

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY

11 MAY 2015

REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION

SCHOOL EXCLUSIONS- UPDATE ON TASK AND FINISH GROUP

1. Purpose of Report

- 1.1 The purpose of this report is to update members on the outcome of the exclusions task and finish group. Also to outline the Fair Access Action Plan to reduce fixed-term and permanent exclusions in both Primary and Secondary schools in Bridgend.

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

- 2.1 **Priority two:** Working together to raise ambitions and drive up educational achievement.

We know a good education helps prepare children and young people for all aspects of their lives, including gaining skills for employment, looking after their families and contributing to their communities. We also know that a high level of school attendance is essential for children to thrive academically. We will use data to ensure we better understand the performance of individuals and groups of learners and offer extra help at an earlier stage in their education; support schools to meet pupils' additional learning needs and the needs of more-able pupils who need extra support to reach their full potential; continue to implement the Youth Engagement and Progression framework; provide 14-19 year olds with the advice they need to ensure they engage in the right qualification for them; provide schools that support the needs of all learners in their communities.

- 2.2 **Priority three:** Working with children and families to tackle problems early.

By providing early intervention and preventative support we should see improved outcomes for children and families; prevent their situations from becoming more complex and severe and reduce the risk of children being looked after by the local authority. We will bring services together via community hubs to help children, young people and their families and partner agencies to ensure that families receive the help they need at the earliest opportunity to meet their needs.

3. Background

- 3.1 In January 2014 the Families and Learning Programme Board recognised that there was an issue with the level of exclusions both temporary and permanent that were being made in Bridgend and they requested that a task and finish group was established to consider the issue of exclusions in our schools. The board was made up of a number of officers from different departments of the Local Authority and included the headteachers of the schools who had made permanent exclusions during that year.

- 3.2 At that time Bridgend was ranked 20th out of 22 local authorities for permanent exclusions (data from 2012-2013). Bridgend was ranked 13th out of 22 local authorities for fixed-term exclusions (data from 2012-2013) (see exclusion data at Appendix 1). During the autumn term 2014, there were three permanent exclusions, two in primary schools and one in secondary schools. There were 38 fixed-term exclusions involving 25 pupils in primary school. In secondary schools there were 169 fixed-term exclusions involving 111 pupils
- 3.3 The group was tasked with mapping the history and child's journey of each of the 13 children subject to permanent exclusion during 2012-2013 with a view to:
- track back over each child's life to identify which agencies were involved and at what point they became involved;
 - identify any triggers that led to both positive and negative changes in the child's behavior; and
 - analyse the data.
- 3.4 Six case studies were selected to illustrate the wide range of issues and the number of agencies involved with individual children at various points through their lives. (See case studies attached at Appendix 2). Common issues were grouped into themes in order to enable the members of the task and finish group to compile an action plan concentrating activity where the issues were more frequently occurring.

4. Current situation

- 4.1 The task and finish task group developed a Fair Access Action Plan (attached at Appendix 3). This highlights the key actions which have been identified to reduce the number of fixed-term and permanent exclusions.
- 4.2 The importance of robust tracking and monitoring of exclusions was highlighted as a priority by the task and finish group. Supporting schools to follow Welsh Government Exclusion Guidance will improve the reporting and recording of exclusions and ensure that support can be targeted at an early stage. The VAP within the Youth and Progression Framework will ensure that pupils who are at risk of exclusion will be identified and supported by a lead worker. It was recognised by the task and finish group the importance of TAF and a fixed-term exclusion prompting a JAFF referral in order to implement the appropriate support.
- 4.3 The Fair Access Strategy Group will address the use of managed moves as an alternative to exclusions as there are low numbers of managed moves within Bridgend. Another important aspect is to ensure that vulnerable pupils are placed appropriately in order to meet their needs. The implementation of the ASD proposals and the pre-pad pathway will support this. The sharing of good practice is also an effective way to achieve improvement both from other schools within the local authority and networks across Wales such as the South Wales Behaviour Forum for Managers.
- 4.4 The restructure of The Bridge Alternative Provision, the holistic approach involving the behaviour and wellbeing teams, and the analysis of exclusions at The Bridge Alternative Provision and Ysgol Bryn Castell will ensure that pupils' needs will be met at an early stage and appropriate strategies put in place. The links with the Youth

Offending Service will support pupils following appropriate pathways and the Planning; Reviewing in Partnership meetings with primary and secondary schools will highlight the activity of the support provided by the inclusion teams and ensure that are most vulnerable pupils are receiving the support at an early stage to prevent fixed-term and permanent exclusions.

