

Hertfordshire County Council

**Hertfordshire's emotional
wellbeing and behaviour
strategy
2020 – 2023**

(Version 2 January 2022)

Support and Provision

January 2020

**Holistic approach to understanding and
supporting emotional wellbeing, engagement
and behaviour.**



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1. Introduction

This emotional wellbeing and behaviour strategy must be considered alongside the SEND strategy. A central purpose of this strategy is to protect, champion and safeguard the entitlement of those children who are at risk of being out of education.

This strategy has been created and agreed in partnership between schools, parents and Hertfordshire’s NHS Partners to clearly identify how Hertfordshire County Council aims to increase capacity and upskill children, their families and professionals to be resilient, informed about support and training available, understand the choices they have and what they can do to help themselves.

The purpose of developing this county wide emotional wellbeing and behaviour strategy is to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to

behaviour, towards a more holistic, relational and universal approach, which is inclusive for all, and can benefit the whole school community.

The 2014 Code of Practice of Special Educational Needs (SEN) – replaced the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – which promotes a shift towards viewing **behaviour as a communication of an emotional need**, encouraging a non-judgmental, curious and empathic attitude towards behaviour from all.

This strategy recognises that positive emotional wellbeing is an essential prerequisite to effective learning and enhances children's outcomes. We also acknowledge that most children do not experience difficulties in coping in their setting or school and are able to access the educational opportunities available to them.

However, a small number of children, due to their poor emotional wellbeing, find it difficult to engage in learning or cope in a learning environment. These children must be regarded as vulnerable rather than troublesome, and all stakeholders have a duty to explore this vulnerability and provide appropriate support in a timely manner.

For the strategy to be effective all relevant partners and stakeholders must engage and commit to the principles underpinning the strategy.

2. Definitions

The term **child** or **children** refers to all children under the age of 18.

The term **difficult** used throughout this document refers to behaviour that a child displays that does not cause harm or injury. Staff may find these behaviours challenging.

The term **dangerous** used throughout this document refers to behaviours that cause evidenced injury to self or others, damage to property, or committing a criminal offence.

The term **parent** used throughout this policy refers to all those with parental responsibility, including parents and those who care for the child (as defined in section 576 of the

Education Act 1996). Where there is a Care Order in force (within the meaning of section 31 of the Children Act 1989), the local authority has the power to restrict the exercise by the child's parents of their parental responsibility, if the welfare of the child so requires.

The term **Stakeholders** used throughout this document refers to anyone who is invested in the welfare and success of a school, a child or family. These include

professionals from Health, social care and Education but also represent parents and the wider support networks within their home or community.

The term **emotional wellbeing** used throughout this document is defined as “A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” WHO 2004

The term **Mental Health** in reference to children and young people within this document is defined as “The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people, it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities.” (Young Minds)

The term **behaviours that challenge** can be explained as follows:

Poor emotional wellbeing is often labelled or described as behavioural difficulties or behaviours that challenge. Poor emotional wellbeing may also reflect the challenges of communication, or the frustrations faced by children and young people with learning disabilities, autistic spectrum conditions or other conditions that have a direct impact on their emotional, psychological or physiological abilities including children with mental health difficulties - who may feel they have little choice and control over their lives. Children and young people’s poor emotional wellbeing needs to be regarded as vulnerable rather than troublesome and schools have a duty to explore this vulnerability and provide appropriate support.

Behaviours that challenge can result from the impact of a child or young person being exposed to overwhelming environments, which they do not understand, where positive social interactions are lacking, and / or personal choices are limited. Children and young people exhibiting behaviours that challenge need support and differentiation of teaching and learning to have their needs met and support to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate.

A further glossary of terms and acronyms can be found in Appendix 6.

3. Broad Aims of the Strategy

The broad aims of the behaviour strategy are as follows:

- To ensure all children in Hertfordshire receive their entitlement to suitable fulltime education, range of curriculum and extra-curricular activities – regardless of any emotional wellbeing or behavioural difficulties they may have or where they live and/or go to school or nursery.
- To enable schools and settings to create a truly inclusive ethos and accessible learning environment in which children can actively participate and

where emotional well-being can flourish.

- To enable schools and settings to identify at an early stage those children who require additional reasonable adjustments to support or strengthen their emotional wellbeing and build resilience.
- To enhance the ability and capacity of schools and settings to work in partnership with each other in order to retain ownership of, and secure positive outcomes for, all children within their area.
- To work in partnership with parents/carers in supporting children whose emotional wellbeing is affecting their ability to engage in learning or the school environment.
- To ensure that information provided by a school is made available to pupils and parents with disabilities, using alternative formats where required.
- To ensure that schools SEN information report is published and accessible to parents with clear and meaningful details of the reasonable adjustments
- To improve the coordination, integration and effectiveness of LA support services in order to secure early, targeted interventions which lead to sustained quality outcomes.
- To ensure that the partnership working between schools, education settings and other agencies become more integrated, robust and effective.
- To ensure that resources are deployed equitably and transparently and are used to optimum effect, thereby securing value for money.
- To create clear channels of accountability which can enable the effective monitoring of outcomes.

4. Underpinning Principles

The Emotional wellbeing and behaviour strategy is underpinned by government legislation and SEND guidance and by a set of principles to which all stakeholders are expected to commit. These principles are:

- The local authority will provide a strategic lead.

The LA will provide clear strategic leadership and direction in the delivery of this strategy and ensure that the priorities detailed within it are delivered consistently,

equitably and transparently. In fulfilling this role, the LA will offer support, challenge and mediation to all stakeholders, and act, when appropriate, or advocate on behalf of any child who is out of education.

- Every child has an entitlement to receive full-time education, including funding for 2 - 4 years old, suitable to his/her age, ability and aptitude and any special educational needs he/she may have.

Regardless of the presenting behaviours or emerging needs he/she may exhibit, each child has an entitlement to receive a suitable, full-time education and it is the shared duty of all stakeholders to work together to rigorously protect this entitlement. No child should be allowed to “fall through the gap” or be “left behind” and each individual child should have access to a continuum of support which can address his/her needs.

- Schools and settings know their children (and their families).

Staff and parents are key in promoting positive emotional wellbeing. These adults and practitioners have an informed perspective and their insights are of equal value and should equally fully inform all planning and decision-making.

