

Manchester Inclusion Strategy

November 2019 – July 2022

Working in Partnership to Prevent
Exclusion and Support Children
and Young People to Thrive



MANCHESTER
CITY COUNCIL

• Our Manchester •

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FOREWORD



I am pleased to introduce this strategy which focuses on a big challenge for our city.

Promoting inclusion for children and young people of all ages and preventing their exclusion needs to be one of our highest priorities.

Over the last 5 years there has been a marked rise in school exclusions, both across the country but also here in Manchester. The evidence is strong that there are wide ranging negative impacts on young people from poor attendance, social exclusion or exclusion from school or from Post 16 education, employment and training provision.

We know that a child who has low attendance or who has been excluded from their school or Post 16 provision has their life chances permanently worsened and that they become instantly more vulnerable to safeguarding concerns. We also know that a child's background - with challenges in their lives and experiences of trauma or poverty- are predictors of their likelihood to be excluded.

We can't pretend this is an easy issue or that there are "quick fixes" but this strategy, having been put together with a wide range of partners is a recognition that we want to ensure all children receive the appropriate support they need to have good attendance, see fewer children and young people excluded and a greater focus on getting young people back into school and Post 16 settings if they are excluded.

We will never see real change by pointing the finger but by each and every partner in the city stepping up and taking on their responsibility to make sure that children are safe and progressing at every stage of their education.

There are some great examples of strong partnership working already and this strategy builds on that work, but also recognises that we need to be better at identifying the needs of young people as early as possible and ensuring that the right advice, support and guidance is available to professionals so that they are in the strongest position to support all children and young people to attend, make good progress and go on to achieve.

This document is a call to action with strands of proactive work to prevent all forms of exclusion built on evidence of existing good practice in delivering successful interventions and initiatives and the conversations from across the partnership.

Getting this right will make a huge difference to our young people and I look forward to us working together to realise our ambitions.

Councillor Garry Bridges
Executive Member for Children's Services
November 2019

EXECUTIVE SUMMARY

Manchester Inclusion Strategy – Working in Partnership to Prevent Exclusion & Support Children & Young People to Thrive November 2019 – July 2022

The overwhelming message which emerged from the extensive, year-long multi-agency consultation exercise which was undertaken to inform the writing of this strategy was that Manchester Early Years' Settings, Schools, Post 16 providers, parents/carers, Local Authority Services, Health Services, Voluntary and Community Sector Services, Greater Manchester Police and many other partners are all committed to promoting the inclusion and preventing the exclusion of Manchester's children and young people.

The consultation captured a strong sense of determination by all partners to achieve a robust shared understanding of and commitment to implementing strong inclusive, multi-agency practice and to work together towards a situation where fixed term and permanent exclusions are only ever used as the very last resort.

Manchester's Inclusion Strategy has been developed to:

- Help early years' settings, schools, Post 16 providers, the Local Authority and other services to work in a more coherent way to support children and young people to attend well and/or to reduce the risk of exclusion.
- Provide an outline of approaches, interventions and services, to support all Manchester early years' settings, schools and Post 16 providers to ensure the needs of all children and young people are identified early, understood and effectively addressed in order to support good attendance and prevent the use of exclusion wherever possible.
- Identify examples of good practice which is already in place and further multi-agency actions which need to be taken to develop and improve approaches to supporting the inclusion of all Manchester children and young people and enabling them to THRIVE.

Our Aim: Every child and young person:

- **Is known**
- **Is understood**
- **Is supported**
- **Thrives**

As we launch this strategy there are both national and local factors which provide us with firm foundations for progressing ambitious, positive change for Manchester children and young people. These include:

- The introduction of the new Ofsted Inspection Framework with a reduced emphasis on end of key stage outcomes and a more pronounced focus on the provision of an appropriate curriculum and strong inclusive practice which enables all children and young people to access learning, achieve well and progress to positive destinations.
- The commitment by the Government to progress the recommendations within the Timpson Review of Exclusions to ensure robust accountability processes coupled with appropriate support and guidance to education settings, parents/carers and Local Authorities on promoting inclusion and ensuring fixed term and permanent exclusions are always implemented in line with legislation and best practice guidance and only ever used as a last resort.
- A resounding Manchester multi-agency commitment to share the wide ranging, existing good practice as well as to implement new and innovative approaches to ensure we are working together effectively to identify the strengths and needs of Manchester children and young people and putting in place high quality support and opportunities to enable them to THRIVE.

Manchester Inclusion Strategy

Working in Partnership to Prevent Exclusion and Support Children and Young People to Thrive

Manchester's Children and Young People Plan – Our Manchester, Our Children vision

Building a safe, happy, healthy and successful future for children and young people.

What we'll do

Our priorities

- Working in partnership in a coherent, strengths-based way to support inclusive practice.
- Listening and responding to the voice of children, young people and their families.
- Developing the aspirations and skills of children and young people.
- Improving social, emotional and mental health and wellbeing.
- Positive transitions between settings, schools and post-16 provisions.
- Identify needs early, protecting vulnerable children and young people.
- A highly skilled and well supported workforce.
- High quality continuum of intervention provision and specialist support.
- Exclusion as a last resort.

Our aims

Every child and young person:

- is known
- is understood
- is supported
- thrives.

Our behaviours

- We work together and trust each other.
- We're proud and passionate about Manchester.
- We take time to listen and understand.
- We 'own it' and aren't afraid to try new things.

Key questions for education settings & services to explore about the absence and/or behaviour of a child or young person "At Risk"

- What is already working well?
- Is there anything happening now that might explain their behaviour and absence?
- Has anything happened in the past that needs to be considered?
- What else can we do?

Strand 1 – Inclusive Universal Provision

We will:

- Find ways to listen and respond to young people's voices.
- Identify what works well and promote effective practice.
- Develop and promote inclusive practice guidance, including the use of evidence-based approaches.
- Provide workforce training to support inclusion.
- Implement the multi-agency THRIVE approach to promote emotional and mental wellbeing.
- Promote use of Manchester's Matching Provision to Need Tool (MPNT).
- Provide mentoring, work experience and employer engagement opportunities to develop young people's aspirations.
- Develop a citywide approach to support transitions.
- Implement Skills for Life.
- Promote a clear and connected Youth offer.
- Pilot Greater Manchester's Mentally Healthy School approach.

Strand 2 – Early Intervention – identify needs and protect vulnerable children and young people

We will:

- Develop and share a multi-agency toolkit of resources, services, referral routes and training.
- Develop and share a checklist of activity to support children at risk of exclusion, and details of who to contact for advice.
- Develop and promote outreach offers and school-to-school support to develop inclusive practices.
- Work with parent/carer champions
- Embed the multi-agency team around the school model.
- Develop the school cluster model.
- Strengthen links between agencies to provide Early Help to prevent exclusion and risks of child criminal and sexual exploitation.
- Identify and support young carers.
- Intervene early to prevent and reduce the number of young people not in education, employment or training (NEET).
- Develop and share guidance on managed moves, personalised curricula and alternative provision.
- Share practice guidance from national and local reviews.

Strand 3 – High quality continuum of provision and specialist support

We will:

- Review and revise the continuum of provision for young people with Social, Emotional and Mental Health Needs (SEMH) and develop short stay intervention programmes.
- Ensure all young people with additional needs are prepared for adulthood and supported to progress into positive Post-16 and Post-18 destinations.
- Strengthen multi-agency offer around specialist provision.
- Strengthen integrated working between Youth Justice and other services.

Strand 4 – Exclusion as a last resort

We will:

- Review and issue guidance on exclusion.
- Develop and disseminate a checklist of activity to be undertaken prior to exclusion and who to contact for advice.
- Work with Post-16 providers to develop best practice in the prevention of exclusion.
- Monitor the use of exclusion in education settings.

Manchester Inclusion Strategy – Working in Partnership to Prevent Exclusion & Support Children & Young People to Thrive - November 2019 – July 2022

OVERALL PURPOSE OF THIS STRATEGY

The 'Our Manchester' Strategy sets out the City's vision for Manchester to be in the top flight of world-class cities by 2025. Critical to the delivery of the vision is supporting the citizens of Manchester, which includes its children, young people and their families to achieve their potential and benefit from its improving economic, cultural, and social capital.

Manchester's Children and Young People's Plan - Our Manchester, Our Children 2016 - 2020 - translates the Our Manchester priorities into a vision that is focused on 'building a safe, happy, healthy and successful future for children and young people;' this means:

- All children and young people feel safe, their welfare promoted and safeguarded from harm within their homes, schools and communities
- All children and young people grow up happy – having fun and opportunity to take part in leisure and culture activities, and having good social, emotional, and mental wellbeing. It also means all children and young people feeling that they have a voice and influence as active Manchester citizens.
- The physical and mental health of all children and young people is maximised, enabling them to lead healthy, active lives, and to have the resilience to overcome emotional and behavioural challenges.
- All children and young people have the opportunity to thrive and achieve individual success in a way that is meaningful to them. This may be in their education, or in their emotional or personal lives.

Working in-line with Our Behaviours, as outlined in Manchester's Children's and Young People's Plan, is crucial to the successful implementation of this strategy. This means:

In everything we do we'll make sure that:

- **We work together and trust each other**
- **We're proud and passionate about Manchester**
- **We take time to listen and understand**
- **We "own it" and we aren't afraid to try new things.**

National research has shown that young people who are not accessing education because they are excluded from school, not attending school or having their needs met in school are more likely to be not in Education, Employment or Training (NEET), develop severe mental health problems, require involvement from the Youth Justice Service and go to prison.

Reducing exclusion from education and ensuring all Manchester's early years' settings, schools and Post 16 providers are inclusive and able to meet the needs of their local communities is a key priority for Manchester City Council to ensure improved experiences and outcomes for all children and young people.

The Manchester Inclusion Strategy has been developed to help the Local Authority, early years' settings, schools, Post 16 providers and other services work in a more coherent way to support young people to attend well and/or to reduce the risk of exclusion. The strategy provides an outline of approaches, interventions and services, to support all Manchester settings, schools and Post 16 providers to ensure the needs of all young people are understood and addressed in order to support good attendance and prevent the use of exclusion wherever possible.

There is a huge amount of positive work going on in Manchester to support the well-being and inclusion of children and young people. One of the main functions of this strategy is to map the available approaches, services and resources across the city to ensure a robust overview of the offer as well as the identification of any gaps which need to be addressed.

