

Pwyllgor Craffu Addysg a Phlant
21.12.17

Pwnc: ADOLYGIAD CYNNAL YMDDYGIAD

Pwrpas: Mae'r adroddiad yma yn cynnig ail-fodreu Gwasanaethau Cynnal Ymddygiad Sir Gaerfyrddin, sy'n cefnogi rheoli ymddygiad oddi mewn i'n hysgolion a'n lleoliadau arbennig. Yn dilyn adolygiad o wasanaethau cyfredol ac ymhel ag ymarferwyr, datblygwyd argymhellion er mwyn addasu'r modd yr ydym yn gweithio - er mwyn gwella'r modd yr ydym yn cwrdd ag anghenion dysgwyr.

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- I ystyried yr argymhellion
- I gynnig sylwadau cyn symud ymlaen i ymgynghoriad terfynol gydag ysgolion

Rhesymau: Mae cynnal a gwella safonau addysgol ymhellach yn gysylltiedig ag ymddygiad da ac felly mae'n amserol i adolygu ein harfer presennol. Mae cysylltiad profiedig rhwng ymgysylltiad dysgwr a: dysgu; lles; ymddygiad a chyflawniad. Adrodda ymarferwyr fod galw arnynt i ddelio gydag ymddygiad cynyddol heriol ac mae gallu ein gwasanaethau ymddygiad cyfredol yn gyfyngiedig.

Mae rhagor o ffocws nawr ar les dysgwyr gyda chynnydd mewn tyndtra a phryder disgyblion, sydd ag oblygiadau i ddysgu. Mae'r adroddiad yma yn cynnig ail-fodreu gwasanaethau, gyda mwy o ffocws ar ddarpariaeth mewn ysgolion ac mewn tair ardal ddaearyddol yn hytrach na mewn lleoliadau unigol.

Angen cyfeirio'r mater at y Bwrdd Gweithredol / Cyngor er mwyn gwneud penderfyniad: NAC OES

DEILYDD PORTFFOLIO BWRDD GWEITHREDOL:- Cyngh. Glynog Davies

Cyfarwyddiaeth; Adran dros Addysg a Phlant Enw Pennaeth Gwasanaeth: J. Aeron Rees Awdur yr Adroddiad: J. Aeron Rees	Swyddi: Pennaeth Cwricwlwm a Lles	Rhifau ffôn.: 01267 246532 Cyfeiriadau ebost: JARees@sirgar.gov.uk JARees@carmarthenshire.gov.uk
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE

21ST DECEMBER 2017

BEHAVIOUR SUPPORT REVIEW

There is a demonstrable link between learner engagement with learning, wellbeing, behaviour and attainment. That said, there's a general consensus in research literature and a firm view amongst our staff, that **behaviour management is becoming more challenging** with more pupils with complex emotional and behavioural difficulty (EBD); mental health issues, the impact of Adverse Childhood Experiences (ACEs), societal pressures such as social media, family breakdown and parenting concerns etc. Furthermore, schools report complexity and poor engagement with learning earlier in pupils' school careers (e.g. Years 1-3/4).

Our Behaviour Support Services were developed in the mid-2000s and, in light of recent concerns, it is timely to review our current practices. This coincides with a departmental realignment with Behaviour Support Services transferring to the Curriculum and Wellbeing portfolio to dovetail curriculum, learner support and wellbeing. This has enabled us to undertake a holistic review of Behaviour Support.

Our aim is to move from a silo focus on behaviour to a more universal approach to include pupil wellbeing and engagement. We wish our learners to be well qualified and well educated, develop as well rounded young people and be fully prepared for the challenges and opportunities of adult life. To achieve this aim we require that standards of engagement and behaviour in our schools are consistently good. Furthermore:

- **Mainstream schooling is the over-riding norm** for the clear majority of our learners:
- **Inclusive** practice and **equity** is firmly based on **high quality teaching and learning**, supported by an **engaging and motivating curriculum**
- **We need well communicated firm, fair, just and positive behaviour management policies and procedures** based upon **mutual respect and trust**
- We will provide **early support and targeted therapeutic intervention** in order to ensure inclusivity, whilst also striving to **de-escalate** incidents and individual cases
- Where this is not possible, we offer a short or longer term structured **graduated response** and access to specialist provision when appropriate (**Mainstream Outreach** provision and/or **access to specialist settings**)
- In cases where specialist placement is required, there are plans and exit strategies to enable **re-inclusion** into mainstream provision whenever possible

We need to:

- **Understand behaviour**- with a mature and professional understanding of **emotion coaching, trauma and attachment awareness**
- Further disseminate and normalise a **person-centred** approach;
- Develop **restorative practice** and **widen its deployment**
- Be **responsive to need**, be able to react rapidly at times of crisis but, conversely, adopt a proactive mind-set so that crisis situations become more of a rarity
- Funding for specialist, bespoke provision devolved and developed locally
- A major system wide training programme;
- Clarity of what's available and what's being done in different parts of the system.

Key principles:

Amongst the priorities for practitioners are:

- A faster referral process;

The mixed economy model (mainstream and specialised provision) needs to be further developed to support inclusivity.

The following actions and timetable are offered:

Phase 1: 2018 – Summer 2019:

- Feasibility study to explore, and consult upon, a **non-residential model** for **Ysgol Rhydygors**, to include reviews of residential pupils (as a means of planning alternative options for high end need)
- Establish a Task and Finish Group to scope out the features of an indicative Inclusion Base
- Pilot **Inclusion Bases** on up to:
 - 6 secondary school campuses,
 - 3 area primary cluster bases, co-located on a suitable mainstream campus
- Plan possible decentralisation of **Canolfan Bro Tywi** to be potentially co-located with a primary area cluster base
- Possibly relocate **Canolfan y Gors** to Pwll Site as an interim measure
- Enhance capacity of **Behaviour Outreach Service** and make fuller use of specialist expertise
- Develop mainstream and specialist staff expertise and train school-based **Emotional Literacy Support Assistants** (ELSAs)

Phase 2: Autumn 2019- Summer 2020:

- **Implement recommendations of the Phase 1 Rhydygors feasibility study**
- Consider feasibility of further decentralisation, including **future of Rhydygors day school** and consider plan to redeploy specialist centre staff as an outreach service
- **Co-locate PRU and Canolfan y Gors** close to a secondary school
- Extend **inclusion base concept** to remainder of secondary schools and largest primaries

Phase 3: Autumn 2020 - Summer 2022:

- Evaluate Phase 2
- Implement final stage of decentralisation model as agreed in prior evaluations and phase 2 feasibility study

Other recommendations include:

- Lobby Welsh Government and Estyn regarding factors currently working against inclusivity
- Evaluate behaviour data capture and data sharing systems at school and departmental levels, to ensure better communication and promote collaboration/multi-partnership working
- Develop a wider menu of interventions which bridge between mainstream and specialist provision
- Consider formulating a pre-exclusion panel

- Vulnerability Assessment Profile to be used at start of KS3/end of KS2, with strategies to meet increasing demand/remedial action resulting from this work
- Intervene earlier e.g. School Based Youth Work, Educational & Child Psychology, Counselling
- Cut down waiting times and waiting lists
- Commission external challenge process for the Education Welfare Service
- Establish a Multi-disciplinary panel for Elective Home Education
- Commission a rolling programme of reports on specific components of the service

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: *J. Aeron Rees*

Head of Curriculum and Wellbeing

Policy, Crime & Disorder and Equalities YES	Legal YES	Finance YES	ICT NONE	Risk Management Issues YES	Staffing Implications YES	Physical Assets YES
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Policy, Crime & Disorder and Equalities

Local authorities, schools and the police, as public authorities, must act compatibly with rights under the European Convention on Human Rights (Human Rights Act 1998). The Welsh Government's vision is that all children have access to their rights, as set out in the United Nations Convention on the Rights of the Child (UNCRC).

- The Equality Act 2010 protects pupils from discrimination based on protected characteristics. The relevant protected characteristics are disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. [Fair, consistent and equitable treatment of pupils is considered vital in maintaining good order in learning settings]
- Under section 175 of the Education Act 2002, local authorities and the governing bodies of maintained schools must have regard to keeping learners safe for the purpose of meeting their duties and to exercising their functions in a way that takes into account the need to safeguard and promote the welfare of children.'

This strategy also addresses two wellbeing goals in the Well Being of Future Generations Act (Wales) 2015, namely: A More Equal Wales and A Healthier Wales.

Legal

Welsh Government circular 203/2016 'Inclusion and pupil support'¹ covers the inclusion and support of pupils in considerable detail, including the promotion of positive behaviour in mainstream and special settings. Several general aspects of legislation need to be taken into account in applying this guidance (paraphrased below):

- 'Section 21(2) of the Education Act 2002, requires governing bodies to conduct a maintained school with a view to promoting high standards of educational achievement at that school.
- Section 88 of the Education and Inspections Act 2006 requires a governing body to ensure that its school pursues policies designed to promote good behaviour and discipline on the part of its pupils. In particular it requires:
 - a governing body to make and review a written statement of principles to guide the head teacher in determining measures for promoting positive behaviour

Finance

Time Period	Capital/MEP Band B (£)	Revenue (growth) (£)	EiG (£)	Other Grant bid (£)
2018/19	0	50,000	1,800	0
2019/20	0	100,000	51,750	0
2021 and beyond	8,200,000	0	0	5,000
Total	8,200,000	150,000	53,550	5000

* Note: Would request consideration that savings accrued from decentralisation be re-invested into the service.

