



INTRODUCTION

The objective of Pupil Support Teams is to improve the outcomes for vulnerable children and young people so that every child can achieve their potential. It is recognised that in order to do this they need to feel safe and live in a community that is crime free and supports their physical and emotional wellbeing.

Core aims

- To promote inclusion by providing targeted early intervention and support for vulnerable children and young people
- To try to keep children and young people out of the criminal justice system.
- To address community anti-social behaviour.

This is in common with the strategic vision of the Assembly as Pupil Support Teams seek to emphasise a child-centred, inclusive approach focusing on engagement and multi agency partnership working.

It focuses on the work of all partners in the context of their statutory obligations to deliver universal services to all communities together with targeted/specialist services through multi-agency cooperation, planning and delivery, focused on meeting the needs of children and young people.

This view is reiterated throughout WAG publications e.g. Children and Young People: A Framework for Partnership 2002; Rights to Action; Extending Entitlement; In Wales – A Better Country; Stronger Partnerships for Better Outcomes (2006) and the recent Substance Misuse Strategy (2008 – 18) The School Effectiveness Framework etc.

These documents place duties on local authorities, schools, and a range of other partners, to co-operate to improve the wellbeing of children and young people. This view is reiterated by the police in their ACPO Youth Strategy which highlights the need to enhance prevention and inclusion measures. It necessitates building on existing good practice and knowledge and ensuring that new solutions are found for old and emerging challenges.



Neath Port Talbot - The Local Perspective

The Neath Port Talbot Local Authority Children and Young Peoples Plan and the Youth Crime and Anti Social Behaviour Strategy highlight the growing expectation that local services should be multi faceted offering children and young people early intervention strategies to ensure that the next generation become and remain socially included.

They also state that there is a need to provide services that meet the needs of young people, both before they come to the formal attention of the criminal justice system and while they are in contact with it. It is especially important to target:

- those young people who are on the cusp of such behaviour and to target resources appropriately
- Develop early intervention and mentoring models which have been highly successful in preventing young people from becoming involved in problem behaviour.

In Neath Port Talbot where the Children's Inclusion Project (CHIP) has been introduced the Pupil Support Teams would provide a valuable extension to the work of CHIP as both initiatives are aimed at reducing the risks associated with anti social and / or offending behaviour in children of a similar age; 8-11 (CHIP) and 12-14 (PSTs).

Currently agencies refer at risk pupils between the ages of 8 and 11 to CHIP. Yet at the end of this period there is a gap in provision for 11+ year old pupils. Pupil Support Teams would provide an additional support mechanism for referral. At the end of the CHIP provision if a pupil still required support the CHIP coordinator could refer them to the Pupil Support Teams. To ensure a holistic approach, CHIP coordinators could also sit on the PSTs. This provides a joined up approach to tackling issues and assists in addressing certain challenges identified in the CYPP namely core aims 2, 3 and 6 it also supports the 2 main priorities of the Youth Crime and Anti Social Behaviour Strategy.

The emphasis is therefore on an integrated service provision to meet the needs of children and young people. The benefits of this approach are listed overleaf.



THE ADDED VALUE FOR THE CHILD FAMILY SCHOOL AND SERVICES

Service	Added Value	Contributions PST*
Child and family	Receives a wider range of additional support outside of school, (where pastoral support is not sufficient to address current difficulties).	N/A
Secondary School	Additional support for five to ten pupils	Contribute information on academic progress and behaviour inside of school.
Neighbourhood Police Team	Provides a route for referral, when concerns are raised which cannot be addressed through the NPT alone.	Contribute information on behaviour outside of school/in local community
Social Services: RAAT	Additional support for a maximum of ten children which will reduce the need for referrals to RAAT. (potentially providing a holistic overview of the child who may need to be referred to Social Services at a later date)	Contribute information where available/ appropriate.
Educational Welfare Service	A broader range of additional support than the EWO can provide alone for a maximum of ten children.	Contribute support in Action Team.
Educational Psychology	Reducing the need for an Educational Psychologist referral initially. (potentially providing a holistic overview of the child who may need to be referred to the Educational Psychologist at a later date)	Contribute support in Action Team.
Careers Wales	Assist in reducing NEET through early intervention.	Contribute support in Action Team.
Other local agencies	Assist in getting services to those not currently accessing appropriate local services.	Contribute support in Action Team.



