



Kirklees Strategy

To Promote Positive Behaviour,
Emotional Well-being & Social
Skills

2006 - 2009

Kirklees Positive Behaviour Strategy 2006-09

Index of Contents

	Page
Introduction	3
I Principles underpinning Positive Behaviour Strategy	4
II Universal Provision – Tier 1	8
III Targeted Needs – Tier 2	12
IV Complex Needs – Tier 3	13
V Acute / Individual Needs – Tier 4	16
VI. Kirklees Ambitions: Development Targets	18
Appendix A. Children’s Views	61
Appendix B. Working Party Membership	70

Introduction

The Kirklees Positive Behaviour Strategy 2006-09 will support schools and other centres of learning to achieve high standards of behaviour. It will produce a model of behavioural support which builds upon existing good practice in Kirklees. It will utilise the expertise of teaching and support staff, value the input from a wide range of key stakeholders and, most importantly, will reflect the needs of children and young people in Kirklees. There will be a continuum of behavioural support close to the point of need which is flexible, focused, accessible, multi-agency and has impact. The Strategy will:

1. support schools and other centres of learning to improve the management of pupil behaviour, particularly promoting the importance of prevention and early intervention strategies;
2. support individual pupils with behavioural difficulties in mainstream schools, special schools, Pupil Referral Units and other centres of learning;
3. support pupils who require to be educated outside mainstream schools in order to have their needs met;
4. enable parents/carers of pupils experiencing BESD to support their children's education more effectively.

To achieve this we will:

1. provide advice and training on behavioural and attendance issues;
2. support the development of a range of school-based behavioural programmes and provisions;
3. develop effective multi-agency working;
4. develop programmes of support for parents/carers;
5. establish a co-ordinated system for the assessment and referral of all additional needs related to BESD;
6. establish "Hard to Place Pupils" Protocols in order to ensure that such pupils are distributed fairly and equitably between all Kirklees schools;
7. develop a range of alternative off-site behaviour programmes for children and young people;
8. reduce the number of pupils who need to be educated in extra-district schools in order to have their needs met.

(See Development Targets Pages 18 - 60)

Rationale and context for strategy

Kirklees LEA has been successful in working with schools and settings in meeting a range of children's needs. Work continues moving towards the Every Child Matters agenda in preparation for Children's Services delivery and the five outcomes. Evaluation of our work is based on continuous self-evaluation with the recognition that there is still work outstanding in relation to promoting positive behaviour, emotional well-being and social skills. A multi-agency review group was established to consider a way forward.

This group recognised that effective promotion of positive behaviour, emotional well-being and social skills in Kirklees has to be a partnership between all major stakeholders; early years providers, mainstream schools, special schools, PRUs, FE Colleges, the independent sector, parents/carers and the voluntary sector. Individual pupil needs will dictate which provision, or combination of provision, is most appropriate. For example, it may be that an individual pupil's

needs may be best met through dual registration in a mainstream or special school and a PRU and also involve part-time attendance in a FE College to follow vocational programmes. For some Kirklees pupils, particularly at KS4, a number of providers will need to contribute to the delivery of a full-time timetable, individually designed to meet their needs. These programmes, however, do not benefit from economies of scale and are very expensive. Thus, it is in the interest of all schools in Kirklees to keep the number of pupils receiving such expensive programmes to a minimum as these programmes reduce the amount of funding available to be shared between all schools.

The review group also recognised that there is a small minority of pupils who, at a particular point in time in their statutory education, will benefit from a period of time out of mainstream in a PRU, resourced provision for BESD or special school in order to develop the skills necessary to return to mainstream, if possible, and succeed.

Background to the BESD review

There have been three meetings of the multi-agency consultation group with four sub-groups focusing on different areas of work. Recognition of the changes in funding allocation by the Government have led us to look at the need for clarity about what types of provision are currently in place, where the gaps are in provision and what might be needed to be changed or added to ensure that all pupils' BESD needs will be met locally within the next five years. In doing this there is a recognition that the most effective practice is centred on the quality of teaching and learning, with competent and confident well-trained staff, using resources and skills efficiently whilst ensuring that duplication of effort is minimised wherever possible.

I. Principles underpinning the Strategy

The national SEN Strategy, "Removing Barriers to Achievement" divides the programme into the following four areas of work. All of these areas are being adopted as the principles underpinning this Strategy:

- ❖ **Early Intervention** – to ensure that children who have difficulties learning receive the help they need as soon as possible and that parents of children with special educational needs and disabilities have access to suitable childcare. In Kirklees, we believe that all children need to learn appropriate behaviours in a variety of settings such as home, school and their wider community.
- ❖ **Removing barriers to learning** – by embedding inclusive practice in every school and early years setting. In Kirklees, we believe that all pupils need a sense of belonging, to build successful relationships and to experience suitable learning challenges.
- ❖ **Raising expectations and achievement** – by developing teachers' skills and strategies for meeting the needs of children with SEN and sharpening our focus on the progress children make. In Kirklees, we believe that all pupils need to experience success and have it valued and celebrated.
- ❖ **Delivering improvements in partnership**- taking a hands-on approach to improvements to so that parents can be confident that their child will get the education they need. In Kirklees, we believe that all pupils need to know that all adults in their life are working together to ensure that they experience success.

Additionally, we have to be mindful of the “five outcomes” for children enshrined in the Children Act (2004):

❖ **Being healthy**

We want children and young people to enjoy good health and maintain healthy lifestyles into adulthood.

❖ **Staying safe**

We want children and young people to be safe and protected by effective intervention if they are in danger.

❖ **Enjoying and achieving**

We want children and young people to enjoy their childhood and youth, having a positive experience of social engagement in their communities. We believe that children and young people have the right to relax and play and join in a wide range of activities.

❖ **Making a positive contribution**

We want children and young people to achieve their full potential and to go on to a fulfilling adult life.

❖ **Achieving economic well-being**

We want children and young people to grow up in an environment free from poverty and to be equipped to financially sustain themselves in later life.

(Every Child and Young Person Matters in Kirklees: Bringing the Vision into Focus, 2005)

Within Kirklees, we aim to meet the needs of all pupils within a mainstream setting wherever possible, with support where it is needed, to enable schools to:

- Celebrate diversity
- Remove barriers
- Provide equality
- Ensure inclusion

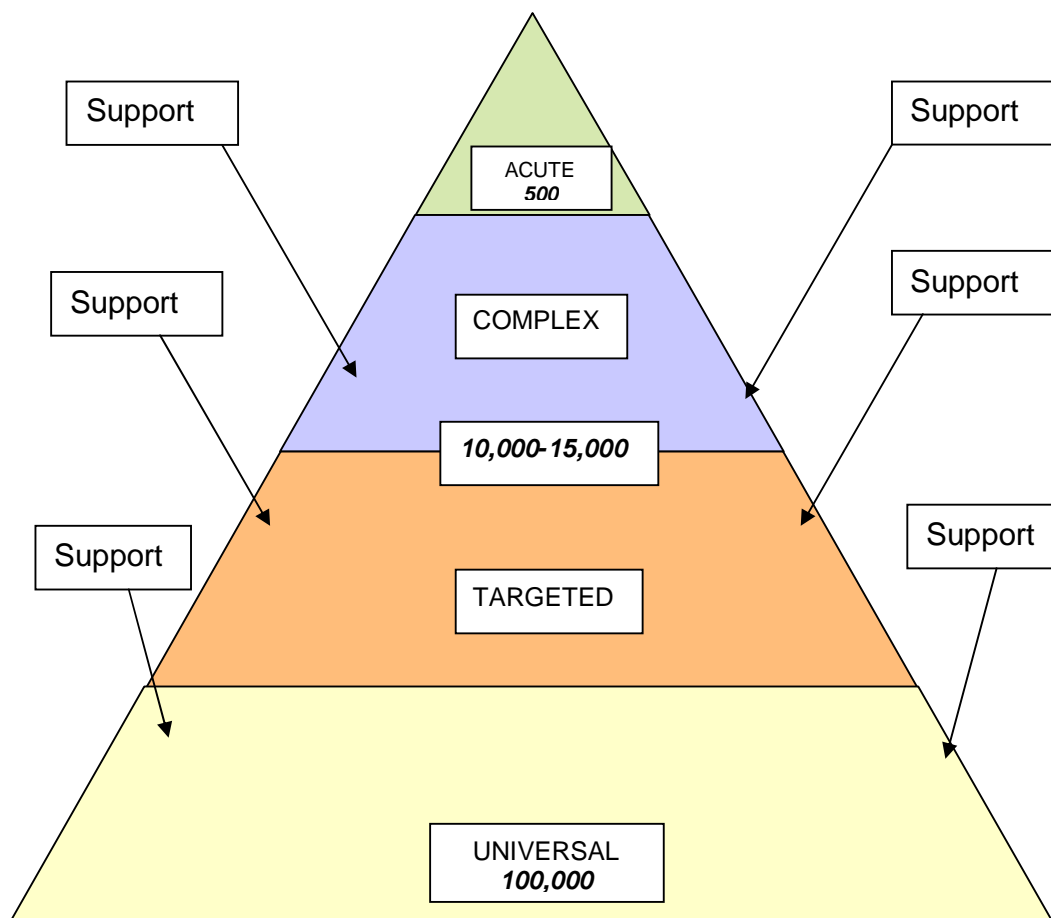
“An inclusive school recognises all aspects of the diversity of its pupils and takes responsibility for, and values, them all. An inclusive school organises itself to take into account the differences amongst its pupils.” (Liz Godman, Head of Inclusion, School Effectiveness Service, 2005)

Additionally, we have to be mindful of some key deliberations of the recent Steer Report: “Learning Behaviour” (October 2005) and in particular the stated core beliefs of that practitioners’ group:

- The quality of learning , teaching and behaviour in schools are inseparable issues, and the responsibility of all staff;
- Respect has to be given in order to be received. Parents and carers, pupils and teachers all need to operate in a culture of mutual regard;
- The support of parents is essential for the maintenance of good behaviour. Parents and schools each need to have a clear understanding of their rights and responsibilities;
- School leaders have a critical role in establishing high standards of learning, teaching and behaviour.

The “Every Child Matters” 4 Tier Model

The overarching principle is that the aim of any support given to the pupil is in order to enable that pupil to move down the tiers towards the base of the pyramid.



Tier 1 – Universal

All children and young people have needs and require support to help them achieve their potential. All children, young people and their families should have access to universal services, and most will require no additional service support to make good progress. The majority of children, young people and their families will only ever need to access universal services. Universal services are those provided to all families and children from health, education and other community services such as leisure, play and housing.

Tier 2 - Targeted

A child or young person has a targeted need if they are identified as needing some additional support without which they would be at risk of not achieving their full potential. This additional support may relate to health, social or educational issues. These additional needs may be short term, for example a child who has difficulty making the transition from primary to secondary school. Others are always in need of additional support because of their own development, family circumstances or environmental factors. If ignored, issues may develop and lead to poorer life chances or the need for increased interventions.

Tier 3 - Complex

A child and young person's needs are deemed to be complex due to their range, depth or significance. They may be disabled, be a young carer or live in complex family circumstances. In these situations there will be the need for a more co-ordinated multi-agency or multi-professional response.

Tier 4 – Acute

These children have the most intense needs. Their needs tend to be complex requiring expensive resources. They may be children who are at risk of significant harm and require immediate protection. They may be looked after, be seriously injured or ill and require health or social care outside the district.

II. Tier 1 – Universal

All children and young people have needs and require support to help them achieve their potential. All children, young people and their families should have access to universal services, and most will require no additional service support to make good progress. The majority of children, young people and their families will only ever need to access universal services. Universal services are those provided to all families and children from health, education and other community services such as leisure, play and housing. They primarily focus on parenting and schooling and on access to a health visitor from birth to five. Universal provision relating to BESD seeks to secure emotional, social and behavioural well-being and to prevent difficulties from arising. Upon admission to school children will have varyingly developed social and behavioural skills dependent on upbringing and experience.

Be Healthy

All children need to be emotionally healthy, particularly in a context where mental health and well-being may be overlooked when compared to physical health. To be mentally healthy children need:

- Drinking water and fresh air;
- Healthy food or opportunities to bring healthy food;
- Advice and guidance on nutrition through the curriculum and/or pastoral programme and/or school meals;
- Appropriate PE curriculum enabling physical activity
- Enrichment activities;
- Links to community based activity and Young People's Service provision including a choice of traditional and non-traditional physical activities and creative and intellectual activity;
- Challenges within the curriculum to cover creative, intellectual and physical activity;
- A whole-school ethos which promotes all aspects of health and well-being, including emotional well-being;
- Support groups for parents/carers and young people;
- Access to advice on healthy life styles;
- Matched input to pupils' needs to help them keep healthy through the curriculum for PSHCE – including sex and relationship and drugs education and how to identify when they feel emotionally or mentally unwell;
- Opportunities to follow up issues arising from curriculum or from young people's needs;
- Approaches to teaching and learning which promote emotional well-being and emotional literacy;
- Supportive responses and environments when children express their feelings so they can develop socially acceptable means of expressing positive and negative feelings;
- A workforce and key individuals to whom young people can turn for help, advice and support and information about alternative sources of help;
- Promotion of positive self-image through school ethos which provides positive role models, recognises and reinforces children's positive characteristics and encourages the development of emotional intelligence.

