Behaving and Attending: Action Plan
Responding to the National Behaviour and Attendance Review

Information
Information document No: 076/2009
Date of issue: March 2009
Behaving and Attending: Action Plan Responding to the National Behaviour and Attendance Review

Audience

Governing bodies and head teachers of maintained and independent schools and pupil referral units in Wales. Local authorities; teaching and other unions; church diocesan authorities; pupils; parents; parent support organisations national and local bodies in Wales with an interest in promoting and supporting children and young people’s learning and wellbeing.

Overview

This document sets out the Welsh Assembly Government’s response to the National Behaviour and Attendance Review. The detailed Action Plan can be accessed at: www.wales.gov.uk/learningproviders

Action required

None - for information.

Further information

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Related documents

National Behaviour and Attendance Review (NBAR) Report
National Assembly for Wales Circular 47/2006: Pupil Support and Inclusion
The School Effectiveness Framework
See also the list of documents in Section 4
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I am pleased to introduce our response to the National Behaviour and Attendance Review (NBAR) in the form of an Action Plan which sets out our commitment to behaviour and attendance issues in Wales. The Action Plan intends to shape the direction and pace of the developments over the coming years.

The One Wales agreement acknowledges the impact of educational achievement on future employment and we are committed to giving the children and young people of Wales the best start in life. The need for educational achievement, which is closely linked to positive behaviour and attendance, has been further highlighted by the current economic climate. To this end, a key priority for Wales is to improve levels of literacy as recommended by the independent review group and this will be a focus of our work across the department.

The Action Plan emphasises the key role for schools, local authorities and a wide range of other partners in identifying behavioural and attendance issues and implementing early intervention strategies in order that relevant support is made available before crisis point is reached. To support this, the Welsh Assembly Government will be working in partnership with Behaviour Support Teams and the Education Welfare Service to develop overarching frameworks to include guidance and training.

In our quest to create 21st century schools, it is necessary to work in partnership with parents and communities. Parents are key in developing, supporting and encouraging their children throughout their educational journey. As part of this action plan, we want to encourage schools to strengthen links with parents and for parents to be able to access the support they need.
We acknowledge that improving behaviour and attendance will not happen overnight but the Action Plan sets out short, medium and long-term actions which aim to create a culture of early intervention, effective support and ways to embed and disseminate good practice to promote positive behaviour and attendance in schools across Wales.

I would like to take this opportunity to thank Professor Ken Reid and the Steering Group for producing the NBAR Report that has helped to give us direction in how we take forward this vital element of our education policy in Wales.

Jane Hutt AM
Minister for Children, Education, Lifelong Learning and Skills
1. Introduction

This document sets out the Welsh Assembly Government’s response to the National Behaviour and Attendance Review (NBAR). The promotion of positive behaviour and attendance is one of the keys to improving the learning, attainment and opportunities of children and young people. The National Behaviour and Attendance Action Plan seeks to ensure that children and young people in Wales get the support and guidance that they need in order to fulfil their potential at school.

This Action Plan needs to be seen alongside the Welsh Assembly Government’s approach to inclusion and pupil support as set out in its guidance in Circular 47/2006. This provides advice and sets out responsibilities for maintaining high levels of attendance and positive behaviour in schools and the need to support pupils with additional learning needs, offering them an equal opportunity to reach their potential. The Action Plan seeks to build on this guidance through the response to the recommendations. The actions laid out in this document intend to strengthen the ongoing work of the Welsh Assembly Government, local authorities and schools in improving and promoting positive behaviour and attendance.

1.1 Background

In March 2006, the Minister for Education, Lifelong Learning and Skills made a commitment to undertake an independent National Review of Behaviour and Attendance (NBAR) to support existing activity and to develop and shape the future approach to these challenging issues. A steering group was formed to take forward the Review and comprised of representatives of key stakeholder groups across Wales. The Steering Group was tasked:

- a. To explore ways in which parents, children and young people and the community as a whole can be more effectively supported and engaged in the promotion of positive behaviour and attendance in school.

- b. To identify effective practice in promoting positive behaviour and attendance and ways in which this practice could be embedded and disseminated in schools and local authorities across Wales.
c. To identify the effective use of multi-agency partnerships in tackling issues of poor attendance and behaviour, including consideration of regional models.

d. Identify potential new legislation, in the form of National Assembly for Wales Measures for which legislative competence orders should be sought under the Government of Wales Act 2006 that would assist in promoting positive behaviour and improving school attendance, including specific consideration of the provision of education for excluded pupils.

In May 2008, the final report was published and contained 19 core recommendations with 73 supporting recommendations.

1.2 Vision

The Action Plan seeks to impact the lives of children and young people by putting in place new approaches and processes to improve our approach to promoting positive behaviour and attendance and helping to develop a consistent approach across Wales. This in turn is intended to enhance the nurturing and support of children and young people to guide them on their educational journey and to help them to reach their educational potential.

The Action Plan will be a ‘live’ document available on the Welsh Assembly Government website, which will be subject to regular amendment and ongoing consultation. In this way it is intended to maintain ongoing dialogue and to allow a flexible approach which can readily adjust to developments in the large number of linked initiatives.

The Action Plan must be fully integrated in the overarching policy for schools in Wales, the School Effectiveness Framework. In particular it needs to follow the vision of tri-level reform.

1.3 Summary of Key Actions

The key priority identified during the review process for NBAR was training and development. The Assembly Government acknowledges the importance of training and development and has, in response
to the training recommendations, proposed a way forward detailed in Annex B, Responding through Training and Development: Response to the National Behaviour and Attendance Review (NBAR). The training agenda for Wales is currently under review and this paper will feed into the process. The training recommendations and Assembly Government response will be a priority for the ongoing Steering Group overseeing the Action Plan.

The nature of the task of improving behaviour and attendance means that work goes far beyond the school gate and is wider than direct actions on behaviour and attendance. This is demonstrated by the fact that the review contains a large number of recommendations covering diverse aspects, such as the place of the school in the community, the role of parents, inter-agency working and teaching and learning. The Action Plan, necessarily therefore contains a large number of actions. A summary of all the actions is set out in Annex A and a separate detailed Action Plan available on the Assembly Government's website shows how these respond to the recommendations. The key actions are as follows:

- Produce an All-Wales Attendance Framework which would include revising current attendance codes and producing guidance on monitoring and analysing absences with links to related initiatives such as the Forced Marriage Action Plan.
- Produce guidance on Behaviour in Schools: Safe and Effective Intervention which would cover physical intervention, new powers to search for weapons and new legislation on discipline.
- Carry out a review on provision of Education Otherwise Than at School (EOTAS), including Pupil Referral Units.
- Establish Behaviour and Attendance web pages linked to the School Effectiveness Framework (SEF) and Pedagogy web pages.
- Establish a Behaviour Support Team Network.
- Produce guidance on the effective use of managed moves.
- Conduct evidence gathering of local authority practices and their effectiveness on key areas to inform the future approach and targeting of resources. Report to be produced collating results and proposing the way forward.
• Work with Estyn to review inspection arrangements in light of the recommendations as part of Estyn developments’.

