Tracking the Progression of the Well-being of Children and Young People Deemed to have Behavioural, Emotional and Social Difficulties (BESD)

By

Peter Stephen Henderson

A thesis submitted to

The University of Birmingham

for the degree of

MASTER OF PHILOSOPHY

School of Education

The University of Birmingham

March 2012

UNIVERSITY OF BIRMINGHAM

University of Birmingham Research Archive

e-theses repository

Abstract

This study explores the systematic gathering of evidence that enabled a school to monitor children's progress in well-being across the Every Child Matters agenda. The research setting is a maintained residential / day special school for boys aged between ten and sixteen years, who have a primary special educational need (SEN) described as Behavioural Emotional and Social Difficulties (BESD). Tracking for progression of well-being is explored through focus on issues surrounding legislation, definition, assessment, intervention, personalised learning and Multi – Agency Working for children and young people deemed to have such difficulties. The analysis of data was used to drive and inform the school's self evaluation process and thereby address issues of school effectiveness in enhancing pupil well-being. Through the tracking and monitoring of individuals and cohorts beyond traditional measures of pupil test scores, together with the construction of an assessment tool designed to aid the assessment and the impact of the less obvious components that constitute the five outcomes of the Every Child Matters agenda pupil's well-being and learning needs can be addressed. The analysis informs teachers and schools' self evaluation, whilst at the same time it helps to promote inclusion to the already excluded from mainstream schooling and a re-engagement in education. The research highlights the potential benefits to the progression of pupil well-being that such data gathering and analysis provides.

Dedication

Knowledge does not come to us by details, but in flashes of light from heaven.

(Henry David Thoreau (1817-1862), U.S. philosopher, author, naturalist. "Life Without Principle" (1863), in The Writings of Henry David Thoreau, vol. 4, p. 476, Houghton Mifflin (1906).)

Knowledge and so much more came with love from mum, dad, sister and wife also in heaven. Dad from the age of fourteen years was a coal miner and throughout his working life, only left his beloved Wales to fight in World War II as a rear gunner in the Royal Air Force. His later travels were of the mind with an infectious thirst for knowledge. Well Dad we shall see if this boy from the valleys will make this particular grade, but whatever the outcome, you are in my thoughts every step of the way on this most fascinating of journeys.

Acknowledgements

I would like to express my sincere thanks to: -

Colleagues at Balpet School

The Pupils and Parents of Balpet School

Colleagues at Norire County Council

The Staff of the University of Birmingham

My Family.

Special mention and thanks must be attributed to my supervisor Professor John Visser for his expert guidance, patience and support. Deus vobiscum John.

Contents Listings

List of Tables

List of Illustrations

List of Appendices

Reference List

 Appendices

List of Illustrations

List of Appendices

Appendix 1 - Initial Descriptors of ECM Outcomes (Pilot).
Appendix 2 - Balpet ECM Track (Pilot).
Appendix 3 - ECM Rank Order (Pilot).
Appendix 4 - ECM Red/Amber/Green Descriptors.
Appendix 5 - Admission Forms (Education, Education Social Work and Parental)
Appendix 6 - ECM Descriptors, Key Strategies/ Evidence Sources
Appendix7 - Balpet ECM/Ofsted ECM Comparison of Elements (Includes Ofsted (2005)
          amended tables for the remaining four outcomes of ECM)
Appendix 8 - Pupil 35 Well-being Intervention Plan
Appendix 9 - Balpet Well-Being Track July'07
Appendix 10 - Balpet Well-Being Track January'08
Appendix 11 - Balpet Well-Being Track July '08
Appendix 12 - Balpet Well-Being Track January '09
Appendix 13 - Balpet Well-Being Tracker 07 – 09
Appendix 14 - Well-Being Outcomes Red, Amber and Green Assessments Numerical Track
Appendix 15 - Individual Pupil Learning, Emotional and Conduct Tracks Pupils 1 to 49
Appendix 16 - Daily Diary (blank sample page)
Appendix 17 - Linking Learning, Conduct and Emotional Behaviours to Targets
Appendix 18 - Learning, Conduct and Emotional Behaviour Mean scores for the January
          2009 cohort (Class Groups 1 to 5)

Chapter One

Introduction

What's the Problem?

The focus of this thesis is researching the tracking of well-being of pupils who are deemed to have Behavioural, Emotional and Social Difficulties (BESD). The meanings of the terms 'well-being' and 'BESD' are not always agreed within the literature and the thesis explores the problematical nature of their use before offering a definition with which to inform the research undertaken.

The relevance of this research has importance for me on several fronts. Personal: growing up in a household with a child considered to have Special Educational Needs (SEN), i.e. a sister with Down's syndrome gave unique insight into the problems faced by families in caring for a child considered different and complex. Professional: employed as a teacher with over thirty years experience, twenty five years in schools for children deemed BESD, provided an appreciation of difficulties faced by professionals working to address the whole spectrum of need such children present. Policy implementation: recent changes in legislation have had major impact on the way staff at schools carry out their work and duties.

The Children Act (2004) gave responsibility for the over all well-being of children to the Local Authority's Director of Children's Services (DCS). Their role being to promote cooperation between all relevant partners, in particular schools in order to improve the well-being of children and young people. A subsequent document 'Every Child Matters: Change for Children (DfES, 2004a) set out well-being as relating to five outcomes for children and young people:-

- Being Healthy

- Staying safe

- Enjoying and Achieving

- Making a positive Contribution

- Achieving Economic Wellbeing

As a consequence the inspection of Local Authorities and schools has broadened to include the progress made across these five areas (Ofsted, 2007). As a result the tracking and monitoring of individuals and cohorts by schools beyond traditional measures of pupil academic test scores has become more prominent.

Little research has been published on how schools can measure progression of well-being and no studies were found that do so with respect to children and young people with BESD. Studies of the sort undertaken by Grimley, M., Morris, S., Rayner, S., and Riding, R. (2004) considered the development of a scale for assessing pupils' emotional and behavioural development. This focussed on the assessment of groups of pupils in the classroom rather than on the progression of the individual. Understanding and determining the level of service a child deemed to have BESD requires is difficult, particularly when historically different agencies and professionals use different definitions and descriptions of what constitutes BESD.

As a senior teacher in a residential special school for pupils with BESD the challenge of providing some way of determining the school's impact on well-being across time was one which posited an initial research question:

> How can the well-being of pupils be measured over time to show individual's progression and the impact of the provision made?

This initial research question will be reviewed in light of the discussion of key literature undertaken in Chapter 3.

Undertaking the Research

Chapter Two outlines the relatively recent history of the school setting as the context in which this research takes place; it provides a background as to why the research questions and subsequent research arose, highlighting ethical considerations taken into account from the outset. Hart(2005) comments on the important role the 'review of literature' has in research arguing that the researcher will not be able to acquire a full understanding of the proposed research topic, unless one considers 'what has already been done on it, how it has been researched, and what the key issues are.' Hart (2005) sees reading with the purpose of reviewing as having 'the goal of producing a product; an analytical evaluation of the research of your topic.' Chapter 3 will describe such a review of published material pertaining to the central question above. The review explores current thinking on recent legislation surrounding SEN, the nature and definition of BESD as used by researchers and practitioners, together with a focus on issues which arise from assessment, multi - agency working, intervention and the tracking of pupil progression of well-being.

In order for the research to be undertaken effectively and ethically the setting, context, choice of methods, of gathering evidence analysing the different kinds of data needs very careful consideration. For the process to be successful it should be completed from an informed position, by acquiring knowledge and understanding of the relevant theories and research practices involved. Decisions regarding an appropriate research strategy can be dependent then upon the researcher's theoretical and philosophical approach to knowledge. The setting, context, choice of methods, of gathering evidence and analysing the different kinds of data will also be further considered in Chapter 4.

When conducting research involving pupils within schools, consideration surrounding ethical probity is essential. The Revised Ethical Guidelines for Educational Research (BERA 2004) will be adhered to, so that this research is not harmful in any way to those who are considered as a particularly vulnerable group of children or those charged with their education and care. This research will be conducted in a manner that agrees with the view espoused by Walliman (2006), who argues that there are 'two perspectives' to ethical issues in research, the first being the 'values of honesty, frankness and personal integrity', the second is that of 'ethical responsibilities to the subjects of research, such as consent, confidentiality and courtesy.' Walliman (2006) also suggests that 'the value of research depends as much on its ethical veracity as on the novelty of its discoveries.' Consideration of perspectives and the ethical issues of this research will be considered in more detail in Chapter 4.

Chapter 5 presents findings drawn from data collection over a two year period. The findings are laid out in both quantitative and qualitative presentations. They are discussed in Chapter 6 where links between the literature reviewed and the research findings will be explored and inferences drawn as to possible answers to the questions the thesis addresses. A concluding summary will demonstrate how the key findings provide a response to theoretical and methodological issues.

The final chapter will argue that the tool developed through this research has positive potential in measuring the progression made by pupils and thus the impact of the interventions made to promote the individual pupil's well-being. The limitations of the research are explored as well as the original contribution of knowledge that the thesis may make.

Chapter Two

Research Setting

<u>Ethical Considerations from the Outset and Throughout</u>

The Economic and Social Research Council (2005) defines research as 'any form of disciplined inquiry that aims to contribute to a body of knowledge or theory' and defines research ethics as referring to 'the moral principles guiding research, from its inception through to completion and publication of results and beyond.' The context for this research is a residential special school for young people of secondary age who are deemed to have Behavioural, Emotional and Social Difficulties. The core purpose of the school is to provide a personalised, high quality, teaching/learning and care experiences, in a safe and secure residential environment. Articles 3 and 12 of the United Nations Convention on the Rights of the Child (1990) state that 'in all actions concerning children, the best interests of the child must be the primary consideration' and that 'children who are capable of forming their own views should be granted the right to express their views freely in all matters affecting them, commensurate with their age and maturity.' This research will use this as a basis upon which the field work will proceed

The school anonymised as Balpet is run under the auspices of Norire County Council (anonymised) and oversight of day to day working is regulated by a Board of Governors, who gave permission for the research to proceed and for the data held by the school to be used. Of some concern was aspects of being a participant researcher which may cause tensions in relation to impact on others at the school. The Head teacher and my supervisor agreed to act as critical friends in this respect here to regularly review protocols and any issues which arose.

The school needs to process certain information about its staff, students and other individuals it has dealings with for administrative purposes. To comply with the law on data protection, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully. This policy was adhered to in the analysis of the data used and collected by the school already and further continued within the school policy commensurate with the Data Protection Act (1998). Thus the data was anonymised. The rules of conduct followed in this research are those of the Revised Ethical Guidelines for Educational Research (2004) produced by the British Educational Research Association (BERA). In order to consider the effectiveness of the 'tracking process' a baseline picture of Balpet school and the characteristics of its pupils needs to be established at the onset of the data collection phase. A glimpse at the relatively recent history of Balpet school will aid in setting the context for the presentation of data in relation to this thesis.

Balpet School as the Research Setting - A Recent History to Establish Context

Following a turbulent period at the school in the early nineties, Balpet was considered by Ofsted (1996) as a school causing concern in that it was failing to give pupils an acceptable standard of education and placed in 'special measures'. It was judged to be failing in relation to one or more aspects of provision including: 'achievement and standards, teaching and learning, leadership and management, personal development, and care, guidance and support.' Balpet was again inspected by Ofsted (2001) and was judged at this time to have 'serious weaknesses'.

In March 2001, the current Head teacher was appointed and led the school through another inspection Ofsted (2003), where the judgement this time was that 'good progress has

been made and the serious weaknesses were no longer evident'. Balpet was now judged as a 'good' school. The Head teacher comments in his 2006 Self Evaluation Form that:-

> 'The 2004 – 2005 school year proved to be a difficult period for the school. The LEA cut the schools funding by £160k as part of a planned place purchase review. This required a number of redundancies to be made and restructuring of the school's management tier. The function of deputy head was identified as being unnecessary, the management/educational roles of the deputy for the most part had been shared amongst teachers with the DHT main responsibility being the management of behaviour. The Deputy Head went on long-term sick in January 2005, he never returned to work.'

<div align="right">Balpet School SEF (2006)</div>

The conditions described by the Head teacher demonstrated the need for significant change for the school and at the same time an exciting opportunity for further development. Balpet underwent its most recent inspection Ofsted (2008b) to be judged as 'a good school with some outstanding features'. Thus in Ofsted terms over the last ten years, the Balpet journey has been one of progression, from a school with serious weaknesses in 'special measures' to a 'good school with some outstanding features'. This research is firmly set at the heart of the recent Balpet journey, the outcomes of which has had significant impact on the changing practices at the school. The wider impact of outcomes of this research will be considered more fully in later chapters of this thesis.

Norire (2006a) locality strategy split the authority into 22 localities. The intention being that, in each locality, there will be a multi-agency team representing education, health, children's social care and relevant voluntary agencies. As the school was physically located in a neighbouring local authority to that under which it is governed, notice was given by Norire, that as part of its 'locality strategy' it would close Balpet School in 2010. Following the appropriate consultation process it was decided not to close the school but to relocate the whole provision to another site. A site has been purchased and subject to planning permission with completion of relevant building alterations the relocation will be completed by January

2012. It is in this climate of change in improving performance, leadership, management and future uncertainty that the analysis and interpretation of the data is set.

Balpet School a Changing Culture by Placing the Every Child Matters Agenda at the Heart of Practice

Norire County Council's cut of the schools funding in 2004 - 2005 required a number of redundancies and resulted in the restructuring of the school's leadership and management tier. This coincided with The Children Act (2004) that gave responsibility for the wellbeing of children to the Director of Children's Services. Cooperation would be essential between all relevant partners in order to improve outcomes for children and young people, which became a requirement and a challenge for those concerned in ensuring outcomes moved to the positive. Every Child Matters: Change for Children (DfES, 2004a) set out the five outcomes that children and young people have a right to receive as Being Healthy, Staying safe, Enjoying and Achieving' Making a Positive Contribution, Achieving and Economic Wellbeing.

The challenges for the newly structured leadership and management team of Balpet School were to steer a culture of change whereby the five Every Child Matters outcomes were at the heart of practice. The school needed to develop to a position where it could act as a county wide resource, providing a service to the pupils in its care from all twenty two Norire localities as well as to boys from other Local Authorities. The leadership and management team in order to develop the school, further would need to play a major role, as part of a multi – agency team in securing progress for children with BESD against the five outcomes. It would also need to develop a culture where the aspirations of all staff working at the school were to deliver to as high a standard as possible the tools, mechanisms and systems to monitor that progress. This should allow the school to effectively intervene early

in any key areas of concern in order to have the greatest, positive, efficacious and lasting impact.

As Assistant Head teacher in the leadership and management team, the opportunity arose to judge whether an assessment tool, which I was developing for use in the school, could impact on the pupils and systems to help meet the changing cultural challenges described earlier. The approval of Head teacher and Governing Body was sought and granted to access the school as a location for this research.

It is essential that from the onset of this research clear delineation is made between the role of teacher and researcher, through describing the advantages and disadvantages Robson (2002) refers to as 'insider' research but also in placing the dual roles in context, this will be discussed further in chapter 4.

The conditions outlined so far in this chapter offered a unique opportunity in the development of Balpet School. The desire of those leading the school to implement change, by placing the Every Child Matters (DfES, 2004a) outcomes at the heart of its work would require an open, informed and total review of its practice. The challenge to practice was deemed essential as it would drive the Balpet school development forward providing insight and knowledge in order to make informed choices. The analysis of data from this research would act as an evidence base on which any challenge to practice could be based. Practice in this context is concerned with how those working at the school carry out their professional duties or indeed the 'actions' they take. It was hoped that research into the measuring of progress in children and young people's well-being would lead to the improvement and understanding of practice and situation.

A period of review on practice by the leadership and management team led by the Head teacher, together with teaching and residential staff teams focused on an examination of first principles. The purpose and function of the school was reconsidered with the aim of ensuring positive outcomes for all pupils in relation to the Statutory Outcomes of the Children Act (2004). Through the gathering of data, close attention could be paid to the ECM outcomes in judging the effectiveness and appropriateness of the provision. Analysis of data would help drive the school's self evaluation process. The outcomes of data analysis would act as an evidence base for contribution to the Self Evaluation Form (SEF) and in steering future policy and practice. As part of this process the Governing Body would fulfill the role of 'critical friend' to the school monitoring and evaluating the school's performance, holding the Head Teacher et al to account for this.

The school's raison d'être was considered and resulted in the compilation of a series of statements as follows:-

- Mission Statement   -   An official statement of the aims of the school
- Vision statement   -   Balpet perception of future developments
- Statement of Values   -   Balpet's view morals, principles and beliefs
- Statement of Purpose   -   The reason for which the school has been established and exists

The Mission Statement became the basis for the school's overarching aim which was:-

'To improve the quality of our pupil's lives.'

It was exemplified in the vision statement, which was set the aspiration of the school in becoming 'a centre of excellence for pupils with behavioural, emotional and social difficulties.' The leadership team sought to establish a shared sense of direction and commitment from those working at the school. In setting goals and targets which were

sufficiently challenging the leadership were committed to securing the capacity, commitment and imagination to implement its vision of excellence.

Consideration of pupils and their needs focussed on respect for the self, others and the environment. Inclusion and equality of opportunity were to be strived for, together with the development of personal qualities and skills for learning beyond school. The pupils would require a safe and secure environment where they could be happy and fulfilled. In relation to 'Learning and Teaching' high expectations would be set for all pupils building on knowledge, aptitudes and interests. There was a desire to move towards personalised learning in and meeting pupil's individual needs. The quality of teaching and learning 'should raise pupil achievement through structuring and pacing learning experiences that would be challenging, engaging and enjoyable.' Pupil progress should be maximised with underperformance identified and tackled. Pupil should be encouraged as partners in their learning through self-assessment and the setting of shared objectives.

Regarding the 'Teaching Team', aspirations were that teachers should be 'competent in behaviour management allowing effective teaching to take place.' Effective planning and assessment should inform future learning. Teachers should be actively involved in 'monitoring and evaluating the curriculum, fully supported by highly skilled Advanced Teaching Assistants.' In order to improve the quality of learning 'all should have the opportunity to participate in the development of the school, are well informed and are valued for their achievement.'

The Residential Learning Team should also have the 'ability to plan effectively' and be able to demonstrate that 'assessment informs future learning'. They should also be actively involved in 'monitoring pupil progress, in evaluating the residential learning curriculum,

have an opportunity to participate in the development of the school, be well informed and are valued for their achievement.' Competent in behaviour management was seen as essential in allowing an 'effective social care programme to take place.'

In relation to the Governing Body, governors were encouraged to be 'actively involved in monitoring the work and practices of the school.' They were seen as essential in providing 'appropriate challenge to the school through active scrutiny to determine that the school is efficient and effective.' It was felt that Governors should ensure that the school 'provides value for money and work harmoniously in being sensitive to the needs of staff and pupils.'

Regarding 'Parents and Community', a sense of 'partnership with the school should be developed based on mutual trust and confidence.' Parents were to be provided with 'comprehensive information about their child's learning and behaviour so that they could be supportive at home.' Parents' active involvement in the school was to be sought, their views taken into account to aid 'bringing about improvement together with the development of an atmosphere which would allow any complaint to be resolved effectively and sensitively.' Community links should be increased to 'heighten awareness of what goes on in the school, to accept the school in its' changing form' and to develop strong partnerships beyond the school.

The 'Statement of Values' reflected the values which the School held in relation to the self, relationships and society which led to a set core principles which informed policy and practice. These core principles are enshrined in Balpet's work practices and are here linked to the ECM outcomes: -

- Promotes learning   -   *Enjoy & achieve*
- Promotes respect for self   -   *Be healthy, Stay safe, Make a Positive Contribution*
- Promotes respect for others   -   *Be healthy, Stay safe, make a Positive Contribution*
- Promotes respect for the environment   -   *Be healthy, Stay safe, make a Positive Contribution*
- Promotes inclusion   -   *Achieve economic well-being*
- Promotes equality of opportunity   -   *Achieve economic well-being. Stay Safe, Be healthy*
- Promotes achievement   -   *Enjoy and achieve*
- Promotes success   -   *Enjoy and achieve*

The Mission Statement, Vision Statement, Statement of Values and Core Principles all informed the resulting Statement of Purpose, which described the schools intended operational environment with the core purpose of Balpet School as 'to provide personalised, high quality, teaching/learning and care experiences, in a safe and secure residential environment for vulnerable boys deemed to have BESD.' The General Purpose was described as 'Balpet is a special school, with a residential facility, maintained by Norire County Council, for boys aged 10-16 years with severe Behavioural Emotional and Social Difficulties (BESD).'

In order to achieve its core and general purpose the school would seek to provide an educational environment in which pupils could make good progress in relation to their academic attainment and their personal and social development. In order to achieve this, the school would endeavour to ensure that all pupils have access to the National Curriculum and Religious Education in line with the requirements of all schools. Personalised learning would be an essential aspect of the school's programme in order to secure positive outcomes for pupils. The school would also seek to secure good progress for all pupils in relation to the primary need of BESD, through focus on objectives as set out in their 'Statement of Special Educational Needs.' The school would also seek to ensure each pupil's well-being is enhanced as described in the five outcomes that Every Child Matters (DfES, 2004a). In terms

of well-being the school would place at the core of its practices the outcomes children and young people have a right to receive namely 'Being Healthy', 'Staying Safe', 'Enjoying and Achieving,' 'Making a Positive Contribution' and 'Achieving Economic Wellbeing.'

Placement via Statement of Special Educational Needs and Establishing the Characteristics of the Balpet Pupil.

The Norire Local Authority has a commitment to inclusion as described in its 'Education Inclusion Statement' in that Balpet School will work to secure the 'presence, participation and achievement' of the pupils placed at the school. Norire County Council recognizes that there needs to be a graduated response to helping pupils with BESD. To place a pupil at Balpet School the LA must have agreed to maintain a 'Statement of Special Educational Needs' for the child or in exceptional cases need to make an emergency placement for a child in line with DfES (2001) paragraph 8:23.

DfES (2001) consider that children and young people who fall into the area of need that is 'behaviour, emotional and social development' are described as:-

Children and young people who demonstrate features of emotional and behaviouraldifficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling for some, or all, of the following:
- flexible teaching arrangements
- help with development of social competence and emotional maturity
- help in adjusting to school expectations and routines
- help in acquiring the skills of positive interaction with peers and adults
- specialised behavioural and cognitive approaches
- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- provision of a safe and supportive environment.   (Para 7:6)

When a statutory assessment in the form of a 'Statement of Special Educational Needs' is deemed necessary the Local Authority must seek written contributions in the form of:-

A. Parental advice
B. Educational advice
C. Medical advice
D. Psychological advice
E. Social services advice (Para 7:82)

And that the statement follows a prescribed format under the following headings:-

Part 1 *Introduction*
Part 2 *Special Educational Needs*
Part 3 *Special Educational Provision*
Part 4 *Placement*
Part 5 *Non-Educational Needs*
Part 6 *Non-Educational Provision* (Para 8:29)

Part 3 of the statement should describe the 'special educational provision' that the Local Authority 'consider necessary to meet the child's special educational needs.' The provision should be described in terms of 'the objectives that the special educational provision should aim to meet,' together with what the 'special educational provision' should look like in order to appropriately meet the objectives and the needs set out in Part 2.

The objectives on the Statement of Special Educational needs give a snapshot picture of the needs of the child or young person as they are admitted to Balpet School. The objectives warrant closer scrutiny as they offer a view by those compiling the statements that describe the range of individual pupil characteristics that the Balpet provision should meet. **Table 1** (page 25) identifies the range of recorded 'individual objectives' in the Statements of Special Educational Need, for the cohort of 49 Balpet pupils falling into the data collection time frame. The 'statement' represents an assessment carried out by Norire local authority and the objectives are used to focus on the individual pupils needs in order to target the support the child should receive. Each statement is required to be reviewed annually to

measure progress in achieving the objectives and to highlight any additional support that may be needed in meeting any changing needs of the pupil.

In order to focus on the initially posited research question, namely, 'How can the well-being of pupils be measured over time to show individual's progression and the impact of the provision made?' a clear understanding of the particular complex difficulties of the cohort is required. The statement of special educational need is only an initial assessment where the requirement of the provision of the type provided by Balpet School (For pupils deemed BESD with weekly boarding) is considered necessary. It is also the initial description of the needs of the child that the school receives before he is admitted to the school and can also serve to highlight issues surrounding pupil well-being which may then be further examined and acted upon.

The statement however is limited if it should serve as a 'baseline' from which observations can be made, so the required components of a tracking process, to monitor progress relative to the pupils needs can be considered. The limitations of the statement can be demonstrated by considering Pupil 23 a typical Balpet pupil who joined the school at the start of his year 9, curricular reports from his previous school indicated he was operating at National Curriculum level 3 or 4 for most subjects with literacy, numeracy and language skills within the average range. Prior to his arrival at Balpet, further reports from his previous schools suggested his poor behaviours could be traced back to his pre – school years and evidence of undergoing assessments from different agencies since age of two and a half years. So significant multi – professional work had been undertaken for eleven years prior to his starting at Balpet. Further investigation showed he had been excluded from various mainstream schools, had attended a Pupil Referral Unit, undergone work with Child and Adolescent Mental Health Services (CAMHS) and a history of informal warnings but no

cautions or convictions from the police. The objectives from Pupil 23's Statement of Special Educational need were as follows and seem inadequate given his history as described above for his final three years of schooling:-

- To continue to develop his ability to attend and concentrate for longer periods

- To develop confidence and self esteem

- To continue to develop ways to express emotions

- To continue to help him to deal with and adapt to change in routines

The necessary components for any 'tracking processes', in relation to the individual pupils' well-being, need to be established through consideration of their complexity of need beyond the traditional measures of pupil's test scores or SEN statement objectives, to include less obvious components that constitute the five outcomes of the Every Child Matters agenda. In this way pupils' well-being and learning needs can be addressed and assist the school in realising its aspirations as described in the previous section.

Table 1– Frequency of Individual Objectives Recorded on Balpet Pupil SEN Statements

Maximise his learning ability.	3
Develop basic literacy skills	2
Improve his concentration and motivation	2
To encourage positive learning skills	1
To develop his ability to listen and attend within a group situation	1
Develop his organisational skills such as arriving on time to lessons with correct equipment	1
Develop his reading comprehension	1
Develop his use of understanding of spoken language	1
Continue to develop his basic skills at a level appropriate to his comprehension ability	1
Develop and extend his literacy skills specifically with regard to extending his work attack skills and developing his comprehension of what he reads	1
Continue to develop his writing skills, in particular letter formation, permitting the development of a small spelling vocabulary	1
Continue to develop his basic literacy and numeracy skills	4
Make learning progress in basic skills at a rate that is appropriate to his age and ability	1
Make progress across all subjects across the National Curriculum	1
Help him to develop better reading, writing and spelling skills so that he is able to access the curriculum more independently and successfully	1
Increase his ability to attend to the task in hand and increase his concentration span and to apply himself to his work and take more responsibility for his own learning	2
Increase his motivation, interest and co-operation	2
Develop literacy skills	2

Consolidate his ability to concentrate for a given period and work independently	3
Provide a broad and balanced curriculum where he has some control in target setting to improve his academic self esteem. To include self rating of his own work with support on making judgements on whether his standards are too high	1
To enable him to listen and follow instructions	3
Enable him to develop his knowledge and skills by providing full access to a secondary curriculum	1
Fully develop his academic skills	1
Develop independent and group working skills	1
To believe that he can be successful at school and start attending school again full time	1
Accommodate emotional fragility and enable him to develop emotional maturity	6
Develop more appropriate behaviour and learn to manage anger and behaviour	7
Enhance his self-esteem	4
Improve his motivation by building on his strengths and interests	2
Extend his concentration skills and attention to task	5
Develop and maintain appropriate peer relationships and friendships	7
Accommodate his difficulties in behaviour and continue to contain and manage them	5
Enhance his self-esteem and develop is confidence as a learner	7
Develop more positive relationships with adults	2
Help him to moderate his emotional and behavioural difficulties	1
Help him to take responsibility for the management of his own behaviour and to recognise the consequences of his actions	4
Develop the social skills to relate appropriately to both peers and adults	14
Help him to make and sustain supportive peer relationships that are essential to the development of high self-esteem	2
Help him to understand moral values and to develop a structure to his life where responsibilities and accountabilities have their part and learn how to deal with them	1
To increase his tolerance of other people and situations and find ways of managing his anger	2
To recognise his feelings and express them appropriately rather than acting them out	1
To co-operate with others so that he can take part successfully in group activity	5
Help develop more appropriate behaviour and learn to control his behaviour	3
Learn to accept adult direction and to learn to accept responsibility for his actions	2
Have the opportunity to experience a wide range of after school activities and to learn how to structure his leisure time constructively	1
Develop appropriate behaviour in school and out of school settings	2
Increase his self-esteem and develop a positive self image	1
Help him to moderate his disruptive and aggressive behaviour	2
Help him to recognise his negative emotions and to learn acceptable ways to deal with them	2
Opportunities to experience success and adult support to boost confidence and self-esteem	1
Develop acceptable behaviour patterns in a classroom situation	4
To be able to react more calmly to and develop more appropriate strategies for dealing with conflict, frustration, disappointment and delayed gratification	1
Increase his motivation and develop strategies for reducing his impulsivity and managing and monitoring his own behaviour	1
To improve his academic self image by having belief in his good cognitive ability and accepting that he is able to bring about changes within his learning situation	1
Provide a framework for effective management of his behaviour	1
To enable him to develop his understanding of the perspectives and needs of others	2
Enhance his self-esteem and minimise anxiety	1
Provide structured opportunities to develop mature emotional behaviour	1
Provide and environment where rules are consistently applied through an appropriate range of rewards and sanctions	1
To provide structure opportunities for him to develop social skills relation to adults and peers and in accepting rules necessary within groups	1

To enable him to develop emotionally and to enhance his self-esteem and self confidence	1
Learn to control the impulse to behave in an inappropriate way when asked to do something which he does not want to do	1
Improve his social skills and coping strategies in all settings	1
Opportunities to improve his relationship with his peers through increased interaction with them in a classroom situation	1
Accommodate his emotional fragility and enable him to develop a good sense of self-esteem and self worth	1
Motivate him and teach him how to stay on task	1
Help him to have a positive experience during non-structured times in the school day	1
Enable peers to understand his difficulties and identify appropriate ways to support him	1
Enable staff to understand his difficulties and adapt the curriculum accordingly	1
Develop and implement strategies to address his behavioural difficulties	1
Improve his gross motor skills	1
Develop his fine motor control and pencil skills	1
To benefit from effective home/school liaison	2
To increase his attendance in school to acceptable levels	1
To have opportunities to be integrated into a mainstream school	1

The objectives identified in **Table 1** highlight wide ranging features shared by children deemed BESD in this group, which includes traits of disturbing and/or disruptive behaviour that interferes with social functioning and academic performance. The traditional description of such pupils who may display withdrawn behaviour is 'acting in', whereas those pupils displaying aggressive or disruptive behaviour may be described as 'acting out'. There is an extensive range of terminology used to describe the pupils considered BESD that fall along the 'acting in'/ 'acting out continuum and will be considered more fully in the review of literature. Such children with or without special educational needs may at some time in their lives have short or long term additional needs. Assessing and meeting these additional needs is crucial to the child's well – being and are essential components of any tracking process.

The objectives in **Table 1** vary in clarity, focus and can prove difficult for parents and school staff to consider achieved in the 'Annual Review' process of the SEN statement. Many of the objectives can apply as a general aspiration for all pupils and are not specific enough to address the needs of the individual pupil. Examples such as 'Maximise his learning

ability', 'Make progress across all subjects of the National Curriculum', 'Develop literacy skills', Fully develop his academic skills' and 'Improve his motivation by building on his strengths and interests' could apply to the majority of the school population and prove difficult to assess as achieved.

For the purpose of this research the accurate assessment and description of the complex characteristics of the Balpet pupils under consideration is essential, so that analysis of the data may provide an understanding of the potential relationship between tracking progression of well-being and making provision. Further analysis of the data may develop an understanding of school improvement and schools' contribution to achievement of ECM outcomes. For appropriate provision to be established to meet the complex needs of pupils deemed BESD then assessment of those needs should be reliable, rigorous and accurate. The range of additional needs identified from school held records for the cohort of Balpet pupils involved the following (or a combination of):-

- Involvement with Child and Adolescent Mental Health Services
- Involvement with Youth Offending Teams
- ADHD
- Aspergers
- Physical/ Verbal Aggression
- Sexualised Behaviour
- Enuresis
- Autism/ Spectrum Disorders
- Hearing Difficulties
- Speech/ Language Difficulties
- Self Harm
- Asthma
- Eczema/ Skin Disorders
- Drugs Involvement
- Criminal Activity/ Police Involvement
- Family in Crisis
- Looked After Child
- 'At Risk'/ Child Protection
- Attention Seeking
- Attachment Disorder
- Conduct Disorder
- Fragile X Syndrome
- Psychological Input

- Academic Attainment below Average for Age

In order to meet this range of identified 'needs' Balpet school requires an extensive range of 'intervention strategies' to be applied in order to foster positive educational engagement and thus the development of pupil well-being. The type of intervention needs to be determined by the varying category of need. Interventions traditionally can be seen as part of a remedial process in providing a correction to 'put something right' and/or preventative to 'keep something from happening.' The term 'educational interventions' is often used in order to develop curricular traits, whereas what are termed 'therapeutic interventions' can arise as a result of counselling or behavioural/ emotional examination and 'medical interventions' for diagnosed conditions or ailments.

Development of a Data Collection Instrument to help meet Needs and Promote the Individual Pupil's Well-being

This researcher introduced to Balpet School his role as Special Educational Needs Coordinator (SENCO), a rating scale based on national criteria issued by the Qualifications and Curriculum Authority (QCA, 2001) developed through research by Grimley, Morris, Rayner and Riding, (2004). Using the research in the development of this scale as a secondary data source, it is utilised in the Balpet School setting to track patterns in Learning, Conduct and Emotional Behaviour and will continue to be developed as part of this research. Colleagues at Balpet School were asked to describe their view of the needs of a typical 'Balpet Boy.' The exercise was undertaken surrounding well- being in relation to Social, Emotional and Health/Physical domains to demonstrate the appropriateness of the rating scale but also to utilise the experience of colleagues working directly with the children and young people. The results of the discussion exercise are represented in **Table 2** (page 30).

Table 2 depicts the view of staff working at Balpet School, in relation to their observations of the types of core features the pupils and young people they work with, who are considered to have BESD may possess. The staff offer a description of a typically vulnerable pupil deemed to have BESD, with complex needs that have proven to be a barrier to their social functioning and academic performance. In light of the description of needs of a typical Balpet boy gathered from colleagues, it was decided to continue to use the Grimley et al (2004) rating scale. Data would be gathered from colleague assessments, each term, over the two year period. Analysis of the data will serve as an integral component in informing colleagues of action necessary to be taken to maximise pupils' progress and to demonstrate patterns of progression as part of a tracking process.

Table 2 - Social, Emotional and Health/Physical needs of a Typical Balpet Boy

Health and Physical Needs	Emotional Needs Social Needs	Social Needs
May be small in stature	May be intolerant	May have been subject to poor parenting
May be undernourished	May bully others or have been a victim of bullying	May lack confidence when mixing with others
May be dyspraxic or dyslexic	May have anger management issues	May have had a missed childhood
May have ADHD	May have sexual identity difficulties	May have difficulty solving problems
May be a bed-wetter	May not trust adults and/or peers	May have experienced broken relationships
May have eating disorders	May have been neglected	May not have had a good male role model in his life
May be undernourished	May be unhappy	May have a poor image of females
May have an STD	May have been abused	Family may have financial concerns
Has mood swings	May be frightened	Housing environment may be a cause for concern
May not demonstrate safety awareness	May have poor communication skills	May show no social constraints
May have personal hygiene issues	May need counselling: bereavement and well-being	May be involved in criminal activity
May be a poor sleeper	May be unable to accept responsibility	Peer relationships at home may be unsuitable
Might not participate in physical activities	May be unable to sustain a relationship	May demonstrate bigoted / inherited prejudice
May use illegal substances	May be resistant to change	May lack an understanding of others' culture
		May demonstrate racist tendencies

In order to develop the tracking process further in relation to pupil well-being and in light of the mixture of advantages and disadvantages highlighted by Robson's (2002) description of 'insider' research, careful consideration was given to the data collection method which will be discussed more fully in Chapter 4. The concept of how measuring progression of pupil well-being arose, so initial work on the 'tool' to gather data based on the five outcomes of ECM was undertaken. Discussions with my Supervisor, Head teacher (as critical friends) and other professional colleagues from outside the school (e.g. Educational Psychologist) took place in order to maintain objectivity and the researcher stance. Colleagues within the school were informed and consulted as part of the school's desire to play an informed and effective part in the delivery of the ECM agenda through professional development and focus on practice.

Initial focus was given to the retrieval of data on each of the ECM outcomes by considering each one as a series of descriptors. As with the Grimley et al (2004) scale the intention was very similar in that the 'tool' developed through this research, to assist in promoting the individual pupil's well-being for those working directly with the pupils at Balpet, was to:-

> monitor the development of all pupils rather than simply to profile pupils whose development gave cause for concern. Consequently, the instrument needed to meet a number of criteria; namely, be simple; be capable of being easily understood and used without extensive training or specialized skills in test administration or structured observation; be quick to administer, score and analyse; cover a wide age range; be suitable for whole school use; and provide valid and reliable data.
> (Grimley et al, page 274)

For illustrative purposes the initial 'Achieve Economic Well-being' outcome descriptors were presented as follows:-

Achieve Economic Well-being Outcome

- Ability to travel independently
- Number of adults working in the house
- Living in a household with low income
- Risk of homelessness post 16

- Unready for post 16 life, very low attainment
- Unlikely to gain any qualifications
- Not engaged in college opportunities
- Not engaged in post 16 decision making.

The full breakdown for each outcome is presented as **Appendix 1** − Initial descriptors of ECM Outcomes (Pilot).

Assessments could now be undertaken by colleagues in relation to each pupil and their 'best fit' to each of the descriptors. A colour coding system was adopted to provide colleagues with a clearly visual image representing the assessments as opposed to a set of numbers. The intention being a quick, sharp and professional way to describe the level of intervention deemed necessary for each descriptor. The assessment of interventions were devised to fall into three broad categories, where urgent intervention i**s** needed, where there are concerns intervention may needed and where it was felt there were no concerns. This led to consideration of a code or visual system to match the three descriptions of intervention that would be clearly understood by all colleagues involved in the assessment process.

Silverman (2006) discusses how visual images are received within workplace studies through his description of **semiotics** as 'the science of signs' and cites a particular example by considering traffic lights. He noted that 'they bring together concepts ('stop', 'start') with images ('red', 'green')', that 'these images are not autonomous: red is identifiable by the fact it is not green, and vice versa' and traffic lights have no natural connection to what they signify: red has simply come to mean 'stop' and green to mean 'start'. Through adopting the traffic light concept in this research, then urgent intervention needed is assessed by staff as 'red' and where no intervention is needed assessed 'green'. Silverman (2006) considers that 'traffic lights express syntagmatic relations (the order in which the traffic lights can change, from red to green and back again, but much more complicated in countries where there is also amber light).' The relation in which assessments move from 'red' to 'green' or from 'urgent'

to 'no intervention' will depend on the impact and efficacy of any planned strategic actions established by Balpet school. Choosing 'amber' will provides a visual relation to those undertaking assessments that there are 'concerns' that intervention 'may' be needed.

Assessments in terms of intervention needed for each descriptor of the five ECM outcomes could now be undertaken using the following:-

- Where **urgent intervention is** needed (Coded RED)

- Where there are **concerns intervention may** be needed (Coded AMBER)

- Where there are **no concerns** (Coded Green)

Following colleague discussion and governor approval it was decided to undertake a pilot data collection exercise before embarking on wider research study. It was hoped the assessments would in turn provide data, which when analysed would provide 'triggers' to target necessary action and could possibly lead to the generation or creation of an 'intervention plan' for each pupil. There were several reasons for the pilot (listed in the next section below), but primarily it would act as a pre – test to establish any difficulties or problems in procedure or design, to consolidate issues at the onset surrounding validity, generalizability, transferability and reliability and to test responses and allow for further development so the 'tool' would become a reality.

Pilot Data Collection Exercise.

The reasons for conducting the pilot study at this stage were as follows:-

- Testing the adequacy of the well-being research tool
- Developing research protocol
- Deciding if the research protocol is realistic and workable
- Is a full study feasible
- Help in developing research question/s
- Collecting preliminary data

- Assist in decisions regarding data analysis
- Uncover any difficulties in data collection that need addressing
- Help in developing methodology
- Uncover possible problems in the research process
- Provide evidence to the Governing Body, Colleagues et al that the main study is worth supporting

The pilot data collection exercise was undertaken asking 'Teaching and Residential Learning Staff' to rate descriptors on the level of intervention they considered was required for each pupil across the five outcomes of ECM. An aide memoir was constructed in advance to assist in clarification of red, amber or green and support and the purpose of aiding rater reliability. Thirty six pupils were assessed by their class teachers and key residential tutors. The pupils' personal school files were available as an evidence resource to aid decision making. The descriptors for each outcome were layered around person specific standardised data on each pupil and separately colour coded. The data sheet due to its appearance of concentric circles pertaining to each Every Child Matters Outcome running around an individual pupils standardised scores became commonly known as the 'progress track'. The descriptors were constructed in such a way as to allow focus on the progress pupils make in their personal development and well-being across the five outcomes. Through tracking over time it was hoped that analysis of the data, would aid the school in exploring why some groups of pupils do better than others and so target individual, cohort and whole school issues for improvement and development. Appropriate individual 'Red' or 'Amber' intervention plans could be constructed to inform staff of action necessary to maximise the progress of the individual pupils.

Outcomes from Pilot Data Collection Exercise

The exercise and subsequent discussions in their own right, proved to be efficacious in directing the school to look more holistically at the process of assessment for learning and the progress of well- being as well as setting the foundations for this research. The response

to the pilot through meetings with colleagues was very encouraging with the staff feeling the exercise was worthwhile in increasing their awareness and understanding of the ECM outcomes. The development of initial 'Red or Amber Intervention Plans' to support pupil progress was also felt to be of benefit, as the plans would target Key Strategies/ Actions to be undertaken and map resources accordingly. However, in relation to any difficulties or problems in process and data collection, there were several highlighted by colleagues:-

- The colouring of boxes using crayons was considered tedious

- The 'progress track' looked too cluttered

- Clearer guidance was requested on what constituted a red, amber or green intervention – rater reliability could not be guaranteed.

- Time restrictive - the exercise was undertaken occupying a whole afternoon; some staff admitted rushing to finish the task.

- Some boxes were left blank

- Some descriptors were written in the negative while others were not e.g. No adults working in the house, not engaged with learning etc

- Descriptors could be grouped to aid understanding in context.

Specific problems in the tool's design would therefore need to be addressed, but initial display of results across the five outcomes for all pupils produced a clearly visible track represented in **Appendix 2** – Balpet ECM Track (Pilot). Just by viewing the track it could be seen that the 'Enjoy and Achieve Outcome' and the 'Make a Positive Contribution Outcome' had higher proportions of red and amber assessments as compared to the remaining outcomes. Before any significant analysis is undertaken this immediately directs the leadership and management team of the school to focus further investigation in those areas to highlight issues that may require whole school intervention.

The results for the 'Achieve Economic Well-Being' outcome are reproduced as **Table 3** (page 37) to aid discussion. The trial compilation of individual pupil 'Red Intervention Plans' were constructed by addressing the issues highlighted Red by reading the chart horizontally. In terms of achieving economic well-being, for pupil 1 it can be seen that urgent intervention has been assessed to be required in the ' risk of homelessness post 16', unready for post 16 life', 'very low attainment' and ' not engaged in college opportunities' descriptors. In this way key strategy, resources and actions, as a form of intervention, can be targeted on an individual basis for each pupil across the five outcomes.

Whole school issues could be focused on by reading the chart vertically and looking at the columns in terms of Red, Amber or a composite of both as these indicate where intervention is required. As an initial exercise these were percentaged and given a rank order within each outcome as presented in **Appendix 3** – ECM Rank Order (Pilot). **Table 4** (page 38) shows the rank order for the Achieve Economic Well – Being outcome. In this way priorities could be established for intervention in order to improve pupil well-being and provide indicators for discussion/action by those at Balpet school charged with leading development of practice and school effectiveness. In **Table 4** 'Unready for post 16 life' is ranked 1 so in order to address concerns, interventions in the form of focused discussion with outside agencies and attention from key staff at the school for relevant pupils, would need to be planned and acted upon.

Consideration of each of the descriptors and their rank order across the five outcomes allows a profile of the school for a particular cohort of pupils to be established as **Table 5** (page 38) for the pilot cohort below demonstrates. The profile and the data gathered once analysed could provide evidence for a plan to drive forward practice, school development and effectiveness in improving pupil well-being.

Table 3 - Pilot Exercise – Assessment Results for the 'Achieve Economic Well-being' Outcome

Name			Not an independent traveler	No adults working in the house	Living in a household with low income	Risk of homelessness post 16	Unready for post 16 life	Very low attainment	Unlikely to gain any qualifications	Not engaged in college or ECT opps	Not engaged in post 16 decision making
Pupil 1			Green	Amber	Amber	Red	Red	Red	Amber	Red	Amber
Pupil 2			Amber	Green	Amber	Green	Amber	Red	Red	Green	Green
Pupil 3			Green	Green	Red	Amber	Green	Green	Green	Green	Green
Pupil 4			Green	Green	Green	Green	Green	Green	Green	Green	Green
Pupil 5			Green	Green	Green	Green	Green	Green	Green	Green	Green
Pupil 6			Green	Green	Green	Green	Green	Green	Green	Green	Green
Pupil 7			Amber	Amber	Red	Amber	Red	Red	Amber	Amber	Green
Pupil 8			Green	Green	Green	Amber	Green	Green	Green	Green	Green
Pupil 9			Green	Green	Green	Green	Green	Green	Green	Green	Green
Pupil 10			Amber	Green	Green	Green	Amber	Amber	Green	Green	Amber
Pupil 11			Green	Green	Amber	Amber	Green	Green	Green	Green	Green
Pupil 12			Amber	Green	Amber	Green	Red	Green	Green	Green	Green
Pupil 13			Amber	Green	Red	Green	Amber	Green	Green	Green	Green
Pupil 14			Green	Green	Red	Red	Red	Green	Green	Green	Green
Pupil 15			Amber	Green	Green	Green	Red	Green	Green	Green	Green
Pupil 16			Green	Green	Green	Green	Green	Red	Red	Amber	Red
Pupil 17			Green	Green	Green	Green	Green	Green	Green	Green	Green
Pupil 18			Green	Green	Green	Red	Amber	Green	Green	Green	Green
Pupil 19			Green	Green	Green	Green	Green	Green	Green	Amber	Amber
Pupil 20			Red	Green	Green	Green	Green	Green	Green	Green	Green
Pupil 21			Amber	Red	Red	Green	Green	Green	Green	Green	Green
Pupil 22			Green	Red	Red	Red	Red	Red	Amber	Red	Red
Pupil 23			Red	Amber	Green	Green	Red	Green	Green	Green	Green
Pupil 24			Green	Green	Green	Green	Green	Green	Green	Green	Green
Pupil 25			Amber	Green	Amber	Green	Green	Green	Amber	Green	Green
Pupil 26			Red	Amber	Green	Green	Red	Green	Green	Green	Green
Pupil 27			Red	Red	Red	Green	Red	Red	Green	Green	Amber
Pupil 28			Green	Green	Green	Green	Red	Green	Green	Amber	Green
Pupil 29			Red	Green	Green	Green	Green	Red	Green	Green	Green
Pupil 30			Green	Green	Amber	Amber	Amber	Green	Amber	Green	Green
Pupil 31			Green	Green	Amber	Green	Green	Amber	Green	Green	Green
Pupil 32			Green	Green	Green	Green	Green	Red	Green	Green	Green
Pupil 33			Red	Green	Green	Red	Green	Green	Green	Green	Green
Pupil 34			Amber	Red	Amber	Amber	Green	Red	Green	Green	Green
Pupil 35			Red	Amber	Amber	Green	Green	Green	Red	Green	Green
Pupil 36			Red	Green	Green	Green	Amber	Amber	Amber	Amber	Amber

Key
Red – Urgent Intervention needed
Amber – Intervention may be needed
Green – No concerns

Table 4 - The Achieve Economic Well-being, Red/ Amber Composite (Pilot)

		Red	Amber	Green	R/A Composite	R/A Rank
ACHIEVE ECONOMIC WELL-BEING						
Not an independent traveler		22.2	25	52.8	47.2	5
No Adults working in household		11.1	19.4	69.5	30.5	9
Living in household with low income		19.4	38.8	41.8	58.2	3
Risk of homelessness post 16		13.9	44.4	41.7	58.3	4
Unready for post 16 life		36.1	44.4	19.5	80.5	1
Very low attainment		30.5	33.5	36	64	2
Unlikely to gain any qualifications		11.1	36.1	52.8	47.2	5
Not engaged in College opportunities		8.3	27.7	64	36	7
Not engaged in post 16 decision making		8.3	25	66.7	33.3	8

Table 5- Balpet School – ECM Profile - Pilot	
90% - 100%	
(H) -- Difficulty Managing Anger	94.3%
(PC)-- High Levels Of Anxiety	91.6%
(EA)-- Poor Experience of Education on Admission	91.6%
80% - 89%	
(EA) – Below Average Attainment on Admission -	88.8%
(PC) - Doesn't cope with Change-	86.2%
(H) - Low Self – Esteem -	86.0%
(H) - Risky Behaviours -	86.0%
(EA) - Inappropriate Behaviour in Unstructured Time –	83.4%
(PC) - History of Exclusions -	83.4%
(PC) - Tends to be Lazy -	83.3%
(EA) - Difficulty Relating to Adults in Authority -	80.5%
(EA) - Below National Average -	80.5%
(EW) –Unready for Post 16 Life -	80.5%
(EA) - Requires Periods of 1 – 1 Supervision -	80.2%
(SS) - At Risk Behaviours -	80.1%
70% - 79%	
(SS) - Chaotic Family Life -	77.6%
(EA) - Poor Reading Skills -	77.6%
(EA) - Not Engaged with Learning -	77.2%
(PC) - Difficulty Relating to Peers -	77.0%
(PC) - Negative Attitude Towards Community/Authority –	75.0%
(EA) - Negative Attitude Towards Learning -	75.0%
(H) - Depressive Mood -	75.0%
(PC) - Displays High Levels of Violence and Aggression -	72.2%
(PC) – Bullies and/or Intimidates -	72.2%
(PC) - Rarely Shows Initiative -	72.2%
(H) - Other Agency Involvement -	72.2%
(H) - Exposure to Drugs -	72.2%
(H) - Environment Family Lifestyle -	72.2%
(H) - Smoker -	72.2%

Key: (PC) - Positive Contribution, (EA) – Enjoy and Achieve, (H) – Be Healthy, (EW) – Economic Well – Being, (SS) – Stay Safe

From **Table 5** (page 38) resources and planned action by Balpet could be identified as a matter of urgency to address the highest ranked elements.

The pilot data collection exercise demonstrated that the procedures were at least feasible, but several changes were required in design in order to negate the difficulties highlighted earlier in this chapter. In relation to the 'tedious colouring of boxes using crayons' and the time taken, the decision was made to computerise the 'the tool' by placing the descriptors of the 'progress track' into an access database. The use of the computer also allowed for the 'step by step' completion of assessments, which removed the confusion over the look of the progress track being 'too cluttered' and any would aid in removing any 'blank boxes.' In relation to some descriptors being written in the negative, they were not seen as helpful to the staff using the tool. Consequently the tool was altered to avoid repetition and confusion e.g. no adults working in house changed to adults working in house. Each of the descriptors was considered in turn across the five ECM outcomes with a focus on positive or neutral language and grouping under sub headings to avoid repetition or confusion over context.

Further consideration, consultation, argument and debate were undertaken to develop each of the ECM outcomes in relation to the issues a typical Balpet pupil may face and the necessary interventions needed to improve the outcomes and hence well-being. Included here is a summary of the conclusions for each outcome and how the issues raised were then linked to appropriate interventions. The conclusions would provide the component parts of the well-being tool:-

Achieve Economic Well- Being Outcome

Where there is no adult in the household in regular employment or there are major concerns about household income the action taken by the school is to support joint agency work with family. Where achievements are well below expected levels indicating that the pupil is unlikely to gain any qualifications or will need considerable support to achieve economic well-being then the school should intervene through curricular tracking and guided 1:1 support from Teaching Assistants under the leadership of the Special Educational Needs Coordinator. Learning needs should be accurately assessed and addressed in learning extension and in teacher's lesson planning; equally self-esteem should be built up through planned activities leading to success. If the pupil is unable to travel alone then when age appropriate the school should introduce individual to 1:1 travel with support. (Guidance given with timetables, how to prepare for journey, use of tourist information office and emergency procedures. Start independent travel with a short journey). Where there is major risk of homelessness post 16 action taken will be to support joint agency action with family, careers–support from work- experience coordinator and personal Key tutors to link with home to look at post 16 options. If the pupil refuses to or is unable to engage in opportunities on offer the school will focus on small group activities through planned work with key tutor and focus on work experience with sympathetic employer. If the pupil is unable or unwilling to plan for after school life or has difficulties in making appropriate choices then interventions by the school are of the form whereby a Key tutor supports in tutorials to engage in discussion with a view to appropriate post 16 action, Connexions activities/advice to be sought and the school will support any Joint Agency Action.

Enjoy and Achieve Outcome

Where a pupil has below average attainments in most areas of the curriculum or Literacy skills fall significantly below chronological age and are a barrier to achievement

then the school will intervene to ensure access to the full national curriculum entitlement and identify areas of weaknesses. A planned programme of 1:1 support through learning extension will be constructed. If attendance falls below 50% then residential education will be considered in support of work with the Education Social Work service. When a pupil has one or a mixture of the following traits; is emotionally immature, has a negative attitude to learning, is rarely engaged or finds little of interest on offer. Additionally if a pupil has little or no ability to recognise and name emotions in self and others and does not react appropriately to facial expressions, body language, tone of voice, other's behaviour etc. Action taken by the school is to provide positive feedback when doing well, structure planned experiences to achieve success, regular 1:1 discussions to focus on issues of concern in tutorials and to reward achievable short term goals. Issues surrounding difficulties in sharing; is often engaged in inappropriate behaviours in unstructured time; problems with following rules; may spoil things for others or regularly requires periods of 1-1 supervision to be able to work or play successfully. The school will intervene to provide a structured environment to play with appropriate facilities and peers and also provide 1:1 supervision monitoring - where appropriate and in context.

Make a Positive Contribution Outcome

Issues in the Make a Positive contribution outcome have been broadly placed into three categories namely attitudes, relationships and behavioural aspects. Attitude towards school, other learning opportunities, authority, wider community, gender and to motivation are considered, together with relationship with peers and adults in authority. In terms of behavioural traits criminality, levels of initiative and anxiety together with physical and verbal aggression are focused on.

Pupils who may be disaffected from school, often refuse to work, absent themselves from lessons, disrupt lessons when present and not engaged in learning then interventions are of the form of positive feedback when doing well, planned experience to achieve success, 1:1 discussions to focus on issues of concern, regular tutorials with a key worker and the rewarding achievable short term goals. Pupils rarely involved in out of school activities from choice or deliberately spoils activities for others will have provision of learning opportunities based on individual interest and the provision of personalised learning programmes with planned new experiences of incremental change to foster self-esteem and sense of belonging. Those pupils deemed to have little or no respect for other people, acts inappropriately in many circumstances i.e. Can be antagonistic or aggressive towards some other groups within the community will have structured activities to address issues through a consistent approach of action and discussion.

If a pupil relates inappropriately or is antagonistic or aggressive to others by virtue of their gender then the school will foster positive, intelligent role model over time, reward positive responses and work with an Educational Psychologist to oversee strategies of intervention Where a pupil relates inappropriately, can be antagonistic or aggressive to peers provision will be adjusted to allow for discussion through tutorials planned interactive classes/groups/sports teams, planned evening activities/games to gain success and offer frequent specific praise. Likewise if relationships are poor and antagonistic or aggressive to adult authority figures then positive interaction during planned break/lunch hour/activities is enabled together with encourage participation in team sports/group activities etc. If however the pupil almost always needs direction or encouragement to take part in activities and rarely contributes independently then the school will ensure opportunities exist to succeed in and out of school in an attempt to reinforce and encourage positive attitudes.

If a pupil displays behaviour where he frequently assaults others and/or causes damage, bullies, threatens and/or intimidates others then a combination of the following interventions will be employed. Discussion through tutorials, behaviour management plans and risk assessments will be constructed to offer guidance to staff on how best to manage the pupil. Anger management courses will be offered, pupils are encouraged to channel aggression through sporting activities etc. Structured activities will be planned with de-escalation strategies in mind. Where the pupil has an offending history or is subject to a court sentence then the school will support any multi-agency action.

Stay Safe Outcome

Family issues and particular environmental issues relative to the pupils are focused on in this outcome. If Parent(s) need(s) frequent or ongoing support in order to provide clear boundaries for their child to stay safe or the primary carers health concerns have a negative impact on the child's development. The school will provide good role models within the school environment and monitor impact through discussion and any joint agency action. The child may play a significant care role within the family setting here support is provided through regular tutorials and again monitor through discussion and through support any joint agency action. Where the pupil is currently looked after by the Local Authority, interventions by the school will support multi-agency input with regular meetings to discuss progress and regular reviews to plan actions. The pupil may be currently witnessing/experiencing domestic violence or places on a Child Protection (CP) register for physical/sexual abuse or neglect then the school will support joint agency action. Counselling is offered to give individual support and where necessary referral to other agencies is made for specialist help and advice. Specific Literacy texts are issued, discussed and problems identified and tackled. The pupil may be heavily involved in anti-social behaviour in the community; on verge of or has an

Anti Social Behaviour Order (ASBO), here counseling and the support of joint agency action is the intervention strategy adopted by the school.

Be Healthy

Issues considered for intervention by Balpet school staff in this outcome have been placed into four sub – categories i.e. physical health, mental health, specific conditions and risk taking. Under physical health any existing 'Health Agency' involvement, maturity or growth issues, diet, weight and exercise patterns were considered. Interventions will include the support of actions / advice from 'Medical Practitioners', target specific training for staff and the construction of specific Health Plans with ongoing monitoring. Access is provided to local medical services with any pupil's individual concerns supported through tutorials. In relation to diet weight and lack of exercise then the school will offer healthy food options, educate through a variety of media - posters, lessons, by example, through discussion, 1:1 etc. Seek medical guidance on promotion of a healthy diet introduce different levels of activities and planned weekly activity programme. Pupils will be advised on the benefits of healthy lifestyle through 1:1 tuition and guidance with individual assessment / training programmes within the extended after school hours curriculum.

In terms of mental health issues where a pupil has negative self-esteem in most settings then following discussions with a Key Tutor, planned activities are arranged for the pupil to gain success with frequent specific praise. In terms of confirmed concerns of mental health issues where there is CAMHS / Other Agency involvement, the school will support and encourage attendance at 'Agency' sessions, liaise with agencies to give and obtain feedback and respond to feedback. Where a pupil displays significant difficulties in managing anger the school will intervene by encouraging the child to seek advice on an Anger Management Course. Target specific issues in tutorials and offer a 'Time out option' to allow

the pupil to calm through the provision of a safe environment. Where ADD/ ADHD is diagnosed the school will, focus activities for short periods, monitor any medication use and also monitor any linked dietary issues.

Other specific conditions diagnosed such as Autistic Spectrum Disorder, Attachment Disorder and Conduct Disorder the school will seek to create a user friendly environment, offer clear specific instructions / guidance and boundaries. Support is also offered through 'Behaviour Management Plans' (monitored and discussed regularly with key tutors), also through the following guidance given by fellow professionals. The provision of frequent small group activities with safe boundaries in a structured environment with specific sanctions is also planned for.

Risk taking issues considered consisted of smoking with intervention planned as providing information about available support together with a focus on awareness / dangers through a Personal Social Health Education &Citizenship (PSHE&C) programme and key tutorials. Consider use of 'patches' etc following GP advice. For confirmed exposure to illegal drugs and confirmed exposure to drug or alcohol use the school would here also give information about available support, focus on awareness / dangers through PSHE&C programme and key tutorials, seek GP advice, work with parents and any external agencies.

If any pupils are self-harming then incidence is recorded, the pupil is monitored closely, reference made through the child protection process to involve work with outside agencies and activities planned to help build the individual's self esteem. Confirmed issues of inappropriate sexual activity or where pupils ask for help re sexual identity. The school will seek advice from GP; give advice on services available eg help lines, follow Child Protection Procedures, support through tutorials and the PSHE&C programme.

Following the discussions of the relevant ECM outcomes as summarized above, clearer guidance was requested from the staff on what constituted a red, amber or green intervention. This suggested that the initial 'aide memoir' was now no longer adequate and that rater reliability may not be secure. Accordingly each descriptor was subdivided into three component indicators for Green, Amber and Red clarification, presented here as **Appendix 4** – ECM Red/Amber/Green Descriptors. They would now appear as a 'drop down' menu in the 'tool' with the aim of aiding rater reliability. The updated 'Achieve Economic Well-Being Indicators' are reproduced below for illustrative purposes as **Table 6**. Further work would need to be undertaken in matching 'Key Strategies/Actions' to be undertaken coupled with an 'Evidence Source' to aid monitoring. In this way individual Red or Amber Intervention Plans could now possibly be electronically generated.

Table 6 - Updated 'Achieve Economic Well – Being Indicators'

ACHIEVE ECONOMIC WELL-BEING	Green	Amber	Red
Background			
Adults working in household	Good adult role models; at least one parent/carer in regular employment	Parent(s)/carers in occasional employment	No adult in household in regular employment
Level of household income	No known concerns about household income	Some concerns about household income	Major concerns about household income
Independence			
Level of achievement	Achievements on track to achieve economic well-being with minimum support	Some slippage and will need support to get back on track	Achievements well below expected levels; unlikely to gain any qualifications; will need considerable support to achieve economic well-being
Can travel independently	Can plan journey independently; read timetable; handle money ; travel safely	Can plan journey with adult help etc	Cannot travel alone
Preparedness for future			
Risk of homelessness post 16	No known risk of homelessness post 16	Some risk of homelessness post 16	Major risk of homelessness post 16
Engaged in appropriate college/ work experience opportunities	Not applicable due to age; Fully engaged in all opportunities provided by school/local authority	Partially engaged but either refusing or finding it difficult to engage	Refuses to or is unable to engage in opportunities on offer
Readiness for post 16 life	Not applicable due to age; able to review and revise choices; has agreed clear plans for after school life	Partial or uncertain planning for after school life; needs support to review and revise choices	Unable or unwilling to plan for after school life; difficulties in making appropriate choices

Changes to School admission Forms

A specific school based outcome from the pilot exercise was the updating of admission forms to the school. Three specific forms were devised to supplement data received about the pupils in the statement of special educational needs. Earlier in this chapter difficulties in using the objectives within the statement as a baseline of a tracking process to meet individual needs were discussed. The forms were now devised to gather data on well-being around the ECM descriptors from three sources, the last Education provider, Parents or legal guardians and finally the Education Social Work team attached to the child or young person. Each contributor was advised that the purposes of the forms were to:-

- Provide information about the pupil's work skills and other behavioural and social issues
- Give up to date information to plan future needs of any placement at Balpet School
- Provide a baseline from which to monitor progress
- Be used to help establish partnerships between relevant agencies to support learners.

All of the ECM descriptors in the pilot were spread across the three forms and this allowed for a baseline pen picture in terms of well-being, to be created on each child prior to entry to the school. The data provided staff with up to date information in order to plan for the purposes highlighted above. The forms are attached as **Appendix 5**, but a brief description of each is provided here with two sample questions under each outcome to aid understanding and to show the breadth and type of data gathered.

The 'Education Provider' form is used to gather data on levels of attainment in curricular areas, together with the most recent data from standardised tests. Specific data on reading ages, spelling age, numeracy age, IQ, any verbal or non-verbal reasoning scores and preferred learning style is requested. In terms of other ECM outcomes, the education provider was asked to rate questions as Yes, No or Sometimes across the five areas, examples of such are:-

Achieve Economic Well-being - Is he child ready for post 16 life?

- Is he likely to gain any qualifications?

Enjoy and Achieve -Is there a significant delay in his maturity?

-Does he engage in enrichment activities?

Make a Positive Contribution - Does the child have a positive attitude towards school?

- Does he display a high level of anxiety?

Stay Safe - Does he experience a chaotic family life?

- Are there any issues about parent / carer health?

Be Healthy - Is he a smoker?

- Does he regularly exercise?

The 'Educational Social Worker Form' is used to gather data on what Balpet considers are 'Inclusion at risk indicators.' DfES (2004b) describes inclusion as follows 'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'. The Balpet 'at risk' indicators surround issues which may be a barrier to the child or young person being fully included. The admission form seeks to provide data through the answering of questions on whether there are any child protection concerns surrounding the pupil or if the pupil on the at risk register. Does the pupil belong to an ethnic minority group or is the pupil from a refugees or asylum seeker background. Is the pupil from a family with English as a second language or is the pupil from a traveller/gypsy background. Is the pupil a young carer, is the pupil gifted or talented or does the pupil have additional special educational needs to his BESD. Are there issues which may place the family under stress, such as unemployment, due to bereavement, due to separation/divorce, due to a new adult partnership, due to teenage parenthood, to criminality or to substance abuse.

In terms of other ECM outcomes, questioning across the five areas again takes place examples of which are:-

Achieve Economic Well-being - Are there any adults working in the household?

- Is the child at risk of homelessness post 16?

Enjoy and achieve - Is there a significant delay in his maturity?

- Does he engage in enrichment activities (eg after school clubs)?

Make a Positive Contribution - Does he have a positive attitude towards authority?

-Is he involved with the Youth Offending Team?

Stay Safe - Are there any issues regarding neglect?

- Is he at risk of sexual exploitation?

Be Healthy - Is he at risk of exposure to drugs?

- Is there any other agency involvement?

The 'Parental' form focuses on questions around the five ECM outcomes for illustrative purposes the full range of questions in the Be Healthy outcome are represented here. The questions are significant in forming a, 'caring partnership' with the parents at the onset of the child or young person's admittance to the school. The areas covered are wide ranging and specific and indicate to the parents the school's desire to work in partnership on any issue that may prove to be a barrier to the child achieving their well-being. Answers to the questions can also be a trigger to seek further clarification by the school. Examples of the '*be healthy'* questions are reproduced here:-

Does your son have a specific medical diagnosis?
Does he have any specific health needs?
Is he a smoker?
Is there any undiagnosed concern?
Is he involved with CAMHS?
Does he deliberately self harm?
Does he exhibit risky behaviours?
Is he sexually active?

Is he prone to inappropriate sexual behaviour/language?
Does he have any intimate health care needs eg enuresis, anal medication?

The questions in all three admission forms highlight the high degree of trust that is required by those completing them, in that any data given in good faith are dealt with in an appropriate manner. The full sets of questions are reproduced as **Appendix 5** – Admission Forms (Education, Education Social Work and Parental).

Following presentations involving the Pilot study to the Governing Body, it was agreed that work on the 'tool' was essential in adding to the development of the schools ability to determine its impact on pupil well-being across time and should continue. Approval was granted for this research to continue to be developed as a rigorous and academic study. A review of literature was then undertaken to develop the research further.

Chapter Three

Review of Literature

This review will function as an aid to understanding the current and developing issues in the domain of the initially posited research question (page 10). It will explore how the issues have been researched and reported previously. In carrying out the review the process will begin with the identification of key words/terms to establish sources of knowledge and how best to access them. The review will then develop through exploration and critical evaluation of relevant sources such as books and journals, which are accessed through outlets such as search engines, internet, databases and libraries. The review will conclude with a brief summary of how the discussion of the key literature has refined and clarified the initial research question.

In the introduction to this thesis the focus for this research was identified as the tracking of well-being of children and young people deemed to have BESD. An initial research question was posited as how can the well-being of pupils be measured across time to show individual's progression and the impact of provision made? Each section of this review of literature seeks to address the component parts of the initial research question that give rise to key words and terms. In this way emerging legislation surrounding Special Educational Needs that contributes to the education and well-being of children and young people is explored. In order to consider progression and impact issues surrounding the definition of BESD together with those surronding measurement, assessment, identification and intervention are also considered.Well-being in terms of the emerging Every Child Matters agenda of the individual deemed BESD, requires exploration around what currently exists as good practice by those individuals or agencies working in the field. The focus on meeting the well-being needs and impact of intervention of the individual child or young person requires

consideration of the implications of personalisation together with the size of the population under consideration.

Identification of Key Words/Terms

In seeking to answer questions on tracking of progress of well-being for pupils who are deemed to have BESD, a clear understanding of the nature of BESD as a Special Educational Need (SEN) and the term 'well-being' is required. A discussion on key legislation surrounding SEN, that has come into being over the past few decades, will aid in setting the scene on how the inclusion of such children in the English education system has developed and links to their well-being. The changing legislation and exploration of definitional issues surrounding BESD, sets the context for discussion on what constitutes effective provision and practice for vulnerable pupils with SEN and in particular BESD. Issues surrounding the assessment of the particular needs of such pupils will be discussed to consider what already exists in the type of interventions to allow for progress in their well-being to be achieved. In order to provide for appropriate interventions to help meet the identified needs of pupils deemed BESD, focus is also required on how an individual school works with its partner agencies and how these agencies work together to impact and enhance the well-being of their pupils. Meeting the specific individual needs of child and young person with SEN, suggests a personal approach to learning may be required so individual well-being can be achieved. The implications of personalisation for schools may raise issues in areas such as the changing role of the teacher, parental confidence, school performance and changing accreditation opportunities. These and any other related issues shall be considered as all may be facets of ensuring pupil well-being can be achieved. Finally, consideration to statistics surrounding pupils with SEN and deemed BESD, will be undertaken to gauge the size of population and importance of the task for those working to meet the needs of such

children and young people. It is intended that the review of literature will enable a sharper focus to the initially posited research question.

The review of literature will cover issues surrounding the tracking of progress of well-being for pupils who are deemed to have BESD, the following key words and terms were used in this literature search:

- Inclusion/ Legislation

- Every Child Matters

- Nature/Definition of Behavioural Emotional and Social Difficulties

- Effective BESD Provision / Practice

- BESD (Well-being /Assessment / Identification / Measurement / Intervention)

- Multi- Agency working

- Personalised Learning

- SEN / BESD Statistics

Information for this review of literature has been elicited from many sources. These have included for example Books, e − books, Journals, e − journals, libraries, data bases and the internet. As an example the library at Birmingham University has been utilised to search its large number of databases, many of which are abstracting and indexing databases (also known as bibliographic databases) which effectively are search engines for finding published research in the form of journal articles, conference papers, reports, theses, etc. Search engines such as Google Scholar, aimed at students and researchers in universities have been accessed to examine journal articles, books, preprints and technical reports. The Internet (used with caution dependent on validation of origin) has been explored for sources of evidence. Web portals which serve as gateways to the internet have been used for example, sites such as, The Stationery Office (www.tso.co.uk) to provide links to government documents and The Office of National Statistics (www.statistics.gov.uk) on statistical information. Consideration has

been given to the differing types of articles or reports whereby Research articles including systematic reviews, are deemed as the best source of evidence due to their academic peer review. Review articles are intended to summarise other articles on a particular issue, whereas Commentaries and opinion pieces include interpretations on research or letters to the editor and editorials. Case studies consider information on a single person or small group, as opposed to a group of studies.