4.5 The task and finish group has now been disbanded but the action plan will be monitored and reviewed via the Fair Access Strategy Group.

5. Effect upon Policy Framework& Procedure Rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Impact Assessment

6.1 As this is an information report, which will positively assist the council in achieving equality and diversity no Equality Impact Assessment is required.

7. Financial Implications

7.1 There are no financial implications.

8. Recommendation

8.1 To ask the Committee to consider and discuss the content of the report and provide any comments.

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Directorate Chief Officer's Job Title: Director of Education and Transformation

April 2015

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Background documents

- Bridgend County Borough Council Corporate Plan (2013-2017)

- Exclusion from Schools and Pupil Referral Units: New guidance on exclusions- Circular WG 081/2012.

APPENDIX 1

Permanent Exclusions

<u>Primary</u>		
<u>Period</u>	<u>Number</u>	<u>Reason</u>
2011-2012	3	1 x Assault/Violence 2 x Assault of a pupil
2012-2013	0	
2013-2014	1	1 x Physical Assault
2014-2015 (Autumn Term only)	2	2 x Assault of a pupil

<u>Secondary</u>		
<u>Period</u>	<u>Number</u>	<u>Reason</u>
2011-2012	3	3 x Defiance of rules/discipline
2012-2013	13	4 x Defiance of rules/discipline 2 x Possession/use of a weapon 2 x Assault/Violence (pupil) 2 x Substance Misuse 1 x Sexual Harassment 1 x Damage to Property
2013-2014	10	2 x Defiance of Rules/Discipline 2 x Assault/Violence Pupil 1 x Assault/Violence Staff 1 x Physical Assault 1 x Threatening Behaviour 2 x Substance Misuse 1 x Sexual Harassment
2014-2015 (Autumn Term only)	1	1 x Substance Misuse

Note: Exclusions from Special Schools and PRU are not included in this PI data.

FIXED TERM EXCLUSIONS – PRIMARY SCHOOLS

<u>Period</u>	<u>No. of Fixed Term Exclusions</u>	<u>No. of pupils involved</u>	<u>No. of school days lost</u>
2011-12	53	31	197
2012-13	56	34	140
2013-14	47	32	145
2014-15 (Autumn Term)	38	25	TBA

only)			
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Reasons for Fixed Term Exclusions	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15 (Autumn Term only)</u>
Assault/Violence (Pupil)	13	13	12	7
Assault/Violence (Staff)	18	14	23	22
Threatening/Dangerous Behaviour	1	3	1	0
Verbal Abuse	8	4	3	2
Bullying	0	1	0	0
Disruptive Behaviour	3	5	3	6
Defiance of Rules/Discipline	7	13	5	0
Racial Harassment	0	0	0	0
Sexual Harassment	0	1	0	0
Substance Misuse	0	0	0	0
Damage to Property	1	1	0	0
Theft	0	0	0	0
Other	2	1	0	1
TOTAL	53	56	47	38

Notes:

- Only pupils of compulsory school age are included in this data.
- Lunchtime exclusions are not included in this data.
- Exclusions from Special Schools and PRU are not included in this PI data.