CHART SHOWING NEATH PORT TALBOT TIERED APPROACH

Tiered approach	Document Descriptors	Core Programme perspective	Targeting the right children
<p>Intensive Specialist TIER 4</p>	<ul style="list-style-type: none"> Intensive Specialist services - children with complex needs e.g. services to children and young people living away from home, inpatient mental health 		Group E
<p>Specialist services TIER 3</p>	<ul style="list-style-type: none"> Children with multiple additional needs - multi agency response e.g. specialised community based non-intensive services for children and young people to meet an identified and assessed need e.g. outreach and support services for young people who are offending or using drugs or alcohol 	Provision of Pupil Support Teams (PST's) in comprehensive schools	Group D
<p>Targeted actions TIER 2</p>	<ul style="list-style-type: none"> Children with an additional need - single agency response - Support for vulnerable groups and communities into universal services, preventative services. e.g. support to young people at risk of substance misuse, support for young people who are not in education Can include targeted services embedded in universal provision 	Provision of Pupil Support Teams (PST's) in comprehensive schools The Core Programme deliveries to PRUs (pupil referral units) ESBDs (emotional and social behaviour units) and school inclusion groups	Group C
<p>Universal Actions TIER 1</p>	<ul style="list-style-type: none"> Universal services - no additional response required - usually single agency and untargeted e.g. universally available health visiting, G.P. services mainstream educational provision 	The Core Programme deliveries to mainstream schools	Group B
			Group A



TARGETING THE RIGHT CHILDREN

To ensure efficient and effective use of resources only those children who fall into certain categories should be considered for additional support through the Pupil Support Team.

(Note. Only those children who have already had a Pastoral Support Plan can be included. Other referrals should be considered for such a plan prior to re-consideration by the panel)

Explanation of the Tiered Approach Chart

Firstly the current level of concerns regarding the young person should be considered.

Group A

These are the group of children who have some difficulties or are causing concern, but it is at a such a level that they should be dealt with through the usual channels, between the school or relevant professional with the concern and the young person and their family i.e. these children's needs can be met by mainstream provision e.g. education, health etc

These are indicated as Group A in the chart

Group E

These are a group of young people who have high level of need and where previous forms of engagement with the young person and family have failed to resolve the concerns. These young people require direct referral to the relevant agency to access intensive specialist services for their complex needs. (e.g. Social Services (RAAT), GP/CAMHS).

These are indicated as Group E in the chart

Groups B, C & D

Those children appropriate for consideration for the Pupil Support Team will fall into the remaining three groups: B, C and D.

Most of the young people considered for the Pupil Support Team will fall into Group C. These are the primary target group. This group will obtain the most benefit from the additional support. It may be particularly relevant if their problems are relatively new and not entrenched.

There will be some young people where there is a high level of positive engagement between the school and the young person and their family



(Group B). This will not be a large group because these young people will usually have been successfully assisted via a school pastoral support programme and will return to group A.

Where the pastoral support programme has not succeeded, Group B pupils could be considered for a short term intervention through pupil support team recommendation.

When the school has struggled to positively engage the family in addressing the concerns and difficulties raised by the school, the Community Neighbourhood Team or other professionals, the young people from these families will make up much of **Group D**. The young people from these families are appropriate for referral to the Pupil Support Team. However, it has to be acknowledged that the likelihood of a positive outcome is much lower than for **Group C**. It will inevitably require more time and resources to address the concerns.

These are indicated as Group B, C and D in the chart.



GROUPS A to E DESCRIPTORS

The lists provided below are indicative descriptors of each group A to E on the chart .

Group A - Universal Services

Children whose needs can be met by mainstream provision e.g. health, education, housing, leisure.

