

Brighton & Hove Children and Young People's Trust

Behaviour Strategy:

Inclusion of Children and Young People with Behavioural, Emotional and Social Difficulties

2006 - 2010



Introduction

This new city-wide Behaviour Strategy sets out our vision for inclusion of children and young people with Behavioural, Emotional and Social Difficulties (BESD) and how we intend to make that vision a reality. This strategy describes how we will work in partnership across the city to achieve inclusion and high achievement for this vulnerable group of children and young people. It seeks to provide an inclusive approach to the management of behaviour in schools in line with our overall vision for children and young people in Brighton & Hove.

BESD covers a continuum of need that ranges from mild to severe and from those children and young people whose needs will be met within the full range of resources available to the school to those in need of highly specialist provision and/or placement. While all these children and young people may have common features of behaviour that causes concern, the individual underlying causes can be very diverse. Such difficulties can be a result of long-term emotional difficulties or mental health problems; others arise from a history of complex family problems, perhaps leading to them being placed in public care, or placement on the child protection register. Some may be experiencing substance misuse or be from families with substance misuse issues. Others may be responding to inconsistent management by adults in the school environment, or to an inappropriate learning programme; and others may have poorly developed social skills which make relationships with others difficult. Whether a child is judged to have BESD should depend on a range of factors. These should include consideration of the nature, frequency, persistence, severity and the cumulative effect of the difficulties compared to normal expectations of a child of that age. It is not an exact science but will depend on experience, regular observation and expert judgement.

The government's Respect action plan is a high local and national priority, and states that; "Children and young people are the future, our chance to make the country better, stronger and more able to meet the demands of the 21st century. Positive parenting and schooling help

children and young people make the transition to adult life successfully." In Brighton & Hove we want to strike the right balance between rights and responsibilities, appreciating the enormous contribution children and young people make while expecting them in return to appreciate and respect the opportunities available to them. In order to create a culture of respect, we need to provide opportunities and support to children, young people and their families challenge inappropriate behaviour as it occurs. Poor attendance and behaviour at school are often linked to anti-social behaviour. Tackling these is therefore an important part of our strategy and the Respect programme.

The development of a strategy for behaviour is highlighted as a key priority in our published Children and Young People's Plan (CYPP). The strategy will be used by schools, managers and partner organisations to support them in their work. It is a living document and will evolve and develop over time. We want schools and our partners to use this plan and take account of its priorities when writing their own development plans, and we hope other partners will do the same. The strategy should be read alongside the SEN and Disability Strategy: Inclusion for Children and Young People with Special Educational Needs and Disabilities (2006-2010), the Child and Adolescent Mental Health Commissioning Strategy and the developing Parenting Strategy. The Behaviour Strategy identifies five key priorities to improve outcomes for children and young people around behaviour and learning.

Aims of the Strategy

The aim of the strategy is to build upon the successes of the Behaviour Support Plan (2004) and to develop firm foundations for new approaches to support children and young people, families and schools. In particular, this strategy stresses the access and entitlement of learners to benefit from a curriculum and range of learning experiences of the highest standard possible, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age, disability or sexual orientation. Underpinning this strategy is a commitment to evidence-based policy and practice, including decisions made regarding the allocation of resources.

This strategy aims to:

- Identify **clear priorities** for action for the next four years.
- Build on existing good practice and recognise, promote and share this **good practice**.
- Promote **partnership working** between all interested parties including children and young people themselves and their parents.
- Provide **joined-up services** for children and young people and their families through partnership between agencies.
- Promote **inclusion** and set out a plan to ensure we meet the needs of the majority of children and young people with BESD in their local mainstream schools and, where it can be demonstrated that their needs could be effectively addressed, support the successful **reintegration** of pupils currently outside the mainstream setting.
- Prevent, wherever possible, children and young people developing significant problems by providing intervention **at an early stage**.
- Provide **high quality alternative forms of educational** provision in Brighton & Hove for those children and young people who present the most challenging emotional and behavioural difficulties.