FIXED TERM EXCLUSIONS – SECONDARY SCHOOLS

<u>Period</u>	<u>No. of Fixed Term Exclusions</u>	<u>No. of pupils involved</u>	<u>No. of school days lost</u>
2011-12	565	344	1445
2012-13	488	285	1078.5
2013-14	305	193	616
2014-15 (Autumn Term only)	169	111	TBA

Reasons for Fixed Term Exclusions	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15 (Autumn Term only)</u>
Assault/Violence (Pupil)	99	74	58	26
Assault/Violence (Staff)	16	14	10	0
Threatening/Dangerous Behaviour	34	15	14	0
Possession/Use of a Weapon	5	8	2	1

Verbal Abuse	110	107	81	31
Bullying	7	3	0	0
Disruptive Behaviour	59	73	36	7
Defiance of Rules/Discipline	148	131	44	0
Racial Harassment / Abuse	7	8	7	3
Sexual Harassment / Misconduct	5	4	4	2
Substance Misuse/Drug and Alcohol Related	19	25	18	15
Damage to Property	19	8	5	0
Theft	19	8	7	0
Other	18	10	19	84
TOTAL	565	488	305	169

Notes:

- Only pupils of compulsory school age are included in this data.
- Lunchtime exclusions are not included in this data.
- Exclusions from Special Schools and PRU are not included in this PI data.

EDU/010B - The percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools (compulsory school age pupils only)

Pupil 1

Family Circumstances / Additional Information:

Pupil 1 lives with their parents and an older brother. Pupil 1's brother attends Heronsbridge School; it is believed that Pupil 1 was adamant that they too should be attending Heronsbridge with their brother. It is believed that Pupil 1 had a number of learnt behaviour issues and that their parents were not necessarily challenging the behaviour. The mother was very supportive and distraught when the exclusion took place in secondary school. The mother felt that her pleas for support at Primary School level were not heard.

- FTE – Fixed Term Exclusion**
- SEN – Special Educational Need
- ASD – Autistic Spectrum Disorder
- BESD – Behavioural, Emotional & Social Difficulties
- EPS Service – Education Psychology Service
- DYSL - Dyslexia
- GLD – General Learning Difficulties
- EWS – Education Welfare Service
- EOTAS Team – Educated other than at school
- YOS - Youth Offending Service
- IWT – Integrated Working Team
- S&FS – Safeguarding & Family Support

Key Stage 5 (16-18) - Sept—July

Key Stage 4 (14-16) - Sept —July

SEN Details: **Sept 2013** - attends First Secondary School . **Oct 2013** - ASD Team Parent / Pupil Review. **Jan 2014** - ASD Team Parent / Pupil Review

Permanent Exclusions: Oct/2013 permanently excluded from First Secondary School for Assault on staff

Key Stage 3 (11-14) - Sept 2013—
Current Day

Current IWT Status: Currently open to S&FS

SEN Details: **Sept 2011** - Second Primary School refer to Communication Service - BSS & CSS to become involved. **Dec 2011** - Education Psychology referral for ancillary support. Discussed 13/12/11 at Forum. Ancillary assessment 07/01/12. Ancillary awarded. **July 2012** - Second Primary School refer to Inclusion Service. Ancillary increase awarded. **March 2011** - EP additional information for PAD

Key Stage 2 (7-11) - Sept 2010—
July 2013

Fixed Term Exclusions: Second Primary School Year 4 – Assault /violence on staff
Year 6 - Defiance of rules / discipline policy . Year 6 - Defiance of rules / discipline policy. Year 6 - Defiance of rules / discipline policy. Year 6 – Disruptive behaviour

Key Stage 1 (5-7) - Sept 2008—July
2010

SEN Details: **Nov 2008** 1st Primary School refer to Education Psychology Service—No EP report as ongoing pupil. Feb 2010—1st Primary School refer to Inclusion Service—SENIP Forum—no additional info found. **Feb 2010** 1st Primary School refer to Communication Service—CCS Forum—accepted as referral for Speech & Language

SEN Details: **May 2007** - First Primary School referred P1 to Education Psychology Service Recommended investigation for ADHD. School advised to seek BSS support. **Nov 2007** - Education Psychology referral to Health. Health referral to CAMHS for ADHD

Foundation Phase / Early Years (3-5)
- Sept 2005—July 2008

Pupil 2

Key Stage 5 (16-18) - Sept—July

Key Stage 4 (14-16) - Sept 2012 — July 2014

Key Stage 3 (11-14) - Sept 2009— July 2012

Key Stage 2 (7-11) - Sept 2006— July 2009

Key Stage 1 (5-7) - Sept 2004—July 2006

Foundation Phase / Early Years (3-5) - Sept 2001—July 2004

Family Circumstances / Additional Information: Family were described as very supportive although the relationship with the Father was seen as volatile. Potential ASD issues with Father – Unsure if there has been a diagnosis. Pupil 2 despite various offers of support and referrals refused to engage in any support available. It is thought a Facebook incident triggered the behaviour in Secondary School 2.

