and continually improve on peer support structures.

Pupils often share experiences more readily with each other than with adults, and peer culture and opinion is a major influence on behaviour and attendance in school. An effective peer support system benefits the school, peer supporters and the individual pupils being supported. The advantages of using peer support include the following:

- Pupils often respond more readily to peers than to adults.
- Peers are more readily available than adults.
- Peer support appears less intrusive to some pupils.
- A supportive network is created.
- Pupils' self-esteem can increase – ('Others like me and help me'; 'I feel a valued member of the group.').
- Positive peer relationships and social skills are developed.

Peer supporters can develop, for example:

- the skills of empathy;
- an awareness of the difference between advising and supporting;
- a sense of community;
- listening skills;
- a range of social skills.

These advantages help to create:

- a positive school ethos;
- a climate conducive to effective teaching and learning;
- improved behaviour and attendance.

Schools could develop peer support models of good practice for pupils so that they can improve on peer support structures in the school.

Activity 4.1: The features of a peer support system

Developing existing practice

Audience

All staff

Purpose

To identify the features of peer support activities that are currently successful in the school; to consider how to build on peer support activities in the school

Description

Participants:

1. can use **resource sheet 4.1** to identify the features of the peer support activities that are currently successful in the school. The diagram on the resource sheet may help as it provides features of some peer support programmes;
2. can then use the resource sheet to consider how the school might build on its successful peer support activities.

Summary

- Peer culture or opinion is a major influence on behaviour and attendance.
- Many pupils have well-developed social, emotional and behavioural skills.
- Social, emotional and behavioural skills can be shared to good effect.
- Peer support will enhance a healthy school culture.
- Schools should provide support and supervision for pupil support activities.

Link

Toolkit unit 4: Bullying

Activity 4.2: Organising peer-led activities

Setting up a programme

Effective organisation of pupil-led activities calls for a structure that clarifies the role of pupils and includes what they may or may not do. For example, pupils may not:

- apply sanctions to other pupils;
- communicate with parents/carers;
- engage other agencies;
- disempower the pupil being supported by creating dependency;
- replace the adults in school.

The risk of any of these happening can be avoided if:

- pupil support and pupil-led activities are supported and supervised by staff;
- all pupils involved in all programmes have adequate training;
- there is adequate monitoring and review of pupil support programmes;
- there is a mechanism for getting feedback from all parties.

To support peers effectively, pupils need the skills of:

- effective communication, including listening and questioning;
- empathy and the ability to build positive relationships;
- conflict resolution.

Schools can support pupils to develop these skills through PSHE and citizenship programmes. They may also develop schemes of focused training, and work on social, emotional and behavioural skills. In addition, schools can identify stakeholders already influential in the school, ranging from staff to parents/carers, governors and other agencies, and secure their support. A

system of recognition and reward for pupils will motivate those who are involved and encourage potential peer supporters. This could include, for example, awarding a certificate of achievement for pupils who have completed a training course.

Before setting up a pupil-led support programme, the school may wish to consider:

- identifying needs and addressing resource implications, for example, space, staff, materials;
- undertaking a risk assessment;
- making provision for initial and ongoing training for pupils involved;
- providing regular supervision support for pupils involved.
- having a strategy for informing and explaining to parents/carers;
- planning for publicity of the programme;
- positioning the programme within mainstream policy.

Audience

All staff

Purpose

To consider planning for the introduction of a peer support activity

Description

Participants can use **resource sheet 4.2** to consider the key issues involved in planning for the introduction of peer-led activity within the school. Behaviour and attendance leaders and senior staff can use the checklist when introducing peer support programmes in the school, or for reviewing existing programmes.

Summary

It is important for the school to:

- clarify the role of peer supporters;
- plan to avoid any risks;
- provide training and develop the skills of peer supporters;
- secure support from stakeholders and pupils;
- position the programme of peer-led activities within mainstream policy;
- have a firm plan before setting up such a programme.