- Early correct identification of need and intervention is crucial.

The focus should be on children deemed to be “at risk” of developing poor emotional wellbeing. Only in this way can a timely response be delivered before a serious escalation occurs. **(See Appendix 2 below on Hertfordshire Steps).**

- A recognition that behaviours can change, and improvement can be secured.

Staff must maintain a belief that positive change can be achieved, and this philosophy should underpin all interventions. Behaviour can be affected, influenced and changed by a variety of factors that may be difficult to understand. This behaviour analysis will require innovative thinking, adapted working practice and a constant search to develop new ways of engaging children whose behaviour is deemed to be challenging. Changing behaviour is a learning process both for children and for the adults who are responsible for them. Expectations must be realistic but must be grounded in a belief that change can be affected. Improvements in behaviour may be small and gradual and it should be recognised that behaviour expectations should be developmentally realistic.

- The behaviour should be seen, explained and analysed separately from the child.

It is important to ensure that children are not blamed nor stigmatized for their behaviour. Children often face multiple and complex difficulties and in addressing these difficulties all partners should ensure that their approach is underpinned by the need to analyse the function of the behaviour and explore what it might be communicating. Behaviours that are viewed as challenging should be considered as to whether they are age appropriate and/or in line with that child's stage of development.

- Flexibility and creativity are essential to improving emotional wellbeing.

There is no "one size fits all" approach to understanding behaviour management and responses need to be personalised to the very specific needs of each individual child. Solution focused thinking is of crucial importance and this may require a change in approach for some stakeholders. Whilst clearly defined procedures and protocols are essential, these should not be permitted to block the development of original and creative solutions. It should never be acceptable to do something in a certain way simply because, "That's the way we've always done it". Solution Focused Reflective Practice approaches help teams reflect on the holistic needs of the child and young person, increase understanding and draw on resources to consider a variety of positive approaches to support children and young people.

- The voices of children and their parents/carers should be sought and listened to.

Children and their parents/carers must be active participants in the process. Regardless of the child's and/or his/her parent/carer ability to communicate, their views and suggestions should always be sought. Some children and their parent/carers may sometimes need an advocate. Stakeholders should ensure that such advocacy is available and accessible. Behaviour Plans in early Years settings, Pastoral Support Plans (PSPs) or Risk Reduction Plans in schools should be used to improve outcomes, reduce sanctions and secure the active involvement of parents/carers. All planning documents must be jointly created, coproduced and regularly reviewed to ensure these are improving the emotional wellbeing of the child. Any strategy that is evidently detrimental to the emotional wellbeing of the child must be reviewed and amended.

- Mutual trust and shared commitment are vital.

Positive outcomes will be most easily secured if all stakeholders commit to work together in a spirit of trust and good will and a solution focused approach.

- Local capacity should be developed.

The principle of 'local solutions to local challenges' underpins all interventions in Hertfordshire and is fundamental to this Strategy. The DSPL groups and local

partnership models are purposefully designed to ensure local collaborative working and a shared responsibility. Early Years settings and schools should have access to quality local services and play a key role in designing and evaluating the delivery of these services. This will ensure that all stakeholders retain accountability of all children in their area.

- There should be cohesion, consistency and equity across Hertfordshire.

Children should be able to access the same level of high-quality support regardless of where they live or are educated within Hertfordshire.

- Intervention or practice must be evidence-based, and data-driven.

Stakeholders must use existing quality assured models of proven best practice, and robust up-to-date data, to inform planning, decision-making, allocation of resources and the monitoring of outcomes. The LA should assume a key role in identifying such practice and in providing and supporting the interrogation of such data.

- Outcomes must be efficient, effective and value for money.

In determining these outcomes all stakeholders will need to ensure evidence based practices are used when monitoring, planning and evaluating all interventions and resource. It should be recognised that every child needs bespoke and appropriate support to be able to improve his/her emotional wellbeing and re-engage in learning. Such outcomes, however, need to be effective (in that clearly defined objectives have been achieved) efficient (in that good use is made of available resources), and offer value for money.

5. Strategic Priorities within Hertfordshire 2020-23

5.1 Maintaining children in suitable, full-time, education

The LA has a clear statutory responsibility to ensure that all children within Hertfordshire access full-time education appropriate to their age, ability, aptitude and to any special educational needs they may have. This is a responsibility and accountability which cannot be delegated or devolved, but it is one which can only be effectively delivered through a strong partnership approach.

Schools' and settings' focus should always be on preventing exclusion and maintaining a child's placement at the school or setting at which he/she is on roll. (All schools should adhere to the DFE statutory guidance on exclusions.)

[Exclusions from maintained schools, academies, and pupil referral units in England](#)

Whilst it is recognised that it may, in exceptional circumstances, be necessary for a school or setting to permanently exclude a child, the head teacher should take account of any contributing factors that are identified after the incident has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Should it be demonstrated that a school or setting is no longer able to meet the needs of an individual child his/her placement should be reviewed. Ultimately, however, it may be necessary to seek additional support or an alternative placement which can better meet the needs of the child.

Children who exhibit behaviours that challenge should never be sent home, nor should their parents/carers be asked to collect them as an alternative to them being given a fixed-term exclusion. Informal exclusions are illegal and should not be used in any circumstances, if a child's behaviour and emotional wellbeing is such that the school's headteacher or setting manager considers that the behaviour represents a serious threat to the safety and welfare of themselves and/or others at the school then the formal exclusion process must be followed.

Schools must not advise the parents/carers of children who exhibit behaviours that challenge to look for another school or setting for their child, nor should they signpost towards elective home education as a possible alternative to permanent exclusion.

All schools and settings must adhere to the [In-Year Fair Access Protocol](#). Managed moves for children of statutory school age should be transparent and jointly agreed between the school and their parents/carers. Managed moves should only be used in circumstances when it is in the child's best interests to be offered a fresh start, in a new placement and full parental agreement.

There may be occasions – in very exceptional circumstances – when a child is not able to access full-time education (generally recognised as 15 – 30 hours for children in early Years and 20 - 25 hours a week in school depending on the Key Stage). In such exceptional situations it may be appropriate to temporarily use a reduced timetable to meet their individual needs. A reduced timetable should, however, only be used as a short-term agreement. It must have the mutual agreement of the child's parents, must be subject to regular review and settings should evidence the benefits to the child. A reduced timetable must never be used as a long-term solution. (In considering the use of a reduced timetable schools and settings should adhere to the conditions set out in [the local authority's guidance on part-time timetables](#)).