Group B- children with one specific additional need

- Disruptive or anti social behaviour
- Overt parental conflict or lack of parental support and /or boundaries
- Compromised parenting
- Risk of offending
- Poor attendance or exclusion from school
- Disengagement from education / training
- Experiences bullying, anxiety or depression
- Special educational needs and some mild disabilities
- Poor nutrition, ill health, poor hygiene or self image
- Substance misuse
- Housing issues
- Pregnancy and parenting
- Lack of care / some neglect
- Failure to meet developmental milestones
- Some social exclusion due to caring responsibilities,

Group C / D – children with multiple additional needs requiring a multi agency response

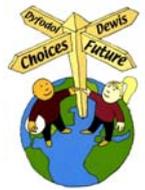
- Disruptive or anti social behaviour
- Overt parental conflict or lack of parental support and /or boundaries
- Compromised parenting
- Involvement in or risk of offending
- Poor attendance or exclusion from school
- Disengagement from education / training
- Experiences bullying, anxiety or depression
- Special educational needs and some mild disabilities
- Poor nutrition, ill health, poor hygiene or self image
- Substance misuse
- Housing issues
- Pregnancy and parenting



- Lack of care / some neglect
- Failure to meet developmental milestones
- Some social exclusion due to caring responsibilities,

Group E – intensive specialist services for children with complex needs

- A child in need receiving a service from safeguarding and support
- Children who are the subject of a child protection plan
- Looked after children and care leavers
- Children for whom adoption is the plan
- Children with severe and complex special educational needs
- Children with complex disabilities or complex health needs
- Children with significant mental health problems
- Youth offenders involved with youth justice services (community and custodial)



NEATH PORT TALBOT PUPIL SUPPORT TEAMS

REFERRAL PROCESS

Aim:

Pupil Support Teams aim to provide support for vulnerable children and young people to promote school inclusion and prevent offending and anti social behaviour in children aged between 12-14 years of age.

Objectives:

- To promote inclusion by providing targeted early intervention and support for vulnerable children and young people
- To try to keep children and young people out of the criminal justice system.
- To address community anti-social behaviour.

The Team

A different range of agencies will be involved in the different geographical areas piloting the approach across Wales. The team **could comprise of** a selection of core individuals including the head teacher or lead pastoral teacher often with a child protection role within the establishment (the Chair), the Governor with responsibility for pupil behaviour, the Educational Welfare Officer, Educational Psychologist, the Education Inclusion Officer, the School Youth Worker, a School Counsellor, Social Services, CAMHS, a YOT Officer, a LAC representative, the School Community Police Officer (SCPO), the Neighbourhood Police Officer (NPO), and the Police Community Support Officer (PCSO). Others may include, the NSPCC, the school nurse, the Learning Need Coordinator, a ChiP representative, a YIP worker etc.