Tracing Key Legislation Involving Special Educational Needs that Contributes to the Education and Well-being of Children and Young People.

The landscape around the education of children in the English system, for those deemed to have special educational needs has changed and developed over the past few decades. Tracing certain key legislation regarding SEN highlights a shift in emphasis from what was considered a medical model of diagnosed categories, with focus on difference rather than normality, to a more inclusive approach with a focus on protection, achieving potential and well-being. The final paragraphs in this section will consider the future implications of recently proposed legislation on SEN, the effects of which may hint at a retrospective move by the current government, away from the inclusive practice that has come into prominence.

Education (Handicapped Children) Act (1970)

The Education Act (1970) sought to include children previously excluded from the English school system, by ending the existing classification of those individuals who were termed handicapped children and unsuitable for 'education at school,' by stating that:-

    (a) no further use shall be made of the powers conferred by section 57 of the Education Act 1944 (that is to 1944 c. 31. say the section having effect as section 57 by virtue of the Mental Health Act 1959) for classifying children 1959 c. 72. suffering from a disability of mind as children unsuitable for education at school;

                                                        (ch.52, page 1)

The Education Act (1970) also removed the power from Health Authorities to provide training for children of school age 'who suffer from a disability of mind':-

> (b) a local health authority shall not, under section 12 of the Health Services and Public Health Act 1968 have 1968 c. 46. the power or be subject to a duty to make arrangements for training children who suffer from a disability of mind and who are for purposes of the Education Act 1944 of compulsory school age;
>
> <div align="right">(ch.52, page 1)</div>

These quotes highlight the growing view that change was needed in moving from the 'categorisation' of children with SEN and a separatist approach to their education, to a more 'integrative' or 'inclusive' approach. The debate continued through the seventies and led to the Warnock Report (1978).

Warnock Report (1978) and Education Act (1981)

The publication of the Warnock Report (1978) was the culmination of one of the largest investigations looking into the needs of children with SEN to that date. The report laid the foundations for the introduction of a system leading to what later become known as 'statements of special educational need' where by it recommended that there should be:-

> 'a system of recording as in need of special educational provision those children who, on the basis of a detailed profile of their needs prepared by a multi-professional team, are judged by their local education authority to require special educational provision not generally available in ordinary schools. (para. 3.31).

This recommendation firmly placed the onus on local education authorities to educate those pupils requiring 'special educational provision' following assessment of their needs by 'a multi-professional team' The Warnock Report (1978) brought the then termed 'integration' of disabled children and young people into mainstream schools to a national audience. The Warnock Committee's (chaired by Mary Warnock) findings were that 'some 20%' of children in the school population 'appeared to need some form of special educational help' (para.3.15) and that 'moreover, 2% of children at present ascertained as requiring special education, do not fit our wider concept of special education'. (para7.4) this infers that the 2% might need

support beyond what a mainstream school could provide for. In terms of provision the report stated that if appropriate 'special educational provision is to be made,' then it should 'be made as early as possible,' and that 'arrangements for the discovery and assessment of special educational needs must be effective, and must be carried out without delay.'(para 4.79). Three decades later and the calls for early intervention are still prevalent as indicated by The SEN and Disability Green Paper (2011), which will be considered more fully at the end of this section.

Following the Warnock Report (1978) the Education Act (1981) introduced the requirement for LEA's identify and assess pupils who may require the LEA to decide on suitable provision for them and heralded a radical shift in the approach to special educational needs. The Education Act (1981) saw the introduction of an 'assessment and statementing procedure for those children deemed to have special educational needs, placing the integrative (later inclusive) approach into legislation.

Convention on the Rights of the Child (1989), UNESCO (1994) and Excellence for all Children: Meeting Special Educational Needs – Green Paper (1997)

The shift in the approach to special educational needs following Warnock Report (1978) and Education Act (1981) reached the world stage by the end of the 1980's.The Convention on the Rights of the Child (1989) ratified in the United Kingdom in 1991, was an international statement focussing on children's human rights. The Convention sets out these rights in 54 articles and two Optional Protocols. Under Article 23 the child's education is linked to inclusion, whereby it is stated that the child should receive education in a 'manner conducive to the child's achieving the fullest possible social integration and individual development.'

The UNESCO Salamanca Statement (1994) saw representatives from 92 governments and 25 international organizations meet to further the objective of 'Education for All' by 'considering the fundamental policy shifts required to promote the approach of inclusive education.' It was felt that focus should be placed on what would 'enable schools to serve children particularly those with special educational needs.' Advocated was a 'Framework for Action on Special Needs Education,' so governments and organizations 'may be guided by the spirit of its provisions and recommendations 'in which regular schools should accommodate all children:

> 'those with special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs,
>
> (page viii)

The Green Paper (1997) focused on meeting the special educational needs of all children, it was the UK government's endorsement of the UNESCO Salamanca Statement (1994), in a move to make the English Education system more, but not totally inclusive:

> while recognising the paramount importance of meeting the needs of individual children, and the necessity of specialist provision for some, we shall promote the inclusion of children with SEN within mainstream schooling wherever possible.
>
> (page 5)

The intention being to 'remove barriers which get in the way of meeting the needs of all children,' in so doing the government sought to 'redefine the role of special schools to develop a network of specialist support.' The development of new regional structures for 'improving the effectiveness of SEN provision' was given high priority.

Special Educational Needs and Disability Act (SENDA, 2001), UN Convention on the Rights of Persons with Disabilities (2006),

SENDA (2001) empowered the right of children with SEN to be educated in mainstream schools where parents wanted this and if the interests of other children could be

protected in receiving an 'efficient' education. It became unlawful for a school to discriminate against a disabled person by stating:

 (1)It is unlawful for the body responsible for a school to discriminate against a disabled person—

(a)in the arrangements it makes for determining admission to the school as a pupil;

(b)in the terms on which it offers to admit him to the school as a pupil; or

(c)by refusing or deliberately omitting to accept an application for his admission to the school as a pupil.   (chapter 1)

The UN Convention on the Rights of Persons with Disabilities (2006), was signed by the government and agreed to be bound by the purpose of the Convention 'to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities' whilst at the same time promoting respect for their 'inherent dignity.' Persons with disabilities were described as those who:

have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. (article 1)

The right to inclusive education is enshrined in article 24, where children with disabilities have a right to inclusive education in the communities in which they live.

Discussion to this point has focussed on key legislation identifying the shift from integration to inclusion of children previously excluded from the English school system. The intention being that relevant agencies should work together so that the individual needs of children could be better met and as a consequence their well-being could be improved. The high profile inquiry (2003) of Victoria Climbie's tragic death highlighted that agencies were still not working together and communication was poor. It was noted that the police, the social services department of local authorities, the National Health Service, the NSPCC, and local churches all had contact with her and noted the signs of abuse but that all failed to

investigate properly that abuse and little action was taken. Beresford (2003) described Victoria Climbie's death as;

> 'Her death has become one of those major modern occasions where there seems to have been a collective sense of empathy for a stranger's fate. She has become an embodiment of the betrayal, vulnerability and public abandonment of children.
> The inquiry must mark the end of child protection policy built on a hopeless process of child care tragedy, scandal, inquiry, findings, brief media interest and ad hoc political response. There is now a rare chance to take stock and rebuild.'
>
> (Beresford 2003)

The Victoria Climbie Inquiry led to The Children Act (2004) with a focus on child protection. This provided the legislative framework for taking forward the Green Paper 'Every Child Matters' DfES (2003b). The Children Act (2004) promoted cooperation between all agencies in order to improve outcomes for children and young people in England placing the burden of responsibility for the well-being of children on a Director of Children's Services (DCS). Section 10 of the Children Act (2004) refers to 'Inter-Agency Cooperation to Improve the Well-being of Children' and offers guidance on the duty of agencies to cooperate providing the underpinning framework for the establishment of Children's Trusts (CT's).

Well-being is the term used in the Children Act (2004) to define the five Every Child Matters outcomes. The outcomes are:

- Being Healthy

- Staying Safe

- Enjoying and Achieving

- Making a Positive Contribution

- Achieving Economic Wellbeing

The five outcomes shown above are determined as a right that have to be achieved for children and young people by those agencies involved with them. Government strategy

following the Children Act (2004), also aimed to 'personalise learning for all children and to make education more responsive to the diverse needs of individual children'. There was a move towards the development of an inclusive education allied to the reform of children's services under Every Child Matters (ECM): Change for Children (2004). Local Authorities were challenged to 'improve services to all children and young people whoever and wherever they were.' It is within this changing legislative landscape that this research is set in seeking to track the progression of the well-being of children and young people deemed BESD. The national developments of services to meet the needs of individual children will have impact on how Balpet school carries out its functions in its ability to ensure its pupils achieve the five ECM well-being outcomes.

Barnes (2008) questions 'how services should be developed and why it is perceived as so important.' Barnes (2008) study focuses on children deemed to have Special Educational Needs (SEN), but it could be argued that some of her judgements could be applied to all. In a climate of change due to the 'development and restructuring of services encouraging interdisciplinary approaches and multi-agency working,' her study explored the 'perspectives of Special Educational Needs Co-ordinators and parents, regarding the rationale for multi agency working' and considered what an effective service might look like.' Her research revealed 'overwhelming support for multi-agency activity, although no single rationale was identified' and that 'Multi-agency working was perceived as enabling and enhancing inclusive education by providing an early and holistic assessment of individual needs through identification of all individual barriers to achievement.' Her argument is that it is not just that agencies should co-operate but that their services need co-ordinating:-

> 'Despite the complexity of their difficulties in school, teachers often find that when professionals work closely together young people reach their educational potential (...) it is argued here, on the basis of such evidence that inclusion depends more than is fully appreciated, on the ability of agencies not only to co-operate, but to go further and co-ordinate their services.'
>
> (Roaf (2002), cited by Barnes 2008)

The issue of coordinating services of the sort identified by the focus on child protection following the Victoria Climbie Inquiry and The Children Act (2004) was again evident when Professor Eileen Munro (2010) was asked by the Secretary of State for Education Michael Gove MP to conduct an independent review of child protection in England. The report aimed to understand why previous reforms associated with child protection did not achieve the expected levels of improvement and to help advise the Government, service leaders and professionals where best to focus attention and finance in order to meet the needs of vulnerable children and young people across England. Munro (2010) began her analysis by listening to the views' of children, families, young people, carers, social workers and other professionals such as those involved in health education and police services. She highlights previous reforms and agendas producing negative consequences that have resulted in an 'imbalance and distortion of practice priorities,' meaning that the focus on the children's well-being and safety was blurred. Munro (2010) uses this example to reflect this:-

> 'A clear example of this is the introduction of prescriptive timescales for assessing the needs of children, introduced because there was a legitimate concern about 'drift' in cases where children may have been at risk of harm. Whilst clearly a reasonable aspect of practice to challenge, the combination of a new performance indicator to measure this, with a national performance and inspection system seeking better accountability, resulted in an over-preoccupation with meeting timescales for assessment relevant to concern about the quality of that assessment and its impact on the safety of children and young people.'
>
> (page 7).

It is important that in this research in the development of a tool to track for progression in well-being of children and young people deemed BESD, there is no blurring of focus as described by Munro (2010). This will be achieved through exploration of issues surrounding practice, assessment, intervention, personalised learning and multi-agency working for children and young people deemed to have such difficulties. Munro (2010)

concludes the first section of her review by suggesting that some of the less effective previous reforms associated with child protection created a system where good practice of child protection can thrive. Munro (2010) argues that the system needs to become better at monitoring what is happening and respond creatively to tackle difficulties that may emerge. She states;

> 'Some good practice thrives in parts of the country despite the design of the system. The review is concerned how previous reforms have, inadvertently, created a system which makes such practice harder to achieve.' (page 44)

It is hoped the tool developed in this research to assist in the development of the tracking of the well-being of pupils, will allow Balpet school and any other interested parties to become better at monitoring what is happening that may hinder the achievement of well-being and respond creatively to tackle difficulties that may emerge. The need for accurate tracking and effective intervention to achieve well-being, for children and young people who currently have a statement of SEN is brought into focus in the light of recent Government proposals.

DfE (2011) Support and Aspiration: A new approach To Special Educational Needs and Disability Green Paper

The SEN and Disability Green Paper DfE (2011) is consultative in nature and as presented is not a definitive statement, it is intended to stimulate discussion and has no commitment to action. It is however the first step towards changing the law through any changes related to DfE (2011) are not planned to be introduced by the government until May 2012. Presenting proposals under five headings, DfE (2011), could herald radical future changes to the SEN landscape. Included here is a summary of the proposals to aid discourse on future uncertainties and possible implications that could impact on enhancing the well-being of pupils considered under the existing system to have SEN.

Early Identification and Assessment

It is proposed that there will be a new approach to statutory assessment which suggests that by 2014, children and young people who currently have a statement of SEN or learning disability, should have a single statutory assessment process and an 'Education, Health and Care Plan', from birth to 25 years. It is envisaged that 'all the services on which the child and their family rely on' are expected to 'work together with the family to agree an 'Education, Health and Care Plan', and is clear about who 'is responsible across education, health and social care for which services.' Whilst a single statutory process with early identification and assessment is a laudable aim and could lead to a reduction in the bureaucracy surrounding the SEN framework, increasing flexibility by removing the existing stages 'School Action' and 'School Action Plus', it could impact the ability to focus interventions and appropriate resources quickly.

Giving Parents Control

Here the government aims is to give parents 'more control over support for their child and family.' It is striving to reduce what it terms as the 'adversarial nature' of the current system by a 'clear local offer' of the services available. Parents will have the option of 'personalised funding by 2014 to give them 'greater control over their child's support and school.' Where local authorities and parents disagree they will be encouraged to try 'mediation first, to resolve problems in a less adversarial way than having to take their case to the Tribunal.' In working towards these the government 'will give parents the right to express a preference for any state-funded school, including Academies and Free Schools.'

It appears DfE (2011) advocates a departure from what has now become the international efforts to adopt and implement United Nations articles on 'inclusion' which have been traced here as far back as the Education Act (1970). The UNESCO Salamanca

Statement (1994) for example called for 'inclusive education to be the norm', the current government seeks to remove what it calls the 'bias towards inclusion' whereby:

> There should be real choice for parents and that is why we are committed to removing any **bias towards inclusion** that obstructs parent choice and preventing the unnecessary closure of special schools. We believe that real choice for parents requires a diverse and dynamic school system that offers a wide range of high quality provision and that has the autonomy and flexibility to respond effectively to parental choice; parents to be able to express a preference for a placement in any state-funded school; and good quality information that enables parents to make informed choices.
>
> (para. 2.46)

Increasing the ability of parents to better make infored choices on the most appropriate provision for their children is again laudable but not all parents are the same. Whist some parents will indeed be more than able to secure the most appropriate provision for their children, other parents with their own particular needs/ difficulties, may be unable to understand the funding issues to secure what is required to meet the specific needs of their child. Key issues for agencies working to support the child or young person, will surround the ablity and coordination of agencies to work together to support the needs of some parents.

Learning and Achieving

Removing the existing stages 'School Action' and 'School Action Plus' the government proposes to 'tackle the problem of over-identification' by applying a 'single school based category for children whose needs exceed what is normally available in schools.' This 'single category' hints at another retrospective move towards a 'those with' and 'those without' SEN two tier system, harking back to the medical perspective of special education where children were diagnosed by a local health authority as belonging to a category of handicap. Warnock (1978) believed that the most important argument against categorisation was that:

Categorisation perpetuates the sharp distinction between two groups of children - the handicapped and the non-handicapped - and it is this distinction which we are determined, as far as possible, to eliminate. (para. 3.24)

Indeed the Warnock (1978) committee advocated the term 'handicapped' should be abolished in favour of a more 'detailed description of special educational need,' recommending the term 'children with learning difficulties' should be used:

We recommend that the term 'children with learning difficulties' should be used in future to describe both those children who are currently categorised as educationally sub-normal and those with educational difficulties who are often at present the concern of remedial services. Learning difficulties might be described as 'mild', 'moderate 'or 'severe'. (para 3.2)

Under the Learning and Achieving proposals the government argues that the current educational system has weaknesses and 'doesn't always work in the way it should for disabled children and young people and those with SEN.' It suggests that 'too many face significant barriers to their progress and achieve less well than their peers at school and in further education.' In order to provide the best opportunities for all children and young people the government argue that the 'weaknesses of our education system' must be confronted and that:

'Previous measures of school performance created perverse incentives to over identify children as having SEN. There is compelling evidence that these labels of SEN have perpetuated a culture of low expectations and have not led to the right support being put in place.' (para. 3.4)

To overcome the 'weaknesses of our education system' the government advocates new approach to special educational needs and disability whereby, 'teachers feel able to identify effectively what a child needs to help them to learn.' Teachers should feel able to:

plan support to help every child progress well, reflecting the specific needs of children with SEN and those who may just be struggling with learning and need school-based catch-up support which is normally available;

teachers and other staff in schools and colleges are well trained and confident to: identify and overcome a range of barriers to learning; manage challenging behaviour; address bullying; and intervene early when problems emerge;

special schools share their expertise and services to support the education, progress and development of pupils in other special and mainstream schools, leading to a greater choice of specialist provision. (para 3.5)

To work towards this the government intends revising 'statutory guidance on SEN identification to make it clearer for professionals; and supporting the best schools to share their practices' and to 'introduce an indicator in performance tables which will give parents clear information on the progress of the lowest attaining pupils.' Funding will be available to increase the number of trainee teachers in special school environments together with the development of 'teachers with specialist skills and knowledge' who are able to work across clusters of schools.

Preparing for Adulthood and Services Working Together for Families

The government intends to take forward a 'programme of action' so that by 2015 disabled young people and young people with SEN will have 'early and well-integrated support for, and advice on, their future as part of the proposed birth to 25 single assessment process and 'Education, Health and Care Plan.' This is intended to be supported with improved 'access to better quality vocational and work-related learning options,' together with 'good opportunities and support in order to get and keep a job.' It is proposed that services should working together for families by developing 'stronger local strategic planning and commissioning arrangements,' where 'local authorities and local health services will play a pivotal role in ensuring that children and young people with SEN or who are disabled receive high quality support.'

The emphasis on services working jointly together in compiling 'Education, Health and Care Plans' seems very similar to that of multi-disciplinary teams working together under

the ECM agenda, however there appears a lack of clarity on how each service will jointly finance the assessment process. It could be assumed for example, that a competitive environment between the agencies could arise for any available funding, putting at risk the cohesive approach that is intended for a faster more sophisticated assessment process.

In chapter two consideration was given to Balpet school and the characteristics of its pupils in setting the context for the collection and presentation of data in relation to this thesis. Tracing the changes to key legislation involving Special Educational Needs to this point, represents an underlying theme of uncertainty for those charged with the education of children and young people deemed BESD' This uncertainty of a changing legislative landscape provides an additional dimension for Balpet school to navigate through and hence impinges on the context for this research. Uncertainty also surrounds the nature and definition of BESD and this is now reviewed in the next section. In order to focus on the requirements of a tool to measure the progress of well-being for children and young people deemed BESD, clarity of understanding of any issues surrounding the definition of BESD is required.

The Nature of BESD and the Difficulty of Name/Definition (Recent History)

Cole, Visser and Upton (1998) state the term 'maladjusted' to label children, who displayed difficulty 'conforming to the accepted norms and values of society, was evident as far back as the 1930's.' Later these young people were described as children displaying, 'emotional instability or psychological disturbance' that necessitated 'special education treatment' by the Ministry of Education in 1953. The purpose of the treatment was to effect the 'personal, social or educational readjustment' of the children. (Ministry Of Education cited in Daniels, Visser, Cole and de Reybekill, 1998, also in Cooper 1999).

During the 1980's the term 'Emotional and Behavioural Difficulties' (EBD) came into predominance replacing the use of 'maladjusted' following the Education Act 1981. EBD was further developed through the 1990's after adoption of the SEN Code of Practice (DfE, 1994b) and Circular 9/94 (DfE, 1994a). In 2001 the Code of Practice was revised and advocated interventions to be deployed by schools namely 'Early Years/School Action, Early Years/School Action Plus and the Statement of Special Educational Needs (DfES, 2001)'. It is here also that a new description of 'behavioural, emotional and social development' (BESD), (para. 7:52) came to the fore. This revision of the Code of Practice (DfES, 2001) is not consistent in its use of terminology using BESD, SEBD and EBD with the 'D' most frequently standing for difficulties. 'Development' is replaced by 'Difficulties' in more recent descriptions e.g. Pupil Level Annual School Census (PLASC), (DfES, 2003a).

The history of the development of the term BESD provides a window on the lack of clear definition and by implication clear understanding for effective multi - agency assessment in order to establish meaningful interventions that help these children and young adults overcome the barriers they face and improve their well-being. Uncertainties around assessment and multi-agency working will be considered more fully later in this review.

Gulliford (1992) highlighted tensions with the terminology used to describe pupils with Special Educational Needs (SEN) as far back as the 'Handicapped Pupils and School Health Service Regulations (1945)', which he noted classified handicapped children into ten categories according to their main handicap. He further highlighted an increasing awareness of the frequency of learning and other difficulties affecting children's progress and adjustment in ordinary schools. He goes on to indicate that the debate continued into the seventies in a report published by the National Bureau for Cooperation in Child Care which he indicates said :-

'that categories should be viewed not so much as a categorisation of handicaps nor a categorisation of children but as a categorisation of special needs; moreover, the concept of special needs should include personal and social needs as well as more strictly educational ones.' (p.1)

Cooper (1996) argued that the 'lack of a formal categorical system underpinning the term emotional and behavioural difficulties' contributed to a 'delusion that all children who are classified as having EBD have similar problems and, therefore, require similar treatment.' His article highlighted the fact that 'EBD' was often used as 'an umbrella term for a wide variety of problems and difficulties' which implies that clarity of definition was missing. Cooper (1996) was demonstrating that there was no formal categorical system in his words 'underpinning the term emotional and behavioural difficulties'. He argued that there was a need for a common framework for thinking about emotional and behavioural difficulties by all professions working in the field 'such as medicine and social work'

Cole et al's (1998) description of the use of the term 'maladjusted' as 'far back as the 1930's' demonstrates that there has been a long running debate on the nature of special educational needs and an appropriate definition of social, emotional and behavioural difficulties. Confusion over definition of SEBD can lead to confusion over its assessment as identified by Rees, Farrell and Rees (2003). They state that assessment of those individuals deemed to have 'EBD is fraught with difficulty' by describing 'some of the complex issues Educational Psychologists (EP's) face in dealing with such referrals. In particular, difficulty surrounding 'the complexity of EBD is borne out in a vast number of EBD descriptors that the referrals contain' and 'Educational Psychologists (EP)' are 'expected to possess considerable expertise in interpreting and assessing an extensive range of human behaviour.' Rees et al (2003) further refer to 'the magnitude of the task' facing EP's through the assessment process due to the 'large number of individuals who are typically contacted during the process.'

Difficulty of definition can therefore compound difficulties in assessment due to the differing number of agencies and workers involved, particularly when those professionals may use differing definitions and descriptors of BESD. The difficulty in reaching a universally accepted definition of EBD as Rees et al (2003) highlight, compounds the issue for those professionals working directly with vulnerable children and young people. If confusion surrounds the assessment of needs, then how professionals should intervene to ensure that the services required best meet said needs to improve well-being may also be unclear.

The problem in reaching a clear definition agreed by all was also acknowledged in the Code of Practice *(DfE, 1994b)* and *Circular 9/94(DfE, 1994a).* The Circular 9/94 (DfE, 1994a) provided a working definition of EBD indicating that 'emotional and behavioural difficulties range from social maladaption to abnormal emotional stress' and that they constitute a learning difficulty. Howard (1999) saw the response to 'the difficulty of definition, by the authors of Circular 9/94' as on the one hand identifying that 'a diversity of difficulty, from very withdrawn behaviour to excessive acting out' could be 'validated as EBD' and on the other hand 'the very vagueness of definition has resulted in an apparently ever- growing number of pupils being drawn into the EBD net.' He described a progression 'from initial concern about behaviour' to 'articulation of formally assessed EBD' as detracting from the focus of 'less questioning of what can be done to address the concern.' So clarity of definition is needed to assist with identifying the level of support and intervention needed and through collaboration particular problems can be met and overcome.

A picture of the situation with problems in definition in mainstream schools as the new millennium was dawning could be found in a significant study by Daniels et al (1998). A

central aim of this study was identifying how mainstream schools achieved effective practice in the assessment, provision and evaluation of practice for pupils with EBD. It found that school staff rarely articulated a clear definition of EBD and frequently had little or no knowledge of Circular 9/94 but that the description of EBD given in the Code of Practice (DfE1994b) was used to some extent. It also noted that receiving the 'label EBD' was a haphazard affair with varying practices and standards being upheld in different schools and Local Education Authorities (LEA).

The Mental Health Foundation (2002) established a project to focus on the mental health needs of key groups of young people identified as being at risk of developing mental health difficulties. One such group was children with emotional and behavioural difficulties in special schools and 'Pupil Referral Units' (PRUs). One of the key findings of the report referred to the tensions arising over clarity of definition stating that 'defining the terms 'EBD' and 'mental health' is an imprecise and problematic enterprise'. It further stated 'whether some young people are said to have EBD can be more a function of the attitudes and practices of their mainstream school'.

DfES (2003a) issued guidance to Local Education Authorities and schools that as from January 2004, it would be a requirement of the Pupil Level Annual Schools Census (PLASC) to 'adopt new categories for reporting types of special educational need.' The advice indicated that 'Pupils should only be recorded as BESD if additional educational provision is being made to help them access the curriculum' this demonstrated that diagnosis of BESD is equated to a 'learning difficulty' and as such 'flags' the need for additional resources and interventions.

Farrell (2006) defines behavioural, emotional and social difficulties (BESD) with reference to the Code of Practice (DfES, 2001) and Data Collection by Type of Special Educational Needs (DfES 2003a). He stresses that the legal definition is limiting in that the notion of 'difficulty in learning', 'disability' and 'learning difficulty' offer a limited insight into how 'BESD links with the educational part of SEN' but states that 'the legal definition at least reminds educators that BESD are considered a special *educational* need.'

DCSF (2008a) moves the working definition of BESD forward by issuing revised guidance on educating children and young people with BESD. The purpose of the guidance was to offer 'advice on improving achievement, health and emotional well-being for children and young people,' where their behavioural, emotional and social difficulties were persistent and provided an obstacle to their learning. The guidance sought to update the description of BESD as covering a wide range of SEN including:-

> 'children and young people with emotional disorders, conduct disorders and hyperkinetic disorders (including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and children and young people whose behavioural difficulties may be less obvious, for example those with anxiety, who self harm, have school phobia or depression, and those whose behaviour or emotional wellbeing are seen to be deteriorating' (paragraph 54)

To this point focus on literature which deals with the uncertainty surrounding the definition of BESD has been undertaken, demonstrating how such uncertainty can lead to confusion over its use and in so doing has implications for achieving well-being. In terms of this research therefore if confusion surrounds the recognition, assessment and prevention of BESD' then this will impact on how progress can be measured in relation to the five well-being outcomes and in terms of the tracking of progress in behavioural traits. Rees et al (2003) sum up the confusion by commenting that, 'this absence of an absolute definition of

BESD is symptomatic of the diverse range of problems that are associated with the recognition, assessment and prevention of BESD'. Focus will now be directed to what in the literature is considered to be effective provision and practice in overcoming the problems children and young people deemed BESD or SEN face. If the tool developed in this research is to be effective it must target interventions to improve well-being by highlighting action, provision etc to be taken to allow progress across the five well-being outcomes.

Effective Provision and Practice for Vulnerable Pupils with BESD and SEN

Cheminais (2006) argues that schools are 'changing rapidly' adding that 'schools in the twenty – first century are adopting new ways of working to raise children's achievement and improve their well-being.' For a child or young person to be healthy, safe, to enjoy and achieve, make a positive contribution and achieve economic and social well-being then schools need to continually focus on their practice and provision. What is highlighted here is the notion of the link between effective practice and provision to well-being. By reviewing literature surrounding effective provision and practice for children and young people deemed BESD or SEN a comparison of common elements can be identified that impact on pupil well-being.

Cole (2006) is discussed here as it represents a summary of research describing what constitutes effective provision and practice for pupils with BESD utilising evidence derived from his involvement in the University of Birmingham SEBD research team between 1995 and 2002. Works included were of the type; 'a national study of English SEBD schools (Cole et al., 1998), an investigation into good practice (Daniels et al., 1998), establishing patterns of provision made by LA's (Cole et al., 2003) and a longitudinal study of young people permanently excluded from schools in 10 LAs (Daniels et al., 2003).' Cole (2006)

argues that 'the term 'effective provision' should not be construed as indicating an acceptance of simplistic notions of 'school effectiveness' or 'improvement.'' He exemplifies his argument by stressing that effectiveness should go beyond the 'headline effectiveness factors' relevant 'though they are to most educational settings' to associate 'effectiveness with educational communities that value and respect children with SEBD, ' by working in an 'holistic, collaborative manner within and across the school or unit's boundaries.' In the communities Cole (2006) argues that effectiveness is achieved where 'staff understand and address the social, educational and sometimes biological/genetic reasons for these young people's often challenging behaviour,' also where 'the pastoral is stressed and interwoven with the academic' so pupils with BESD generally 'feel wanted and included.'

Cole (2006) comments that 'patterns emerging from the data' suggests effectiveness relates to 'whole school provision as well as to interventions designed to address individual's specific difficulties.' He argues that research suggests a priority for effective practice is the creation of a 'receptive, understanding and encouraging whole-school or unit or college environment.' Through this 'caring, supportive ethos, the needs of the individual young people should be targeted' and met through the 'resources and skills of the setting's own staff' together with 'effective support from professionals not working directly in the setting.'

Cole (2006) sees that effective provision for pupil's with BESD can be summarised under the 'headings of *population* (pupils and parents); *people* (the staff working with them); *provision* (policies and programmes); and *place* (the physical environment). Citing Cole et al., (1998) he presents the 'ingredients of effective practice' in summary as a series of bullet points:-

Population

- Children/young people: violent or disruptive behaviour not allowed to undermine the maintenance of a safe, caring school environment

- Parents: the support of parents/carers should be won and sustained

People

- Leadership: energetic and proficient head and senior management team.
- Teachers, LSAs, careworkers: with appropriate values base, empathy, skills and knowledge; commitment to pupils; able to offer a broad and balanced curriculum and quality group and individual care.
- Professional Support: commitment and practical support from governors, LEA or proprietors, educational psychologists, education welfare service, local CAHMS and other agencies.

Provision

- Policies: comprehensive whole – school policies on education, behaviour and care, 'owned' by staff and pupils, implemented and regularly reviewed.
- Programmes: individual education/behaviour and/or care plans addressing pupil's short- and long-term affective and educational needs. Efficient assessment, implementation and review. Pupils actively contribute to their own programme planning and monitoring.
- Time for talking and listening: in one to one and small group situations.

Place

- Physical plant: 'the home that smiles, props which invite, space which allows' catering for individual, group and whole- school/unit needs.

(Reproduced from Cole et al., 1998, p.47)

In relation to leadership and teaching Cole (2006) comments that 'Under strong and effective leadership, children need to be in the daily day time care of sufficient numbers of skilled and committed teachers, supported by the learning support assistants (LSA's) and Care staff in residential provision.' Cole (2006) argues that without it 'the safe, orderly environments stressing education and addressing emotional needs can not be created and sustained.' Cole (2006) stresses that effective teachers should be 'well organised, consistent, fair, have a good sense of humour, an even temperament, to be adaptable and stimulating' and that in addition they 'must understand, empathise and respond to individual needs, having a close knowledge and relationship with the child with BESD. Cole (2006) suggests

that pupils with BESD respond well to skilful, differentiated teaching that achieves the following:

- Pays attention to where the child is at

- Guides the child to the logical next step within his or her grasp

- Uses a small-step approach punctuated by frequent positive reinforcement

- Understands the pupil's learning style

- Avoids humiliating public criticism of pupils in front of their peers

In this way 'skilled teachers help to build pupils' self image and confidence though successful classroom achievement' thus 'helping young people to view themselves in a different and improved light.' Cole (2006) comments on the importance of the physical environment where learning takes place in that it can 'clearly foster pro-social behaviour and pupil well-being' where the aim is 'to create and maintain a pleasant attractive, homely and well equipped provision that allows for individual and group needs.'

Cole (2006) sets the parameters for effective provision and practice for those deemed BESD based on research, that is very relevant to this research as it provides evidence of the characteristics of effective practice and provision that allows such pupils to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. The inspection of Local Authorities and schools was broadened to include the progress made across these five areas (Ofsted, 2007). By 2010 in terms of provision and practice in relation to the measurement of well-being, Ofsted were developing their own body of evidence.

Ofsted (2010a) focusses on successful actions to promote a greater level of equality of opportunity, for vulnerable learners through surveying a wide range of providers. It is discussed here with a note of caution as it is not a systematic review such as those described

by Cole (2006), with their academic peer review. The Ofsted (2010a) survey aimed to illustrate the most successful actions taken by providers to promote equality of outcomes for those who were deemed to be vulnerable and not specifically BESD. The survey defined 'vulnerable' to mean children, young people and adults who needed protection against harm, or who needed focused interventions or special services; those who were at greatest risk of underachievement, or any combination of these circumstances. Ofsted (2010a) argues that there are many causes of vulnerability, ranging across education, social care and health. It was suggested that many children, young people and adults may be deemed to be vulnerable for more than one of these reasons. The causes may be 'short-term, long-standing, or permanent' or 'specific to an individual, such as a medical need or bereavement.' Other causes could arise as a 'result of social inequality or prejudice, such as disadvantages associated with gender, race, social class and poverty,' or 'related to the way health, social care and educational services provide support at particular times, such as at major points of transition.' Finally a cultural dimension was added to the causes 'such as falling school attendance in cultures where teenagers are considered, at that point, to be adults.'

Through focus on the provision 'made for specifically identified groups of learners' who Ofsted felt their 'circumstances made them vulnerable.' It was reported that 'as a result of the action taken by these providers, the gap across the outcomes of the Every Child Matters agenda was narrowed,' or that the 'rates of participation, retention and achievement for vulnerable adults were improved' across those vulnerable groups surveyed. Ofsted (2010a) found that 'no one specific action or intervention was more or less successful for any one vulnerable group.' Importantly success was achieved by 'identifying the right intervention and support at the right time.' A common theme from across the providers was that 'high expectations meant that difficulties were not accepted as an excuse for poor

outcomes' In addition a culture of creative thinking was evident in that 'the providers visited were determined and flexible in finding effective solutions' so that 'creative thinking removed the barriers faced by specific groups and enhanced their opportunities for learning.' These are all essential components of a tool designed to measure progression of well-being.

In terms of care, teaching and training Ofsted (2010a) reported that they 'were at least good in all the providers visited.' Of importance was that 'skilled and experienced staff understood the needs of individuals or groups' with appropriate training undertaken to ensure that their knowledge was up to date and relevant. Training and support for parents was seen to help families as a whole to 'improve their skills and knowledge.' Regular communication was evident with learners and their families which meant that 'learners were able to influence what was provided for them.' Close collaboration with other providers and agencies was also evident, 'both generally and for individuals' enhanced support for learners including at key points of transition.' A positive feature was 'the providers' judgements on when and how to involve others were well considered,' however adding a note of concern that, 'even in the best providers, access to specialist services was not always swift enough.'

Ofsted (2010a) identified that other barriers to learning were also evident such as 'a considerable gap in learning emerged where hospital schools or pupil referral units were not responsible for their learners' home tuition.' Issues surrounding 'distance learning through online learning networks (virtual schools and classrooms)' arose and were considered as 'not always the best way to support learners because such networks reduced the opportunities for interaction, particularly for those who had mental health problems or found it difficult to socialise.' It was felt that such provision was not 'always evaluated appropriately and did not always provide good value for money.' Also reported was the judgment that when children 'who were living in temporary accommodation were moved frequently by the local authority,

some of them spent too short a time at a single school for even the best schools to make a difference.'

DCSF (2010a) focuses on improving the attainment of pupils with SEN and has been compiled with two audiences in mind, initially to 'raise awareness and influence attitudes of school head teachers, senior leadership teams and heads of school improvement' and a secondary audience which is the 'wider group of teachers, local authority professionals and other staff who support children with special educational needs (SEN).' DCSF (2010a) is included in this review as it links improvement for children to their well-being, whereby it stresses that 'improvements for children with SEN cannot take place in isolation of the Every Child Matters agenda.'

The report utilises the Lamb Inquiry (2009a) description of SEN as that whereby 'children who have a learning difficulty or disability that requires additional support, more than is normally offered in a classroom, have SEN.' The document recognises that the 'categories of special educational needs cover a wide spectrum' and that 'some children with SEN will have complex needs require intensive or long-term support' whereas 'others may require only temporary interventions to address learning difficulties that can be overcome.' DCSF (2010a) stresses the need for 'identification of SEN to be individual, and followed by interventions that are tailored to meet the particular needs of a child' making the point that ''SEN' is often used as a catch-all term to describe children with additional learning needs, which can mask the truly wide spectrum of needs that exist.' Additionally in terms of policy and practice for children with SEN, 'addressing the needs of this large group cannot be treated separately or as a bolt-on to wider school improvement policies.' The report acknowledges that 'young people spend one fifth of their childhood at school, an alignment with developments in early years and childcare, health and well-being and family policy are

key to ensuring positive outcomes for this vulnerable group of children.' DCSF (2010a) argues that the 'available evidence clearly demonstrates that children with learning difficulties do face additional barriers to learning,' and that 'the purpose of the special educational provision that they receive is to tackle these barriers. In addition 'SEN identification should trigger a determination to maintain high aspirations and expectations for progress, and then lead to sustained action to achieve them.' DCSF (2010a) view on quality of provision and best practice is that in 'matching the needs of all pupils' it reduces the need to 'define children according to categories of need' and can be summed up using the following quote:-

> Good progress, attainment and high aspirations for children with SEN can be found in any setting. Inclusion is not about place, but about how a child with SEN is helped to learn and take part in school life. Ofsted (2006) found that the most important factor in determining outcomes for pupils with learning difficulties and disabilities was not the type, but the quality of provision. The best practice in schools indicates that when personalised learning is part of the culture of a whole school approach to curriculum development, the systems for assessing, planning and teaching match the needs of all pupils, reducing the need to define children according to categories of need.
> (DCSF 2010a, p.22)

DSCF (2010a) identified six themes connected with 'Outstanding Practice and Breaking the Link between SEN and Low Attainment':-

High expectations for good progress
- There is evidence of attainment levels or progress that is outstanding.
- There are interventions to raise attainment levels for an individual, or a whole school approach that ensures children with SEN make good progress or attainment in line with their peers.

Assessment tracking and early intervention
- Data collection is accurate so that targets for good progress can be set.
- The progress that children make is measured and closely tracked.
- Early interventions are adopted on an evidenced basis.

Engaging parents of children with SEN
- Parents of children with SEN are more confident and more aware of their child's learning.
- Parent-school conversations are more regular. Learning strategies are also used at home.

Extended services and pupil well-being
- Extra-curricular activities are personalised.
- They improve the well-being of vulnerable groups of children.
- They support progress in early years settings, school classrooms and beyond. Surveys or tracking data are used to demonstrate positive impact.

Raising visibility and awareness through leadership
- School leaders ensure that staff are aware of vulnerable pupils and the interventions required.
- They create an inclusive vision and culture. They understand responsibility and accountability, and lead by example. The importance of accurate data usage is well-known.

Targeted support in basics
- Teachers, specialist and support staff with the right skills are deployed in appropriate settings to support children with SEN.
- Well established strategies are used when needed.
- Further assessment is carried out to judge the impact of the support measures.

(Adapted from DCSF, 2010a, page 39)

A comparison of common elements with Ofsted (2010a), Cole (2006) and DCSF (2010a), on effective provision and practice for pupils with SEN and in particular those deemed BESD is presented here. The common elements include aspects of leadership, assessment, progress, extended services, skilled staff and engagement with parents:-

Leadership
- Senior leaders had high expectations and they communicated these to all staff. (Ofsted, 2010a)
- Leadership: energetic and proficient head and senior management team. (Cole et al., 1998)
- School leaders ensure that staff are aware of vulnerable pupils and the interventions required. (DCSF, 2010a)

Assessment, tracking and intervention

- Data collection is accurate so that targets for good progress can be set. (DCSF, 2010a)
- The progress that children make is measured and closely tracked. (DCSF, 2010a)
- Early interventions are adopted on an evidenced basis. (DCSF, 2010a)
- There are interventions to raise attainment levels for an individual, or a whole school approach that ensures children with SEN make good progress or attainment in line with their peers. (DCSF, 2010a)
- Efficient assessment, implementation and review. Pupils actively contribute to their own programme planning and monitoring. (Cole et al., 1998)
- Difficulties for individuals were tackled as quickly as possible. (Ofsted, 2010a)

High expectations for good progress

- There is evidence of attainment levels or progress that is outstanding. (DCSF, 2010a)
- High achievement was expected and no excuses were made. (Ofsted, 2010a)
- Staff would do whatever was necessary to ensure that all learners maintained access to a good education. (Ofsted, 2010a)

Extended services
- Professional Support: commitment and practical support from governors, LEA or proprietors, educational psychologists, education welfare service, local CAHMS and other agencies. (Cole et al., 1998)
- Extra-curricular activities are personalised. (DCSF, 2010a)
- They improve the wellbeing of vulnerable groups of children. (DCSF, 2010a)
- They support progress in early years settings, school classrooms and beyond. Surveys or tracking data are used to demonstrate positive impact. (DCSF, 2010a)

Skilled Staff
- Teachers, specialist and support staff with the right skills are deployed in appropriate settings to support children with SEN. (DCSF, 2010a)
- Teachers, LSAs, careworkers: with appropriate values base, empathy, skills and knowledge; commitment to pupils; able to offer a broad and balanced curriculum and quality group and individual care. (Cole et al., 1998)
- In the best providers, staff were highly trained, skilled and experienced, with a comprehensive understanding of the needs of individuals and the community or group that the providers served (Ofsted, 2010a)

Engagement of parents and families
- Parents of children with SEN are more confident and more aware of their child's learning. (DCSF, 2010a)
- Parent-school conversations are more regular. Learning strategies are also used at home. (DCSF, 2010a)
- Parents: the support of parents/carers should be won and sustained (Cole et al., 1998)
- Learners and their families were welcomed and respected (Ofsted, 2010a)
- Learners and their families trusted the staff; they felt that the staff listened to them and that their views were valued and acted upon. (Ofsted, 2010a)
- Regular communication, including electronic communication, ensured that learners and their families were involved and well informed. (Ofsted, 2010a)

In terms of provision and practice the common elements listed above are central components when considering an answer to the initial research question, 'How can the well-being of pupils be measured over time to show individual's progression and the impact of the provision made?' The support of informed, energetic, knowlegable leadership is essential in ensuring robust assessment, tracking and intervention takes place. Skilled staff with high

expectations of progress and aware of how to achieve each of the well-being outcomes in relation to individual children is also essential. Professional Support and the support of parents and families are crucial to the improvement of the relevant components of the well-being outcomes.

Assessment: Fit for Purpose, Tracking and Intervention

On this point there appears to be no literature looking at the tracking of well-being although there is large and broad literature on issues around the process of assessment which will now be drawn on.

The Assessment Reform Group (2002) undertook a systematic review of research on the impact of assessment and testing on pupils' motivation for learning and its implications for assessment policy and practice. The group had concerns that aspects of the assessment systems in place at that time were negatively affecting pupils' motivation for learning, impacting on the breadth of the curriculum and limiting assessment opportunities to help learning. The review sought evidence from research that linked 'results from testing and assessment of learning (summative assessment) to the concept of motivation to learn' Further describing the 'issue facing us is not *whether* we should assess to summarise learning but rather *how* we should do it. How do we use the results obtained from those assessments to promote better learning?' Highlighted were differing views, some considering that 'testing raises levels of achievement and provides incentives to pupils and their teachers to improve their performance.' It was felt that this in turn helped, 'through public knowledge of results, schools realise that they have to show continual improvement.' Others considered, 'testing is motivating only for those who anticipate success, arguing it only promoted 'motivation towards performance goals rather than learning goals. For the less successful pupils, repeated tests lower self-esteem and the effort they put into learning. This has the effect of increasing the gap between high- and low-achieving pupils.'

Harlen (2005) argues that there are two main purposes of educational assessment 'for helping learning and for summarizing learning' and that there is value to be gained in maintaining the distinction between 'formative and summative purposes of assessment while seeking synergy in relation to the processes of assessment.' She warned that 'If we fuse, or confuse, formative and summative purposes, experience strongly suggests that 'good assessment' will mean good assessment of learning, not for learning.' If assessment purpose is confused then personalised learning will suffer in relation to individual pupil progress.

The National Foundation for Educational Research (NFER, 2007) equally advocates that educational assessment serves two major purposes. The first to provide immediate feedback to teachers and students also referred to as 'Assessment for Learning' and the second is to provide information which summarises a particular phase of learning or education. The first purpose is 'diagnostic or formative' and second purpose is summative. Distinction is given between formal processes such as exams, tests on the one hand and between less formal activities such as teacher observations, group discussions that form part of on-going teaching and learning on the other hand. Thus they contend that formative assessment is 'vital to teaching and learning. It is embedded in effective classroom practice and it should be tailored to the individual' and that formal summative assessment can serve many purposes.

Newton (2007) however stresses the importance in 'clarity of thinking and talking about certain core concepts of educational assessment'. He offers three interpretations on the purpose of assessment and goes on to challenge the widely used distinction between 'formative and summative' assessment. He argues that unless one is clear on the 'purpose' of educational assessment misunderstandings can be created and this in turn hinders 'the

development of sound assessment practices'. His contention is that whilst there might be a formative purpose of improving learning there are only 'summative judgements' which may then be used for a number of purposes and this he describes leads to a 'category error'. He also refers to the problem of definition in his summary on assessment over the past thirty years, 'the distinction between formative and summative has proven extremely problematic to define with any sense of precision.'

DfES (2006a) focuses on assessment that promotes progress and recommends that 'the government should take further action to ensure that assessment for learning is embedded in all schools and classrooms so that its benefits are fully realized.' It states further that Ofsted should report on the practices of schools that 'buck the trend' in boys' achievement and that schools should identify their own strategies for embedding assessment for learning, reporting regularly to governing bodies on their implementation and effectiveness. This suggests that whilst there are anomalies in boys' achievement, some schools do far better than others and that assessment is key to their success.

Ofsted (2008a) focus on performance data derived from a range of varying assessments and advocate that 'the intelligent use of data affects the work of all professionals involved in education' warning that there can be 'no going back to the days when decisions were made on hunches and anecdotal information,' and that data 'must never be used –by schools or inspectors- to furnish excuses for poor attainment or slow progress.' The authors argue that the intelligent use of data can 'lead to appropriate judgements being made about a school's performance,' stressing the limitation of data in that 'data does not tell us why schools are performing as they are or will be in the future' but that data can 'offer great opportunities for schools to explore strengths and weaknesses.'

Stobart (2006) recommends that assessments need to be 'fit for purpose' and this will 'require imaginative approaches to assessment' requiring a need to 'break away from some of the current constraints.' He argues that there is a need to develop some better language to talk about assessment. He introduces the term '*Dependable assessment*' which is describing an assessment as that which 'effectively samples the construct or domain it claims to sample and leaves us confident about the results.' This sounds a simplistic approach but focuses on two key areas of assessment namely validity and reliability.

Downing (2007) argues when considering students with emotional and behavioural problems in the American system that 'assessment is the engine that drives decision – making it a quality special education program' and defines assessment as a 'process designed to collect and analyze data for decision making purposes.' She describes a broad and varied range of tools and options that are available for use with students identified with EBD, but categorises assessment as falling into two techniques 'Formal' and 'Informal.'

Black and Wiliam (1998) compared a school classroom to a 'black box' in that Government policy allowed for 'certain *inputs* from the outside' to be 'fed in or make demands' such as 'pupils, teachers, other resources, management rules and requirements, parental anxieties, tests with pressures to score highly.' On the other hand some *outputs* follow from the black box, 'hopefully pupils who are more knowledgeable and competent, better test results, teachers who are more or less satisfied, and more or less exhausted.' Black (1998) felt more focus should be on what was happening inside the 'black box ,' in particular 'formative assessment.' It was argued that formative assessment was a 'feature at the heart of effective teaching' and answers were sought to the question ' How can anyone be sure that a particular set of new inputs will produce better outputs if we don't at least study what happens inside?

Carless (2007) seeks to clarify aspects of formative assessment through the use of 'formal' and 'informal' evidence in order to allow teachers to anticipate difficulties and therefore deploy timely interventions. He uses the term 'pre-emptive formative assessment' to denote 'teacher actions' and states that formative assessment is an aspect of good teaching in that it addresses the problem that 'much feedback occurs too late for it to be acted optimally'

Hargreaves (2007) approaches formative assessment from the perspective of validity in '*collaborative* learning and assessment as a social value.' Her argument is that collaborative assessments will have, 'a high degree of validity if the following conditions are met:

- The assessment for learning actually leads to further learning of a kind that is consistent with other social values.
- The form and content of the assessment for learning reflects and encourages valuable learning.
- The assessment is an inquiry rather than a measurement.
- Classroom conditions are conducive to valuable learning.

To summarise the literature reviewed so far in this section contributes much to consider in terms of tool design for assessment across well-being. It should as Harlen (2005) suggests be for 'helping learning and summarizing learning' or as NFER (2007) offer should have two purposes 'to provide immediate feedback to teachers and students and provide information which summarises learning.' Equally as Newton (2007) advocates it should be derived from 'clarity of thinking' and be as DfES (2006) suggests be 'assessment that promotes progress.' The tool should provide data as Stobart (2006) argues that is 'fit for purpose,' 'dependable' and 'samples the domain it claims to sample.' Intelligent use of the data (Ofsted, 2008) should lead to 'formal and informal evidence to deploy timely

interventions' Carless (2007). As with the notion 'inputs' and 'outputs' to and from a 'black box' (Black and Wiliam, 1998), inputs to the tool will lead to outputs from the tool so that well-being of individuals is advanced.

It is on the link between assessment, intervention and progress for children and young people with BESD in particular I now wish to focus. Wise (2000) argues 'the problems experienced by SEBD children are diverse' and that the 'approaches and interventions used to support them must not be based on polarised or oversimplified theoretical starting points' She proposes that the 'highly individualised needs of certain pupils with EBD may be difficult to meet in a mainstream setting and require a high degree of flexibility'. Wise (2000) argues that 'supportive individualised relationships with specific adults in the school can greatly benefit children with SEBD' and also that 'a negative relationship with just one teacher can greatly impact the attitudes and behaviours of certain pupils' further that pupils want 'relationships based on mutual respect.' As Wise (2000) states 'pupils with SEBD appear to require more time and patience' and that 'pupils want teachers to find the time to listen and get to know them as well as teach them.'

The Department for Children, Schools and Families (DCSF 2008a) guidance on the education of children and young people with SEBD advocates that 'curriculum content and experiences should be carefully sequenced to build on previous learning' in order to emphasise 'personal development and essential life skills' , thus 'improving achievement of the ECM outcomes'. DCSF (2008a) guidance also states that pupils with SEBD are 'likely to require considerable support with personal and social development' will need help to 'resolve conflicts and develop and maintain friendships' and also may find it 'helpful to have one identified adult with whom they can discuss matters causing concern.'

The Audit Commission, (2002), was critical of the funding of special educational provision in schools by use of statements and other statutory assessments commenting on its 'wasteful and reactive nature'. It proposed a shift to earlier identification of difficulties, earlier intervention and prevention. Clarity is therefore required on how children with BESD are assessed or diagnosed and what model of intervention should be in place to meet identified difficulties.

Rees, Farrell and Rees (2003) explore how 'the ubiquitous nature of the term EBD cannot, however, shroud the lack of criteria, agreement and, arguably confusion that surrounds its use' in a survey of how educational psychologists (EPs) deal with referrals of children and young people deemed to have EBD. In gathering data from 107 EPs across 16 local authorities the findings emphasized variation in assessment and intervention for example;

> ' the gender imbalance of referrals, the extensive range of behaviours deemed by referrers to provide evidence of EBD, and the considerable variations in assessment and intervention practices of individual EPs.' (page 35)

As indicated earlier in this chapter DCSF (2008a) description of BESD covers an increasing range of SEN including 'children and young people with emotional disorders conduct disorders and hyperkinetic disorders' and those whose behavioural difficulties may be less obvious 'e.g. those 'with anxiety, who self harm, have school phobia or depression' as well as those whose 'behaviour or emotional wellbeing are seen to be deteriorating' During assessment of SEBD judgments offered through perceived understanding as Travell (1999) describes, when offering a perception of emotional and behavioural difficulties as a construct;

> 'A construct can be seen as part of a belief system, and thus when the label 'EBD' is applied to a child it will have different meanings for different people, including the child him/herself' (page13)

Travell (1999) further describes EBD as a 'social construct' in that it has a collective meaning for 'society as a whole' when using definitions supplied in official circulars of the DCSF (2008a) type. He argues that 'different constructs of SEBD, will have different view of its causes and different ideas about intervention.' The aim as proposed by Travell (1999) is the formulation of 'informed intervention strategies which have clear rationales', which are open to scrutiny and challenge and are 'shown to be in the best interests of children.'

Cassen and Kingdon (2007) suggested that students with BESD in mainstream schools are already falling below national targets for numeracy and literacy etc. If one agrees with the argument posed by Cassen and Kingdon (2007), then it could be seen that by the time children arrive at a Secondary BESD school, compensation for the failures of earlier learning has to be addressed, as well as having to deal with emotional and behavioural disturbance and any other associated difficulties. The teacher needs to not simply state that the child is falling behind a national expectancy of it, but to uncover why this might be and what should be done about it.

Through the work of Cole, Visser and Upton (1998), a description of what Special school head teachers thought were the successful characteristics of staff working in schools for pupils with BESD was established. Table 4.6 (p.59) ranks twenty nine characteristics from 'Good planning; well organized; structured' to 'experience of mainstream as well as EBD' for effective teachers. It would argue that in addition to the 'twenty nine characteristics' and in the desire for successful multi-agency working, further key skills are needed which lie in a thorough understanding of assessment and the systematic tracking of pupils. Balls (2008b), stresses his desire to see that every child with SEN or disabilities receives an education enabling them to reach their full potential. He states;

'I am determined to see a narrowing of the gap between the attainment of children with SEN and their peers. Amongst other things this entails asking all schools to develop a renewed focus on the progress being made by children with SEN and disabilities, monitoring and evaluating the impact of interventions, and where necessary considering what else might accelerate progress.' (page1)

Lamb (2009a) was established to investigate a range of ways in which parental confidence in the SEN system of assessment and provision might be improved. Through two interim reports prior to its review of the SEN system, recommendations were proposed to changes to improve the 'quality of statements' and to improve 'accountability for provision for disability and SEN. Lamb (2009b) finds evidence that identifies 'serious weaknesses in the way statements are drawn up' and lists them as follows:-

- the language used is often not clear or readily understood either by parents or by those who will be charged with implementing the statement;
- where parents have provided advice this is often not reflected in the statement itself;
- the voice of pupils themselves is usually absent;
- the provision to be made is often an amount of learning support assistant time;
- the provision to be made often includes 'a broad and balanced curriculum' this is the entitlement of every child so does not need to be specified in a statement.

(Para. 46)

Demos is a London based think-tank which in a recent report by Sodha and Margo (2010) based on youth disengagement, argued that the current system for children and young people with SEN was not fit for purpose. Drawing on 'original analysis of the Millennium Cohort Study - which surveyed the families of over 15,000 five year olds' – the report detailed recommendations in 'the areas of parenting and early years provision for 0-5 years, behaviour and exclusion, special educational needs and spreading evidence-based, preventative practice in schools.' The authors argue that policies to tackle the problem of youth disengagement have had limited success and that report 'what has been missing is a properly-resourced, early intervention approach to tackle disengagement amongst younger children who lack the skills they need.' The report states that youth disengagement is 'a big and costly problem' and that 'the current generation of 16-18 year olds not in education, employment or training ('NEET') will cost society an estimated £31bn over their lifetime,

including the costs of unemployment, to health services and to the criminal justice system.' The authors report that a 'shocking 1 in 10 children are entering school without the tools to benefit from their education and little chance of success.' In order to deal with the perceived failings in the SEN system the report makes several recommendations, such as in terms of classification the current SEN categories should be reviewed leading to a definition of 'children with additional learning needs.' That universal SEN Assessments should be 'light touch' initially and when required extra assessments for children with additional needs should be undertaken.

In terms of recommendations for behaviour Sodha and Margo (2010) argue that the current system for the exclusion of pupils should be overhauled. Head Teachers' should remain accountable for pupils facing exclusion, with the ability to buy in the best possible alternative provision in conjunction with the Local Authority. Other recommendations surround improved training on behaviour management as part of continual professional development, improved dissemination of evidence – based practice in alternative provision which is quality assured by Ofsted.

Assessment and Tracking should not just be in academic development terms, but also in the wider social, emotional and well-being context. Tracking should not be seen as an end in itself, but as providing knowledge through analysis of data along a child or young person's journey. It serves to inform staff of action necessary to maximise pupils' progress by enabling the construction of appropriate interventions. In demonstrating that social, behavioural and emotional development is taking place it can lay the foundations for successful learning to ensue. As outlined earlier in this chapter academic attainment should not be the only measure to judge the effectiveness of a school when considering children and young people who are assessed as having BESD. Appropriate tracking should increase,

enhance and develop positively the ability of multi- agency teams to act in the best interests of children and young people?

The Ofsted (2008a) guidance concludes by linking the progress of pupils, data, assessment and interventions as follows:

> 'At the very least, as schools seek to maximise the progress their pupils make and look for innovative ways of doing so, performance data (particularly when complemented by rigorous and objective teacher assessment) can provide a very useful guide in assessing how effective these interventions are. Data also help with the basic requirement to ensure that all pupils benefit from the school's commitment to the highest levels of achievement for all.' (paragraph 100)

Visser (1999) argued that institutional interventions for pupils with SEBD 'will grow and expand'. He further predicted that;

> 'what is required in the future is for the changes to be more evidence- based rather than reactive. Interventions need to be evaluated and scrutinised, particularly in terms of their long- term outcomes so that a body of evidence can emerge upon which decisions can be made to meet the needs of pupils with SEBD.' (page 107)

Visser's (1999) prophetic prediction appears to be coming to fruition almost a decade later, when one considers the Ofsted (2008a), Ofsted (2010a) and DCSF (2010a) reports on linking the progress of pupils, data, assessment and interventions as discussed earlier in this chapter.

DfES (2004a) indicate that pupil achievement and performance 'go hand in glove with pupil well-being.' It is within the context of well-being together with Balpet School's focus on standards and their commitment to the 'highest level of achievement for all' (DCSF, 2008a), that evidence based interventions needed to be developed. Through a focus on personalised learning based on rigorous assessment, individual progress can be made in order to maximise a pupil's capability to learn, achieve and participate. This means supporting and challenging each learner to achieve as highly as they possibly can, achieve national standards and gain those skills they need to succeed throughout their lives.

DCSF (2008b) guidance directs school leaders, School Improvement Partners and teachers to explore key aspects of 'personalised teaching and learning - such as target setting, focused assessment and supporting children's wider needs' which encourages the 'evaluation of priorities for further development.' As Steer (2009) indicates in his review of behaviour practices and standards in schools:-

> 'the early identification of learning and behaviour difficulties among children followed by effective intervention would prevent many subsequent problems occurring. Creating the setting in which schools and groups of schools harness their considerable expertise in partnership would enrich the quality of support for children and for individual teachers.'
>
> (Letter to Ed Balls, Secretary of State, page 2)

DCSF (2008d) advocates the 'improvement of assessment practice' through a 'commitment to achievement' whereby a 'strong focus on tackling individual pupils' progress can help improve the way teachers personalise learning.' Further if the improvement in assessment practice in a school takes place, then as a result of the personalisation of learning, 'more effective use of resources committed to intervention can strengthen the central ethos' by a 'shared commitment to personal success for all.'

The processes of assessment and effective intervention is brought into sharp focus when considering the sheer number of pupils involved, as described earlier in this chapter 'increase in the number of pupils with SEN between 2005 and 2009 reaching 1 656 000' DCSF (2009a). In addition DCSF (2010a) commenting on the national averages of school attainment, measured across the whole cohort of over 600,000 young people every year 'masks some uncomfortable truths about the relative underperformance of the very large proportion of school-aged children (p.9).' For these pupils to achieve successful well-being outcomes, in particular the 'enjoy and achieve' and 'positive contribution' aspects they then must have their individual needs met from their educational experience. Schools will need to look more introspectively at their provision, practices, work with external agencies,

relationship with parents and families in striving to develop ever increasing ways to intervene effectively so well-being is progressed.

Multi – Agency Working and the Every Child Matters Agenda

For a school to act effectively as a partner with others in providing a 'wrap around' service to meet the complex needs of its pupils, it needs to adopt an outward looking stance to engage the services of other agencies. The accurate assessment of needs is critical in ensuring that agencies providing specialist services can be accessed at the earliest opportunity and effectively worked with. The school should seek to develop a process around Multi – Agency Working and measurement for progression of well-being across the five outcomes of the Every Child Matters Agenda. Cheminais (2006) offers a vision for the future of schools as a facilitator to lifelong learning in terms of a more of a multi-agency dimension:-

> 'they will no longer be the sole site for, and provider of, learning, but instead, become gateways to a network of learning opportunities and activities provided by other local schools, colleges, distance learning programmes, e learning and private companies, working across networked fully inclusive lifelong learning communities.'
>
> (page 1)

Sinclair (1999) advocated the need for collaboration between services for children and young people 'If these children are to overcome school problems, health services will also have to join the collaboration between social services and education' Her view was that these groups of children were 'likely to include those who have been assessed as having emotional and behavioural difficulties (EBD)' Lloyd, Stead and Kendrick (2001) focus on school-based inter-agency work in three local authorities to prevent school exclusion advocated joined-up working and offered definitions of the increasing terminology used to describe such collaborative endeavours to solve common problems. These definitions are reproduced here to provide working definitions throughout this thesis. '*Inter-agency working*' was considered

as' when more than one agency work together in a planned and formal way whereas '*Joined-up'* was used to described a 'deliberate and co-ordinated planning and working which take account of different policies and varying agency practices and values. This can refer to thinking or to practice or policy development.' **'***Joint working'* referred to 'professionals from more than one agency working directly together on a project, for example, teachers and social work staff offering joint group work. School-based inter-agency meetings may involve *joint* planning, which reflects *joined-up* thinking.'

The difference between Multi-agency working and Multi-professional working can often become confused. Lloyd et al (2001) offers clarity over the two terms in asserting that Multi-agency working is described as 'more than one agency working with a young person, with a family or on a project (but not necessarily jointly)' adding that it 'may be concurrent, sometimes as result of joint planning or it may be sequential.' Multi-professional working is described as 'the working together of staff with different professional backgrounds and training.' Single agency working is also described 'where only one agency is involved may still be the consequence of inter-agency decision-making and therefore may be part of a joined-up plan.

As mentioned earlier the desire to improve multi – agency working was a key factor in The Children Act, (2004) implemented in response to the Victoria Climbie Inquiry (2003). The report brought the need for agencies to work together for the well-being of all children into the public domain with calls for Government action. The Children Act (2004) promoted cooperation between all partners in order to improve outcomes for children and young people in England with Section 10 of the Children Act (2004) referring to 'Inter-Agency Cooperation to Improve the Well-being of Children.' Under the revised Children's Trust guidance (DCSF 2008b) the 'duty to cooperate' was placed on 'relevant partners' which

consisted of district councils, the police, the Probation Board, the Youth Offending Team, the Strategic Health Authority and Primary Care Trusts (PCTs), Connexions partnerships, and the Learning and Skills Council (LSC). The relevant partners are placed under a 'duty to cooperate in the making of arrangements to improve well-being' and have a power to pool budgets and share other resource. This was later strengthened by placing Children's Trust Boards on a statutory footing from1 April 2010.

Well-being is the term used in the Children Act (2004) to define the five Every Child Matters outcomes and will de considered more fully later in this chapter. The outcomes are Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Well-being. The Every Child Matters Agenda, sought to drive forward progress for children and young people nationally. The five outcomes are determined as a right that have to be achieved for children and young people by those agencies involved with them.

As previously stated Barnes (2008) questions 'how services should be developed and why it is perceived as so important.' Her research revealed 'overwhelming support for multi agency activity, although no single rationale was identified' and that 'Multi agency workings was perceived as enabling and enhancing inclusive education by providing an early and holistic assessment of individual needs through identification of all individual barriers to achievement.' Her argument was that it is not just that agencies should co-operate but that their services need co-ordinating:-

The challenge to improve services saw the introduction of Behaviour and Education Support Teams (BESTs).These are multi-agency teams comprising of professionals from the fields of health, social care and education.The focus of their work was in 'identification,

prevention and early intervention, to promote emotional well-being, positive behaviour and school attendance. DCSF (2010b) describe BESTs as working 'with children and young people aged five to 18, their families and schools to intervene early and prevent problems developing further.' They are located in 'targeted primary and secondary schools,' where there is evidence of 'high proportions of pupils with, or at risk of developing, behavioural problems, usually demonstrated in levels of exclusions and attendance.' DCSF (2010b) suggest successful BESTs 'bring together the skills, perspectives and experience of a range of practitioners forming an effective multi-disciplinary team' and that a 'typical team may include the following professionals':

- behaviour support staff
- clinical psychologists
- education welfare officers
- educational psychologists
- health visitors
- primary mental health workers
- school nurses
- social workers/family workers
- speech and language therapists.

Halsey, Johnson, Martin, Gulliver and Kinder (2005) sought evidence and understanding of the effectiveness of multi – professional working in the form of BESTs Halsey et al (2005) reported that BESTs were seen to have had positive impact on children and young people in the areas of attainment, attendance, behaviour and well-being. Further however, practitioners alluded to an educational 'hierarchy of needs', indicating the impact at the level of pupil attainment relied upon 'effective intervention to improve attendance and behaviour which, in turn, required strong foundations in terms of child and family well-being.' The key impact in relation to parents was in improved access to services where intervention at the family level was seen to impact positively on parenting skills.

A different perspective on how best to support pupils who display poor behaviour can be found by considering the concept of 'Nurture Groups.' Colley (2009) describes the Boxall Profile as 'an assessment tool used both in admission criteria and for 'measuring' the progress of children attending nurture groups' and that 'nurture groups have blossomed within primary education since their inception in the1960s.' Colley (2009) also describes how 'Boxall (2002) originator of the concept, wrote up her ideas and experiences all based on primary work when with children experiencing a range of social and emotional difficulties.' She postulated that the source of 'these children's difficulties was poor nurturing experiences in early childhood.' Describing how 'the children had not developed positive and nurturing bonds with a significant adult' and as a result, 'they suffered from poor attachments and an inability to thrive emotionally.' The children failed because they were unready to meet 'the social and intellectual demands of school life.' In trying to meet these needs nurture groups were developed with the aim of creating:

> the world of earliest childhood in school, and through this build in the basic and essential learning experiences normally gained in the first three years and so enable the children to participate fully in the mainstream class.
>
> (Boxall 2002, page 1)

The Nurture Group Network (2010) argues that 'with the right help children who present emotional and behavioural difficulties can be successfully included in mainstream school.' Through the provision of 'a safe and nurturing learning environment where each child is valued, understood and has their emotional needs met appropriately,' the Network feel they offer the children 'an experience of adults through which trust and confidence are built and learning begins to take place.

Cooper and Whitebread (2007) explored the 'effectiveness of nurture groups on student progress' employing evidence from the University of Leicester Nurture Group Research Project taking place between 1999 and 2001. The study sought to measure the

'effects of nurture groups in promoting pupil improvement in the nurture groups' together with the 'extent to which these improvements generalised to mainstream settings' and the 'impact of nurture groups on whole schools.' Findings suggested that 'nurture groups are a highly promising form of provision for young children with a wide range of Social Emotional and Behavioural Difficulties.' In addition findings suggested an enhanced positive 'whole school' effect that can be gained from such provision.

Steer (2009) recommends that more investigation would be beneficial and feels further assessment should be made on the impact of nurture groups in school:-

> Headteachers report that nurture groups can be important in supporting pupils who display poor behaviour. Building on previous research DCSF should undertake an assessment of the impact of nurture groups in schools situated in areas of high deprivation.   (page 11)

Colley (2009) identifies a growing move towards secondary schools observing with 'more than 1000 nurture groups in the UK,' increasing interest was coming from secondary schools. Colley (2009) suggests the schools' justification for such interest is that through 'adopting nurture groups' this acts 'as a means of enhancing their school-based provision.' This appears to echo the Cooper (2007) 'whole school effect' Colley (2009) argues that in 'anticipation of the growing interest in secondary nurture groups, training programmes and resources that guide secondary staff and assess young people for Nurture Group support may need to be updated.' He advocates that 'social, emotional and behavioural difficulties deriving from teenage life experiences rather than 'attachment' *per se* should be acknowledged in training for secondary nurture staff.'

The Common Assessment Framework (CAF), (DfES, 2005a) was introduced as an assessment tool that aimed to ensure that children and young people received the services they required at the first signs of difficulty. It promoted an holistic assessment of children's

needs, taking account of the individual, family and community. It is a singular assessment which does not assist the tracking of progression but can be used to assist descision making as part of the statementing process. The CAF is undertaken when children and young people are at risk of not achieving the five ECM outcomes and requires effective multi – agency working to prevail.

Norire County Council outlined in its Policy Statement on Integrated Working in Localities (Norire, 2006a). It advised that in order to 'achieve parity of services to all young people' there would be a need for 'radical change of practice' and that 'services were to be delivered locally, by multi- agency, coordinated teams in accordance with national and local guidance.'

Research by Boddy, Potts and Stratham (2006), focused on the coordination of specialist assessments of children with more complex needs, for example assessments by social services, health services and special educational needs services. The exploratory study in six geographically diverse local authorities in England examined a range of different models for joined – up assessment. The research confirmed that the 'potential of an integrated approach' was a positive experience for the majority involved. 'Barriers and facilitators to joined – up assessment' are reported with difficulties and challenges listed under structural and attitudinal factors. Here the barrier of difficulty in agreeing definition is again evident. The report nevertheless recommends the development of joint assessment models aimed at central government, strategic management in local authorities and primary care trusts, and at practitioners and team managers.

Coventry (2008) provides another example of how an authority responded to the challenge for improved services. Its Children and Young People's Strategic Partnership is

made up of Coventry City Council, the teaching Primary Care Trust (PCT) University Hospitals of Coventry and Warwickshire, Police, Connexions, Learning and Skills Council (LSC) and representatives of the voluntary sector. Coventry (2008) describe the national agenda for children's services as 'simply every child should have the opportunity to fulfill his or her potential, and no child or young person should slip through the net'. They felt this could only be achieved through a joined up approach to meeting the needs of children and young people. Further they advocated that everyone working with them should adopt a joined up approach, 'This is a vision everyone can share; and to deliver this vision changes must be made to the way people work'.

Personalised Learning

DfES (2004b) promoted a personalised education for all children with SEN expressing the right of all children to 'a good education and the opportunity to fulfill their potential.' DfES (2005b) was published with the aim of transforming the support available to every child. It advocated that in order to drive up standards more personalised services for children and their families were needed. The authors argued that 'personalisation' was a key to tackling the 'persistent achievement gaps between different social and ethnic groups.' Through a 'tailored education' and 'a sharing of expertise between special and mainstream schools, all children and young people with SEN would benefit from specialist support.' It further sought to promote more effective measurement of and accountability for the progress made by pupils with SEN irrespective of ability, stressing early intervention and the setting of high expectations. Guidance from DfES on promoting inclusion and tackling underperformance of pupils with SEN in schools soon followed.