5.2 Protecting and delivering entitlement

A central purpose of this strategy is to protect, champion and safeguard the entitlement of those children who are at risk of being out of education. Whilst the overwhelming majority of children in Hertfordshire are able to access the educational opportunities offered to them by their local Early Years setting or school,

a small minority – for a variety of often complex reasons – experience difficulties which mean that they cannot easily and fully access these opportunities.

It is important to recognise that a special emphasis should be placed on protecting the educational entitlement of children who belong to identified vulnerable groups – in particular, children with SEND (including mental difficulties), Looked after Children and children from particular ethnic minorities. (Evidence strongly suggests that children from these groups are more likely to be at risk of exclusion than their peers).

[Mental health and behaviour in schools – gov.uk](https://www.gov.uk/mental-health-and-behaviour-in-schools)

As noted above (section 4) it is the shared responsibility of all stakeholders and parents/carers to ensure that the educational entitlement of these identified children is properly and effectively protected. All stakeholders must consider the children of Hertfordshire as “our children”, regardless of where they go to school or the individual complexity of their presenting needs.

In practice the educational entitlement of individual children might be secured, through our graduated tiered approach. The Graduated Tiered approach (**Appendix 4**) demonstrates the provision and services included at each level and the types of interventions locally accessible to support emotional engagement. This tiered approach will look different for Early Years settings (**Appendix 5**), including Private, Voluntary and Independent Settings (PVI's).

- Tier 1 – Prevention and Early Identification (Universal)– the school provides support for all children’s emotional wellbeing from its own resources.
- Tier 2 – Getting Advice and Signposting (Universal plus)– the school accesses enhanced advice and guidance from other schools in the area for those children whose emotional wellbeing is affecting their ability to engage in learning or the school environment.
- Tier 3 – Getting Help (Targeted) – the school accesses targeted support from specialist local providers, outreach or other locally commissioned services through their DSPL’s. Support can be accessed from ESC, PBS’s, special school outreach, ISL or public health.
- Tier 4 – Getting More Help (Targeted plus)– the school accesses short term provision away from the school when a children or young person is considered to be at immediate risk of permanent exclusion.
- Tier 5 – Getting Risk Support (Specialist)– suitable quality assured alternative provision is commissioned for children who have been permanently excluded until a new school placement is identified. There may of course be occasions when it is necessary to consider whether a mainstream school remains an appropriate placement.

The local authority has a statutory duty to protect the educational entitlement of all children of statutory school age who have been permanently excluded from school.

This duty is discharged through the provision of suitable, full-time education from Day 6 following the child's exclusion. This education can be delivered through the Education Support Centres (ESCs) and Primary Behaviour Services. **(See Appendix 1).**

5.3 Building capacity within schools

It is the responsibility of settings and schools to recognise when an individual child's emotional wellbeing is starting to affect their ability to engage in learning or the school environment. Schools should provide details of how the curriculum is adapted or made accessible for these pupils. Lessons should be differentiated and personalized to ensure there are no barriers to every pupil achieving. Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is normally available for all pupils. Therefore settings/schools are responsible in partnership with parents to identify and implement jointly agreed strategies which support the child.

Settings and schools should continue to develop supportive nurturing environments that promote positive emotional wellbeing and prevent the need for exclusion. In doing this schools should ensure the active participation of children and parents/carers in the development of their setting's/school's behaviour policy and practice. (Behaviour for Learning offers a model as to how this might be achieved for schools).

Settings and schools should continue to develop and improve internal tracking and data systems which enable them to identify at an early stage individual children and specific cohorts who are at risk of becoming disaffected.

Settings and schools should commission, develop and embed evidenced based whole school approaches for promoting emotional wellbeing for all children. All staff should have training and development to enhance their knowledge and skills in proactively recognising, understanding and supporting children's emotional wellbeing. **(See Appendix 2 Hertfordshire Steps and Appendix 3 Whole school approaches to Mental Health/Mental Health Leads).**

5.4 Developing the DSPL delivery model

DSPL (Delivering Special Provision Locally) is a Hertfordshire-wide partnership approach initiated in 2011. DSPL provides a range of support across the county for children with special educational needs and disabilities.

Each area works with:

- parents
- schools and staff in early years settings
- Further Education staff
- representatives from other agencies.

DSPL areas support schools and settings to:

- meet the needs of children with special educational needs and/or disabilities (SEND), aged 0-25, as close to home as possible
- improve outcomes for wellbeing and attainment
- widen choice for children and parents/carers
- remove barriers to learning
- use resources effectively.

DSPLs are responsible for shaping provision within their areas and for determining how best to meet the needs of local children with SEND (including mental health). DSPLs meet regularly to discuss what services are available and to influence how these services are shaped and developed to ensure the children with SEND in their area receive the right support in their educational activities.

There are nine DSPL Area Groups across Hertfordshire each with a lead school, these are:

- DSPL 1 – Hitchin, Letchworth, Baldock and Royston (Wymondley Junior Mixed & Infant School)
- DSPL 2 – Stevenage (Peartree Spring Primary School)
- DSPL 3 – Bishops Stortford, Sawbridgeworth, Buntingford, Watton at Stone, Hertford and Ware (The Sele School)
- DSPL 4 – Hoddesdon, Broxbourne and Cheshunt (Forres Primary School)
- DSPL 5 – Welwyn Garden City and Hatfield (Green Lanes Primary School)
- DSPL 6 – Potters Bar, south Hatfield villages and Borehamwood (Wroxham Primary School)
- DSPL 7 – St Albans and Harpenden (Fleetville Junior School)

- DSPL 8 – Hemel Hempstead, Tring, Berkhamsted and Kings Langley (Kings Langley Secondary School)
- DSPL 9 – Watford, Three Rivers, Bushey and Radlett (Bournehall Primary School).

[DSPL information on the Local Offer website](#)

Whilst interventions and referral pathways may vary in different DSPL area groups the LA must ensure an appropriate balance between local needs and agreed county-wide priorities to ensure consistency and equity. The DSPL strategic group and the ISL monitoring visits are the mechanism for accountability and challenge to ensure equity across the authority.

