

Success

**Improving outcomes for children
and young people with complex
social, emotional & health difficulties
that impact upon their behaviour**

Who Is Involved?

- Mainstream schools
 - Special schools catering for children with BESD
 - Short Stay School and Alternative providers
 - Virtual School for CLA
 - Officers from OCC Children's services
 - Children's Trust Partners
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Target groups

- ❑ Children and young people who struggle to manage their behaviour as a result of complex emotional, social and health difficulties.
 - ❑ Excluded or at risk of exclusion
 - ❑ Persistent absentees/erratic attendees
 - ❑ Involved in/at risk of offending behaviour
 - ❑ CLA/known to social care
 - ❑ Free school meals
 - ❑ SEN – BESD primary need
 - ❑ (gender and ethnicity analysed for all groups)
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HYPOTHESES

We can help all young people to achieve better outcomes if we

- Recognise **risk** factors that lead to poor outcomes and act earlier.
 - Work together to provide a continuum of integrated interventions, support services and high quality provision that also support children and young people to build **resilience**.
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Two objectives

- Reduce the numbers in vulnerable groups
 - Improve outcomes for those remaining in vulnerable groups
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THE JOURNEY SO FAR

- Since January 2008:
 - A local audit of current services and provision for vulnerable & challenging young people
 - Benchmarking with our statistical neighbours
 - Search for national and local good practice.
 - Developed an OCC Data baseline on which to measure progress
 - Steering group drives project
 - 10 strand action plan in place
 - A series of conferences to share good practice
 - Web site went live July 2009
 - Primary phase launch today
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OUR TOP 10 ACTIONS

- ❑ **1.** Develop programme of support for challenging and vulnerable KS3 learners
 - ❑ **2.** Focus on smooth transition from primary to secondary
 - ❑ **3.** Make alternative provision a more coherent continuum involving schools special schools and alternative providers.
 - ❑ **4.** Create an improved information flow between LA schools and partners - directory and advice service, model policies, protocols and guidance on commissioning and advice on SLAs.
 - ❑ **5.** Embed successful models of Behaviour partnerships and In year Fair Access protocol
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SURVIVAL

THE LESS YOU STAND OUT, THE LONGER YOU'LL LAST.

OUR TOP 10 ACTIONS 2008 - 2009

- ❑ **6.** Strong focus on foundation tier of 14 – 19 curriculum to create inspiring curriculum models that promote engagement and achievement
 - ❑ **7.** Earlier Intervention teams a reality in each area and making a difference
 - ❑ **8.** Significantly reduce persistent absence.
 - ❑ **9.** Pilot and embed specific targeted projects
 - ❑ Improving achievement for Young Offenders
 - ❑ Improving achievement for Children in Care
 - ❑ Catering appropriately for vulnerable and challenging girls
 - ❑ **10.** Workforce development
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INDIVIDUALITY

ALWAYS REMEMBER THAT YOU ARE UNIQUE. JUST LIKE EVERYBODY ELSE.

Performance

How will we know whether our actions are making a difference?

Our Baseline

Data for our year 11 cohort in 06-07 in mainstream schools, Meadowbrook College and Northfield Special school was collected and analysed including;

