The National Programme for Specialist Leaders of Behaviour and Attendance

innovative, effective, practical

Supporting inclusion through a wider educational provision

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Contents

Aims

Through the study of this topic you will:

- Develop an understanding of inclusive practice as it relates to behaviour and attendance for those in leadership roles

- Discuss the implications for specialist leaders of increasing the inclusion of those children experiencing behaviour and attendance difficulties

- Develop an understanding of how structures and systems in educational settings can support or hinder the inclusion of children experiencing behaviour and attendance difficulties

- Explore strategies for promoting positive attitudes towards the inclusion of children whose behaviour and attendance cause concern

- Explore partnership working within and between schools and other educational settings

The aims for this session are on slide 2

Aspects of leadership

The study of this topic will help you reflect on how you:

- Encourage staff to develop shared values, principles and beliefs in relation to the effective use of wider educational provision
- Promote successful change that is embedded in policy and practice
- Use effective communication which values the opinions of others and strives for mutual understanding in relation to the inclusion of those children and young people experiencing behaviour and attendance difficulties
- Develop effective teamwork to address the issues raised by the promotion of inclusion practice
- Develop a solution-oriented and resourceful approach to the promotion of inclusion practice

You will want to share this information with the group

Learning outcomes

The study of this topic will help you achieve the following learning outcomes:

At level 3

Unit 3.1

3.1.2   Describe the vision and values inherent in a person-centred approach to whole-school/setting management

3.1.3   Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance

3.1.6   Explain the importance of the implementation of policy and plans for behaviour and attendance

Unit 3.3

3.3.2   Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.3.5   Explain the importance of specialist team leaders of behaviour and attendance in contributing to the development and promotion of policies and practice which address reduction of violence within schools and other settings

You will want to share this information with the group

Learning outcomes

The study of this topic will help you achieve the following learning outcomes:

At level 4

Unit 4.1

4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole-school/setting management and improvement policy

4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive

4.1.4 Evaluate and explain the ethos and values of own environment, including the wider community, and consider what needs to be done in order to implement a more person-centred, inclusive approach to behaviour and attendance

Unit 4.3

4.3.1 Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community

4.3.5 Analyse the values and beliefs of the community in which they work

You will want to share this information with the group

Links to national behaviour and attendance strategies

The Behaviour and Attendance Strand of the National Strategy for School Improvement

The Primary National Strategy has produced a wide range of materials with a focus on promoting a positive ethos and learning environment. You will find the range of continuing professional development materials and the SEAL (social and emotional aspects of learning) relevant as you study this topic.

NPSLBA materials are linked in content to a range of Secondary National Strategy materials, including the audit and self-review tools for auditing behaviour and attendance in secondary and middle schools.

The facilitator of the session might like to draw attention to the links between well developed social and emotional skills and learning when working with the group on how ethos, values and beliefs impact on inclusion in these settings.

Every Child Matters, DCSF Five-Year Strategy

The Every Child Matters agenda sets out the five outcomes for every child. The promotion of inclusion within a positive and welcoming learning environment is at the heart of the five outcomes.

Positive and trusting relationships, good behaviour and attendance and feelings of well-being are necessary prerequisites to:

- Being healthy
- Staying safe
- Enjoying and achieving
- Economic well-being
- Making a positive contribution

Attendance

Poor attendance at school and in other settings arises for many reasons, some of which relate to the ethos, values and beliefs about inclusion that are promoted. Some children can find themselves within environments which do not meet their needs or in which they do not feel that they have nothing to contribute. Some children may not feel a sense of belonging.

Anti-bullying

The DCSF is working to help schools create a climate in which bullying is unacceptable and this has secured a broad consensus, with all the teaching associations and national Anti-bullying Alliance signing up to the anti-bullying charter. The charter is a voluntary commitment to creating an environment in which the ethos, values and beliefs will result in a wider community that is respectful, inclusive and responds effectively to bullying at both the preventive and reactive levels. This topic focuses on establishing effective working partnerships with other providers in tackling issues such as bullying.

Violence reduction in schools

Teachernet has advice for schools on violence reduction. This advice has two key aims:

> To help schools create a climate where violence will not flourish
>
> To help schools and individuals learn from any incidents to prevent recurrence.

The advice is available at: www.Teachernet.gov.uk/wholeschool/behaviour/violencereduction

The advice is grouped under five themes which have informed NPSL-BA study materials on violence reduction. The themes are:

- Safe school – knowing what is happening

- Involving pupils and families
- Curriculum
- School organisation
- Travel and safe surroundings

Under each theme there is advice about effective strategies including conflict resolution and restorative approaches.

In addition, on page 57, you will find references to relevant DCSF behaviour and attendance professional development materials.

Links to NPSLBA study materials

1a   Creating an ethos for social inclusion

2d   Children, young people and the law

2f   Leading professional development in behaviour and attendance

3a   Underlying causes of challenging behaviour and poor attendance

4a   Strategies for promoting positive behaviour and attendance

4b   Effective support for behaviour and attendance improvement

4c   Effective organisation for behaviour and attendance improvement

4e   The impact of peer support on behaviour and attendance

6a   The influence of communities on behaviour and attendance

8a   Staff support in BESD settings

8b   Multi-agency work in BESD settings

8c   Working with parents and carers in BESD settings

8d   Collaborative working between BESD and mainstream settings

8e   Developing social and emotional skills in residential BESD settings

8f   Understanding behaviour in the context of a BESD setting

8g   Responding to behaviour in the context of a BESD setting

You will also find it useful to review the DVD Rom

David Moore Presentations

- The circle of intimacy
- Ofsted findings on good practice
- Making a difference in secondary schools

You will want to share this information with the group

Session outline

Previous session	Review of intersessional activities	10 minutes
Overview	Supporting inclusion through wider educational provision	10 minutes
	Discussion of the reading and preparatory activity	
	Aims	
	Links	

Activities	1 hour 45 minutes

1. *Wider provision and the inclusion agenda*
2. *Inclusive practice: establishing a deeper understanding*
3. *Investigating the merits of wider provision*

Session review

Selecting intersessional activities	20 minutes

Forward look	5 minutes

Total time 2 hours 30 minutes

Overview

NB: For the sake of brevity 'child' and 'children' will be used to refer to both children and young people in this topic.

This topic provides the opportunity to consider the relevance of wider educational provision to the inclusion of those children experiencing behaviour and attendance difficulties.

'You may encounter a wide range of views about inclusion. Some people oppose inclusion because they feel it will have an adverse effect on children's and young people's attainment and school performance. Children and young people who seem difficult to include may be thought to 'interfere with the learning of others.''

Index for Inclusion: developing learning and participation in schools. Tony Booth, Mel Ainscow, Printed in Education Journal in March 2000. http://inclusion.uwe.ac.uk/csie/indexlaunch.htm

This topic provides a basis for you to discuss the opportunities and threats to inclusion offered by the forms of wider provision described here. As Booth and Ainscow suggest, these forms of wider provision may seem an appropriate solution for the children and young people who are 'difficult to include' but could they also unintentionally marginalise those children we seek to include? Activities 1, 2 and 3 offer the opportunity to consider the inclusion agenda as it applies to behaviour and attendance and in the context of wider provision. You will extend your thinking and skills further through intersessional activities.

You could use slide 3 to introduce the session

Preparing to lead the session

To do before the session	Check
Familiarise yourself with the content, session leader notes and delivery methods for this topic. You will want to adapt the materials to suit the needs of your group	
Prepare the necessary resources	
Arrange any visitors or speakers as necessary	
Ensure that the group has access to the pre-reading and additional preparatory activity prior to the session	
Ensure that the group has access to the intersessional activities prior to the session	
Ensure that the group has information regarding when and where the session will take place. *You may already have provided this in the forward look at the previous session*	
During the session	
The previous session leader will review intersessional activities from the earlier topic	
Focus the attention of the group on the key questions that will help them gain most benefit from the session	
These questions will also help focus reflection in the reflective log	
Introduce the activities and take feedback	
Review the learning	
Lead the group in a discussion about the intersessional activities and ensure they understand the options	
Encourage group members to reflect on each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are…'	
Ensure the group complete and return the session feedback form to your Regional Coordinator	
Follow up	
Collate and distribute any material that you have agreed to circulate	
Reflect on your role as session leader in your reflective log	
At the beginning of the next meeting you will have a 10-minute slot to review intersessional activities with the group and to share ways in which learning might be further developed	

Equipment	Check
Data projector and screen or interactive whiteboard	
Presentation slides	
Flip chart and marker pens	
Sticky notes	
Refreshments	

Resources	Check
Preparatory reading and reflection	
Preparatory activity	
Resource A *Views on inclusion*	
Activity 2	
Resource A *Inclusion statements*	
Resource B *Breaking down the barriers: the Index of Inclusion*	

Activities

Review of intersessional activities

Preparatory reading and reflection

Preparatory activity

Activities

1. *Wider provision and the inclusion agenda*

2. *Inclusive practice: establishing a deeper understanding*

3. *Investigating the merits of wider provision*

Session review

You might want to adapt these activities or use alternative materials to help you meet the particular needs of your group

Review of intersessional activities

Write each of the four headlines below on a large sheet of paper. Display these around the room.

Read out the questions in full and allow the group five minutes to jot down their responses to each question on sticky notes. Ask group members to place each note under the appropriate heading.

Allow the group a further five minutes to look at the responses of others in the group.

1. In carrying out your chosen intersessional activity, were there any important leadership issues that arose?

'Leadership Issues'

2. Were there any organisational or structural issues that particularly supported you in, or prevented you from, carrying out the activity successfully?

'Organisational Issues'

3. Were there aspects of your own skills and knowledge that helped, or prevented you from carrying out the activity successfully?

'Skills and Knowledge'

4. What were the most successful and enjoyable aspects of your experience with the intersessional activity?

'What went well?'

After 10 minutes move on to discuss the reading and preparatory activity for this topic

Preparatory reading and reflection

Suggestions

You should read carefully the preparatory reading. You could focus in depth on one aspect of wider provision that particularly interests you. You should bring along any notes you make to the study session.

Questions for reflection and discussion:

What are the main implications for your setting of providing access to one or more forms of wider provision?

Thinking of the children in your setting, what wider provision do you most frequently access and how successful has it been?

What additional wider provision would you like to access and why?