Manchester Inclusion Strategy and the Greater Manchester i-THRIVE Programme

This Strategy sets out to work hand in hand with Greater Manchester i-THRIVE Programme. The Greater Manchester i-THRIVE (GM i-THRIVE) programme uses the THRIVE Framework (Wolpert et al., 2016) to improve mental health outcomes for the children and young people of Greater Manchester. The GM i-THRIVE team works with each of Greater Manchester's 10 Local Transformation Partnerships (LTPs) and the GM Future in Mind Implementation Group to enable the delivery of the Greater Manchester Children and Young People's Mental Health Transformation Programme.

The THRIVE Framework:

- Replaces tiers with a whole system approach
- Is based on the identified needs of Children and Young People and their families
- Advocates the effective use of data to inform delivery and meet needs
- Identifies groups of Children and Young People and the range of support they may benefit from
- Ensures Children and Young People and their families are active decision makers

Shared Strategic Aims:

There is, within the GM I THRIVE Programme a specific Manchester THRIVE Programme. In line with Future in Mind and the underlying principles of the national and local CAMHS transformation agenda, the Manchester THRIVE programme aims to move from a tiered model of service delivery to a whole system approach, built around the needs of the children, young people and their families.

The aim of this redesign programme fully aligns with the aim of The Manchester Inclusion Strategy which is to achieve the outcomes as set out in the Manchester Children and Young People's plan; ensure that our children and young people are safe, happy, healthy and successful.

Consultation with Partners

The development of this strategy has been comprehensively informed by the outcomes of multi-agency workshops, discussions with Head Teachers, SENCOs, designated teachers, governors, discussions at the Children's Board and the Strategic Education Partnership and the views of parents, carers, children & young people.

The strategy draws heavily from examples of the strong leadership and good practice which already exists in many Manchester early years' settings, schools and Post 16 provisions where there is robust evidence of strong inclusive practice and a reduction in the use of exclusion.

Multi-agency consultation sessions identified that the key characteristics of schools and other education settings with inclusive practice are that they work tirelessly to ensure consistently high quality teaching and learning experiences for all young people, positive whole school relationships, good communication with students, staff and parents and carers, timely early intervention and reasonable adjustment, robust transition support and rigorous whole school/setting staff training and professional and pastoral support.

Progress on the implementation of the Manchester Inclusion Strategy will be reported to and monitored by The Children's Board and will be kept under review and altered as necessary to incorporate newly published legislation and statutory guidance.

This strategy document:

- Describes the National context
- Describes the Manchester context;
- Describes the key strands of the strategy, identifies the actions to be taken to promote inclusion and prevent exclusion and describes the role of the Local Authority, schools, settings and partners in promoting inclusion and preventing exclusions.

Related Strategies and Plans that have a direct impact on reducing and preventing school exclusions include:

- The Our Manchester Strategy.
- Our Manchester, Our Children – Manchester's Children's and Young People's Plan
- Manchester City Council's Corporate Plan.
- Greater Manchester Children and Young People's Plan 2019-2022
- The Greater Manchester i-THRIVE (GM i-THRIVE) and Manchester THRIVE programmes
- Manchester NEET Reduction Plan 2017- 2020
- Manchester Work and Skills Strategy 2015-2020
- Manchester's Early Help Strategy – 2018 -2021
- Manchester Youth Justice Plan
- Delivering Differently – Manchester's Domestic Violence and Abuse Strategy 2016-2020
- Manchester Safeguarding Children's Board – Neglect Strategy for Children, Young People and Families 2017 – 2019
- Manchester's Family Poverty Strategy 2017-2022
- Manchester's Young Carers' Strategy
- Manchester's Accessibility Strategy
- The Our Manchester Disability Plan
- Manchester's Community Safety Partnership Strategy 2018 – 2021

THE NATIONAL CONTEXT

National Review of Exclusions

In 2015/16, 0.08% of children were permanently excluded from state funded schools in England but the rates for some children were much higher. The Ethnicity Facts and Figures website, which collates data on how different ethnic groups interact with public services, highlighted that pupils from some ethnic backgrounds are disproportionately more likely to be excluded from school. Black Caribbean pupils, for example, were permanently excluded at three times the rate of White British pupils. White Irish Traveller and Gypsy/Roma pupils had by far the highest rates of both fixed period and permanent exclusions.

All state funded schools in England operate under the same exclusions framework, as set out in legislation and statutory guidance. Despite this, there are differences in exclusion rates between schools, areas of the country, and pupils with different characteristics.

On 16th March 2018 the Department for Education (DfE) launched a call for evidence on school exclusion to support a national review of exclusions to be led by Edward Timpson. This review examined the factors that drive those differences. It also explored and evaluated best practice for those areas where the disparities are less significant.

Edward Timpson was supported throughout the period of the review by an expert reference group and Manchester's Virtual School Head was a member of this group. The final Timpson Review of Exclusions was published on 7th May 2019.

<https://www.gov.uk/government/consultations/school-exclusions-review-call-for-evidence>

The report contains 30 recommendations which have all been welcomed by the Secretary of State for Education. The government has committed to undertaking six key actions in response to these recommendations:

1. **We will make schools accountable for the outcomes of permanently excluded children.**
2. **We will establish a practice programme that embeds effective partnership working between LAs, schools, alternative provision and other partners.**
3. **We will work with sector experts, led by the Department's lead advisor on behaviour, Tom Bennet, to rewrite our guidance** (including on exclusions and on behaviour and discipline in schools)
4. **We now call on Directors of Children's Services, governing bodies, academy trusts and local forums of schools to review information on children who leave schools, by exclusion or otherwise, and to establish a shared understanding of how the data on the characteristics of such children feeds local trends.**
5. **We will work with Ofsted to define and tackle the practice of "off-rolling".**
6. **We will extend support for Alternative Provision (AP).**

The full set of 30 recommendations will be considered and appropriately acted upon through the implementation of Manchester's Promoting Inclusion and Preventing Exclusion Strategy.

National Review of Alternative Provision (AP)

In March 2018 the DfE published its national vision for Alternative Provision, **Creating Opportunity for All.**

[https://www.gov.uk/government/publications/creating-opportunity-for-all-our-vision-for-alternative-provision.](https://www.gov.uk/government/publications/creating-opportunity-for-all-our-vision-for-alternative-provision)

This review set out to ensure that all AP settings provide high quality education and that the routes into and out of AP settings work in the best interests of children. The Secretary of State presented "Creating Opportunity for All" as a roadmap. It outlines how the DfE will achieve this vision by working collaboratively with partners across the education sector to build a strong evidence base and deliver reforms that enable mainstream and special schools to support children to remain and reintegrate into their settings, promote collective responsibility for delivering a high quality education in AP and ensuring young people leaving AP have choices about what they do next.

The ambitions for this review of AP were to ensure:

1. The right children are placed in alternative provision;
 2. Every child in alternative provision receives a good education;
 3. Every child can make a successful transition out of alternative provision;
 4. Alternative provision becomes, and is recognised as an integral part of the education system;
- and
5. The system is designed to achieve high quality outcomes for children and value for money for the taxpayer.

Forgotten Children: alternative provision and scandal of ever increasing exclusions report July 2018.

On 18th July 2018 the House of Commons Education Committee published a report, “Forgotten Children: alternative provision and scandal of ever increasing exclusions” following their review of Alternative Provision across the country.

<https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

This report was used to inform Edward Timpson’s review of School Exclusion. In its summary the report states, *“Mainstream schools should be bastions of inclusion, and intentionally or not, this is not true of all mainstream schools. We have also seen an alarming increase in ‘hidden’ exclusions. The school environment means that schools are struggling to support pupils in their schools, which is then putting pressure on alternative providers. Pupils, parents and schools can end up in conflict, putting further pressure onto a system that should be supporting all pupils to achieve.”*

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The report provides a number of key recommendations to drive improved inclusion practices in schools and reductions in exclusions. It recommends:

“Our conclusions and recommendations should be read as a Bill of Rights for pupils and their parents:

- **Schools should not rush to exclude pupils:** schools should be inclusive.

- **Parents and pupils have a right to know how often schools resort to exclusion:** schools should publish their permanent and fixed term exclusion rates every term, including for pupils with SEND and looked-after children, as well as the number of pupils who leave the school.

- **Parents deserve more information when their children are excluded:** the exclusions process is currently weighted in favour of schools and leaves parents and pupils fighting a system that should be supporting them.

- **Pupils and their parents should have someone in their corner:** when a pupil is excluded from school for more than five non-consecutive days in a school year, the pupil and their parents or carers should be given access to an independent advocate. This should happen both where pupils are internally or externally excluded from school or where the LA is arranging education due to illness.

- **Parents and pupils should be given accurate information about the range and type alternative provision that is available locally:** all organisations offering alternative provision should be required to inform the local authority in which they are based of their provision. The local authority should then make the list of alternative providers operating in their local authority available to schools and parents on their website.

- **Independent Review Panels should be able to direct a school to reinstate pupils:** legislation should be amended at the next opportunity so that this can happen.” Page 3

Education Endowment Foundation (EEF) – Improving Behaviour in School Guidance

In June 2019 the EEF published an Improving Behaviour in Schools Guidance Document which is designed to support school senior leaders to make better informed decisions about the behaviour support strategies they use in school.

https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

This Strategy takes into account the recommendations coming from national government.

MANCHESTER CONTEXT

Manchester is a large diverse and complex city with a growing child population; increasing by 22.6% between 2008 and 2018. There are 190 languages spoken within our school age population. Some schools in the City have very high pupil transience as a result of a mobile population.

In addition, in the majority of schools the proportion of children in poverty is above national averages with an estimated one in three children under 16 living in poverty and the proportion of children on free school meals is significantly higher than the national average. As Manchester's Family Poverty Strategy (2017-2022) states in its vision,

“We want all children growing up in the city to achieve their potential, but too many of these children in difficult situations never do and they continue to face significant challenges as a consequence of welfare reforms and austerity.”

Manchester has a strong model of partnerships and collaboration with the Manchester family of schools, irrespective of the type of school, being committed to improving outcomes for Manchester children. An increasing proportion of early years' settings, primary and secondary schools are judged by OFSTED to be good or better and at the time of writing these are above the national average and indicate an improving system. There has been a year on year improvement in this measure since 2016 along with overall outcomes which are improving at every phase in the City. This demonstrates that overall Manchester's education settings are providing a firm foundation for our children to be successful.