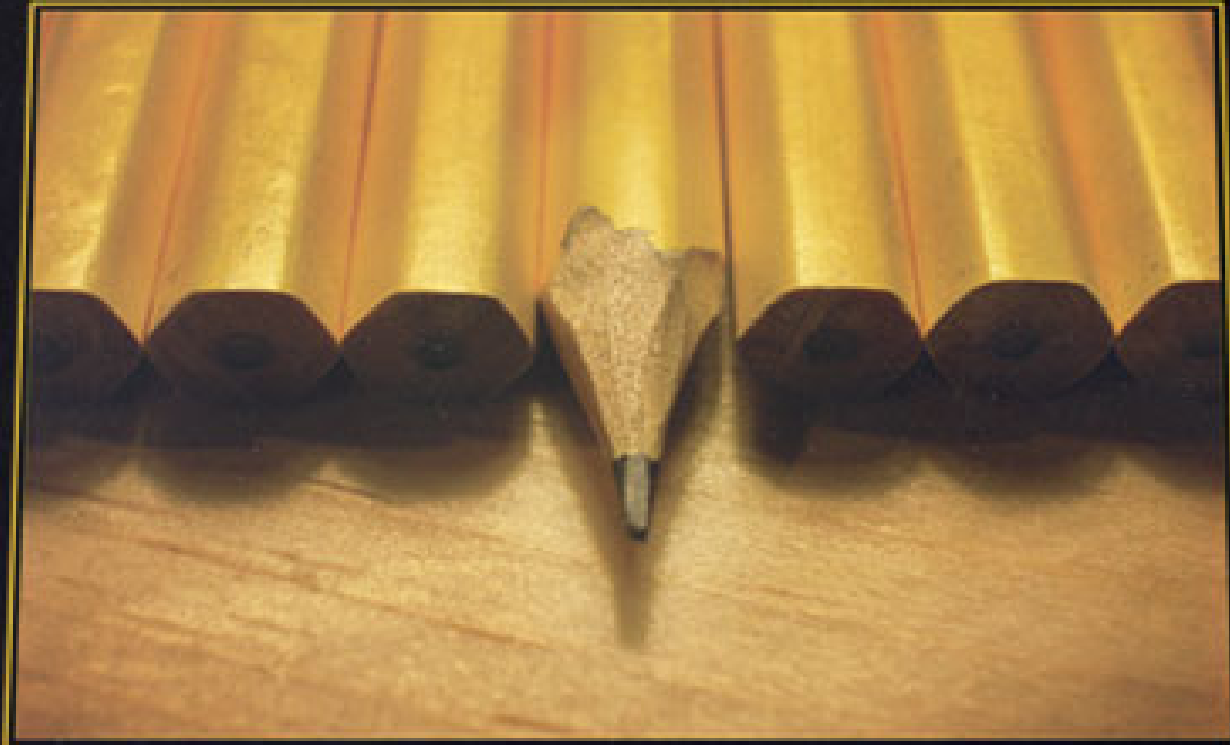
- Gender
 - Ethnicity
 - Attendance records
 - Exclusion records
 - SEN status
 - Known to agencies such as social care and youth offending
 - Attainment data
 - Destinations – EET or NEET
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06-07 Achievement Gap Data

2007 GCSE	LEVEL 1 = 5 A*-G		LEVEL 1 = 5 A*- G incl EM		LEVEL 2 = 5 A*-C		LEVEL 2 = 5 A*-C incl EM	
Oxfordshire	93.1	GAP	91.8	GAP	57.4	GAP	48	GAP
Persistent Absentees	63.7	29.4	59.5	32.3	12.2	45.2	10.3	37.7
FSM	78.7	14.4	76.1	15.7	23.7	18.3	18.6	29.4
Social Care	39.7	53.4	37.8	54	9.5	47.9	5.7	42.3
>1 Fixed Exclusion	75.9	17.2	73.2	18.6	13.2	44.2	10.5	37.5
BESD	52.3	40.8	48.9	42.9	5.1	52.3	2.5	45.5
YOS Order Cases	39.8	53.3	37.5	54.3	8.0	49.4	5.7	42.3
PCAMHS	67.6	25.5	66.2	25.6	20.3	37.1	16.2	31.8
Children Looked After	41.4	51.7	40.0	51.8	10	47.4	2.9	45.1
Meadowbrook (PEX)	1.4	91.7	1.4	90.4	0	57.4	0	48
Child Protection Register	27.8	65.3	27.8	64	0	57.4	0	48
Hospital School	70	23.1	60	31.8	30	27.4	30	18

NEET Baseline 2006 -07

	Yr 11 NEET 06 - 07
FEX2	8.5
Known to Social Care	10.5
Persistent Absentees	17.5
Free School Meals	10.7
BESD (SAP & Statements)	15.2
Oxfordshire	5.6



PLANNING

MUCH WORK REMAINS TO BE DONE BEFORE WE CAN ANNOUNCE
OUR TOTAL FAILURE TO MAKE ANY PROGRESS.