The Children and Young People's Trust (CYPT) wishes to help families, schools and its partners in improving the behaviour and achievements of all children and young people in an inclusive manner. We are committed to working in partnership with schools, parents, children and young people and the community to maintain good behaviour and work closely with other agencies to promote this. Staff, school governors, parents and children and young people themselves all have a role to play in ensuring positive and productive learning environments for the whole school community.

Through the activity outlined in this strategy the CYPT and its partner agencies have committed themselves to achieving progress and coordinating more effective approaches to positive behaviour across the city. We believe that working together is the best way to make a positive difference to the lives of children and young people. Fundamentally, this means creating a real partnership with schools and our partner agencies across the city and with children and young people, their parents, carers and families.

How are we doing?

The behaviour of the majority of children and young people in Brighton & Hove schools is good. We have some excellent examples of good practice which have developed to support the management of behaviour in our schools and centres, and help children and young people and their families who are experiencing BESD. Schools manage behaviour well and are orderly places which have a caring and supportive whole-school ethos.

Attitudes to learning and behaviour in our schools are good overall. Inspections of all primary schools under the new framework show the behaviour of learners is good. In recent secondary school inspections, behaviour was judged to be satisfactory or good. In school categorisation 96% of primary schools were evaluated as having good or better attitudes, attendance and behaviour. The recent Joint Area Review (JAR) highlighted that our schools are *“becoming more inclusive”*. The report stated *“The council has a range of actions and initiatives in place to manage challenging behaviour and the number of permanent exclusions is in line or below the national average. However the number of fixed term exclusions is high across both primary and secondary phases”*. In relation to our management of data the JAR concluded, *“Data is analysed effectively and a range of support is available for difficult behaviour through behaviour focused projects at projects at the Alternative Centre for Education (ACE).”*

Where unsatisfactory behaviour does occur, in the vast majority of cases it involves low level disruption in lessons. Incidents of serious misbehaviour, and especially acts of extreme violence, remain exceptionally rare and involve a very small proportion of children and young people. There is however a small number of children and young people who schools are identifying as having behavioural difficulties which they are finding difficult to manage. There is concern that this minority of children and young people, who find it difficult to access the curriculum and respond to the reasonable expectations of their schools, may be growing. We wish to develop a strategy to begin to address this concern.

Data on children and young people with BESD (as of January 2007):

- 189 (16%) of the 1154 children and young people with statements of SEN were children and young people identified as having BESD (PLASC '06).
- 60 (32%) of the children and young people with BESD statements were placed in mainstream school (PLASC '06).
- 129 (68%) of the children and young people with BESD statements were placed in Special Provision (PLASC '06).
- Permanent exclusions in the academic year 2005/06 increased to 42. This is an increase on the previous academic year when a total of 37 permanent exclusions were issued.
- Of the 42 permanent exclusions on 05/06, 11 were from the primary sector and 29 from secondary and two from special. During the previous academic year 14 exclusions were from primary, 22 from secondary and one from special.
- Of the 42 permanent exclusions during the academic year 05/06 eight pupils had statements of SEN and three were Looked After Children.
- During the academic year 05/06 2580 fixed term exclusions were issued by schools. This is an increase on the previous academic year when a total of 2264 exclusions were issued.
- Of the 11 permanent exclusions from primary schools, eight pupils were reintegrated to mainstream provision. Of the 29 permanent exclusions from secondary schools, 16 were reintegrated to mainstream schools. The two special school permanent exclusions were reintegrated to alternative special provision.
- Of the excluded pupils reintegrated to mainstream provision, it took an average time of 72 school days to do so. Interim provision and reintegration support was put in place by ACE for these pupils following confirmation of their exclusion.
- The number of first time entrants into the Youth Offending Team (YOT) April '05 – March '06 was 383 children and young people.
- The Police and anti-social behaviour team have the names of over 700 children and young people that have been involved in public disorder over the last 12 months.
- There are about 325 referrals to the Anti-Social Behaviour Order (ASBO) team involving children and young people annually.
- An average of 75% of young offenders are on the special needs register, and mostly have BESD.

Our vision for Children and Young People

“Brighton & Hove should be the best place in the country for children and young people to grow up. We want to ensure all our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be.”

