

WRITTEN EVIDENCE TO THE CHILDREN AND YOUNG PEOPLE COMMITTEE INQUIRY INTO ATTENDANCE AND BEHAVIOUR

INTRODUCTION AND BACKGROUND

1. This paper provides evidence to the Children and Young People Committee Inquiry into Attendance and Behaviour in advance of the Minister for Education and Skills' appearance before the Committee on 13 March 2013.
2. The paper sets out progress made to date and developments moving forward in relation to Welsh Government policies on attendance and behaviour since the publication of the National Behaviour and Attendance Review in 2008.

NATIONAL BEHAVIOUR AND ATTENDANCE REVIEW

The Behaving and Attending Action Plan 2009-2011

3. The National Behaviour and Attendance Review (NBAR) was undertaken by an independent group under the chairmanship of Professor Ken Reid. The review report contained 19 core recommendations and 73 supporting recommendations. The recommendations covered a very broad range of issues and the Welsh Government's response to the NBAR was set out in the Behaving and Attending Action Plan launched in 2009.
4. There were 45 actions in the Plan, to be delivered on a short, medium and long term basis. To date 30 of the actions have been completed, 10 are ongoing and 5 have evolved as a result wider policy developments. Key highlights to note are:

The development and publication of the All Wales Attendance Toolkit - a practical resource tool for use by the Education Welfare Service;
The development and publication of comprehensive anti-bullying, managed moves and nurture groups guidance documents for use by schools and local authorities;
The successful rollout of the School-based Counselling Strategy in secondary schools;
The publication of Behaviour Management Handbooks for primary and secondary schools.

5. Annex A sets out progress made against all the original actions set out in the Plan.

20 POINT ACTION PLAN TO RAISE SCHOOL STANDARDS

New Behaviour and Attendance Action Plan 2011-2013

6. There have been a number of major developments since NBAR and the launch of the original Action Plan. In February 2011 the Minister for Children, Education and Lifelong Learning set out his 20 priorities for schools in Wales. This came in response to evidence from a number of sources on the underperformance of schools in Wales, including that contained in the Programme for International Student Assessment (PISA) results for 2009.
7. Attendance and behaviour formed part of the Minister's 20 priorities; specifically the need to revitalise and refocus the Welsh Government's approach to this policy area. Much of the original action plan had focussed on the development of good practice 'how to' guidance documents. Moving forward any new plan needed to focus on 'embedding and delivering' the recognised good practice. To this end the new Behaviour and Attendance Action plan targeted activity in three specific areas:

Training and development – Develop training modules on behaviour management and attendance; fund training in well evaluated behaviour management techniques; promote the use of restorative practices working with the Police through the All-Wales School Liaison Core Programme; develop a training, development and career framework for the Education Welfare Service in Wales.

Standards and accountability – Develop an Attendance and Behaviour Analysis Framework to ensure the robust use of attendance data; include attendance data as part of School Banding for Secondary Schools; introduce a national collection of data on exclusions at pupil and school level; hold an annual 'open and honest' meeting with local authorities to discuss performance on attendance, exclusions and pupils educated other than at school (EOTAS).

Individual support and additional learning needs – Use the information gathered through the behaviour and attendance pilots to inform future approaches to individual support; publish and implement an action plan on improving Education Other Than At School.

THE IMPACT OF THE NEW PLAN

8. Annex B provides more detailed progress against all the actions set out in the new Action Plan. In summary:

On Attendance

9. Banding for secondary schools was introduced in 2011. Banding uses information about examination performance and attendance data, looking at outcomes, progress and performance relative to socio-economic context, to group schools into one of five bands. Band 1 schools are performing and progressing well. Band 5 schools are those most in need of improvement.
10. In addition to the inclusion of attendance data in secondary school banding, much of the initial work on attendance has focussed on the development and introduction of an Attendance and Behaviour Analysis Framework. Its introduction was accompanied by considerable 'hands-on' support from Welsh Government officials. This involved officials using the framework to undertake extensive analysis of each local authority's attendance and behaviour data. A frank report on the findings of this analysis was produced which then formed the basis for a 'stocktake' with each separate authority. The 'stocktake' included discussion of the analysis, identification of performance issues, exploring reasons for underperformance as well as trying to identify examples of good practice and successful interventions. Feedback from local authorities to this support has been extremely positive.
11. The data in the 2011/12 absenteeism from school statistical releases show a significant improvement in both primary and secondary school attendance rates in the past year (every authority in Wales has improved its primary attendance rates and every authority bar one, which stayed the same, has improved its secondary attendance rates). Attendance rates in both primary and secondary schools are now at their highest levels since the Welsh Government first started collecting the data.

