

REPORT TO: EDUCATION COMMITTEE – 22 APRIL 2013

REPORT ON: INCLUSION PLUS: A CONSORTIUM APPROACH TO PREVENTING SCHOOL EXCLUSION

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 177-2013

1.0 PURPOSE OF REPORT

- 1.1 This report seeks approval to introduce a two year externally funded research project with the direct aim of supporting young people experiencing difficulties in connecting positively with mainstream secondary education. The project would include staff from Apex Scotland, Skillforce and Includem and would involve four secondary schools in Dundee. If approved, the project arrangements would be finalised at school level in August 2013 with a formal launch date of October 2013.

2.0 RECOMMENDATION

- 2.1 The Education Committee is asked to:
- approve the project in principle; and
 - request an annual progress update and a report on the final outcome of the project from the Director of Education.

3.0 FINANCIAL IMPLICATIONS

- 3.1 There will be no financial implications arising for Dundee City Council. The project will be fully funded for the duration of the two year period. The funding package has been sourced and arranged by the Robertson Trust. The outcome and impact of the project will be evaluated formally and a further report will be brought back to the Education Committee at the end of the two year period on the success, impact and sustainability of the project.

4.0 MAIN TEXT

- 4.1 Despite a fall in recent years in the numbers of young people being excluded from school, Scotland still suffers from a significant problem in this area. A sizeable number of young people become excluded from mainstream education, fall behind in their learning or fail to achieve their potential in terms of educational attainment. Many studies have shown the linkage between school exclusion and negative life chances in areas such as employment opportunities and criminal justice. In seeking to intervene at an early stage, this consortium approach reflects the Scottish Government's prevention agenda. The proposal takes full account of the shared commitment between Social Work and Education to meet the needs of looked after children. It reinforces the work presently being carried out to promote inclusion in secondary schools across the city and to continue to reduce exclusion rates.
- 4.2 Inclusion Plus is a consortium approach between Apex Scotland, Skillforce and Includem. The three services work to very similar aims by supporting young people who experience difficulties in connecting positively with mainstream education. Inclusion Plus combines the work of the three services and aims to:
- Provide an alternative to exclusion from mainstream education.
 - Work in a proactive manner to reduce the likelihood of future exclusions.
 - Support young people on curricular activities.
 - Address young people's behaviour and reasons for their non-compliance with mainstream education.

- Incorporate rehabilitation, helping young people to see why their behaviour is unacceptable and the consequences of their behaviour on their futures.
 - Provide opportunities to gain qualifications, awards and life skills
 - Working with young people and their families to build confidence, self-esteem and help them to move forward in a positive way.
- 4.3 As a consortium the three organisations propose to offer a comprehensive package in Baldragon Academy, Braeview Academy, Craigie High School and St Paul's RC Academy. The teams will work alongside the schools to equip pupils with the motivation and skills required to engage in a formal learning environment, reduce repeat and new exclusions, raise aspiration, tackle ingrained behaviour and attitudes and support increased attainment and attendance. The provision of consistent, focused and intensive support at group and individual level, should assist the schools in strengthening positive learning environments where teachers can teach, learners can learn and every pupil has the opportunity to achieve their full potential.
- 4.4 The project aims to improve outcomes for those children and young people at risk of exclusion, based upon a shared approach of agencies working together, and responding to the needs of children and young people early and effectively, in line with the Scottish Government Guidance on Managing School Exclusions (March 2011). This proposed consortium approach is underpinned by the Getting it Right for Every Child principle of making sure that all young people and their families have consistent, co-ordinated support, when they need it. It also paves the way for strengthened support for young people with their rights placed at its centre, promoting the commitment to the United Nations Convention on the Rights of the Child, as outlined in the proposed Children and Young People Bill.
- 4.5 There is a growing body of research that the negative impact of school exclusion goes well beyond the engagement with education. The experience of exclusion from school may contribute to later social exclusion and involvement in criminal behaviours, the criminal justice system, and resulting lifelong adverse impact. The Inclusion Plus Initiative is designed to reflect recent research on how best to cope with challenging behaviour within schools and reduce school exclusions by providing designated bases in mainstream schools for young people in danger of being excluded. Furthermore The Scottish Government Behaviour in Scottish Schools Research 2009 highlight the value in building capacity with locally based support on a daily basis with wider community and family support and specialist help. Above all best practice research has found that a combination of strategies and approaches including multi-agency and partnership working under strong leadership that can lead to reduction in the need to exclude.
- 4.6 The inclusion initiative will have three different but interlinked approaches. Discussion will take place to ensure that the individual requirements of each school can be met fully in terms of their unique context, community and current inclusion approaches. In broad terms, the three teams will work in the following interlinked ways:
- Apex will work with across S1- S4, but primarily with pupils in S1 and S2.
 - Skillforce will work with pupils in S3 and S4.
 - Includem will provide a wraparound service out with school hours to a subset of these S1 – S4 pupils and their families. This level of additional support needs out with the school environment will be used to embed, reinforce and sustain the progress made within school.
- 4.7 Referrals to both Apex and Skillforce will come through the guidance staff as they are best placed to identify pupils in need of support. Young people who are particularly struggling to positively engage with Apex Scotland or Skillforce, or who it is felt will benefit from further out of school support, will be eligible and appropriate for Includem support. Actual numbers supported at any one time will depend on individually tailored packages of support required. Includem staff will receive referrals from Skillforce instructors and/or Apex staff. Referral criteria will include vulnerable young people who struggle to maintain their educational placement due to underlying family or community related issues.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.
- 5.2 There are no major issues. The Equality Outcomes will have a positive impact on the lives of some of the most vulnerable children and young people in Dundee and will support staff and families to promote inclusive communities.

