

The National Programme for Specialist Leaders of Behaviour and Attendance

innovative, effective, practical

**Collaborative working
between BESD and
mainstream settings**

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Aims

Through study of this topic you will:

- Deepen understanding of how beliefs, values and the principles on which they rest, influence both our behaviour and responses to children with BESD and the environment we create
- Be familiar with a range of beliefs and values that underlie inclusive practice
- Develop an understanding of your own and each others' complementary skill-sets and consider ways in which these can be harnessed to meet the professional development needs of all staff
- Share and develop practice on how BESD and mainstream staff can work together to develop effective provision for children with BESD
- Explore the principles (including listening to children) and a range of strategies for joint (and multi-agency) planning across settings

The aims for this session are on slide 2

Aspects of leadership

- Supporting staff in developing the shared values, principles, beliefs and skills that promote an inclusive, person-centred ethos
- Supporting staff in managing the challenges of change
- Engaging staff in the establishment of effective teamwork and a dynamic learning environment
- Establishing and maintaining connections and partnerships with a range of other settings, agencies and organisations
- Establishing the current and future professional development and support needs of different groups of staff and developing and implementing an appropriate programme of professional development to meet these needs
- Producing and using relevant and up to date information to inform the development of systems, procedures and practice which result in successful change that is embedded in whole-school policy and practice
- Disseminating learning, research, key concepts and underlying principles
- Communicating clearly, valuing the opinions of others and striving for mutual understanding
- Modelling and promoting the values, beliefs and principles of inclusive 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

- 3.1.1 List key concepts relating to current approaches to behaviour and attendance
- 3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school or setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance
- 3.1.4 Describe the role of the specialist team leader of behaviour and attendance

Unit 3.2

- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance
- 3.2.4 Describe how the role of team leader can contribute to the content and support the implementation of strategic plans and policies relating to behaviour and attendance

Unit 3.3

- 3.3.1 Describe how personal values and beliefs can affect leadership of behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.3.3 Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children and young people

Unit 3.5

- 3.5.1 State how to access relevant and up to date information which supports systems and organisational procedures for behaviour and attendance in your school or setting
- 3.5.3 Describe how they would promote a whole-school or setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance
- 3.5.5 Describe how the specialist team leader of behaviour and attendance can contribute to the work of networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance.

Unit 3.6

- 3.6.5 Describe the influence that those involved with transfer and transition can have in

supporting children and young people to cope with and build on those periods in their lives

- 3.6.6 Describe the role that specialist team leaders of behaviour and attendance can play in working with others to enable them to make the process of transfer or transition for children and young people a positive experience

Unit 3.8

- 3.8.1 List the national policies which indicate documented good practice for behaviour and attendance
- 3.8.2 Describe the current policies and practices in their school or setting which relate to behaviour and attendance and identify how these relate to recognised good practice
- 3.8.3 Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice
- 3.8.4 Describe strategic approaches and interventions which might address the causes of poor behaviour and attendance
- 3.8.5 Describe the role of team leader in enhancing the understanding of their team in the use of approaches and interventions for promoting positive behaviour and full attendance

Unit 3.10

- 3.10.5 Describe how they would work with other team members to enhance their ability to use information to promote positive behaviour and full attendance

Learning outcomes

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

At level 4

Unit 4.1

- 4.1.1 Analyse key concepts relating to current approaches to behaviour and attendance
- 4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole-school or 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
- 4.1.5 Analyse the role of the Lead Behaviour Professional or Specialist Leader of behaviour and attendance in influencing senior managers and subject leaders in schools or settings to understand and implement policy of social inclusion and reinforcing positive behaviour, and how that can impact on whole-school or setting improvement

Unit 4.2

- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance
- 4.2.5 Devise and support induction and development programmes for staff (e.g. new staff, governors, parents and carers in relation to behaviour and attendance)
- 4.2.6 Analyse the role of a leader in influencing strategic planning and policy making

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

Unit 4.5

- 4.5.3 Develop a whole-school or setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion
- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation

and management of systems and practices that relate to behaviour and attendance

- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence
- 4.5.6 Explain how they could support others to develop, implement and maintain systems and practices that will improve behaviour and attendance

Unit 4.6

- 4.6.2 Analyse the factors that can contribute to a child or young person's concerns during transition periods in their lives
- 4.6.4 Explain the influence that others can have in supporting children and young people to cope with and build on transfer and transition periods in their lives
- 4.6.5 Evaluate the effectiveness of the management and organisation of transfer and transition processes and recommend improvements to increase their effectiveness in helping children and young people to adopt an effective attitude to behaviour and attendance

Unit 4.8

- 4.8.1 Analyse the links between recognised good practice and the policies which have been developed for behaviour and attendance in the setting
- 4.8.2 Evaluate the current policies and practices on behaviour and attendance at national and local level and describe their potential impact on behaviour and attendance
- 4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate
- 4.8.4 Recommend strategic approaches and interventions that may promote both positive behaviour and full attendance, by addressing the causes of poor behaviour and attendance
- 4.8.5 Develop and implement approaches and interventions for promoting positive behaviour and full attendance

Unit 4.9

- 4.9.2 Explain the key physical and social factors that children and young people encounter that may affect their behaviour and attendance
- 4.9.4 Explain the impact and importance of environmental factors on learning and the promotion of positive behaviour and full attendance
- 4.9.5 Describe a whole-school or setting strategy to improve positive influences and minimise negative influences on the learning, behaviour and attendance of children and young people

Unit 4.10

- 4.10.6 Explain how they would work with others to enhance their ability to use information to promote positive behaviour and full attendance

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 for behaviour and attendance includes a range of professional development opportunities which are likely to be valuable to staff in settings who are working towards increased inclusion of pupils with BESD. The modules cover all aspects of behaviour and attendance and are suited to all staff working in primary settings. They include modules on understanding behaviour, working with individuals, creating a supportive and positive ethos and dealing with individuals. (These materials can be differentiated from the NPSLBA topics as they are not aimed specifically at leaders in the field.)

The facilitator might like to make reference to these materials during Activity 2, which considers the professional development needs of staff in mainstream and BESD settings in the light of current educational changes.

The strategy also provides an initial and in-depth review/audit for primary schools which includes an audit of leadership and management and whole-school ethos which may be useful for staff in different settings to complete and compare. It is stressed that in order to work together successfully, colleagues need an understanding of the contexts in which others work. This could provide a useful source of understanding of each others contexts and attention could be drawn to this link when discussing Intersessional Activity 4 'Developing an understanding of other contexts'.

In this topic, it is stressed that behaviour is contextual and the role of the environment, including the modelling provided by adults is crucial to establishing positive behaviour and attendance. This topic offers an opportunity to consider the role of the environment and how it can be developed to become more inclusive.

The session leader might like to draw attention to the known links between ethos, adult skills, learning and behaviour when considering environmental issues.

The Secondary National Strategy for behaviour and attendance includes a range of professional development materials which are likely to be valuable to staff in settings who are working towards increased inclusion of pupils with BESD. The modules cover all aspects of behaviour and attendance and are suited to all staff working in secondary settings. The materials covered in Core day 2 and Core day 4 are of particular relevance. (These materials can be differentiated from the NPSLBA materials as they are not aimed specifically at leaders in the field.) The facilitator might like to make reference to these materials during Activity 2, which considers the professional development needs of staff in mainstream and BESD settings in the light of current educational changes.

The Secondary National Strategy provides a tool for reviewing/auditing a range of aspects of secondary schools which may be useful for staff in different settings to complete and compare. It is stressed that in order to work together successfully, colleagues need an understanding of the contexts in which others work. This could provide a useful source of understanding of each others contexts and attention could be drawn to this link when discussing Intersessional Activity 4 'Developing an understanding of other contexts'. One of the aspects that can be audited using the materials is 'Links and partners with other agencies', which is explored in Activity 3 and Intersessional Activity 6. All audits have an associated 'tool-box' which might also be of interest to those undertaking the intersessional activities listed.

In this topic, it is stressed that behaviour is contextual and the role of the environment, including

the modelling provided by adults, is crucial to establishing positive behaviour and attendance. This study session offers an opportunity to consider the role of the environment and how it can be developed to become more inclusive.

The session leader might like to draw attention to the known links between ethos, adult skills, learning and behaviour when considering environmental issues.

Every Child Matters, DCSF Five-Year Strategy

The Every Child Matters agenda sets out five outcomes for every child. The aim of developing more effective strategies for collaborative working between mainstream and BESD settings is linked in the following ways to each of the outcomes.

Being healthy

The closer working relationships of all professionals involved in meeting children's needs, through the children's centres, extended and full-service schools, as well as the common need for all professionals to work towards the five outcomes of Every Child Matters will enable colleagues from different agencies to be aware of what their setting can do to encourage healthy lifestyle choices. This will be particularly relevant when drawing up multi-agency plans, the focus of Activity 3 and Intersessional Activity 6.

Through closer working and structural relationships between mainstream and BESD children there will be more opportunity to form friendships with a range of peers and positive role models, an important aspect of mental health

Staying safe

Through collaborative working and through the development of shared beliefs and values, the climate and curriculum of all settings is likely to become more inclusive and person-centred. An inclusive environment is one in which all children feel safe from bullying and violence.

Enjoying and achieving

Closer working relationships between staff in a range of settings, personalised plans matching children's aspirations and needs, a more flexible curriculum, and access to a range of settings for different purposes as a result of personalised planning will result in more children being enabled to access opportunities that meet their needs and interests, promoting both enjoyment and achievement. This will be significant criteria when drawing up individual, multi-agency and multi-setting plans, the focus of Activity 3 and Intersessional Activity 6

In addition, the skills-sharing that is the focus of Activity 2 and Intersessional Activity 3, will promote the ability of staff in all settings to better meet the needs of children and young people with BESD through developing curriculum continuity and differentiation to suit the needs of all children and young people, resulting in improved achievement (and enjoyment) for children.

Making a positive contribution

When staff and settings work collaboratively to meet the needs of children with BESD, there is increased potential for offering children a greater range of opportunities to develop an appropriate understanding of their rights and responsibilities and to contribute to the community and to access the greater range of opportunities both in and out of school settings currently enjoyed by children in mainstream settings. Through learning in a range of settings, children will have increased opportunity for meeting and mixing with a range of positive role models.

Economic well-being

Improved opportunities to pursue accreditation and pathways matched to their needs and interests, better achievement (see above) and the lessening of any 'stigma' attached by

employers to attending a special provision (through personalised plans for a greater number of children who are likely to learn in different settings) will result in more opportunities for children with BESD to develop the skills to ensure their economic well-being. This will be particularly relevant when planning for individuals at KS4 and attention could be drawn to this link in Activity 3 and Intersessional Activity 6 which explores issues of multi-professional planning.

Attendance

Poor attendance at school and in other settings arises for many reasons, some of which relate to the experiences of pupils who cannot cope with the organisational, social, emotional and academic demands of mainstream settings, or who feel alienated or excluded by an ethos that is not supportive to their needs.

One of the focuses of this topic is on the establishment of an environment which is inclusive and supports the needs of children with BESD, which relates directly to the attendance agenda. In addition, closer working practices and joint planning which results in more flexible provision, possibly across a range of settings, will enable a more appropriate 'match' of needs, abilities and provision for the individual, resulting in many cases in improved attendance.

Anti-bullying

The DCSF is working to create a climate in which bullying is recognised as intolerable and has secured a very broad consensus, with all the teaching associations and a national Anti-bullying Alliance signing up to the anti-bullying charter. The charter is a voluntary commitment to creating a school community where bullying is not tolerated and is signed by the head teacher, chair of governors and a pupils' representative.

Schools are expected to tackle bullying on two levels – the preventative level and the reactive level. Although not directly addressed within, this topic does focus on how staff can work together to establish an inclusive ethos, a key feature of which would be the establishment of proactive and reactive strategies for reducing bullying behaviour.

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 topics 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 77, you will find references to relevant DCSF professional development materials.