Reducing Vulnerability

Vulnerable Group	Cohort Jan 07	%Jan 07	% Jan 08	% Jan 09	% Jan 10
Persistent Absentees (>63 half days)	573	8.5	7.6	8.0	
More than 1 Fixed Exclusion in last 2 years.	295	4.4	5.8	6.5	
BESD Primary SEN need	231	3.4	3.8	4.8	
Youth Order Cases	174	2.6	2.4	1.6	
Meadowbrook	70	1.0	1.0	1.0	
Oxfordshire Year 11	6765	100.0			

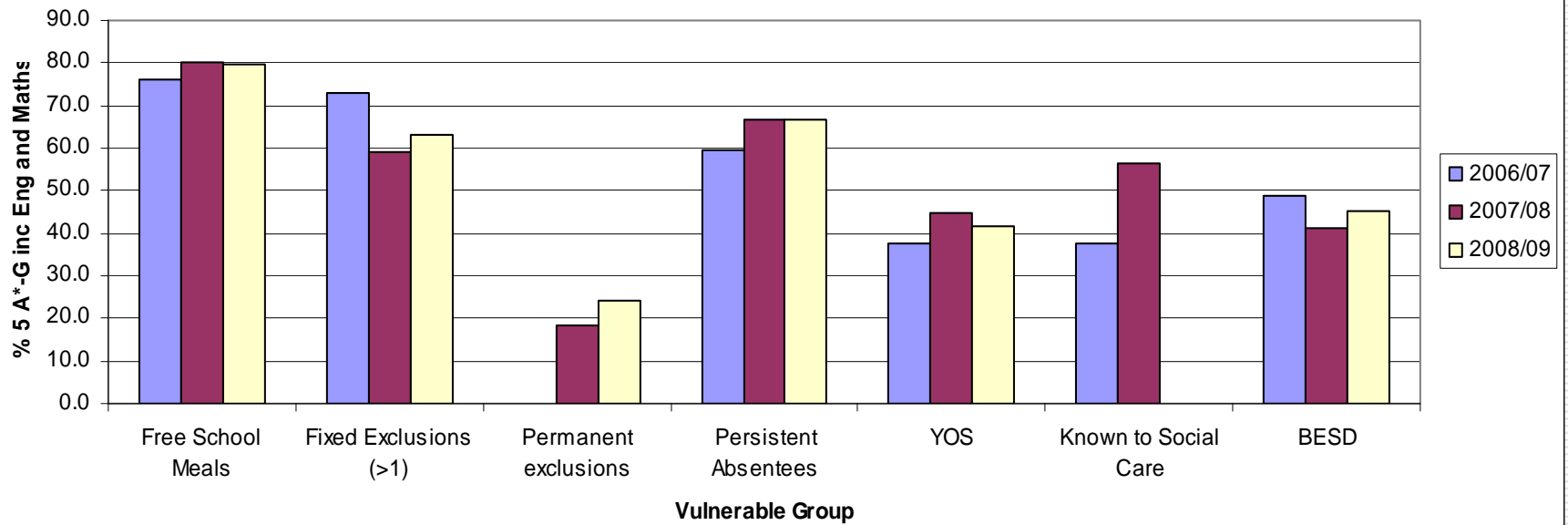
Note: Counts are for Secondary, Northfield and alternative education provision.