DfES (2005c) aimed to ensure that schools' Special Educational Needs Coordinators (SENCOs) were 'fully conversant' with the National Strategy's approaches to learning and

teaching as part of whole – school improvement. SENCOs were offered advice on how to 'enhance the rates of progress for pupils with SEN' as a three part process of 'Using data: target setting and target getting, approaches to learning and teaching in the mainstream classroom and managing the learning process.' The monitoring and tracking of pupils with SEN was a key message in order to ensure sufficient challenge and appropriate support.

DCSF (2008c) guidance describes personalised learning for pupils with BESD as having a 'highly structured and responsive approach' through the adoption of five key components :

- Assessment for learning – ascertaining where each pupil is in their learning, giving quality feedback to promote further learning and planning the next steps with shared objectives;
- Effective teaching and learning – building on the learner's experience, increasing and applying knowledge so that everyone can make maximum progress in their learning; expanding teaching repertoires and extending learning opportunities;
- A flexible curriculum - providing pupils with an enriched curriculum with a guaranteed core that is used for the basis for enquiry
- Organising the school for personalised learning – enabling schools at local level to use workforce reforms and new technologies imaginatively, backed up by appropriate continuing professional development, school networks and collaboration;
- Partnerships beyond the classroom – addressing the needs of the whole child by offering a range of extended services that involve parents/carers and the community in children's education   (paragraph 82)

The progress of every child and young person as considered in DfES (2006a) sets out a vision of what 'personalised teaching and learning might look like.' The focus is on *all* children experiencing an 'engaging curriculum that helps them to develop the knowledge, skills, understanding and attitudes they need to thrive throughout their lives.' This is to be achieved through an approach to personalised learning which is more structured and responsive to each child's learning, so that all 'pupils are able to progress, achieve and participate.' The authors stressed that the personalising of learning would require a renewed focus on the skills of teachers and support staff and much more attention given to analysing and using data. DfES (2006a) highlights the intended result as 'high quality, challenging

teaching that engages pupils and helps them to take ownership of their learning.' Crucially the report advocates the need for better assessment, 'whether *of* learning or *for* learning' that will promote the progress of every child and young person.' The need for better assessment implies that current practices are inadequate or indeed may not be fit *for the purpose* envisaged.

DfES (2007) describes the '*personalised classroom'* where 'the teacher has the data, information and tracking systems to know what each pupil can do and the things they are finding.' Thus a description of personalisation is prescribed dependent upon having an 'accurate picture of what each pupil can do, and intervening promptly if they fall off the expected trajectory.' DCSF (2008c) offers practical guidance on the 'pedagogy of personalisation,' arguing that 'planning for progression and differentiation are fundamental,' where 'teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory.' The authors advocate 'rigorous assessment to check and maintain pupil progress' with 'clear plans to support those who are struggling to maintain trajectory.'

Personalised Learning and the Changing Role of Teachers

The Training and Development Agency for Schools (TDA) is the national agency responsible for the training and development of the school workforce. The TDA (2007) produced guidance surrounding 'Professional Standards for Teachers in England which sought to deliver 'coherence to the professional and occupational standards for the whole school workforce.'   The framework of professional standards for teachers defines the characteristics of teachers at each career stage for:

- the award of Qualified Teacher Status (QTS) (Q)
- teachers on the main scale (Core) (C)
- teachers on the upper pay scale (Post Threshold Teachers) (P)
- Excellent Teachers (E)

• Advanced Skills Teachers (ASTs) (A)

TDA (2007) describes professional standards as 'statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills' so that there is 'clarity of the expectations at each career stage.' The standards are intended to run alongside 'the professional duties contained in the School Teachers' Pay and Conditions Document, which set out the roles and responsibilities of teachers.' The standards signal a change in the role of the teaching workforce since Every Child Matters. The government proposes that new standards will come into effect in September 2012, the implications of which in terms of this research will be discussed in Chapter Seven.

All the standards are underpinned by the five key outcomes for children and young people identified in 'Every Child Matters' and a definition of personalised learning is provided as:

> The term 'personalised learning' means maintaining a focus on individual progress, in order to maximise all learners' capacity to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalising learning' is not about individual lesson plans or individualisation (where learners are taught separately or largely through a one-to-one approach).   (page 5)

In order for personalised learning to be achieved Training and Development Agency (2007) guidance suggests 'the work of practising teachers should be informed by awareness, appropriate to their level of experience and responsibility, of legislation concerning the development and well-being of children and young people.' In terms of appropriate legislation cited are the 'Children Act 2004, the Disability Discrimination Acts 1995 and 2005 and relevant associated guidance', the special educational needs provisions in the 'Education Act 1996 and the associated *Special Educational Needs: Code of Practice* (DfES 2001), the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, and the guidance *Safeguarding children in education* (DfES 2004c).'

The Training and Development Agency therefore recognises that the latest changes in national legislation in education provide many challenges and opportunities in achieving coherence to the professional and occupational standards for the whole school workforce. The role of the teacher in developing educational settings of the future is constantly changing to meet the personalised needs of learners, to that of the role prior to the Every Child Matters Agenda. Cheminais (2006) offers insight into the changes as she the explores the changing role of teachers' pre and post Every Child Matters with due regard to children's well-being, inclusivity, assessment and personalised learning. She displays the changes in a table which is reproduced here:

Table 7- Classroom Teachers' Changing Role.

Old Role - Pre Every Child Matters		New Role For Twenty -First Century
Within Child Focus Deficit and medical model Child's difficulties are the main problem		Holistic whole child approach *Every Child Matters* focus on the five outcomes for children's wellbeing
Withdrawal, segregated individual pupil and small-group direct teaching for those with more complex and challenging additional educational needs		In-class inclusive approach to meet a diversity of pupils with additional educational needs Quality first teaching *Removing Barriers to Achievement*
Seeks specialist diagnostic assessment		Assessment for learning - pupil - friendly e.g. P-Scales, PIVATS, EAL scale, EBD scale Pupil self - review of progress
Specific individual pupil programmes with little or no transference across the curriculum		Personalised learning approaches, personalised learning and career pathways, and personalised services providing wrap around' care, tailored to meet the needs of the whole child

(Cheminais 2006, page 4)

Cheminais (2006) predicts it is not only the teacher's role that will change with the focus on personalisation and individual pupil progression, but also the role of the school will grow as demands are placed on it to play a part in meeting the needs of it's community:-

'Teachers will become facilitators, supporters and promoters of children's personalised learning and well-being, whereby pupils will achieve the best they can through working in a way that suits them. Personalised schools offering personalised learning opportunities and personalised services to meet the needs of the local community will become the future reality.   (page 1)

Cheminais (2006) sees the changing role of teachers linked to the changing role of schools. Recent changes in legislation such as Children Act (2004) and Every Child Matters: Change for Children (DfES, 2004a) has led to changes to Local Authority services. This climate of change is one which schools are being judged for their effectiveness. The challenge for schools is to continually seek to improve in an ever changing educational landscape.

Performance Data and School Improvement

Focus on measuring progress of individual pupils and also the comparison of the performance of schools has been given prominence with the development of models to take into account the different starting points of pupils that will vary from school to school. Ofsted (2008a) describe the importance of using the data to 'reveal the underlying stories behind the figures' and how performance data can make it possible to measure 'how well an individual, a school or a local authority is doing.' Ofsted (2008a) state that performance data can be used to 'make comparisons, for example with previous years' performance or with the performance of other individuals, schools or local authorities.'

There are varying types of performance data available which Ofsted (2008a) considers fall into three categories; 'raw and aggregated data about attainment, value added

data and contextual value added data.' Data can be colleted nationally and at a local level, as the list adapted from Ofsted (2008a) below demonstrates:-

- Nationally, the performance data derived from the measurement of individual pupils' attainment in statutory assessments, public examinations and other national assessments at different points in their schooling.

- Other national data: pupils' attendance, authorised and unauthorised absence, the rate of exclusions etc

- Data about pupils and their local socio-economic circumstances can also provide information about the context in which the school or local authority is working and the factors that may affect its performance.

- Locally collected data eg, data about accidents and about racist incidents. Records of behaviour that the staff consider particularly deserving of praise or unacceptable, and about the rewards and sanctions applied. Data about parents' and pupils' views, and information about parents' complaints may be recorded. Data about their staff, premises and other resources, and about their funding and how it is used.

- Data from this wide variety are gathered and used to produce an agreed national set of indicators of performance. This set of indicators has evolved over time, reflecting national priorities of the moment.

(Adapted from Ofsted (2008a), page 3)

Ofsted (2008a) describes how Value Added (VA) data and later Contextual Value Added (CVA) data were used to compare the attainment of pupils and schools, noting that 'when comparing schools' performance it is important to recognise pupils have different starting points.' The authors define Value Added as:

'a measure of the progress made by an individual pupil, or group of pupils, compared with the average progress made by similar pupils nationally between key stages.'

(paragraph 17)

Contextual Value Added (CVA) scores were published in 2007 for the results of Key Stages 2, 3 and 4 in 2006. DfES (2006b) describes the criteria used to derive a contextual value added score and is based on multi-level modelling (MLM). It takes into account factors related to pupil progress such as:-

- prior attainment;
- gender;
- special educational needs;
- whether they speak English as their first language;
- pupil mobility;
- when their birthday falls within the school year

- whether they are (or have been) in care;
- ethnicity;
- whether they are eligible for free school meals;
- whether they live in an area of high deprivation;
- the average and range of prior attainment within the school (KS2-3, KS2-4 and KS3-4 only)

The DfES (2006b) Guidance on CVA describes the formation of a statistical measure where a 'prediction is obtained for the pupil based on national patterns; their contextual value added score being the difference (positive or negative) from this prediction'. Further 'The power of CVA is that it is based on the statistical fact drawn from a national dataset for some 600,000 pupils in each year group in England.' Thus the CVA is a measure of progress over time in relation to academic attainment from a given starting point; it is not a measure of absolute attainment as Ofsted (2008a) describe:

> 'CVA takes the quest for fairer measures of a school's performance – and a 'level playing field' for school accountability – a stage further. Like simple value added, CVA provides an indicator of relative rather than absolute performance: it shows whether the school, with the pupils it has, is doing better than, worse than, or broadly the same as other schools, with the pupils they have.'(paragraph 25)

However, use of the data can be a significant issue in terms of the impact it can have on pupils, their schools and local communities. Gorard (2009) argues the case against the model of school effectiveness currently prevailing in England, advocating that it is damaging and should be 'abandoned' stating:-

> 'by considering gain scores as the difference between assessment results at different stages of schooling, and then the residual difference between the predicted and obtained scores at each stage, school effectiveness calculations leave the results disproportionately made up of relative error terms. Adding contextual information confuses but does not help this situation.' (page 1)

Gorard (2009) highlights the 'damage caused by school effectiveness' on several fronts e.g. Results are used to threaten school closure or the allocation of funds, OFSTED's use of CVA during inspections can pre-determine outcomes, parents and pupils encouraged use of school league tables to judge potential schools and the narrowing of understanding of the purpose of education through focus on 'assessment and test scores – and teaching to the test.' Further considering that if the results are 'spurious' then a 'lot of time and money is wasted and, more importantly, pupils' education is being needlessly damaged.'

Balls (2008a) advocates that in order to 'allow for a properly rounded view of both primary and secondary schools' performance' he plans the introduction of US – style 'Report Cards' and the establishment of an 'expert group to advise on the development of the new system' of assessment. He announced that national tests for 14- year- olds are to be abolished with the shake up of testing in primary and secondary education by looking at 'options for developing the assessment system for the future,' through the introduction of a 'more flexible system of assessment, with a strong focus on progression and teacher assessment.'

For a school to be effective it is not just through focus on 'assessment and test scores and teaching to the test' Gorard (2009), it must create the conditions whereby it is able to work efficaciously with other service providers in ensuring progression across the five outcomes of the ECM agenda so pupil wellbeing is achieved. Effective schools must be able to accurately assess the diverse needs of individual learners and align resources accordingly, to achieve greatest and lasting impact. Rigorous monitoring and tracking systems should be in place, so that appropriate data can be gathered, analysed intelligently with strengths and weaknesses identified, acted upon and progression achieved. In this way an effective school should be able to provide personalised, high quality teaching, learning and care experiences leading to successful outcomes for all its pupils.

Assessment: Parental confidence in the Special Educational Needs Assessment Process

Lamb (2009a) focused on 'investigating a range of ways in which parental confidence in the Special Educational Needs assessment process might be improved.' The Inquiry found the 'Special Educational Needs framework largely to be sound,' but that 'parental experience of its operation varied – some parents were very positive, while others had experienced great difficulties.' The Government's response to the fifty one recommendations made by the Inquiry is set out in an Implementation Plan (DCSF, 2010c). The Implementation plan builds on the Children's Plan to improve outcomes for children with Special Educational Needs and Disabilities (SEND), it centres on the following five key implementation areas:

- Improving skills and practice within the workforce and focusing on children's outcomes;
- Strengthening engagement with parents;
- Ensuring a strategic local approach;
- Making the system more accountable;
- The national framework.

In the initial chapter of the plan there is an explanation of how the Department for Children Schools and Families look to 'invest in training for the school workforce.' Described is the belief that parents want to see their child's needs are being met, by professionals working with them in partnership, so support is provided at the earliest possible stage. To achieve improved outcomes for the children by a skilled workforce, the plan was established to 'develop training modules to increase the level of advanced skills around the five main Special Educational Needs areas' and to 'implement a scheme in 2010/11 to support the provision of specialist SEN Continuing Professional Development (CPD).' It was felt that building on 'the success of the _Achievement for All_ pilots in school leadership programmes, Initial Teacher Training (ITT) and CPD' was a positive move. Three further

points were promoted, namely the provision of 'resources on the most effective ways of deploying teaching assistants,' consultation on 'early intervention and parents access to multi-agency teams and finally to review 'approaches to anti-bullying, amending behaviour guidance and promoting disability equality schemes.'

In terms of strengthening engagement with parents, Lamb (2009a) describes measures to build on good communication and partnership which include:

- Embed best practice in information, transparency, assessment, participation and feedback for parents of children with SEND through, for example, the Parent and Pupil Guarantees;
- Consult on ways in which Special Educational Needs information can better be provided to parents and work with local authorities to improve the information they provide;
- Enhance the service offered to parents through Parent Partnership Services (PPS) and launch a dedicated national helpline to provide information and advice to parents of children with SEND.   (Chapter 2)

Support for more strategic local approaches to SEND provision and how support for better commissioning and parental involvement in the planning process are considered in chapter three. Plans included action to 'incorporate Special Educational Needs and disability into training for leaders of children's services, provide guidance and training to Local Authority officers in working with parents. Improving the quality of Special Educational Needs statements was seen as essential with the introduction of a 'new right for parents to appeal to have a statement amended together with enhanced 'support and advice on the commissioning and deployment of resources.'

Making the Special Educational Needs system more accountable is discussed in Lamb (2009a) and planned measures will be to 'strengthen training on SEND for school governors and for School Improvement Partners' and to move forward on 'better use of data to inform local accountability.' Also highlighted was the desire to improve parents' 'experience of using redress mechanisms: through changes to complaints procedures, more information

about the Tribunal system and through guidance and training to professionals.' The plan looks to a national framework and explains how the Department for Children Schools and Families will 'work with professional bodies on the advice professionals provide to local authorities,' will seek to 'review the impact that different models of providing educational psychology services have on parental confidence and outcomes for children.'

Curriculum Development for 11-19 Year Olds and Changing Accreditation Opportunities

The Learning and Skills Act (2000) deals with the approval of qualifications for learners below the age of nineteen years by the secretary of state for children, schools and families. Following accreditation, the regulator recommends qualifications for approval under Section 96 or 97, according to specified criteria. Many accredited opportunities exist so care needs to be taken to ensure relevant and appropriate qualifications are accessible to pre sixteen year olds. Changing curriculum demands represent a challenge to schools and colleges to ensure their provision helps equip all learners to meet the demands of an ever changing society.

DCSF (2010a) describes how a 'new secondary curriculum' was introduced in 2008 and heralded a 'major reform of 11-19 education and qualifications.' The intention of the new secondary curriculum was to provide opportunity to 'create a relevant, coherent and engaging curriculum for all learners,' so they should make 'good progress and achieve the standards they need to give them the best chance of success in adult life.' The curriculum is built around three aims to enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives, and
- responsible citizens who make a positive contribution to society.

The new secondary curriculum is intended to offer schools and colleges greater 'flexibility to adapt to their particular circumstances allowing 'them to meet the needs and aspirations of their students and communities in ways several ways. It aims to challenge all young people to achieve which it is hoped raises aspirations. Allow greater personalised interventions to take place including 'catch-up and one-to-one tuition,' at the same time help learners see more meaningful connections between 'different subjects, skills, cross-curricular dimensions, assessments and qualifications.' Finally when learning experiences are planned to ensure a 'sense of purpose relating to and building on learners' knowledge and experiences of the world in which they live foster' through the development of 'good learning relationships between teachers and students, and students and their peers.'

In summary the 11-19 curriculum reform was intended to provide opportunity for schools to create a relevant, coherent and engaging curriculum for young people by advocating 'a slimmed down and less prescriptive national curriculum giving schools greater flexibility' and allowing 'more opportunities for schools to adapt the national curriculum to make the most of their local environment.' A more integrated approach where 'cross curriculum dimensions that promote coherence between subjects to help learners make effective links in their learning was espoused under the 'three statutory curriculum aims of successful learners, confident individuals and responsible citizens.' Finally work outside the traditional subject areas of the national curriculum should be recognized as 'a set of key expectations for the reforms that focus strongly on raising standards for all and recognising learners' wider achievements.'

Alongside the reform of the 11-19 curriculum the Qualifications and Curriculum Development Agency (QCDA, 2010) describes the Qualification Credit Framework as a 'new way of recognising achievement through the award of credit for units and qualifications.' It

announced significant change in arrangements for qualifications, following tests and trials which took place between 2006 and 2008, where representation was sought from 'learners, employers, awarding bodies, sector skills councils, colleges and training providers.' The Qualification Credit Framework is intended to present qualifications in a way that is easy to understand and measure.

DCSF (2008e) stated that they 'expect publicly funded qualifications to fall within one of the four routes.' Exceptions to the routes were also highlighted and are important to this research in that they accept that some children may fall outside the intended provision and may require differing interventions to meet their needs i.e. 'unless there is clear evidence of a need to maintain specific qualifications outside these routes in the interests of learners,' or 'if young people are studying in informal non-accredited provision to help to re-engage them and set them back on the path to success.' Thus DCSF (2008e), describes the FLT as part of an entitlement of provision for fourteen to nineteen year old learner, together with a timetable of futher reform to 2015:-

- Apprenticeships, with all young people suitably qualified entitled to a place from 2013
- Diplomas, in 17 areas of study that we will introduce in phases between 2008 and 2011
- Foundation Learning Tier, with progression pathways that will roll out nationally from 2010
- General Qualifications, such as GCSEs and A levels   (para. 16)

The foundation learning tier (FLT) is a part of the wider 14–19 and vocational qualifications (VQ) reform programme. The programme has moved from development in 2005 - 07 to implementation with selected providers trialling implementation during 2008/09. Wider scale phased implementation was planned to occur in 2009/10. Full implementation of the FLT will be complete by 2010. In a commitment from DCSF (2007b) 'four key strategic objectives' were espoused firstly a 'a high quality and valued learning route for every young

person that enables them to participate, achieve and progress,' secondly 'the right support so that they can access and make the most of their choice.' The third objective was in 'strengthening the partnerships that will deliver excellent learning and support for all young people' anf finally establishing the 'delivery system at local, regional and national to ensure excellent learning and support for all young people.'

In this way DCSF (2008e) intended that the FLT reforms would fulfill a series of aspirations such as enabling 'learning providers to create personalised learning programmes that will engage and motivate learners,' whilst at the same time providing 'greater access to full qualification outcomes by using the credit accumulation and transfer system of the QCF through qualifications that have been designed by awarding bodies.' This means that change is needed for 'organisations to meet the progression needs of entry and level 1 learners' by establishing 'more flexible and coherent qualifications that recognise achievement at Entry level and level 1.' It was stressed that providers should be encouraged to 'work together to deliver learning programmes at Entry level and level 1 and identify appropriate local and regional opportunities for progression.' The FLT reforms would hope to 'increase access to nationally accredited qualifications that will help motivate and reward learners by formally recognising their achievements within the QCF' so that qualification outcomes would improve work and life opportunities. The aim of providing 'joined-up and achievable progression routes through the 14–19 learning landscape and into life-long learning' should be achieved through the design of 'personalised learning programmes to ensure minimum skills development in learners is attained.' By ensuring that all vocational qualifications at 'Entry level and level 1 of the QCF meet the needs of employers through consultation with sector skills councils (SSCs)' it is hoped that the accreditation achieved has relevance to the 'world of work.'

It is hoped that possible outcomes of this research will demonstrate how Balpet School's developing provision and practices are mapped to the needs of individuals and cohorts, tracked and monitored to assess impact on their well-being. This is needed to ensure that at a time of changing legislation and multi agency working surrounding every child, combined with the changing educational landscape in terms of curriculum and accreditation, appropriate and rigorous assessment is needed to ensure improved outcomes and well-being for Balpet's pupils. Creating the setting whereby interventions are mapped to personalise provision will provide the 'body of evidence' as Visser (1999) describes 'upon which decisions can be made to meet the needs of pupils with BESD.'

Statistics Surrounding Pupils Deemed BESD and SEN.

Disagreements about the veracity of statistics related to the number of children and young people with BESD taught in special and mainstream schools also abound. Ruane (2006), sought clarification from the 'Secretary of State for Education and Skills' on the number of places (not necessarily pupils) in each LA area, where pupils with BESD were being taught in mainstream or were available. The response from Jim Knight (Minister of State for Schools and Learners) indicated that such information was not 'collected centrally' and went on to say 'there are a number of sensitivities about categorising pupils in this way and raised concerns about the 'data's reliability and validity.' He listed four factors affecting the data as local interpretation of definitions, classification of children with multiple needs, differences in diagnosis between education and health professionals and the availability of special school provision in Authorities.

DCSF (2009a) sought to help clarify this situation by presenting an analysis of data held on pupils with special educational needs. The data gathered from a variety of sources such as National Pupil Database, School Census and the Tellus 3 survey, has been presented in a themed format comparing national and local levels and offers information surrounding the attainment and characteristics of pupils with SEN. Pupils with special educational needs are described as those at School Action, School Action Plus or with statements of special educational needs:

- School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.

- School Action Plus – where the class teacher and the Special Educational Needs Coordinator (SENCO) receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).

- Statement – a pupil has a statement of special educational needs when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.   (DCSF 2009a, page 7).

DCSF (2009a) is an annual statistical publication which focuses on the prevalence of pupils with special educational needs and sets comparisons between pupils with or without SEN. Areas under consideration centre around achievements, progression, attainment and views of pupils by asking questions such as 'how do the achievements compare between pupils with and without special educational needs?' or how does progression vary between Key Stages 2 and 4 for pupils with special educational needs? Factors such as absence and exclusion from school, 'how do the views of pupils with a learning difficulty differ from all pupils' and how 'does attainment at age nineteen vary according to the level of provision and type of special educational need' are focused upon. Relevant key findings of DCSF (2009a)

will be discussed in chapter five of this thesis in aiding discussion of the findings of this research. At this point it is important to consider the number of children and young people deemed to have an SEN in the United Kingdom to appreciate the scale of the issue. The challenge of ensuring every single child matters and their needs are accurately assessed and acted upon so individual well-being can be achieved is an immense undertaking.

DCSF (2009a) identifies over 1.6 million pupils with SEN. The Office for National Statistics (ONS) is the executive office of the UK Statistics Authority, a non-ministerial department which reports directly to Parliament estimated the resident population of the United Kingdom was 61,383,000 in mid-2008 (2009), which was an increase of 408,000 on the previous year and by inference is indicative that the number of children of school age is growing. Children aged less than sixteen years of age represented around one in five of the total population, which works out to be approximately twelve million. Not all of the twelve million children are pupils of school age, so the 1.6 million pupils with SEN identified by DCSF (2009a) represent a fairly significant proportion of the total population.

DCSF (2010a) adds a note of caution in relation to school-aged children and those identified as having SEN. In its focus on the national averages of school attainment, measured across the whole cohort of over 600,000 young people every year DCSF (2010a) stated that the global figure 'masks some uncomfortable truths about the relative underperformance of the very large proportion of school-aged children: 21 per cent, or 1.7 million – who are currently identified as having special educational needs (p.9).' The authors add that 'at any moment, one in every five school children in England is identified as having SEN; 150,000 in an age cohort,' adding that 'even this seriously understates the issue because between the ages 6-16, at least one in every three children is identified at one time or another as having SEN (page 12)'

Research Questions

In attempting to meet the needs of every child it is essential that issues surrounding effective provision, practice, assessment, intervention and tracking the progression of well-being for such pupils must be accurately identified. Those individuals and/or agencies working and caring for the child must successfully and effectively work together to ensure each child's well-being is achieved. Thus the issues raised in this review of literature centring on the ongoing development of a tracking process to monitor young people's progress in well-being involving multi-agency teams where appropriate, together with the inception of the Every Child Matters agenda and developing aims of Balpet School, the initially posited research question:

> How can the well-being of pupils be measured over time to show individual's progression and the impact of the provision made?

is now developed to:

1) What effect will a tool designed to aid the assessment and impact of the less obvious components that constitute the five outcomes of the Every Child Matters agenda have on enhancing pupil's well-being?

2) Does the tracking of conduct, emotional and learning behaviours of pupils deemed BESD, help a school to target interventions that allow pupils to overcome individual barriers to learning and make progress in enhancing their well-being?

<center>**Chapter Four**</center>

<center>*Research Design*</center>

Theoretical and Philosophical Approach

This research centres on the young people attending Balpet School, who as demonstrated in Chapter Two of this thesis, are regarded as 'having Level 3/Level 4 complexity of need by virtue of their requirement for sustained, co-ordinated support to address their complex difficulties.' Balpet is a residential school, a community where staff and pupils live and work with the aim as the school's mission statement suggests; 'To improve the quality of our pupil's lives.' With a focus on practices at the school surrounding the lives of pupils and staff, this research is not only a complex but also a sensitive undertaking. The outcomes of the research, may add new knowledge that will enhance practice to allow practitioners to effectively intervene early in assessed areas of concern, so that their interventions can have the greatest, positive, efficacious and lasting impact.

In order for the research to be undertaken effectively and ethically the setting, context, choice of methods, of gathering evidence analysing the different kinds of data are all very carefully considered. For this process to be successful it should be completed from an informed position, by acquiring knowledge and understanding of the relevant theories and research practices involved. Robson (2002) states ''Theory' can mean very different things to different people' ranging from 'formal large scale systems developed in academic disciplines to informal hunches from laypersons, practitioners or participants in research.' He offers a general description of theory as 'an explanation of what is going on in the situation; phenomenon or what is being investigated'.

Bryman (2008) initially postulates that theory is 'something that guides and influences the collection and analysis of data' by which he means that 'research is done in order to answer questions posed by theoretical considerations.' He then however, poses an alternative position in viewing 'theory as something that occurs after the collection and analysis of some or all of the data associated with a project.' He provides here a link between theory and research in 'whether they are referring to deductive or inductive theory.' Cohen, Manion and Morrison (2000) consider the inductive – deductive approaches as a form of reason and offer a third option, 'People attempt to comprehend the world around them by three types of reasoning: deductive reasoning, inductive reasoning and the combined inductive – deductive approach.'

Walliman (2006) describes in simple terms inductive reasoning as starting 'from specific observations and derives general conclusions from them', and deductive reasoning 'begins with general statements and, through logical argument, comes to a specific conclusion.' Bryman (2008) illustrates these concepts in a useful diagram linking the relationship between theory with observations/findings of research which is reproduced here:-

Chart 1 – <u>Deductive and Inductive Approaches to the Relationship between Theory and Research.</u>

Deductive approach:
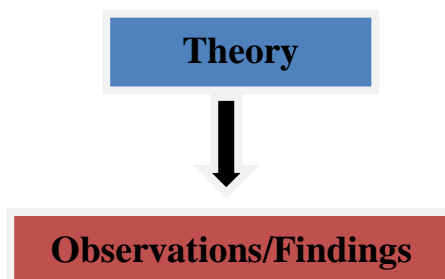
Inductive approach:
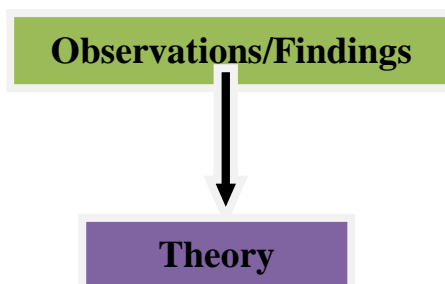
(Bryman 2008, page 11)

Decisions regarding an appropriate research strategy can be dependent then upon the researcher's theoretical and philosophical approach to knowledge. Adopting a particular philosophical stance guides the researcher in the direction of which research methodology to adopt. Cohen, Manion and Morrison, (2000) argue that there is evidence that 'Educational research has absorbed two competing views of the social sciences', described as the 'established, traditional view and the more recent interpretive view.' Burrell and Morgan (cited in Cohen et al, 2000) describe competing views of social science within a subjective − objective dimension in the form of a scheme for analysing assumptions about the nature of social science. Burrell and Morgan's (cited in Cohen et al, 2000) depiction of social reality is based on directly opposing descriptions of epistemology, ontology and human nature along a subjectivist-objectivist continuum. Mouly (cited in Cohen et al, 2000) offers a description on the nature of research as:

> 'Research is best conceived as the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data. It is a most important tool for advancing knowledge, for promoting progress, and for enabling man [sic] to relate more effectively to his environment, to accomplish his purposes, and to resolve his conflicts.'   (page 45)

Research can therefore be used to describe a myriad of activities, so it would be beneficial in relation to this research that 'dependable solutions' to the research questions outline in the review of literature can be ascertained through the 'planned and systematic collection, analysis, and interpretation of data.' The adoption of a particular philosophical approach can be advanced from clarifying the researcher's position on epistemology, ontology and human nature. In this way a clearer insight into the processes involved relating to this research can be gained in order that an informed choice of methodology and methods is adopted. The advice of Silverman (2006) is partially heeded here, in his caution to those

undertaking qualitative research, where he warns the researcher to guard against 'over theorized topics':-

> 'I have lost count of the run of the mill qualitative research papers I have come across which finds it necessary to define their work in terms of obscure philosophical such as phenomenology or hermeneutics. You will not find either of these terms in the glossary of this book for one simple reason. In my view you do not need to understand these terms in order to carry out good qualitative research. Indeed, if you try to understand them my guess is that you will not emerge from the library for many years.'

(page 7)

Epistemological and Ontological Cogitation

Trochim (2006) offers a simple clarification on epistemology in relation to methodology, noting that they are both ultimately related but that 'epistemology involves the philosophy of how we come to know the world' whereas 'methodology involves the practice.' Bryman (2008) defines epistemology as a 'theory of knowledge' and uses the definition to take a 'stance on what should pass as acceptable knowledge.' He explores the adoption of epistemological positions such as positivism, realism and interpretivism in social research. His epistemological position on positivism advocates 'the application of methods of the natural sciences to the study of reality and beyond.' In terms of realism he adopts an epistemological stance that acknowledges 'a reality independent of the senses that is acceptable to the researcher's tools and theoretical speculations' and stresses that the stance on realism 'implies that the categories created by scientists refer to real objects in the natural and social worlds.' He suggests that interpretivism is an epistemological position that 'requires the social scientist to grasp the subjective meaning of social action.'

Trochim (2006) describes a positivist philosophy with its belief in empiricism in 'that observation was the core to scientific endeavour'. He sees a shift in scientific thinking on positivism to what he describes as post – positivism arguing that 'the goal of science is to hold steadfastly to the goal of getting it right about reality, even though we can never achieve

that goal.' Thus epistemology in adopting an objective/positivist approach sees knowledge as hard and real.

An opposing view to that of the positivist is described by Cohen et al (2000), as the anti- positivist/subjectivist, who sees 'knowledge as personal to the individual, based on personal experience and insight.' Cohen et al (2000) also state that the 'opponents of positivism' within social science 'subscribe to a variety of schools of thought each with its own subtly different epistemological viewpoint,' but see a connection in that they are 'all united by their common rejection of the belief that human behaviour is governed by general, universal laws and characterized by underlying regularities.' Cohen et al (2000) see the anti-positivist movement within sociology as 'represented by three schools of thought' namely phenomenology, ethnomethodology and symbolic interactionism. Each is connected by a 'common thread running through them concerning 'phenomena, that is, the things we directly apprehend through our senses as we go about our daily lives.'

Bryman (2008) describes phenomenology as a 'philosophy' which is 'concerned with the question of how individuals make sense of the world around them,' he sees ethnomethodology as a 'sociological perspective concerned with the way in which social order is accomplished through talk and interaction.' Symbolic Interactionism is described as a 'theoretical perspective that views social interactions as taking place in terms of the meanings actors attach to action and things.' As the setting for this research is a school it is interesting to note here the view of Cohen et al (2000) on a 'characteristic common to phenomenology, ethnomethodology and symbolic interactionist perspectives' in the 'way they fit naturally to the kind of concentrated action found in classrooms and schools.' They argue further that this and other shared characteristics such as their ability to 'preserve the integrity of the situation where they are employed,' makes them 'singularly attractive to the would be educational researcher.'

Walliman (2006) describes ontology as 'the theory of social entities and is concerned with what there exists to be investigated.' Ontology is concerned with matters relating to reality and truth. The objective/positivist approach sees reality and truth as a 'given' and are external to the individual having a shared reality most people would subscribe to, whereas the anti-positivist/subjectivist approach see reality and truth as the product of individual perception with multiple realities shared by groups of people.

Bryman (2008) considers questions of social ontology from two perspectives the first being whether 'social entities can and should be considered objective entities that have reality external to social actors' or secondly whether 'they can and should be considered social constructions built up from the perceptions and actions of social actors.' He comments that the two positions are frequently referred to as 'Objectivism' and 'Constructionism' respectively. Bryman (2008) illustrates the differences between these positions with reference to 'two of the most common and central terms in social science – organization and culture.' Walliman (2006) exemplifies this viewpoint by stating 'the objectivist approach will stress the importance of the formal properties of organisations and cultural systems' and that the 'constructionist approach will concentrate more on the way people themselves formulate structures of reality, and how this relates to the researcher him/herself.'   In this way Walliman (2006) argues that 'the way social research questions are formulated and the way the research is carried out is based on the ontological viewpoint of the researcher.'

It is hoped that outcomes of this research will allow practitioners at Balpet school to act through interventions to enhance well-being of pupils at the school. The position adopted by this researcher is one whereby it is intended that dependable solutions to the problems in enhancing progress in well-being of the sample population are arrived at through planned,

systematic, collection, analysis and interpretation of data. The view of Walliman (2006) in describing the anti-positivist/subjectivist is applied here by suggesting that 'reality and truth as the product of individual perception with multiple realities shared by groups of people.' Positivism has been met with criticism. It has been argued that Positivism is not suited to modern 21st century research problems; 'Positivism is dead. By now it has gone off and is beginning to smell' Byrne (1998), so a solely positivistic stance will not be adopted in this research. As the focus of this research surrounds a modern 21st century school, then it warrants more of a mixed methods approach.Thus a largely interpretivist epistemological position will be adopted in seeking subjective meanings to the social actions of those involved in this research.

An epistemological stance such as the Social Constructivist approach does not assume that social reality is objective. Social Constructivists work to analyse and investigate the process through which the social reality is created and constructed. Whereas the Positivist approach focuses more on aspects of the ontological, Social Constructivism deals with questions relating to epistemological concerns. The concept draws its influences from a number of fields including philosophy, sociology and linguistics.

Giddens (2006) explains that;

'Social constructivists believe that what individuals and society perceive and understand as reality is itself a construction; a creation of social interaction of individuals and groups.'

(page 153)

As the citation above shows social constructivism deals more with individuals and the relationships they possess with aspects of the social world. The empirical approach of Positivism uses scientific laws to explain reality whereas social constructivism is more varied and diverse meaning a neutral stance is not needed and does not involve the straight forward conclusions empiricism gives positivism. It could be argued here that a Social Constructivist approach is appropriate to use for this research project as the researcher is involved very

closely to the school where the research is developed and also to the research sample, meaning there are dangers that threaten the ability to remain 100 percent neutral.

In terms of connecting Social Constructivism to this particular research project it could be argued that to gain an answer to the key research questions (1) and (2) understanding of the Balpet's student's reality that has been formed from social interactions that have taken place over time within the school and home settings needs to be established.

Research Methodology

Cohen et al (2000) consider that educational research should be conducted under 'three significant lenses' namely the scientific and positivistic methodologies, the naturalistic and interpretive methodologies and lastly the methodologies from critical theory. As described earlier positivistic thinkers adopt scientific methods in order to generate knowledge, which Cohen et al (2000) noted, needs to be veiwed in a 'framework of the principles and assumptions of science'. Cohen et al (2000) further argue that positvisism as a paradigm strives for 'objectivity, measurability, predictability, controllability, patterning, the construction of laws and rules of behaviour, and the ascription of causality.' Cohen et al (2000) argue anti-positivists consider knowledge is of, and derives from, personal experience. The anti-positivists believe 'that reality is multi-layered and complex' and is marked by the three schools of thought described earlier, namely phenomenology, ethnomethodology and symbolic interactionism.'

Cohen et al (2000) argue that in relation to the third lens, critical theorists offer two types of research methodology, namely, ideology critique and action research with the intention of 'not merely to give an account of society and behaviour but to realise a society that is based on equality and democracy for all its members.' Further its purpose is 'not

merely to understand situations and phenomena but to change them.' With reference to educational research Cohen et al (2000) argue that critical theory has a 'substantive agenda' of:-

> 'examining and interrogating: the relationship between school and society- how schools perpetuate or reduce inequality; the social construction of knowledge and curricula, who defines worthwhile knowledge, what ideological interests this serves, and how this produces inequality in society; how power is produced and reproduced through education; whose interests served by education and how legitimate these are.'
>
> (page 28)

Silverman (2006) sees methodology as referring to 'the choices we make about cases to study, methods of data gathering, forms of data analysis etc. in planning and executing a research study.' Bryman (2008) acknowledges that 'many writers on methodological issues find it helpful to distinguish between quantitative and qualitative research.' He makes the distinction in terms of the approach of collecting and analysing data, but also in terms of orientation, epistemology and ontology. In terms of quantitative research he makes the point that 'research strategy that emphasizes quantification in the collection and analysis of data' and that:

- Entails a deductive approach to the relationship between theory and research, in which the accent is placed on the testing of theories;
- Has incorporated the practices and norms of the natural scientific model and of positivism in particular;and
- Embodies a view of social reality as an external, objective reality

(page 22)

In terms of qualitative research he advocates a research strategy that ' usually emphasizes words rather than quantification in the collection an analysis of data' and that:

- Predominently emphasizes an inductive approach to the relationship between theory and research, in which the emphasis is placed on the generation of theories;
- Has rejected the practices and norms of the natural scientific model and of positivism in particular in preference for an emphasis on the ways in which individuals interpret their social world; and
- Embodies a view of social reality as a constantly shifting emergent property of individuals creation. (page 22)

Gorard, Roberts and Taylor (2004) argue that the use of 'qualitative and quantitative methods is a choice' dependent upon the situation and the research questions, not the personality, skills or ideology of the researcher.' Advocated is a 'pressing need for education researchers to overcome any rigid methods identities supported by terms like 'qualitative' and 'quantitative', and to learn more about a wider range of methods as users, consumers and critics of each others' research.'

The data used by this research was gathered from subjective assessments made by school staff though they were tempered by training in the use of the tools used to gather the data. The assessments focussed on the children and young people that attended Balpet School in relation to well-being through focus on the five outcomes of the ECM agenda, as well as on their social and emotional development. The staff group consist of teaching and residential learning teams who encounter the children in different work settings at the school. In view of these Balpet factors and through consideration of the discussion on methodology presented to this point, the question now arises, what shall be the choice of methodology for this research? Taking into account the factors so far discussed and bearing in mind the choice for the educational researcher, identified by Gorard et al (2004), that it is in relation to the situation and research questions and not on the individuals personality, skills or ideology; then it is proposed that regarding this research an interpretive methodological stance is adopted and in particular a largely but not exclusively qualitative methodology.

Moving from Methodology to Methods – Advantages and Disadvantages of 'Insider' Research

During this research, this researcher has been conscious of the need to delineate clearly between his role as teacher and that of researcher. Balpet school is the setting for this

research, the dual role of researcher and practitioner will bring advantages and disadvantages to the research. Robson (2002) refers to this type of research as 'insider' research and describes advantages of the type 'you won't have to travel far' or 'you will have intimate knowledge of the context of the study'. He recognises that the researcher's knowledge of the 'politics of the institution' and also 'not only on the formal hierarchy but also how it really works' could be an advantage. Robson (2002) recognises that the 'inside' researcher will have the ability to know 'how best to approach people.' He sees the researcher as already 'having street credibility' as someone who 'knows what the job entails' and in particular 'you will already have in your head information it takes an outsider a long time to acquire.' It is my intention to consider the impact of all of the advantages described as they become open to me as the research progresses.

So what of the disadvantages? According to Robson (2002) they are 'pretty substantial' in that 'adding the role of researcher to a colleague is difficult' and if 'you make mistakes during the study you will have to live with them afterwards' his fundamental question however is 'how are you going to maintain objectivity, given your previous and present close contact with the institution and your colleagues?' The notion of objectivity is considered more fully in the next section.

Validity, Reliability Generalizability and Transferability

In the previous section it was proposed that for this research, an interpretive methodological stance is adopted and in particular a largely but not exclusively qualitative methodology. Issues surrounding reliability and validity of any potential findings from a largely qualitative study are now discussed to assist in the justification of choice of an appropriate research method.

Robson (2002) describes validity in research as being 'whether the findings are 'really' about what they appear to be about'. Validity is central to this research in order to demonstrate integrity of any conclusions generated. A rigorous approach was adopted in this research, in order to answer questions of the type posed by Robson (2002) on establishing trustworthiness ' How do you persuade your audiences, including most importantly yourself, that the findings of your enquiry are worth taking account of ?' Cohen et al (2000) stress there are many different types of validity and that it would be 'unwise' to believe 'threats to validity can ever be erased'. They advocate that the 'effects of these threats can be attenuated' by giving 'attention to validity throughout the research.' The model of validity in qualitative methods advocated by Maxwell (cited in Cohen et al, 2000, p.107) argues for 'five kinds of validity' namely descriptive, theoretical, evaluative, generalizability and interpretive. Interpretive validity' is particularly relevant to this research. Interpretive validity is pertinent as it is 'the ability of the research to catch the meaning, interpretations, terms, intentions that situations and events, i.e. data, have for the participants/subjects themselves, in their terms.'

A particular threat to validity relevant in this research surrounds internal validity. Walliman (2006) describes internal validity as 'the extent to which causal statements are supported by the study'. As this research will focus on a particular school population over a two year period, causal statements of the form 'a' is the result of 'b' will need tentative consideration due to changes in the pupils attending the school and hence the sample. External validity refers to the degree to which the results can be generalized to the wider population, cases or situations' (Cohen et al, 2002) or as Bryman (2008) describes 'the degree to which findings can be generalised across social settings.' Robson (2002) argues that 'validity' and 'generalizability' are 'central concepts' in research and that generalizability is the 'extent to which the findings of the enquiry are more generally applicable outside the

specifics of the situation studied'. In terms of this research generalizability is the extent to which any research findings from the sample population at Balpet school can be applied to the population at large.

Reliability refers to the extent to which a repeat by another researcher, using the same measurements, would generate the same findings. Walliman (2006) sees reliability as 'about the degree to which the results of the research are repeatable'. The results of this research will take account of the application of rigour, check on objectivity/bias, demonstrate consistency/trustworthiness, highlight any errors and point out the limits to the generalizability of the findings to demonstrate reliability. Another key issue is reliability in relation to the 'data collection tool itself and to what extent there is rater reliability when considering a range of staff who will be completing the assessments i.e. would they all 'tick' the same box when observing / seeing the same behaviour ?

Bryman (2008) argues that validity and reliability are 'important criteria in 'establishing and assessing the quality of research for the quantitative researcher,' however he stresses that there has been 'some discussion among qualitative researchers concerning their relevance for qualitative research.' Bryman (2008) describes that 'a number of different stances have been taken by qualitative researchers in relation to these issues.' Bryman (2008) comments on one stance in that it is to 'assimilate reliability and validity into qualitative research with little change of meaning other than playing down the salience of measurement issues.' Alternatively Bryman (2008) comments on a second stance whereby, 'some writers have suggested that qualitative studies should be judged or evaluated according to quite different criteria.' Bryman (2008) cites Lincoln and Guba (1985) and Guba and Lincoln (1994) in advocating alternatives to validity and reliability 'for assessing a qualitative study' as 'trustworthiness and authenticity.'

Bryman (2008) cites trustworthiness as made up of four criteria:-

1. *credibility*, which parallels internal validity
2. *transferability,* which parallels external validity
3. *dependability,* which parallels reliability
4. *confirmability,* which parallels objectivity

(page 377)

Credibility requires the accurate identification and description of the object of a study based on how the study was conducted and transferability refers to the application of results of research in one context to another similar context. Dependability is concerned with accurate accounting of any changes in design in relation to any changes of the objects of study. Confirmability is related to how any research findings can be confirmed by another researcher conducting the same study.

In terms of authenticity Bryman (2008) again cites Lincoln and Guba (1985) as raising 'a wider set of issues' through another set of criteria:-

- *Fairness*. Does the research fairly represent different viewpoints among members of the social setting?
- *Ontological authenticity*. Does the research help members to arrive at a better understanding of their social milieu?
- *Educative authenticity.* Does the research help members to appreciate better the perspectives of their social setting?
- *Catalytic authenticity.* Has the researcher acted as an impetus to members to engage in action to change their circumstances?
- *Tactical authenticity.* Has the research empowered members to take the steps necessary for engaging in action?   (page 379)

Trustworthiness and authenticity are particularly relevant in the terms described above to this study. It is essential therefore that in the findings of this research consideration is given to trustworthiness and authenticity and that any threats or limitations are admitted. The criteria above are all relevant here and have particular bearing on the choice of research method for this study together with context of Balpet school.

Impact of Balpet's Background on Research Design

Chapter two gave an outline of the school context in which this research takes place. Key issues in that back background which impinge upon the research methodology are:

- The ongoing development of a tracking process to monitor young people's progress

- The development of multi-agency teams

- The inception of the Every Child Matters agenda and developing aims of Balpet School

These three factors together brought about changes which led to the research questions (1) and (2) as stated earlier. They also set parameters within which the research could take place and which both provided opportunities to follow a particular design and limitations as to what could be achieved. The development and implementation of a tracking tool quickly led to staff training to achieve a great inter-rater reliability. This in turn allowed the school not only to show individual progression across a range of items but also to highlight issues across the school population for any one item 'measured' by the tool. At this stage the research questions were posed and a pilot study proposed.

Choice of Research Method

The work involved in the pilot study besides enabling a better research tool to be developed showed nonetheless that data from the tool was of use to the school in monitoring progression, enabling the school to monitor the impact of its interventions. The research questions in this thesis require the collection and analysis of data surrounding the lives and social realities of a vulnerable group of children by considering tracking processes utilised at Balpet School and relating this data to the impact of interventions to meet their needs. The interpretation of the data and the process of assessment are primarily subjective with the object of the assessment (ECM outcomes, behaviour, emotions etc) inconsistent and variable

over time and context. A further set of ontological assumptions to consider are those which apply to the professionals conducting the assessments. Where they are of objectivist persuasion behaviour will be seen as measurable, measured equally by different assessors. Those of a subjectivist viewpoint would see assessments of behavioural traits as dependent upon context and relationships, with assessors being able to observe varying outcomes leading to different judgments.

These considerations of judgements together with the three key background issues listed in the previous section, firmly places this research on the tracking of the well-being of pupils who are deemed to have Behavioural, Emotional and Social Difficulties (BESD) at the heart of practice at Balpet School. The focus on tracking pupil well-being and practice led to the research questions (1) and (2) identified at the end of the review of literature. In view of the espousal that an interpretive methodological stance being adopted to answer the questions and that in particular a largely but not exclusively qualitative methodology, considerations led to a focus on discussion of trustworthiness and authenticity of any findings. In light of these deliberations 'Action Research' is now considered as the particular method to be adopted in this research.

Robson (2002) sees the purpose of action research as intended 'to influence or change some aspect of whatever is the focus of the research,' suggesting that action research supplements the 'traditional research purposes of description, understanding and explanation,' with a further characteristic that of the 'promotion of change.' He argues that '*Improvement* and *involvement* are central to action research;'

> There is, first, the improvement of a *practice* of some kind; second, the improvement of the *understanding* of a practice by its practitioners; and third, the improvement of the *situation* in which the practice takes place. (page 215)

As described in chapter 2 particular emphasis for this research is focussed on aspects of practice at a residential school thus providing the context or situation. Practice in this context is concerned with how those working at the school carry out their professional duties or indeed the 'actions' they take. It is hoped that outcomes of the research will lead to the improvement and understanding of practice in relation to the measuring of progress in children and young people's well-being. Through focus on this aspect, it is hoped that insight may be gleaned on the other two areas i.e. that of improving understanding of practice and on improvement of situation.

Robson (2002) identifies action research as a popular approach to research in educational settings claiming that its 'protagonists maintain that practitioners are more likely to make better decisions and engage in more effective practices if they are active participants in educational research.' Robson (2002) highlights that this 'educational variant of action research' has come in for strong criticism. Citing, Adelman (1989) as considering much of educational action research to be 'inward looking and ahistorical and of poor quality. Robson (2002) argues that the 'close and collaborative relationship between researcher and researched fits well with the approach of flexible, qualitative design' and is indeed 'alien to that of fixed quantitative design.' He stresses however that the 'joint concern for action and research' can cause serious problems of the sort whereby 'if notions of collaboration and participation are taken seriously,' then some 'power of decision about aspects of the design and data collection are lost by the researcher.'

Bryman (2008) defines action research as 'an approach in which the action researcher and members of a social setting collaborate in the diagnosis of a problem and in the development of a solution based on the diagnosis.' Bryman (2008) suggests that as far as the collection of data is concerned in action research it is 'likely to be involved in the formulation of the diagnosis of a problem and in the emergence of a solution.' He argues that in 'action

research, the investigator becomes part of the field of study' and that it can 'involve the collection of both quantitative and qualitative data.' Bryman (2008) warns that it is 'sometimes dismissed by academics for lacking rigour and for being too partisan in the approach.'

Bryman (2008) states that 'It is advocated by some researchers because of its commitment to involving people in the diagnosis of and solutions to problems rather than imposing on them solutions to pre-defined problems and Robson's (2002) claim that 'Improvement and involvement are central to action research' By adopting an action research I am able to discover insight into the problems and issues of the children and young people that attend Balpet school and therefore aid more effective analysis as I will have obtained an understanding of the Balpet pupils. Therefore, in terms of this particular research study, I feel that action research is a practical approach to the professional inquiry required to answer the research questions posed. As stated earlier in this section this research in an educational setting is to track the progression of well-being of a particular group of vulnerable children. It concerns the professional actions of people who are carrying out their duties, and seeking to understand and improve their actions from the inside. Thus this research in seeking to answer the research questions is about the improvement of a *practice*; the improvement of the *understanding* of a practice and the improvement of the *situation* in which the practice takes place as discussed earlier.

Not only does this research touch on issues that can be regarded as subjective and emotive, it also centres on aspects of child well-being that have not been studied in detail before. This study aims to pioneer research on the well-being of children based on the five every child matters outcomes through use of a tool developed for the purpose. It is not intended that this research will produce understanding that has truth for all, but it is intended

that that the findings will be trustworthy and authentic leading to understanding in this situation, so they can be offered to other interested parties to try in their situation. The next section of this chapter considers the sample and the collection of data.

The Sample and the Data Collection Phase

It is within the climate of uncertainty of definition, legislation and context as described in chapter two and the review of literature, that the sample for this research is derived. The children and young people are deemed to have Behavioural, Emotional and Social Difficulties who attend a school under the auspices of a Local Authority (LA). As highlighted in Chapter Two, for the purpose of this thesis, the Local Authority has been anonymysed by calling it Norire and the school by calling it Balpet. The school and Local Authority are known to my supervisor and in order to maintain anonymity the pseudonyms have been attached to any relevant references. Norire Local Authority has in the region of 130,000 children and young people and Balpet school is a maintained residential / day special school for boys aged between 10 and 16 years. In chapter two, the particular characteristics of the Balpet pupil were explored with their main primary special educational need deemed to be BESD under existing assessment arrangements (DfES, 2001) and all have a 'Statement of Special Educational Need.'

Norire County Council (NCC) decided that the best way to achieve improved outcomes and services to its young people was through a locality strategy (Norire, 2006a). The authority was split into 22 localities with the intention being that in each locality, there will be a multi-agency team representing education, health, children's social care and relevant voluntary agencies. Norire (2006a) also describes 'four levels of service to address the whole spectrum of need' for all its 130, 000 children and young people:-

- Level 1   Universal Services

- Level 2   Co-ordinated/ Early Intervention services

- Level 3   Complex Support Services

- Level 4   Intensive Support Services

The children and young people in Balpet School are regarded as having Level 3/Level 4 complexity of need by virtue of their requirement for sustained, co-ordinated support to address their complex difficulties. The school acts as a county wide resource providing a service to all 22 localities as well as to boys from other Local Authorities.

Unlike the many mainstream schools of the United Kingdom Balpet school does not have a large September intake; pupils can arrive at any time throughout the year dependent upon availability of places at the school. Pupils may also move from the school at any time not just at the end of the academic year. Thus the profile of the school in relation to the complex needs of its pupils is constantly changing, so tracking processes which inform staff of action necessary to maximise pupil progress are essential. In relation to the specific changes to the sample population during the data collection phase it can be seen that, in July '07 there were 30 pupils on roll. At January'08 this had changed to 33 pupils, with 1 pupil on a reintegration programme to the mainstream of education, 4 pupils having moved area and left school, 1 pupil was permanently excluded, 1 pupil was on long term absence and 10 new pupils had joined the school. By July '08, further changes had taken place whereby, 1 pupil was still on a reintegration programme, 7 pupils were Year 11 leavers and 2 new pupils joined the school. The Year group data as presented in **Table 8** (page 141) demonstrates the transient nature of the population. The number of pupils in each year group, at each Well-being data collection point was as follows:-

Table 8 - Number of pupils per year group at each Well-being Data Collection Point							
	Jul-07		**Jan-08**		**Jul-08**		**Jan-09**
Year 5	1		0		0		0
Year 6	0		2		0		1
Year 7	3		0		2		3
Year 8	7		9		1		3
Year 9	9		7		7		10
Year 10	10		8		9		8
Year 11	0		7		8		6
Total	**30**		**33**		**27**		**31**

The strategy for data collection was contemplated at the outset of the study as to which particular instrument was the most appropriate to be used. By considering already existing instruments to gather data, an appropriate tool for the collection specific to this research could be identified. The underlying test was whether the instrument was deemed fit for purpose. Cohen et al (2000) discuss eight 'kinds of instrument for data collection' in educational research and formed the basis of deliberation as to appropriate instrument for this research. The strategies included:-

- Questionnaires
- Interviews
- Accounts
- Observation
- Tests
- Personal constructs
- Multi – dimensional measurement
- Role Playing

Robson (2002) offers a set of four simple rules of thumb for the selection of a particular method of data collection:-

- To find out what people do in public use *direct* observation
- To find out what people do in private, use *interviews* or *questionnaires*
- To find out what they think, feel and/or believe, use *interviews*, *questionnaires* or *attitude scales*
- To determine their abilities, or measure their intelligence or personality, use *standardised tests* (page 224)

In terms of which may be appropriate to this research, following the review of literature it was identified that little research has been published on how schools can measure progression of well-being and no studies were found that do so with respect to children and young people with BESD. It was noted that studies of the sort undertaken by Grimley et al (2004) considered the development of a rating scale for assessing pupils' emotional and behavioural development. This focussed on the assessment of groups of pupils in the classroom rather than on the progression of the individual. The rating scale method of collecting data falls into Cohen et al (2000)'s discussion of questionnaires and Robson (2002)'s third rule of thumb 'to find out what people think, feel and/or believe.' It was decided that data centering on research questions (1) and (2) would be collected in two forms. In terms of question (1) to track patterns in well-being through focus on the five outcomes of ECM the assessment tool described in the Pilot study would be developed. In terms of question (2) the adapted Learning, Conduct and Emotional Behaviour rating scale using Grimley et al, (2004) would be employed. In practical terms the collection of data must be feasible within the constraints of time and resources, as a result data collection exercises regarding the pupils of Balpet School were undertaken as described in **Table 9** below.

Table 9 - Learning, Conduct, Emotional Behaviour and ECM Data Collection Points

Learning, Conduct and Emotional Behaviour	Well-being Data
November 2006	January 2007 (Pilot)
March 2007	July 2007
June 2007	January 2008
November 2007	July 2008
March 2008	January 2009
June 2008	
November 2008	
March 2009	

Table 10 illustrates the children and young people in the sample. Each pupil is allocated a number in the order they arrive at the school. If a pupil left the school in the data collection period the reason has been listed.

Table 10 – Pupils in the Sample				
	JULY '07	*JAN'08*	*JULY '08*	*JAN '09*	*REASON 'NO'*
PUPIL 1 –	YES	NO			Reintegration
PUPIL 2 –	YES	YES	NO		Yr 11 Leaver
PUPIL 3 –	YES	YES	NO		Yr 11 Leaver
PUPIL 4 –	YES	YES	NO		Yr 11 Leaver
PUPIL 5 -	YES	YES	NO		Yr 11 Leaver
PUPIL 6 –	YES	YES	YES	YES	
PUPIL 7 –	YES	YES	NO		Yr 11 Leaver
PUPIL 8 –	YES	NO	NO		Left Area
PUPIL 9 –	YES	NO	NO		Yr 11 Leaver
PUPIL 10-	YES	NO	NO		Excluded
PUPIL 11-	YES	YES	YES	YES	
PUPIL 12-	YES	NO	NO		Left Area
PUPIL 13-	YES	YES	YES	YES	
PUPIL 14-	YES	YES	YES	YES	
PUPIL 15-	YES	NO	NO		Left Area
PUPIL 16-	YES	YES	YES	YES	
PUPIL 17-	YES	YES	YES	NO	Left Area
PUPIL 18-	YES	YES	YES	NO	Excluded
PUPIL 19-	YES	YES	YES	YES	
PUPIL 20-	YES	YES	NO		Yr 11 Leaver
PUPIL 21-	YES	YES	NO		Yr 11 Leaver
PUPIL 22-	YES	YES	YES	YES	
PUPIL 23-	YES	YES	YES	YES	
PUPIL 24-	YES	NO			Left Area
PUPIL 25-	YES	YES	YES	N0	ILP
PUPIL 26-	YES	YES	NO		Left Area
PUPIL 27-	YES	YES	YES	YES	
PUPIL 28-	YES	YES	YES	YES	
PUPIL 29-	YES	YES	YES	YES	
PUPIL 30	YES	YES	YES	YES	
PUPIL 31-		YES	YES	YES	
PUPIL 32-		YES	YES	YES	
PUPIL 33-		YES	YES	YES	
PUPIL 34-		YES	YES	YES	
PUPIL 35-		YES	YES	YES	
PUPIL 36-		YES	YES	YES	
PUPIL 37-		YES	YES	YES	
PUPIL 38-		YES	YES	YES	
PUPIL 39-		YES	YES	YES	
PUPIL 40-		YES	YES	YES	
PUPIL 41-			YES	YES	
PUPIL 42-			YES	YES	
PUPIL 43-				YES	
PUPIL 44-				YES	
PUPIL 45-				YES	
PUPIL 46-				YES	
PUPIL 47-				YES	
PUPIL 48-				YES	
PUPIL 49-				YES	

Further Ethical Considerations

In chapter two consideration was given to the rules of conduct for this research from the outset, so that no harm would befall the people or school involved but rather would provide benefits. Through the adoption of a largely qualitative approach and in seeking to answer the research questions, this research is inductive in nature seeking to interpret from the evidence understanding of the situation surrounding the people involved. In this way theory can be generated. The data gathered along with its analysis from the action research process will impact on the lives of those at the school, so it is essential that ethical protocols are addressed and adhered to. Through the adoption of these protocols it is hoped to avoid the ethical pitfalls of qualitative research of the type described by Silverman (2006):-

- Exploitation
- Deception
- Revealing people's identities when they might not want it or not revealing people's identities when they expect it
- Fraternizing with groups we dislike
- Participating in dubious bargains   (page 317)

In chapter two discussion of ethical considerations led to the following protocols being adopted:-

- Articles 3 and 12 of the United Nations Convention on the Rights of the Child (1990) state that 'in all actions concerning children, the best interests of the child must be the primary consideration'

- Equally 'children who are capable of forming their own views should be granted the right to express their views freely in all matters affecting them, commensurate with their age and maturity.'

- The participants, school and Local Authority are anonymised and confidentiality maintained

- The relevant permission and approval from participants and authorities (eg. Governing Body) has been obtained

- Progress is reported and discussed with colleagues et al to ensure visibility and openess

- To comply with the law on data protection, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully.

- This policy regarding the law on data protection was adhered to in the analysis of the data used and of that collected by the school already, within the school policy commensurate with the Data Protection Act (1998).

- The rules of conduct followed in this research are those of the Revised Ethical Guidelines for Educational Research (2004) produced by the British Educational Research Association (BERA)

- Ensuring an ethos of trust is developed between researcher and other people involved

- The moral principles guiding this research will be adhered to from its inception through to completion and publication of results and beyond.

The next phase of this research involves the approaches employed in the analysis of the data collected with a view to the presentation of relevant findings. The research protocols highlighted above are adhered to in the presentation of the data in chapter five.

<center>**Chapter Five**</center>

<center>*Presentation of Findings*</center>

Introduction

This chapter considers a summary of all the research data broken down with due regard to the research questions (1) and (2). It also gives cognizance to the journey taken by Balpet School (described in chapter two), through its relatively recent history to the present day, in order to demonstrate how use of the data provides a point of challenge to existing practice at the school with respect to achieving pupil wellbeing. A focus on progression in terms of well-being and practice, in relation to whole school policy and systems (systemic), to each pupil (individual), will seek to identify any impact of interventions in addressing the research questions. In Chapter Three the Review of Literature was focussed on issues so that uncertainties could be considered around the initially posited research question. In this way research questions (1) and (2) surrounding the well-being of children and young people with BESD. In Chapter Four these issues together with the research questions led to a justification for the adoption of a methodological paradigm within which the research is conducted. Consequently an interpretive methodological stance and in particular a largely qualitative methodology through an action research study has been espoused. Chapter Five is divided into three parts, the first two involve data presentation broken down with regard to each of the research questions whereby relevant tables and charts will be utilised and the third part a summary of key findings and emerging issues.

In the review of literature it was argued that understanding and determining the level of service a child with BESD requires is difficult, particularly when historically, different agencies, Local Authorities and workers use different definitions and descriptions. Also when

focussing on well-being it was indicated that many challenges arise in putting the child or young person at the centre in terms of assessment, changing legislation, working partnerships and language used. In terms of research question (1) analysis of the data will provide an understanding of the potential relationship between tracking progression of well-being and making provision. In terms of research question (2) analysis of the data will also seek to further an understanding of the tracking of conduct, emotional and learning behaviours of pupils deemed BESD, to see what effect this has on improvement in practice in order to improve pupil well-being and the schools' contribution to achievement of ECM outcomes.

Part 1 – Research Question (1)

What effect will a tool designed to aid the assessment and impact of the less obvious components that constitute the five outcomes of the Every Child Matters agenda have on enhancing pupil's wellbeing?

Well-being Tracking – Green/Amber/Red Assessments with Key Strategies/Actions

The pilot data collection exercise described in Chapter Three outlined the initial work undertaken on a 'tool' to gather data based on the five well-being outcomes of ECM. Colleagues within the school were informed and consulted as part of the school's desire to play an effective part in the delivery of the ECM agenda through the professional development process. The assessment tool was further developed and as a result, it was agreed by the management and governance at the school that an individual 'Intervention Plan' be adopted for each pupil. The construction of each plan should focus on assessments by 'Teaching and Residential Staff' in rating elements of the ECM outcomes by their perceived urgency of need:-

- Where Urgent Intervention is needed (Coded RED)

- Where there are concerns intervention may be needed (Coded AMBER)

- Where there are no concerns (Coded Green)

Interventions in the form of Key strategies and/or actions are assigned to those areas assessed as Red or Amber in order to focus on the identified concerns. The strategies / actions described are an indication only and may be amended accordingly to fit the specific needs of the individual pupil. The intention being that where possible the assessments would demonstrate the positive impact of any intervention and over time turn to green. The tracking of the assessments and impact will be discussed later in this chapter. As part of the tracking process 'Evidence Sources' relating to particular recording systems at the school would be identified. The evidence sources are key components of any tracking process; they are the essential points of reference along the pupil journey under consideration.

Appendix 6- ECM Descriptors, Key Strategies/ Evidence Sources shows how each of the five ECM outcomes is now considered in turn with regard to their constituent elements. At this stage in the development of the assessment tool a comparison of the Balpet ECM descriptors was undertaken with that offered by the Office for Standards in Education, Children's Services and Skills (Ofsted, 2005) to Inspectors on evaluating the ECM outcomes.

For illustrative purposes, I have chosen to highlight the first three elements of the Achieve Economic Well-being Outcome only here, to demonstrate how these lead to an 'Individual Intervention Plan' as referred to in Chapter Three. It is important to consider the strategies/ actions and evidence sources as they constitute the components of the school tracking process towards the well-being of pupils and in particular highlights how staff at Balpet school's working practices impact on the ECM outcomes. Additionally the Ofsted (2005), guidance on evaluating the ECM outcomes describes judgments falling into the four grades of Outstanding (1), Good (2), Satisfactory (3) and Inadequate (4) are focused upon. The Guidance has been adapted here and is presented in tabular form, it offers opportunity to

compare and contrast the ECM outcomes' relative content. The tables were utilized by the leadership team at Balpet School, in conjunction with data analysis from the ECM tracking process, to provide an evidence base to establish the school's performance across the ECM outcomes.

Outcome 1 - The Achieve Economic Well-being Outcome

Elements of Economic Well-being to be assessed at Balpet are described as follows:-

Background
- Adults working in household
- Level of household income

Independence
- Level of Achievement
- Ability to travel independently

Preparedness for future
- Risk of homelessness post 16
- Engaged in appropriate college/work experience opportunities
- Readiness for post 16 life

Each element is now grouped under a relevant sub - heading with the Green, Amber and Red indicators listed to help with the assessment. Each pupil has two key staff assigned to them in order to establish positive relationships with the pupil and parent(s)/carer(s). The staff compile of one representative from the teaching team and one from the residential learning team. When an assessment of Red, Amber or Green is made rater reliability is enhanced by the assessors having access to up to date knowledge of the pupil and his family circumstances with the staff remaining where possible attached to the pupil for their time at the school. The Key Strategies/Actions are suggested at this stage but can be edited if particular individual circumstances warrant this.

The first three elements of Economic Well-being grouped under background and independence are as follows:-

Background

Adults working in household

Green
Good adult role models; at least one parent/carer in regular employment
Amber
Parent(s)/carers in occasional employment
Red
No adult in household in regular employment
Key Strategies/Actions
Support joint agency action with family.
Evidence Source
Contemporaneous notes, Child protection file

Level of household income

Green
No known concerns about household income
Amber
Some concerns about household income
Red
Major concerns about household income
Key Strategies/Actions
Support joint agency action with family.
Evidence Source
Contemporaneous notes, Child protection file

Independence

Level of Achievement

Green
Achievements on track to achieve economic well-being with minimum support
Amber
Some slippage and will need support to get back on track
Red
Achievements well below expected levels; unlikely to gain any qualifications; will need considerable support to achieve economic well-being
Key Strategies/Actions
Curricular tracking and guided 1:1 support with TA. Target learning needs in learning extension. Address in lesson plans. Build self-esteem through planned activities leading to success.
Evidence Source
Curricular and Care Tracking Records, Review records, Teacher Planning, Activity evaluation sheets, TA notes

Whilst the school cannot directly affect the number of adults working in a particular

household or the level of household income, it is essential the child has support and

understanding of school staff to ensure his opportunities are not disadvantaged because of this. Hence the key action derived is to support any joint agency action or provide empathetic support to the pupil. As evidence, colleagues will log any dialogue or action in the contemporaneous notes section of the pupil file or where applicable in the Child protection file.

The level of achievement descriptor highlights the importance of school systems of curricular tracking and appropriate interventions to address individual and cohort learning needs and measure impact accordingly. The planned interventions cover a wide range to include curricular assessments within each subject area; withdrawal to specialist support to address identified weaknesses, residential learning activities, self esteem building exercises and guided support from teaching assistants. Associated records and documentation need to be in place as evidence sources, for scrutiny to review action taken, to measure rate of impact and to track progression.

In order to gauge how the Balpet descriptors compared with what Ofsted Inspectors were asked to consider in relation to their judgements, (Ofsted, 2005) gave guidance on evaluation at that time surrounding the ECM outcomes (although a revised schedule of judgements was later published Ofsted (2010b). Hence in relation to the Achieve Economic Well-being Outcome, Inspectors were asked to evaluate 'how well do learners develop skills that will contribute to their future economic well – being? **Table 11** (page 152) shows how the Ofsted (2005) guidance was presented to the Balpet Leadership team in tabular form to ease interpretation and gain a 'feel' for the respective content.

Table 11 - How well do learners develop skills that will contribute to their future economic well-being?			
OUTSTANDING (1)	**GOOD (2)**	**SATISFACTORY (3)**	**INADEQUATE (4)**
Learners make impressive progress in literacy, numeracy and ICT	Most learners make good progress in literacy, numeracy and ICT	Learners make steady progress in literacy, numeracy and ICT	A significant number of learners do not make progress in literacy, numeracy and ICT
Learners demonstrate a strongly developing self-confidence	Learners develop a good level of self-confidence	Many learners acquire the self-confidence to take the lead occasionally	Learners do not develop an adequate self-confidence
Learners take initiative and work constructively with others	Learners develop strong team working skills by showing initiative	Many learners work adequately with others most of the time	Learners do not develop an adequate capacity to work with others
Learn very well how to deal with change	Learn well how to cope with and plan for change	Learners develop a satisfactory understanding of how to deal with change	Learners' understanding of how to deal with change is poor
Through creative thinking, are bold enough to take well-judged risks and rational decision making	Through open-ended thinking they are able to measure risk and have ability to justify decisions	Learners develop an understanding of how to find alternative solutions and risks involved in certain lines of action	Learners' understanding of how to take measured risks and to make reasoned decisions is poor
Learners make very good progress in financial literacy	Learners make good progress in financial literacy	Learners make satisfactory progress in financial literacy	Learners make inadequate progress in financial literacy
Learners show very good understanding of the business and economic environment	Learners show good understanding in business and economic environment	Learners show satisfactory understanding in business and economic environment	Learners make inadequate progress in understanding business and economic environment
Older learners acquire clear and realistic understanding of their career options through work experience and contact with employers	Older learners have a sure appreciation of their career options	Older learners have a satisfactory appreciation of their career options	Older learners have a poor appreciation of their career options
Older learners develop a very good understanding of the disciplines required by the workplace	Older learners develop a good understanding of the skills and attributes required for success in the workplace	Older learners gain an adequate but patchy understanding of the requirements of the workplace	Older learners have a poor appreciation of the demands of working life
Very high take-up of education and training after 16	There is good take-up of education and training after 16	The take-up of education and training after 16 matches the national figure	A high proportion of learners do not take up education and training after 16

152

From **Table 11** it can be seen that Ofsted Inspectors were considering judgments around:-

- Progress in literacy, numeracy and ICT
- Self – confidence
- Initiative / Work with others
- Cope with Change
- Thinking/ Risk Taking / Decision Making
- Financial Literacy
- Understands business/ economic environment
- Career Options/ Contact with employers
- Disciplines of workplace
- Post 16 education/ training.