(Children and Young People’s Plan)

Vision and Aspirations for Inclusion

This strategy and its action plan have been written to support and promote the vision outlined in the box opposite. The behaviour strategy is also based on the beliefs that:

- The **quality of learning, teaching and behaviour** in schools are inseparable issues, and the responsibility of all staff.
- To enable learning to take place **preventative action** is most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour.
- There is no single solution to the problem of poor behaviour, but all schools have the potential to **raise standards** if they are consistent in implementing good practice in learning, teaching and behaviour management.
- **Respect** has to be given in order to be received.
- **Parents and carers, children and young people, and teachers** all need to operate in a culture of mutual regard. The support of parents is essential for the maintenance of good behaviour, and 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.

In Brighton & Hove we believe all children and young people should receive an inclusive education. We believe that children and young people’s behaviour is a consequence of their social and emotional development and their mental health and that it is essentially learned. Schools, in partnership with parents/carers, play a key role in promoting the social and emotional development of children and young people. Although children and young

people are individuals and may behave differently in response to their environments, they are unlikely to achieve their learning potential if their social and emotional needs are not met. We support the fact that research strongly indicates that, for children and young people with behavioural difficulties, outcomes are best when problems are addressed at an early stage and where they are exposed to positive models and expectations.

Statement of Inclusion

We believe that all children and young people, including those with special educational needs, should have access to educational and social opportunities within the mainstream system, alongside high quality appropriate specialist provision.

To support Brighton & Hove's overall vision for children and young people, schools, parents and pupils want an effective and inclusive education system, where all children and young people are:

- valued equally;
- treated with respect;
- given equal opportunities
- We want a system which values and celebrates diversity.

We want children and young people who leave school as confident learners, with respect and understanding of the needs of others regardless of race, gender, sexual orientation, disability and social circumstances.

We want all children and young people to receive high quality education and achieve educational standards appropriate to their capabilities. This should be available and accessible to all children and young people with special and additional needs, learning difficulties and disabilities (including those with BESD).

In the spirit of Every Child Matters, we want services to be available to children and young people regardless of whether they are in the classroom, out of school or involved in special programmes.

In order to achieve this, we want a CYPT which is committed to planning and working in partnership with:

- children and young people;
- their parents and carers;
- schools and local communities;
- other service providers.

Ensuring effective education for children and young people with special educational needs and disability including those with BESD is part of the joint responsibility of the CYPT and its schools. Together we can achieve ongoing improvements in the provision of education for all children and young people, including those who need more help and support than most in achieving their potential. The approach will be characterised by a clear focus on local communities, supported by appropriate investment and practical partnerships with other service providers.

What do we want to achieve?

- 1.** To raise the achievement of all children and young people with BESD.
- 2.** To improve the quality and appropriateness of provision for children and young people with BESD in and out of school, and ensure that the sanction of permanent and fixed term exclusions is used appropriately in accordance with DfES guidance.
- 3.** To reduce permanent and fixed term exclusions in the primary, secondary and special school sector.
- 4.** To ensure that all pupils are able to access quality full time provision appropriate to their needs.
- 5.** To avoid the exclusion of looked after children and young people from our schools.
- 6.** To avoid the exclusion of children and young people with statements of SEN.
- 7.** To provide support so no schools are judged as having unsatisfactory behaviour by OfSTED.
- 8.** To ensure that all school behaviour policies are in place and comply with legal requirements and that all schools have a behaviour incident monitoring system in place.
- 9.** To reduce the persistence of low-level disruption in classrooms leading to an improved environment for school, staff and pupils.
- 10.** To ensure all children and young people with BESD targeted for extra support have personalised learning and support plans with interim milestones linked to their needs, choices and long term attainment goals.
- 11.** To ensure that all excluded children and young people have access to a full timetable of education with appropriate education, teaching styles and support.
- 12.** To reduce the number of children and young people with statements for BESD.
- 13.** To increase the number of 16-19 year olds who are in Education, Employment or Training when they leave school.
- 14.** To reduce the number of children and young people with BESD being placed out of the city.
- 15.** To reduce the number of children and young people placed at the Pupil Referral Unit (PRU) for more than two terms.
- 16.** To increase number of permanently excluded children and young people reintegrated from PRU into mainstream school.
- 17.** To reduce the number of young people involved in criminal activity.
- 18.** To increase the involvement of parents in working with schools to improve behaviour.