5.5 Co-production with parents/carers

Parents/carers are key to achieving sustained outcomes for children’s emotional wellbeing and their active participation at all stages of this process is crucial.

Parents should be involved at an early stage as partnership working is essential. All schools and settings should actively ensure that all parent are aware of the support that is available to them. Where parents request support, the support of relevant outside agencies must be sought. (i.e. [SENDIASS](#))

Schools and other education providers have a responsibility to provide accessible information to parents and pupils to ensure that students with SEND are not disadvantaged. Where appropriate, particularly for students or parents with sensory impairments, information may need to be made available through alternative methods and formats.

Parents should be able to access regular objective Information that’s clear and free of jargon, about their child from the Early Years setting or school and in turn equally relevant information from home shared. Parents and school should meet regularly together and work in partnership to agree any support or intervention which they mutually consider necessary.

Parents have access to a range of support, such as Family Centres, advocacy and signposting. They should also, if necessary, be supported to access relevant agencies/services which can provide specific advice or support.

Settings and schools should be sensitive to the needs and views of parents and should employ a range of approaches to try to bring about a constructive dialogue focused on securing positive outcomes for children. This may at times require support from outside agencies.

5.6 Building a strong and effective partnership between Early Years settings, schools and local authority support services

A strong and effective partnership between settings and local authority support services remains integral to securing successful outcomes.

5.7 Alternative Provision

Alternative provision should be underpinned by a number of key commissioning principles. It should/must:

- involve access to full-time education and entitlements
- be integrated within the core offer
- be cost-effective and offer value for money
- be accessed through transparent referral systems
- involve parents
- be subject to regular review
- involve children in their own learning
- offer personalised learning opportunities which are tailored to meet a child's individual needs, abilities and interests
- include access to a range of appropriate vocational opportunities
- offer a range of accreditation
- include positive links and liaison between providers
- be alert to gaps in provision
- be delivered through clear and formal contracting arrangements
- incorporate safeguarding principles and practice
- result in clearly defined, positive outcomes.

5.8 Strengthening safeguarding

A constant thread which runs through the strategy is the safeguarding imperative. It is the shared responsibility of all stakeholders and partners to ensure that all children are kept safe and protected from potential harm.

All stakeholders should be alert to the risks faced by children who are out of full-time education. Crime, drug abuse, child sexual exploitation, child trafficking and

radicalisation are dangers from which a child not in full-time education may potentially be at risk.

As part of its general safeguarding duty the local authority will monitor children or young person of statutory school age who are out of school or are not accessing full-time education, and in particular will identify those cohorts who may be vulnerable, notably those who:

- have been excluded from school
- move school on a regular basis
- are on reduced timetables
- are new to the authority and are awaiting a school place
- are accessing alternative provision.

The local authority, through the fair access and inclusion team, will ensure that children of statutory school age who have been excluded from school access their educational entitlement within the timescales prescribed in the relevant statutory guidance. The integration team will also monitor schools' overall compliance with the statutory guidance on exclusions.

The local authority has published guidance on the use of reduced timetables which will ensure that the use of part-time timetables is monitored and reviewed and when appropriate challenged.

The local authority has adopted and promotes Hertfordshire Steps as its preferred approach to supporting children whose emotional wellbeing is affecting their ability to engage in learning or the school environment (**See Appendix 2 below**).

6. Successful Outcomes

The impact of this strategy will be assessed in relation to:

- Fixed-term exclusions data

Fixed-term exclusions data will be analysed both in terms of numbers and percentage of sessions missed.

- Permanent exclusions

Permanent exclusions will be analysed in terms of the numbers and percentage of children who are subject to a permanent exclusion. (It is important to recognise that not all children out of education will be included in the exclusion data).

- The impact of exclusion on identified cohorts

The number of exclusions – both fixed term and permanent – will be analysed in relation to vulnerable identified groups.

The number of children on reduced timetables

The extent to which reduced timetables are used will be monitored to ensure that such timetables are used appropriately – namely, as a short-term, regularly reviewed strategy for managing an individual child's needs, and only with the explicit agreement of the child's parents.

- The number of sustainable managed moves

A managed move will be deemed to have been sustained only if a child or young person is still maintaining his/her new placement two terms after his/her move.

- The re-integration rate of permanently excluded children

If a child (other than a child in Year 11) is placed on roll at an ESC or PBS the speed of his/her reintegration back into mainstream school will be assessed as a key indicator of the effectiveness of this strategy.

- The attendance of children placed in Alternative Provision

This will be assessed through attendance/participation rates at ESCs, PBSs and other alternative providers. Future destinations of Year 11 children will also be considered.

- The number of children taught within their own community

The strategy aims to ensure that children are, when possible, educated within a mainstream setting in their own local community.

- The number of children placed in out-of-county placements

The figure will be considered a key indicator for both the Behaviour and the SEND Strategy.

- The number of children whose parents feel pressure to home educate as an alternative to their child facing exclusion from school

If a parent advises the local authority that they have been advised or coerced into home educating as an alternative to him/her being excluded from school this will be considered to be an indicator of an unsuccessful outcome.

The outcomes above will be monitored on a termly basis

Further guidance will be produced on how we as a Local Authority aim to monitor the outcomes during the implementation phase of this strategy. This will focus on the need to embed the strategy into your school or settings ethos and culture in order to protect, champion and safeguard the entitlement of those children who are at risk of being out of education.

Appendix 1 – Provision in Hertfordshire

This strategy is relevant to all schools and settings in Hertfordshire. All of these schools and settings must have in place relevant policies and practices which enable them to identify children whose emotional wellbeing is affecting their ability to engage in learning or the school environment.

Whilst schools and settings are responsible for emotional wellbeing through their policies and practices, a range of specialist advice, guidance and provision is available in Hertfordshire.

I. Early Years Setting support

For Early Years Settings, a range of support can be sought for children who are experiencing poor emotional wellbeing or behaviour difficulties. This might range from systemic support for a setting (including generic and/or bespoke training) through to inset support for individual children.

