Report of Director of Children and Families

Report to Scrutiny Board (Children's Services)

Date: 27 April 2017

Subject: Behaviour management in educational settings

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	☐ Yes	☒ No
Are there implications for equality and diversity and cohesion and integration?	☐ Yes	☒ No
Is the decision eligible for Call-In?	☐ Yes	☒ No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	☐ Yes	☒ No

Summary of main issues

1. This report provides Scrutiny Board (Children and Families) with information in relation to behaviour management in educational settings including:

   - The causes of difficult behaviours

   - The impact of difficult behaviour

   - Behaviour policies: positive discipline, attachment theories and restorative justice

   - Exclusions data

   - Reducing the number of exclusions in Leeds

   - Alternative provision

   - The Social, Emotional and Mental Health Pathways Panel

   - Springwell Leeds

1   Purpose of this report

To provide Scrutiny Board (Children's Services) with information to promote understanding and discussion about the causes, impact and current provision in Leeds in relation to the behaviour of children in schools.

2   Background information

2.1   There is no singular definition of 'difficult behaviour' as not everybody agrees on what is considered 'difficult'; rather it is situation dependent and changes depending on context. 'Behaviour' is a function of person and situation and therefore not necessarily a within-child deficit or a special educational need. In order to deal with behaviour problems in schools a multi-level view of behaviour is necessary which addresses behaviour problems through the organisational level, classroom level and individual level. Research shows some schools have more challenging behaviour than equivalent other schools; some classrooms have more challenging behaviour than others with the same students and some young people are more likely to exhibit challenging behaviour than others.

2.2   The SEND Code of Practice 2014 replaces the term 'behavioural, emotional and social difficulty' with 'social, emotional and mental health' need (SEMH). This change in terminology acknowledged that 'difficult behaviour' is often the result of an underlying SEMH need. The term 'presenting behaviour(s)' is used throughout this report to describe behaviours including those often defined as "difficult behaviours" and also including other behaviours related to SEMH need including anger, anxiety, phobia, low mood, stress and self-harm.

3   Main issues

3.1   <u>The causes of difficult behaviours</u>

3.1.1   The presenting behaviour of a child or young person in an education setting could have various causes or triggers. Behaviour can be caused by the contextual environment e.g. a pupil's relationships with staff and other pupils in the setting, and/or by SEMH need(s).

3.1.2   Behaviour may relate to difficulties in a child or young person's life, for example family breakdown, problems with friendships, or bullying. It may relate to traumatic experiences, e.g. bereavement, abuse, or violence. It could also be associated with having special educational needs (SEN), e.g. autism, or relate to a specific mental health condition, such as anorexia nervosa. Often it is a combination of factors. Research identifies how some vulnerable groups, such as those who have been removed from their birth family and placed in the care of the local authority, are at higher risk of mental ill health. The most vulnerable groups of children and young people who may be at risk of developing social emotional and/or mental health problems, and thus potentially presenting with associated behaviours in the educational setting are:

- Looked after children.

- In the justice system.

- New to the country and particularly asylum seekers.

- Living in poverty.

- Have special educational needs.

- Have experienced trauma.

3.1.3   Supportive parenting, a secure home life and a positive learning environment in schools are key protective factors in protecting the mental wellbeing of children and young people, and thereby improving their ability to cope with everyday life, feel good or okay about life most of the time and behave in a way which does not have a negative impact on themselves or others.

3.2   The impacts of difficult behaviour

3.2.1   Disruptive behaviour has been found to be the greatest cause of stress in teachers (Wilson 2002; Kyriacou 2009, Clunies-Ross, Little, and Kienhuis, 2008). It has also been found to be the primary reason for teachers leaving the profession in the first four years after entering it (Greene 2009). In a more recent study by LKMCo (2015), a survey of over 1000 teachers in England found that 27% have considered quitting teaching due to poor pupil behaviour in both primary and secondary schools.

3.2.2   Difficult behaviour, if not effectively managed, can also have serious negative impacts on the individual child or young person exhibiting the behaviour. The House of Commons Education Committee (2011) found strong evidence linking exclusion from school to academic underachievement, offending behaviour, limited ambition, homelessness and mental ill health.

3.2.3   There is also strong evidence that it has significant impact on other pupils (Farrell 2005). Gorard (2010) observed that poor behaviour can have a significant impact on both the learning and the enjoyment of other pupils in the class and cited examples of children and young people themselves who had expressed their frustration at the disruptive behaviour of their peers.

3.3   Behaviour policies: Positive Discipline, attachment theories and restorative social justice

3.3.1   Successful behaviour management is often not about a specific policy, but rather how the policy is implemented and the values behind the policy i.e. what the school is aiming to achieve and how this is communicated to pupils and parents. The relationships between the staff, pupils/students and parents within a setting are often the most important factors in influencing positive behaviour.

3.3.2   Positive Discipline approaches including the use of a hierarchical framework of clearly defined targets, rewards and sanctions for specific behaviours, which all staff and pupils are expected to follow, have in some instances been successful for many pupils (Rogers 2012; Charlie Taylor's Behaviour Checklist 2012) and have been found to contribute to a calm learning environment (Delaney 2009).

3.3.3   However growing research suggests that greater attention needs to be paid to the causes of difficult behaviour, which is a weakness of the Positive Discipline model

(Powell and Tod 2004). Some research suggests that positive discipline actually increases instances of difficult behaviour (Greene 2009), with some consensus that for the most difficult pupils Positive Discipline approaches intensify the difficult behaviours (Taylor 2010). There is also evidence to suggest that Positive Discipline approaches can have a highly negative impact on the individual pupil who is exhibiting the difficult behaviour (Skiba 2000; Yeung et al. 2009).