Our Priorities (2006-2010)

1. Develop the content and delivery of the curriculum to meet the needs of children and young people with BESD.

We will:

- Support the School Self-Evaluation process so that schools become more confident with the Every Child Matters requirements and are better placed to address gaps in provision for children and young people with BESD.
- Support schools in improving the social and emotional aspects of the curriculum through Personal Social Health and Citizenship Education (PSHCE) and the implementation of Social and Emotional Aspects of Learning (SEAL) with their healthy schools work.
- Develop effective practice at transfer and across internal transitions.
- Develop new and alternative approaches to the curriculum at Key stage 3 and at Key stage 4 including the implementation of the 14-19 strategy.
- Improve the consistency of whole-school approaches to the management of behaviour across all schools, to support children and young people with BESD and to promote emotional health and well-being.
- Use the specialist schools framework to support the development of positive approaches to behaviour and inclusion in schools.

2. Reorganise and rebalance all provision and resources to support children and young people with BESD across the city.

We will:

- Improve the balance of provision and resources available in mainstream schools and in specialist provision, city wide, area/locally based and at an individual child and family level.
- Develop appropriate in-school provision including Learning Support Units (LSUs), nurture groups, breakfast and lunch clubs, use of mentors and alternative support and provision to prevent exclusion.
- Support all schools to develop systems and put in place provision to educate children and young people from six days of exclusion.
- To help ACE and our special schools develop new ways of working including the provision of outreach support to mainstream schools.
- Develop multi-agency joined-up planning and support across the city and target the work of the School and Community team to support inclusion.
- Provide early intervention and target support for children and young people with BESD.
- Improve our CYPT systems, protocols and panels to support early intervention and reduce bureaucracy.
- Utilise the research on the links between language and communication development and BESD to provide effective multi agency early intervention.

3. Train and support our workforce and build capacity within schools to support the management of behaviour across the city.

We will:

- Provide a range of high quality professional development which recognises the professional needs of staff who may have limited training and experience in dealing with the most difficult children and young people.
- Put in place effective support (e.g. coaching and consultation) for practitioners which recognises the potential difficulties and stress involved in dealing with pupils with BESD, and their families.
- Provide immediate and ongoing advice, support and coaching for head teachers to support them to prevent and avoid exclusion.
- Involve ACE and our special school staff in modelling positive approaches to management of behaviour and training staff in mainstream schools.
- Establish a Teacher Coaching Service to include regular training, ongoing support and opportunities to network.
- Establish and train Lead Behaviour Professional and Learning Mentors in all schools.
- Train staff to deliver parenting programmes (e.g. Triple P positive parenting programme) to support better management of behaviour of children and young people.

4. Develop effective communication, collaboration and partnership to support the management of behaviour across the city.

We will:

- Align existing networks and establish new collaborations (Education Improvement Partnerships) with clusters of schools to look at sharing of resources and setting up of new provision to meet the needs of children and young people with BESD across schools.
- Facilitate greater collaboration between special schools and mainstream schools to support management of behaviour across the city.
- Work with head teachers to further develop our reintegration and hard to place protocols and improve the managed move system to support quick, appropriate and successful reintegration to mainstream school.
- Communicate effectively and transparently with schools and all partners about the CYPT systems, protocols and guidance on behaviour management and prevention of exclusion.
- Facilitate opportunities to share good practice on inclusion and alternative approaches to exclusion, including those developed as part of Behaviour Improvement Programmes (BIP).
- Develop models of joined-up multi-agency planning and working including support from health (e.g. CAMHs), social care, Youth and Connexions and the Youth Offending Team to prevent exclusion and support the positive management of behaviour.