Whilst there are similar elements to those considered at Balpet such a post 16 education/training, there are subtle differences in issues such as unready for post 16 life or level of household income. The Ofsted (2005) focus is more on pupil understanding of financial literacy or of the business/economic environment. The difference in function is highlighted where Balpet consider the elements of each ECM outcome in order to intervene and impact on individual pupil deficiencies to improve well-being and simultaneously highlighting whole school issues for attention. The Ofsted function is on providing a whole school evaluative judgement of learners. For illustrative purposes each of the four remaining ECM outcomes were considered in a similar way and are added as **Appendix 7** – Balpet ECM/Ofsted ECM Comparison of Elements (Includes Ofsted (2005) amended tables for the remaining four outcomes of ECM)

From ECM Outcome Assessments to Individual Well-being Intervention Plans

Data is gathered at six monthly intervals and as a result individual well-being intervention plans can be constructed for each pupil to provide focus practice for those working with the pupil over the next six months. The specific 'Red elements' for each ECM outcome applying to each individual pupil are assessed and recorded. The red elements where urgent intervention is deemed necessary are considered as a priority, but amber elements can be added where there may be a low number of red. The aim being to intervene

as early as possible on any red assessment and work also to move any amber assessment towards green before it falls to red. The initial 'February 2009' plan regarding 'Pupil 32' is reproduced below as an example. Pupil 32 is chosen as he was assessed with the highest number of red assessments and was considered in need of the most urgent intervention. The evidence source components are integral to the tracking systems employed and developed as a result of data analysis and these will be discussed further in Chapter 6.

Table 12- Balpet School Well-being Intervention Plan – Pupil 32

Name – Pupil 32   **DOB – xx/xx/xxxx**
Date of Record –February 2009

Enjoy And Achieve
Attainment on admission
Below average attainments in most areas of the curriculum
Key Strategies/Actions
Provide access to full national curriculum. Identify weaknesses and provide 1:1 support through learning extension etc.
Evidence Source Teacher planning, TA notes/plans and curricular tracking records

Play
Difficulties in sharing; often engaged in inappropriate behaviours in unstructured time; problems with following rules; may spoil things for others
Key Strategies/Actions
Provide a structured environment to play with appropriate facilities and peers.
Evidence Source
Activity plans, Unit log, Daily Diary and Activity evaluation sheets

Need for supervision
Regularly requires periods of 1-1 supervision to be able to work or play successfully
Key Strategies/Actions
Provide 1:1 supervision monitoring - where appropriate and in context.
Evidence Source
TA notes/plans, Sanction records, Daily Diary, Unit log and Behaviour management plans.

Make a Positive Contribution
Attitude towards authority
Little or no respect for other people, acts inappropriately in many circumstances
Key Strategies/Actions
Structured activities, Consistent approach through action and discussion.
Evidence Source
 Tutorial reports, Activity planning, Behaviour management plans, Any YOT notes and Contemporaneous notes

Attitude towards wider community
Can be antagonistic or aggressive towards some other groups within the community
Key Strategies/Actions
Structured activities. Consistent approach through action and discussion.
Evidence Source
Tutorial reports, Activity planning, Behaviour management plans, Any YOT notes and Contemporaneous notes

Relationship with peers

Relates inappropriately, can be antagonistic or aggressive to peers

Key Strategies/Actions

Discussion through tutorials. Planned interactive classes/groups/sports teams. Planned evening activities/games to gain success. Frequent specific praise.

Evidence Source

Tutorial reports, Activity planning, Activity evaluation and Daily Diary

Relationship with adults in authority

Relates inappropriately, can be antagonisitic or aggressive to adult authority figures

Key Strategies/Actions

Positive interaction during planned break/lunch hour/activities. Encourage participation in team sports/group activities etc.

Evidence Source

Activity planning, Tutorial reports, Daily Diary and Behaviour management plans.

Verbally aggressive

Frequently bullies, threatens and/or intimidates others

Key Strategies/Actions

Discussion through tutorials. Behaviour management plans and risk assessments. Undertake anger management course. Structured activities with de-escalation strategies in mind

Evidence Source

Behaviour management plans, Tutorial reports, Activity planning, Activity evaluation and DailyDiary.

Criminality

Offending history or offending - court sentence

Key Strategies/Actions

Support multi-agency action.

Evidence Source

Contemporaneous notes and Child protection file.

Stay Safe

Parenting Skills / Family life

Parent(s) need(s) frequent or ongoing support in order to provide clear boundaries for their child to stay safe

Key Strategies/Actions

Provide good role models within school environment. Monitor through discussion and joint agency action

Evidence Source

Contemporaneous notes and Child protection file.

Neglect

Currently on CP register

Key Strategies/Actions

Child protection plan. Support joint agency action. Support through care system, tutorials etc

Evidence Source

Contemporaneous notes, Child protection file, Tutorial reports and Behaviour management plans.

Be Healthy

Specific health/medical needs

Health Agency Involvement, Medication

Key Strategies/Actions

Support Actions / Advice from Medical Practitioners. Target specific training for staff.
Specific Health Plan with ongoing monitoring. Provide access to local medical services

Evidence Source

Medical Records, INSET notes and Tutorial reports

Managing anger

Significant difficulties in managing anger

Key Strategies/Actions

Seek advice on Anger Management Course etc. Target specific issues in Tutorials. Time out option. Provide a safe environment (positive handling)
Evidence Source
Behaviour Management Plan, Educational Psychologist guidance notes and Tutorial Reports

ADD/ADHD
Diagnosis - Medication intervention
Key Strategies/Actions
Focussed activities for short periods. Monitor medication use. Monitor any dietary issues.
Evidence Source
 Medical Records, Tutorial Reports, Activity planning and DailyDiary

Smoking
Smoker
Key Strategies/Actions
Give information about available support.Focus on awareness / dangers through PSHE&C programme and key tutorials.Consider use of 'patches' etc following GP advice.
Evidence Source
GP advice, Contemporaneous notes, Tutorial reports, Medical records and Teacher Planning

Exposure to illegal drugs
Confirmed exposure
Key Strategies/Actions
Focus on awareness / dangers through PSHE&C programme and key tutorials. Work with parents and any external agencies
Evidence Source
Contemporaneous notes, Tutorial reports and Teacher Planning.

Drug or alcohol use
Confirmed user
Key Strategies/Actions
Give information about available support. Focus on awareness / dangers through PSHE&C programme and key tutorials. GP advice. Work with parents and any external agencies
Evidence Source
GP advice, Contemporaneous notes, Tutorial reports, Medical records and Teacher Planning

Sexually explicit language
Age inappropriate sexualised language or behaviour
Key Strategies/Actions
Initiate school policy and guidance. 1 : 1 tuition and guidance. Behaviour management plan established and enacted
Evidence Source
Contemporaneous notes, Tutorial Reports and Behaviour Management Plans.

Review Date – July 2009

Signed……………………………….SENCO

In October 2009 Norire County Council announced that Capita Children's Services had been chosen to supply its schools with the Student Management Information System (SIMS).The aim of the council was to help 'raise pupil achievement by giving school leaders and teachers the information needed to make the right decisions about pupils' learning. It was hoped that with better access to targeted information on pupils, greater impact on teaching

and learning would be evident throughout the Norire area. As a result, on Balpet School receiving the SIMS software work was undertaken to adapt existing third party intervention software (IEP Writer) to be compatible with the new system in order to electronically generate the red or amber intervention plans. **Chart 2** (page158) - The Well-being Intervention Plan Writer Frame is taken from the system and is reproduced here to highlight how the components of the well-being assessments are indicated. Each element is now grouped under its relevant sub - heading and can be seen as 'Topics Available' on Chart 2, with the Green, Amber and Red indicators listed as 'Targets' to help with the assessment. In this way well-being intervention plans can be electronically generated.A resulting completed plan for pupil 35, generated from the updated electronic system in its revised format is added as **Appendix 8** - Pupil 35 Well-being Intervention Plan. The front page of the plan is reproduced here **(Chart 3 – page 159)** to demonstrate how the Well-being plan has changed in appearance in comparison to **Table 12** (page 154)**.**

Chart 2 –Well-being Intervention Plan Writer Frame

| Student Details | Extra Input | Select Targets | Review Sheet | Change Target Database | Send To Word |

| Literacy | Maths | Behaviour | | Foundation | EAL |

Topics Available

- ⦿ Background
- ○ Independence
- ○ Academic
- ○ Attitude
- ○ Attitudes
- ○ Relationships
- ○ Personal skills

- ○ Behaviour
- ○ Family issues
- ○ Environmental issues
- ○ Physical health
- ○ Mental health
- ○ Specific conditions
- ○ Risk taking

Targets

GREEN^Adults working in household
AMBER^Adults working in household
RED^Adults working in household
GREEN^Level of household income
AMBER^Level of household income
RED^Level of household income

Find

Filter Targets
○ Yes ⦿ No

Targets Selected | Phrases Selected For Target

Amend | 🗑 Delete | Copy | Move Up ↑ | Down ↓

Chart 3 –Well-being Intervention Plan - Pupil 35 (Front Page)

Well-being Intervention Plan - Pupil 35			

DOB:	31/12/1994	**UPN:**	xxxxxxxxxxxxx
Class/Year:	3 / 10	**Plan Number:**	1
Start Date:		**Review Date:**	

ECM Outcome / Element	Descriptor	Key Strategies/Actions	Evidence Sources
Achieve Economic Wellbeing Adults working in household	No adult in household in regular employment	Support joint agency action with family.	Contemporaneous notes // Child protection file
Achieve Economic Wellbeing Level of household income	Major concerns about household income	Support joint agency action with family.	Contemporaneous notes // Child protection file
Achieve Economic Wellbeing Can travel independently	Cannot travel alone	"When appropriate : // Introduce individual to 1:1 travel with support. (Guidance given with timetables and how to prepare for journey, use of tourist information office and emergency procedures. // Start independent travel with short journey)"	"Activity Plans/Evaluation sheets, // Unit logs/Diary, // Teacher Planning // Tutorial Notes"
Make a Positive Contribution Relationship with peers	"Relates inappropriately, can be antagonisitic or aggressive to peers"	Discussion through tutorials // Planned interactive classes/groups/sports teams // Planned evening activities/games to gain success // Frequent specific praise	Tutorial reports // Acivity planning // Activity evaluation // Diary
Make a Positive Contribution Relationship with adults in authority	"Relates inappropriately, can be antagonisitic or aggressive to adult authority figures"	Positive interaction during planned break/lunch hour/activities // Encourage participation in team sports/group activities etc.	Activity planning // Tutorial reports // Diary // Behaviour management plans

Tracking Well-being Outcomes

Analysis of the data collected allows for a picture of Balpet School to be established at six monthly intervals in relation to the Well-being of children and young people deemed BESD, through assessment of the outcomes of Every Child Matters. As demonstrated in the previous section, it enables the creation of individual intervention plans for each pupil. Representations of the data are to be found as **Appendix 9** - Balpet Well-being Track July'07, **Appendix 10** - Balpet Well-being Track January'08, **Appendix 11** - Balpet Well-being Track July '08 and **Appendix 12** - Balpet Well-being Track January '09. The data is also presented in relation to each pupil, at each data collection point, as **Appendix 13** – Balpet Well-being Tracker 07 – 09. These representations provide a clearly visual display of the red, amber and green assessments. Reading the charts horizontally provides a record for each pupil, from which the individual intervention plans are constructed. Reading the chart vertically for each element provides a picture of that element in a 'whole school' context. The predominance of red and amber assessments in a column highlights an issue in need of consideration and attention, whereas a predominance of green assessments in a column highlights an area that is on track. Analysis of each column in turn in relation to the red and amber assessments allows a well-being profile of the school in relation to the ECM outcomes to be established.

The red, amber and green assessments can be displayed as a numerical track for each of the five outcomes respectively, exemplared by **Table 13** below and drawn from fieldwork data included in **Appendix 14** – Well-being Outcomes Red, Amber and Green Assessments Numerical Track.

Table 13 – *Achieve Economic Well-being* Numerical Track (Adults working in household and Level of household income).

		Red	Amber	Green	Date
Background					
Adults working in household	n=30	4	4	22	July '07
	n=33	4	8	21	Jan. '08
	n=27	3	3	21	July '08
	n=31	5	6	20	Jan. '09
Level of household income	n=30	4	7	19	July '07
	n=33	1	6	26	Jan. '08
	n=27	1	5	21	July '08
	n=31	3	5	23	Jan. '09

Adults working in household	Red + Amber	Percentage	
	8	26.7	July '07
	12	36.4	Jan. '08
	6	22.2	July '08
	11	35.5	Jan. '09
	Mean – 30.2%	Range - 36.4 – 26.7 = 9.7	
Level of Household income	Red + Amber	Percentage	
	11	36.7	July '07
	7	21.2	Jan. '08
	6	22.2	July '08
	8	25.8	Jan. '09
	Mean – 26.475%	Range - 36.7 – 21.2 = 15.5	

Table 14 (page 163) shows the distribution of mean scores across all the elements of

the ECM outcomes. A range from 2.55% to 98.325% of the population can be seen. The

elements with high scores of 90% or greater are significant in that emotional / social based

traits of anger, anxiety, maturity and coping with change are predominant and reflect the

vulnerability of the pupils. There are two elements relating to traditionally educational traits

appearing in the top ten (Attainment on admission and Literacy skills). This suggests the

focus of whole school intervention should be on the wider underlying issues and need to be

dealt with as a matter of urgency for the academic aspects of the child or young person's life

are considered to show progress. For example, at the top of the table is 'the ability to cope with change' indicating that 98.325% of the population considered showed some signs of difficulty when dealing with change. It may be possible that the child or young person's background has made them anxious of change. School records show that many of the pupils have experienced unsettled period in their life and so have become wary of any changes that occur. This in turn may give rise to the anxiety, anger, and self esteem issues, which also appear high in the table. These issues must be overcome to enable the child or young person to feel content in themselves and consequently be more open to learning and the daily changes that arise from being within a school environment. If the attitude towards learning can be improved by addressing these issues it is likely that an enhancement in their academic abilities will also transpire.

On an individual pupil basis the mean scores must be considered with caution when placing importance on them. The elements that make up the lowest scores in terms of significance to the whole population are critically important to the child or young person on a personal level and present a challenge to the school in meeting the associated complexity of need. It can be seen from the lowest ten scores of Table 14 (page 163) comprises of the children and young people with specific disorders, are subject to abuse, who self harm, are 'looked after' or are young carers. Although the scores are low in respect of school population the issues raised are no less important for the child to thrive as any other element and equally present a challenge to those working at the school to deliver carefully planned interventions.

Table 14 - Red and Amber -Assessment Mean Scores - 2007 to 2009 (Descending Order)	**Mean**
Ability to cope with change	98.325
Managing anger	95.075
Attainment on admission	94.275
Level of anxiety	91.825
Emotional maturity	90.7
Relationship with peers	89.525
Relationship with adults in authority	88.525
Self Esteem	85.875
Level of initiative	84.75
Verbally aggressive	84.3
Literacy skills	83.525
Attitude towards authority	82.075
Motivation	81.725
Attitude towards learning (see also make a positive contribution)	80.925
Attitude towards wider community	80.175
Level of achievement	77.15
Sexually explicit language	73.475
Need for supervision	72.6
Smoking	71.35
Physically violent	69.175
Can travel independently	69.125
Play	65.525
Attitude towards school	64.4
Attitude towards other learning opportunities (see also enjoy & achieve)	61.175
Parenting skills/family life	60.4
Drug or alcohol use	60.025
Attitudes to gender	58.4
Exposure to illegal drugs	55.575
Anti-social behaviours	54.775
Engagement in enrichment activities e.g. sports, social and cultural activities	54.275
Exercise	51.275
Criminality	50.7
Victim e.g. of crime, bullying, harrassment etc	50.425
Specific health/medical needs	50.25
Road safety	49.1
Diet	43.875
Readiness for post 16 life	39.525
Mental health	38.7
Adults working in household	30.2
Parent/Carer Health	29.85
Attendance	29.175
ADD/ADHD	28.15
Engaged in appropriate college/ work experience opportunities	27.825
Level of household income	26.475
Sexual activity/identity	25.7
Risk of homelessness post 16	24.575
Risk of sexual exploitation/abuse	23.7
Domestic violence	20.45
Neglect	19.7
Physical maturity &/or growth	16.975
Weight	15.65
Housing issues	14.275
Autistic Spectrum Disorder	14.275
Conduct Disorder	13.475
Sexual abuse	12.3
Physical abuse	9.175
Cared for by relatives	9.075
Looked after	8.65
Self harm	6.925
Young Carer	4.025
Attachment Disorder	2.55

163

Whole School Well-being Profiles

By adding the red and amber scores for each element a Well-being profile of the school can be established. This identifies a whole school issue for around 66% or more of the population, warranting immediate intervention, action and appropriate deployment of resources for the leadership of the school to consider. The six monthly intervals allow time for the whole school (systemic) and pupil (individual) interventions to take place and through tracking any impact to be identified. **Tables 15 to 18** represent the profiles for each data collection point and are reproduced here with the scores listed in descending order.

	Table 15 – Balpet Well-being Profile	n = 30
	July '07	
	SCORE – (20 to 30 Red +Amber Assessments)	
(PC)	ABILITY TO COPE WITH CHANGE	30
(PC)	RELATIONSHIPS WITH ADULTS IN AUTHORITY	29
(EA)	EMOTIONAL MATURITY	28
(H)	MANAGING ANGER	28
(PC)	ATTITUDE TOWARDS SCHOOL	27
(PC)	VERBALLY AGGRESSIVE	27
(EA)	LEVEL OF ACHIEVEMENT	26
(EA)	ATTAINMENT ON ADMISSION	26
(EA)	ATTITUDE TOWARDS LEARNING	26
(PC)	MOTIVATION	26
(EA)	NEED FOR SUPERVISION	25
(PC)	ATTITUDE TO WIDER COMMUNITY	25
(PC)	RELATIONSHIP WITH PEERS	25
(PC)	LEVEL OF INITIATIVE	24
(PC)	LEVEL OF ANXIETY	24
(PC)	PHYSICALLY VIOLENT	24
(PC)	ATTITUDE TO OTHER LEARNING OPPS.	23
(PC)	ATTITUDE TOWARDS AUTHORITY	23
(H)	SEXUALLY EXPLICIT LANGUAGE	23
(EA)	ENGAGEMENT IN ENRICHMENT ACTIVITIES	22
(H)	SMOKING	22
(EA)	LITERACY SKILLS	22
(EA)	PLAY	20

It can be seen that twenty three elements were represented in **Table 15** and were spread across only three ECM outcomes. Make a Positive Contribution Outcome consisting of 12 elements, Enjoy and Achieve Outcome consisting of 7 elements and the Be Healthy Outcome 3 elements. Each element was considered by Leadership and Management in turn and provided the focus for whole school (systemic) actions for development and improvement and will be discussed further in Chapter Six.

	Table 16 – Balpet Well-being Profile	
	Jan '08	n = 33
	SCORE – (23 to 33 Red +Amber Assessments)	
(PC)	ABILITY TO COPE WITH CHANGE	32
(EA)	EMOTIONAL MATURITY	32
(EA)	ATTAINMENT ON ADMISSION	32
(H)	MANAGING ANGER	31
(PC)	ATTITUDE TOWARDS WIDER COMMUNITY	30
(PC)	RELATIONSHIP WITH PEERS	30
(EA)	LITERACY SKILLS	30
(PC)	LEVEL OF INITIATIVE	30
(PC)	RELATIONSHIP WITH ADULTS IN AUTHORITY	29
(PC)	LEVEL OF ANXIETY	29
(H)	SELF-ESTEEM	28
(EW)	CAN TRAVEL INDEPENDENTLY	28
(EW)	LEVEL OF ACHIEVMENT	27
(EA)	ATTITUDE TOWARDS LEARNING	27
(PC)	MOTIVATION	27
(PC)	VERBALLY AGGRESSIVE	27
(H)	SEXUALLY EXPLICIT LANGUAGE	27
(PC)	ATTITUDE TOWARDS AUTHORITY	26
(H)	SMOKING	25
(EA)	NEED FOR SUPERVISION	24
(EA)	PLAY	23

KEY – (PC): Make a Positive Contribution Outcome
        (EA): Enjoy and Achieve Outcome

(H): Be Healthy Outcome

(EW); Achieve Economic Well – Being Outcome

Table 16 shows the January 2008 profile with twenty one elements represented spread across four of the ECM outcomes. Make a Positive Contribution Outcome consisting now of 9 elements, Enjoy and Achieve Outcome consisting of 6 elements, Be Healthy Outcome 3 elements and now the addition of the Achieve Economic Well – Being Outcome with 2 elements.

ECM	**Table 17 –** Balpet Well-being Profile	n = 27
	Jul-08	
	SCORE – (18 to 27 Red +Amber Assessments)	
PC	RELATIONSHIP WITH PEERS	27
EA	ATTAINMENT ON ADMISSION	27
PC	COPING WITH CHANGE	26
H	MANAGING ANGER	26
EA	LITERACY SKILLS	25
PC	LEVEL OF ANXIETY	25
PC	ATTITUDE TOWARDS AUTHORITY	24
EA	EMOTIONAL MATURITY	24
PC	RELATIONSHIP WITH ADULTS IN AUTHORITY	24
H	SELF ESTEEM	23
H	SMOKING	22
PC	VERBALLY AGGRESSIVE	22
EA	ATTITUDE TOWARDS LEARNING	21
PC	LEVEL OF INITIATIVE	21
PC	MOTIVATION	21
EW	TRAVEL INDEPENDENTLY	20
H	DRUG/ ALCOHOL USE	20
H	SEXUALLY EXPLICIT LANGUAGE	20
EW	LEVEL OF ACHIEVEMENT	18
EA	NEED FOR SUPERVISION	18
PC	ATTITUDE TOWARDS WIDER COMMUNITY	18

KEY – (PC): Make a Positive Contribution Outcome

(EA): Enjoy and Achieve Outcome
(H): Be Healthy Outcome
(EW); Achieve Economic Well – Being Outcome

It can be seen that twenty one elements were represented in **Table 17** and were spread across four ECM outcomes. Make a Positive Contribution Outcome consisting of nine elements, Enjoy and Achieve Outcome consisting of five elements, Be Healthy Outcome five elements and the Achieve Economic Well – Being Outcome two elements.

	Table 18 – Balpet Well-being Profile	n = 31
	Jan '09	
	SCORE – (21 to 31 Red +Amber Assessments)	
(PC)	ABILITY TO COPE WITH CHANGE	31
(PC)	LEVEL OF ANXIETY	30
(H)	MANAGING ANGER	30
(H)	SELF ESTEEM	29
(EA)	ATTAINMENT ON ADMISSION	29
(PC)	LEVEL OF INITIATIVE	28
(EA)	EMOTIONAL MATURITY	26
(PC)	ATTITUDE TOWARDS AUTHORITY	26
(PC)	RELATIONSHIP WITH PEERS	26
(PC)	VERBALLY AGGRESSIVE	26
(EA)	LITERACY SKILLS	25
(PC)	ATTITUDE TOWARDS WIDER COMMUNITY	25
(PC)	MOTIVATION	25
(PC)	RELATIONSHIP WITH ADULTS IN AUTHORITY	25
(EA)	ATTITUDE TOWARDS LEARNING	24
(EW)	LEVEL OF ACHIEVEMENT	24
(EA)	NEED FOR SUPERVISION	21
(PC)	PHYSICALLY VIOLENT	21

KEY – (PC): Make a Positive Contribution Outcome
        (EA): Enjoy and Achieve Outcome
        (H): Be Healthy Outcome
        (EW); Achieve Economic Well – Being Outcome

Table 19 demonstrates a track of Balpet Well-being Profiles by placing those elements of ECM assessed as greater than 66% in rank order. A cut off point of two thirds of the population was chosen by the senior management team at the school to reflect the high level of importance for a particular element. The changing nature of the school population serves as a challenge to leaders at all levels to use the data effectively to intervene and set conditions to ensure improved outcomes for all pupils. Over the observation period twenty six different elements appeared in the rank orders out of a possible sixty one elements assessed and can be considered as core issues for the cohort and considered more fully in the next chapter in relation to their use to assist with clarity of definition of BESD. Sixteen elements appeared at all four data collection points. As time passes the pupil population changes, intervention issues change, accordingly the whole school Well-being profile changes.

Table 19 - Balpet Well-being Profiles Track of Rank Order of Elements >66%				
	Rank Order			
Element	**July'07**	**Jan. '08**	**July' 08**	**Jan. ' 09**
Ability to cope with change	1	1	3	1
Relationship with adults in authority	2	9	7	11
Emotional maturity	3	1	7	7
Managing anger	3	4	3	2
Attitude towards school	5	< 66%	< 66%	< 66%
Verbally aggressive	5	13	11	7
Level of achievement	7	13	19	15
Attainment on admission	7	1	1	4
Attitude towards learning	7	13	13	15
Motivation	7	13	13	11
Need for supervision	11	20	19	17
Attitude towards wider community	11	5	19	11
Relationship with peers	11	5	1	7
Level of initiative	14	5	13	6
Level of anxiety	14	9	4	2
Physically violent	14	< 66%	< 66%	17
Attitude to other learning opportunities	17	< 66%	< 66%	< 66%
Attitude towards authority	17	18	7	7
Sexually explicit language	17	13	16	<66%
Engagement in enrichment activities	20	< 66%	< 66%	< 66%
Smoking	20	19	11	< 66%
Literacy skills	20	5	4	11
Play	23	21	<66%	< 66%
Self esteem	<66%	11	10	4
Can travel independently	<66%	11	16	< 66%
Drug / alcohol use	<66%	< 66%	16	< 66%

168

Quantitative Analysis Explored

As the data collected can be presented in numerical form quantitative analysis was conducted on the information obtained during the observation period to establish any possible connections or conclusions within each of the five 'Every Child Matters' outcomes. The _preliminary analysis_ stage in this section involved producing the following charts (4 to 8) to determine initial hypotheses that can be investigated further. The charts were obtained by transferring the results from the Red, Amber and Green (RAG) assessments into an excel spreadsheet so that the necessary statistics could be calculated.

The charts show the spread of the 'Red', 'Amber' and 'Green' triggers across each attribute that were recorded across the full observation period between 2007 and 2009. The results have been taken at an overall level, for example, it is possible that there is more than one observation for a given student as their performance may have been recorded at each of the four half yearly stages. The data has been collated to a total level to allow for the maximum sample size to be obtained, and also to remove any seasonality within the data due to the different stages of observation. For example, a pupil's performance at the end of the school year may differ to that of six months earlier and so the results taken in July may be different to those obtained in January purely due to the time difference. By grouping all the results together this issue is overcome.

Chart 4 – Economic Well-being Outcome
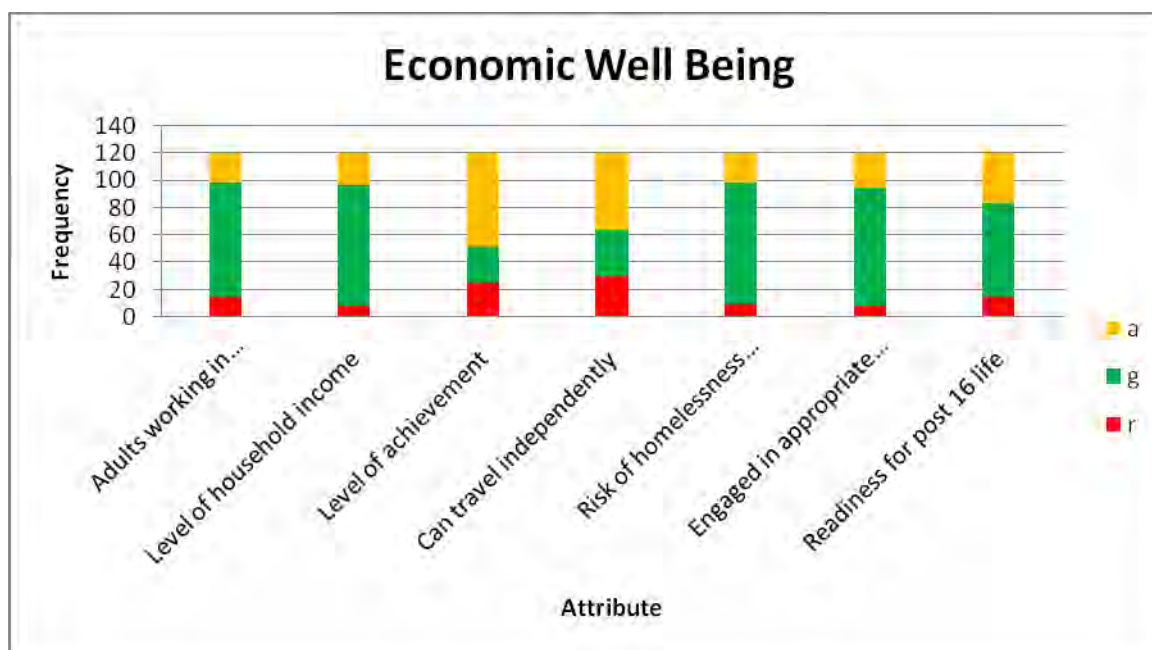
The above chart shows a very similar spread of results for the following categories:

1. Adults working in household

2. Level of household income

3. Risk of homelessness post 16

4. Engaged in appropriate college / work experience opportunities

5. Readiness for post 16 life

Each of these categories have a high level 'Green' results with only a small proportion of Red or Amber. With approximately 70% of the population within each 'Green' section it suggests a possible link between the above five categories. This, upon inspection, is not unrealistic due to the nature of the segments. It is reasonable to assume that having an adult working in the household is directly related to the household income, which in turn may reduce the risk of homelessness past 16. Also having experienced an adult in regular employment the child may be more willing to prepare for their own future past 16 and thus be more engaged in college or work experience opportunities. The opposite of this could also be considered, for example,

with similar proportions of 'Red' results it is also reasonable to assume that not having an adult in the household in employment or with the household income being of concern it may put the child at more risk of homelessness past 16. These hypotheses will be investigated further after this preliminary stage.

The two categories that do not fit the same pattern as the above are:
1. Can travel independently
2. Level of achievement

The proportions of 'Amber' and 'Red' in these segments are higher, with less than one third of the population being classified as 'Green'. This suggests that there is either no correlation between these two segments and the remaining five, or that there is an inversely proportional relationship, for example with the adults in employment / higher household income causing the level of achievement or capability to travel alone to be reduced. However, once again given the nature of the segments the latter is more unlikely. There is no reasonable explanation why Adults in employment, little risk of homelessness past 16 or high engagement in future opportunities would results in a lower level of achievement or ability to travel alone. Again, this will be investigated further.

Chart 5 – Enjoy and Achieve Outcome

The spread across each subcategory in the above chart is showing a high level of diversity, each segment shows a different pattern and so suggests little correlation between the eight categories. One observation that stands out in the above chart is the highest frequency of 'Green' is amongst the Attendance subcategory, where there is approximately 72% of the population in this section. Given this results it suggests that attendance is independent of most other factors. Again this is not unrealistic to assume; the results are obtained from a weekly boarding school where the opportunities for attendance to falter are reduced as the pupils are under constant care of the school staff even outside the normal school day.

Overall, the results within the 'Enjoy and Achieve' sector give a more adverse impression with the smaller proportions falling into the positive 'Green' sections.

Chart 6 – Make a Positive Contribution Outcome
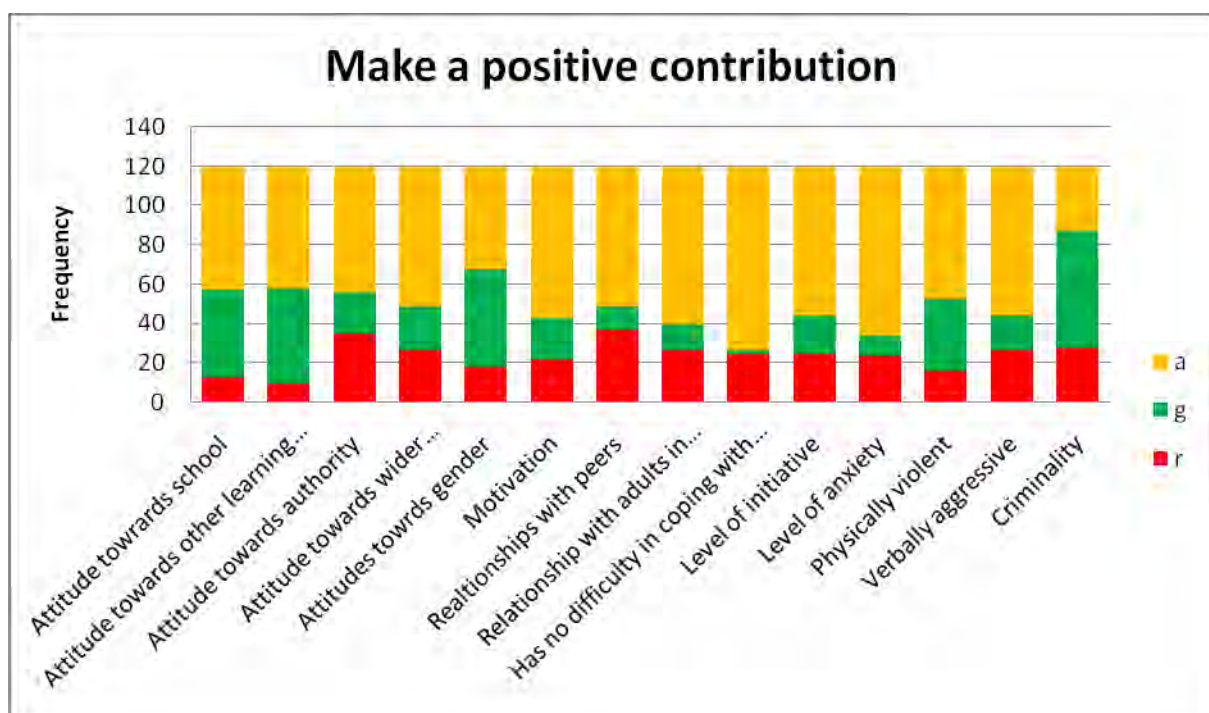
As with the 'Enjoy and achieve' section, this chart shows low levels of 'Green' for most categories with 'Amber' being the most populated in the majority of cases. These

results are once again unsurprising due to the environment in which they were obtained. The results were found from assessing students at a school that is specifically aimed at teaching children who have social, emotional and behavioural difficulties. They may have a record of aggressive / negative behaviour that has lead to them being deemed unable to learn in an environment that is more common of children at a similar age. Therefore it is to be expected that the profile of the results will give a poor impression. A positive observation to be made is that the 'Criminality' section shows the highest level of 'Green' with 50% of the population. This suggests that the other factors may not be correlated with criminality. For example, 'Attitude towards authority' has a small proportion of 'Green' at 18%, and so observing the child has a less than positive attitude to authority at this stage does not automatically mean they will commit a criminal offence.

Chart 7 – Stay Safe Outcome
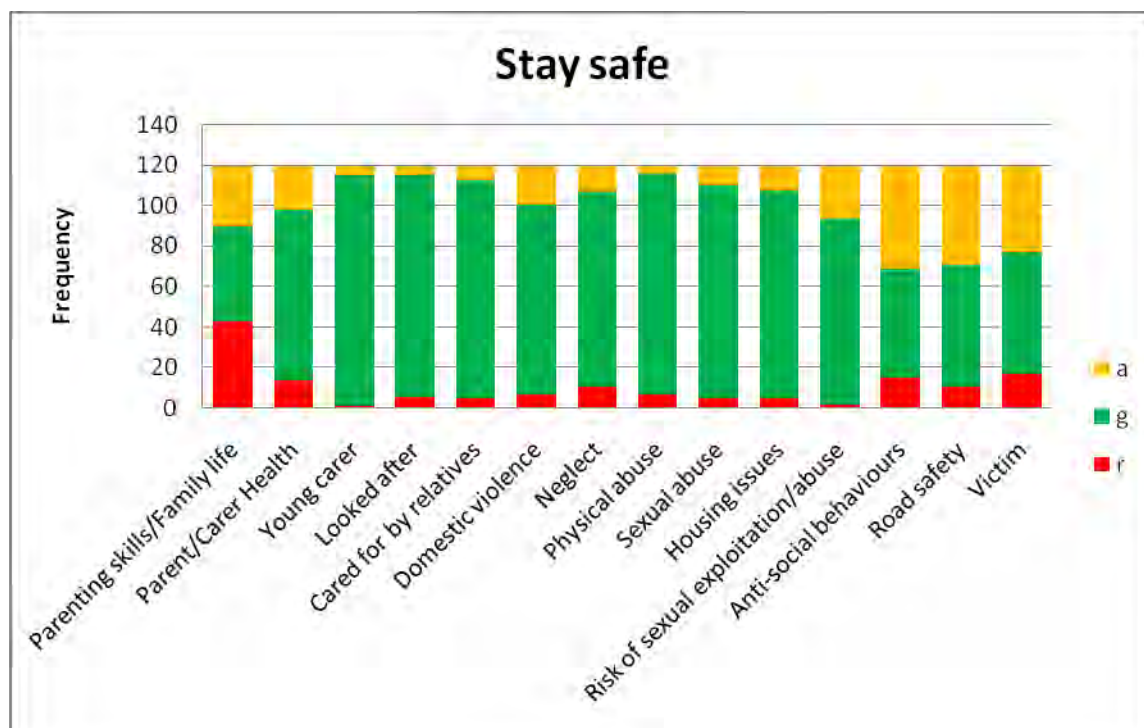
This area shows the highest level of positive results. The greatest spread here can be seen in the first subcategory 'Parenting Skills / Family Life' with roughly equal proportions of 'red',

'amber' and 'green'. However, with such high proportions of 'Green' in the remaining categories it suggests that this has little impact on the child's performance in these other areas. Also, given the results shown in the 'Make a positive contribution' chart it is not unexpected that the lowest levels of 'Green' are found within the following categories:

1. Anti – social behaviours

2. Victim

The 'Make a positive contribution' section showed that most pupils observed did not have a positive attitude towards school, authority or the wider community with low levels of 'Green' in these categories. It is therefore reasonable to assume that it is this attitude that may have caused the anti-social behaviours in their community. Also, given these behaviours and backgrounds of the children is it not surprising that a fairly large proportion has been a victim of bullying, harassment etc. at some stage.

Chart 8 –Be Healthy Outcome
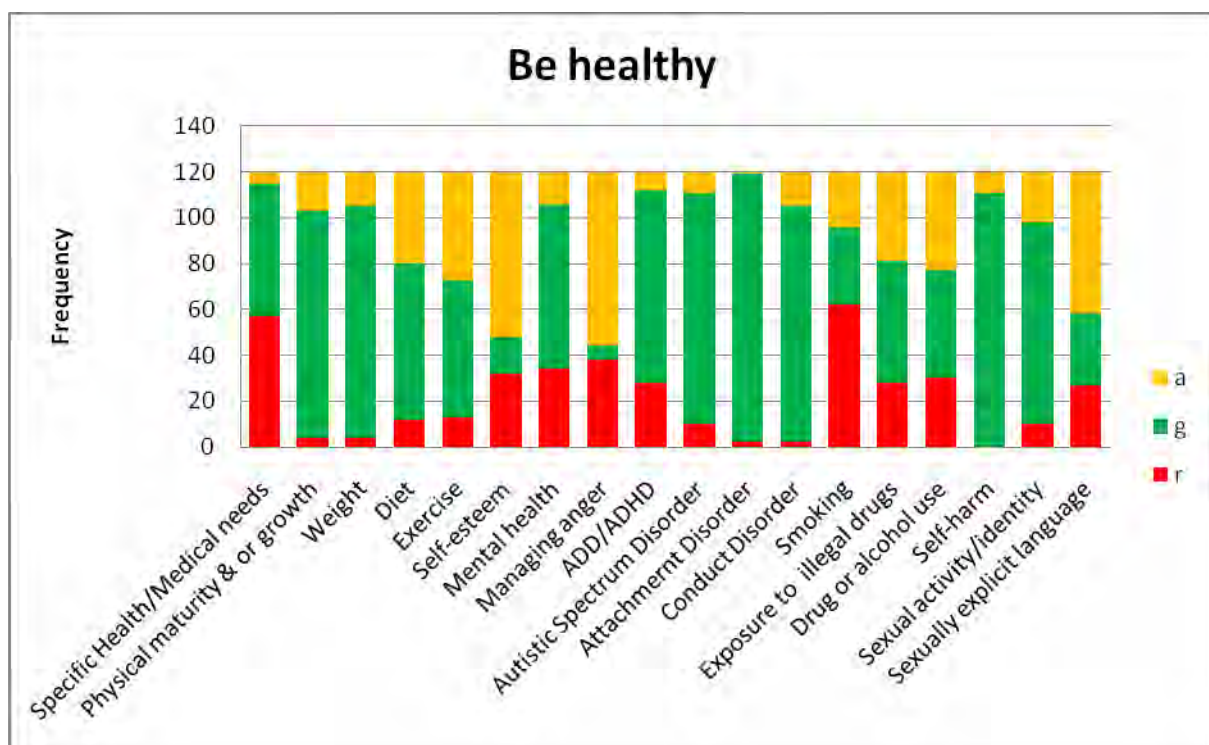
Again this area shows a large variation in the spread of 'Red', 'Amber' and 'Green' for each subcategory. The largest volumes of 'Red' observations have been made within this

category when compared with the other four. The most noticeable in the above chart is for the 'Smoking' and 'Specific Health / Medical Needs' segments, with approximately half the population classed as 'Red'.

Secondary Analysis

The next stage of the analysis involved investigating the five key areas further to confirm / refute the observations made during the preliminary stage above.

The same excel spreadsheet containing the RAG analysis was used to create cross tabulations between sub categories to highlight possible connections. This was done using the pivot table option, also within excel. Chi square tests of independence were then conducted on these results to determine correlated / independent variables.

Example Test

During the preliminary stage of analysis it was noted that within the 'Economic Well-being' area there are two subcategories that do not appear to follow the same trend as the remaining five. These are as follows:

1. Can travel independently

2. Level of achievement

The chart above shows a higher than average level of 'Red' and 'Amber' observations and suggests these characteristics are either independent of / inversely proportional to the other characteristic within this category. **Table 20** shows a cross tabulation of these two characteristics:

Table 20 - Cross Tabulation of Level of Achievement and Travel Independently

% observations	Can travel independently			
Level of acheivement	amber	green	red	Grand Total
Amber	31.67%	14.17%	10.83%	56.67%
Green	8.33%	10.83%	3.33%	22.50%
Red	6.67%	3.33%	10.83%	20.83%
Grand Total	46.67%	28.33%	25.00%	100.00%

The above table indicates the majority of the population fall along the diagonal, suggesting a possible correlation between the characteristics. A Chi Square test of independence can help confirm this observation, the method of which is as follows:

The following test is conducted under the null hypothesis that the two categorical variables 'Can travel independently' and 'Level of achievement' are independent.

Observed volumes are input into contingency **Table 21**:

Table 21	Can travel independently			Grand Total
Level of achievement	amber	green	red	
Amber	38	17	13	68
Green	10	13	4	27
Red	8	4	13	25
Grand Total	56	34	30	120

These are then used to create **Table 22** of 'Expected Counts', i.e the values within each cell that would be expected given the column and row totals and independent variables:

Table 22 Expected Count	Can travel independently			Grand Total
Level of achievement	amber	green	red	
Amber	32	19	17	68
Green	13	8	7	27
Red	12	7	6	25
Grand Total	56	34	30	120

An example of how the figure within the 'amber' x 'amber' cell is calculated is as follows:

Expected count = (row total * column total) / total sample size

$$= (68 * 56) / 120$$

$$= 31.7$$

A note of caution at this stage is that ordinarily a Chi square test would not be conducted on a sample of this size. It is considered common practice that one should not be carried out when the expected count within any cell of the contingency table is less than five. In this situation an alternative test would be used, such as the Fisher's test of Independence. However, this is most easily used when the categorical variables have two levels and so forms a 2x2 contingency table. It has therefore been decided that Chi square tests will be used

throughout this analysis but with a degree of caution when any of the expected counts are less than five.

The Chi square statistic (**Table 23**) can now be calculated using the following formula:

$$\chi^2 = \Sigma \; ((\text{observed count} - \text{expected count})^2 / \text{expected count}$$

So, the Chi square statistic is found by summing all the values within the cells below:

Table 23	Can travel independently			
Level of achievement	a	g	r	Grand Total
A	1	0	1	0
G	1	4	1	0
R	1	1	7	0
Grand Total	0	0	0	0

As an example, the 'amber' x 'amber' cell was found using the following:

Cell value $= (38\text{-}32)^2 / 32 = 1.125$

Thus the Chi square statistic becomes 18.

The next stage is then to calculate the degrees of freedom,

$$\text{degrees of freedom} = (\text{no. rows -1 }) \; x \; (\text{no. columns -1})$$

$$= (3 - 1) \; x \; (3 - 1)$$

$$= 4$$

Using the calculator on the following website http://www.fourmilab.ch/rpkp/experiments/analysis/chiCalc.html the P value was found to be 0.0012 which is less than 0.05. This suggests strong evidence against the null hypothesis and so implies there is a correlation between level of achievement and the ability to travel alone. At this level it is not possible to say exactly what the correlation is but from inspection of the charts in the earlier section the two variables have roughly equal proportions of red, green and amber suggesting a directly proportional relationship i.e the better the ability to travel alone the higher the level of achievement.

The above process was conducted on various combinations of variables from each of the five outcomes, the results of which can be seen in the summary table below, **Table 24-** A summary of all the Chi square tests of independence (page 179). Here I have taken the null hypothesis to be that the variables are independent. Where there appears 'evidence against' it suggests there is a relationship and 'no evidence against' implies no relationship. All tests were undertaken at the 5% significance level which means 0.05 is used as the value to determine if there is evidence against the hypothesis. So a P value < 0.05 suggests evidence against (i.e. not independent). I must add a point of caution here in that a P value > 0.05 implies no evidence against the null hypothesis but this doesn't necessarily mean there is evidence for it. So there is no evidence against the null hypothesis but it doesn't automatically mean the null hypothesis is true.

Table 24 -A summary of all the Chi Square Tests of Independence

Outcome	Variable 1	Variable 2	Chi Square Statistic	Degrees of Freedom	P Values	Results	Counts Less than 5
Economic Well-being	Level of Achievement	Can travel independently	18	4	0.0012	Evidence against null hypothesis implies correlation	N
	Adults working in household	Can travel independently	4	4	0.49696	No evidence againsts suggest independence	Y
	Readiness for post 16 life	Adults working in household	10	4	0.040428	Some slight evidence against	Y
	Level of household income	Engagement in appropriate college / work	25	4	0.000005	Extremely strong evidence against	Y
	Adults working in household	Level of household income	64	6	<0.000001	Extremely strong evidence against	Y
Enjoy and Achieve	Literacy skills	Attainment on admission	74	4	0	Extremely strong evidence against	Y
	Attitude towards learning	Attendance	16	4	0.003	Strong evidence against	Y
	Emotional maturity	Attendance	6	4	0.1991	No evidence against suggest independence	Y
	Emotional maturity	Play	34	4	7.4E-07	Extremely strong evidence against	Y
	Engagement in enrichment activities	Need for supervision	22	4	0.0002	Strong evidence against	Y
Make a positive contribution	Attitude towards school	Attitude towards other learning activities	43	4	9.8E-09	Extremely strong evidence against	Y
	Attitude towards authority	Attitude towards wider community	35	4	4.6E-07	Extremely strong evidence against	Y
	Attitude towards gender	Motivation	9	4	0.061	No evidence against suggests independence	Y
	Relationship with peers	Motivation	9	4	0.061	No evidence against suggests independence	Y
	Attitude towards authority	Relationship with peers	46	4	2.4E-09	Extremely strong evidence against	Y
	Level initiative	Anxiety	6	4	0.1991	No evidence against suggests independence	Y
	Physically violent	Verbally aggressive	44	4	6.1E-09	Extremely strong evidence against	Y
	Physically violent	Criminality	23	4	0.0001	Strong evidence against	Y
	Attitude towards other learning	Attitude towards authority	23	4	0.0001	Strong evidence against	Y
	Level of anxiety	Has no difficulty coping with change	14	4	0.0072	Some evidence against	Y

Stay safe	Parenting skills / family life	Parent / carer health	20	4	0.0004	Strong evidence against	Y
	Parenting skills / family life	Young carer	7	4	0.1358	No evidence against suggests independence	Y
	Parenting skills / family life	Looked after	6	4	0.1991	No evidence against suggests independence	Y
	Parenting skills / family life	Domestic violence	18	4	0.0012	Some evidence against	Y
	Parent / carer health	Domestic violence	9	4	0.061	No evidence against suggests independence	Y
	Parenting skills / family life	Physical abuse	12	4	0.0173	Slight evidence against	Y
	Parenting skills / family life	Sexual abuse	16	4	0.03	Some slight evidence against	Y
	Physical abuse	Young carer	55	4	0	Extremely strong evidence against	Y
	Physical abuse	Sexual abuse	108	4	0	Extremely strong evidence against	Y
	Neglect	Parenting skills / family life	27	4	0	Extremely strong evidence against	Y
	Domestic violence	Housing issues	13	4	0.0112	Some slight evidence against	Y
	Risk of sexual exploitation	Anti social behaviour	10	4	0.0404	Some slight evidence against	Y
	Parenting skills / family life	Risk of sexual exploitation	17	4	0.0019	Some evidence against	Y
	Anti social behaviours	Parenting skills / family life	12	4	0.0173	Slight evidence against	N
	Parenting skills / family life	Cared for by relatives	5	4	0.2872	No evidence against suggests independence	Y
	Parenting skills / family life	Victim	12	4	0.0173	Slight evidence against	Y
	Victim	Domestic violence	5	4	0.2872	No evidence against suggests independence	Y
Be healthy	Physical maturity	Specific health / medical needs	4	4	0.406	No evidence against suggests independence	Y
	Weight	Diet	29	4	0	Strong evidence against	Y
	Exercise	Specific health / medical needs	0	4	1	No evidence against suggests independence	Y
	Self esteem	Specific health / medical needs	4	4	0.406	No evidence against suggests independence	Y
	Mental health	Specific health / medical needs	29	4	0	Strong evidence against	Y
	Self esteem	Physical maturity	9	4	0.061	No evidence against suggests independence	Y
	Mental health	Managing anger	4	4	0.406	No evidence against suggests independence	Y
	ADD / ADHA	Managing anger	3	4	0.5578	No evidence against suggests independence	Y

Economic Well-being Outcome

As indicated by the above example there is an implied correlation between level of achievement and the ability to travel alone. Again, inspection of the charts in the earlier section show the two variables have roughly equal proportions of red, green and amber suggesting a directly proportional relationship i.e. the better the ability to travel alone the higher the level of achievement. From the preliminary analysis stage it was suggested that 'Adults working in household' is correlated with 'Readiness for life post 16'. The above results show there is some slight evidence against the hypothesis that the two variables are independent and so potentially confirming the initial observation.

Another suggestion from the preliminary stage was that 'Adults working in household' is directly related to 'Level of household income'. Common sense says that this is true but is also confirmed by the exceptionally small P value shown above. Further to this was the idea that perhaps having experienced an adult in regular employment the child may be more willing to prepare for their own future past 16 and thus be more engaged in college or work experience opportunities. Therefore, 'level of household income' was tested against 'engagement in college / work experience' and as indicated above a P value of 0.000005 there is strong evidence against the hypothesis that the two variables are independent. Thus implying that perhaps the higher the household income, and therefore adults in the household working, will encourage the child to become more interested in their college or work experience.

Of the tests conducted in this section there was only one that showed no evidence against the null hypothesis. Although this does not automatically mean the hypothesis is true

it does suggest that perhaps the two variables are independent. Therefore suggesting that the ability to travel alone has no relation to whether or not there are adults working in the household.

Despite initial observations suggesting little correlation between the 8 variables in this category, four of the five tests conducted showed evidence against the null hypothesis thus implying correlations between the variables.

The results do show that there is no evidence against the hypothesis that 'Attendance' and 'Emotional Maturity' are independent. Possibly due to the reason stated in the earlier section, that is, due to the nature of the school there is little opportunity for attendance to falter. However, perhaps unsurprisingly, the test between 'Attitude to learning' and 'Attendance' gave a P value of 0.003, implying there is a relationship. This is a logical result as an improved attitude to learning is more likely to help keep attendance high.

Make a Positive Contribution Outcome

The results from the tests in this segment are unsurprising. The three tests that show little evidence against independence involve characteristics where a correlation would not necessarily be expected. For example, the motivation of a child cannot easily be related to their relationship with peers or attitude towards gender. Possible relationships can be suggested easily for the remaining results. For example, it is reasonable to assume that a child's attitude towards school will have an impact on their attitude towards other learning possibilities. It is highly unlikely that if a child has a less than positive attitude towards school they will be enthusiastic about learning possibilities elsewhere. Also, a link between

'Physical violence' and 'Criminality' or 'Verbally aggressive' is not surprising as all three attributes contain similar personality traits.

Stay Safe Outcome

It was decided that 'Parenting skills / family life' is most likely to be a pivotal factor in this segment as this is likely to have a direct impact upon the child and their behaviour. This variable has therefore been the basis of most tests within this segment. Again the results shown above are unsurprising. The P values that were calculated suggesting there is a correlation between 'Parenting skills / family life' and the following:

- Domestic violence
- Physical abuse
- Sexual abuse
- Risk of sexual exploitation
- Victim

It may be reasonable to assume that a poorer family life causes increased chances of the above occurring. Perhaps one observation that is unexpected is that the test for 'Parenting skills / Family life' against 'looked after' resulted in a P value implying there is no evidence against the hypothesis the two variables are independent.

Be Healthy Outcome

The majority of tests undertaken in this section have P values greater that 0.05 suggesting there is no evidence against the null hypothesis. This implies that most of the variables within this segment are independent and so given the outcome of one it is not possible to determine the result of another. Of the remaining tests the results are as expected.

A relationship was implied between 'Diet' and 'Weight', and also 'Specific health / medical needs' and 'Mental health'

Part 2 - Research Question (2)

Does the tracking of conduct, emotional and learning behaviours of pupils deemed BESD, help a school to target interventions that allow pupils to overcome individual barriers to learning and make progress in enhancing their well-being?

Tracking Learning, Conduct and Emotional Behaviour

Each term the Teaching and Residential staff of Balpet School rate pupils in relation to characteristics of Learning, Conduct and Emotional Behaviour using Grimley et al (2004). The scale for scoring each characteristic was as follows:-

6 – not at all; 5 – rarely; 4 – sometimes; 3 - fairly often; 2 - often; 1 – always

The behavioural mean scores are calculated and then plotted as a 'Behaviour Track' to give a clearly visible indication of trends over time. This can provide early identification where certain pupils may be performing better in some settings than others and importantly through further investigation determines 'why'. The behaviour track is overlaid onto a green, amber and red scale, as a visual guide to consider 'behavioural patterns' and any 'on track' or 'off track' trends. Analysis of this data provides a trigger for investigation and the need for any intervention. The green band is regarded as an area where no urgent intervention is needed, amber where monitoring may be more focussed and red where urgent intervention may be required. Scores from Teachers and Teaching Assistants are mean averaged as T/M, whereas Residential scores are also mean averaged as RL/M. The mean scores for each characteristic are then combined to give an overall mean score for a particular behaviour.

Table 25 (page 185) shows an example of an individual record sheet for pupil 23. The chart demonstrates relatively consistent scoring across most of the teaching assessments. However,

teacher T4 has generally marked the scores higher than her colleagues and this would lead to

further discussion as to why, so interventions can be made where appropriate.

Table 25-   BALPET SCHOOL – BEHAVIOUR PROFILE – RECORD SHEET

PUPIL NAME : Pupil 23										
STAFF NAME: T1 represents Teacher 1etc, TA = Teaching Assistant , T/M = Teaching Mean and RL/M = Residential Learning Mean.	T1	T2	T3	T4	T5	T6	TA	T/M	RL/M	mean
LEARNING BEHAVIOUR										
1	**Is attentive and has an interest in schoolwork** e.g. is not easily distracted, completes work, keeps on task and concentrates. Has good motivation, shows interest, and enjoys schoolwork.	2	3	1	5		2	2	2.5	2.5	2.5
2	**Good learning rganized on** e.g. works systematically, at a reasonable pace, knows when to move onto the next activity stage, can make choices, and is rganized.	2	2	2	4		3	2	2.5	2.5	2.5
3	**Is an effective communicator** e.g. speech is coherent, and thinks before answering.	2	2	2	4		2	3	2.5	2.5	2.5
4	**Works efficiently in a group** e.g. takes part in discussions, contributes readily to group tasks, listens whilst in groups, and works collaboratively.	3	3	2	3		3	3	2.8	2.8	2.8
5	**Seeks help where necessary** e.g. can work independently until there is a problem that cannot be solved without the teacher's intervention.	2	2	2	4		2	2	2.3	2.3	2.3
CONDUCT BEHAVIOUR										
6	**Behaves respectfully towards staff** e.g. respects staff and answers them politely, does not interrupt or deliberately annoy, and does not show verbal aggression.	2	2	2	3		2	2	2.17	2	2.08
7	**Shows respect to other pupils** e.g. interacts with other pupils politely and thoughtfully, does not tease, call names, swear or use psychological intimidation.	3	3	2	4		3	3	3	3	3
8	**Only interrupts and seeks attention appropriately** e.g. behaves in a way warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking or does not seek unwarranted attention.	3	4	3	4		3	2	3.17	3	3.08
9	**Is physically peaceable** e.g. is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful and does not strike out in temper.	1	1	2	3		2	2	1.83	2	1.92
10	**Respects property** e.g. values and looks after property, does not damage or destroy property and does not steal.	1	3	1	2		2	2	1.83	2	1.92
EMOTIONAL BEHAVIOUR										
11	**Has empathy** e.g. is tolerant of others, shows understanding, sympathy and is considerate.	3	3	2	4		4	2	3	5	4
12	**Is socially aware** e.g. interacts appropriately with others, is not a loner or isolated and reads social situations well.	2	2	1	3		3	2	2.17	4	3.08
13	**Is happy** e.g. has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.	2	2	2	4		3	2	2.5	2	2.25
14	**Is confident** e.g. is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things and is robust.	2	2	2	4		3	2	2.5	4	3.25
15	**Is emotionally stable and shows self-control** e.g. moods remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered and is not touchy.	2	2	2	3		3	2	2.33	3	2.67

6 – not at all; 5 – rarely; 4 – sometimes; 3 – fairly often; 2 – often; 1 – always

By finding the mean for each of the three behavioural categories and plotting on a graph, a

term by term track can be established as seen in **Table 26** (page 186)

Table 26 - Pupil 23 Learning, Emotional and Conduct Behaviour Track

LEARNING
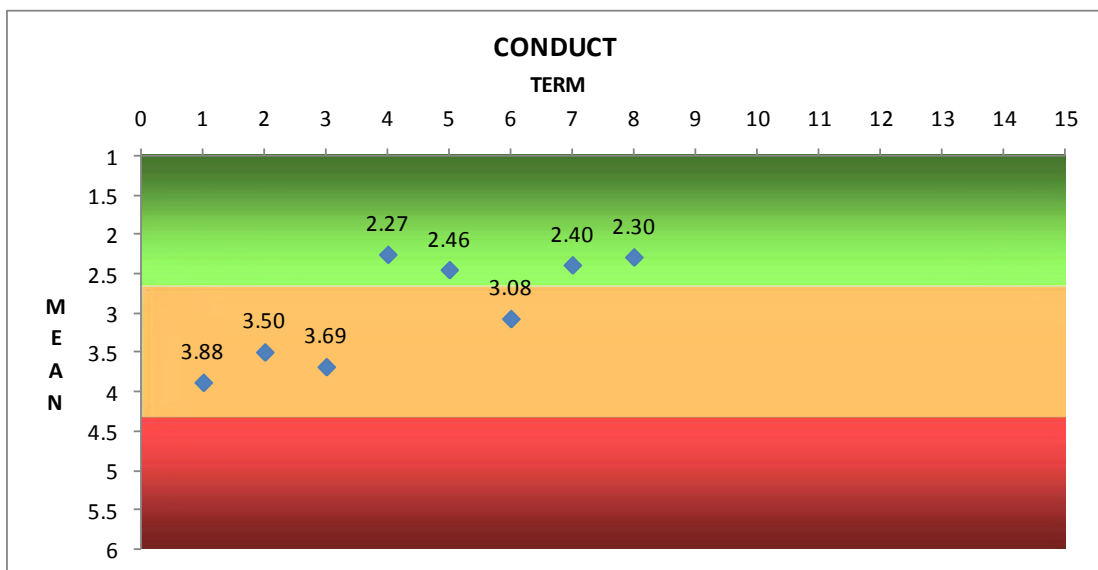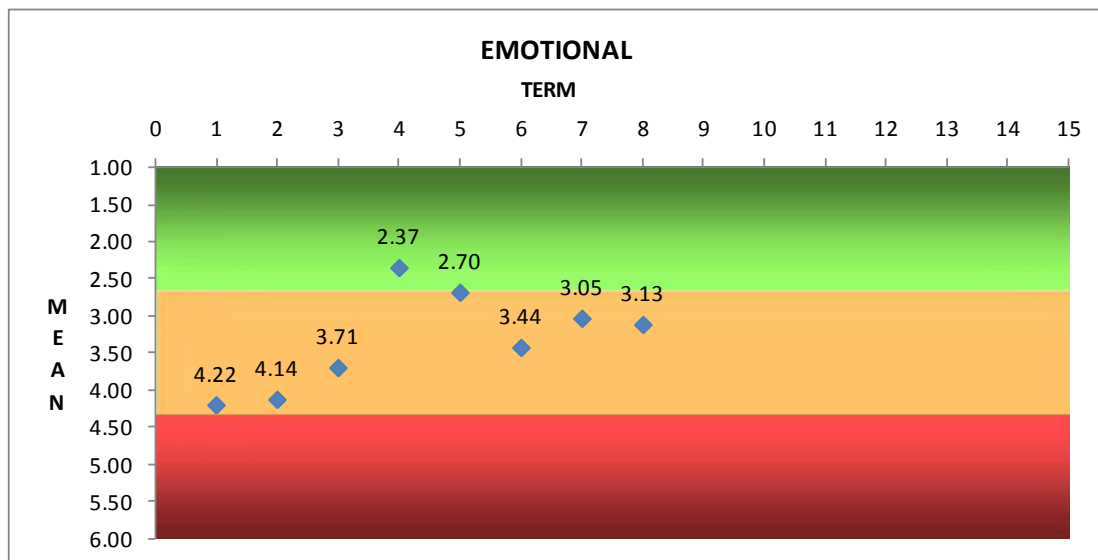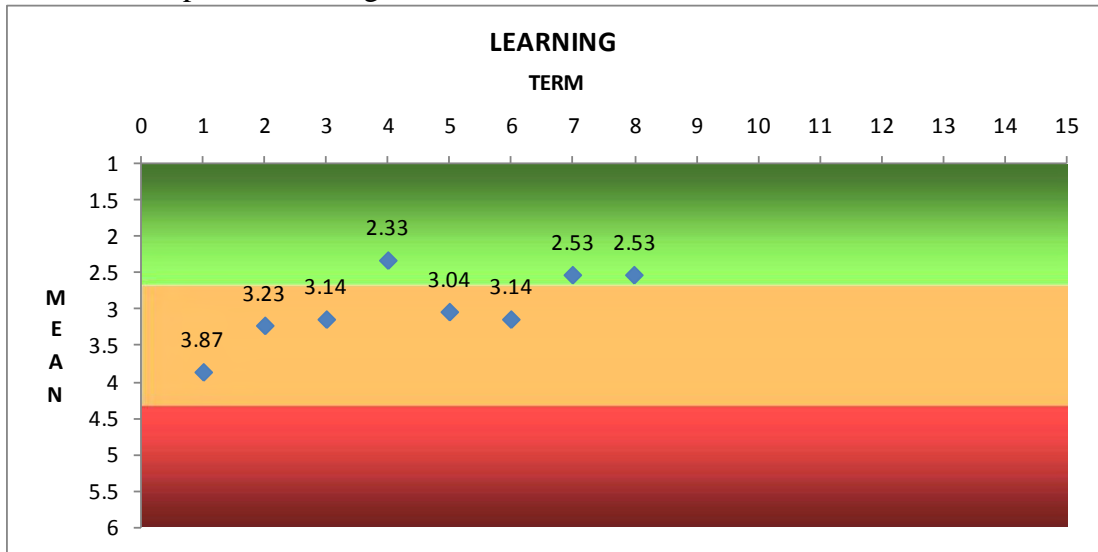
EMOTIONAL

CONDUCT

Table 26 represents Pupil 23's track as a visual representation of his particular journey through Balpet school with regard to aspects of learning, emotional and conduct behaviour. Each separate track shows a pattern of behaviour assessed at termly intervals. Each track has an upward trend towards the green area, with a noticeable upward spike between terms 3 and 4, followed by a downward trend over the next two terms, with a return to generally upward movement towards green by his final term 8. Overall, the track for Pupil 23 demonstrates an 'upward trend' for Learning, Conduct and Emotional behaviour. His scores generally indicate a move towards the green band which suggests that he is 'on track' and progressing to 'always' or 'often' in relation to the positive characteristics of Learning, Conduct and Emotional behaviour. The tracks suggest key events in pupil 23's life took place prior to term 3, which resulted in particularly positive progress at school and that he generally responded to interventions when on a downward trend. Pupil 23 was a year 11 leaver from Balpet in 2009.

From **Table 27** (page 188) it can be seen that Pupil 1 has a track similar to that of pupil 23 in that he also demonstrates an 'upward trend' for Learning, Conduct and Emotional behaviour. His scores also indicate a move towards the green band which suggests that he is 'on track' and progressing to 'always' or 'often' in relation to the positive characteristics of Learning, Conduct and Emotional behaviour. He differs from pupil 23 in that Pupil 1 arrived at Balpet School as a year 6 pupil and progressed to the point where he successfully reintegrated to a mainstream school during his year 10.

Pupil 18's behaviour track, however demonstrates a 'downward trend', showing that from Term 5 after a relatively stable period his scores have moved towards the red bands which signals that he is 'off track' and 'rarely' or 'not at all' demonstrating the positive

characteristics of Learning, Conduct and Emotional behaviour. The tracks of pupils 1 and 18 are presented here, they have been separated here into their three component parts and placed together to provide a visual comparison. The upward and downward tracks for each pupil's respective Learning, Conduct and Emotional behaviour are clearly visible.