• Ensure that the development of an overarching Professional Development Framework for teaching staff adequately covers the knowledge and skills on aspects of promoting positive behaviour and attendance.

• Establish pilots and other research projects to inform taking forward a number of the recommendations.

• Involve children and young people in all aspects of the work, including developing and implementing approaches, evaluating their effectiveness and reviewing them in the light of findings.

• Focus on literacy as a key priority by drawing together the different strands of work going on across the department, ensuring they reflect current thinking and best practice and that they remain effective and aligned to other policies.

A summary of all the actions is shown in Annex A.
2. Aims and Objectives

2.1 The Key Aims

The main aim of the Action Plan is to improve the educational experiences for children and young people. There are a number of other specific aims within this:

- Support local authorities, schools and other learning settings and their partners to provide effective and inclusive education through the development of appropriate processes, materials and legislation.
- Involve children and young people fully in the decision-making process.
- Improve school attendance.
- Improve behaviour at school and other learning settings.
- Ensure children out of school receive appropriate education for their needs.
- Make schools a safer place for students and teachers.
- Ensure students and their families know what support they may have if they are excluded.
- Consolidate ongoing work on anti-bullying.
- Continue to develop the role of school councils and other forms of consulting with children and young people.
- Make sure every child and young person knows who they can go to at school if they have a problem.
- Develop the support available for parents whose children have behaviour problems.
- Identify at an early stage children and young people who have support needs and put in place appropriate support.
- Identify at an early stage the reasons why children and young people are not attending school and put in place appropriate support.
- Improve the levels of literacy of children.
- Improve the involvement of parents and carers with schools and learning.
• Ensure that children and young people and their families have ready access to the information they need on the rights and responsibilities for education and the services available to them.
• Ensure that school-based counselling is available to all children and young people in Wales.
• Improve the move from primary schools to secondary schools.
• Look after the emotional health and well-being of all students.
• Have a students’ support service - a person who is in charge of behaviour and attendance that children and young people can talk to.
• Make sure all teachers are aware of different behaviours.
• Ensure all teachers and other school staff are equipped to work effectively and positively with their students and have the necessary skills and knowledge to recognise and deal with attendance and behaviour problems.
• Ensure teachers and other school staff have somebody to talk to if they need support.

The Action Plan aims to promote equal access for children and young people to education services across Wales. There is a focus on vulnerable children, for example, looked after children, to ensure that they have equality of opportunity. The actions aim to positively impact on children and young people’s lives to afford all the same opportunities. It is key therefore, that consideration is given to equality of provision when implementing the actions e.g. the impact of actions on those living in rural communities and the language requirements of children and young people will be taken into account.

2.2 Children and Young People’s Rights

Since 2004, the Welsh Assembly Government has adopted a rights based approach to all of its policy for 0-25 year olds. This is founded in the UN Convention on Rights of the Child (UNCRC) and its associated protocols, on the European Convention on Human Rights and the Human Rights Act 1998, and the Direction and Guidance
on Extending Entitlement: Services and Support for Young People in Wales 2002.

The Action Plan aims to contribute to delivering the Welsh Assembly Government’s Seven Core Aims for Children and Young People which are based on the UNCRC. These core aims are to ensure that all children and young people:

- Have a flying start in life.
- Have a comprehensive range of education and learning opportunities.
- Enjoy the best possible health and are free from abuse, victimisation and exploitation.
- Have access to play, leisure, sporting and cultural activities.
- Are listened to, treated with respect, and have their race and cultural identity recognised.
- Have a safe home and a community which supports physical health and well being; and
- Are not disadvantaged by poverty.

In implementing the Action Plan the aim will be to address these core aims in a balanced way, making the most effective use of available resources in order to achieve the best outcome for children and young people’s lives.

The Welsh Assembly Government’s response to the NBAR Review will continue the dialogue with children and young people started during the Review. The first stage will involve informing children and young people on the progress of this work. Subsequently children and young people’s views will be sought in taking forward specific actions of the plan as well as the broad direction of the Action Plan, using mechanisms already in place, such as school councils, Funky Dragon and youth fora, as well as specific consultation exercises where appropriate, for example through Behaviour Support Teams. Engagement of children and young people will be in line with the National Standards for Children and Young People’s Participation, which were adopted by the Assembly Government in 2007.
The involvement of children and young people in their schools’ approach to behaviour would be enhanced by the commencement of a power in the Education and Inspections Act 2006 which would require schools to consult with their pupils in developing their behaviour policies. The commencement of this power and other discipline aspects of the E and I Act 2006 will be consulted upon in Summer 2009.

2.3 One Wales

The One Wales Agreement sets out the current agenda for government over this Assembly term. One Wales recognises that education brings empowerment and through this progressive agenda, the Assembly Government commits to giving children and young people of Wales a first class education and by working with education providers, practitioners and parents, the best possible schools for the future. The Action Plan has a role to play in supporting these commitments.

2.4 The Learning Country: Vision into Action

The Learning Country: Vision into Action sets out the Welsh Assembly Government’s vision for learning and the need to make sure that all children reach their full potential. The Action Plan, through the response to the report recommendations, seeks to support the ongoing objectives of the Learning Country Strategy, in particular:

• Give young children the best possible start in life.
• Promote inclusion in education and learning.
• Tackle poverty of educational opportunity and raise standards in schools.
• Ensure that all children are safe at school.
• Ensure that services meet the needs of young people.
• Extend and enhance the capabilities of our learning workforce.
• Develop the skills and knowledge of our learning workforce.
• Improve services and protection for children and young people.
• Promote equality of opportunity for all learners.
3. Resources

Specific funding will be made available by the Welsh Assembly Government to support a number of the discrete actions within the Plan, including pilot and research projects and development of materials and guidance. Consideration will also be given to adapting the eligible uses of the Better School Fund for future years in order to take forward other aspects of the Plan. Taking forward the Plan will involve ensuring that many of the actions are taken forward within a large number of linked initiatives, effectively using the funding available for those developments. These are set out in Section 4 below.
4. Related Strategies

Links to Key Welsh Assembly Government Initiatives

The School Effectiveness Framework (SEF) is the overarching policy for compulsory school age education for Wales and emphasises the need to maximise the learning of individuals in order to enrich their lives, extend their opportunities and significantly benefit the family and wider community. The SEF is underpinned by five core themes including a high performance culture, and is based on a concept of tri-level reform with the Welsh Assembly Government, local authorities and schools representing the three levels.

The SEF promotes children and young people’s improved learning and wellbeing at its core. Through the process of self-evaluation behaviour and attendance strategies will be assessed and enhanced and through the development of professional learning communities, schools and practitioners can work in partnership on behaviour and attendance issues.

Pupil Participation is seen as a key strand in the School Effectiveness Framework, ensuring that children and young people as key stakeholders are actively involved in all aspects of school improvement and at all levels of school life, through mechanisms such as the School Council and its sub-committees, Associate Pupil Governors, Healthy Schools, and Eco-schools.