Secondary school overall absenteeism by pupils of compulsory school age, by sector

	Percentage of school sessions missed							
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
LA Maintained Secondary Schools	9.5	9.9	9.4	9.1	9.0	8.9	8.6	7.9
Special Schools	11.7	13.7	13.9	12.2	12.3	10.8	11.6	11.0
Independent Schools	5.2	5.6	5.5	5.8	6.0	6.3	5.5	5.3
Total	9.4	9.8	9.3	9.0	9.0	8.9	8.6	7.8

Source: Pupils' Attendance Record, Welsh Government

(a) Figures do not include data for 4 independent schools and 2 special schools that did not respond to the survey.

12. It is clear the inclusion of attendance data as part of school banding has had a positive impact. In 2011/12 the secondary school attendance rate improved by 0.8 percentage points on the previous year. This is the largest single year on year improvement seen over the past seven years.

Primary school overall absenteeism by pupils of compulsory school age, by sector

	Percentage of school sessions missed							
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
LA Maintained Primary Schools	6.9	7.5	6.9	6.7	6.8	6.9	6.7	6.1
Special Schools	12.9	11.7	10.6	9.0	10.3	10.7	12.6	10.8
Independent Schools	4.3	5.1	4.5	4.7	5.3	4.9	5.3	4.9
Total	6.9	7.5	6.9	6.7	6.8	6.9	6.7	6.2

Source: Pupils' Attendance Record, Welsh Government

(a) Figures do not include data for 2 independent schools and 4 special schools that did not respond to the survey.

13. However school banding is not the only factor that has helped bring about recent improvements in attendance, as evidenced by the recent primary school attendance results. Primary school attendance has improved by 0.5 percentage points on the previous year. This is the largest single year on year improvement seen in the past five years. It is clear that Ministerial focus on this policy area, the development of the Attendance and Behaviour Analysis Framework, and a hands-on, directive approach by Welsh Government officials to attendance have also had an impact.

On Behaviour

14. A key focus of activity on behaviour has centred on the development of training modules in behaviour management as part of the Masters Programme for newly qualified teachers (NQT). The module is due to be introduced in the 2013 Summer Term. As an interim measure £530,000 in funding was made available to local authorities between 2010 and 2012. This has enabled over 3,600 teachers, support staff and LA behaviour support officers to receive training in well evaluated behaviour management techniques. A further £100,000 in funding was also provided to extend access to all local authorities for training in the Incredible Years early intervention programme.

15. The latest data on exclusions in Wales show the rate of permanent exclusion and exclusions of 6 days or more has declined steadily since 2004/05. The rate for fixed term exclusions of 5 days or fewer is the lowest it has been since 2003/04.

On Education Other Than At School (EOTAS)

16. Activity in relation to children and young people educated other than at school is set out in the Welsh Government's Review of EOTAS and responding Action Plan which was published in 2011. Annex C sets out progress made against the actions set out in the Plan.
17. In response to the review the Welsh Government commissioned a research team from Edinburgh University to examine the barriers and ways to improve:
 - the planning and commissioning of alternative provision both at an area level and for the individual;
 - the level and strategic use of information on children and young people receiving education otherwise than at school, linking it to the broader performance management system for local authorities;
 - the level of professional support for those working in the sector and better accommodation and facilities;
 - better partnership working between alternative provision, other parts of the education sector and other agencies and services working with young people to facilitate early intervention and ensure an integrated approach to meeting the young person's needs.
18. The research is near completion and the findings and report recommendations are due to be published in the Summer Term 2013.