Table 27 - Pupil 1 and Pupil 18 Learning Behaviour Track

Pupil 1- Learning Track
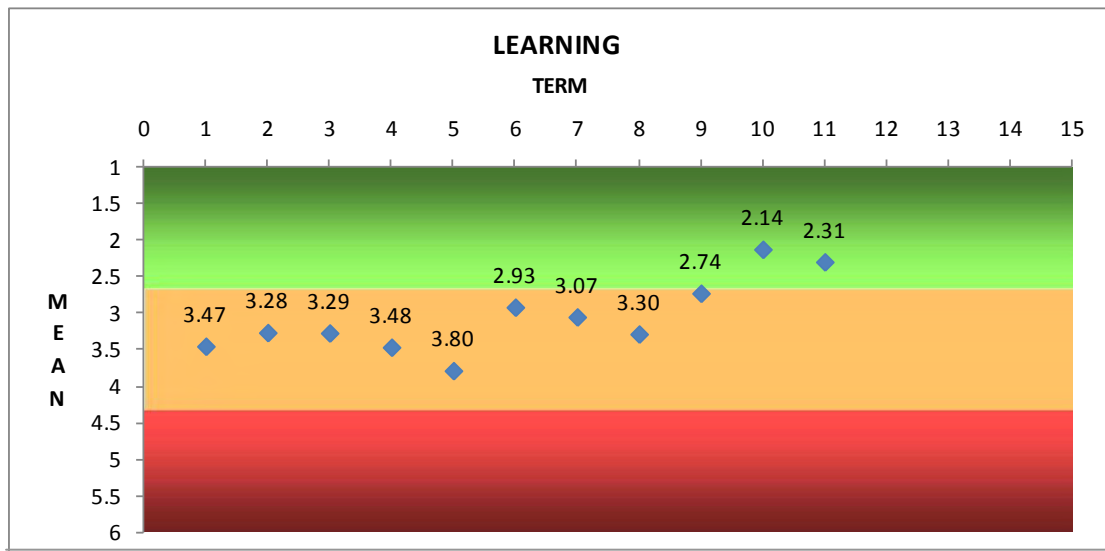
Pupil 18 – Learning Track
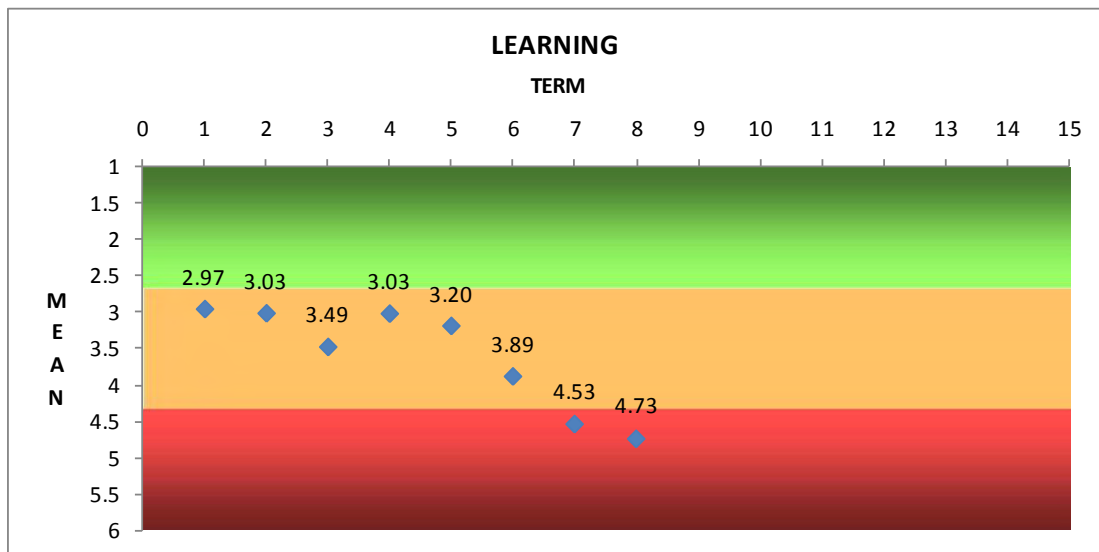
Table 28 - Pupil1 and Pupil 18 Emotional Behaviour Track

Pupil 1 – Emotional Track
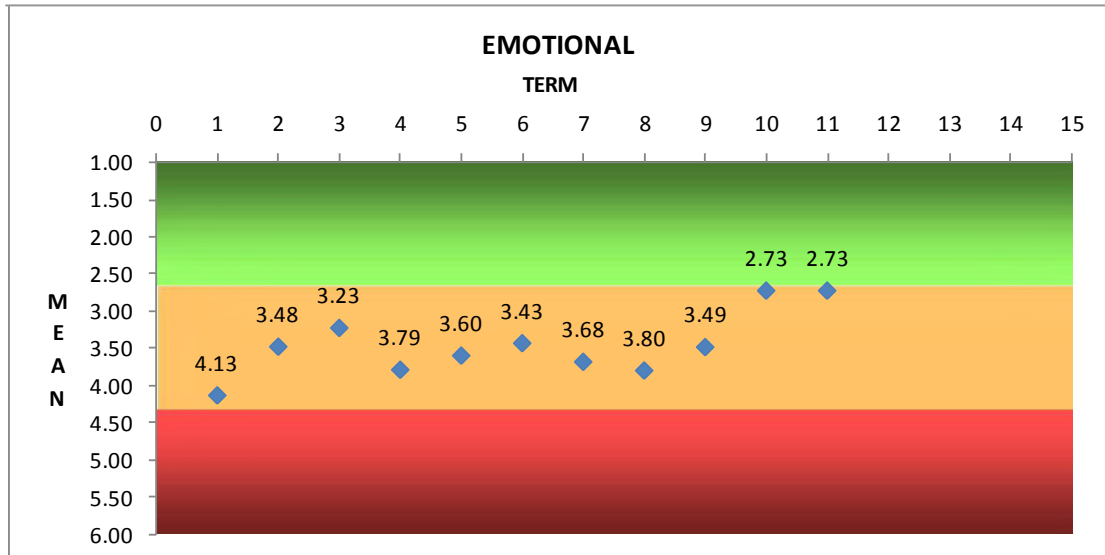
Pupil 18 – Emotional Track
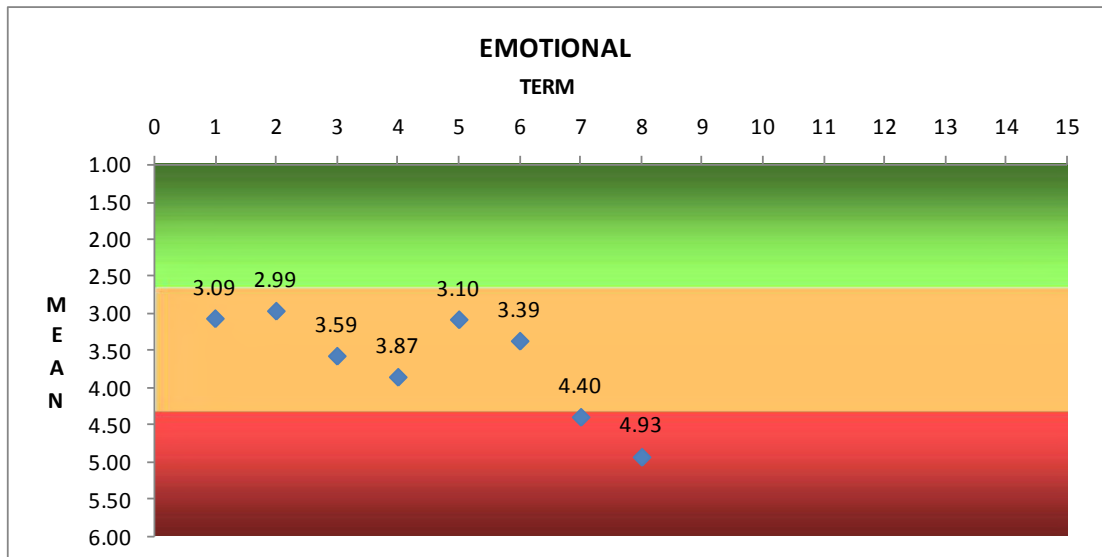
Table 29 - Pupil1 and Pupil 18 Conduct Behaviour Track

Pupil 1 – Conduct Track
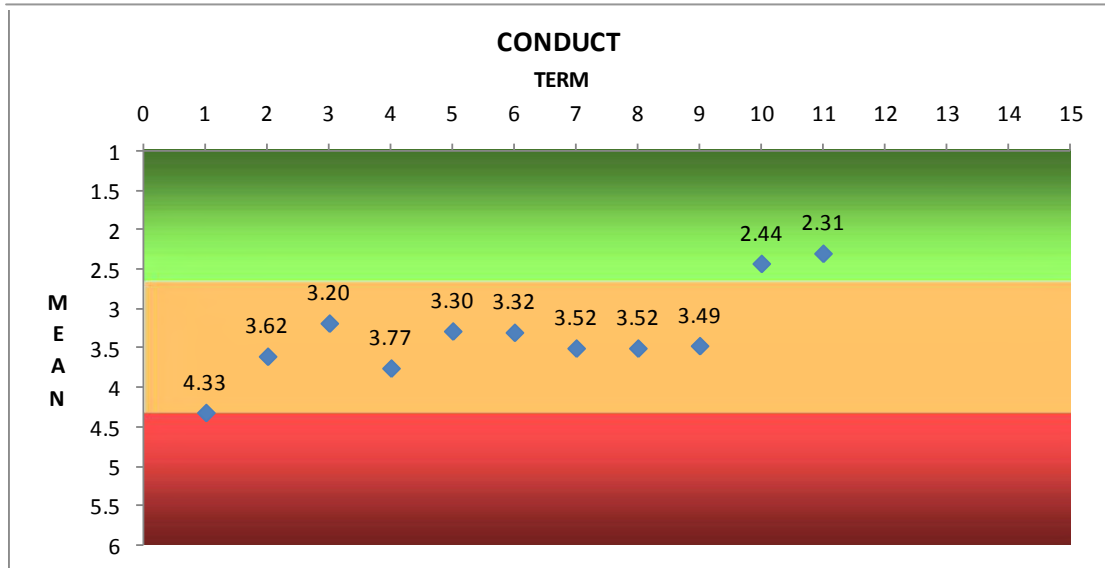
Pupil 18 – Conduct Track
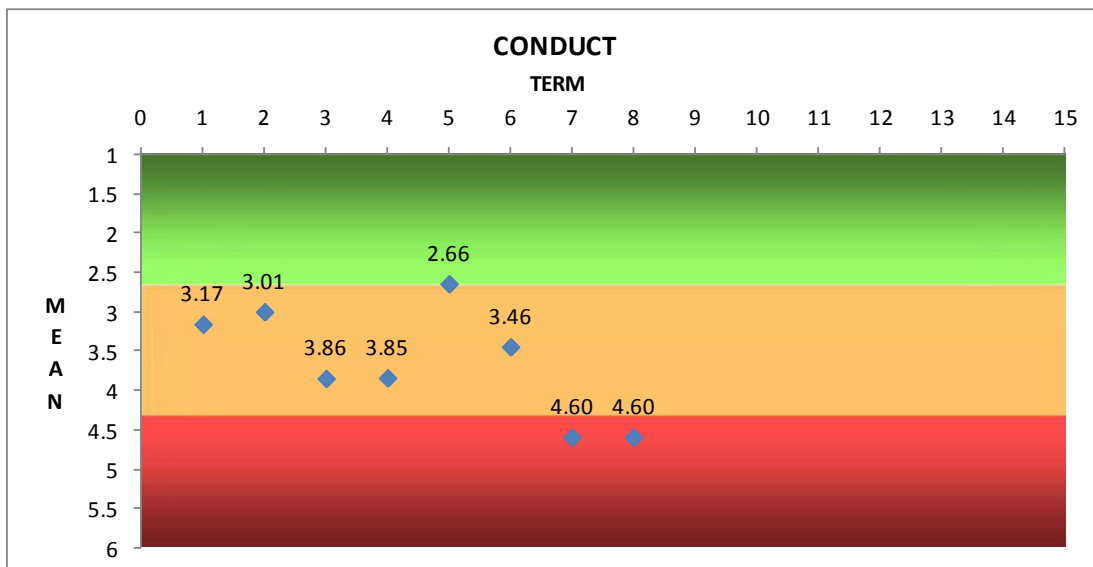
The 'Behaviour Tracks' for pupils 28,22 and19 (**Tables 30 to 32)** are reproduced here in addition to those of pupils 23 and 18 as they represent the cohort of pupils in year 11 at the end of the data collection phase. The track for Pupil 28 demonstrates an 'upward trend' for Learning, Conduct and Emotional behaviour. His scores indicate a move towards the green band which suggests that he is 'on track' and progressing to 'always' or 'often' in relation to the positive characteristics of Learning, Emotional and Conduct behaviour. The upward spike in term 4 for Conduct and Emotional Behaviour is reflected in that of Learning Behaviour. As described earlier Pupil 23 demonstrates an 'upward trend' for Learning, Conduct and Emotional behaviour. His scores generally indicate a move towards the green band which suggests that he is 'on track' and progressing to 'always' or 'often' in relation to the positive characteristics of Learning, Conduct and Emotional behaviour.

Pupil 22's track also demonstrates an upward trend for Emotional and Conduct behaviour but no significant upward movement for Learning Behaviour. Pupil 22 is diagnosed with dyslexic traits. His mean scores place him predominantly in the amber band moving towards green, which shows he sometimes or fairly often displays the positive characteristics of conduct and emotional behaviour with learning interventions a key area targeted for intervention. Pupil 19's track shows a downward trend, but in the amber and green bandings respectively. The downward trend highlights concern and necessitates action with the aim being to halt the downward movement towards the red area and redirect towards the green band.

Table 30 - Pupil 28 Learning, Emotional and Conduct Behaviour Track

LEARNING
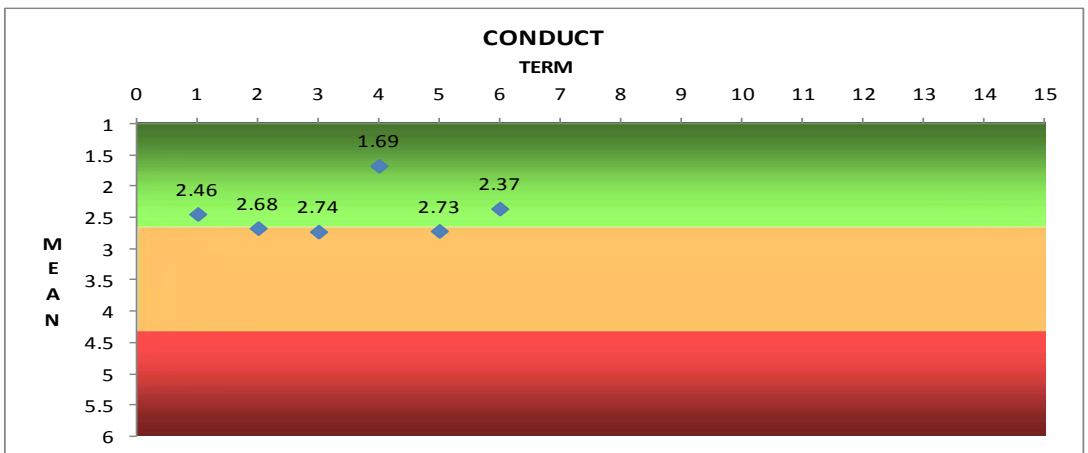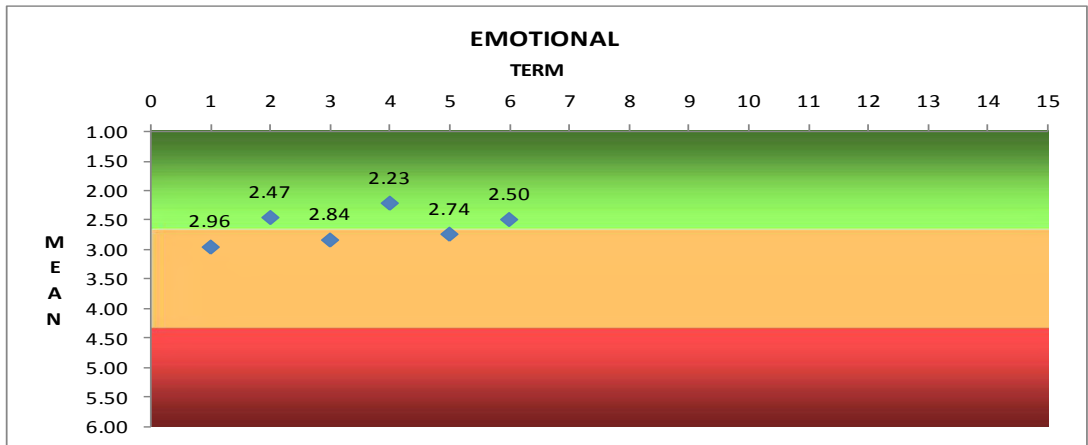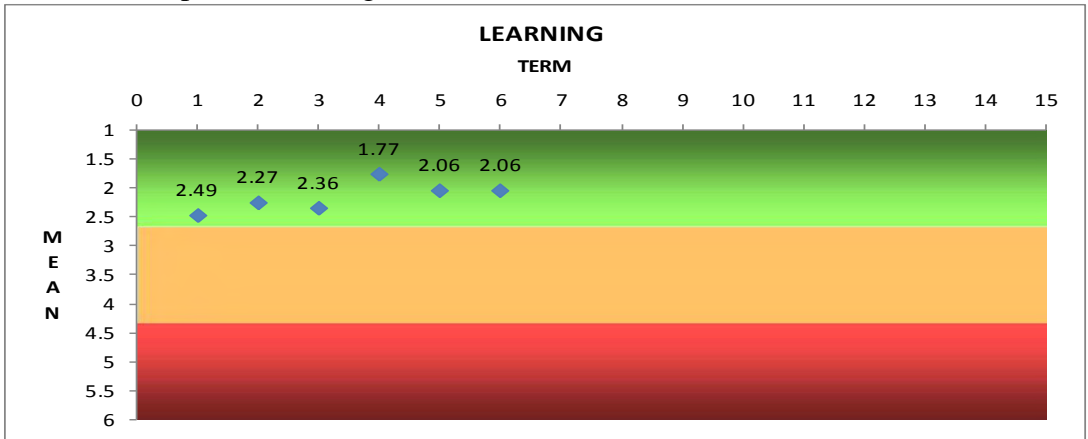
EMOTIONAL

CONDUCT

Table 31 - Pupil 22 Learning, Emotional and Conduct Behaviour Track

LEARNING

TERM

Data points: 4.33, 3.86, 3.97, 4.00, 4.32, 4.09, 4.04, 4.37

EMOTIONAL

TERM

Data points: 4.40, 3.11, 2.86, 2.88, 2.92, 3.52, 3.19, 3.02

CONDUCT

TERM

Data points: 3.58, 2.79, 2.96, 2.35, 2.50, 2.94, 2.76, 2.35
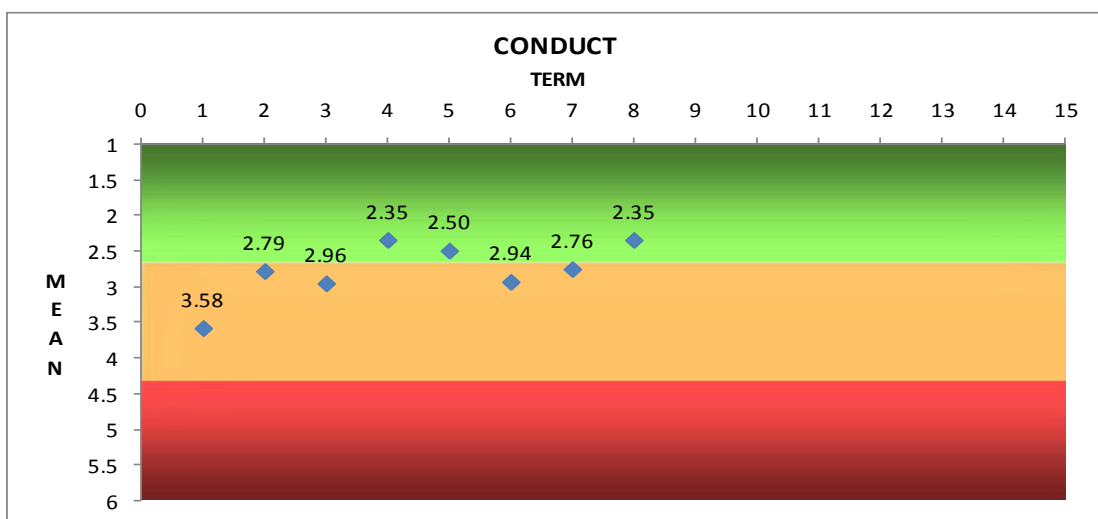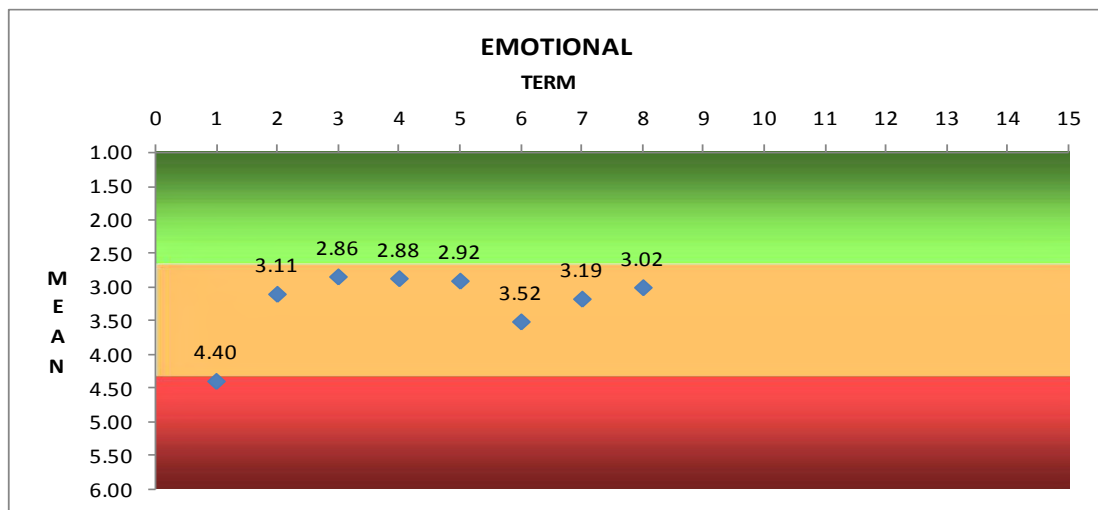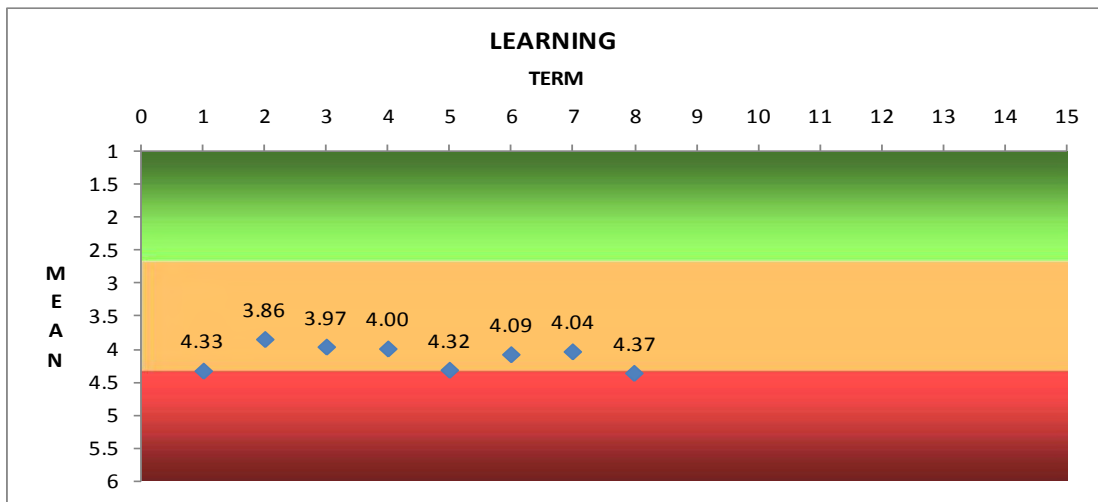
Table 32 - Pupil 19 Learning, Emotional and Conduct Behaviour Track

LEARNING

TERM

MEAN

2.60 2.69 2.31 2.43 3.20 3.23

EMOTIONAL

TERM

MEAN

3.30 2.91 3.17 2.92 3.52 3.11

CONDUCT

TERM

MEAN

1.70 1.73 2.24 2.18 2.74 2.86
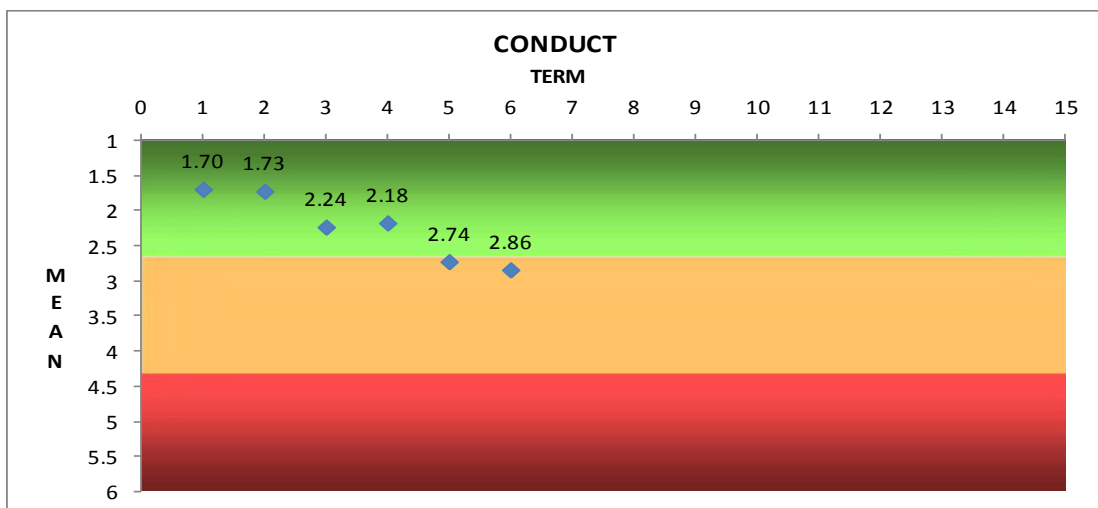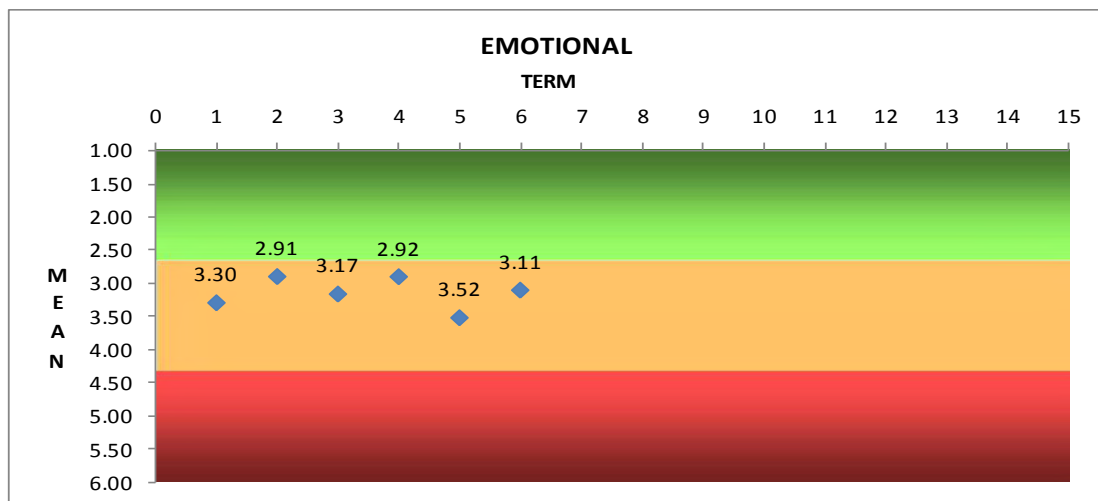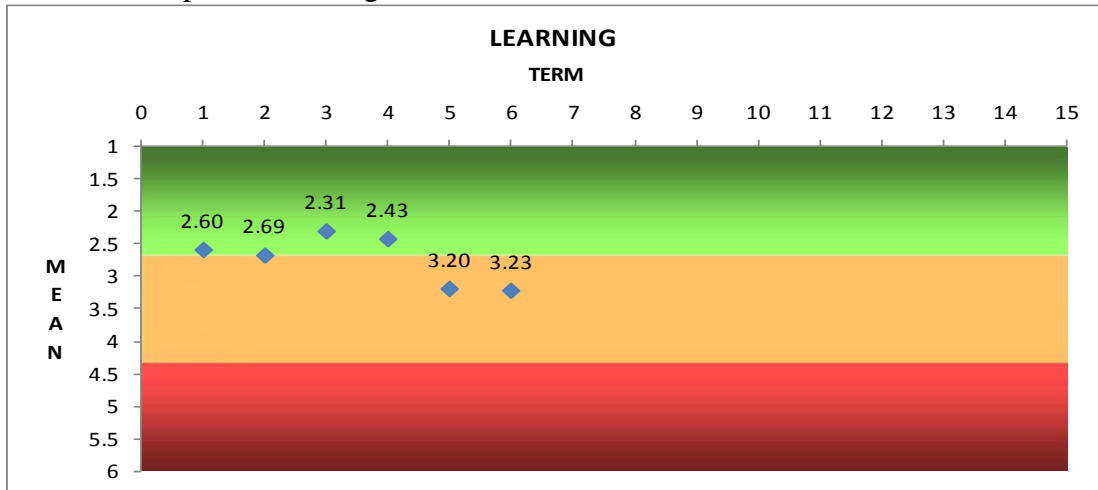
The pupil tracks for all the pupils in the sample are attached as **Appendix 15**.

From Mean Scores and Weekly Points to Rewards and Encouraging Positive Behaviour

Each of the five items in the categories of learning, conduct, emotional behaviour were sub-divided into their component parts and used as a basis for discourse between school staff at a training event. The purpose of the exercise was to link aspects of learning, conduct and emotional behaviours to possible targets to provide a basis for discussion and action with the pupils and in so doing focus on aspects of well-being. Arising from the discussions was an agreed set of ground rules. When setting targets it was considered essential that the context would be mapped to the section heading, that targets should be succinct, achievable and able to be understood by the pupil. In this way an aide memoir was constructed, that acted as a prompt for discussion on personal target setting with the pupil in scheduled tutorial meetings.

The particular behaviours for Learning, Conduct and Emotional are coded (Reference **Table 25**, page 185 for full list of behaviours). LB1 Represents Learning Behaviour 1 (Is attentive and has an interest in schoolwork), CB6 represents Conduct Behaviour 6 (Behaves respectfully towards staff) and EB11 represents Emotional Behaviour 11 (Has empathy). LB2 represents Learning Behaviour 2 and so on to EB15. Pupil 30's mean scores are presented here; they represent the fifteen behavioural components as assessed in rank order. EB11 (Has Empathy) is assessed as causing most difficulty for pupil 30, with LB1 (Is attentive and has an interest in school work) causing least difficulty.

Table 33 - Pupil 30 Learning Conduct and Emotional Mean Scores (January 2009)

Pupil 30	
EB11	4.29
EB15	4.21
LB4	3.71
CB8	3.71
EB14	3.57
EB12	3.29
CB7	3.21
CB9	3.21
LB5	3.14
LB3	3.00
CB10	2.93
LB2	2.86
EB13	2.86
CB6	2.64
LB1	2.14

As the mean scores are ranked in numerical order for each pupil, analysis of the scores leads to the compilation of individual behavioural targets, which are then recorded following key tutor/ pupil discussion in the pupil's Daily Diary (See blank sample page, **Appendix 16**). The highest mean scores are targeted initially. Each school lesson and residential activity is then assessed including the individual targets set. The targets can be adapted following discussion with the pupil to meet his individual needs. It is extremely important that the pupil clearly understood the target, why it was there and it should be clear he knew when he had achieved the target. Targets are time related in that they cover each school lesson and residential activity, with relevant staff indication on the daily diary and discussing with the pupil if the target was met. The full aid memoir for all fifteen behaviours is attached as **Appendix 17**, but for illustrative purposes Conduct Behaviour Six (CB6) is presented here:-

CB6. Behaves respectfully towards staff

Behaviour: Does he respond positively to instruction

Target: Do as you are asked straight away without arguing

Behaviour: Does he refrain from talking back to the **adult**

Target: Do not answer back to adults

Behaviour: Is he co-operative with the adult

Target: Do as adults ask

Behaviour: Does he refrain from being impertinent to the adult

Target: Be polite when talking to adults

Behaviour: Does he refrain from aiming verbal violence at the adult

Target: Don't threaten staff adults with violence

Behaviour: Does he refrain from swearing in the adult's presence

Target: Do not swear

Behaviour: Does he answer the adult politely

Target: Answer politely

Behaviour: Does he refrain from being quarrelsome with the adult

Target: Do not argue with adults

Behaviour: Does he refrain from deliberately annoying the adult

Target: Do not deliberately wind adults up

Behaviour: Does he refrain from thinking it is funny to make the adult angry

Target: Don't try to wind up the adults in school or activity

The targets highlighted are intended to be used as an aid to thinking and discourse. They are an indicator of the type of target which could be used after personalisation. They are not intended to be used verbatim. Targets are reviewed fortnightly and if achieved, new targets are derived using the next set of means in the rank order. Scores from the individual pupil diary across the school day and through the residential aspect of the school are percentaged weekly. The percentages accrue certificates depending on level; each certificate has a value which can be used by the pupils as currency in the school shop. Thus termly, fortnightly, weekly and daily assessment of Learning, Conduct and Emotional behavioural

targets provides evidence for regular discussion with the pupils in order to assist motivation in affecting their behaviour to the positive and thus enhance well-being.

The desire to improve behaviour and consequently well-being through praise and reward led to a points system used by Balpet School. The system is constantly evolving, as it adjusts to suit the special educational needs of the pupils and is viewed by the school as a natural process. This system has been designed and developed by staff to address a number of areas i.e.

- the ability to reward for short term attainment,
- immediacy and fairness,
- a specific element for rewarding academic effort and attainment.

Where there is a need in a pupil to receive immediate recognition for good behaviour, the class teacher can set a scoring period of one lesson and set a score, which recognises success. This may be set fairly low in the first instance, and then slowly raised as the child's behaviour improves, moving eventually into a longer scoring period. Rewards for short-term success can be awarded at the class teacher's discretion, in the form of stickers, certificates, choice time etc. Rewards for medium-term success e.g. over a day could take the form of the child being sent to see a member of staff who is significant to them to receive recognition from them. Rewards for sustained effort over the week will take the form of a certificate, which will have a currency value for spending in the school shop. The certificates will be awarded in the Friday praise assembly. The awarding of rewards forms a central thread to the school's strategy for managing behaviour. Rewards can be achieved from both formal agreed procedures and on an ad-hoc basis. Formal rewards will invariably stem from pre-planned system e.g. Impact Awards, Head Teacher Awards, individual Behaviour Certificates and short term rewards generated from the points system. It is school policy that rewards should not be given: -

- as bribes e.g. for classroom control
- on demand
- in a way which causes embarrassment
- in a way which devalues their worth to others.

Impact Awards are presented to children who conduct themselves in such a fashion, as to make a positive impression and can be handed to the child by any member of staff. Informal rewarding of positive behaviour on an ad hoc basis is encouraged by the school, as it is felt this can have a very positive effect on a pupil. The positive affirming action needs to be no more than that of recognition for something through praise or a positive gesture. Rewards utilised at Balpet fall broadly into the categories as **Table 34** highlights: -

Table 34 - Balpet Rewards

Generic	Class	Whole School
Verbal praise.	Class award for weekly performance.	Impact Award
Positive touch.	Class award for half-termly performance.	Attainment Certificate
Sticker.	Class award for sustained effort.	
Positive comment in the pupils book.	Free choice time.	
Sent to another member of staff for recognition.		
Sent to a senior member of staff for recognition.		

Mean Scores to Cohort Analysis

Learning, Conduct and Emotional Mean scores for the January 2009 cohort are reproduced as **Appendix 18**. Analysis of the cohort's scores can lead to the identification of the need for intervention with individual pupils or groups of pupils. The mean score for each pupil of the cohort, in each behaviourial category is compared to the previous term's mean score. Upward movement to the positive is denoted by ↑, a downward movement to the negative by ↓ and no significant change by →. Through tracking trends over time in relation to each pupil's placement at the school provide a pattern of behaviour for each of the three behavioural categories. Thus a track of each behavioural category is denoted as a 'best fit' measure. Movement in mean scores may be upward, downward and level or show no

significant movement upwards or downwards. Finally the red, amber and green (RAG) banding is indicated as an average of the pupil's movement in the three behavioural categories as denoted by their individual behavioural track. In this way through analysis, pupils can be easily identified. Those in need of urgent attention and consequently in need of immediate intervention are highlighted, as seen here for pupil 18 who for this period can be described by the school as 'downward and red'

e.g.

Pupil No.		Learning	Emotional	Conduct		Overall Trend	RAG
18		↓	↓	↓		Downward	Red

Or pupils can be identified as on track in certain areas, but not in others and intervention can be planned and targeted accordingly.

e.g.

Pupil No.		Learning	Emotional	Conduct		Overall Trend	RAG
28		→	↑	↑		Upward	Green

In this way individual weekly target setting practices can be focused to areas of greatest need as in the example for pupil 28 where 'learning behaviour' would be targeted for intervention to reinforce the 'upward trend in green.'

Table 35 (page 202) provides a summary of the Learning, Emotional and Conduct Behaviour for the January 2009 cohort as a 'snapshot picture' at that time in their Balpet journey. As described earlier individual targets are discussed with the pupils in fortnightly tutorials with their key staff from the teaching and residential learning teams. The targets are monitored daily in the desire to impact on the pupil's progress at a personal level. At cohort level analysis provides 'indicators' for the leadership and management of the school as a point of challenge to practice. Upon consideration of the data any systemic interventions that

may be required can be highlighted, resourced and acted upon. From Table 23 it can be seen that for the cohort of 32 pupils at that moment in time (Jan.2009):-

- Learning Behaviour – 3 pupil's saw positive change to their previous term's score, 14 pupils saw negative change to their previous term's score, 9 no significant change and for 6 pupils it was their first assessment.

- Emotional Behaviour - 8 pupil's saw positive change to their previous term's score, 13 pupils saw negative change to their previous term's score, 5 no significant change and for 6 pupils it was their first assessment.

- Conduct Behaviour - 11 pupil's saw positive change to their previous term's score, 12 pupils saw negative change to their previous term's score, 3 no significant change and for 6 pupils it was their first assessment.

Over time individual pupil patterns give the behaviouial tracks illustrated earlier. Cohort analysis relating to 'overall trends' (Table 23) was as follows:-

- Upward and Green – 3 pupils
- Upward and Amber – 7 pupils
- Upward and Red – 0 pupils
- Level and Amber – 2 pupils
- Downward and Green – 3 pupils
- Downward and Amber – 8 pupils
- Downward and Red – 3 pupils
- First Assessment – 6 pupils

The eleven pupils whose trends were downward and red or amber became the focus of discussion, intervention and closer scrutiny.

Table 35 - Analysis of Learning, Emotional and Conduct Behaviour – January 2009 Cohort

Pupil No.		Learning	Emotional	Conduct		Overall Trend	RAG
18		↓	↓	↓		Downward	Red
19		→	↑	↓		Downward	Amber
23		→	→	↑		Upward	Green
28		→	↑	↑		Upward	Green
22		↓	↑	↑		Upward	Amber
27		→	↓	↓		Downward	Amber
13		↓	↑	↑		Level	Amber
33		→	→	→		Downward	Green
16		→	↑	↓		Upward	Amber
6		↓	↓	↓		Downward	Red
11		↓	↓	↑		Downward	Amber
38		→	↑	↑		Upward	Amber
31		↓	↓	↓		Downward	Amber
37		↑	↓	↑		Upward	Amber
14		↓	↓	↓		Downward	Red
41		↓	↑	→		Upward	Amber
44		↓	↓	↑		Downward	Green
29		↑	↓	↓		Downward	Amber
32		→	→	→		1st ass.	Amber
34		→	↑	↑		Upward	Amber
35		↓	↓	↓		Downward	Amber
40		↓	→	↑		Upward	Amber
36		↓	↓	↓		Upward	Green
46		→	→	→		1st ass.	Amber
43		↓	↓	↑		Downward	Amber
42		↑	↓	→		Downward	Amber
30		→	→	↓		Level	Amber
45		→	→	→		1st ass.	Green
39		↓	→	↓		Downward	Green
47		→	→	→		1st ass.	Amber
48		→	→	→		1st ass.	Amber
49		→	→	→		1st ass.	Amber

Key

→	No significant change to previous term's mean score
↑	Positive change to previous term's mean score
↓	Negative change to previous term's mean score

Table 36 (page 203) is included here to offer comparison of the sample initial and final mean scores for Learning, Emotional and Conduct Behaviour. It demonstrates the starting and final scores across the two year period, as opposed to the individual tracks of each pupil's journey as evidenced in **Appendix 15.** Caution has to be noted when interpreting the table as each

pupil entered or left the two year period at different times and for example 6 pupils only had initial scores. Nevertheless examination of **Table 36** does highlight areas for further consideration:-

Table 36 - Learning, Emotional and Conduct Behaviour Initial/Final Scores

Pupil	Learning			Emotional			Conduct		
	Initial	Final	Up/ Down	Initial	Final	Up / Down	Initial	Final	Up /Down
1	3.47	2.31	↑	4.13	2.73	↑	4.33	2.31	↑
2	3.8	2.64	↑	4.17	2.34	↑	3.97	2.82	↑
3	2.93	4.15	↓	3.33	3.1	↑	2.6	3.4	↓
4	3.4	3.08	↑	3.92	3.2	↑	3.56	3.12	↑
5	4.4	3.48	↑	3.78	3.4	↑	3.98	3.06	↑
6	2.83	4.23	↓	3.85	4.38	↓	3.73	4.37	↓
7	3.9	3.7	↑	3.97	3.73	↑	3.7	3.03	↑
8	3.37	4.27	↓	3.13	3.9	↓	3.03	4.3	↓
9	3.43	3.57	↓	4	3.93	↑	3.3	2.46	↑
10	2.63	2.27	↑	3.87	3.1	↑	3.4	3.93	↓
11	3.69	4.17	↓	3.89	4.33	↓	4.1	4.01	↑
12	3.84	3.29	↑	3.7	4.01	↓	3.76	3.63	↑
13	3.6	3.8	↓	3.42	3.86	↓	2.38	2.58	↓
14	3.88	4.43	↓	3.48	4.51	↓	2.72	3.37	↓
15	4.08	4.32	↓	4.38	4.28	↑	3.7	3.6	↑
16	3.55	2.86	↑	4.3	3.36	↑	3.73	2.57	↑
17	3.54	4	↓	3.86	3.6	↑	3.34	3.56	↓
18	2.97	4.73	↓	3.09	4.93	↓	3.17	4.6	↓
19	2.6	3.23	↓	3.3	3.11	↑	1.7	2.86	↓
20	2.49	2.28	↑	3.07	2.92	↑	2.31	2.22	↑
21	3.93	4.72	↓	3	3.76	↓	2.3	2.96	↓
22	4.33	4.37	↓	4.4	3.02	↑	3.58	2.35	↑
23	3.87	2.53	↑	4.22	3.13	↑	3.88	2.3	↑
24	3	4.56	↓	2.53	4.4	↓	1.87	5.04	↓
25	3.8	4.23	↓	3.9	3.03	↑	3.1	2.17	↑
26	3.71	4.2	↓	3.41	4.68	↓	2.74	4.82	↓
27	2.34	2.57	↓	2.67	3.33	↓	1.99	3.73	↓
28	2.49	2.06	↑	2.96	2.5	↑	2.46	2.37	↑
29	1.9	2.91	↓	2.08	2.94	↓	1.5	2.53	↓
30	2.69	2.97	↓	3.73	3.64	↑	2.74	3.14	↓
31	3.1	3.2	↓	3.43	2.51	↑	3.13	3.19	↓
32	3.31			3.66			2.46		
33	2.03	2.36	↓	1.9	2.36	↓	1.53	2.17	↓
34	3.48	3.11	↓	3.42	2.94	↑	2.74	2.44	↑
35	3.15	3.6	↓	3.2	3.84	↓	2.6	3.44	↓
36	2.92	2.71	↑	2.7	3.39	↓	1.92	2.1	↓
37	3.8	3.51	↑	4	4.43	↓	3.36	3.34	↑
38	3.64	2.77	↑	3.62	2.9	↑	3.96	2.76	↑
39	2.03	2.4	↓	3.2	3.69	↓	2.85	2.49	↑
40	3.94	3.4	↑	4.19	3.89	↑	4.2	3.76	↑
41	3.69	2.83	↑	4.33	4.31	↑	3.6	3.39	↑
42	2.56	2.94	↓	3.34	4.04	↓	3.58	4.04	↓
43	2.57	3.34	↓	3.13	3.68	↓	3.87	3.2	↑
44	2.03	2.4	↓	3.2	3.68	↓	2.85	2.49	↓
45	2.11			2.26			1.81		
46	3.11			3.47			3.06		
47	3.66			3.63			3.47		
48	4.31			4.4			2.21		
49	3.57			4.23			2.56		

- 'Emotional' and 'Learning' had similar proportions of the population obtaining upward and downward trends at approximately 50:50.
- 'Learning' has greatest separation across trends with 61% upwards and 36% downwards.
- Each category is showing an overall downward trend, with higher mean final scores than initial.
- Biggest difference is mean score is observed in the 'Learning' category (3.66% increase), which is consistent with greater proportion of upward trends.
- Highest proportion of 'Green' is observed in 'Conduct' alongside lowest proportion of 'Red'
- 'Emotional' group contains highest proportion of 'red'
- 'Emotional' and 'Conduct' showing greatest correlation in trends, with 72.7% of the population receiving consistent values. However least amount of correlation across triggers (RAG) with 56% consistency across results.
- 'Emotional' and 'Learning' showing lowest level of consistency in terms of trends, but still high at 68.3% receiving the same value. However most amount of correlation in triggers is observed, with 63.6% receiving consistent values.

Part 3 - Findings

The analysis of the data in relation to the qualitative and quantitative aspects of the learning, conduct and emotional behavioural tracking, coupled with the exploration of well-being through the ECM outcomes, highlights several findings that can be identified whose combined effect is inherent in this research. The findings provide the focus for answering the research questions:-

1) What effect will a tool designed to aid the assessment and impact of the less obvious components that constitute the five outcomes of the Every Child Matters agenda have on enhancing pupil's wellbeing?

2) Does the tracking of conduct, emotional and learning behaviours of pupils deemed BESD, help a school to target interventions that allow pupils to overcome individual barriers to learning and make progress in enhancing their well-being?

The findings form the basis on which the tracking processes are developed that enable the identification of areas where pupils require intervention or where practices can be improved. The impact of any intervention should be related to progression and improved pupil outcomes

or how the intervention speeds progress and enhances pupil well-being. It is through tracking the impact of interventions that the progress made can be identified and through reflection and modification, defines what extra or different future intervention is needed where progress is deemed unsatisfactory. Merrett (2006) discusses the effects of interventions being implemented into various work situations, arguing interventions;

> 'can not be evaluated simply by looking at outcomes. It is not only what is done to alter conditions, but how it is done, by whom and with what accompanying information, as well as the perceptions of such changes by those directly affected by them, that are important.'

<div align="right">(page 146)</div>

Similarly in this research caution should be adopted by not just looking at outcomes the interventions have produced from the starting and end points only, but the overall journey of the staff and pupils at Balpet School in relation to obtaining effective well-being. By taking into account the 'perceptions' of the changes achieved from the analysis of data the following findings have been identified:

- *Well-being was placed at the heart of practice*

- *The Personalisation of Learning is enhanced*

- *Accreditation Opportunites were improved*

- *Confusion Surrounnding the Nature/Definition of Behavioural Emotional and Social Difficulties is reduced through clear focus on well-being elements that require intervention*

- *Improvement in practice in the tracking of Learning, Conduct and Emotional Behaviours leading to a reduction of Exclusions and Restrictive Physical Interventions*

- *The impact of the tracking of behaviour to improve well-being varied across the population and behaviours.*

Chapter Six

Discussion of Findings

Introduction

In the review of literature understanding was sought in the current and developing issues in the domain of the initially posited research question (page 10). Tracking for the progression of well-being is explored through focus on issues surrounding Inclusion/ Legislation, Every Child Matters, Nature/Definition of BESD, Effective BESD Provision/ Practice, BESD (Well-being /Assessment / Identification / Measurement / Intervention), Multi- Agency working, Personalised Learning and SEN / BESD Statistics.

The analysis of data was used to drive and inform Balpet school's self evaluation process and thereby address issues of school effectiveness in enhancing pupil well-being. Thus the setting was created whereby a form of 'Intervention Mapping' to personalise provision could provide the 'body of evidence' as Visser (1999) describes 'upon which decisions can be made to meet the needs of pupils with BESD.' In this chapter there will be a further discussion of findings, by extending 'the body of evidence' (Visser, 1999) leading to outcomes of this research. This will allow linking of theoretical and methodological issues and linking key findings, research questions and reviewed literature. A concluding summary will demonstrate how the key findings provide a response to theoretical and methodological issues.

The tracking and monitoring of individuals and cohorts exceeds traditional measures of pupil test scores, to assessing the impact of the less obvious components that constitute the five well-being outcomes of the ECM agenda. Through the personalisation of learning and the

development of a common sense of purpose amongt staff, pupils' sense well-being are enhanced. In this way Balpet can be seen to offer inclusion to the already excluded (from mainstream schooling) and a re-engagement in education.

The tool designed to aid the assessment and impact of enhancing pupil's well-being provided data which allowed tracking processes to be developed from this research and consequently offers opportunity for staff at the school to identify areas where pupils require intervention or where practices at the school can be improved. The impact of any intervention must be related to progression or how the intervention speeds progress and enhances pupil well-being. It is through tracking the impact of interventions that the progress made can be identified and through reflection and modification, defines what extra or different future intervention is needed where progress is deemed unsatisfactory.

In order to identify how the individual elements of the tracking processes fit together, **Chart 9** -Balpet School ECM and Other Data Tracking Processes (page 208) provides a visual representation of the systems employed and developed at Balpet School. For Leadership and Management at the school to be effective in positively changing school culture in enhancing pupil well-being, impact must be identified in the improving progress made by the pupils with due regard to the five ECM outcomes. For a school to demonstrate a capacity to improve it must identify and act upon its strengths together with areas that require development. Chart 8 provides a clearly visual link between Well-being and other assessments leading to the tracking components and performance data. Staff at the school can at a glance see where each component fits into the assessment and tracking cycle and is intended to enhance a sense of common purpose to the data collection processes. This allows for a period of reflection and modification, to a point that allows strategic analysis and interpretation of data which can be intelligently and effectively utilised. Access to the data

generated within the school as a result of the developing tracking processes was granted by the governors of school for use in this research. Further discussion in this chapter will follow utilising all relevant data, on topics relating to the key findings and in particular focus on the Balpet experience of changing practice, assessment, tracking progression and making provision that allows for the improved well-being of pupils to be considered.

Chart 9 -Balpet School ECM and Other Data Tracking Processes
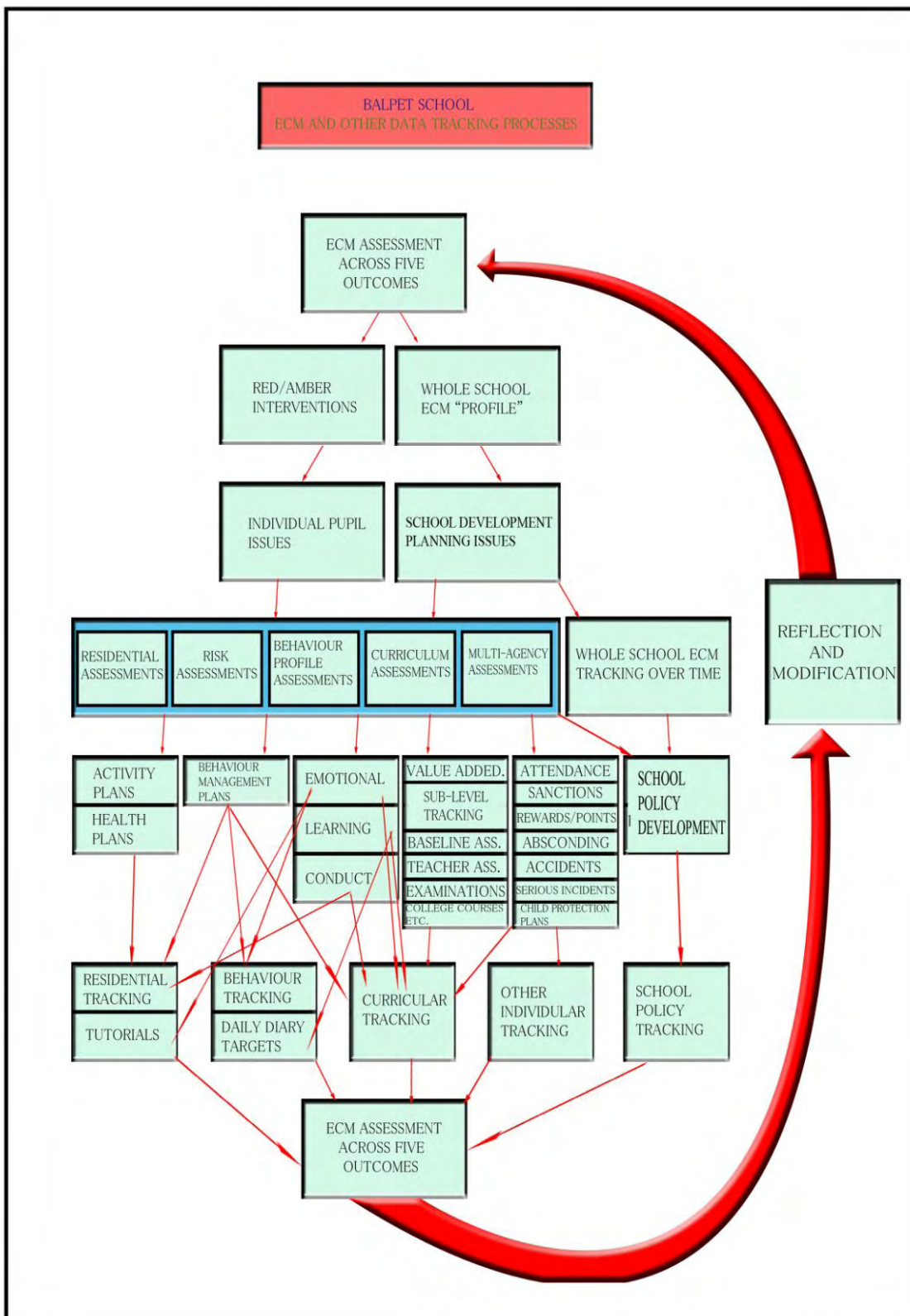
Well-being was placed at the heart of practice

Carr and Kemis(1986) consider action research concerns the:

- Improvement of practice
- Improvement of the understanding of practice
- Improvement of the situation in which the practice takes place

It is in the context of improvement of practice at Balpet School that this action research study takes place. The well-being outcomes were firmly set at the heart of the practices at the school over the two year study period. A major challenge was the unification of staff to this purpose so improvement in understanding of practice and situation could be established. The leadership style of the Head teacher was crucial to success in securing the development of the leadership team and acting on the data collected in this research . In order to develop school culture whereby staff are totally engaged in securing the progression of well-being of the pupils the leadership team must be 'on board' and equally share the vision. The Head teacher from the onset as a critical friend was fully involved in this research and utilised the analysis of data at each collection point. This would allow senior management to consider and develop school routines practices and procedures. He adopted a mixture of styles to suit circumstances that were pertaining at any particular stage. Often he employed a 'distributed leadership' style which allowed staff to show initiative, take an open approach and be spontaneous, at other times he would be more directing, task orientated defining responsibilities and actions.

The role and leadership of the Head Teacher together with the development of the leadership team were crucial to the change in school culture that evolved, whereby real data was intelligently used to focus on the well-being of pupils across the five outcomes of ECM. This view was endorsed by Ofsted (2008b) in the report of their inspection of Balpet School:-

Staff are totally committed to the care and well-being of the boys and encourage hard work, enjoyment and achievement. Good attendance and behaviour is promoted very effectively through rewards. Procedures to ensure health, safety and child protection are clear and regularly reviewed. Pastoral support and guidance is outstanding. The boys know which member of staff is acting as their personal mentor and are confident in approaching them about any problems. In this very supportive environment, the boys reach challenging targets. The school works very well with parents and other agencies to ensure that the boys make good progress.   Ofsted (2008b)

Illustrated in the following section is are just two examples of how well-being was placed at the heart of practice, the first through the use of well-being tracking data to enhance reporting and secondly how the desire by the school to intervene to improve the 'enjoy and achieve' outcome through a focus on the school's departmental work in mathematics. Included here is an extract from a Balpet report on Pupil 45, which was written by staff at the school for the Annual Review of his SEN statement. It is offered as an example demonstrate how reporting at the school has now moved to use evidence from assessments in the tracking processes to report progress. Not included are the traditional subject specific reports, though they are present in the full report what is intended is a focus on the use of less traditional measures as evidenced by the tracking processes arising from this research. **Table 37** (page 211) focuses on targets centered on the individual pupil and are derived from the 'Behaviour Profile' tracking process. The 'often' or 'always' judgments are extracted from the **'**1 to 6 rating descriptors' of the Pupil Behaviour Track. Key Tutors complete this section of the report and it reflects the work undertaken to support and improve the personal Conduct, Learning and Emotional Behaviours of pupil 45.

Table 37 - Behaviour Profile – Pupil 45	
Progress over last 12 months	Targets areas for forthcoming year
Conduct, Learning and Emotional Behaviours Worked on Include:- • Accept others point of view • If points are lost to accept it • Communicate your own feelings and not what others have to say • Stay calm and focussed in lesson/activity • Don't become wound up • Do not wander without permission • If in the wrong admit it and don't over react • Do not try to show off to impress others • Work on your own if needed • Speak at a reasonable level in class/unit • Ask questions which help you to understand the task • Do not become involved in others negative choices /actions Pupil 45 has made progress in all the above areas and records show he is **often** or **always** on track in relation to the positive characteristics of Learning, Conduct and Emotional behaviour.	Termly assessments by all teaching and residential staff highlight areas in Pupil 45's behaviour to be focussed on in the following term. Areas highlighted in his last assessment Include ;- • Is an effective communicator • Is socially aware • Seeks help where necessary • Is attentive and has an interest in schoolwork (Extract from Pupil 45 – Annual Review report)

Table 38 (page 212) provides the Every Child Matters commentary and is derived from the ECM tracking process. At the Annual Review meeting parents / carers who, may not be familiar with the ECM terminology, are given opportunity to comment on the school's work with their son on the five outcomes. Progress in the areas of 'Being Healthy,' 'Staying safe,' 'Enjoying and Achieving,' 'Making a positive Contribution' and 'Achieving Economic Well-being' are all discussed. Deficit areas are identified in order to be worked on in the forthcoming six months by the school and can be amended following the review meeting.

Table 38 – Pupil 45 Every Child Matters Outcomes:

1 Stay Safe	2 Enjoy and Achieve	3 Be Healthy
4 Positive Contribution	5 Economic Well-being	

Every Child Matters: Change for Children (DfES, 2004) set out the five outcomes that children and young people have a right to receive. At Balpet a colour coding system was agreed by staff to describe the level of intervention deemed necessary for each element of the five outcomes:-

- Where urgent intervention is needed (Coded RED)
- Where there are concerns intervention may be needed (Coded AMBER)
- Where there are no concerns (Coded GREEN)

Throughout the year staff have worked with Pupil 45 to help him make progress in any areas coded red or amber. Every six months an assessment is made and a plan of intervention put in place. Pupil 45 has responded well and areas for intervention highlighted in his last assessment include :-

- To plan a journey with adult help
- Focus on average attainment in some areas of the curriculum
- Emotional Maturity
- Occasionally needs periods of 1 – 1 supervision to be able to work or play successfully
- Occasionally intolerant of other groups
- Ability to cope with change
- Occasional verbal aggression
- Offending history
- Occasional anti – social behaviours
- Specific health/ medical needs
- Balance of diet
- Self esteem
- Occasional management of anger issues
- Smoking
- ADD/ADHD issues
- Drug or alcohol use

(Extract from Pupil 45 – Annual Review report)

Table 38 focuses on the wider context of pupil 45's journey and is evidenced from the Every Child Matters assessments and other Balpet tracking processes. Progress over the year in relation to learning across the residential aspect of the school is discussed. Attitudes towards expectations and boundaries are commented upon, along with any work undertaken with other agencies. For pupil 45 it was a productive year on many counts, in particular through intervention plans arising from the Every Child Matters assessments two key areas

stand out. Firstly, in relation to criminal activity 'Prior to coming to Balpet, Pupil 45 was involved in several criminal offences in his home area since he started his placement there has not been any reoccurrence of this nature' particularly important as 'there was a very real possibility at one point that the family were going to be evicted from their home due to Pupil 45's anti social behaviour.' Secondly on the medical front where issues of ADHD and Asthma are being addressed with joint work with the Child and Adolescent Mental Health Service which 'seems to have a calming effect and this together with the regime here, has enabled him to access and focus on the full education curriculum on offer.'

The second example of how well-being was placed at the heart of practice example concerns the desire to improve the 'enjoy and achieve' outcome can be seen by focus on Balpet School's work in Mathematics. An impact of analysis of the well-being data was the Leadership of the school released funds for the Head of Mathematics to take part in a national project involving the Qualifications and Curriculum Authority (QCA), an account of which was published as *Engaging mathematics for all learners* project. With 'Inclusion' as one of the themes it was decided to focus on mathematical concepts employed in out-of-classroom activities for use inside the classroom. Ollerton (2009) explores this 'theme of inclusion' citing his involvement in the project as a freelance consultant. Throughout the project he made visits to the school and his comments below, offer a view of Balpet school and progress in mathematics in particular, as an independent observer:-

> 'During the project I visited Balpet on four occasions and each time there was a composed and relatively informal air about the school yet, at the same time, a conviction amongst staff that the boys were there to learn and to succeed in their learning.'   Ollerton (2009)

The relevance to this research is that his experience offers a view to the changing culture at the school i.e. placing the well-being outcomes at the heart of practice. In this

example learning is placed at the heart of the school and the 'enjoy and achieve' outcome cuts across both teaching and residential aspects of the school:-

> 'An integral part of the success of this project was to work with evening support staff to explain how they could encourage the boys to gather information from the games they played, without this being perceived as an imposition on the boys' social time.'
>
> Ollerton (2009)

In this way 'working with 'real' data – data that is real to the students was considered to be an effective way of motivating pupils in their formal learning of mathematics.' Where they can see the role of mathematics in their daily lives consequently the boys at Balpet in learning new mathematical skills can see how the mathematics can relate to life beyond the classroom and be of lasting impact so enhancing their well-being:-

> 'To underpin the use of out-of-classroom activities the head of mathematics devised a theoretical model which connected together: the key processes defined in the new programmes of study for secondary mathematics, personal, learning and thinking skills and assessment of the boys' achievements against national curriculum level descriptions. These records are not only used for summative purposes but also formatively so the boys are kept well informed about their achievements and what their next steps might be.'
>
> Ollerton (2009)

Improvement in practice in the tracking of Learning, Conduct and Emotional Behaviours leading to a reduction of Exclusions and Restrictive Physical Interventions

In the review of literature the components of skilled teaching were evidenced by quotes such as 'teachers, specialist and support staff with the right skills are deployed in appropriate settings to support children with SEN. (DCSF, 2010a) or 'teachers, LSAs, careworkers: with appropriate values base, empathy, skills and knowledge; commitment to pupils; able to offer a broad and balanced curriculum and quality group and individual care. (Cole et al,1998).' Also that 'in the best providers, staff were highly trained, skilled and experienced, with a

comprehensive understanding of the needs of individuals and the community or group that the providers served (Ofsted, 2010a).'

Outcomes from this research tend to agree with quotes in the previous paragraph on several fronts. Teachers at Balpet were encouraged to establish positive relationships with the pupils as this helps the socially and emotionally vulnerable settle into the learning routines. Emphasis was placed on stimulating presentation of work in lessons to captures the boys' interest. The school sought to provide a suitable range of after school and evening activities to enable pupils to benefit by extending their experiences, or reinforcing what they have learned in other contexts. The school sought to ensure that pupils operate within a safe and secure framework where they feel valued as individuals.

Much consideration at Balpet in term of well-being has been focused on improved teaching and assessment, whereby pupil learning is seen as the process by which skills; attitudes, knowledge and concepts are acquired, understood, applied and extended. Teachers have noted in discussion surrounding this research, that children in the Balpet BESD classroom also learn about their feelings towards themselves, towards each other and towards learning itself. An agreed aim by the teaching team was that 'successful learning may result in confidence, pleasure and in a sense of achievement.'

Of particular importance from the well-being assessments was the increased awareness of the particular needs of the pupil in aiding good relationships with a class as a whole, as this was considered to reduce the number of possible disruptive incidents. Equally important was the promotion of an informed caring ethos. Teaching staff found that with children with emotional disturbance, an expectation of being caring towards each other may spread among the children and be of longer term benefit to the individual. The children may

have been upset by events in their lives over which they have little control, such as bereavement, a break up of the parents' marriage, parental unemployment or even sexual or physical abuse. The boys were deemed by the staff to need very sensitive and empathetic attention and indeed a great deal of help in order to express their feelings, to put them in perspective, to realise that their teachers and others care about them and to feel that they have tangible targets to strive for in their lives. The aim being that through more informed assessment, the quality of teaching and learning is improved to help children to take control of their situation and enhance their well-being. Ultimately the better the quality of teaching the more likely achievement will be good and progress will be made in well-being. Where well-being is not progressed or inappropriate behaviour unchallenged, there are likely to be increased risk of excusion from school and and increase of what DfES (2003c) terms 'restrictive physical interventions.'

Steer (2009) highlights the over-representation of pupils deemed to have Special Educational Needs in his analysis of statistics relating to school exclusions. This can be seen in the extract below:-

> Over the period 2003/04 to 2006/07, the rate of fixed period exclusions of pupils with statements of SEN has increased (in secondary schools) from five to six times that of pupils with no SEN; and the rate for pupils with SEN but without statements has increased from four to six times that of pupils with no SEN.
>
> (Para 6.30)

DCSF (2009a) highlighted key findings from exclusions data that showed regarding temporary exclusions 'Pupils with special educational needs were more likely to be temporarily excluded from school than their peers' and that pupils at 'School Action Plus were most likely to be excluded from school. Additionally pupils with 'behavioural, emotional and social difficulties were by far the most likely to be temporarily excluded.' In relation to permanent exclusions 'Pupils with behavioural, emotional and social difficulty were the most likely to be permanently excluded.' **Table 39** (page 217) demonstrates how exclusions at Balpet School were tracked between 2003 and 2008. The exclusions were

recorded each month to highlight any time related trends such as the higher rate of incidence in the months of November, December and January. This suggests the Christmas period is a particularly difficult time for the pupils. All pupils are admitted to Balpet School with a statement of SEN deemed to have SEBD and admission records show a general history of exclusion is a characteristic of the pupils prior to entry. It can be seen that fixed term exclusions at the school were on the increase between 2003 and 2005 prior to this research and the ECM assessment process. Between 2005 and 2008 fixed term exclusions lowered in relation to number of pupils and total days, as the ECM/Behaviour tracking processes have become more established at the school. However despite this positive reduction, with the exception of 2006-2007 at least one pupil tends to be permanently excluded from the school each year.

Table 39 - Balpet School Exclusions Tracking										
	Sept.	Oct.	Nov.	Dec	Jan	Feb	Mar	Apr	May	June	July
Pre – Well-being Tracking/ Initial Behaviour Tracking										
2003 -2004	0	7	0	13	29	41	6	0	2	26	0
Total Pupils - 12	Total Days	124	Permanent	1						
2004-2005	61	0	37	32	0	0	37	0	15	15	12
Total Pupils - 11	Total Days	209	Permanent	1						
Developing Well-being / Behaviour Tracking										
2005-2006	0	0	36	12	42	0	16	0	0	8	0
Total Pupils - 8	Total Days	114	Permanent	1						
During Well-being/ Behaviour Tracking										
2006 - 2007	1	6	21	7	20	0	0	0	0	0	0
Total Pupils - 8	Total Days	55	Permanent	0						
2007 - 2008	5	2	0	23	0	0	0	37	0	0	0
Total Pupils - 4	Total Days	67	Permanent	1						

Table 40 shows a breakdown of exclusions over a five year period following the development and embedding of the Well-being and Behaviour tracking processes.

Table 40- Balpet School Exclusions 2005-2010.

School year	Total number of pupils	Total number of days	Permanent
2005-06	8	114	1
2006-07	8	55	0
2007-08	6	77	2
2008-09	11	50	1
2009-10	4	21	0

It can be seen from the table above that the total number of days lost to exclusion has decreased year on year. Whilst the size of the school population has remained fairly constant, the decrease would suggest that the management of the children's difficulties has improved and their individual needs are better assessed and met with planned interventions having an impact for the majority of the population. It is interesting to note that the highest number of pupils excluded appears in the year 2008-09, with fifty days exclusion, a mean of 4.5 days per pupil is evident. In comparison in 2005-06 eight pupils were excluded for a total of 114 days, giving a mean of 14.25 days per pupil. This reflects the decrease in days lost to exclusion over the last five years. Again this suggests that the school is better able to meet the needs of the school population and the level of serious individual pupil misdemeanors have decreased, requiring less sanction.

The breakdown of exclusions over the last academic year shows four pupils excluded. Pupil A excluded for persistent disruptive behaviour (1x4 days), Pupil B for persistent disruptive behaviour and drug/alcohol abuse (1x4 days and1x2 days). Pupil C was excluded for assault on staff (1x4 days) and Pupil D for persistent disruptive behaviour (1x3 days and 1x4 days). Pupil D was declared unfit to attend Balpet School by a consultant psychiatrist and requiring different provision, following a reassessment of his unique needs as a direct result

of the school's concern and evidenced by it's in depth data and tracking systems. It is interesting to note that the impact of interventions at Balpet deviates from the trend highlighted by Steer (2009), whereby 'the rate of fixed period exclusions of pupils with statements of SEN has increased (in secondary schools) from five to six times that of pupils with no SEN.' Alongside the behaviours that lead to exclusion from school, Balpet also tracks incidents where restrictive physical interventions are required.

DfES (2003c) offered guidance to assist 'LEAs and special schools to respond appropriately in situations where the management of pupil behaviour requires the use of restrictive physical interventions.' Further stating that it was 'DfES policy that the use of force should be avoided wherever possible,' but accepting that there would be 'occasions where its use is necessary.' Citing Section 550A of the Education Act 1996, DfES (2003c) recognised that, 'in certain specific circumstances, necessary reasonable force can be used by teachers and others authorised by the head teacher to control or restrain pupils.' The circumstances that may apply where members of staff could restrain pupils were described as:-

> (1) A member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely :-
> (a) committing any offence,
> (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
> (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.
> Section 550A of the Education Act 1996, citied in DfES (2003)

DfES (2003c) also recommended schools adopt a system for monitoring the use of restrictive physical interventions in order to 'help staff learn from experience, promote the well being of children in their care, and provide a basis for appropriate support.' DfES (2003c) further advised schools that data gathered on 'trends and emerging problems should

be shared within the school using local procedures' and 'be reported on a regular basis to school governors.' In addition to a school's 'approach to restrictive physical intervention,' it was recommended they should regularly 'review risk assessment and management measures' as this would be an 'important contribution to informing future planning and improving day-today practice.'

In Balpet school's Behaviour Policy further examples are offered to help clarify the circumstance described in Section 550A of the Education Act 1996, where members of staff may restrain pupils. If a pupil 'attacks a member of staff or another pupil, also when pupils are fighting or is engaged in, or is on the verge of committing, deliberate damage or vandalism to property (including their own property).'Where a pupil is causing, or at risk of causing, 'injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.' Equally restraint should be considered if a pupil 'absconds from a class or tries to leave school (NB: this will only apply if a pupil could be at risk if not kept in the classroom),' a pupil 'persistently refuses to obey a direction to leave a classroom' or even if a pupil is 'behaving in a way that is seriously disrupting a lesson.'

Restrictive physical interventions in the Balpet Behaviour policy are described as 'a positive force in order to protect a pupil' and that it 'should be viewed as a last resort.' Further the 'manner of the physical control and the length of time that the control is maintained, needs to be proportional to the risk.' Staff are strongly advised that 'only the minimum force necessary should be applied' and that it 'is essential to have more than one member of staff present if physical control is to be used.' After any incident 'as soon as it is deemed safe the control should be relaxed, the pupil should be told afterwards why the control was necessary, and the circumstances must be recorded immediately in the major incident book.'

It is in this context that the tracking of incidents is undertaken and has developed as the Well-being/Behaviour tracking processes have become more established at the school. In this way 'trends and emerging problems' are shared and addressed as part of the relationship between tracking progression and making provision. Analysis of this data serves to enhance pupil progress, by highlighting areas for individual intervention, school improvement and supporting the schools' contribution to achievement of well-being outcomes.

Table 41 represents a breakdown of the number of physical interventions recorded at Balpet School for the years 2006/7 and 2007/8. Balpet records show the total number of physical interventions for the year 2005/6 as 143. If we consider the pupils present in both years 2006/7 and 2007/8 only, then the total interventions are 91 and 80 respectively. This suggests that there has been a gradual decline in the need for physical intervention the longer the pupil is at the school and throughout the timeframe of this research. Subsequent tracking of total major incidents has seen the downward trend continue to less than 80 in 2009/10.

Table 41 -Breakdown of number of Physical Interventions 2006 -2008

SCHOOL YEAR	2006/07	2007/08
NAME		
Pupil 19	4	0
Pupil 18	5	8
Pupil 14	7	6
Pupil 15	6	Left
Pupil 10	12	4
Pupil 12	24	7
Pupil 6	15	18
Pupil 8	3	2
Pupil 2	2	1
Pupil 11	1	2
Pupil 26	22	14
Pupil 7	1	6
Pupil 1	1	Left
Pupil 9	1	Left
Pupil 13	2	0
Pupil 30	1	1
Pupil 5	1	1
Pupil 28	1	3
Pupil 32	Not on roll	28
Pupil 31	0	1
Pupil 20	0	1
Pupil 37	Not on roll	1
Pupil 16	0	3
Pupil 29	0	1
Pupil 42	Not on roll	1
Pupil 27	0	1
TOTAL	109	110

The Personalisation of Learning is enhanced

In the review of literature it was highlighted that the DfES (2006a) vision of what 'personalised teaching and learning might look like,' where the focus is on *all* children experiencing an 'engaging curriculum that helps them to develop the knowledge, skills, understanding and attitudes they need to thrive throughout their lives.' It was argued that this was to be achieved through an approach to personalised learning which is more structured and responsive to each child's learning, so that all 'pupils are able to progress, achieve and participate.' The authors stressed that the personalising of learning would require a renewed focus on the skills of teachers and support staff and much more attention given to analysing

and using data. The DfES (2006a) report advocates the need for better assessment, 'whether *of* learning or *for* learning' that will promote the progress of every child and young person.'

A major challenge to practice at Balpet school brought about by data collected in this research was the need to focus attention on the 'Enjoy and Achieve' and 'Personal Contribution' Outcomes as they were highlighted as presenting greatest difficulty in the progression of well-being of the pupils. Engagement with subject leaders to consider the analysis and use of the data, led to a shared understanding that their teaching should enable the pupils to see that what takes place in a particular classroom is not something which only exists in the classroom. The intention was twofold, initially to enable positive impact on the boys' enjoyment, attitudes and achievement with no one particular aspect taking predominance and also as highlighted in the review of literature, DCSF (2008d) the personalisation of learning, leading to more effective use of resources committed to intervention that can strengthen the central ethos at the school by a shared commitment to personal success for all.