3.3.4   It has been suggested that the pupils who respond well to Positive Discipline are often those who have greater ease in managing relationships and trusting adults in the school, whereas those who do not have the resources to trust school staff do not respond as well (Delaney 2009). The increase in the use of Positive Discipline approaches in UK schools and academies has been linked to an increase in the number of fixed term exclusions.

3.3.5   There is consensus amongst SEN professionals that there are benefits to having a clear set of consistently applied behavioural rules, but that measures must be taken to ensure that these rules consider the SEN needs of a child or young person. Dr Jane Nelson, who developed the Positive Discipline approach, makes it clear that for Positive Discipline to be effective for children and young people with SEN, reasonable adjustments must be made.

3.3.6   One school in Leeds uses a 'reasonable adjustment plan' to establish the need for any special considerations around discipline at the beginning of year 7 (on entry). The plan is designed to highlight very specific instances in which special considerations may need to be applied. In the case of one autistic student, for example, staff are made aware that the student is allowed to unbutton his shirt collar as his sensory profile highlights his need to avoid anything touching his neck too securely. The plan also highlights the need to make sure other students are aware that an exception has been made and agreed in advance.

3.3.7   Howe's (2005) study suggests that insecure attachment impacts on between 35 and 45% of the population and there is extremely strong evidence for the impact of attachment on learning and behaviour, including from the neuro-scientific fields (Teicher et al. 2004, McCrory, De Brito, and Viding 2010).

3.3.8   In behavioural cases where insecure attachment is a factor, references to attachment theory as a framework for understanding and responding to disruptive behaviour are seen as more relevant (Geddes, 2006, Bebbington 2008). Approaches such as nurture groups (Bennathan, & Boxall, 2013) are seen as a primary response to this specific issue for primary school age children and there is increasing evidence for the benefits of such approaches with secondary school pupils (Colley, 2009). More broadly research suggests that it is important for school staff to embrace a relationship and attachment based perspective when responding to pupils (Nash, Schlösser, & Scarr, 2016). This also emerged in a summary paper from the Leeds Educational Psychology Service in 2014.

3.3.9   Restorative justice is a process involving two parties – the "harmed" and the "harmer". The process brings the two parties together so that the harmed can explain the impact of the harmer's actions. This might be some face to face, via a third party or by letter.

In a school context this is a process that is typically used to bring together two pupils who have had a disagreement – which may have developed into a fight. By bringing them together and using the following prompt questions the conversation is focused on resolving the situation rather than blame seeking.

- What happened?

- What harm has been caused?

- What needs to happen next?

This process does not exclude the harmer being punished for their behaviour. Importantly though, it looks part the immediate to resolving any underlying difficulties.

3.3.10 Children's Services has done some work to explore whether positive discipline can sit comfortably alongside restorative practice. It is not a simple question but the conclusion is that they are not entirely incompatible. However it is dependent on the school focussing on restoring fractured relationships rather than a linear process of punishment which can lead to significant levels of fixed term exclusions.

3.3.11 In Leeds, the Children's Workforce Development team has benefitted from the Department for Education's Innovation Fund which has meant that we have been able to deliverer restorative practice training in a number of schools. Some of these schools have received substantial "deep dive" input – a series of three sessions over a half term.

3.3.12 The impact is that where schools chose to adopt a restorative approach, they find improvement in relationships between teachers and pupils and a subsequent reduction in exclusions. OFSTED have noted in some school reports that restorative practice has contributed to an improvement in their overall judgement.

Carr Manor Community School is an exemplar of the use of restorative practice in schools. Their most recent (2014) OFSTED report notes that:

"The introduction of restorative practices has been so successful in improving behaviour that it (leadership and management) is now truly outstanding."

and

"Students say that behaviour has improved a lot in recent years because of the introduction of restorative practice and the use of small-group coaching."

3.3.13 Below is a list of schools which have had recent restorative practice input:

- Allerton Grange School

- Bardsey Primary School

- Beechwood Primary School

- The Farnley Academy

- Guiseley School

- Meadowfield Primary School

- Oakwood Pupil Support Centre

- Rawdon St Peters C of E Primary School

- Richmond Hill Primary School

- St Oswald's C of E Primary School

- Westgate Primary School

- Yeadon Westfield Infant School

3.3.14 Cameron (2001) explored the precise issue of the compatibility of restorative justice and school discipline. She concluded that discourse around discipline needs to change and begin to embrace a behavioural framework in which wholesome behaviours are actively promoted and that compliance is an outcome of understanding and sense of community as opposed to an end in itself. She again highlights the need for 'delivering our educational services both at policy level and in practice, away from punishment to an approach which is clearly focused on building and sustaining positive relationships in our school communities.'

3.3.15 One school in Leeds has implemented an approach to detention for some students which involves counselling. Whilst the detention is a result of the Positive Discipline approach used in the school, a member of the pastoral staff uses the detention period to talk through, in a non-judgemental way, the specific incident(s) that lead to the detention and gently prompts the student to reflect on how he/she could have managed things better, what alternative strategies might be used in future and whether the student recognises how he/she felt at the time. This helps the school to be seen to be consistent whilst recognising that some students need more than just a sanction to help them to improve their behaviour.

3.4 Exclusions data

3.4.1 Exclusions data for Leeds

The validated data source for fixed-term exclusions is the school census, but there is a considerable lag in receiving this data. This is therefore supplemented with non-validated indicative data supplied to the local authority by schools. However when these two data sources are compared, directly-supplied school data tends to under-count the census record of fixed-term exclusions by around 25 per cent.

