



Behaviour Support Plan 2005-06

Improving the engagement of
children and young people
in their learning



Value statements for education in Milton Keynes

The statements below have been agreed with Headteachers in primary, secondary and special schools in Milton Keynes.

Value statements that underpin education in Milton Keynes

We will provide education for all young people who live in Milton Keynes, which:

- welcomes and values all learners equally and encourages them to value and respect others
- is innovative, enjoyable and collaborative, meeting the needs of the whole child and leading to confident, independent, lifelong learners
- keeps at its core the care of pupils, the highest quality of learning and respect for achievement at all levels
- enables all young people to grow spiritually, morally, intellectually, socially and physically to take their place productively and responsibly in a rapidly changing world
- works with families and communities to enrich the learning of students and make Milton Keynes a better place
- develops personal values and attitudes, skills, knowledge and understanding so that:
 - ▶ all become personally fulfilled
 - ▶ all contribute positively, playing a full and active role in the local community and society at large
 - ▶ all are challenged and inspired in a stimulating, safe environment for learning
 - ▶ ultimately, we make a positive difference to people's lives

Context

This is Milton Keynes Council's third Behaviour Support Plan. This is a short-term plan relating to the 2005-06 academic year, building on the previous plan and leading into the Council's Children and Young People's Plan that will be produced during that period. It is written at a time when the Council's structures and work are being adapted in response to *Every Child Matters*.

Within Milton Keynes a range of provision exists for children and young people with social, emotional and behavioural needs. This starts with support in mainstream schools and moves, only when needed, into alternative provision. Previous plans dealt with establishing robust systems for supporting children and young people, reorganising the range of provision for pupils out of school, establishing links with partner agencies and consolidating good practice across Milton Keynes. The Local Authority's (LA) SEN Strategy and the National Strategies have a focus on improving behaviour and these have been incorporated into the actions set out in this current plan.

The LA has an increasing role in working with settings that provide for children in the Early Years. Much of this plan relates to them as well and, where appropriate, terms such as schools, Headteachers and pupils should be read as referring to the equivalent in Early Years settings.

The strategic responsibility for behaviour development will lie with the Assistant Director (Inclusion). The SEN Strategy Group, chaired by the Assistant Director (Inclusion), will monitor the plan each half term and report on progress to the Group Director (Specialist Support).

Guiding Principles

The Behaviour Support Plan is based on these guiding principles:

- Parents and carers are the main educators of children. Schools succeed best where there is a genuine partnership with parents and carers to support the learning and development of the child.
- Early intervention and work with parents and carers and their children are essential for success with pupils experiencing emotional, social and behavioural difficulties.
- Most emotional, social and behavioural difficulties are initially presented in the mainstream context. Many difficulties are temporary in nature and almost all learners who experience difficulty will continue to be educated within a mainstream school.
- Schools create the context for fostering the development of pupils' personal, social and intellectual skills. Good teaching is essential for the successful promotion of emotional, social and behavioural well-being. The curriculum offered to young people must be relevant to their needs and differentiated appropriately to break down barriers to learning.
- Pupils need to be involved in their learning. The more they understand why things are being done the more likely they are to participate.
- Good classroom management is an essential factor in creating an orderly atmosphere where effective learning can take place. Managing pupils' behaviour should encompass a whole-school approach and take into account the different demands of the school day.
- Pupils with behavioural difficulties often have other special educational needs.
- Support for children and young people with emotional, social and behavioural difficulties should be organised on a continuum. Provision for these pupils should be made locally and Milton Keynes should strive to be recognised as a centre of excellence.

Local Authority expectation of schools

Promoting positive behaviour and making appropriate provision for children and young people with emotional and behavioural needs are among the most challenging tasks facing schools. Headteachers and governors are responsible for the day-to-day management of pupil behaviour. This includes identifying pupils experiencing difficulties early and making provision to deal with such difficulties. The points below summarise the main expectations of schools in discharging these responsibilities. The first point is clearly paramount.