Links to other topics

Vision, values and beliefs

Activity 1 and Intersessional Activity 1 explore a range of the beliefs and values underpinning the creation of an ethos that supports social inclusion, with a focus on children with BESD. Intersessional Activity 5 explores children's needs in a setting, including aspects of ethos and environment.

1a Creating an ethos for social inclusion

Leadership

Leaders will need to be aware of their statutory and non-statutory duties, and those of other organisations in order to plan and develop strategies for working between settings. Intersessional Activity 4 enables group members to explore a range of other settings and contexts, including their statutory responsibilities.

A key role of leadership in the area of closer working practices is identifying and meeting the professional development needs of staff in a changing context. Activity 2 and Intersessional activities 1, 2, and 3 focus on staff development. Activity 3 and Intersessional activities 5 and 6 focus on joint and multi-agency planning for individual children.

2ab Leadership in behaviour and attendance

2d Children, young people and the law

2f Leading professional development in behaviour and attendance

2k The management of provision for individual needs

Conceptual frameworks and underlying causes

Putting in place appropriate provision and strategies for children involves understanding why children exhibit challenging behaviours or have poor attendance. These two courses are therefore essential to the successful planning of individuals, the subject of Activity 3 and Intersessional Activity 6.

3a Underlying causes of challenging behaviour and poor attendance

3d Addressing the causes of poor attendance

Strategies for promoting positive behaviour and full attendance

In the current climate of change, leaders will need to have an understanding of how the opportunities for wider educational provision will be widened and how this can support inclusion. This theme is developed through Activity 2 and Intersessional Activity 2.

Although not directly addressed in the topic materials, many of the children with whom staff will be working across settings will have had many transitions and transfers and an understanding of the impact of these would be very helpful in planning for individuals (Activity 3 and Intersessional Activity 6).

The importance of listening to children is one of the focuses of Activity 3 and Intersessional Activity 5

4d Supporting inclusion through wider educational provision

4f The impact of transfer and transition on behaviour and attendance

4g Using counselling skills with staff, children, parents and carers

Parent, carer and community involvement

Working across settings will involve a greater understanding of the wider community. Intersessional Activity 4 enables group members to explore a range of settings and contexts different to their own and could support study of topic 6a.

A key skill of special staff is often working with parents and carers, and it is suggested in Activity 2 that this expertise could be shared with mainstream colleagues. Topic 6b could provide a forum for the sharing of this knowledge.

6a The influence of communities on behaviour and attendance

6b Working with parents and carers in mainstream settings

Violence reduction

A key skill of special setting staff (explored in Activity 2) is often considered to be in the three areas listed below. The study session materials focus on how the different skill-sets of colleagues could be utilised to promote effective collaborative working and the three study sessions listed could provide a forum for such sharing of practice to take place.

7a Creating a climate of non-violence

7c Reducing the risk of violence

7f Managing difficult situations

BESD

8a Staff support in BESD settings

8b Multi-agency work in BESD settings

8c Working with parents and carers in 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 want to share this information with the group.

within such a model and those of staff within their setting and ways in which these could be used to support colleagues in other settings. They have the opportunity to identify professional development needs that might arise from working in such a setting and how staff in other settings could support them. The final activity considers the issue of joint planning for individuals and includes a script as the stimulus for a role-play in which group members engage in the process of creative multi-agency planning to meet the needs of an individual. A joint planning tool is evaluated for use within group members' own settings. As leaders in this area, group members consider the process of joint planning from an organisational perspective and the barriers and benefits associated with it.

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 the group	<input type="checkbox"/>
Prepare necessary resources	<input type="checkbox"/>
Arrange any visitors or speakers as necessary	<input type="checkbox"/>
Ensure that the group has the pre-reading and any additional preparatory activity prior to the session	<input type="checkbox"/>
Ensure that the group has seen the intersessional activities prior to the session	<input type="checkbox"/>
Ensure the group has information regarding when and where the session will take place <i>You may have provided this in the forward look at the previous session</i>	<input type="checkbox"/>
During the session	
The previous session leader will review intersessional activities from the earlier topic	<input type="checkbox"/>
Focus the attention of the group on the key questions that will help them gain most benefit from the session	<input type="checkbox"/>
These questions will also help focus reflection in the reflective log	<input type="checkbox"/>
Introduce the session activities and take feedback	<input type="checkbox"/>
Review the learning	<input type="checkbox"/>
Lead the group in a discussion about the intersessional activities and ensure they understand the options	<input type="checkbox"/>
Encourage group members to reflect on each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are...'	<input type="checkbox"/>
Follow up	
Collate and distribute any material that you have agreed to circulate	<input type="checkbox"/>
Reflect on your role as session leader in your reflective log	<input type="checkbox"/>
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	<input type="checkbox"/>

Equipment	Check
Data projector and screen or interactive whiteboard	<input type="checkbox"/>
Presentation slides	<input type="checkbox"/>
Flip chart and marker pens	<input type="checkbox"/>
Sticky notes	<input type="checkbox"/>
Refreshments	<input type="checkbox"/>

Resources	Check
Preparatory reading	<input type="checkbox"/>
Preparatory activity	<input type="checkbox"/>
Resource A <i>A checklist of skills to aid identification of professional development needs</i>	<input type="checkbox"/>
Activity 1	<input type="checkbox"/>
Resource A <i>Strongly Agree and Strongly /Disagree</i>	<input type="checkbox"/>
Resource B <i>'Exploring 'values and beliefs'</i>	<input type="checkbox"/>
Activity 2	<input type="checkbox"/>
Resource A <i>Working together to support children across a range of contexts</i>	<input type="checkbox"/>
Activity 3	<input type="checkbox"/>
Resource A <i>10 years on</i>	<input type="checkbox"/>
Resource B <i>Listening to Mikey</i>	<input type="checkbox"/>
Resource C <i>Multi-agency planning form</i>	<input type="checkbox"/>

Activities

Review of intersessional activities

Preparatory reading

Preparatory activity

My skills and professional development needs

Activities

1. Overcoming barriers to working together: beliefs and values
2. Working together: learning from each other
3. Successful joint planning for individual children

Session review

You might want to adapt these activities or use alternatives to meet the particular needs of your group

Review of intersessional activities

Notes for session leaders

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 preparatory reading and activity for this topic

Preparatory reading

Suggestions

Read carefully the preparatory reading and note any references or points of particular interest. Following the preparatory reading consider the questions below as they relate to your own experience.

Bring your notes along to the cluster meeting.

Questions for reflection and discussion:

In relation to 'collaborative working' what will my setting look like in 10 years' time?

What are the implications for the moves toward closer mainstream/BESD collaborative working for my role and for my professional development?

What skills and expertise do I have that will be beneficial to the potential new ways of working?

Preparatory activity

My skills and professional development needs



15 minutes

Purpose

To enable you to reflect on your own current skill-sets and to identify your professional development needs

Resources

Resource A *A checklist of skills to aid identification of professional development needs*

Suggestions

Complete the checklist Resource A *A checklist of skills and professional development needs* in relation to your current role within your setting, identifying those areas in which you feel competent and would be able to share expertise with others (column one) areas in which you would welcome additional training or development opportunities (column two). Add any additional areas of expertise that you have, or would like to develop in column three.

It is essential that you complete Resource A *A checklist of skills and professional development needs* and you will refer to it during Activity 2.

It is important to bring your completed sheet to the study session.

Activity 1

Overcoming barriers to working together: values and beliefs



25 minutes

Purpose

To enable explanation of your own values and beliefs and those of others within your setting

To consider how these beliefs and values relate to principles and are manifested in everyday life in your setting

To raise awareness of a range of values and beliefs that underlie the successful inclusion of children with BESD

Resources

Resource A *Strongly Agree and Strongly Disagree*

(You could enlarge to A3, or alternatively, write the statements on sheets of flip chart paper)

Resource B *Exploring values and beliefs*

(You could enlarge Resource B to A3 size and provide one per small group).

Suggestions

Task 1

Place Resource sheets A *Strongly agree* and *Strongly disagree* at opposite ends of an imaginary line drawn on the floor.

Read out each of the statements below, placing yourselves on the line according to your own position in relation to the statement. You should be prepared to share the reasons for your choice with the rest of the group. These statements represent complex issues, there are no 'right or wrong' answers, the purpose of the activity is to create debate, and to enable you to consider your own beliefs and attitudes and those of others.

Following this discussion reposition yourselves according to where the following people, or groups of people, might place themselves:

- The majority of staff in your setting
- The leadership team of your setting
- The majority of the parents in your setting
- Other (as appropriate, e.g. if you have mainly group members from BESD settings, include their perception of where the leadership/staff of their local mainstream primary/secondary schools would place themselves)

Statements to read out:

'All children have the right to attend a mainstream school'

'It is not fair to expect educational settings to change their organisational structure and policies to

fit the needs of a few individual children’.

‘Children with BESD wont succeed just because you put them in a mainstream setting’

‘If a school really wants to include a child. Whatever their difficulties, they will find a way’

‘Staff in BESD settings have special qualities, training and skills to work with BESD, it’s unrealistic to expect all mainstream staff to develop these qualities and skills’

‘Children with BESD disrupt the learning of others. This is not fair on the majority of children who just want to learn’

‘Going to a segregated special school reduces children’s chances to take their place and play a full part in society when they leave school’

Task 2

Split into small groups. Give out one copy of Resource B *Exploring values and beliefs* (enlarged to A3) to each group (individuals may like an A4 copy for their own reference too).

‘Unpack’ the statements used in task 1, using the headings in Resource B as a structure for the discussion. The completed Resource B sheets can be collated and distributed following the session.

The following key points could be drawn out of the two activities, along with others that arise from them:

- Staff working in mainstream and BESD settings may have different values and beliefs, based on different principles
- Differences in values and beliefs can act as a powerful barrier to mainstream and BESD collaboration
- For successful collaborative work between settings, the values, beliefs and principles underpinning practice need to be explicit and discussed openly and honestly, because:
- Values and beliefs underpin our behaviour and actions (which leads to...)
- The importance of a critical mass of staff having shared values and beliefs
- The importance of leaders in promoting these values and beliefs and ‘walking the talk’
- While not ‘right or wrong’, certain beliefs are more helpful in working together to build an inclusive environment than others

Task 3

Share your thoughts on the values, beliefs or principles that underlie successful collaborative working between BESD and mainstream settings. Record these’ in a list (which can be circulated to group members following the session).

You could start the list ‘Inclusive collaborative practice will be helped by the belief that...’

Reflect on where your setting would be placed on a scale from 1 – 10 (where one represents ‘as far away from inclusive beliefs as possible’ and 10 represents ‘fully inclusive beliefs’). Discuss the idea that a key leadership task facing specialist leaders is to find ways to move the organisation further along this continuum. Intersessional Activity 1 will enable you to engage in further work in this area.

Activity 2

Working together: learning from each other



40 minutes

Purpose

To consider the implication of current educational changes to the roles of staff in special and mainstream settings

To explore and clarify your skill sets and those of colleagues within your setting and how these could be used to support the introduction of changes

To explore and clarify likely professional development needs for working collaboratively across settings

Resources

Resource A *Working together to support children across a range of contexts*

Slide: *Learning from each other (1)*

Slide: *Learning from each other (2)*

You will need to refer to your completed preparatory activity Resource A A checklist of skills to aid identification of professional development needs

Suggestions

Introduce this activity by showing slide 'Learning from each other (1)', revisiting each of the points that were covered in the preparatory reading. Use slide 'Learning from each other (2)', to stimulate discussion.

Task 1

Give out Resource A, *Working together to support children across a range of contexts* and consider individually, then in small groups, the implications of working within this scenario for your own professional development and support needs (and those of others in your setting).

Imagine the 'vision' outlined for more inclusive provision for children with BESD. (The model is adapted from that outlined by Nick Burnett, NCSL Special Leadership, Summer 2003.)