Overall school attendance in Manchester is good and continues to be better than national although there continue to be some challenges around reducing persistent absence for certain pupil groups particularly those with special educational needs. City wide strategies introduced to support school attendance have sustained improvements since 2008. These strategies were based on the premise that school attendance is everybody's responsibility and achieving good attendance requires a strong model of distributed leadership in school as well as multi agency partnership.

Both nationally and in Manchester formal exclusions from schools have continued to rise for the last 5 years. However, exclusions in Manchester are now above the national average for both fixed term and permanent exclusions.

In Manchester children with identified special educational needs are more likely to be excluded than their peers. This aligns with the national picture. Boys and pupils eligible for free school meals are more likely to be excluded. Within the ethnic groups, pupils from a White Irish background or from a Black/Black British Caribbean background are disproportionately excluded compared to their peers.

The main reason for exclusions in Manchester continues to be persistent disruptive behaviour, followed by verbal abuse or threatening behaviour towards an adult. Nationally, the top two reasons are persistent disruptive behaviour and physical assault against a pupil.

Our Children and Young People (Children in Local Authority Care)

The 2016 national rate of permanent exclusion of looked after children is at the lowest it has been for years at 0.1%. The early intervention by Virtual School Heads, having conversations with schools about young people in care who are at risk of exclusion has supported this reduction. There have been no permanent exclusions of Children in the Care of Manchester attending Manchester Schools since September 2015. However, fixed term exclusions of this group remain a concern both nationally and locally.

In light of the new statutory guidance to schools, which came into force from September 2018, on their duties to Looked After and Previously Looked After Children schools and head teachers should also take steps to avoid the exclusion of Previously Looked after Children who have left care via adoption, Special Guardianship and Child Arrangement Order.

Reducing Exclusion – What are we going to do?

The multi-agency consultations which informed the development of this strategy identified that:

- Promoting inclusion and preventing and reducing exclusion is everybody's business and requires a robust multi – agency approach.
- Activity to promote inclusion and reduce exclusion must be embedded into all work with children, young people and families
- Schools and education settings want advice, resources and training to support best practice.

This Strategy outlines the different strands of proactive work to prevent exclusion and secure best outcomes for all young people which is already underway and the further developments to be undertaken within:

- **Universal Provision**
- **Early Intervention Provision**
- **Alternative Provision or Specialist Support**
- **Ensuring Best Practice in the use of Exclusion**

Early years' settings, schools, Post 16 providers and services should use this strategy to inform their policies, practice and multi-agency planning in their work to ensure good outcomes for our children and young people ensuring that promoting inclusion and preventing exclusion really is everybody's business in Manchester.

STRAND 1 – UNIVERSAL PROVISION:

Whole school/education setting vision and ethos.

Schools are the key universal children's service, which children and young people experience and can positively influence their lives and emotional well-being. A positive ethos, the quality of the curriculum, the organisation and engaging delivery of teaching and learning all contribute to school being a safe and secure environment and a place where children want to be. Building strong relationships with parents and carers and engaging them in their child's education will also help secure good attendance and enable children to achieve good outcomes.

Manchester's Family Poverty Strategy identifies that where basic needs cannot be met, families need to be supported to become more resilient. Research conducted by Children North East into the experience of young people in poverty found them to be stigmatised on a daily basis. It is recognised that boosting resilience in children and their parents is more likely to lead to positive outcomes in relation to education, employment and their ability to cope with future challenges. It is also important for professionals and organisations, including schools and education settings, to change the way they work to allow them to better recognise the strengths of a child or their family.

Providing children with the opportunity to develop positive social and emotional skills and resilience is crucial in addressing individual needs and achieving positive outcomes. Research increasingly demonstrates that positive emotional health and well-being are key factors in affecting social development, school attendance and educational attainment.

Regular attendance at school and then in Post 16 education and training makes a critical contribution to safeguarding children and securing good outcomes. We want our schools and education settings to promote a culture of positive relationships and good attendance and to work in close partnership with children and young people, their families, Children's Services and other agencies to identify and respond to any additional needs which could, if left unaddressed lead to a risk of exclusion.

School Leadership Teams

Ensuring that school adopts and consistently implements inclusive, whole school policies and practices which support good attendance and the prevention of exclusion is the responsibility of the Head Teacher and the Governing Body. The same principles apply to senior leaders in Early Years' and Post 16 settings.

Early years' settings', schools' and Post 16 providers' policies and systems for supporting all young people and identifying and meeting additional needs.

Early years' settings, schools and Post 16 providers have a key role to play in the early identification of any unmet learning, communication and/or social, emotional or mental health needs. It is vital that education settings, like all services, have clear processes for supporting and children, young people and their families to express their views, wishes and feelings and then for listening and responding to them. These needs may however be communicated in a variety of other ways including through a child or young person's behaviour, rates of progress or patterns of attendance.

Education settings have a responsibility for taking action at an individual child/young person, cohort, departmental and whole setting level. Systems and procedures for identifying, gaining a good understanding of and meeting the wide ranging needs experienced by children and young people, should be clearly set out in within each organisation's suite of policies.

A whole setting, school, and Post 16 provision's behaviour policy (sometimes known as a behaviour and relationships policy) needs to be in place which provides guidance to staff, young people and parents and carers on promoting positive behaviour. The procedures and guidance within the policy need to outline the consistent, whole setting approach to the management of behaviour.

Within the policy there needs to be a clear recognition that for some children and young people, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require reasonable adjustment and a personalised approach. The behaviour policy should be fully informed by the organisation's SEND, safeguarding, anti-bullying, equalities, attendance and teaching and learning policies.

We will:

- Establish a steering group of key partners to develop and maintain a coherent overview of all the well-being and inclusion approaches, services and resources available across the city.
- Work with early years' settings, schools, Post 16 providers, services and partners to review processes and share good practice examples for capturing the voice of children and young people and ensuring their views influence service design, policy and practice.
- Work with parent/carer forums and education settings to identify and disseminate models of effective practice of working together to problem solve and develop joint plans.
- Work with early years' settings, schools and Post 16 providers to identify effective and inclusive model behaviour/relationships policies which provide guidance to staff, young people and parents and carers on promoting positive behaviour.
- Continue to improve school readiness outcomes by targeting specific settings for additional support from a teaching school where appropriate and by continuing to commit to the Early Years Delivery Model
- Work with schools, in line with the Family Poverty Strategy, to implement poverty proofing toolkits.
- Develop training and guidance for school & Post 16 settings' governors on Inclusion and best practice.
- Develop a data sharing agreement between schools in relation to inclusion related data. (e.g. fixed term and permanent exclusions issued by each school, number of school directions issued to each school, attendance and exclusions data for vulnerable groups within each school)

There are various approaches and programmes being used at a whole school or setting level across the City to ensure that children are emotionally resilient and able to develop positive relationships with peers and adults. The strategy outlines some of these and examples of how they have been used in the paragraphs below. They are not exclusive of each other and many schools and settings have adopted a number of these approaches.

Restorative and Rights Respecting approaches

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Restorative conversations can be used to resolve differences between children and children, children and adults and adults and adults. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Embedding whole school/Post 16 setting restorative approaches into their behaviour policy and practice can effectively support improved relationships across the whole setting, increased attendance, reduced exclusions and improved achievement.

An example of this can be seen in schools which have adopted the Rights Respecting Schools Approach. The Rights Respecting School Award (RRSA) is an initiative run by UNICEF UK which encourages schools to place the United Nations (UN) Convention on the Rights of the Child at the heart of its ethos and curriculum. A Rights Respecting School not only teaches about children's rights; it also models rights and respect in all its relationships, whether between children or between children and adults. At the time of writing Manchester has over 30 schools who are actively embedding this approach throughout their whole school policies and practice.

St Mary's Church of England Primary School

St Mary's Church of England Primary School is a UNICEF Rights Respecting School. We are committed to respecting all the rights in the Children's Rights Charter. The rights support the best conditions for learning and underpin our positive behaviour management approach for all pupils.

- **Your right to go to school and learn**
- **Your right to be the best you can be**
- **Your right to say what you think and be listened to**

This is supported by:

- Positive praise and reward systems
- Restorative approaches
- Self-reflection on behaviour and rights when there is an issue
- Clear boundaries agreed by the children through the children's charter in each class
- UNICEF Councillors campaigning for election and voted for by their peers (restorative trained)
- UNICEF Councillors with a specific brief around SEND and Children who are looked after
- Peer mentors who also campaign and are elected by their class in addition to councillors, based on their emotional intelligence and ability to be role models (also restorative trained) or based on challenges that have been overcome by children
- Take over day. This is focused on children planning and delivering teaching and learning including managing their peers behaviour and learning behaviour. This is part of an ongoing conversation about the challenges of; focus, active listening, sparking curiosity, completing work and setting next steps for themselves and how they can access the best conditions for learning.

What if a child's needs are more complex? What support is there?

- Your right to go to school and learn
- Your right to support when you need it
- *(A child with disability has) Your right to live a full and decent life with dignity, and as far as possible, independence and to play an active part in the community*
- Your right to express your views, wishes and feelings in all matters affecting you and to have your views considered and taken seriously.

By pupils:

- They are supported by their peers through peer mentoring
- They are supported to campaign for key roles including councillors and peer mentors with support from peers
- They have a partner who has been chosen with both parties agreeing so that if the classroom becomes too challenging they are not isolated if they choose to leave and can continue their learning
- **Your right that all adults should do what's best for you**
- **Your right to relax and play**
- **Your right to financial support if your family does not have enough money**
- **YOUR BEST INTERESTS MUST BE A TOP PRIORITY IN ALL DECISIONS AND ACTIONS THAT EFFECT YOU**

By adults :

- This is a whole school responsibility. We are **all** responsible for **all** children
- Parent and school behaviour plan jointly designed and agreed when challenges arise
- Open door policy on meetings with parents/carers with named staff
- Phone calls on positives but also for calming if appropriate
- Pastoral lead supports with early help
- Supported with breakfast club and after school clubs
- All senior and non-teaching staff are available for teachers and child when a break is required or behaviours escalate
- Adult mentor who is not the class teacher to check in and support
- Play therapy available
- Senior staff trained in positive handling
- Where needs are very severe the option of short term reduced timetable. This is agreed by all parties and with frequent, planned review discussions and regular opportunities for reintegration with aim of achieving full reintegration as swiftly as possible.
- Multiagency meetings which are prompt, regular and conducted within a rights framework

Teaching and learning:

- **Your right to go to school and learn**

- **Your right to support when you need it**
- ***(A child with disability has) Your right to live a full and decent life with dignity, and as far as possible, independence and to play an active part in the community***
- **Your right to express your views, wishes and feelings in all matters affecting you and to have your views considered and taken seriously.**

Probably the most powerful vehicle for inclusion at St. Mary's is learning meeting the needs of the child.

