

Children and Young People Overview & Scrutiny Committee 14 December 2011

Area Behaviour Partnerships: Reducing exclusions and remodelling provision for excluded pupils

Recommendation

To endorse the work of the Area Behaviour Partnerships in reducing permanent exclusions and remodelling provision for excluded pupils.

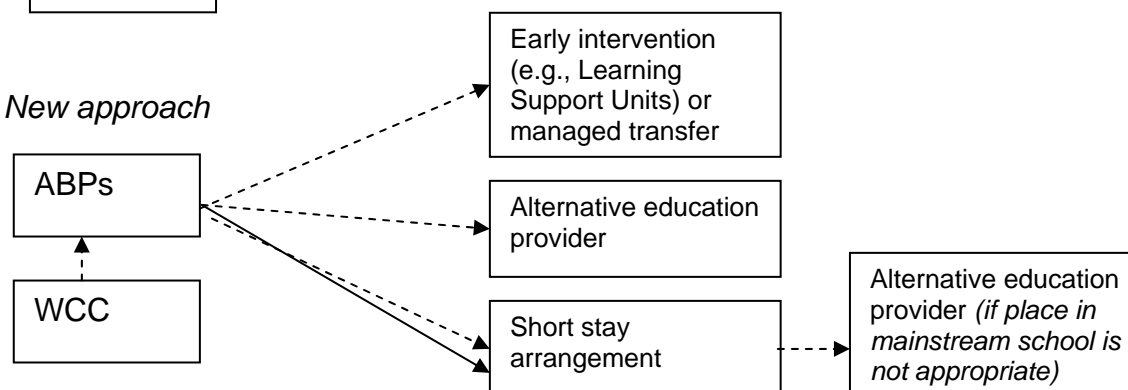
1.0 Key issues

- 1.1 The local authority has established a project to reduce exclusions and remodel provision for excluded pupils. Area Behaviour Partnerships (ABP) are key players implementing the new approach to reduce exclusions and, therefore, the Children and Young People Overview & Scrutiny Committee have requested an update from each ABP.
- 1.2 For the academic year 2011/12, £1.6m has been devolved to the four secondary ABPs to:
- Fund early intervention support in order to avoid exclusion
 - Implement the managed transfer process
 - Purchase packages of education appropriate to the individual child from alternative providers

Current model



New approach



2.0 Updates from each ABP

2.1 Area Behaviour Partnerships exist in four areas of the county (Central, North, South, East), collectively consisting of all 35 secondary head teachers. All areas continue to carry out the functions of ABPs, although some areas have combined the ABP meetings with other area head teacher meetings following the repeal of the duty of schools to enter into ABPs.

2.2 Central Area

The approach in the central area has been to devolve just over half the allocation to schools and retain centrally just under half the allocation to employ a coordinator and purchase alternative provision as required.

2.2.2 In the period September – November 2011, one permanent exclusion has been made.

2.2.3 The number of Learning Support Units (LSUs) in the central area has increased from 2 to 6, with the one remaining school expected to establish a LSU in January 2012. Each of these LSUs allows schools to make temporary arrangements for pupils who, for whatever reason, cannot participate in full classroom settings. This mechanism allows for pupils to remain in the mainstream school environment, while developing specialist support within each secondary school.

2.2.4 The central area is also using alternative provision as a way to engage pupils in a wider curriculum and prevent exclusion. Ten pupils are currently following part-time courses with five different alternative providers, while continuing to receive the core curriculum in mainstream school. The coordinator works with the pupil, the school and the parents prior to arranging a placement.

2.3 Northern Area

In the northern area, they have also employed a co-coordinator and have agreed to devolve a proportion of the funding to individual schools.

2.3.1 In the period September – November 2011, five permanent exclusions have been made.

2.3.2 The northern area is working with North Warwickshire and Hinckley College and other providers to deliver alternative education packages.

2.4 Southern Area

In the southern area, there is a partnership arrangement between the schools, River House School (BESD) and Stratford-upon-Avon College to provide alternative provision for pupils at risk of exclusion. A sub-group of head teachers and deputy/assistant head teachers oversee each case of exclusion/possible exclusion.