What additional provision, that you currently access, do you feel does not successfully meet the needs of your children or young people?

Preparatory activity

Exploring the issues

Purpose

To begin to explore some of the issues surrounding inclusion and wider provision

Resources

Resource A   *Views on inclusion*

Suggestions

Look at the comments on inclusion provided in Resource A *Views on inclusion* or think about a comment, definition or poem, relating to inclusion, which has impacted on you personally and/or professionally.

Reflect on what inclusion means to you in your role as specialist leader of behaviour and attendance, jot down your thoughts under the following headings:

Your personal beliefs about inclusion in general

The inclusion of children experiencing behaviour and attendance difficulties

The views and opinions on inclusion of colleagues in your own establishment

The relationship between inclusion and wider provision

Be prepared to share your views at the start of the session.

Activity 1

Wider provision and the inclusion agenda

35 minutes

Purpose

To raise awareness of the forms of extended or wider provision described in the preparatory reading and to consider the implications of such provision for children experiencing behaviour or attendance difficulties

Resources

Resource   The preparatory reading

Suggestions

In pairs, discuss the term 'wider' provision. What does it mean to you? Share your thoughts on how wider provision might support inclusion. Some group members may be involved in providing some form of wider or extended provision. Use their expertise to support this activity.

Reference to the examples of extended or wider educational provision described in the preparatory reading should act as a stimulus to get the discussion started.

As a whole group share your experiences of the forms of wider provision available within your own contexts.

Each type of provision has different characteristics, strengths and potential weaknesses. Each provision also has differences in terms of the provision's 'closeness' (geographical location), similarity to mainstream curriculum, length of the programme offered, etc. to regular mainstream educational experience.

In each example there is potential for the provision to promote a positive inclusive experience for the individual child. It may also happen that, despite best intentions, the provision leads to a feeling of 'exclusion' on the part of the child.

In twos or threes discuss the implications, the potential strengths and drawbacks of referring children to a form of wider provision. You may wish to focus your discussion on one or more of the following:

> *The individual child*
>
> *Your workplace*
>
> *The wider provision*

Note ideas on a flip chart or whiteboard, taking one or two ideas from each pair.

Each group member should reflect on the implications for the specialist leader of developing access to wider provision for children in their own setting.

Activity 2

Inclusive practice: establishing a deeper understanding

30 minutes

Purpose

To promote an understanding that the best inclusive practice is about the educational needs of children being met in a variety of ways. For example: within their local school, by developing partnerships between schools and through local education providers.

Resources

Resource A   *Inclusion statements (Index for Inclusion)*[1]

Resource B   *Breaking down the barriers: The Index for Inclusion*

You need one set of statements for each pair

Suggestions

If you are leading this activity you should be familiar with the statements below:

(Also on Resource A – *Inclusion statements (Index for Inclusion)*[1]

- *Inclusion in education involves the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.*

- *Inclusion involves restructuring the cultures, policies and practices in schools so they respond to the diversity of students in their locality.*

- *Inclusion is concerned with the learning and participation of all students vulnerable to exclusionary pressures, not only those with impairments or those who are categorised as 'having special educational needs'.*

- *Inclusion is concerned with improving schools for staff as well as for students.*

- *A concern with overcoming barriers to the access and participation of particular students may reveal gaps in the attempts of a school to respond to diversity more generally.*

- *All students have a right to an education in their locality.*

- *Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all.*

- *Inclusion is concerned with fostering mutually sustaining relationships between schools and communities.*

- *Inclusion in education is one aspect of inclusion in society.*

Cut up the statements on Resource A and give each pair an envelope containing a full set of statements. Each pair should rank-order the statements, starting with those agreed most strongly. There is no 'one' correct way.

Next, still in pairs discuss which statements resemble most closely attitudes or practice in your own setting. Note any issues raised for you as a specialist leader.

a. Discuss in detail one common issue. Use a solution-focused approach to explore solutions to any problems. Write the issue in the centre of a large piece of paper and add potential 'solutions', questions or further issues around the edge

    b. Each pair should share both issues and solutions with the whole group. If one statement was more strongly agreed with by the whole group, discuss possible reasons for this

Next, explore the idea of children who are experiencing behaviour and attendance difficulties or at risk of exclusion, having their educational needs met through partnership arrangements between schools and other local educational providers.

Elicit the experiences and views of the group and identify any leadership issues arising. For example, evaluating the effectiveness of this provision, the impact on inclusion etc.

[1]*Index for Inclusion: developing learning and participation in schools*. Tony Booth, Mel Ainscow, Printed in *Education Journal* in March 2000.

Activity 3

Investigating the merits of wider provision

40 minutes

Purpose

To provide the opportunity to discuss the ways in which different forms of wider provision might meet the needs of children experiencing behaviour and attendance difficulties

To provide an opportunity to consider the issue of inclusion from the perspective of the individual (child, parent, staff member)

Resources

Preparatory reading

Suggestions

Working in groups of four, allocate roles as follows: professional, parent, child and observer.

The 'professional' should take a few minutes to choose one of the wider provision options from the preparatory reading or from personal experience and to ensure they have a clear rationale for making this choice in order that they can convince others.

- Why I think this form of wider provision has merit
- How this provision promotes inclusion

The professional wishes to refer the child (who is experiencing behaviour and/or attendance difficulties) to the chosen form of provision. The child is also keen to have access to the provision but sees it as 'an escape from school' (and may have unrealistic expectations). The parent does not want her/his child to receive anything different to the current mainstream provision.

The job of the professional is to try to explain the positive but realistic aspects of the provision to the child and parents and to convince them of these benefits.

The observer's role is to record the issues and feelings that each brings to the debate and the skill and knowledge that the professional brings to bear.

Each of the observers presents their feedback to the whole group, summarising how the argument for wider provision was presented and received.

Specialist leaders should reflect on how this activity will influence their role.

Session review

You could use the questions below to help the group focus on the learning from this session.

What has been the key learning for individuals?

Ask group members to suggest one thing that has stimulated, interested or surprised them and that they will share with others.

What aspect(s) of their practice, as a leader, will change as a result of studying this topic and participating in this session?

Ask group members to focus on leadership knowledge, skills, and understanding.

Session leader only

What has been the key learning for you? Record your thoughts in the reflective log.

Now spend 20 minutes looking at the selection of intersessional activities.

Remind the group to complete feedback forms and send to your Local Lead.

Intersessional activities

Intersessional Activity 1

Exploring views on the inclusive nature of your setting

Purpose

To explore the views and perceptions of children, staff, parents and carers in relation to inclusion and exclusion

To try out aspects of the *Index for Inclusion*

To begin to consider the ways in which inclusion may be promoted through wider provision

Audience	All group members
Use of expert	You may find it useful to work with a colleague who has experience of using the *Index for Inclusion*
Short-term	Short-term activity carried out over a four-week period
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Read the *Index for inclusion: developing learning and participation in schools*, Bristol: CSIE. Ideally you should read the full document available via the CSIE website http://inclusion.uwe.ac.uk/ csie/index-overview.htm, but a summary is available at http://inclusion.uwe.ac.uk/csie/index-inclusion-summary.htm (Activity 2 Resource A).

Work with one or two interested colleagues to construct a questionnaire or interview schedule that could be used to elicit views on the inclusive/exclusiveness of your school or setting from the following groups:

   a. Staff

   b. Children

   c. Parents and carers

   d. Others, (such as governors, visiting professionals)

Agree protocols for the ways in which this survey will be conducted with each of the groups. Select a sample for each group and conduct the survey over the next four weeks.

You may wish to interview a sample group for more detailed views on the levels of inclusion and the values and beliefs which underpin these views.

Collate the responses of staff, children, parents and carers. Identify the areas for improvement suggested by each group, *particularly where they have possible implications for links to wider provision.*

Present your findings to senior management.

Consider with senior colleagues the extent to which the *Index for Inclusion* (or other preferred analytical tool) would be helpful in exploring the issues relating to inclusion that have been identified by staff, children, parents and carers in your school or setting.

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

Increased awareness and knowledge of the views and perceptions of staff, children, parents and carers

Awareness of the setting's strengths and weaknesses in relation to inclusion

Identification of issues related to the inclusion of children or young people experiencing behaviour or attendance difficulties

Identification of possible solutions to issues raised

Senior management incorporate solutions in action planning

You will have developed your skills in devising and using an interview schedule or questionnaire

You will have developed your skills in collecting and analysing data, and in using solution focused approaches to problem-solving

Reporting

Copy of questionnaire and/or interview schedule

Collated responses from staff, children and young people, parents and carers presented in visual form

Minutes of the discussion with the senior colleague

Agreed action points on the issues identified

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

Level 3

3.1.2   Describe the vision and values inherent in a person-centred approach to whole-school/setting management

3.1.3   Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance

Level 4

4.1.2   Explain how the vision and values inherent in a person-centred approach can impact on a whole school/setting management and improvement policy

4.1.4   Evaluate and explain the ethos and values of own environment, including the wider community, and consider what needs to be done in order to implement a more person-centred, inclusive approach to behaviour and attendance

Intersessional Activity 2

What do we do well?

Purpose

To explore ways of highlighting, acknowledging and celebrating good practice in relation to the inclusion of children experiencing behaviour and/or attendance difficulties

Audience	All group members
Use of expert	You need not involve an expert in this activity
Long-term	Medium- to long-term activity carried out over one or two terms depending on the amount and quality of information generated
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Apply the ideas in Activity 3 to your real setting (if involved in the process of wider provision).

Meet with a child and his or her parents or carers.

Following this, reflect on the strengths of the wider provision opportunities offered to the children or young people in your setting. Identify the successes this brings for individual pupils and the impact it has on inclusion in the wider context of your whole-school/setting environment.