The nature of in-setting support may vary from setting to setting and details should be available from the individual Early Years Setting via their Early Years SEND offer. Advice and support includes the following:

- i) general emotional wellbeing and behaviour advice and support (via Inclusion

Development Officers)

- ii) individual case consultancy (via Specialist Advisory Teachers for Early Years)
- iii) support with transitions and sign posting to further support
- iv) support for children who are at risk of being excluded
- v) behaviour-related training sessions (in line with Hertfordshire STEPS)
- vi) in-setting support for individual children to be successful this partnership must be underpinned by a spirit of transparency, trust, shared ownership, realism and a commitment to open, joint working.

The local authority will offer clear and decisive strategic leadership and direction, working collaboratively and communicating with settings parent. Local authority services must clearly identify the type and level of support which they can offer to settings and schools. Funding mechanisms, access gateways and threshold criteria, will be clear and understood by all.

II. Primary Phase support

A range of support is offered to primary-aged children who are experiencing poor emotional wellbeing. This will range from in-school support for individual children, group interventions or alternative provision outside of a child's own school setting.

The nature of in-school support available will vary from school to school and details should be available from the individual school.

If it is considered necessary for a child to access additional support or alternative provision, he/she may be able to do this if appropriate through a Primary Behaviour Service (PBS) or through other locally commissioned primary behaviour support services.

In Hertfordshire there are currently six PBS provisions. These are:

- i) Andrew's Lane (The Phoenix Centre) – Cheshunt.
- ii) Links Multi Academy Trust (Cedars) - St Albans.
- iii) Swallow Dell (The Welwyn and Hatfield Hub) – Welwyn Garden City.
- iv) Summerswood (The Hive)– Borehamwood.
- v) Pear Tree Springs (The Willow Centre) – Stevenage.
- vi) Dacorum ESC (The Haven)– Hemel Hempstead.

In the Watford area primary behaviour support is offered through The Acorn Centre and Chessbrook ESC.

In East Herts and North Herts primary behaviour support services are directly commissioned by local headteachers. In these areas provision is offered for the same range of needs and accountability.

The purpose of the PBSs is to offer a continuum of provision to meet the needs of primary aged children with high-level needs, both with and without EHC plans, who are experiencing poor emotional wellbeing.

Primary Behaviour Services are able to offer a range of tiered provision including:

- i) advice and support to mainstream schools
- ii) outreach support for individual children within their own school setting
- iii) placement of a child on the PBS's outreach roll
- iv) placement on the permanent roll of the PBS
- v) day 6 provision for primary children who have been permanently excluded.

Advice and support include the following:

- i) general advice and support
- ii) individual case consultancy
- iii) support with transitions
- iv) twilight training sessions.

Outreach support includes the following:

- i) in-school support for individual children
- ii) small group work such as social skills groups and Circle of Friends; support with reintegration
- iii) whole-class work on issues such as transitions
- iv) support for individual teachers on issues such as solution-focussed approaches
- v) work with TAs and other staff related to a continuum of need.

Children on roll at a PBS are offered the following support:

- i) a differentiated curriculum

- ii) opportunities to integrate into mainstream classes and whole-school activities, with and eventually without support from PBS staff
- iii) individual, small-group and whole-class teaching as appropriate to the needs of each child
- iv) Support and a “safe place” throughout the day, including break and lunch times
- v) a positive, consistent strategy for improving emotional wellbeing and engagement
- vi) opportunities to participate in age-appropriate activities that develop self esteem, resilience and other social, communication and related skills
- vii) advice to parents/carers on strategies that support a consistency of approach between home and schools.

The ESCs/AP Academy also directly provide or manage locally commissioned behaviour support to Hertfordshire’s primary schools for children with emerging needs. The nature and extent of this support varies in different ESCs/DSPLs.

III. Secondary Phase support

A range of support is offered to children who are experiencing poor emotional wellbeing. This ranges from in-school support for individual children, group interventions or alternative provision outside of the child’s own school setting.

The nature of in-school support available will vary from school to school and details should be available on their website via their SEND statement.

If it is considered necessary for a child to access alternative provision, schools can access this through an Education Support Centre (ESC) or Alternative Provision Academy.

Hertfordshire has five ESCs and an AP multi Academy trust. These are:

- i) North Herts ESC (Supporting Letchworth, Baldock and Royston)
- ii) Stevenage ESC (Supporting Stevenage)
- iii) The Rivers ESC (Supporting Bishop’s Stortford, Sawbridgeworth, Buntingford, Hertford, Ware, Hoddesdon, Broxbourne and Cheshunt)
- iv) Links Multi Academy Trust (supporting Welwyn, Hatfield and Potters Bar)
- v) Links Multi Academy Trust (supporting St Albans and Harpenden)
- vi) Dacorum ESC (Supporting Berkhamsted, Tring, Hemel Hempstead and Kings Langley)
- vii) Chessbrook ESC (Supporting Watford, Three Rivers, Bushey and Radlett)

The primary purpose of the ESCs/AP Academy in Hertfordshire is to carry out those functions previously provided by Pupil Referral Units (PRUs); To provide education for secondary-aged children who have been permanently excluded or are considered

to be at immediate risk of being permanently excluded. They are also commissioned to provide flexible preventative services to support children with high level emerging needs.

ESCs and the AP Academy are funded to provide:

- i) advice and support to mainstream schools
- ii) outreach support for individual children within their own school setting
- iii) dual-enrolment for children considered to be at serious risk of exclusion
- iv) single enrolment for children who have been permanently excluded
- v) full-time day 6 provision for children who have been permanently excluded.

Advice and support include the following:

- i) general advice and guidance
- ii) individual case consultancy
- iii) support with transitions
- iv) twilight training sessions.

Outreach support includes the following:

- i) in-school support for individual children
- ii) small group work such as social skills groups and Circle of Friends
- iii) support with reintegration
- iv) whole-class work on issues such as transitions
- v) support for individual teachers on issues such as solution-focussed approaches
- vi) work with Teaching Assistants (TAs) and other staff on specific conditions such as autism.

Children registered at an ESC/AP Academy are offered the following:

- i) respite support away from the main school for children considered to be at serious risk of permanent exclusion
- ii) a personalised curriculum tailored to meet the individual needs of the child
- iii) a range of alternative provision, including vocational learning, college placements and work experience.

The ESCs/AP Academy also directly provide or manage locally commissioned behaviour support to Hertfordshire's primary schools for children with emerging needs. The nature and extent of this support varies in different ESCs/DSPLs.