- Curriculum is based on child centred approaches
- Mixed ability teaching inclusive of children with SEND
- Cooperative learning standards for English
- Child centred Singapore approaches in maths
- Draws on heritage and locality as well as global contexts in broader curriculum
- Hidden curriculum is rights based

Parents and family:

- **Your family has a responsibility to help you learn to exercise your rights and to ensure they are protected**
 - Parents' charter - being educated about and upholding their child's rights and learning about their own
 - Parents' rights meetings focusing on safeguarding and learning
 - Parenting courses focused on understanding children's behaviour and based on rights

The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

We continue to commit to and develop our practice to reflect the principles above.

We will:

- Promote and share good practice in the use of Restorative and Rights Respecting approaches.

Children and Young People who have experienced Adverse Childhood Experiences (ACES)
 ACEs (Adverse Childhood Experiences) are stressful or traumatic events in childhood. Examples include abuse, neglect or household dysfunction such as witnessing domestic violence. They can have a major impact on an individual's future health and wellbeing.

As knowledge of ACEs increases, so is the understanding that a person's behaviour is a reflection of the coping strategies they developed when living with adversity. The impact of a high ACE score affects how a person perceives themselves (self-esteem, self-image), how they interact with others (passively or angrily), how they cope with the emotional pain (depression, anxiety, alcohol or drug use), how they use their parenting skills; it can also leave them with confusion about issues of trust, boundaries and respectful relationships (both with adults and children).

From August 2018 a 12 month pilot project has been taking place in Harpurhey. The pilot will help staff from statutory and voluntary services to better understand ACEs, with an aim to test whether a trauma informed approach enables the workforce to engage on a deeper level with service users. Local schools and Post 16 providers are actively involved in this pilot work. The pilot is providing training and coaching to support services to develop trauma informed approaches when working with children, young people and families.

Feedback from the training and early evaluation work from one of the schools involved in the Harpurhey Adverse Childhood Experiences (ACEs) Pilot.

Since being involved in the ACEs training course the school have sought to develop their already excellent, student and parent centred practices into being fully trauma informed. The first step was to introduce and encourage staff to focus on relationship building and developing bespoke support to meet student and/or family need. Embracing this approach and embedding it within school practice, such as the provision of a nurture room has seen a massive improvement in the overall behaviour and wellbeing of a particular child who was new to the school and known to have experienced multiple ACEs. This child, who was new to the school and known to have experienced multiple ACEs, was often in a very volatile state with a tendency to revert into violent behaviours that the child's previous school had been struggling to support.

The school observed that such behaviour by child in school would usually have resulted in exclusions and disciplinary procedures. However in line with the ACEs training and through the understanding gained by school staff about the likely impact of toxic stress from the child's home life experiences, the school implemented, in response to such incidents, an alternative support plan for the child involving reasonable adjustments to school provision. Understanding the root causes of such behaviour has assisted the school in developing support plans and dramatically aided the child's behavioural improvement.

A school review meeting for the child concluded that the child has a very good relationship with members of staff, benefits from doing work they find challenging in the nurture room, used to feel stressed in assembly and is now happy to join in with the songs and actions, accepts school rules, is more aware of their feelings and is able to use the calm room or communicate how they are feeling when they need to. The child still demonstrates challenging behaviour and their home life is still unstable but the demonstrated improvement in all aspects of their behaviour, since attending a trauma informed school has been identified as being critical for their positive development. The school summarised by saying that the child had arrived at the school at the start of the term presenting with multiple behavioural challenges but had, following the introduction of trauma informed approaches, concluded the term with an 89% reduction in serious behaviour incidents.

Children and Young People who experience developmental trauma and attachment difficulties.

The development of an organisation's behaviour/relationships policy should include thorough consideration of the needs of children and young people who Special Educational Needs or Disabilities (SEND) and those who have experienced developmental trauma and who have attachment difficulties. Attachment can be an important influence on a young person's academic success and well-being. Young people who experience these difficulties can struggle with self-regulation (controlling their behaviour, sustaining attention and controlling emotions), taking on challenges and persisting in the face of setbacks. For young people with attachment difficulties, the challenging business of learning and coping in the classroom can be very difficult. These difficulties, can without the right understanding and support from their early years' setting, school or Post 16 Provision put a young person at greater risk of exclusion.

All education settings should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training on how best to support them. This is most effective when the whole staff team including the Head teacher, Senior Leaderships Team, Teachers, Support staff, lunchtime organisers and administration staff have all received the same training. Training in the use of tools which help to identify the level of social, emotional and mental health difficulty a young person is experiencing can support an organisation in developing an appropriate support plan. These tools include Goodman's Strengths and Difficulties Questionnaire (SDQ) and The Boxall Profile Tool.

Whole School Trauma and Attachment Awareness Pilot

In September 2018 the Manchester Virtual School launched a Pilot with 19 Manchester schools focused on developing whole school trauma and attachment informed approaches to ensure the most inclusive practices are in place to enable all children to thrive and make progress.

The key aims of the project are to

- Raise school staff awareness and increase their understanding of the role of attachment and trauma in children's education and strategies to better address their needs
- Reduce exclusions from school and improve the attendance of children who are vulnerable
- Improve educational progress and well-being of children who are vulnerable
- Develop the confidence and skills of teachers and other staff to address attachment and trauma
- Identify the most effective approaches to address attachment and trauma in school
- Support the well-being of teachers and staff teams working with young people experiencing trauma and attachment difficulties
- Gather and collate the findings from this piece of work to analyse the impact and produce a project evaluation report to share with other schools, settings and partners.

The 19 schools include primary and secondary mainstream schools, special schools and pupil referral units. The Virtual School has allocated an educational psychologist to each school to support them through the work to develop robust trauma and attachment informed approaches throughout every aspect of their setting.

Each school has been given membership of the Attachment Research Community (ARC). One key benefit of this membership is access to comprehensive on-line audit and development planning tools to support the school with assessing its existing areas of strength in implementing whole school trauma and attachment informed approaches and its areas for development.

The Educational Psychologist has worked with each school's senior leadership team and other staff groups to complete the audit tool and schools have identified what is already working well and what they want to take forward as areas for development. Each school's development plan has a focus on developing the whole school's knowledge skills and understanding in this area and key actions for developing areas of school policy, practice, environment and/or communication.

At the time of writing 16 Schools have already received whole school training and others have training dates booked. The training is delivered by their allocated project educational psychologist. The ambition is that training will be delivered in each school to the whole school community including senior leaders, whole staff teams (curriculum and pastoral), administrative and lunch time staff, parents and carers and children and young people.

All schools currently involved in the project have identified key outcomes to be working towards. Early indications suggest some common themes for development across the schools are:

- Creating safe spaces for young people.
- Developing roles of "significant adults"
- Creating space for adults to think and problem solve about young people
- Pupil well-being - enabling young people to belong

Quantitative data and qualitative data is being collected in each school about the evidence of the positive impact of this work on the experience of young people, staff teams and families and on the progress, attendance and exclusions of young people. The impact and learning from this work will be shared to support other education settings develop high quality trauma informed approaches.

Children and Young People who experience Speech, Language and Communication Needs (SLCN).

Children and young people who experience SLCN often struggle to cope if there has not been appropriate staff training to ensure their needs are well understood and properly provided for. Young people who experience these needs can often be at a heightened risk of exclusion because of the difficulties they experience in processing expectations of good behaviour. Schools that have accessed ELKLAN training and adapted their approaches in response to this have successfully reduced the number of children who are at risk of exclusion.

We will:

- Provide clear information on all of the approaches currently available in the City to improve Children and young people's wellbeing and relationships so that schools and education settings can make informed choices about the whole setting approach they want to adopt.
- Continue to provide a range of training to all education settings on Developmental Trauma and Attachment and Emotion Coaching.
- Disseminate the learning from the Harpurhey Adverse Childhood Experiences (ACEs) pilot and progress any agreed approaches to effectively implement multi-agency, city wide trauma informed approaches.
- Continue to implement work with a number of Manchester Schools to evaluate the impact of embedding whole school trauma and attachment aware approaches on indicators including attendance, exclusions, behaviour incidents, progress and attainment. Outcomes of the work will be disseminated to all schools.
- Roll out training on the use of Goodman's Strengths and Difficulties Questionnaire (SDQ) and The Boxall Profile Tool to all schools.
- Roll out ELKLAN training to all schools.

Supporting transition between early years' settings, schools and Post 16 Provisions

Moving from one educational setting to another can be stressful at any stage in a young person's education. While many Manchester children and young people benefit from positive experiences of transition, some require additional support. Children and young people with special educational needs and disabilities (SEND) and those experiencing physical health, mental health and/or attachment difficulties often find transition more challenging than their peers. Robust transition plans for supporting the annual process of moving classes and changing teachers, assisting children and young people moving to a new provision and for welcoming new students will help to ensure young people are well supported to cope with the changes, to share any worries or difficulties they are having and reduce the risk of poor attendance patterns and/or inappropriate behaviours escalating and potentially leading to exclusion.

We will:

- Work with schools, settings and Post 16 providers to identify where there is effective practice to support positive transition and disseminate this guidance.
- Roll out the Risk of NEET Indicators (RONI) to all High Schools to ensure the early identification of those young people most at risk of not making a successful transition from High School.

Skills for Life.

Young People of Manchester have told us through the Make Your Mark Ballot that a top priority needs to be ensuring that all children and young people have access to systematic support to help them to develop the skills they need for life.

