

Leadership for Inclusion

Proposal for

Leadership for inclusion project to run from September 2016 to July 2017

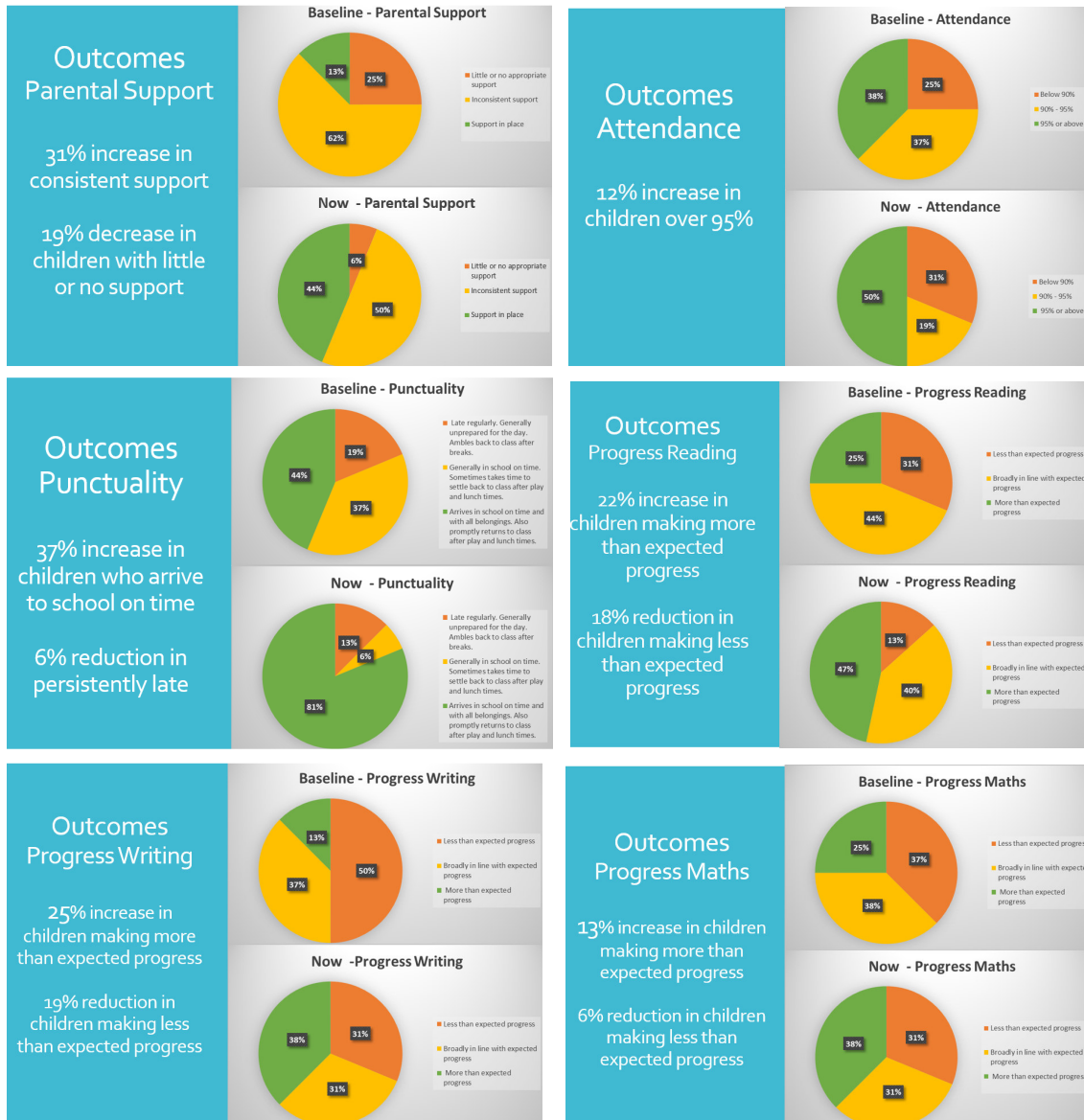
Background

In May 2015, three schools (Blurton Primary, Sneyd Green Primary and Star Academy) successfully bid for an opportunity to work on an innovative venture called the Edge of Care Project. This was a project that embraced the concept of multi-agency working between schools, Social Care and psychology services.