Stay safe

All children need to be safe from mental and emotional harm, in a context where they can make sound judgements and take appropriate risks. To stay safe they need:

- A safe environment;
- Safe and age appropriate activities;
- Opportunities to learn about sources of danger;
- Assurance that risk assessments are undertaken;
- A range of challenging but safe activities;
- Protection during the school day and during school activities and whilst on school premises;
- Protection of children from potentially abusive situations;
- Staff who recognise where children may be in danger and in need of safeguarding;
- Key adults to whom children can turn if they are being harmed or are aware that others are in danger of being harmed;
- A curriculum content which informs children as to what is acceptable treatment of others and what is not;
- Information to children on their rights and responsibilities;
- A clear policy on anti-bullying including responding to abuse and exploitation, which is regularly reviewed and which covers all aspects of bullying and which is clearly understood, disseminated and used;
- Opportunities which enable children to be assertive and to speak out if they feel in danger (through subjects of the curriculum and through encouraging appropriate responses in lessons and around the school) and to feel valued and confident to share their concerns.

Enjoy and achieve

All children need opportunities to enjoy and to achieve in their learning. This includes readiness for school, attendance and being stretched and challenged and achieving personal and social development and enjoyment of recreation. Children need:

- A relevant, accessible and flexible curriculum;
- Opportunities for children to explore in their learning;
- A range of experiences to allow personal development and to widen horizons;
- Enjoyable activities and help for children to recognise enjoyment of their learning;
- Feedback so that children recognise their achievements;
- Opportunities to develop and use skills across the curriculum and outside school;
- Opportunities to work and play with others;
- Feedback which helps children to view themselves as learners;
- Suitable rewards and sanctions and celebration of a wide range of achievements;
- Work and activities matched to needs, including different learning styles and environments conducive to learning.

Positive contribution

All children need opportunities to learn how to make a positive contribution and to feel their contributions are worthwhile and valued. They need:

- Active consultation with, and listening to, children;
- Activities to allow children to express their views appropriately, through councils, elections, consultation meetings, questionnaires, projects and opportunities to become involved;
- Opportunities for pupils to contribute to behaviour policies, rules, systems, rewards, sanctions;
- Training and opportunities for conflict resolution;
- Systems through which children can refer their concerns;
- Opportunities for enterprise in the curriculum;
- Work-related learning.

Economic well-being

All children need opportunities to develop skills so that they can use these to contribute to their own economic well-being. They need:

- Realistic expectations and ambitions about what they can achieve upon leaving school;
- Careers education and personal guidance;
- Clear guidance on legal and illegal activities to achieve economic well-being;
- Opportunities to express their aspirations and to research how to realise them;
- Opportunities to develop independence;
- Guidance on parenting, budgeting as part of the curriculum;
- Development of a solution focused outlook;
- Significant and suitable key adults through support for families, carers and key workers;
- Knowledge of steps to take to reach their aspirations, to enjoy the pathway and to deter gratification.

In order to achieve the above, the strategy will seek to promote in partnership with schools:

Be healthy

- Healthy Schools Standard
- Activemark and Sportsmark
- Artsmark
- Use of Social and Emotional Aspects of Learning (SEAL) materials in the curriculum
- PSHCE specialised programme

Stay safe

- Child Protection Training – Safe Guarding Board Provision and Whole School Training
- Outdoor Education
- Educational Visits Advice
- Attendance and Behaviour Training (National Strategy Strand Training)
- Risk Assessment Training
- First Aid
- Anti-bullying strategies

Enjoy and Achieve

- Celebrations of achievements
- Understanding of different learning styles
- Flexible and differentiated curriculum plans, with variety of means of access
- Community involvement and links

Positive Contribution

- School Councils
- Use of Pupil Attitudes to Self in School (PASS) Assessment Materials
- Behaviour management approaches which involve children in their formulation
- Peer mediation, conflict resolution
- Befrienders
- Enterprise activities
- Work-related learning

Economic well-being

- Careers education

- Aim Higher support
- Learning mentor and neighbourhood enrichment support
- Community partnerships

III. Tier 2 – Targeted.

A child or young person has a BESD targeted need if they are identified as needing some additional support without which they would be at risk of not achieving their full potential. This additional support may relate to health (including emotional well being) social or educational issues. These additional needs may be short term, for example a child who has difficulty making the transition from primary to secondary school. Others may be in need of additional support because of their own development, changes in family circumstances or environmental factors. If ignored, issues may worsen and lead to poorer life chances or the need for increased interventions.

Support for targeted pupils

Support for targeted pupils will cover a very wide spectrum. It will range from relatively simple School Action interventions such as moving a pupil from one part of the classroom to another in order to prevent misbehaviours from escalating to more complex interventions such as referral to the school's Additional Needs Team (ANT). Additionally, School Action interventions could also involve support from an Education Teaching Assistant (ETA) Learning Mentor or Nursery Nurse in order to assist the pupil to achieve their full potential. Increased differentiation of work will be a key factor in terms of increasing pupil motivation and success.

In terms of support for targeted pupils, every school would benefit from having a well co-ordinated ANT. This additional needs approach involves a school having a single referral point to a team made up of all those leading on aspects of pupils' additional needs. Identification of needs and deployment of resources can then be coordinated and targeted. Those involved can have a shared understanding of the provision of support and progress of individual learners. The ANT deploys a named key worker to each learner identified through the process. This key worker has a central role in target setting in additional needs plans and ensuring that the team monitors, evaluates and reviews the learner's provision and progress. Kirklees has produced a guidance document entitled "Developing a Whole School Approach to Additional Needs". (Contact Liz Godman (liz.godman@kirklees.gov.uk) or Anne Tierney (anne.tierney@kirklees.gov.uk))

The above document could also be used in conjunction with the "Matrix of Vulnerability" (Contact Ian Dutton (ian.dutton@kirklees.gov.uk)). The working group felt this matrix is an extremely useful tool for identifying pupils in need of targeted support.

IV. Tier 3: Complex

A child and young person's needs are deemed to be complex due to their range, depth or significance. They may be disabled, be a young carer or live in complex family circumstances. In these situations there will be the need for a more co-ordinated multi-agency or multi-professional response. However, this process is dynamic; and if circumstances change and the intervention is

a success, they will no longer have complex needs and will return to targeted or universal provision, as appropriate.

Common Assessment Framework (CAF)

Many pupils with complex needs will benefit from a new local and national development called the Common Assessment Framework (CAF). If CAF intervention is successful at this point, it will prevent children and young people from developing acute needs.

The Common Assessment Framework (CAF) for Children and Young People is a key part of the strategy to shift the focus from dealing with the consequences of difficulties in children's lives to preventing things from going wrong in the first place. It is a nationally standardised approach to conducting an assessment of the needs of a child or young person and deciding how those needs should be met.

The CAF will promote more effective, earlier identification of children's additional needs and improve multi-agency working. It is intended to provide a simple, non-bureaucratic process for a holistic assessment of a child's needs, taking account of the individual, family and community.

The CAF has been developed for use by practitioners in all agencies so that they can communicate and work more effectively together. Information will follow the child and build up a picture over time. The CAF will encourage greater sharing of information between practitioners, where consent is given. It will:

- Promote earlier intervention where additional needs are observed;
- Reduce the number and duration of different assessment processes that children and young people need to undergo;
- Improve the quality and consistency of referrals between agencies by making them more evidence-based;
- Help embed a common language about the needs of children ;
- Enable information to follow the child;
- Promote the appropriate sharing of information.

Children's trusts will be able to develop use of the CAF through non-statutory guidance.

The CAF is particularly suitable for use in universal services (health and education), to identify and tackle problems before they become serious. Using common assessment processes should streamline relationships between schools and specialist support services. Staff will need to be familiar with the CAF, which will support school's own ability to identify and deal with additional needs at an earlier stage. They will use the new database as an effective tool for making contact with other practitioners. Key staff, not all teachers, will form part of a wider team with other professionals to address individual children's complex needs.

If a common assessment suggests that a child has needs that require input from more than one service, it will help if one practitioner acts in the role of lead professional, to:

- Provide a single point of contact, who children, young people and families can trust, and who is able to support them in making choices and in navigating their way through the system;

- Ensure that children and families get appropriate interventions when needed, which are well planned, regularly reviewed and effectively delivered;
- Reduce overlap and inconsistency from other practitioners.

The CAF will help practitioners undertake assessments in a more consistent way. In many cases, it will just formalise current practice. With the right attributes and/or training, we expect that practitioners in any agency will be capable of undertaking a common assessment. Where the assessment indicates that the child has urgent or complex needs, requiring specialist assessment and intervention, the common assessment information will feed into the specialist assessment process.

CAF training will be rolled out from April 2006 in Kirklees. It will consist of:

- CAF Awareness Training;
- Full CAF Training.

CAF Awareness Training is for all practitioners who work with children and their families and multi-agency.

Full CAF Training will be delivered to a proportion of the children's workforce in order for them to attain the skills required to complete and process a CAF.

Range

Pupils with complex needs will require a more coordinated multi-agency or multi-professional response. No single service should be expected to provide all the support necessary to enable the pupil to move down the "support pyramid" outlined in page 6 of this Strategy.

The range of interventions required for an effective Additional Needs Plan may involve support being provided from agencies such as CAMHS, YOT and the Anti-Social Behaviour Unit (ASBU), and/or specialist educational provision. It should also be recognised that there will sometimes be a blurring of the boundaries as pupils move between targeted, complex and even acute needs depending on changing circumstances in their lives. For example, a bereavement or divorce within the family unit may result in a pupil, hopefully for as short a period of time as necessary, moving from targeted to complex in terms of their needs.

Barriers to be overcome in order to move the pupil down the pyramid towards the "universal" base

- Preventative programmes need to be in place in school and other appropriate educational settings to work with pupils at the universal and targeted level.
- Reintegration into schools is an issue and leads to pupils not receiving the education they need as quickly as possible. For example, some pupils returning from custody or following a permanent exclusion can be without education for an unacceptable length of time.
- Pupil perceptions of school experience needs to be positive to ensure smooth transition and co-ordinated provision. Motivation needs to be considered in every Pupil Plan. (FE can feel like a step forward to them but the reality can be daunting for some 15/ 16 year old pupils).

- Better information sharing between services is crucial in order to ensure smooth transitions and co-ordinated provision.

Opportunities for progress

The Key Worker Role provides an opportunity for more joined up working to identify and support young people. There should be a consideration given to the identification of a key worker and a careful definition of the key worker role for young people at this level. Over time, CAF will improve this situation by clarifying “key worker” and “lead professional” roles.

Provision

A wide and flexible range of provision within the LA is required to meet complex needs as no single programme will be able to educate effectively all pupils with complex needs. Additionally funding arrangements, particularly at KS4, need to be flexible enough to ensure that, if needed, funding can be made available to more than one provider if a pupil’s needs cannot be met by one organisation.

Development of Special provision

It is recognised that there are a number of pupils placed in extra district educational establishments because there is no suitable LA provision. It is evident that there needs to be clear audit of unmet need in this area in order that a suitable range of provision can be developed and expenditure on extra-district placements can be reduced. This will enable more pupils to be educated within Kirklees where possible.

V. Tier 4 - Acute

When a pupil experiencing BESD has acute needs they may be at risk of significant harm and require immediate protection or be at risk of inflicting significant harm on others. They may be Looked After, have serious mental health problems and require health or social care outside the district, as their needs are currently not being met locally. Occasionally, pupils with acute needs have to follow individually-designed programmes because their needs are so great that one provision cannot provide an effective education.

Acute levels of need are differentiated by the following distinct factors when applied to the area of BESD:

- The safety of the young person is at imminent risk;
- The safety of those around them is at imminent risk;
- They are unaware of / unresponsive to the needs of others around them;
- They appear to be driven by an overriding emotional need which they cannot meet;
- Some children/young people in this tier have severe/long term physical and/or mental health needs, which are not being met.

Pupils at this tier require:

- Co-ordinated multi-agency support;
- Individualised and flexible provision;
- Educational placement beyond the normal school day / week / term;
- Effective key worker co-ordination of total provision through CAF.

Key Issues arising from the consultation are:

- ❖ Kirklees LA has in place a pilot agreement on “Hard to Place Pupils” whereby such pupils are shared out equitably between all Kirklees secondary schools. A similar agreement is needed between all middle and primary schools;
- ❖ There is a need to audit whether more specialist BESD places are required at KS3;
- ❖ Not all pupils, particularly those who have been permanently excluded from school, are currently receiving their entitlement to a full-time education;
- ❖ Kirklees is in the bottom quartile nationally for the number of school days lost to fixed period exclusion. The LA must work with schools to look at ways of modifying pupil behaviour without having to resort to exclusion from school. Lessons can be learned from BIP schools which have drastically reduced their use of fixed period exclusion;
- ❖ At present, SEN funding does not “follow the child” if a KS4 pupil’s needs cannot be met in mainstream and has to be educated in an alternative education programme;
- ❖ Considerable resources currently spent on educating a small number of BESD pupils with complex/acute needs in extra-district placements could be better utilised to provide multi-agency support to such pupils within Kirklees;
- ❖ An audit of the current unmet BESD needs of LAC is required;
- ❖ Prevention is better than cure: resources need to be targeted at early intervention strategies;
- ❖ Pupil motivation is a key factor: curricula need to be relevant and differentiated;

Positive Behaviour Strategy 2006-09

- ❖ Information sharing for transitions is crucial: at all transitions, schools and agencies need to share information to ensure that all pupils receive the help they need to manage their transitions effectively;
- ❖ Pupils out of school for whatever reason need to be reintegrated as quickly as possible in order to minimise the chances of pupil disaffection;
- ❖ Kirklees LA and its schools need to work collaboratively to ensure that all pupils receive full-time education from day 6 of exclusion from September 2007.

VI. Kirklees Ambitions

The following are Development Targets for the 2006 -09 Positive Behaviour Strategy. It is acknowledged that any Positive Behaviour Strategy will continue to evolve throughout its lifetime as imperatives continue to occur and change. It is for this reason that this Strategy will only be produced electronically and amended, when necessary, on Kirklees Ednet.

