

# **EAST AYRSHIRE COUNCIL**

## **EDUCATION COMMITTEE – 3 APRIL 2001**

### **FRAMEWORK FOR INTERVENTION**

#### **Report by Director of Educational and Social Services**

## **1 PURPOSE OF REPORT**

- 1.1** To advise Elected Members of the plans to implement a pilot study based on the Framework for Intervention Strategy developed by Birmingham City Council Education Department Psychological Service.

## **2 BACKGROUND**

- 2.1** Members will recall the theme from the meeting of 6 February 2001 that there is national concern over disruption in schools and exclusion levels. During discussions in Committee there was strong support for approaches that directly supported class teachers and involved them in identifying solutions to the problem.
- 2.2** The Authority has a long-standing commitment to Alternatives to Exclusion through the former specific grant arrangements and the present Excellence Fund. Experience gained working in this area has allowed an authoritative review of the position to be undertaken. This review has identified the potential in an approach called Framework for Intervention.

## **3 HISTORY OF FRAMEWORK FOR INTERVENTION**

- 3.1** Framework for Intervention (FFI) is an approach to the management of low level disruptive behaviour amongst school age pupils. The system was developed initially by the Psychological Service of Birmingham City Council in response to growing problems of minor classroom indiscipline and disruption which in many cases escalated into more serious confrontational and behavioural difficulties. Such problems invariably interfered with the teaching and learning in the classroom and had a knock on effect beyond the small numbers of young persons involved.
- 3.2** As a result of early successful piloting of the model in several schools in the Birmingham area, the Authority adopted FFI as a policy which it would seek to implement in as many of its schools as possible. As of this date, FFI is operating in some 400 primary, secondary and some nursery schools in the Birmingham area ranging from schools in areas of multiple deprivation to schools in largely middle class prosperous areas.
- 3.3** An independent evaluation of FFI by academics at Birmingham University demonstrated that FFI was uniquely successful in helping schools manage low level classroom disruption and at a major national conference in July 2000 a

government minister pledged to support the introduction of FFI approaches across the country.

- 3.4** Staff from the Birmingham FFI project including teachers and co-ordinators, visited East Ayrshire in November 2000 and presented a day seminar to head teachers, psychologists and other interested parties at the Lochside Hotel in Cumnock. The feedback from head teachers from this seminar suggested that there was a significant enthusiasm for a pilot of FFI approaches to be developed in East Ayrshire. Head teachers recognised the importance of helping staff manage low level disruption in the classroom situation.
- 3.5** The seminar was followed up by a visit to Birmingham in January 2001 by the Principal Psychologist and the Youth Strategy Manager which confirmed them in their view that this was a system that had potential in being introduced into East Ayrshire.

#### **4 BENEFITS OF FFI IN EAST AYRSHIRE SCHOOLS**

- 4.1** Head teachers and other professionals in East Ayrshire schools recognise that low level disruption is a constant problem for many teachers, sapping morale, disrupting learning and teaching and in many instances, escalating into more serious disruption difficulties.
- 4.2** There is a clear correlation between managing low level disruption and problems which can escalate into exclusion from school and given the Authority's commitment to inclusive education in line with the policy of the Scottish Executive, it is essential to adopt approaches which will support teachers and schools in meeting targets set in this area.
- 4.3** FFI adopts a 'bottom up' philosophy and very much works from the perspective of 'ownership' on the part of individual classroom teachers. It empowers teachers to develop their own solutions to classroom disruption while using external experts to support this process.
- 4.4** FFI has been demonstrably shown to work in a range of schools and the greatest proponents of the Model are teachers themselves. For this reason alone it is believed that there will be real tangible benefits to schools, teachers and young people of introducing this approach.

#### **5 THE PILOT PROJECT**

- 5.1** In the first instance the FFI approach will be introduced on a pilot basis into 7 schools within East Ayrshire. Schools were asked to express an interest in becoming involved and to this end 5 primary schools and 2 secondary schools are proposed to be the first pilot cohort for FFI in East Ayrshire. These schools are:

- St. Joseph's Academy
- Kilmarnock Academy
- Hillhead Primary
- Shortlees Primary
- Dalmellington Primary
- Patna Primary
- Cairnhill Primary

**5.2** Training for selected staff from each school will take place just after the Easter holiday and the project will be formally introduced to staff in the pilot schools at a Planned Activity Time session before the summer holidays.

**5.3** The pilot project will run throughout session 2001/2002 with a review conference to be held late in the summer term of 2002.

**5.4** Schools will be supported during this pilot phase by specific input from the Principal Psychologist and the Youth Strategy Manager. It is also intended that the project will be formally evaluated through Dundee University.

## **6 THE FUTURE OF FFI IN EAST AYRSHIRE**

**6.1** If the FFI project proves successful then it would be the intention to offer the training and the model to any school in East Ayrshire which feels that it would benefit from using the approach.

## **7 FINANCIAL IMPLICATIONS**

**7.1** Support for introducing FFI on a pilot basis will be met by allocation of funds from the Alternatives to Exclusion arm of the Excellence Fund. Each school will require staff cover at the rate of 10 FTE days over the academic year in order to allow the nominated behaviour co-ordinator to undertake the tasks associated with FFI. The advisory role to schools during the pilot phase will be covered within the existing resources of the Psychological Service and the Youth Strategy.

## **8 LEGAL/POLICY IMPLICATONS**

**8.1** Nil.

## **9 RECOMMENDATIONS**

**9.1** It is recommended that Members:

- (i) agree to the adoption of Framework for Intervention within the Authority approach to Alternatives to Exclusion; and
- (ii) note the contents of this report.

John Mulgrew  
Director of Educational and Social Services

TEW/NG  
15 March 2001

### **LIST OF BACKGROUND PAPERS**

- 1 "Framework for Intervention – A Synopsis"  
Birmingham City Council Education Department.
- 2 "Framework for Intervention: Identifying and Promoting Effective Practice"  
(Second Evaluation Report)  
Cole, Visser & Daniels; University of Birmingham Department of Education.  
January 2000. \*

\* Copies of this somewhat detailed report can be obtained on request from Tom Williams, Principal Psychologist, Woodstock Centre, Tel: 01563 555640.

Members wishing further information on any aspect of the FFI project should contact Graham Short, Head of Schools, Tel: (01563) 576118 or Tom Williams, Principal Psychologist, Tel: (01563) 555640.

**IMPLEMENTATION OFFICER: GRAHAM SHORT, HEAD OF SCHOOLS**

**AGENDA**