Recommendation Criteria

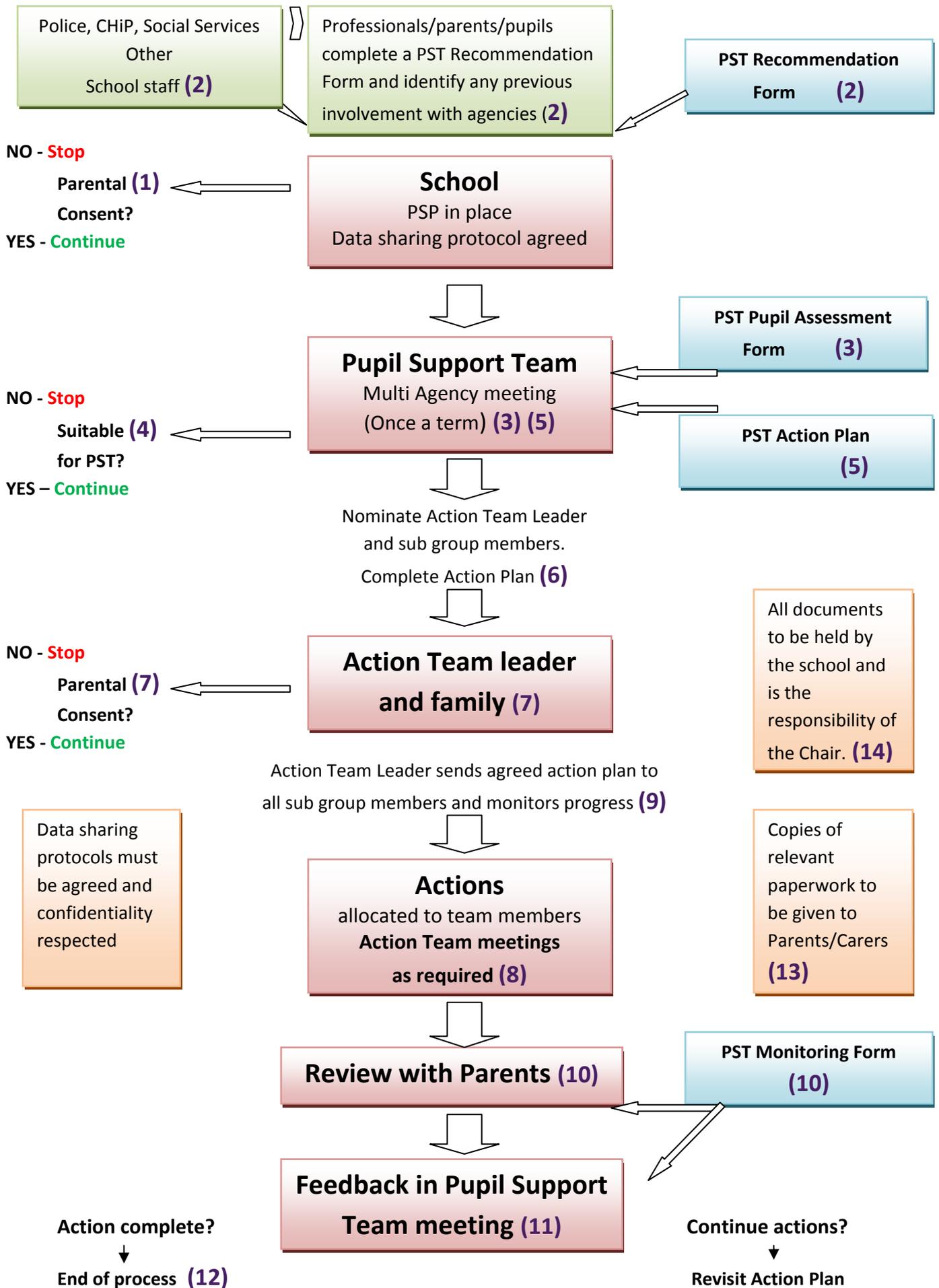
- The child / young person must be aged between 12-14 years of age (inclusive) at the time of referral.
- The child/ young person must live within the Neath Port Talbot County Borough
- The child must already have a pastoral support plan in place in school to qualify for recommendation to the team.
- The recommendation for each child can be made by the school or ChiP or any other agencies or professional. This can only be pursued with parental consent in prior consultation with the school.
- The child must be displaying one or more risk factors in relation to:
 - behaviour in school
 - the community
- Other areas of concern will also be noted:
 - family circumstances
 - behaviour in the home
 - school achievement

- interpersonal relationships.

Recommendation Process

1. To initiate the process parental / carer consent must be obtained. The young person and their parent/guardian/carer must be aware of, and in agreement with, the involvement of the team.
2. The school pastoral lead or other professionals will complete the recommendation form and propose that the pupil be supported by the team. Completing the recommendation form will involve the young person, parents, and any other person considered appropriate or necessary.
3. The school pastoral lead will chair the team meeting at which the members will discuss and complete the assessment form for the pupil.
4. Provided the recommendation criteria are met support for the pupil will be confirmed or rejected. Following the team meeting parents are informed of the decision by the Chair.
5. If support for the pupil is confirmed an action plan will be compiled at the meeting outlining the required actions to be undertaken by the relevant agencies/ parties.
6. Dependant on the issues to be tackled an action team (3 or 4 members) will be formed to support the pupil. The action team leader will be selected, dependant on the main issue that emerges to monitor progress of the action plan.
7. The action team leader will meet and discuss with the parents / carers to agree the actions.
8. Responsibility for a particular task would be allocated to the agency representatives in the action team. These members will undertake their allotted actions in the interim between the termly pupil support team meetings
9. The action team leader would be informed of the progress made against the plan to an agreed schedule.
10. Prior to the next Pupils Support Team meeting the action team leader will review progress with parents / carers and complete the monitoring form.
11. Feed back on the action plan and monitoring form will be disseminated at the next termly Pupil Support Team meeting.
12. A decision will then be made by the Pupil Support Team on whether to continue or withdraw the support.
13. Copies of relevant paper work must be given to parents/ carers.
14. All documentation is to be held by the school and is the responsibility of the Chair.
15. Provision of the provision of statistical data for evaluative purposes.

FLOW CHART SHOWING THE REFERRAL PROCESS





GUIDANCE FOR THE PUPIL SUPPORT TEAM RECOMMENDATION FORM

A. Basic demographic information is required:

(e.g. Date of birth, gender) and contact details (e.g. tel nos).