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have developed your analytical and interviewing skills

You will have increased awareness of successful inclusive practice in your setting and some ideas about how this might be celebrated

Reporting

Booklet, drama, video, slide show of inclusive practice presented to for example, children, staff, parents and carers, governors, local authority representatives

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

Level 3

3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school/setting management

3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance

3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

Level 4

4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole school/setting management and improvement policy

4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive

4.1.4 Evaluate and explain the ethos and values of own environment, including the wider community, and consider what needs to be done in order to implement a more person-centred, inclusive approach to behaviour and attendance

4.3.1 Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

Intersessional Activity 3

Wider educational provision and its role in meeting needs

Purpose

To explore how successfully the needs of children the wider educational provision in your own context meets the needs of children experiencing behaviour or attendance difficulties

Audience	Those cluster group members who are able to research wider educational provision within their own setting
Use of expert	It will be useful to work alongside those responsible for access to, or provision of education other than in the traditional school setting
Long-term	Medium- to long-term activity
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Work with colleagues (for example, the inclusion coordinator/SENCO/learning mentor, educational welfare officer/educational psychologist) who have some knowledge of or responsibility for wider educational provision to identify some of the elements of best practice.

Form a working group made up of two or three people who are interested and motivated to research examples of inclusive practice from your educational setting and within the local community. Agree a means of sampling good practice in relation to children whose behaviour and attendance is a cause for concern. Agree a series of questions about the inclusion of these children, identify who will be interviewed and who will interview.

Agree other possible methods for collecting examples of inclusive practice (for example taking digital photographs, audio and video evidence). Identify and recruit a person (adult and/or pupil) to help you develop a final presentation of your findings. This could take the form of a booklet, slide presentation, video, display, drama, short film.

Present your examples of inclusive practice to the school and members of the wider community, for example, as part of an inclusion week, a celebration of success or a parent/carer meeting. You might consider the following:

- The range of wider educational provision that is accessible to your school or setting, for example:

    - college, activity-based learning, skills-based learning, work experience

  If you have links with the Behaviour Improvement Programme (BIP) you might look at BIP projects such as music, art or drama therapy, BEST (Behaviour, Educational Support Teams)

- Routes into and out of nurture groups, learning support units, pupil referral units, special provision, teenage pregnancy units, young offender institutions, etc

- Additional support (for example, behaviour and psychological support services, educational welfare officers, Connexions, youth and community services, out-of-hours learning, youth offending teams, CAMHS (Child and Adolescent Mental Health Services))
- How the different types of provision are accessed
- The mechanisms in place to support children or young people who are being reintegrated following a period accessing wider educational provision
- The data on numbers of children who do not return to full-time mainstream provision; look for trends and patterns

For the children in your setting who are experiencing behaviour and attendance difficulties, identify the wider educational provision that might best support them. Through this process, highlight best practice within your setting's own resources that ensures the majority of children or young people are successful and that wider educational provision is appropriately and effectively targeted at those children or young people most in need.

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have increased knowledge and awareness of wider educational provision linked to your own setting and evaluated the impact of this provision/support on the children or young people in your setting.

You will have developed your skills in analysing and evaluating information and presenting you findings, including recommendations for development or change

You will have routes into additional provision and/or support

Reporting

Map of wider educational provision and notes on impact on children or young people in your setting

Routes into provision or support noted

Copy of feedback, recommendations and senior colleagues comments

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

Level 3

3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance

3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.3.5 Explain the importance of specialist team leaders of behaviour and attendance in contributing to the development and promotion of policies and practice which address reduction of violence within schools and other settings

Level 4

4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive

4.1.4 Evaluate and explain the ethos and values of own environment, including the wider community, and consider what needs to be done in order to implement a more person-centred, inclusive approach to behaviour and attendance

4.3.1 Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

Intersessional Activity 4

How can wider educational provision contribute
to behaviour and attendance improvement?

Purpose

To increase knowledge of any wider educational provision accessed by children in your setting and to develop understanding of how this contributes to behaviour or attendance improvement.

Audience	All group members
Use of expert	The local authority admissions officer and officer responsible for wider educational provision might provide valuable advice and support
Short-term	Short- to medium-term
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Carry out some initial research

- Read *Human Rights and School Change – The Newham story* (available from CSIE, 1, Redland Close, Elm Lane, Bristol, BS6 6UE.)

- Find out about: *Children Act and Change for Children* (http://www.everychildmatters.gov.uk/) and its local implementation

- Collect information from a range of sources (for example, the local authority admissions department, educational psychology service, SEN department), on the sources of educational provision with your local area

Draw up a list of the types of wider educational provision you think is used by the children or young people within your setting.

Share your list with colleagues in your school or setting (for example, inclusion coordinator, SENCO, parent governor, gifted and talented coordinator, learning mentor) and invite them to add to or comment on your list. Comment on how well you think each area contributes to behaviour and attendance improvement. You might use a 1 – 10 rating scale, taking care to explain your rating.

Arrange to talk to the local authority officer responsible for wider educational provision (or other relevant professionals) to discuss your findings. Following this discussion, amend your list as appropriate.

Next, arrange to interview a sample group of children or young people, staff, parents and carers and governors to obtain their views on how wider educational provision contributes to behaviour and attendance improvement.

Work with two or three colleagues to explore the results of your research and identify any issues raised for your setting.

Plan together how you will present your findings to senior colleagues, including your views on how to raise awareness of the current situation and relevant issues and how individual access to wider educational provision results in behaviour and attendance improvement both for a) individual children and young people and b) your setting

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

Raised awareness of range of wider educational provision accessed by children and young people in your school or setting

Raised awareness of how access to wider educational provision results in behaviour and attendance improvement

Suggestions made to senior team are included in action plans

Reporting

Data on the wider educational provision that is accessed by children and young people in your school or setting

Record of meetings and discussions

Presentation of findings

Action included in school action plans

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

Level 3

3.3.5   Explain the importance of specialist team leaders of behaviour and attendance in contributing to the development and promotion of policies and practice which address reduction of violence within schools and other settings

Level 4

4.3.2   Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

4.3.3   Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community

4.3.5   Analyse the values and beliefs of the community in which they work

Intersessional Activity 5

Evaluating the impact of wider educational provision
on individual children

Purpose

To begin to evaluate the impact of wider educational provision on children and families in your community

Audience	Cluster members who have access to children or young people using wider educational provision
Use of expert	You do not need to involve an expert in this activity
Long-term	Medium- to long-term
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Work with a senior colleague (for example, inclusion coordinator, SENCO, pastoral leader) to identify at least one child who has experienced behaviour or attendance difficulties and who has accessed some form of wider educational provision.

Prepare a brief profile for each child noting the following:

- Needs of the child

- The type of provision required or accessed (including what it aimed to provide)

- The route into it and how smooth this was – identify any blocks and note how these were overcome

- The time allocation (full-time or part-time) and how long the individual accessed the provision

- The exit programme (reintegration) into standard provision

- To what extent the provision was successful in meeting its stated aims

Next, design one or more interview schedules to be used with the child, his or her family and the key link person between your setting and the provider. Design your interview schedule in such a way that you will gain the following information:

- The child's feelings about his or her current school or setting

- The child's feelings about the additional provision he or she accessed

- Progress made due to the intervention; this might be in terms of social and emotional skills, academic progress, attendance, health and well-being

- Views of all parties on the effectiveness of the exit programme and how the child settled back into his or her usual setting.

If an exit from the provision was/is not planned, note why this is and present your views on this situation.

Analyse your information and record your findings. Alert senior colleagues to any specific areas of interest for improving school practice. Agree with colleagues any areas for follow-up.

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have deeply analysed the process and impact of wider educational provision for an individual child or young person and his/her family

You will have developed skills in communicating and working collaboratively with colleagues.

You will have developed your skills in preparing and undertaking interviews with a range of people

Reporting

Profiles of each child

Record of interviews and interview schedules

Note of any issues raised and proposed actions

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

Level 3

3.3.5 Explain the importance of specialist team leaders of behaviour and attendance in contributing to the development and promotion of policies and practice which address reduction of violence within schools and other settings.

Level 4

4.3.5 Analyse the values and beliefs of the community in which they work

Intersessional Activity 6

Promoting parental engagement with wider educational provision

Purpose

To develop knowledge and understanding of how best to provide information to parents and carers about the wider educational provision that could be available for their child

Audience	Those group members interested in developing this information for parents and carers
Use of expert	You do not need to involve an expert in this activity but you might find it useful to work with one or more of your wider educational providers
Long-term	Medium- to long-term
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Instructions

Before you begin this activity you should meet with senior colleagues to agree protocols.

This intersessional activity is designed to support you to develop a leaflet for parents and carers in your setting that will inform them about wider educational provision. It is important not to attempt to produce a **directory**, as you will discover these already exist and it would be useful to contact your local Parent Partnership Service and Children's Information Service, as well as the sites listed in the reading, to support your knowledge of what is locally available.

Work with a volunteer group of parents and carers to discuss the sort of information they could find useful. Together, develop the ideas into a leaflet specifically for parents and carers of children or young people in your particular setting.

You could take this activity further by thinking with your focus group about the best ways in which to publicise your leaflet and to follow it up with direct parental contact. You might also want to consider how this information is included in the staff handbook and prospectus and how such information is best shared with the children or young people in your setting.

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have produced and circulated a leaflet for parent/carers, co-produced by parents/carers providing information on the wider provision that is available. Your leaflet will be specific for your setting.

You will have developed your skills in working collaboratively with parents and carers and one or more representatives of the wider educational provision available to children or young people in your setting.

Reporting

Records of meetings with parent/carers

The leaflet

Notes on how the information will be shared

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence.

Level 3

3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school/setting management

3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance

3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.3.5 Explain the importance of specialist team leaders of behaviour and attendance in contributing to the development and promotion of policies and practice which address reduction of violence within schools and other settings

Level 4

4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole-school/setting management and improvement policy

4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive

4.1.4 Evaluate and explain the ethos and values of own environment, including the wider community, and consider what needs to be done in order to implement a more person-centred, inclusive approach to behaviour and attendance

4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community

4.3.5 Analyse the values and beliefs of the community in which they work

Resource materials

Preparatory reading and reflection

It is necessary for all specialist leaders of behaviour and attendance to have a good knowledge and understanding of the nature and potential of wider educational provision in supporting and promoting inclusion. A specialist leader may need to signpost parents and carers to childcare services, or to encourage children to access extended services that are provided to support out-of-school learning, recreation and leisure. Additional or extended provision can have a significant impact on the achievement, behaviour and attendance of the child.