FTE – Fixed Term Exclusion
SEN – Special Educational Need
ASD – Autistic Spectrum Disorder
BESD – Behavioural, Emotional & Social Difficulties
EPS Service – Education Psychology Service
DYSL - Dyslexia
GLD – General Learning Difficulties
EWS – Education Welfare Service
EOTAS Team – Educated other than at school
YOS - Youth Offending Service
IWT – Integrated Working Team
S&FS – Safeguarding & Family Support

Attendance / EWS Involvement: No attendance concerns or EWS involvement

Current IWT Status: Currently open to S&FS.

YOS Data: Refused to engage with YOS

Fixed Term Exclusions: Year 9—Damage to property.

SEN Details: **Nov 2007** - RCT Education Psychology Service received a referral for P2 Strategies to support

Dec 2007- awarded 15 hrs Ancillary Support by RCT

July 2008 - referred by Bridgend Primary School to Inclusion service - awarded 25 hrs Ancillary support by CSS

Permanent Exclusions: Sept 2013 - permanently excluded from Second Secondary School for Defiance of Rules/Discipline Policy.

Fixed Term Exclusions:
Year 10 - Defiance of Rules/Discipline Policy
Year 10 - Defiance of Rules/Discipline Policy
Year 10 - Assault/Violence on Pupil

SEN Details: **Sept 2013**– ASD Team Parent / pupil review.

SEN Details:
Oct 2009 - First Secondary School referred to Education Psychology Service

Jan 2010 - First Secondary School referred to inclusion team - communication area - strategies to support put in place

April 2012—P2 moved to Second Secondary School

Pupil 3

Family Circumstances / Additional Information: Pupil 3 lives with Mother, Stepfather and younger Sister. Outside of school Pupil 3 engages with an older age group and it is felt that this has had an impact on Pupil 3's behaviour as they moved to the end of year 9.

Key Stage 5 (16-18) - Sept—July

Attendance / EWS Involvement: No attendance concerns or EWS involvement

Key Stage 4 (14-16) - Sept 2013 — Current Day

Current IWT Status: Not known to S & FS or IWT

Permanent Exclusions: Oct 2013 - Brought drugs into First Secondary School and shared with other pupils.
Nov 2013 - P3 moved to Secondary School 2 however it is believed that they have also been excluded from this school due to another drug related incident. This is to be confirmed with Secondary School 2.

YOS Data: Currently engaged with YOS – specifically the WGCADA Substance Misuse Worker. Trying to establish a relationship with Pupil 3 so that they can try to address any underlying issues. Pupil 3 attending appointments ad hoc – mother potentially colluding with Pupil 3.

Key Stage 3 (11-14) - Sept 2010— July 2012

SEN Details:

Oct 2007 - Primary School refer to Inclusion Service SpLD

Feb 2008- Dyslexia Moderating Panel. Remain on SA

Key Stage 2 (7-11) - Sept 2007— July 2010

Key Stage 1 (5-7) - Sept 2005—July 2007

SEN Details: Oct 2005 - Primary School refer to Education Psychology. Education Psychology further assessment required.
Dec 2005 - Education Psychology Strategies given and to be monitored

FTE – Fixed Term Exclusion

SEN – Special Educational Need

ASD – Autistic Spectrum Disorder

BESD – Behavioural, Emotional & Social Difficulties

EPS Service – Education Psychology Service

DYSL - Dyslexia

GLD – General Learning Difficulties

EWS – Education Welfare Service

EOTAS Team – Educated other than at school

YOS - Youth Offending Service

IWT – Integrated Working Team

S&FS – Safeguarding & Family Support

Foundation Phase / Early Years (3-5)
- Sept 2003—July 2005

Pupil 4

Family Circumstances / Additional Information: Pupil 4 blamed the break-up of their parent's relationship as the trigger for their behaviour.

