

The impact of study support on improving attendance and behaviour

Introduction

'Self-esteem and willingness to participate in class are particularly influenced by study support.' (MacBeath, 2001)

Behaviour and attendance are often regarded as key priorities for schools, not only because they are essential pre-requisites of achievement, but also because of the ways in which they can have a disproportionate effect on the overall ethos and culture of schools.

A high-quality study support programme can positively encourage young people to participate in learning by offering a more personalised programme to meet their needs and abilities.

The ethos and culture of a school can be positively influenced by a high-quality study support programme which has involved young people in its planning and, in some schools, its delivery. It can offer young people vital opportunities to develop their own styles of learning and to develop a sense of respect and increased value in learning.



About this guide

This guide is for anyone working in or with schools that have identified behaviour or attendance as a priority for development and/or improvement. It points to the critical importance of targeting provision, developing a wide range of appropriate activities, and linking study support into a whole-school approach. It also shows the way in which the programme must feed back into the core curriculum to maximise its impact. The guide offers top tips and case studies, all backed by research and evidence, which combine to give you the tools you need to turn your ideas and targets into actions and results.

ContinYou

ContinYou is a national charity that uses learning to tackle inequality and build social inclusion. ContinYou creates learning programmes and services that offer fresh opportunities to people who have gained least from formal education and training.

This guide draws on the knowledge, experience, evidence and expertise gathered by a ContinYou regional team that works with a wide range of professionals, organisations and agencies offering support and guidance on developing and sustaining extended and integrated services, healthy, active learning communities, and family learning and parental support.

Study support

'Irrespective of students' backgrounds or school attended, participation in some form of study support has a positive impact on school attendance.' (MacBeath, 2001)

Providing access to a wide range of study support activities – also known as out-of-school-hours learning (oshl), or a varied menu of activities – is a key aspect of the extended services 'core offer' that all schools are expected to provide access to by 2010. As a hub of the community, an extended school provides access to a range of activities and support. These include childcare, use of school facilities, parenting support, after-school clubs and a range of health and well-being services.

Study support is defined as: *'learning activity outside normal lessons which young people take part in voluntarily. Study support is, accordingly, an inclusive term, embracing many activities, with many names and many guises. Its purpose is to improve young people's motivation, build their self-esteem and help them to become more effective learners. Above all it aims to raise achievement.'*

(Extending opportunity: a national framework for study support, DfEE, 1998/

Study support: a national framework for extending learning opportunities, DfES, 2006)

Study support activities can be targeted to a particular group of pupils or offered on an open-access basis. In addition to homework, revision and booster groups, there are many other examples of popular study support activities that can lead to the same, and often wider, benefits, including:

- sporting and physical activity sessions
- visual, creative and performing arts activities
- specific hobby and games clubs, such as robot wars or model aeroplanes
- community work, volunteering and mentoring
- breakfast clubs and supplementary schools/education.

Study support activities take place all year round and in a wide range of venues and locations, for example, in libraries, museums, sports clubs or youth centres.

For more information about study support, download *Study support: a national framework for extending learning opportunities* (DfES, 2006) from www.continyou.org.uk/framework or a summary of the publication from www.continyou.org.uk/frameworksummary.

Why bother?

'Study support is effective because of its ethos. Voluntary attendance by students and staff creates a set of relationships and a climate which encourage learning. Through experiencing success in leisure pursuits or through new ways of learning students move towards becoming self-regulated learners.' (The impact of study support, MacBeath et al, DfES Research Report RR273, June 2001)

Providing children and young people with access to a wide range of activities beyond the normal school day has many benefits: academic, personal, social and emotional. These benefits will have an impact not only on the young people themselves, but potentially on their peers, school staff, their families and local communities as well.

Study support is best when designed with the young person at the heart of the provision. Young people need to be consulted genuinely and realistically on what activities they want to participate in, when these will happen, and how they will be run. Of course, it takes time to achieve this, particularly when working with young people who display challenging behaviour or who are reluctant attendees; but once they are engaged in the activities, you can further develop their involvement to ensure sustainability.

The flexibility of study support means that it has the ability to benefit all young people and can be used to benefit targeted groups. It can improve young people's attitudes to learning and can widen their experiences and perceptions of what it means to learn by encouraging experimentation and enabling access to new opportunities – from rock climbing to building and lighting a Chinese lantern, for instance.

Study support can help young people understand their roles in their own communities by linking with other community providers and providing opportunities available to other age groups – through work experience or volunteering, for example.

It enables young people to develop more resilience and to shape their own sense of self-identity by encouraging them to lead some of the activities and/or by encouraging them to take responsibility for others – for example, through peer mentoring programmes, leadership programmes (such as the Junior Sports Leadership Award [JSLA]), outward bound courses and teamwork opportunities).

It can extend and support young people's skills and help them to find success outside the curriculum by taking them to new levels of achievement – for example, by offering a gifted and talented/curriculum development scheme at a time that suits the young people, they will be able to have their specific needs met through targeted group work.

Study support targeted at young people who are at risk of exclusion, who demonstrate disruptive behaviour or who are not attending school regularly, can provide the positive influence they need, both as individuals and as members of their school and wider communities.

It should provide a context within which their schools, families and communities can recognise their achievements, thus creating an environment that can enable them to succeed and be rewarded and appreciated for their contribution.

It can also provide safe opportunities for them to engage with, and build relationships with, a range of adults other than teachers – a simple but powerful step that can have a long-lasting, positive impact both inside and outside school.

'The major benefits to children, young people and adults were enhanced self-confidence, improved relationships, raised aspirations and better attitudes to learning.' (How well are they doing? The impact of children's centres and extended schools, Ofsted, 2008)

Case study – Smithills School OwnZone: where wishes are coming true

Smithills School is a multi-cultural 11 to 16 comprehensive in Bolton with 1,500 students, 65 per cent of whom live in fifteen of the poorest wards in the country. During the last academic year, its extended schools programme contributed approximately 15,000 hours of opportunity to its community – activities range from film making, fashion and climbing to careers, music technology, car maintenance, hair and beauty, plus countless sports. One hundred and fifty young people have joined its vocational and recreational holiday programmes. Partnership with the University of the First Age has added accreditation to the programme, giving it a higher profile in the eyes of students, parents and future employers.

One boy who took advantage of a taster session in wrestling became part of the national development squad in six months. Another young person devoted 120 hours during the summer holiday to various activities, lost a stone in weight and, for the first time since he attended school, has the self-confidence to look people in the eye and initiate a conversation. Many others have discovered talents and identified future pathways they had never considered. As a consequence, pupils have far more positive attitudes towards school.

