

London Borough of Redbridge Service Level Agreement

Services	KS1/2 Pilot Behaviour Intervention Programme Known as the Communication and Understanding of Behaviours for Education (CUBE) centre
Providers	Cranbrook Primary School

1. Introduction:

This Service Level Agreement (SLA) forms part of the Local Authority's alternative education provision for primary aged children who are at risk of being excluded permanently from school. CUBE is a short term offsite specialist provision available to Redbridge pupils who have been referred through the Redbridge Primary Behaviour Panel

- 1.1 The Local Authority is committed to working in partnership with its schools to minimise the number of permanent exclusions and reduce the number and level of fixed term exclusions. This strategy aims to ensure children and young people achieve their best and are:
- supported to become confident individuals with fulfilling lives
 - provided with interventions to address their behaviour needs
 - supported to remain in their local mainstream school wherever possible

2. Purpose:

- 2.1 The purpose of this SLA is
- a) To set out the role of the CUBE in meeting the needs of pupils who have been subject to repeat Fixed Term Exclusions and at risk of Permanent Exclusion.
 - b) Clarify the role of the CUBE in relation to other Local Authority commissioned services for pupils at risk of exclusion (New Rush Hall Group), the LA statutory role in relation to exclusions, and other mainstream primary schools

3. Scope of this agreement:

- 3.1 This agreement covers the arrangements between Cranbrook Primary School and the London Borough of Redbridge Children's Services Department through which short term provision will be made at the CUBE to:
- a) Provide an offsite education provision for a maximum of 12 pupils identified as being at risk of permanent exclusion from school. The placements will normally be for four days a week for Key Stage 2 pupils, and three days a week for Year 2 and last for a school term, subject to review. In exceptional circumstances, a bespoke arrangement can be agreed to extend the period for up to six months. Placements will be made through the Redbridge Primary Behaviour Panel (see the Terms of Reference for the Panel). The aim of the placement is to support the pupil with their behaviour so that they can return successfully to their

mainstream school. The CUBE will provide appropriate staffing, specialist teaching and intervention programmes tailored to the individual need of the pupil. Whilst at the centre the pupil will remain on the roll of the referring school which will retain accountability for the overall education. Day to day pupil management, including attendance and the health and safety of pupils will be the responsibility of the CUBE. In the event of a placement breakdown the CUBE will notify the referring school who will arrange for the pupil to return to that school. The CUBE will work with the Redbridge Primary Behaviour Panel to target those year groups where the concern about pupils at risk of permanent exclusion are highest.

- b) The CUBE will work with referring schools. It will support those schools in improving outcomes for Redbridge children with challenging behavioural and other needs who have been referred to the Centre through the Redbridge Primary Behaviour Panel. It will provide advice and guidance to mainstream schools, settings and families, assessing a pupil's needs, designing and implementing appropriate interventions, monitoring progress and providing training to schools and other partners. In addition, it will provide a training/networking session for LSAs each term in liaison with New Rush Hall, to build capacity across Redbridge Schools.
 - c) Before a pupil is referred to the CUBE it is expected that the school will have fully deployed its own resources to support the pupil; referred to and worked with other agencies such as children's social care and the Child and Adolescent Mental Health Services (CAMHS) as appropriate; receive support through the Behaviour Outreach Centre service, provided through the New Rush Hall Group (see flowchart). The CUBE does not form part of the specialist provision of the Local Authority for pupils with social, emotional and mental health (SEMH) difficulties who have Education Health and Care (EHC) plans. It is not an alternative to placement in a special school for children with SEMH difficulties. The referral criteria relate to the risk of permanent exclusion and can apply equally to pupils with EHC Plan for whom the long term placement is expected to be a mainstream school and to those on SEN support. In the case of a pupil with an EHC Plan the referring school will be expected to provide any additional support set out on the Plan for that child.
 - d) If the Centre has capacity because some places are vacant, staff will work to support schools where pupils are at risk of exclusion as directed by the Redbridge Primary Behaviour Panel.
- 3.2 An initial review of the CUBE will be undertaken within the High Needs Review to assess the effectiveness of the provision and determine its future role in the Local Authority commissioned provision. Thereafter the SLA will be in place for 3 years but will be reviewed annually at a meeting with the Local Authority. At the review meeting the number of places and place funding will be determined as outlined in 4.1.
- 3.3 Cranbrook Primary School acknowledges that due to changes in budget, practice, legislation, and / or guidance that may come into force at any time during the SLA Period, the Local Authority may require the Service to be delivered in a different