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
1.	Provide advice and training on behavioural and attendance issues						
1.1	To promote approaches to learning, teaching and the curriculum which encourage the inclusion of all pupils	To minimise behaviour difficulties arising out of lack of access to a suitable curriculum	<ul style="list-style-type: none"> Provision of CPD Development of curriculum materials through specific material development groups Include in feedback from school visits 	LG and SIOs	Sep 06 - July 09	Course evaluations Evaluation of impact of materials through monitoring visits and customer evaluations Ofsted and LA monitoring	E & A
1.2	To identify and disseminate good practice in inclusive and differentiated curriculum planning which recognises diversity	To ensure all pupils have access to best possible provision to meet their needs	<ul style="list-style-type: none"> Promote through networks, courses and consultancies and school visits Develop relevant materials and publications 	LG and SIOs	Sep 06 - July 09	Course evaluations Evaluation of impact of materials through monitoring visits and customer evaluations Ofsted and LA monitoring	E & A
1.3	To ensure that the development of inclusive approaches recognises all aspects of learners' needs	To improve access for all learners including those with BESD and those with diverse cultural and social experiences and backgrounds	<ul style="list-style-type: none"> Promote schools' and LA officers' understanding of experiences learners bring with them related to social background, gender, disability, emotional state, family circumstances, sexuality Recognise these in the development of materials and approaches to teaching and learning and the curriculum 	LG and SIOs	Sep 06 - July 09	Scrutiny of materials developed Evaluations by key stakeholders Views of young people	E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
1.4	To disseminate government guidance on removing barriers to learning for pupils with learning difficulties and disabilities	To ensure all pupils have access to best to possible provision meet their needs	<ul style="list-style-type: none"> Through networks and CPD 	AT	Sep 06 - July 09	Course evaluations	E & A
1.5	To continue to support schools in implementation of National Primary Strategy Wave 3 work.	To ensure that behaviour difficulties are minimised by providing learners with work they can do and reducing the numbers of learners leaving Key Stage 2 below level 3	<ul style="list-style-type: none"> Identify and disseminate effective practice across schools and amongst primary consultants Promote the use of accessible literacy and numeracy approaches and materials across primary schools Provide a network for schools on effective practice Link with other key providers in this area 	MN	Mar 07	Scrutiny and analysis of pupil achievement data Feedback from SCO, SIO and consultant visits	E & A
1.6	To ensure that support and intervention is provided for any schools where behaviour is judged unsatisfactory by OFSTED, school or LA monitoring	To ensure that schools have access to a wide range of effective strategies to promote positive behaviour, and personal development and emotional well being	<ul style="list-style-type: none"> Undertake regular scrutiny of Ofsted reports and use other methods to identify any concerns Work with key staff in the relevant schools to plan a programme of action Work alongside schools and key agencies to develop effective strategies to promote positive behaviour Monitor and report on school's progress in this area 	DN and GJ	Sep 06 - July 08	Evaluations from schools and SIOs and other key stakeholders Feedback from regional director Outcomes of Ofsted and LA monitoring	SS BH E & A
1.7	To ensure that support and intervention is provided for any schools where attendance is judged unsatisfactory by OFSTED, school or LA monitoring	To ensure that schools have access to a wide range of effective strategies to promote good attendance	<ul style="list-style-type: none"> Undertake regular scrutiny of Ofsted reports and use other methods to identify any concerns Work with key staff in the relevant schools to plan a programme of action 	DN and GJ	Sep 06 - July 08	Evaluations from schools and SIOs and other key stakeholders Feedback from regional director Outcomes of Ofsted	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
			<ul style="list-style-type: none"> • Work alongside schools and key agencies to develop effective strategies to promote attendance • Monitor and report on school's progress in this area • 			and LA monitoring	
1.8	To support schools in responding to the ECM agenda and new OFSTED framework in relation to personal development and well being	To ensure that schools make best possible provision for learners' personal development and well being alongside their academic development	<ul style="list-style-type: none"> • Ensure that school self evaluation takes this area into account through school visits, courses and consultancies • Promote an understanding of this area amongst LA staff who support schools 	LG	Sep 06 - July 07	Scrutiny of school SEFs Inspection outcomes	SS BH E & A
1.9	To support the use of Pupil Attitudes to Self and School (PASS) software across all Kirklees schools	To ensure that schools understand reasons for learners' behaviour and attendance patterns so that prevention and intervention strategies for individuals can be identified and deployed	<ul style="list-style-type: none"> • Liaise with W3 Insights on the introduction of PASS to Kirklees schools • Promote and disseminate the use of PASS to Kirklees schools • Provide training and networking on the use and outcomes of PASS • Link with Data Management Services on data storage and analysis 	LG	Sep 06 - July 07	Regular monitoring discussions with W3 insight personnel Feedback from schools Scrutiny of schools' data Reports and evaluations from W3 Insights according to LA contract with company	E & A
1.10	To provide regular SCO SLA for Ethos Pupil Referral Unit including a single conversation	To support self evaluation of outcomes and of the quality of provision	<ul style="list-style-type: none"> • Provide an SCO to visit three times per year • Provide a SIP to lead and moderate initial and follow up single conversation • Provide a single conversation note of visit • Broker relevant support for the setting • Monitor impact of National 	LG and SCO	Sep 06 - July 07	Scrutiny of single conversation notes of visit Scrutiny of all other notes of visit Feedback from unit staff and management committee Outcomes of inspection	All 5

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
			Strategy and other interventions				
1.11	To provide regular SCO SLA for Westfields Pupil Referral Unit including a single conversation	To support self evaluation of outcomes and of the quality of provision	<ul style="list-style-type: none"> • Provide an SCO to visit three times per year • Provide a SIP to lead and moderate initial and follow up single conversation • Provide a single conversation note of visit • Broker relevant support for the setting • Monitor impact of National Strategy and other interventions 	LG and SCO	Sep 06 - July 07	Scrutiny of single conversation notes of visit Scrutiny of all other notes of visit Feedback from unit staff and management committee Outcomes of inspection	All 5
1.12	To provide regular SCO SLA for Nortonthorpe Hall School including a single conversation	To support self evaluation of outcomes and of the quality of provision	<ul style="list-style-type: none"> • Provide an SCO to visit three times per year • Provide a SIP to lead and moderate initial and follow up single conversation • Provide a single conversation note of visit • Broker relevant support for the setting • Monitor impact of National Strategy and other interventions 	LG and SCO	Sep 06 - July 07	Scrutiny of single conversation notes of visit Scrutiny of all other notes of visit Feedback from school staff and governors Outcomes of inspection	All 5
1.13	To provide additional support, monitoring and evaluation for Nortonthorpe Hall School at this key stage in its development	To support development of outcomes and provision of the highest quality	<ul style="list-style-type: none"> • Provide support as need is identified in plans and through monitoring • Undertake visits to monitor effectiveness of teaching and learning • Support the head and governors in identifying key priorities for action • Provide specialist support as required 	LG	Sep 06 – Jul 09	SIP visits and notes of visit Progress with school and LA development plans	All 5

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
1.14	To support schools in developing effective self evaluation related to learners' personal development and well being	To support self evaluation of outcomes and of the quality of provision	<ul style="list-style-type: none"> Ensure that school self evaluation takes this area into account through school visits, courses and consultancies Develop a shared and consistent approach amongst those visiting and supporting schools in this area 	LG	Sep 06 – Jul 09	Sampling of school SEFs SCO and SIO notes of visit	All 5
1.15	Support schools in developing effective PSHCE programmes and advising how such programmes can interlink with pastoral support	To ensure that schools understand the central importance of good PSHCE in the provision pastoral support structures	<ul style="list-style-type: none"> Advice goes out to schools on a regular basis Training offered to schools Consultancy offered to schools Network meetings Teacher and School Nurse Certification in PSHE 	GH	Sep 06 – Jul 09	Regular meetings between appropriate colleagues in School Effectiveness. Meetings of the PSHCE Liaison Group	SS BH E & A
1.16	Support the incorporation of SEAL into PSHCE programmes and, when available, the SEBS programme into high schools	To ensure that schools understand that the two initiatives are not a replacement for good PSHCE but can be used to support and enhance what the school has in place	<ul style="list-style-type: none"> PSHCE School Improvement Officer to work with SEAL Co-ordinator Ensure that SEAL is built into any training and support related to PSHCE 	GH	Sep 06 – Jul 09	Regular meetings between PSHCE SIO and SEAL Co-ordinator	SS BH E & A
1.17	Continue to work towards national and local targets related to the Kirklees Healthy School Standard.	Kirklees Healthy School Standard provides a whole school model for school improvement, with a number of the standards directly related to pupil welfare	<ul style="list-style-type: none"> School Effectiveness staff support the work of the KHSS, acting as a lead in education and as consultants with schools Ensuring that the work of the KHSS and its potential to support pupil welfare targets are understood by appropriate agencies 	GH	Sep 06 – Jul 09	Meeting national and local targets Regular meetings of the KHSS Consultant Team Regular meetings of the KHSS Strategic Group	SS BH E & A
1.18	To work alongside colleagues from schools and other services to complete the	To help schools to know where they are being effective and	<ul style="list-style-type: none"> Work as part of LEA group on integrating SEN element into the wider school self evaluation 	JB	Dec 06	Named member of Service on each working group.	All 5

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
	development of the school self-evaluation model of SEN.	where they need to build capacity to meet a wide range of needs	package. <ul style="list-style-type: none"> Develop notes of visit for use following all consultation meetings with schools. 			<ul style="list-style-type: none"> Regular updates at each Service meeting to report on progress. 	
1.19	Develop work on the views of children to add to yearly school evaluation.	To elicit the views of children and young people using the PASS To identify fragile learners To support schools to identify areas for development	<ul style="list-style-type: none"> All staff to become familiar with the interpretation of the PASS Children's views are elicited as a regular part of practice 	SJ/ Research Group	Sep 06 – Jul 09	<ul style="list-style-type: none"> To co-ordinate the involvement of the research group for publication Become involved with the LEA evaluation of the roll-out of PASS to all schools 	E & A
1.20	To contribute to the Learning Service CPD Programme for staff in schools and other organisations as well as parents and carers	<ul style="list-style-type: none"> To ensure that staff, parents and carers develop awareness, knowledge and skills in areas of psychology that have a positive impact on children's learning, social and emotional development. 	<ul style="list-style-type: none"> To deliver high quality and needs-based training. To co-ordinate training delivery by Psychology and Specialist Outreach staff. To liaise with all Services concerned in the training delivery within Kirklees. 	PJ/ SJ	Sep 06- Sep 08	<ul style="list-style-type: none"> Evaluation through questionnaires and of training inputs. Yearly programmes of Psychology and Specialist Outreach courses and consultancies, based on analysis of needs and the Service's Research and Development programme. Yearly published CPD brochure and INSET database which includes all 	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
						Kirklees Education Services.	
1.21	To implement , in partnership with schools and Early Years providers, the Kirklees Positive Behaviour Strategy in order to improve the quality of education for, and inclusion of, children with BESD	To improve to quality of education and inclusion of children with BESD	In conjunction with schools and other services to; <ul style="list-style-type: none"> • provide advice and training on behavioural and attendance issues; • Support the development of a range of school-based behavioural programmes; • Develop effective multi-agency working; • Develop a range of alternative off-site behaviour programmes for children and young people; • Establish co-ordinated referral systems; • Establish "Hard to Place Pupils" Protocols in order to ensure that such pupils are distributed fairly and equitably between all Kirklees schools • Develop programmes of support for parents/carers 	PC	Sep 06 – Jul 09	CYPP APA	All 5
1.22	To produce a CD Rom on the work of Claremont to distribute to schools and other users	To increase the knowledge of schools and other services/users on the work of Claremont	Liaise with Martin Ridge, HT Westfields PRU. Westfields have produced their own CD Rom and distributed it to users for the past three years	RoB	Sep 07	2006 Buyback Monitor progress through 1:1 Feedback from Claremont BV Group	All 5
1.23	To continue the process of marketing Powerful Partners as a commercial package	To reduce bullying in schools whilst being able to balance the Claremont budget	<ul style="list-style-type: none"> • Complete bullying module • Trial Bullying module • Continue trial of secondary module • Recruit and induct new partners 	RoB	Sep 06 – Jul 09	Audit Commission National Survey of Schools' Views of the LEA (Support for behaviour)	SS BH E & A MPC

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
			<ul style="list-style-type: none"> Launch "Buster" materials in April 06 			PP Strategy Group Budget – Income generated 1:1 discussions	
1.24	To deliver projects and training to schools on emotional well being and mental health	So that children and young people receive relationship education and can recognise signs of personal stress and develop strategies to manage it	<ul style="list-style-type: none"> Support the introduction of SEAL to primary schools Develop training to assist with implementation Build on Peer Massage programme Continue to offer support for bereavement and loss. Continue Circle Time work Deliver Powerful Partners 	RoB	Sep 06 – July 09	Audit Commission National Survey of Schools' Views of the LEA Work carried out Courses built and run Develop package toward a commercial offer. Create strategy group Work carried out and discussion in 1:1 Built in evaluation for KCF Built in evaluation and strategy group	BH SS E & A
1.25	To work with colleagues throughout Learning on all aspects of SEAL	To improve joint working arrangements. To avoid duplication	<ul style="list-style-type: none"> Liaise with JB, LG, ID & MN 	RoB	Sep 06 – July 09	Audit Commission National Survey of Schools' Views of the LEA Meetings in place Ongoing assessment of the changing situation	BH SS E & A MPC
1.26	To re-examine all our work in the light of the Behaviour & Attendance Strategy and to positively link training and projects to it in line with the	A growing number of schools are using SEAL materials Emphasise the direct relationship between	<ul style="list-style-type: none"> Re-write training brochure Re-examine all training and modify as necessary Continue to familiarise our staff with SEAL materials 	RoB	Sep 06 – July 09	N Audit Commission National Survey of Schools' Views of the LEA 1:1 discussions	BH SS E & A MPC