Artist
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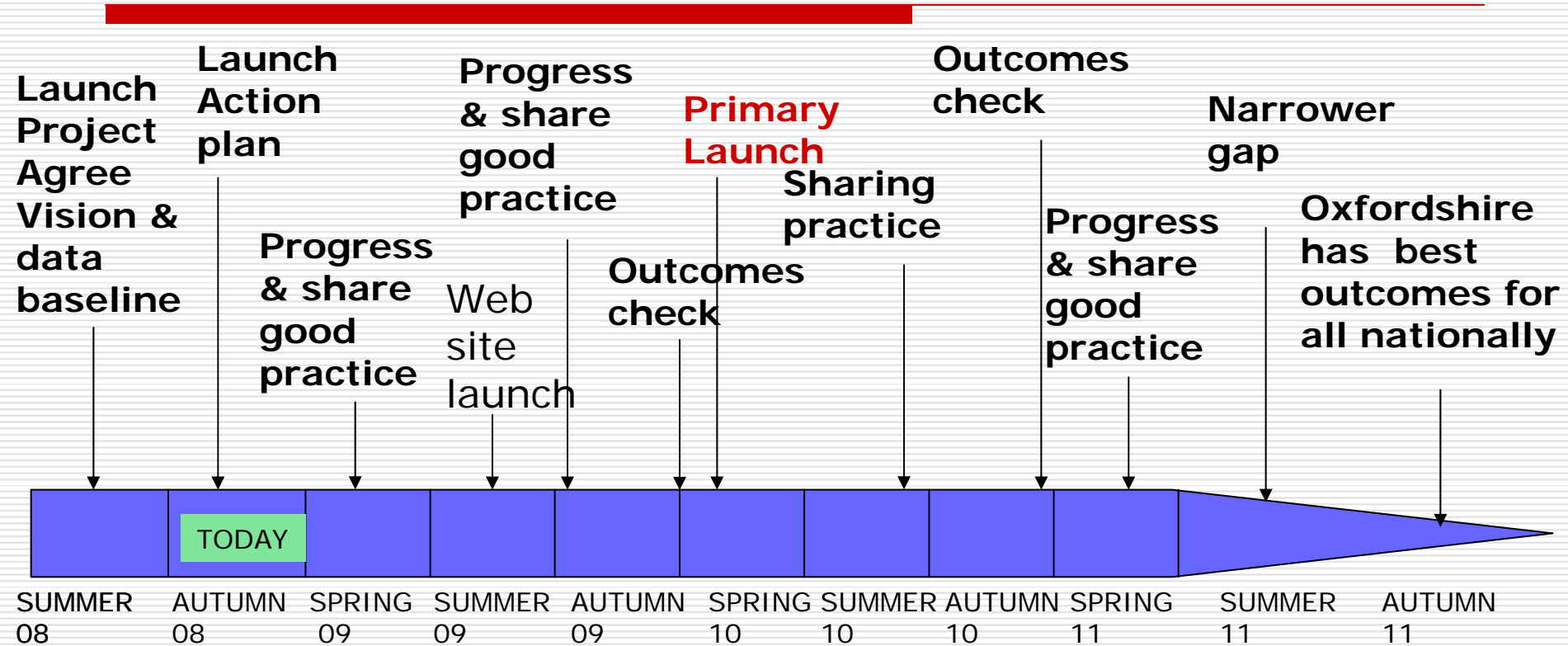


"Fine, I'll go to my room, but one day when I'm a famous artist you'll be telling this story as an amusing anecdote!"

% Young people attaining at least 5 A*-G (inc Eng and Maths) at KS4 by vulnerable group



Working together and sharing good practice along the way



Primary Success

- Baseline Data
 - Steering & Accountability
 - Strands – emerging themes & other priorities
 - Communication
 - Evaluation
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Emerging Strands

- ❑ Pathways and transition
 - ❑ Good Behaviour Game
 - ❑ Workforce development
 - ❑ The Extra Mile Project – free school meal gap
 - ❑ Persistent absence – early intervention
 - ❑ Emotional and mental health
 - ❑ Developing resilience and reducing risks
 - ❑ BME gaps
 - ❑ Bridges Out of Poverty – Breaking Cycles
 - ❑ Attachment to School
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Recommendations

- Dedicated data officer
 - Participation and involvement officer
 - Task and finish groups
 - Paired leads
 - Good governance/steering group
 - Milestones
 - Opportunities to share best & next practice
 - Readiness to bid
 - Keep it manageable
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Understanding Risk and Resilience

Mark Corness

Principal Education Psychologist OCC

Area Service Manager North (Inclusion
Access and Engagement)

What are Risk Factors?

- A variety of factors when combined are known to increase the risk of poor outcomes unless counterbalanced by resilience factors.
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INDIVIDUAL RISK FACTORS

- Premature/birth problems
 - Physical difficulties
 - Mental health issues
 - Poor health in childhood
 - Learning difficulties
 - Poor social skills/exhibiting anti-social behaviour
 - Low self esteem
 - Attachment issues
 - Language & communication difficulties
 - Withdrawal and absences
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FAMILY RISK FACTORS

- Having a teenage mother
 - A child of a single parent
 - No contact with one parent
 - Large family (4+ children)
 - Poor family role models - lacking social skills/exhibiting anti-social behaviour
 - Low levels of supervision and monitoring and inconsistent discipline
 - Little parental involvement in activities
 - Lack of basic care
 - Abuse
 - Traumatic family bereavement
 - Family Poverty
 - Family member with SLD
 - Family members involved in substance misuse
 - Family member with mental health concerns
 - Lack of warmth and affection
 - Isolation from extended family
 - Over indulgence
 - Marital discord, divorce & family break-up
 - Homelessness/overcrowded living conditions
 - Young carer
 - Long term unemployment in family
 - Family involved in offending behaviour/prison
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COMMUNITY RISK FACTORS