In response to this request young people took part in engagement activities and a participative workshop where they contributed towards the development of "Skills for Life" challenges and identified key issues they would like to work towards on a local and global scale. A pilot was undertaken to explore the most effective way to deliver this support to children and young people through a "Curriculum for Life". The pilot involved 244 young people, 28 primary schools, 16 secondary schools and 7 youth providers. During the pilot a set of thematic challenges were tested out which supported and encouraged children and young people to develop the five key life skills of:

- Problem solving
- Teamwork
- Self-management (initiative, organisation, accountability)
- Self-belief (confidence, resilience, positive attitude)
- Communication

By the end of the pilot all the settings stated that the challenges increased awareness on the multiple opportunities for children and young people to develop their skills. There was a very positive response to the broad and flexible approach to explore and develop skills for life which was viewed as adaptable in schools and settings. The 5 key skills were viewed positively as they are 'simple and applicable' and have been considered 'building blocks for life'. Everyone involved in the pilot agreed that in taking this work forward it should 'not be another thing' to do but that it needs to be woven throughout existing teaching and projects in education settings and services including in the City Council. The learning from this pilot is now being used to inform the universal roll out of the approach to be known as **Skills for Life**.

Careers Education Information Advice and Guidance (CEIAG) and preventing exclusion

Supporting children and young people to develop aspirations for their future and to work towards identified goals is key in helping them attend school, participate in learning, make good progress and achieve well. This is true for our youngest children as well as those young people approaching independence and adulthood. Robust work in this area can support young people in their education journey and help to reduce the risk of escalating absence and exclusion. In January 2018 new statutory guidance was published outlining the duties of governing bodies, school and Post 16 leaders and staff to provide students with careers guidance and access for education and training providers to meet students to discuss the different opportunities they can offer.

Manchester's Work and Skills Strategy has a priority to develop robust approaches to intervening early to prevent young people, including those who have been excluded or who are attending any form of alternative provision, becoming not in employment, education and training (NEET).

We will:

- Work with education settings, parents/carers, leisure and culture services, employers and wider partners to roll out and implement the "Skills for Life" approach to support all children and young people to develop the key skills they need to thrive in life.
- Promote and support the delivery of high quality Careers Education, Information, Advice and Guidance to all young people at every stage including the provision of early support for young people as they are preparing to leave school and move into Post 16 Provision.
- Recommission Manchester's service for reducing and preventing young people becoming NEET to ensure a focus on:
 - the prevention of young people becoming NEET
 - Positive engagement with those young people (aged 16 & 17 and up to 24 for young people who have an EHCP and/or who are care leavers) who are not currently accessing provision and need support to move towards and into Education, Employment and Training.

Children and Young People with additional needs.

Using a Graduated Response

The Children and Families Act 2014 and the supporting Code of Practice make it very clear that early years' settings, schools and colleges have to meet the needs of all children and young people with SEN including those who do not have an Education, Health and Care (EHC) Plan. This includes young people who are experiencing social, emotional and mental health difficulties. The approach to meeting the needs of children with SEND is the **graduated response**, SEND Code of Practice, p100. Where a robust whole schools approach to implementing the "Assess, Plan, Do, Review" cycle is in place any additional needs will be identified as early as possible and effective support put in place to support the young person to learn and to prevent exclusion.

Ensuring a good understanding of a young person's needs.

Where a young person's behaviours are not fully understood or needs are identified which need more specialist and specific support and interventions further assessment and/or intervention may be required through multi agency approach. This may involve initial consultation with an Educational Psychologist (EP). Next steps may include further EP assessment, support for the young people's mental health accessed through the Greater Manchester i-Thrive Programme, an Early Help assessment or request for children's social care intervention to secure support for the family.

The information gathered from all key parties including any assessment findings should be used to develop an effective plan, including any reasonable adjustments, to support the young person. As a part of this process staff training might need to be put in place to address any identified skills gaps. The young person's plan will need to be reviewed at regular intervals and may require ongoing adjustments in response to any changes in the young person's needs. This forms part of the "Assess, Plan, Do Review" Cycles.

It is crucial that the young person, their parents/ carers and other appropriate agencies are involved at every stage to ensure a holistic approach to understanding the behaviour and supporting the young person. At each stage even the smallest steps in progress should be shared and acknowledged.

We will:

Disseminate and support early years' settings, schools and Post 16 providers to embed the use of Manchester's revised Matching Provision to Need to Tool (MPNT). Through this work we will ensure education settings are well supported to develop robust approaches for the early identification of children and young people experiencing difficulties and the development and implementation of a graduated response.

Supporting young people with social, emotional and mental health difficulties.

Ensuring that young people experiencing social, emotional and mental health needs are well supported through a graduated response is a key priority to enable them to make good progress, achieve well and to avoid the risk of them becoming persistently absent and/or being excluded. The SEND Code of Practice outlines the range of social emotional and mental health needs a young person may experience and how these may affect their ability to learn:

"6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder."

What is usual and appropriate in Social Emotional and Mental Health?

It is particularly important when identifying social, emotional and mental health needs that staff identify unmet special educational needs such as with learning that may result in a Social, Emotional and Mental Health (SEMH) need. Certain individuals or groups are more at risk of developing SEMH needs than others. Risks can relate to the child, family, or to their community or life events so assessment of SEMH should be considered alongside other information known about the child/family in order to assess SEMH needs holistically. For example one group where there is a high incident of SEMH needs is Children in Care. It is recommended that when using this section education settings should be mindful of the extent to which environmental and familial factors may influence the social, emotional and mental health of pupils.

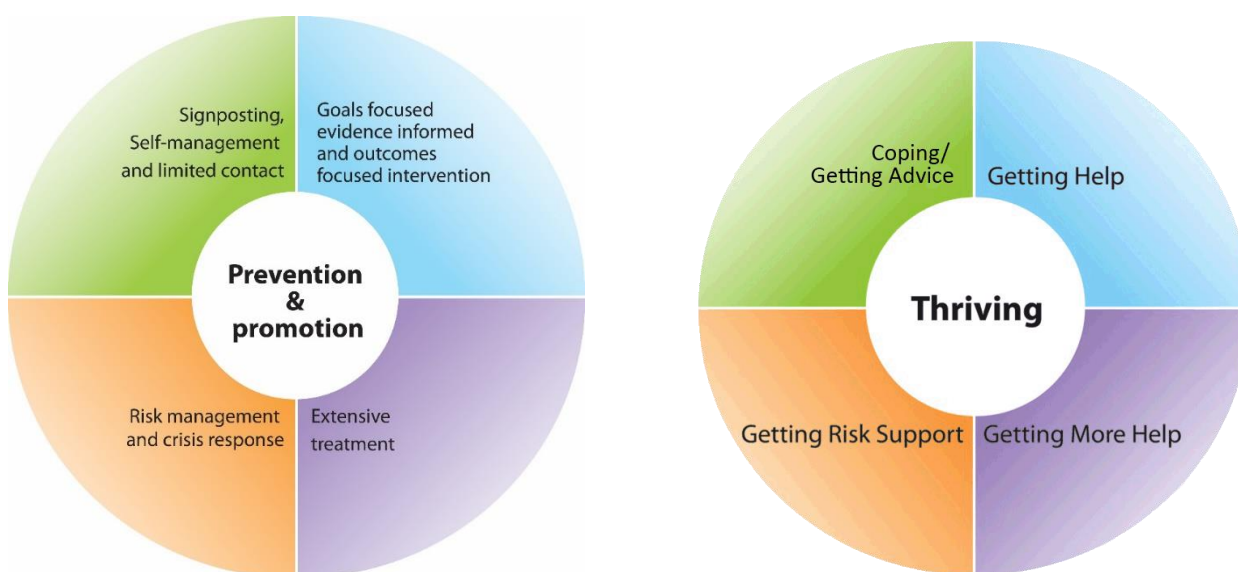
Overview of Greater Manchester and Manchester i-THRIVE Programme

It is important, through the implementation of this Strategy, that we grow system wide understanding of the THRIVE approach and of how it sets out to support the emotional health and well-being and inclusion of all young people whatever their level of need.

In contrast to the tiered model of healthcare that has prevailed for the past 20 years, the THRIVE Programme emphasises cross agency and system-wide factors as key to ensuring that young people thrive, and that good quality care for psychological and emotional well-being is provided to children and young people across all sectors. The implementation of THRIVE - known as i-THRIVE - provides a mechanism to deliver a population/whole-system approach to promote “thriving”, and seeks to improve outcomes in relation to children and young people’s mental health and wellbeing.

The THRIVE Framework:

- Replaces tiers with a whole system approach
- Is based on the identified needs of Children and Young People and their families
- Advocates the effective use of data to inform delivery and meet needs
- Identifies groups of Children and Young People and the range of support they may benefit from
- Ensures Children and Young People and their families are active decision makers



The image on the left describes the input that is offered for each group; image on the right describes the state of being of people in that group – using language informed by consultation with young people and parents with experience of service use.

The THRIVE framework outlines groups of children and young people, and the sort of support they may need, and tries to draw a clearer distinction between treatment on the one hand and support on the other. It focuses on a wish to build on individual and community strengths wherever possible, and to ensure children, young people and families are **active decision makers** in the process of **choosing the right approach**.

Rather than an escalator model of increasing severity or complexity, the framework seeks to identify somewhat resource-homogenous groups (it is appreciated that there will be large variations in need within each group) who share a conceptual framework as to their current needs and choices.

The model aims to prevent children falling into the gaps between services/tiers and tries to ensure that the child/young person receives the right service at the right time. It allows mental health services and the wider system to look at their services through a THRIVE lens and what the whole system currently offers in each of the 5 parts of the THRIVE model therefore allowing the system to identify gaps and priorities.

The THRIVE model aims to allow the whole system to fully understand what is available for children and young people and how to access (pull in) this support – clearer pathways.

Staff wellbeing

An education setting's caring ethos and environment will have a major impact on the wellbeing of its staff and young people. It's important for leaders to define that culture and vision, making it clear what behaviours, values and beliefs underpin it. It is important too for the education setting's senior leadership team to build a culture of trust where staff feel valued, can be open about any concerns including their health and wellbeing and know how to access support if they need it. For all of this to happen, it is essential for the head teacher/principal and the setting's leadership team (including governors) to model good mental health and wellbeing behaviour and practice. It is also important for head teachers/principals to remember to look after their own mental health and wellbeing alongside that of their staff.

Good staff wellbeing can have a number of benefits for education settings including:

- Positive impact on children and young people, including improved educational outcomes, as both staff and young people are more engaged
- Increased productivity of staff members
- Reduced absences from work in relation to sickness (both short term and long term)
- Staff being able to manage stress better and develop healthier coping strategies
- Improved job satisfaction, which can support retention
- Staff feeling valued, supported and invested in

Supervision in education settings

Individual and group supervision is a core element of health and social care service practice but has been less widely developed in education settings. Pastoral care teams and specialist staff working with children with complex behaviours and needs may have established methods of providing staff with supervision, but the idea of supervision may be unfamiliar for some teachers and staff in education settings.