Through 14-19 Learning Pathways the Assembly Government’s aim is that 95% of young people by the age of 25 will be ready for high skilled employment or higher education by 2015 by transforming young people’s options and opportunities. This will be achieved through extending choice and flexibility to meet learners’ needs and develop the wider skills they need for life and work. By increasing the range of options with wider choice and flexibility of programmes available to 14 – 19 year olds, Learning Pathways intends to provide a curriculum which better fits young people’s needs and thus increases their engagement in education leading to an increase in attendance, reduction in poor behaviour and exclusions and improvement in retention.
The link between good pedagogy and engagement of children and young people in education is clear. The Pedagogy Initiative seeks to improve outcomes for learners by enhancing the pedagogical skills, knowledge and practice of practitioners. The Assembly Government’s focus on pedagogy will support practitioners as they develop their professional practice to improve teaching and learning. The model of effective pedagogy emphasises three interconnected elements which contribute to the best learning outcomes and well-being of pupils. These elements are the learning environment, the learning process and teaching strategies.

The most effective pedagogy will have the needs of the individual learner at its core, and will provide engaging and inclusive teaching and learning opportunities delivered by practitioners who are confident in the use of a wide and flexible range of strategies to motivate and engage all learners. The focus on pedagogy will draw upon the most effective examples and strategies for managing pupil behaviour to support learning and teaching.

**Delivering Skills that Work for Wales (Reducing the proportion of young people not in education employment or training (NEET) in Wales)** contains proposals to reduce the number of NEET in Wales and supports the NBAR recommendations through early intervention and intensive personal support. This links directly to the actions within this Plan which have the same aims. The European Social Fund (ESF) Reach the Heights Project contains an element which aims to develop systems and resources to support the early identification and intervention with young people who are NEET and training in engagement methods for practitioners. The project will also entail the development of a Learning Coach module and training package to enhance the focus on working with children and young people who are NEET (Not in Education, Employment or Training) or in danger of becoming NEET.

The **Child Poverty Implementation Plan (2006)** details proposals designed to help meet the objectives in the child poverty strategy. This was reaffirmed in the One Wales Agenda with the Welsh Assembly Government committed to developing Wales-specific solutions. Eradicating child poverty and improving the life chances
of children and young people in Wales are key priorities for the Welsh Assembly Government, and educational achievement is a key aspect in that objective.

**Children and Young People’s Partnerships and Children and Young People’s Plans (CYP Plans)** represent the main overarching policy in Wales for ensuring that local services for children and young people are planned and commissioned effectively. The multi-agency approaches shown in the Behaviour and Attendance Action Plan will be taken forward within this context and through consideration of the 22 CYP Plans now in place. Approaches for the promotion of positive behaviour and attendance are set out in Core Aim 2 of the CYP Plans.

There are a large number of other initiatives to which this Action Plan is linked, including:
- Flying Start.
- The Foundation Phase curriculum for 3-7 year olds.
- The review of special educational needs.
- The development of a new annual census collecting information on children and young people educated otherwise than at school (EOTAS).
- The Parenting Action Plan.
- Specific approaches being developed for specific groups of pupils with additional learning needs (for example looked after children, pupils with English as an additional language and young offenders).
- Anti-bullying approaches.
- Plans for primary to secondary school transition.
- The development of community-focused schools.
- The introduction of the revised National Curriculum from September 2008, particularly Personal and Social Education.
- Raising Attainment and Individual Standards in Education (RAISE).
- Forced Marriage Action Plan.
- The Welsh Network of Healthy Schools Schemes.
- The All Wales Youth Offending Strategy.
• The Safeguarding Vulnerable Children Review.
• The Children and Young People’s Workforce Development Strategy.
• Extending Entitlement: Services and Support for 11-25 year olds in Wales.
• The Inclusion Quality Mark currently being developed by the inclusion group of the Association of Directors of Education in Wales (ADEW).
• The review of the National Service Framework for Children, Young People and Maternity Services.
• The School-Based Counselling Strategy.
• The Common Assessment Framework.
• The Integrated Specialist Advocacy Services.
• The Family Nurse Strategy.

Improving Literacy

The Welsh Assembly Government recognises the importance of improving literacy skills. Low literacy levels can ultimately lead to social, economic and cultural exclusion. Not being able to read and write is an isolating experience which often leads to disaffection, disengagement and a sense of failure or inferiority in children and young people. It is linked with poor job prospects and poor social outcomes. Ensuring that we raise literacy levels and that we give every child every opportunity to become functionally literate and, thereby, a competent and confident citizen is at the heart of the Welsh Assembly Government’s social justice agenda. It is central to the Child Poverty Strategy, the Children and Young People’s Participation and Entitlement Programmes and the NBAR Action Plan. The Welsh Assembly Government is not intending to embark on a new initiative; rather, a concerted attempt to draw together the different strands of work going on across the department, ensuring they reflect current thinking and best practice and that they remain effective and aligned to other policies.
5. Roles and Responsibilities

For the Action Plan to be effective, there needs to be multi-agency partnerships across a range of different organisations and groups as well as an expectation of Children and Young People’s Partnerships to work on behaviour and attendance issues. The School Effectiveness Framework sets out an approach of tri-level reform across the Welsh Assembly Government, local authorities and schools. Roles should complement each other and allow a flow of communication. The roles and responsibilities are discussed below:

**Welsh Assembly Government**

The Welsh Assembly Government must ensure that their policies and initiatives are aligned and that they draw on the knowledge and expertise of teaching practitioners and leaders, local authorities and children and young people. Policy and initiatives need to fit within the School Effectiveness Framework and reflect the circumstances and needs of individual authorities and schools. The Welsh Assembly Government needs to bring together best practice and ensure, through consultation and joint working, that policy raises effectiveness and maximises opportunities.

**Local authorities**

Local authorities need to coordinate the schools in their area enabling them to connect and collaborate to maximise the sharing of good practice. In their role, they need to support schools in their day-to-day running as well as feed into the policy development at national level. Through Children and Young People’s Partnerships and Children and Young People’s Plans, local authorities should ensure that local services for children and young people are planned and an effective multi agency approach.

**Schools**

Schools are the one service nearly all children and young people experience. The school is the first point of contact for issues concerning children and young people. Children and young people should have a named person at school who they can go to if they encounter difficulties. Schools should also ensure that their school
council is effective in addressing pupils’ needs, and that, a broad range of children and young people are allowed to participate in decision-making across all areas of school life. This can be addressed through the school council and other means, ideally including some who have previous experience of behaviour and attendance difficulties. Schools need to work proactively with parents to ensure behaviour and attendance issues are addressed appropriately. This is alongside working with various agencies to improve the welfare of children and young people.

**Children and Young People**

The School Councils Wales Regulations (2006) stipulated that all maintained schools in Wales must have a school council to represent pupils’ views about issues that affect their lives in school. Children and young people’s participation in decision-making and influencing the quality of learning and the school environment is a key element in ensuring that pupils’ experiences of education are positive.