Table 1. No of exclusions in Leeds schools

		Primary	**Secondary**	**SILC**
2010/11	Fixed term	382	4157	685
	Permanent	X	41	0
2011/12	Fixed term	361	4243	459
	Permanent	0	27	0
2012/13	Fixed term	350	3491	301
	Permanent	X	14	0
2013/14	Fixed term	480	3743	264
	Permanent	0	9	0
2014/15	Fixed term	324	4796	464
	Permanent	0	25	0
2015/16	Fixed term	457*	3944*	X
	Permanent	6*	28*	X

non-validated, indicative data used and therefore is likely to be undercounted by approximately 25% so should not be used for direct comparison

X- data not currently available

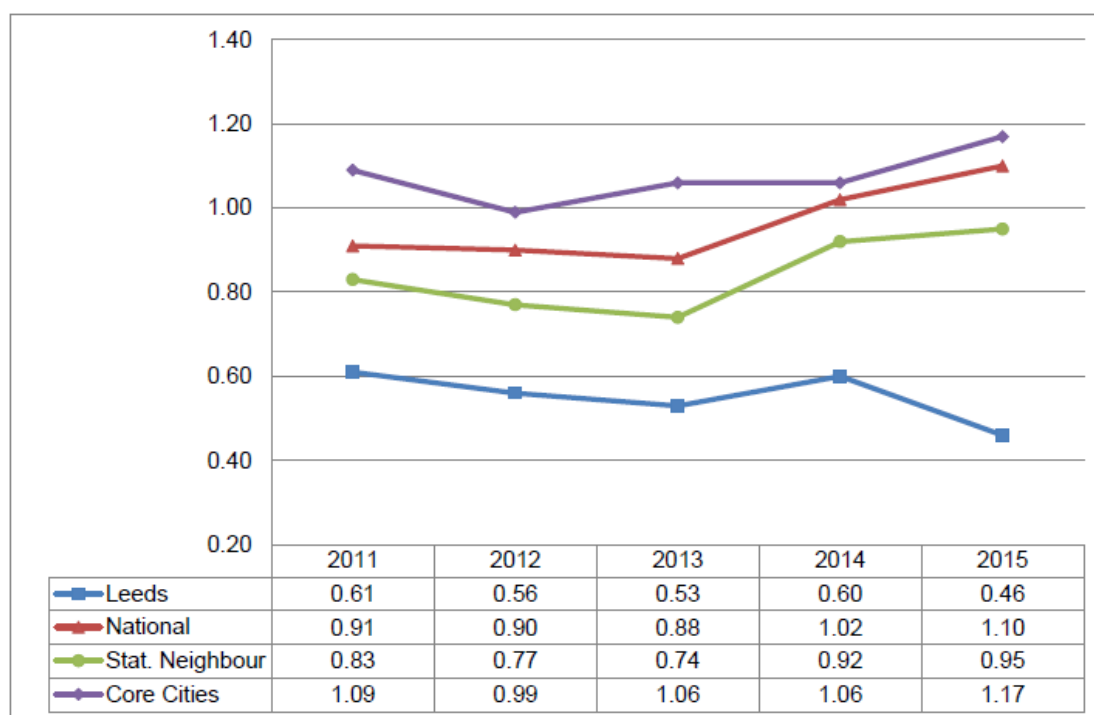*Table 2. No. of exclusions in Leeds schools, Autumn term 2016/17*

Sept - Dec 2016 number of exclusions	Primary	Secondary	SILC	Total
Fixed Term	*124*	*1738*	*19*	*1881*
Permanent issued	*2**	*6**	*0*	*8*

*1 of these permanent exclusions was withdrawn

3.4.2   Comparative exclusions data

The charts below compare the number of exclusions per 100 students in Leeds schools with the national average and the number of exclusions in statistical neighbour authorities and core cities. Please note, the latest national data available from the schools census is for the academic year 2014/15.