The school has branded all its extended schools activities under the 'OwnZone' name, which is a pupil-driven programme of personalised after-school care produced originally by ContinYou. Local feeder primary schools are involved in all its consultations, and now the school is able to offer more opportunities to its wider community.

Initial consultation for the next year has resulted in recruiting a community nurse for one evening a week to give confidential advice on sexual well-being, smoking cessation and weight management. A community library has also been requested.

Stuart Bowman, Assistant Headteacher at the school, has only one thing to say: 'Extended schools...bring it on! Our children and communities deserve it!'

Top tip!

A particular style of consultation plus support from the local authority have been key to developing Smithills' extended schools offer. Questionnaires and 'Big Brother style' diary rooms helped create a 'school wish list'. And a successful Big Lottery bid, supported by the local authority, helped make the wish list a reality.



A whole-school approach

As with all extended services, study support has the greatest impact when delivered as part of a whole-school approach or strategy to improvement. 'The schools with the most effective services had integrated the development of extended provision within their school improvement plans, with a clear focus on improving positive outcomes for children and young people.' (*How well are they doing? The impact of children's centres and extended schools*, Ofsted, 2008)

In order to achieve this, it is essential to build study support into your school improvement plan (SIP) and to detail the impact in your school's self-evaluation form (SEF) for Ofsted.

The TDA has worked with over 150 schools to develop a school improvement planning framework. This enables schools to design and evaluate extended services such as study support for maximum impact on standards of achievement and delivering the Every Child Matters outcomes. 'I would urge headteachers and local authorities to use the framework and to ensure that their extended services are not just a bolt-on, but are really delivering for pupils and their families.' (Graham Holley, Chief Executive, TDA)

Study support needs to link clearly with your plans for extended services, and also to the many other strategies, agendas, initiatives and accreditation schemes you may also be working to deliver – for example, the PE, School Sport and Club Links (PESSCL) strategy, behaviour improvement plan (BIP), 14 to 19, personalised learning – and any activities you are undertaking in order to achieve healthy school status. All these strategies are underpinned by Every Child Matters, against which study support can easily be mapped.

More information about how these agendas can be linked together can be found in the 'Resources' section of ContinYou's study support pages at www.continyou.org.uk/studysupportetc.

Developing a strategic focus

Any pupil whose learning at school is interrupted by absences is highly likely to underachieve. The government's Attendance and Behaviour Strategy, introduced into the Secondary Strategy in 2003, aims to 'improve pupil behaviour and attendance, supporting practitioners through developing a consistent approach, building on the best current practice'.

Among other things it promises to 'reduce truancy, tackle the root causes and improve attendance levels; ensure effective mechanisms are in place for identifying and re-engaging students who go missing from school; provide high-quality alternative provision for those who are... at risk of dropping out of the system'.

The young people need to be made aware that their behaviour not only impedes their own learning, development and sense of achievement, but can also hinder others in achieving their goals. Often, this can be achieved only through developing a programme of support that meets the needs of the vulnerable young people, does not overtly blame them for their past actions, and looks to open up, endorse and encourage their future development and aspirations. Ultimately, your aim is to provide them with the answer to their question: 'Why should I? What's in it for me?'

'Schools can reduce low-level disruptive behaviour in a reasonably short time using simple strategies, if everyone uses them. The most successful schools did not deal with behaviour in isolation but tackled it as part of a wider school improvement strategy. They set out to motivate students and raise achievement by improving teaching, making learning more enjoyable and giving wider choices in the curriculum.' (*Improving behaviour*, Ofsted, November 2006)

Here are the most effective ways to tackle these priority areas:

- Audit what activities are taking place in and around your school and who is known to attend but also, and perhaps more importantly, who doesn't attend. You may not need to establish a new activity; rather, you might work with others to extend the reach of their activities or you might promote existing sessions to your targeted group.
- Ensure you involve the young people themselves in finding ways in which to overcome their negative behaviour or poor attendance trends and look deeply into the possible causes of these issues.
- Ensure that your sessions are planned coherently, with activities taking place on and off the school site, as appropriate.
- Try and identify what the young people want, what they need, and what their parents/the school wants and needs. How different are the answers to these questions? For instance, if you plan basketball on a Wednesday, but there's already a similar club taking place that day or if there's something more attractive in the community on that day, your chances of recruiting members is significantly reduced. Sometimes having to go home in school uniform later than other contemporaries makes pupils feel vulnerable and conspicuous, and they will not attend even if the activity itself is attractive.
- Develop strong partnerships with local providers of services (private organisations and the voluntary sector) so that you are not responsible for delivering all of the activities on one site.
- Where possible, engage the parents and carers of the young people involved in order to ensure their support.
- Avoid reinventing the wheel when establishing club systems and recruitment strategies. Talk to club leaders about the activities they offer, how they run and administer them, and how they report progress. They will probably have a template you can borrow and adapt.
- Develop good links with your children's services team, especially those with responsibility for extended services within your local authority. If attendance and behaviour are identified as problems in your school, the local authority will work with your school's senior management team to ensure targets are met and appropriate strategies are being developed and implemented. These are issues that will almost certainly impact beyond the school and will affect the work of social services, the police and other voluntary sector providers within communities. Working together from the beginning helps share resources, ideas and information, and reduces your workload.
- When presenting your idea to your budget holder and senior management team (including governors) for investment and development, link it back to Every Child Matters and the key priorities in your school improvement plan. This builds a strong case for their investment and support.
- Be clear about your target group(s).
- Ensure that you have baseline data right at the start and that you are able to show the impact of your work at regular intervals to all those who need to support you.

'The majority of the schools visited had compelling case study evidence that extended services had made life-changing differences to pupils which had led to better attendance and attitudes.'

(How well are they doing? Ofsted, 2008)

Study support and the school improvement plan

On the next page is a simplified example of how you might recognise and include the contribution that study support can make to your school improvement planning in relation to behaviour and attendance. It can easily be expanded to examine the other measurable benefits of study support.