manner provided that such variations to the SLA are permitted under applicable English and European legislation. The school and the Local Authority will work together to adapt and change the delivery of the Service to accommodate any such changes.

3.4 If the funding allocated by the Authority for the provision of the Service shall be reduced or withdrawn at any time during the SLA period the Authority may, following consultation with the School:

- require the School to cease to provide a substantial part of the Service or to substantially vary the Service, provide that the extent of such variation to the Service Level Agreement is permitted within relevant English and European law; or
- terminate the Service Level Agreement by six months (180 days) notice in writing, or such other period as may be agreed between the parties.

The School shall be entitled to receive from the Authority any sum or sums due in respect of work performed up to the time of termination of the SLA in accordance with that the provision. Throughout the period of notice the Provider will cooperate with the Local Authority to minimise any adverse effect caused by the early termination of the SLA. In the event of termination the Local Authority and the school will work together to ensure the best outcome possible for the affected staff. Cranbrook Primary School will communicate the need for termination to any staff affected and the Governing Board of Cranbrook Primary School is responsible for any implications arising from the dismissal of any staff.

Either party may terminate this SLA by giving the other party no less than six months (180 days) notice in writing.

3.5 Key outcomes for the service are to:

- provide early preventative support and therapy to pupils with significant emotional, social and behavioural difficulties to reduce the risk of permanent exclusions through effective interventions
- contribute to a reduction in the number of fixed term and permanent primary exclusions
- build the capacity of schools and their partners to improve the outcomes of children with behavioural and mental health needs
- provide support and guidance to families of pupils placed at the CUBE use therapeutic approaches to achieve demonstrable outcomes in educational progress and self esteem
- complement and enhance the network of support for children with behavioural and mental health needs.
- promote effective partnership working
- promote the efficient use of resources.
- provide a smooth transition from and to the mainstream setting

3.6 The London Borough of Redbridge will:

- provide a budget for the service to be reviewed annually through the Schools' Forum
- review the SLA annually with the Head teacher and Governing Board
- monitor the annual reports
- hold an annual monitoring visit
- ensure that the information is included in the Redbridge Local Offer.

3.7 The Head teacher/ Governors of Cranbrook Primary School and the CUBE will:

- be responsible for the day to day operation of the Centre
- be responsible for ensuring the Centre follows Cranbrook Primary School's policies and procedures
- be responsible for the health and safety of pupils whilst they are attending the centre
- adhere to the annual budget, monitor it and provide an annual financial report.
- provide an annual written report giving details of support given to schools, settings and families and relevant performance information including the information outlined in this SLA.
- provide detailed information about the service to support information contained in this document
- ensure line management of the Centre Manager
- ensure that each referring school, setting or family being supported is provided with a written agreement.
- ensure that regular contact is maintained with the SENCo/Leadership Team of each referring school or setting being supported.
- deploy staff from the CUBE to support primary schools with pupils at risk of exclusion, in the event of the Centre having capacity.

4. Performance

4.1 The effectiveness of the Centre will be monitored and evaluated by the Head teacher and school governors in conjunction with the Centre manager. The Local Authority (LA) also has a strategic monitoring role and requires a termly report covering the following:

- the number of pupils referred to the provision
- the number of pupils attending the provision for one term or more
- the number of pupils attending the provision with an Education Health and Care Plan , or statutory assessment progress
- the attendance of pupils at the provision
- the destination of the pupils on exiting the provision
- the exclusion outcomes for pupils in the provision for 12 months following their return to their mainstream school.