- There are many approaches to supervision. The word supervisor may give an impression of directing a staff member's work, however, most models of supervision also emphasise the supportive function of supervision as much as the directive function.
- In general, the aim is for supervision to provide an opportunity to think about and reflect on the needs of children and young people who staff have concerns about, or to consider an area of work that the teacher or staff member is finding especially challenging and difficult.
- Supervision works best if it is part of the planned meetings of the staff member rather than being something that happens in response to specific situations that arise. The frequency of supervision may be less important than ensuring it happens in a predictable and reliable way.

- Supervision is different from staff support or staff counselling, which focuses on the member of staff's experience of their job. In this process the staff member is the focus of the discussion whereas in supervision the aim is to support the staff member with work tasks and challenges. However, in supervision, it is recognised that staff stress may impact on the capacity of a member of staff to manage their work well.
- One of the key benefits/aims of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For education setting staff who are dealing with stressful circumstances around the needs of children and young people, isolation can compound this feeling. In this way, regular, planned supervision can play a role in ensuring that staff have appropriate support.

We will:

- Pilot Greater Manchester's Mentally Healthy School approach and share learning from these pilots
- Work with CAMHS and the i-THRIVE Programme team to ensure all settings, schools, Post 16 providers and services have a good understanding of the THRIVE approach, how they contribute to it and the range of services and provision available to support the mental health and emotional well-being of children and young people at every stage and within each type of provision (Universal, Early Intervention, Alternative and/or Specialist and at the point of exclusion.)
- Work with early years' settings, schools and Post 16 Providers to identify, develop and share safe and effective models of reflective practice and staff supervision to support both good practice in working with children, young people and families and with staff wellbeing.

STRAND 2 – EARLY INTERVENTION

Where a young person begins to present with patterns of absence or behaviour in their education setting which are giving rise for concern, staff teams should be well supported to confidently identify the next steps to be taken through their whole school/setting policies, systems and processes. Early years' settings, schools, Post 16 providers need to be well attuned to young people presenting with withdrawn and school refusing type behaviours as well as to those who present with more challenging behaviour. Both types of behaviour can be a communication of an unmet need which needs further exploration and support. The Head Teacher and Senior Leadership Team should ensure that all staff are aware of the importance of early intervention and of the strengths based approaches to be taken to gain a full understanding of the reasons for the young person's absence or behaviour and the range of interventions that can be used to support them.

The outcomes of our consultation indicate that many schools and Post 16 settings operate discrete SEND and Pastoral/Behaviour management pathways. Indications are that in some cases, challenging behaviour by young people is approached solely through a behaviour management route without appropriate consideration being given to further assessment of any potential underlying learning or social, emotional or mental health needs being experienced by the young person through the organisation's SEND and/or Early Help processes.

Therefore when the absence patterns and/or behaviour of any child or young person begins to cause concern education settings should not only deal with the specific incident that has occurred but should also respond with curiosity to identify any underlying needs. In this way appropriate steps can be taken to provide support through a strengths based approach with the young person, their parents/carers, members of the staff team and where appropriate other professionals.

Key Questions for education settings to explore about the absence and/or behaviour of a child or young person "At Risk"

- What is working well to support the young person?
- Is there anything currently happening in their education setting that might in some way explain the young person's absence patterns and/or behaviour?
- Has anything happened at their education setting in the past that I need to take into consideration?
- Is there anything currently happening at home or outside their education setting that might in some way explain the young person's absence patterns and/or behaviour?
- Has anything happened at home or outside their education setting in the past that I need to take into consideration?
- Thinking about what is already working well, what else can we do to support and engage the young person/child and their family?

Factors for early years' settings, schools and Post 16 providers to consider which may have contributed to the young person's absence or patterns of poor behaviour:

- changes in home circumstances
- early life adverse experiences and past trauma
- young carer responsibilities
- bullying and harassment
- mental health issues
- substance use
- bereavement and loss
- unidentified SEND

- domestic violence
- friendship problems
- involvement in gang related activity
- exploring personal identity (e.g. ethnicity, gender, race, religion, sexual orientation etc.)
- experiencing discrimination including transphobia, biphobia or homophobia
- social media problems

Early Help and supporting inclusion and preventing exclusion.

For children whose needs and circumstances make them more vulnerable, a co-ordinated multi-agency approach is usually best, based on an Early Help Assessment, with a lead professional to work closely with the child and family to ensure they receive all the support they require.

Accessing additional support for a child with persistent absence and/or at risk of exclusion

Where an education setting has concerns about the absence and/or behaviour, or the risk of exclusion, of a child with an Education Health and Care Plan (EHCP) or a Looked After or Previously Looked After Child, it should, in partnership with others (including their school Educational Psychologist the Local Authority Statutory Assessment Team and Virtual School Head as necessary) request an early annual review or interim/emergency review of the young person's plan.

Bridging The Gap – Direct Conversations Between Schools and Children's Services.

Bridging the Gap – *Kingsway Community Trust*

What is it?

Facilitating a regular meeting opportunity between Children's Social Care, Early Help and School senior managers. It is open to all schools in the district and meetings are held in a school once a month.

Core initial aims of the pilot

- Building the bridges to reduce a 'them and us' culture
- Reducing frustration at a school level around cases which feel 'stuck'.
- Improving efficiency on both sides

From the first meetings, other strong benefits emerged

- Relationships developed
- Knowledge was shared on both sides
- Skills development regarding options and actions for school from interaction with early help managers
- Right support at the right time

What do the meetings look like?

- Before the meeting, schools book a 30-minute slot and sends names of cases to be discussed
- The meeting was attended by school Designated Person for Safeguarding or Head teacher, Early Help managers, Team Manager, Children's Services manager.

The meeting includes a balance between

- Discussing specific families
- Raising general procedure issues
- Problem solving case examples to shape future action and effective step down for families.

The meetings have provided us with

- Opportunity to share concerns about individual cases leading to reduced stress at school level
- Relationships with early help and social care – feels so much more joined up
- Access to data and information on families – wider picture – things into perspective
- Problem solving – improved own knowledge and skills in dealing with cases
- Collaboration over which cases to step down or escalate
- Much less them and us!

We will:

- Develop a **Toolkit of resources and multi-agency support for education settings** providing comprehensive information about the resources, advice, training, services and funding they can access in their work to effectively support children, young people and their families and prevent absence and/or exclusion. We will ensure that this aligns with the Manchester THRIVE programme.
- Promote the outreach offer including school to school support for inclusion through the Manchester School Improvement Partnership
- Work with partners to develop and promote a range of high quality, short term intervention programmes for children with poor attendance and/or risk of exclusion.
- Develop and publish a comprehensive directory of Manchester CAMHS services, referral routes and training offer.
- Review the use of high needs funding to support timely intervention to prevent exclusion.
- Work with parent and carer forums to expand the parent champion model to include parents of children who are struggling to attend school and/or who are at risk of permanent exclusion.
- Develop a robust locality model multi agency working around a school or cluster of schools
- Roll out the Bridging the Gap approach to all schools across the city
- Review and strengthen the communication and working practices between schools, Post 16 providers, services and the Manchester Youth Justice Teams to support early intervention work with young people at risk of involvement in child criminal and sexual exploitation.
- Work with Greater Manchester Police (GMP) and the Community Safety Partnerships to develop enhanced support and guidance for education settings on managing serious incidents including items of concern being brought on to the premises.
- Work to continue to strengthen working relationships between Greater Manchester Police and Manchester Schools.
- Work with education settings to support them to be well equipped to identify young carers and to ensure that they have the support they need to thrive, attend, make progress and achieve.

Use of in-house alternative provision

A number of Primary and Secondary schools across Manchester, have developed their own on site alternative provision to increase their flexibility to make reasonable adjustments to meet the wide ranging needs of their children and young people who are struggling to access education.

This provision is used, where appropriate, as an alternative to fixed term exclusion and to provide intervention and time and space to gain a better understanding of the young person's needs. The aim should always be that the young person accessed this provision for a time limited period and is then appropriately supported to reintegrate into the mainstream classroom.

A Primary School's use of The Nurturing School Approach.

What is a Nurturing School?

A nurturing school is a place where children benefit from an approach that supports children and young people with their specific needs, the school's focus being that learning is understood developmentally (Stage not age).

So far it has been a four year journey that **Sandilands Primary** has taken, aiming to support our pupils, parents and staff. Based on the six principles of nurture that have successfully underpinned nurture groups for over 40 years, the programme has enabled us to develop and embed a nurturing culture that enhances child and parental engagement. The programme has been developed by Nurture UK, the world's leading authority for nurture in education

The Benefits

Parents benefit by being involved and welcomed into the school, seeing the improvement in their children's learning, behaviour, confidence and attendance, with a better outcome for their children both in and out of the school and classroom.

Teachers benefit from having an opportunity to focus on children's individuality whilst ensuring the best social, emotional and academic outcomes.

Our school benefits from us showing our commitment to developing an ethos and culture that is inclusive and supports everyone in and associated with the school. We have noticed a dramatic change in the behaviour of our pupils as they have been able to develop coping strategies that suit them and are now able to self-refer. This has also drastically reduced our number of exclusions.

The six principles that underpin nurture.

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

A High School's Use of In-House, on site alternative provision

Abraham Moss Community School Promoting Inclusion and Preventing Exclusion

Abraham Moss have been really creative with a space we call the Inclusion Centre (IC). It's a small building attached to the main school. It has its own entrance, reception, communal space, classrooms, offices, toilets and kitchen. Pupils who are taught in the IC are placed in there to help them address some of the issues they are facing, many have faced severe trauma in their short lives and have associated attachment and abandonment issues. Pupils follow a bespoke curriculum that is tailored to meet their needs.

We do not always get it right but we believe that behaviour is a form of communication and pupils who behave in a certain way are very often trying to tell us something they find difficult to verbalise, so that is actually one of the things we try to help them with, talking about themselves and their feelings.

Pupils follow their timetabled lessons for much of the day including all core subjects as well as foundation subjects or their options. Pupils are taught by teachers from the main school that know them but who may not have a full timetable in terms of hours teaching. The fact that pupils are taught by teachers they know, and that their curriculum is not dumbed down for them means a lot to them.