Education improvement partnerships on improving behaviour and persistent truancy

Improved quality, availability and appropriateness of provision in and out of school

From September 2007 all secondary schools are expected to be part of an education improvement partnership. Targeted pupils in collaborating schools will have access to alternative provision to meet their needs, either in school or at another venue. This provision should offer high-quality education which could lead to formal accreditation at KS4 and may encourage a young person to remain in post-16 education. This type of provision may require partnerships to commission a different and wider range of alternative provision and may include making changes to packages available within local PRUs. In other areas, partnerships may continue to use the alternative provision arrangements already in place. These may include PRUs and Learning Support Units based in schools within the partnership. It is for partnerships to decide whether needs can best be met by local authority provision, from private/voluntary sector providers or through a mix of both.

Partnerships will want to make sure that:

- All children and young people have access to good quality information, advice and guidance
- Mechanisms are in place to identify those at risk of 'dropping out' of education at the earliest opportunity and appropriate action taken
- Young people leaving school have been offered an appropriate education or training place, or a job, or are referred to the Connexions service where appropriate

Young people who fall into the 'at risk' category should be identified by the partnership and any intervention should contribute to the young person being involved in some form of work, education or training at 16 when they leave school.

Improving behaviour and attendance in schools should also impact on the likelihood of a range of negative outcomes including teenage pregnancy and substance abuse.

Partnerships will have effective processes in place for early identification and intervention with pupils at risk of exclusion/truanting

Some schools in the partnership may already have learning support units (LSUs) for pupils at risk of exclusion, providing separate short-term teaching and support programmes tailored to the needs of pupils with particularly challenging behaviour and attendance. LSUs continue the education of the pupil while the problems resulting from their behaviour or attendance are resolved before reintegrating them into mainstream classes as quickly as possible. Some pupils attend the LSU on a part-time basis to meet specific needs and some attend full-time. Most units take pupils from the school in which they are based, whilst a few provide for pupils from several schools. There would be considerable advantages to partnerships if they work either to establish an LSU in each school, or where schools are close together provide access to another school's LSU and integrate their work so that pupils with challenging behaviour are managed jointly across this network of provision. This co-ordination should include other provision such as PRUs and multi-agency teams (e.g. Behaviour Education Support Teams (BESTs) so that there is a coordinated approach to meeting the needs of identified pupils across the partnership. There are growing numbers of primary learning support units (PLSUs) across the country. In most cases PLSUs provide a service for a group of primary schools.

They offer an interesting example of successful collaborative working for new partnerships to consider, particularly where they are part of coordinated provision with secondary LSUs in a local authority. They demonstrate a further reason why primary schools should be full partners in any partnership. For more information please see the Department's guidance http://www.dfes.gov.uk/ibis/department_policy/lsus.cfm

Schools free to commission the necessary mix of in-school and out-of-school pupil educational support and provision from public, private and voluntary sector

Devolved funding enables partnerships to commission educational support and provision from public, private and voluntary sector providers that meets the range of pupil needs. In many areas the range of provision offered by pupil referral units will meet most pupil needs but it is likely that a mix of provision and support will be needed. See also guidance on commissioning alternative provision. (See the link to it from paragraph six under the heading 'Guidance for education improvement partnerships on improving behaviour and persistent truancy' of http://www.teachernet.gov.uk/behaviourcollaboration

Someone in the partnership will be responsible for ensuring that pupils who need additional support receive it as a coordinated package and for monitoring their progress regularly

It is important that someone within the partnership takes responsibility for individual pupils who need additional support and where they require a package of support from different agencies it is coordinated, and their progress monitored.

The design principle deliberately does not specify who this 'someone' might be as it should be for partnerships to decide. It could be a teacher, support staff, lead behaviour professional or youth worker within the partnership and it could vary according to pupils' needs but it is important that the pupil and his or her parents/carers know who this person is.

Early experience of the Peak 11 Partnership suggests that external agencies may well find it logistically easier to deal with groups of schools rather than individual schools.

The Chesil Education Partnership, Dorset, is building strong links with external agencies. The Partnership is made up of 28 schools. Its vision is to create a culture of cooperation amongst the school, in order to enhance educational achievement and provide the best provision for all learners in the area. The COMPASS Centre, which launches in autumn 2005, will provide a range of alternative provision for KS1 to KS4 and a revolving door for excludees, those at risk of exclusion and others out of school. In addition, it will also offer professional multi-agency support for the most vulnerable children, since the LA has devolved agreed portions of the Educational Psychology Service and the Behavioural Support Service. Other organisations such as the Youth Service, Social Services, Educational Welfare & Social Work and the Children and Adult Mental Health Service will also support learners at the COMPASS, providing a joined-up, multi- agency, schools support unit.

Youth Services offer a range of complementary activities and particular expertise in the education of young people in alternative settings. School partnerships should therefore be closely involved in integrated youth support services' plans to set up targeted youth support teams, as outlined in the Youth Green Paper '*Youth Matters*' (paragraphs 221-223) (http://www.dfes.gov.uk/publications/youth/). These will have the aim of:

- Early identification of those young people who need additional support or intervention, including using universally available activities to identify and engage young people with additional needs

- Making it easy for young people to access the system, and carrying out in-depth assessments of young people, where this has not already been carried out by practitioners within universal services

- Providing 'wrap-around' support, via a lead professional. The lead professional could be drawn from within the targeted support team or, for a young person who has a range of additional needs, could be someone with whom he or she already have an established relationship

- Delivering effective preventive work for groups of young people
- Providing an outreach, support and training role for practitioners within universal and more specialist agencies
- Ensuring wherever appropriate that parents are involved from the outset

The following summary describes six examples of 'wider provision', offering the opportunity for you to consider the strengths and drawbacks of each. After each summary you will find examples of issues a specialist leader may need to consider.

The six examples are:

1. **Study support/out-of-school hours learning (oshl)**

2. **Early years and childcare**

3. **Extended schools**

4. **Children's Fund**

5. **Youth Matters**

6. **Learning support units**

Study support (out-of-school hours learning (oshl)

All school staff understand that what goes on in classrooms during official school hours is just a part of the range of learning opportunities on offer. As a result of a variety of funding initiatives, there has been an intensified focus on out-of-hours learning in recent years. The Government's 'Extended Schools' programme is encouraging schools to provide wider services for children and young people, families and the community. The creativity encouraged through out-of-school-hours activities is an opportunity for hugely expanded informal learning as well as promoting enjoyment in learning.

The umbrella term, 'study support' (out-of-school hours learning) covers a wide range of learning activities, outside official school hours, in which children participate voluntarily. This includes, for example, activities such as homework and study clubs, sport and outdoor activities, the creative arts, community volunteering, mentoring, opportunities to pursue particular interests such as ICT, languages and 'learning about learning' (i.e. study and thinking skills).

Study support offers young people the chance to take responsibility for their own learning and personal development, mainly because they choose to take part in these activities and also have a degree of choice in what they learn. Consulting young people about their needs and involving them in their own learning and decision-making is crucial to the success of out-of-school hours learning. This in turn acts as a motivating force as they develop confidence and learn new skills while enjoying the more relaxed environment of study support.

The majority of parents and carers want to support schools to help their children do well. Involving parents in the planning and organisation of events can increase this commitment and a family-friendly schedule can also increase participation. Some parents work as volunteers in out-of-school activities. The positive and motivational effects of study support on a child can motivate parents and carers who may not have had good experiences of education themselves.

Key research has found that:

- In the early years, parental involvement has a significant impact on children's cognitive development, literacy and numeracy skills

- Parental involvement in a child's schooling between the ages of seven and 16 is a more powerful force than family background, size of family and level of parental education

- Parental involvement has a significant effect on pupil achievement throughout the years of schooling

- Educational failure is increased by the lack of parental interest in schooling

- In particular, a father's interest in a child's schooling is strongly linked to educational outcomes for the child

- Most parents believe that the responsibility for their child's education is shared between parents and the school

- Many parents want to be involved in their children's education. In a recent study 72% of parents said that they wanted more involvement

The impact of parental involvement on children's education
http://www.standards.dfes.gov.uk/studysupport/impact/parentalinvolvement/

One of the benefits of study support to the specialist leader is the opportunity to 'better get to know' children and families in their care, in informal surroundings and to experiment with new ways of teaching away from the formality of the classroom. Research also shows that children and young people who participate in study support activities do better than would have been expected from baseline measures in academic attainment.

Research evidence shows that study support impacts on three key areas: attainment, attendance and attitude to learning.

All young people who participate in study support can benefit from activities that build their confidence, increase their motivation and help them to acquire the good learning habits which lead to independent, lifelong learning. Some of these benefits are:

- A more positive transition from primary to secondary school

- Motivating disaffected young people to become mentors

- Bringing professional role models into the educational environment through adult mentoring schemes

- Encouraging parents and carers to become more involved in their child's education

- Providing community volunteers with the opportunity to gain accredited skills

- Encouraging children to re-engage with learning, seeing it as fun

- Giving teachers the opportunity to develop innovative teaching approaches and skills

Study support activity can take place in a variety of locations. Most study support is run by schools and it is up to individual schools to decide what activities they provide. Decisions are normally taken after consulting with staff, parents and children. A teacher is often appointed to run the study support programme for the school, assisted by other staff in running the activities. Some schools appoint pupil mentors from local colleges or peer tutors (older students from the same school) to assist.

Together with schools, study support could take place in – museums and galleries; parks or other recreational/residential centres; libraries; youth clubs/community centres and sports grounds.

Local authorities devolve the study support funding they receive from the Department for Children, Schools and Families to schools on a pupil number basis. They can also play a strategic role in delivering study support provision in their areas by providing training in effective study support for those teachers and other staff involved in delivering it; coordinating a support network for schools by linking schools at different stages of developing their study support programmes; or by dealing with practical issues such as staffing and transport. Many LAs have study support coordinators to take forward this strategic role. Some LAs also set up and run their own study support activities.

In many areas, local voluntary and community groups work effectively with schools and other partners to develop and deliver study support programmes which take account of local circumstances. They are often part of networks – whether religious, neighbourhood or ethnic – which cross LA boundaries.

Examples of specific projects

ContinYou is a community learning charity. Its work focuses on building learning communities and using learning to tackle inequality and build social inclusion. Work includes a range of programmes and services with a central purpose to offer opportunities to those young people who have gained the least from formal education and training. Work is funded by a range of sources including the Department for Children, Schools and Families and the Department of Health.