All three schools selected had previously demonstrated significant success in working with challenging and hard to reach families. They managed to deal with many issues before they got to the stage requiring Social Care Intervention. The project focused on five key outcomes:-

- Children stay with their family wherever possible
- Child and parent well-being
- Prevention of permanent exclusion and reduction in fixed term exclusion
- Improvement in attendance
- Improvement in progress and attainment

Through this initiative, and with the backing of Social Care, psychology services, staff based in the three schools engaged with and worked successfully with the families whilst still delivering some challenging messages. The outcomes of the Edge of Care project were extremely positive.



The findings from the original project were:-

- Supervision from social workers was a positive step forward however, there needed to be more capacity and clarity over their role.
- Shared understanding with social care of just how much schools do from a support/preventative angle, which helped build social care confidence and expectations about what could be achieved by working with schools.
- Having social care staff linked directly to the school added strength, but this needed to be developed.
- Trust and relationships between school and families was strengthened.
- Working with psychology services enabled schools to provide very effective support to vulnerable children and their families.

Social Care feedback

“We felt the project has been really good, not only in terms of supporting those identified families at an earlier intervention stage to prevent escalation to social care, but also in providing opportunity to discuss cases with yourselves and offer social care ‘supervision’ so to speak but without the need for this to be via the referral route. I think the area of supervision would be something to expand upon in the future if possible.

We feel the project has gone the extra mile to source parenting program’s which are clearly being well received by those involved and hope that this can continue to grow to support more families in the future.

We feel that should similar support be available across the city in more schools, much more intensive work could be done with families at an earlier stage preventing situations deteriorating and resulting in social care intervention being required.”

Rebecca Warriner, Practice Manager

Parental feedback from LAYLATH (Looking After You, Looking After Them) trial

Twelve week intensive parenting course led by two Educational Psychologists. This course was trialled at Blurton Primary School with eight hard to reach parents who had not been successful on previous parental courses/interventions. They all attended for the duration of the course, although one parent did dip in and out for the last few weeks of the course and the feedback was particularly encouraging.

	Participant Number	1	3	4	5	6	8	Mean Scores
	Questions							
1	Reasons for agreeing to attend the course in the beginning	Dee the school counsellor	Social care suggested that I get involved. Feeling very low at the time needed some help.	Confidence in dealing with my children’s behaviour. Raising my self-esteem.	Heard about it from someone else. Help with being more open	Asked by school	Support for oldest boys behaviour. Didn’t do it for myself but now see how it benefited me.	
2	1 to 10, to what extent were those reasons for you attending fulfilled	10 - raise self-esteem and be more assertive	10	7 - Feel I need more support with this feel very down.	9	8 change the way I think about things	10	9
3	How you felt at the beginning	Really down. Worried how people would take me	Nervous didn’t know what to expect	Very nervous because I don’t like talking in front of people	Really nervous didn’t know what to expect.	Normally would have been nervous but was not.	Not looking forward thought it would be finger pointing.	
4	How do you feel now coming to the sessions	Loved it. Never missed it.	Feel like I have won the lottery	Loved coming. Sad it is over	More confident	Liked it for first 4 weeks but felt like one parent took over	Looked forward to it every week and really enjoyed the sessions.	
5	1 to 10 how much have you enjoyed the course, where 10 represents total enjoyment?	10	10	10	10	9	10	9.8
6	What would have	Nothing it was	As long as	Wished	Nothing	Had issues with	More sessions.	