- **Schools must offer all learners a broad and appropriately balanced curriculum which is engaging, motivating and raises their self-esteem as learners.**
- Schools should ensure that they have up to date policies that value pupils, promote emotional and social well-being and good behaviour within a framework of rules and expectations that are applied fairly.
- In applying their pastoral and disciplinary procedures, schools should always take account of the circumstances of individual pupils.
- Schools should work constructively in partnership with parents, carers and the local community.
- Where pupils are involved with other agencies such as Health and Children's Services, schools should support and encourage good liaison.
- Schools must work in partnership with the Local Authority, fulfilling their responsibilities within the agreed systems

Local Authority responsibility to schools

The Local Authority will continue to support schools in meeting the expectations outlined above. This will be done through the following methods:

- Supporting schools in promoting pupils' social and emotional development
- Supporting schools in developing suitably differentiated curricula
- Providing training on behaviour policy and classroom management
- Offering effective services that directly support school staff, individual pupils, parents and carers.
- Continuing to promote developments to improve the range and nature of provision
- Providing effective provision for pupils with additional needs to maximise educational and social inclusion.
- Ensuring that the SEN strategy is implemented and kept under review.
- Ensuring that effective co-operation takes place with Children's Services, the Health Service and other agencies.
- Ensuring that the educational provision for vulnerable groups such as looked after children is kept under scrutiny to maximise its effectiveness.
- Setting timelines for activities that are realistic for schools and the Local Authority

Action which Milton Keynes will take to develop its work during 2005-06.

1. Clarify the Milton Keynes approach to managing behaviour			
Purpose of Activity	To develop a coherent, coordinated approach to managing behaviour using the national strategies and local ideas	Action by	Finish by
Action to be taken	• Continue the roll-out of the national strategies including the SEAL material and the NPSLBA	HPBST	Jul 06
	• Publish 'The Milton Keynes Approach' to schools in conjunction with the National Strategies	HPBST	Dec 05
	• Continue the work of the Behaviour Improvement Programme, including the BEST, and ensure that it links with other areas of work across the LA	ECC	Jul 06
	• Review guidance provided for schools about anti-bullying and publish details of LA support	PEWO	Apr 06
	• Clarify the connections and overlaps around SEN	AD(I)	Jul 06
Success Criterion	A coherent MK Approach is set out and published for all		

2. Clarify the procedures for dealing with pupils and managing difficulties			
Purpose of Activity	To provide appropriate support and education for pupils (primary and secondary) who are excluded or are at risk of exclusion	Action by	Finish by
Action to be taken	• Publish a summary for schools of what to do at each stage in the process of managing difficulties; ensure this caters for children in the Early Years	AD(I)	Apr 06
	• Provide guidance and training on good practice in Pastoral Support Programmes	PEP	Apr 06
	• Analyse exclusion and other data to target the PBST's work, other resources and funding to greatest need	HPBST	Sep 05
	• Ensure clarity of procedures for referral to Alternative Education Panel and Primary Education (Behaviour) Panel	AM HPBST	Dec 05
	• Ensure that reintegration procedures and exit routes are clear	GD(SS)	Apr 06
	• Ensure that all LA teams are consistent in their procedures; provide guidance to schools about the role of each service	GD(SS)	Jul 06
Success Criterion	Procedures are clearly published and are understood by school staff new to MK		

3. Develop new approaches and disseminate the successful ones			
Purpose of Activity	To maintain the development of cutting edge practice in Milton Keynes schools	Action by	Finish by
Action to be taken	<ul style="list-style-type: none"> • Support the development of LSUs within primary and secondary schools using expertise from LA and in-school provision • Continue to develop the roles of lead behaviour professionals and Pupil Support Officers • Explore with liaison and other groups the possibility of collaborations and sharing expertise and resources across schools • Evaluate pilot work on restorative approaches and disseminate appropriately • Pilot the use of in-school Alternative Provision managers • Explore new approaches to improving pupils' diets through work with the Discovery Centre 	AD(SI) BIPC SBAC AD(I) PEP AD(SI) PEP	Dec 05 Apr 06 Jul 06 Jul 06 Dec 05 Jul 06
Success Criterion	The dissemination of at least three new approaches has begun		