For over 12 years ContinYou has played a significant role in shaping the out-of-school hours learning (oshl) movement in education. ContinYou is committed to ensuring that out-of-hours activities are kept at the centre of the education and policy agenda in the UK. They support and promote out-of-hours activities through programmes such as breakfast clubs.

Study support includes the *Playing for Success* initiative, which has established study support centres at top football and other sports grounds. The centres use the environment and medium of football, rugby and other sports as motivational tools, and focus on raising literacy, numeracy and ICT standards amongst KS2 and KS3 children who are becoming demotivated.

Taking Part Project ('looked-after children'). The ways in which children and young people spend their time out of school, as well as in school, can shape and change their lives. The benefits of taking part in activities out of school are well documented (MacBeath et al, 2001) – in particular, how these opportunities can help to raise achievement through improving pupils' self-esteem and motivation. For young people in care, whose life experiences have often damaged their self-esteem and motivation, the potential benefits of study support/out-of-school-hours learning (oshl) activities can be even greater.

The benefits of study support/oshl also provide a powerful illustration of the links between the five key outcomes for all children and young people, including looked-after children, set out in *Every Child Matters* – be healthy; stay safe; enjoy and achieve through learning; make a positive contribution to society; and achieve economic well-being.

'Key outcomes can at best, and in some cases, only, be delivered through effective collaborative working.'

Every Child Matters, 2003

ContinYou's Breakfast Club Plus is a UK-wide network that supports breakfast clubs. Breakfast clubs can be an effective means of helping children from disadvantaged backgrounds to effectively access education. Research (New Policy Institute) suggests that breakfast clubs help children with:

- Attendance and punctuality
- Improved concentration in class and better discipline
- Better social interaction
- Better contact between teachers and parents

Clubs may be particularly beneficial in areas of high social need. There is some very useful information at: http://www.continyou.org.uk/content.php?CategoryID=394

Over the next few years, every local authority or children's services authority will be working with its partners, through Children's Trusts, to find out what works best for the children and young people in its area – and to act on this. Children's Trusts bring together all services for children and young people in an area, underpinned by the Children Act's duty to cooperate, so that the focus is on improving outcomes for all children and young people.

People will work in effective multi-disciplinary teams, with joint training, to tackle cultural and professional divides. It is expected that a 'lead professional model' will be adopted, where many disciplines are involved, and that services will be co-located in extended schools or Children's Centres. The Children's Act subsumes many existing planning requirements into a single Children and Young People's Plan (CYPP) that local authorities will be required to have in place by April 2006, except those categorised as 'excellent' by Comprehensive Performance

Assessment (CPA). The *Taking Part Pack* is available as a download from:
http://www.continyou.org.uk/uploads/documents/doc_289.pdf

Implications for leaders of behaviour and attendance:

A leader in behaviour and attendance may have to:

- Inform parents about facilities and opportunities available to support out-of-school learning

- Work with other agencies to support 'looked-after children' and other vulnerable groups

- Link with an out-of-school hours provision to ensure that appropriate support is available for children

- Use such facilities to support children in developing social and emotional skills

- May encourage or be involved in the setting up of out of school hours learning programmes

You may find the following websites helpful in providing further information:

www.standards.dfes.gov.uk/studysupport/about/

www.standards.dfes.gov.uk/studysupport/docs/essguide

www.standards.dfes.gov.uk/studysupport/implementing/

www.standards.dfes.gov.uk/studysupport/casestudies/

www.dfes.gov.uk/playingforsuccess/

www.continyou.org

www.food.gov.uk

Early years and childcare

In December 2004 the Government launched a new action plan called Choice for parents, the best start for children: making it happen to support local authorities and their partners to deliver the Ten-Year Strategy for Childcare.

The new Childcare Act is a pioneering piece of legislation. It is the first act ever to be exclusively concerned with early years and childcare. The act will help transform childcare and early years services in England for generations to come, taking forward some of the key commitments from the Ten-Year Childcare Strategy.

Measures in the act formalise the important strategic role local authorities play through a set of new duties. These duties will require authorities to:

- Improve the five Every Child Matters outcomes for all pre-school children and reduce inequalities in these outcomes

- Secure sufficient childcare for working parents

- Provide a better parental information service

The act also reforms and simplifies early years regulation and inspection arrangements, providing for a new integrated education and care quality framework for pre-school children and also for the new Ofsted Childcare Register. The aim is that the act's main provisions will come into effect in 2008.

Sure Start children's centres

Children's centres provide good quality integrated services to children under five and their families, in order to give every child the best possible start in life and have a broad and lasting impact on children, their parents and the wider community.

Many families already receive support in the crucial early years of children's lives through Sure Start children's centres, which provide early education integrated with health and family support services and childcare from 8am-6pm. The combination of services that centres provide for young children and families contributes to the Every Child Matters outcomes by:

- Improving health outcomes for children and families
- Reducing crime rates
- Reducing child poverty
- Enabling parents to study and work
- Helping lone parents to access work and training opportunities

Early Support is the central government mechanism for achieving better coordinated family-focused services for very young disabled children and their families.

Local authorities and children's centres need to be aware of the Early Support programme when planning services for this group.

The programme is funded by the DCSF and was developed in response to the Government guidance, 'Together from the Start' (DoH/DfES, 2003). Its remit was to take forward the principles within that guidance.

'Choice for parents: the best start for children' gives local authorities the leadership role in delivering Government vision for the future of early years and childcare services. The strategy recognises that local authorities are best placed to have the full picture of what services are needed to meet parents' requirements for the families in their area.

The four main roles for local authorities are:

1. Joining up access to services for families

Local authorities should develop a coherent pattern of services to support parental choice – securing the free entitlement for three- and four-year-olds and supporting more flexibility, developing children's centres and linking childcare into schools more effectively. Key to this will be improving the availability and accessibility of advice and information to parents so that they can act as informed consumers.

2. Addressing affordability and sustainability

Working with others, local authorities will need a good understanding of local supply and demand, and of particular local features, e.g. the types of childcare local parents prefer to use, areas of unmet need, how to invest funds strategically to support affordability and sustainability, how to ensure services meet the needs of the local population composition including black and minority ethnic communities. Particular priority should be given to families who have traditionally had low take-up of services, such as those from some minority ethnic communities.

3. Raising quality

The quality of childcare is directly related to better social, educational and behavioural outcomes for children. Well-trained staff, low staff turnover and strong leadership are essential to securing quality provision. Local authorities will need to work with childcare employers and Learning and Skills Councils to secure the provision of appropriate training and support for the rapidly expanding workforce.

4. Brokering and partnership working

Our aspirations for parents to be able to access childcare through children's centres and schools mean that local authorities will need to strengthen relationships with the maintained sector whilst keeping existing strong links to ensure diversity of provision is maintained to ensure good choices for parents, often brokering partnerships between schools and the private and voluntary sectors. Local authorities will also need to ensure skilled business support and advice is available.

'Choice for parents: the best start for children' sets out the Government's commitment to introduce a new duty on local authorities to secure sufficient provision of childcare to meet local need. The legislation will give early years and childcare services a legal underpinning so that they become core local authority functions – permanent and mainstream.

Good quality care, education and play for all children in their early years raise educational standards and opportunities, and enhance children's social development.

To ensure that quality services are provided for children, a suitably qualified workforce is essential. The government's response to the Children's Workforce Strategy consultation, published in February 2006, set out plans to establish a more professional early years workforce.

The Children's Workforce Strategy aims to create a more professional early years workforce in the private, voluntary and independent sector, without compromising the affordability of childcare.

http://www.everychildmatters.gov.uk/deliveringservices/workforcereform/earlyyearsworkforce/

Specific examples of early years related provision

Care to Learn aims to help teenage parents into education, training and employment through providing high quality childcare and parenting support and to help combat social exclusion for vulnerable teenagers and their children. It is not strictly part of Sure Start and has a separate budget. http://www.dfes.gov.uk/caretolearn/

School-based childcare schemes. Schools have an important role to play in the development of childcare schemes such as breakfast and after-school clubs. However, where governors make such provision for under-fives, any early education offered must be incidental. Information about this is contained in the booklet, *Childcare in Extended Schools* (available from DfES publications). Schools are encouraged to develop as a community resource. The Education Act 2002 gives governors the power to provide, or contract with others to provide, family and community facilities such as childcare.

'The challenge for us all is our ability to contribute to the delivery – in real and measurable terms – to both economic prosperity and building a fair and inclusive society.'

Charles Clarke (DfES Strategy to 2006)

Accessible and affordable childcare and early years services are vital for all children and families, and key to developing an equitable society. The Sure Start, Extended Schools and Childcare Group values diversity and is determined to ensure that all individuals are treated fairly, with dignity and respect. It recognises the importance of preparing children to live in a diverse, multi-ethnic society. It is committed to helping ensure that all Sure Start early years and childcare services:

- Are open to all

- Adhere to and implement equality and inclusion policies, procedures and practices

- Provide appropriate, relevant and accessible activities

- Provide a safe, supportive and welcoming environment

The Sure Start, Extended Schools and Childcare Group encourages and supports local authorities, primary care trusts, Jobcentre Plus, local communities and voluntary and private sector organisations to develop a strong and culturally diverse workforce equipped to meet the universal and specific needs of parents and children within early years settings and communities.

Implications for leaders of behaviour and attendance

A leader in behaviour and attendance may have to:

- Know how parents can access services related to childcare and support them through this process as necessary

- Be aware of support available to teenage parents to support their education
- Develop links with providers to support a smooth transition between settings to ensure continuity, including organising the transfer for records and arranging induction
- Have knowledge of integrated services which will have implications for behaviour and attendance

You may find the following websites useful in providing further information

www.childcarelink.gov.uk/index.asp

www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/

www.dfes.gov.uk/caretolearn/indexflash.shtml

www.surestart.gov.uk/

www.everychildmatters.gov.uk/

Extended schools

Extended schools provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. Extended schools can include childcare, adult education, parenting support programmes, community-based health and social care services, multi-agency behaviour support teams and after-school activities. By consulting with parents and involving them in the planning of services, schools will be able to develop the package of services which best meets the needs of their community. The broad intention of this form of wider provision is to promote the five Every Child Matters outcomes

- To be healthy
- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic well-being

The Government recently published its 10-year strategy for childcare, 'Choice for parents, the best start for children'. This sets out a key role for schools in ensuring that children experience high quality childcare. This will benefit the child, help raise standards in schools and help parents both to return to work and to balance their work and family life.