After 15 minutes feed back the key points raised by each group and record these for later dissemination (10 minutes). Think creatively about the development opportunities that could meet these identified needs or those of others within their setting, including activities such as:

- Shadowing colleagues in other settings
- Joint professional development opportunities
- Co-working or team teaching (across settings)
- Drawing on each other's resources

- Joint planning for children with BESD including the design and use of the buildings/facilities
- Joint working on integration, induction, learning and teaching programmes
- Informal support or discussion groups, etc.

Facilitate a brief discussion on the implications of the outcomes of this activity for specialist leaders (for example, establishing connections with other settings and agencies; considering the time and resource implications of enabling staff to access opportunities for shadowing, shared professional development etc; constructing a rationale for a development programme). (Intersessional Activity 2 enables you to pursue this aspect of leadership further).

Task 2

The previous task will have highlighted some of the differences in emphasis between the skill-sets of different staff groups from a range of settings. Refer to the checklist of skills and professional development needs completed for the preparatory activity and spend five minutes talking in pairs about these lists and how identified needs might change in relation to the scenario discussed in task 1. Make sure you add any specific area of expertise or development need not covered in the checklist.

Take feedback on the skills that each participant identifies as most important for:

- The specialist leader
- Staff within their setting

What are the key areas that emerge in terms of both what you can offer to colleagues in other settings and of your own development needs?

Link these to the list of potential development opportunities created in task 1 and reflect on which of these activities would best support the needs expressed.

Intersessional Activity 3 offers the chance to develop this activity by devising a staff development programme that meets the identified needs in your own setting.

Activity 3

Successful joint planning for individual children



45 minutes

Purpose

To draw out the principles on which successful planning for individuals with BESD is based

To promote creative thinking in terms of planning to meet the needs of individuals

To understand the central importance of listening to the pupil's perspective if planning is to be effective

To evaluate the effectiveness of a joint planning tool for use within their own settings

To begin to reflect on the barriers to, and benefits of, multi-agency planning within their own setting

Resources

Resource A *10 years on...*

Resource B *Listening to Mikey*

Resource C *Multi-agency planning form (this should be enlarged to A3 for the role play activity)*

Slide Successful planning for individuals

Suggestions

Inclusion is fundamentally linked to institutional change to support personalisation for the individual (considered in the preparatory reading and Activity 1). Emphasise that any successful personalised planning of this type takes place within the context of an ongoing and sustained professional relationship between the special and mainstream settings and will be further enhanced by the inclusion of a range of other professionals.

Show slide '*Successful planning for individuals*', which draws attention to some key principles for successful planning.

Add to this list of principles for successful planning, drawing upon your own experiences. A separate group might contribute factors that are known to hinder or obstruct successful planning. Share ideas on both lists, prioritising principles for successful planning and discussing ways in which obstacles might be overcome.

Task 1

This part of the activity involves using a multi-agency planning tool (Resource C) to provide a structure for a role play.

The idea is to role-play a multi-agency planning session that is taking place ten years into the future, when a range of educational changes and developments have become embedded and anticipated provisions are in place.

Resource A *10 years on* offers a list of the changes that will be in place 10 years hence

(effectively a recap of the main points made in the reading) and can be used as a resource for the role-play.

Read Resource B *Listening to Mikey* (a secondary school pupil reflects on permanent exclusion), then role-play a multi-agency planning meeting, bearing in mind the principles of effective planning and specifying key needs, provision to meet the needs, staffing issues (including professional development needs), roles of the different agencies, arrangements and preparations (including induction) and monitoring and evaluation mechanisms. The key areas are listed on Resource C which group members can use as a planning framework if they wish.

Allow approximately 30 minutes for the role-play. You will first need to decide who should be at the meeting and ascribe roles as appropriate.

NB. If you feel that the age or context of the pupil in Resource B is not appropriate you can agree on a different case study, drawing upon your own experiences. The principles of the activity remain the same.

Task 2

Questions for discussion (others may arise during the role-play, you will need to ensure that these are noted).

- *How useful was the planning tool (Resource C)? How could it be adapted for your own context?*
- *What skills and/or knowledge might each role bring to the planning process?*
- *What strategies could planning groups employ to ensure full participation of the child and family?*
- *What barriers and benefits might arise in a planning meeting of this kind?*

Intersessional activities 4, 5 and 6 offer the opportunities to build upon the learning from this activity.

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

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Intersessional Activity 1

Exploring values and beliefs

Purpose

To help staff groups move toward a shared set of values and beliefs by making explicit the links between values, beliefs, behaviour and ethos

Audience

All group members

Use of expert

It would be helpful to work with an expert (educational psychologist, inclusion manager or colleague working in another setting with good practice in this area) on inclusion for all aspects of this activity. Contact your local authority to discuss your needs or the Centre for Studies on Inclusive Education (www.csie.org.uk).

Short- term

Make contact with an expert (if possible)	
and design your audit tool	2 days
Pilot your audit tool and amend	½ day
Conduct the audit and analyse results	1 day
Prepare feedback and discussion session for staff	2 hrs
Deliver feedback and discussion session	1 ½ hrs
Make policy changes as appropriate (with senior leaders)	2 hrs

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.

Drawing on the values and beliefs discussed in Activity 1 and any further reading or research you are able to carry out, construct a questionnaire or rating scale for staff, designed to elicit their agreement or disagreement with a selection of values and beliefs that might promote or hinder the development of an inclusive ethos and linked practice.

Try out your questions on one or two individuals to ensure that any statements or questions used are clear and unambiguous, and ensure that you have not used any 'leading questions'. It is helpful to ask people to write their role within the organisation on their responses (so that the responses of different groups can be analysed). Ensure staff have the opportunity to remain anonymous.

Conduct your questionnaire, if possible across all staff in the setting or if not across a representative sample. Because beliefs and values underpin the ethos we create, and everybody in the setting contributes to the ethos, try to include administrative and

caretaking staff etc. in the activity. Ensure that individuals understand the purposes of the questionnaire and how the results will be used, and that their responses will remain anonymous.

Analyse the results and prepare a feedback session for staff detailing any patterns of beliefs and values that emerge. Use the session to enable staff to consider the importance of beliefs and values in determining ethos and how we act and respond to individuals and situations. You could use the activity and resources from Activity 1 to examine the principles, attitudes and behaviours that 'go with' certain beliefs. During the session emphasise the importance of having shared values and beliefs in developing an inclusive ethos and inclusive practice.

Try to agree with the staff a set of values and beliefs that all can 'sign up to' and ask individuals to identify one thing that they will do differently as a result of the session to create a more inclusive learning environment. At a later discussion review the actions that staff have agreed to and discuss outcomes.

Beliefs and values should be regularly revisited and used to inform relevant policies and practices as appropriate.

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

You should record the key points from this conversation.

Outcomes

The outcomes of this intersessional activity will be:

- Improved understanding of the beliefs and values held by individuals and groups which underpin ethos and practice (for yourself and others within your own organisation)
- A shared understanding of the links between beliefs, values, ethos and our actions and responses
- Movement towards developing shared values and beliefs within the organisation
- A range of agreed actions that will improve the environment to make it more inclusive

The process of this activity offers the opportunity for you to develop the following aspects of leadership:

- Supporting staff in developing the shared values, principles, beliefs and skills that promote inclusive practice
- Engaging staff in the establishment of effective teamwork and a dynamic learning environment
- Producing and using relevant and up to date information to inform the development of systems, procedures and practice which result in successful change that is embedded in whole-school policy and practice
- Disseminating learning, research, key concepts and underlying principles
- Communicating clearly, valuing the options of others and striving for mutual understanding

Reporting

The audit produced and its outcomes should be summarised for sharing information and for the purposes of accreditation. Other evidence for accreditation could include an account of the staff feedback session (or video evidence), any materials used to support the session, and any action plan produced as a result of the activity. You could provide a rationale for carrying out the activity, an account of how the activity contributes to your overall role as leader and how the outcomes of the activity will inform organisational policy and practice.

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:

At level 3

- 3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school or setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance
- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance
- 3.3.1 Describe how personal values and beliefs can affect leadership of behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.3.3 Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children and young people

At level 4

- 4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole-school or 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
- 4.3.3 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 2

Supporting staff in preparing for change

Purpose

To develop knowledge of key educational legislation and its actual and potential impact and to consider its implications for your leadership role and the needs of staff

To support proactive planning to meet the new needs of the organisation and staff takes place

To support staff in preparing to meet the challenges of change by disseminating information

Audience

Any group member

Use of expert

This activity involves consulting with a range of local authority personnel with a broad overview of strategic changes within the LA such as school improvement officers, behaviour and attendance Consultants, Excellence in Cities co-ordinators

Long-term

Long-term (ongoing)	
Personal research	As appropriate
Identifying and meeting with local authority personnel	2 days
Meeting with senior leaders	2 hours
Producing rationale and action plan	½ term
Preparing staff support session	2 hrs
Delivering staff support session	1 ½ hrs
Putting in place process for ongoing staff support and consultation (Ongoing)	As appropriate

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

This activity links to Activity 2

Suggestions

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

As a leader working across settings, you are likely to be responsible for keeping up to date with and disseminating, information about changes within the educational landscape, and having an awareness of the implications for your setting. We know that change is unsettling and the literature on change management suggests that those affected by it need up to date and honest information as well as the opportunity to be part of responses to it. This activity offers an opportunity for you to develop this aspect of your role as leader.

Drawing on the preparatory reading and the learning from Activity 2, develop your own knowledge and understanding of national policy, legislation and guidance on the broad issue of educational change as it relates to your own setting. Sources of up to date information include the DCSF standards website and a range of organisations such as Social, Emotional and Behavioural Difficulties Association at www.sebda.org and publications including *Emotional and Behavioural Difficulties* (see references).

Research the plans of your local authority for meeting the change agenda. You might do this by constructing a semi-structured interview and identifying a key person within your authority to interview. A useful place to start might be the local authority website or local library services.

Arrange and hold a meeting with a senior colleague to discuss the implications of the change agenda at national and local level and how these will affect your setting (including the roles and professional development needs of those within it). Consider the leadership issues that may arise. These might include:

- A review of policy documents
- Establishing connections and protocols for working with other settings and agencies
- Considering the time and resource implications of meeting professional development needs
- Putting in place structures and communication systems for ensuring everyone feels included by making new developments known
- A strategy for introducing change
- Changes to your own role as leader

Write a rationale and plan for responding to any of the issues identified. Discuss the plan with senior managers and revise as necessary.

Prepare and deliver a staff development session, outlining key areas of legislation and policy as it relates to their roles and summarising the plans you have agreed and the rationale for them, offering staff the opportunity to discuss and raise the issues that arise for them. Include, where possible, any 'real-life' case studies of how plans that are being implemented have brought about changes for individuals, to 'bring alive' the issues involved. Using your leadership skills of motivating and encouraging a positive solution-focused attitude towards the opportunities and challenges that will arise from the changes you have outlined will be particularly important in this session. It will also be important to draw upon your knowledge of change management in this context.

Emphasise that this session represents the beginning of a process, not a 'one-off', and that staff will be kept up to date and fully consulted on any new developments. You will need to put in place a strategy for ensuring that this happens and that the process is informed by an appropriate leadership strategy.

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

You should record the key points from this conversation.

Outcomes

The outcomes of this activity will be:

- A greater knowledge of relevant legislation and educational guidance
- Knowledge of key contacts and sources of information in the local authority and wider environment
- A shared understanding of the implications of educational change and a written rationale and action plan to meet the issues that arise from it
- Staff understanding and knowledge about key changes and the implications for the setting
- A setting-wide positive and solution-focused attitude to the changes
- A process for ensuring that staff needs for support, information and consultation are met on an ongoing basis

The process of this activity offers the opportunity for you to develop the following aspects of leadership:

- Supporting staff in developing the shared values, principles, beliefs and skills that promote an inclusive, person-centred ethos
- Supporting staff in managing the challenges of change
- Engaging staff in the establishment of effective teamwork and a dynamic learning environment
- Establishing and maintaining connections and partnerships with a range of other settings, agencies and organisations
- Producing and using relevant and up to date information to inform the development of systems, procedures and practice which result in successful change that is embedded in whole-school policy and practice
- Disseminating learning, research, key concepts and underlying principles
- Communicating clearly, valuing the options of others and striving for mutual understanding
- Modelling and promoting the values, beliefs and principles of inclusive practice

Reporting

The report and action plan produced should be summarised (if necessary) for sharing information, and for the purposes of accreditation. Other evidence for accreditation could include an account of the staff development session, any materials used to support the session, and your plans for ensuring ongoing support and consultation. You could provide a rationale for carrying out the activity and an account of how the activity contributes to your overall role as leader.