	had to be different for you to rate your enjoyment 1 pt further up the scale	great the way it was.	there are teachers like Anne-Marie and Suzy everything will be great. They made the course work for us.	everyone would have committed to it		another parent made it hard for me to be myself	Once a week for course and then maybe more time for journal writing	
7	1 to 10 of how much practical use has the course been to you, where 10 represents of great practical use	10	10	9	10	9	10	9.6
8	What would have had to be different for you to rate practical use 1 pt further up the scale?				Nothing	The journal	Thinking and dust bin	
9	What were the highlights or best bits of the course for you?	Bucket filling. All of the course. Not being judged	Journal / filling up your bucket/burning things in your past/	Being able to open up about the past	Most of it was helpful	The company	The group I would never have formed friendships with some of those parents.	
10	Anything about the course you would change?	No	It went too quick	No	Nothing	No	Run the course for longer	
11	Where there any benefits to attending the course you weren't expecting?	Realising I am important	It was hard and challenging. I found completing my book difficult and next time I want to do better with it next time.	Getting rid of rubbish by posting it in the bin	Nothing	Changing the way I think. Reacting to negative situations in a different way	New friendships	
12	What aspects of the course do you think will stay with you over the coming weeks and months?	Bucket filling	Before I would just kick off but now I am calmer.	The group	Journal and filling the bucket	All of it	Bucket filling	
13	Has anyone else noticed any difference in you? If so, who, and what have they noticed?	Everyone has noticed a change. More assertive and speak my mind	Partner/family members/school staff/friends	People say I seem more confident	Yes people say I am more open	Everyone has noticed a change. Went to doctor to get medication which has helped	My friends	
14	Has family life changed in anyway as a direct result of the well-being experience?	Dealing with my little girl	Been able to speak to family members about things	Dealing with children in a different way	Been able to speak to family members about things		Calmer deal with my son in a different way.	
15	Would you recommend this course to other parents?	Yes	Yes	Yes	Yes	Yes	Yes	
16	What would you say to any new parents thinking about attending a course in the future?	This course is good. Complete it. You will get something out of it	Do it/ Stick at it and commit to it	Give it a go. Good course	Give it a try	Do it	Give it a try. See it through. If you are positive they will pick up on it	
17	Would you like to be involved in supporting a future course	Yes	Yes I am coming back to help with the course.	Yes	Yes	Yes	Yes	

Proposal Outline

Following on from the success of the first year, we would now like to work on phase two of the Edge of Care project. The outcomes of the first year were presented at the Head Teacher's breakfast on Tuesday 15th March and the PowerPoint was also sent out to all schools with a contact email for schools to get in touch if they were interested in working on the second phase of the project. The presentation outlined the future plans for phase two of the project.

These were to:-

- Start a Heads driven "leadership for inclusion" programme
- Offer support for/building resilience of Heads who are working to retain children and their families.
- Build upon the success of the Attachment Aware Schools Programme.
- Continue to work closely with Social Care.
- Promote and develop multi-agency working.
- Understand the different ways that agencies work

The proposal is that Phase two will follow the original criteria from the Edge of Care project and will include the original three schools and an additional three schools who expressed an interest in phase 2 – these are Emma Wickham - Deputy Head at Burnwood Community Primary School, Linda Jones - Vice Principal at St Nathaniel's Academy and Diane Broadhurst - Head Teacher Clarice Cliff Primary School.

Educational Psychologist – 12 month secondment – costing £55,000

The psychologist post will provide the capacity for two key areas of work:-

- **Sustaining and developing emotionally intelligent school leadership** – building on Attachment Aware Schools. The drivers behind family dysfunction and the consequent pressures on schools working with children and families, often lie in the trauma and attachment difficulties within the family. Parents themselves may not have experienced nurture or structure. Schools, in working with these families, need support and development to make sense of the behaviours, deal with the issues that these behaviours cause and support staff who are likely to be affected. In these scenarios, heads and senior leaders are particularly likely to be affected, because of the level of responsibility they carry. If they were working in many other professions, they would get professional supervision. In view of this, in order to build the capacity of heads to support vulnerable children and their families and at the same time develop the capacity and resilience of their schools to respond to this challenge, we will run a programme with heads – working title 'Keeping Heads Above Water' – led by an educational psychologist alongside a programme of supervision.
- **Direct work with families** - Helping a family to discuss the pressures they face and issues they may have with children and then working on solutions requires expert input. We have seen the failure of programmes which simply teach behaviour modification approaches, where the family have not yet built the confidence or resilience to take a consistent 'tough love' approach. The investment in building the core confidence and understanding has considerable impact. There is an additional advantage in working in and with schools, because it enables school and home to work as one team and in a joined up way that provides much needed consistency and support for the child and family. The psychologist would develop programmes with all the participating schools suited to their needs and building on the successful 'LAYLATH' programme.