Links

Toolkit units 8: Curriculum; 1: Leadership and management; 4: Bullying

Activity 4.3: Positioning peer support and pupil-led activity in school

Aligning with the school's ethos and culture

Peer support happens all the time in unstructured time during or outside the school day. Some pupils have well-developed social, emotional and behavioural skills and these can be shared to good effect. Such pupils can set standards and help their peers if peer support and pupil-led activities are part of the school's organisational structure. Not only will the pupils involved in such activity develop their skills further, but this will also contribute to and enhance a healthy school culture.

The selection of pupils for a peer support programme, the definition of roles, any attendant training, and the level of support and supervision will be determined by needs. In addition to more formal structures giving pupils' responsibility, such as school councils and the role of prefect, schools can develop several ways for pupils to support their peers (as shown on resource sheet 4.1).

An effective peer support structure helps to create a healthy school. Senior staff and staff with responsibility for behaviour and attendance can review the position and profile of peer support in the school. Schools may raise the profile of peer support through:

- recognition for peer supporters;
- positioning peer support within mainstream activities;
- gaining the support of stakeholders and leading pupils;
- effective training strategy for peer supporters;
- designating senior staff with responsibility for peer support.

Audience

Senior staff and staff with a responsibility for behaviour and attendance

Purpose

To review the overall behaviour and attendance support available for pupils; to explore the opportunities for pupil support and pupil-led activities in the school; to develop plans to ensure effective and improved pupil support and pupil-led activities in the school

Description

Participants:

1. can use structured discussion to review the overall behaviour and attendance support available to pupils in their school, using the following prompts:
 - What support is available to support pupils' behaviour and attendance in the school?
 - How effective is the support available?
 - What pupil-led support structures do you have in place?
 - How effective are the pupil-led initiatives in the school?

2. can use **resource sheet 4.3** to compile a list of some pupil-led support activities that might help the school to improve pupils' behaviour and promote regular attendance. For each initiative, participants:
 - write some comments about what would make it work for pupils;
 - record what the school could put in place to make it happen.

Summary

It is important that the school:

- positions peer support within the school ethos;
- integrates peer support into its developing social, emotional and behavioural skills programme;
- give pupils responsibility for peer support through formal structures.

Links

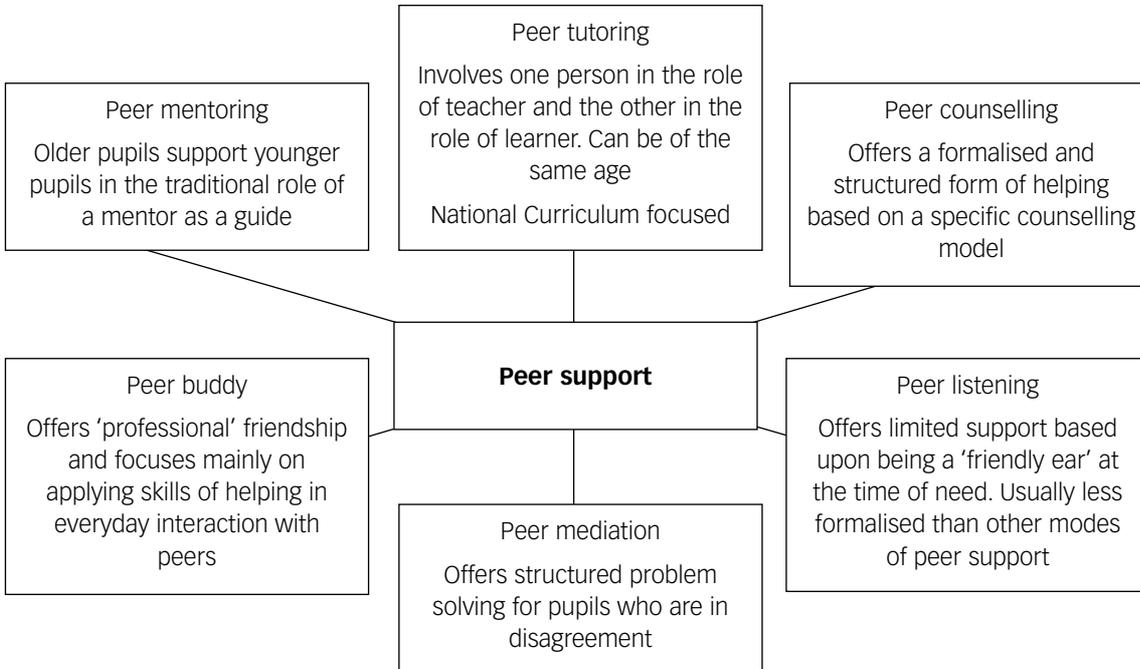
Toolkit units 1: Leadership and management; 4: Bullying