4.2 The CUBE will:

- help to increase the capacity of schools and settings to meet the needs of the pupils referred by the Redbridge Primary Behaviour Panel (RPBP)
- provide places for up to 12 pupils at risk of permanent exclusion
- offer 20 hours (four days a week) education programme with a focus on behaviour management per week to referred pupils for a maximum of 1 term (or equivalent so a period of 12 weeks), unless a bespoke arrangement is in place for an individual.
- assess individual pupil need
- ensure time limited intervention plans are in place with measurable outcomes
- ensure weekly reports are available for mainstream schools
- support the referring mainstream school to achieve a successful reintegration of the pupil at the end of the programme
- increase the capacity of families to support learning
- work in partnership with the LA to ensure that resources are strategically targeted
- monitor and evaluate the impact of their service.

4.3 Mainstream settings will:

- refer to the Redbridge Primary Behaviour Panel for placement
- ensure appropriate information and documentation is shared with the Centre at the earliest opportunity
- arrange transport of pupils to and from the Centre
- work in close partnership with staff at the Centre to ensure consistency of approach, smooth transition and reintegration and sharing of expertise
- manage and support parental engagement in close partnership with staff at the Centre.

5. Information to be provided about Cranbrook Behaviour Centre

5.1 Basic information should be included in a Service Information Document which should be readily accessible on the school's website and included in the Local Offer.

- Name and purpose of Service
- Age range of pupils
- Nature of learning difficulties-supported by this specialist service for pupils who have been subject to repeat Fixed Term Exclusions
- Range of services and activities offered
- Referral procedure
- Parental consent procedure
- How the service monitors pupil progress
- Methods used to monitor the service performance
- Involvement of health service and other partners.

- Reporting arrangements
- Process of resolving complaints
- Staff or pupil absence procedures
- Safeguarding arrangements.

6. Annual Report

6.1 In addition to termly monitoring the Centre will produce an annual report .The Annual Report is a key document which will enable the LA and the Cranbrook Primary School Governing Board to ensure that the SLA is adhered to by both partners. It will be used to inform the annual monitoring visit and should be agreed by the School Governing Board and signed by the Chair before being sent to the Local Authority. The following information should be included:

- An overview outlining the Centre’s aims and the way in which it works with schools, settings, children and families to improve outcomes, build resilience, facilitate inclusion and increase capacity of individual schools to meet complex behavioural needs.
- A detailed report on interventions and impact.

Pupil Level Information:

- Identified needs (Change from previous year)
- Number of referrals (Change from previous year)
- Source of referrals (Change from previous year)
- Number of pupils receiving support (Change from previous year)
- Number on waiting list (Change from previous year)
- Type of support provided, numbers receiving advice and monitoring or direct support (Change from previous year)
- Number of cases closed (Change from previous year)
- Number of successful reintegrations (Change from previous year)

Staff Information:

- job titles
- work patterns/full time equivalents
- changes since previous report
- qualifications
- training attended by the team

Financial information:

- service budget from LA (Changes since previous report)
- income from services (Changes since previous report)

- staffing costs (Changes since previous report)
- Equipment and resources costs
- Other costs for example premises and CPD

School/Setting or Family level information:

- Numbers of schools / families worked with (Change from previous year)
- Names of schools/settings worked with
- Type of support provided and numbers of children in each school/setting/family
- Training provided, names of schools or organisations attending and numbers of attendees
- Evidence of impact
- Any other work carried out by the service and the evidence of its impact.

Partner level information:

Involvement of:

- Educational psychologists
- Therapists
- Speech and language therapy
- School nurse
- CAMHS
- Social care
- Others

Performance information

- Assessment of the contribution of the Cranbrook Behaviour Centre to reducing the number of exclusion in the Borough.

Signed J. Head Date 06/07/17

Head teacher

Signed [Signature] Date 06/07/17

Chair of Governors

Signed [Signature] Date 5/7/17

E. HUNT

Head of Access & Inclusion