Completion of the code letters and pupil number (1 to 10) at the top of the box is essential:

Cefn Saeson CS	Dyffryn DY
Cwmtawe CT	Glanafan GL
Cwrt Sart CC	Llangatwg LC
Cymmer Afan CA	Sandfields SF
Dwryfelin DF	Ystalyfera YF
	St Josephs SJ

B. Areas for intervention

The relevant areas are scored following the joint meeting between the young person, their family and the school / agency key worker. This is to ensure there is clear understanding of the current concerns or difficulties. The three standard items for scoring are school attendance, behaviour in school and behaviour out of school. If any of these are not relevant to the current planned intervention, indicate it as N/A (not applicable).

Up to three additional areas for intervention can be added where appropriate. Consideration should be given to how any additional areas of intervention are to be scored in the final evaluation (i.e. ensure they are clear and specific enough to allow comparison, and avoid vague phrases (e.g. *attendance at local clubs/activities* rather than *improve use of leisure time*.)

The items targeted for intervention are all scored. In addition one overall score for the current situation (calculated as the overall average) is provided as a baseline for evaluation following interventions.

Ensure that other current agency involvement is recorded (within the last 6 months)

C. Key worker comment, pupil comment and parent comment

These items provide space for all parties to contribute their views on the current concerns or difficulties and on any positives in the current situation.

Page 3 Consent

This page obtains parental and pupil's consent to data sharing with other members of the Pupil Support Team.

Code No.



PUPIL SUPPORT TEAM RECOMMENDATION FORM

Name _____

Pupil Address _____

Tel number _____

School _____

Date of Birth _____

Gender _____

Language preference _____

Referral agency _____

Ethnicity _____

Key worker comment

Level at beginning of Intervention _____ →

DATE:

Level (Please circle level)

Poor

Satisfactory

Good

1

2

3

4

5

Area for Intervention

School attendance	1	2	3	4	5	n/a
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Behaviour in school	1	2	3	4	5	n/a
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Behaviour out of school	1	2	3	4	5	n/a
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	1	2	3	4	5	
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	1	2	3	4	5	
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	1	2	3	4	5	
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Pupil comment

Level at beginning of Intervention

DATE:

Level (Please circle level) Poor Satisfactory Good
1 2 3 4 5

Area for Intervention

School attendance	1	2	3	4	5	na
Behaviour in school	1	2	3	4	5	na
Behaviour out of school	1	2	3	4	5	na
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

Parent comment

Level at beginning of Intervention

DATE:

Level (Please circle level) Poor Satisfactory Good
1 2 3 4 5

Area for Intervention

School attendance	1	2	3	4	5	na
Behaviour in school	1	2	3	4	5	na
Behaviour out of school	1	2	3	4	5	na
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	



Consent to data sharing

No information will be shared from this form without your permission. If you give your permission, you may change your mind at any time in the future (in which case you should get back in touch with the person who has completed this form).

I have read the information recorded on this Recommendation Form and I have had my views listened to and recorded. yes no

I agree that a copy of this form can be shared with the multi agency support team at my child's school, Education, Social Services, Health Board, South Wales Police, Voluntary Services, Fire and Rescue Service, Youth Offending Service, Careers Wales West

<input type="radio"/> yes <input type="radio"/> no
--

Signed _____

Pupil Name _____

Signed _____

Parent Name _____

(Parent or adult with parental responsibility)

Date _____

Signed _____

Key Worker Name _____

Date _____



PUPIL SUPPORT TEAM ASSESSMENT FORM GUIDELINES

The two page Assessment Form will be compiled at the meeting of the Pupil Support Team. Staff from agencies will be able to provide information from their knowledge and agency files. The categories are based on those in the Onset Referral and Screening Form (© YJB 2006). The following guidelines are provided to support the completion of the assessment form.