The day will start with tea and toast which pupils will make for each other well as staff. Learning how to cook is also something the pupils want to learn and really enjoy doing, especially if they get the chance to cook for staff. Physical activity such as jogging, the gym and boxing are also valued by the pupils. Boxing may seem a strange activity to allow vulnerable pupils to take part in, but it teaches pupils about self-respect and self-control, something many of the pupils who use the IC lack.

Now pupils will self-diagnose when they need time-out in the IC and will ask to be placed in there for half a day, a day or even a week if they feel they are not coping in mainstream. It's a bit like respite care in some respect but the ultimate aim is to keep all our pupils and leave no child or family behind. A vulnerable pupil with unidentified and unmet need becomes an adult with even greater unmet need and that takes far more resources to address.

Young people's Views About Their School's In- House Inclusion Centre

When asked about the Inclusion Centre, a group of 9 Abraham Moss Students (ranging from Year 7 – Year 10) currently accessing learning within the centre, all felt that they were being positively supported. The young people explained that there is an "OCR" (Out of Circulation Room) in school which is where students go when they first have difficulties with behaviour. They felt it was important that this room existed because they felt rules about behaviour are important and students need to understand when they have behaved in a way that has caused a problem for others.

They said that what was really good was that teachers and teaching assistants do listen to you and ask you about any difficulties you might be having. They explained that when teachers realised that being in the main school is too much for you because you need some extra support that you can come and have some time in the Inclusion Centre.

They said that it is good in the Inclusion Centre because the numbers are smaller and you get more attention. They said that you do "normal lessons" but that you also do lots of other things like cooking, gardening and boxing. One young person commented that if you say to a

teacher that you don't want to do something they don't shout at you but they try to find out why you don't want to do it. The young people also said it was really good because you weren't just "sent" to the inclusion centre but that you could ask to spend time there when you felt you were finding things difficult.

One young person said they were keen to be back in the main school to be in lessons with more challenging learning. They explained how they were being helped to overcome their current difficulties and gradually supported back into the main school.

Eight of the young people said that they had been at Abraham Moss since Year 7 however one young person said that prior to being at Abraham Moss they had attended three other High Schools through a managed move process and had spent two different periods of time in an alternative provision. They said that they had now been at Abraham Moss for a year and they felt well supported. They said knowing that the Inclusion Centre was available to offer support helped them to manage their behaviour better and to concentrate on learning.

We will:

- Work with schools to disseminate learning about the benefits of implementing a Nurturing School approach.
- Work with schools to develop and disseminate guidance on the development and use of good quality, in-house, onsite alternative provision and inclusion centres and the development of effective personalised timetables
- Further develop and promote the outreach offer available to schools from Manchester PRUs, Special Schools and the Manchester Hospital School.

Managed moves

A managed move is defined as a formal agreement between schools, a child and his/her parents/carers. It allows a child at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis. The move requires the agreement of the child's parent, the head teacher of the child's current school (the home school) and the head teacher of the proposed school. School leaders will need to ensure that such provision is outlined in the relevant school policies e.g. admissions, behaviour and attendance.

Current government guidance (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2012) advises school leaders that: 'A pupil can transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However the threat of exclusion must never be used to influence parents to remove their child from the school'.

The 2018 national review of the use of alternative provision raised significant concerns about the use of managed moved by some schools in some local authorities. Concerns are being raised about the poor outcomes being achieved by young people being made subject to multiple managed moves, where there is little evidence of a robust plan being put in place for them through the "Assess, Plan, Do Review" cycle. The evidence submitted to the review suggests that this is leading to a very limited understanding of the young person's needs and of the reasonable

adjustments that may be needed to be made to effectively support them. Concern was also raised about the lack of transparency with which some managed moves are being implemented because of poor communication, tracking and recording of the managed move process and the outcomes for individual young people.

Where a managed move is being considered as an intervention to support a young person this should be set in the context of the agreement of and good communication with the young person, their parents/carers and between the two schools, appropriate multi-agency assessment and involvement and the development and sharing of a robust, holistic plan with clear review dates.

The Timpson Report on Exclusions includes a recommendation (recommendation number 23) to develop new guidance on the use of managed moves;

“DfE should use best practice guidance on managed moves gathered by this review and elsewhere to enable it to consult and issue clear guidance on how they should be conducted, so that they are used consistently and effectively.”

We will:

- Work with schools to review the current High Schools’ Managed Moves Protocol to ensure it aligns with all relevant guidance and best practice and ensures robust tracking of the progress and outcomes of every young person being supported through this approach.
- Disseminate any new practice guidance emerging from national and local reviews.

STRAND 3 – ALTERNATIVE PROVISION OR SPECIALIST SUPPORT:

This strand of the strategy provides an overview of the type of alternative provision or specialist support that may be put in place for any young person whose needs require a different type of support. This might be able to be delivered at their current school or setting or following assessment the young person might need to move to a different type of setting.

As in the Early Intervention section the application of the “Assess Plan, Do, Review” cycle is crucial to ensuring there is a full understanding of the young person’s needs and the type of support they need. Where concerns are beginning to arise about a change in a young person’s behaviour and these changes are not fully understood, schools should consult with their Educational Psychologist as early as possible before determining what action to take.

All schools can access a range of specialist outreach support from Manchester’s Special Schools. This support can be used to assist schools to reflect on what is already working well with the young person, to define what the concerns are and to plan the steps to be taken to further support the young person.

Alternative Provision (AP)

Alternative Provision (AP) is for children of compulsory school age who do not attend mainstream or special schools and who would be at risk of not receiving suitable education, for any reason. Every child is entitled to an education that enables them to fulfil their potential, whatever their background, needs or location in the country. High quality Alternative Provision which is appropriate to the particular needs of a young person can play a critical role in making this happen. It can provide support to young people at challenging moments in their lives and each placement has the potential to transform a young person’s life chances.

Local Authorities are responsible for arranging suitable education for permanently excluded children and for other children who – because of illness or other reasons – would not receive suitable education, without such arrangements being made. Where a child has been subject to a fixed-period exclusion of more than five school days, schools must arrange Alternative Provision.

Young people can require Alternative Provision for a wide range of reasons, including:

- as an intervention for children who, for a number of reasons are struggling to manage in mainstream schooling
- behaviour which has resulted in the school implementing a permanent or fixed-period exclusion, or an off-site direction;
- health reasons – including physical or mental health needs; and
- where a child is awaiting placement in a specialist school.

The first objective of these places is to gain, over a relatively short period of time, a fuller understanding of the young person’s needs and the type of support they need to make good progress and achieve well.

Where assessments show it is appropriate for the young person to return to their mainstream school, school staff should work closely with the Alternative Provision to ensure they have the knowledge, skills and understanding of how to provide the appropriate type of support ready for the young person’s return. Alternatively assessments may indicate that it is not appropriate for a young person to remain in a mainstream school as their needs will be most effectively met in a smaller specialist school. A special school place can only be secured where an Education, Health and Care Plan (EHCP) is in place.

Monitoring the attendance, progress and outcomes of young people accessing AP.

When considering the use of alternative provision for a young person it is important that school staff, parent/carers, partner agencies and the young person have a clear understanding and agreement about why this will be in the best interests of the young person.

Both The Timpson Review of Exclusions and OFSTED have raised concerns about practice by some schools which has become known as “**off-rolling**”. OFSTED has defined this as “the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil.” It is therefore vital that a robust and transparent plan is developed and regularly reviewed with the participation and agreement of all parties.

Where it is decided that the best provision to meet the young person’s needs is via an off-site provision it is important that the school fully assures themselves that the planned use of the provision will both best meet the needs of the young person and also that it meets all legal requirements as outlined in the Department for Education’s (DfE) Statutory Guidance on the use of Alternative Provision.

Schools should verify the legal and DfE registration status of the provision and the quality of their services. They should establish robust processes for maintaining a relationship and regular contact with the young person and clear procedures for closely monitoring and maintaining records regarding their safeguarding, daily attendance and progress. The young person’s plan should clearly identify the intended outcomes to be achieved by their attendance at the alternative provision and there should be tight timescales for reviewing the progress they are making as well for either returning to the mainstream school or for revisiting further assessment of their needs to establish long term provision requirements. The young person and their parents/carers should be fully involved and informed at every stage. The majority of Alternative Provision in Manchester is currently delivered by Bridgelea School, The Manchester Secondary PRU and The Manchester Hospital School although some schools do use some other provisions.

Young People with Education Health and Care Plans (EHCP) at risk of Permanent Exclusion

Where a young person in an education setting is at risk of exclusion and already has an EHCP the education setting must ensure they call an emergency EHCP review to consider any changes to the young person’s needs and if any amendments need to be made to the type of support and provision they require. Everything should be done to avoid the exclusion of children and young people with EHCPs and those who are Looked After or Previously Looked After.

We will:

- Work with head teachers to review and revise the continuum of provision across the city for children with Social, Emotional and Mental Health Needs including the role of the Pupil Referral Units, The Hospital School and Specialist Provision.
- Work with head teachers and providers to develop short stay intervention programmes for children and young people at risk of permanent exclusion.
- Work with schools and Post 16 providers to ensure all young people access high quality Careers Education, Information, Advice and guidance and support to progress to positive Post 16 and Post 18 destinations.
- Work with partners to strengthen and enhance the multi-agency offer to children and young people requiring alternative or specialist provision.
- Increase the capacity of specialist provision across Manchester.

STRAND 4 – ENSURING BEST PRACTICE IN THE USE OF EXCLUSION

The Use of Permanent and Fixed Term Exclusions - Manchester's Ambition.

Currently in Manchester the main reason for fixed term and permanent exclusions is persistent disruptive behaviour. There is a strong expectation that through the implementation of this Strategy this trend will change and the main reason for both fixed term and permanent exclusions from Manchester Schools will be in relation to a serious incident which has caused the risk of harm to others and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This strategy aims to reduce the use of fixed term and permanent exclusion for incidents of persistent disruptive behaviour by ensuring that the root causes of such emerging behaviours are understood and appropriately addressed as early as possible through early intervention and innovative multi-agency planning.

As stated in the DfE Statutory Guidance,

“the decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.”

Page 6 - Exclusions from schools, academies and pupil referral units in England – Statutory Guidance for those with legal responsibilities in relation to exclusion September 2017.

Exclusions – ensuring legal processes are followed.