- Area of significant Socio-economic disadvantage
 - Racial tension
 - Poor housing stock
 - High street crime levels
 - Isolation/lack of access
 - Area of high unemployment
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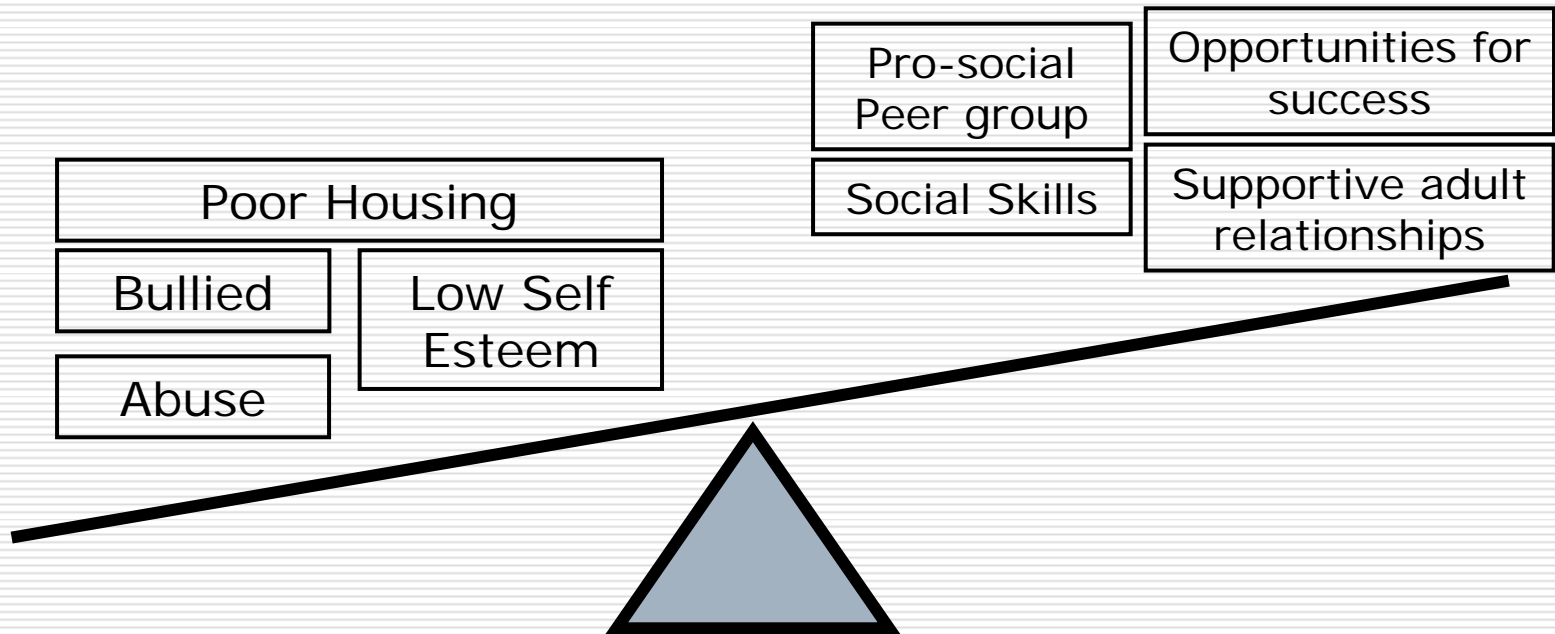
AT SCHOOL RISK FACTORS