Living and family arrangements	Statutory Education
<ul style="list-style-type: none"> • is separated from either or both of his or her parents • lives in a deprived household • experiences harsh discipline in the home • family is known to be involved in crime/anti-social behaviour • is currently experiencing unstable accommodation 	<ul style="list-style-type: none"> • not currently enrolled in full-time education • is regularly absent from school • bullies others at school • statement of special educational need has been issued • experiences difficulties with current level of school work • seems to have a lack of attachment to his or her school

Neighbourhood and friends	Substance misuse
<ul style="list-style-type: none"> • lives in an area known for a high crime rate • there is a lack of age-specific facilities in the area • has friends who are known to the youth offending team • lives in an area that is relatively isolated • does not use spare time constructively • does not have an age-appropriate friend group 	<ul style="list-style-type: none"> • drinks alcohol • takes illegal drugs • seems to see his or her substance use as a positive and/or necessary part of life • smokes cigarettes • is thought to be at risk of harm through use



Emotional and mental health	Perception of self and others
<ul style="list-style-type: none"> • has a condition that affects his or her everyday life, for example, ADHD • has suffered a significant bereavement/loss that still affects him/her • a referral has been made to a mental health service • seems to suffering from emotional problems 	<ul style="list-style-type: none"> • is not able to trust others easily • is known or thought to be a victim of discrimination • does not believe that he or she has committed anti-social acts or done anything wrong • displays discriminatory attitudes towards others • displays inappropriate self-esteem (too high or too low)
Thinking, behaviour and attitudes	Positive factors
<ul style="list-style-type: none"> • acts impulsively most of the time • gets easily bored • does not seem to understand the consequences of his or her actions • seems to give in to others easily, for example, peers • is impatient and can't wait for things, getting agitated if made to 	<ul style="list-style-type: none"> • has some understanding of the problems in his or her life • seems able to think through problems he or she faces • has some friends not known to the police or youth offending team • has a good support network • demonstrates some ambition and future plans • makes good use of spare time he or she has
Young person's vulnerability	Risk of harm by the young person
<ul style="list-style-type: none"> • due to the behaviour of other people • due to events or circumstances • due to his or her own behaviour (including self-harm/suicide) 	<ul style="list-style-type: none"> • has caused actual serious harm to somebody • has said that he or she will cause serious harm • concerns expressed by other people about serious harm issues



Pupil Support Team Assessment Form

Pupil's name:	
Has a recommendation form been completed and parental consent obtained? Yes or no?	
What are the problems you are trying to address? Why does this pupil need extra support? What positives can be built upon?	
Living and family arrangements	Statutory education
Notes	Notes
Neighbourhood and friends	Substance misuse
Notes	Notes
Emotional and mental health	Perception of self and others
Notes	Notes

Thinking, behaviour and attitudes	Positive factors
Notes	Notes
Young Person's vulnerability	Risk of harm by young person
Notes	Notes
<p>Is this referral suitable for the team to support? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>If yes, identify the members of the action team</p> <p>Action Team Leader _____</p> <p>Member 1 _____</p> <p>Member 2 _____</p> <p>Member 3 _____</p> <p>Member 4 _____</p>	
<p>If no, please state the alternatives:</p> 	



GUIDANCE FOR THE PUPIL SUPPORT TEAM ACTION PLAN

The Action Plan will be completed by the Action Team leader in collaboration with the rest of the team. Progress in relation to the Plan will be recorded regularly.

The Action Team Leader must then discuss and agree the action plan with the pupil and parent. The action plans must then be signed by all parties to evidence agreement.



Pupil Support Team Action Plan

Progress Reports

Date of Action	Action	Progress / outcome

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Date of Action	Action	Progress / outcome

Name of Action Team Leader _____

Signature _____ Date _____

Parent Name _____

Signature _____ Date _____

Pupil Name _____

Signature _____ Date _____

Action Team Members

1. _____ Agency _____
2. _____ Agency _____
3. _____ Agency _____
4. _____ Agency _____
5. _____ Agency _____



GUIDANCE NOTES FOR PUPIL SUPPORT TEAM MONITORING FORM

A. Basic demographic information

This will normally be identical to the Recommendation Form and can be copied onto the Monitoring Form.

B. Area for intervention

This will normally be identical to the Recommendation Form and can be copied onto the Monitoring Form.

At the end of the Action team's intervention all parties are given the opportunity to provide comments on how the situation has changed. The items targeted for intervention are scored again.

C. Action Team Leader comment, pupil comment and parent comment

Comments on progress and on any remaining difficulties or concerns can be recorded.

The Action Team leader feeds back the monitoring form information to the Pupil Support Team and a decision is made of whether to proceed with further support / remove support or refer on to other partner agencies.