MOVING FORWARD

Attendance

19. Whilst it is encouraging to see the upturn in attendance rates there is still work to be done. It will be important to ensure local authorities and schools have the skills, confidence and capacity to sustain and build on these improvements. We recognise that in order to sustain long term improvements additional resource will be required. To this end a total of £800,000 in grant funding is being made available to help regional education consortia drive up levels of school attendance. The new grant funding will be made available over two financial years, with £200,000 to be divided amongst the four consortia in 2012/13 and £600,000 in 2013/14. This will be the first opportunity for consortia to work directly and jointly on attendance. Historically, this issue has been dealt with at a local authority level.
20. In March 2011 the Welsh Government published its All Wales Attendance Toolkit – a practical resource tool for Education Welfare Services (EWS) in Wales. The toolkit provides standards and guidance to ensure greater consistency of practice across Wales. Linked to this was a research and consultation exercise on the development of the EWS workforce. The exercise looked at issues

around entry qualifications, induction, training and standards, and the resultant research report presented a number of options for consideration. The different options for the development of an induction pack for the EWS are currently being considered. Consideration is also being given to the development of National Occupational Standards (NOS) for the EWS workforce, which would represent clear benchmarks of performance.

Behaviour and Education Other Than At School (EOTAS)

21. Evidence from the EOTAS Review suggested that the effectiveness of Pupil Referral Units (PRU) would be helped by having a management committee which challenges and supports the delivery of education. To this end regulations to make management committees a mandatory requirement in PRUs are currently being prepared for consultation. Any regulations would be supported by comprehensive guidance on how these committees might best function. Subject to the consultation exercise we expect the regulations to come into force in September 2014.
22. The recommendations and findings from the Edinburgh University research into exclusions and EOTAS provision will play a vital role in the development of the Welsh Government's behaviour policy and particularly its work in relation to ensuring equality of opportunity for all learners regardless of where they are educated.
23. With the establishment of the four education consortia there is a clear need for a more collaborative approach to behaviour and attendance. Sharing and embedding good practice across schools and authorities and ensuring data is used robustly to facilitate the effective use of time and resources will be key to helping build capacity and bringing about sustained improvements.

PROGRESS MADE IN RELATION TO B&A ACTION PLAN RESPONDING TO NBAR		
	Action	Progress
	Attendance	
1	The Assembly Government will, in partnership with the Education Welfare Service (EWS), produce an All Wales Attendance Framework.	ACTION COMPLETED - Published March in 2011.
2	The Assembly Government will revise and develop in consultation with stakeholders the current attendance codes and recording practices.	ACTION COMPLETED - New attendance codes and supporting guidance introduced in September 2010.
	Behaviour	
3	The Assembly Government will assess current restorative justice projects in Wales to inform future work in this area.	ACTION COMPLETED - Good practice learning materials on restorative practices in schools now form part of the Learning Wales website. Restorative practices also form part of the Behaviour Management Module which forms part of the Masters for Newly Qualified Teachers to be introduced in the Summer Term 2013. This area of work will also continue to develop through Welsh Government engagement with the Police Community Secondary School Support Model which champions restorative approaches in schools.
4	The Assembly Government will publish guidance for schools entitled 'Behaviour in Schools: Safe and Effective Intervention'.	ACTION COMPLETED - Published October 2010.
5	The Assembly Government will assess and follow up with local authorities information collected by the Children's Commissioner for Wales on unlawful exclusions.	ACTION COMPLETED - Barnardo's Cymru and Snap Cymru were commissioned to undertake a qualitative study into unlawful exclusions. Report published in June 2011. The findings of the report were taken into consideration in the recent revision of the Welsh Government exclusions guidance.
6	The Assembly Government will carry out a review on provision of Education Otherwise than at School (EOTAS), including the role of pupil referral units.	ACTION COMPLETED - Report and Action Plan published in August 2011.
7	The Assembly Government will commission guidance for schools on the effective use of managed moves.	ACTION COMPLETED - Guidance published in March 2011.
8	The Assembly Government will establish and support a Behaviour Support Team Network.	ACTION COMPLETED - A number of successful network meetings have been held with the next planned for 20 March 2013.
9	The Assembly will produce All Wales Guidance for Pastoral Support Programmes.	POLICY EVOLVED - This work has been taken forward as part of the School Based Counselling strategy.