The reasons for providing or extending childcare services in schools and through existing local providers are compelling. High-quality childcare combined with activities will help raise educational achievement where children have opportunities such as arts, sports, and volunteering activities. It will also help to improve children's life chances by enabling parents to return to work and hence lift many households out of poverty.

Schools will need to think about how their current leadership arrangements can be developed to ensure that additional pressures are not placed on the headteacher. However, the headteacher will obviously want to be one of a group of people, including governors and those accountable for delivering social care, healthcare and other services, who influence the way services develop to ensure they reflect well on the school and the community. The National Remodelling Team will be supporting schools and local authorities in developing models which achieve this.

Extended services and activities can be organised and delivered directly by school staff, and/or by schools working in partnership with existing local private or voluntary sector providers, via school clusters and/or by third parties. While many schools may choose to develop an even richer mix of services and activities, the core offer for mainstream and special schools is:

- High-quality childcare provided on the school site or through clusters or other local providers, with supervised transfer arrangements where appropriate, available 8am–6pm all year round

- A varied programme of activities to be on offer, such as homework clubs and study support, sport (at least two hours a week beyond the school day for those who want it), music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities

- Parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents

- Swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites

- Providing wider community access to ICT, sports and arts facilities, including adult learning

Schools offering extended activities and services have already seen major benefits.

Benefits for *children and young people and schools:*

- Higher levels of pupil achievement

- Increased pupil motivation and self-esteem

- Specialist support to meet children's and young people's wider needs

- Additional facilities and equipment

- Greater opportunities for staff for flexible working and career development

- Enhanced partnership working with the community and better school security

- Easier access to essential services for staff, helping staff recruitment and retention

Benefits for *families:*

- Improvements in child behaviour and social skills

- Greater parental involvement in children's learning

- More opportunities for local adult education and family learning

- Greater availability of specialist support for families

Benefits for *communities:*

- Better access to essential services

- Improved local availability of sports, arts and other facilities

- Local career development opportunities

- Better supervision of children outside school hours

- Closer relationships with the school

A specialist leader in behaviour and attendance may have to:

- Research extended schools and bring back good practice as a model for multi-agency cooperation

- Liase between school staff and those providing other on-site provision

- Help to form policy and practice in developing extending schools in their own local authority

- Contribute towards the development of protocols to enhance multi-agency working

You may find the following websites helpful in providing further information

www.teachernet.gov.uk/wholeschool/extendedschools/

www.teachernet.gov.uk/wholeschool/extendedschools/detailedguidance/overview/

www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/

www.everychildmatters.gov.uk/

Children's Fund

The Children's Fund was launched in November 2000 as part of the Government's commitment to tackle disadvantage among children and young people. The programme aims to identify, at an early stage, children and young people at risk of social exclusion, and make sure they receive the help and support they need to achieve their potential. The Children's Fund provides a responsive approach to developing services that address the difficulties faced by some children and their families. It encourages voluntary organisations and community and faith groups to work in partnership with local statutory agencies and children, young people and their families, to deliver high-quality preventative services to meet the needs of communities.

The Children's Fund operates in every local authority area in England. There are 149 Children's Fund partnerships at local level actively involved in delivery. The actual services are delivered in a variety of locations ranging from schools to community centres, sports centres and other local venues. Each of the Children's Fund partnerships is overseen by one of nine regional DCSF teams located within government offices.

The Children's Fund has three underlying principles:

Prevention – To address the gap in preventative services for children and young people at risk of social exclusion, by providing increased and better coordinated preventative services for 5-to13-year-olds and their families

Partnership – To take responsibility at local level for the delivery of the Children's Fund plan, involving partners from the statutory and voluntary sectors, community and faith groups, and ensuring that the views of children and young people are represented

Participation – The voices of children and young people are at the heart of the Children's Fund, with children and young people being involved in the design, operation and evaluation of the programme

The original outcomes envisaged by the Children's Fund were that children would grow up:

- Healthy

- Emotionally secure and confident

- Having succeeded at school

- Having stayed out of trouble

- Living in a safe place

- Having the opportunity to succeed in achieving their dreams

These outcomes sit well with the five outcomes of Every Child Matters and the work of the Children's Fund will make a significant contribution to the Every Child Matters agenda.

The specific objectives of the Children's Fund are as follows:

- To promote attendance in school by 5-13 year- olds

- To achieve improved educational performance among 5-13 year- olds

- To ensure fewer young people aged 10-13 commit crime and fewer children aged 5-13 are victims of crime

- To reduce child health inequalities

- To ensure children, young people and their families feel the services are accessible

- To develop services which are experienced as effective

- To involve families in building the community's capacity to sustain the programme and thereby create pathways out of poverty

In addition to local evaluations undertaken by Children's Fund partnerships, there is an ongoing national evaluation of the Children's Fund. The key messages emerging from the work of the Children's Fund are that it:

- Is transforming preventative services for children aged 5-13

- Stimulates and delivers partnership working

- Actively involves the voluntary sector

- Leads the way on children's and young people's participation

- Is at the heart of what Every Child Matters aims to achieve

Implications for specialist leaders of behaviour and attendance:

- Be aware of and know how to access services provided by Children's Fund in your area

- Make links between Children's Services' activities and other services.

- Support initiatives to improve attendance and/or implement complementary approaches

- Be clear about how multi-agency work can be most effective

- Know what services the voluntary sector offers to children and how to access them

- Work to ensure that the five Every Child Matters outcomes are addressed

You may find the following websites helpful in providing further information

www.teachernet.gov.uk/management/atoz/c/childrensfund/

www.everychildmatters.gov.uk/strategy/childrensfund/

5. Youth Matters

On 18 July 2005, the Government published the Youth Green Paper, *Youth Matters*. It addresses key issues relating to how we support and challenge our teenagers. Young people, parents and professionals are being consulted on the proposals.

Building on the ambition of *Every Child Matters*, which promotes the idea that all young people should achieve five key outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being), *Youth Matters* aims to radically re-shape services for young people. The following section gives 10 main points from this paper.

Context: Young People and Services Today (Chapter 1)

1. The teenage years are an exciting time, full of learning, new opportunities and new experiences. Young people are enthusiastic, creative and open to new ideas. Most enjoy their teenage years to the full.

2. Changes in the economy, society and technology mean that young people today have more opportunities than previous generations and most take full advantage of them. They work hard and succeed at school, going on either to study at college or university or to find a job. The majority have good relationships with their parents and a strong commitment to their friends and local communities. The Internet and mobile phones have revolutionised the way young people live and the way in which they communicate and get information. Technologies such as MP3 are transforming the way they access music.

3. Young people also often have great commitment, caring passionately about the issues of the day such as climate change and making poverty history. Many get involved as volunteers and help in the community where they live.

4. Typically, it is when we are teenagers that we are most alive to exploring new ideas. New experiences, travel, taking risks and having the opportunity to be responsible for their own decisions all widen young people's horizons.

5. The teenage years are also a time of transition and many young people face difficult challenges – relating, for example, to study, money, employment, health, self-esteem and relationships. Some young people, including disabled young people and those who are homeless, may face barriers in accessing education and leisure, and teenagers from some ethnic groups have to face prejudice.

6. Most young people deal successfully with these challenges and make the transition to adult life without experiencing serious or lasting difficulties. A minority of teenagers, however, can face more serious problems. They may have differences with their parents, which may lead ultimately to leaving or running away from home. They may have health problems which can affect their ability to learn and to achieve. They may become disengaged and disaffected at school, sometimes dropping out completely. Smoking, alcohol and drug habits are also often formed in the teenage years.

7. A minority of young people can get involved in behaviour that is a serious problem for the wider community, including anti-social behaviour and crime. The Government is clear that when this happens we need to respond firmly.

8. This paper is therefore not just about providing more opportunities and support to young people, it is also about challenge. We need to strike the right balance between rights and responsibilities, appreciating the enormous contribution that young people can make while expecting them in return to appreciate and respect the opportunities available to them.

9. Our approach recognises that parents are the strongest influence in young people's lives. However, publicly funded services also have a key role to play. Services for teenagers need to expand opportunities for all young people while helping to tackle the range and complexity of problems faced by the minority who are at risk. We need to provide the right mix of challenge and support to young people who are involved in anti-social behaviour and crime, and to their parents. We need to respond to young people as they are today, with their greater expectation of autonomy and control, not as young people were a decade ago.

10. This paper seeks views on how to reform services in England to meet these challenges. While it focuses on teenagers, some of the proposals it contains are also relevant to young people who are slightly older than 19 or younger than 13. The document starts from an understanding that, while existing services – Youth Services, Connexions, mainstream services, and a wide range of targeted support programmes – have made a crucial contribution, they do not amount to a coherent, modern system of support. There is much that is good about services for teenagers, but there is a lot that could be better. In particular:

The Government response, *Youth Matters: Next Steps* was published on 8 March 2006 and sets out the vision for empowering young people, giving them somewhere to go, something to do and someone to talk to.

Young people will have more choice and influence over services and facilities that are available to them. We also want to encourage young people to volunteer and contribute to their local community

A specialist leader in behaviour and attendance may have to:

- Be aware of and know how to access services for young people

- Make links between youth activities and other services and be able to signpost young people to appropriate services

- Be aware of a wide range of services and know where to go to gain further information such as the multi-agency toolkit: http://www.everychildmatters.gov.uk/multiagencyworking/

- Be clear about how multi-agency work is most effective

- Know what services the voluntary sector offers to young people and how to access them

- Work to ensure that the five *Every Child Matters* outcomes are addressed in their place of work.

You may find the following websites helpful in providing further information

http://www.dfes.gov.uk/publications/youth/

http://www.everychildmatters.gov.uk/multiagencyworking/

http://www.everychildmatters.gov.uk/leadprofessional/ Executive Summary

http://www.dfes.gov.uk/publications/youth/es.shtml

6. Learning support units (LSUs)

Learning support units (LSUs) are a key element in the Government's strategy to promote inclusion by improving behaviour and attendance. LSUs are school-based centres for pupils who are disaffected, at risk of exclusion or vulnerable because of family or social issues. They provide short-term learning and support programmes tailored to the needs of those who need help in improving their behaviour, attendance or attitude to learning. The aim is to keep pupils in school and learning while their problems are addressed and to help to reintegrate them back into mainstream classes as quickly as possible.