Key Stage 5 (16-18) - Sept—July

Permanent Exclusions: Oct 2013 - Permanently excluded for Threatening/Dangerous Behaviour.

Attendance / EWS Involvement: No attendance concerns or EWS involvement

SEN Details: Sept 2012 - P4 moved back to Second Secondary School in Bridgend County

Key Stage 4 (14-16) - Sept 2012 – July 2014

Current IWT Status: Currently open to S&FS, referral received for IWT but did not work with family due to them being open to S&FS

Oct 2014 - P4 now attends Third Secondary School within Bridgend County and is described as engaging well to date.

YOS Data: Refused to engage with YOS

Key Stage 3 (11-14) - Sept 2009— July 2012

SEN Details:

Sept 2009 - Attended First Secondary School.

April 2010 - Second Secondary School reason unknown for move.

July 2012 - P4 moved out of County .

SEN Details:

Nov 2007 - Attended Primary School in Bridgend County

Key Stage 2 (7-11) - Sept 2006— July 2009

Unknown

Key Stage 1 (5-7) - Sept 2004—July 2006

FTE – Fixed Term Exclusion
SEN – Special Educational Need
ASD – Autistic Spectrum Disorder
BESD – Behavioural, Emotional & Social Difficulties
EPS Service – Education Psychology Service
DYSL - Dyslexia
GLD – General Learning Difficulties
EWS – Education Welfare Service
EOTAS Team – Educated other than at school
YOS - Youth Offending Service
IWT– Integrated Working Team
S&FS – Safeguarding & Family Support

Unknown

Foundation Phase / Early Years (3-5) - Sept 2001—July 2004

Pupil 5

Key Stage 5 (16-18) - Sept—July

Key Stage 4 (14-16) - Sept 2012 — July 2014

Key Stage 3 (11-14) - Sept 2009— July 2012

Key Stage 2 (7-11) - Sept 2006— July 2009

Key Stage 1 (5-7) - Sept 2004—July 2006

Foundation Phase / Early Years (3-5) - Sept 2001—July 2004

Family Circumstances / Additional Information: Pupil 5 lives with their Mother and Father and younger brother. Both parents had always felt that Pupil 5 was not academic and preferred a more practical role.

Attendance / EWS Involvement: No attendance concerns or EWS involvement

Current IWT Status: Not known to S&FS or IWT.

YOS Data: Currently engaged with YOS having been referred to the Bureau. Referral made to work with WGCADA substance misuse worker.

SEN Details: Sept 2007 - P5 Moves to Second Primary School
Jan 2008 - Second Primary School refer to Motor Impaired Team
Sept 2008 P5 moves to third Primary School.
Sept 2008 -Due to exclusion , assessment was delayed until P5 attended a mainstream school. Fine motor report.
Oct 2008 - Third Primary School refer to Education Psychology
June 2009 - Pupil 5 moves to PRU
June 2009 - Education Psychology refer to Health requesting investigation for ADHD

SEN Details: March 2002 - First Primary School refer to Inclusion Behaviour Service. BSS Outreach initially.

FTE – Fixed Term Exclusion
SEN – Special Educational Need
ASD – Autistic Spectrum Disorder
BESD – Behavioural, Emotional & Social Difficulties
EPS Service – Education Psychology Service
DYSL - Dyslexia
GLD – General Learning Difficulties
EWS – Education Welfare Service
EOTAS Team – Educated other than at school
YOS - Youth Offending Service
IWT– Integrated Working Team
S&FS – Safeguarding & Family Support

Permanent Exclusions: Oct 2013 - permanently excluded from First Secondary School for supplying drugs causing hospitalisation of fellow students.

Fixed Term Exclusions:
Year 10 - Verbal Abuse
Year 10 - Defiance of Rules/Discipline Policy
Year 10 - Disruptive Behaviour
Year 10 - Substance Misuse

SEN Details: P5 now attends Bridgend College three days a week to obtain a trade qualification and works two days a week with his father in the building industry.

SEN Details: Sept 2009 - P5 moves to First Secondary School.

SEN Details: Sept 2004 - First Primary School refer to Education Psychology Service. Consideration to involve S.I.T. school to refer on.