**Parents**

The involvement and support of parents is essential for the improvement and maintenance of positive behaviour and attendance. Parents and carers, pupils and teachers all need to work in an environment of mutual respect where all have a clear understanding of both their own rights and the rights of others. Parents and carers, children and young people, and schools can make a difference and build communities through partnership working. Home-school partnerships are a shared role and responsibility that schools, parents and the community have in ensuring that children and young people get the most out of their school and the education system. Creating effective partnerships means providing an open and communicative environment where parents can get actively involved in school life. There is a need to develop a continuum of relationships between schools, parents and communities.
Other Partners

National bodies, stakeholders and the voluntary sector must be involved at all levels of policy development as well as engaging with practitioners. They need to be supportive of initiatives and work closely with partners to ensure joined up working. They are a significant resource and have a great input on the lives of children and young people; it is essential that there is multi agency working to benefit children and young people and the wider community. The Children and Young People’s Plans are in place to coordinate this multi agency approach and to provide a collaborative approach to planning at local authority level.
6. Introduction to the Action Plan

The Action Plan is presented in 8 key strands representing the main aspects of the recommendations presented in the Review:

- Attendance.
- Behaviour.
- Children and Young People’s Rights.
- Early Intervention.
- Literacy.
- Multi / Inter-Agency Working.
- School Effectiveness.
- Training and Development.

The key actions in each of these areas are set out in Section 7.

6.1 Legislation

There are a number of recommendations from NBAR that have implications for legislation. These include those to make the provision for excluded children and young people a statutory requirement and to amend the approach to appealing against exclusions (recommendations K5 and K6). These recommendations will be considered as part of the Review of Education Otherwise than at School (EOTAS), and will involve assessing the practical and funding implications of any new legislation.

6.2 Behaviour and Attendance Web Pages

In order to inform all stakeholders of progress on the Plan and as a means of sharing good practice the Welsh Assembly Government will set up specific web pages on behaviour and attendance. These will sit within the overarching web pages currently being developed for the School Effectiveness Framework. The pages are available at: www.sefwales.co.uk
6.3 Project Management, Evaluation and Sustainability

Due to the wide-ranging nature of the recommendations and subsequently the Action Plan it will be necessary to take a project management approach to its implementation. Implementation of the Plan will be dependent on actions within other initiatives being taken forward. For this reason the Action Plan will be subject to regular change to reflect the changes in linked initiatives. The changes in the Plan will be monitored through a change control process and this, as well as general progress, will be overseen by a steering group. There will be regular meetings to review the Action Plan in order that it aligns with current policies and initiatives and completion milestones are reached. The Steering Group will also advise on the content of the Behaviour and Attendance Web Pages.

Evaluation of the impact of the Plan will be through a combination of broad national measures as well as specific evaluation related to individual actions. The broad national measures will include attainment levels, attendance and exclusions levels, numbers of young people not in education employment or training (NEETs), the Children’s Well-being Monitor, Programme for International Student Assessment (PISA) results for literacy and Estyn Inspections. There will also be elements of evaluation within the pilot and project work highlighted in section 6.4 and work will be undertaken on a continual basis to ensure that aspects on behaviour and attendance are built into any evaluation undertaken on any appropriate Assembly Government initiatives. As part of the pilot and project work, evaluation with children and young people will take place directly.

Ensuring that behaviour and attendance and inclusion more generally are embedded into a range of key Assembly Government initiatives, including those highlighted in Section 5, is the key to the Action Plan putting in place a range of sustainable approaches.
6.4 Overview of Main Pilot and Project Work

The Welsh Assembly Government is committed to establishing pilots and other research projects to inform taking forward a number of the recommendations. This work will fall into three categories: pilots, research projects and projects to develop specific guidance and support materials. The pilots will explore and test the effectiveness of preliminary work in the areas of early intervention, multi-agency working, school effectiveness and training and development in order to guide future work. The detail of these pilots will be developed by a working group and overseen by the Steering Group. The research projects will be information gathering exercises of current work and initiatives in place in the areas of early intervention, behaviour and multi-agency working. Evidence will be sought of the effectiveness and sustainability of these projects with a view to promoting approaches and linking to other projects that support these, for example the RAISE project. The remaining projects will be used to produce guidance and support materials initially in the areas of attendance, behaviour and training and development.

Pilots

There will be four main areas in which pilot will be taken across Wales to evaluate and develop models of future practice:

- Early assessment and identification of vulnerable children and suitable support to address their needs.
- Multi-agency working, to improve outcomes for vulnerable children and their families.
- Improving the links between Pupil Referral Units (PRUs) and other Education Otherwise Than at School (EOTAS) provision and mainstream schools; and
- The development of a lead professional for behaviour and attendance in each school (this will be part of the pilot already planned to consider a Coordinator for Additional Learning Needs).

The evaluation of these pilots will shape the direction of future initiatives in these areas.
Research Projects

There are also a number of areas where the Assembly Government recognises that local authorities, Children and Young People’s Partnerships and schools are already undertaking a lot of work but the extent of this work and its effectiveness has not been assessed at an all-Wales level. The Assembly Government will seek to assess this work and look for evidence which supports particular approaches as being more effective, with a view to promoting these in the future. These include:

- Nurture groups.
- Restorative justice.
- Multi-agency working around children and young people and their families; and
- Parental engagement.

Projects to Develop Guidance and Support Materials

A number of the actions in the plan will entail setting up small projects to develop guidance and support materials for practitioners to increase consistency and share good practice.

The NBAR highlighted, in particular, the need to support and develop the role of the Education Welfare Service (EWS). Two linked projects will be put in place to this end, the first to develop an All-Wales Attendance Framework and the second to develop a good practice document on early intervention by the EWS.

There will also be a number of specific projects run in collaboration with the Behaviour Support Team Network that has been established. Two key projects will be, to develop a good practice document on the effective use of managed moves to avoid exclusion and to work alongside schools to produce a tool for developing effective Pastoral Support Programmes (PSPs) for children and young people in danger of being excluded which will also include how the PSPs might interact with other plans which the child or young person might have such as Personal Education Plans for Looked After Children or Individual Education Plans for those with Statements of Special Educational Needs.
7. Action Plan Overview

The Action Plan at work in the 8 key areas:

7.1 Attendance

The Welsh Assembly Government will:

• Revise attendance codes to ensure greater consistency and remove barriers to inclusive practices.

• Hard code attendance code into software packages to ensure greater consistency of coding across Wales.

• Collaborate with the Education Welfare Service (EWS), schools and children and young people to produce an All-Wales Attendance Framework which would include revising current attendance codes and producing guidance on monitoring and analysing absences with links to related initiatives such as the Forced Marriage Action Plan.

• Facilitate a seminar on the effective use of attendance data to inform practice.

Local authorities will:

• Collaboratively, in partnership with the EWS, produce an All-Wales Attendance Framework to include: attendance codes and general guidance to their use, referral processes, multi-agency working, working with parents and children and young people and use of attendance data as management information.

Schools will:

• Work with both their school councils and all their children and young people to consider ways to improve attendance for the good practice section of the website.

• Work with the EWS to ensure more consistent referral processes for non attendees.

• Be rigorous in collecting attendance data.

