

## Appendix 2

### Behaviour Review Briefing Paper v1.2

#### Background / Context

- In the Autumn of 2016, evidence from the profile of fixed term exclusions and the use of out of authority placements prompted Doncaster MBC (DMBC) to review current arrangements to identify and support children and young people with social emotional and mental health concerns (SEMH)
- Behaviour and safety concerns at Levett also led to DMBC establishing an improvement group, undertaking a governance review, and appointing an independent Chair of the management committee.
- We recognise and value that other agencies in Health and Social Care as well as schools are partners in meeting the needs of children and young people with SEMH and would like a joint approach to improving services in this area.
- The behaviour review is split into three distinct, but overlapping phases.

#### Phase 1 Autumn 2016 / Early Spring 2017

DMBC commenced initial dialogue with schools and are currently undertaking a more detailed analysis of education data.

From this scoping work we have drawn up some emerging priorities for phase two, which take place over the spring and summer terms.

Across Doncaster we do not systematically collect outcome data which would better inform decision making around SEMH. Thus, the development of agreed outcome measures applicable across different settings will also need to be a focus of phase two of the behaviour review.

However, although the full data set is not complete there are some issues emerging that are supported by evidence:

- Doncaster's **fixed term exclusion** figures are significantly different from the average. The key factors are:
  - **secondary school fixed term exclusions**
  - **the proportion of exclusions attributed to persistent disruption.**
- The rate of fixed term exclusions in primary schools is not yet as acute a problem as secondary but its rate of growth is above average; and may indicate issues in the future.
- An initial analysis of the reason for exclusion suggests that secondary school exclusions are driven by persistent disruption rather than high tariff specific incidents such as physical aggression.
- Doncaster is one of only five authorities that reported no permanent exclusions. Data from this group was analysed to see if there were specific variables relating to the group. Doncaster's rate of fixed term exclusion was higher than the other authorities who had no permanent exclusions.
- The majority of local authorities make special school provision for pupils with SEMH. Six out of ten of Doncaster's statistical neighbours have such provision and nationally 12.5% of special school placements are for pupils whose primary need is SEMH. Although Doncaster does not have a special school designated for pupils with SEMH the

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special school census returns indicate that they consider SEMH to be the primary need of 3.4% of their population.

- Doncaster has a higher percentage of pupils with an EHCP with SEMH as their primary need in Primary schools than the national, regional and statistical neighbour average. The growth rate in Primary schools is also steeper than the national and regional averages and the underlying data for pupils at School Support with SEMH as their primary need is higher than average.
- An analysis of secondary school policies relating to behaviour and exclusions showed that a number of schools appeared to have a formulaic approach to behaviour which appeared to not take into consideration causal factors.
- A review of the partial data set on planned managed moves suggested that some schools use this more than others and some are more likely to move children than receive them.

Phase 1b, which overlaps with Phase 2, will also look at:

- What behavioural, learning, social and emotional outcomes were achieved by young people with social, emotional and mental health needs
- What inputs, provision and support were most effective in achieving those outcomes.

### **Phase 2 Spring – Autumn 2017**

This phase focus on **interim measures and appropriate arrangements to address current unmet need and address demands on the present system.**

It will also explore external partnerships to strengthen provision and will review effectiveness and make recommendations with regards to:

- The future of pupil referral units.
- Dual registration
- The learning centres
- The range of provision / placements within the borough
- The Behaviour Pathway
- Funding protocols for out of authority placements
- Admission procedures for LA alternative provision
- The development of a set of shared values and principles which would underpin all policies and procedures.
- The rights of children and young people and their voice in policy making and decision making
- The rights of parents and carers and their voice in policy making and decision making
- Stakeholder engagement
- Wider system delivery models

We would like to identify appropriate colleagues from schools, health and social care with strategic and operational leadership experience who would help to form a small steering group.

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We believe the steering group, although essentially a task and finish group, should be linked to one of the existing multi-agency groups and are seeking partners views on what is most suitable.

### **Phase 3 – implementation of agreed recommendations**

- As separate, but linked, wider SEND review is underway and the finding from this review will inform phase 3.
- Likewise, a review of Aiming High may also make recommendations which will need to be jointly considered.