Children and Young People's Rights		
10	The Assembly Government will produce a guide to the new model of delivering advocacy services for Children and Young People's Partnerships.	POLICY EVOLVED - In 2011 WG consulted on proposed statutory guidance. Since then, the partnership planning structures have changes considerable (no requirement to have a CYPP for regional commissioning) which has had a substantial impact on the guidance. It was therefore decided not to publish the guidance.
11	The Assembly Government will explore the possibility of developing a National Independent Appeal Panel to replace those currently run by local authorities.	ACTION ONGOING - a feasibility study is currently being undertaken by officials within the Administrative Justice Branch of the Permanent Secretary's Division to consider transferring the School Exclusion Independent Appeal Panels into the Welsh Government.
12	The Assembly Government's response to the NBAR Review will continue the dialogue with children and young people started during the Review.	ACTION ONGOING - Wales is the first of the UK nations to enshrine the UNCRC into domestic law with the Rights of Children and Young Persons (Wales) Measure 2011. The Measure was passed by the National Assembly for Wales on 18 January 2011 and approved by Her Majesty in Council on 16 March 2011.
13	The Assembly Government will continue to promote best practice in anti-bullying approaches.	ACTION ONGOING - Comprehensive anti-bullying guidance was published in October 2011. The Welsh Government continues to promote anti-bullying week and host the anti bullying network.
14	The Assembly Government will further develop the role and resources for school councils.	POLICY EVOLVED - The emphasis of this policy has moved away from just school councils and is focussed on how children and young people can be supported to access a variety of opportunities to actively participate in their school communities in order to help them feel empowered, motivated, valued and involved. Work is increasingly looking at how all children and young people can be involved and engaged through participation, including younger children and young people who are marginalised or have additional needs.
Early Intervention		
15	The Assembly Government will produce and distribute Early Intervention training module for Foundation Phase staff.	ACTION COMPLETED
16	The Assembly Government will assess current Nurture Group work in Wales to inform future work in this area.	ACTION COMPLETED - Guidance issued in November 2010

Early Intervention		
17	The Assembly Government will establish a pilot to trial different approaches to early assessment and identification of Vulnerable Children.	ACTION COMPLETED - Lessons learned from the pilot projects will be disseminated at an All Wales event on 20 March 2013.
18	The Assembly Government will commission an Inquiry into Disengagement as set out in the One Wales commitment.	ACTION COMPLETED - The findings of a qualitative research study to explore young people's disengagement from learning were published in April 2010.
19	The Assembly Government will include guidance on children and young people's behaviour and attendance in the ongoing Review of the Parenting Action Plan.	POLICY EVOLVED - The emphasis of this policy area has changed focus and activity on parental engagement has been taken forward through the work of Community Focussed Schools and the Families First agenda. The Department has recently brought together work relating to policy on reducing the impact of deprivation on learning outcomes, community and family. The new team will work closely with policy teams focussed on helping learners to overcome a range of barriers to learning.
Literacy		
20	The Assembly Government will focus on literacy as a key priority by drawing together the different strands of work going on across the department, ensuring they reflect current thinking and best practice and that they remain effective and aligned to other policies.	ACTION ONGOING - Activity in this area has been taken forward through the Minister's 20 Point Action Plan, the Improving Schools agenda and the National Literacy and Numeracy Framework.
Multi and Inter Agency Working		
21	The Assembly Government will trial approaches to multi agency working between health, social services and education to improve mainstream reintegration for vulnerable children.	ACTION COMPLETED - Lessons learned from the pilot projects will be disseminated at an All Wales event on 20 March 2013.
22	The Assembly Government will continue to roll-out the School-based Counselling Strategy.	ACTION COMPLETED - Funding for School Based Counselling to be mainstreamed as it will form part of the RSG from 2013/14.
23	The Assembly Government will collect data on local authority current practices through a questionnaire to inform future policy and targeting of resources.	ACTION COMPLETED

Multi and Inter Agency Working		
24	The Assembly Government will write to all Local Children's Safeguarding Board (LCSB) Chair's highlighting the link between poor behaviour and attendance and safeguarding concerns.	ACTION COMPLETED
25	The Assembly Government will set up web pages on improving school behaviour and attendance.	ACTION COMPLETED – Information is available on both the Welsh Government's web pages and the Learning Wales website.
26	The Assembly Government will assess the current approaches for multi-agency working for vulnerable children.	ACTION COMPLETED - Lessons learned from the pilot projects will be disseminated at an All Wales event on 20 March 2013.
27	The Assembly Government will scope the current issues for elective home education.	ACTION COMPLETED - Officials currently undertaking analysis of 550 consultation responses on legislative proposals for home education.
28	The Assembly Government will appoint a Project Manager to develop and coordinate the Action Plan and consider expanding staff resources for the implementation of the plan.	ACTION COMPLETED
29	The Assembly Government will assess and evaluate partnership projects between parents and schools.	POLICY EVOLVED - The emphasis of this policy area has changed focus and activity on parental engagement has been taken forward through the work of Community Focussed Schools and the Families First agenda. The Department has recently brought together work relating to policy on reducing the impact of deprivation on learning outcomes, community and family. The new team will work closely with policy teams focussed on helping learners to overcome a range of barriers to learning.
30	The Assembly Government will consider and follow-up as appropriate the recommendations from the Review of the Common Assessment Framework.	ACTION ONGOING - Policy input provided as and when required.
31	The Assembly Government will pilot models to improve the links between Pupil Referral Units and other EOTAS provision, and mainstream schools.	ACTION COMPLETED - Lessons learned from the pilot projects will be disseminated at an All Wales event on 20 March 2013.
32	The Assembly Government will consider the relevant recommendations at the next review of Children and Young People's Plans	ACTION COMPLETED - This work is being taken forward on a consortia basis as part of the Improving Schools Agenda.

School Effectiveness		
33	The Assembly Government will adapt and translate the Social Emotional Aspects of Learning (SEAL) materials for primary and secondary schools in Wales.	ACTION COMPLETED - Published in March 2009
34	The Assembly Government will consult with Estyn on the change to inspection arrangements in light of the NBAR recommendations.	ACTION COMPLETED - Officials maintain an ongoing dialogue with Estyn in relation to policy developments in behaviour and attendance.
35	The Assembly Government will commissions reports on transition arrangements	ACTION COMPLETED - A rapid evidence assessment investigating the drop in attainment during the transition phase with particular focus on child poverty was received in June 2010.
36	The Assembly Government will refine the School Evaluation Profile of the School Effectiveness Framework to increase the focus on behaviour and attendance aspects.	ACTION COMPLETED - Work being taken forward on a consortia basis through the Improving Schools agenda. This work is supported by the development of the Attendance and Behaviour Analysis Framework.
37	The Assembly Government will explore the possibility of a lead professional for behaviour and attendance through the expansion of the pilot for the Additional Learning Needs (ALN) co-ordinator.	ACTION COMPLETED - Lessons learned from the pilot projects will be disseminated at an All Wales event on 20 March 2013.
38	The Assembly Government will update the Governors Guide to the Law.	ACTION ONGOING - Governor training regulations are due to come into force in May 2013. Policy updates to Governor's Guide to the Law as and when required.
39	The Assembly Government will write to all schools setting out the key aims of the Action Plan and highlighting specific recommendations.	ACTION COMPLETED
Training and Development		
40	The Assembly Government has produced a paper in response to the NBAR training recommendations and will take this forward to feed in to the training agenda for Wales which is currently under review.	ACTION ONGOING - Between 2010 and 2012 a total of £530K in grant funding was provided to LAs for use on training in well evaluated behaviour management techniques. A Behaviour Management Module will be included in the Masters Programme for Newly Qualified Teachers from Summer Term 2013.