4. Provide training programmes in positive behaviour management			
Purpose of Activity	To ensure that teachers, other school staff and LA teams are trained in the MK Approach	Action by	Finish by
Action to be taken	<ul style="list-style-type: none"> • Revise the CPD programme to ensure that it is coherent, systematic and promotes the MK Approach • Provide targeted training for all LA teams in the MK Approach • Explicitly relate the Building Learning Power training programme to promoting good behaviour • Continue to provide training for practitioners in the early years, including those in non-maintained settings 	SENA GD(SS) AD(SI) PEP HTSRC	Jan 06 Jul 06 Apr 06 Apr 06
Success Criterion	A comprehensive training programme covers all levels of staff		

5. Use the expertise of special and mainstream schools for the benefit of all			
Purpose of Activity	Ensure the expertise of staff in mainstream and special schools is used more widely across the city	Action by	Finish by
Action to be taken	<ul style="list-style-type: none"> • Create MK Kitemark for behaviour management and use the expertise of schools achieving it more widely • Create 'leading teacher of behaviour' programme modelled on existing successful LA programmes • Extend the outreach role of special schools in support of mainstream teachers 	AD(I) SENA AD(I)	Jul 06 Apr 06 Jul 06
Success Criterion	At least three schools are involved in outreach work with other schools		

6. Work with secondary schools to create comprehensive and coherent provision			
Purpose of Activity	Meet DfES requirements for secondary collaborations	Action by	Finish by
Action to be taken	<ul style="list-style-type: none"> • Ensure there is full-time provision for pupils not in mainstream schools • Continue to review curriculum provision for pupils educated out of school and to operate robust SLAs with outside providers • Review current work with Secondary Heads on collaborations and extend partnerships, in line with DfES Guidance 	AD(SS) AM AD(SS)	Apr 06 Dec 05 Dec 05
Success Criterion	BVPI targets met		

7. Work with parents to help them support the work of their children's school			
Purpose of Activity	Engage parents and carers successfully in ensuring their children are ready for learning	Action by	Finish by
Action to be taken	<ul style="list-style-type: none"> • Pilot the use of SEAL materials with parents • Clarify the support offered to parents where pupils are at risk of exclusion; publish this to schools. • Provide guidance to LA teams about good practice in working with parents • Coordinate the MK Parenting Forum in providing training for parents in managing behaviour at home • Implement the MK policy for parenting contracts and devise the MK policy for parenting orders • Help schools to work with parents successfully at an early stage • Provide Parent Consultation Service to support families 	PEP HPPS GD(SS) PEP AD(SS) PEP PEP	Jul 06 Dec 05 Jul 06 Jul 06 Dec 05 Jul 06 Jul 06
Success Criterion	Parents and carers feel genuinely involved and fewer pupils are at risk of exclusion		

Services supporting schools and provision in Milton Keynes

Current provision covers the following areas – the appendix includes contact details. Some services that support specific groups of schools only are not included in the service table.

Services supporting schools	Phase	Activity
Primary Behaviour Support Team	Pri	<ul style="list-style-type: none"> Support and advice for schools in managing behaviour Professional development for schools
Education Welfare Service	Pri Sec	<ul style="list-style-type: none"> Support for schools, individuals and families, maintaining and improving attendance
Psychological Service	Pri, Sec EY	<ul style="list-style-type: none"> Consultation, training and development work Support for parents, carers and families
Primary Education Panel	Pri	<ul style="list-style-type: none"> Allocation of funding to support pupils at risk of exclusion Allocation of placements in The Base
EY Coordinating Panel	EY	<ul style="list-style-type: none"> Allocation of childcare grant funding to support the inclusion of children in early years settings
NSPCC	Pri	<ul style="list-style-type: none"> Counselling for young people and their families.
Alternative Education Panel	Sec	<ul style="list-style-type: none"> Appropriate placements of students in alternative provision
Close to Home	Sec	<ul style="list-style-type: none"> Support for young people and their families through a multi-disciplinary team
Connexions	Sec	<ul style="list-style-type: none"> Advice and guidance from Personal Advisors, enabling young people to access appropriate support
Looked After Children (LAC) team	Pri Sec	<ul style="list-style-type: none"> Monitoring and raising the achievement of LAC Training for designated teachers and others
Behaviour consultants	Sec	<ul style="list-style-type: none"> In-school work to develop a positive climate for learning
Primary Mental Health Workers	Pri Sec	<ul style="list-style-type: none"> Support in the area of mental health for schools, families and individuals
Simpson Resource Centre	EY	<ul style="list-style-type: none"> Advice and support for non-maintained Foundation Stage providers