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:

At level 3

- 3.1.5 List key aspects of current legislation relating to the behaviour and attendance of children and young people
- 3.2.4 Describe how the role of team leader can contribute to the content and support the implementation of strategic plans and policies relating to behaviour and attendance
- 3.4.4 Describe the potential impact of legal responsibilities on the role of the team leader of behaviour and attendance
- 3.4.5 Describe the contribution that specialist team leaders of behaviour and attendance can make in supporting colleagues to comply with relevant statutory responsibilities relating to behaviour and attendance
- 3.8.3 Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice

At level 4

- 4.1.1 Analyse key concepts relating to current approaches to behaviour and attendance
- 4.1.5 Analyse the role of the lead behaviour professional or specialist leader of behaviour and attendance in influencing senior managers and subject leaders in schools or settings to understand and implement policy of social inclusion and reinforcing positive behaviour, and how that can impact on whole-school or setting improvement
- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance
- 4.4.4 Describe where and how to access relevant and up to date information relating to statutory legal responsibilities pertaining to behaviour and attendance
- 4.4.5 Analyse how legal responsibilities can impact on the role of specialist leaders of behaviour and attendance
- 4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

Intersessional Activity 3

Identifying and meeting professional development needs in the context of collaborative working

Purpose

To identify areas of staff expertise in the context of collaborative work across settings

To identify areas of need for professional development in working across settings

To begin to plan a long-term approach to for meeting staff development needs

Audience

Any group member with responsibility for staff development

Use of expert

Consultation with colleagues from a range of settings is desirable when drawing up a checklist of skills for working across settings

Some development opportunities that staff identify as a result of the activity may involve colleagues from a variety of different settings contributing to the planning and delivery of development opportunities. These are likely to be colleagues who work in educational settings, agencies or organisations within the locality. The local authority or contacts in individual settings should be contacted as appropriate.

Long-term

Ongoing

Devise checklist of skills in consultation with colleagues from other settings	2 days
Distribute the checklist and collate findings	2 days
Prepare staff feedback and consultation	2 hours
Write a rationale and plan	2 days
Consult with senior colleagues	2 hours
Implement the programme	ongoing
Evaluate, review and modify programme	ongoing

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

This activity relates to Activity 2

Suggestions

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

Drawing upon the learning and resources in Activity 2, put together a checklist of skill areas that staff within your setting may have or need to develop in order to work more

effectively across settings. Where possible consult colleagues from a range of settings with whom you work when putting together the checklist.

Ask staff to complete the checklist, explaining the rationale for the need to work more flexibly across settings, indicating which areas of expertise and which areas they would like to develop in relation to working across settings.

Collate the information and run a staff session to present patterns of need that emerge from the findings and existing areas of expertise. Work with colleagues to arrive at a range of potential strategies for meeting the needs, including how expertise within the setting could be disseminated and used productively and the benefits of working with colleagues from other settings (again drawing on learning from Activity 2). Establish priorities as a group.

Use the information to draw up a rationale for a staff development programme, key outcomes and a possible plan for achieving these, outlining a range of development strategies that could be used, where possible involving staff in working directly with colleagues from other settings. Consider the possibility of involving colleagues in other settings in the development opportunities, for example, in undertaking joint training. Meet with senior leaders and other relevant staff to ensure that the development programme fits with existing strategies and priorities and to establish time and resource implications.

Implement the programme, beginning with the first priority identified, and calling upon colleagues working in other settings as appropriate.

Evaluate the effectiveness of the different methods used in terms of the learning outcomes and review and amend the programme as necessary.

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

You should record the key points from this conversation.

Outcomes

The outcomes of this activity will be:

- A comprehensive checklist of the skills needed to work effectively across settings (informed by a variety of perspectives where possible)
- A clear picture of staff areas of expertise and development needs in relation to working across contexts
- A long-term plan to meet identified staff development needs, tailored to the setting and evaluate the impact of the staff development programme

The process of this activity offers the opportunity for you to develop the following aspects of leadership:

- Supporting staff in managing the challenges of change
- Engaging staff in the establishment of effective teamwork and a dynamic learning environment
- Establishing and maintaining connections and partnerships with a range of other settings, agencies and organisations
- Producing and using relevant and up to date information to inform the development of systems, procedures and practice which result in successful change that is

embedded in whole-school policy and practice

- Communicating clearly, valuing the options of others and striving for mutual understanding
- Modelling and promoting the values, beliefs and principles of inclusive practice

Reporting

The checklist, rationale and plan produced should be summarised (if necessary) for sharing information, and for the purposes of accreditation. Other evidence for accreditation could include staff evaluations of different developmental activities and information about how these have informed your reviewing and modification of the original plan. You could provide a rationale for carrying out the activity and an account of how the activity contributes to your overall role as leader.

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:

At level 3

- 3.1.4 Describe the role of the specialist team leader of behaviour and attendance.
- 3.1.5 List key aspects of current legislation relating to the behaviour and attendance of children and young people
- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance
- 3.5.5 Describe how the specialist team leader of behaviour and attendance can contribute to the work of networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance
- 3.7.1 List key conceptual frameworks relating to behaviour and attendance and describe their potential impact
- 3.8.1 List the national policies which indicate documented good practice for behaviour and attendance

At level 4

- 4.2.6 Analyse the role of a leader in influencing strategic planning and policy making
- 4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community
- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence
- 4.5.6 Explain how they could support others to develop, implement and maintain systems and practices that will improve behaviour and attendance
- 4.7.3 Describe how they could work with others to enhance their understanding of conceptual frameworks that support behaviour and attendance

Intersessional Activity 4

Developing an understanding of other contexts

Purpose

To explore the organisational cultures and practices of other social, educational or health settings

Audience

All group members

Use of expert

This activity will involve working with colleagues who have a broad strategic overview of their own setting

Short-term

Short-term

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

This activity relates to Activity 3

Suggestions

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

Working effectively with others involves understanding the context within which they operate their roles within this context and the organisational aims and accountabilities.

Establish contact with three organisations, settings or agencies who interface with your own work with children and young people (for example, a special or mainstream school; a social worker; a CAMHS representative; a Connexions advisor, a counsellor) and arrange to interview or shadow them. This arrangement could be reciprocal. When choosing the roles, consider how the new knowledge and understanding will support you in your own role as specialist leader.

Prepare a set of relevant questions that will elicit information that will be useful for you and others within your setting (in consultation with colleagues as appropriate). Include questions on the beliefs, values, principles and legislation that guides the work of the organisation as well as more practical aspects, for example, the language they use to talk about the needs of children and young people. Reflect on similarities and differences to your own setting and how these might impact on joint working (bearing in mind the importance of beliefs and values explored in Activity 1).

Undertake the interview or shadowing. You might find it useful to follow up the shadowing with a brief interview or feedback session.

Prepare to feed back the information to relevant groups of staff. Consider, when preparing your feedback

- Who within your organisation would benefit from the knowledge and understanding

you have gained?

- What skills or knowledge does the agency or organisation have, that compliment or extend those within your own setting?
- How can these complimentary skill sets and knowledge bases add to the effectiveness of your setting?
- How could mechanisms be established for more effective joint working where appropriate?

Feedback to identified staff within your own setting as appropriate, discussing any implications for their own or organisational policy and practice.

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

You should record the key points from this conversation.

Outcomes

- Improved understanding of the context within which colleagues in other settings work, their roles, organisational aims and accountabilities
- The establishing of relationships and communication with a greater range of settings
- Information to inform policy and improve working practices across settings

The process of this activity offers the opportunity for you to develop the following aspects of leadership:

- Engaging staff in the establishment of effective teamwork and a dynamic learning environment
- Establishing and maintaining connections and partnerships with a range of other settings, agencies and organisations
- Producing and using relevant and up to date information to inform the development of systems, procedures and practice which result in successful change that is embedded in whole-school policy and practice
- Communicating clearly, valuing the options of others and striving for mutual understanding
- Modelling and promoting the values, beliefs and principles of inclusive practice

Reporting

The interview or schedule for shadowing, the information you find out and the feedback and discussion with staff within your setting, as well as any changes to policy or practices resulting from the activity should be summarised (if necessary) for sharing information and for the purposes of accreditation. You could provide a rationale for carrying out the activity and an account of how the activity contributes to your overall role as leader.

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:

At level 3

- 3.3.3 Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children and young people
- 3.4.1 List the statutory responsibilities of individuals, the school/setting, other agencies and the wider community in relation to children and young people
- 3.5.1 State how to access relevant and up to date information which supports systems and organisational procedures for behaviour and attendance in your school or setting
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance
- 3.5.5 Describe how the specialist team leader of behaviour and attendance can contribute to the work of networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance
- 3.8.1 List the national policies which indicate documented good practice for behaviour and attendance

At level 4

- 4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community
- 4.3.4 Analyse the ethical principles and values that have been identified as underpinning good practice in working with children and young people relating to behaviour and attendance
- 4.3.5 Analyse the values and beliefs of the community in which they work
- 4.4.6 Describe the statutory responsibilities of individuals, the school or setting and other agencies in relation to children and young people
- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

Intersessional Activity 5

Exploring the perspectives of children

Purpose

To create an opportunity to hear children perceptions of their needs and aspirations

To support colleagues in understanding of the needs of children in your setting

To develop skills in challenging unhelpful beliefs and in encouraging an inclusive person-centred ethos.

Audience

All group members

Use of expert

This activity is best undertaken with a colleague from another setting who works directly with children and young people with BESD

Short-term

12½ hrs + 2hrs for each additional pupil interviewed.

Arrangements for co-working and interviewing

4 hrs

Interviewing sessions

2hrs per session

Analysis of implications of outcomes

3hrs +

Preparation for staff feedback

2hrs

Delivery of staff feedback

1½ hrs

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.

Activity 3 explores the importance of listening to the views of children and uses a transcript of Mikey speaking about his experiences and needs. A key learning outcome (from this activity) is that when children are not involved and 'signed up' to a plan involving them, the chances of success are slight. This intersessional activity offers you the opportunity to demonstrate the insights that can be gained from listening carefully to children and how these insights can help a setting to become more inclusive.

Working, if possible, with a colleague from another setting (e.g. an inclusion manager, class teacher or head of year from a mainstream setting; the manager of a PRU or LSU provision; a teacher from a special school, a Connexions advisor or member of an attendance team) plan to interview one or more children (identified as having BESD) about their experiences, needs and aspirations any changes to their current provision that may be planned/needed.

Consider carefully the purposes of the information you will gather and ensure that all

relevant permissions are granted and ethical principles adhered to. Construct an interview schedule (or questionnaire) and conduct the interviews, if possible in the company of an adult or another child with whom the child feels safe. Areas of interest will depend on the context of the children and young people whom you are able to interview but might include: how they see their own strengths and needs; what they like about the current setting; what has gone wrong in the past (in the case of children who have been excluded or transferred from one setting to another) and what they have learnt from it; the conditions under which they have been successful (for example with particular staff); their hopes for transferring to alternative or complementary provisions, etc.

It is particularly powerful to video the sessions if all parties are agreeable. If you decide to do this, you will need to take particular care to ensure all permissions, especially for showing the video are obtained.