Figure 1. 2014-15, fixed period exclusions per 100 students in primary schools

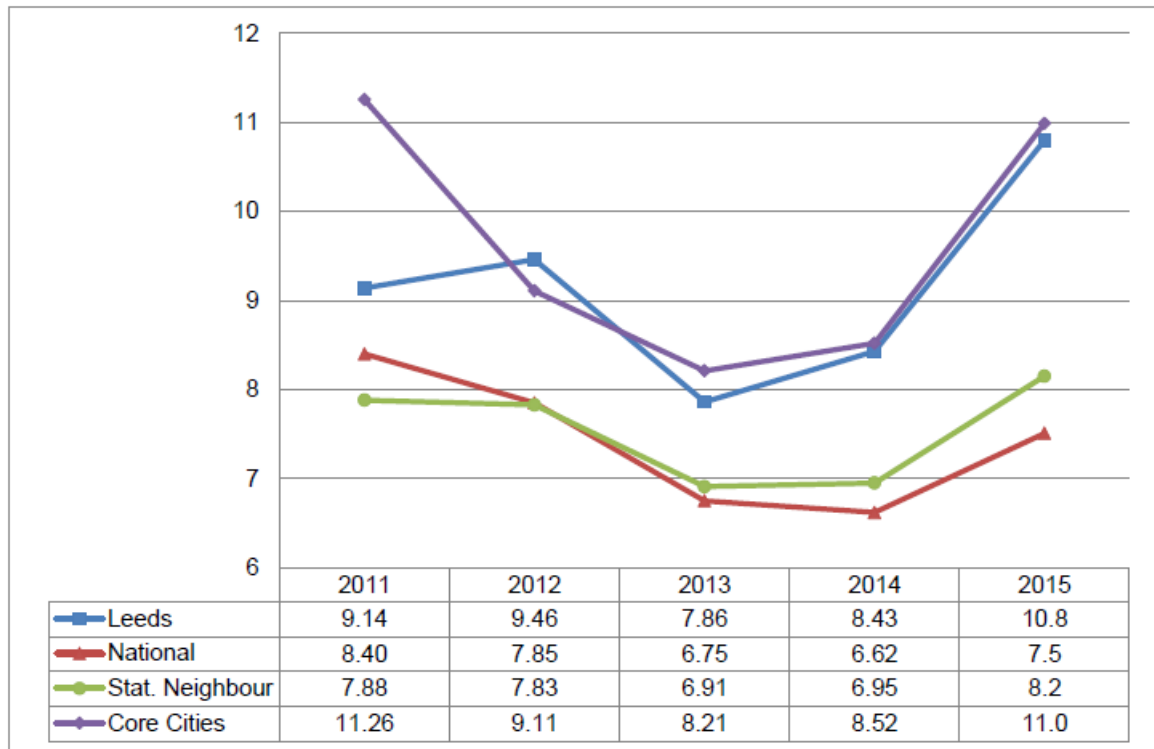|	2011	2012	2013	2014	2015
Leeds	0.61	0.56	0.53	0.60	0.46
National	0.91	0.90	0.88	1.02	1.10
Stat. Neighbour	0.83	0.77	0.74	0.92	0.95
Core Cities	1.09	0.99	1.06	1.06	1.17

Leeds has consistently remained below the national average for fixed-term primary exclusions.

Figure 2. 2014-15, Permanent exclusions per 100 students in primary schools

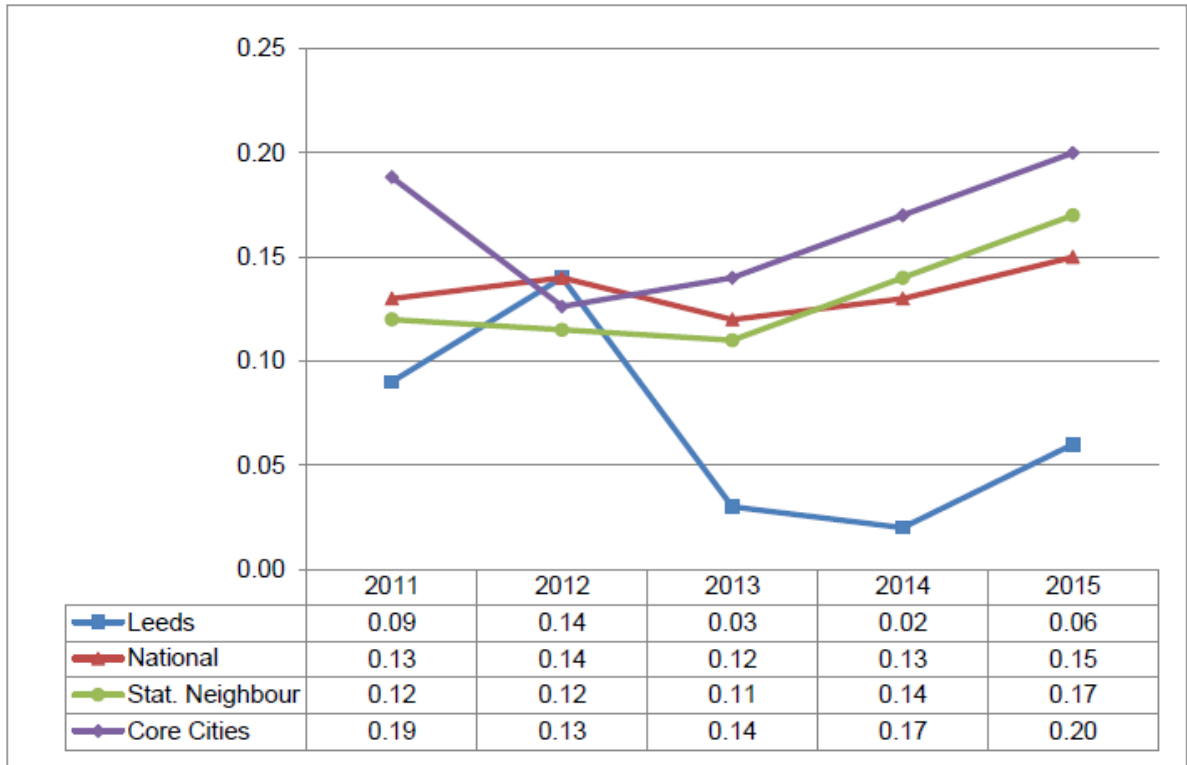|	2011	2012	2013	2014	2015
Leeds	0.00	0.00	0.00	0.00	0.00
National	0.01	0.02	0.02	0.02	0.02
Stat. Neighbour	0.01	0.02	0.01	0.02	0.02
Core Cities	0.02	0.02	0.03	0.03	0.02

Leeds has consistently remained below the national average for permanent exclusions in primary schools. There were no permanent primary school exclusions upheld in Leeds between 2011 and 2015.