5. Involve and work closely with all children and young people with BESD and their parents and carers.

We will:

- Identify and share information about all services and provision (including health and social care) available to support parents and carers of children and young people with BESD.
- Target pupils for extra support and put in place personalised learning and pastoral support plans for children and young people with BESD and ensure children and young people have an identified adult who provides individual support and monitors progress.
- Ensure appropriate monitoring and evaluation procedures are in place for children and young people with BESD, which ensures that processes and procedures are adhered to and all children and young people are provided with full time and appropriate provision/education.
- Support and strengthen school councils, area youth panels and other systems to involve children and young people in decision making to support the development of provision and support for children and young people with BESD.
- Introduce a model of a pupil centred approach in all schools, which demonstrates that each pupil has a voice, is valued, and strives to raise self-esteem through learning.
- Consult with parents of children and young people with BESD and make sure their views are represented and inform practice.
- To ensure that schools and support services increasingly engage with hard to reach families.

Case Studies

A partnership project in making day one provision for pupils.

Moulsecomb Primary and Falmer High School currently both offer provision for their excluded children and young people, from the first day of any exclusion.

As neighbouring Behaviour Improvement Programme schools, the two head teachers have embarked on a joint project to establish a unit on the Moulsecomb site for this purpose. Modest building work is taking place to ensure that the facility is completely self-contained and has its own entrance, toilets, outside space etc. The facility will be managed by a senior teacher from Falmer High School and mentors from the two schools will work with excluded children and young people in the unit. Whilst clearly needing careful management, the combination of secondary and primary aged children and young people will offer a range of new and exciting opportunities and the two schools are exploring possibilities for peer mentoring and restorative justice programmes.

There are also longer-term plans for this facility to operate as a Learning Support Unit for secondary aged young people. This will utilise resources to the full. However, whilst in the same part of the building, the school is keenly aware of the importance of keeping such different programmes and facilities totally separate.

Effective policy development

Following an audit, survey and a staff INSET day planned by the head teacher, the Lead Behaviour Professional and the BIP coordinator, Coldean Primary School has developed a new policy for behaviour management. There is now consistency in relation to expectations and management of behaviour.

The policy includes a specific statement on when a child will be excluded, provision from the first day of exclusion and the role of our Inclusion Mentor in the process. The school decided to keep its Golden Rules and continue to link these with Golden Time. However, the wording of the rules was amended to make them positive and more accessible. The associated Behaviour Handbook has been created specifically for use with children and is displayed in all classrooms.

Learning Support Assistants and Midday Support Assistants (MSA) have met to discuss the policy, clarifying their use of the yellow "choice" card which they see as a useful tool when talking with children about behaviour. MSAs are now supported by senior staff at lunch time and have half-termly meetings with the Senior Management Team (SMT).

A wider range of sanctions allow for a more individualised approach with children who are "in trouble". Children may be required to engage in "community service" and be allocated responsibilities, such as sorting library books.

There is now a clear system for monitoring and recording behaviour. This enables the school to review its strategies and provision more effectively. The School Council was consulted when drawing up the policy and continues to be involved in the review cycle.

Avoiding exclusion through a package of intervention

ACE Behaviour Support Service (BSS) received a referral to work with a child when he was in Year 8 and attending a local Brighton and Hove secondary school.

The school was very concerned about a rapid deterioration in behaviour and attitude towards the school. A ten day fixed term exclusion had been issued for violence and aggression towards others and himself.

The ACE BSS offered in school support sessions and advice to the school on managing this child's behaviour. A transfer to another mainstream school took place and ACE then continued to offer advice and guidance. An Anger Management programme and daily support with the ACE Behaviour Support Assistant (BSA) working in the school was developed.

Extreme behaviour problems persisted throughout the remainder of Year 8 and Year 9. There was a grave danger of permanent exclusion. The daily support work from the Behaviour Support Assistant worked on positive behaviour management techniques to engage and re-direct this boy's responses. Over a long period of time this was established and the timetable increased in school to full time. Transition support was also offered in July for Key stage 3 to Key stage 4.

Strategies offered to the school included:

- Withdrawal for 1:1 work with Behaviour Support Service (anger management) and BSA (behaviour modelling)
- Daily support from BSA in class.
- Positive behaviour programme with reward sessions with BSA in Food Tech.
- Close home/school liaison – often daily contact.

