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GENERAL ADNUN

Bryan Slater
Director of
Education

MANAGEMENT INFORMATION

SUBJECT: Disaffection and Exclusion

WORKING TITLE: Handling Exclusions

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DISTRIBUTION: All Schools :
Headteacher
Chair of Governing Body

FORMAT:

SUMMARY This letter and associated papers

Gives details of ways of reducing exclusions
Provides guidance on pastoral support programmes and
Seeks Headteacher views on further possible ways to reduce the number of children out of school

ACTION REQUIRED:

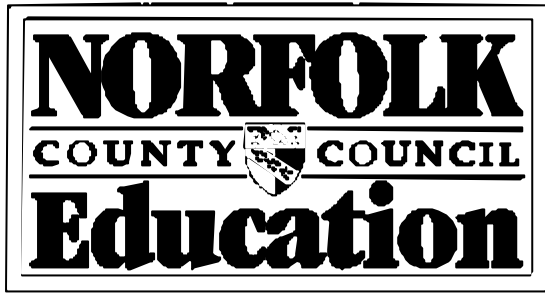
- Provide pastoral support - plan guidance to relevant staff -
- Comment on the questions posed

DATE DOCUMENT OBSOLETE:

ASSOCIATED DOCUMENTS: Circular 10/99

RELEVANT ASPECT OF EDUCATION DEVELOPMENT PLAN OR OFSTED LEA ACTION PLAN: -

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Your Ref.:

Please ask for:

Mr J Thatcher

My Ref.

Date: October 1999

Dear Colleague

Disaffection and Exclusions

New Ways of Joint Working

By now Circular 10/99 has become common currency in schools. In response to its recommendations the Psychological Service has become the lead service, working in partnership with other services and agencies, to support schools in our drive to reduce exclusions.

As I said in my September letter, emotional and behavioural difficulties, disaffection, and exclusions are matters for all of us in the educational community. The more that we can ensure that our contributions are complementary and integrated, the more effective we shall be in responding to the challenges facing us. There are a number of areas where I believe we can work together to develop a more flexible way of dealing with pupils at risk of exclusion or those who have been excluded. It makes sense for all concerned - schools, the pupils themselves, parents/carers, the LEA, and society - for exclusions to be minimised. Nobody underestimates the challenges facing schools, nor the demands being made on staff, but troubled young people depend on us to make a difference.

The drive to prevent exclusion and maximise reintegration can be supported at a number of stages:

when a pupil's behaviour causes concern

At the point when permanent exclusion is a real consideration

When pupils are permanently excluded

When a pupil's behaviour causes concern

The recently announced developments in Psychological Service structure and delivery are designed to ensure that our support for your efforts is regular and preventive (through School Support Team work at Level 1), integrated (learning and behaviour support), targeted upon pupils whose behaviour causes most concern and available quickly when difficulties become

acute (work at Level 2). Additionally, colleagues from a number of services will also be involved in providing training for school staff on approaches to preventing and addressing behavioural difficulties.

At the point when permanent exclusion is a real consideration

If a pupil's behaviour reaches a point where exclusion appears imminent, there are a number of ways in which we can work together to address the situation. These include:

Advice and support from specialist teachers.

Intensive help for a short period from our newly appointed specialist support assistants to help maintain the pupil at school.

Dual registration with the PRU to help address the acute difficulty while the pupil stays on the roll of the school with the aim of eventual full-time reintegration.

Considering a fixed-term rather than permanent exclusion to allow our services to work with the pupil intensively.

Using the Psychological Service to facilitate a managed and supported transfer of school prior to exclusion by a Head or confirmation of the exclusion by Governors.

Creating a Pastoral Support Programme (guidance attached)

For all of the pupils whose behaviour is of such a nature that exclusion is a possibility or actuality, a Pastoral Support Programme (PSP) should be developed. Circular 10199 encourages the use of PSPs for any pupil whose behaviour causes significant concern. PSPs are intended to coordinate approaches to strategies for improving behaviour, and ensure that the outcome of the strategy is monitored. They are a vitally important approach for the minority of pupils who cause us serious concern.

The Psychological Service has developed a format for writing PSPs and, as an aid for pastoral staff, this is attached as an appendix. The PSP outline is an initial one and will be developed further over the next few months on the basis of comments from colleagues in schools. Additionally of course, Service staff will be able to work with colleagues in schools to advise and support staff on the development of individual PSPs.

When pupils are permanently excluded

If, despite all efforts, pupils reach the stage of permanent exclusion we will:

Try to effect supported admission (managed move) to another school and/or.

Admit the pupil to the PRU (Years R to 9) or, in the case of permanently excluded pupils in Year 11, and some in Year 10, refer to KS4 programmes organised by the VTSIY&CS. Some children who have a significant emotional and behavioural difficulty and a Statement will, of course, be considered for special school placement.

In order to facilitate reintegration we will work to increase the use of dual registration so that pupils retain a 'foothold' in a mainstream school, and support schools asked to admit a previously excluded pupil using specialist staff and resources.

Other developments

As indicated in my previous letter, we have pioneered a number of initiatives to help schools and others cope with disaffection. The Standards Fund arrangements for next year, recently announced, offer the potential for further support for schools. While details are not yet finalised there is the possibility of.