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
	growing number of schools using SEAL materials	standards of pupil behaviour and quality of pupil learning	<ul style="list-style-type: none"> Use seconded post to examine implementation strategies 			Final Report	
1.27	To continue to promote social inclusion by offering support through Pastoral Support Programmes / Parenting Contracts and other strategies included in DfES Guidance 2005	To reduce incidents of exclusion	<ul style="list-style-type: none"> Attend PSP meetings and contribute to PSP planning Provide support to schools in delivering agreed programme Develop joint working with EARS, Claremont and Westfields and allocate support to schools fairly and effectively 	PC	Sep 06- Jul 09	Through SMT Evaluation from schools	BH SS E & A
1.28	To support schools in reducing permanent exclusions from 60 in July 2006 to 50 in July 2009 (this represents a reduction of 17%)	To promote inclusion. To intervene proactively to reduce alienation and disaffection of pupils and resulting social and economic costs to society	<p>Liaise within Learning Service to develop a joint approach to schools in order to:</p> <ul style="list-style-type: none"> ➤ Raise awareness of considerable differences in the use of exclusions to manage behaviour ➤ Set schools targets for reducing exclusions ➤ Disseminate and promote good practice of using alternatives to exclusion ➤ Link in with existing initiatives, i.e. BIP, KS attendance and behaviour initiative <ul style="list-style-type: none"> To form a liaison group with head teacher representatives, or utilise existing groups, to influence other head teachers re alternatives to exclusion To continue to provide support for individual pupils at risk of exclusion Actively seek to increase co-working with other services, i.e. 	CM	Sep 06 – July 09	Former BVPI 44 as local indicator CYPP LAA 4.7	BH SS E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
			Claremont, SEN Admin, • Admissions, Butterfly, PRS, • Child & Family Consultation Service, YOT, • CAMHS, ASBU				
1.29	To support schools in reducing the number of pupil days lost to fixed term exclusion in line with 3 year LAACYP 4.8 targets.	To promote inclusion and continuity of education. To prevent disaffection and isolation Long and frequent exclusions are counter-productive	Liaise within Learning Service to develop a joint approach to schools in order to: • Raise awareness to considerable difference in the use of exclusions to manage behaviour • Set schools targets for reducing exclusions • Disseminate and promote good practice of using alternatives to exclusion • Link in with existing initiatives, i.e. BIP, KS attendance and behaviour initiative • To form a liaison group with head teacher representatives, or utilise existing groups, to influence other head teachers re alternatives to exclusion. • To continue to provide support for individual pupils at risk of exclusion. • Actively seek to increase co-working with other services, i.e. Claremont, SEN Admin, Admissions, Butterfly, PRS • Child & Family Consultation Service, • YOT, CAMHS, ASBU.	CM		Exclusion Data LAACYP 4.8	BH SS E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
1.30	Implement NRF Project with 7 highest excluding Secondary Schools with large numbers of pupils with NR postcodes	Fixed period exclusions in Kirklees are too high: we are in the bottom quartile nationally for this Performance Indicator. When pupils are fixed period excluded from school they are often not supervised and frequently engage in unsafe behaviours of a criminal or anti-social nature.	Implement NRF Project Plan	PC	Apr 07 – Mar 08	NRF Steering Group LAACYP 4.8	BH SS E & A
1.31	To support schools in reducing the number of permanent exclusions of pupils with Statements of SEN	To promote inclusion Pupils with SEN should, according to exclusion guidance only be excluded in exceptional circumstances.	<ul style="list-style-type: none"> • Schools to call emergency review if child with SEN is at risk of permanent exclusion. Seek agreement from school action plus agency and educational psychology service that all these reviews will be attended. • If SEN child's behaviour causes concern strategies to be discussed with educational psychologist. • Seek agreement that permanent exclusions of children with statements need to be discussed at assistant director level prior to exclusion 	CM	Sep 06 – Jul 09	Exclusion data CYPP LAA	BH SS E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
1.32	Continue to roll out graduated programme of training to support practitioners to meet the social and emotional needs of early years children more effectively	To improve the quality of education and inclusion of children with BESD	Continue to deliver "Firm Foundations Training" and "Birth to Three Matters training"	AT team and Birth to Three Training Officer	Sep 06 – Jul 09	Course evaluations	SS BH E & A
1.33	To enable practitioners to successfully include children with challenging behaviour in early years settings through ongoing training and support	To improve the quality of education and inclusion of children with BESD	<ul style="list-style-type: none"> Continue to deliver 3 x 2hr training session course "An in-depth look at children's behaviour" Commission Psychological Service to deliver training in "Promoting Positive Behaviour in the Early Years". 	AT Team, Inclusion Manager Ed Psych team	Sep 06 – Jul 09	Course evaluations	SS BH E & A
1.34	To deliver effective child protection training to schools and services	To contribute to the safety, emotional well-being and mental health of children	Needs analysis; Provision of child protection training	JqW	Sep 06 – Jul 09	CYPP Regular reporting to the Child Protection Education Management Group	SS
1.35	To support schools in reducing days lost through authorised and unauthorised absence	To improve attendance performance in all Kirklees schools	Support to schools and families with interventions designed to improve attendance performance	JTW	Sep 06 – Jul 09	Through BVPI's; Reporting to members and to regional director of attendance (DFES)	SS BH E & A
1.36	Targeted work with pre 16 young people in special schools in Kirklees	To support young people to achieve and progress to post 16 learning	<ul style="list-style-type: none"> One to one work with appropriate young people (as identified by the school) to address behaviour, attendance and aspirations. Work with parents Liaison with partner agencies involved with the individual young person and their family. 	Dedicated Pre 16 LDD CNX PA post, employed by Ed Access.	Sep 06 – Jul 09	Connexions performance review/ contract management arrangements. MI related to young people with LDD that are NEET	E & A AEW

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
2.	Support the development of a range of school-based behavioural programmes and provisions						
2.1	To implement and extend the Kirklees Behaviour Improvement (BIP) Programme within and beyond EiC schools	To share best practice in positive management of behaviour through a suitable curriculum and approaches to teaching and learning	<ul style="list-style-type: none"> • Run a regular multi-agency support and advisory group (BIPSAG) • Provide networks and training for BIP workers and learning mentors and open access to this to all relevant support staff • Support schools in effective deployment of BIP workers • Support schools in the implementation of the Safer Schools Partnership • Support the implementation of the Student Assistance Programme in schools • Work with BESD Service to reduce exclusions from BIP schools • Involvement in national and local networks to identify effective practice 	ID	Sep 06 – July 08	Reports to BIPSAG Evaluations by mentors and BIP staff Evidence of impact in school through LA and Ofsted judgements Feedback from schools and from police officers Evaluations by students and staff engaging in SAP Scrutiny of exclusions data	SS BH E & A
2.2	To continue to implement the Primary National Strategy Behaviour and Attendance Strand	To ensure that schools have access to a wide range of effective strategies to promote positive behaviour, good attendance and personal development and emotional well being	<ul style="list-style-type: none"> • Promote the use of SEAL materials across primary schools • Provide a network for schools on promoting positive behaviour and attendance • Disseminate effective practice across schools and amongst primary consultants • Link with other key providers in this area 	MN	Sep 06 – Jul 08	Evaluations from schools and SIOs and other key stakeholders Feedback from regional director Outcomes of Ofsted and LA monitoring	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
2.3	To continue to support and monitor the development of the EiC learning support units	To ensure that where schools provide education out of mainstream lessons that it is of high quality	<ul style="list-style-type: none"> • Conduct monitoring visits • Run networks for key staff • Maintain links with national adviser and ensure he is aware of effective practice in the LA 	KM	Sep 06 – Jul 08	Reports from monitoring visits Feedback from school staff Analysis of impact on exclusions Feedback from national adviser	SS BH E & A
2.4	To continue to implement the Secondary National Strategy Behaviour and Attendance Strand	To ensure that schools have access to a wide range of effective strategies to promote positive behaviour, good attendance and personal development and emotional well being	<ul style="list-style-type: none"> • Promote the use of effective strategies for managing behaviour and improving attendance across schools • Provide a network for schools on promoting positive behaviour and attendance • Provide support for schools where behaviour or attendance is a cause for concern • Disseminate effective practice across schools and amongst secondary strategy consultants • Link with other key providers in this area • Maintain close links with the National Strategy Team, particularly relevant regional directors 	DN and GJ	Sep 06 – Jul 08	Evaluations from schools and SIOs and other key stakeholders Feedback from regional director Outcomes of Ofsted and LA monitoring	SS BH E & A
2.5	To support schools in developing an additional needs model in identifying and providing for learners' needs	To promote an integrated approach to provision for additional needs	<ul style="list-style-type: none"> • Development of written materials and recording formats for use by schools • Provide networks, courses and consultancies for school additional needs teams • Monitor implementation through 	AT	Sep 06 – Jul 07	Feedback and evaluations from schools and other customers	All 5

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
			aspect specialist visits <ul style="list-style-type: none"> Monitor impact through data analysis and broader monitoring visits 				
2.6	To take part in the review of specialist ASD provision	To ensure that the Authority has an appropriate range of provision to meet the needs of pupils with ASD	<ul style="list-style-type: none"> Specialist psychologist involved in the review of provision. Specialist psychologist involved in the development of the strategy for ASD. 	CC	Sept 06 – Jul 07	Strategy for ASD developed and published	E & A SS BH
2.7	To explore and disseminate other ways of working with schools and other service users	To change the balance of work to more effectively use the time to increase intervention and preventative approaches in schools to promote inclusion	<ul style="list-style-type: none"> Further research and development of solution-oriented anti-bullying approaches Continue to work in partnership with schools to promote and develop Nurture Groups To continue to support the dissemination of the SEAL materials To work with children's centres to provide early intervention approaches for children and families 	SC/JW Research Groups	Sep 06 – Jul 07	<ul style="list-style-type: none"> To report back on a termly basis to the Service meeting To report back to the Children Fund on a bi-annual basis 	All 5
2.8	To continue to implement the TEAM-TEACH Business Plan which provides Positive Behaviour and Handling Strategy Training in Kirklees. This includes the development to the Team-Teach Database	To support more schools in developing their strategies for managing challenging pupils. In response to Educ Act 96-550 10/98 and	<ul style="list-style-type: none"> Study original plan and update. Continue liaison with Tracey Lenihan re remuneration for non-teaching staff who deliver Team-Teach Training Courses to schools and other agencies Ensure all trainers reaccredited 	HB	Sep 06- Jul 09	Regular meetings between the TT Coordinator and Admin Officer, 1 x 1s between TT Coordinator and Head of EARS; Regular TT Tutor	SS

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
	and ongoing updating to the training in general	DfES/DOH guidance 7/02	<ul style="list-style-type: none"> Continue to liaise with ELG Violence Sub-group 			meetings. Course Evaluation/School Feedback	
2.9	To consider the need for additional specialist places for pupils with BESD in KS3	Need identified by KHSH members in BESD review and in Schools Forum when considering the funding implications of the BESD review and when agreeing budgets for 2007/08	<p>Clarify the precise scope and scale of needs to be met.</p> <p>Identify type of provision required and likely level of demand – short-term and longer-term.</p> <p>Review existing provision and develop options for meeting identified needs.</p> <p>Appraise options for implementation in 2007/08 and submit to SISG and Schools Forum.</p> <p>Draw up Implementation plan for Sep 07 including self-evaluation procedures.</p> <p>As appropriate, refer any proposal to Cabinet to secure Members' approval</p> <p>If appropriate, consult and publish statutory notices</p>	<p>PC</p> <p>PC</p> <p>PC</p> <p>WF</p> <p>WF</p> <p>BC</p> <p>BC</p>	Jan 07 – Mar 08	<p>Establish a time-limited EBD-Planning project group (to include KHSH representation) to co-ordinate activity against agreed timeline and outcomes.</p> <p>Monitoring: Report to Head of Learning and KHSH.</p> <p>Evaluation: PC/WF establish ongoing review process for BESD provision</p>	All 5
2.10	To continue to develop and promote SPARK programmes for schools	To enable young people to make the most of their learning opportunities. To reduce exclusion To promote social inclusion	<ul style="list-style-type: none"> To expand provision from to Y10 & 11 to include Y 9 Review delivery Framework to ensure better links with school based learning Ensure all secondary schools in Kirklees are aware of the programs Develop train package for staff to 	YPS (AC)	Sep 06 – Jul 07	<p>Attendance figures</p> <p>Feedback from Schools</p> <p>New brochure</p> <p>Course Evaluation/School Feedback</p>	SS BH E & A MPC