• Contribute to the All-Wales Attendance Framework.
7.2 Behaviour

The Welsh Assembly Government will:

- Produce guidance on Behaviour in Schools: Safe and Effective Intervention which will include guidance on physical intervention, new powers for behaviour and discipline and new powers to search for weapons.
- Carry out a review on provision of Education Otherwise Than at School (EOTAS), including the use of Pupil Referral Units.
- As part of the EOTAS Review, commission scoping work to assess the funding implications for the new exclusions regulations.
- Follow up work currently underway by the Children’s Commissioner for Wales to assess the extent of illegal exclusions.
- Assess the use and success of parenting orders.
- Produce guidance on the effective use of managed moves to avoid exclusions.
- Establish a Behaviour Support Team (BST) Network to meet on a regular basis.

Local authorities will:

- Share good practice through a discussion forum being set up by the Association of Directors of Education in Wales (ADEW) Inclusion which will compare local authority strategies and policies for elective home education.
- Follow up high excluding schools.
- Work with the Assembly Government and schools to seek to eradicate the practice of unlawful exclusions.
- Join the BST network that is being launched this year.

Schools will:

- Promote to their staff guidance on Behaviour in Schools: Safe and Effective Intervention which will include guidance on physical restraint, new powers for behaviour and discipline and new powers to search for weapons.
• Stop excluding students unlawfully and work with their local authority and the Assembly Government on this issue.
• Work with both their school councils and all their children and young people to consider ways to improve behaviour for the good practice section of website.

7.3 Children and Young People’s Rights

The Welsh Assembly Government will:
• Produce a guide to the new model of delivering advocacy services which will enable Children and Young People’s Partnerships to consider developing universal advocacy services as well as integrating specialist advocacy services for vulnerable children and young people on a regional or sub-regional basis.
• Move forward with discussions on expanding the Special Educational Needs (SEN) Tribunal’s role to include undertaking independent appeal panels for exclusions. This could support children and young people who want to independently appeal against their exclusion mirroring the advocacy support for children and young people to appeal to SEN Tribunals.
• Ensure views of children and young people are taken account of in any developments using organisations such as; school councils (schools), youth forums (local authorities) and Funky Dragon (the Assembly Government).
• Use the school council website and other methods to obtain children and young people’s views on how to improve behaviour and attendance which will be added to the good practice web pages.
• Produce further guidance around bullying issues.
• Produce Schools Council Guidance.
• Continue with the work to update the Schools Council website.

Local authorities will:
• Ensure participation of children and young people through youth forums and other approaches in decision-making that will affect them.
Schools will:
- Ensure participation of children and young people in decision-making that will affect them.
- Develop their school council’s role using the updated website and guidance as resources.
- Promote and support anti bullying initiatives: Anti bullying week, Respecting Others website etc

7.4 Early Intervention

The Welsh Assembly Government will:
- Assess ways of moving forward through the updated Parenting Action Plan which contains a number of recommendations that align with NBAR.
- Continue training for Foundation Phase Officers on behaviour, including the distribution of the module on Early Intervention which is currently being developed.
- Continue the implementation of the School-Based Counselling Primary Pilots.
- Continue to fund the Incredible Years Parenting Programme until 2011.
- Fulfil the One Wales commitment to undertake an inquiry into pupil disengagement.

Local authorities will:
- Share good practice across the Education Welfare Service (EWS) in early intervention strategies.
- Ensure Foundation phase staff receive early intervention training.

Schools will:
- Work alongside their local authority EWS and behaviour support services and other agencies to ensure early identification and resolution of attendance and behaviour problems.
7.5 Literacy

The Welsh Assembly Government will:

• Provide INSET materials to schools to promote a whole school approach to raising literacy levels.
• Continue to provide Strategic Intervention Grants for catch-up programmes, centres of expertise, initiatives aimed at improving basic skills outside of the formal curriculum and at young people at key stage four who have become disengaged.
• Work with partners to provide accessible and relevant training opportunities for teachers and teaching assistants.
• Consider specific interventions to raise literacy levels amongst boys.

Local authorities will:

• Ensure relevant take-up of the materials and resources made available by the Welsh Assembly Government.
• Work with the Welsh Assembly Government to identify best practice in the teaching of mainstream and intervention literacy strategies and be instrumental in dissemination.

Schools will:

• Adopt whole school approaches to the teaching of reading and writing.
• Be aware of mainstream and intervention strategies and make informed decisions as to which strategies would best suit their needs.
• Ensure teachers and teaching assistants have opportunities to refresh their skills and knowledge as to the latest approaches to the teaching of literacy.
• Seek to involve families and other members of the community in the drive to raise literacy standards.
7.6 Multi and Inter Agency Working

The Welsh Assembly Government will:

- Develop web pages on behaviour and attendance linked to those for the School Effectiveness Framework and Pedagogy.
- Disseminate the recommendations from the reports commissioned on transition for 2009/10.
- Continue to roll-out the School-based Counselling Strategy.
- Collect data on local authorities current practices through a questionnaire to inform future policy and targeting of resources.
- Write to all Local Children’s Safeguarding Board (LCSB) Chair’s highlighting the link between poor behaviour and attendance and safeguarding concerns.
- Scope the current issues for elective home education.
- Consider and follow-up as appropriate the recommendations from the Review of the Common Assessment Framework.
- Consider the relevant recommendations at the next review of Children and Young People’s Plans.

Local authorities will:

- Produce a directory of their services.
- Facilitate links and partnerships between communities, schools, the voluntary sector and the Police.
- Roll out the School-Based Counselling Strategy.

Schools will:

- Promote and support school based counselling pilots.
- Encourage links within their communities, the voluntary sector and with the Police.
7.7 School Effectiveness

The Welsh Assembly Government will:

- As part of the School Effectiveness Framework, revise and strengthen the School Effectiveness Profile in response to the NBAR recommendations to reinforce the focus on behaviour and attendance and wider aspects of inclusion.
- Commission two reports on Transition plans from Estyn: Meeting the Statutory Requirements for Transition Plans and Good Practice Developed by local authorities in Partnership with Schools using the KS2-3 Transition Grant.
- Adapt and translate Social Emotional Aspects of Learning (SEAL) materials for the Welsh language and context.
- Work with Estyn to review inspection arrangements in light of the recommendations as part of Estyn developments.
- Update the Governors Guide to the Law.
- Write to all schools setting out the key aims of the Action Plan and highlighting specific recommendations.

Local authorities will:

- Proactively put into place the School Effectiveness Framework.
- Monitor Estyn inspections to increase early identification of schools’ issues.
- Promote approaches to developing emotional health and well-being.

Schools will:

- Collaborate and use good practice collected to improve and update their Transition Plans.
- Identify a lead professional for behaviour and attendance, subject to the evaluation of the pilot on the Coordinator of Additional Learning Needs.
- Consider their approach to developing the emotional health and well-being of their pupils and the use of approaches such as SEAL.
7.8 Training and Development

The Welsh Assembly Government will:

- Produce a paper “Responding through Training and Development: Response to the NBAR” giving a joined up way forward for the NBAR training recommendations to align with the Pedagogy Initiative and to be incorporated into the aim to establish a Professional Development Framework. The paper proposes that this would be a continuum of professional development with NBAR recommendations shaping the behaviour management strand, which in turn would be linked to wider aspects of inclusion and supporting pupils with additional learning needs and aspects on children’s development and children and young people’s rights.