Training and Development		
41	The Assembly Government will identify and recommend an appropriate training structure for the Education Welfare Service (EWS).	ACTION ONGOING - This action now forms part of the New Behaviour and Attendance Action Plan developed in response to the Minister's Teaching makes a Difference speech.
42	The Assembly Government will make available 'taster sessions' to local authority representatives on training options for behaviour management.	ACTION COMPLETED - £530K in grant funding provided to LAs for use on training in well evaluated behaviour management techniques.
43	The Assembly Government will continue to support teachers through the Teacher Support helpline and coaching service.	ACTION ONGOING
44	The Assembly Government will distribute a behaviour management handbook to current secondary and primary Initial Teacher Training (ITT) students, Induction and Early Professional Development (EPD) teachers.	ACTION COMPLETED - Handbook for secondary schools was published in October 2008 and the primary school book was published in July 2012.
45	The Assembly Government will build aspects of children and young people's rights into the review of the professional development framework for teachers.	ACTION ONGOING - Wales is the first of the UK nations to enshrine the UNCRC into domestic law with the Rights of Children and Young Persons (Wales) Measure 2011. The Measure was passed by the National Assembly for Wales on 18 January 2011 and approved by Her Majesty in Council on 16 March 2011.

PROGRESS MADE ON THE NEW B&A ACTION PLAN RESPONDING TO THE MINISER'S NEW PRIORITIES

TRAINING & DEVELOPMENT		
IDENTIFIED NEED	ASSOCIATED ACTIVITY	PROGRESS TO DATE
<p>Training and development were recognised in the National Behaviour and Attendance Review as a major area for improvement, as evidence suggested that many teachers and other school staff felt ill-equipped to deal with poor behaviour in the classroom and many had received very little training on this aspect as part of their initial teacher training.</p>	<p>Develop training modules on behaviour management and attendance to be delivered through Initial Teacher Training, Induction and Continuing Professional Development.</p>	<p>ACTION COMPLETED</p> <p>A Behaviour Management Module will be introduced in Summer Term 2013 which forms part of the Masters for newly qualified teachers (NQTs).</p> <p>Learning Wales is a new web-based resource designed to improve standards in schools across Wales. Behaviour and Attendance forms part of the key Improvement Areas on the site. All resource documents on the site have been quality assured by an expert panel of educational practitioners and professionals.</p>
	<p>Fund training in well evaluated behaviour management programmes.</p>	<p>ACTION COMPLETED</p> <p>£530K in funding was provided to local authorities between 2010 and 2012. This enabled over 3600 teachers, support staff and LA behaviour support officers to receive training in well evaluated behaviour management techniques. £20K in funding was provided to Bangor University in 2010 and a further £80K in funding in 2011 to extend access to all 22 authorities to the Incredible Years early intervention training programme.</p>

TRAINING & DEVELOPMENT		
	ASSOCIATED ACTIVITY	PROGRESS TO DATE
	<p>Promote the use of Restorative Practices in schools, working with the Police through the All-Wales School Liaison Core Programme.</p>	<p>ACTION ONGOING</p> <p>Good practice learning materials on restorative practices in schools now form part of the Learning Wales website. Restorative practices also form part of the Behaviour Management Module in the Masters for Newly Qualified Teachers to be introduced in the Summer Term 2013. This area of work will also continue to develop through Welsh Government engagement with the Police and their Secondary School Support Model which champions restorative approaches in schools.</p>
	<p>Develop training and development and career framework for the Education Welfare Service (EWS)</p>	<p>Linked to this was a research and consultation exercise on the development of the EWS workforce. The exercise looked at issues around entry qualifications, induction, training and standards, and the resultant research report presented a number of options for consideration. The different options for the development of an induction pack for the EWS are currently being considered. Consideration is also being given to the development of National Occupational Standards (NOS) for the EWS workforce, which would represent clear benchmarks of performance.</p>