Objective 3: To improve standards and achievement for all pupils	Immediate action	Phase 1	Phase 2	Phase 3
3.1 Behaviour 3.1.1 To use study support provision to improve behaviour of all pupils both in lesson-time and around school outside lessons	Identify individuals and groups causing particular concern by their behaviour. Collate reports from staff to identify key causes/incidents/ identify trends/ individuals and inform baseline data. Review existing policies and provision for study support both in and beyond the classroom.	Identify group(s) of fewer than 20 pupils to work with to develop targeted provision/strategy. Identify likely sources of motivation to counteract disaffection. Contact relevant outside agencies/ partners who might be able to provide appropriate activities.	Work with staff and outside agencies to develop new provision or to build on existing suitable study support provision so that the needs of the target group are met. Monitor attendance at the provision and reassess the data to check the impact on the target group.	Encourage regular attendance by the identified group (more than 75 per cent) in at least one study term by working with parents, friends and buddies. Work with the target group to evaluate progress from their perspective so far and adjust provision accordingly.
3.2 Attendance 3.2.1 To use study support provision to improve overall attendance figures by 2 per cent	Analyse pupil attendance for the past academic year. Identify trends/ recurring incidents/ patterns. Review existing authorised and non-authorised absence policies. Consult pastoral staff to identify those poor attenders most likely to respond to intervention and investigate thoroughly the causes of their poor attendance.	Identify a group of (fewer than 20) pupils to target for attendance improvement strategy. Find out in some detail what really motivates each individual in the target group and where they have been most successful. Identify possible off-site venues for new provision as well as on-site provision that might be suitable. Contact relevant outside agencies/ partners/existing providers to build a programme that responds to the needs of the target group and is likely to motivate them. Work with teachers to ensure that the experiences are used within the core curriculum to help pupils in the target group to motivate them further	Work with staff and outside agencies to develop new or to build on existing suitable study support provision. Monitor attendance at the provision, reassess the data and check the impact on the target group.	Work over the course of the term to ensure attendance of the targeted group improves. Work with the target group to evaluate their own progress to date and adjust the provision in the light of their comments. Ensure that school staff are aware of the programme and its impact and are linking its success to the core curriculum.
Extra Time Study support impact Guide				

Case study – Re-engaging students

Waverley School, in the London borough of Southwark, wanted to target disengaged 'at risk' students and their families to: help raise students' expectations of themselves; positively involve parents in their children's education; reduce the behaviours that place these students at risk; set clear boundaries to help students feel safe: and encourage students to re-engage with the school and their education.

Fifteen students at high risk of exclusion (five students were facing permanent exclusions) were targeted for involvement in the intervention. These were white British students having a 'minority experience' within the school, who experienced little parental involvement with school, engaged in behaviours that made them highly vulnerable, had a poor self-image, little or no aspirations, and were underachieving. An induction programme was run for all identified students and their parents (70 per cent attendance from parents) and a series of in-house workshops based on self-image/self-management were set up for two hours each week over two terms. Six two-hour workshops on behaviour and consequences were also delivered by the Behaviour Improvement Team from Southwark LA. A series of parent workshops were held to help and encourage parents with their children's education, which acted as an informal sounding ground for parents, where they could let off steam without being judged.

The young people also became involved in the 'Teens and Toddlers' initiative, which involves teenagers embarking on a twenty-week, innovative, practical teenage pregnancy prevention and mental health programme; this fosters greater awareness of the reality of conception and parenting for young people, long before unwanted pregnancies occur. This takes place through weekly sessions with small children in a safe nursery environment. The nursery experience is followed up with classroom support sessions focusing on child development, parenting skills, sexuality and relationships. This work also accredits the students with an NVQ in communication.

All students had personal learning mentors, who met to discuss aims and objectives for the project and ways of communicating with the students about their behaviour. These meetings were confidential, although some records were kept. Individual learning plans that were written with parents and relevant staff were designed for all students involved. All learning needs have been monitored and reviewed and part-time timetables are set up in some cases. Students also have a pastoral support plan linked in with their individual learning plans. This has enabled the school to contact the correct agencies for external support in all cases. The targeted students were taken on a school trip (three nights) to an Outdoor and Adventure Activities (OAA) education centre. The trip was used to set boundaries and establish rules through the use of physical activity and to re-engage the students with their education. A Connexions advisor worked with the students during the summer holidays to maintain contact with their families and the students went out on trips and visited many places of interest.

The difference this approach has made is that none of the students involved in the project have received permanent exclusions. Only two fixed-term exclusions were received across the two terms that the project ran in the last academic year. Staff are able to concentrate on learning and teaching as the students are better catered for when in class and behaviour is not such an issue. All students returned to school in September after the project and now have timetables that are more appropriate to their learning needs. They are more affiliated to the school and they meet on a weekly basis with a Connexions advisor to discuss any concerns they may have. Most students are in the top set for PE, are due to take a short or full course GCSE and, in some cases, have already successfully completed one and are now doing JSLA.

Study support and the self-evaluation form (SEF)

When thinking about delivering the outcomes of Every Child Matters by developing extended services and completing your SEF, it is imperative to detail the impact of the activities you are providing, rather than simply detailing a list of the sessions being offered. Here are key words and questions to bear in mind when answering sections 4b and 5b (and other sections that are relevant to your school or college) and translating action into impact:

- How has the provision stimulated the young people who participate? What do they do now that they did not before? (Show attendance figures, punctuality, and motivation towards learning, for example.)
- How has your programme addressed and supported the school's inclusion strategies? How do you know this? (For example, are there increased numbers of minority ethnic pupils who attend study support activities and how does this relate to the decrease in the number of students excluded? Are looked-after children in Year 5 improving their attendance since the dance club started after school on Tuesday and Thursday evenings?)
- What impact have your services had on the aspirations and opportunities of the young people attending? (For example: there could be increased use of the library and careers service to research employment and further training opportunities; there may be more attendance at revision sessions and more pupils assuming responsibility for developing peer revision and tutor schemes, leading to increased confidence and esteem, and measured by willingness to engage in public speaking and presentation opportunities.)



Personalised learning

The links between personalised learning (including assessment for learning) and study support are clear. Put simply, personalising learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, so that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils and their parents as partners in learning.

Many pupils, however, report that their experience of school is still marked by long periods of time listening to teachers or copying from the board or books. Personalising learning involves changing and challenging such routines. This includes offering: '...study support and out-of-classroom learning that give pupils ... additional access to and support for learning...' (2020 vision: report of the teaching and learning in 2020 review group, December 2006)

Visit www.continyou.org.uk/personalisedlearning to download *Study support and personalised learning*, which examines the relationship between personalised learning and study support in greater detail with practical illustration. In summary, the five key areas of personalised learning are:

- assessment for learning
- effective learning and teaching
- curriculum enrichment and choice
- organising the school for personalised learning
- beyond the classroom.

Although study support can clearly contribute to encouraging ongoing curiosity about learning, increasing choice and encouraging effective learning strategies, it is likely to have greatest influence upon the last two of these key areas.