Good LSUs have a positive impact on attainment and attitudes toward learning. Ofsted says that pupils with emotional and social difficulties can often respond well to specific, well-targeted and well-managed support. When LSUs provide a curriculum and tuition which supports children to develop social and emotional skills and meet individual needs, they make an effective contribution to ensuring that pupils are successful

To assist schools or local authorities who are interested in finding out more about LSUs, the Department has drawn up Guidance on Establishing and Managing an LSU, and a Self-evaluation Framework and Audit Tool for LSU managers.

There are about 1,500 LSUs in England − mainly, but not wholly, in Excellence in Cities areas. Around 120 of these are primary LSUs.

The DCSF is committed to the ongoing development and enhancement of LSUs, and has funded nine Regional Support Officers (RSOs) who provide support and guidance for LSUs in their region. For further information or advice on LSUs, hard copies of the guidance and self-evaluation framework, go to:
http://www.teachernet.gov.uk/wholeschool/behaviour/learningsupportunits/

Implications for leaders of behaviour and attendance

A leader of behaviour and attendance may have to:

- Line manage or day to day running of the LSU

- Make sure it sits firmly within the heart of the school's inclusion policy

- Forge links with outside agencies

- Oversee the reintegration of children into mainstream classes

- Ensure that all staff are involved or informed of the work of the LSU

- Ensure that LSUs are not used for crisis management of problem behaviour

- Develop best practice, sharing this with colleagues in schools across a partnership

Summary

These examples of wider provision are not exhaustive but they represent a spectrum of what is available to children and young people and their families. A leader in behaviour and attendance will need to have a working knowledge of the options and the advantages or disadvantages of each form of provision. All have laudable aims, as can be seen from this summary but, in some cases, this may come at a cost. The ultimate of which would be that the child or young person feels excluded from his mainstream peers. This topic gives group members the opportunity to consider the implications of these various forms of wider provision.

Preparatory Activity – Resource A

Views on inclusion

'*One of the greatest challenges facing schools is the provision of appropriate learning opportunities for all children and young people. Within schools there are children and young people with a range of abilities from different cultures, religions and social backgrounds. Some of these children and young people experience barriers to learning as a result of their disability, heritage, gender, special educational need, ethnicity, social group, sexual orientation, race or culture. Research has proved that children from lower socio-economic backgrounds and/or specific ethnic and social groups are more likely to underachieve at school. This may lead to disaffection, low self-esteem, marginalisation by others and, in some cases, formal exclusion from school. Some schools are more successful than others in meeting the needs of children and young people from diverse backgrounds.*'

Transforming secondary education DfES 2001

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

Inclusive education means disabled and non-disabled children and young people learning together in ordinary pre-school provision, schools, colleges and universities, with appropriate networks of support.

Inclusion means enabling pupils to participate in the life and work of mainstream institutions to the best of their abilities, whatever their needs.

For it to be effective, LEAs and ordinary schools have to adapt their approach to:

- The curriculum

- Teaching support

- Funding mechanisms

- The built environment

The right to belong in mainstream

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From the *Index for Inclusion*

Inclusion in education involves:

- Valuing all students and staff equally

- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools

- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality

- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'

- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely

- Viewing the difference between students as resources to support learning, rather than as problems to be overcome

- Acknowledging the right of students to an education in their locality

- Improving schools for staff as well as for students

- Emphasising the role of schools in building community and developing values, as well as in increasing achievement

- Fostering mutually sustaining relationships between schools and communities

- Recognising that inclusion in education is one aspect of inclusion in society

Tony Booth, Mel Ainscow, published by Centre for Studies in Inclusive Education

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INCLUSION on the other hand, is about a child's right to belong to their local mainstream school, to be valued for who they are and be provided with all the support they need to thrive in the mainstream school. As mainstream schools are generally not organised in this way, it requires planned restructuring of the whole school. This should be seen as an extension of the school's equal opportunities practice and policy. It requires a commitment from the whole staff, governors, parents and children to include the full diversity of children in the neighbourhood. Inclusion is not a static state like integration. It is a continuing process of school ethos change. It is about building a school community that accepts and values difference.

http://www.diseed.org.uk/integration_inclusion.htm

Is it social exclusion or inclusion? Both terms are used, often both by one department or organisation. Some people feel very strongly about which should be used. Personally, I feel that inclusion stresses the positive whilst exclusion emphasised the negative but there are lots of people who would disagree. I've decided not to lose sleep over it, but just accept that both terms are used.

If we could shrink the entire earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look something like this. There would be:

- 57 Asians
- 21 Europeans
- 14 from the Western hemisphere, both north and south
- 8 Africans
- 52 would be female
- 48 would be male
- 70 would be non-white
- 30 would be white
- 70 would be non-Christian
- 30 would be Christian
- 89 would be heterosexual
- 11 would be homosexual
- 6 people would possess 59% of the entire world's wealth and all 6 would come from the United States
- 80 would live in substandard housing
- 70 would be unable to read
- 50 would suffer from malnutrition
- 1 would be near death, 1 would be near birth
- 1 (yes, only 1) would have a college education
- 1 would own a computer

If you're sitting there desperately trying to make that add up to 100, it won't. But it does help to illustrate the complex nature of exclusion.

The reasons for social exclusion are complex and difficult to define. Children can be or feel excluded for a wide range of reasons. Children who are excluded could be experiencing the following range of situations and conditions:

Children who:-

- Are victims of neglect
- Are victims of abuse
- Have been bullied
- Live in poverty
- Have special educational needs
- Are in the care of the local authority
- Are being educated out of school
- Are young asylum seekers or refugees
- Come from a minority ethnic group
- Are travellers
- Are young carers
- Are teenage parents
- Are living in families under stress
- Are poor school attendees
- Live in fragile accommodation
- Have medical conditions
- Live in secure accommodation
- Are children of prisoners

Children's books:

- *Stargirl* by *Jerry Spinelli* published by Orchard. This is about a child who is so unique that she just doesn't fit in. A magical book for all those who have ever felt 'different' and for those who have agonised over whether to make the first move with the new kid at school.
  http://www.randomhouse.com/features/jerryspinelli/stargirl_rg.html

- Malachy Doyle's vivid *Georgie,* published by Bloomsbury, is a disturbing yet realistic account of a destructive child in care trying to come to terms with his abusive past.

- Beverley Naidoo's *The Other Side of Truth,* published by Puffin, is a powerful story about unaccompanied asylum seekers.

The Boy

I am the boy in the playground,
The boy who stands by the wall,
The boy that nobody likes much,
And some don't like at all.
I am the boy with a problem,
The boy at the back of the class,
The boy who finds it hard to read,
And tests too hard to pass.
I am the boy no one plays with,
The boy that walks home alone,
The boy that some wish didn't exist,
And who wishes his heart was stone.
I am the boy with no future,
The boy with a difficult past,

The boy who ought to be first in the queue,
And somehow is always… The last.
Thank you.

<div align="right">*The Boy*, by *Tony Bradman* in John Foster's collection '*Excuses*'</div>

'The needs of the many outweigh the needs of the one'

<div align="right">*Mr Spock – Star Trek The Movie*</div>

Activity 2 – Resource A

Inclusion statements

Definitions of inclusion in education from the *Index for Inclusion*

Inclusion in education involves:

- Valuing all students and staff equally.

- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.

- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.

- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as `having special educational needs'.

- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.

- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.

- Acknowledging the right of students to an education in their locality.

- Improving schools for staff as well as for students.

- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.

- Fostering mutually sustaining relationships between schools and communities.

- Recognising that inclusion in education is one aspect of inclusion in society.

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Activity 2 – Resource B

Breaking down the barriers: the Index for Inclusion

The Index is a set of materials to support schools in a process of inclusive school development, drawing on the views of staff, governors, school students, parents/carers and other community members. It is concerned with improving educational attainments through inclusive practice and thus provides an attempt to redress a balance in those schools which have concentrated on raising student attainment at the expense of the development of a supportive school community for staff and students.

The process of working with the Index is itself designed to contribute to the inclusive development of schools. It encourages staff to share and build on their existing knowledge about what impedes learning and participation. It assists them in a detailed examination of the possibilities for increasing learning and participation in all aspects of their school for all their students. It is not seen as an additional initiative for schools but as a systematic way of engaging in school development planning, setting priorities for change, implementing developments and reviewing progress.

It has been produced over a three-year period, by a team of teachers, parents, governors, researchers and a representative of disability groups, with wide experience of attempts to develop more inclusive ways of working. An initial version was piloted in six primary and secondary schools in 1997-8, funded by the Centre for Studies on Inclusive Education. These schools found that the approach helped to raise awareness of inclusion and enabled them to focus on issues for development that might otherwise have been overlooked. Drawing on this experience, a second version of the Index was produced. It was evaluated in a detailed programme of action research, funded by the Teacher Training Agency, in 17 schools in four Local Education Authorities during the school year 1998-99. The work in these schools was used to generate the ideas and materials provided in the final version. This has been financially supported by the DfEE, including the free distribution to all primary, secondary and special schools and LEAs in England.

The view of inclusion

The view of inclusion in the Index is a broad one. It is concerned with minimising all barriers to learning and participation, whoever experiences them and wherever they are located within the cultures, policies and practices of a school. There is an emphasis on mobilising under-used resources within staff, students, governors, parents and other members of the school's communities. The diversity of students is stressed as a rich resource for supporting teaching and learning.

The Index process

The Index process involves five phases which after the initial phase necessary for the first year of its use, replicate the phases of the school development planning year. In the first phase the members of an 'Index co-ordinating group' inform themselves and the rest of the staff about the Index concepts and materials and take responsibility for gathering together knowledge about the school from all members of the school's communities. In phase 2, the materials are used as a basis for building on existing knowledge about the school in a detailed examination of the school, and priorities for development are negotiated. In phase 3 the school development plan is revised in the light of the new priorities. In phase 4 the co-ordinating group support the implementation of agreed changes and the staff development activities necessary to support them and the whole process is reviewed in phase 5 with the aim of improving it in subsequent years.