2.4.1 In the period September – November 2011, two permanent exclusions have been made. One pupil is now accessing education in Worcestershire (Worcestershire resident), while the other is attending Stratford College.

2.5 Eastern Area

In the eastern area of the county, an agreed approach was only reached in November 2011. The ABP has agreed to second a deputy head teacher one day a week to coordinate the response to pupils at risk of exclusion.

2.5.1 In the period September – November 2011, three permanent exclusions have been made. All three pupils are attending the PRU.

2.6 College placements for pupils on the PRU roll

As a key element of the new approach is the use of alternative providers, Members are likely to be interested in the effectiveness of college provision for those students on the PRU roll.

2.6.1 49 pupils studying Key Stage 4, on the PRU roll, are accessing alternative full-time provision at further education colleges.

College	Number of pupils
North Warwickshire and Hinckley College	19
Stratford-upon-Avon College	6
Warwickshire College (Leamington Spa and Rugby sites)	21
Hereward College	3

2.6.2 The majority of learners are enjoying the college experience and continue to make progress. All the learners have a personalised learning programme that includes clear targets and outcomes for both vocational and academic studies. Monitoring meetings on individual learner progress take place on a weekly basis between the college, the PRU and the local authority.

2.6.3 The Ofsted report of 6 October stated:

The pupils at college are positive about what they have learnt so far this term. Those who spoke to the inspector were very positive about the progress they have made already in the three weeks since the start of term.

Behaviour and attendance have improved significantly for the cohort who are attending college courses. This was exemplified by the mature way in which the pupils were able to talk to the inspector about their experiences. The opportunities provided by the colleges are helping to improve the pupils' economic well-being and the links to their futures and the world are made clear. Pupils relish being treated in a more mature way and the vast majority rise to the high expectations of their behaviour.

2.6.4 Independent alternative provision is being explored for some learners who have returned to the PRU following disciplinary action by the colleges, mainly at the Warwickshire College Leamington site. This has, in all cases, been due to unacceptable patterns of behaviour.

3.0 Lessons learned so far

- 3.1 Key lessons learned so far are:
- The importance of appointing an ABP coordinator in order to be responsive to the needs of the pupil
 - The need for the local authority to establish a framework of quality-assured providers (a provisional list was published in November 2011)
 - The preparation required by providers receiving pupils who have been excluded (e.g., systems of pastoral support, working with parents)

4.0 Next steps

- 4.1 A proposal to close the Warwickshire Pupil Referral Unit and further devolve funding to Area Behaviour Partnerships is to be considered by Cabinet on 15 December 2011.

Background Papers

[Ofsted: Annual Assessment of Children's Services – Warwickshire – 11 November 2011](#)

[Ofsted: Section 8 Inspection Report for Warwickshire Pupil Referral Unit – October 2011](#)

[Children and Young People's Overview and Scrutiny Committee: *Meeting the Needs of Pupils Excluded or at Risk of Exclusion from School – Report to Children and Young People's Overview and Scrutiny Committee* – 1 September 2011](#)

[Cabinet: *Meeting the Needs of Pupils Excluded or at Risk of Exclusion from School* – 14 July 2011](#)

[Ofsted: Section 8 Inspection Report for Warwickshire Pupil Referral Unit – May 2011](#)

[Children and Young People's Overview and Scrutiny Committee: *PRU – Interim Report* – 6 April 2011](#)

[Cabinet: *Strategic Plan and Business Case to meet the needs of excluded pupils or those at high risk of exclusion including primary schools* – 17 February 2011](#)

[Ofsted: Section 8 Inspection Report for Warwickshire Pupil Referral Unit – January 2011](#)

[Cabinet: *Warwickshire Pupil Reintegration Unit – Select Committee* – 16 December 2010](#)

[Children and Young People's Overview and Scrutiny Committee: *Review of Permanent School Exclusions 2010* – 8 September 2010](#)

[Ofsted: School Inspection Report for Warwickshire Pupil Referral Unit – June 2010](#)

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