Pupil 6

Family Circumstances / Additional Information: Parents are described as supportive but have expressed difficulty parenting Pupil 6.

Key Stage 5 (16-18) - Sept—July

FTE – Fixed Term Exclusion
SEN – Special Educational Need
ASD – Autistic Spectrum Disorder
BESD – Behavioural, Emotional & Social Difficulties
EPS Service – Education Psychology Service
DYSL - Dyslexia
GLD – General Learning Difficulties
EWS – Education Welfare Service
EOTAS Team – Educated other than at school
YOS - Youth Offending Service
IWT – Integrated Working Team
S&FS – Safeguarding & Family Support

Attendance / EWS Involvement: No attendance concerns or EWS involvement - all concerns linked to behaviour.

Current IWT Status: Previously known to S&FS—Not currently active.

YOS Data: There is DOB issue as differing databases have differing DOB.

Key Stage 4 (14-16) - Sept 2013 – Current day

Permanent Exclusions: Dec 2013 permanent exclusion Defiance of rules/Breach of Discipline Policy.

Fixed Term Exclusions:
Year 10 - Verbal Abuse
Year 10 - Defiance of Rules/Discipline Policy
Year 10 - Assault/Violence on Staff
Year 10 - Defiance of Rules/Discipline Policy

SEN Details: Nov 2013 & Dec 2013 - Met again with Behaviour Support Team

Jan 2014 - P6 moved to Second Secondary School.

Fixed Term Exclusions:
Year 8 - Assault / Violence on pupil

Key Stage 3 (11-14) - Sept 2010— July 2013

SEN Details: Sept 2010 - P6 moved to First Secondary School

Jan 2013 - Behaviour Support Team met with P6

Key Stage 2 (7-11) - Sept 2007— July 2010

Key Stage 1 (5-7) - Sept 2005—July 2007

SEN Details: Sept 2005—P6 moved to Second Primary School

SEN Details: Sept 2003—attended First Primary School

Foundation Phase / Early Years (3-5) - Sept 2002—July 2005

FAIR ACCESS ACTION PLAN (2015-2016).

Action	Lead	Timescale	Monitoring	Expected Outcome
<p>1. Robust tracking and analysis of exclusions</p> <ul style="list-style-type: none"> • Comparison of fixed-term exclusions- Sims and Central Pupil Database with exclusions reported through paper system to Learner Support. • Guidance. New; detailed guidance regarding how to capture all necessary information. • Eradicate duplication of activity for schools and the Local Authority. • Discontinue paper reporting system. • Clarify relevant and associated Attendance code recording. • Liaising with schools regarding 081/2012 guidance. • Exclusions report specification for the Central Pupil Data Base 	<p>Robin Davies (Group Manager)</p> <p>Dawn Davies (Principal Officer Knowledge Management and Learner Support)</p> <p>Melanie Treharne (School Support Officer)</p> <p>Michelle Hatcher (Group Manager Inclusion)</p>	<p>April 2015 ongoing</p>	<p>Regular meetings between key stakeholders.</p> <p>Regular monitoring of exclusion data.</p>	<p>Reduction in number of fixed-term and permanent exclusions.</p> <p>Targeted early intervention and prevention to meet the needs of the Children and Young people at an early stage.</p>
<p>2. To establish a Fair Access Strategic Group</p>	<p>Michelle Hatcher (Group Manager)</p>	<p>April 2015-March 2016</p>	<p>Members of the group</p>	<p>Partnership working to reduce</p>

