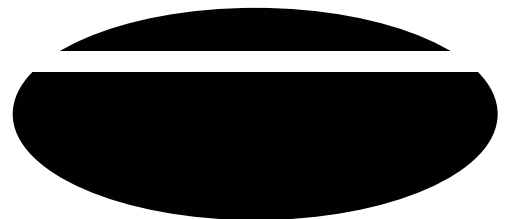
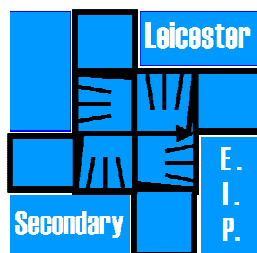


Appendix 1

IMPROVING BEHAVIOUR IN LEICESTER CITY

A Partnership Approach

September 2007



A Brighter Future for Leicester's Children & Young People

Appendix 1

LEICESTER CITY – THE CONTEXT

Leicester is one of Britain's most diverse cities and includes some of the most disadvantaged areas in England. With a population of 288,000 (2005 mid year estimate), it is the largest in the East Midlands. A range of established and new BME communities make up 36.5% of the population, with over 80 different languages spoken in the city (2001 census). In schools, 52% of pupils are from BME backgrounds. Further details of Leicester's economic, social and cultural diversity are set out in Leicester City's Children and Young People's Plan.

The City has one of the lowest levels of child development on entry to school, and a high-level of referral to specialist and targeted services.

Joint working between city schools, and the development of extended and integrated services, is increasing local capacity for improvement. The Leicester Secondary Education Improvement Partnership (EIP), a collaborative of all city secondary schools and special schools with secondary-aged students, is further developing collaborative working practices. Increasingly, the EIP is working closely with colleagues in the primary sector through the Headteachers' Partnership, and with the incorporated post-16 sector through the 13-19 Strategic Partnership, in which the EIP plays a key coordinating role

The East Midlands region continues to have a high rate of pupil exclusions compared to the national average. Leicester City has been focusing on reducing pupil exclusions over a number of years employing a wide range of strategies. Baseline information around behaviour can be found in appendix 1.

This Partnership approach to improving behaviour in Leicester City Schools arises out of the Education Inclusion Strategy and forms an important and integral part of Leicester City's School Improvement Strategy. It attempts to bring together and co ordinate these many and diverse approaches to improving behaviour into a single, coordinated plan.

There is already in existence a well established Leicester City Pupil Attendance Strategy Group. The intention is to merge the separate behaviour and attendance strategies once they have both become well embedded.

VISION STATEMENT FOR SUPPORTING POSITIVE BEHAVIOUR IN THE CITY

We will work collectively to ensure that all young people remain on the roll of a school and are actively involved in learning. The learning and personal development of every child matters. In Leicester City this will be achieved by ensuring that a full range of high quality provision is available to support young people appropriately.

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PRINCIPLES UNDERPINNING THE VISION

- It is for the good of individuals and society for all young people to share learning experiences with their peers in a school setting. Exclusion from these experiences makes it more difficult for individuals to become active citizens in a fair and just society.
- All children and young people in Leicester City are the collective responsibility of all services in CYPs including schools and partner agencies.
- Schools succeed best where there is a true partnership with each other.
- Schools are the main providers of educational services to children and young people. They create the context and curriculum for the development of their pupils' personal, social and intellectual skills and academic achievements. All staff in schools are responsible for the successful promotion of children and young people's well-being
- Working jointly with parents/carers and their children is essential for effective intervention and success in meeting the social, emotional and behavioural needs of all children and young people.
- Services for children and young people are informed by an holistic assessment of their needs to ensure that behavioural issues do not overshadow their overall development.
- Children and young people are actively engaged in a programme to develop their social and academic learning behaviour. The development of emotional literacy should be at the core of all schools' curriculum.
- Continuing workforce development will ensure that all staff in Leicester City schools are equipped to meet the needs of children and young people.
- Appropriate early intervention and coordinated multi-agency support available to all children and young people as part of a service that provides:
 - Education tailored to the needs, interests, aptitudes and aspirations of every individual pupil
 - challenging and high quality curriculum provision
 - High quality resources with highly skilled staff in high quality facilities
 - Rapid responses to requests for support.