STANDARDS AND ACCOUNTABILITY		
IDENTIFIED NEED	ASSOCIATED ACTIVITY	PROGRESS TO DATE
<p>To ensure consistency of approach the performance of schools and local authorities on attendance, behaviour and education otherwise than at school (EOTAS) will be assessed in greater depth and will be allied to the new approaches for monitoring standards, improvement and progress being developed by the Welsh Government's School Standards Unit.</p>	<p>Develop an Attendance Analysis Framework for use by local authorities.</p>	<p>ACTION COMPLETED An Attendance Analysis Framework has been developed in consultation with LA data, EWS and school improvement officers. The introduction of the Framework last year was accompanied by considerable 'hands-on' support from Welsh Government officials. This involved officials using the framework to undertake extensive analysis of each local authority's attendance data. A frank report on the findings of this analysis was produced which then formed the basis for a 'stocktake' with each separate authority. The 'stocktake' included discussion of the analysis, identification of performance issues, exploring reasons for underperformance as well as trying to identify examples of good practice and successful interventions. The Framework has been extremely well received and from the 2012/13 academic year much of the data within the Attendance Analysis Framework has been included in the All Wales Core Data Sets for schools and local authorities.</p>

	<p>Ensure attendance is included in the new banding system for schools and schools' published information.</p>	<p>ACTION COMPLETED Attendance data has formed part of the measure for Secondary School Banding since its introduction in 2011.</p>
	<p>Introduce a national collection of data on exclusions at pupil and school level to be used for benchmarking.</p>	<p>ACTION ONGOING Exclusion data was collected as part of the Pupil Level Annual School Census (PLASC) for the first time in 2012 and will become a mandatory data item in the collection from 2013. The data is currently going through the quality assurance and validation process and will provide an invaluable source of data at upon which to focus policy development.</p>
	<p>Hold an annual 'open and honest' discussion with local authorities to discuss performance on exclusions / attendance and pupils Educated Otherwise Than at School (EOTAS).</p>	<p>ACTION COMPLETED Welsh Government officials met with each local authority between November 2011 and March 2012 to discuss attendance and behaviour performance issues, exploring reasons for underperformance as well as trying to identify examples of good practice and successful interventions.</p>

INDIVIDUAL SUPPORT AND ALN		
IDENTIFIED NEED	ASSOCIATED ACTIVITY	PROGRESS TO DATE
<p>Development work will attempt to improve the coordination of the various agencies' support for pupils who have the greatest needs and thereby introduce more efficient and cost-effective practices throughout Wales.</p>	<p>Use the information gathered through the behaviour and attendance pilots to inform future approaches to individual support being developed through the ALN pilots and future reform of the statementing process.</p>	<p>ACTION ONGOING Lessons learned from the pilot projects will be disseminated at an All Wales event on 20 March 2013.</p>
	<p>Publish and implement an action plan on improving Education Otherwise Than at School (EOTAS). Commission research to explore barriers in providing full-time education and varying approaches / effectiveness of local authority practices.</p>	<p>ACTION ONGOING The EOTAS Review and Action Plan was published in August 2011. in 2012 the Welsh Government commissioned research to examine the process of exclusion from school in Wales and the delivery, planning and commissioning of education provisions for children educated other than at school. The report and recommendation are due for publication in the Summer Term 2013.</p>

EOTAS ACTION PLAN - PROGRESS MADE TO DATE

No.	Action	Update
Communications and staff development		
1	Develop ways of sharing good practice, including use of approaches being developed through the School Effectiveness Framework, web pages and the Behaviour Support Team Network.	Ongoing <ul style="list-style-type: none"> ○ Resources have been made available on the Learning Wales website. ○ Welsh Government officials have meetings with local authority EWS (Behaviour Support Network) to disseminate information and share good practice. (The next meeting to be held on 20 March 2013).
2	Ensure that those delivering EOTAS are included in the development and implementation of new elements on behaviour and additional learning needs within the Welsh Government's new approaches on continuing professional development of education practitioners.	Ongoing <ul style="list-style-type: none"> ○ Resources have been made available on the Learning Wales website. ○ PRU conferences are held every year to disseminate information and share good practice.
3	Enhance methods of communicating with PRU staff nationally, particularly the sharing of good practice.	Ongoing <ul style="list-style-type: none"> ○ PRU conferences are held every year to disseminate information and share good practice. ○ PRUs are sent the weekly Dysg e-newsletter sent to all schools in Wales.
Funding		
4	Amend funding formulae to include pupils solely registered at EOTAS.	Completed The Local Government Settlement Distribution Sub Group has agreed to propose that EOTAS data should be included in the RSG distribution formula for the 2013-14 settlement onwards.
5	Undertake a one-off research project which will: explore the barriers which local authorities face in providing full-time provision to excluded pupils; consider reintegration rates across Welsh local authorities; and produce case studies of good practice.	Ongoing In 2012 Welsh Government commissioned Edinburgh University to examine the delivery, planning and commissioning of EOTAS provision. The intention is to publish the findings and recommendations of this research in the Summer term 2013. This research will inform policy development for improving the quality and consistency of EOTAS provision in Wales.