Devolving an amount of money to all secondary schools to assist them to develop further measures to address disaffection (including developing in-school centres).

Continuation of the disaffection projects in secondary schools with high needs.

Continuation of the primary phase preventing exclusions projects (specialist support assistants targeted on pupils at risk of exclusions and the development of strategies to prevent disaffection).

Developing more comprehensive reintegration or transfer packages for pupils excluded or at risk of being excluded from school.

Ensuring that pupils who are excluded receive 25 hours a week of organised educational activity.

We would also like to explore additional ways of addressing the numbers of children who are out of school following exclusion. Specifically we would like to gain your views on the following proposals:

That all schools:

- ⁱ agree to take one pupil a year on a managed and supported transfer prior to exclusion, and
- ii agree to admit, with a range of support, one excluded pupil for every one they had to permanently exclude

If this approach could be adopted, along with the others mentioned above, we would jointly have gone a long way to ensuring that exclusions are reduced and fewer pupils are out of school.

I hope this outline of developments and possible ways of working is helpful. Your comments on these measures and other ways of reducing disaffection would be most welcome.

Yours sincerely

Bryan Slater
Director of Education

Psychological Service

Pastoral Support Programmes - A Brief Guide for Schools

1. Introduction

This guide gives essential facts about Pastoral Support Programmes (PSPs). It accompanies the PSP form which is also enclosed. Full details of PSPs are given in Circular 10/99 which has been sent to all schools.

2. Pastoral Support Programmes (PSPS) - what are they?

A PSP is a school-based intervention programme for the minority of pupils whose behaviour causes significant concern. It coordinates support measures and aims to help pupils to better manage their behaviour.

3. Which pupils should have a PSP?

A PSP should be developed for any pupil whose behaviour causes acute concern or is deteriorating rapidly in particular, those who have had several fixed-term exclusions, are at risk of permanent exclusion or are significantly disaffected.

4. How does a PSP relate to an SEN Individual Education Plan (IEP)?

A PSP should be used for pupils who do not have a significant special educational need but whose behaviour causes significant concern. Where pupils with SEN also have behavioural difficulties, their IEP should contain measure to address those difficulties. In practice, it is likely that many pupils who are in need of a PSP will already be registered on the Code of Practice, and the PSP will augment the work already begun via IEPs.

5. Who should set up a PSP?

The school should set up a PSP planning meeting.

6. Who should be involved in setting up a PSP?

parents

key school staff - including the Head teacher whenever possible

an LEA (usually a Psychological Service) representative

other services and agencies where appropriate e.g.:

Youth and Community Service

Education Welfare Service (attendance issues)

Psychological Service Education Coordinators (for children who are looked after)

Statement and Assessment Officers (children with Statements)

Social Services (children who are looked after or are on the child protection register)

Health professionals

Careers Service (pupils approaching the end of compulsory schooling)

services for pupils from ethnic minority groups

District Councils

Voluntary organisations

7. **What aspects of a pupil's school life might a PSP cover?**

- Learning or literacy difficulties - review, and implement measures to address them
- Curriculum - identify areas of difficulty and introduce measures to assist the pupil (e.g. support in key lessons, disapplication of aspects of the curriculum)
- Other areas of school life where difficulties occur (e.g. playground, dining room) - identify and provide appropriate support/guidance
- Class/set/form placement - identify factors associated with the pupil's difficulties (e.g. per group influence, relationships with teachers and support assistants, success/interest levels)
- Classroom management approaches (e.g. where seated in the room) - review
- Staff skills - review and ensure that guidance on behaviour management is provided to all staff
- Consider, with Psychological staff, additional support e.g.:

in-school support
dual registration with PRU
fixed period at PRU
request a review of SEN funding review
of Statement
specialist support (e.g. for drug abuse)
support for family
managed transfer of school

8. **What should a PSP contain?**

(see attached PSP form)

Start date
Review date
Who involved (as a minimum, key school staff, parents and a Psychological Service member of staff)
Name of school's key worker
Name of LEA (usually Psychological Service) key worker
Needs of pupil
Aims of programme
Targets
Means by which pupil will be supported
Resources deployed to ensure targets are achieved
Actions to be taken
Success criteria
Rewards
Sanctions
Date targets achieved/not achieved
Brief details of outcomes to aid future planning
Further actions planned (if any)

9. **How can further information be obtained about PSPs or strategies?**

Read Circular 10/99
Contact a member of the Psychological Service School Support team.

Pastoral Support Programme

for

..... dob

at

..... School

Start date

First review date

Second review date

Brief summary of progress:

Pastoral Support Programme Planning Meeting

Date:

Present:

Key worker (school)

Key worker (LEA)

(Needs of pupil:

consider all areas, including learning, behaviour, social, health)

Broad aims:

Target:

Means of support:

Additional resource:

Action needed:

Success criteria:

Reward:

Sanction:

Other:

Pastoral Support Programme Progress Sheet

Target	1	2	3	4	5
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Date achieved/
not achieved

Brief analysis of outcomes

Further action (if any):

Target 1:

Target 2:

Target 3:

Target 4:

Target5: