

PEAK 11 PASTORAL PANEL

In September 2004 a representative Head met with the Head of the Behaviour Support Service and an LEA Inclusion Officer to discuss proposals for the formation of a Pastoral Panel.

The Heads' Conference had recently agreed to the sharing of information relating to exclusions and there was a drive towards involving schools more closely in making provision for excluded students and where possible making provision without the need for permanent exclusion.

The LEA had already increased the numbers of excluded students returning to schools, largely due to the work of the Behaviour Support MAST team, however it was recognised that there was room for greater re-integration and that the way forward lay in closer collaborative working between schools.

The LEA provided funding to PEAK 11 to carry forward the initiative of greater school involvement. This was seen as an opportunity to:

- Unblock systems
- Enable good practice to be shared
- Enable joint development of alternative provision for students at risk of exclusion
- Build trust between colleagues in schools
- Promote pragmatic support in the best interests of the child
- Allow schools to share responsibility for agreeing managed moves as well as monitoring the outcomes

It was agreed that the panel should include other school colleagues rather than all the head teachers alongside an LEA Inclusion Officer, Educational Psychologist and Behaviour Support Service personnel. At a subsequent Heads meeting, objectives and procedures were agreed. (Appendix 2)

It was recognised quite early on in the life of the panel that it would be helpful to include representatives from other agencies. The panel therefore expanded to include a Supporting Families Manager from Social Services, a representative from the Youth Offending Team and a Key Stage 4 Placement Officer from the BSS.

The panel also appointed an administrative officer who co-ordinates meetings, takes minutes and provides clerical support.

Since its inception, in January 2005, the group has been meeting for three hours on a three-weekly basis. These meetings are case focused and centre on students referred by the partner schools because they are at risk of permanent exclusion. Interventions are developed through a solution circle, problem-solving model and may include consideration of a managed move to another partner school.

In addition there are termly meetings, consisting of a larger group, looking at strategic planning and broader initiatives such as mental health services, shared provision at college or work related learning.

Peak 11 Headteacher Pastoral Panel

The objectives of the Panel are:

- To minimise the number of students permanently excluded from the Peak 11 schools.
- To share good practice and alternative options.
- To seek alternative placements for students who have been permanently excluded and support for schools where a managed move is sought.
- To inform the LEA where Parent Orders are felt appropriate.

Procedures:

- Headteacher seeking a Managed move or alternative provision to bring the case to Panel for consideration of suitability, alternative options, equity, resources etc.
- In the case of permanent exclusion, the Panel will determine what provision would be appropriate to meet the pupil's needs thereafter. This maybe a temporary intervention with a longer term plan.
- The Education Department can refer students who are not on a school roll to the Panel and seek a placement for him or her.

Membership of the Panel:

- Headteachers nominated by Peak 11
- Representative from the Education Department's Inclusion Team
- Representative from the Education Department's Behaviour Support Service
- 3-4 Co-opted from Peak 11 schools
- Administrative support as required – schools?

Frequency of meeting:

- As agreed by Panel.

Data collected by the Panel:

- The distribution of managed moves between the schools
- The effectiveness of the managed moves
- The use of other providers and the outcomes for the students
- The pattern of exclusions from the schools, both fixed term and permanent
- The use of the additional funding provided by the Education Department

Performance indicators:

1. Minimisation of the number of permanent exclusions
2. Increased appropriate placement of students who have been permanently excluded
3. Reduction of number of students not on a school roll.

PEAK 11 PASTORAL PANEL - SOLUTION CIRCLE PROCESS

The Solution Circle is a process used within the small group meetings to help schools find a way forward when they feel “stuck” regarding support for an individual pupil. The Panel includes a range of managers and practitioners from different schools, representatives from the Behaviour Support Service, an EP and Social Services representative. This composition can lead to a broader perspective than that available within a school based group and may lead to new ideas being generated or a fresh insight into the problem.

The referring school will usually have been working with the pupil, parents/carers and other agencies where appropriate, through a range of strategies developed as part of a school-based IEP, Behaviour Plan or PSP.

The young person will have been discussed at a school based multi-agency meeting, if applicable and key personnel in school will have decided to seek the broader support and ideas available within the Peak 11 Pastoral Panel.

With the permission of the pupil’s parents/carers a designated representative from the school (such as Year Manager or SENCO) will refer the pupil to the Panel by contacting the Administrative Assistant and requesting that the pupil is included on the agenda for a solution circle at the next meeting.

In consultation with appropriate colleagues in school, the representative will complete the “Pupil Profile” including as much relevant background information as possible, including the pupil’s strengths, abilities and strategies which have been tried. They will bring copies of this A4 pro forma for circulation at the meeting.

The Administrative Assistant will monitor the agenda and liaise with the Chair to limit the number of referrals presented at any given meeting, so that at least 20 minutes can be allocated to each case. If necessary, additional cases will be held over to the next meeting.

At the meeting, the school representative will circulate the Pupil Profile and give a brief resume of any updates or key additional information and clarify what kind of support they are seeking from the group.

Members of the panel will ask questions to seek clarification and make suggestions about strategies and provision. It may be that through discussion the representative will be able to clarify their thinking on issues, for example statutory assessment or alternative curriculum. The process is generally seen as very supportive and even when no new strategies are suggested, representatives report increased confidence and validation through sharing the case with peers.

The discussion will be recorded in the minutes of the meeting and the pupil will be listed on the agenda of a subsequent panel meeting for follow up.

Following the discussion, the representative will report back to colleagues in school and follow up any suggestions they consider to be helpful.

The Person

- Looks 20 years old.
- Articulate, polite, witty and believable.
- Anger management issues ~ girlfriend, staff etc.
- Struggles to resolve conflict successfully.
- Does not think of consequences before acting.
- Very low self esteem ~ eg hair, tracksuit, criticisms.
- Intimidating ~ other students and some staff. Has physically hurt other students.
- No real sense of personal space ~ “jokingly” scares people.

Ability

- Able ~ KS3 Eng 4 Sci 5 Maths 5 with very little actual teaching from subject specialists.
- Spelling improved by 1 year 7 months in 3 months following an intensive direct instruction programme (spelling age 11 years 6 months).

Pupil’s current views on the situation and Aspirations

- Wants a nice house, car, wife and children.
- Has always wanted to be a car mechanic/ gain a related trade by joining the Army. In recent weeks he has changed his mind.

Home

- Lives with mum and new step dad. No contact with Dad for 2 years.
- Brother permanently excluded.
- Mum and sisters had history of very poor attendance. No one has any qualifications.
- Mum has been very supportive ~ bringing him to school, hauling him back to school, attending meetings. Very good relationship with Inclusion Team but she avoids all others. Given rewards for meeting targets etc.
- He loves his mum but her control over him is limited. **She has got a job and can no longer bring him to school.** Little respect for new step dad.

Suggestions for future strategies

Name and DOB
School Name and Year group

Outside School

- Has been in a lot of trouble with the police over the last 2 years and spent several nights in police cells ~ ASBOs, been electronically tagged, evening curfews etc.
- Has been charged with theft (including cars), vandalism, threatening behaviour, affray etc.
- Has always hung around with a group of much older people. None of them have attended school to 16, most have been permanently excluded etc. His two best friends are currently in prison. He sometimes resists truanting to be with them.
- Involved in drugs.

Strategies Used

- Full time then part time in Inclusion Base. Gradual reintroduction to lessons.
- Extensive and intensive individual mentoring.
- SMART Target setting with in built negotiated rewards.
- Classroom support and positive “play”.
- Anger management and raising self esteem strategies including orange card immediate access to base.
- Multi agency meetings YOTS, ESW, Connexions etc Regular contact with all agencies. Sorted army residential, visit to Young Offenders Institution, drugs education.
- Work related learning placement at garage.
- Very regular meetings with family.
- Y10 package includes 2 days motor vehicle engineering course at college that directly links to army qualifications, part time schooling to do GCSE Eng, Maths and Sci only.
- Pick up service to school.

Disciplinary Record Sept 04/Jan 05

- 2 exclusions both angry outbursts to staff. Both felt intimidated ~ shouting in face, pushing past teacher to get to bag.
- 3 on calls for swearing at a member of staff/ dangerous behaviour/threatening behaviour.
- 0 red slip offences (lowest level sanctions).
- 2 college referrals inc dangerous misuse of workshop tools (towards another student).