Every Child Matters

It is possible to categorise activities according to the five outcomes of Every Child Matters. However, it is not only important to think in terms of activities offered, but also to consider how participation in these activities contributes to and supports the achievement of each of the five outcomes in turn. Here are some examples:

Enjoy and achieve

- increased satisfaction from learning in an environment that meets their needs and wants
- increased attendance during school time and in study support activities
- increased understanding of their personal learning style and how to succeed both on their own and with the support of others
- increased enthusiasm for learning
- improved skills such as problem solving, team work and leadership
- increased willingness to experiment and push the boundaries of their own learning.

Stay safe

- increased awareness and use of safe and supervised local amenities
- development of team work through working with others
- increased understanding of the importance and benefits of supporting others.

Be healthy

- increased participation in physical activity
- greater understanding of their own well-being and the importance of a healthy lifestyle
- improved cookery/nutrition skills learnt through participation in a breakfast club/cookery club

- more positive relationships with adults other than teachers, teaching staff, peers, family and the community – thus reducing feelings of isolation, negativity and being ‘labelled’.

Achieve economic well-being

- a broadened range of career options and further study opportunities become available to young people once engagement in learning has improved
- increased understanding by a young person of their personal ability to break the mould and be the first or next person to succeed against the ‘odds’.

Make a positive contribution to their community

- participation in leadership/accredited opportunities that have a positive impact on others
- intergenerational projects have led to the young people accessing a residential home as volunteers in their own time
- greater respect developed between primary pupils, secondary pupils and local college students following a recent study support programme that involved representatives from each establishment.

The role of study support partnerships in improving attendance and behaviour

Schools should be aiming to deliver their study support activities in partnership with others. A good partnership is more than just the sum of its parts. A successful activity or project, developed and run in partnership with another local service provider, will bring significant benefits to the young people in the school, as well as attracting joint funding and making better use of limited resources.

Many schools offer a broad range of activities for their young people; a successful partnership can often encourage a wider range of young people to take part. Introducing new role models and providing opportunities to engage with adults other than their teachers, parents or carers, in an informal environment, have been shown to have a positive impact on young people who display challenging behaviour.

This is often because young people feel they aren’t being judged or ‘labelled’ and have an opportunity to succeed and express themselves. There are a vast number of organisations you could work with, each with its own range of opportunities and benefits. Some examples include:

- youth workers/services
- the voluntary and community sector, private providers and local/national businesses
- local outdoor education centres
- supplementary schools/education settings
- music and performing arts services – both public and private services
- sporting partners such as the Football Foundation and your local sports development team/Playing for Success centre.

Many young people with behaviour difficulties have multiple needs and, if their needs are not met, there is a risk that they will become involved in antisocial behaviour. Study support can be a positive way of working in partnership with the police or youth offending teams to prevent this. It can also play a part in preventing other challenging behaviour, such as groups of young people becoming bored and causing a nuisance to others or putting themselves at risk.

Poor attendance can be the result of a variety of factors. It may be due to lack of confidence, family difficulties, bullying, lack of interest, or fear. Encouraging young people to be involved in the development and delivery

of study support and creating the right ethos and incentives when activities are underway will help to address many of these issues. For instance, providing sessions (yourself or through partners, on or off site) that are only available to those who have been at school that day or have attended a pre-determined percentage of lessons over the past month can lead to an upward trend, as long as you offer activities in which the young people have said they would like to participate. Change does not happen overnight and this solution won't work for everyone, but it's one approach that can really make a difference for some. Through establishing solid partnerships with shared aims, you can begin to deliver a programme which addresses the wide-ranging needs of young people and which has their interests at the heart of provision.

Case study – St John Ambulance oshl club

Badgers with special needs from my Sett have twice been recognised for their achievements at Buckingham Palace. There are 30 Badgers all aged between 5 and 10 in this club. I am MenCap 'Get Together' accredited; at present, and in the past, I have worked with a high proportion of pupils with special needs ranging from dyslexia, attention-deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), Aspergers, dyspraxia, Klienfelters Syndrome, cerebral palsy and global developmental delay.

AK is 7 and lives with his parents and two younger brothers. He has a statement of special educational needs and attends a mainstream school with minimal assistance. AK manages a degree of dyspraxia and is dyslexic; he has difficulty picking up on emotions or facial cues, but his main challenge is ADHD – he is classed as 'severe' and needs medication.

When AK joined my Sett aged 5, he needed one-to-one attention from our leaders. He would run off and could be quite disruptive if not closely supervised, but he quickly learnt that we focus on his good behaviour and the things he can do rather than his disruptive behaviour. His parents had stated that, because of his behaviour, AK had never been allowed to stay at any of the usual children's activity sessions where he would have received early socialisation. When he joined my Badger Sett, his mum indicated to me that she didn't expect him to last for more than six weeks before I would ask him to leave.

Two years on, AK is still here. He's come on really well and six subjects away – that's halfway – from completing the entire Badger programme! This boy has benefited from his involvement with St Johns in many ways – he is encouraged to work in a group and as part of a team, and is supported while he does this. AK has an explosive temper and is prone to violent outbursts, but, in the two years he has been at Badgers, we've noticed his anger levels have dropped dramatically and his participation in activities inside and outside school has increased. His parents have also noticed his caring side has surfaced. He's made the connection between understanding the consequences of his own actions and learning about first aid and caring for others. AK now understands that if he hits someone or pushes them over at school, he may cause an injury like the ones we teach the children how to treat. For example, he was rarely invited to after-school events such as birthday parties, but since being a Badger his social skills and activities have also improved.

He is now willing to be a 'Badger Buddy' to new members and is always eager to help the staff; he's been away twice this year to our County Badger Residential Weekends – his first time away from home – all with no problems.

At first, other Badgers were wary of AK as he was unpredictable. However, as a lot of our other members were at the same school and in the same class as AK, he quickly made a few friends and has found integrating and interacting at school and Badgers a lot easier. Since September he's changed dramatically and doesn't require one-to-one attention because of his behaviour.

AK's presence in the Badger group benefits the older members too – they are very tolerant of AK now. In fact, it's important for them to interact with children who have varying special needs and are not in mainstream education because of their particular challenges.

I don't for a moment attribute all of AK's improvements to him being a member of St Johns. I understand that, with ADHD, both age and medication play a big part in children's progress, as does their school attendance, but AK knows the difference between having to go to school and the option of wanting to come to Badgers. Personally, I think (as do his parents) that being a member of a structured youth group has helped his overall behaviour, both at school and at home.

Targeting the cause – prevention rather than cure

It's well documented that children perform better in school if they are happy, have a positive sense of well-being, and are encouraged and enabled to engage in activities that meet their individual needs.

Targeting your study support provision can be a successful way of improving the well-being and life chances of the young people in your care, while enabling them to increase and develop their own sense of confidence, self-esteem and attitudes to learning. For some young people, this will mean 'specialist services' or provision designed only for people with similar needs and experiences. For others, remaining fully integrated with other children and young people will be more important.