Consider the outcomes of your interviews in relation to your own setting – which identified need could be met within the setting? What would need to change and what would work well for the children interviewed? Use the results as a basis to draft an action plan to improve the environment and ethos in relation to the expressed needs of children.

Feedback the information (your video or summaries of children's viewpoints and your draft suggestions for an action plan) to relevant staff groups (perhaps in a staff development session or senior leadership team meeting). Emphasise the importance of listening to children in creating an inclusive environment and in developing effective plans for individuals, particularly those who have transferred to a new provision, and ensure that staff are aware of their statutory responsibilities (if appropriate) in relation to involving children in decisions regarding their education and more widely. Share any relevant non-statutory guidance which explains and promotes good practice in involving children.

Provide an opportunity for staff to explore how the evidence you present confirms or challenges any beliefs and values that they hold about children with BESD. Emphasise the importance of beliefs and values underpinning our attitudes and actions when we interact with children and the importance of the setting having a shared set of beliefs underpinning practice. Use the feedback sessions to share your ideas for action planning and ask staff for their own ideas on how the learning environment and ethos of the setting could be made more supportive to the needs of children with BESD. Identify one or two actions that could be taken.

Implement one or two of the actions identified to improve the ethos or any practices that could be improved or modified in the light of this learning. Consult with senior colleagues, and put in place a review and evaluation cycle.

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

You should record the key points from this conversation.

Outcomes

The outcomes of this activity will be:

- Improved understanding of children's perspectives, aspirations, experiences and needs (for yourself and others within your own organisation or another)

- A record of children's perspectives to share with others
- An evidence base with which to challenge unhelpful beliefs about children with BESD
- Improvements in opportunities for children to be heard and in working practices for engaging and empowering them to take a meaningful part in planning processes that involve them
- Improvements to the environment (potentially including adult behaviours) to make it more inclusive for children with BESD

The process of this activity offers the opportunity for you to develop the following aspects of leadership:

- Supporting staff in developing the shared values, principles, beliefs and skills that promote an inclusive, person-centred ethos
- Engaging staff in the establishment of effective teamwork and a dynamic learning environment
- Establishing and maintaining connections and partnerships with a range of other settings, agencies and organisations
- Producing and using relevant and up to date information to inform the development of systems, procedures and practice which result in successful change that is embedded in whole-school policy and practice
- Disseminating learning, research, key concepts and underlying principles
- Communicating clearly, valuing the options of others and striving for mutual understanding
- Modelling and promoting the values, beliefs and principles of inclusive practice

Reporting

The report produced can be summarised for sharing information and for the purposes of accreditation. Other evidence for accreditation could include an account of the staff feedback session (or video evidence), any materials used to support the session, and any action plan produced as a result of the activity. You could provide an account of how the activity contributes to your overall role as leader and how the outcomes of the activity will inform organisational policy and practice.

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:

At level 3

- 3.5.3 Describe how they would promote a whole-school or setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.8.3 Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice
- 3.8.4 Describe strategic approaches and interventions which might address the causes

of poor behaviour and attendance

- 3.9.2 List some of the physical and social factors that children and young people encounter that may affect their behaviour and attendance
- 3.9.4 List the environmental factors which may affect learning and the promotion of positive behaviour and full attendance
- 3.9.5 Describe actions that could be taken to improve the learning environment

At level 4

- 4.5.3 Develop a whole-school or setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion
- 4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate
- 4.8.4 Recommend strategic approaches and interventions that may promote both positive behaviour and full attendance, by addressing the causes of poor behaviour and attendance
- 4.9.2 Explain the key physical and social factors that children and young people encounter that may affect their behaviour and attendance
- 4.9.4 Explain the impact and importance of environmental factors on learning and the promotion of positive behaviour and full attendance
- 4.9.5 Describe a whole-school or setting strategy to improve positive influences and minimise negative influences on the learning, behaviour and attendance of children and young people

Intersessional Activity 6

Improving practice in joint planning for children with BESD

Purpose

To review current practice in planning for individual children

To investigate a range of planning processes and supporting documentation used by other professionals and/or organisations

To use the information from the investigation to improve practices and documentation when planning for individual children

Audience

Any group member who is involved in planning for individual children

Use of expert

This activity involves drawing on the expertise and practices of colleagues in a range of settings. Contacts, as appropriate, can be made through the local authority.

Short-term

Short-term

Investigation of current practice and identification of areas for improvement

4 hrs

Meetings and discussions with other organisations

2 hrs per organisation

Reflection and identification of changes to be made

4 hrs

Updating/changing documentation

4 hrs

Implementing, reviewing and evaluating changes

As appropriate

Links to the learning process

Practical application

Feedback and reflection

Embedding the experience

This activity relates to Activity 3

Suggestions

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

Drawing on the learning from Activity 3, review your current practice in planning to meet the needs of individual children in your setting.

Compare current practice against the principles described in Activity 3, and against any further information or knowledge you have gained in the area of multi-agency planning. Identify any areas for improvement.

Investigate the planning processes of a range of organisations who regularly engage in planning and review processes for children with BESD, for example, educational psychologists, behaviour support teachers, special school staff, SENCOs (special educational needs coordinators) inclusion managers, social services, etc. If possible, discuss with these colleagues the principles that underpin their processes (for example,

the importance of listening to the child or young person; parental involvement) and compare the documents they use for planning purposes.

Reflect on the learning from these discussions and investigations in relation to your own setting. Identify specific ways in which what you have learnt could improve current practice, including documentation within, your own setting that will improve multi-agency planning.

Make any necessary changes in discussion with senior managers and other relevant professionals (who may come from outside your organisation) using the settings usual procedures for implementing, monitoring and reviewing changes to practice. Produce a clear rationale for the new processes and ensure that this is effectively shared with staff.

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

You should record the key points from this conversation.

Outcomes

The outcomes of this activity will be:

- Increased knowledge of current practices for planning for individual children with BESD within the setting
- Knowledge and understanding of a range of other methods and processes for planning and the principles underpinning them
- The application of the new learning to inform changes to policy and practices as appropriate
- Improved practices and supporting documentation based on principles of good practice

The process of this activity offers the opportunity for you to develop the following aspects of leadership:

- Supporting staff in developing the shared values, principles, beliefs and skills that promote an inclusive, person-centred ethos
- Establishing and maintaining connections and partnerships with a range of other settings, agencies and organisations
- Producing and using relevant and up to date information to inform the development of systems, procedures and practice which result in successful change that is embedded in whole-school policy and practice
- Disseminating learning, research, key concepts and underlying principles

Reporting

A report should be written for sharing information, and for the purposes of accreditation. The report should include a rationale detailing good practice in this area, your review of current practices, the areas identified for improvement as a result of a comparison against the principles of good practice, a review of the benefits and drawbacks of other planning processes investigated and a summary of changes made and any changes to policy and practice that result. You could provide an account of how the activity contributes to your overall role as leader.

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:

At level 3

- 3.1.4 Describe the role of the specialist team leader of behaviour and attendance
- 3.2.4 Describe how the role of team leader can contribute to the content and support the implementation of strategic plans and policies relating to behaviour and attendance
- 3.5.1 State how to access relevant and up to date information which supports systems and organisational procedures for behaviour and attendance in your school or setting
- 3.5.5 Describe how the specialist team leader of behaviour and attendance can contribute to the work of networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance
- 3.8.3 Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice

At level 4

- 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
- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance
- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance
- 4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

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Preparatory reading

Background

The issue of BESD and mainstream settings working together in partnership is part of the agenda for inclusion.

In 1994 the UNESCO Salamanca World Statement on special educational needs (1) signalled an international commitment to inclusive education enrolling all children in regular schools 'unless there are compelling reasons for doing otherwise. Political commitment in England to the inclusion agenda is generally considered to date from the 1997 Government Green Paper 'Excellence for All Children' (2), which underlined the fact that there were strong educational, as well as social and moral grounds for educating children with special educational needs (SEN) alongside their peers.

There has been a lot of debate about what constitutes 'inclusion'. While in official statistics inclusion tends to be measured in terms of location (i.e. children on mainstream rolls), in recent years a clear distinction is made between inclusion which is about 'recognising individualism, the concept of entitlement and the idea that an institution would adapt to meet the needs of a child' and integration which is viewed as 'a location issue that drew attention to difference and difficulties and placed the onus on the child to adapt to the situation' (3).

When we talk about social inclusion we are concerned with active participation and engagement with other people. When we are talking about inclusive education we are also talking about social inclusion, but in addition are concerned with the individual's active engagement in formal learning processes (4).

Legislative changes have strengthened the right of children with SEN to a mainstream education. The SEN and Disability Act 2001 (5) enshrines the right to a mainstream education for these children and the 2001 Code of Practice (6) delivers this right to parents under certain conditions.

However, progress in embracing and acting upon inclusive principles is regarded as slow and extremely patchy as illustrated in the article quoted below in the *Times Educational Supplement*:

Figures from the Centre for Studies on Inclusive Education (CSIE) in 2003 showed enormous variation in inclusion between LEAs. For example, 'a child with special needs in Liverpool is seven times more likely to be in a special school than one in Newham. Between 1997 and 2001 the average authority reduced the percentage of children in special schools by just 0.0175 per year. During that period 41 authorities actually boosted their special school population' (7).*

**LEA inclusion trends in England, 1997-2001 Brahm Norwich (8).*

Although regional SEN partnerships have been set up since this time to try to address this issue, the inclusion of pupils with BESD is acknowledged to be particularly problematic. Paul Cooper draws attention to this:

Inclusion figures for students with SEN consistently show that children with BESD in the UK are as likely to be placed in exclusionary provision as they were 30 years ago, whilst this certainly is not the case for most other categories of SEN (9).

In 2002 an Audit Commission report states that:

Too many children wait too long to have their needs met; children who should be able to be taught in mainstream setting are sometimes turned away and too many staff feel ill-equipped to meet the wide range of pupil needs in today's classroom; special schools feel uncertain of their future role; families face unacceptable variations in the level of support available from school, LA or local health service (10).

Despite the sometimes slow adoption of policy and practices that promote inclusion and the fierce and passionate debates and disagreements within the field, the fact is that the role of both BESD and mainstream settings and staff are changing and will need to change further in the light of the inclusion agenda. There is no going back. The agenda has moved on from the 'why' and 'if' to the 'what' and 'how', as Byers notes:

I wish to propose...that debate needs to move on from the concern with questions about the principle of inclusion... that has exercised many commentators for some time, in order to grapple with questions that focus on the development of inclusive policies and practices (for example, 'what are the characteristics of inclusive classrooms?'; 'which of the practices that are described as inclusive lead to enhanced achievements for all learners?') (11).

In the light of this movement then, we need to consider the 'how' and turn to the potential changes that need to happen in order to develop more effective partnerships that promote inclusive policies and practices across BESD and mainstream settings. Some children might remain primarily located in some form of specialist provision (the Government has made clear that inclusion does not equate to the closure of special schools). The aspiration is for flexible and needs-led provision for individuals within a widening continuum, in which the role and nature of both mainstream schools and BESD settings are fundamentally altered. Recent Government policy and guidance with regard to mainstream and specialist provision has further set the stage for these changes to become a reality (the final section of this summary outlines the potential impact of these new directions in relation to the changing roles of specialist and mainstream staff).

In order to look at the 'how' of developing more inclusive practice, a key difficulty is thought by many to be the lack of a clear vision of what inclusive education might look like, and a lack of clarity about the principles that might underpin it. In considering how staff can best work in partnership across BESD and mainstream settings, we first need to have some idea of what we are aiming for.