No.	Action	Update
Management and organisation		
6	Improve the information available on children and young people educated outside schools through setting up an EOTAS PLASC and tying this into the broader performance framework for local authorities.	Completed In arriving at the RSG, the Local Government Settlement Distribution Sub Group has agreed to include EOTAS pupils who are entitled to FSM (identified in the EOTAS PLASC data collection) within the FSM data.
7	Continue the registration and de-registration process for PRUs and reaffirm through regular audit of LAs' provision.	Ongoing Audit of LA provision is carried out approximately every six months.
8	Make management committees statutory in Wales and issue guidance on how they should function effectively.	Ongoing Policy officials have instructed Legal Services to draft regulations to require management committees for pupil referral units.
5	Undertake a one-off research project which will: explore the barriers which local authorities face in providing full-time provision to excluded pupils; consider reintegration rates across Welsh local authorities; and produce case studies of good practice.	Ongoing Welsh Government commissioned Edinburgh University to examine the delivery, planning and commissioning of EOTAS provision. The intention is to publish the findings and recommendations of this research in the Summer term 2013. This research will inform policy development for improving the quality and consistency of EOTAS provision in Wales.
Standards and commissioning		
9	Publish new guidance on commissioning alternative provision.	Ongoing This action will be informed by the results of the Edinburgh University research.
10	Consider the opportunities to further embed and expand the delivery of the All-Wales School Liaison Core Programme in EOTAS locations.	Ongoing Officials are in the process of arranging a meeting with a representative from the AWSCLP to discuss how Welsh Government might work with AWSCLP in the future.
11	Develop minimum standards of provision for EOTAS.	Ongoing The Edinburgh University research will inform policy development for improving the quality and consistency of EOTAS provision in Wales.
12	Improve the accuracy of recording of attendance for dual registered pupils.	Ongoing Welsh Government officials are working with schools, local authorities and software suppliers to take this forward.

No.	Action	Update
Standards and commissioning (continued)		
13	Develop a benchmarking framework for EOTAS pupils, which could include aspects such as attainment, reintegration rates, exclusions and attendance.	Ongoing The Edinburgh University research will inform policy development for improving the quality and consistency of EOTAS provision in Wales.
14	Use the behaviour and attendance pilots to improve approaches nationally to reduce the numbers of pupils receiving education outside school; to increase the level of reintegration of children and young people from EOTAS to mainstream schooling; and improve the sharing of expertise and improve the levels of communication between EOTAS provision, special schools and mainstream schools.	Ongoing Of the 9 behaviour pilots that were originally rolled out, the four most promising pilots were continued for a further academic year. Two of these (Cardiff and Monmouthshire) were focused on improving the links between PRUs and schools. The findings of the behaviour pilots will be disseminated to local authority leads on behaviour and attendance at an all-Wales event in March 2013, after which officials will consider how else these approaches might be shared across Wales.
15	Set out clearly the responsibilities of schools towards pupils who are registered with them.	Ongoing Guidance was issued to schools, LAs and software suppliers in March 2012, and ongoing work with LAs, schools and software suppliers. This is a very complex area due to the variety of provision across 22 LAs.
16	Continue to ensure that the needs of EOTAS learners are fully taken into account in the development and implementation of national policies.	Ongoing The Edinburgh University research will inform policy development for EOTAS provision in Wales.
17	Use the findings from the additional learning needs (ALN) pilots to consider how best to provide for pupils with special educational needs and to avoid their being placed inappropriately in PRUs and other EOTAS.	Ongoing The first phase of the ALN pilots has completed and the Action Research report for the second phase is due shortly. Officials have asked for a third phase of Action Research to be undertaken. The findings of the pilots will inform policy development and legislative change.