- Continue to support teachers through the bilingual and confidential teacher support line and coaching service.

- Follow up modules already developed on children and young people’s rights for use with teachers.

- Identify Social Inclusion courses available at Welsh universities.

- Distribute the Practical Guide to Behaviour Management in the Classroom to all Initial Teacher Training (ITT) students, Induction and Early Professional Development (EPD) teachers in Wales.

- Identify and recommend an appropriate training structure for the EWS in collaboration with a sub-group of EWS managers.

- Make available ‘taster sessions’ to local authority representatives on training options for behaviour management.

Local authorities will:

- Ensure that their Induction and EPD officers collaborate with schools and the Assembly Government in responding to the training agenda.

- Collaborate across LAs / Consortia to share good practice and pool resources for behaviour management training.
Schools will:

- Ensure that their Induction and EPD mentors collaborate with local authority staff and the Assembly Government in responding to the training and development agenda.
- Prioritise behaviour management training in their staff development programmes.

The Action Plan in detail can be viewed on the Welsh Assembly Government website at: www.wales.gov.uk/learningproviders
Summary of Actions

<table>
<thead>
<tr>
<th>Key:</th>
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<tbody>
<tr>
<td>Short term</td>
<td>2009 - 2010</td>
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<td>Medium Term</td>
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<td>Long term</td>
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**Action**                                                                                     **Timescale**

**Attendance**

The Assembly Government will, in partnership with the Education Welfare Service (EWS), produce an All Wales Attendance Framework

The Assembly Government will revise and develop in consultation with stakeholders the current attendance codes and recording practices

**Behaviour**

The Assembly Government will assess current restorative justice projects in Wales to inform future work in this area

The Assembly Government will publish guidance for schools entitled ‘Behaviour in Schools: Safe and Effective Intervention’

The Assembly Government will assess and follow up with local authorities information collected by the Children’s Commissioner for Wales on unlawful exclusions

The Assembly Government will carry out a review on provision of Education Otherwise than at School (EOTAS), including the role of pupil referral units

The Assembly Government will commission guidance for schools on the effective use of managed moves

National Behaviour and Attendance Review (NBAR) Action Plan
March 2009
Information Document No: 076/2009
<table>
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<th>Action</th>
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<tbody>
<tr>
<td>The Assembly Government will establish and support a Behaviour Support Team Network</td>
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<td>The Assembly Government will produce All Wales Guidance for Pastoral Support Programmes</td>
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<tr>
<td><strong>Children and Young People's Rights</strong></td>
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<tr>
<td>The Assembly Government will produce a guide to the new model of delivering advocacy services for Children and Young People's Partnerships</td>
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<tr>
<td>The Assembly Government will explore the possibility of developing a national Independent Appeal Panel to replace those currently run by local authorities</td>
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<tr>
<td>The Assembly Government's response to the NBAR Review will continue the dialogue with children and young people started during the Review</td>
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<tr>
<td>The Assembly Government will continue to promote best practice in anti-bullying approaches</td>
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<td>The Assembly Government will further develop the role and resources for school councils</td>
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<td><strong>Early Intervention</strong></td>
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<tr>
<td>The Assembly Government will produce and distribute Early Intervention training module for Foundation Phase staff</td>
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<tr>
<td>The Assembly Government will assess current Nurture Group work in Wales to inform future work in this area</td>
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<td>The Assembly Government will establish a pilot to trial different approaches to early assessment and identification of vulnerable children</td>
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<tr>
<td>The Assembly Government will commission an Inquiry into Disengagement as set out in the One Wales commitment</td>
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<td>The Assembly Government will include guidance on children and young people's behaviour and attendance in the ongoing Review of the Parenting Action Plan</td>
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**Literacy**

The Assembly Government will focus on literacy as a key priority by drawing together the different strands of work going on across the department, ensuring they reflect current thinking and best practice and that they remain effective and aligned to other policies

**Multi and Inter Agency Working**

The Assembly Government will trial approaches to multi agency working between health, social services and education to improve mainstream reintegration for vulnerable children

The Assembly Government will continue to roll-out the School-based Counselling Strategy

The Assembly Government will collect data on local authorities current practices through a questionnaire to inform future policy and targeting of resources

The Assembly Government will write to all Local Children’s Safeguarding Board (LCSB) Chair’s highlighting the link between poor behaviour and attendance and safeguarding concerns

The Assembly Government will set up web pages on improving school behaviour and attendance

The Assembly Government will assess the current approaches for multi-agency working for vulnerable children
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<tr>
<td>The Assembly Government will scope the current issues for elective</td>
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<td>home education</td>
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<td>The Assembly Government will appoint a Project manager to develop and</td>
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<td>coordinate the Action Plan and consider expanding staff resources</td>
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<td>for the implementation of the plan</td>
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<td>The Assembly Government will assess and evaluate partnership projects</td>
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<td>between parents and schools</td>
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<td>The Assembly Government will consider and follow-up as appropriate</td>
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<td>the recommendations from the Review of the Common Assessment</td>
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<td>Framework</td>
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<td>The Assembly Government will pilot models to improve the links between</td>
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<td>Pupil Referral Units and other EOTAS provision, and mainstream schools</td>
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<td>The Assembly Government will consider the relevant recommendations</td>
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<td>at the next review of Children and Young People’s Plans</td>
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**School Effectiveness**

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<tbody>
<tr>
<td>The Assembly Government will adapt and translate the Social Emotional</td>
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<td>Aspects of Learning (SEAL) materials for primary and secondary schools</td>
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<td>The Assembly Government will consult with Estyn on the change to</td>
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<td>inspection arrangements in light of the NBAR recommendations</td>
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<td>The Assembly Government will commission reports on transition</td>
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<td>arrangements</td>
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<td>The Assembly Government will refine the School Evaluation Profile of</td>
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<td>the School Effectiveness Framework to increase the focus on behaviour</td>
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<td>and attendance aspects</td>
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<tr>
<td>The Assembly Government will explore the possibility of a lead professional for behaviour and attendance through the expansion of the pilot for the Additional Learning Needs (ALN) co-ordinator</td>
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<tr>
<td>The Assembly Government will update the Governors Guide to the Law</td>
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**Training and Development**

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<tr>
<td>The Assembly Government has produced a paper in response to the NBAR training recommendations (Annex B) and will take this forward to feed in to the training agenda for Wales which is currently under review</td>
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<tr>
<td>The Assembly Government will identify and recommend an appropriate training structure for the Education Welfare Service (EWS)</td>
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<td>The Assembly Government will make available ‘taster sessions’ to local authority representatives on training options for behaviour management</td>
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<td>The Assembly Government will continue to support teachers through the Teacher Support helpline and coaching service</td>
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<td>The Assembly Government will distribute a behaviour management handbook to current secondary Initial Teacher Training (ITT) students, Induction and Early Professional Development (EPD) teachers</td>
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<tr>
<td>The Assembly Government will build aspects of children and young people’s rights into the review of the professional development framework for teachers</td>
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Responding Through Training and Development: 
Response to the National Behaviour and 
Attendance Review (NBAR)

Background and purpose

1. This paper proposes a way forward in order to respond to 
the recommendations relating to training and development 
for staff in schools and local authorities (LAs) contained in the 
National Behaviour and Attendance Review (NBAR).