Therefore, it's important to provide a safe opportunity for them to develop alongside, communicate with, and learn from, children who are not identified as having the same needs, displaying the same trends, or who are not labelled with the same expectations. You will have to work closely with the group at this time to understand which design is the most appropriate for them.

'There is a close relationship between direct impacts on attainment and impacts on other aspects of children's well-being that create the conditions for attainment.... If children can be helped with social, emotional and behavioural problems to the point where they attend school and classes regularly, they are in a position to learn and to achieve in assessments.' (Extended schools initiative: final report, Professor Alan Dyson et al, University of Manchester, 2007)

Children who display negative or disruptive behaviour or who have low levels of attendance are often under-confident and use these characteristics to disguise other worries or concerns and/or have low levels of self-esteem. These traits, combined with negative or low expectations and the assumption that they will disrupt others, often results in their underperformance academically and/or living up to these negative expectations.

Study support is an effective tool for targeting specific groups of young people, and can provide real opportunities for these groups of children in particular. By developing activities that are tailored to meet an identified set of needs, you will be able to transform an individual's learning experience, increase their confidence, develop their interest in succeeding and heighten their self-esteem, ultimately improving their chances to succeed academically.

The report by Professor John MacBeath et al, *The impact of study support* (Research Report No 273, DfES, 2001), examines the impact of participation in study support on the 'academic attainment, attitudes and school attendance of secondary school pupils' and highlights very relevant findings:

- Study support has effects which are significant on Key Stage 3 SATs scores.
- The overall effect of participation in study support is on average three and a half grades on Best 5 score or one A to C pass more than for students of equal ability who did not participate.
- All students who participate benefit from study support.
- Participation has a favourable effect on attitudes to school.
- While drop-in and subject-focused study support in Year 11 have the biggest effect on attitudes, there are also effects from sports and aesthetic activities; self-esteem and willingness to participate in class are particularly influenced by study support, by participation in both Years 10 and 11.
- Irrespective of students' backgrounds or school attended, participation in some form of study support has a positive impact on school attendance.

Some young people are reluctant to go to school for fear of how they may be received – by other pupils or by staff. They worry about the prospect of public exposure for not having completed homework or something more trivial, such as not bringing in the right notebook. For some it's the fear of being seen as failing at or being ignorant of something learnt by the rest of the class during an absence, exclusion, or simply while they were not paying attention. For these young people it's important to offer a range of opportunities for them to catch up or address some of their concerns.

'Study support has an impact at whole-school level when participation rates are high. The effects...are cumulative, incremental, and widespread...the more different forms of activity a student takes part in, the greater the effect on attainment, attitudes and attendance...participation in study support in one year influences attainment, attitudes and school attendance in later years...both subject-focussed activities and non-subject-focussed ones such as sport and aesthetic activities influence attainment, attitudes and attendance.' (*The impact of study support*, Macbeath et al, Research Report No 273, DfES, 2001)

It is clear, therefore, that study support can have a positive impact that will be felt by the young people themselves, and also by those around them.

To sum up

Involving children and young people in the development of services will lead to more positive and more dramatic results. You can involve them in deciding what activities take place, choosing which ones to participate in, or encouraging them to take responsibility for and run the activities themselves. Either way, this approach will help deepen the impact of the programme and will lead to the young people feeling valued, listened to and appreciated, which can address some of the root causes of poor attendance and disruptive behaviour.

Targeting young people enables their needs to be met through the most appropriate activities. However, it is essential that behaviour improvement and regular attendance are seen as part of a whole-school policy and that all young people are given the opportunity to be successful in front of their peers and their wider school community. For this reason, where possible, and particularly with younger groups, the same messages should be reinforced regardless of who is leading the session or where it is taking place. Children who display disruptive behaviour, or have poor attendance, benefit from consistent messages. Targeting is about creating the right opportunities, at the right time, for the right people, with the aim of delivering the right outcome for all.

Practical ways of moving forward

Poor behaviour and attendance have many causes. In some cases, low achievement, poor motivation, interrupted attendance and poor behaviour are a vicious circle. By building on your existing provision and, if necessary, developing some new opportunities, study support can be used to break this cycle and offer positive ways forward.

Whether you are running a breakfast club or a basketball session, a cookery club or a football tournament, this section offers a number of practical ideas to get your club up and running and ensure that your study support programmes have a positive impact on the children and young people you are targeting.

Having consulted with your target group, or other professionals who may be working with your target group, you may have identified a need to establish some new provision, or you may simply need to build on existing services that are going on locally or on your school site. Either way, it's important that everything you do has a purpose, that you know why you are doing things and what you hope to achieve. You can find more detailed resources on how to establish a new activity at www.continyou.org.uk/studysupportetc and www.continyou.org.uk/etcresources. However, the following sections should give you more than enough to begin.

Breakfast clubs that provide a nutritious breakfast in a safe, social place for young people to be and which offer informal activities (such as arts and crafts, sports, games and/or a 'chill out zone') are a really effective way to start the day. They often provide a softer start to the day for those who are a little reluctant to come to school and for those who are not ready to learn when they first arrive. There is often a chance to complete last-minute homework, support wider learning, and develop a better understanding of the young person and their opinions, successes, concerns or fears. Hunger is well-known to affect behaviour, moods and attitudes. Giving young people an appropriate breakfast can encourage improved attendance and concentration, as well as improve levels of achievement and attainment.

'There is some evidence to suggest that FSES activities such as the breakfast club are having a definite impact on achievement and attendance. Early indications are very positive impacts of parental participation and pupil achievement.'

Evidence showed, for instance, that attendance figures at Reevy Hill Primary School, Bradford, rose from 92.3 per cent in 2001–02 to 94.4 per cent in 2003–04, and at Cumberland School, LB Newham, it increased from 90.4 per cent in 2002–03 to 91.27 per cent in 2003–04 – and continues to rise.

If you do not already have a breakfast club, it's worth starting to explore the potential for one in your school. ContinYou has a website (www.breakfastclubplus.org.uk) and a small team dedicated to supporting you to develop a breakfast club. Here are some questions to get you started:

- Do you know if your families would welcome it?
- Do you know if your local authority will help you to get started?
- Do you have any ideas about who might run it?

If you already have a club, ask yourself:

- Do any of your target group pupils attend?
- If not, do you have any idea why?
- How might you 'sell' this idea to your target group?
- How can you 'sell' this idea to colleagues and parents, either to get the club started or to develop it so that your target group are included?