At the time of writing this child remains largely within the mainstream setting. He attends one day a week on a construction course, a day a week at ACE and the rest of the time is included within lessons at his mainstream secondary school.

It is hoped that with long term support through a 'with support from ACE' statement arrangement that this boy can continue to be included within a mainstream setting. Undoubtedly without the commitment made by many people to help this child he would have been permanently excluded.

Social and emotional aspects of learning (SEAL) in the primary school

Brighton & Hove now has 53 primary schools who are implementing the DFES SEAL curriculum resource to support pupils' and social and emotional development. The LA promoted the SEAL materials through a pan-Sussex conference and now supports schools through termly network meetings and in school training. This work is led by the Healthy Schools Team and encourages a whole school approach to the implementation of the SEAL resource. Schools are positive about the potential impact on childrens' attendance and behaviour and evidence of impact will be available from the 25 schools in phase one of the implementation from January 2007.

Use of solution focused strategies

A Year 4 child was referred to ACE outreach service during the spring term of 2006. The child had recently been taken into care and had moved to a new school. School reported daily acts of aggression in the playground and refusal to work. ACE were able to facilitate times when the team dealing with this child could meet and use solution focused tools to devise a plan to support the child during this difficult period. One teacher and three TA's were released for an hour every two weeks to meet with a member of the ACE team and look at times when the child was compliant and calm and able to achieve in the class. Staff were given the opportunity to look at what progress was being made and their part in this. As the weeks passed regular solution focused meetings continued and the group were able to give examples of successes and clearly pinpoint times when support was a pre-requisite. The results of the meetings were that staff felt more in control of the child's behaviour and they had a greater understanding of how they were contributing to the improvement. The school have started to use these tools independently as a means of dealing with other issues 'in-house'. The

child's behaviour has settled as a result of the support provided by the school and the child is now discharged from ACE support.

Successful joint working

Originally referred to ACE in Year 1 because of fears for their safety, this pupil was often on the school roof, climbing across stairwells and absconding. There was history of going missing from home. The child attacked peers and adults, and was very distressed. Permanently excluded in Year 2 after series of family crises, he remained within ACE whilst assessment was undertaken and therapy was provided.

ACE involved other agencies because of severity of concerns and the child was placed in care following child protection concerns. They received a long period of intensive support to sustain them through a period of violent rage and distress lasting three years.

The pupil was motivated by academic and sporting achievements which contributed to building self esteem and confidence. This contributed to a remarkable change in attitude to school and the pupil is now about to start attending a new mainstream with ongoing support and therapy from ACE to assist this transition.

The new school has been excellent in planning with ACE, visiting the pupil and making them feel welcomed.

Behaviour and Attendance work

The Behaviour and Attendance strand of the National Strategy has led to improved attendance in three secondary schools and improved behaviour policies in four. Training has led to five schools developing behaviour working groups and Lead Teachers have successfully shared findings from project work. Teacher coaching for

behaviour is being used effectively to improve behaviour management through ACE behaviour support, leading behaviour teachers and recently the BIP Lead Behaviour Professionals. Early intervention support is provided through the early year's consultant and small group work by the Educational Psychology service (EPS), which involves the parents with their children.

Targeted programmes through partnership

Targeted programmes to identify children and young people at risk of anti-social behaviour are delivered through the Brighton & Hove Anti-Social Behaviour Team and Partnership Community Safety Team; Youth inclusion Programme (YIP) and YIP+ in East Brighton; Youth Inclusion and Support Project (YISP) in Neighbourhood Renewal Fund area of Hangleton and Knoll ; Hollingdean Youth Programme and Community Safety Project. These targeted programmes have a sustained record of success in reducing the numbers of children and young people offending or re-offending. A range of diversionary activities are offered to children and young people.

Youth Inclusion Support Project (YISP)

YISP in Hangleton and Knoll provides a positive model of preventative work between schools, local agencies working with children, young people and families and leads a project specifically focussed on 8-13 year olds at risk of being involved in crime. There has been high engagement of the local community, two parents sit on the steering group for the project and a group of young people previously involved inform project development. 100% of young people and families met with in the home agree to YISP support and onset assessment. 95% of negotiated 'targets for change' in integrated support plans have been met or partly met.