2. It is evident from the Review that there is a need for more 
training and development for professionals in their roles in 
managing behaviour and attendance. This includes senior staff in 
schools, middle managers, classroom teachers, classroom assistants 
and other school staff.

3. The Review recommends that attention to behaviour and 
attendance and other aspects of inclusion should be given at 
different periods in a teacher’s professional development from 
Initial Teacher Training, through Induction, and Early Professional 
Development to Continuing Professional Development.

4. This paper needs to be seen in the context of the current 
work being undertaken on professional development on wider 
aspects of Inclusion and Additional Learning Needs (ALN) and 
the recommendations put forward by the Empowering Teachers 
Task Group as well as the overarching approach to training and 
development of school staff on all aspects and general initiatives 
such as the School Effectiveness Framework and development of 
approaches to enhance Pedagogy.

5. Moreover, developments in training and development need to 
align with the ongoing work of the Children and Young People’s 
Workforce Development Strategy.
Training for a wide range of behaviours

6. Any training must consider that teachers will need to be confident in dealing with children on a spectrum of emotional and behavioural and social needs ranging from low level disruption to more complex and challenging individuals.

School Effectiveness Framework (SEF)

7. The Framework describes a national purpose for schools which links to many of the points raised in the NBAR. These include: the need to promote a culture of social inclusion and respect for diversity, establishing strong professional learning communities in schools where practitioners can develop and share their professional knowledge on learning and teaching, offering children and young people a curriculum that engages and motivates them to learn and to achieve their potential.

8. It is imperative to develop a strategy for putting in place a continuum of training and professional development for personnel working within this tri-level model which relates to Inclusion / ALN and includes behaviour management. Such a strategy must consider how schools, local authorities and the Welsh Assembly Government work together. It also needs to meet the wide-ranging needs of children and young people, particularly those with ALN, and set out the roles of key agents including higher education, further education, external agencies and the particular role of SENCos and special schools.

Pedagogy

9. The Assembly’s Focus on Pedagogy will support practitioners as they develop their professional practice to improve teaching and learning. The model of effective pedagogy emphasises three interconnected elements which contribute to the best learning outcomes and well-being of pupils. These elements are the learning environment, the learning process and teaching strategies.
10. The most effective pedagogy will have the needs of the individual learner at its core, and will provide engaging and inclusive teaching and learning opportunities delivered by practitioners who are confident is the use of a wide and flexible range of strategies to motivate and engage all learners. The deployment of these strategies will deliver teaching more focussed on the needs of individual learners and will reduce the need for separate interventions to improve behaviour in the classroom. The focus on pedagogy will draw upon the most effective practical examples of teaching and learning which demonstrates this effect and will provide opportunities for practitioners to share this practice with others.

A Continuum of Training

11. Behaviour management training will have to be designed on the basis of current good practice on:
   - Children’s characteristics, development and upbringing.
   - How learning can be motivated, achieved, identified and assessed and built upon.
   - How teaching is planned, executed and evaluated.
   - How we make sense of the curriculum and what experiences children should encounter and how these can be translated and structured for teaching.
   - The impact of external influences on children’s behaviour and how partnerships can be used to engage with parents, community etc.

12. Not all teachers require the same level of training for meeting all children’s emotional behavioural and social needs and it would not be practical to attempt to require this. We are proposing a needs based approach to determine the most appropriate level of training required based on the context and the type of learners with which the practitioner is working. Our approach will be to:
   - Decide what would be the basic requirements and training content for all teachers.
• Decide how we can create a spiral training structure for all teachers which both builds upon past experience, knowledge and understanding and skills and answers the needs of staff working in specific environments with individual children.

• Decide how to extend the skills, knowledge and understanding of staff with specific responsibilities regarding inclusion and behaviour and those who work with children with more complex needs.

Professional Development Levels (Milestones) within a Training Continuum

13. The Welsh Assembly Government is about to examine the professional standards for all teaching practitioners to ensure that these are coherent and highlight the elements of professional practice which will lead to the most effective teaching and learning.

14. This work will also be accompanied by a similar review of the opportunities for professional development from the completion of initial training through to leadership. The review will examine whether existing Continuing Professional Development (CPD) opportunities are aligned to support the School Effectiveness Framework and deliver effective training and development for practitioners that enhances the outcomes and wellbeing for all learners. It will also consider the way that the current opportunities for CPD are structured and operate in practice to see if they offer the most effective opportunities for teaching practitioners to develop their skills and translate these into effective professional practice.

15. The examination of professional standards and the review of training and development opportunities for practitioners will be carried out in partnership with a range of stakeholders. This will enable us to ensure that the priorities for training and development identified within the NBAR report are integrated into revised systems and structures for providing practitioners CPD. We will ensure that this happens by involving the NBAR Steering Group in developing the terms of reference for this work and including on the stakeholder working groups involved in the review processes.
16. The NBAR recommendations allude to a number of changes required to training for practitioners and these will be fed into the wider review. An overview of these recommendations is included in the proposals below:

**Initial Teacher Training (ITT)**

17. The Assembly’s Qualified Teacher Status (QTS) Standards (which must be met by all trainees who wish to be qualified teachers) and the Requirements for the Provision of Initial Teacher Training (ITT) Courses (which all courses run by accredited ITT providers offering QTS must meet) give Initial Teacher Training ITT providers flexibility in the way they design their programmes, and encourage use of professional judgement.

18. The QTS Standards cover what is required for effective teaching and learning for a whole range of abilities including those highlighted in the NBAR Report, namely differentiating their teaching to meet the needs of pupils, knowing a range of strategies for promoting good behaviour, establishing a purposeful learning environment and setting high expectations and establishing a clear framework for classroom discipline.

19. It is difficult to have complete consistency of training for differentiation, social inclusion and particularly for behaviour as there are variations in the challenges that trainees face in classrooms and the interests of mentors and senior mentors in those areas where pupils have more complex problems. The NBAR Report recommends having an agreement on the content of training including the time allocated to training for managing behaviour in Higher Education Institutes. It explicitly recommends that “All ITT students should have significantly greater training on the skills of effective classroom management as set out in the QTS standards”.

20. As noted, the QTS Standards (and the related Handbook of Guidance) do cover what is required. However, one of the aims of the QTS Standards is to allow providers autonomy in deciding how they will organise their training and respond to individual trainees’ needs, and it is not intended that they should set a curriculum, or specify how training should be organised or run.
21. Given this approach it would not be practicable to attempt to enforce a specific amount of time to be devoted by all ITT trainers to these aspects. It would, however, be useful for us to continue discussions with ITT providers on their approaches on course and session content and to examine options for providing additional advice and guidance to them.