Building confidence and self-esteem: Nurture groups are often established in primary schools and some secondary schools. Such groups provide a safe transition environment (often off the school site or sometimes through the breakfast club) in which the children are introduced to the routines and

regimes of a normal school day. They tend to be targeted at the quieter, withdrawn, children, or those who seem to be regularly disruptive. A recent study of schools with nurture groups has found that, alongside benefiting a whole school, schools with nurture groups achieve significantly higher results for pupils with social, emotional and behavioural problems, both within the nurture groups and the mainstream classes, compared with schools that don't have nurture groups. Visit www.nurturegroups.org to find out more. Pyramid (www.nptrust.org.uk and now part of ContinYou) works in a similar way and aims to help primary school children fulfil their potential by building their self-esteem, relationship skills and resilience. The Pyramid programme helps give children new skills, new confidence and helps them build new friendships.

Case study – Building self-esteem at St Luke's, Newham

St Luke's is a small Church of England Voluntary Aided Primary School in the London Borough of Newham, with 210 pupils and about 35 part-time pupils in the nursery. About 78 per cent of the pupils are from black African cultures and the remaining 22 per cent are white, mixed or from other cultures. A high proportion of pupils are identified as having special educational needs (currently 38 per cent) and about twenty per cent are entitled to free school meals.

Many of its pupils come from homes where learning is not a valued experience. By slowly changing that culture and adhering to its vision over the past ten years – 'To make St Luke's into a place where pupils, parents and staff want to be' – the school has raised achievement and attainment. No quick fixes – just solid work and embedded practice and provision.

Pupil 1, although academically capable, had poor concentration, poor social skills, a disengaged attitude to school work, an inability to complete tasks and engaged in attention-seeking behaviour, all of which concerned her teachers. However, out-of-school-hours learning has played an important part in overcoming her barriers to learning, ensuring she reached her potential. The school's learning mentor, her class teacher and the oshl providers planned activities to motivate her to develop relationships. And, to encourage her to work to deadlines, they offered her a place in the Junior Newshounds group, which produces a school newspaper by the end of each term.

Being involved in the editorial team's weekly efforts to achieve their objectives resulted in Pupil 1 taking far greater responsibility for her work and improving her ability to complete tasks. She recognised the need to use her time more effectively because she could see a purpose in what she was doing. The newspaper was successful and Pupil 1's standing in her class and the school was raised. This success led her to join other clubs for Years 4 and 5 (hockey, Spanish and dance, fun with numbers, drama and drumming). She started displaying a more positive attitude, developed more productive relationships, and her classwork improved, allowing her to achieve her predicted Level 5 grades.

Pupil 2 had an attendance record of less than 90 per cent in Years 3 and 4, where his regular absences were excused by colds, stomachaches and headaches. The school identified him as being at risk of not achieving Level 4, but a similar focus on his needs through out-of-school-hours activities has awakened an interest in the school's ecology area. He's now involved in oshl activities related to the environment, gardening and wildlife. He's attended a camping trip, much to his family's surprise, and has now become enthusiastic and interested in school. In the last two terms his punctuality and attendance have been up to 97 per cent and he's only been late a few times. He's also far exceeded his predicted attainment levels.

Pupil 3's previous school had liaised closely with St Luke's, raising concerns about his poor attendance level and high level of special need. He was a frail lad, with Sickle Cell Anaemia, was isolated, had very low self-esteem, was very dependent on adults and had very low Key Stage 1 attainment levels. On admission, both the headteacher and learning mentor met with Pupil 3 and his mother, who explained that Pupil 3 needed one-to-one attention. Pupil 3, at this interview, appeared a quiet, but articulate boy. The school did not have additional or exceptional resource funding and, although he was assessed within school as School Action Plus (SA+), his mother accepted the Key Stage 2 place at St Luke's on the understanding that Stefan would have to 'stand on his own two feet' and quickly grow in independence.

The school encouraged Pupil 3's mother to bring him to school each day, even if he had had an unsettled night. She was encouraged to visit during teaching sessions and lunchtimes. However, there was a high degree of friction between Pupil 3's home and the school on what Pupil 3 was capable of. But the school had seen evidence of the beginning of Pupil 3 being independent and was keen to encourage him.

In his first winter at the school, the learning mentor worked closely with Pupil 3's mother, talking to her daily and also developed a positive relationship with Pupil 3 through almost daily lunchtime oshl ICT sessions in order identify Pupil 3's interests and plan more after-school activities that would appeal to him. The special educational needs co-ordinator (SenCo) helped support Pupil 3's mother, encouraging her to let Pupil 3 have a go at what the school could offer.

As Pupil 3 attended more after-school sessions he began showing greater interest in school as he experienced greater levels of interest and success in a range of settings. He started experiencing both academic and social success. By the time he reached Key Stage 3, he had a circle of friends, could work independently and could access the full curriculum. His attendance in Year 6 averaged 90 per cent and he continued to arrive after registration, especially in the winter months, as he struggled with sleep and getting up on cold mornings. Pupil 3 also far exceeded his predicted achievement levels.

Homework and catch up sessions: Some young people simply don't have a quiet space, a computer, a spare table or parents/carers who are able to help them with their homework at home. Others come from homes where school is not valued as much as it could be. There are many reasons for these challenges and you cannot be expected to solve them all. However, you can provide opportunities for the young people you are targeting to achieve as well as they possibly can – both personally and academically – by providing homework clubs and catch-up sessions.

Providing access to quiet spaces and places where pupils can work to complete their homework more easily is important, but these tend to appeal to the keener learners and they may come with a negative stigma. Homework clubs can provide the opportunity for young people who have no appropriate quiet space at home to work in a supportive environment. This environment might be offered in the library, through small group work, or on a one-to-one basis, with the opportunity for support and quiet space, a chance to build positive relationships and self-esteem, and to identify other sympathetic pupils and peers, and so on.

However, think about ways in which you can make these valuable opportunities open to everyone, even those who are worried about appearing to be 'cool' and don't like to be seen to work too hard.

For instance, you could establish a homework or catch-up club by a different name – perhaps your own version of BBC2's 'Question Time', where children and young people can drop in to ask questions, borrow resources or sit quietly to do some work. You could post the answers to the questions on the school's intranet or notice board and/or provide an instant answer system for some of the easier ones.

You could even invite a different teacher or staff member into the hot seat each time – everyone from the headteacher to the caretaker and school cook. It could be worth linking this idea to your school library. You might operate a loan system for spare books and resources and keep an electronic record of the handouts/homework/worksheets used in lessons each week so they can simply be printed out for those children who have missed sessions. This could provide a stigma-free option for children who would rather not attend a session because they do not have the right things with them or don't know the answer to a question that was asked when they were absent the previous week.