A vision of inclusive education

A number of sources provide some support in building a vision of inclusive education based on sound principles. For example, 'The report of the special schools working group', which recognises that, '*the advent of greater inclusion of children with SEN in mainstream schools has meant that many special schools have felt unclear about their future role*' (3). The report 'sets out a vision for the future role of special schools within the overarching framework of inclusion, and maps out a programme for change'. It includes a number of aims which should underpin an inclusive educational system. These aims should:

- Ensure effective partnership working between special and mainstream schools, the wider community, and health and social services, to meet the needs of children and their families in a holistic way
- Allow for innovation in curricular development and for the development of different ways of providing effectively for pupils with a range of SEN, and for facilitating their inclusion into the mainstream
- Ensure that schools have high expectations of all pupils with SEN, to raise levels of attainment and achievement
- Provide resource bases for teaching methods, resources, and ideas, for both special and mainstream schools
- Be outward looking, seamlessly integrating specialist staff and SEN pupils into the wider community of schools

The report recognises that special schools are part of a continuum of provision and makes the clear point that specialist settings cannot change in isolation from other partners, the changing role of special schools is inherently bound up with a changing role for mainstream schools.

In 2003, Nick Burnett imagined an inclusive model for education thus,

Interdependent networks staffed by multi-disciplinary teams, adept and skilled at crossing boundaries reaching to a range of community providers to forge powerful partnerships... (with special) schools increasingly seen as specialist learning centres, working flexibly with a group of schools in supporting students and staff (12).

New roles for specialist settings

Again, there is a dearth of evidence-based research on 'best practice' in this emerging field. However, a number of potential roles that specialist settings could play have been articulated. Trends that have been identified include an increasing number of BESD staff working in mainstream settings, especially as 'expert' learning support assistants; the inclusion of special schools in clusters and federations (e.g. education improvement partnerships – EIPs); more movement between schools with less pre-conceptions and stigma attached to moving between locations, supported by the increasing emphasis on the personalisation of the curriculum for individuals; children from mainstream settings spending some time in BESD settings; the use of BESD staff in providing professional development opportunities; the increasing involvement of BESD leaders in supporting and providing consultancy for mainstream leadership teams. This final point is clearly made below:

Inclusion needs to happen with considerable specialist input. This means specialist teachers in classes and specialist teachers helping mainstream teachers to learn how to deal with behavioural, physical and mental issues in young people. The people who can make this happen are experts from special schools (12).

So what are we likely to see? Nick Burnett (12) identifies the following possible roles for BESD settings:

- As training centres
- As support centres other professionals
- As agents enabling greater access, e.g. offering assessment and advice

- As support centres for parents
- As centres of information
- As managers of multiple placements

A possible model that he suggests includes:

- A main site (near to a mainstream school) to act as a specialist base and housing a partnership with health and social services to provide a holistic service provision
- Satellite classes (with separate class bases) within mainstream offering opportunities for team teaching in mainstream and class base

This model would offer, for example, greater flexibility of provision and opportunities for the mixing of mainstream and special school staff (and pupils) and increased opportunities for the sharing of good practice. The model would also provide increased opportunities for professional development for mainstream and BESD staff to build schools together which are more inclusive. Finally, it would protect mainstream schools from skewing their place in league tables, a concern that at present often leads to a reluctance to include pupils with BESD.

Issues and implications for specialist and mainstream settings

In 2002, the National College of School Leadership (NCSL) concluded that the key changes that needed to happen to promote inclusion were:

- For special skills to be recognised and used to develop and support staff in other schools
- For a common language to be developed to demystify specialist provision and enable BESD and mainstream staff to work together effectively
- For the responsibility for vision and ethos to be developed by mainstream and specialist settings rather than it being seen as the responsibility of, and dependent on, the specialist sector (11)

There are of course barriers at a number of levels to the aspirations for inclusive education becoming a reality. At this time of change, for example, leaders working in specialist BESD (and other specialist) settings, face:

A particularly sharp version of the maintenance-development dilemma. In other words, they have to find ways of working with their colleagues in order to ensure quality within current constraints, whilst at the same time, encouraging forms of experimentation that will lead to different and more relevant uses of the resources in the special education sector. They are expected 'to provide high quality education within existing circumstances, whilst at the same time developing new roles in relation to the implementation of the national reform agenda...' (3).

Some of the structural and practical barriers facing leaders of current BESD settings include the need to ensure the financial arrangements they need to maintain their numbers, so there may be a reduced incentive to put more efforts in strengthening mainstream provision. Similarly, investing staff time in supporting pupils within mainstream might reduce the quality of provision made within the specialist setting, for example, by decreasing the number of staff.

There are a similar set of barriers to inclusive practice within mainstream settings as identified in the literature. These include the acknowledged tension between the

inclusion and achievement agendas (and related issues of league tables and parental choice), and the current organisational arrangements and traditional cultures which can result (particularly in secondary settings) in 'rigid organisational arrangements, teacher isolation, high levels of specialism amongst staff who are geared to predetermined tasks' which present barriers to the 'individualisation' and flexibility of organisational response necessary for the inclusion of pupils with BESD. A further issue for mainstream settings is the lack of teacher confidence and perceptions of competence in working with pupils with BESD and the professional development implications of this.

A further barrier to transforming aspiration into practice in terms of increasing inclusion is seen by many as the perceived 'threat' that pupils with BESD present to mainstream settings – challenging the dominant culture of the school as well as staff beliefs and practices. This, however, can be reframed as an opportunity for change and positive development for both mainstream and BESD settings and staff. Experts from specialist settings clearly have a role in supporting mainstream settings to creatively meet the challenge of becoming inclusive organisations.

Despite these barriers, however,

Around the country there is increasing evidence of special schools that are involved in experimental initiatives that are focused on the development of new roles (DfES, 2003). In these contexts it is partly encouraging to see the way in which some special school head teachers are taking the lead in exploring new relationships with mainstream schools (11).

A number of key government policy and strategies can be seen as facilitating this process, removing some of the barriers that have historically inhibited inclusion, and setting the scene for the development of a new, shared culture of inclusion within all schools and settings, and for enabling the development of a coherent and well-trained workforce of those working with children and young people.

In many ways the thrust of the many changes we are witnessing is to promote the Every Child Matters (13) principle of target support being embedded in universal provision, the very essence of inclusive principles. Examples of how the changes have the potential to facilitate a more inclusive provision for pupils include:

- A focus on improved and more accessible early years support for families through children's trusts and centres. As parents of pupils with BESD are among those currently least likely to access support at present, improved services in this area are likely to impact differentially on this group, allowing early and proactive intervention before difficulties become entrenched.
- The increased use of multi-agency support delivered through children's centres and 'one-stop' shops (such as full-service schools) and leading to a more coherent and accessible service for families, as well as the breaking down unhelpful barriers between service providers.
- Full-service and extended schools. Extended schools include aspects such as an extended day, study support, breakfast clubs etc. These, and especially the extended day provide many additional opportunities for BESD/mainstream collaborations and inclusion development. Full service schools have particular relevance for special schools as so many of the pupils have multi-agency involvement and being based on the same site in many instances, the opportunities for a joined-up 'package' of support, with professionals working together in a holistic partnership will undoubtedly be to the benefit of pupils with complex needs.

- Education Improvement Partnerships and federations (EIPs) will enable arrangements and resources for admitting and supporting children with BESD to be shared and more coherent. Partnerships can offer a better range of resources and promote the sharing of staff expertise and practice across settings. Changes to funding structures will enable EIPs to plan more coherently for a longer period of time than was previously the case. The issue of 'ownership' of pupils with BESD under these conditions is also more likely to be seen as shared.
- A wider curriculum on offer within mainstream settings, with more variety of teaching and learning styles and increased 'personalisation' is better placed to meet the needs of pupils with BESD. It is well documented that pupils with BESD tend to be the first to respond negatively to inappropriate or lacklustre teaching styles. BESD staff are likely to be able to provide much support in devising new and creative ways for making the curriculum accessible to pupils with BESD, while mainstream staff will have much to offer in terms of specialist curriculum expertise, resources and facilities. The Every Child Matters key outcomes place a duty on all educational settings to attend to pupils' needs more holistically than may have traditionally been the case within mainstream settings.
- Schools are likely to find that a key strategy in meeting the five outcomes will be through a focus on developing children's and young people's social and emotional skills, through the Primary and Secondary National Strategies behaviour and attendance strands, and the use of the 'Social and emotional aspects of learning (SEAL)' resources. The new inspection process is likely to focus settings on environment and ethos and on promoting the emotional health and well-being of the school community to a greater extent.

With all pupils' needs being seen as 'individual' the barriers between 'mainstream' and 'special' provision may begin to be broken down, with pupils in a range of settings accessing education in a number of different locations and through a range of providers. Again, BESD staff are used to working with personalised plans and will be a useful source of expertise to mainstream staff and leaders, while mainstream staff and settings will bring their specialist expertise, knowledge and an increased range of resources and facilities.

The implications for staff within this current educational canvas are extensive. Staff who have traditionally worked in a single setting, will need to move more easily between special and mainstream settings to access the facilities, expertise and opportunities offered by both. This will necessitate an increased understanding of the culture, constraints and operation of both settings.

With more children accessing learning across settings, staff will need to ensure that curriculum content is 'matched' across settings if the pupil is not to be disadvantaged. The twin challenges of supporting pupils with the needs related to their BESD while at the same time developing an appropriate and comparative academic curriculum remains a source of tension within BESD settings.

Staff may be called upon to provide professional development opportunities for each other, for example, BESD staff providing development opportunities in assessing and planning to meet the needs of pupils with BESD and mainstream staff offering opportunities for developing curriculum specialisms and ensuring curriculum continuity and consistency.

In addition, staff are likely to find themselves working increasingly as part of multi-

agency teams in a diversity of settings. BESD staff are skilled and experienced in working in multi-agency ways, and have much to offer mainstream colleagues in this area.

Summary

While progress in moving the inclusion agenda forward has certainly been slow, and while there are many barriers to be overcome, these difficulties are balanced by the many positive changes taking place which have the potential to significantly impact on the lives and opportunities available to many children with BESD. The implications for the practitioners who work with them to develop shared understandings, gain new skills and engage in planning for a future of inclusive provision, moving forward in tandem, are the exciting subject of this topic.

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Preparatory Activity – Resource A

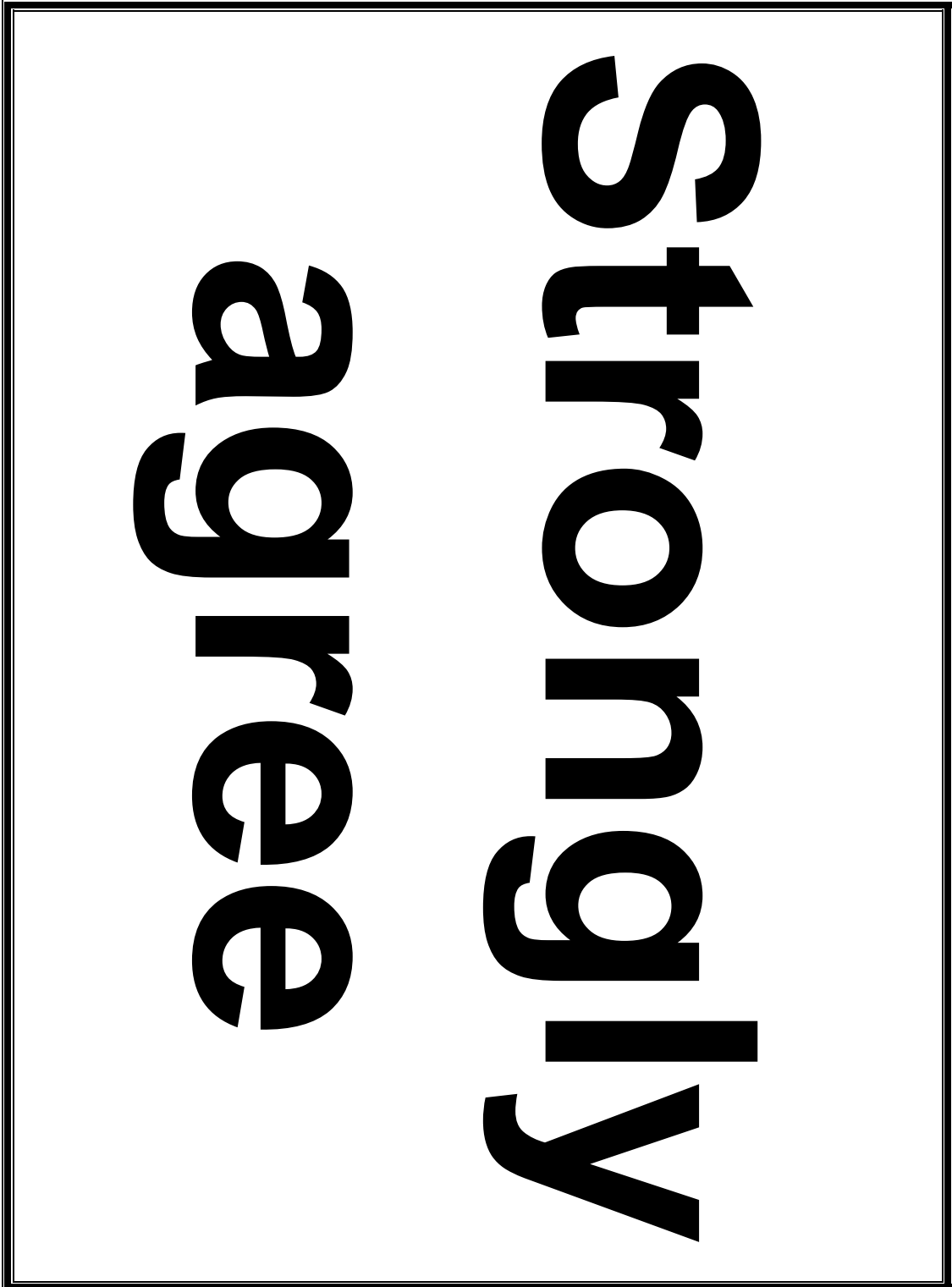
A checklist of skills to aid identification of professional development needs