6.0 CONSULTATION

- 6.1 The Chief Executive, Director of Corporate Services, Head of Democratic and Legal Services have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

- 7.1 None.

Michael Wood
Director of Education
8 April 2013

DUNDEE CITY COUNCIL

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment March 2013	Title of document being assessed : Inclusion Plus: A consortia approach to preventing school exclusion
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report sets out a partnership approach to exclusion reduction in 4 schools in the city
3) What is the intended outcome of this policy, procedure, strategy or practice?	This report seeks approval to introduce a two year externally funded research project with the direct aim of supporting young people experiencing difficulties in connecting positively with mainstream secondary education. The project would involve staff from Apex Scotland, Skillforce and Includem and would involve four secondary schools in Dundee. If approved, the project arrangements would be finalised at school level in August 2013 with a formal launch date of October 2013.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	<ul style="list-style-type: none"> • Service Plan 2012-2017 • HMle Reports • Single Outcome Agreement • Council Service Plan • Data sets e.g. SIMD, exam results, attendance, exclusion, LAC • Curriculum for Excellence associated documents, e.g. Building the Curriculum 5, Assessment and Reporting etc. • Scottish Government Guidance on Managing Exclusions • Scottish Government document- 'Count us In'
5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.	<ul style="list-style-type: none"> • Secondary Head Teachers • HMle
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Michael Wood, Director of Education Paul Clancy, Head of Education
7) Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	No

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details</p> <p>This programme will operate within the 4 secondary schools with the greatest deprivation in the city</p>
<p>2) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>If yes please give further details</p> <p>None</p>
<p>3) What action is proposed to overcome any negative impacts? (Without changing the aims of the policy or practice</p> <p>(For example: talking directly to community groups about the policy or practice, providing information in community languages, appropriate staff training, ensuring venues are accessible etc. Seek advice from your departmental Equality Champion.)</p>	<p>Please give further details</p> <p>N/A</p>
<p>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details</p> <p>N/A</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details</p> <p>N/A</p>

Part 4



Name of Department or Partnership - Education Department

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Contact Information

Manager Responsible	Author Responsible
Name Michael Wood	Name Paul Clancy
Designation Director of Education	Designation Head of Education
Base Dundee House	Base Dundee House
Telephone 01382 433071	Telephone 01382 433088
Email michael.wood@dundeecity.gov.uk	Email paul.clancy@dundeecity.gov.uk

Signature of author of the policy:		Date 3/4/2013
Signature of Director / Head of Service area:		Date 3/4/2013
Name of Director / Head of Service:	Michael Wood	
Date of next policy review:		