You could encourage the group to come up with a 'rules' board or a 'behaviour policy' for your session, which covers agreed ground rules. Ask one or more of the targeted young people to lead the session. Ensure, though, that you are familiar with the school's behaviour policy before you begin, in order to make sure your club does not contradict the key messages being given out during the school day. The young people may want to make the rules board or policy into a poster that can be displayed every time the group meets.

Using sport to get ahead: Physical activity is one of the more common forms of study support and is well regarded as a tool for engaging young people who may choose not to participate regularly in other forms of learning. The development of a commitment to a sports club (where, for example, regular attendance is used as the main criterion for selection for any representative teams), and the need to recognise the disciplines, both of the game itself and the practice required for success, can help develop good attitudes outside school hours – attitudes that will be transferred to the classroom with little difficulty.

The PE, School Sport and Club Links (PESSCL) strategy, launched in England in October 2002, now ensures that every school in England is part of a school sport partnership structure, which is part of the PESSCL strategy. There is much scope for linking both the provision of sporting activities and accreditation for involvement (such as leadership awards) across the service providers – something that has proven to engage even the most disenchanted young people.

Find out whether you have access to a Playing for Success centre in your area. If so, investigate whether the children and young people you are targeting could attend. Playing for Success is linked to professional sporting/leisure venues and offers children and young people an opportunity to develop their literacy, numeracy and ICT skills through a range of activities related to the venue in which they are based. Some centres have introduced 'double club', which also involves a chance to train in the discipline of the centre.

Similarly, engaging with The Duke of Edinburgh's Award, the Ten Tors Challenge and other outdoor activities that rely on team work, dedication and commitment can substantially help support a young person to gain that all-important sense of achievement, which in turn may become the first step in their becoming more positively involved in school.

Bear in mind, again, that planning anything like this can really work only when planned as part of a whole-school approach and strategy and when it is fully supported by a school's senior management team.

Mentoring schemes and cluster working: Engaging in a mentoring or work experience programme with a local business (consider using your local authority's Education Business Partnership to find out who operates schemes locally) can support the young people you are targeting. It can help them to develop their aspirations, understand what is possible and see how their school-based learning is relevant to everyday life. Similarly, working in clusters with other local schools and colleges can help promote the importance of developing a commitment to learning. For some young people, simply having the opportunity to engage with a range of professionals and/or adults from another school, business or area is enough to demonstrate to them the relevance of education to their development and well-being. For others, it might be that vocational learning options need to be considered.

Drama or creative arts activities: These provide excellent opportunities for self-expression, which may be the root of the problem with some pupils. But they also help to develop self-discipline – a drama performance, for example, is chaotic if participants do not work as a team and follow the rules about their own contribution to the overall effect.

A cookery club: This can be a great way of engaging pupils in a practical and very enjoyable activity – once again requiring the development of self-discipline and teamwork skills. It is also a way of teaching about health and well-being issues.

School councils: These are often seen as the preserve of the well-adjusted, polite, conforming and articulate young people. Is this really how they should be? Wouldn't the school gain from a more inclusive approach? Why not review the selection (or voting) procedure you use, to see if some changes might not help to encourage one or two of the target groups to become involved?

Lunchtime clubs: Such clubs are a way to offer positive activities for poor attenders, and to ensure they're still on site in the afternoon. Perhaps a club led by older pupils can encourage responsibility in younger pupils who have been targeted; the older pupils often have the respect due to the relatively small age gap and can act as role models.

A science club: This could be a means of demonstrating directly that the subjects taught in the curriculum are not dull and do not have to be approached along conventional lines. An example is a 'mystery club', which was based on forensic science, solving crimes and mysteries. This took a great deal of staff preparation, but had excellent results with participating students. This might be a way of re-motivating them about one subject (or, you may prefer to start elsewhere other than science) and can lead to both a wider acceptance of the joy of learning and increased self-belief (with its knock-on effect on achievement). It is an excellent opportunity to work with a partner – perhaps a local company has staff who would enjoy being involved.



Case study – Motivating through sports leadership

Abraham Guest High School introduced sports leadership into Year 10 PE for a group of girls who were poorly motivated with regard to PE, frequently late to lessons, routinely rude and disrespectful to staff and students, and often without PE kit. Their teacher explains: 'They did not appear to care if their behaviour had a negative effect on anyone else or the school as an institution. There was no concept of teamwork, co-operation or sharing and taking turns. They would never try any skill that they had not experienced before ... [These girls were] the more forceful characters who...made hurtful remarks to those less able than themselves...some girls felt intimidated...'

The project aimed to: reduce the emphasis on traditional measures of performance in PE lessons; increase the girls' experiences of success in PE and thereby improve their self-esteem and self-confidence; improve their standards of kit and levels of participation; improve their behaviour; and reduce the number of times these girls were placed on report.

With help from the school sports co-ordinator, students were able to put leadership skills into practice. This was done in a variety of activities, both at the school and in partner primary schools, as well as at local sports facilities. Students were offered training workshops in a variety of activities and attended a local Step into Sport conference. The school also offered students places on a variety of externally provided coaching and officials' courses, including the football leaders', the netball leaders', and the beginners' netball umpiring awards.

There have been visible improvements in the girls' self-esteem and behaviour. A 'Leadership and PE' noticeboard, showing photographs of the students in leadership roles, has helped create a feeling of better inclusion and improved self-esteem among them. The numbers being referred to their head of year or placed on report has decreased dramatically. A teacher explains: '... students have become very protective of their role within the school and if they feel that it may be jeopardised by their behaviour they actively seek out advice from me in order to rectify the situation...'

The girls now actively seek help to complete coursework deadlines because if work is not handed in on time they might miss leadership opportunities outside school in order to spend the necessary time completing it. Attendance at school has improved (53 per cent). The girls turn up in full tidy kit and rarely miss PE lessons. They are willing to try new challenges, and are much more enthusiastic about PE.

A JSLA tutor trainer was so impressed by one group of Year 10 girls in action at a local primary school that she has expressed an interest in using them to make a British Sport Trust training video.

Top tips!

- Continued good communication between the PE department, the PDM and the SS Co, ensures regular feedback from its primaries and that the school is included when the primaries draw up their calendars for the forthcoming school year.
- Activities with primaries do not always occur when the young leaders are timetabled for PE. So, continued support and commitment from the SMT in the form of dedicated curriculum time is crucial to the smooth running of the project.