	We could provide support to others in this area	We would benefit from development opportunities in this area	Additional areas of experience, expertise or personal interest
Leadership and problem-solving			
Managing complex change in an uncertain world			
Creating a shared vision for inclusion among staff groups with diverse roles			
Implementing policy, procedures and practices to create a positive and supportive ethos for children with BESD			
Putting in place a spectrum of provision to meet the diverse behaviour and attendance needs of large numbers of children			
Evaluating and adapting guidance aimed at different populations to make it relevant to pupils' individual needs			
Having a 'helicopter view' and wide knowledge base of all aspects of policy and legislation affecting educational settings			
Using the skills and knowledge of different professionals (and parents/carers and community) to inform decision-making			
Implementing policy and structures to ensure that children perspectives inform decision making			
Enabling effective models of joint working between all to support the needs of pupils with BESD			
Being innovative when there are no established formulae or agreed set of approaches to securing improvements			
Knowledge of policy and legislation as it relates to pupils with BESD			
Managing the work of all adults working in support or voluntary roles			

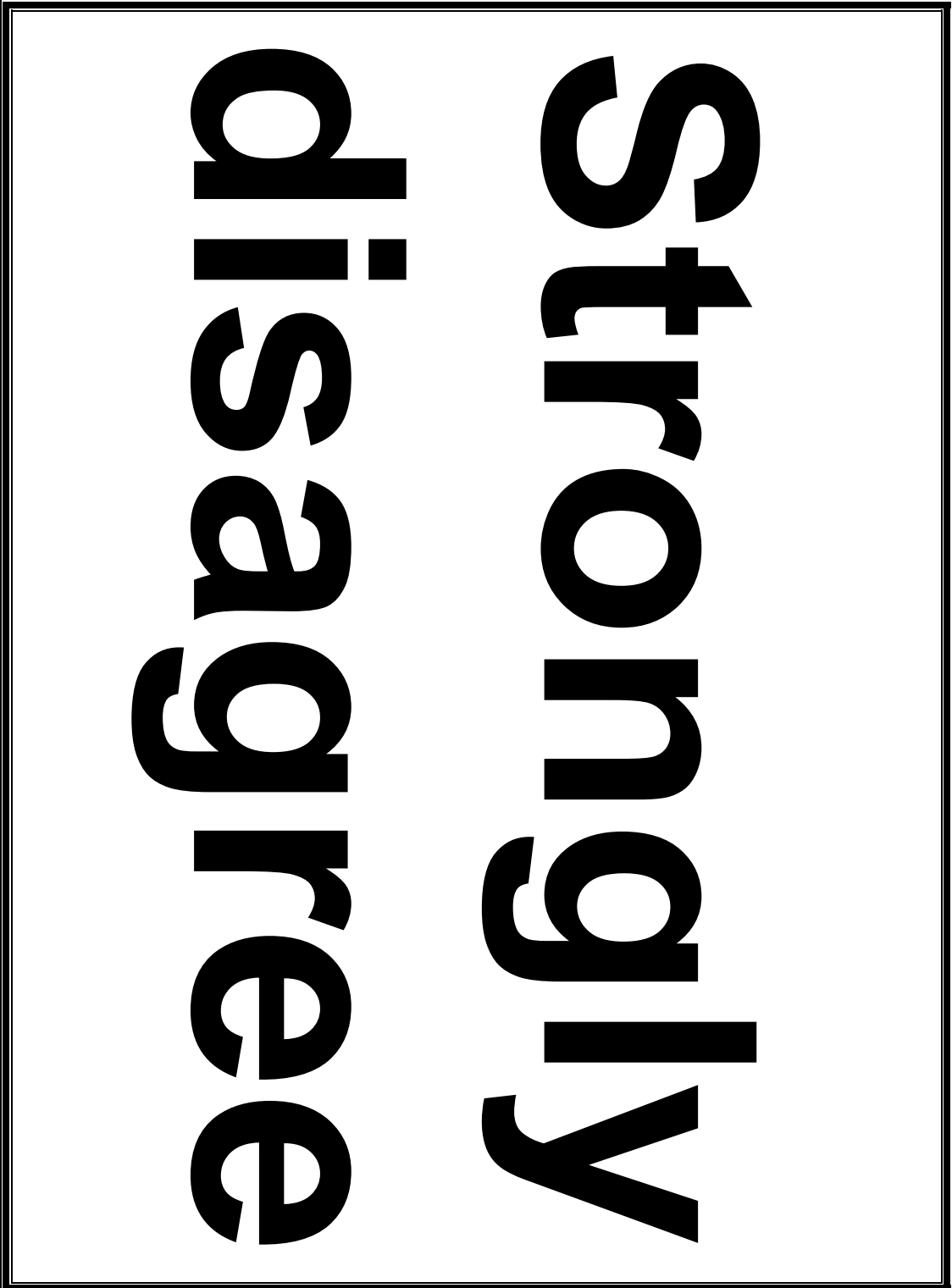
Other			
Curriculum, learning and teaching			
Specialist subject knowledge			
Experience of implementing National Strategies' guidance on effective learning and teaching			
Cross-curricular planning and curriculum enrichment			
Experience of planning effectively for differentiation for groups of pupils with different attainment levels			
Understanding and using data to set appropriately challenging targets for classes, groups and individuals			
Knowledge of 14–19 curriculum development and pathways for pupils with BESD			
Knowledge of appropriate accreditation routes for pupils with BESD			
Creatively adapting resources, curriculum and teaching styles to engage pupils with BESD while meeting statutory requirements			
Working collaboratively with all adults to ensure effective support of all children with BESD			
Meeting the needs of the majority as well as the specific needs and targets of those with BESD, in whole-class settings			
Other			
Interpersonal relationships			
Establishing relationships with pupils and classes without the benefit of prolonged contact (e.g. when a class is seen once a week)			
Using a range of strategies for listening to pupils and developing trust (particularly for those with BESD)			
Balancing 'understanding' with clear parameters for pupils with BESD			
De-escalating challenging behaviours while retaining the self-esteem of the individual			
De-escalating potential conflicts with parents or carers who may challenge staff			

Repairing' relationships with pupils when things have gone wrong			
Talking with pupils about personal or difficult issues that may be affecting them within or outside of the educational setting			
Using control and restraint safely and within national and local guidelines			
Other			
Multi-agency working			
Working with the community and community groups			
Networking with parents, carers, families and taking into account their views and needs – particularly families who may be harder to reach			
Working with professionals from other agencies			
Working cooperatively with other educational settings to meet the needs of pupils with BESD			
Developing as an extended school, offering activities out of school hours to pupils and the community			
Other			
Planning for individuals/personalisation			
Understanding and providing for a wide range of needs			
Empowering pupils through involving them in decisions about their educational and other choices			
Planning holistically – including a broad range of outcomes in planning (e.g. the five outcomes of Every Child Matters)			
Devising effective plans based on an understanding of the circumstances, needs and perspectives of the individual			
Devising holistic and coordinated plans which involve movement between different provisions			
Other			

Activity 1 – Resource A



Activity 1 – Resource A



Activity 1 – Resource B

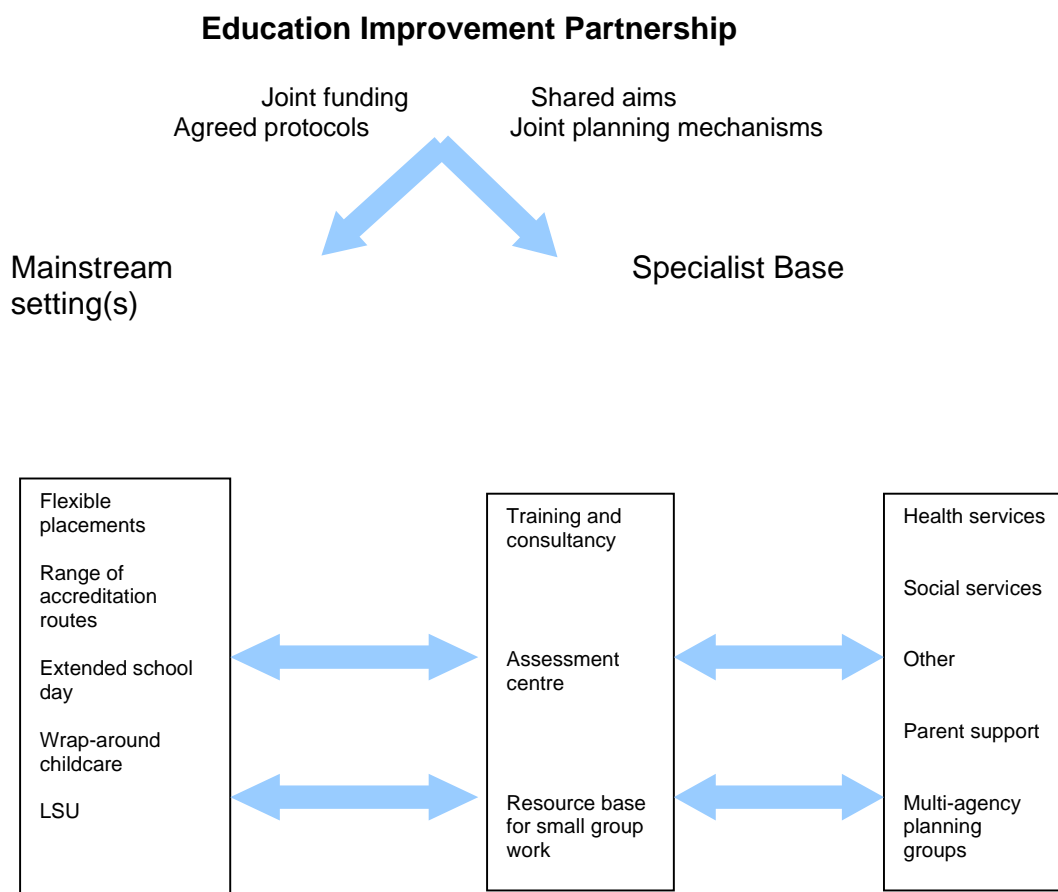
Exploring values and beliefs

Statements to consider	What underlies this belief? What principles are involved? (For example, equality of opportunity; promotion of diversity; outcomes for majority should take precedence; valuing a range of 'intelligences')	How would this belief, or its opposite, affect our attitudes and behaviour when working with children with BESD?	Evidence from experiences (for and against)
'All children should have the right to attend a mainstream school'		Mainstream staff see children with BESD as 'their' responsibility	
'It is not fair to expect organisations to change their structures and policies to fit the needs of a few individuals'	Treating some children 'differently' is not fair on the others.	Resentment at being asked to meet the needs of children with BESD	In mainstream settings many children receive additional support with reading; this isn't seen as unfair
'Children with BESD will not change just because you put them in a different setting – very few will succeed within a	Behaviour is 'within-child' versus behaviour is 'contextual'	We will not invest effort in trying to support children in changing their behaviour if we believe that it can't change	

mainstream setting'			
'If an educational setting school really wants to include a child, whatever their difficulties, they will find a way'.		Time would be allocated to considering all possibilities in a creative way	
'Staff in BESD settings have special qualities and skills to support the children they work with – it is unrealistic to expect all mainstream staff to be able to develop these qualities and skills'	Children with BESD are 'different'; only 'experts' can meet their needs; the skills can't be learnt		Some mainstream staff have great success with children with BESD