<p>which will address the following:</p> <ul style="list-style-type: none"> • Fixed term and permanent exclusions • Fair access protocol • Managed moves • Behaviour and attendance strategies and policies within Primary and Secondary schools. 	<p>Inclusion)</p>		<ul style="list-style-type: none"> • Secondary Headteachers or Deputy Headteachers. • Primary Headteacher representation • YBC and PRU representation • EWS • Integrated Working team • YOS • Learner support <p>Six weekly meetings.</p>	<p>the number of fixed-term and permanent exclusions and provide early intervention and prevention.</p>
<p>3. The Bridge Alternative Provision Restructure. The behaviour and wellbeing teams to come under The Bridge Alternative Provision.</p>	<p>Michelle Hatcher (Group Manager Inclusion)</p>	<p>December 2015</p>	<p>Fortnightly meetings between Group Manager Inclusion and the Teacher in Charge- The Bridge Alternative Provision.</p> <p>Meetings with Chair Management Committee and the Challenge Adviser.</p>	<p>New structure in place. Positive Pathways which includes the behaviour and wellbeing teams functioning as a revolving door. Early Intervention and Prevention and reintegrating children and young people into mainstream.</p>
<p>4. Analysis of exclusions at Ysgol Bryn Castell and The Bridge Alternative Provision. Identify strategies.</p>	<p>Michelle Hatcher (Group Manager Inclusion)</p> <p>Lorraine Silver (Complex Cases and Lead Educational Psychologist)</p> <p>Caroline Dyer (Western Bay Regional Manager YOS)</p>		<p>Regular monitoring.</p>	<p>Reduction in fixed-term and permanent exclusions.</p> <p>Children and Young people in appropriate educational placements and following appropriate pathways</p>
<p>5. To implement ASD Proposals and provide ASD Provision Locally.</p> <p>To continue to implement the Pre-Pad Pathway</p>	<p>Michelle Hatcher (Group Manager Inclusion)</p> <p>Lorraine Silver (Complex Cases Manager and Lead Educational Psychologist)</p>	<p>September 2015</p>	<p>Fortnightly meetings between Group Manager Inclusion.</p> <p>and Complex Cases Manager and Lead Educational Psychologist.</p>	<p>Children's needs are identified at an early stage and are in appropriate placements to avoid vulnerable groups receiving a fixed-term or permanent exclusion.</p>

<p>6. Robust process of TAF in place. Fixed Term Exclusions to prompt a JAFF referral.</p>	<p>Mark Lewis (Group Manager Integrated Working and Family Support)</p> <p>Early Intervention Locality Managers.</p>	<p>September 2015.</p>	<p>Regular meeting between Group Manager Integrated Working and Family Support and the Early Intervention Locality Managers.</p>	<p>Early Intervention and prevention of fixed-term and permanent exclusions. Issues are highlighted and the engagement of appropriate services is implemented at an early stage.</p>
<p>7. To conduct annual PRIP (Planning; Reviewing in Partnership) meeting with Primary and Secondary Schools. Analysis of behaviour and wellbeing team activity.</p>	<p>Michelle Hatcher (Group Manager Inclusion)</p> <p>Lorraine Silver (Lead Educational Psychologist)</p> <p>Fran Jones (Team Manager ALN)</p>	<p>March 2016.</p>	<p>Individual meetings with all Primary and Secondary schools.</p>	<p>Appropriate targeted support in place for vulnerable groups leading to a reduction of fixed-term and permanent exclusions and timely; targeted support implemented.</p>
<p>8. To further strengthen Links with Youth Offending Service</p>	<p>Caroline Dyer (Western Bay Regional Manager YOS)</p> <p>Daniel Morgan (Locality Manager Bridgend YOS)</p> <p>Michelle Hatcher (Group Manager Inclusion)</p>	<p>July 2016</p>	<p>Attendance at Fair Access Strategic Group and the Resettlement and Reintegration panel.</p>	<p>Early Intervention and prevention of fixed-term and permanent exclusions.</p> <p>Children and Young people in appropriate educational placements and following appropriate pathways.</p>
<p>9. Implementation of the Youth Engagement Progression Framework.</p>	<p>Mark Lewis (Group Manager Integrated Working and Family Support)</p> <p>Owen Shepherd (Engagement Progression Co-ordinator)</p>	<p>September 2015</p>	<p>Regular meetings and monitoring of the process.</p>	<p>VAP identifying young people at risk of exclusion. Lead worker in place to support and identify additional support required.</p>
<p>10. Attendance at South Wales Behaviour Forum for Managers.</p>	<p>Michelle Hatcher (Group Manager Inclusion)</p>	<p>Termly meetings</p>	<p>Feedback to Fair Access Strategy Group.</p>	<p>Sharing of good practice and networks across South Wales.</p> <p>Reduction in number of fixed-term and permanent exclusions.</p>