Code No.



PUPIL SUPPORT TEAM MONITORING FORM

Name _____

Pupil Address _____

Tel number _____

School _____

Date of Birth _____

Gender _____

Language preference _____

Referral agency _____

Ethnicity _____

Key worker comment

Level at end of Intervention _____ →

DATE:

Level (Please circle level)

Poor

Satisfactory

Good

1

2

3

4

5

Area for Intervention

School attendance	1	2	3	4	5	na
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Behaviour in school	1	2	3	4	5	na
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Behaviour out of school	1	2	3	4	5	na
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	1	2	3	4	5	
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	1	2	3	4	5	
--	---	---	---	---	---	--

	1	2	3	4	5	
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Pupil comment

Level at end of Intervention

DATE:

Level (Please circle level)

Poor Satisfactory Good
1 2 3 4 5

Area for Intervention

School attendance	1	2	3	4	5	na
-------------------	---	---	---	---	---	----

Behaviour in school	1	2	3	4	5	na
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Behaviour out of school	1	2	3	4	5	na
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	1	2	3	4	5	
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	1	2	3	4	5	
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	1	2	3	4	5	
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Parent comment

Level at end of Intervention

DATE:

Level (Please circle level)

Poor Satisfactory Good
1 2 3 4 5

Area for Intervention

School attendance	1	2	3	4	5	na
-------------------	---	---	---	---	---	----

Behaviour in school	1	2	3	4	5	na
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Behaviour out of school	1	2	3	4	5	na
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	1	2	3	4	5	
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	1	2	3	4	5	
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	1	2	3	4	5	
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Are the actions completed successfully? yes no If no, revisit action plan



PASTORAL SUPPORT LEAD / CHAIR

Role

The school pastoral support lead, normally the pastoral deputy head, is responsible for facilitating the support provided by the professionals that contribute to the multi agency Pupil Support Team. The role is vital to ensure that ownership of the process remains within the school.

Rationale

To ensure that the pupils receive a coherent pupil - centred and effective service

Main Duties

Be responsible for:

- The organisation and coordination of the Pupil Support Team meetings on school premises
- Ensuring that the group adhere to the data sharing protocol within Neath Port Talbot (see diagram)
- Ensuring that informed consent has been gained from parents/carers for any pupil recommendations
- Ensuring there is a current pupil support plan in place
- Collecting and securing pupil recommendation forms
- Assembling the recommendation forms for consideration at the pupil support meeting.
- The completion of assessment forms and oversight of action plan
- Informing parents of the outcomes of the process at all stages
- Providing copies of relevant documents to parents
- Recording the names of the members of the action team
- Monitoring termly feedback
- The storage of documentation
- The provision of statistical data for evaluative purposes



Pupil Support Team Information Sharing Flowchart

Sharing information within the Pupil Support Team in order to

- Assess the child's needs
- Plan for how these needs will be met
- Provide and co-ordinate appropriate services for the child

Is there a legitimate purpose for you or your agency to share the information?

No

Do not share

Yes

Is the information confidential?

No

Information can be shared without consent

Yes

Consent of parent /pupil

Unless related to child protection. See local policy

Do you have informed consent to share information?

No

Do not share information. Take advice if necessary

Yes

Are you sharing the right information in the right way?

Unsure?

Take advice if necessary

Yes

Have you properly recorded your decision?

Unsure?

Complete the recommendation form with the child/family in order to obtain informed consent. Take advice if necessary

Yes

You may share the information recorded on the Recommendation Form with those people named on the form only.



EVALUATION

It is essential that the outcomes of the initiative are evaluated. To achieve this the following data will be required:

From School

- ▶ Attendance figures
- ▶ Annual year group figures for year 7, 8 and 9. Previous year annual total and current year by term
- ▶ Individual Pupil Support Team pupil attendance figures by term

- ▶ Exclusion rates
- ▶ Number of pupils excluded per year
- ▶ Individual pupil exclusions
- ▶ LEA exclusion rate

- ▶ Monitoring of IEP / PSP
- ▶ Number of behavioural incidents in school
Before PST involvement, during PST involvement, after PST involvement

- ▶ Number of behavioural incidents outside school other than ASB

From YIP or ASBO Coordinator

- ▶ Anti social behaviour referrals

From Police

- ▶ Local crime statistics