Activity 2: Resource A

Working together to support children across a range of contexts



Specialist provision would be jointly managed and funded through an agreed education improvement partnership (EIP) and would consist of a main site (near to a mainstream school) which would act as a specialist base, housing a partnership with health and social services to provide a holistic service provision. This site would provide the principal base for a small number of children who, for whatever reason, have not been able to access any form of mainstream provision and who work with a range of professionals to meet their needs. This site would also function as a centre for professional development, a centre for assessment and consultancy, a support centre for parents, a centre of information, and would host regular joint multi-disciplinary meetings or events to discuss organisational and child-based issues, within an ethos of joint ownership and shared aims. Flexible provision for a range of children would be managed from this centre and individual programmes agreed and reviewed.

The provision would include satellite classes within the mainstream school (with

separate class bases for some children) offering opportunities for team teaching in both mainstream and class bases. Extended opportunities for out of school activities would be accessed by all children.

This model would offer

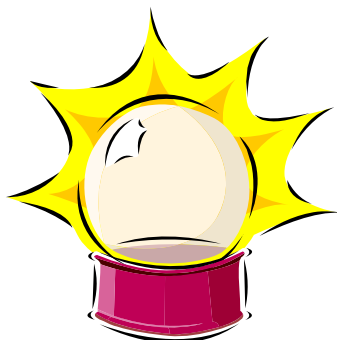
- Greater flexibility of provision and opportunities for the mixing of mainstream and BESD staff and the sharing of good practice
- Greater opportunities for children to mix with each other across a range of settings
- Increased opportunities for professional development for mainstream and BESD staff to develop practice together
- Shared ownership of children with BESD
- Protection for mainstream schools from skewing their place in league tables, a concern that at present can lead to reluctance to include children with BESD
- Support networking and partnership working for all

To do:

- Consider the implications of working within this model for your own professional development and support needs.
- What new skills, knowledge, understanding or experiences would you need to develop in order to work effectively within this model?
- How could these needs be met? List a range of opportunities that you would ideally like to access to meet the needs you have identified.
- What needs would staff in other roles within your own setting and other settings have?

Activity 3 – Resource A

10 years on



Support for individuals is embedded in universal provision

Multi-agency teams are established and provide a range of services (including planning for children with BESD and their families) from the base of the full-service school in which health, social services and education personnel, job centre and employment services, benefits and housing, community safety and youth justice all work together with agreed aims and budgets.

An extended school day is established. The school offers study support, breakfast clubs, wrap around care and a range of after-school additional opportunities for all children to access.

The full-service school is run by an Education Improvement Partnership which includes the BESD centre, a number of primary schools, colleges of further education, Connexions personnel and a number of secondary provisions each offering a range of resources and options for accreditation.

A wide ranging curriculum is on offer within mainstream settings and a whole range of children benefit from a personalised curriculum, sometimes involving moving between sites.

Activity 3 – Resource B

Listening to Mikey

Mikey is a Year 9 pupil who has been permanently excluded from mainstream school. This is the transcript of an interview between Mikey and a behaviour support teacher.

- BST It seems that when you were in your last school you were angry a lot of the time?
- Mikey Yeah that's right
- BST Do you think it's possible for you to go back to school now?
- Mikey Nah, but yeah if somebody physically forced me back there I'd probably go back and do it. For me, it's like I've got a little metal collar round my neck and if I walked through that door my heads gonna explode. It's like I just can't go back to school, I can't physically make myself go back to school. I'm too afraid to walk into school and have people just doing stuff like that. It's scary, it makes me nervous.
- BST Would it be more difficult going to a new school?
- Mikey Yeah
- BST Yeah? What's hard about having to go somewhere new?
- Mikey The people, the people in school, you never know what they are thinkin' about you or what they are saying about you and you never know what to say, you don't know how to act, you want to act like yourself, you want to act like who you are!
- You can't act like somebody else. I don't know about the others but I'm afraid to show my real self in case they don't like me.
- BST How do you feel about being part of a new school then?
- Mikey It's just like that I wish that people could be like, not just the people here but people everywhere, could just be truthful and not lie and be nice to each other instead of all this violence and taking the piss out of each other and bullying and you know, there's no point to it. I just don't see the point.
- BST Do you think this has really affected you?
- Mikey Yeah it has, it's the thing, like when you are strolling along in your own little world like, or you're in school and the teacher says do your work and you just go "Fxxx off". At the time you think yeah I got the upper hand there, you think nothing is gonna happen to you, but at the end of the day something may not happen to you for a while, but like a week or a month etc, but at the end of the day it will catch up with you. And most of the time it's in the future. And you might think it's better, but it aint it's worse, cause it happens in the future it's like when something important's gonna happen like exams and you miss your exams and then that's it. You aint gonna get to take those exams again, they are just like a once in a lifetime thing, it's a chance and if you don't get to take them it's just like

well you've failed again.

Like when I was going through Year 8 thinking "oh yeah it wont matter, I'll get to year 9 and then I'll stick my head down and get on with my work then I'll do Year 10 and 11 and I'll mess about for a bit then I'll get on with my work again". But it don't work like that. You either mess around for the whole of your school life, then you fail again.

BST What do you think influences pupil's to behave the way they do?

Mikey Well, with, it all depends, like they say with every book there's a different story, with every different person, their minds work differently, different things make them angry and different things make 'em react in different ways.

I was like a loose cannon, I couldn't help it. It's like at the end of the day, if someone, one person, said something wrong then that was it. It'd make me angry, make me flip out, make me schizoid. Whatever, then I'd get in trouble for it.

I would be like, if a teacher told me to get on with my work in front of my mates I'd be like, "Oh what are you on a bout, shut the fxxx up" or something like that. Then all the girls would laugh and my mates would start laughing and you'd think like, yeah, yeah I look big, I look big, but I didn't know what everyone else does.

I look back on it now and I think yeah if I wouldn't have opened my mouth at that certain time then and wouldn't have reacted in the way I reacted then a different thing would have happened, something else would have happened and in my case it would have been better, like if I hadn't have said Fxxx off or the time I kicked through the door. If I'd stayed in there and waited it out something good would have come from that and it would have made something better.

Activity 3 – Resource C

Multi-agency planning form

Name

Age

Group

Purpose of meeting

Date

Venue

Present (names and roles)

Part 1: Overview and background

Overview of child's history (placements, etc.)	
Child's aspirations	
Parental or carers' aspirations for child	
Child's strengths (e.g. skills, interests)	
Learning conditions Child works well when... Child behaves well when...	
Child's needs	

Social and emotional skills Confidence Organisational skills Attitude Study skills Literacy skills/ Numeracy skills Other	
Other perspectives/information	

Part 2: Planning

Key needs to be met	Provision/placement/strategies	Roles and responsibilities	Action points (for child; parents; professionals)
Arrangements for monitoring and evaluation (including dates, responsibilities and mechanisms for feedback)			
Key worker/coordinator and contact details:			
Signatures		Date	
Notes			

NB This proforma has been developed, with permission, using ideas from *A Reintegration Programme for Pupils with Emotional and Behavioural Difficulties* by Jane McSherry, 1996 (Senjit) and *Farewell and Welcome, a neat finish and a good start* by Ann Cossavella and Charmian Hobbs, 2003, Lucky Duck Publishing.

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For use within the session

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Sevenside Education Centre, Charborough Road, South Glos BS34 7RB
Phone 01454 868600

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Special Educational Needs and Disability Act, 2001 ISBN 0 10 5410012
<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/designguidance/SENandDisabilities/>

Special Educational Needs Code of Practice, DfES 581-2001
http://www.teachernet.gov.uk/_doc/3724/SENCodeOfPractice.pdf

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http://www.everychildmatters.gov.uk/_files/A39928055378AF27E9122D734BF10F74.pdf

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Learning to listen, Children and Young People's Unit 2001
<http://www.dfes.gov.uk/listeningtolearn/downloads/LearningtoListen-CorePrinciples.pdf>

Peer Mentoring – a resource pack for schools, National Mentoring Network (NMN), formerly known as the Mentoring and Befriending network, and DfES. See www.nmn.org.uk <http://www.mandbf.org.uk/>

Promoting children and young people's participation through the National Healthy School Standard, ISBN 1-84279-264-4,

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<http://www.wiredforhealth.gov.uk/cat.php?catid=842>

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Special Educational Needs Code of Practice, DfES 581-2001

http://www.teachernet.gov.uk/_doc/3724/SENCodeOfPractice.pdf

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2001 <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=1021&type=pdf>

Improving Behaviour and Attendance: guidance on exclusions from schools and pupil referral units, DfES 0087-2003

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/>

Legal framework for school discipline, DfES Circular 10/99

<http://www.dfes.gov.uk/behaviourandattendance/guidance/Revised/Social%20Inclusion.cfm>

Managing challenging behaviour, Ofsted 2005

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=3846&type=pdf>

School Admissions Appeals Code of Practice – DfES 0030-2003

<http://www.dfes.gov.uk/sacode/docs/DFES-School%20Admissions.pdf>

School Admissions Code of Practice – DfES 0031-2003

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, and
- Effective classroom teaching

A booklet containing policy advice for headteachers, 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 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 children 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?

Developing and reviewing your whole school behaviour and attendance policy

Core principles, beliefs and values underpinning the behaviour and attendance policy

Key components of a behaviour and attendance policy

Promoting ownership of a behaviour and attendance policy

Promoting consistency of practice

Monitoring and reviewing a behaviour and attendance policy

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

Playtimes and lunchtimes

Playtimes and lunchtimes in the context of the whole-school behaviour policy

Staff development and support

Helping children take responsibility for the playground/lunchtime culture

Practical strategies for improving playtimes and lunchtimes

Positive behaviour and the learning environment

Influencing the environment

Exploring how the environment can promote behaviour for learning

Evaluating the physical environment

Effective lessons and behaviour for learning

Key factors in lesson planning and delivery which can influence children’s behaviour

Using lesson structures to promote positive behaviour

The importance of classroom routines

Exploring ways to teaching the behaviours needed for learning

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

Future publications - Primary

Excellence and Enjoyment: solution focused specialist coaching.
Improving behaviour and attendance... improving learning. (DVD)
Excellent and enjoyment: social and emotional aspects of learning: small group work to develop children's social emotional and behavioural skills (DVD)
KS2 intervention group work (web only)
Family learning SEAL programme for parents / carers (web only)
SEAL assemblies one to six (web only)

Other relevant materials:

Introductory training for school support staff

Behaviour management

Self-study materials for supply teachers

Classroom and behaviour management
as downloads www.teachernet.gov.uk/publications/supplyteachers

Behaviour management module

– Induction training for teaching assistants in primary schools

Behaviour management module

– Induction training for teaching assistants in secondary schools

Revised materials available from TeacherNet Summer 2007