The desire for personalisation was to be developed initially surrounding curricular assessments made for the components of the National Curriculum. Pupils' attainment assessed against the national curriculum levels would be recorded in the existing pupils' individual pupil tracking sheets. It became the responsibility of curriculum co-ordinators to maintain portfolios for their subject area as an evidence base. Through staff meetings a policy was agreed whereby each National Curriculum level would be divided into three sub-levels. Level 1a is considered to be towards the top end of Level 1, 1b is in the middle of the level and 1c considered at the lower end of level 1. The same would apply for level 2, level 3 and so on to level 8. Evidence was sought in terms of pupil portfolios of work of what constituted level 1a, 1b, 1c and so on to validate the assessments. The work and assessments

would be reviewed on an annual basis, through a moderation process with the intention of making the system more robust and in an attempt to cease or limit the propagation of any errors.

The Balpet School assessment policy sought to answer the question - *How Do We Make Assessment Effective?* Their answer comprised of several key elements and concluded that ongoing assessment will only be effective when 'previous assessment data has been gathered (if any available) and acted upon' together with a clear understanding of 'what our pupils know, understand and can do in all areas of their learning.' It was felt important to 'ensure pupils know what they are supposed to be learning, what they have achieved' and how they can improve by regularly providing 'pupils with opportunities to reflect and talk about their learning and progress.' It was deemed essential that a range of assessment methods were utilised 'confidently and appropriately eg, observing pupils, asking questions, listening, assessing pieces of work, and administering tests and through baseline assessments carried out in learning extension.' Assessment was considered effective if the learning environment was organised 'in a way which enables us to carry out planned assessments and to recognise and act upon any unexpected achievements of pupils.' Assessment strategies which enable the school to recognise when pupils have difficulties or are not making progress should be established as a priority and assessments should be used 'to decide what to do next with individuals, groups of pupils or the class/unit.' The assessment policy recognises 'that all learning need not be assessed' and that all adults working in the learning environment should be 'confident and clear about their role in the assessment process.' Adults should also be able to 'communicate significant information about pupils' and apply the systems agreed within the school consistently in the learning environment.

How the assessment policy works in practice is now explored. All subject areas are expected to contribute to the track of academic progress for pupils. Through the use of nationally produced data DCSF (2009b) it is now feasible to extrapolate performance at age x years to what it should be at age y. **Table 42** below shows the Balpet analysis of the number of pupils it considers to be on or off track for the core national curriculum subjects of Mathematics, English and Science.

Table 42 – Balpet Core Subjects – Number of Pupils on/off Track.

Subject	On track		Off track		Awaiting Assesment	
	March Report	June Report	March report	June Report	March Report	June Report
Mathematics	23	28	5	0	3	2
English	16	27	2	2	14	3
Science	15	25	2	2	14	3

The awaiting assessment column refers to pupils for whom only one assessment has been made and who are consequently awaiting their second assessment to determine whether they are on or off track. The two pupils who are identified as being off track (June Report) both started in the current school year and comparison is explored between Balpet assessment levels and that of the levels provided by their previous school. There appears difficulty in determining the accuracy of a school's previous assessments. The ability to check the veracity of assessments prior to a pupil's arrival at Balpet is an indicator of the potential for propagation of error such as the type described by Gorard (2009). If the original school's assessment was over generous, the on track line will always be above the kind of progress that Balpet can realistically make. As an example for pupil 19 discussed in the previous section, where curricular reports from his previous school indicated he was operating at low levels of the National Curriculum, predominantly level 2 for all subjects with Science the exception at level 5. Balpet would wish to check the accuracy of the Science assessment, if it

is correct then why is it three levels higher his other subject, if it was incorrect then a valid assessment is required to differentiate work accordingly.

The importance of error in relation to the measure of attainment and achievement is not only an issue for the individual pupil but also for the school in terms of effectiveness. Ofsted (2008a) assume that because a pupils' primary SEN is behaviour and not learning difficulty, then achievement should be equal to that of their peers eg Balpet year 9 pupils should be achieving Level 6 and securing GCSEs within the A*-C range. The following **Table 43** however provides the average national level curriculum levels for each group of Balpet pupils.

Table 43 – Core Subjects (Range and Mean) NC Sub level Assessments by Year Group

Year group	English		Maths		Science	
	Range	Mean	Range	Mean	Range	Mean
7	3b-4b	4c	4b-5c	4a	5c-5c	5c
8	2c-3b	3c	3c-6b	4c	2a-4a	4c
9	2c-4a	3b	4c-4a	4b	3a-5b	4a
10	3b-5c	4b	3a-6c	5c	3c-6b	5c
11	2b-5c	3a	4c-5a	5c	4c-6b	5c

This data has significant impact on the kind of curriculum on offer established for the majority of our pupils at Balpet. The year 9 mean is 4c which suggests after nine years at school the average rate of progress is 2.5 sub-levels of the national curriculum per year. If these assessments are projected to the final year 11at Balpet, these year 9 pupils should progress a further 5 sub levels to 5a, where the expected mean would be level 8. In Ofsted terms, the school's attainment is likely to be graded inadequate and achievement may be satisfactory from an inspector understanding of the school's context.

The following system was adopted by Balpet school utilising DCSF (2008d) guidance in ensuring developing systems were robust in two ways to 'manage the flow of data' and in making 'best use' of the information provided:-The national data set DCSF (2009b) shows

approximately a quarter of pupils make four levels of progress from Key Stage 2 to Key Stage 4, but a percentage make progress of **only two levels or less.** Analysis of Balpet data, over the last five years, shows that by the time pupils are admitted to Baliol they fall into the latter category. The process of tracking curricular progress and intervention can be described as follows:-

On Entry To School

➢ Use baseline assessment to highlight current level and highlight likely future attainment

➢ In addition, use any other pupil records to set end – of – key – stage targets

➢ Set termly progress targets

➢ Establish preferred learning style and utilise 'Success Maker' computer -based learning system where appropriate.

Termly
➢ Adapt lesson plans to set sufficiently challenging work

➢ Work scrutiny to check suitability

➢ Analyse progress – actual vs predicted

➢ Target pupils 'off track' and apply interventions.

➢ Revise targets if appropriate

Yearly
➢ Assess through use of adapted NfER tests

➢ Track scores and NC Sub Levels by completing progress charts

➢ Target pupils 'off track' and apply interventions.

➢ Revise targets if appropriate

End – Of – Key Stage
➢ Use appropriate end of Key stage tests at KS 3

➢ Use of nationally accredited qualifications at KS4

In this way regular assessment of the attainment as an element of well-being of pupils to check expected progress can be made and monitored. Projected levels can be targeted as examplared in **Table 44** for Mathematics. The baseline assessment on entry to Balpet highlights a pupil's current level and is used to consider future attainment. The baseline tests

have been used by the school over the last five years, following collaborative work with officers of the Local Authority and are considered by the school to provide reliable and accurate assessments. Projections are made based on the mean sub level scores of the individual, to where the pupil would be at end of year 11, if they had remained on the same trajectory and not attended Balpet.

Table 44 - Mathematics Tracking/ Projections

Name	Pre - Balpet Years	NC Sub	Total Sub	Average Sub per Year	Projected Year 11		At Bapet Years	Jul'10 NC Sub	Average Sub per Year	Projected Year 11
Year 10										
Pupil	7	**4c**	10	1.4	**5a**		3	**5b**	1.33	**6c**
Pupil	7	**3c**	7	1	**4b**		3	**4a**	1.66	**5b**
Pupil	8	**3b**	8	1	**4a**		2	**5c**	2.5	**6c**
Pupil	8	**4b**	11	1.3	**6c**		2	**5b**	1.5	**6c**
Pupil	8	**3c**	7	0.8	**4c**		3	**4c**	1	**4b**
Pupil	9	**3a**	9	1	**4b**		2	**4b**	1	**4a**
Pupil	10	**2a**	6	0.6	**3c**		1	**4c**	4	**4a**
Pupil	10	**6b**	17	1.7	**7c**		0	**6b**	1.7	**7c**
Year 9										Year 10
Pupil	8	4c	10	1.25	5c		1	4c	0	4b
Pupil	7	3c	7	1	4b		2	4c	1.33	4a
Pupil	8	4c	10	1.25	5c		2	4a	1	5c
Pupil	8	3c	7	0.8	4c		1	4b	4	5c
Pupil	9	4c	10	1.1	4a		0	4c	1.1	4b
Pupil	9	4c	10	1.1	4a		0	4c	1.1	4b
Year 8										Year 9
Pupil	7	3a	9	1.3	5b		1	4b	2	4a
Pupil	5	4b	11	2.2	8c		3	6b	2	7c
Pupil	7	2a	6	0.8	3a		1	3b	2	3a
Pupil	8	3a	9	1.1	4a		0	3a	1.1	4c
Pupil	8	3b	8	1	4b		0	3b	1	3a
Pupil	8	3c	7	0.8	4c		0	3c	0.8	3b
Year 7										Year 8
Pupil	6	4c	10	1.6	6a		1	4b	1	4a
Pupil	6	4c	10	1.6	6a		1	5c	3	5a
Pupil	7	3b	8	1.1	4a		0	3b	1.1	3a

As indicated in the review of literature, Cassen and Kingdon (2007) suggested that students with BESD in mainstream schools are already falling below national targets for numeracy and literacy. Tracking literacy and numeric skills enables the school to challenge underachievement in not only identifying a pupil who is falling behind a national expectancy of it, but then to uncover why this might be and what should be done about it. This is of key importance in terms of well-being as it enables the child or young person to grow in self worth, show enjoyment and achieve well at school. As a result of the analysis of data collected as presented in Tables 15 to 19, the management of Balpet decided it was essential to focus intervention in addressing the development of literacy and numeracy. The establishment of what is called 'Learning Extension' whereby pupils' special educational needs in terms of literacy and numeracy are addressed. Here provision characteristically 'additional to and different from that which is available for all pupils within the school's normally differentiated curriculum,' DfES, (2001) are implemented.

Learning Extension seeks to address the needs of individual pupils through structured programmes of work taught outside the classroom. This necessarily means that close links need to be maintained between those members of staff involved with Learning Extension, class teachers et al. The evidence which has been used to identify pupils for Learning Extension opportunities will be made available to class teachers who should take this into account when differentiating their own lessons. Close monitoring of pupil progress is undertaken by members of staff involved with Learning Extension under the guidance of the SENCO, with ongoing notes made on pupils' response to particular activities as well as their progress and areas for further development. These records are made available to all teachers and residential learning staff, who use the information to link appropriate learning opportunities to pupils' current attainment and learning strengths. As Steer (2009) indicates activities 'should be varied, purposeful and appropriate to meet the needs of all students.'

The SENCO and the pupils' teachers decide on the personalised action needed to help the pupil to progress in the light of their earlier assessment. This includes the ability to provide different learning materials or special equipment whilst at the same time introducing some group or individual support. It is crucial to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness and to undertake staff development and training aimed at introducing more effective strategies. Access to LA support services for one-off occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

The tracking process developed from this research enabled the following judgement to be derived at the last inspection:-

> Though standards are low because of boys' learning difficulties and/or disabilities, achievement is good. There is always a strong focus on literacy and numeracy in learning. Every opportunity is taken to promote interest in reading and writing and this has resulted in very good progress in reading

<div align="right">(Ofsted, 2008b)</div>

Accreditation Opportunites were improved

In the review of literature TDA (2007) was cited as offering a definition of personalised learning, whereby it was argued that 'personalised learning' involved a 'focus on individual progress,' so that 'learners' capacity to learn, achieve and participate' was maximised.' In this way it would be possible to support and challenge 'each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives.' As a result of this research in highlighting a threat to pupil well-being as level of attainment and achievement then focus at the school was directed towards the accreditation opportunities on offer to the sample population. This intervention would allow opportunity

for learners to be supported to achieve national standards and gain the skills they need to thrive and succeed throughout their lives.

As highlighted in the review of literature the Learning and Skills Act (2000) dealt with the approval of qualifications for learners below the age of nineteen years by the Secretary of State for Children, Schools and Families. Many accredited opportunities exist so care needs to be taken to ensure relevant and appropriate qualifications are accessible to pre sixteen year olds. Analysis of the Achieving Economic Well-being and the Enjoy and Achieve assessments, demonstrated that accreditation needed to be increased so greater opportunities would exist for learners more diverse personal pathways to be recognised, enjoyed and achieved. As Ofsted (2008b) highlighted:-

> The school has extended the range of **accreditation opportunities** considerably since the last inspection. For instance, older boys have recently started courses on GCSE physical education, National Vocational Qualifications in construction skills and a wide variety of other courses offered by colleges and training providers.
>
> (Ofsted, 2008b)

The development of accreditation opportunities and individual learning pathways for pupils in the sample coincided with the arrival of the Qualification Credit Framework (QCF). With the QCDA (2010) a 'new way of recognising achievement through the award of credit for units and qualifications' and the foundation learning tier (FLT) wider 14–19 and vocational qualifications (VQ) reform programme, sharper focus would fall on the accreditation arrangements.

The intervention to focus on progression of practice in relation to matching accreditation opportunities to the particular needs of the individual pupil is a direct outcome of this research. It served to challenge the leadership and management of the school to ensure that in the changing national landscape of testing and examination posed by DCSF (2007b), it should not be the only reason for schools to offer a broad and balanced curriculum. Prior to this research the school worked to the requirement under Section 351 of the Education Act

1996, for a school to provide a balanced and broadly based curriculum which 'prepares pupils for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life.' As an outcome of this research a greater focus is given to tracking the personal pathways of the children and young people leading to appropriate accreditation that matches their personal developmental needs and aspirations. As described in review of literature, DCSF (2008a) guidance advocates that 'curriculum content and experiences should be carefully sequenced to build on previous learning' in order to emphasise 'personal development and essential life skills', thus improving achievement of the well-being outcomes. This is evidenced by the quote below:-

> The school has developed a good curriculum which is in the process of even further development. Boys enjoy especially the chances to learn through practical experiences. All the boys gain a good number of external awards and national accreditations of subjects during their time at this school.
>
> (Ofsted, 2008b)

Well-being outcomes are also enhanced by ensuring that pupils have access to work related learning. Work-related learning is concerned with those planned activities that use work as a context for learning or illustrate aspects of working life. The school; encourages innovative approaches to work-related learning in order to motivate pupils and to raise standards. The accreditation of pupils' achievements in work-related learning has an important role to play in supporting the pupil on his life long learning journey. Balpet School's policy on work-related learning describes how opportunities provided by such learning experiences contribute to improved outcomes by improving 'educational standards through using contexts that improve motivation and attainment for all pupils.' The relevance of well – judged provision is essential in ensuring that 'pupils follow courses and programmes which are appropriate to their longer term aspirations and needs.' In matching provision to personal need improvement should be seen in the transition of pupils to adult and working life, supported by increased understanding of the world of work and its demands.

Ultimately Balpet hopes that work – related learning provides increased access and choice for all its pupils as they continue their lifelong learning journey in society.

The development of work related learning at Balpet included establishing a set of responsibilities for key staff, which would help to ensure how work related learning would function in practice. A senior member of staff was identified to be responsible for the management and co-ordination of the various aspects of work-related learning, such as the range of activities in each key stage along with the systems to secure balance, progression and continuity. How the effectiveness and benefits of work-related activities were to be measured, monitored and evaluated also fell under the responsibility of the senior member of staff. Individual subject staff were to be responsible for ensuring that their schemes of work would contribute to work-related aims, by identifying the types of relevant activity at appropriate points in the schemes of work. In addition the subject staff were also responsible for identifying appropriate learning outcomes, skills, attitudes, concepts, knowledge with relevant strategies to achieve them.

Developments of provision and practice, when combined with the changing educational landscape in terms of curriculum and accreditation, mean there is need for appropriate and robust assessment to ensure improved outcomes and wellbeing for all the Balpet pupils. Prior to this research accreditation was considered to be of the traditional academic type such as the General Certificate in Secondary Education (GCSE) in such subjects as Mathematics, English, Science, Art (Short) and Physical Education. For those pupils where GCSE was deemed inappropriate then Entry Level Certificate (ELC) in subjects such as Mathematics, Science, Geography, ICT Functional Skills, English and Modern Foreign Language were on offer. Subsequent to the ECM assessments at the heart of this

research vocational accreditation opportunity have developed in response to the mapping of individual needs and aspirations of the pupils.

Table 45 (page 236) shows the accreditation of year 11 pupils for 2008 and 2009. It can be seen from the table that through the focus on curriculum development and individual learning pathways accreditation has progressed. Accreditation opportunities for pupils have developed with more courses on offer in 2009 than there were in 2008:-

National Vocational Qualifications (Level 1) offered in 2008
- Motor Vehicle Maintenance
- Catering
- Food Preparation
- Land Based Studies

National Vocational Qualifications (Level 1) offered in 2009
- Welding Construction Skills (Open College North West) Full Level 1
- Art Bronze award
- Health and Safety (Open College North West) Level 1 Cert
- Multi-skilled hospitality (City & Guilds)
- Drug Awareness (NCPE)
- Certificate in Exercise Studies
- Improving Learning Fire Brigade
- Job search skills
- The four courses on offer in 2008

National Vocational Qualifications (Level 2)
- Food Safety RSPH
- Certificate in Creative Craft
- Emergency First Aid Appointed Persons

In this way it can be seen that interventions have had a positive impact on the 'enjoying and achieving' outcome. In developing accreditation opportunity to match pupil choice the 'achieve economic well being' outcome (preparedness for the future aspect) is also enhanced as Ofsted (2008b) observed:-

> The school works effectively with outside agencies to ensure the boys' welfare and there are very strong links with other schools and colleges. For instance, all boys in Year 10 and Year 11 attend colleges regularly to undertake vocational training courses which include construction skills, car mechanics, catering, outdoor pursuits and sports-related courses. These factors contribute to boys becoming well prepared for the future
>
> (Ofsted, 2008b)

Balpet school has demonstrated it is prepared to adapt provision in order to meet different and wider accreditation needs of pupils' year on year from the onset of this research. Key Stage 4 pupils had increased opportunity to attend colleges regularly to undertake vocational training courses on two days per week from September 2010 as opposed to the one day on offer previously.

Table 45 - Accreditation 2008 Year 11 Pupils

Pupil	GCSE				Entry Level Certificate				
					OCR				AQA
	Maths	Science	Art Short	ICT Short	Maths	Science	Geog	ICT	English
7					2	2	1	2	2
4	E	E	E	G	3	2	2	3	3
9					2	1		3	
5					2	1	1	1	
20	F	F	G		3	1	2	2	3
21					2			2	2
3	E				3	2	2	1	2
2	F		G		3	1	2	2	3

Pupil	NVQ's Level 1			
	Catering	Land Based	Food Prep	Motor Vehicle
7				
4	√			
9			√	
5	√			
20	√			
21				
3		√		
2	√			√

Accreditation 2009 Year 11 Pupils

Pupil	GCSE				Entry Level Certificate					
	Maths	Science	Art Short	PE	Maths	Science	Geog	ICT	English	MFL
23	√	√	√		√	√	√	√	√	√
19		√			√	√	√	√	√	
13					√	√		√	√	
27	√	√	√	√	√	√	√	√	√	
22					√	√		√	√	
28	√	√		√	√	√	√	√	√	

Pupil	NVQ Level 1							NVQ Level 2	
	Welding Construction Skills OCNW Full Level 1	Health and Safety OCNW Level 1 Cert	Multi Skilled Hospitality City&Guilds Full Level 1	Drug Awareness NCFE	Motor Vehicle Main. Full Level 1	Improving Learning Fire Brigade	Job Search Skills 1 Credit	Food Safety RSPH	Emergency Fitst Aid Appointed Persons
23	√	√	√	√	√		√	√	√
19	√	√	√	√				√	√
13	√	√	√	√				√	√
27	√	√	√	√			√	√	√
22	√	√	√	√				√	√
28	√	√	√	√		√		√	√

Confusion Surrounnding the Nature/Definition of Behavioural Emotional and Social Difficulties is reduced through clear focus on well-being elements that require intervention

In the review of literature the history of the development of the term BESD was seen to provide a window on the lack of clear definition and by implication clear understanding. It was argued that for effective multi - agency assessment in order to establish meaningful interventions that help these children and young adults overcome the barriers they face and improve their well-being clarity is needed. The definitional uncertainties described in the literature culminated in DCSF (2008a) moving to a working definition of BESD issuing revised guidance on educating children and young people with BESD. The guidance sought to update the description of BESD as covering a wide range of SEN including:-

> 'children and young people with emotional disorders, conduct disorders and hyperkinetic disorders (including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and children and young people whose behavioural difficulties may be less obvious, for example those with anxiety, who self harm, have school phobia or depression, and those whose behaviour or emotional well-being are seen to be deteriorating' (paragraph 54)

Within the review of literature uncertainty surrounding the definition of BESD was undertaken, demonstrating how such uncertainty can lead to confusion over its use and in so doing has implications for achieving well-being progression in accurately describing a starting point from which to track progression. In terms of this research it was argued that if confusion surrounds the recognition, assessment and prevention of BESD' then this will impact on how progress can be measured in relation to the five well-being outcomes and in terms of the tracking of progress in behavioural traits. Through the use of the tool designed to aid the assessment and impact of the less obvious components that constitute the five

outcomes of the Every Child Matters agenda, clear focus on the elements that need intervention is achieved in order to enhance pupil's well-being.

Table 19 (page 168) demonstrates a track of Balpet Well-being Profiles over the data collection phase by placing those elements of ECM assessed as greater than 66% in rank order. The changing nature of the school population serves as a challenge to leaders at all levels to track and use the data effectively to intervene and set conditions to ensure improved outcomes for all pupils. Over the observation period twenty six different elements appeared in the rank orders out of a possible sixty one elements and aids in identifying aspects of BESD that need intervention to enhance well-being, for those children and young people in the sample. Thus in terms of the sample population the all embracing DCSF (2008a) definition of BESD can be more precisely expressed as children and young people who:-

> Struggle to cope with change, have low self esteem, poor motivation, are emotionally immature finding difficulty forming relationship with adults in authority and their peers. Levels of initiative are low with level of anxiety high displaying difficulty managing anger, resulting in displays of verbal aggression, physical violence and sexually explicit language often indulging in risk taking behaviours such as smoking and drug / alcohol use requiring the need for supervision. Negative attitudes are evident towards play, learning, other learning opportunities, school, authority and the wider community. The level of achievement, attainment, literacy skills, ability to travel independently and engagement in enrichment activities fall below those of children of a similar age.

The impact of the tracking of behaviour to improve well-being varied across the population and behaviours.

This research suggests it is possible to develop a tracking process which informs staff of action necessary to maximise the progress of pupils with BESD. It is crucial that data collected is based on rigorous and objective assessment in order to establish a baseline from which to track progress so that any errors are not propagated. The effect of a suitably robust

tracking process is that it can accelerate, support and inform multi-agency teams in meeting the needs of children and young people with BESD. However analysis of the data suggests whilst some pupils make progress in improving behaviour and hence well-being others do not. An example of the conflicting outcomes is evidenced by consideration of the Balpet journey's for Pupil 23 and Pupil 18.

Pupil 23 joined Balpet at the start of year 9, curricular reports from his previous school indicated he was operating at National Curriculum level 3 or 4 for most subjects with literacy, numeracy and language skills within the average range. Prior to his arrival at Balpet, further reports from his previous schools suggested his poor behaviours can be traced back to his pre – school years and evidence of undergoing assessments from different agencies since age of two and a half years. Pupil 23 started at Balpet following a periods at Secondary School, a Pupil Referral Unit, work with Child Adult Mental Health Service (CAMHS) and a history of informal warnings but no cautions or convictions from the police.

 Pupil 23's objectives from his SEN Statement prior to entry to Balpet were as follows:-

- To continue to develop his ability to attend and concentrate for longer periods
- To develop confidence and self esteem
- To continue to develop ways to express emotions
- To continue to help him to deal with and adapt to change in routines

Pupil 23's track is a visual representation of his particular journey through Balpet school with regard to aspects of learning, emotional and conduct behaviour Each track has an upward trend towards the green area, with a noticeable upward spike between terms 3 and 4, followed by a downward trend over the next two terms, with a return to generally upward movement towards green by his final term 8. Overall, the track for Pupil 23 demonstrates an 'upward trend' for Learning, Conduct and Emotional behaviour. His scores generally indicate a move towards the green band which suggests that he is 'on track' and progressing to 'always' or

'often' in relation to the positive characteristics of Learning, Conduct and Emotional behaviour. His academic achievements on leaving Balpet were as follows:-

Qualification	Date	Result
GCSE Maths	June 2009	Grade E
ELC English	May 2009	Level
ELC Maths	May 2009	Level 3
ELC Science	May 2009	Level 3
GCSE Science	June 2009	Grade E
Functional Skills ICT	June 2009	Level 1
ELC Geography	May 2009	Level 2
ELC ICT	May 2008	Level 3
ELC French	May 2008	Level 1
NVQ Level 1 – Motor Vehicle Maintenance	May 2009	Pass
NVQ Level 1 – Hospitality	May 2009	Pass
NVQ Level 1 – Health and Safety	May 2008	Pass
NVQ Level 2 – Basic Food Hygiene (10 credits)	December 2008	Pass
Appointed Persons First Aid (10 credits)	February 2009	Pass
Drugs Awareness (10 credits)	April 2009	Pass
Job Search Skills (10 credits)	May 2009	Pass

Since Pupil 23 left Balpet follow up visits by LA staff have confirmed he is employed at a garage and training to become a car mechanic and had recently received an apprenticeship award for excellent progress. Overall this suggests interventions were positive and successful with progress in well-being achieved.

Pupil 18 also joined Balpet at the start of year 9, as with pupil 23 curricular reports from his previous school indicated he was operating at National Curriculum level 3 or 4 for most subjects with literacy, numeracy and language skills within the average range. Prior to his arrival at Balpet, reports from his previous schools suggested his poor behaviours can be traced back over several years with a marital split in the family home. Pupil 18 also started at Balpet following a periods at Secondary School and a Pupil Referral Unit, with and a history of informal warnings but no cautions or convictions from the police.

Pupil 18's objectives from his SEN Statement prior to entry to Balpet were as follows:-

- To develop coping strategies to develop his anger and frustration
- To continue to develop his basic literacy and numeracy skills
- To increase his self-esteem and develop a positive self image
- To make learning progress in basic skills at a rate that is appropriate to his age and ability
- To make progress across all subjects of the National Curriculum
- To benefit from good home/school liaison

Pupil 18's behaviour track, however demonstrates a latterly 'downward trend', showing that from Term 5 after a relatively stable period his scores have moved towards the red bands which signals that he is 'off track' and 'rarely' or 'not at all' demonstrating the positive characteristics of Learning, Conduct and Emotional behaviour. The start of this downward trend coincided with a turbulent period in pupil 18's life, with his mother who he and his younger brother lived with receiving support from various agencies regarding alcohol related issues. In his final year at school his attendance decreased and a fire in the family home necessitated yet more multi-agency support for the family. Pupil 18 did not appear in school for much of his last term and missed his examinations. Since Pupil 18 left Balpet follow up visits by LA staff have confirmed his downward trend continued to the point where he was serving a custodial sentence. This suggests that the impact of the multi-agency intervention was inadequate and well-being for Pupil 18 was not progressed.

Analysis of **Table 36** (page 203) showed equally diverse results within each of the behavioural categories. 'Emotional' and 'Learning' had similar proportions of the population obtaining upward and downward trends and showing lowest level of consistency in terms of trends, but still high at 68.3% receiving the same value. However most amount of correlation in triggers is observed, with 63.6% receiving consistent values 'Learning' has greatest separation across trends with 61% upwards and 36% downwards and the largest difference is mean score which was consistent with greater proportion of upward trends. The highest proportion of 'Green' is observed in 'Conduct' alongside lowest proportion of 'Red' with the 'Emotional' group contains highest proportion of 'red.' Each

category showed an overall downward trend, with higher mean final scores than initial. Caution should be taken in looking at the effects of interventions as they should not be judged solely by looking at the outcomes in particular points in time, it may be that the interventions have not had enough time to take effect or there may be other reasons that have caused that effect to take place. This view is highlighted by Merret (2006):-

> The effects of interventions into work situations cannot be evaluated simply by looking at outcomes. It is not only what is done to alter conditions of work, but how it is done, by whom and with what accompanying information, as well as the perceptions of such changes by those directly affected by them that are important.
>
> (page 146)

Further limitations of Action Research pertaining to this study will be considered in Chapter Seven.

Chapter Seven

Conclusions and Recommendations

<u>***Conclusions relating to research aims***</u>

This chapter will argue that the tool developed through this research has positive potential in measuring the progression made by pupils and thus the impact of the interventions made to promote the individual pupil's well-being. In the review of literature uncertainty surrounding such issues as well-being, assessment, intervention and progression of the child deemed to have BESD, were considered along with uncertainty of name/definition of BESD. In this way the respective elements of the tool could be developed following what Hart (2005) describes as 'an analytical evaluation of the research of your topic.' This was seen as essential in developing the research process as regards what action needed to be taken when considering an appropriate research design and choice of method. This research is deeply set in the social world of Balpet school, consequently great care was taken to ensure ethical protocols were adhered to, as it is inevitable the data gathering and analysis would impact on the lives of others at the school. It was argued that if a school is to play a major role, as part of a multi-agency team in securing progress in well-being for complex and vulnerable children against the five ECM outcomes it must develop to as high a standard as possible the tools, mechanisms and systems to monitor that progress. Thus the tool developed in this research would assist in achieving the aim of allowing a school to effectively intervene early in any key areas of concern in order to have the greatest, positive, efficacious and lasting impact on individual well-being.

Evidence of impact was presented in Chapter Six, through focus on the tracking and progression processes surrounding the findings identified in Chapter Five. School Culture was seen to have altered placing well-being at its core, creating a common sense of purpose

amongst those working and living at the school. The personalisation of learning was enhanced together with the emergence of systems to track and enhance 'well-being'. More informed self evaluation led to whole school improvement and the further enhancement of school policies and practice.

In the review of literature an underlying theme of uncertainty pertaining to current thinking within the field of BESD was the difficulty of name /definition compounded by changes in legislation. As demonstrated there is a changing and extensive range of terminology used to describe children and young people deemed to have such difficulties. Through accurate and rigorous assessment and with appropriate consideration of the relevant components that constitute the five outcomes of the ECM agenda, this research suggests the individual BESD pupil's well-being and learning needs can be addressed in order to intervene to achieve greatest impact.

Evaluation of Research Design

The choice of design was based on the desire to achieve coherence between the aims, questions and theoretical framework of this research. From the onset the adoption of an interpretive methodological stance with a largely qualitative methodology was espoused. Through analysis of the data the researcher became acutely aware of the divide between quantitative and qualitative research on how, if and when to engage with each. As the data primarily was in the form of words or images e.g. red amber and green charts, the choice of qualitative methodology was correct, with relevant aspects subsequently quantified.

As the data gathered centered on the lives and social realities of a vulnerable group of children by the consideration of tracking processes, validity was addressed in that it reflected 'truth' for the Balpet pupils was real and covered essential elements for intervention to ensure

progression and positive outcomes. The reliability of the assessment tool was positive in that variation of results arose from the elements being measured at each time of use and not from the instrument itself. Rater reliability was evident on the whole where pupils were assessed over time by the same Key Staff. Where a member of staff may have left the school and a new key tutor was appointed to a pupil then a period of induction and relationship building was required before assessments were completed.

It was argued in Chapter Four that by adopting an action research model this researcher was able to discover insight into the problems and issues of the children and young people that attend Balpet school and therefore aid more effective analysis, through obtaining an accurate understanding of the Balpet pupils. Therefore, in terms of this research study, action research was deemed a practical approach to the professional inquiry required to answer the research questions posed. This research concerns the professional actions of people who are carrying out their duties, and seeking to understand and improve their actions from the inside. Thus this research in seeking to answer the research questions brought about by the improvement of practice; the improvement of the understanding of practice and the improvement of the situation in which the practice takes place.

Walsh, D. and Downe, S. (2006) discussed the quality and robustness of qualitative research developing a check list for analysing qualitative research to decipher how effective a qualitative research project (and therefore its findings) is. They disseminated qualitative research projects into key stages. The stages are shown below and were not considered at the outset of this research but are reproduced here as an example of the components of an evaluation process for this type of research:

- Scope and Purpose
- Design
- Sampling and Strategy

- Analysis
- Interpretation
- Reflexivity
- Ethical Dimensions
- Relevance and Transferability

Each of the above stages are specifically addressed in previous chapters of this thesis with justification given to each, however Reflexivity has not been addressed to any depth so will be considered here. From within each of these stages '*Essential Criteria*' can be identified to assist in evaluation of the research. For example in the 'Design' stage Walsh and Downe (2006) suggest that the 'data collection strategy is apparent and appropriate' and should be shown to be in effective qualitative research projects. The next step is to establish '*specific prompts.*' Walsh and Downe (2006) suggest prompts such as, 'justification for sampling strategy' help deem qualitative research as either good or bad quality.

Clifford and Marcus (1986, cited by Walsh and Downe 2006) highlight the need for 'researcher reflexivity' when conducting qualitative research. This author's own view is that this is particularly true for qualitative research obtained from Action Research methods. As the research has been performed in the researcher's own professional environment it is necessary to reflect on the role of the researcher to try and sustain a level of neutrality. Through the acknowledgement of any prior presuppositions the researcher may possess, this helps to omit any researcher bias from the overall research project.

Schwandt (1997) states that researcher reflexivity is:-

> 'An acknowledgement of the inquisitor's place in the setting, context and social phenomenon he or she seeks to understand and a means for a critical examination of the entire research process.'

> (Schwandt (1997), cited by Kleinessaser (2000) pg 155)

Researcher Reflexivity represents a process of learning about and evaluating self as a researcher. Kleinsasser (2000) argues that this in turn creates deeper, richer meanings about

'personal, theoretical and epistemological aspects of the research question.' Kleinsasser (2000) believes that qualitative researchers engage in reflexivity as they believe it will result in 'good', effective data. Through the process of reflexivity the limitations of this research can be identified and will be discussed more fully at the end of this chapter.

Answers to research questions in light of findings

The focus of this thesis is researching the tracking of well-being of pupils who are deemed to have Behavioural, Emotional and Social Difficulties (BESD). As discussed in the review of literature the meanings of the terms 'well-being' and 'BESD' are not always agreed within the literature and the thesis explores the problematical nature of their use. As a result of utilising the analysis of data from this research, Balpet was able challenge its practices and effectiveness to improve outcomes for many but not all of its pupils. Evidence was gleaned through a focus on assessment, intervention and tracking of progression of well-being to validate the improving situation for a particularly vulnerable group of children and young people.

Also highlighted in the review of literature was that little research has been published on how schools can measure progression of well-being and no studies were found that do so with respect to children and young people with BESD. Citied were studies of the sort undertaken by Grimley et al, (2004) considering the development of a scale for assessing pupils' emotional and behavioural development. This focussed on the assessment of groups of pupils in the classroom rather than on the progression of the individual. Understanding and determining the level of service a child deemed to have BESD requires is difficult, particularly when historically different agencies and professionals use different definitions and descriptions of what constitutes BESD. It was argued that attempting to meet the needs of every child it is essential that issues surrounding effective provision, practice, assessment,

intervention and tracking the progression of well-being for such pupils must be accurately identified. Thus the issues raised in this review of literature centred on the ongoing development of a tracking process to monitor young people's progress in well-being elicited the research questions:-

1) What effect will a tool designed to aid the assessment and impact of the less obvious components that constitute the five outcomes of the Every Child Matters agenda have on enhancing pupil's well-being?

2) Does the tracking of conduct, emotional and learning behaviours of pupils deemed BESD, help a school to target interventions that allow pupils to overcome individual barriers to learning and make progress in enhancing their well-being?

In seeking answers to these questions the position adopted by this researcher was one intended that dependable solutions to the problems in enhancing progress in well-being of the sample population are arrived at through planned, systematic, collection, analysis and interpretation of data. In Chapter 4 it was suggested that the view of Walliman (2006) in describing the anti-positivist/subjectivist as suggesting that 'reality and truth as the product of individual perception with multiple realities shared by groups of people' be applied here. It was also argued that Positivism is not suited to modern 21st century research problems; 'Positivism is dead. By now it has gone off and is beginning to smell' Byrne (1998), so a solely positivistic stance was not adopted in this research. It was argued that as the focus of this research surrounds a modern 21st century school, then it warrants more of a mixed methods approach.Thus a largely interpretivist epistemological position was adopted in seeking subjective meanings to the social actions of those involved in this research.

In answer to Question (1) in relation to the effect a tool designed to aid the assessment and impact of the less obvious components that constitute the five outcomes of the Every Child Matters agenda has on enhancing pupil's well-being. Analysis of the data collected allows for a picture of Balpet School to be established at six monthly intervals in relation to

the well-being of the sample. Representations of the data were established and these provided a clearly visual display of assessments undertaken. Reading the charts horizontally provided a record for each pupil, from which the individual intervention plans were constructed. Reading the chart vertically for each element provided a picture of that element in a 'whole school' context. Analysis of each column in turn allowed a well-being profile of the school in relation to the ECM outcomes to be established and provide focus for targeted intervention on whole school issue of well-being. Findings were established in relation to the effect and impact the tool had on enhancing pupil's well-being as:-

- *Well-being was placed at the heart of practice*

- *The Personalisation of Learning is enhanced*

- *Accreditation Opportunites were improved*

- *Confusion Surrounnding the Nature/Definition of Behavioural Emotional and Social Difficulties is reduced through clear focus on well-being elements that require intervention*

The findings here highlight the potential benefits that the use of the tool has in tracking and monitoring of individuals and cohorts beyond traditional measures of test scores has to pupil progression of well-being. Through accurate assessment of the less obvious components that constitute the five outcomes of the Every Child Matters agenda pupil's wellbeing and learning needs can be addressed. The personalisation of learning that ensues is enhanced and inclusion is promoted to the already excluded from mainstream schooling thus helping to achieve progress in well-being.

In answer to question 2 regarding whether the tracking of conduct, emotional and learning behaviours of pupils deemed BESD, helps a school to target interventions that allow pupils to overcome individual barriers to learning and make progress in enhancing their well-being is less clear. The tracking of behaviours in the method employed in this research does allow for

interventions to be targeted, however the impact of such interventions in terms of efficacy is open to debate.

As the behavioural mean scores are calculated and then plotted 'Behaviour Tracks' giving clearly visible indications of trends over time are established. This provides early identification where certain pupils may be performing better in some settings than others and importantly through further investigation determines 'why'. As described in the presentation of data the behaviour track is overlaid onto a green, amber and red scale, as a visual guide to consider 'behavioural patterns' and any 'on track' or 'off track' trends. Analysis of this data provides a trigger for investigation and the need for any intervention. Individual targets are discussed with the pupils in fortnightly tutorials with their key staff and the targets monitored to impact on the pupil's progress at a personal level. At cohort level analysis provides 'indicators' for the leadership and management of the school as points of challenge to practice. Upon consideration of the data any systemic interventions that may be required are identified, resourced and acted upon.

Findings were established in relation to the tracking of behaviour and associated interventions as:-

- *Improvement in practice in the tracking of Learning, Conduct and Emotional Behaviours leading to a reduction of Exclusions and Restrictive Physical Interventions*

- *The impact of the tracking of behaviour to improve well-being varied across the population and behaviours.*

In terms of an efficacious and lasting impact evidence suggests that assessment and tracking allows for interventions to help achieve desired effects for some pupils but not all and that lasting impact cannot effectively be measured in the timeframe of this research.

Implications of findings

This research highlights the potential benefits that tracking and monitoring of individuals and cohorts beyond traditional measures of test scores has to pupil progression. Through accurate assessment of the less obvious components that constitute the five outcomes of the Every Child Matters agenda pupil's well-being and learning needs can be addressed. The analysis of such data informs teachers and schools' self evaluation, effective collaboration with other agencies and at the same time school culture can be altered to the positive creating a common sense of purpose amongst staff. The personalisation of learning that ensues is enhanced and inclusion is promoted to the already excluded from mainstream schooling, thus helping to achieve progress in well-being, a re-engagement in education and life long learning to be achieved.

The Department for Education (DfE, 2011)) new standards for teachers that will take effect from September 2012, having implications in ensuring that those working in the domain of this research are better able to meet the needs of the children and young people they teach. The well-being tool developed in this research together with the behaviour tracking process will be of use in equipping teachers' with data they will require to help meet the new standards, in particular Standard 5 and Standard 7. This will be of particular importance not only in meeting the needs of children and young people but also because the standards are not subject to formal consultation and will apply to all teachers, irrespective of their stage in their career. In addition the standards will be linked to new performance management arrangements whereby teachers' pay based on classroom results, head teacher

reviews and external appraisals as opposed to teachers' own previous qualifications and experience.

Standard 5 requires teachers to adapt their teaching to the strengths and needs of all pupils by:-

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.   (page 6)

Standard 7 requires the management of behaviour effectively to ensure a good and safe learning environment, where teachers should:-

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

In terms of the implications of this research for Balpet school the analysis of the data provided greater understanding of the relationship between tracking progression of well-being and making provision for a very vulnerable group of children and young people. In particular analysis of the data was used to drive and inform Balpet School's self evaluation

process and strategically address issues of school effectiveness. In this way three strands of the Ofsted (2009) inspection framework were able to be addressed:-

- Balpet School's track record in improving provision and outcomes for pupils since the last inspection.
- The quality of whole school self evaluation
- The effectiveness of leadership and management in tackling weaknesses and overcoming barriers to improvement.

Of particular significance was that by tracking and monitoring of individuals and cohorts beyond traditional measures of pupil test scores to include assessing the impact of less obvious components that constitute the five outcomes of the ECM agenda pupil's well-being and learning needs can be and were addressed. Not only was analysis of the data by teachers and school leaders utilised to inform self evaluation, but it was also used to promote inclusion to the already excluded from mainstream schooling and foster a re-engagement in education. To this end the core purpose of Balpet School was revisited by the Senior Leadership Team and in turn the full staff group. It was deemed necessary following consideration of well-being to simplify the purpose and at the same time to identify success criteria highlighting when the core purpose had been realised by the pupils. The resulting core purpose and success criteria are reproduced here:-

> The core purpose of Balpet School is to provide personalised, high quality, teaching/ learning and care experiences in a safe and secure residential environment for vulnerable boys deemed to have BESD. This achieved by ensuring that all pupils have the opportunity to become successful learners, confident individuals and responsible citizens.

The success criteria were as follows:-

- Pupils' poor attainment prior to entry to the school is halted and improved

- Pupils' well-being is improved so that barriers to learning are removed

- The provision of a caring, supportive and stimulating environment that encourages

    pupils' civic participation

- Pupils are supported and encouraged to adopt healthy lifestyles

- Pupils are re – engaged on the journey of lifelong learning

Any new questions that may have arisen

Listed here are possible future research questions which have arisen as a result of this research:-

- How does the tracking of a school's contribution to the achievement of the ECM outcomes leading to pupil well-being effect school improvement?

- In the current changing educational climate with the emphasis on achievement, what is an effective relationship between assessment for learning of the individual and the need to assess for whole school accountability?

- At points of transition in a pupil's educational journey, is it possible to 'backtrack data' effectively to provide quality assurance, given the need to evidence pupil improvement irrespective of starting point and capabilities and to ensure any errors are not propagated?

- Over recent years significant changes in practice, policy and provision for children and young people with behavioural, emotional and social difficulties have taken place, challenging the traditional view of teacher and school. How well placed are teachers and schools to adapt to further changes and practice in meeting the holistic needs of the child or young person over the next twenty years?

- When Children or young people leave the provision of a school similar to Balpet at age sixteen years, what services are in place, and how effective are they in supporting the child or young persons complex individual needs on the next stage of their life – long journey?

This researcher is currently involved in a follow up small scale study based on five year 11 pupils, from this research sample, that left Balpet in the summer of 2009. Working with a Senior Educational Social Worker and two Educational Social Workers of Norire Local Authority, meetings with the parents and pupils took place three months after leaving school to track progress. Telephone communication took place after six months, with follow up meetings planned after successive twelve month periods. Following review a similar exercise is planned over the coming year for a new sample group and to track progress of the existing

group. It is hoped lessons can be learned and findings will aid discourse for a possible larger longer term inquiry on services and practice, for similar children and young people across the Local Authority.

Limitations and Conclusion

The first and main critique felt by this researcher was the lack of time that was able to be spent as an independent observer of the research and the research population. As the research was conducted in the author's own practice other work commitments threatened the continuity of rigorous data collection and analysis. The validity of the research that has been gathered could also be questioned. Action research was carried out in an area very close to the parties involved. For this reason it could be argued that it is inevitable there will be a level of researcher bias in certain stages of the project, such as data collection and analysis. However without the prior involvement of the researcher in the research environment the vulnerable research sample would have been difficult to access and identify with.

The specific research methods were used and developed whilst the research process was ongoing. This means that the researcher did not initially have a high level of expertise of research methods to draw on when conducting the research and skills were learnt via what can be termed as 'on the job' training. This may mean the reliability of the research could be threatened as the author's previous experience of the issues involved in the research were viewed through the eyes of a practitioner in the field of BESD and not through the eyes of a social researcher, who may view the issues differently.

Merrett (2006) states that The Hawthorne Effect is frequently referred to by researchers to 'account for unexpected outcomes,' that are believed to have been caused by the fact subjects involved in a study have become aware that they are part of an experiment or research project. As a result of this these specific participants are receiving extra attention

from the researcher. Merrett (2006) argues that an individual's reaction to, and definition of a situation they find themselves in is 'indispensable' to a full understanding of social action and social relationships. In terms of this research it was paramount to ensure the students attending Balpet School were unaware they were involved in any research to ensure a true measure of their reality was achieved. This aspect was considered when developing the research design and research methods with the approval of Head teacher and Governing Body sought and granted to access the school as a location for this research.

As the research took place in one school and the research sample was fairly limited in size, as Merrett (2006) also suggests that there may be dangers associated with relying too heavily on 'the perceptions and behaviours' of a small, limited number of individuals. Winter (cited in Cohen et al, 2000) highlight the problem of interpreting data in action research whereby, 'the action research/case study tradition does have a methodology for the creation of data, but not (as yet) for the interpretation of data. Cohen et al (2000) suggest the problem for 'Winter is how to carry out an interpretive analysis on restrictive data, that is data which can make no claim to be generally representative.' The results shown in this research study maybe true for the children and young people of Balpet, pupils from other schools may possess very different behaviours and social realities, so the conclusions and findings found are not generalisable. As this research is set in the social world of a school and not in the closed, controlled world of a laboratory, the data cannot be regarded as robust as other factors, other than those considered in this thesis may have contributed to their production. Indeed other sources of data such as staff meetings and discussions with senior managers were utilised and implied but were not specifically referred to in the research account.

In this study it has been suggested that the tool developed through this research has positive potential in measuring the progression made by the pupils at Balpet School and thus on the impact of the interventions made to promote the individual pupil's well-being.

However as this study centres on practice in one special school and on the limitations highlighted to this point, it is on reflection perhaps more appropriate that the study should best be viewed as a 'case study,' rather than an attempt to develop robust and exportable assessment and intervention processes. Neither should it be considered as an attempt to establish unequivocal links between assessment and outcomes. Due to the uniqueness of character of the research setting and context there will be limitations on how the findings should be interpreted for use in other educational contexts. The claim that the outcomes data presented in this study leading to the changes evident in for example, Balpet school practice and culture, cannot be wholly or totally attributed to the interventions generated from the new assessment processes advocated here. Whilst the well-being assessment tool was devised for use in the particular Balpet context, for the purpose of the tracking of well-being of a particular group of pupils who are deemed to have BESD, caution should and must be exercised as to its validity and reliability for use in other settings.

It is not intended that this research has produced understanding that has truth for all, but it is intended that this study is open to scrutiny and as such may aid strategic discourse between those working with children and young people deemed to have BESD. It is hoped that understanding in this 'Balpet' situation in endeavouring to improve the well-being of a vulnerable group of children and young people, can be offered to other interested parties to consider in their situation, albeit with the limitations such as relevance and those of the assessment tools and associated interventions as highlighted in the previous paragraphs of this section.

To conclude represented here is a sample of expressed interest received following wider discourse of aspects of this study, through forums such as conferences of the Social, Emotional and Behavioural Difficulties Association (SEBDA) multi–professional

association. At its 57th National Annual Conference in March 2010, this researcher was invited to run two workshops as part of the 'Good Practice in SEBD –*Challenges and Celebrations'* theme for the conference. The focii of the workshops were based on this study under the title 'Gathering and using evidence of progression across the ECM for pupils with BESD*.'*

> 'I work in an FE college and we often get students who have had severe behavioural issues and some that are still being looked after because of these issues. My colleague and I have for a long time been looking for something which would flag up which of these students are at risk from dropping out of their courses and we feel that your red amber green system linked to ECM would really help.'
>
> (Further Education Tutor)

> 'I am head of a LA school which is in a difficult area and is currently in difficulties. I would like to try and use this system to target interventions in an attempt to improve behaviour within the school in the hope of improving achievement. Here is the 'ask'. You gave us a copy of the red, green and amber criteria that you use for Be Healthy and I wondered if you had anymore for the other ECM sections and if so would you be happy for us to look at them and maybe adapt them to meet our circumstances.'
>
> (Head teacher)

> 'I work for X County's home and Hospital tuition Service and also X County's Children's Services. Your work on gathering evidence of progression across ECM is fascinating and links very clearly to the work I am involved with. The clear track of a pupil's journey against RAG is really illuminating. Next term I intend discussing what you demonstrated both with my HHTS and my SEN managers. I intend to start recording against the 5 outcomes and their descriptors. At some point I would very much like to take up your offer to visit and improve my understanding.'
>
> (Local Authority Officer)

> I am working with X on a research project about the relationship between teachers and students and PE specialists at KS3. X showed us the ECM Tracker you have developed and I was wondering if you could send me a copy of the grid and information on how you elicit the colour graphs that X also shared.
> I also do some work with a virtual academy who predominantly provide an education opportunity for hard-to-reach learners, those with medical conditions and those for whom the mainstream system has failed. I mentioned your tracker to them and they too are interested in trying it with their young people in an online learning environment. Naturally if you were to permit use, then you would be accredited as the originator and I can assure you in no way would it be converted into a commercial tool/venture for a profit. The use would be purely in-house. In fact we could possibly collaborate and research its impact in a virtual school.
> Do come to me about any of the above, if you would like some further information. I have attached a press release about the research project we are undertaking with X as Consultant. If you would like more info about the virtual school – do come back to me.
>
> (Senior Lecturer, SEN and Inclusion at a British University*)*

Reference List

Assessment Reform Group (2002), *Testing, Motivation and Learning*. Cambridge: University of Cambridge Faculty of Education.

Audit Commission (2002), *Special Educational Needs: A Mainstream Issue*. London: Audit Commision

Balls, E. (2008a),Unpublished Letter (September) to Headteachers from Secretary of State for Children, Schools and Families. London: DCSF.

Balls, E. (2008b), Unpublished Letter (October) to Headteachers from Secretary of State for Children, Schools and Families. London : DCSF.

Balpet School, Self- Evaluation Form For Special Schools (2006) **,** *Balpet School, Unique Reference Number (URN): xxxxxx.* Created 03/06.

Balpet School Mission Statement (2007), *An official statement of the aims of the school*. Norire

Balpet School Vision Statement (2007), *Balpet perception of future developments.* Norire

Balpet School Statement of Values (2007), *Balpet's view morals, principles and beliefs.* Norire

Balpet School Statement of Purpose (2007), The reason for which the school has been established and exists.' Norire

Balpet School, Self- Evaluation Form For Special Schools (2008) **,** *Balpet School, Unique Reference Number (URN): xxxxxx.* Created 10/01/08.

Balpet School Development Plan 2009/10 (Created 2009). Norire

Barnes, P. (2008) 'Multi-agency working: what are the perspectives of SENCOs and parents regarding its development and implementation?' *British Journal of Special Education*, Volume 35, Issue 4, pp230- 240.

Beresford, P. (2003) http:www.publications.parliament.uk/pa/cm200203/cmselect/cmhealth/570/570.pdf, Accessed April 2011

Black,P. & Wiliam, D. (1988) *Inside the Black Box: raising standards through Classroom Assessment* London: School of Education, King's College.

Bryman, A. (2008) *Social Research Methods* (3rd Ed.). Oxford: Oxford University Press.

Boddy, J., Potts, P. and Stratham, J. (2006) *Models of Good Practice in Joined – Up Assessment: Working for Children with 'Significant and Complex Needs'.* Thomas Coram Research Unit: University of London.

Boxall, M. (2002) nurture Groups in Schools: Principles & Practice. London Sage
Publications.

Byrne, D (1998) *Complexity Theory and the Social Sciences: An Introduction.* London:
Routledge

Carless, D. (2007) 'Conceptualizing pre-emptive formative assessment". *Assessment in
Education: Principles, Policy and Practice,* Volume 14, Issue 2, pp.171-184

Carr, W. Kemmis, S. (1986) *Becoming Critical: education, knowledge and action research*
Lewes: Falmer

Cassen, R., Kingdon, G. (2007) *Tackling Low Educational Achievement.* York: Joseph
Rowntree Foundation.

Cheminais, R. (2006) *Every Child Matters: A Practical Guide for Teachers* London:
David Fulton.

Children Act (2004) (c.31)   http://www.opsi.gov.uk/acts/acts2004/ukpga_20040031_en_12
.Accessed January   2007

Cohen, L., Manion, L. and Morrison, K. (2000). *Research Methods in Education* (5 th
Ed.). London: Routledge Falmer.

Cole, T., Visser, J. and Upton, G. (1998), *Effective Schooling for Pupils with Emotional
and Behavioural Difficulties,* London: David Fulton.

Cole, T., (2006) 'Patterns of effective provision for pupils with emotional and behavioural
Difficulties: the English experience.' In Cooper, P., Hunter – Carsch, M., Sage, R.
and Tiknaz, Y. (2006), *The Handbook of Social Emotional and Behavioural
Difficulties,* Ch.31 London: Continuum.

Colley, D., (2009) *Nurture groups in secondary schools* Emotional and Behavioural
Difficulties, Volume14, Issue 4, pp 291 – 300

Cooper, P. (1996) 'Giving it a name: The value of descriptive categories in educational
approaches to emotional and behavioural difficulties', *Support for Learning*,
Volume11, Issue 4, pp146-159

Cooper, P. (1999) *Understanding and Supporting Children with Emotional and
Behavioural Difficulties.,* London: Kingsley publishers.

Cooper, P. and Whitebread, D. (2007) *The effectiveness of nurture groups on student
progress: evidence from a national research study,* Emotional and Behavioural
Difficulties Vol. 12, Issue 3, pp 171 - 190

Coventry Children and Young People's Strategic Partnership (2008)
http://www.coventrycypsp.org.uk/ccm/navigation/common-assessment-
framework/ Accessed July 2008

Daniels, H., Visser, J., Cole, T., and de Reybekill, N. (1998) *Emotional and Behavioural
Difficulties in Mainstream Schools.* Research Report RR90, London: DfEE.

Data Protection Act (1998)
    http://www.opsi.gov.uk/acts/acts1998/ukpga_19980029_en_1Accessed 2007

Department for Children, Schools and Families (DCSF) (2007a) *Special Educational Needs/ Learning Difficulties and Disabilities Self – Evaluation framework,*
    http://www.standards.dfes.gov.uk/primary/features/inclusion/sen/self-eval
    Accessed 10/01/08

Department for Children, Schools and Families (DCSF) (2007b) *The Children's Plan: building brighter futures,*
    http://www.dcsf.gov.uk/childrensplan/downloads/The_Childrens_Plan.pdf
    Accessed 10/01/08

Department for Children, Schools and Families (DCSF) (2008a) *The education of Children and Young People with Behavioural, Emotional and Social Difficulties as a Special Educational Need,*
    www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpo
    licies/**besd**guidance/ Accessed May 2008

Department for Children, Schools and Families (DCSF) (2008b)
    Children's Trusts: Statutory guidance on inter-agency cooperation to improve
    well-being of children, young people and their families,
    http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00346/,
    Accessed July 2009

Department for Children, Schools and Families (DCSF) (2008c) *Personalised Learning   - A Practical Guide,*
    http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails
    &PageMode=publications&ProductId=DCSF-00844-2008& Accessed 10/11/08

Department for Children, Schools and Families (DCSF) (2008d) *Management
     Information Systems (MIS) and pupil tracking: developers' guidance*
    www.standards.dcsf.gov.uk Accessed February 2009.

Department for Children, Schools and Families (DCSF) (2008e) *Delivering 14 – 19 Reform: Next Steps,*
    http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode
    =publications&ProductId=DCSF-00805-2008 Accessed June 2009.

Department for Children, Schools and Families (DCSF) (2009a) *Children with Special Educational Needs 2009: An Analysis*
    www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml Accessed November
    2009.

Department for Children, Schools and Families (DCSF) (2009b) *Progression Guidance 2009- 2010: Improving data to raise attainment and maximise the progress of learners with special educational needs, learning difficulties and disabilities.*
    http://nationalstrategies.standards.dcsf.gov.uk/node/190123 Accessed 2009.

Department for Children, Schools and Families (DCSF) (2010a)

Breaking the Link Between Special Educational Needs and Low Attainment:
Everyone's Business Accessed June 2010

Department for Children, Schools and Families (DCSF) (2010b)
   Behaviour and Education Support Teams Working in Partnership.
   http://www.dcsf.gov.uk/best/about_BEST/index.cfm Accessed February 2010

Department for Children, Schools and Families (DCSF) (2010c)
   Improving Parental Confidence in the Special Educational Needs System:
   An Implementation Plan
   https://www.education.gov.uk/publications/standard/publicationDetail/Page1?DCSF-
   00265-2010 Accessed July 2010

Department for Education (DfE) (1994a) *The Education of Children with Emotional and*
   Behavioural Difficulties, Circular 9/94, London: DfE.

Department for Education (DfE) (1994b) *Code of Practice: on the Identification and*
   Assessment of Special Educational Needs. London: DFE.

Department for Education (DfE) (2011) *Support and Aspiration: A new approach*
   To Special Educational Needs and Disability A consultation
   http://www.official-documents.gov.uk/ Accessed 2011

Department for Education and Employment (DfEE) (1997) *Excellence for all children:*
   Meeting Special Educational Needs Green Paper
   http://www.achieveability.org.uk/files/1270740065/dfes-excellence-for-all-children-
   2001.pdf Accessed 2010

DfES (2001), *Special Educational Needs Code of Practice.* London: DfES.

DfES (2003a) *Data Collection by Type of Special Educational Need – ref: DfES/0539/2003*
Nottingham: DfES.

DfES (2003b) *Every Child Matters*, London: HMSO

DfES (2003c) *Guidance on the Use of Restrictive Physical Interventions for Pupils with*
   Severe Behavioural Difficulties - ref:LEA/0264/2003 Nottingham: DfES.

DfES (2004a), *Every Child Matters: Change for Children in Schools,* London: DfES.

DfES (2004b) *Removing Barriers to Achievement: The Government's Strategy for SEN*
   DfES0117/2004 Nottingham: DfES.

DfES (2005a), *Common Assessment Framework for Children and Young People: Impact*
   Assessment. London: DfES.

DfES (2005b), *Schools White Paper :Higher Standards, Better Schools for All -*
   MoreChoice for Parents and Pupils, London: DfES.

DfES (2005c), *Maximising progress:ensuring the attainment of pupils with SEN*. London: HMSO.

DfES (2006a) *2020 A Vision for Teaching and Learning*. Nottingham: DfES.

DfES (2006b) *Technical Guide to Contextual Value Added 2006 Model*. http.www.dcsf.gov.uk/performancetables/schools_06/GuidetoCVA21Dec06.doc, Accessed 25/4/07.

DfES (2007) *Making Good Progress: How can we help every pupil to make good progress at school?* Nottingham: DfES.

Downing, J. A. (2007) *Students with Emotional and Behavioral Problems, Assessment, Management and Intervention strategies.* Ohio: Pearson Education Ltd.

Economic and Social Research Council (2005) *Research Ethics Framework.* www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Images/ESRC_Re_Ethics_Frame_tcm 6-11291.pdf Accessed January 2007

Education Act 1981 (c.60), http://ww.legislation.gov.uk/ukpga/1981/60/contents Accessed January 2007

Education Act 1996 (c.56), http://www.opsi.gov.uk/acts/acts1996/ukpga_19960056_en_1 Accessed January 2007.

Evans, J., Harden, A., Thomas, J. and Benefield, P. (2003) *Support for pupils with Emotional and Behavioural Difficulties (EBD) in Mainstream Primary Classrooms: a Systematic Review of the Effectiveness of Intervention.* London: EPPI-Centre, Social Science Research Unit, Institute of Education.

Farrell, P. (1995) *Children with Emotional and Behavioural Difficulties: Strategies for Assessment and Intervention.* London: Falmer Press.

Farrell, M. (2006) *The Effective Teacher's Guide to Behavioural, Emotional and Social Difficulties.* London: Routledge

Giddens, A. (2006) *Sociology 5th Edition* Cambridge: Cambridge Polity Press.

Good Practice in Educational Research Writing (2000). http://www.bera.ac.uk/files/guidelines/goodpr1.pdf Accessed 2007

Gorard, S., Roberts, K. and Taylor, C (2004) *Combining Methods in Educational Research.* Berkshire, McGraw-Hill Education.

Gorard, S. (2009) *A case against school effectiveness,* www.education2.bham.ac.uk/documents/staff/gorard_s/School_effectiveness_paper3. pdf Accessed July 2009.

Grimley, M., Morris, S., Rayner, S., and Riding, R. (2004) *Supporting School Improvement: the development of a scale for assessing pupils' emotional and behavioural development,* Assessment in Education Volume 11, Issue 3.pp.273 - 298

Gulliford, R. (1992) *Special Educational Need.* London: Routledge

Hargreaves, E.(2007) 'The validity of collaborative assessment for learning'*, Assessment in Education: Principles, Policy and Practice*, Volume 14, Issue 2, pp.185-199

Harlen, W. (2005) 'Teachers' summative practices and assessment for learning – tensions and synergies'*, The Curriculum Journal*, Volume 16, Issue 2, pp. 207 – 223

Hart, C. (2005) *Doing a Literature Review: Releasing the Social Science Research Imagination.* London: Sage in association with the Open University.

Halsey, H., Johnson, A., Martin, K., Gulliver, C. and Kinder, K. (2005), *Evaluation of Behaviour and Education Support Teams*. Research Report RR70.London: DfES.

Howard, P. (1999) 'Accepting Diversity: refocusing interventions over EBD.' In Visser, J. and Rayner, S. (eds.) (1999) '*Emotional and Behavioural Difficulties: A Reader.* Staffordshire: QED.

Kleinsasser, A. (2000) *Researchers, Reflexivity and Good Data: Writing to Unlearn.* Theory Into Practice Volume 39, Issue 3, pp 155 – 162.

Lamb, B. (2009a) 'Lamb Inquiry Review of SEN and Disability: *Report to the Secretary of State* www.dcsf.gov.uk/lambinquiry, Accessed September 2009

Lamb, B. (2009b) 'Quality and Clarity of Statements: *Report of the Lamb Inquiry to the Secretary of State* www.dcsf.gov.uk/lambinquiry, Accessed September 2009

Learning and Skills Act (2000) www.opsi.gov.uk/acts/acts2000/ukpga_20000021_en_1 Accessed January 2010.

Lloyd, G., Stead, J. and Kendrick, A. (2001) *Hanging On In There: A Study of Inter - agency Work to Prevent School Exclusion in Three Local Authorities.* London: National Children's Bureau

Mental Health Foundation (2002) *The Mental Health Needs of Children with Emotional and Behavioural Difficulties*. London: MHF.

Merrett, F. (2006) *Reflections on Hawthorne Effect.* Educational Psychology Volume 26, Issue 1, pp 143 -146.

Munro, E. (2010) *The Munro Review of Child Protection: A Systems Analysis* http://www.education.gov.uk/munroreview/downloads/TheMunroReviewof ChildProtection-Part%200ne.pdf, Accessed May 2011

National Foundation for Educational Research (2007) Position Paper on Assessment http://www.nfer.ac.uk/nfer/publications/99904/99904_home.cfm?publicationID=364 &title=NFER%20position%20paper%20on%20assessment%20(2007) Accessed 2008

Newton, P.(2007) "Clarifying the purpose of educational assessment". *Assessment in Education: Principles, Policy and Practice,* Volume 14, Issue 2, pp.149-170.

Norire (2006a), *Policy Statement on Integrated Working in Localities.* Norton: NCC

Norire (2006b), *Children and Young People's Plan* 2006 – 2009. Norton: NCC.

Norire (2008), *Children and Young Peoples Service* Norton: NCC.

Nurture Group Network (2010) http://www.nurturegroups.org/ Accessed March 2010

Ofsted (1996) *Balpet School Inspection Report.* London: Ofsted.

Ofsted (2001) *Balpet School Inspection Report.* London: Ofsted.

Ofsted (2003) *Balpet School Inspection Report.* London: Ofsted.

Ofsted (2005) *Document 27 - Grade Descriptions for Evaluating ECM Outcomes*
        London: Ofsted

Ofsted (2007) *Conducting the inspection: Guidance for Inspectors of Schools.* London:
        Ofsted.

Ofsted (2008a) *Using data, improving schools.* London: Ofsted.

Ofsted (2008b) *Balpet School Inspection Report.* London: Ofsted.

Ofsted (2009) *Main Inspection Documents for schools – Pupil and Parent questionnaires*
        http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-
        by/Education-and-skills/Schools/Main-inspection-documents-for-schools Accessed
        2009

Ofsted (2010a) *Equalities in Action*
        http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-
        by/Documents-by-type/Thematic-reports/Equalities-in-action Accessed June 2010

Ofsted (2010b) *Ofsted's evaluation schedule of judgements for schools inspected under
        section five of the Education Act 2005, from September 2009 .* London: Ofsted.

Ollerton, M. (2009) *Inclusive Mathematics Classrooms* Mathematic Teaching 216
        www.atm.org.uk/journal/ Accessed December 2009.

QCA (2001) *Supporting School Improvement: Emotional and Behavioural Development.*
        London: Qualifications and Curriculum Authority.

Qualifications and Curriculum Development Agency (QCDA, 2010)
            http://www.qcda.gov.uk/qualifications/60.aspx Accessed February 2010

Rees, C. Farrell, P. and Rees, P. (2003) Coping with Complexity: how do educational
        psychologists assess students with emotional and behavioural difficulties?
        Educational Psychology in Practice, Volume 19, No.1, pp. 34 – 47.

Revised Ethical Guidelines for Educational Research (2004)
            http://www.bera.ac.uk/files/guidelines/ethica1.pdf Accessed 2007

Robson, C. (2002) *Real World Research (2nd edition).* Oxford: Blackwell.

Ruane,C. (2006) *Parliamentary Questions, Hansard (92235) and (92237),*
      http://www.parliament.the-stationery
      office.co.uk/pa/cm200506/cmhansrd/vo061016/text/61016w0007.htm Accessed
      March 2007.

Silverman, D. (2006) *Interpreting Qualitative Data* (3rd Edition), London: Sage
      Publications.

Sinclair, R. (1999) *The education of children in need: A research overview.*
      http://www.rip.org.uk/publications/documents/researchreviews/SINCLAIR.PDF
      Accessed February 2007.

Sodha, S. and Margo, J. (2010) *Ex Curricula: "A generation of disengaged children
      waiting in the wings…"* www.demos.co.uk Accessed June 2010

Special Educational Needs and Disability Act SENDA 2001 (ch.10)
      http://www.legislation.gov.uk/ukpga/2001/10/contents Accessed 2011

Steer, A. (2009) *Learning Behaviour: Lessons Learned: A review of behaviour standards
      and practices in our schools.* Nottingham: DCSF Publications.

Stobart, G. (2006*) The validity of formative assessment,* in J. Gardner (Ed) Assessment
      and Learning. London: Sage Publications p133 – 146.

TDA (2007) *Professional Standards for Teachers in England.* London: Training and
      Development Agency for Schools.

Travell, C. (1999) Emotional and behavioural difficulties: perspectives on perspectives. In
      J. Visser and S.Rayner (Eds) *Emotional and behavioural difficulties: a reader.*
      Staffordshire: QED.

Trochim, W. M. (2006) *Positivism and Post- Positivism.*
      www.socialresearchmethods.net/kb/positivism.htm Accessed July 2008

United Nations Convention on the Rights of the Child (1989)
      http://www2.ohchr.org/english/law/crc.ht   Accessed 2007

United Nations Convention on the Rights of Persons with Disabilities (2006)
      http://www.un.org.ezproxyd.bham.ac.uk/disabilities/default.asp?id=261 Accessed
      2011

UNESCO (1994) *Salamanca Statement*,
      http://www.unesco.org/education/pdf/SALAMA_E.PDF Accessed 2011

Victoria Climbie Inquiry (2003)
      www.victoria- climbie-inquiry.org.uk .Accessed January 2007

Visser, J (1999) 'Institutional Interventions'. ' In Visser, J.and Rayner, S. (eds.) (1999)
      '*Emotional and Behavioural Difficulties: A Reader.'* Staffordshire: QED.

Visser, J Stokes, S (2003) Is Education Ready for the Inclusion of Pupils With Emotional and Behavioural Difficulties: A Rights Perspective *Educational Review, Vol. 55, Issue 1,* pp 65 -75

Walliman, N. (2006) *Social Research Methods.* London: Sage Publications

Walsh, D. and Downe, S. (2006) *Appraising the Quality of Qualititative Research.* Midwifery Vol: 22 (2) Pgs 108-119

Warnock Report (1978) http://www.educationengland.org.uk/documents/warnock/ Accessed May 2011

Wise, S. (2000) *Listen to Me: The Voices of Pupils with Emotional and Behavioural Difficulties.* London: Sage Publications.

Appendix 1 – Initial descriptors of ECM Outcomes (Pilot)

Achieve Economic Well Being Outcome

- Ability to travel independently
- Number of adults working in the house
- Living in a household with low income
- Risk of homelessness post 16
- Unready for post 16 life, very low attainment
- Unlikely to gain any qualifications
- Not engaged in college opportunities
- Not engaged in post 16 decision making.

Enjoy and Achieve Outcome

- Below average attainment on admission
- Poor experience of education, level of attendance
- Any negative attitude towards learning, punctuality
- Ability to play
- Any inappropriate behaviours in unstructured time
- Significant delay in maturity
- Not engaged in enrichment activities
- Requires periods of 1:1 supervision
- Poor reading skills
- Not engaged with learning
- Educationally below the national average.

Make a Positive Contribution Outcome

- Negative attitude towards school
- Negative attitude to other learning opportunities
- Negative attitude towards community/authority
- Youth Offending Team involvement
- History of exclusions
- Displays high levels of violence and aggression
- Difficulty relating to peers, difficulty relating to adults in authority
- Difficult relating to gender, bullies and/or intimidates, high level of anxiety
- Doesn't cope with change
- Rarely shows initiative
- Tends to be lazy and spoils activities for others.

Stay Safe Outcome

- Neglect
- Domestic violence
- At risk of sexual exploitation
- Any child protection issues
- Any 'At risk' behaviours
- Road safety issues
- Bullying victim
- Crime victim
- Any housing issues
- Parenting skills
- Chaotic family life
- Looked after by relatives
- Looked after by the local authority.