The Index materials

The materials guide the exploration of the school along three interconnected dimensions: 'creating inclusive cultures', 'producing inclusive policies' and 'evolving inclusive practices'. They cover all aspects of school life, from collaboration and values, to induction and learning support policies, to classroom practices and resource planning. The dimensions have been chosen to direct thinking about school change and represent relatively distinct areas of school activity. In the past, too little attention has been given to the potential of school cultures to support or undermine developments in teaching and learning. It is through inclusive school cultures chat those changes in policies and practices, achieved by a school community, can be sustained and passed on to new staff and students.

However, sustainable development depends on change occurring in all the dimensions.

The materials contain a branching tree structure allowing progressively more detailed examination of all aspects of the school. Each section contains up to twelve indicators and the meaning of each indicator is clarified by a series of questions. The 45 indicators are statements of inclusive aspiration against which existing arrangements in a school can be compared in order to set priorities for development. The detailed questions ensure that the materials can challenge the thinking in any school, whatever its current state of development. The dimensions, sections, indicators and questions provide a progressively more detailed map to guide the exploration of the current position of a school and to plot future possibilities.

The Index in practice

People will wish to use the materials in a variety of ways, although the materials are written with the assumption that individual schools will initiate the Index process. In some areas, groups of schools will work in collaboration with each other and with LEA advisory staff. Our experience of working the schools in the pilot phase and the positive reactions we have received to our latest version not only from the DfEE but from the many teachers with which we have worked, gives us confidence that schools who wish to do so can use the Index to support their own efforts in making significant improvements to the lives of staff and students in schools.

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Links to national materials

Secondary Behaviour and Attendance -Resources and publications
www.standards.gov/publications/ks3/

DfES 0392-2003 Core day 1

These materials are designed for schools to use, supported by behaviour and attendance consultants. They cover sessions on:

- Reviewing a behaviour and attendance policy
- Implementing a behaviour and attendance policy
- The audit for secondary and middle schools
- Effective classroom teaching

A booklet containing policy advice for head teachers, behaviour and attendance leaders and consultants and LEA support services is also available.

DfES 0055-2004 Core day 2

These materials are designed for schools to use, supported by behaviour and attendance consultants. They cover sessions on

- Focusing on solutions
- Developing staff skills to support pupils
- Creating a positive whole-school climate
- Meeting specific staff training needs using development materials

These four sessions follow a particular sequence but can be taken out of context and used separately as training units. It is intended that all schools will deliver the first three sessions. Schools can differentiate to meet their needs by selecting the most appropriate tasks and exploring some of the key ideas in the session.

DfES 0020-2004 Core day 3

Monitoring whole-school practice to promote positive behaviour and attendance.

Monitoring is an essential element in the school improvement cycle. Regular monitoring helps to measure the ongoing effectiveness of the post-audit improvement plan. It also promotes development at both operational and strategic levels by identifying trends and patterns in behaviour and attendance. If the monitoring process is well designed, it will identify the causes underpinning trends. This helps schools to be accurate in addressing issues and responding to post audit trends. They can also redirect staff training, selecting the most appropriate training pedagogy to engage all staff in responding at an early stage to emerging trends.

DfES 0180-2005 Core day 4

These materials build on previous core training, in exploring ways to further develop staff skills and sustain school improvement. They expand the principles already exemplified in policy guidance and support development, following an analysis of school outcomes from the recently introduced behaviour and attendance audit.

The pack comprises:
- Guidance for senior leaders

- Self-study materials that build on the healthy schools framework, as outlined in the document

- Promoting emotional health and well-being through the national healthy school standard (NHSS, 2004) http://www.hda.nhs.uk/Documents/promoting_health_wellbeing.pdf available to download from the NHS Health Development Agency (HDA) website

The activities in the self-study materials included in this pack follow a process that will help schools develop their knowledge, understanding and application of an emotionally healthy school, building on existing good practice.

DfES 0449-2004 Electronic audit

An audit to help schools recognise their good practice and build on it, as well as focus on those areas which warrant further attention.

Behaviour and attendance toolkit units

These toolkit units provide consultants and schools with a comprehensive resource that supports post audit action plans.
The intention is to build on existing good practice and support development activity.

The final versions of all units in CD format are available to order separately.

DfES 1260-2005	Unit one	Leadership and management
DfES 1261-2005	Unit two	Everyday policies: rewards, sanctions and promotion of positive behaviour
DfES 1262-2005	Unit three	Dealing with consistently poor behaviour
DfES 0511-2004	Unit four	Bullying
DfES 1263-2005	Unit five	Pupil support systems
DfES 0153-2004	Unit six	Classroom behaviour
DfES 1264-2005	Unit seven	Out-of-class behaviour
DfES 1265-2005	Unit eight	Curriculum
DfES 0156-2004	Unit nine	Attendance
DfES 1266-2005	Unit ten	Links with partners and other agencies

Secondary SEAL

Secondary SEAL includes a Guidance booklet, CD and website. The CD and website include a comprehensive set of staff development materials, including further readings and suggestions for staff development, and learning resources for use with pupils in year 7. Secondary SEAL will be available to order or obtain on-line from Spring 2007.

KS3 Strand key messages

- Key messages for SENCOs
- Key messages for subject consultants
- Key messages for school governors

Curriculum continuity: effective transfer between primary and secondary schools

Primary Behaviour and Attendance - Resources and publications

Excellence and Enjoyment:
Improving behaviour and attendance… improving learning
www.standards.dfes.gov.uk/primary/publications/

DfES 0110-2005 Kit – **Social and emotional aspects of learning (SEAL)**

The SEAL resource provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school.

The resource is designed to facilitate a systematic and spiral approach to learning. It should be seen as a stimulus or starting point, rather than a finished product.

It is hoped that it will provide structured support to the creativity and initiative of schools who use the materials.

The materials include:

- A guidance booklet
- A 'getting started' poster
- A whole-school resource with photo-cards

Seven sets of thematic materials that each have:

- An assembly and overview
- A red set booklet – for the Foundation Stage
- A blue set booklet – for Years 1 and 2
- A yellow set booklet – for Years 3 and 4
- A green set booklet – for Years 5 and 6

In addition there are booklets that contain materials for all seven themes:

- Purple set booklets – activities for exploring the theme in the staff room
- Gold set booklets – family activities
- Silver set booklets – small-group activities (Years 1 and 2)

Staff development – These consist of ideas for whole-school sessions and are appropriate for staff meetings or in-service training days. The materials are organised under the headings used in the electronic audits. These are:

- Leadership and management

- Whole-school ethos and framework

- School organisational factors and the management and deployment of resources

- Continuing to improve the quality of teaching and learning through classroom-level factors

- Pupil support systems

- Staff development and support

The staff development materials mentioned above are as follows:

Working with colleagues on behaviour issues

The emotional aspects of professional development on behaviour management issues
Working with staff with varied attitudes, beliefs and experience
Planning your delivery – structuring a session and identifying potential 'hotspots'
Meeting your responsibilities and maintaining the focus

Focusing on solutions: a positive approach to managing behaviour

Building on success
Exception finding: when is success being experienced and how can we build on this?
Preferred futures
Rating scales: where are we now and how close are we to our desired solution?

Attendance and punctuality

The impact of poor attendance and punctuality on achievement
Registration
Using attendance data
Improving attendance and punctuality – sharing good practice
Attendance teamwork

Positive behaviour and the learning environment

Influencing the environment
Exploring how the environment can promote behaviour for learning
Evaluating the physical environment

Setting expectations and teaching positive behaviour

Rights and responsibilities
Setting expectations and teaching the behaviour that you want to see
Developing a classroom behaviour plan

Consequences

Exploring beliefs about rewards and sanctions
The use of consequences to promote positive behaviour and reduce unwanted behaviour
Whole-class positive consequences schemes
The use of negative consequences

Responding effectively when children show inappropriate behaviour

Principles for using consequences for inappropriate behaviour
Ensuring win-win outcomes
Using more intrusive consequences and involving school-based support

Understanding behaviour

How patterns of behaviour develop
A way of looking at behaviour in the classroom: the ABC model
The influence of group dynamics on children's behaviour

Relationships in the classroom

The importance of establishing positive relationships with all pupils
Building relationships where it is more difficult
The 'relationship bank' – building relationships with those hardest to reach
Building a classroom community

The importance of emotions in the classroom

Exploring why it is important to understand emotions in the classroom
Four key concepts and ideas about emotions
Implications for school and classroom planning

Classroom communication

Introduction: types of communication
Barriers to effective communication
Communication that can create or reinforce negative behaviour
Communication that promotes positive behaviour
Optional additional activities: transparent communication, 'I message'

Conflict and confrontation

What lies behind behaviour?
The processes involved in conflict and confrontation
Strategies for reducing conflict and confrontation in the classroom
Optional additional activities: the assertive teacher
Managing conflict and confrontation

Working with individuals

Stages in change
Involving children in making the decision to change their behaviour
Involving children in agreeing goals for change
Supporting change

Working with parents and carers

Understanding parent-teacher relationships
Barriers to effective partnership with parents and carers
Communication and problem solving

Reference number for all the above is DfES 1732-2005CDO-EN

School self-evaluation and staff development

This CD-Rom provides a range of tools for primary schools and local authority staff to use in their work to promote positive behaviour and regular attendance. Materials include: The initial review, In-depth audits, Behaviour in the classroom: a course for newly qualified teachers; and the staff development materials listed above.

DfES 0101-2004 Kit – Leading on behaviour: a handbook for leading teachers

The aim of these materials is to help leading teachers reflect on their practice and make explicit to colleagues those elements that promote positive behaviour.

Exploring the role of the leading behaviour teacher and identifying personal strengths in behaviour management

A structure for understanding how we promote positive behaviour and regular attendance

Supporting colleagues in professional change

Skills, strategies and techniques for promoting change

Other relevant materials:

Introductory training for school support staff

Behaviour management
Inclusion, SEN and disabilities

Self-study materials for supply teachers

Getting started
Classroom and behaviour management
Available from TeacherNet as downloads www.teachernet.gov.uk/publications/supplyteachers

Behaviour management module
– Induction training for teaching assistants in primary schools

Strategies and approaches for positive behaviour management
Effective practice in action

Behaviour management module
– Induction training for teaching assistants in secondary schools

Strategies and approaches for positive behaviour management
Behaviour management in action