Figure 3. 2014-15, fixed period exclusions per 100 students in secondary schools

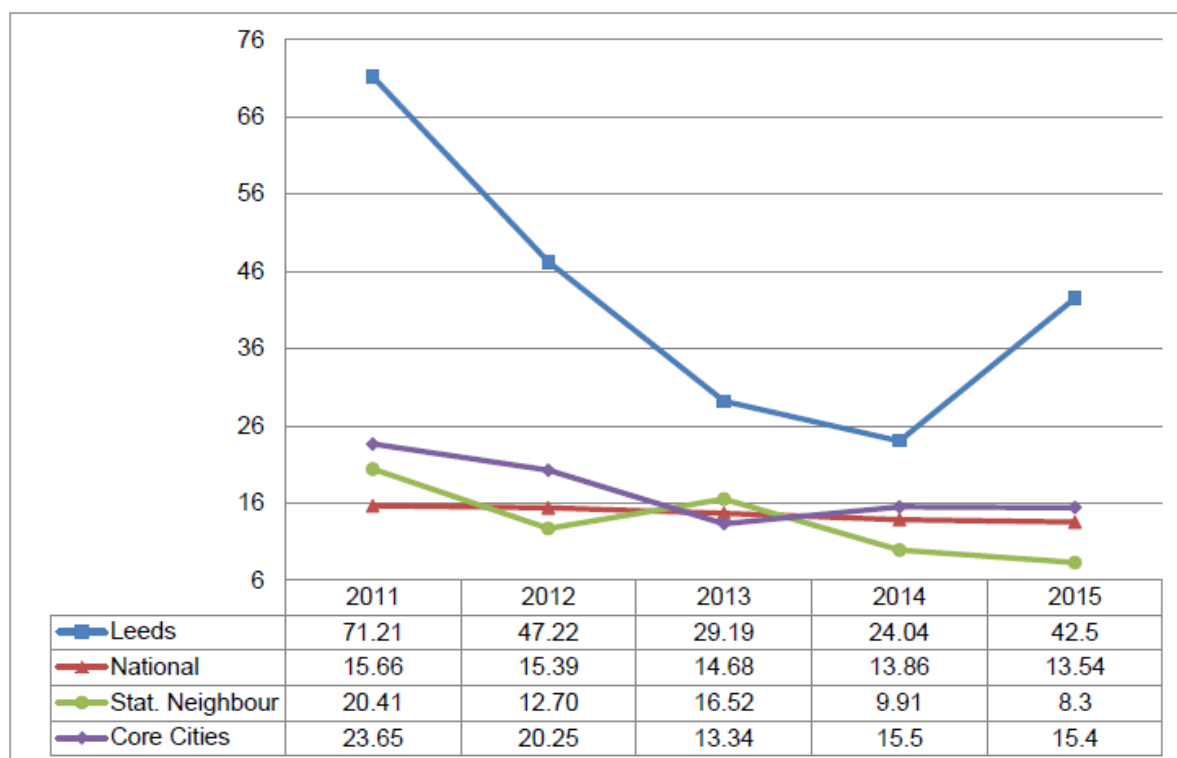|	2011	2012	2013	2014	2015
Leeds	9.14	9.46	7.86	8.43	10.8
National	8.40	7.85	6.75	6.62	7.5
Stat. Neighbour	7.88	7.83	6.91	6.95	8.2
Core Cities	11.26	9.11	8.21	8.52	11.0

Fixed-period exclusions in secondary schools have been above the national average in Leeds since 2011. However, they remain below the average for core cities and the recent increase in numbers of fixed-period exclusions in Leeds secondary schools is consistent with the trend across the country.

Figure 4. 2014-15, permanent exclusions per 100 students in secondary schools

	2011	2012	2013	2014	2015
Leeds	0.09	0.14	0.03	0.02	0.06
National	0.13	0.14	0.12	0.13	0.15
Stat. Neighbour	0.12	0.12	0.11	0.14	0.17
Core Cities	0.19	0.13	0.14	0.17	0.20

Leeds remains below the national average for permament exclusions in secondary schools. In line with national trend, permanent exclusions in secondary schools are increasing, but Leeds has seen a significant reduction since 2011.
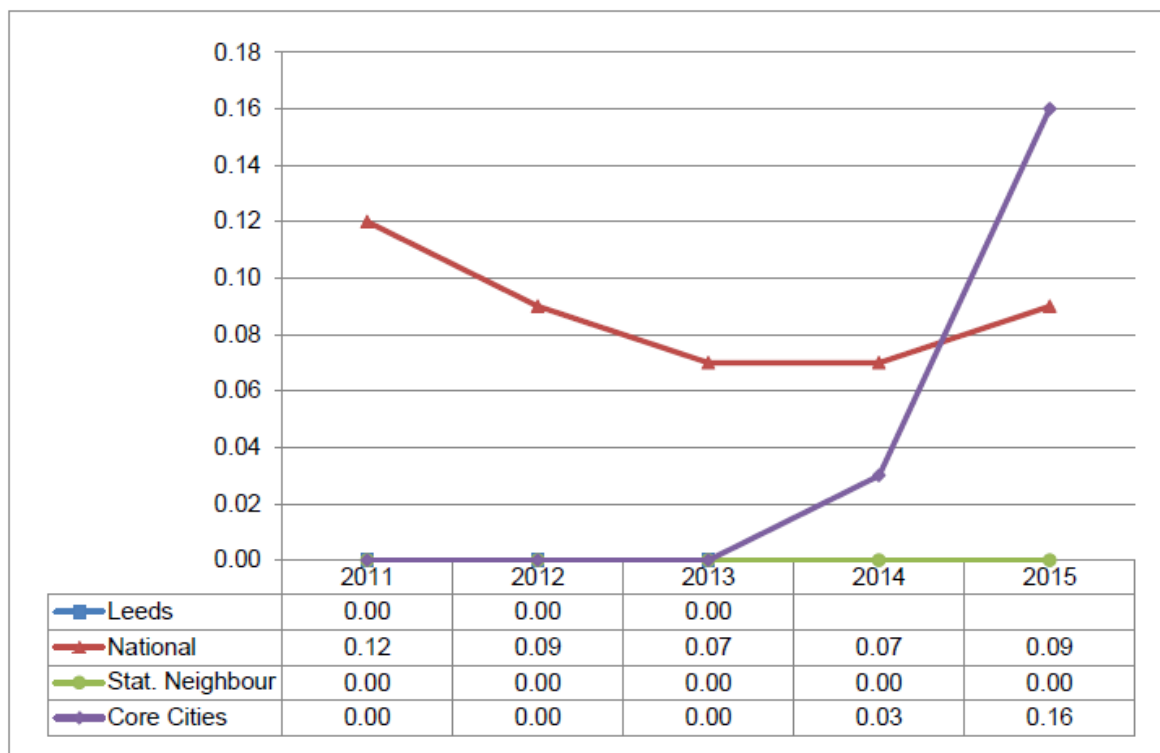
Figure 5. 2014-15, fixed period exclusions per 100 students in special schools