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
			meet their needs as deliverers				
2.11	To provide sustainable activity programs to young people who are "At Risk" through the PAYP scheme.	To promote social inclusion To reduce Crime and Anti Social Behaviour To reduce Truancy and exclusions To promote Community Cohesion	<ul style="list-style-type: none"> To continue to develop programs offering social and personal development for young people which compliment the opportunities offered within a formal learning environment. Ensure all schools are aware of the PAYP referral process and opportunities available to young people To link closely with all BIP schools, and BIP co-ordinator Contribute to the development of the Revolving Door Programme (RDP) 	YPS (AC)	Sep 06 – Mar 08	Programme evaluation	SS BH E & A
2.12	To support the Behaviour Improvement Programme	As above	Support as and when requested by BIP Coordinator and individual schools	ASB Coordinator	Sep 06 - Mar 08	Evaluation of KASBU and ASB Strategic development	SS BH E & A
2.13	To continue work between ASBU and schools with regard to developing effective behaviour management policies	Further improvement of current protocol	Strategic developments with schools	ASB Coordinator	Sep 06 – Mar 09	Evaluation of KASBU and ASB Strategic development	SS BH E & A
2.14	<p>Improve pupil attendance at Nortonthorpe Hall Special School by:</p> <ul style="list-style-type: none"> Revising Attendance Policy and implement new strategies Developing incentive system linked into 	<p>Levels of pupil attendance in some key stages are unsatisfactory</p> <p>Currently KS4 attendance operates</p>	<p>Liaise with Education Access</p> <p>Develop and improve rewards system to encourage attendance (Improve KS4</p>	<p>AL</p> <p>AH</p>	<p>Sep 06 – Jul 07</p>	<p>Liaison with JJ (ESW) SCO/GB involved in evaluation</p> <p>SCO/GB involved in evaluation</p>	SS E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
	attendance	at 50%	attendance)				
	<ul style="list-style-type: none"> Improving Transition programmes in all key stages 	Pupils are anxious at transfer between Key stages and this causes a drop in attendance	Ensure procedures are implemented and Transition programme for Yr 9 to Yr 10 support attendance	AL		SCO/GB involved in evaluation	
2.15	<p>Encourage positive behaviour at Nortonthorpe Hall Special School by:</p> <ul style="list-style-type: none"> Ensuring a Positive Behaviour Policy is adopted by staff Reducing exclusion days lost in 06-07 Developing a Behaviour Support Unit to tackle behaviour. Incentive scheme established at KS4 	<p>To ensure consistency amongst staff in tackling behaviour. To lessen the use of exclusion and adopt more pro-active strategies</p> <p>Exclusion is readily used as a sanction and alternatives need to be sought</p> <p>To lessen the use of exclusion and adopt more pro-active strategies. Referral system introduced to support pupil's with acute need.</p> <p>To focus on social skills development as well as academic</p>	<p>Revise Behaviour Policy to mirror current practice. INSET required</p> <p>Reduce the use of exclusion to tackle poor behaviour - Internal exclusion developed to reduce fixed-term exclusion</p> <p>Base core function established. Behaviour support unit used to support challenging pupils</p> <p>Fitz points initiative refined to encourage social skills at the school (Fitzwilliam)</p>	<p>AH</p> <p>AH</p> <p>AL</p> <p>AL</p>	<p>Sep 06 – Jul 07</p>	<p>SCO/GB involved in evaluation</p> <p>SCO/GB involved in evaluation</p> <p>SCO/GB involved in evaluation</p> <p>SCO/GB involved in evaluation</p>	<p>SS BH E & A</p>

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
	<ul style="list-style-type: none"> • Ensure all pupils have an IBP that reflects individual need • Create a cessation programme for giving up smoking at NTH • Behaviour database developed and operational 	<p>targets</p> <p>To ensure there are clear measures in place to monitor behavioural progress or aspects requiring further input e.g. Drugs misuse</p> <p>Over 50% of the children smoke. We intend to be more pro-active in tackling the smoking issue.</p> <p>The information will enable us to give targeted support to staff and pupil's.</p>	<p>IBPs to be written and reviewed on a regular cycle</p> <p>Ensure that smoking does not occur at NTH (if it does sanctions are consistently applied). Contact with National programme.</p> <p>Behaviour data used regularly to inform NTH of behaviour cycle. Sleuth programme in place for Sept 2006.</p>	<p>AH</p> <p>AL</p> <p>AL</p>		<p>SCO/GB involved in evaluation</p> <p>SCO/GB involved in evaluation</p> <p>SCO/GB involved in evaluation</p>	
2.16	<p>Improve Curriculum at Nortonthorpe Hall Special School to meet Individual need by:</p> <ul style="list-style-type: none"> • Developing SEN policy ensuring that individuals and groups get appropriate support • Creating Extended Provision at KS4 	<p>Improve delivery of SEN to ensure groups and individuals have targeted support.</p> <p>Develop out of hours learning and</p>	<p>Revise current SEN policy and ensure it is implemented and mirrors current practice</p> <p>Recruitment of two PLI to deliver a social skills programme to a cohort.</p>	<p>SENCO</p> <p>HEDT</p>	<p>Sep 06 – Jul 07</p>	<p>SCO/GB involved in evaluation</p> <p>SCO/GB involved in evaluation</p>	<p>E & A AEW</p>

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
	<ul style="list-style-type: none"> • Recruitment of key staff to lead and deliver appropriate Eng/Maths programmes • Creating more diverse programmes at KS3 / KS4 	<p>community learning</p> <p>Literacy and Numeracy levels of pupils are below chronological ages in many areas</p> <p>Not all pupil's at NTH can access our full time provision. To change and challenge behaviour more effectively we need to extend our curriculum to better meet the need of a wider and more diverse group of pupils.</p> <p>Develop the use of accommodation on the SS to deliver alternatives.</p> <p>We have identified learning pathways so progress and positive outcomes can be achieved for all our pupils.</p>	<p>Improve literacy and numeracy levels of individual pupils</p> <p>Improve on OAA and other external programmes</p> <ol style="list-style-type: none"> 1. Bridge group created – for Acute need, aggressive. 2. Discrete Girls group - A group of 5 girls (Y9/Y10/Y11) educated out of FWC. 3. Apex group created – more vulnerable group (nurture). 4. ILP – Cohort identified as needing an Individual pathway. 5. Connect course – For Y11 pupils who have poor attendance. 6. Y10 Transition – Group of vulnerable pupils based at SS. 7. Project 11 – Enterprise learning at FWC to incorporate Art and enterprise. 8. Develop PLG at KS3 to focus on anger management. 	<p>AL</p> <p>AL</p>		<p>SCO/GB involved in evaluation</p> <p>SCO/GB involved in evaluation</p>	

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
2.17	Ensure all pupils at Nortontorpe Hall Special School with additional needs get the support they need	At present not all pupils with additional needs are receiving the support they require	Mentoring for all pupils developed to include peer mentoring	HEDT	By July 07	SCO/GB involved in evaluation	SS BH E & A MPC
2.18	Piloting Sentinel anti-bullying software in selected schools	To improve recording and reporting of incidents to do with bullying and improve actions to address causes and impact	Helen Bennett will order software subject to technical appraisal and Qiasar Mahmood will pilot with schools as part of his secondment to work on race and other equalities issues in 2006/7. Others will be informed via Equality Strategy Group	QM BB RW	Sep 06 – Jul 07	Via Equality Strategy Group and Project Board for QM's activity	SS BH E & A
2.19	To deliver a group work programme designed to give pupils the skills needed to resolve issues without resorting to aggressive behaviours	An increasing number of pupils are being excluded from Kirklees schools because of aggressive behaviours	<ul style="list-style-type: none"> Group work delivery Evaluation of group work Training of learning mentors (process repeats) 	NSPCC	Sep 06 – Mar 07	Monitored via Children's Fund Evaluated through Children's Fund 'Check It Out' process	SS BH E & A
2.20	To develop a whole-school approach to conflict resolution through restorative justice principles	To promote restorative justice as an alternative to exclusion from school	<ul style="list-style-type: none"> Training of school staff in restorative approaches Whole school INSET Training of children as befrienders / mediators / mentors Formal conferencing and informal restorative practice to begin Counselling policy developed Counselling referrals commence Evaluation developed Pyramid wide conference 	LC	Sep 06 – Mar 07	Monitored via Children's Fund Evaluated through Children's Fund 'Check It Out' process	E & A MPC
2.21	To deliver a counselling service to help and support young people adversely affected by family change	Parental separation/divorce, family conflict or family change san adversely affects	<ul style="list-style-type: none"> Agreements established with schools Delivery of counselling services Linkages with partner agencies 	Pennine Relate	Sep 06 - Mar 08	Monitored via Children's Fund Evaluated through Children's Fund 'Check It Out' process	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
		children and young people's emotional well-being	<ul style="list-style-type: none"> Establish young people's working group 				
2.22	To develop the successful "Pushing Back the Furniture" social skills training programme by linking mainstream and special provision through Circle Time	Children, young people and staff from mainstream and special schools can learn from each other by sharing good practice	<ul style="list-style-type: none"> Establish target schools (children with additional support needs) Negotiate programme with schools Deliver programme to children with additional needs Repeat process following evaluation Establish work with 2 special schools Deliver tailored programme within special schools 	Claremont Beh'vr Support Service	Sep 06 – Mar 07	Monitored via Children's Fund Evaluated through Children's Fund 'Check It Out' process	SS BH E & A MPC
2.23	To continue to develop a pilot programme nurture group within Greenside I & N School to help teach the necessary social skills to 5/6 year old children in order to improve their capacity to learn and their attitude to school.	<p>The school has identified over the last few years a need to improve the social and personal skills of the children upon entry into full time schooling in order to help them achieve higher levels of success</p> <p>Research has shown that nurture groups are an effective method of focusing attention on the behaviour and attitudes of the pupils. The skills they acquire have a long</p>	HT to liaise with relevant agencies to create effective multi agency working	<p>SA</p> <p>Senior Leadership team from School</p> <p>IH, EPS</p>	Sep 06- Mar 08	<p>Children's Fund CYPP LAA</p> <p>Boxall Profile PASS</p> <p>The project will be evaluated by an external evaluator appointed by the Children's Fund</p>	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
		lasting effect into adult life.					
3.	Develop effective multi-agency working						
3.1	To work with YPS to provide Positive Activities for Young People (PAYP)	To provide engaging and high quality experiences for young people out of school	<ul style="list-style-type: none"> Work with PAYP and EBD Service to develop the Revolving Door Programme 	ID	Sep 06 – Jul 09	LAACYP 3.13 Feedback from young people, their families and schools Evaluation by YPS	SS BH E & A
3.2	To ensure that all schools and supporting agencies are aware of and making appropriate use of the Kirklees School Drug Referral Scheme	The need to offer schools, young people and parents/carers direct support when dealing with drug related incidents Attempts to reduce permanent exclusions and provide an alternative to the criminal justice system	Continue the very strong partnership between School Effectiveness and Drug Sense Further enhance working partnerships with other appropriate departments within education, especially Behaviour Support	VF	Apr 06 – Mar 09	Reporting to the Drug Education Advisory Group Reporting to the Kirklees Drug Action Team	SS BH E & A
3.3	Development of the Help Team through funding identified by the Kirklees Drug Action Team.	The Help initiative would put in place support teams, based in localities, to support schools, young people and families on a range of drug related issues	Liaison and direct meetings between agencies and departments that may have an input into this area of work	WillF DAT	Sep 06 – Mar 07	Yet to be identified	SS BH E & A
3.4	To continue to provide and develop the Child and Family Consultation Service	To enable more families and children to have access to support for difficult times in their lives	<ul style="list-style-type: none"> Continue to prioritise support for children who are excluded Continue to work in conjunction with CAMHS to provide co- 	MC/TB/ PJ	Sep 06- Mar 08	Annual report for the Service Publication of the work with Children's Fund	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
			<p>ordinated support to families</p> <ul style="list-style-type: none"> • Continue to provide a weekly parents contact meeting in both North and South Kirklees • To develop intensive support for parents through the Children's Fund Project work 				
3.5	To offer psychological consultancy to the specialist multi –agency teams.	<p>To support the well-being of vulnerable children and their families carers and teachers.</p> <ul style="list-style-type: none"> • Autism Spectrum Disorders • Social Emotional and Behavioural difficulties • Looked After Children 	<ul style="list-style-type: none"> • Senior Practitioner Psychologist to develop and lead the multi- agency support team for children and young people with social communication difficulties including ASD. • Senior Practitioner Psychologist to provide psychological consultation to the Multi Agency Support Team (MAST), in relation to KS4 provision through consultation regarding good practice and individual casework. • Senior Practitioner Psychologist to provide consultancy to the Education of Looked After Children Team (ELAC); • To monitor and review the children 	JB/ SMT	April 06 – Mar 09	<p>Annual review of each team involvement.</p> <p>Regular feedback to the Service meeting and to the individual teams.</p> <p>Psychological supervision established for psychologists involved with multi-agency teams.</p> <p>Each senior practitioner to lead on up-dating colleagues on the issues and changes in policy and practice in</p>	All 5

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
		<ul style="list-style-type: none"> • Schools with exceptional needs • Extra district provision for children with very complex needs 	<p>and young people placed out of Kirklees and to support them on return.</p> <ul style="list-style-type: none"> • To support the transition of youngsters back into Kirklees placements from secure provision • Senior Practitioner psychologist (SWENS) to attend multi- agency meetings about schools causing concern. • Offer consultancy and psychological support and training to those schools described as Schools with exceptional needs. • Senior practitioner to co-ordinate the monitoring and review of youngsters placed outside of the LEA in extra district schools. • To develop strategies that improve communication between key workers 			<p>relation to the specialism.</p> <p>Annual report from the Senior practitioners about the impact of their involvement</p>	
3.6	To offer psychological support to those adults working within children's homes.	To support and promote the psychological well-being of those social service staff who work in very stressful situations.	<ul style="list-style-type: none"> • Publicise and implement confidential counselling sessions with Senior educational psychologists for social services staff. 	PJ/ SJ	Annually from April 06 – March 09	<ul style="list-style-type: none"> • Evaluate with service users the effectiveness of the service. • Supervision for the psychologists involved. • Record and report annually on the number of clients seen and the 	SS BH