IV. Special School support

The nature of the social, emotional and behaviour difficulties experienced by some children may be such that it is considered that their needs cannot be met in a mainstream school and that these needs will best be met by accessing special school provision.

There are six special schools in Hertfordshire which are able to offer provision for children who have an Education, Health and Care Plan which specifies social, emotional and behavioural difficulties (SEMH). Some of these schools have additional residential provision.

These special schools are:

- i) Haywood Grove – Primary/mixed - Hemel Hempstead
- ii) Larwood - Primary/mixed – Stevenage
- iii) Batchwood - Secondary/mixed - St Albans
- iv) Brandles – Secondary/boys – Baldock
- v) Falconer - Secondary/boys with residential – Bushey
- vi) Hailey Hall - Secondary/boys with residential – Hoddesdon.

Admission to these provisions is through the SEND Provision Panel and school cohorts may be drawn from several DSPL areas, although placements will usually be offered in the nearest suitable school.

Hertfordshire also has a County Provision - Roman Fields - which also serves as a PRU solely for children with an EHC Plan (SEMH). Admission to Roman Fields School is also through the SEN Provision Panel.

All these provisions have specialist staff who are experienced in supporting parent /carers whose children have SEMH.

All special schools have the opportunity to form alliances/federations between themselves and local ESCs in order to develop capacity.

Appendix 2 – Hertfordshire Steps

Hertfordshire Steps has been adopted by the local authority as its preferred approach to behaviour management in Early Years settings and schools. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

Hertfordshire Steps is the foundation of our thinking and the umbrella that all other training sits within. Hertfordshire Steps is a training package designed to embed an

approach to behaviour management that prioritising emotional wellbeing. This consistent locally owned approach aims to raise confidence in staff, so they feel safe when supporting children whose emotional wellbeing is affecting their ability to engage in education. Hertfordshire Steps uses a variety of personal centred analytical tools to explore, consider and understand the causes of poor emotional wellbeing.

Differentiation can then be specifically planned to protect the child and minimising the risk from escalation.

Early intervention by staff and professionals should ensure the child's needs are correctly identified and recognised. Staff will then be well informed about emerging need and ensure the right provision is identified. An advantage of Hertfordshire Steps is that it focuses on restraint reduction and elimination by promoting a holistic approach to understanding emotional wellbeing which can be introduced into mainstream settings and schools, special schools, FE and wider services working with children in Hertfordshire.

It is a therapeutic approach to emotional wellbeing, with an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. It places the emphasis on de-escalation and enables staff to focus on the causes of an individual child's declining emotional wellbeing rather than the presenting behaviour itself and empowers staff to proactively tailor their responses. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if restrictive physical intervention has been required.

Hertfordshire Steps is delivered through tutor training led by the Hertfordshire Steps County Lead. Schools are able to build a small in-house team with a minimum of 2 staff per school who attend an intensive training course to become Steps trainers for their school. This model ensures that school-based tutors provide specific whole-staff training to develop consistency and supports senior leadership teams in the development of quality policy and planning.

Early Years settings are able to disseminate the Steps principles in their settings with a minimum of 2 staff (the Manager and Senco) per setting who attend a one-day training course specifically designed for Early Years. This model ensures that Early Years leaders can embed the principles in their settings and empower their staff to understand, analyse and respond appropriately to children's behaviour.

Step On tutor training is an, early intervention course that develops practitioners' knowledge, skills and understanding of behaviour and emotional wellbeing. It includes some simple de-escalation and everyday handling techniques. Steps emphasises the role of children and young person as co-producers, being involved in the planning of how they will be approached, giving them a sense of control of their environment.

Step Up tutor training is a bespoke course that develops practitioners' specific knowledge, skills and understanding of managing difficult or dangerous behaviour

before, during and after a crisis, and includes practical techniques of risk-managed physical intervention. Staff must be trained in Step On before accessing Step Up training. The training is planned on the basis of auditing the particular needs of a child. It is designed for a small number of staff working with highly vulnerable and challenging children.

One of the key principles of the Steps approach to emotional wellbeing is consistency and this is reflected in the delivery of the training at all levels. Procedures and protocols are in place, and adhered to by all parties, to ensure that all training offered is of a high quality. Tutors are required to use a standard set of training materials distributed annually by the local authority. The local authority is aware of all the training courses that are to be provided before each event takes place. All training is coordinated by the local authority and tutors cannot lead training outside of their own school or service without the prior agreement of the Steps County Lead. Tutors are required to attend an annual refresher course at which their skills are verified and reaccredited.

The aim of Hertfordshire Steps is to ensure that ultimately the vast majority of/all Hertfordshire schools will have Steps-trained tutors and will continue to lead yearly refresher sessions which are bespoke to their school or setting to further develop good working practices, focusing on individual children as well as further embedding the therapeutic approach. Early Years Leaders will be expected to ensure all new staff are inducted into the Steps approach and that information from refresher courses is regularly disseminated to staff in their setting. The strategic aim is that all staff will be trained and have the skills to know how to manage difficult or dangerous behaviour in a proactive manner and to have an understanding of what challenging behaviour might be communicating, focusing on de-escalation and preventative strategies rather than on solely reactive strategies.

The impact of Hertfordshire Steps is measured by analysing the reduction in the use of restrictive physical intervention (RPI) across Hertfordshire schools and settings. It supports the inclusion of pupils who exhibit challenging behaviour and it is accordingly anticipated that it will lead to a reduction in the number of exclusions.

Hertfordshire Steps is consistent with both Hertfordshire County Council's overall emotional wellbeing and behaviour strategy and the model behaviour policy that the local authority offers to schools and settings. The intention is that it will be used across all phases of education, from Early Years to FE, and in mainstream and special education settings.

Appendix 3 - Training and support for Emotional Wellbeing and Mental Health in Schools

Hertfordshire has been taking positive steps in terms of its Mental Health support for children and young people. Hertfordshire invested in mental health support for schools via its Strategic Leads for Mental Health in School. Employed by

Hertfordshire's Clinical Commissioning Groups, these roles have enabled widespread establishment of mental health leads and training in schools.

Hertfordshire's commitment is exemplified by the Mental Health Trailblazers. These involves trialling a new national model of mental health support in schools, attaching multi-disciplinary support teams around local clusters of education settings.