	2011	2012	2013	2014	2015
Leeds	71.21	47.22	29.19	24.04	42.5
National	15.66	15.39	14.68	13.86	13.54
Stat. Neighbour	20.41	12.70	16.52	9.91	8.3
Core Cities	23.65	20.25	13.34	15.5	15.4

Fixed-period exclusions in special schools* in Leeds are higher than the national average.

* Special schools is a nationally used term and has been used for the purpose of comparing the national data. In Leeds, these schools are called Specialist Inclusive Learning Centres (SILCs).

Figure 6. 2014-15, permanent exclusions per 100 students in special schools

	2011	2012	2013	2014	2015
Leeds	0.00	0.00	0.00		
National	0.12	0.09	0.07	0.07	0.09
Stat. Neighbour	0.00	0.00	0.00	0.00	0.00
Core Cities	0.00	0.00	0.00	0.03	0.16

Between 2011 and 2013 there were no permament exclusions in special schools* in Leeds which puts Leeds significantly below the national average.

* Special schools is a nationally used term and has been used for the purpose of comparing the national data. In Leeds, these schools are called Specialist Inclusive Learning Centres (SILCs).

Table 3. Number of school days missed due to fixed term exclusions in Leeds schools, as reported to the Local Authority for the academic year 2015/16

Fixed term exclusions	*No. of pupils*	*No. of exclusions*	*Duration of exclusions (as days)*
Primary	250	457	635.5
Secondary	2320	3798	21074.5
Pupil Referral Units and SILCs	43	100	161
Total	2613	4355	21871

3.5   Reducing the number of exclusions in Leeds

3.5.3   The Special Educational Needs and Inclusion Team (SENIT)

The SEN and Inclusion Team (SENIT) in the complex needs service is a multidisciplinary team of specialist teachers and inclusion workers working across early years, primary and secondary phases of education. Closing the gap, responding to data and improving outcomes for children and young people with SEND is their priority.

Their core offer comprises consultation and direct support for individual and groups of children.

• Assessment and observation

• Advice regarding interventions (what works)

• Practical approaches to teaching and learning

• Guidance on differentiation within universal provision

• Training programmes

The team helps to improve capacity of schools and settings so they are well placed to support children and young people to improve their relationships, understand their feelings and control their behaviour, therefore reducing the risk of exclusion.

3.5.4   The Educational Psychology Team

The Educational Psychology Team supports inclusion for children and young people with Special Educational Needs (SEN) through the application of psychology. We work with settings, carers, parents, children and young people aged 0 to19 years with SEN, and with 0 to 25 years for Educational Health and Care Plan assessments.

An educational psychologist is trained to understand how children and young people:

- develop their thinking, learning and problem solving skills

- behave and their relationships with other people

- understand feelings and control their behaviours

- feel about school and what may improve their school experience

The Education Psychology Team provides:

- advice and support to those working closely with the child or young person

- a range of training and project work to schools and settings to build the capacity of staff to meet the needs of children and young people

- psychological assessments and intervention

- psychological advice for Statutory Assessments and associated statutory processes

3.5.5   Area Inclusion Partnerships (AIPs) and Alternative Provision

Area Inclusion Partnerships (AIPs) are non-statutory partnerships which bring together groups of primary and secondary schools, academies and SILCs in 5 areas of Leeds (and 6 partnerships) to promote strategies and jointly commission services which improve outcomes for vulnerable children and young people. They are mainly funded from the High Needs Block of the Dedicated Schools Grant. AIPs work towards ensuring that children and young people access 25 hours of education alongside their peers wherever possible and aim to reduce fixed term exclusions and permanent exclusions in Leeds.

3.5.6   AIPs do this by:

- building capacity in schools to promote SEMH for all children and young people

- supporting and promoting inclusive practice in schools to support children and young people with SEMH needs and related behaviours,

- ensuring the use of a multi–agency early help assessment to ensure additional needs are met appropriately and at the first opportunity,

- commissioning support for local schools working with an individual child or young person with SEMH needs and related behaviours,

- ensuring that children and young people accessing support as above make progress, and that those excluded and/or accessing alternative provision are supported with successful and timely re-inclusion in mainstream education (or, where needs are identified as being highly complex, are supported to access an EHC needs assessment and make a successful transition into specialist education).