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

Resource sheet 4.1

Peer support

Features of peer support



| Successful peer support activity in our school | Features of the activity | Benefits to pupils |
|--|--------------------------|--------------------|
| | | |

| How we might improve on successful peer support programmes: | |
|---|--------------------------------|
| Programme | Ideas for improvement |
| Additional peer support programmes that we might develop: | |
| Programme | Reason for choice of programme |

Resource sheet 4.2

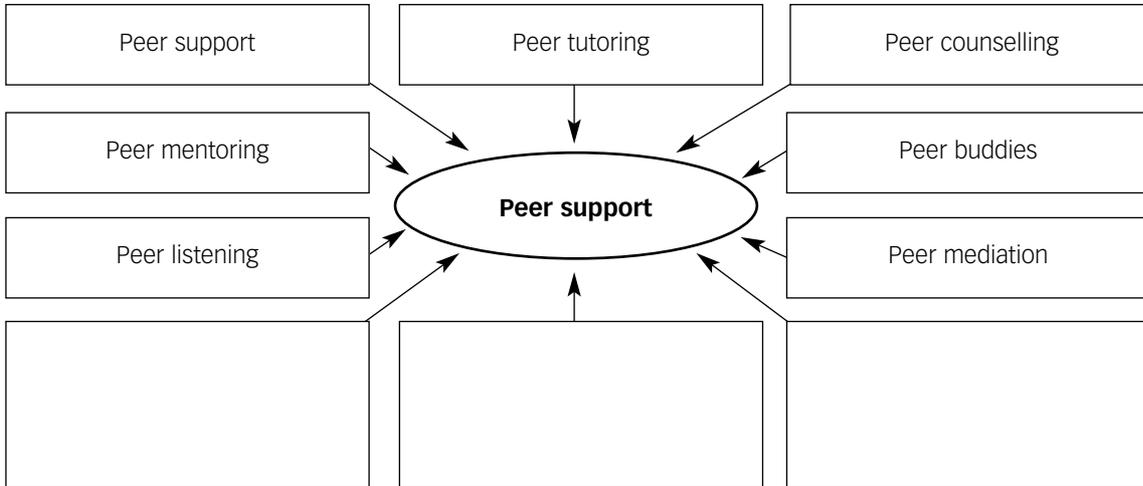
Organising peer-led activities

In Anytown Comprehensive School, bullying is a developing problem for the school to address. A number of parents of Year 7 pupils have complained about their children being too frightened of older boys in the playground at lunchtime. One boy used graffiti to insult other pupils and even a member of staff. Some girls have complained of unsolicited text messages containing threats from older girls. A group of boys in Year 9 were reported to be extorting money from other pupils. The number of reported incidents of verbal abuse is on the increase. Racist bullying is also on the increase.

| Planning safely for peer support activities | | |
|--|----|-------|
| Issue | Do | Don't |
| Publicity within school to engage all stakeholders | | |
| Communication with parents/carers | | |
| Training of peer supporters | | |
| Supervision and support from staff for peer supporters | | |
| Reporting, recording and monitoring racist incidents | | |

Resource sheet 4.3

Peer support



| |
|---|
| Pupil-led activity |
| |
| Priority pupil-led activities based on gaps in present provision (you may wish to use a scaling activity here to plan improvements): |
| 1. |
| 2. |
| Next steps for priority pupil-led activities: What? Who? When? |
| 1. |
| 2. |