Hertfordshire is unique in trialling this with Special Learning Disabilities schools, providing an exciting opportunity to provide holistic mental health support to children and young people with complex SEND needs. Hertfordshire is now considering its long-term vision for this vital mental health support for schools so that it is ready to move beyond the pilot phase.

National background to mental health and emotional wellbeing in Education

A Government green paper publication in December 2017, Transforming Mental Health in Schools and Colleges, sets out the government ambition to go further to ensure that children and young people showing early signs of poor emotional wellbeing and distress are always able to access the right help, in the right setting, when they need it.

The green paper acknowledges that half of all mental health conditions are established before the age of fourteen and that early intervention can prevent problems escalating and have major societal benefits. The green paper sets out to put schools and colleges at the heart of everyone's efforts to intervene early and prevent problems escalating.

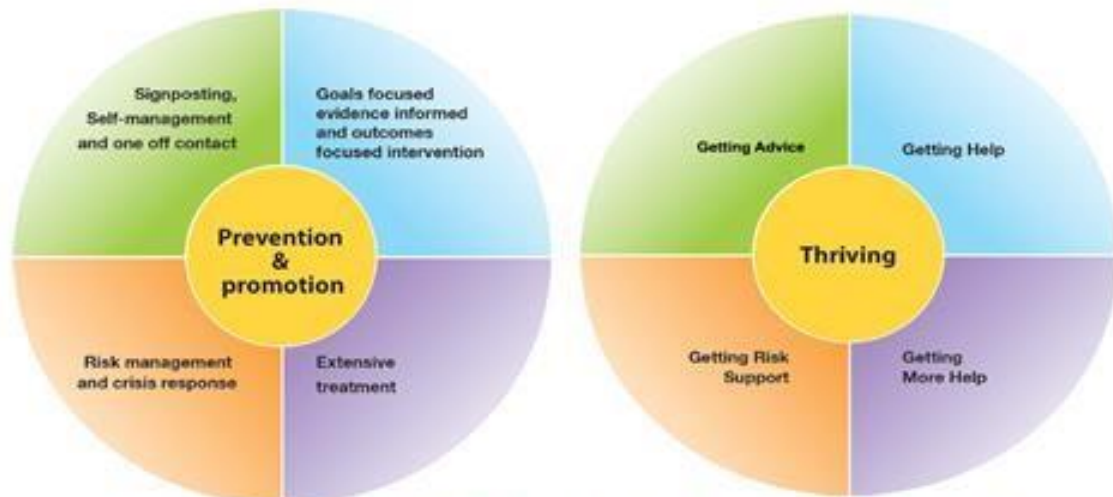
There is clear evidence that schools and colleges play a vital role in identifying mental health needs at an early stage, referring young people to specialist support and working jointly with others to support young people experiencing problems.

The government wants to ensure that all children and young people, no matter where they live, have access to high-quality mental health and wellbeing support linked to their school or college. Some children and young people will always need additional support from more specialist services within and beyond the NHS. When a need has been identified, young people should be assessed quickly and referred to the most appropriate support.

Hertfordshire is committed to ensuring that the emotional and mental wellbeing of our children and young people is everyone's responsibility. Therefore, we must continue to work together as a system to ensure our young people are well supported and given the opportunity to have the best start in life. Key priority areas identified within the Local CAMHS Transformation Plan (LTP) include work with schools, who are often the first point of contact for children and young people around their mental health and increasing access to Early Intervention in keeping with the Thrive framework with a focus on a system that is responsive to the need of Child/Young person.

The Bigger picture: CAMHS Transformation

- Whole system transformation plan for C&YP mental health.
- Bigger emphasis on prevention, early intervention.
- Needs led model as opposed service led.



<https://www.annafreud.org/what-we-do/improving-help/thrive-framework/>

Thrive Framework Wolpert, M., Harris, R., Hodges, S., Fuggle, P., James, R., Wiener, A., ...Munk, S. (2019). THRIVE Framework for system change. London: CAMHS Press

Hertfordshire's approach to the Green Paper and training offer

In keeping with the Green Paper ambition and in order to address the key areas of need outlined and ensure good outcomes for Children and Young people; the local Hertfordshire NHS Clinical Commissioning Groups (East and North Herts and Herts Valleys) committed to funding one Strategic Leads for Mental Health in Schools post in each CCG area to take the following key areas of work forward:

Establishing Designated Mental Health Lead and Deputy Lead

A Mental Health Lead (MHL) training and role description has been co-produced with schools to help support this developing role providing guidance to Senior Leadership Teams and Mental Health Leads with regard to key competencies, components and limitations of the role in addition to outlining key training and support available and funded from CAMHS Transformation.

The Mental Health Leads Level 2 training is a full day, quality-assured training which explores mental health from a range of perspectives, school-based systems and approaches. The training is delivered on a monthly basis by the Strategic Leads for

Mental Health to ensure consistency of key messages and quality assurance. It is accessible to all MH Leads and Deputy Leads and key messages are aligned with key Local Authority trainings and includes evidence-based data from current research relating to Mental Health in Children and Young People.

Key elements:

- Staff wellbeing.
- Navigating external provisions and services.
- Applying a consistent approach to pupils' wellbeing to support building resilience and early intervention within the school context.
- Strategies and solutions using a holistic reflective peer support model
- Introducing the role of Mental Health Lead/Deputy Lead and implementing a Whole School Approach framework to Emotional Wellbeing and Mental Health.

Mental Health First Aid Youth Training

One Day MHFA Champions Youth Training

Nationally licenced training supporting front-line professionals in embedding mental health in day-to-day practice in relation to Emotional Wellbeing and Mental Health.

This course works on the basis that there is a role in our communities for Mental Health First Aiders – people who feel confident to go to someone experiencing emotional distress, provide initial help and guide them towards more specialist support. This accredited, evidence-based course covers how to respond to 8- to 18-year-olds experiencing mental and emotional distress.

Key Outcomes:

- An understanding of common mental health issues and how they can affect young people.
- Ability to spot signs of mental ill-health in young people and guide them to a place of support.
- Knowledge and confidence to advocate for mental health awareness.
- Increased capacity in relation to promoting resilience and early intervention.