3.6   Alternative provision

Alternative provision settings are used to support at times when a child is unable to make progress in their current education setting. The Department for Education guidance covers the use of alternative provision where:

- Local authorities arrange education for pupils who, because of exclusion, illness or other reasons would otherwise not receive suitable education

- Schools arrange/commission education for pupils on a fixed-period exclusion

- Schools arrange/commissions education for pupils to improve their behaviour off-site

3.6.1   A breakdown of existing alternative provision in AIP areas in Leeds is as follows:

Table 4. Existing alternative provisions in Leeds

Name of provision	Key stage	Current Numbers (Feb 2017)	AIP
NWAIP KS3	3	12	North West
L2L	2	3	North West
Orchard	2	7	North West
West 14	4	35	West
West 11	3	14	West
Oasis (Summerfield)	3	8	West
Oasis(St Barts Primary)	2	8	West
Oasis (Swinnow Primary)	2	8	West
ABC	1	1	West
ILS	1 & 2	35	South
Footsteps	3 & 4	16	South
Southway (inc The Works)	3 & 4	81	South
Achieve	2	8	East
Excel	4	8	East
Leap – Meadowfield Primary	1	6	East
PEP	3 & 4	12	North East

3.6.2   From Nov 16 to March 17 (West 14- Pilot May 2016), 16 quality assurance visits took place to assess the quality of alternative provision that exists across the city. The quality assurance process is part of the ongoing monitoring by each Area Inclusion Partnership of the alternative provisions that support learners using AIP funding; this is a requirement to remain part of the AIP. The process ensures that the quality of provision is of a standard expected by all schools. The quality assurance process includes an audit of delivery staff, policies and procedures.

3.6.3   Below is a summary of the key findings of the recent quality assurance visits:

3.6.4   Strengths

- Robust reintegration strategies, including the preparation of a detailed plan to succeed in mainstream

- Teaching was led by a qualified teacher in most settings

- Robust referrals in most settings (e-passport in NW)

- Excellent relationships between children and young people and staff

- Children and young people felt listened to and in most settings felt safe and happier than in school

- Reintegration is swift and successful when school staff have regularly met with the children and young people and in some cases spent an afternoon or morning in the setting with the children and young people per week

- In all but one setting the children and young people were very respectful of the visiting adults

3.6.5   Areas for development

- Policies in place specific to the provision

- Collaborative Learning Manager (computer programme which monitors attendance) to be used in all settings to ensure attendance can be easily tracked by all stakeholders

- Training to increase confidence of staff dealing with child protection.

- Schools to be more involved with children and young people when in provision and ensure regular visits

- Schools must provide academic data to enable the appropriate level of challenge in the setting

- Marking and feedback was varied; students were not responding to marking

- Involve alternative provision staff in school training (assessment, teaching and learning and curriculum developments)

3.6.6   Recommendations

- Ensure schools identify the SEN needs of children and young people (not all pupils in provision were classed as SEN support or as having an SEMH need)

- Health and safety audit required in two settings, to assess the building or staffing ratio for vulnerable learners

- Future quality assurance must be conducted with a senior leader in a school (to ensure the most current teaching and learning practices are assessed against Ofsted), along with an AIP lead, due to the varying quality on the depth of analysis from each quality team's report

- Better tracking of pupils who have reintegrated and their future success

- Develop a system across all alternative provision to measure non-academic progress

- All settings to involve the children and young people and family in the provision offered (timescale, progress, next steps etc.)

- In all settings a qualified teacher leads the learning

- Support and set up network meetings for all alternative provision managers/leaders to meet, access CPD and share effective practice.

3.6.7   As alternative provisions tend to provide short-term education to children and young people who cannot attend their usual setting (due to reasons listed in 3.7.4), children and young people do not usually undertake GCSEs in these settings. This is a concern and clearly contributes to the underachievement of vulnerable children in Leeds. Southway, which forms part of the South AIP is one exception to this and the most recent available outcomes for this provision are below:

Table 5. Outcomes for Southway

Shaded cells indicate national comparable data	**Total Cohort (26 pupils)**					
	Southway Cohort A (12 pupils)		*Southway Cohort B (6 pupils)*		*Southway Cohort C (8 pupils)*	
% of pupils entered for 5+ GCSEs or equivalent	15.1	100	15.1	100	15.1	62.5
% of pupils achieving 5+ GCSE (A*-G) or equivalent	12.3	100	12.3	100	12.3	37.5

% of pupils achieving A*-G in English and Maths or equivalent	18.9	100	18.9	100	18.9	25.0
% of pupils achieving a pass in any qualification	57.7	100	57.7	100	57.7	100
% of pupils achieving A*-C in English and Maths GCSEs	54.8	75.0	54.8	83.3	54.8	60.0
% of pupils achieving 5+ A*-C	1.5	0	1.5	0	N/A	N/A
% of pupils achieving 5+ A*-C grades inc. English and Maths	1.0	0	1.5	0	N/A	N/A
Average GCSE and equivalent point score for pupils at end of KS4	52.0	287	52.0	177	52.0	116
Expected progress in English (% met or exceeded target grade)	54.8	75.0	54.8	83.3	54.8	50.0
Expected progress in Mathematics (% met or exceeded target grade)	42.6	83.3	42.6	83.3	42.6	37.5

The table above shows that outcomes for Southway are better than the equivalent national average in 21 out of 28 areas (75%).