Where an exclusion is to be used, it is essential that the legally required processes are followed. Manchester City Council provides written guidance (refreshed in 2019) that provides Head Teachers, Principals, Heads of Pupil Referral Units (PRUs) and Governors/trustees with a comprehensive guide in processing and recording a permanent exclusion.

DfE Guidance

All decisions about fixed and permanent exclusions need to be made in reference to the statutory DfE guidance - **Exclusions from schools, academies and pupil referral units in England – Statutory Guidance for those with legal responsibilities in relation to exclusion September 2017.**

It is important to refer to the guidance when considering an exclusion and to ensure that all processes and procedures carried out are compliant with the guidance. The guidance provides an overview to the legislation on exclusions and how to ensure that practices/processes are compliant. Some important areas include:

- Exclusions legislation
- Compliance with Equality legislation specifically Disability Discrimination.
- Factors to take into account before excluding a pupil
- Exclusion of pupils from groups with high rates of exclusions
- Guidance on the exclusion of pupils with Education, Health and Care plans

- Guidance on the exclusion of pupils who are Looked After or Previously Looked After
- Informing parents of an exclusion
- Informing the governing board and the local authority about an exclusion
- Duties and requirements of the governing board and local authority for excluded pupils
- 6th day provision for excluded pupils
- Duties and requirements for the local authority/academy trust to arrange an independent review panel

Supporting young people who have been permanently excluded into a new school place.

For young people who need to return to mainstream schools following a permanent exclusion an appropriate school place is identified through Manchester’s agreed primary and secondary In Year Fair Access Protocols (IYFAP). Once a new school place has been agreed, timescales are set for the young person to be admitted to the school along with an agreed plan for how any necessary support will be provided to the young person. Where it has been determined that a young person who has been permanently excluded will be best supported within a specialist school the appropriate statutory assessment is undertaken whilst the young person is on the roll of the Pupil Referral Unit with a school place being secured at an appropriate Specialist School once the young person’s Education Health and Care Plan has been completed.

Exclusion of young people from Post 16 provisions

Young people are excluded from Post 16 provisions. Post 16 policy and practice is determined by each individual Post 16 setting as there is no national Post 16 exclusions guidance or reporting on exclusion for this age group.

We will:

- Work with Head teachers and Governors to ensure that statutory exclusions guidance is being followed and all exclusions are compliant with legislation
- Work with Head teachers and Governors and provide a checklist of activity that should be undertaken prior to taking decision to exclude
- Provide head teachers with a ladder of support that should be put in place for all children to avoid and prevent the use of exclusion. We will ensure this aligns with the Manchester THRIVE Programme.
- Develop a directory of who to contact within the Local Authority and partner agencies to discuss how to prevent an exclusion.
- Ensure we provide up to date guidance to Manchester Schools on the use of exclusion which is updated in response to any changes to statutory, national and local best practice guidance.
- Monitor the use of permanent exclusion in each school and where there is high and/or increasing rate of exclusion we will invite schools to attend the Support and Challenge Board to discuss the reasons for exclusions and preventative measures being put in place.
- Ensure that Manchester’s In Year Fair Access Protocols (IYFAP) are maintained and applied so as to support young people who are subject to IYFAP into an appropriate new school as soon as possible following a permanent exclusion.
- Ensure that there are robust processes in place to support young people who are not subject to IYFAP (Young People in care, Previously Looked After Children & those with an EHCP) into an appropriate new school as soon as possible following a permanent exclusion.
- Work with Post 16 providers to identify and disseminate best practice in the prevention of exclusion.

Glossary of terms:

Alternative provision (AP): Education arranged by local authorities (and in some circumstances schools) for pupils of compulsory school age outside of mainstream or special schools, who would not otherwise receive suitable education for any reason. This includes pupils with behaviour problems, with health needs preventing school attendance or without a school place. This may include full or part-time placements in Pupil Referral Units (PRUs), AP academies, AP free schools, hospital special schools, Further Education (FE) colleges, independent schools and other provision such as home tuition services and voluntary or private sector providers.

ACEs: Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood.

Child Arrangement Order: This settles the arrangements for where a child lives, when the child spends time with each parent, and when and what other types of contact take place such as phone calls, and it gives that person(s) parental responsibility. Children placed on Child Arrangements Orders are not looked after children and they will not necessarily have been looked after prior to being placed on an arrangement order.

Children and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist services, which provide in-patient care for those who are severely mentally ill.

Department for Education (DfE): The Department for Education (DfE) is a department of Her Majesty's Government responsible for child protection, education (compulsory, further and higher education), apprenticeships and wider skills in England.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has Special Educational Needs (SEN) or a disability. It is drawn up by the Local Authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with the young person, their parent/carer and relevant partner agencies.

EYFS: The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years' providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

Fixed term exclusion: When a pupil is temporarily removed from the school for a fixed amount of time (including exclusion during lunchtime), before returning to the school.

Free school meals (FSM): Section 512 of the Education Act 1996, as amended, places a duty on maintained schools, academies and free schools to provide free school meals to pupils of all ages that meet the criteria. Under the benefits-based criteria, children who receive, or whose parents receive, one or more of the support payments are entitled to receive FSM, and must make a claim to the school for FSM. FSM Ever 6 includes pupils who have been recorded as eligible for free school meals at any point in the past 6 years.

High needs funding: High needs funding is provided to local authorities through the high needs block of the dedicated schools grant (DSG) and supports provision for children and young people with SEND from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014. High needs funding is also intended to support good quality Alternative Provision (AP) for pre-16 pupils who, because of exclusion, illness or other reasons, cannot receive their education in mainstream or special schools.

In Year Fair Access Protocol (IYFAP): All local authorities are required to have a Fair Access Protocol in place under the School Admission Code, developed in partnership with local schools, to ensure that outside the normal admissions round unplaced children, especially the most vulnerable, are found and offered a school place as quickly as possible.

Information, Advice and Support Services: Information, Advice and Support Services provide advice and information to children and young people with Special Educational Needs (SEN) or disabilities, and parents. These services provide neutral and factual support on the Special Educational Needs & Disabilities (SEND) system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by Local Authorities, Information, Advice and Support Services are run either at arm's length from the Local Authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Local Offer: Local Authorities in England are required to set out in their Special Educational Needs & Disabilities (SEND) Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans. Local Authorities must consult locally on what provision the Local Offer should contain.

Looked after child: As defined in Section 22 of the Children Act 1989, this means a child (0-18 years of age) who is subject to a care order (or an interim care order) or who is accommodated by the LA. **Children and Young People in the care of Manchester have asked to be referred to as "Our Children and Young People".**

Not in education, employment or training (NEET): NEET an acronym that stands for "Not in Education, Employment, or Training". It refers to a person who is unemployed, not in school, further education or vocational training.

Off-rolling: There is no legal definition of off-rolling however the Office for Standards in Education's (Ofsted's) definition of off-rolling is:

"The practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll. While it may not always be unlawful, Ofsted believes off-rolling is never acceptable."

Ofsted: Office for Standards in Education, a non- Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

Part-time timetables: All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence. (Department for Education (DfE) School Attendance Guidance for maintained schools, academies, independent schools and local authorities July 2019).

Permanent exclusion: This results in a child being permanently removed from a school's roll. Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Persistent absence: When a child or young person's individual overall absence rate from school is greater than or equal to 10%, they will be classified as being a persistently absent.

Post 16 provision: Post-16 education and further education includes all post-16 learning, including vocational training and work-based learning. It can also include working with 14 year olds in schools or colleges, as part of the 14-19 vocational curriculum. Post-16 education and training happens in:

- school sixth forms, academies and sixth form colleges
- in further education institutions
- in adult and community learning centres

It can also be provided by:

- private training companies
- the voluntary sector
- work-based learning providers, such as the NHS or Fire Service

Pupil referral unit (PRU): A type of school that is set up and maintained by local authorities to provide an education to pupils who cannot attend mainstream or special schools.

Previously Looked After Children and Young People: Previously looked after children are those who are no longer looked-after by a local authority (or from 'state care' outside of England and Wales) because they are the subject of an adoption, Special Guardianship or Child Arrangement Order.

SEN Support: Children and young people with special education needs and/or disabilities (SEND) who don't have an Education, Health and Care Plan (EHCP) should have provision made for them in school through 'SEN Support'. This replaced the support categories of "School Action" and "School Action+" when the law was revised in 2014.

SEMH difficulties: Children and young people may experience a wide range of social, emotional and mental health (SEMH) difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour.

Special educational needs and disability (SEND): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating Special Educational Needs (SEN) provision. In a small school, the head teacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special Guardianship Order (SGO): This is designed to provide children with greater security than long-term fostering without the absolute legal severance from the birth family which stems from an adoption order. A court may make a guardianship order for a child on application of any guardian of the child, a Local Authority's foster carer, or relative with whom the child has lived for at least one year before the application is made, or anyone with whom the child has lived for three of the last five years, anyone who has the consent of the relevant person who is named in a Child Arrangement Order, the local authority if the child is in care or anyone else with parental responsibility. Children on an SGO are not defined as being looked-after, and the child is no longer in the care system on the making of the SGO. Parental responsibility is retained by birth parent(s) and guardian(s) but a special guardian may exercise parental responsibility to the exclusion of anyone else with parental responsibility who is not also a special guardian.

Special school: A school which is specifically organised to make special educational provision for pupils with Special Educational Needs and/or Disabilities (SEN). Young people who attend Special Schools usually have an Education Health & Care Plan (EHCP)

SLCN: Speech, language and communication needs (SLCN) is the term given to describe the extensive range of needs related to all aspects of communication – from understanding others to forming sounds, words and sentences to expressing ideas and emotions and using language socially.

Virtual School Head (VSH): Local authorities have a duty under the Children Act 1989 to promote the educational achievement children looked-after by them wherever they live or are educated. Local authorities are required, under the Children Act 1989 (as amended by the Children and Families Act 2014), to appoint at least one person to discharge this duty. That person, the Virtual School Head, must be an officer employed by the authority, or another LA in England. Local authorities must also promote the duty under the Children Act 1989 (as inserted by the Children and Social Work Act 2017) the educational achievement of previously looked after children in their area by providing advice and information. Previously looked after children are those who are no longer looked-after by a local by a local authority (or from 'state care' outside of England and Wales) because they are the subject of an adoption, Special Guardianship or Child Arrangement Order.

Voluntary Sector: The 'voluntary sector' refers to organisations whose primary purpose is to create social impact rather than profit. It is often called the third sector, civil society or the not-for-profit sector.