Lead Behaviour Professionals (LBP)

The LBP role is now well established in many schools. LBPs have embarked on a range of exciting whole school improvement. The LBP Forum offers continued support and opportunities to network and share best practice.

Training to encourage and enhance inclusive practices within school and classroom has included: developing a positive behaviour planning framework, including the impact of negative and positive consequences, established routines and of teaching positive behaviour. Training has also focused on the teacher-pupil relationship and individual teacher skills, such as vigilance and assertiveness, the use of instructional and corrective language and praise, and avoiding and defusing confrontation.

LBPs have used the training to undertake audits and to draw up and implement plans for school development and Continual Professional Development (CPD). In every case, emphasis has been on planning a qualitative process to secure sustainable high impact, rather than aiming for a quick fix with little actual effect. Underpinning all work has been an emphasis on rights and responsibilities of all, and a commitment to meeting the needs of children and young people in the school context.

As a part of the 2006-7 Behaviour Improvement Programme (BIP) outreach programme, ten non-BIP schools will participate in the LBP training and support programme.

Glossary

Acronym Meaning		Acronym Meaning	
ACE	Alternative Centre for Education	MSA	Midday Support Assistant
ADHD	Attention Deficit Hyperactivity Disorder	NEET	Not in Education, Employment or Training
APA	Annual Performance Assessment	NHSP	New-born Hearing Screening Project
ASBO	Anti-Social Behaviour Order	OfSTED	Office for Standards in Education
ASC	Autistic Spectrum Condition	PARM	Planning and Review Meeting
BESD	Behaviour Emotional & Social Difficulties	PMLD	Profound and Multiple Learning Difficulties
BIP	Behaviour Improvement Plan	PPP	Positive Parenting Programme
BSA	Behaviour Support Assistant	PRESENS	Pre School Support Service for Special Educational Needs
BSS	Behaviour Support Service	PRU	Pupil Referral Unit
CAMHS	Children & Adolescent Mental Health Services	PSF	Primary Special Facility
CSB	Children's Social Behaviour Project	PSHCE	Personal Social Health and Citizenship Education
CYPT	Children's and Young Peoples Trust	SEAL	Social and Emotional Aspects of Learning
DDA	Disability Discrimination Act	SEN	Special Educational Needs
DfES	Department for Education & Skills	SENCO	Special Educational Needs Co-ordinator
ECM	Every Child Matters	SLA	Service Level Agreement
EIP	Education Improvement Partnership	SLSS	Speech and Language Support Services
EPS	Educational Psychology Service	SLT	Speech and Language Therapist
ESPP	Early Support Pilot Programme	SLD	Severe Learning Difficulties
INSET	Inservice Education Training	SMT	Senior Management Team
JAR	Joint Area Review	TA	Teaching Assistant
LA	Local Authority	YISP	Youth Inclusion and Support Project
LBP	Lead Behaviour Professionals	YOT	Youth Offending Team
LDD	Learning Difficulties and Disabilities		
LSA	Learning Support Assistant		
LSC	Learning & Skills Council		
LSS	Learning Support Services		

For more information contact:

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Gil Sweetenham, Assistant Director for School Support and Central Area on (01273) 293433

Translation? Tick this box and take to any council office.

Perkthim? Zgjdhni kete kuti dhe cojeni ne cilendo zyre keshilli. Albanian

ترجمة؟ ضع علامة في المربع وخذها إلى مكتب البلدية. Arabic

অনুবাদ? বক্সে টিক চিহ্ন দিয়ে কাউন্সিল অফিসে নিয়ে যান। Bengali

需要翻译? 请勾选此框并送至任何理事会的办公室。 Chinese

ترجمه؟ چهارگوشه را نشانه گذاری کرده و به یکی از انجمن های مشاوره رجوع کنید. Farsi

Traduction? Veuillez cocher la case et apporter au Council. French

Tradução? Coloque um visto na quadrícula e leve a uma qualquer repartição de poder local (Council Office). Portuguese

Tercümesi için kareyi işaretleyiniz ve bir semt belediye bürosuna veriniz Turkish

other (please state)

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