22. These continuing discussions will also help us to build up evidence about what more might helpfully be done to add to the material relating to inclusion and behaviour management in the Handbook of Guidance for the QTS Standards. If supported by evidence, this could include enhancing existing material, covering aspects such as the following:

- The role of school mentors and senior mentors.
- Child development and how some children’s developments are hindered by external, family, medical, and environmental conditions. These are vital aspects in ensuring positive outcomes and well-being for individual children. [The NBAR Report recommends that ITT training providers should ensure that ITT trainees “are given a good understanding of child development and the causes of emotional, social and behavioural difficulties.”]
- More challenging behaviour and dealing with individuals in partnership with other professionals. With the increasing use of Teaching Assistants, working with other adults in the classroom for supporting children with ALN is important.

**Induction**

23. Similar to ITT the Standards required are generic and much depends on the school and LA as to an inductee’s development in connection with ALN. It depends also whether the LA/school see ALN as an important professional development need. Consistency of approach and assessment and guidance to inductees depends on the interpretation of standards by LA and school personnel and how closely they follow the guidance required to reach these standards.

24. It is important to note that LAs do provide common introductions to aspects of ALN such as their own procedures in responding to the Special educational Needs (SEN) Code of Practice
and behaviour management. LAs also provide support through their advisory services to individual teachers regarding individual pupils in their classes.

25. The first year in teaching has to be a time of coming to terms with all the expectation of teaching as a career and contextualising what they have learnt and are learning from LA and school personnel. It is difficult to see how the amount of training can be increased but we must be sure that all newly qualified teachers (NQTs) receive appropriate guidance and increased knowledge and understanding of inclusion, promotion of positive behaviour and more specifics on aspects such as children with emotional, social and behavioural difficulties (EBSD).

26. Greater defining of the induction and EPD standards relating to Behaviour needs including good practice examples regarding ALN on EPD needs to be created and shared. Those involved in the assessment and monitoring of NQTs need to be aware of what constitutes good practice and what is needed to reach Standards relating to ALN and behaviour.

**Early Professional Development (EPD)**

27. Induction is followed by a two-year programme of flexible and coherent Early Professional Development. The Early Professional Development programme encourages teachers to maintain and develop further the patterns and habits of self evaluation and reflection that they have developed during Induction.

28. Training for behaviour is dependent on the interest of individuals, the particular needs of a school at a particular time and the training menu and expertise available within individual LAs. There is therefore no consistency of professional development across LAs on this aspect.

29. The induction period for NQTs can be a time of settling in and can be quite onerous requiring a steep learning curve. Early professional development could be used therefore to ensure that all those that complete the induction receive specific sessions
and training, building upon what was received in Induction. Such a rolling programme of named sessions would ensure consistency of approach.

**Continuing Professional Development (CPD)**

30. Evidence from a Welsh Assembly Government Scoping Study into training for ALN shows there is much variation in professional development opportunities for teachers.

31. Currently Professional Development is not seen as a culmination of a continuum of training commencing in ITT through induction, EPD to CPD. It is dependent on individual teacher or school needs and therefore it is not currently a strong vehicle for ensuring that Welsh Assembly Government policy is put into practice. We will look to place a tighter framework on what can be included in CPD and for this to contain aspects on inclusion and behaviour.

32. It is true to say that there must be an element of personal development choice in structuring content and courses. CPD content however must be seen in the light of GTCW developments. The possibility of including clear content on inclusion and behaviour in core Chartered Teacher modules should be considered.

33. It is essential that training involves both multi disciplinary and inter-disciplinary events and that resources are ‘pooled’ to ensure consistency, sharing of good practice and effective use of expertise that is available.

34. Evidence from the Empowering Teachers Scoping study showed that there was a dearth of training for meeting more challenging behaviours for special schools and units.

35. Training for those in SENCo roles [or wider ALNCo role if this approach is adopted in future] needs to be informed by The Statutory Assessment and Statementing pilots.
Action Points

36. Work to develop specific training and development on behaviour and attendance and inclusion more generally within the broader aim to establish a Professional Development Framework for teaching staff from ITT through Induction, EPD and CPD to Middle and Senior Management training including Headship. This will be a continuum of professional development with NBAR recommendations shaping the behaviour management strand, which in turn would be linked to broader aspects on inclusion.

37. The current professional development structure for teaching practitioners is under review and we will work to ensure that the improvements identified as necessary by the NBAR can be integrated into the development of the new arrangements. NBAR proposals relating to the current arrangements for training are presented below but these will need to be considered as the review develops to ensure that any work undertaken on these areas builds into the longer-term broad approach on training and development.

• NBAR working group to help to shape the terms of reference for the examination of professional standards for practitioners and review of training and development for teaching practitioners, and take part in the stakeholder groups steering this work.
• Collaborate closely with Empowering Teachers Task Group to audit course and session content with particular focus on inclusion and behaviour management delivered by ITT providers.
• Place more focus on specific aspects on behaviour and attendance and discuss with ITT providers their requirements for additional guidance to supplement the current Handbook of Guidance for QTS Standards.
• Consider aspects of behaviour management training within the current pilot on developing the role of a Coordinator for ALN.
• Meet LA induction officers and school mentors for Induction and EPD to scope piloting training on supporting behaviour management and gather evidence to feed into any future review of the end of induction standards.
• Hold regular meetings / discussions / network events with LA personnel responsible for behaviour and discipline, including sample sessions from training providers.

• Through SEF, encourage the ‘pooling’ of training programmes and communities / networks to share good practice particularly in behaviour and attendance management.

• Collaborate with the training and development review with particular focus on behaviour management. As part of this work, consider scoping and mapping a behaviour management continuum which would sit within the continuum of professional development milestones.

• Within the Empowering Teachers Task group’s remit:
  - ensure that courses run by special school staff on severe Learning Difficulties answer to special school and unit staff needs to deal with more challenging behaviours
  - include behaviour management in proposed training resources
  - include behaviour management in proposed guidelines for teachers working in partnership with teaching assistants.

• Consider the possibility for 14-19 Learning Coach training providers to encourage training courses for Learning Coaches to include specific training on behaviour management.

• Using the model from the ‘Unlocking Potential’ Initiative, pilot sharing of expertise of those working in Pupil Referral Units with mainstream schools.

• Statutory Assessment and Statementing Pilots to consider responses and ways forward regarding roles for responding to EBSD.

• Increase concentration within Estyn inspection framework and programme on behaviour and ALN training.

The Education Welfare Service (EWS)

38. A number of the NBAR recommendations related to the training needs of the EWS. In particular that, “…a national strategy should be introduced in Wales to train all members of the EWS”. EWS managers are committed to introducing an appropriate
career framework. It is proposed that a sub-group of EWS managers working alongside the Welsh Assembly Government will identify and recommend an appropriate training structure. It is envisaged that it will be a continuum of professional development incorporating training on the various roles that have now developed as part of the education welfare service remit. Scoping work will begin by spring 2009. As part of this process, some short term training on specific issues for the EWS will begin in 2009/10.