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THE AIMS OF THE PLAN

- A. To enhance the capacity of all schools, support services and providers to deliver the plan**
- B. To ensure cohesion and communication of the strategy**
- C. To develop an operational continuum of provision to ensure that all pupils remain engaged in education and receive appropriate support**

LINKS TO OTHER PLANS

The policy operates within the context of other relevant national and local policies and guidance including:

National

Education and Inspections Act 2006
Children's Act 2004
School Admissions Code DfES 2007
Learning Behaviour DfES 2005
Providing Full Time Education from the 6th Day of any Fixed Term Exclusion DfES 2007
Providing Full Time Education from the 6th Day of any Permanent Exclusion DfES 2007
School Discipline and Pupil Behaviour Policies – Guidance for Schools 2006

Local

Children and Young People's Plan (refresh 2007)
Education Inclusion Strategy 2007
In Year Fair Access Protocol (2006)
School Improvement Strategy – Leicester City (2007)
Parenting Strategy.
Attendance Strategy
Anti-Bullying Policy

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ROLES AND RESPONSIBILITIES

A. The Authority, working in partnership with the Education Improvement Partnership and City Primary Heads, will

- Review and monitor the effectiveness of services that directly support pupils and parents/carers
- Develop review and monitor the effectiveness of provision for pupils with SEBD to maximise educational and social inclusion
- Ensure that schools' behaviour policies are kept under review and developed
- Ensure that effective working relationships and co-operation takes place with Social Care and Safeguarding, Health Service and other relevant agencies and organisations
- Ensure that the educational progress of, and provision for pupils with SEBD is kept under scrutiny to maximise opportunities
- Make provision from the 6th day for permanently excluded pupils and from the 6th day of a fixed term exclusion of pupils in the PRUs.
- Implement a quality control system for alternative providers for pupils with SEBD.

B. Expectations of Schools. In Leicester City schools will

- work in partnership with each other and with Children and Young People's Service and other providers to ensure that all Children and Young People are on the roll of a school. This includes new arrivals, those deemed hard to place and those previously excluded.
- work in partnership with Leicester City LA to establish common approaches and standards for effective behaviour management to ensure consistency across the Authority.
- create an orderly atmosphere in schools and classrooms so that effective learning can take place. This will encompass a whole school approach and take into account all aspects of the school day.
- have a Positive Behaviour Policy that will establish the basis of expectations of conduct and social behaviour throughout the community of the school. This needs to form the basis for the ethos and culture of the school, reflected in the behaviour of children, young people and adults alike. Mutual respect, appreciation of differences and clear patterns of rules and routines shared by all will each play a part. Schools will ensure that they have in place, and review periodically, whole school policies that value children and young people and encourage positive behaviour within a framework of rules and expectations that are consistently and fairly applied.

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- identify and address special educational needs arising out of social EBD through a graduated response as outlined in the Special Educational Needs Code of Practice and the Meeting Individual Needs document.
- take into account pupils' individual circumstances within their behaviour management procedures. For example considering the additional factors that may be relevant to a child's home circumstances, such as where s/he is looked after by the local authority or comes from an ethnic minority group.
- work constructively in partnership with parents and carers.
- support and encourage joined up working where other agencies are involved with pupils,
- in line with Leicester City' s personalised learning agenda, ensure that pupils receive education tailored to the needs, interests, aptitudes and aspirations of every individual pupil leading to positive pathways for progression and opportunities so that all may achieve and attain at the highest possible level.
- provide effective proactive teaching of behaviour/social/interpersonal skills to all young people in which rewards and praise for positive actions are the key elements. Our young people are the adult citizens of tomorrow, we would wish them to have the skills, understanding and knowledge to be able to play a full positive role in and contribute to a fair and just society.
- prior to the placement of any pupil, ensure that all external provision has been quality assured and is monitored through the agreed City protocol.
- make full time provision for pupils from and including the sixth day of any fixed term exclusion

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- **KEY PRIORITIES/WORKSTREAMS**
 - **Continue to develop Leicester City's capacity to promote good behaviour and meet the needs of vulnerable pupils**
 - **Further develop effective partnership working and coordination**
 - **Develop and implement an operational continuum of provision**
 - **Ensuring that the Behaviour Strategy is understood and owned by all stakeholders.**
- **IMPLEMENTATION, MONITORING AND EVALUATION OF THE PLAN**

A small executive group comprising representatives from:

- Education Improvement Partnership
- City Primary Heads
- Children and Young People's Service – Access, Inclusion and Participation; Behaviour and Attendance, Young People's Support; Learning Services.

Will steer and monitor the plan. This group will meet half termly and receive reports from the priority leads:

Priority 1 - Developing Leicester City's Capacity To Promote Good Behaviour and Meet the Needs of Vulnerable Pupils.

Priority 2 – Effective Partnership Working and Co ordination

Priority 3 – Developing a Continuum of Provision

Priority 4 - Effective Communication, Networking and Data Analysis

Evaluation of the outcomes of this plan will take place through the termly Inclusion Partnership meetings. The Partnership will report to the Divisional Management Group. External monitoring will be through the established mechanisms of Ofsted, DfES and GOEM.

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ACTION PLAN

LEICESTER CITY BEHAVIOUR STRATEGY GROUP

Terms of Reference

The Group will ensure that:

- There is a clear strategy for improving behaviour in schools
- The strategy is based on analysis of robust data and research
- The implementation of the strategy, including the achievements of targets, is monitored
- The strategy is communicated effectively to those affected by it
- The strategy is well integrated into relevant key plans
- Progression to performance impact measures and targets is measured