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
						evaluation of the service provided.	
3.7	To promote and develop the Butterfly multi-agency approach to provide early intervention for children with challenging behaviour	To enable schools and early years providers to become partners in supporting parents in managing their child's behaviour	<ul style="list-style-type: none"> To publicise annually the results of the interventions To develop a system of charter marking Butterfly friendly establishments 	IM	Sept 06 – July 09 July 07	<ul style="list-style-type: none"> To publish the results of the interventions To develop and establish a charter-mark 	SS BH E & A
3.8	To develop and help to deliver a response to training needs in emotional well-being across the multi- agency tiers 1 and 2 for children with mental health needs.	<ul style="list-style-type: none"> Certain types of mental health problems are under-identified in school and the community. Psychology offers a key support 	<ul style="list-style-type: none"> To develop and deliver 'emotional well-being' training jointly with CAMHS. To act as psychological consultants to other professionals in different agencies. 	IM	Sep 06- July 09	<ul style="list-style-type: none"> Evaluation through questionnaires and of training inputs. Yearly programmes of Psychology and Specialist Outreach courses and consultancies, based on analysis of needs and the Service's Research and Development programme. Yearly published CPD brochure and INSET database which includes all Kirklees Education Services. To review the take-up of the training on an annual report for CAMHS 	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
						commissioning group. <ul style="list-style-type: none"> To survey changes in referral and intervention patterns. 	
3.9	To recruit in the light of staff vacancies and review the roles, practices and protocols of the Multi-Agency Support Team (MAST).	To ensure all pupils in alternative education have access to multi-agency specialist support.	<ul style="list-style-type: none"> To negotiate funding and recruit a new school nurse and a part-time EP (or additional Teacher / ESW support time). Ensure all JDs, Person. Specs and MAST roles, practices and protocols are agreed and understood by all members of MAST - to reflect best practice and supportive inter-agency working. 	DAS	Sep 06-Mar 07	CYPP. APA. MAST self evaluation; evaluation from Projects/PRUs; standardised service satisfaction ratings.	All 5
3.10	To develop further links with CAMHS to devise and implement a co-ordinated Early Years strategy for promoting children's emotional well being	To improve the quality of education and inclusion of children with BESD	Liaison and planning with CAMHS	CAMHS and Inclusion Manager, Inclusion Team in KEYS	Sep 06 – Mar 07	CAMHS action plan for 2006-07	SS BH E & A
3.11	Attend Primary Partnership meetings with other services and schools with the aim of improving the education and inclusion of children with BESD	To improve the quality of education and inclusion of children with BESD	Attend multi-disciplinary and phase group meetings	LK (Ed Access)	Sep 06-Mar 07	Attendance at least 75% of KPH meetings	SS BH E & A
3.12	Attend Secondary Partnership meetings with other services and schools with the aim of improving the education and inclusion of children with BESD	To improve the quality of education and inclusion of children with BESD	Attend multi-disciplinary and phase group meetings	LA (Ed Access)	Sep 06-Mar 07	Attendance at least 75% of Behaviour & Attendance strategy meetings	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
3.13	To work with colleagues throughout Learning and other agencies to support the re-integration of students with BESD	To improve the inclusion of children with BESD	Liaison with other agencies, and direct work with students	Educ. Access Managers	Sep 06-Mar 09	CYPP Professional supervision	SS BH E & A
3.14	To Review frequency and implementation of Truancy Patrols	To improve attendance performance in all Kirklees schools	Set up a review conference	JTW	Sep 06 – Jul 07	Reporting data for DFES	SS E & A
3.15	To provide Support and Guidance to vulnerable young people who are at risk of becoming NEET through the Community PA's.	To promote social inclusion To contribute to the reduce "NEET", and "Not Known" cohorts of young people within Kirklees To reduce school exclusion	<ul style="list-style-type: none"> Provide personal development opportunities to young people through a variety of 121 and group work interventions Close Work with C&K careers Work with schools to identify young people who may be about to enter the NEET cohort. 	YPS (AC)	Sep 06 – Jul 07	1:1 Caseload Reviews, Profile, CCIS, YPS database monitoring Regular meetings attended Meetings with schools and referrals made. Young People Questionnaire	E & A MPC AEW
3.16	Implement the reviewed ASB Protocol "Challenging Anti-Social Behaviour in Kirklees"	Annual requirement to ensure that the protocol matches current practice	Consultation with all partners	ASB Coordinator	Sep 06 – Jul 07	ASB Steering Group and KSCP Executive	SS BH E & A
3.17	To support the Partnership Truancy Strategy	Home Office requirement and RESPECT action plan	Strategic development through Education Access	KASBU ESW	Sep 06 – Jul 09	Evaluation of KASBU and ASB Strategic development	SS BH E & A
3.18	Further develop the "Early Intervention" process	Further improvement of current protocol	In partnership with appropriate partners	KASBU	Sep 06 – Jul 09	Evaluation of KASBU and ASB Strategic development	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
3.19	To liaise closely with Connexions PAs in the areas where Kirklees pupils attend day and residential schools.	To ensure that all pupils receive their entitlement, and are able to make realistic informed choices in order to access post 16 provision.	<ul style="list-style-type: none"> • Liaise with colleagues in the "host area". • Agree different roles and responsibilities. • See the pupil at an appropriate time during year 11. • Ensure that appropriate applications are made. 	Connexions-C&K	Sep 06 – Jul 09	Destination reports, year 11 questionnaire. Connexions performance review/ contract management arrangements.	E & A AEW
3.20	Targeted work with post 16 young people with LDD	To support the progression of young people into learning or employment.	<ul style="list-style-type: none"> • One to one work with young people • Liaison with providers to provide suitable packages of provision for the case load • Work with parents 	Dedicated post 16 LDD CNX PA, empl'ied by C&K Careers	Sep 06 - Jul 09	Connexions performance review/ contract management arrangements. MI related to young people with LDD that are NEET	E & A AEW
3.21	Reduce the numbers of young people aged 16-18 in the NEET group, (Not in Employment, Education or Training).	A significant number of young people in this group have BESD. Support into post 16 learning or employment.	<ul style="list-style-type: none"> • All Connexions PAs provide one to one support for young people in the NEET group • Liaise with partner agencies to reduce barriers to EET entry for young people. • To work with parents • To work with placement providers. • Offer one to one support. 	Connexions	Sep 06 - Jul 09	Nov 06 NEET targets Connexions monthly MI Connexions performance review/ contract management arrangements.	E & A AEW
3.22	Provide dedicated PA support for vulnerable groups of young people	A significant number of young people in this group have BESD. Support into post 16 learning or employment.	<ul style="list-style-type: none"> • Re-contract for dedicated teenage parents PA, PAs working with young offenders and care leavers. • Provide one to one support for young people to overcome barriers into learning. <ul style="list-style-type: none"> ▪ Work with parents/carers ▪ Work with providers 	Connexions	Sep 06 - Jul 09	Connexions performance review/ contract management arrangements. Connexions monthly MI and performance against cross cutting targets.	E & A AEW

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
3.23	Partnership work with the LSC to influence the provision of suitable learning provision for young people post 16	To ensure young people with BESD have suitable leaning opportunities post 16.	Quarterly meetings with the LSC Data sharing with the LSC Review of retention rates	Connexions	Sep 06 – Jul 09	Annual Review	E & A AEW
3.24	Develop protocols and deliver joint training between BESD Service and CAMHS on emotional wellbeing	To share knowledge and up-skill professionals in the early identification of mental health difficulties	Link in with appropriate BESD service and organise training to targeted staff	Linda Moon	Sep 06 – Jul 09	Feedback forms and monitor by CAMHS training group	SS BH E & A
3.25	Improve links between CAMHS and BESD Service	To improve communication and offer a seamless service to children and families	Identified professional PMHW to liaise with all elements of BESD Service (Claremont, EARS and Pupil Referral Service)	Linda Moon	Sep 06 – Jul 07	Feedback to CAMHS management group and commissioners	SS BH E & A
3.26	To access provision for permanently excluded Looked After pupils	- To safeguard the LA YPs entitlement to education - to reduce negative impact on care placements	<ul style="list-style-type: none"> to liaise with other providing agencies, e.g. PRU, EARS to monitor LEA provision for permanently excluded LAC 	Jo B	Sep 06- Jul 09	LAACY 3.13 Monitor time without education for LA pupils against the 20 day Govt requirement Report regularly to multi-agency forums	SS BH E & A
3.27	To act as an advocate in the admission procedure for Looked after pupils	To ensure appropriate school placements	<ul style="list-style-type: none"> liaison with Social workers, carers, schools attendance at appeals and tribunals 	LAC ESWs	Sep 06- Jul 09	Monitor success at appeals	E & A
3.28	To ensure that those with parental responsibility , and schools, understand the Regulations re the admission of looked after children and young people	To ensure appropriate school placement	<ul style="list-style-type: none"> include information in training for schools, governors, social workers and carers send written information and advice to schools 	Jo B	Sep 06- Jul 09	Monitor reduction in the need for appeals Monitor the % of LAC who get their 1 st choice of school	E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
3.29	To continue to provide early intervention for LA pupils at risk of exclusion	To respond to DfES recommendations for the Education of LAC - To maximise educational opportunity for LAC -to minimise instability and time out of school for LAC To reduce the risk of exclusion To help pupils develop appropriate classroom behaviour	<ul style="list-style-type: none"> identify target pupils through discussions with school and other agencies allocate time from staff to work with individuals liaise with schools on progress and exit strategies provide in school support for pupils with BESD 	Jo B	Sep 06-Jul 09	Staff to evaluate impact of intervention with LAC Invite feedback from schools on impact	SS BH E & A
3.30	To explore with relevant professionals issues re emotional health and well-being of LAC	-to raise awareness of the specific -issues regarding LAC -to identify appropriate strategies to address issues	<ul style="list-style-type: none"> training /development days with new LAC Service teams workshop at LAC Service conference developmental piece of work identified 	Jo B	Sep06-Jul 09	Evaluate progress in developing shared understandings leading to agreed strategies	SS BH
3.31	To maximise the attendance of pupils with BESD	-To increase opportunity -To reduce social exclusion, anti-social behaviour and offending	<ul style="list-style-type: none"> develop dedicated monitoring and tracking system employ dedicated monitoring assistant liaise with ESWs, school, social workers and carers 	LAC ESW	Sep 06-Jul 09	Monitor and report on attendance of BESD Identify the impact pf BESD pupils on the C24 performance indicator	SS BH E & A
3.32	To ensure that LA pupils needs re BESD are recognised and addressed in new PEP proceduress	-to ensure effective joint working for LAC -to reduce instability -to ensure appropriate support through SEN channels	<ul style="list-style-type: none"> ensure that all LAC have a current effective PEP include PEPs advice in training monitor updates of PEPs at LAC Reviews allocate admin. time to monitoring liaise with IROs to ensure their active participation 	Jo B Phil T	Sep 06-July 09	Monitor regularity of updates Monitor quality of content Monitor action against recommendations	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
4.	Develop programmes of support for parents/carers						
4.1	To ensure pupils and parents of excluded pupils have access to their rights and entitlements to education	To promote inclusion; To support parents	Provision of information to parents & schools via practitioners, and liaison and joint working with other agencies involved	NB	Sep 06 – Jul 09	CYPP Reporting to EAMT service planning arrangements	SS BH E & A
4.2	To Review Penalty Notices & Enforcement policy	To improve attendance performance in all Kirklees schools	Set up a review conference	JTW	Sept 06 – Jul 07	No of penalty notices issued; No of prosecutions	E & A SS
4.3	Support for the Kirklees Families Project	Home Office requirement and RESPECT action plan	Delivery by NCH	ASB Coordinator	Sep 06 – Mar 07	NRF	SS BH E & A
4.4	Support for the development of a Kirklees Parenting Support Network	Home office requirement and RESPECT action plan	Delivery coordinated by steering group	ASB Coordinator	Sep 06 – Mar 09	NRF	SS BH E & A
4.5	To work with parents to increase their skills and confidence in promoting positive behaviour in their children	Parents are extremely powerful role models in terms of the promotion of positive behaviour	<ul style="list-style-type: none"> Initial consultation with families / partner agencies Design of teaching and learning materials Summer school activity Delivery of family learning programme Celebrating Families conference 	JB	Sep 06 – Mar 08	Monitored via Children's Fund Evaluated through Children's Fund 'Check It Out' process	E & A SS BH
4.6 (i)	Supporting families (RESPECT Action Plan -3)	1) Improving LA delivery of parenting provision	The Kirklees Parenting Adolescents Project funded by NRF Funding and Safeguarding, YOT, ASBU and Learning. The project will provide direct parenting work based on the Strengthening Families approach and other intervention models. The project is managed by a multi-agency	KWrl SD	Apr 07 – Mar 08	Monthly monitoring	E&A SS BH

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
		<p>2) Expansion of safeguarding family support provision</p> <p>3) Developing the workforce to meet the new challenge</p> <p>4) Increase support for the parents of children and young people at risk</p> <p>5) Prevention programmes to prevent youth crime and anti-social behaviour</p> <p>6) Parenting classes for teenage mothers through Westtown Family Centre, Children's Centre provision,</p>	<p>steering group.</p> <p>120 practitioners trained in CAF</p> <p>3 Every Child Matters Integrated locality Forums established</p> <p>Locality pilot interim evaluation of CAF</p> <p>Safeguarding and Specialist Provision provide support for families in Tiers 3/4 (Hardiker Model) where problems have been identified which may lead to risk of harm and/or anti social behaviours. Recent organisational changes will be reviewed by the lead managers. Establish multi agency agreements on use of orders</p> <p>Develop in line with the establishment of a local parenting support network</p> <p>There is a variety of provision for young parents aimed at increasing their parenting skills and opportunities for employment. Establish policies and processes for application and use by all appropriate services</p>	<p>BP</p> <p>WB</p> <p>CMc</p> <p>HC</p> <p>MCu</p> <p>RS</p> <p>HH</p> <p>MS</p> <p>JH</p> <p>JTW</p>			

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
		Leaving Care Team. 7) Expansion of the use of Parenting orders 8) Homestart provision across Kirklees providing early interventions in families requiring support in parenting. 9) Parenting support included in youth court pre sentence reports 10) Family Centres and Family Support Team providing direct provision to families with parenting difficulties at Tiers 3/4.	Develop court links for all youth orders to consider parenting support	RS PT BS TB RS BSc BP			
4.6 (ii)	A new approach to the most challenging families (RESPECT Action Plan -4)	1) Provision of intensive family support projects	1) Quarterly steering group meetings established 2) 1x12 week reviews to track	Families Intervention Project	Apr 07 – Mar 08	Monthly monitoring	E&A SS BH