Attendance

- Y8 = Non attender
 - Y9 = 80%, 68%, 45%
- Y10 = 48% inc 10 exclusions**

Receiving a “Managed Move Student”

Gather as much information as possible. You will be provided with information from the student’s school of origin but there will be other information you require such as:

- Does the student want a fresh start? Do they want to go to your school?
- Transport / Length of journey
- Option implications / preferences / language
- Year group implications
- Siblings / friendship / bullying issues
- Is this a “trial move?” Is the student staying on the school of origins books for a given period and will they receive them back if things don’t work out?
- Is the school of origin transferring any resources i.e. classroom support?
- Establish a contact in the school of origin who you can call on if a situation develops.

The receiving school must identify a named person (Learning Mentor or equivalent) who will provide support for the student and family.

This person should preferably meet with the student and parents prior to the move and ideally be present at all subsequent interviews.

An **individual** package with multi-agency support should be in place for the student prior to entry with realistic expectations of what is going to be achievable for the student:

- A graduated entry may be necessary
- Part time study
- Time out
- College placement
- Work experience
- Other work based / activity course

Inform pastoral heads who will disseminate information to teaching staff.

Maintain a liaison between the schools preventing the student from feeling isolated, allowing for collaboration of ideas and ensuring consistency of practice.

If the move does not work, yet you still have a good relationship with the student you may still be able to offer support and advice in their future.

Peak 11: Exclusions Protocol

The purpose of this protocol is to reduce permanent exclusions and ease the transition into more appropriate educational provision for the small minority of students who due to very persistent or extreme behaviour are unable to be maintained in their existing secondary school.

The practice detailed below is based on the principle that as far as possible students receive an appropriate education delivered through resources available to their allocated school.

This protocol:

- is intended to support such provision and to enable recognition of a breakdown in the relationship between the pupil and the school such that alternative provision is required
- is based on a spirit of partnership between the Peak 11 schools, the LEA and support services and is designed to enable a response which is swift, inclusive and equitable to all, wherever possible avoiding recourse to permanent exclusion
- acknowledges the rights of parents/carers and emphasises the need to work jointly with students and parents/carers at all stages of the process
- acknowledges that a different approach will be needed depending on whether the risk of exclusion arises from long term persistent disruptive behaviour or a sudden severe incident such as an act of violence

All decisions by a HT to permanently exclude should be brought to the Peak 11 Pastoral Panel at the time of coming to that decision.

Where possible, students who are conducting themselves in such ways as to make permanent exclusion likely should be discussed with Pastoral Panel at an early stage.

Before a school takes the decision to permanently exclude, most of the following strategies will have been used, although this is not to be regarded as a compulsory tick list.

All partner schools will endeavour to manage behaviour through:

- provision of a curriculum which as far as possible is appropriate to the needs and learning styles of at-risk students
- effective implementation of whole-school behaviour policies and procedures
- an ethos which promotes positive behaviour, learning and co-operation
- clarity about the school's expectations
- tackling low level disruption

- early identification of students exhibiting social, emotional and behavioural difficulties

Where individual students are identified as causing concern due to behaviour which is beyond acceptable levels there will be a range of provision and responses:

- parents/carers are informed and become involved where possible
- strengths and weaknesses are analysed and used to develop targets
- consideration is given to whether the pupil has any special educational needs and how these are being met with appropriate liaison between SEN and pastoral staff
- an IEP or Behaviour Plan is developed and implemented and there is systematic monitoring and recording of progress
- detailed records are kept in the pupil's file of concerns, incidents and strategies employed
- key personnel recognise that a flexible, sensitive and creative approach is more likely to generate improvements than inflexibility
- reviews, wherever possible involving the pupil and parents/carers are held on a regular basis

Where students are not responding to the provision being offered by the school and there is a risk of exclusion, schools will adopt a range of measures including:

- a range of appropriate strategies to deal with emerging difficulties involving internal personnel and resources and outside support (LEA, statutory and non statutory agencies) which may include small group work, 1-1 support, individualised timetable, mentoring
- IEPs, Behaviour Plans or PSPs, developed in consultation with external professionals
- where appropriate, flexible or alternative curriculum arrangements such as use of school-based inclusion unit and for KS4 students, work experience, college or vocational education
- peer and/or social support
- co-ordinated communication with parents/carers (one or two contacts at most)
- a multi-agency approach where circumstances suggest this would be helpful and where other agencies are already involved
- referral to the Pastoral Panel for consideration at a Solution Circle or to request a Managed Move (with the agreement of parents/carers)
- for KS 3 students there may be a referral to a dual-registered Support Centre
- support and guidance for staff regarding the management of specific behaviour

- involvement of school governor(s) to emphasise the seriousness of the situation and possible consequences

Route 1 (Where there are long term, persistent difficulties allowing some opportunity for planning a transition to alternative provision)

When a managed move or exclusion is being contemplated, a warning from a governor (or governors) would be seen as good practice.

When the HT feels that, despite several intervention strategies, a pupil can no longer remain in the school, there are two possible courses of action:

1. Keep the pupil in school, providing conduct can be managed for a further short time and refer the pupil to the next Pastoral Panel.
2. Exclude the pupil for a fixed term equal to the time up to the next Pastoral Panel (usually no more than 3 weeks)

The HT should inform the pupil and parents/carers about the exclusion, if applicable and referral to the Pastoral Panel and explain the need to seek alternative educational provision.

At this point the HT should contact the Behaviour Support Service to alert them to the situation and request input. For KS4 students, this could be the KS4 Placement Officer. For KS3 students this could be the re-integration teacher from the Multi-Agency Support Team.

A BSS or school representative will meet with the pupil and parents/carers to explain what is likely to happen next and to describe the possible options for future provision.

The HT should direct the parents/carers towards Parent Partnership as a source of independent advice and information, in order to ensure that families understand the procedures and options and are aware of their rights, in particular the right to appeal against exclusion and the implications of making alternative provision without a formal exclusion.

The pupil will be discussed at the next Pastoral Panel. The panel members will be collectively responsible for overseeing all potential permanent exclusions from the Peak 11 secondary schools and will share in managing the allocation of possible alternative provision such as the Buxton or Chapel Support Centres and work based learning providers such as 7KS, alongside the Behaviour Support Service.

Assuming that the decision of the school is supported by the Pastoral Panel, an exclusion meeting should be held within the school, observing the normal

periods of notice and observing the normal protocols as at present (full documentation, right to bring a friend, notification to LEA etc)

When the case has been heard, the meeting can be told of the alternatives proposed at the Pastoral Panel. It is important to go through the normal procedures, as the school will be telling parents/carers at the end of the meeting that staying in the school is not an option. The parents/carers will rightly have a view of that and will need to have the right to disagree and to make their case for their child to remain at the school.

If the family find the alternative provision acceptable, the meeting can stop short of a decision to exclude. It would be advisable to record the decision that the parents/carers and pupil are agreeing to a voluntary move elsewhere and for all parties to sign an agreement to that effect, although this would probably not be legally binding.

If the parent and/or pupil do not agree, then the governors will make their decision in the usual way, having asked parents and school staff to withdraw.

At this point the decision will be given and if in support of the school, the alternative provision can again be offered.

The parents still have the right to appeal and if they choose to do so, the decision to exclude needs to be formalised.

The Pastoral Panel is working towards collective responsibility for the most challenging students and it is necessary to develop a high level of trust between partner schools. Should the Pastoral Panel disagree with the school's decision, there will be a full and supportive discussion about alternative measures that could be taken.

In this case, the final decision about how to proceed following the Pastoral Panel meeting will rest with the HT.

Route 2 (Where there is a sudden severe incident or sudden escalation in behaviour, allowing no opportunity for planning alternative provision.)

There are times when a pupil behaves in such a way as to force the HT to the conclusion that to keep the pupil in school would compromise safety to staff and/or students. In severe cases, the pupil's conduct could be seen as prejudicial to good order, in which case the HT may take the view that a clear statement about the unacceptability of the behaviour and exclusion of the pupil is the only tenable course of action.

In this case, the HT should impose a fixed term exclusion of a duration which covers the period to the next Pastoral Panel. The process outlined in Route 1 then begins.

Alternative to Permanent Exclusion where Problems Slowly Escalate