Be HealthyOutcome

- Specific medical diagnosis
- Specific health needs
- Overweight
- Growth issues
- Any medication
- Health Agency involvement
- Level of self-esteem
- Difficulty managing anger
- Any Attention Deficit Disorders/Attention Deficit Hyperactivity Disorders
- Autistic spectrum disorder
- Attachment disorder
- Conduct disorder,
- Any other diagnosis
- Evidence of exploitation by others and/or any exposure to drugs such as Cannabis
- Environment family lifestyle issues such as being a smoker
- Little exercise undertaken
- Diet
- Any undiagnosed concerns
- Child and Adult Mental Health Service (CAMHS) involvement
- Any other agency involvement
- Deliberate self harm
- Risky behaviours
- Parent/carer ill health
- Sexually active
- Inappropriate sexual behaviour/language.

Balpet - ECM Track (Pilot)

Achieve Economic Well Being

Name	Not an independent traveller	No adults working in the house	Living in a household with low income	Risk of homelessness post 16	Unready for post 16 life	Very low attainment	Unlikely to gain any qualifications	Not engaged in college or ECT opps	Not engaged in post 16 decision making
Pupil 1	G	A	A	R	R	R	A	R	A
Pupil 2	A	G	A	G	G	A	R	R	A
Pupil 3	G	G	R	G	G	G	G	G	G
Pupil 4	G	G	G	G	G	G	G	G	G
Pupil 5	G	G	G	G	G	G	G	G	G
Pupil 6	G	G	A	G	G	G	G	G	G
Pupil 7	A	A	R	G	R	R	A	A	G
Pupil 8	G	G	G	A	G	G	G	G	G
Pupil 9	G	G	G	A	A	G	G	G	G
Pupil 10	A	G	G	A	A	A	G	G	A
Pupil 11	G	G	G	G	A	G	G	G	G
Pupil 12	A	A	G	R	A	A	G	G	G

Enjoy And Achieve

Name	Below average attainment on admision	Poor experience of education on admission	Attendance below 50%	Attendance below 80%	Negative attitude towards learning	Punctuality	Can't play	Inappropriate behaviours in unstructerd time	Significant delay in maturity	Not engaged in enrichment activities	Requires periods of 1:1 suppervision	Poor reading skills	Not engaged with learning	Below national average
Pupil 1	G	G	G	G	A	A	G	G	A	G	A	G	A	G
Pupil 2	R	R	G	A	G	A	G	A	G	G	G	A	G	A
Pupil 3	R	A	G	A	G	A	G	R	G	G	G	R	G	G
Pupil 4	A	R	G	A	R	G	G	R	A	G	A	A	G	R
Pupil 5	G	G	G	A	G	G	G	G	G	G	G	A	G	G
Pupil 6	A	G	G	G	G	G	G	A	A	G	G	G	G	G
Pupil 7	R	R	G	G	A	G	G	R	R	G	G	R	A	R
Pupil 8	G	G	G	G	G	G	A	R	G	R	G	G	G	G
Pupil 9	R	G	G	G	G	G	G	G	R	G	G	A	R	G
Pupil 10	A	G	G	G	G	G	G	R	R	G	A	G	G	R
Pupil 11	A	R	G	A	G	G	G	R	R	G	A	G	A	R
Pupil 12	A	A	G	A	A	A	G	R	R	A	R	A	A	R

Pupil 13
Pupil 14
Pupil 15
Pupil 16
Pupil 17
Pupil 18
Pupil 19
Pupil 20
Pupil 21
Pupil 22
Pupil 23
Pupil 24
Pupil 25
Pupil 26
Pupil 27
Pupil 28
Pupil 29
Pupil 30
Pupil 31
Pupil 32
Pupil 33
Pupil 34
Pupil 35
Pupil 36

Make A Positive Contribution

Negative attitude towards school	Negative attitude to other learning opportunities	Negative attitude towards community/authority	YOT involvement	History of exclusions	Displays high levels of violence and aggression	Difficulty relating to peers	Difficulty relating to adults in authority	Difficulty relating to gender	Bullies and/or intimidates	High level of anxiety	Doesn't cope with change	Rarely shows initiative	Tends to be lazy	Spoils activities for others

Stay Safe

Neglect	Domestic violence	At risk of sexual exploitation/abuse	Child Protection	At risk behaviours	Road safety	Bullying victim	Crime victim	Housing issues	Poor parenting skills	Chaotic family life	Looked after by relative	Looked after

Be Healthy

Specific Medical Diagnosis	Specific Health Needs	Overweight	Growth Issues	Medication	Health Agency Involvement	Low Self Esteem	Depressed Mood	Difficulty Managing Anger	ADD/ADHD	Autistic Spectrum Disorder	Attachment Disorder	Conduct Disorder	Other Diagnosis	Exploitation By Others	Exposure To Drugs	Canabis User	Environment Family Lifestyle	Smoker	Little Exercise	Diet	Undiagnosed Concern	CAMHS Involvement	Other Agency Involvement	Deliberate Self Harm	risky Behaviours	Parent/Carer Ill Health	Sexually Active	Inappropriate Sexual Behaviour/Language

Balpet - Every Child Matters Rank Order -   Whole School -   PILOT

	Red	Amber	Green	R/A Composite	R/A Rank
ACHIEVE ECONOMIC WELL-BEING					
Not an independent traveller	22.2	25	52.8	47.2	5
No Adults working in household	11.1	19.4	69.5	30.5	9
Living in household with low income	19.4	38.8	41.8	58.2	3
Risk of homelessness post 16	13.9	44.4	41.7	58.3	4
Unready for post 16 life	36.1	44.4	19.5	80.5	1
Very low attainment	30.5	33.5	36	64	2
Unlikely to gain any qualifications	11.1	36.1	52.8	47.2	5
Not engaged in College opportunities	8.3	27.7	64	36	7
Not engaged in post 16 decision making	8.3	25	66.7	33.3	8
ENJOY & ACHIEVE					
Below average attainment on admission	44.4	44.4	11.2	88.8	2
Poor experience of Ed. On admission	58.3	33.3	8.4	91.6	1
Attendance below 50%	11.1	5.5	83.4	16.6	14
Attendance below 80%	11.1	21.2	67.7	32.3	13
Negative attitude towards learning	19.4	55.6	25	75	8
Punctuality	8.3	30.5	61.2	38.8	12
Can't play	8.3	36.1	55.6	44.4	10
Inappropriate behaviour in unstructured time	52.8	30.6	16.6	83.4	3
Significant delay in maturity	33.3	33.3	33.4	66.6	9
Not engaged in enrichment activities	11.1	30.5	58.4	41.6	11
Requires periods of 1:1 supervision	36.1	44.1	19.8	80.2	5
Poor reading skills	38.8	38.8	22.4	77.6	6
Not engaged with learning	11.1	66.1	22.8	77.2	7
Below national average	44.4	36.1	19.5	80.5	4
MAKE A POSITIVE CONTRIBUTION					
Negative attitude towards school	27.7	41.6	30.7	69.3	12
Negative attitude towards other learning opps	16.6	44.4	39	61	13
Negative attitude towards community/Authority	30.5	44.4	25.1	74.9	7
YOT involvement	25	11.1	63.9	36.1	15
History of exclusions	52.7	30.5	16.8	83.2	4
Displays high levels of violence and aggression	41.6	30.5	27.9	72.1	9
Difficulty relating to peers	38.8	38.2	23	77	6
Difficulty relating to adults in authority	47.2	33.3	19.5	80.5	5
Difficulty relating to gender	13.8	27.7	58.5	41.5	14
Bullies and /or intimidates	47.2	25	27.8	72.2	8
High levels of anxiety	44.4	47.2	8.4	91.6	1
Doesn't cope with change	33.3	52.9	13.8	86.2	2
Rarely shows initiative	13.8	58.3	27.9	72.1	9
Tends to be lazy	50	33.3	16.7	83.3	3
Spoils activities for others	44.4	25	30.6	69.4	11
STAY SAFE					
Neglect	13.8	30.5	55.7	44.3	6
Domestic violence	8.3	30.5	61.2	38.8	11
Risk of sexual exploitation/abuse	8.3	36.1	55.6	44.4	5
Child protection	27.1	16.6	56.3	43.7	8
At risk behaviours	44	36.1	19.9	80.1	1
Road safety	8.3	33.3	58.4	41.6	9
Bullying victim	25	27.7	47.3	52.7	4
Crime victim	27.7	16.6	55.7	44.3	6
Housing Issues	8.3	33.3	58.4	41.6	9
Poor parenting skills	25	44.4	30.6	69.4	3
Chaotic family life	38.8	38.8	22.4	77.6	2
Looked after by relative	0	11.1	88.9	11.1	13
Looked after	16.6	5.5	77.9	22.1	12
BE HEALTHY					
Specific medical diagnosis	38.8	8.3	52.9	47.1	14
Specific health needs	36.1	8.3	55.6	44.4	15
Overweight	11.1	8.3	80.6	19.4	23
Growth issues	5.5	5.5	89	11	27
Medication	36.1	11.1	52.8	47.2	12

Health Agency involvement	36.1	5.5	58.4	41.6	17
Low self esteem	61.1	25	13.9	86.1	2
Depressive mood	25	50	25	75	4
Difficulty managing anger	63.8	30.5	5.7	94.3	1
ADD/ADHD	22.2	11.1	66.7	33.3	20
Autistic Spectrum Disorder	5.5	2.7	91.8	8.2	28
Attachment Disorder	0	5.5	94.5	5.5	29
Conduct Disorder	22.2	22.2	55.6	44.4	15
Other diagnosis	11.1	5.5	83.4	16.6	25
Exploitation by others	33.3	33.3	33.4	66.6	10
Exposure to drugs	41.6	30.5	27.9	72.1	6
Cannabis user	22.2	44.4	33.4	66.6	10
Environment family lifestyle	33.3	38.8	27.9	72.1	6
Smoker	55.5	16.6	27.9	72.1	6
Little Exercise	13.8	25	61.2	38.8	19
Diet	22.2	25	52.8	47.2	12
Undiagnosed concern	2.7	13.8	83.5	16.5	26
CAMHS Involvement	22.2	8.3	69.5	30.5	22
Other Agency Involvement	47.2	25	27.8	72.2	5
Deliberate self harm	2.7	16.7	80.6	19.4	23
Risky behaviours	52.7	33.3	14	86	3
Parent/Carer Ill Health	11.1	22.2	66.7	33.3	20
Sexually active	13.8	27.7	58.5	41.5	18
Inappropriate sexual behaviour/language	36.1	33.3	30.6	69.4	9

EVERY CHILD MATTERS - Red/Amber/Green Descriptors

ECONOMIC WELL-BEING

ECONOMIC WELL-BEING	Green	Amber	Red
Background			
Adults working in household	Good adult role models; at least one parent/carer in regular employment	Parent(s)/carers in occasional employment	No adult in household in regular employment
Level of household income	No known concerns about household income	Some concerns about household income	Major concerns about household income
Independence			
Level of achievement	Achievements on track to achieve economic well being with minimum support	Some slippage and will need support to get back on track	Achievements well below expected levels; unlikely to gain any qualifications; will need considerable support to achieve economic well being
Can travel independently	Can plan journey independently; read timetable; handle money ; travel safely	Can plan journey with adult help etc	Cannot travel alone
Preparedness for future			
Risk of homelessness post 16	No known risk of homelessness post 16	Some risk of homelessness post 16	Major risk of homelessness post 16
Engaged in appropriate college/ work experience opportunities	Not applicable due to age;Fully engaged in all opportunities provided by school/local authority	Partially engaged but either refusing or finding it difficult to engage	Refuses to or is unable to engage in opportunities on offer
Readiness for post 16 life	Not applicable due to age; able to review and revise choices; has agreed clear plans for after school life	Partial or uncertain planning for after school life; needs support to review and revise choices	Unable or unwilling to plan for after school life; difficulties in making appropriate choices

ENJOY & ACHIEVE

ENJOY & ACHIEVE	Green	Amber	Red
Academic			
Attainment on admission	At or above average attainment on admission in most areas of the curriculum	Average attainment in some areas of the curriculum	Below average attainments in most areas of the curriculum
Literacy skills	Literacy skills commensurate with chronological age	Literacy skills falling below chronological age and likely to prevent achievement	Literacy skills significantly below chronological age and are a barrier to achievement
Attitude			
Attendance	Attendance above 80%	Attendance between 50% - 80%	Attendance below 50%
Attitude towards learning (see also make a positive contribution)	Positive attitude; interested, engaged; turns up to all lessons punctually	Changeable attitude to learning; sometimes interested and engaged; is punctual to most lessons	Negative attitude to learning; rarely engaged; finds little of interest on offer
Emotional maturity	Can recognise and name emotions in self and others and react appropriately to facial expressions, body language, tone of voice, other's behaviour etc.	Has some awareness of but cannot consistently recognise and name emotions in self and others and react appropriately to facial expressions, body language, tone of voice, other's behaviour etc.	Has little or no ability to recognise and name emotions in self and others and react appropriately to facial expressions, body language, tone of voice, other's behaviour etc.
Engagement in enrichment activities e.g. sports, social and cultural activities	Fully engaged in all opportunities provided by school/local authority	Partially engaged but either refusing or finding it difficult to engage	Refuses to or is unable to engage in opportunities on offer
Independence			
Play	Able to share and engage in age appropriate activities alone or in groups; understands and can adapt rules to suit circumstances	Sometimes engages in activities that are not age appropriate; cannot adapt rules to changing circumstances	Difficulties in sharing; often engaged in inappropriate behaviours in unstructured time; problems with following rules; may spoil things for others
Need for supervision	Able to work/play independently or with minimum supervision on most occasions	Occasionally requires periods of 1-1 supervision to be able to work or play successfully	Regularly requires periods of 1-1 supervision to be able to work or play successfully

MAKE A POSITIVE CONTRIBUTION

MAKE A POSITIVE CONTRIBUTION	Green	Amber	Red
Attitudes			
Attitude towards school	Positive attitude to school, fully engaged in all lessons and activities	Selective attendance to school or in lessons, partially engaged in school life	Disaffected from school: refusal to work, absenting from lessons, disrupting lessons when present, not engaged in learning
Attitude towards other learning opportunities (see also enjoy & achieve)	Chooses to take regular part in out of school activities; joins in positively with others	Occasionally involved in out of school activities through choice, sometimes spoils activities for others	Rarely involved in out of school activities from choice; deliberately spoils activities for others
Attitude towards authority	Has respect for self and others, usually biddable, able to act appropriately in most situations, usually conforms to societal norms	Sometimes acts inappropriately, does not always conform to society's norms, not always biddable	Little or no respect for other people, acts inappropriately in many circumstances
Attitude towards wider community	Tolerant of diversity (race, culture, disability etc).	Occasionally intolerant to other groups	Can be antagonistic or aggressive towards some other groups within the community
Attitudes to gender	Relates well to both sexes,	Occasionally reacts inappropriately to others by virtue of their gender	Relates inappropriately, can be antagonsitic or aggressive to others by virtue of their gender
Motivation	Self motivated to join in, initiates and chooses activities for self and others	Sometimes needs encouragement to take part in activities, only occasionally initiates activities without direction	Almost always needs direction or encouragement to take part in activities, rarely contributes independently
Relationships			
Relationship with peers	Relates well to peers	Occasionally reacts inappropriately to peers	Relates inappropriately, can be antagonisitic or aggressive to peers
Relationship with adults in authority	Relates to adult authority figures	Occasionally reacts inappropriately to adult authority figures	Relates inappropriately, can be antagonisitic or aggressive to adult authority figures
Personal skills			
Ability to cope with change	Has no difficulty in coping with change	Has some difficulty in dealing with change	Is unable to deal with change
Level of initiative	Is able to self-initiate at an appropriate level	Only takes initiative in secure settings	Is unwilling to self-initiate
Level of anxiety	Secure and confident	Can be anxious in new settings	Presents high levels of anxiety
Behaviour			
Physically violent	No issues	Occassionally assaults others and/or causes damage	Frequently assaults others and/or causes damage
Verbally aggressive	No issues	Occasionally bullies, threatens and/or intimidates others	Frequently bullies, threatens and/or intimidates others
Criminality	No known issues	Offending history or offending - police cautions	Offending history or offending - court sentence

STAY SAFE	Green	Amber	Red
Family issues			
Parenting skills/Family life	No known issues	Parent(s) need(s) occasional support in order to provide clear boundaries for their child to stay safe	Parent(s) need(s) frequent or ongoing support in order to provide clear boundaries for their child to stay safe
Parent/Carer Health	No health concerns with primary carers	Some concerns about primary carers health	Primary carers health concerns have a negative impact on the child's development.
Young Carer	No known issues	Occasionally carers for siblings/parents	Plays a significant care role
Looked after	Not looked after	Previous history of being looked after	Currently looked after
Cared for by relatives	Not applicable	History of family caring	Currently cared for by the family
Domestic violence	No known issues	Has witnessed/experienced domestic violence in the past	Currently witnessing/experiencing domestic violence
Neglect	No known issues	Previous history of physical or emotional neglect	Currently on CP register
Physical abuse	No known issues	Previous history of physical abuse	Currently on CP register
Sexual abuse	No known issues	Previous history of sexual abuse	Currently on CP register
Environmental issues			
Housing issues	No known issues	Concerns about housing issues	At risk of being homeless
Risk of sexual exploitation/abuse	Not vulnerable to exploitation	Vulnerable to sexual exploitation or past history of exploitation	Being exploited
Anti-social behaviours	No known issues	Occasionally involved in anti-social behaviour in the community	Heavily involved in anti-social behaviour in the community; on verge of or has an ASBO
Road safety	No known issues	Needs distant supervision/reminders	Needs constant supervision
Victim e.g. of crime, bullying, harrassment etc	No known issues	Has been a victim	Is currently a victim

BE HEALTHY	Green	Amber	Red
Physical health			
Specific health/medical needs	No known issues	Diagnosis - no medical intervention	Health Agency Involvement, Medication
Physical maturity &/or growth	No issues	Concerns - no medical intervention	Serious concerns - medical intervention
Weight	No issues	Concerns - no medical intervention	Serious concerns - medical intervention
Diet	No issues	Concerns about balance of diet	Serious concerns about food choices and possible effects on health
Exercise	Regular exercise undertaken	Sporadic exercise pattern	Little or no exercise undertaken voluntarily
Mental health			
Self Esteem	Positive self-esteem in most settings	Negative self-esteem evident in some settings	Negative self-esteem in most settings
Mental health	No known issues	Some concerns - seeking advice	Confirmed concerns; CAMHS / Other Agency involvement
Managing anger	No issues	Occasional diffficulties in managing anger	Significant diffficulties in managing anger
ADD/ADHD	No diagnosis	Diagnosis - no medication intervention	Diagnosis - Medication intervention
Specific conditions			
Autistic Spectrum Disorder	No diagnosis	Some concerns but no diagnosis	Diagnosis; intervention required
Attachment Disorder	No diagnosis	Some concerns but no diagnosis	Diagnosis; intervention required
Conduct Disorder	No diagnosis	Some concerns but no diagnosis	Diagnosis; intervention required
Risk taking			
Smoking	Non-smoker	Suspected smoker	Smoker
Exposure to illegal drugs	No concerns	Suspected exposure	Confirmed exposure
Drug or alcohol use	No concerns	Suspected user	Confirmed user
Self harm	No issues	History of self harm	Currently self-harming
Sexual activity/identity	No known inappropriate sexual activity.No known sexual identity issues.	Unconfirmed concerns of inappropriate sexual activity at home or school.	Confirmed issues of inappropriate sexual activity. Pupils asks for help re sexual identity.
Sexually explicit language	Age appropriate	Occasional age inappropriate sexualised language	Age inappropriate sexualised language or behaviour

**Balpet School
Admission Profile - (Education)**

Name: Date of Birth:

NC Year: UPN:

Current School/PRU: Date Started:

Attendance for the last academic year: Completed by:

Authorised absences   ……… out of ………   Position:

Unauthorised absences   ……… out of ………   Date:

Please complete this profile it will: -
- Provide information about the pupil's work skills and other behavioural and social issues
- Give up to date information to plan future needs of any placement at Balpet School
- Provide a baseline from which to monitor progress
- Be used to help establish partnerships between relevant agencies to support learners.

Please return within 2 weeks of receipt to:

Levels of attainment

SATs	Key Stage 1	Date	Key Stage 2	Date	Key Stage 3	Date
English						
Mathematics						
Science						
ICT						

Teacher Assessed Levels

Subject	Level	Subject	Level	Subject	Level
English		Mathematics		Science	
Art		CDT		ICT	
MFL		History		Geography	
PSHE & C		PE		Music	

Standardised Tests

	Test Used	Age/Score	Date
Reading accuracy			
Reading comprehension			
Spelling age			
Numeracy age			
IQ			
Verbal reasoning			
Non-verbal reasoning			
Preferred learning style			

Instructions

Could you please complete the tabulated sections by putting a √ in the box which best describes the frequency of the behaviour/action etc. e.g.

Achieve Economic Well Being	**Yes**	**No**	**S/times**
Are there any adults working in the house			√
Is the child ready for post 16 life	√		

There is a commentary box at the end of each section in order to provide any further information that you feel the school needs to be aware of.

Achieve Economic Well Being	Yes	No	S/times
Is he child ready for post 16 life			
Does he have very low attainment			
Is he likely to gain any qualifications			
Is he engaged in college or ECT opps			
Is he engaged in post 16 decision making			

Additional Comments

Enjoy and Achieve	Yes	No	S/times
Will the child be below average attainment on admission			
Has he had a poor experience of education on admission			
Has his attendance been below 50%			
Has his attendance been between 50% - 80%			
Has his attendance been above 80%			
Does he have a positive attitude towards learning			
Is he punctual			
Can he play			
Does he exhibit inappropriate behaviours in unstructured time			
Is there a significant delay in his maturity			
Does he engage in enrichment activities			
Does he require periods of 1:1 supervision			
Does he have poor reading skills			
Is he engaged with learning			
Does he perform academically below national average			

Additional Comments

Make a Positive Contribution	Yes	No	S/times
Does the child have a positive attitude towards school			
Does he have a positive attitude to other learning opportunities			
Does he have a positive attitude towards community/authority			
Does he have a history of exclusions			
Does he displays high levels of violence and aggression			
Does he find it difficult to relate to peers			
Does he have difficulty relating to adults in authority			
Does he need to be encouraged to take part in activities			
Does he have difficulty relating to gender			
Does he bully and/or intimidate others			
Does he display a high level of anxiety			
Does he cope well with change			
Does he show initiative			
Does he tend to be lazy			
Does he spoil activities for others			

Additional Comments

Stay Safe	Yes	No	S/times
Is the child neglected			
Is he at risk of sexual exploitation			
Are there any Child Protection issues			
Does he exhibit at risk behaviours			
Is he a bullying victim			
Is he a crime victim			
Does he experience a chaotic family life			
Are there any issues about parent / carer health			

Additional Comments

Be Healthy	Yes	No	S/times
Does he have low self-esteem			

Does he suffer from depressed moods			
Does he have difficulty managing anger			
Is he at risk of exploitation by others			
Is he at risk of exposure to drugs			
Is he a smoker			
Does he regularly exercise			
Is he prone to inappropriate sexual behaviour/language			

Additional Comments

Balpet School
Admission Profile
for completion by ESW

Pupil Name: Date of Birth:

NC Year: Current School / PRU:

Completed by: Date:

Please complete this profile it will: -
- Provide information about the pupil's work skills and other behavioural and social issues
- Give up to date information to plan future needs of any placement at Balpet School
- Provide a baseline from which to monitor progress
- Be used to help establish partnerships between relevant agencies to support learners.

Thank you for your co-operation.

Instructions

Achieve Economic Well Being	Yes	No	S/times
Are there any adults working in the house			√
Is the child ready for post 16 life	√		

Could you please complete the tabulated sections by putting a √ in the box which best describes the frequency of the behaviour/action etc. e.g.

There is a commentary box at the end of each section in order to provide any further information that you feel the school needs to be aware of.

Achieve Economic Well Being	Yes	No	S/times

	Yes	No	S/times
Are there any adults working in the house			
Does he live in a household with low income			
Is the child at risk of homelessness post 16			
Is the child ready for post 16 life			

Additional Comments

Enjoy and Achieve	Yes	No	S/times

	Yes	No	S/times
Is there a significant delay in his maturity			
Does he engage in enrichment activities (eg after school club, leisure activities)			

Additional Comments

Make a Positive Contribution	Yes	No	S/times

	Yes	No	S/times
Does the child have a positive attitude towards school			
Does he have a positive attitude to other learning opportunities			
Does he have a positive attitude towards community/authority			
Is he involved with YOT			
Does he have a history of exclusions			

	Yes	No	S/times
Does he displays high levels of violence and aggression			
Does he have difficulty relating to gender			
Does he exhibit racial bigotry			

Additional Comments

Stay Safe	**Yes**	**No**	**S/times**
Are there any issues regarding neglect			
Does he witness, experience or instigate domestic abuse			
Is he at risk of sexual exploitation			
Are there any Child Protection issues			
Does he exhibit at risk behaviours			
Are there any housing issues			
Are there any issues regarding parenting			
Does he experience a chaotic family life			
Is he looked after by relatives			
Is he a Looked After child			
Is he from a strong and supportive family			
Has he had a positive childhood			
Is his home environment good			
Does he receive social provision during the school holidays			
Is there a good male role model in his life at home			
Are there any issues about parent / carer health			
Is he a young carer			

Additional Comments

Be Healthy	**Yes**	**No**	**S/times**
Is he at risk of exposure to drugs			
Is he a cannabis user			

Is he a smoker			
Is there any other agency involvement			
Does he deliberately self harm			
Is he sexually active			

Additional Comments

Inclusion At Risk Indicators

	Yes	No	Don't know
Are their any child protection concerns we need to talk to you about			
Is the pupil on the at risk register			
Is the pupil from an ethnic minority group			
Is the pupil from a refugees or asylum seeker background			
Is the pupil from a family with English as a second language			
Is the pupil from a traveller/gypsy background			
Is the pupil a young carer			
Is the pupil gifted or talented			
Does the pupil have additional special educational needs to his SEBD			
Is the family under stress due to unemployment			
Is the family under stress due to bereavement			
Is the family under stress due to separation/divorce			
Is the family under stress due to a new adult partnership			
Is the family under stress due to teenage parenthood			
Is the family under stress due to criminality			
Is the family under stress due to substance abuse			

Additional Comments

Balpet School
Admission Profile
for completion by Parents / Carers

Pupil Name: Date of Birth:

NC Year: Current School / PRU:

Completed by: Date:

Could you please complete the sections by putting a √ in the box which best describes the frequency of the behaviour/action etc. e.g.

Achieve Economic Well Being	Yes	No	S/times
Are there any adults working in the house			√
Is your son engaged in post 16 decision making	√		

There is a commentary box at the end of each section in order to provide any further information that you feel the school needs to be aware of.

Is your son able to travel independently			

Are there any adults working in the house			
Achieve Economic Well Being	**Yes**	**No**	**S/times**
Is your son engaged in post 16 decision making			

Additional Comments

Enjoy and Achieve	**Yes**	**No**	**S/times**
Has your son had a poor experience of education prior to admission at Balpet			
Does he have a negative attitude towards learning			
Is he punctual			
Is he able to play			
Does he exhibit inappropriate behaviours in unstructured time			
Is there a significant delay in his maturity			
Is he engaged with learning			

Additional Comments

Make a Positive Contribution	Yes	No	S/times
Does your son have a positive attitude towards school			
Does he have a positive attitude to other learning opportunities			
Does he have a positive attitude towards community/authority			
Does he display high levels of violence and aggression			
Does he have difficulty relating to his peers			
Does he have difficulty relating to adults in authority			
Does he have difficultly relating to gender			
Does he bully and/or intimidate others			
Does he display a high level of anxiety			
Does he have difficulty coping with change			
Does he show initiative			
Does he tend to be lazy			
Does he have any cultural, religious, language or racial needs			

Additional Comments

Stay Safe	Yes	No	S/times
Does your son witness, experience or instigate domestic abuse			
Is he road safety conscious			
Is he a bully			
Has he been bullied			
Is he involved in crime / anti-social behaviour			
Are there any concerns over contact arrangements with parents, friends or significant others			

Additional Comments

Be Healthy	Yes	No	S/times

Does your son have a specific medical diagnosis			
Does he have any specific health needs			
Is he overweight			
Does he have any growth issues			
Does he take medication			
Is there any health agency involvement for him			
Does he have low self-esteem			
Does he suffer from depressed moods			
Does he have difficulty managing anger			
Is he diagnosed with ADD/ADHD			
Does he have autistic spectrum disorder			
Does he have an attachment disorder			
Does he have a conduct disorder			
Is there any other diagnosis for him			
Is he at risk of exploitation by others			
Is he at risk of exposure to drugs			
Is he a cannabis user			
Is his environment family lifestyle stable			
Is he a smoker			
Does he exercise regularly			
Does he enjoy a well-balanced diet			
Is there any undiagnosed concern			
Is he involved with CAMHS			
Does he deliberately self harm			
Does he exhibit risky behaviours			
Is he sexually active			
Is he prone to inappropriate sexual behaviour/language			
Does he have any intimate health care needs eg enuresis, anal medication			

Additional Comments

Appendix 6 – ECM Descriptors/ Key Strategies/Evidence Sources

Achieve Economic Well - Being

Background

Adults working in household

Green
Good adult role models; at least one parent/carer in regular employment
Amber
Parent(s)/carers in occasional employment
Red
No adult in household in regular employment
Key Strategies/Actions
Support joint agency action with family.
Evidence Source
Contemporaneous notes, Child protection file

Level of household income

Green
No known concerns about household income
Amber
Some concerns about household income
Red
Major concerns about household income
Key Strategies/Actions
Support joint agency action with family.
Evidence Source
Contemporaneous notes, Child protection file

Independence

Level of Achievement
Green
Achievements on track to achieve economic well being with minimum support
Amber
Some slippage and will need support to get back on track
Red
Achievements well below expected levels; unlikely to gain any qualifications; will need considerable support to achieve economic well being
Key Strategies/Actions
Curricular tracking and guided 1:1 support with TA. Target learning needs in learning extension. Address in lesson plans. Build self-esteem through planned activities leading to success.
Evidence Source

Curricular and Care Tracking Records, Review records, Teacher Planning, Activity evaluation sheets, TA note

Can Travel Independently

Green
Can plan journey independently; read timetable; handle money; travel safely
Amber
Can plan journey with adult help etc
Red
Cannot travel alone
Key Strategies/Actions
When age appropriate:-
Introduce individual to 1:1 travel with support. (Guidance given with timetables and how to prepare for journey - use of tourist information office and emergency procedures. Start independent travel with short journey)
Evidence Source
Activity Plans/Evaluation sheets, Unit logs/Diary, Teacher Planning and Tutorial Notes.

Preparedness for future

Risk of homelessness post 16

Green
No known risk of homelessness post 16
Amber
Some risk of homelessness post 16
Red
Major risk of homelessness post 16
Key Strategies/Actions
Support joint agency action with family. Careers–support from work- experience coordinator. Key tutors link with home. Look at post 16 options.
Evidence Source
Contemporaneous notes, Child protection file, Tutorial reports, Work placement plans Careers reports

Engaged in appropriate college/ work experience opportunities

Green
Not applicable due to age;Fully engaged in all opportunities provided by school/local authority
Amber
Partially engaged but either refusing or finding it difficult to engage
Red
Refuses to or is unable to engage in opportunities on offer
Key Strategies/Actions

Focus on small group activities through planned work with key tutor. Focus on work experience with sympathetic employer.

Evidence Source
Tutorial reports, Work placement plans, Careers reports, Activity evaluation sheets

Readiness for post 16 life

Green
Not applicable due to age; able to review and revise choices; has agreed clear plans for after school life
Amber
Partial or uncertain planning for after school life; needs support to review and revise choices
Red
Unable or unwilling to plan for after school life; difficulties in making appropriate choices
Key Strategies/Actions
Key tutor support in tutorials to engage in discussion with a view to appropriate post 16 action. Connexions activities/advice to be sought. Support any Joint Agency Action
Evidence Source
Tutorial reports Work placement plans, Careers reports and Annual Review records

Enjoy and Achieve

Academic

Attainment on admission

Green
At or above average attainment on admission in most areas of the curriculum
Amber
Average attainment in some areas of the curriculum
Red
Below average attainments in most areas of the curriculum
Key Strategies/Actions
Provide access to full national curriculum. Identify weaknesses and provide 1:1 support through learning extension etc.
Evidence Source Teacher planning, TA notes/plans and Curricular tracking records

Literacy skills

Green

Literacy skills commensurate with chronological age.
Amber
Literacy skills falling below chronological age and likely to prevent achievement
Red
Literacy skills significantly below chronological age and are a barrier to achievement.

Key Strategies/Actions. Flexible approach to curriculum matched to specific needs.
Provide an enjoyable classroom/care environment/experience.
Planned enrichment activities.

Evidence Source
Teaching / Care plans, Tutorial reports and Daily Diary

Attitude

Attendance

Green
Attendance above 80%
Amber
Attendance between 50% - 80%
Red
Attendance below 50%
Key Strategies/Actions
Provide residential education
Liaise with ESW service
Evidence Source
 Registers and Contemporaneous notes.

Attitude towards learning (see also make a positive contribution)

Green
Positive attitude; interested, engaged; turns up to all lessons punctually
Amber
Changeable attitude to learning; sometimes interested and engaged; is punctual to most lessons
Red
Negative attitude to learning; rarely engaged; finds little of interest on offer
Key Strategies/Actions
Provide residential education. Liaise with ESW service
Evidence Source
Registers and Contemporaneous notes

Emotional maturity

Green

Can recognise and name emotions in self and others and react appropriately to facial expressions, body language, tone of voice, other's behaviour etc.

Amber

Has some awareness of but cannot consistently recognise and name emotions in self and others and react appropriately to facial expressions, body language, tone of voice, other's behaviour etc.

Red

Has little or no ability to recognise and name emotions in self and others and react appropriately to facial expressions, body language, tone of voice, other's behaviour etc.

Key Strategies/Actions

Positive feedback when doing well. Planned experience of success. 1:1 discussions to focus on issues of concern. Tutorials.
Reward achievable short term goals.

Evidence Source

Diary, Activity Planning, Tutorial Reports and Reward system records

Engagement in enrichment activities e.g. sports, social and cultural activities

Green

Fully engaged in all opportunities provided by school/local authority

Amber

Partially engaged but either refusing or finding it difficult to engage

Red

Refuses to or is unable to engage in opportunities on offer

Key Strategies/Actions

Provide planned social opportunities for the children to engage in.

Evidence Source

Activity plans, Unit log and Daily Diary.

<u>Independence</u>

Play

Green

Able to share and engage in age appropriate activities alone or in groups; understands and can adapt rules to suit circumstances

Amber

Sometimes engages in activities that are not age appropriate; cannot adapt rules to changing circumstances

Red

Difficulties in sharing; often engaged in inappropriate behaviours in unstructured time; problems with following rules; may spoil things for others

Key Strategies/Actions

Provide a structured environment to play with appropriate facilities and peers.

Evidence Source
Activity plans, Unit log, Daily Diary and Activity evaluation sheets

Need for supervision

Green
Able to work/play independently or with minimum supervision on most occasions
Amber
Occasionally requires periods of 1-1 supervision to be able to work or play successfully
Red
Regularly requires periods of 1-1 supervision to be able to work or play successfully
Key Strategies/Actions
Provide 1:1 supervision monitoring - where appropriate and in context.
Evidence Source
TA notes/plans, Sanction records, Daily Diary, Unit log and Behaviour management plans.

Make a Positive Contribution

Attitudes

Attitude towards school

Green
Positive attitude to school, fully engaged in all lessons and activities
Amber
Selective attendance to school or in lessons, partially engaged in school life
Red
Disaffected from school: refusal to work, absenting from lessons, disrupting lessons when present, not engaged in learning

Key Strategies/Actions
Positive feedback when doing well. Planned experience to achieve success.1:1 discussions to focus on issues of concern. Tutorials
Reward achievable short term goals
Evidence Source
Daily Diary, Activity Planning, Tutorial reports and Reward system records.

Attitude towards other learning opportunities (see also enjoy & achieve)

Green
Chooses to take regular part in out of school activities; joins in positively with others
Amber

Occasionally involved in out of school activities through choice, sometimes spoils activities for others

Red

Rarely involved in out of school activities from choice; deliberately spoils activities for others

Key Strategies/Actions

Provision of learning opportunities based on individual interest. Provision of personalised learning programmes. Plan new experiences. Incremental change to foster self-esteem and sense of belonging

Evidence Source

Daily Diary, Activity Planning, Tutorial reports, Reward system records and Alternative Learning Co-ordinator's records.

Attitude towards authority

Green

Has respect for self and others, usually biddable, able to act appropriately in most situations, usually conforms to societal norms

Amber

Sometimes acts inappropriately, does not always conform to society's norms, not always biddable

Red

Little or no respect for other people, acts inappropriately in many circumstances

Key Strategies/Actions

Structured activities, Consistent approach through action and discussion.

Evidence Source

 Tutorial reports, Activity planning, Behaviour management plans, Any YOT notes and Contemporaneous notes

Attitude towards wider community

Green

Tolerant of diversity (race, culture, disability etc)

Amber

Occasionally intolerant to other groups

Red

Can be antagonistic or aggressive towards some other groups within the community

Key Strategies/Actions

Structured activities. Consistent approach through action and discussion.

Evidence Source

Tutorial reports, Activity planning, Behaviour management plans, Any YOT notes and Contemporaneous notes

Attitudes to gender

Green

Relates well to both sexes,

Amber

Occasionally reacts inappropriately to others by virtue of their gender

Red

Relates inappropriately, can be antagonistic or aggressive to others by virtue of their gender

Key Strategies/Actions

Provision of positive, inteligent role model over time. Reward positive responses. Work with Educational Psychologist

Evidence Source

Tutorial reports and Educational Psychologist guidance notes.

Motivation

Green

Self motivated to join in, initiates and chooses activities for self and others

Amber

Sometimes needs encouragement to take part in activities, only occasionally initiates activities without direction

Red

Almost always needs direction or encouragement to take part in activities, rarely contributes independently

Key Strategies/Actions

Ensure opportunities to succeed in and out of school; reinforce & encourage positive attitudes

Evidence Source

Daily Diary, Activity Planning, Tutorial reports and Reward system records.

<u>Relationships</u>

Relationship with peers

Green

Relates well to peers

Amber

Occasionally reacts inappropriately to peers

Red

Relates inappropriately, can be antagonistic or aggressive to peers

Key Strategies/Actions

Discussion through tutorials. Planned interactive classes/groups/sports teams. Planned evening activities/games to gain success. Frequent specific praise.

Evidence Source

Tutorial reports, Activity planning, Activity evaluation and Daily Diary

Relationship with adults in authority

Green
Relates to adult authority figures
Amber
Occasionally reacts inappropriately to adult authority figures
Red
Relates inappropriately, can be antagonisitic or aggressive to adult authority figures
Key Strategies/Actions
Positive interaction during planned break/lunch hour/activities. Encourage participation in team sports/group activities etc.
Evidence Source
Activity planning, Tutorial reports, Daily Diary and Behaviour management plans.

Personal skills

Ability to cope with change

Green
Has no difficulty in coping with change
Amber
Has some difficulty in dealing with change
Red
Is unable to deal with change
Key Strategies/Actions
Discussion using scenarios at tutorials. To be well informed with strategies to cope
Evidence Source
Tutorial reports, Activity planning and Activity evaluation

Level of initiative

Green
Is able to self-initiate at an appropriate level
Amber
Only takes initiative in secure settings
Red
Is unwilling to self-initiate
Key Strategies/Actions
Member of staff allocated to positive work experience placement provision. Frequent specific praise. Setting of basic tasks with increasing periods of independent work
Evidence Source
Tutorial reports, Activity planning, Activity evaluation, Daily Diary and Alternative Learning Co-ordinator's records.

Level of anxiety

Green
Secure and confident
Amber
Can be anxious in new settings
Red
Presents high levels of anxiety
Key Strategies/Actions
Regular discussion through tutorials to address concerns. Develop teaching and care scenarios to focus on coping strategies
Evidence Source
Tutorial reports, Activity planning and Activity evaluation.

Behaviour

Physically violent

Green
No issues
Amber
Occasionally assaults others and/or causes damage
Red
Frequently assaults others and/or causes damage
Key Strategies/Actions
Discussion through tutorials. Behaviour mangement plans and risk assessments. Undertake anger management course. Channel aggression through sporting activites etc Structured activities with de-escalation strategies in mind.
Evidence Source
Behaviour management plans, Tutorial reports, Activity planning, Activity evaluation and Daily Diary.

Verbally aggressive

Green
No issues
Amber
Occasionally bullies, threatens and/or intimidates others
Red
Frequently bullies, threatens and/or intimidates others
Key Strategies/Actions

Discussion through tutorials. Behaviour management plans and risk assessments.
Undertake anger management course. Structured activities with de-escalation strategies in
mind
Evidence Source
Behaviour management plans, Tutorial reports, Activity planning, Activity evaluation
and DailyDiary.

Criminality
Green
No known issues
Amber
Offending history or offending - police cautions
Red
Offending history or offending - court sentence
Key Strategies/Actions
Support multi-agency action.
Evidence Source
Contemporaneous notes and Child protection file.

Stay Safe

Family issues

Parenting Skills / Family life
Green
No known issues
Amber
Parent(s) need(s) occasional support in order to provide clear boundaries for their child to
stay safe
Red
Parent(s) need(s) frequent or ongoing support in order to provide clear boundaries for
their child to stay safe
Key Strategies/Actions
Provide good role models within school environment. Monitor through discussion and
joint agency action
Evidence Source
Contemporaneous notes and Child protection file.

Parent/Carer Health

Green
No health concerns with primary carers
Amber
Some concerns about primary carer's health

Red
Primary carers health concerns have a negative impact on the child's development.
Key Strategies/Actions
Provide support through tutorials. Monitor through discussion and support any joint agency action
Evidence Source
Tutorial Reports and Contemporaneous Notes

Young Carer

Green
No known issues
Amber
Occasionally carers for siblings/parents
Red
Plays a significant care role
Key Strategies/Actions
Provide support through tutorials. Monitor through discussion and support any joint agency action
Evidence Source
Tutorial Reports and Contemporaneous Notes.

Looked after

Green
Not looked after
Amber
Previous history of being looked after
Red
Currently looked after
Key Strategies/Actions
Support multi-agency input. Regular meetings to discuss progress. Regular reviews to plan actions
Evidence Source
Contemporaneous notes, Child protection file and Review records.

Cared for by relatives

Green

Not applicable
Amber
History of family caring
Red
Currently cared for by the family
Key Strategies/Actions
Liaison. Phone calls. Letters. Reviews
Evidence Source
 DailyDiary, Tutorial reports, Contemporaneous notes and Review records

Domestic violence

Green
No known issues
Amber
Has witnessed/experienced domestic violence in the past
Red
Currently witnessing/experiencing domestic violence
Key Strategies/Actions
Support joint agency action. Counselling to give individual support. Referral to other agencies. Literacy texts - issues discussed and problems identified
Evidence Source
Contemporaneous notes, Child protection file, Tutorial reports and Behaviour management plans

Neglect

Green
No known issues
Amber
Previous history of physical or emotional neglect
Red
Currently on CP register
Key Strategies/Actions
Child protection plan. Support joint agency action. Support through care system, tutorials etc
Evidence Source
Contemporaneous notes, Child protection file, Tutorial reports and Behaviour management plans.

Physical abuse

Green
No known issues
Amber
Previous history of physical abuse
Red
Currently on CP register
Key Strategies/Actions
Child protection plan. Support joint agency action. Support through care system, tutorials etc
Evidence Source
Contemporaneous notes, Child protection file, Tutorial reports and Behaviour management plans

Sexual abuse

Green
No known issues
Amber
Previous history of sexual abuse
Red
Currently on CP register
Key Strategies/Actions
Child protection plan. Support joint agency action.Support through care system, tutorials etc
Evidence Source
Contemporaneous notes, Child protection file, Tutorial reports and Behaviour management plans

Environmental issues

Housing issues

Green
No known issues
Amber
Concerns about housing issues
Red

At risk of being homeless
Key Strategies/Actions
Staff awareness to liaise with other agencies if / where necessary.
Evidence Source
Contemporaneous notes and Child protection file

Risk of sexual exploitation/abuse

Green
Not vulnerable to exploitation
Amber
Vulnerable to sexual exploitation or past history of exploitation
Red
Being exploited
Key Strategies/Actions
Provide safe structured environment. Support and advice through tutorials. Planned programme to avoid vulnerable situations.
Evidence Source
Contemporaneous Notes, Child Protection File, Tutorial Reports, Activity Planning and Activity Evaluation

Anti-social behaviours

Green
No known issues
Amber
Occasionally involved in anti-social behaviour in the community
Red
Heavily involved in anti-social behaviour in the community; on verge of or has an ASBO
Key Strategies/Actions
Support Multi - Agency Action
Evidence Source
Contemporaneous notes and Child protection file

Road safety

Green
No known issues
Amber
Needs distant supervision/reminders
Red
Needs constant supervision
Key Strategies/Actions

Cycling/ Road Safety programme in activity sessions
Evidence Source
Daily Diary, Activity Planning and Activity Evaluation

Victim e.g. of crime, bullying, harassment etc

Green
No known issues
Amber
Has been a victim
Red
Is currently a victim
Key Strategies/Actions
Discussion and access to a trusted adult. Undertake bullying survey (2 yearly).Literacy texts - issued discussed and action identified.
Evidence Source
Risk Assessments, Daily Diary, Survey Results, Activity Planning and Activity Evaluation

Be Healthy

Physical health

Specific health/medical needs

Green
No known issues
Amber
Diagnosis - no medical intervention
Red
Health Agency Involvement, Medication
Key Strategies/Actions
Support Actions / Advice from Medical Practitioners. Target specific training for staff. Specific Health Plan with ongoing monitoring. Provide access to local medical services
Evidence Source
Medical Records, INSET notes and Tutorial reports

Physical maturity &/or growth

Green
No issues
Amber
Concerns - no medical intervention
Red
Serious concerns - medical intervention
Key Strategies/Actions
Work together with medical services. Support pupil's individual concerns through tutorials
Evidence Source
Tutorial Reports, Contemporaneous Notes and Review records.

Weight

Green
No issues
Amber
Concerns - no medical intervention
Red
Serious concerns - medical intervention
Key Strategies/Actions
Work together with medical services. Support pupil's individual concerns through tutorials
Evidence Source
Tutorial Reports, Contemporaneous Notes and Review records

Diet

Green
No issues
Amber
Concerns about balance of diet
Red
Serious concerns about food choices and possible effects on health
Key Strategies/Actions
Offer healthy options. Educate through a variety of media - posters, lessons, by example, through discussion, 1 :1 etc. Seek medical guidance on promotion of a healthy diet.

Evidence Source
Menus, Tutorial Reports, Unit Log and Daily Diary

Exercise

Green
Regular exercise undertaken
Amber
Sporadic exercise pattern
Red
Little or no exercise undertaken voluntarily
Key Strategies/Actions
Introduce different levels of activities and planned weekly activity programme
Advice of benefits of healthy lifestyle. 1:1 tuition and guidance.Individual assessment /
training programme within extended curriculum
Evidence Source
Activity Planning, Activity Evaluation, Tutorial Reports, Unit log and Daily Diary.

Mental health

Self Esteem

Green
Positive self-esteem in most settings
Amber
Negative self-esteem evident in some settings
Red
Negative self-esteem in most settings
Key Strategies/Actions
Discussions with Key Tutor. Planned activities to gain success. Frequent specific praise
Evidence Source
Daily Diary, Activity Planning, Activity Evaluation and Tutorial reports

Mental health

Green
No known issues
Amber
Some concerns - seeking advice
Red
Confirmed concerns; CAMHS / Other Agency involvement
Key Strategies/Actions

Support and encourage attendance at 'Agency' sessions. Liaise with agencies to give and obtain feedback. Respond to feedback

Evidence Source

Contemporaneous Notes and Child Protection File

Managing anger

Green

No issues

Amber

Occasional difficulties in managing anger

Red

Significant difficulties in managing anger

Key Strategies/Actions

Seek advice on Anger Management Course etc. Target specific issues in Tutorials. Time out option. Provide a safe environment (positive handling)

Evidence Source

Behaviour Management Plan, Educational Psychologist guidance notes and Tutorial Reports

ADD/ADHD

Green

No diagnosis

Amber

Diagnosis - no medication intervention

Red

Diagnosis - Medication intervention

Key Strategies/Actions

Focussed activities for short periods. Monitor medication use. Monitor any dietary issues.

Evidence Source

 Medical Records, Tutorial Reports, Activity planning and DailyDiary

<u>**Specific conditions**</u>

Autistic Spectrum Disorder

Green
No diagnosis
Amber
Some concerns but no diagnosis
Red
Diagnosis; intervention required
Key Strategies/Actions
Create user friendly environment. Clear specific instructions / guidance and boundaries.
Support through Behaviour Management Plan
Evidence Source
Tutorial Reports, Activity Planning, Daily Diary and Behaviour Management Plan

Attachment Disorder

Green
No diagnosis
Amber
Some concerns but no diagnosis
Red
Diagnosis; intervention required
Key Strategies/Actions
Follow guidance given by fellow professionals. Provide frequent small group activities
Evidence Source
Guidance notes, Activity Planning, Activity evaluation, Tutorial reports and
Contemporaneous Notes.

Conduct Disorder

Green
No diagnosis
Amber
Some concerns but no diagnosis
Red
Diagnosis; intervention required
Key Strategies/Actions
Safe boundaries established and structured environment with specific sanctions.
Discussions in tutorials with key tutors. Focus on behaviour management plans.

Evidence Source
Tutorial Reports, Contemporaneous Notes and Behaviour management plans.

Risk taking

Smoking

Green
Non-smoker
Amber
Suspected smoker
Red
Smoker
Key Strategies/Actions
Give information about available support.Focus on awareness / dangers through
PSHE&C programme and key tutorials.Consider use of 'patches' etc following GP advice.
Evidence Source
GP advice, Contemporaneous notes, Tutorial reports, Medical records and Teacher
Planning

Exposure to illegal drugs

Green
No concerns
Amber
Suspected exposure
Red
Confirmed exposure
Key Strategies/Actions
Focus on awareness / dangers through PSHE&C programme and key tutorials. Work with
parents and any external agencies
Evidence Source
Contemporaneous notes, Tutorial reports and Teacher Planning.

Drug or alcohol use

Green
No concerns
Amber
Suspected user
Red
Confirmed user
Key Strategies/Actions
Give information about available support. Focus on awareness / dangers through
PSHE&C programme and key tutorials. GP advice. Work with parents and any external
agencies
Evidence Source

GP advice, Contemporaneous notes, Tutorial reports, Medical records and Teacher Planning

Self harm

Green
No issues
Amber
History of self harm
Red
Currently self-harming
Key Strategies/Actions
Record incidence. Monitor closely. Refer through child protection process and involve outside agencies. Help build self esteem.
Evidence Source
Child Protection File, Contemporaneous notes, Tutorial reports, Activity Plans and Teacher Planning

Sexual activity/identity

Green
No known inappropriate sexual activity. No known sexual identity issues.
Amber
Unconfirmed concerns of inappropriate sexual activity at home or school.
Red
Confirmed issues of inappropriate sexual activity. Pupils asks for help re: sexual identity.
Key Strategies/Actions
Seek advice from GP. Give advice on services available eg help lines. Follow Child Protection Procedures. Support through tutorials, PSHE&C. Monitor closely.
Evidence Source
Child Protection File, Contemporaneous notes, Tutorial reports, Activity Plans, Teacher Planning and GP Advice

Sexually explicit language

Green
Age appropriate
Amber
Occasional age inappropriate sexualised language
Red
Age inappropriate sexualised language or behaviour
Key Strategies/Actions

Initiate school policy and guidance. 1 : 1 tuition and guidance. Behaviour management plan established and enacted

Evidence Source

Contemporaneous notes, Tutorial Reports and Behaviour Management Plans.

Appendix 7 – Balpet ECM/Ofsted/ECM Comparison of Elements

Enjoy and Achieve Outcome

Elements of 'Enjoying and Achieving' considered at Balpet are listed as follows:-

- Below average attainment on admission, poor experience of education

- Level of attendance

- Any negative attitude towards learning,

- Punctuality

- Ability to play

- Any inappropriate behaviours

- Significant delay in maturity

- Engagement in enrichment activities

- Requirement for periods of 1:1 supervision

- Poor reading skills

- Engagement with learning

- Educationally below the national average.

- How well do learners enjoy their education?			
OUTSTANDING (1)	**GOOD (2)**	**SATISFACTORY (3)**	**INADEQUATE (4)**
First rate attitudes (nearly all learners)	Positive attitudes (most learners)	Satisfactory attitudes (most learners)	Unsatisfactory attitudes (significant minority)
Exemplary behaviour	Restrained behaviour	Satisfactory behaviour	Unsatisfactory behaviour
High levels of attendance	Good levels of attendance	Satisfactory attendance	Poor levels of attendance
Very punctual to school/lessons	Good level of punctuality	Satisfactory punctuality	Poor levels of punctuality
Cooperate extremely well	Collaborate readily with others (showing initiative)	Learners feel free from intimidation and comply with rules and requests	Reluctant to cooperate with staff
Great deal of interest/pride in work	Take care over their work	Adequate presentation of work	Much work is reluctantly and poorly completed
Enthusiastic in lessons	Involve themselves in lessons	Absence of enthusiasm of small minority of learners	Learners are often disengaged in lessons
Eager to join in activities	Keen to take part in activities	Adequate participation in activities	Low level of participation in activities
Report how much they enjoy school	Report they like coming to school (speak warmly of it)	Learners say they enjoy school	Many learners speak without affection about the school (openly hostile to it)
Excellent ambassadors			

Ofsted Inspectors should evaluate 'how well learners enjoy their education?' Judgements

are based on consideration of:-

- Attitudes
- Behaviour
- Attendance
- Punctuality
- Co-operation
- Interest in work
- Enthusiastic

- Joins in Activities
- Comment on Enjoyment of school
- Ambassadors

Make a Positive Contribution Outcome

Elements of 'Making a Positive Contribution' considered at Balpet are listed as follows:-

- Attitude towards school

- Attitude to other learning opportunities

- Attitude towards community/authority

- Youth Offending Team involvement

- History of exclusions

- Levels of violence and aggression

- Relating to peers

- Relating to adults in authority

- Relating to gender

- Bullies and/or intimidates

- Level of anxiety

- Coping with change

- Initiative

- Laziness

- Spoils activities for others.

- How well do learners make a positive contribution to the community?			
OUTSTANDING (1)	**GOOD (2)**	**SATISFACTORY (3)**	**INADEQUATE (4)**
Learners make excellent relationships with adults and each other	Learners generally make good relationships with adults and each other	Learners make fairly stable and positive relationships with adults and each other	Learners find it difficult to make fairly positive relationships within school
Learners demonstrate a high level of social responsibility by ensuring that their behaviour is not intimidating or offensive	Learners good levels of social responsibility is shown in their consideration and restrained behaviour and dealings with others	With some exceptions, Learners exercise social responsibility in their dealings with others	Learners demonstrate a low level of social responsibility, as shown in the extent of insensitive and intimidating behaviour they display
Learners express their views with much confidence whilst listening very well to the opinions of others	Learners express their opinions politely but with a determination to be heard, whilst listening well to others.	A fair number of Learners express their views with confidence, listening tolerably well to others	Relatively few learners have confidence in expressing their views and are not skilled or tolerant in listening to others
Learners make important contributions to decisions about how the school runs	Learners contribute effectively to decisions within the school	Learners have some influence on how the school is run	Learners have little impact on how the school runs
Learners show a great deal of initiative in getting involved in and managing school and community activities so contributing significantly to the range and quality of these activities	Many school and community activities flourish due to the desire of learners to become involved and take responsibility for them	Learners willingness to participate in and take responsibility for school and community activities are satisfactory overall. A minority of learners will not engage	Involvement in school and community activities is low
Learners are confident in managing changes in their lives	Learners approach changes in their lives with some confidence	Learners manage changes in their lives with some degree of independence but need quite a lot of support	Learners show little confidence in managing changes in their lives
Learners are developing very well the knowledge and understanding that will enable them to become informed citizens	Learners are developing well the knowledge and understanding that will enable them to become informed citizens	Learners have developed a satisfactory knowledge and understanding of the things that will enable them to become informed citizens	Learners are not adequately acquiring the knowledge and understanding they will require as citizens **Overall, learners have an inadequate understanding of**

			their social responsibilities and a low of participation in school and community activities

Ofsted Inspectors should evaluate how well do learners make a positive contribution to the community? Judgements are based on consideration of:-

- Relationships
- Social responsibility
- Express views / listens
- Contribution to running of school
- Initiative / Involvement in school
- Managing Change
- Citizenship

Stay Safe Outcome

Elements of 'Staying Safe' considered at Balpet are listed as follows:-

- Neglect

- Domestic violence

- At risk of sexual exploitation

- Child protection issues

- 'At risk' behaviours

- Road safety issues

- bullying victim or crime victim

- Housing issues

- Parenting skills

- Family life including looked after by relatives or looked after by the local authority.

- How well do learners adopt safe practices?			
OUTSTANDING (1)	**GOOD (2)**	**SATISFACTORY (3)**	**INADEQUATE (4)**
Learners have and display an outstanding regard for the safety and well-being of others	The great majority of learners have and display a good regard for the safety and well-being of others	Most learners have and display an adequate regard for the safety and well-being of others	Learners show an unacceptable level of aggressive or unrestrained behaviour
Learners have very low incidence of formal sanctions	Learners have low incidence of formal sanctions	Learners have average incidence of formal sanctions	Learners have high incidence of formal sanctions
Learners sensitively respect the personal dignity of others	Learners show good respect for the personal dignity of others	Most learners respect the dignity of others and refrain from offensive or intimidating behaviour	Learners are insensitive to the personal dignity of others
Learners feel very safe from bullying, racism or other forms of discrimination	Learners feel safe from bullying, racism or other forms of discrimination	Most of the time learners feel safe from bullying, racism or other forms of discrimination	Learners report high levels of bullying, racism and other forms of discrimination
Learners are fully confident that they can confide in and gain strong support from staff	Learners have confidence in support available if they feel at risk	Learners have reasonable confidence that they can get adequate support if they feel at risk	Learners report they are unable to gain support from staff
Learners always act responsibly when in high risk situations and respond very sensibly to them	Learners generally act responsibly when in high risk situations, generally respond sensibly	Most learners understand when they are in high risk situations, respond sensibly	Several learners do not have sufficient understanding of high risk situations and act irresponsibly

Ofsted Inspectors should evaluate how well do learners make a positive contribution to

the community? Judgements are based on consideration of:-

- Regard for safety / well- being of others
- Low incidence of formal sanctions
- Respects dignity of others
- Safe from bullying, racism and/or discrimination
- Support from staff
- High risk situations- act responsibly / respond appropriately

Be Healthy Outcome

Elements of 'Being Healthy' considered at Balpet are listed as follows:-

- Specific medical diagnosis

- Specific health needs

- Weight

- Growth issues

- Any medication

- Health Agency involvement

- Level of self-esteem

- Difficulty managing anger

- Attention Deficit Disorders/Attention Deficit Hyperactivity Disorders, Autistic spectrum disorder, Attachment disorder, Conduct disorder, any other diagnosis.

- Evidence of exploitation by others and/or any exposure to drugs such as Cannabis

- Environment family lifestyle issues such as being a smoker, little exercise undertaken, diet, any undiagnosed concerns

- Child and Adult Mental Health Service (CAMHS) involvement any other agency involvement

- Self harm, risky behaviours

- Parent/carer ill health

- Sexually activity and/or inappropriate sexual behaviour/language.

- How well do learners adopt healthy lifestyles?			
OUTSTANDING (1)	**GOOD (2)**	**SATISFACTORY (3)**	**INADEQUATE (4)**
All engage in 2 hours of PE and sport a week	Great majority engage in 2 hours of PE and sport a week	Great majority engage in a reasonable level of participation in PE	Large number of learners do not take a minimum of 2 hours of PE or sport each week
Great many engaged more fully in physical recreational activities	Many engaged more fully in physical recreational activities	Great majority engage in a reasonable level of sporting activities	Large numbers of learners do not participate in organised physical activities
Learners display outstanding understanding of how to live healthy lifestyle	Learners display good understanding of how to live healthy lifestyle	Learners display fair understanding of how to live healthy lifestyle	Many learners have an inadequate appreciation of and do not practice a healthy lifestyle
Very good understanding of sexual health risks		Satisfactory understanding of sexual health risks	Weak understanding of sexual health risks
Very good understanding of the dangers of smoking	Good understanding of sexual health risks	Satisfactory understanding of the dangers of smoking	Weak understanding of the dangers of smoking
Very good understanding of the dangers of substance abuse	Good understanding of the dangers of smoking	Satisfactory understanding of the dangers of substance abuse	Weak understanding of the dangers of substance abuse
At school, all eat and drink healthily	Good understanding of the dangers of substance abuse	At school, learners adopt sensible eating and drinking habits	Most Learners consume unhealthy food and liquid
Very effectively			

recognise personal stress Very effectively manage personal stress	At school, most eat and drink healthily Good understanding of symptoms of personal stress Effectively manage personal stress	Developing a satisfactory understanding of symptoms of personal stress Developing a satisfactory understanding of how to manage personal stress	refreshments at school Little understanding of the symptoms of personal stress Little understanding of how to deal with personal stress

Ofsted Inspectors should evaluate how well do learners adopt healthy lifestyles?

Judgements are based on consideration of:-

- amount of PE/Sport per week
- Engagement in recreational activites
- Healthy Lifestyle
- Sexual Health
- Smoking
- Substance abuse
- Diet

Recognising/managing stress

Well Being Intervention Plan - Pupil 35

DOB:	31/12/1994	**UPN:**	xxxxxxxxxxxxx
Class/Year:	3 / 10	**Plan Number:**	1
Start Date:		**Review Date:**	

ECM Outcome / Element	Descriptor	Key Strategies/Actions	Evidence Sources
Achieve Economic Wellbeing Adults working in household	No adult in household in regular employment	Support joint agency action with family.	Contemporaneous notes // Child protection file
Achieve Economic Wellbeing Level of household income	Major concerns about household income	Support joint agency action with family.	Contemporaneous notes // Child protection file
Achieve Economic Wellbeing Can travel independently	Cannot travel alone	"When appropriate : // Introduce individual to 1:1 travel with support. (Guidance given with timetables and how to prepare for journey, use of tourist information office and emergency procedures. // Start independent travel with short journey)"	"Activity Plans/Evaluation sheets, // Unit logs/Diary, // Teacher Planning // Tutorial Notes"
Make a Positive Contribution Relationship with peers	"Relates inappropriately, can be antagonisitic or aggressive to peers"	Discussion through tutorials // Planned interactive classes/groups/sports teams // Planned evening activities/games to gain success // Frequent specific praise	Tutorial reports // Acivity planning // Activity evaluation // Diary
Make a Positive Contribution Relationship with adults in authority	"Relates inappropriately, can be antagonisitic or aggressive to adult authority figures"	Positive interaction during planned break/lunch hour/activities // Encourage participation in team sports/group activities etc.	Activity planning // Tutorial reports // Diary // Behaviour management plans

Well Being Intervention Plan - Pupil 35

DOB: 31/12/1994
Class/Year: 3 / 10
Start Date:

UPN: xxxxxxxxxxxx
Plan Number: 1
Review Date:

ECM Outcome / Element	Descriptor	Key Strategies/Actions	Evidence Sources
Make a Positive Contribution Criminality	Offending history or offending - court sentence	Support multi-agency action plans	Contemporaneous notes // Child protection file
Stay Safe Parenting skills/Family life	Parent(s) need(s) frequent or ongoing support in order to provide clear boundaries for their child to stay safe	Provide good role models within school environment // Monitor through discussion and joint agency action	Contemporaneous notes // Child protection file
Stay Safe Parent/Carer Health	Primary carers health concerns have a negative impact on the child's development.	Provide support through Tutorials // Monitor through discussion and support any joint agency action	Tutorial Reports // Contemporaneous Notes
Stay Safe Anti-social behaviours	Heavily involved in anti-social behaviour in the community; on verge of or has an ASBO	Support multi - agency action plans	Contemporaneous notes // Child protection file
Be Healthy Specific health/medical needs	"Health Agency Involvement, Medication "	Support actions / Advice from Medical Practitioners. // Target specific training for staff // Specific Health Plan with ongoing monitoring // Provide access to local medical services	Medical Records // INSET notes // Tutorial reports

Well Being Intervention Plan - Pupil 35

DOB: 31/12/1994		**UPN:** xxxxxxxxxxxx	
Class/Year: 3 / 10		**Plan Number:** 1	
Start Date:		**Review Date:**	

ECM Outcome / Element	Descriptor	Key Strategies/Actions	Evidence Sources
Be Healthy ADD/ADHD	Diagnosis - Medication intervention	Focussed activities for short periods // Monitor medication use // Monitor any dietary issues	Medical Records // Tutorial Reports // Activity planning // Diary
Be Healthy Smoking	Smoker	Give information about available support. // Focus on awareness / dangers through PSHE&C programme and key tutorials. // Consider use of 'patches' etc following GP advice.	GP advice // Contemporaneous notes // Tutorial reports // Medical records // Teacher Planning
Be Healthy Exposure to illegal drugs	Confirmed exposure	Focus on awareness / dangers through PSHE&C programme and key tutorials. // Work with parents and any external agencies	Contemporaneous notes // Tutorial reports // Teacher Planning
Be Healthy Drug or alcohol use	Confirmed user	Give information about available support. // Focus on awareness / dangers through PSHE&C programme and key tutorials. // GP advice. // Work with parents and any external agencies	GP advice // Contemporaneous notes // Tutorial reports // Medical records // Teacher Planning
Be Healthy Sexually explicit language	Age inappropriate sexualised language or behaviour	Initiate school policy and guidance // 1 : 1 tuition and guidance // Behaviour management plan established and enacted	Contemporaneous notes // Tutorial Reports // Behaviour Management Plans

Balpet School - Well-Being Tracker July 2007

Achieve Economic Well Being

- Adults working in household
- level of household income
- Level of achievement
- Can travel independently
- Risk of homelessness post 16
- Engaged in appropriate college/work experienmce opportunities
- Readiness for post 16 life

Enjoy And Achieve

- Attainment on admission
- Literacy skills
- Attendance
- Attitude towards learning
- Emotional maturity
- Engaement in enrichment activities
- Play
- Need for supervision

Make A Positive Contribution

- Attitude towrards school
- Attitude towards other learning opportunities
- Attitude towards authority
- Attitude towards wider community
- Attitudes towrds gender
- Motivatioon
- Realtionships with peers
- Relationship with adults in authority
- Has no difficulty in coping with change
- Level of initiative
- Level of anxiety
- Physically violent
- Verbally aggressive
- Criminality

Stay Safe

- Parenting skills/Family life
- Parent/Carer Health
- Young carer
- Looked after
- Cared for by relatives
- Domestic violence
- Neglect

Name

Pupil 1
Pupil 2
Pupil 3
Pupil 4
Pupil 5
Pupil 6
Pupil 7
Pupil 8
Pupil 9
Pupil 10
Pupil 11
Pupil 12
Pupil 13
Pupil 14
Pupil 15
Pupil 16
Pupil 17
Pupil 18
Pupil 19
Pupil 20
Pupil 21
Pupil 22
Pupil 23
Pupil 24
Pupil 25
Pupil 26
Pupil 27
Pupil 28
Pupil 29
Pupil 30

Be Healthy

Physical abuse	Sexual abuse	Housing issues	Risk of sexual exploitation/abuse	Anti-social behaviours	Road safety	Victim

Specific Heath/Medical needs	Physical maturity & or growth	Weight	Diet	Exercise	Self-esteem	Mental health	Managing anger	ADD/ADHD	Autistic Spectrum Disorder	Attachmernt Disorder	Conduct Disorder	Smoking	Exposure to illegal drugs	Drug or alcohol use	Self-harm	Sexual activity/identity	Sexually explicit language

Balpet School - Well-Being Tracker January 2008

Achieve Economic Well Being

- Adults working in household
- level of household income
- Level of achievement
- Can travel independently
- Risk of homelessness post 16
- Engaged in appropriate college/work experienmce opportunities
- Readiness for post 16 life

Enjoy And Achieve

- Attainment on admission
- Literacy skills
- Attendance
- Attitude towards learning
- Emotional maturity
- Engaement in enrichment activities
- Play
- Need for supervision

Make A Positive Contribution

- Attitude towrards school
- Attitude towards other learning opportunities
- Attitude towards authority
- Attitude towards wider community
- Attitudes towrds gender
- Motivatioon
- Realtionships with peers
- Relationship with adults in authority
- Has no difficulty in coping with change
- Level of initiative
- Level of anxiety
- Physically violent
- Verbally aggressive
- Criminality

Stay Safe

- Parenting skills/Family life
- Parent/Carer Health
- Young carer
- Looked after
- Cared for by relatives
- Domestic violence
- Neglect

Name
Pupil 2
Pupil 3
Pupil 4
Pupil 5
Pupil 6
Pupil 7
Pupil 11
Pupil 13
Pupil 14
Pupil 16
Pupil 17
Pupil 18
Pupil 19
Pupil 20
Pupil 21
Pupil 22
Pupil 23
Pupil 25
Pupil 26
Pupil 27
Pupil 28
Pupil 29
Pupil 30
Pupil 31
Pupil 32
Pupil 33
Pupil 34
Pupil 35
Pupil 36
Pupil 37
Pupil 38
Pupil 39
Pupil 40

Be Healthy

Physical abuse | Sexual abuse | Housing issues | Risk of sexual exploitation/abuse | Anti-social behaviours | Road safety | Victim

Specific Heath/Medical needs | Physical maturity & or growth | Weight | Diet | Exercise | Self-esteem | Mental health | Managing anger | ADD/ADHD | Autistic Spectrum Disorder | Attachment Disorder | Conduct Disorder | Smoking | Exposure to illegal drugs | Drug or alcohol use | Self-harm | Sexual activity/identity | Sexually explicit language

Balpet School - Well-Being Tracker July 2008

Achieve Economic Well Being
- Adults working in household
- Level of household income
- Level of achievement
- Can travel independently
- Risk of homelessness post 16
- Engaged in appropriate college/work experienmce opportunities
- Readiness for post 16 life

Enjoy And Achieve
- Attainment on admission
- Literacy skills
- Attendance
- Attitude towards learning
- Emotional maturity
- Engagement in enrichment activities
- Play
- Need for supervision

Make A Positive Contribution
- Attitude towards school
- Attitude towards other learning opportunities
- Attitude towards authority
- Attitude towards wider community
- Attitudes towrds gender
- Motivation
- Reelationships with peers
- Relationship with adults in authority
- Has no difficulty in coping with change
- Level of initiative
- Level of anxiety
- Physically violent
- Verbally aggressive
- Criminality

Stay Safe
- Parenting skills/Family life
- Parent/Carer Health
- Young carer
- Looked after
- Cared for by relatives
- Domestic violence
- Neglect
- Physical abuse
- Sexual abuse
- Housing issues
- Risk of sexual exploitation/abuse
- Anti-social behaviours
- Road safety
- Victim

Be Healthy
- Specific Heath/Medical needs
- Physical maturity & or growth
- Weight
- Diet
- Exercise
- Self-esteem
- Mental health
- Managing anger
- ADD/ADHD
- Autistic Spectrum Disorder
- Attachmennt Disorder
- Conduct Disorder
- Smoking
- Exposure to illegal drugs
- Drug or alcohol use
- Self-harm
- Sexual activity/identity
- Sexually explicit language

Pupil Name / Name

Pupil 6
Pupil 11
Pupil 13
Pupil 14
Pupil 16
Pupil 17
Pupil 18
Pupil 19
Pupil 22
Pupil 23
Pupil 25
Pupil 27
Pupil 28
Pupil 29
Pupil 30
Pupil 31
Pupil 32
Pupil 33
Pupil 34
Pupil 35
Pupil 36
Pupil 37
Pupil 38
Pupil 39
Pupil 40
Pupil 41
Pupil 42

Balpet School - Well-Being Tracker - January 2009

Achieve Economic Well Being

- Adults working in household
- Level of household income
- Level of achievement
- Can travel independently
- Risk of homelessness post 16
- Engaged in appropriate college/work experience opportunities
- Readiness for post 16 life

Enjoy And Achieve

- Attainment on admission
- Literacy skills
- Attendance
- Attitude towards learning
- Emotional maturity
- Engagement in enrichment activities
- Play
- Need for supervision

Make A Positive Contribution

- Attitude towards school
- Attitude towards other learning opportunities
- Attitude towards authority
- Attitude towards wider community
- Attitudes towards gender
- Motivation
- Realtionships with peers
- Relationship with adults in authority
- Has no difficulty in coping with change
- Level of initiative
- Level of anxiety
- Physically violent
- Verbally aggressive
- Criminality

Stay Safe

- Parenting skills/Family life
- Parent/Carer Health
- Young carer
- Looked after
- Cared for by relatives
- Domestic violence
- Neglect
- Physical abuse
- Sexual abuse
- Housing issues
- Risk of sexual exploitation/abuse
- Anti-social behaviours
- Road safety
- Victim

Be Healthy

- Specific Heath/Medical needs
- Physical maturity & or growth
- Weight
- Diet
- Exercise
- Self-esteem
- Mental health
- Managing anger
- ADD/ADHD
- Autistic Spectrum Disorder
- Attachment Disorder
- Conduct Disorder
- Smoking
- Exposure to illegal drugs
- Drug or alcohol use
- Self-harm
- Sexual activity/identity
- Sexually explicit language

Pupil Name

- Pupil 6
- Pupil 11
- Pupil 13
- Pupil 14
- Pupil 16
- Pupil 19
- Pupil 22
- Pupil 23
- Pupil 27
- Pupil 28
- Pupil 29
- Pupil 30
- Pupil 31
- Pupil 32
- Pupil 33
- Pupil 34
- Pupil 35
- Pupil 36
- Pupil 37
- Pupil 38
- Pupil 39
- Pupil 40
- Pupil 41
- Pupil 42
- Pupil 43
- Pupil 44
- Pupil 45
- Pupil 46
- Pupil 47
- Pupil 48
- Pupil 49

Balpet School - Well-Being Tracker
July 2007 - February 2009

A colour-coded (red/amber/green) well-being tracker chart for Balpet School covering the period July 2007 to February 2009. The chart is organised into five main outcome areas, each with multiple assessment columns:

Achieve Economic Well Being: Adults working in household; Level of household income; Level of achievement; Can travel independently; Risk of homelessness post 16; Engaged in appropriate college/work experience opportunities; Readiness for post 16 life

Enjoy And Achieve: Attainment on admission; Literacy skills; Attendance; Attitude towards learning; Emotional maturity; Engagement in enrichment activities; Play; Need for supervision

Make A Positive Contribution: Attitude towards school; Attitude towards other learning opportunities; Attitude towards authority; Attitude towards wider community; Attitudes towards gender; Motivation; Relationships with peers; Relationship with adults in authority; Has no difficulty in coping with change; Level of initiative; Level of anxiety; Physically violent; Verbally aggressive; Criminality

Stay Safe: Parenting skills/Family life; Parent/Carer Health; Young carer; Looked after; Cared for by relatives; Domestic violence; Neglect; Physical abuse; Sexual abuse; Housing issues; Risk of sexual exploitation/abuse; Anti-social behaviours; Road safety; Victim

Be Healthy: Specific Heath/Medical needs; Physical maturity & or growth; Weight; Diet; Exercise; Self-esteem; Mental health; Managing anger; ADD/ADHD; Autistic Spectrum Disorder; Attachment Disorder; Conduct Disorder; Smoking; Exposure to illegal drugs; Drug or alcohol use; Self-harm; Sexual activity/identity; Sexually explicit language

Rows are listed per pupil (Pupil 1 through Pupil 49), each with one or more assessment dates (7/07, 2/08, 9/08, 2/09).