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
		2) Develop a cross service strategy on the most challenging families 3) Consider sanctions for households evicted for anti-social behaviour who refuse help	progress. 3) Starting point linked to partner engagement. 4) 8hrs a week dedicated to each family. 4) Partnership working, information sharing protocol, CIN meetings, promotion of service to all possible referrers, linking family to support services. Clear stated outcome in TSP 5) All sanctions are clearly stated in the respect taskforce handbook. 6) KFP ultimate sanction is to withdraw from the family, if disengaging. 7) This leaves families outside of our direct emphasis and would place back with referring agency to follow through threat of action prior to KFP involvement.	Steering Group CMu NL			
5.	Establish a co-ordinated assessment and referral system for all additional needs						
5.1	To provide training for Common Assessment Framework which is integrated to other existing identification and assessment processes	To promote an integrated approach to identification and assessment of additional needs	<ul style="list-style-type: none"> • Provide a CAF champion from within Learning Service staff • Provide a CAF trainer from within Learning Service staff • Provide training to school and LA staff • Work with schools through CPD and networks to integrate approaches to assessment • 	BG	Sep 06 - July 08	Training evaluations Feedback from schools and other agencies employing CAF	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
5.2	To continue to support the development of the role of Nortonthorpe Hall.	To clarify the role of Nortonthorpe Hall within the Positive Behaviour Strategy.	<ul style="list-style-type: none"> • Involvement with the Officer and School Group to consider strategy. • To support staff in the development of the new role for the school. • Working in partnership to clarify appropriate provision for girls • To continue to support the staff in the Primary PRU through future transition 	JB	Sept 06 – July 09	<ul style="list-style-type: none"> • Production of clear criteria for admission to and role of Nortonthorpe Hall School. 	E & A SS BH
5.3	To continue to improve support for excluded pupils, their parents/carers and schools, throughout the whole exclusion and reintegration process	<p>To promote inclusion and continuity of education</p> <p>To prevent disaffection and isolation</p> <p>To reduce risk of antisocial behaviour</p> <p>To maintain the routine of attending education</p> <p>To reduce stress experienced by all stakeholders in the exclusion and reintegration processes</p>	<p>Develop workflow on new database with timed steps, i.e. home visits, letters, phone calls. Actively seek to increase co-working with other services, i.e. Claremont, SEN Admin, Butterfly, PRS, Child & Family Consultation Service, YOT, CAMHS, ASBU, YPS.</p> <p>Improve co-ordination with Admissions</p> <p>Develop Key Worker concept further</p>	CM	Sep 06 – Jul 09	<p>LAACYP 3.13</p> <p>Ongoing self-evaluation</p> <p>Analysis of EARS</p> <p>evaluation questionnaires</p>	BH SS E & A
5.4	To reduce the time between permanent exclusion and placement at new school – increase percentage of pupils placed within 15 school days	<p>To promote inclusion</p> <p>To provide continuity of education.</p> <p>Quick turnaround gives better chance of success</p> <p>Pupils have a legal right to fulltime</p>	<ul style="list-style-type: none"> • Schedule HTPP Panel meetings to allow for 3 week turnaround. • Improve co-ordination with Admissions • Develop workflow on new database with timed steps • Improve co-operation with SEN Admin to increase the number of 	PC/CM	Sep 06 – Jul 09	<p>LAACYP 3.13</p> <p>LAACYP 4.7</p>	BH SS E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
		education Efficient use of resources – less provision of alternative education needed	pupils with statements placed within 15 school days following permanent exclusion				
5.5	Provide ongoing support to practitioners to enable them to develop systems for monitoring and recording children's behaviour	To improve the monitoring and recording of children's behaviour in order to improve the quality of individual behaviour plans	Seek support from AT/Area SENCO team to interpret information and respond appropriately	AT	Sept 06 – July 07	Effectiveness of individual behaviour plans	SS BH E & A
6.	Establish “Hard to Place Pupils” Protocols in order to ensure that such pupils are distributed fairly and equitably between all Kirklees Schools						
6.1	To work with schools and other services within the Education Service to develop a protocol for the fair and transparent admission between all schools of “hard to place pupils”	To ensure a fair and equitable sharing out of “hard to place” pupils between all schools	Close liaison between Learning Service, Admissions and working Head teacher groups from all phases of schools.	PC	Sept 06 – Sept 07	LAACYP 3.13 Admission Forum to monitor and evaluate the effectiveness of agreed protocols	SS BH E & A
7.	Develop a range of alternative off-site behaviour programmes for children and young people						
7.1	To provide a schedule of monitoring and evaluation for Key Stage 4 Alternative Education Centres	To support self evaluation of outcomes and of the quality of provision	<ul style="list-style-type: none"> Plan a programme of monitoring with PRS manager Undertake monitoring visits Provide training for provision staff on self evaluation and Ofsted and LA expectations about the quality of provision 	LG and LL	Sept 06 – July 07	Notes from monitoring visits Outcomes of inspections	All 5

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
7.2	To develop further, in liaison with schools, other agencies and BIP Coordinator, a "revolving door" pilot programme for all permanently excluded pupils to provide full time provision from day 1 of exclusion	Requirement of BIP programme. To maintain the routine of attending education. To prepare pupils for next placement. To promote good citizenship. To reduce risk of antisocial behaviour	Close monitoring by, and support from inter-agency "revolving door" management group	PC	Sep 06 – Jul 07	Pilot Project Evaluation conducted in November 2006 LAACYP 3.13 LAACYP 4.7	SS BH E & A MPC
7.3	To Increase the percentage of permanently excluded pupils provided with full time alternative tuition	Pupils have a legal right to full time education. To promote good citizenship To reduce risk of antisocial behaviour. To maintain the routine of attending education. To prepare pupils for next placement	<ul style="list-style-type: none"> • Develop a clear strategy how Kirklees LA is meeting the legal requirement of providing 21 hours of alternative education or excluded pupils after 15 school days, with identified funding. • Continue the Revolving Door Programme for permanently excluded KS3 pupils after March 2007. • Use Nortonthorpe Hall Special School to provide assessment placements for pupils with Statements excluded in KS2. • Investigate the possibility of developing resourced alternative provision for KS1 & KS2 at a suitable "through" mainstream school. • Use Westfields PRU to provide assessment places for permanently excluded KS3 pupils with Statements of SEN. 	PC/ CM	Sept 06 – July 09	LAACYP 3.13 LAACYP 4.7	SS BH E & A

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
7.4	Provide fulltime equivalent alternative provision for all excluded pupils not placed in a new school within 15 school days	Pupils have a legal right to fulltime education. To promote good citizenship To reduce risk of antisocial behaviour To maintain the routine of attending education To prepare pupils for next placement	Education to be provided by Westfields PRU, ETHOS PRU, Revolving Door Programme or KS4 Alternative Education Centres	PC/ CM	Sep 06 – July 09	LAACYP 3.13 LAACYP 4.7	All 5
7.5	Reduce the time between permanent exclusion and placement at new school for pupils with statements	Pupils have a legal right to fulltime education. To reduce risk of antisocial behaviour To maintain the routine of attending education	<ul style="list-style-type: none"> Clarify roles and responsibilities, clarify timescale. Shared access to SEN database and exclusions database. SEN/Westfields Protocol to be implemented to meet requirement for full time alternative provision within 15 school days. Extend agreement to Primary Resourced Provision at Nortonthorpe. 	CM / KW	Sep 06 – July 09	LAACYP 3.13 LAACYP 4.7	SS BH E & A
7.6	To ensure that all PRS teaching establishments work within DfES Guidelines.	To ensure that all parts of the PRS conform to current DfES guidelines for alternative education.	<ul style="list-style-type: none"> All PRS Alternative Education Centres to be registered with DfES and complete SEFs. All PRUs/Projects to participate in EOTAS Monitoring. Involvement of MAST and SES/SIO re: 'single conversation' and OfSTED preparation. 	DAS, LL	Sept 06 – July 07	LAACYP 3.13 LAACYP 4.7. DfES registration; SEFs, 'single conversations' and OfSTED preparations completed and recorded. Regional EOTAS Monitoring Forms completed. PRS and ETHOS	All 5

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
						Management Committees. PRS Annual Report and Evaluation.	
7.7	To develop a CEIG (Career Education Information Guidance) programme for pupils in Key Stage 4 Alternative Education Centres (AECs). In partnership with the BESD Service and the AECs	To improve the quality of CEIG, to ensure uniformity across the Units. To have a clear understanding and definition of our respective roles.	<ul style="list-style-type: none"> • Evaluate current position. • Identify a basic programme. • Identify "value added" items. • Draw up a realistic and achievable CEIG Programme, mindful of resource implications. 	Connexions-C&K Careers	Sep 06 - Jul 07	Self evaluation June 2007 Connexions performance review/ contract management arrangements.	E & A AEW
7.8	To support the KS 3 and KS4 Panels for Alternative Education	To support vulnerable young people back into education	Attendance at monthly meetings and research of all individuals identified on the agenda	BS	Sep 06 - Jul 09	Evaluation of KASBU and ASB Strategic development	SS BH E & A
7.9	To continue to act as Connexions PA for pupils in the Key Stage 4 Alternative Education Centres.	To ensure that all pupils receive their entitlement, and are able to make realistic informed choices in order to access post 16 provision.	<ul style="list-style-type: none"> • Visit units on a regular basis • Attend reviews of pupils with statements. • Work on a one to one basis with pupils. • Liaise closely with other agencies and with Connexions partners who may be involved with the pupil. • Ensure that appropriate applications are made to F.E. Work- based learning. 	Connexions-C&K	Sep 06 – Jul 09	Destination reports, year 11 questionnaire. Connexions performance review/ contract management arrangements.	E & A AEW

Positive Behaviour Strategy 2006-09

No	Objective	Why we are doing this?	Action Required	Lead	Time-scale	Monitoring & Evaluation Arrangements	ECM Outcome
8.	Reduce the number of pupils who need to be educated in extra-district schools in order to have their needs met						
8.1	To reduce the number of pupils who need to be educated in extra-district schools in order to have their needs met	<ul style="list-style-type: none"> • To ensure that as many pupils as possible are able to have their needs met within Kirklees • To ensure that all educational placements within Kirklees for pupils with Statements for BESD are of sufficient quality to meet BESD needs • To ensure that resources identified in the Statement in order to meet the pupil's needs, "follow the child" 	<ul style="list-style-type: none"> • Establish a multi-agency panel to monitor all placements for pupils with Statements of BESD • Assign a key worker to each student to ensure an active Personal Education Plan • Consider needs at each annual review and to consider alternatives within Kirklees wherever possible • Consider research task to address issues within Kirklees provision which led to external placement in order to inform future planning • Review pupils currently attending Nortonthorpe where alternative mainstream provision might be considered • Liaise with Adult services to ensure appropriate transition planning 	Safeguarding (KW/JB)	Sept 06 - July 09	LAACYCYP 3.13 Attendance records for each term Review reports for each student on an annual basis Parents and students views available from each annual review	E & A AEW

Key to Lead Officer Initials

AC	Andrew Carden	Young People's Service
AH	Andrew Hodkinson	Headteacher, Nortonthorpe Hall School
AL	Andy Lee	Deputy Headteacher, Nortonthorpe Hall School
AT Team	Advisory Teacher Team	Early Years Service
AT	Anne Tierney	School Improvement Officer (SEN and Disability)
BB	Baljit Birring	EMA & Equalities
BC	Barbara Challenger	Resources & Support
BG	Bill Goler	Adviser (SEN and Disability)
BP	Bev Paris	Family Support
BS	Bill Swap	Anti-Social Behaviour Co-ordinator, Community Safety
BSc	Bob Scott	Community Safety
CC	Christine Clark	Psychology & Specialist Outreach
CM	Christoph Mickwitz	Exclusion & Reintegration Support, EBD
CMc	Christine McLean	Localities
CMu	Claire Mulgan	NCH: Facilitate the Family Intervention Project
DAS	Dennis Shields	Pupil Referral Service, EBD
DAT	Drugs Action Team	Safer Communities Service
DN	Debbie Navaratnam	Secondary Strategy Behaviour and Attendance Consultant, SES
GH	Graham Hofmann	School Improvement (PSHCE)
GJ	Gabrielle Jagger	Secondary Strategy Behaviour and Attendance Consultant
HB	Helen Badri	Exclusion & Reintegration Support, EBD
HC	Helen Carlin	Kirklees Partnerships
HH	Helen Hodgkins	Children - Aftercare
ID	Ian Dutton	School Improvement Officer (BIP)
IH	Ian Hepworth	Psychology & Specialist Outreach
IM	Irene Miller	Psychology & Specialist Outreach
JB	Judi Bamford	Principal Educational Psychologist
Jo B	Jo Brook	Education Support Team for Looked After Children & Young People
JH	Janet Hirst	Westtown Family Centre
JTW	Joe Wilson	Education Access
JW	Jayne Whitton	Psychology & Specialist Outreach

JqW	Jacqueline Watkinson	Education Access
KM	Keith Massett	School Improvement Officer (EiC)
KW	Kate Wilson	Special Educational Needs Manager, Safeguarding
KWrl	Karen Worrall	Localities
LA	Lorraine Absolon	Education Social Work
LC	Lynne Christopher	Restorative Approaches Co-ordinator
LG	Liz Godman	Head of Inclusion
LK	Linda King	Education Social Work
LL	Lance Lewis	School Improvement Officer (EM achievement)
MC	Mary Clements	Psychology & Specialist Outreach
MCu	Mary Cunningham	Children & Families (Dewsbury)
MN	Maureen Neill	Primary Strategy Behaviour and Attendance Consultant
MS	Meg Strong	Batley Surestart
NB	Nick Bartholomew	Education Access
NL	Nat Lindo	NCH: Facilitate the Family Intervention Project
PC	Phil Craig	Service for Pupils with Emotional & Behavioural Difficulties
PJ	Phil Jones	Psychology & Specialist Outreach
PT	Phil Tomlinson	Social Services
QM	Qaisar Mahmood	Project Manager, SES
RB	Ritch Barras	ETHOS
RoB	Roger Baines	Claremont Behaviour Support Service, EBD
RS	Richard Smith	Youth Offending Team
RW	Rob Wood	Equalities & Diversity
SA	Sal Armitage	Acting Headteacher, Birstall Primary School
SC	Suzy Coltart	Psychology & Specialist Outreach
SD	Sue Davis	Family Support
SJ	Sue Jameson	Psychology & Specialist Outreach
SM	Steve Morris	Head of Education (11-19)
TB	Tony Bryce	Psychology & Specialist Outreach
TBu	Teresa Burke	Homestart
VF	Val Flintoff	Education Adviser (Drugs)
WB	Wendy Bennett	Localities
WF	Warwick Firmin	Resources & Support
WillF	Will Formby	Drugs Action Team

APPENDIX A

Kirklees Children & Young People Plan.

Children's Views as included in the Children & Young People Plan 2006 -09

What children and young people have told us about being healthy

Issues children and young people identified as important to them

- Self-esteem
- Stress
- Being happy and strong and having someone to talk to about problems. Its important to have good relationships with friends and family
- There is stigma attached to mental health problems
- Emotional health:
 - death and separation (including parents splitting up)
 - exams
 - family arguments
 - bullying
 - being blamed when it's not your faultAll have a negative impact on our mental and emotional well being.
- Keeping fit by taking regular exercise at school and in our spare time. It's important to find exercises that are fun to do.
- Drugs was in the list of the top 8 priorities for young people drawn up through Shout it Out
- Try not to smoke, binge drink or take any drugs. If we do choose to take drugs, we should try to take them in a safe environment.
- Sexual health is important; we should use contraception and protect ourselves against sexually transmitted infections. We need sexual health issues to be addressed at an earlier age. We need access to sexual health information and condoms.
- Have a balanced and varied diet. We shouldn't eat too many sugary, salty or fatty foods and should try to eat fresh foods. We should drink milk and plenty of water rather than sugary drinks.

- *'We think that feeling better about yourself is very important'*
- *'Take time to chill'*
- *'It doesn't mean that in order to be a healthy person you got to do (just) the physical aspects. A person must be healthy emotionally, socially and mentally. This way you can be healthy and happy at the same time.'*
- *'We should have sex education at a younger age.'*

Children from Birkenshaw Middle school chose to look at drugs alcohol and smoking.

Their key issues are as follows:

Smoking

- The age limit should be increased for purchasing cigarettes
- Adults should stop smoking in school
- ID should be required to buy cigarettes
- There should be more non smoking areas – such as in Ireland
- Nicotine patches and other forms of support should be available in schools and clinics for young people
- There should be stop smoking help lines for young people
- Prevent cheap cigarettes from being imported

Drugs

- Increase resources to identify drug dealers, with increased penalties for those caught, and increase the resources for rehabilitation
- Decriminalise all drugs with a view to reducing crime

Alcohol

- The age limit should be increased for purchasing alcohol
- Consequences for establishments selling alcohol to young people under the age limit
- Increase young people's awareness through school based activities
- Increase parents awareness of their responsibility to their children

What children and young people have told us about staying safe

Issues children and young people identified as important to them

- In the Children's Fund Children's think-tanks, bullying was identified as a priority in every single session.
- Suggestions from children and young people to deal with bullying:
 - training for teachers should be better on how to deal with bullying;
 - children can be trained to help other children;
 - children can be helped to have more confidence to deal with bullying themselves.
- The eight key safety issues identified by young people through the Crack Down Crime conference were:
 - Bullying
 - Keeping safe
 - Gangs
 - Assault and robbery
 - Discrimination
 - Drugs
 - Domestic violence
 - Reporting crime
- In the top eight priority issues identified by young people through Shout it Out were:
 - Bullying
 - Racism
 - Domestic violence
 - Not feeling safe going out at night
 - Discrimination
- *'We need bullying to be sorted'*
- *'Bullying is a big issue at school for young people with disabilities'*
- *We'd like to have safe play areas, safe places to cross the road, improved lighting at bus stops and routes home, better pavements and traffic calming. We'd like to feel more comfortable in our surroundings and feel less threatened on the streets*
- *We'd like to feel safer whilst playing out and know who to trust. We would like to see more police officers on the streets and at places we use*
- *'Why is it that young people are more often considered as criminals rather than as victims of crime?'*
- *'There should be improved lighting/safety from bus stops to where you live, or improved bus routes.'*

Young people from Earlsheaton Technology College chose to consider what can be done to make **safe play areas and reduce crime**. The focus for their discussions was their own local park in Earlsheaton. However, the issues they identify and their suggestions for improvements could apply equally to play areas in other parts of Kirklees.

The issues identified by the group included:

- Gangs of teenagers causing problems in the park by drinking, doing graffiti and throwing litter.
- These older teenagers bully the younger children.
- Broken glass in the park means it isn't safe for children to play there, swings and slides have been destroyed.

- The police do come into the park but are ineffective. They tell the older teenagers to move on, but once the police have gone they return.

The young people put forward some practical suggestions to improve the park:

- Litter being removed more regularly
- An improved police or other security presence
- CCTV
- Possibility of opening/closing times
- More activities for all members of the community
- Appropriate places, set aside to be used for graffiti

To conclude, the group suggested that if young people had something to do and somewhere to go that this would reduce crime within the area.

The young people at Almondbury High School and Language College chose to look at how things need to change to ensure that children can feel **safe from bullying and receive support if they do become victims.**

Their suggestions for how support might be improved both within schools and the wider community include:

- Encouraging children not be scared to admit to being bullied
- In school, there should be one clearly identified place where a child can go if they are being bullied.
- There should be more peer mentors and learning mentors - they are a big help.
- Bullies need help too – regular bullying workshops will improve things.
- Children and young people should be involved in the creation of a bullying policy.
- Children and young people could become familiar with the bullying policy through PSHCE lessons.
- Teachers could spend more time with children at the start of a new school year, giving them chance to get to know each other better.
- Outside of school, it would be good to have more community police around.
- CCTV might help.
- More youth clubs and other organised/supervised activities to do would reduce bullying.
- A reduction in the number gangs.
- Safer play environments for children.

What children and young people have told us about being enjoying and achieving

Issues children and young people identified as important to them

- *'Nothing to do, nowhere to go'* was an issue for 13-19s
- Play is a theme that emerges more regularly than any other in the surveys and consultations with children and young people
- *'Things to do after school'* and *'exams'* were in the top eight priority issues for young people identified in the Shout it Out survey
- 63% of the sample in a Connexions viewpoint survey cite *'not enough places to go'* as the key issue. Boredom was seen as a key problem.
- The main barriers to doing activities were identified as:
 - Lack of local opportunities (removing the need to travel)
 - Cost (including travel costs)
 - Activities not available at the right time (especially Sundays)
 - Dominance by overly competitive boys
 - Lack of girl-only sports teams
- *'We would like to see schools become stricter with pupils who do not behave.'*
- *'We want to be happy at school'*
- *'We like to learn from our parents and at school, but we would also like the opportunity to learn from our own experiences and mistakes.'*
- *'We would like improved facilities at youth clubs, such as electronic equipment and more staff to supervise to avoid unwanted behaviour and feel safer. We would also like organised trips and opportunities to socialise with peers, we would like more activities to help people stay out of trouble.'*
- *'Why can't young people get access to school facilities when no one else is using them?'*
- *'We need somewhere to play near where we live'*

Young people from Scissett Middle School chose to consider **goals and achievements**. They began by looking at what happens now, who sets goals, what works and what doesn't work, who helps and who hinders achievement. To find some answers, the group designed a questionnaire which was completed by their peers.

The young people identified the support and encouragement provided by **parents, teachers and friends** as useful, together with a positive mental attitude and self-belief. The following were all identified as being unhelpful:

- People saying that it's harder than it is
- Distractions inside and outside of school
- Negative people
- Enemies
- Peer pressure
- Lack of confidence
- Financial difficulties

For the majority of young people when asked to think about goals, they described an overarching goal of "doing well at school" and "having a good career". There were lots of suggestions about how they felt this might be achieved:

- Create better work experiences/more choices - the options available at present are limited.
- Encourage more visitors to school who can talk about their own jobs and in that way open up a wider range of possibilities.
- Welcome visits from people who have achieved their own goal.
- Provide permanent careers advisors in school or someone else who can act as mentor and offer support and guidance through all the choices that have to be made.
- Offer financial support for further education, including financial support for some parents to help with education.
- Create a wider choice of subjects to study at GCSE to include more vocational ones.

What children and young people have told us about making a positive contribution

Issues children and young people identified as important to them

- Involvement initiatives based on how adults do things are less useful for young people than those that they help to design
- Having fun and being listened to are the key positive features identified by children about involvement
- 34% of young people responding to the Shout It Out survey disagreed or disagreed strongly with the statement that 'Councillors listen to the views of young people'. Only 11% agreed.
- Children should be more involved in supporting other children – eg mediation, helping to solve problems and fall-outs and tackling bullying.
- We would like to see less people making trouble on the streets. We should not bully or discriminate, and should report people who cause trouble. We should try to be aware of others' views about us
- We know we should save energy and try not to pollute our environment.
- *'When we have chances to take part in things, we really like being part of the bigger picture'*
- *'We want you to talk to us more often about how we really feel, and then when you have done that, to act on what we say, and tell us what you are going to do'*
- *'Why do we always get moved on by the Police when we've done nothing wrong?'*
- *'You should treat our opinions as being as valuable as your own'*
- *We want to be respected for who we are.*

A group of young people from Rawthorpe High School chose to look at different ways in which the **involvement of children and young people in decision making could be improved**. They presented a request at a “whole school” assembly for young people to complete a questionnaire they had compiled.

The key issues that emerged were:

- There are plenty of things going on but it's often not what young people want. Many of the activities are designed and led by adults and appear boring to young people.
- Find creative ways of consulting with young people, for example young people could fill out a questionnaire on the internet or talk to a “council” made up of young people.
- Don't guess what young people want – ask. Young people need to be trusted and can make important decisions sensibly.
- Young people have a voice and want to use it!

What children and young people have told us about achieving economic well being

Issues children and young people identified as important to them

- In the top five areas for ‘advice and support needed’ from the Connexions peer consultations on the 04/05 business plan were:
 - Advice re career / job / training (29%)
 - Money advice (9%)
- Parents/carers are the most helpful in making decisions about jobs, training etc., according to 90% of young people in the Calderdale & Kirklees Careers Company Year 11 survey. Personal advisors were the next most helpful (78%)
- We would like support to get good jobs with career prospects
- We would like the right to free basic and higher education or grants for training
- We would like support to achieve an ‘acceptable’ social status, ie to feel like we fit in.
- We do not wish to remain dependant on others. We would like enough money to buy our own houses, travel to work or college, buy food, clothes and pay bills. We think we will feel more comfortable living in society when we are earning, or when we have enough money.
- ‘Having a Personal Advisor is good. It shows you a direction in life if you are confused. A PA makes life and choices much easier.’

Appendix B

Working Party Members

Lorraine	Absolon	Education Access
Evelyn	Adams	Ed. Support Team for Looked After Children & YP
Helen	Badri	Exclusion & Reintegration Support Service
Roger	Baines	Claremont Behaviour Support Service
Judi	Bamford	Psychology & Specialist Outreach
Dave	Barnett	Police
Rechelle	Boothroyd	Rathbone Choices
Jo	Brook	Ed. Support Team for Looked After Children & YP
Susan	Craig	Pupil Referral Service
Liz	Dobie	Assistant Director, Pupil Support
Ian	Dutton	School Effectiveness Service
Alan	English	CAMHS
Judith	Franklyn	Colne Valley High School
Mavis	Garnett	NASUWT
Alan	Gaunt	Education Strategy & School Support
Phil	Gibbons	Longley Special School
Liz	Godman	School Effectiveness Service
Jenny	Hughes	Almondbury Junior School
Marilyn	Islip	Exclusion & Reintegration Support Service
Gabrielle	Jagger	School Effectiveness Service
Sue	Jameson	Psychology & Specialist Outreach
Paul	Johnson	Social Services
Andy	Lee	Nortonthorpe Hall School
Tracey	Lenihan	Lifelong Learning Resources
Stephen	Lupton	RM Grylls Middle School
Lynne	Mackey	Psychology & Specialist Outreach
Joan	Madden	Education Access
Ruth	Messenger	EBD Service
Christoph	Mickwitz	School Effectiveness Service
Dave	Murgett	Holmfirth J & I
Debbie	Navaratnum	School Effectiveness Service
Val	Porter	Exclusion & Reintegration Support Service
Christine	Renshaw	KEYS
Martin	Ridge	Westfields PRU
Sandra	Robinson	Education Access
Richard	Robson	Rathbone Choices
Dennis	Shields	Pupil Referral Service
Tricia	Skilbeck	Holmfirth J & I
Graeme	Sunderland	SEN Administration Team
Bill	Swap	ASBU
Pauline	Swindells	Kirklees Parent Partnership Service
Margaret	Swinden	Lifelong Learning Resources
Maxine	Thomas	Education Access
Paul	Tipper	CAMHS
Janet	Tolley	Almondbury High School
Phil	Tomlinson	Social Services
Andy	Williams	Holmfirth High School
Joe	Wilson	Education Access
Kate	Wilson	SEN Administration Team