3.7   The Social, Emotional and Mental Health (SEMH) Pathways Panel

3.7.1   Children's Services has recently established the SEMH Pathways Panel which is designed to respond to the educational needs of children and young people who have exceptional SEMH needs or have been permanently excluded from mainstream provision. The SEMH Pathways Panel will contribute to the vision of providing a continuum of outstanding SEMH provision in Leeds by providing a partnership response to the placing of children and young people in the most appropriate educational provision for their learning needs together with the appropriate family support for their parents and carers.

3.7.2   Membership of the SEMH Pathways Panel is formed of the Principal Educational Psychologist (Chair); the Children Missing Out on Education Lead and representatives from: the AIPs; Springwell; the Special Educational Needs Statutory Assessment and Provision team; primary and secondary schools and academies; the Elland Academy; Targeted Services; and the Youth Offending Service.

3.7.3   The SEMH Pathways Panel meets weekly to consider the most appropriate pathway:

   • for children and young people where schools and academies are indicating that despite all previous strategies and support, the young person is not currently able to achieve and attain;

   • for any permanently excluded young person in terms of 6th day cover and next steps.

3.7.4   The SEMH Pathways Panel will:

   • Support the local authority (LA) to meet its statutory duty to provide suitable full time educational 6th day provision for permanently excluded children and young people.

   • Determine the nature of the provision based on their particular needs – whether this is a short term placement prior to return to the Fair Access Panel (FAP) or an assessment place moving potentially to an Education, Health and Care Plan (EHCP).

   • Determine the appropriate placing in education provision for a young person from another authority who has previously been permanently excluded or who has been in specialist type provision without an EHCP.

   • Consider exceptional cases where, despite appropriate interventions having been put in place, an emergency situation has occurred and special consideration is requested for an assessment place.

3.7.5   Since September 2016 the SEMH Pathways Panel has considered 58 cases. Of those, 16 cases were children and young people who have been permanently excluded from their setting and 42 were cases of children and young people who have exceptional SEMH needs.

3.7.6   Of the 58 cases that have been considered by the SEMH Pathways Panel since September 2016, 16 were recommended for an assessment placement as Springwell Leeds.

Table 6. Cases considered by SEMH Pathways Panel, Sept 2016- present

	No. of cases considered by SEMH Pathways Panel	*No. of cases subsequently recommended for assessment placement at Springwell Leeds*
Permanent exclusions	16	3
Exceptional SEMH needs	42	13

3.8   <u>Springwell Leeds</u>

3.8.1   In recent years there has been a significant rise in the number of children and young people identified as needing support for universal, targeted or specialist social, emotional and mental health issues. It is estimated that 50% of all adults with mental health conditions have symptoms visible before the age of 18, stressing the importance of early intervention.

3.8.2   In response to the increased number of children and young people who require specialist SEMH provision, Leeds has established a strong partnership with The Wellspring Academy Trust- one of the very few outstanding providers of SEMH provision in the North of England- to create a world-class provision in Leeds. The Council has committed to an investment of £45million to establish high quality educational provision for these young people.

3.8.3   The creation of this new provision in Leeds involves the re-organising of existing provision and the conversion of the Specialist Inclusive Learning Centre (SILC) for young people with Behavioural, Emotional and Social Difficulties (BESD) at Elmete Wood, which was, at the time, in 'special measures', into a 4 – 19 sponsored academy for children with SEMH needs, based across four sites across Leeds. The three secondary schools, each taking 100 pupils, will be achieved through the creation of three new buildings in the north, south and east of the city to be completed by September 2018. The primary site continues to be Oakwood.

4 Conclusions

4.1 Difficult behaviour in the educational settings can have a range and combination of different causes which include contextual causes and social, emotional and mental health needs. The negative impacts of such behaviour can be experienced by the individual child or young person themselves, as well as teachers and other staff, and peers within the education setting.

4.2 Research into the effectiveness of Positive Discipline approaches is often conflicting with some arguing that is a more effective tool for behaviour management than others.

4.3 Data from the most recent Department for Education census shows that Leeds secondary schools have a higher than average number of fixed term exclusions. However, the numbers of fixed term exclusions in Leeds primary schools, and permanent exclusions in Leeds across all age groups are lower than the national average. The number of exclusions in primary schools is significantly lower than in secondary schools and attachment theories suggest that this is due to relationships with staff being more consistent in primary schools.

4.4 In Leeds, Area Inclusion Partnerships have been set up to support children and young people to remain in mainstream education and to identify areas for improvement in Leeds schools. Within the AIP areas alternative provision exists for when children and young people cannot attend their usual education setting. Recent quality assurance shows many strengths of the alternative provision in Leeds. Whilst most of the alternative provisions do not undertake GCSEs, the results for those that do are above the equivalent national average in 75% of areas.

4.5 The SEN and Inclusion Team also works towards reducing the number of exclusions for children and young people with Special Educational Needs and Disability (SEND) by offering direct support for individuals and settings across all phases of education.

4.6 The Educational Psychology Team supports inclusion by providing advice, support and training to schools and settings to build the capacity of staff to meet the needs of children and young people with Special Educational Needs.

4.7 The SEMH Pathways Panel has recently been established in Leeds to provide a partnership response in cases where children and young people have exceptional SEMH need or have been permanently excluded from their provision.

4.8 Springwell Leeds is the new world-class provision that will provide education for children with specialist SEMH need where this type of permanent provision is appropriate for the individual. By September 2018 all 4 of the Springwell sites will be open and providing education for children aged 4-19.

5   Background documents[1]

5.1   [Future in Mind: Leeds](#) 2016-2020 A strategy to improve the social, emotional and mental health and wellbeing of children and young people aged 0-25 years

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[1] The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.