Appendix 14 – Well Being Outcomes Red, Amber and Green Assessments Numerical Track

ACHIEVE ECONOMIC WELL BEING

		Red	Amber	Green	Date
Background					
Adults working in household	n=30	4	4	22	July '07
	n=33	4	8	21	Jan. '08
	n=27	3	3	21	July '08
	n=31	5	6	20	Jan. '09
Level of household income	n=30	4	7	19	July '07
	n=33	1	6	26	Jan. '08
	n=27	1	5	21	July '08
	n=31	3	5	23	Jan. '09

Adults working in household	Red + Amber	Percentage	
	8	26.7	July '07
	12	36.4	Jan. '08
	6	22.2	July '08
	11	35.5	Jan. '09
	Mean – 30.2%	Range - 36.4 – 26.7 = 9.7	

Level of Household income	Red + Amber	Percentage	
	11	36.7	July '07
	7	21.2	Jan. '08
	6	22.2	July '08
	8	25.8	Jan. '09
	Mean – 26.475%	Range - 36.7 – 21.2 = 15.5	

Independence

		Red	Amber	Green	Date
Level of achievement	n=30	5	20	5	July '07
	n=33	9	18	6	Jan. '08
	n=27	7	11	9	July '08
	n=31	5	19	7	Jan. '09
Can travel independently	n=30	5	12	13	July '07
	n=33	9	19	5	Jan. '08
	n=27	6	14	7	July '08
	n=31	10	9	12	Jan. '09

Level of Achievement	Red + Amber	Percentage	
	28	83.3	July '07
	27	81.2	Jan. '08
	18	66.7	July '08
	24	77.4	Jan. '09

Mean – 71.15%   Range - 83.3 – 66.7 = 16.6

Can travel independently	Red + Amber	Percentage	
	17	56.6	July '07
	28	84.8	Jan. '08
	20	74.1	July '08
	19	61.3	Jan. '09

Mean – 69.2%   Range - 84.8 – 56.6 = 28.2

Preparedness for future

Risk of homelessness post 16					
	n=30	2	7	21	July '07
	n=33	3	4	26	Jan. '08
	n=27	2	2	23	July '08
	n=31	2	8	21	Jan. '09

Engaged in appropriate college/ work experience opportunities					
	n=30	2	7	21	July '07
	n=33	3	6	24	Jan. '08
	n=27	2	3	22	July '08
	n=31	1	10	20	Jan. '09

Readiness for post 16 life					
	n=30	4	7	19	July '07
	n=33	3	13	17	Jan. '08
	n=27	5	7	15	July '08
	n=31	3	10	18	Jan. '09

Risk of homelessness post 16	Red + Amber	Percentage	
	9	30	July '07
	7	21.2	Jan. '08
	4	14.8	July '08
	10	32.3	Jan. '09

Mean – 24.75 %   Range - 32.3 – 14.8 = 17.5

Engaged in appropriate college/ work ex.	Red + Amber	Percentage	
	9	30	July '07
	9	27.3	Jan. '08
	5	18.5	July '08
	11	35.5	Jan. '09

Mean – 27.825 %   Range - 35.5 – 18.5 = 17

Readiness for post 16 life	Red + Amber	Percentage

7	23.3	July '07	
16	48.5	Jan. '08	
12	44.4	July '08	
13	41.9	Jan. '09	

Mean – 24.75 %   Range - 32.3 – 14.8 = 17.5

ENJOY AND ACHIEVE

		Red	**Amber**	**Green**	**Date**
Academic					
Attainment on admission	n=30	11	15	4	July '07
	n=33	19	13	1	Jan. '08
	n=27	14	13	0	July '08
	n=31	14	15	2	Jan. '09
Literacy skills	n=30	8	13	9	July '07
	n=33	15	15	3	Jan. '08
	n=27	15	10	2	July '08
	n=31	6	19	6	Jan. '09

Attainment on Admission	Red + Amber	Percentage	
	26	86.6	July '07
	32	97	Jan. '08
	27	100	July '08
	29	93.5	Jan. '09

Mean – 94.275%   Range - 100 – 86.6 = 13.4

Literacy Skills	Red + Amber	Percentage	
	21	70	July '07
	30	90.9	Jan. '08
	25	92.6	July '08
	25	80.6	Jan. '09

Mean – 83.525%   Range - 92.6 – 70 = 22.6

Attitude		**Red**	**Amber**	**Green**	**Date**
Attendance	n=30	3	10	17	July '07
	n=33	2	5	26	Jan. '08
	n=27	1	7	19	July '08
	n=31	0	7	24	Jan. '09
Attitude towards learning (see also make a positive contribution)	n=30	5	21	4	July '07
	n=33	6	21	6	Jan. '08
	n=27	5	16	6	July '08
	n=31	7	17	7	Jan. '09
Emotional maturity	n=30	7	21	2	July '07
	n=33	10	22	1	Jan. '08
	n=27	10	14	3	July '08

	n=31	9	17	5	Jan. '09

Engagement in enrichment activities e.g. sports, social and cultural activities

	n=30	2	10	18	July '07
	n=33	2	20	11	Jan. '08
	n=27	2	13	12	July '08
	n=31	1	16	14	Jan. '09

Attendance	Red + Amber	Percentage	
	13	43.3	July '07
	7	21.2	Jan. '08
	8	29.6	July '08
	7	22.6	Jan. '09

Mean – 29.175%   Range - 43.3 – 21.2 = 22.1

Attitude towards learning	Red + Amber	Percentage	
	26	86.7	July '07
	27	81.8	Jan. '08
	21	77.8	July '08
	24	77.4	Jan. '09

Mean – 80.925 %   Range - 86.7 – 77.4 = 9.3

Emotional Maturity	Red + Amber	Percentage	
	28	93.3	July '07
	32	96.7	Jan. '08
	24	88.9	July '08
	26	83.9	Jan. '09

Mean – 90.7%   Range - 96.7 – 83.9 = 12.8

Engagement in Enrichment activities	Red + Amber	Percentage	
	12	40	July '07
	22	66.7	Jan. '08
	15	55.6	July '08
	17	54.8	Jan. '09

Mean – 54.275%   Range - 66.7 – 40 = 26.7

Independence

Play

	n=30	6	14	10	July '07
	n=33	11	12	10	Jan. '08
	n=27	5	10	12	July '08
	n=31	8	10	13	Jan. '09

Need for supervision

	n=30	9	16	5	July '07
	n=33	12	12	9	Jan. '08
	n=27	5	13	9	July '08
	n=31	9	12	10	Jan. '09

Play	Red + Amber	Percentage	
	20	66.7	July '07

	23	69.7	Jan. '08	
	15	55.6	July '08	
	18	58.1	Jan. '09	

Mean – 65.525%   Range - 69.7 – 55.6 = 14.1

Need for supervision	Red + Amber	Percentage	
	25	83.3	July '07
	24	72.7	Jan. '08
	18	66.7	July '08
	21	67.7	Jan. '09

Mean – 72.6%   Range – 83.3 – 66.7 = 16.6

Make a Positive Contribution

		Red	Amber	Green	Date
Attitudes					
Attitude towards school	n=30	3	24	3	July '07
	n=33	3	16	14	Jan. '08
	n=27	2	12	13	July '08
	n=31	5	13	13	Jan. '09
Attitude towards other learning opportunities	n=30	6	17	7	July '07
(see also enjoy & achieve)	n=33	2	17	14	Jan. '08
	n=27	1	14	12	July '08
	n=31	1	16	14	Jan. '09
Attitude towards authority	n=30	9	14	7	July '07
	n=33	10	16	7	Jan. '08
	n=27	8	16	3	July '08
	n=31	9	17	5	Jan. '09
Attitude towards wider community	n=30	9	16	5	July '07
	n=33	9	21	3	Jan. '08
	n=27	5	13	9	July '08
	n=31	6	19	6	Jan. '09
Attitudes to gender	n=30	6	11	13	July '07
	n=33	8	15	10	Jan. '08
	n=27	4	11	12	July '08
	n=31	2	14	15	Jan. '09
Motivation	n=30	5	21	4	July '07
	n=33	6	21	6	Jan. '08
	n=27	5	16	6	July '08
	n=31	7	18	6	Jan. '09

Attitude towards school	Red + Amber	Percentage	
	27	90	July '07
	19	57.6	Jan. '08

14	51.9	July '08
18	58.1	Jan. '09

Mean – 64.4%   Range – 90 – 51.9 = 38.1

Attitude towards other learning opportunities	Red + Amber	Percentage	
	23	76.7	July '07
	19	57.6	Jan. '08
	15	55.6	July '08
	17	54.8	Jan. '09

Mean – 61.175%   Range – 76.7 – 54.8 = 21.9

Attitude towards authority	Red + Amber	Percentage	
	23	76.7	July '07
	26	78.8	Jan. '08
	24	88.9	July '08
	26	83.9	Jan. '09

Mean – 82.075%   Range – 88.9 – 76.7 = 12.2

Attitude towards wider community	Red + Amber	Percentage	
	25	83.3	July '07
	30	90.1	Jan. '08
	18	66.7	July '08
	25	80.6	Jan. '09

Mean – 80.175%   Range – 90.1 – 66.7 = 23.4

Attitudes to gender	Red + Amber	Percentage	
	17	56.7	July '07
	23	69.7	Jan. '08
	15	55.6	July '08
	16	51.6	Jan. '09

Mean – 58.4%   Range – 69.7 – 51.6 = 18.1

Motivation	Red + Amber	Percentage	
	26	86.7	July '07
	27	81.8	Jan. '08
	21	77.8	July '08
	25	80.6	Jan. '09

Mean – 81.725%   Range – 86.7 – 77.8 = 8.9

Relationships

Relationship with peers	n=30	10	15	5	July '07
	n=33	11	19	3	Jan. '08
	n=27	7	20	0	July '08
	n=31	10	16	5	Jan. '09

Relationship with adults in authority	n=30	8	21	1	July '07

	n=33	8	21	4	Jan. '08
	n=27	5	19	3	July '08
	n=31	6	19	6	Jan. '09

Relationship with peers	Red + Amber	Percentage	
	25	83.3	July '07
	30	90.9	Jan. '08
	27	100	July '08
	26	83.9	Jan. '09

Mean – 89.525%   Range – 100 – 83.3 = 16.7

Relationship with adults in authority	Red + Amber	Percentage	
	29	96.7	July '07
	29	87.9	Jan. '08
	24	88.9	July '08
	25	80.6	Jan. '09

Mean – 88.525%   Range – 96.7 – 80.6 = 16.1

Personal skills

Ability to cope with change					
	n=30	4	26	0	July '07
	n=33	7	25	1	Jan. '08
	n=27	8	18	1	July '08
	n=31	6	25	0	Jan. '09

Level of initiative					
	n=30	9	15	6	July '07
	n=33	8	22	3	Jan. '08
	n=27	5	16	6	July '08
	n=31	5	23	3	Jan. '09

Level of anxiety					
	n=30	8	19	3	July '07
	n=33	7	22	4	Jan. '08
	n=27	8	17	2	July '08
	n=31	2	28	1	Jan. '09

Ability to cope with change	Red + Amber	Percentage	
	30	100	July '07
	32	97	Jan. '08
	26	96.3	July '08
	31	100	Jan. '09

Mean – 98.325%   Range – 100 – 96.3 = 3.7

Level of initiative	Red + Amber	Percentage	
	24	80	July '07
	30	90.9	Jan. '08
	21	77.8	July '08
	28	90.3	Jan. '09

Mean – 84.75%   Range – 90.9 – 77.8 = 13.1

Level of anxiety	Red + Amber	Percentage	
	27	90	July '07

29	87.9	Jan. '08
25	92.6	July '08
30	96.8	Jan. '09

Mean – 91.825%   Range – 96.8 – 87.9 = 8.9

Behaviour

Physically violent

n	Red	Amber	Green	Date
n=30	5	19	6	July '07
n=33	4	19	10	Jan. '08
n=27	6	10	11	July '08
n=31	1	20	10	Jan. '09

Verbally aggressive

n	Red	Amber	Green	Date
n=30	10	17	3	July '07
n=33	7	20	6	Jan. '08
n=27	6	16	5	July '08
n=31	5	21	8	Jan. '09

Criminality

n	Red	Amber	Green	Date
n=30	8	10	12	July '07
n=33	6	10	17	Jan. '08
n=27	8	7	12	July '08
n=31	6	6	19	Jan. '09

Physically violent

Red + Amber	Percentage	
24	80	July '07
23	69.7	Jan. '08
16	59.3	July '08
21	67.7	Jan. '09

Mean – 69.175%   Range – 80 – 59.3 = 16.6

Verbally aggressive

Red + Amber	Percentage	
27	90	July '07
27	81.8	Jan. '08
22	81.5	July '08
26	83.9	Jan. '09

Mean – 84.3%   Range – 90 – 81.5 = 8.5

Criminality

Red + Amber	Percentage	
18	60	July '07
16	48.5	Jan. '08
15	55.6	July '08
12	38.7	Jan. '09

Mean – 50.7%   Range – 60 – 38.7 = 21.3

<u>Stay Safe</u>

	Red	**Amber**	**Green**	**Date**

Family issues

Parenting Skills/Family Life	n=30	8	9	13	July '07
	n=33	13	7	13	Jan. '08
	n=27	10	7	10	July '08
	n=31	12	7	11	Jan. '09
Parent/Carer Health	n=30	3	6	21	July '07
	n=33	3	7	23	Jan. '08
	n=27	5	4	18	July '08
	n=31	3	5	23	Jan. '09
Young Carer	n=30	0	1	29	July '07
	n=33	1	2	30	Jan. '08
	n=27	0	1	26	July '08
	n=31	0	0	31	Jan. '09
Looked after	n=30	2	2	26	July '07
	n=33	0	0	33	Jan. '08
	n=27	2	2	23	July '08
	n=31	2	0	29	Jan. '09
Cared for by relatives	n=30	1	3	26	July '07
	n=33	2	1	30	Jan. '08
	n=27	1	1	25	July '08
	n=31	1	1	29	Jan. '09
Domestic violence	n=30	2	2	26	July '07
	n=33	3	5	25	Jan. '08
	n=27	1	4	22	July '08
	n=31	1	7	23	Jan. '09
Neglect	n=30	1	4	25	July '07
	n=33	5	3	25	Jan. '08
	n=27	2	3	22	July '08
	n=31	3	3	25	Jan. '09
Physical abuse	n=30	0	1	29	July '07
	n=33	3	1	29	Jan. '08
	n=27	2	2	23	July '08
	n=31	2	0	29	Jan. '09
Sexual abuse	n=30	0	3	27	July '07
	n=33	3	2	28	Jan. '08
	n=27	1	2	24	July '08
	n=31	1	3	27	Jan. '09

Parenting skills family life	Red + Amber	Percentage	
	17	56.7	July '07
	20	60.6	Jan. '08
	17	63	July '08
	19	61.3	Jan. '09

| | | Mean – 60.4% | Range – 63 – 56.7 = 6.3 |

Parent/Carer Health	Red + Amber	Percentage	
	9	30	July '07
	10	30.3	Jan. '08
	9	33.3	July '08
	8	25.8	Jan. '09

Mean – 29.85%   Range – 33.3– 25.8 = 7.5

Young Carer	Red + Amber	Percentage	
	1	3.3	July '07
	3	9.1	Jan. '08
	1	3.7	July '08
	0	0	Jan. '09

Mean – 4.025%   Range – 9.1 – 0 = 9.1

Looked after	Red + Amber	Percentage	
	4	13.3	July '07
	0	0	Jan. '08
	4	14.8	July '08
	2	6.5	Jan. '09

Mean – 8.65%   Range – 14.5 – 0 = 14.5

Cared for by relatives	Red + Amber	Percentage	
	4	13.3	July '07
	3	9.1	Jan. '08
	2	7.4	July '08
	2	6.5	Jan. '09

Mean – 9.075%   Range – 13.3 – 6.5 = 6.8

Domestic violence	Red + Amber	Percentage	
	4	13.3	July '07
	8	24.2	Jan. '08
	5	18.5	July '08
	8	25.8	Jan. '09

Mean – 20.45%   Range – 25.8 – 13.3 = 12.5

Neglect	Red + Amber	Percentage	
	5	16.7	July '07
	8	24.2	Jan. '08
	5	18.5	July '08
	6	19.4	Jan. '09

Mean – 19.7%   Range – 24.2 – 16.7 = 7.5

Physical abuse	Red + Amber	Percentage	
	1	3.3	July '07
	4	12.1	Jan. '08
	4	14.8	July '08
	2	6.5	Jan. '09

Mean – 9.175%   Range – 14.8 – 3.3 = 11.5

Sexual abuse	Red + Amber	Percentage	
	3	10	July '07

	5	15.2			Jan. '08
	3	11.1			July '08
	4	12.9			Jan. '09

Mean – 12.3% Range – 15.2 – 10 = 5.2

Environmental issues

Housing issues	n=30	1	2	27	July '07
	n=33	2	3	28	Jan. '08
	n=27	2	4	21	July '08
	n=31	0	3	31	Jan. '09
Risk of sexual exploitation/abuse	n=30	1	9	20	July '07
	n=33	0	9	24	Jan. '08
	n=27	0	4	23	July '08
	n=31	1	5	25	Jan. '09
Anti-social behaviours	n=30	2	12	16	July '07
	n=33	3	15	15	Jan. '08
	n=27	6	11	10	July '08
	n=31	4	13	14	Jan. '09
Road safety	n=30	3	9	18	July '07
	n=33	2	13	18	Jan. '08
	n=27	2	14	11	July '08
	n=31	4	12	15	Jan. '09
Victim e.g. of crime, bullying, harassment etc	n=30	4	10	16	July '07
	n=33	3	14	16	Jan. '08
	n=27	5	9	13	July '08
	n=31	5	11	15	Jan. '09

Housing issues	Red + Amber	Percentage	
	3	10	July '07
	5	15.2	Jan. '08
	6	22.2	July '08
	3	9.7	Jan. '09

Mean – 14.275% Range – 22.2– 9.7 = 12.5

Risk of sexual exploitation/abuse	Red + Amber	Percentage	
	10	33.3	July '07
	9	27.3	Jan. '08
	4	14.8	July '08
	6	19.4	Jan. '09

Mean – 23.7% Range – 33.3 – 14.8 = 18.5

Anti-social behaviours	Red + Amber	Percentage	
	14	46.7	July '07
	18	54.5	Jan. '08
	17	63	July '08
	17	54.9	Jan. '09

	Mean – 54.775%	Range – 63 – 46.7 = 16.3	

Road safety	Red + Amber	Percentage	
	12	40	July '07
	15	45.5	Jan. '08
	16	59.3	July '08
	16	51.6	Jan. '09

	Mean – 49.1%	Range – 59.3 – 40 = 19.3	

Victim e.g. crime, bullying, harassment	Red + Amber	Percentage	
	14	46.7	July '07
	17	51.5	Jan. '08
	14	51.9	July '08
	16	51.6	Jan. '09

	Mean – 50.425%	Range – 51.9– 46.7 = 5.2	

Be Healthy

	Red	Amber	Green	Date
Physical health				
Specific health/medical needs	n=30 10	3	17	July '07
	n=33 16	1	16	Jan. '08
	n=27 12	1	14	July '08
	n=31 18	0	13	Jan. '09
Physical maturity &/or growth	n=30 2	3	25	July '07
	n=33 2	5	26	Jan. '08
	n=27 0	2	25	July '08
	n=31 1	6	24	Jan. '09
Weight	n=30 1	1	28	July '07
	n=33 1	3	29	Jan. '08
	n=27 1	3	23	July '08
	n=31 1	8	22	Jan. '09
Diet	n=30 3	3	24	July '07
	n=33 5	12	16	Jan. '08
	n=27 3	12	12	July '08
	n=31 2	13	16	Jan. '09
Exercise	n=30 4	8	18	July '07
	n=33 5	14	14	Jan. '08
	n=27 3	14	10	July '08
	n=31 3	11	17	Jan. '09

Specific health/medical needs	Red + Amber	Percentage	
	13	43.3	July '07
	17	51.5	Jan. '08
	13	48.1	July '08
	18	58.1	Jan. '09

	Mean – 50.25%	Range – 51.5 – 43.3 = 8.2

Physical maturity &/or growth	Red + Amber	Percentage	
	5	16.7	July '07
	7	21.2	Jan. '08
	2	7.4	July '08
	7	22.6	Jan. '09

	Mean – 16.975%	Range – 22.6 – 7.4 = 15.2

Weight	Red + Amber	Percentage	
	2	6.7	July '07
	4	12.1	Jan. '08
	4	14.8	July '08
	9	29	Jan. '09

	Mean – 15.65%	Range – 29 – 6.7 = 22.3

Diet	Red + Amber	Percentage	
	6	20	July '07
	17	51.5	Jan. '08
	15	55.6	July '08
	15	48.4	Jan. '09

	Mean – 43.875%	Range – 55.6 – 20 = 35.6

Exercise	Red + Amber	Percentage	
	12	40	July '07
	19	57.6	Jan. '08
	17	62.3	July '08
	14	45.2	Jan. '09

	Mean – 51.275%	Range – 62.3 – 40 = 22.3

Mental health

Self Esteem				
	n=30	8	16	6	July '07
	n=33	11	17	5	Jan. '08
	n=27	7	16	4	July '08
	n=31	6	23	2	Jan. '09

Mental health				
	n=30	8	3	19	July '07
	n=33	9	3	21	Jan. '08
	n=27	7	2	18	July '08
	n=31	10	5	16	Jan. '09

Managing anger				
	n=30	11	17	2	July '07
	n=33	10	21	2	Jan. '08
	n=27	7	19	1	July '08
	n=31	9	21	1	Jan. '09

ADD/ADHD				
	n=30	3	1	26	July '07
	n=33	8	1	24	Jan. '08
	n=27	6	3	18	July '08
	n=31	9	3	19	Jan. '09

Self Esteem	Red + Amber	Percentage

24	80	July '07
28	84.8	Jan. '08
23	85.2	July '08
29	93.5	Jan. '09

Mean – 85.875%   Range – 93.5 – 80 = 13.5

Mental Health	Red + Amber	Percentage	
	11	36.7	July '07
	12	36.4	Jan. '08
	9	33.3	July '08
	15	48.4	Jan. '09

Mean – 38.7%   Range – 48.4 – 33.3 = 15.1

Managing anger	Red + Amber	Percentage	
	28	93.3	July '07
	31	93.9	Jan. '08
	26	96.3	July '08
	30	96.8	Jan. '09

Mean – 95.075%   Range – 96.8 – 93.3 = 3.5

ADD/ADHD	Red + Amber	Percentage	
	4	13.3	July '07
	9	27.3	Jan. '08
	9	33.3	July '08
	12	38.7	Jan. '09

Mean – 28.15%   Range – 38.7 – 13.3 = 25.4

Specific conditions

Autistic Spectrum Disorder	n=30	2	1	27	July '07
	n=33	2	3	28	Jan. '08
	n=27	3	3	21	July '08
	n=31	3	0	28	Jan. '09

Attachment Disorder	n=30	1	0	29	July '07
	n=33	0	0	33	Jan. '08
	n=27	0	1	26	July '08
	n=31	1	0	30	Jan. '09

Conduct Disorder	n=30	0	3	27	July '07
	n=33	1	4	28	Jan. '08
	n=27	0	6	21	July '08
	n=31	1	1	29	Jan. '09

Autistic Spectrum Disorder	Red + Amber	Percentage	
	3	10	July '07
	5	15.2	Jan. '08
	6	22.2	July '08
	3	9.7	Jan. '09

Mean – 14.275%   Range – 22.2 – 10 = 12.2

Attachment Disorder	Red + Amber	Percentage	
	1	3.3	July '07

	0	0		Jan. '08
	1	3.7		July '08
	1	3.2		Jan. '09

Mean – 2.55%	Range – 3.7 – 0 = 3.7

Conduct Disorder	Red + Amber	Percentage	
	3	10	July '07
	5	15.2	Jan. '08
	6	22.2	July '08
	2	6.5	Jan. '09

Mean – 13.475%	Range – 22.2 – 10 = 12.2

Risk taking

Smoking	n=30	16	6	8	July '07
	n=33	17	8	8	Jan. '08
	n=27	16	6	5	July '08
	n=31	13	4	14	Jan. '09

Exposure to illegal drugs	n=30	6	13	11	July '07
	n=33	5	13	15	Jan. '08
	n=27	8	8	11	July '08
	n=31	7	7	17	Jan. '09

Drug or alcohol use	n=30	7	10	13	July '07
	n=33	6	12	15	Jan. '08
	n=27	9	11	7	July '08
	n=31	8	9	14	Jan. '09

Self harm	n=30	0	2	28	July '07
	n=33	0	1	32	Jan. '08
	n=27	0	4	23	July '08
	n=31	0	1	30	Jan. '09

Sexual activity/identity	n=30	2	4	24	July '07
	n=33	3	5	25	Jan. '08
	n=27	3	5	19	July '08
	n=31	2	7	22	Jan. '09

Sexually explicit language	n=30	7	16	7	July '07
	n=33	8	19	6	Jan. '08
	n=27	7	13	7	July '08
	n=31	5	14	12	Jan. '09

Smoking	Red + Amber	Percentage	
	22	73.3	July '07
	25	75.8	Jan. '08
	22	81.5	July '08
	17	54.8	Jan. '09

Mean – 71.35%	Range – 81.5 – 54.8 = 26.7

Exposure to illegal drugs	Red + Amber	Percentage	
	19	63.3	July '07
	18	54.5	Jan. '08

16	59.3	July '08
14	45.2	Jan. '09

Mean – 55.575%   Range – 63.3 – 45.2 = 18.1

Drug or alcohol use	Red + Amber	Percentage	
	17	56.7	July '07
	18	54.5	Jan. '08
	20	74.1	July '08
	17	54.8	Jan. '09

Mean – 60.025%   Range – 74.1 – 54.5 = 19.6

Self harm	Red + Amber	Percentage	
	2	6.7	July '07
	1	3	Jan. '08
	4	14.8	July '08
	1	3.2	Jan. '09

Mean – 6.925%   Range – 14.8 – 3 = 11.8

Sexual activity/identity	Red + Amber	Percentage	
	6	20	July '07
	8	24.2	Jan. '08
	8	29.6	July '08
	9	29	Jan. '09

Mean – 25.7%   Range – 29.6 – 20 = 9.6

Sexually explicit language	Red + Amber	Percentage	
	23	76.7	July '07
	27	81.8	Jan. '08
	20	74.1	July '08
	19	61.3	Jan. '09

Mean – 73.475%   Range – 81.8 – 61.3 = 20.5

Appendix - 15   Individual Pupil Learning, Emotional and Conduct Tracks
Pupil 1

LEARNING

TERM

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

M E A N

3.47   3.28   3.29   3.48   3.80   2.93   3.07   3.30   2.74   2.14   2.31

EMOTIONAL

TERM

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

M E A N

4.13   3.48   3.23   3.79   3.60   3.43   3.68   3.80   3.49   2.73   2.73

CONDUCT

TERM

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

M E A N

4.33   3.62   3.20   3.77   3.30   3.32   3.52   3.52   3.49   2.44   2.31

Pupil 2

LEARNING

TERM

Data points by term:
1: 3.80, 2: 3.35, 3: 2.80, 4: 2.98, 5: 3.25, 6: 2.70, 7: 2.77, 8: 2.91, 9: 2.57, 10: 3.23, 11: 3.03, 12: 3.03, 13: 2.64

EMOTIONAL

TERM

Data points by term:
1: 4.17, 2: 3.88, 3: 3.32, 4: 3.67, 5: 4.10, 6: 3.10, 7: 3.62, 8: 3.03, 9: 2.66, 10: 3.01, 11: 3.33, 12: 2.60, 13: 2.34

CONDUCT

TERM

Data points by term:
1: 3.97, 2: 3.70, 3: 2.98, 4: 3.39, 5: 3.88, 6: 2.80, 7: 3.50, 8: 3.11, 9: 2.40, 10: 2.94, 11: 3.34, 12: 2.57, 13: 2.62

Pupil 3

LEARNING

TERM

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

MEAN values: 2.93, 3.08, 3.50, 3.95, 2.80, 2.63, 2.46, 2.69, 2.64, 3.08, 3.72, 4.15

EMOTIONAL

TERM

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

MEAN values: 3.33, 3.24, 3.54, 3.85, 3.20, 3.13, 2.66, 2.20, 2.52, 3.04, 3.12, 3.10

CONDUCT

TERM

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

MEAN values: 2.60, 2.92, 3.66, 4.45, 3.27, 2.97, 2.63, 2.17, 2.20, 2.44, 3.36, 3.40

Pupil 4

LEARNING

TERM

Term values: 3.40 (1), 3.54 (2), 3.70 (3), 2.87 (4), 3.27 (5), 3.03 (6), 3.00 (7), 3.00 (8), 2.97 (9), 2.90 (10), 3.08 (11)

EMOTIONAL

TERM

Term values: 3.92 (1), 3.89 (2), 3.98 (3), 3.27 (4), 3.98 (5), 3.19 (6), 3.43 (7), 3.86 (8), 3.93 (9), 3.10 (10), 3.20 (11)

CONDUCT

TERM

Term values: 3.56 (1), 3.46 (2), 3.38 (3), 2.78 (4), 3.43 (5), 3.57 (6), 3.40 (7), 3.29 (8), 3.47 (9), 2.97 (10), 3.12 (11)

Pupil 5

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 6

LEARNING

TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

2.83   2.90   3.27   3.20   3.09   3.00   3.03   2.76   3.40   3.73   4.23

EMOTIONAL

TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

3.85   3.35   4.27   3.64   3.49   3.70   4.02   4.16   4.23   3.91   4.38

CONDUCT

TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

3.73   4.45   4.18   3.84   3.66   3.96   4.17   3.90   4.16   4.28   4.37

Pupil 7

LEARNING

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

1
1.5
2
2.5
3
3.5
4
4.5
5
5.5
6

3.90   4.17   3.74   3.66   3.80   3.70

EMOTIONAL

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

1.00
1.50
2.00
2.50
3.00
3.50
4.00
4.50
5.00
5.50
6.00

3.97   3.90   3.91   3.71   3.57   3.73

CONDUCT

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

1
1.5
2
2.5
3
3.5
4
4.5
5
5.5
6

3.70   3.97   3.31   3.00   3.11   3.03

Pupil 8

LEARNING

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.37, 4.43, 3.97, 4.31, 4.09, 4.00, 4.27

EMOTIONAL

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.13, 4.17, 4.30, 4.06, 4.00, 3.69, 3.90

CONDUCT

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.03, 4.63, 4.27, 4.29, 4.06, 3.37, 4.30

Pupil 9

LEARNING

TERM

Data points (Term : Mean):
- Term 1: 3.43
- Term 2: 2.91
- Term 3: 2.97
- Term 4: 3.80
- Term 5: 3.57

EMOTIONAL

TERM

Data points (Term : Mean):
- Term 1: 4.00
- Term 2: 3.33
- Term 3: 3.20
- Term 4: 4.37
- Term 5: 3.93

CONDUCT

TERM

Data points (Term : Mean):
- Term 1: 3.30
- Term 2: 2.60
- Term 3: 2.20
- Term 4: 2.97
- Term 5: 2.46

Pupil 10

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 11

LEARNING

TERM

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

MEAN

- 3.69 (term 1)
- 2.97 (term 2)
- 3.49 (term 3)
- 2.67 (term 4)
- 2.80 (term 5)
- 3.57 (term 6)
- 3.47 (term 7)
- 4.17 (term 8)

EMOTIONAL

TERM

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

MEAN

- 3.89 (term 1)
- 3.26 (term 2)
- 3.77 (term 3)
- 3.50 (term 4)
- 3.56 (term 5)
- 3.60 (term 6)
- 4.20 (term 7)
- 4.33 (term 8)

CONDUCT

TERM

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

MEAN

- 4.10 (term 1)
- 2.94 (term 2)
- 3.20 (term 3)
- 3.10 (term 4)
- 3.28 (term 5)
- 3.69 (term 6)
- 4.19 (term 7)
- 4.01 (term 8)

Pupil 12

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 13

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 14

LEARNING

TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

3.88   4.43   4.60   4.14   4.11   4.47   4.32   3.46   3.84   4.43

EMOTIONAL

TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

3.48   4.20   4.46   4.17   4.29   4.53   4.32   3.34   3.94   4.51

CONDUCT

TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

2.72   3.90   4.26   4.03   4.14   4.13   3.96   2.66   3.24   3.37

Pupil 15

LEARNING

TERM

Data points (Term: Mean): 1: 4.08, 2: 4.04, 3: 4.74, 4: 4.74, 5: 4.37, 6: 4.32

EMOTIONAL

TERM

Data points (Term: Mean): 1: 4.38, 2: 4.22, 3: 5.53, 4: 5.07, 5: 4.54, 6: 4.28

CONDUCT

TERM

Data points (Term: Mean): 1: 3.70, 2: 3.96, 3: 4.27, 4: 4.56, 5: 3.96, 6: 3.66

Pupil 16

LEARNING

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

value	term
3.55	1
3.20	2
3.34	3
3.43	4
3.60	5
3.28	6
3.24	7
2.84	8
2.86	9

EMOTIONAL

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

value	term
4.30	1
4.43	2
3.40	3
3.41	4
3.60	5
3.90	6
3.66	7
3.59	8
3.36	9

CONDUCT

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

value	term
3.73	1
3.69	2
2.69	3
2.81	4
3.30	5
3.20	6
3.06	7
2.10	8
2.57	9

Pupil 17

LEARNING
TERM

Terms (x-axis): 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN (y-axis): 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5, 5.5, 6

3.54 3.80 3.83 3.80 4.00

EMOTIONAL
TERM

Terms (x-axis): 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN (y-axis): 1.00, 1.50, 2.00, 2.50, 3.00, 3.50, 4.00, 4.50, 5.00, 5.50, 6.00

3.86 4.06 4.09 3.77 3.60

CONDUCT
TERM

Terms (x-axis): 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN (y-axis): 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5, 5.5, 6

3.34 3.57 3.94 3.63 3.56

Pupil 18

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 19

LEARNING
TERM

EMOTIONAL
TERM

CONDUCT
TERM

Pupil 20

LEARNING
TERM

EMOTIONAL
TERM

CONDUCT
TERM

Pupil 21

LEARNING
TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

3.93
4.49
4.70
4.37
4.72

EMOTIONAL
TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

3.00
3.97
3.63
3.40
3.76

CONDUCT
TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

2.30
3.40
2.93
2.73
2.96

Pupil 22

LEARNING

TERM

Data points (Term : Mean):
- 1 : 4.33
- 2 : 3.86
- 3 : 3.97
- 4 : 4.00
- 5 : 4.32
- 6 : 4.09
- 7 : 4.04
- 8 : 4.37

EMOTIONAL

TERM

Data points (Term : Mean):
- 1 : 4.40
- 2 : 3.11
- 3 : 2.86
- 4 : 2.88
- 5 : 2.92
- 6 : 3.52
- 7 : 3.19
- 8 : 3.02

CONDUCT

TERM

Data points (Term : Mean):
- 1 : 3.58
- 2 : 2.79
- 3 : 2.96
- 4 : 2.35
- 5 : 2.50
- 6 : 2.94
- 7 : 2.76
- 8 : 2.35

Pupil 23

LEARNING

TERM

Pupil 24

LEARNING

EMOTIONAL

CONDUCT

Pupil 25

LEARNING

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

1
1.5
2
2.5
3 — 3.53
3.5 — 3.80
4 — 4.23
4.5
5
5.5
6

EMOTIONAL

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

1.00
1.50
2.00
2.50 — 2.90 3.03
3.00
3.50 — 3.90
4.00
4.50
5.00
5.50
6.00

CONDUCT

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

1
1.5 — 2.20 2.17
2
2.5 — 3.10
3
3.5
4
4.5
5
5.5
6

Pupil 26

LEARNING

TERM

Data points: 3.71 (term 1), 3.14 (term 2), 3.89 (term 3), 3.57 (term 4), 4.20 (term 5)

EMOTIONAL

TERM

Data points: 3.41 (term 1), 4.04 (term 2), 4.09 (term 3), 4.22 (term 4), 4.68 (term 5)

CONDUCT

TERM

Data points: 2.74 (term 1), 3.99 (term 2), 4.41 (term 3), 4.55 (term 4), 4.82 (term 5)

Pupil 27

LEARNING

TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

2.34   2.63   2.13   2.88   2.86   2.53   2.57

EMOTIONAL

TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

2.67   2.34   2.08   2.78   3.29   2.80   3.33

CONDUCT

TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

1.99   1.69   1.97   2.34   2.37   2.40   3.73

Pupil 28

LEARNING

TERM

Chart showing MEAN values over terms 0–15:
- Term 1: 2.49
- Term 2: 2.27
- Term 3: 2.36
- Term 4: 1.77
- Term 5: 2.06
- Term 6: 2.06

EMOTIONAL

TERM

Chart showing MEAN values over terms 0–15:
- Term 1: 2.96
- Term 2: 2.47
- Term 3: 2.84
- Term 4: 2.23
- Term 5: 2.74
- Term 6: 2.50

CONDUCT

TERM

Chart showing MEAN values over terms 0–15:
- Term 1: 2.46
- Term 2: 2.68
- Term 3: 2.74
- Term 4: 1.69
- Term 5: 2.73
- Term 6: 2.37

Pupil 29

LEARNING

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

1.90
2.84
2.53
3.29
2.91

EMOTIONAL

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

2.08
2.62
3.04
2.59
2.94

CONDUCT

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

1.50
2.44
2.80
2.13
2.53

Pupil 30

LEARNING

TERM

Data points (Term: Mean): 1: 2.69, 2: 2.90, 3: 2.80, 4: 2.94, 5: 2.93, 6: 2.97

MEAN

EMOTIONAL

TERM

Data points (Term: Mean): 1: 3.73, 2: 3.37, 3: 3.36, 4: 3.06, 5: 3.59, 6: 3.64

MEAN

CONDUCT

TERM

Data points (Term: Mean): 1: 2.74, 2: 2.13, 3: 2.28, 4: 2.37, 5: 2.79, 6: 3.14

MEAN

Pupil 31

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 32

LEARNING

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.31

EMOTIONAL

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.66

CONDUCT

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

2.46

Pupil 33

LEARNING

TERM

Data points: 2.03, 2.08, 2.37, 2.61, 2.66

EMOTIONAL

TERM

Data points: 1.90, 2.20, 2.87, 2.17, 2.36

CONDUCT

TERM

Data points: 1.53, 1.52, 2.39, 2.04, 2.17

Pupil 34

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 35

LEARNING

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.15 2.96 2.66 3.31 3.60

EMOTIONAL

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.20 2.64 2.60 3.56 3.84

CONDUCT

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

2.60 2.50 2.54 3.27 3.44

Pupil 36

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 37

LEARNING
TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

| 1 |
| 1.5 |
| 2 |
| 2.5 |
| 3 |
| 3.5 |
| 4 |
| 4.5 |
| 5 |
| 5.5 |
| 6 |

3.80   4.08   3.83   3.57

EMOTIONAL
TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

| 1.00 |
| 1.50 |
| 2.00 |
| 2.50 |
| 3.00 |
| 3.50 |
| 4.00 |
| 4.50 |
| 5.00 |
| 5.50 |
| 6.00 |

4.00   4.00   3.90   4.43

CONDUCT
TERM

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

MEAN

| 1 |
| 1.5 |
| 2 |
| 2.5 |
| 3 |
| 3.5 |
| 4 |
| 4.5 |
| 5 |
| 5.5 |
| 6 |

3.36   3.61   4.40   3.34

Pupil 38

LEARNING

TERM

Values by term: 3.64 (term 1), 2.86 (term 2), 2.66 (term 3), 2.77 (term 4)

EMOTIONAL

TERM

Values by term: 3.62 (term 1), 3.56 (term 2), 3.31 (term 3), 2.90 (term 4)

CONDUCT

TERM

Values by term: 3.96 (term 1), 2.71 (term 2), 3.14 (term 3), 2.76 (term 4)

Pupil 39

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 40

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 41

LEARNING

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.69 ◆
3.00 ◆
2.83 ◆

EMOTIONAL

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

4.33 ◆
4.05 ◆
4.31 ◆

CONDUCT

TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.60 ◆
3.25 ◆
3.39 ◆

Pupil 42

LEARNING
TERM

Data points: Term 1: 2.56, Term 2: 3.01, Term 3: 2.94

EMOTIONAL
TERM

Data points: Term 1: 3.34, Term 2: 3.53, Term 3: 4.04

CONDUCT
TERM

Data points: Term 1: 3.58, Term 2: 3.94, Term 3: 4.04

Pupil 43

LEARNING
TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

2.57
3.34

EMOTIONAL
TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.13
3.68

CONDUCT
TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.20
3.87

Pupil 44

LEARNING
TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

2.03

2.40

EMOTIONAL
TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

3.20

3.69

CONDUCT
TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

MEAN

2.85

2.49

Pupil 45

LEARNING

TERM

EMOTIONAL

TERM

CONDUCT

TERM

Pupil 46

LEARNING
TERM

EMOTIONAL
TERM

CONDUCT
TERM

Pupil 47

LEARNING
TERM

EMOTIONAL
TERM

CONDUCT
TERM

Pupil 48

LEARNING

EMOTIONAL

CONDUCT

Pupil 49

LEARNING
TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

M E A N

3.57

EMOTIONAL
TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

M E A N

4.23

CONDUCT
TERM

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

M E A N

2.56

Appendix 16 – Daily Diary (blank sample page)

Date Monday	**Comment**	Arrived on time and ready to start.	Used courteous and appropriate language.	Showed respect and consideration to others.	Worked independently or asked for help.	3pts no input, 2 pts some input, 1pt frequent input, 0 pts significant input from staff to control behaviour.	Personal Target 1	Personal Target 2	Personal Target 3	Total
Lesson 1										
Lesson 2										
Lesson 3										
Lesson 4										
Lesson 5										
Lesson 6										
Incident Report Yes/No Physical Intervention Yes/No									Daily Total	

Learning Behaviour
When setting the targets it is essential that the context is mapped to the section heading. We have tried to make the targets succinct, achievable and able to be understood by the pupil.

1. **Is attentive and has an interest in school work**

Behaviour: When talking about a task does he stay on track

Target: Keep class discussions to the point

Behaviour: Does he show interest in his school work

Target: Complete school work to best of ability

Behaviour: Does he finish his work on time

Target: Finish work on time

Behaviour: Does he actively listen and hear

Target: Pay attention in class

Behaviour: Is he able to work without being constantly reminded

Target: Complete tasks on first time of asking

Behaviour: Does he pay attention

Target: Pay attention in lessons / activities

Behaviour: Is he able to sit still

Target: Remain seated when required

Behaviour: Is he able to concentrate on a task

Target: Stick to a task until finished

Behaviour: Does he have a long attention span

Target: Stick to a task until finished

Behaviour: Is he able to work without being easily distracted

Target: Mind own business and completes work

Behaviour: Does he maintain an interest in his work

Target: Keep doing school work the best he can

Behaviour: Is he able to see a task through to completion

Target: Work to the end

Behaviour: Does he have a positive approach to school work

Target: Proud of work done. Shows pride in work

Behaviour: Is he a hard worker

Target: Work hard in class / activity. Does your best

Behaviour: Does he respond positively to school

Target: Is happy to do as asked

Behaviour: Does he attend school frequently

Target: Is present

Behaviour: Does he arrive on time to lessons

Target: Arrive in class on time

Behaviour: Does he have ambition

Target: Do your best in class / activity

Behaviour: Is he keen to achieve

Target: Show willingness to learn

Learning Behaviour
  2. **Has good learning organisation**

Behaviour: Does he have a good memory

Target: Remember to bring what you need for lesson / activity

Behaviour: Is the work produced from his own ideas

Target: Don't copy other people's work

Behaviour: Is he organised in his school work (looks only at task organisation)

Target: Work is neat and tidy

Behaviour: Does he think before he rushes into things

Target: Stop and think before acting

Behaviour: Does he understand about learning tasks (organizes materials to complete tasks)

Target: Understand the task given

Behaviour: Is he quick and accurate

Target: Show interest in answering questions

Behaviour: Does he cope with things that cannot be changed

Target: Don't get wound up

Behaviour: Is he able to change to another task easily

Target: Know when to move on to next task

Behaviour: Does he stay calm

Target: Stay calm in lesson / activity

Behaviour: Does he find it easy to make choices (in relation to task selection when presented with options)

Target: Make choices easily

Behaviour: Does he see his work as good enough

Target: Take pride in your work

Behaviour: Is his school work tidy

Target: Work is neat and tidy

Behaviour: Does he meets targets/deadlines

Target: Finish work on time

Behaviour: Does he cope with school work

Target: Complete work set in lesson

Behaviour: Is he prepared for lessons

Target: Turn up to lessons prepared

Learning Behaviour
3. Is an effective communicator.
Behaviour: Does he wait until the question is finished before answering

Target: Don't interrupt in lesson / activity

Behaviour: Is he able to answer questions when asked

Target: Answer questions sensibly

Behaviour: Does he stop to think before answering

Target: Think before answering

Behaviour: Does he use language to communicate

Target: Take part in sensible conversations

Behaviour: Is his speech clear

Target: Speak clearly

Behaviour: Does he look others in the eye

Target: Give eye contact when speaking

Behaviour: Does he communicate effectively

Target: Make sure others understand what you mean

Behaviour: Is his speech coherent

Target: Speak clearly

Behaviour: Does he plan his behaviour and responding to feedback

Target: Listen and act upon advice

Behaviour: Does he have good non-verbal communication of attitudes and emotions

Target: Show you care about other peoples feelings

Behaviour: Does he talk when it's appropriate

Target: Don't speak out of turn

Learning Behaviour
  4.Works efficiently in a group.

Behaviour: Will he share with another learner

Target: Share with others in lesson / activity

Behaviour: Is he able to take his turn

Target: Take turns with others in lesson / activity

Behaviour: Does he engage in interactive games and tasks

Target: Take part in activities and set tasks

Behaviour: Is he willing to work collaboratively

Target: Take part in group activity / lesson

Learning Behaviour
5. Seeks help where necessary
.
Behaviour: Is he able to work independently

Target: Work on your own when needed

Behaviour: Does he seek help appropriately

Target: Ask for help politely when needed

Behaviour: Are his demands un-excessive

Target: Try before asking for help

Behaviour: Does he refrain from being persistive (does not give up easily)

Target: Work hard on task

Behaviour: Does he seek information appropriately (using non-adult sources)

Target: Try to use dictionary, computer etc to find answers

Behaviour: Does he asks relevant questions (about the task / activity)

Target: Ask questions which help you to understand the task

Conduct Behaviour

6. Behaves respectfully towards staff
Behaviour: Does he respond positively to instruction

Target: Do as you are asked straight away without arguing

Behaviour: Does he refrain from talking back to the adult

Target: Do not answer back to adults

Behaviour: Is he co-operative with the adult

Target: Do as adults ask

Behaviour: Does he refrain from being impertinent to the adult

Target: Be polite when talking to adults

Behaviour: Does he refrain from aiming verbal violence at the adult

Target: Don't threaten staff adults with violence

Behaviour: Does he refrain from swearing in the adult's presence

Target: Do not swear

Behaviour: Does he answer the adult politely

Target: Answer politely

Behaviour: Does he refrain from being quarrelsome with the adult

Target: Do not argue with adults

Behaviour: Does he refrain from deliberately annoying the adult

Target: Do not deliberately wind adults up

Behaviour: Does he refrain from thinking it is funny to make the adult angry

Target: Don't try to wind up the adults in school or activity

Conduct Behaviour
   7. **Shows respect to other pupils**

Behaviour: Does he refrain from aiming verbal violence at other pupils (e.g. threats of physical assault)

Target: In lesson/activity don't threaten others with violence

Behaviour: Does he refrain from using psychological intimidation (e.g. attacking others personal frailties, your mum, your dad's dead etc.)

Target: In lesson/activity don't pick on other's weaknesses

Behaviour: Does he refrain from showing social aggression (e.g. using threats to intimidate and control)

Target: In lesson/activity don't threaten others

Behaviour: Does he refrain from being scornful of other pupils (e.g. ridiculing others, picking on weaknesses, showing contempt)

Target: In lesson/activity don't put others down

Behaviour: Does he refrain from calling other pupils names (e.g. deliberate personalised insults)

Target: In lesson/activity, don't upset others by name calling

Behaviour: Does he refrain from teasing (e.g. mild Mickey taking)

Target: In lesson/activity, don't upset others by teasing

Behaviour: Does he refrain from trying to dominate (e.g. when a child seeks to control the actions of others)

Target: In lesson/activity, don't be selfish, allow others to take part and have their say.

Behaviour: Does he refrain from using unethical behaviour (e.g. stealing, fighting, absconding, sexualized activity)

Target: In lesson/activity don't encourage others to take part in things which you know is wrong

Behaviour: Does he accept blame

Target: In lesson/activity if in the wrong, admit to it

Behaviour: Does he take his turn
Target: In lesson/activity, when needed wait your turn

Conduct Behaviour
8. Only interrupts and seeks attention appropriately

Behaviour: Does he refrain from humming

Target: Do not make unnecessary noises

Behaviour: Does he refrain from fidgeting

Target: Sit still

Behaviour: Does he refrain from disturbing or disrupting others

Target: Do not distract others from their task

Behaviour: Does he talk to other pupils only when authorised to do so

Target: Talk only when asked to do so by staff / adult

Behaviour: Does he seek attention appropriately

Target: Ask for help politely

Behaviour: Does he refrain from seeking to make the rest of the class laugh as a disruption

Target: Don't act the fool

Behaviour: Does he refrain from passing notes

Target: Do not pass notes

Behaviour: Does he refrain from being verbally disruptive

Target: Do not call out to stop others working

Behaviour: Does he refrain from throwing things about during lessons

Target: Don't throw objects around

Behaviour: Does he show respect by not talking when someone else is talking

Target: Wait for others to finish speaking

Behaviour: Does he refrain from climbing on things

Target: Don't climb on things

Behaviour: Does he refrain from running around the classroom

Target: Don't run about to cause disruption

Behaviour: Does he refrain from tapping his feet or pencil

Target: Do not annoy others by fidgeting

Behaviour: Does he refrain from calling out in class

Target: Don't call out

Behaviour: Is he quiet

Target: Work quietly unless told otherwise

Behaviour: Does he refrain from acting smart

Target: Do not try to show off to impress others

Behaviour: Does he refrain from showing concern for immediate rewards

Target: "Buy into" the school's reward structure

Behaviour: Does he refrain from demanding excessive adult contact

Target: Do not seek inappropriate attention

Behaviour: Does he refrain from being excitable

Target: Stay calm and focused

Behaviour: Does he refrain from doing dangerous things without thinking

Target: Think before you act

Behaviour: Does he refrain from talking about imaginary things as if they were real

Target: Do not make up stories

Behaviour: Does he refrain from shouting in class

Target: Do not call out

Conduct Behaviour
9. Is physically peaceable

Behaviour: Does he refrain from fighting with others

Target: Do not fight with others

Behaviour: Does he refrain from aiming physical violence at other pupils

Target: Don't threaten others with violence

Behaviour: Does he keep his temper for most of the time

Target: Try not to lose your temper

Behaviour: Does he refrain from yelling or throwing things

Target: Do not shout out or throw things

Behaviour: Does he refrain from aiming physical violence at staff

Target: Do not threaten staff with violence

Behaviour: Does he refrain from forcing other pupils to do things against their will

Target: Do not force others to do things they don't want to do

Behaviour: Does he refrain from being deliberately cruel

Target: Be kind to others

Behaviour: Does he refrain from picking on others

Target: Do not pick on others

Behaviour: Does he refrain from trying to get even

Target: Don't get your own back by hitting

Behaviour: Does he refrain from being spiteful
Target: Don't put others down

Conduct Behaviour

10. Respects property

Behaviour: Does he have respect for property

Target: Treat other people's property with respect

Behaviour: Does he look after own things

Target: Treat your own possessions with respect

Behaviour: Does he respect school property

Target: Don't damage school property

Emotional Behaviour

When setting the targets it is essential that the context is mapped to the section heading.

11. Has empathy

Behaviour: Does he have the ability to take on the role of others (can see others point of view)

Target: Able to accept other people's differences

Behaviour: Is he tolerant of others (can cope with others behavior)

Target: Accept the behaviour of others

Behaviour: Is he unselfish

Target: Is able to share with others

Behaviour: Does he have awareness of others' feelings (eg displays understanding)

Target: Can understand other's point of view

12. Is socially aware

Behaviour: Does he refrain from daydreaming

Target: Stays on task

Behaviour: Does he refrain from staring into space

Target: Fully engaged in lesson / activity by not staring into space

Behaviour: Does he refrain from being inactive or passive

Target: Willingly joins in the lesson / activity

Behaviour: Does he refrain from being aloof or out of touch with reality

Target: Fully engaged in lessons / activities

Behaviour: Does he refrain from being withdrawn or unresponsive to stimulation

Target: Readily joins in activities / lessons

Behaviour: Does he show participation in class activities

Target: Take an active part in lessons / activities

Behaviour: Is he accepted

Target: Is able to join in and mix with others

Behaviour: Is he well liked

Target: Is liked and accepted by others in the class / group

Behaviour: Does he have accurate perceptions of others

Target: Is able to portray a correct awareness of others

Behaviour: Does he consider that he has friends

Target: Works well in group activities

Behaviour: Does he refrain from staring blankly

Target: Fully engaged in lesson activity

Behaviour: Does he have plenty of energy

Target: Takes part in tasks enthusiastically

Behaviour: Does he refrain from showing bizarre behaviours

Target: Is level headed and takes part in lessons / activities appropriately

Behaviour: Does he demonstrate self-awareness

Target: Shows confidence in his own ability

13. Is happy

Behaviour: Is he free from depression

Target: Is not gloomy in lessons / activities

Behaviour: Is he contented, happy and not distressed

Target: Shows a positive outlook

Behaviour: Is he free from suicidal comments

Target: Expresses positive enjoyment in lessons / activities

Behaviour: Is he emotionally stable

Target: Remain calm throughout lesson / activity

Behaviour: Is he able to have fun

Target: Mixes well with others in class / activity

Behaviour: Is he happy on arrival

Target: Arrives on time ready to start lesson / activity

Behaviour: Does he refrain from crying easily

Target: Takes part in lesson / activity without crying

Behaviour: Does he refrain from being sullen or sulky

Target: Takes part in lesson / activity without being moody or withdrawn

Behaviour: Does he refrain from showing signs of being overly serious or sad

Target: Happily takes part in lesson / activity

Behaviour: Does he refrain from self-harm

Target: Does not self-harm

Behaviour: Is he optimistic

Target: Displays a positive attitude in lesson / activity

14. Is confident

Behaviour: Does he refrain from acting as if extremely frightened to the point of crying

Target: Feels safe in lesson / activity

Behaviour: Does he refrain from showing signs of anxiety

Target: Works confidently in lesson / activity

Behaviour: Is he relaxed, not fearful or upset by new people or situations

Target: Approaches new people and situations well

Behaviour: Does he refrain from being reticent

Target: Contributes freely to discussions

Behaviour: Does he refrain from sucking his thumb or biting his nails

Target: Takes part in lesson / activity without sucking his thumb or biting his nails

Behaviour: Does he have confidence

Target: Successfully takes part in lessons / activities

Behaviour: Is he able to cope with failure

Target: Can accept losing and understands if mistakes happen

Behaviour: Does he see himself as an equal to the other boys

Target: Shows 'fair play' in lessons / activities

Behaviour: Does he cope with things that cannot be changed

Target: Is able to accept change

Behaviour: Is he positive

Target: Shows a positive attitude towards lessons / activities

Behaviour: Does he accept new things

Target: Can accept new things

Behaviour: Is he able to succeed

Target: Successfully takes part in lessons / activities

Does he have self-esteem

Target: Does not put himself down

Behaviour: Is he aware of himself as an individual, his own actions or thoughts

Target: Accepts responsibility for his own actions

Behaviour: Will he stand up for himself

Target: Is able to make clear his own feelings / opinions in discussions

Behaviour: Is he cautious

Target: Safely take part in lessons / activities

Behaviour: Is he confident

Target: Confidently take part in lessons / activities

Behaviour: Does he take the initiative

Target: Able to take a lead role in lessons / activities

15. Is emotionally stable and shows good self-control

Behaviour: Does he refrain from being touchy

Target: Remains calm throughout lesson / activity

Behaviour: Does he display appropriate emotional reactions

Target: Is emotionally stable in lesson / activity

Behaviour: Can he express his needs and feelings

Target: Makes his needs / feelings known

Behaviour: Does he refrain from having frequent or strong mood changes

Target: Remains calm throughout lesson / activity

Behaviour: Does he refrain from being irritable

Target: Remains calm and tolerant throughout lesson / activity

Behaviour: Is he tough minded

Target: Can stand his ground in discussions

Behaviour: Can he accept disappointment if a favourite activity is cancelled

Target: Is able to accept decision if his favourite activity is cancelled

Behaviour: Is he able to delay gratification

Target: Is able to wait for reward / praise

Behaviour: Does he refrain from being easily flustered

Target: Remain calm under pressure

Behaviour: Does he refrain from being over sensitive

Target: Does not over react to natural events

Behaviour: Does he demonstrate self-respect

Target: Take pride in himself

Behaviour: Does he react appropriately to normal situations

Target: Act appropriately in lessons / activities

Behaviour: Does he accept punishment or praise

Target: Accept reward and sanction

Behaviour: Does he refrain from instigating poor situations

Target: Does not insight others into poor behaviour

Behaviour: Is he able to accept responsibility

Target: Take responsibility for own actions

Appendix 18 – Learning, Conduct and Emotional Behaviour Mean scores for the January 2009 cohort (Class Groups 1 to 5)

Class 1

Pupil 30	
EB11	4.29
EB15	4.21
LB4	3.71
CB8	3.71
EB14	3.57
EB12	3.29
CB7	3.21
CB9	3.21
LB5	3.14
LB3	3.00
CB10	2.93
LB2	2.86
EB13	2.86
CB6	2.64
LB1	2.14

Pupil 39	
EB12	4.71
EB11	4.29
EB13	3.79
LB4	3.71
EB14	3.50
CB8	3.43
CB7	3.21
CB10	3.14
LB3	2.86
EB15	2.79
LB2	2.71
LB5	2.43
LB1	2.00
CB6	1.86
CB9	1.86

Pupil 42	
CB7	4.64
EB15	4.64
EB11	4.57
CB9	4.36
EB12	4.29
CB6	4.21
CB8	3.93
EB13	3.64
LB4	3.29
LB5	3.14
CB10	3.07
EB14	3.07
LB1	3.00
LB2	2.86
LB3	2.43

Pupil 45	
EB12	2.50
EB15	2.43
LB3	2.43
LB4	2.29
EB14	2.21
EB11	2.07
EB13	2.07
LB2	2.00
LB5	2.00
CB7	1.93
LB1	1.86
CB8	1.86
CB9	1.86
CB6	1.79
CB10	1.64

Pupil 47	
CB8	4.43
EB12	4.43
EB11	4.21
LB5	3.86
CB7	3.86
EB14	3.79
LB2	3.71
LB4	3.71
EB15	3.71
LB3	3.57
CB6	3.50
LB1	3.43
CB9	3.07
CB10	2.50
EB13	2.00

Pupil 48	
EB14	4.93
EB12	4.86
LB4	4.86
LB3	4.71
EB11	4.71
EB15	4.50
LB5	4.29
LB2	4.00
LB1	3.71
EB13	3.00
CB8	2.43
CB7	2.36
CB6	2.29
CB9	2.14
CB10	1.86

Pupil 49	
EB14	5.07
EB12	4.79
EB11	4.36
EB15	4.14
LB4	4.00
LB3	3.86
LB5	3.86
CB9	3.36
LB2	3.14
LB1	3.00
EB13	2.79
CB7	2.64
CB6	2.36
CB8	2.29
CB10	2.14

Class 2

Pupil 34	
LB4	4.14
EB12	3.29
EB14	3.29
LB2	3.14
CB7	3.14
LB5	3.00
CB8	2.86
EB11	2.79
LB3	2.71
EB15	2.71
EB13	2.64
LB1	2.57
CB6	2.21
CB10	2.07
CB9	1.93

Pupil 43	
EB15	4.20
LB4	4.00
EB11	3.80
EB13	3.80
LB1	3.60
CB6	3.60
CB7	3.60
CB9	3.40
EB12	3.40
LB2	3.20
CB8	3.20
EB14	3.20
LB3	3.10
LB5	2.80
CB10	2.20

Pupil 36	
EB14	4.21
EB12	3.64
CB8	3.21
EB15	3.21
LB2	3.14
LB4	3.14
EB13	3.00
LB3	2.86
EB11	2.86
LB5	2.29
CB7	2.21
LB1	2.14
CB6	2.00
CB9	1.64
CB10	1.43

Pupil 40	
EB11	4.64
CB7	4.57
LB4	4.14
CB8	4.14
EB12	4.14
LB3	3.86
EB14	3.86
CB6	3.71
CB9	3.64
EB15	3.43
EB13	3.36
LB1	3.14
LB2	3.14
LB5	2.71
CB10	2.71

Pupil 35	
LB3	4.00
EB11	4.00
EB14	4.00
LB4	3.86
EB12	3.79
EB13	3.79
LB2	3.71
CB9	3.71
CB7	3.64
EB15	3.64
LB5	3.57
CB6	3.43
CB8	3.36
CB10	3.07
LB1	2.86

Pupil 46	
CB7	3.93
EB15	3.79
CB6	3.64
EB11	3.57
EB12	3.43
LB3	3.43
LB2	3.29
LB4	3.29
EB13	3.29
EB14	3.29
CB8	3.00
LB5	2.86
LB1	2.71
CB9	2.43
CB10	2.29

Class 3

Pupil 44	
EB14	4.00
EB13	3.93
EB15	3.64
EB11	3.43
EB12	3.43
CB7	2.79
LB4	2.71
CB6	2.64
LB5	2.57
CB8	2.57
CB9	2.50
LB1	2.29
LB3	2.29
LB2	2.14
CB10	1.93

Pupil 32	
EB15	5.36
CB9	5.14
EB12	5.07
EB11	5.00
CB10	4.86
CB7	4.79
CB6	4.64
CB8	4.29
LB2	4.00
LB1	3.86
LB4	3.86
EB14	3.79
LB5	3.71
LB3	3.00
EB13	2.86

Pupil 41	
EB12	5.07
EB11	4.79
CB7	4.21
EB14	4.21
CB8	4.14
EB15	4.07
CB6	3.86
EB13	3.43
LB4	3.43
LB2	2.86
LB3	2.86
CB9	2.86
LB5	2.71
LB1	2.29
CB10	1.86

Pupil 29	
EB14	3.57
LB1	3.14
LB4	3.14
EB11	3.07
LB2	3.00
EB15	3.00
CB7	2.93
LB5	2.71
CB9	2.71
EB13	2.64
LB3	2.57
EB12	2.43
CB6	2.36
CB10	2.36
CB8	2.29

Class 4

Pupil 33	
LB1	3.29
LB3	2.57
LB4	2.57
LB5	2.57
CB6	2.57
EB11	2.50
EB13	2.50
CB7	2.43
CB8	2.36
LB2	2.29
EB14	2.29
EB15	2.29
EB12	2.21
CB9	2.00
CB10	1.50

Pupil 38	
EB11	4.14
CB7	3.57
CB9	3.57
EB15	3.29
LB2	3.00
LB1	2.86
LB3	2.71
LB4	2.71
CB8	2.64
LB5	2.57
CB6	2.57
EB12	2.43
EB13	2.43
EB14	2.21
CB10	1.43

Pupil 6	
EB11	5.42
CB7	5.33
CB8	5.17
CB6	5.08
LB1	5.00
EB12	4.83
LB2	4.67
LB4	4.67
EB15	4.58
LB5	4.00
CB9	4.00
EB13	4.00
EB14	3.08
LB3	2.83
CB10	2.25

Pupil 11	
EB11	5.29
EB12	5.29
LB4	5.00
CB7	4.93
CB8	4.36
LB1	4.29
LB3	4.29
EB15	4.29
CB6	4.21
CB9	4.07
LB5	3.71
EB14	3.64
LB2	3.57
EB13	3.14
CB10	2.50

Pupil 31	
CB10	3.64
LB2	3.57
CB8	3.57
EB15	3.43
LB1	3.43
LB3	3.29
LB4	3.14
CB7	2.93
CB9	2.93
CB6	2.86
LB5	2.57
EB11	2.57
EB12	2.43
EB13	2.36
EB14	1.79

Pupil 16	
EB14	3.64
EB12	3.57
EB13	3.50
LB4	3.29
CB8	3.29
EB15	3.21
LB3	3.00
CB6	3.00
CB7	2.93
LB2	2.86
EB11	2.86
LB1	2.57
LB5	2.57
CB10	1.86
CB9	1.79

Pupil 37	
EB12	5.00
EB11	4.71
EB15	4.29
LB4	4.14
EB14	4.14
CB7	4.00
EB13	4.00
LB3	3.86
CB8	3.86
CB6	3.71
LB2	3.57
LB1	3.43
CB9	3.00
LB5	2.86
CB10	2.14

Pupil 14	
LB3	4.71
EB15	4.71
LB2	4.57
LB4	4.57
EB11	4.57
EB12	4.57
LB1	4.43
EB14	4.43
EB13	4.29
LB5	3.86
CB6	3.86
CB8	3.86
CB7	3.29
CB10	3.14
CB9	2.71

Class 5

Pupil 19	
LB2	4.00
EB14	3.93
LB4	3.57
CB8	3.29
EB15	3.29
EB12	3.21
LB3	3.14
CB7	3.14
CB6	3.00
CB10	2.79
LB1	2.71
LB5	2.71
EB13	2.64
EB11	2.50
CB9	2.07

Pupil 27	
EB15	4.17
CB7	4.08
CB8	3.92
EB11	3.75
CB6	3.67
CB10	3.58
EB12	3.58
CB9	3.42
EB13	2.67
LB3	2.67
LB4	2.67
LB1	2.50
LB2	2.50
LB5	2.50
EB14	2.50

Pupil 23	
EB14	4.00
EB11	3.50
CB8	3.08
CB7	2.92
EB12	2.92
LB3	2.83
EB15	2.83
LB1	2.50
LB2	2.50
LB4	2.50
EB13	2.42
LB5	2.33
CB6	2.33
CB9	1.83
CB10	1.33

Pupil 13	
EB14	5.00
LB4	4.60
EB12	4.50
LB3	4.40
EB11	3.70
EB15	3.50
LB2	3.40
LB5	3.40
LB1	3.20
CB7	3.20
CB8	3.10
CB6	2.60
EB13	2.60
CB10	2.20
CB9	1.80

Pupil 22	
LB3	4.67
LB4	4.67
LB2	4.50
LB1	4.17
LB5	3.83
EB12	3.42
EB15	3.08
EB11	2.92
EB13	2.83
EB14	2.83
CB7	2.58
CB8	2.42
CB6	2.33
CB10	2.25
CB9	2.17

Pupil 28	
EB11	3.14
EB14	2.71
CB7	2.64
EB15	2.57
CB6	2.50
CB9	2.50
CB8	2.43
LB1	2.29
LB2	2.14
EB13	2.07
LB4	2.00
LB5	2.00
EB12	2.00
LB3	1.86
CB10	1.79