Social Care Manager - 12 month secondment – costing £50,000

Key focus - Building effective inclusion practice with social care.

- Good schools know their children and their families. They are in a position to identify risk factors and need, early enough to support children and families saving the time involved in gathering data and the risks and costs of delayed intervention.
- Schools may also have the capacity to co-commission and host some interventions.
- To support schools in taking a proactive and safe approach, closer links with social care are needed. A key finding from phase 1 was the value of direct contact between schools and social care in building confidence

and clear expectations and understanding of roles and responsibilities for both sets of professionals. We recognise the value added when we break down the so called 'social care- education divide'.

The Social Care manager will:-

- Co-commission and co-design interventions with schools.
- Ensure enhanced understanding of best practice in education and care by designing training and other opportunities.
- Work with schools on a supervision model to promote safe and effective practice.

Project Co-ordinator - 0.5 post for 12 months costing £30,480 with on-costs

It is proposed that Lindsay Armstrong, Deputy Head and a key lead in the original project, will coordinate phase 2 of the Edge of Care Project.

The Project Co-ordinator will:-

- Work with the Social Care Manager to co-commission and co-design interventions with schools.
- To facilitate training and other opportunities designed by Social Care.
- To work alongside Social Care to ensure enhanced understanding of best practice in education.
- Liaise with all six schools and coordinate action research data collection.
- To work with the EP to build the capacity of Heads to support vulnerable children and their families and at the same time develop the capacity and resilience of their schools to respond to this challenge.
- To share good practice.
- To facilitate the running of the 'Keeping Heads Above Water' programme.
- To work with the EP to develop programmes with all the participating schools suited to their needs and building on the successful 'LAYLATH' programme.
- To support the EP to work directly with families in the participating schools.
- To facilitate supervision in the schools, promoting a safe and effective practice.

Project cost

Educational Psychologist – 12 month secondment – £55,000

Social Care Manager - 12 month secondment – £50,000

Project Co-ordinator - 0.5 post for 12 months - £30, 480 with on-costs

Additional resources - room rentals for training events and Leadership for Inclusion conference, creation of training resources, resources for parenting groups, accreditation of LAYLATH, links to HE research, project sharing event, administration support for lead school etc - £15,000

Total - £150,480

This is a one year bid but we would be keen to further develop and share the programme into a potential Y2 and Y3.

Intended Outcomes

The intended outcomes for Phase 2 of the Edge of Care project are:-

- Increased support for Heads.
- Increased support for vulnerable families.
- Effective working with Social Care which covers both information sharing and multi-agency planning.
- Joint approaches to supervision and case management.
- Reducing costs through a reduction in duplication of tasks/information collection.
- Shared planning and risk management.

Project Conditions

In order to demonstrate value for money and to hold schools to account, the project has the following conditions:-

- Schools must be willing to be accountable for outcomes including via four outcomes reports and review meetings. It is proposed that the quarterly report and data collection sheet that has been used in 15/16 is used in 16/17 to determine outcomes.
- Schools must share good practice.
- Schools must send a suitable representative to all four review meetings.

- Schools must be willing to engage in professional discussions with the 6 schools in the project and to attend relevant and appropriate meetings and training sessions.
- Schools will work with a number of children and families [minimum 5]. The selection of these children and families will be made by the school with social care agreement.
- Social care management will be linked to each school. The school must accept Social Care supervision and decisions in relation to safeguarding for which Social Care has responsibility.
- Resources must be used to provide additionality i.e. not to fund services the school is obliged to provide as part of its statutory or universal offer.