

Dacorum Behaviour & Mental Health Guidance

To be used in conjunction with Mental Health Document & Behaviour Documents/Guidance

Tier 1 – Prevention & Early Intervention

- Positive behaviour policy with rewards and consequences shared with all stakeholders. Ideally, stakeholders have been involved in the formulating of the policy and therefore have a shared ownership
- Clear expectations and induction process for all stakeholders
- Pastoral support and access to therapeutic support
- Appropriate and relevant training and CPD to meet needs of both individuals and the school
- Clear communication systems between school and home
- Seek support around family services via Family Support Workers
- Seek external advice to help inform and support school led interventions
- Promotion of equality, diversity and challenging discrimination

Examples of Good Practice

Policy and practice

- Early intervention included within the Positive Behaviour Policy
- A policy that embeds the Hertfordshire Steps philosophy into practice
- Flexibility within the Policy to meet the needs of individual students
- Policy communicated to all stakeholders to enable everyone to be clear of the school's behaviour expectations
- Policy to be used in conjunction with: SEN / Inclusion Policy, Equalities Policy and Accessibility Plan
- Whole school approach to include Mental health, Wellbeing and suicide prevention and a named governor link for Mental health
- Level 2 trained Mental Health lead and deputy named within the Mental Health Policy
- Mental health and wellbeing of staff, pupils and parents/carers is highly valued within the school culture
- Access to and employee assistance programme for all staff

Induction:

All staff to have a clear induction process with a named staff member for liaison

- Promote the link between Mental Health and learning to all staff e.g. Hertfordshire Steps, Protective Behaviours, Mental Health First Aid Training
- Gather data using person-centred approaches as detailed in the SEND Code of Practice 2015 to capture the views of parents, students and staff to inform future practice
- Pupils, parents / carers, and staff know how to ask for help and where and who to go to if they need support
- Staff are given time to get to know students' individual interests and needs, building positive connections and relationships
- At transition points (for cohorts of students) there needs to be clarity for young people and parents through a transition programme (to be reviewed following implementation to measure impact)
- For In-Year Admissions each school should have a clear process, for example parent and student to meet with Head teacher / senior member of staff and to have a tour of the school
- Additional plan of support to be written and communicated to parent / student to meet individual child's need when necessary

Pastoral / therapeutic support:

Examples may include:

- Drawing and Talking
- Protected Behaviours
- Mentoring
- Art / Play / Music Therapy
- Counselling

CPD

- Hertfordshire Steps to be the core behaviour training package with regular refreshers and additional sessions to embed practice into policy

Communication:

- Positive early communication, with effective two-way dialogue that is solution focused

Support from FSW

- Effective liaison and information sharing with Family Support Workers including follow up to support the individual needs of the student

Seeking advice from the following:

- Head Teacher colleague / local network of Head Teachers
- DESC single point of access
- Special Schools
- DSPL 8 website

Or other relevant agencies that may include: attendance, SEND, Health, CAMHS-School Link Manager

Tier 2 – Outreach/Emerging Needs

This support would be outreach to support young people in class within their current school setting

Early intervention from External Agencies such as:

- DESC Outreach - weekly sessions
- DESC Therapeutic Services - weekly sessions
- DESC Mental Health Worker
- DESC Parenting Practitioner
- School Nurse
- G.P
- Family Support Worker
- Young Carers
- Families First
- Targeted Youth Support Team
- CAMHS

Examples of Support

Small group work – to include social skills groups, nurture groups, and/or a mentoring buddy system

1:1 support in class at current school. This would be for an agreed amount of time

EHM meetings to coordinate services

DESC Mental Health worker to support

Weekly counselling

Examples of Good Practice

- Risk Management Plan in place clearly identifying triggers and effective de-escalation strategies currently used by the school to enable outreach support to adopt school good practice. These plans may include a flow diagram so communication is clear and effective
- 'Roots and Fruits' to be embedded within practice
- A support programme is implemented to include building positive connections and identifying supportive relationship
- CPD identified across the whole staff team to enable effective management students of more challenging behaviours and Mental health and wellbeing support
- Tailored CPD from SEMH and the Mental Health leads
- Parenting classes offered to educate parents and provide them with a support network
- Outreach support to have a named contact within the school who has an understanding of emotional needs and behaviour; this may be a teacher, the INCo or a Behaviour Support TA (or similar pastoral role) where there are regular weekly updates enabling all practitioners to reflect against progress

Tier 3 – Intensified/Targeted Services/Complex Needs

Behaviour criteria

This support is for a young person who has had fixed term exclusions or is at serious risk of exclusion. A PSP must be in place.

This support would be outreach to support young people within their current school setting or at DESC.

Part of this support would be to reintegrate young people into a mainstream setting following a period of time within Tier 4 / Tier 5 provision

Access to additional services which may include Play Therapy, Counselling, Art Therapy, EP etc.

Mental health criteria

This support is for more complex mental health conditions that have not improved, despite early intervention

Examples of Support

- DESC outreach or in exceptional circumstances a very short and intensive piece of in-reach
- Tailored support and strategies for school staff to aide integration / reintegration
- Educational Psychologist – advice and strategies
- Weekly CBT

Examples of Good Practice

- A programme of support that enables the young person to succeed both socially and academically
- The DESC teachers would be responsible for accurately pitching work for the team to deliver on a daily basis
- Quality assurance checks to be undertaken re delivery of quality of Teaching and Learning
- Behaviour Support Workers to achieve HLTA status ensuring high quality provision is in place
- For those young people requiring an EHCP statutory paperwork to be collated in collaboration with stakeholders enabling more specialist provision to be accessed
- Provision must meet the 22-25 hours' entitlement

Tier 4 - In Reach/Intensified Outreach

A full review of a young person's educational history to be conducted focussing upon intervention and support received and the impact of this. The review enables effective targeted support through in-reach.

This support would be at the Primary Behaviour Services Locality Base / ESC for young people who have had multiple fixed term exclusions, are at risk of permanent exclusion or require a managed move.

ESC (Secondary Provision)

Primary Behaviour Services Locality Base

Access to additional services which may include Play Therapy, Counselling, Art Therapy, Family Support Worker (or equivalent), EP etc. as this provision is about the young person and their family

Examples of Support

An intensive block of support within the teacher lead behaviour provision base focussing on SEMH strategies and a tailored learning journey

Support as part of the transition pack to return to current school or to new school. For the remaining hours the young person would attend the Behaviour Base (primary)

Tailored support and strategies for school staff which could include a period of time working within the provision

Examples of Good Practice

Young person is dual registered, entry assessments undertaken to determine the personalised learning programme and length of time required to enable either:

- return to current school or
- transition to new school

EHCP statutory paperwork submitted at Tier 3 to enable recommendations from the EHC Plan to be implemented - potential transition to a more specialist setting

Professionals meeting for Team around the Family

Tier 5 - Change of Provision/Specialist Services

Managed Move instead of Permanent Exclusion and provision from Day 6 in the case of Permanent Exclusion

DESC support for R-KS4

Examples of Support

A personalised learning and well-being programme is implemented to support the young person during this period of transition

Examples of Good Practice

A place will be allocated within the Primary Behaviour Services Locality Base to ensure Day 6 provision is accessible

Place allocated at ESC (Secondary)

Integration Team to source provision for young person within an agreed timescale and programme of support to be part of this transition via Tier 3 provision

Access to additional services as appropriate to the young person. This provision is about the young person and their family