Provision	Phase	Activity
Romans Field Special School	Pri	<ul style="list-style-type: none"> Full-time education for boys and girls with BESD Re-integration work
Gatehouse Special School	Sec	<ul style="list-style-type: none"> Full-time education for boys with BESD Links with secondary providers
Simpson Resource Centre	EY	<ul style="list-style-type: none"> Full-time education for children with social and emotional needs and support for their families
PRU Base	Pri	<ul style="list-style-type: none"> Temporary provision for permanently excluded pupils and those at risk of exclusion
PRU Manor Road	Sec	<ul style="list-style-type: none"> Part-time (up to two terms) provision supporting PSPs developed by mainstream schools
PRU Fenny House	Pri Sec	<ul style="list-style-type: none"> Temporary provision for pupils unable to attend school through illness, pregnancy, or delay in finding places
PRU YPOS	Sec	<ul style="list-style-type: none"> Small group provision for KS4 pupils (up to one year) Emphasis on vocational, behavioural and social skills
Other alternative provision	Sec	<ul style="list-style-type: none"> Rathbone, Wheelright, Extended Training, MK College, Citischool
Youth Offending Team (YOT)	Sec	<ul style="list-style-type: none"> Work with young people offending or at risk of offending through a multi-agency team
Learning Support Units	Pri Sec	<ul style="list-style-type: none"> Centres in some schools to maintain students who may be at risk of exclusion

Appendix

Glossary of abbreviations

People:

AD(I)	Assistant Director (Inclusion)
AD(SI)	Assistant Director (School Improvement)
AD(SS)	Assistant Director (Support Services)
AM	Alternatives Manager
BIPC	Behaviour Improvement Programme Coordinator
ECC	Excellence Cluster Coordinator
GD(SS)	Group Director (Specialist Support)
HPBST	Head of Primary Behaviour Support Team
HPPS	Head of Parent Partnership Service
HTSRC	Headteacher, Simpson Resource Centre
PEP	Principal Education Psychologist
SBAC	Secondary Behaviour and Attendance Coordinator
SENA	SEN Adviser

Other:

BESD	Behaviour, Emotional and Social Difficulties
BEST	Behaviour and Emotional Support Team (within the Excellence Cluster)
LA	Local Authority
LAC	Looked After Children
NPSLBA	National Programme for Specialist Leaders in Behaviour and Attendance
SEAL	Social and Emotional Aspects of Learning
YPOS	Young People Out of School

Contact details

Provision	Contact name	Contact details
Romans Field Special School	Headteacher Wayne Marshall	Shenley Road, Bletchley MK3 7AW Tel. 01908 376011
Gatehouse Special School	Interim Headteacher Suzanne Bell	Crosslands, Stantonbury MK14 6AX Tel. 01908 313903
PRU Base	Teacher in charge Lisa Flanagan	Galley Hill Education Centre, Galley Hill MK11 1PA Tel. 01908 254535
PRU Fenny House	Headteacher Shelagh Bainbridge	Jonathans, Coffee Hall, Milton Keynes MK6 5DE Tel. 01908 679932
PRU Manor Road	Interim Head of Centre Helen Isaac	Manor Road, Bletchley MK2 2HP Tel. 01908 368268
PRU YPOS	Headteacher Claire Coltman	Queensway, Bletchley MK2 2HB Tel. 07939 534638
Youth Offending Team	Team Officer Sylvia Beckford	Manor Road Centre, Bletchley MK2 2JG Tel. 01908 391009