- Involved in violence/bullying
 - Peer rejection/bullied
 - Behaviour management strategies not working
 - Learning difficulties not adequately addressed
 - Peer group with poor social skills/exhibiting anti-social behaviour
 - History of slow progress and low achievement
 - Low Attachment to school
 - Frequent change of school
 - High levels of withdrawal and absences
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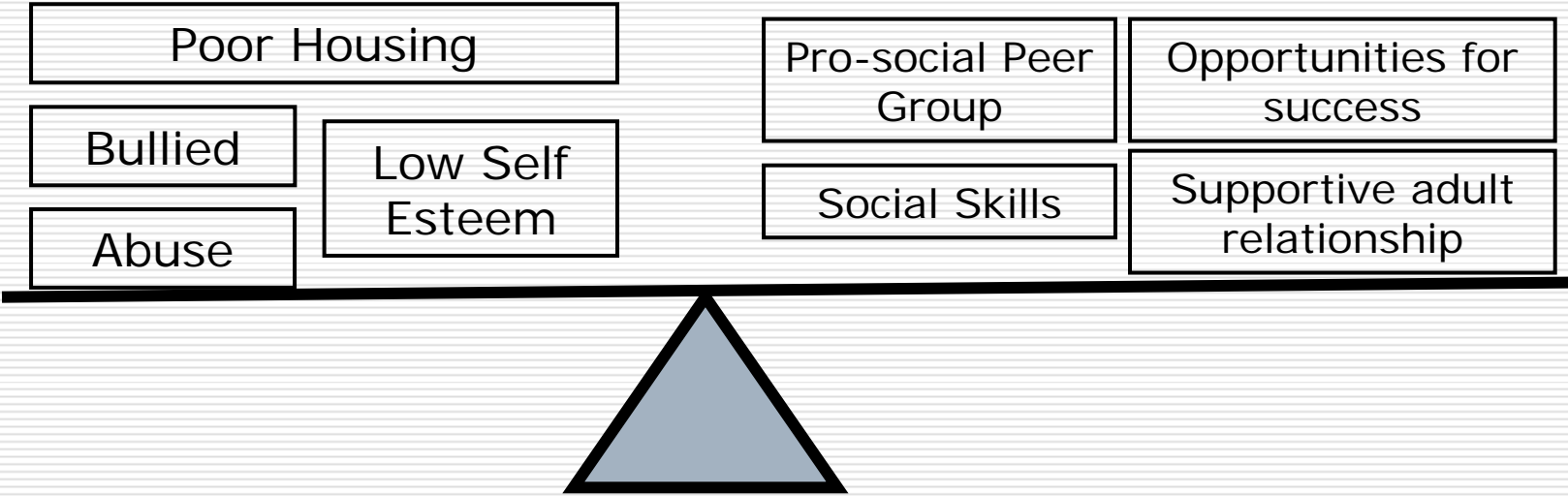
RESILIENCE

“One who bounces back having endured adversity, who continues to function well in spite of exposure to risk”

RISK AND RESILIENCE



RISK AND RESILIENCE



RESILIENCE FACTORS

Individual

- Easy temperament
 - Sense of humour
 - Good nutrition
 - Social skills
 - Internal locus of control
 - Problem solving skills
 - Above average intelligence
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RESILIENCE FACTORS

Family

- Supportive and caring parents
 - Stable family
 - Strong family norms and values
 - Supportive adult relationship
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RESILIENCE FACTORS

Community

- Attachment to community networks
 - Participation in community group – church, youth group
 - Access to support services
 - Pro-social cultural norms
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RESILIENCE FACTORS

School

- Sense of belonging
 - Positive school climate
 - Pro-social peer group
 - Opportunities for success
 - Achievement in and outside the curriculum
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WHAT CAN BE DONE IN AND WITH SCHOOLS

□ Reduce Exposure to Risk Factors

e.g. Bullying, weak behaviour

management, poor attendance

poor attachment to school, exclusion

□ Promote Resilience Factors

e.g. recognition of achievement, sense of

belonging, safe environment

WHAT CAN BE DONE IN AND WITH SCHOOLS

Some examples

- Peer mentors, learning mentors, sports coach (strong relationships)
 - Opportunities for success
 - Supporting a talent/interest outside academia
 - Develop social and emotional aspects of learning (SEAL)
 - Self awareness
 - Motivation
 - Social skills
 - Empathy
 - Managing feelings
- (whole school ethos, group work)
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WHAT CAN BE DONE IN AND WITH SCHOOLS

- ❑ Improve nutrition (breakfast club, vending machines)
 - ❑ Promote physical health and well being
 - ❑ Clarity of school norms and expectations
 - ❑ A curriculum which stimulates/ promotes engagement
 - ❑ Raise aspirations via examples of successful individuals from the local community
 - ❑ Engage parents, community and family
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