Essential checklist

Here is a summary of all the main issues to consider as you plan your new (or extend your existing) study support activities to address attendance and behaviour. Taking the time to get everything right before you start will really help to sustain your club. More detailed information can be found at www.continyou.org.uk/studysupportetc. Remember, it's not about you doing and delivering everything on your own. Make sure you've a strong team of people (young and old) who are involved and supportive, and are happy to assume responsibility for answering some of the questions below.

Find out what's needed and wanted

- What gaps are there in your existing study support programme that could be filled by staff with special skills, or previous experience of working in this area?
- What do you want to achieve through your club? Who are your first priorities: the target group or the others they are affecting with their behaviour?
- What interests the members of your target group? Which lessons do they attend regularly? Do you know why? What do they do in their free time? Do they like a particular style of teaching and learning? What is it? What can you learn from that?
- How can you ensure your target group will know about the provision and choose to become involved?

Find the right time for your club

- If you are introducing a new club, which is the best day or time of day for the club and how often should you run it to attract members?
- What might affect pupils' ability to come to your club – for example, transport, other clubs, and family/community commitments?

Find the right staff and linking with partners

- Who is the best person to run your club, and how many staff will you need for each activity? If you are hoping to add new members to an existing club, will you need more adults present? Would your target group benefit more from a higher adult:child ratio?
- Can older pupils/local college/university students/business employees or parents/carers help run activities?
- How will you approach other partners to become involved? How will you encourage an existing club to accept your target group?

Cover the costs

- What resources (money and otherwise) will you need to provide your planned activities?
- What funding are you eligible to apply for and how long will the application process take?
- Can you use some of the money ear-marked for school standards and development to fund this initiative? Who do you need to speak to?

Keep it safe

- What are the health and safety considerations around your provision, including any training and checks for staff and insurance cover for activities?
- Do you need to undertake a risk assessment for your planned activities, including off-site visits?

Decide which pupils to target

- How will you identify which groups or individuals will benefit from your club?
- How will you encourage them to take part?
- What if there is more demand than supply? How will you manage membership?
- How are you going to target without labelling? How will you make the young people feel special without making them feel as if they've been singled out?

Getting the ethos right

- How will you make the sessions different from school and lessons?
- How will you build on the individuals' skills and abilities, rather than concentrating on telling them what not to do?
- How will you ensure behaviour (expectations and treatment of) is consistent across all clubs and within school time – particularly in relation to off-site provision or that offered by partners?
- How will you ensure the users value the club, its aims, objectives and the positive impact it could have on them as individuals?

Promote your club

- How can you give these activities their own identity and kudos within the school? If 'image' is a problem (that is homework clubs are seen as boring and only for the 'star pupils'), how can you and others challenge these perceptions?
- How can you turn the activities and partnerships and the impacts of the activities into publicity opportunities for the school?

Keep it going

- How will you review the success of your club and decide what you need to change in order to improve it?
- How will you know it's been a success and will continue to be into the future?
- Who will you ask for their views, what will you ask them and how often?
- How will you know you've achieved what you set out to achieve?
- How will you ensure that your study support activities are central to your school improvement plan (SIP) and self-evaluation form (SEF).

'Ofsted found that the schools with the most effective services had integrated them into their school improvement plans and had a clear focus on improving positive outcomes for children and young people.' (Graham Holley, Chief Executive, TDA)



Useful websites and publications

School improvement planning framework *The TDA has developed a framework that enables schools to design and evaluate extended services such as study support for maximum impact on standards of achievement and delivering the Every Child Matters outcomes. The website provides the framework and video experiences of schools using it.*

www.tda.gov.uk/schoolimprovement

Extended schools *Guidance, case studies and resources on extended schools, including a community consultation toolkit which gives schools practical ways of consulting with pupils, parents and the wider community when developing extended services.*

www.tda.gov.uk/extended_schools

Behaviour Improvement Programme (BIP) *Find out about the history of the BIP initiative and about some innovative local measures.*

Find case studies, more information and good practice.

www.dfes.gov.uk/behaviourimprovement

School attendance website *Department for Children, School and Families*

www.dfes.gov.uk/schoolattendance

Introduction to policy on bullying *This covers behaviour, social and emotional aspects of learning and bullying, Department for Children Schools and Families.*

www.dfes.gov.uk/ibis/departmental_policy/index.cfm

Improving behaviour in schools *More case studies*

www.dfes.gov.uk/ibis/case_studies/index.cfm

Improving behaviour in schools *Information for parents*

www.dfes.gov.uk/ibis/Information_parents/index.cfm

Behaviour and attendance strategy

Department for Children, Schools and Families

www.dfes.gov.uk/behaviourandattendance/

Behaviour management: introductory training for school support staff

Department for Children, Schools and Families

www.dfes.gov.uk/ibis/uploads/advice_on_school_behaviour.pdf

Guidance on exclusions *Download flowcharts on exclusion appeal, fixed-term exclusion, good practice before considering exclusion and permanent exclusion.*

www.teachernet.gov.uk/wholeschool/behaviour/exclusion/

Improving behaviour and attendance

Full 2006 Guidance on Exclusion from Schools and Pupil Referral Units

www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/

Advice on whole-school behaviour and attendance *For headteachers, behaviour and attendance leaders, Key Stage 3 behaviour and attendance consultants, LEA support services*

www.dfes.gov.uk/ibis/department_publications/behaviour.cfm

Detention guidance *Schools can use detention as a sanction in cases of serious misbehaviour. Section 5 of the Education Act 1997 gives schools authority to detain pupils after the end of a school session on disciplinary grounds.*

www.dfes.gov.uk/ibis/department_publications/behaviour.cfm

Creation and implementation checklist *An aide-mémoire for use in designing and revisiting whole-school behaviour and attendance policy.*

www.dfes.gov.uk/ibis/department_publications/behaviour.cfm

School behaviour policy guidance *Section 61 of the School Standards and Framework Act 1998 requires a governing body to ensure that its school pursues policies designed to promote positive behaviour.*

www.dfes.gov.uk/ibis/department_publications/behaviour.cfm

The law *Statutory Instrument 2006 No 1751: The Education (Pupil Registration) (England) Regulations 2006*

www.opsi.gov.uk/si/si2006/20061751.htm

OwnZone A daily programme of after-school care and learning activities that puts young people at the heart of what is offered; OwnZone has been designed for students aged 11 to 14 years, but can be adapted to suit all age groups. Also download the OwnZone resource pack.

www.continyou.org.uk/what_we_do/children_and_young_people/ownzone_0

Programmes and resources for working with children and young people ContinYou provides a range of programmes to support children's and young people's learning. The organisation offers information, advice, training and resources that help schools improve the attainments and aspirations of pupils and communities by developing extended services.

www.continyou.org.uk/what_we_do/children_and_young_people

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