Risk Management Issues

Risks in not implementing these proposals are mooted as follows:

- Deterioration in student engagement and behaviour
- Learners not fully realising their potential/ deterioration in educational standards
- Needs of many learners not met
- Welfare, care, support and guidance of learners will suffer
- Additional pressure on waiting lists to specialist settings and delays in accessing appropriate provision
- Additional pressures on school staff (leading to more stress related absence and illness)
- Impact on teacher recruitment and retention difficulties

6. Staffing Implications

There is no fundamental additional staffing demand, albeit there will be a strong focus on upskilling and developing existing staff i.e. officers, school and special setting leaders and practitioners. Training will focus upon realising the vision and philosophy for enhanced practice outlined in the report, and will concentrate on procedures, behaviours, pedagogy and practice which propagate our inclusive and preventative approach.

Physical Assets

To realise Recommendation 3 of the report requires MEP Band B capital investment (8.2m). This will be used to decentralise specialist services so that an inclusion base is established in each secondary school (via refurbishment and/or new build). In addition, 3 area cluster bases (co-located on existing school campuses) provide additional specialist support to learners in our three sub-regions, namely Taf Myrddin, Dinefwr and Llanelli. The rationale which underpins this strategy is outlined in the detailed report. It should also be noted that this approach needs to be scoped further and is consistent with the emerging TIC strategy.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: **J. Aeron Rees**

Head of Curriculum and Wellbeing

1. Local Member(s)

2. Community / Town Council

3. Relevant Partners

4. Staff Side Representatives and other Organisations:

Stakeholder event on 30.3.17

Bethan T James	Service Manager, Corporate Parenting
Angela Davies	Principal Educational & Child Psychologist
Iwan Davies	Youth Support Service Manager
Rebecca Williams	Additional Learning Needs Provision Manager
Elin Forsyth	Principal Challenge Adviser
Rhona Evans	Team Manager, Education Welfare Service
Helen Davies	Headteacher, Richmond Park Primary School
Anthony Stevenson	Headteacher, Penygaer Primary School
Dave Williams	Deputy Headteacher, Bryngwyn/Glan y Môr
Noeline Thomas	Service Manager, Children's Service
Non Neave	Headteacher, Old Road Primary School
Julie Griffiths	Headteacher, Ysgol Bro Dinefwr
Wyn Evans	Pennaeth, Ysgol Maes y Gwendraeth
Siôn Watkins	Deputy Headteacher, Ysgol Dyffryn Aman
Yvonne Hutchinson-Ruff	TAF Manager, Education Welfare Service
Nicky Symmons	Headteacher, Ysgol Heol Goffa
Rebecca McMillan	Head, Canolfan y Gors
Lee James	Headteacher, Llandybie Primary School
Ashley Howells	Headteacher, St John Lloyds Comprehensive
Tracy Senchal	Headteacher, Coedcae School
Karon Oliver	Senior Educational & Child Psychologist; Behaviour
Jo Antoniazzi	Head, CSTLC PRU
Janine Patrick	Families First, Planning and Performance Manager

Stakeholder events 22.5.17 and 3.7.17

Sarah Tiddy, Ysgol Bro Dinefwr	Graziella Fiorella, St John Lloyd
Karen Taylor, Bryngwyn / Glan- y-Mor Federation	Rhian Adams, Maes y Gwendraeth
Jonathan Thomas, Ysgol Bro Myrddin	Darrel Campbell, Ysgol Dyffryn Aman
Delyth Phillips, Ysgol Dyffryn Taf	Claire Jones, Llandeilo CP
Nic Lloyd, CSTLC	Jan Oysten, Heol Goffa
Claire Scotty, Coedcae	Kathryn Morgan, Ysgol Pentip
Sian Rowe, Ysgol y Tymbl	

Other consultees

DMT (18.5.17 & 5.7.17) Paul Williams, EOTAS Manager Helen Etherington, Senior Educational Psychologist, Angela Davies, Principal Educational Psychologist Rebecca Williams, Additional Needs Provision Manger	Elinor Williams, Additional Needs Process Manager Ian Berryman, Headteacher Ysgol Rhyd y Gors 23.6.17
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Learners – 177 in total, across 12 settings

School	Session Date
Ysgol Gyfun Emlyn	Tuesday 20 th June 2017 – 10.00 am
Coedcae	Wednesday 21 st June 2017 – 12.00 pm
Ysgol Y Strade	Friday 23 rd June 2017 – 9.00 am
Dyffryn Aman	Tuesday 27 th June 2017 – 8.50 am
Maes Y Gwendraeth	Wednesday 28 th June 2017 – 11.00 am
Betws County Primary School, Ammanford	Monday 19 th June 2017 – 9.15 am
Old Road Primary	Wednesday 21 st June 2017 – 10.00 am
Ysgol Y Castell Kidwelly	Friday 23 rd June 2017 – 1.00 pm

	Ysgol Teilo Sant / STREETS- Ammanford	Thursday 29 th June 2017	
	Alternative Curriculum	Friday 30 th June 2017 – 11.30 am	
	CSTLC	Monday 3 rd July 2017 – 11.15 am	

Section 100D Local Government Act, 1972 – Access to Information

List of Background Papers used in the preparation of this report:

THESE ARE DETAILED in the reference section on Page 53 of the main report ([link](#))

Abridged report (appended with this top copy): ([link](#))