Two Day MHFA Youth Training: For Mental Health Leads/Deputy Mental Health Leads

Key Outcomes:

- Spot the early signs of mental health problems.
- Feel confident helping someone experiencing a mental health problem.
- Provide help on a first aid basis.
- Help prevent someone from hurting themselves or others.
- Help stop a mental health problem from getting worse.
- Help someone recover faster.
- Guide someone to the right support.
- Reduce the stigma of mental health problems.
- Building Skills to support positive wellbeing and Emotional distress.

The MHFA training has been extended to the voluntary sector, GPs, Public Health Nurses, A&E staff and hospitals to increase confidence and capacity across the system.

[Online toolkit for mental health leads and School professionals on Healthy Young Minds in Herts](#)

Providing key quality-assured guidance and resources for schools and colleges, parents and young people.

Supporting the development of Lead Governor Role

Providing guidance and briefing, developing and promoting the role of Lead Governor for Health and Wellbeing, alongside Public Health and Local Authority Governance Lead. The aim is to ensure schools are supported to embed emotional wellbeing and mental health when considering behaviour, promoting early intervention.

References:

- **Transforming Mental Health in Schools and Colleges** – Green paper 2017 Government Green Paper, 2017: [Transforming children and young people's mental health provision: a green paper](#)

Last updated 25 July 2018

From: [Department of Health and Social Care](#) and [Department for Education](#)

- **Future in mind DFE/DH Promoting, protecting and improving our children and young people’s Mental health and wellbeing**, 2015, National review of CAMHS services
- **Healthy Young Minds In Herts, Child and Adolescent Mental Health Services (CAMHS) Transformation Plan for Hertfordshire 2015-2020**. Updated December 2019. Accessible on East and North Herts CCG/Herts Valleys CCG Website.
- Thrive Framework Wolpert, M., Harris, R., Hodges, S., Fuggle, P., James, R., Wiener, A., ...Munk, S. (2019). THRIVE Framework for system change. London: CAMHS Press

Breda O’Neill and Yael Leinman

Strategic Leads for Mental Health In Schools



Appendix 4 – Hertfordshire’s Thrive Approach to understanding and supporting emotional wellbeing, engagement and behaviour





This graduated response highlights the educational entitlement through our tiered approach. The Graduated Tiered approach demonstrates the provision and services included at each level and the types of interventions locally accessible to support emotional engagement.

Tier 1: Prevention and early identification (Universal)

- Create a clear behaviour policy in line with HCC Emotional wellbeing and Behaviour Strategy, which considers children's emotional wellbeing when assessing needs and identifying support required to facilitate engagement in learning
- Clear expectations and induction process for all stakeholders in early identification of poor emotional wellbeing indicators
- Pastoral support and access to therapeutic support to increase emotional wellbeing and engagement in education
- Appropriate and relevant training and CPD to meet needs of both individuals and the school

- Clear communication systems between school and home/ and external agencies as appropriate
- Seek support around family services via Family Support Workers
- Seek external advice to help inform and support school led interventions
- 5 ways to wellbeing and other resilience-based approaches
- Just talk campaign – engaging with key resources and campaign
- Engage in Healthy Young Minds in Herts Emotional Wellbeing Whole School Approach, Self-review and or kite mark accreditation
- Utilise Healthy Young Minds in Herts website evidence-based quality assured resources

Examples of Good Practice

Policy:

- A policy that reflects flexibility to ensure individualised tailored support and strategies for children to promote positive emotional wellbeing and prevent the need for exclusion
- Policy to be used in conjunction with: SEND code of practice and refer to inclusion Policy, Equalities Policy and Accessibility Plan
- Policies communicated to all stakeholders to enable everyone to be clear of the school's behaviour expectations in promoting positive emotional wellbeing
- Building resilience and early identification of poor emotional wellbeing highlighted as a priority within policies
- Staff wellbeing focus to be clearly embedded in policy and practice. Settings to consider Anna Freud '10 steps towards staff wellbeing'
- Consistent use of the NHS Quality Assured commissioning of training and therapeutic guidance
- A collaborative approach to sharing information and working with parent
- Promotion of high expectations and ensure all children achieve their best.
- Process and protocols in place for early identification of emerging needs that may indicate SEND
- Effective and clear communication between inclusion and SEND regarding emerging needs and agreed ways forward with regards support **Induction:**

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

- All staff should be made aware of who the key contacts are within school for child protection, mental health and wellbeing (such as the Mental Health and Deputy Lead).
- At transition points (for cohorts of students) there needs to be clarity for children 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 improve emotional wellbeing to be written and agreed with parent/carers and the student when necessary **Pastoral / therapeutic support:**

Examples may include:

- Public school Nursing: Health for Kids, health for Teens website
- YC Herts (relevant projects to be explored)
- Protective Behaviours
- Mentoring/peer support
- Circle time
- Member of staff responsible for delivery and monitoring of pastoral support and other appropriate school-based intervention

CPD:

- Mental Health First Aid youth 1-day training – Development of Mental Health champions role in relation to responding to children aged 8 – 18
- Mental Health First Aid youth 2-day training - Development of Mental Health champions role in relation to responding to children aged 8 – 18
- Level 2 Mental Health Leads training – Designated Mental Health Lead and Deputy
- All staff to attend a Healthy Young Minds in Herts Mental Health Level 1 awareness training session as part of their induction
- My teen brain – one day multi agency training for professionals' free resources.
- All staff should complete 2 children mental health MindED online modules
- Mind in Herts – spot the signs Emotional Wellbeing training
- Hertfordshire Steps school-based tutors trained
- Hertfordshire Steps, Step on training 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 focussed

- Staff should describe and separate the behaviour from the child and consider what may drive the behaviour that is of concern.
- Staff will refrain from being judgemental towards the presented behaviour and focus on what the behaviour might be communicating
- Staff will aim to analyse the function of the behaviour and avoid moralising statements that comment on issues or right or wrong

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 and/ or Mental Health/ Deputy Lead
- Education Support Centre – Advice and guidance
- Healthy young minds in Herts website and quality assured resources e.g. (wellbeing signposting guide for young people, a parent’s survival guide, anxiety and self-harm toolkit, stress bucket tips for parents, when to worry tool)
- Chat health – school nursing text message service for young people (11-19)
- Young minds – information for professionals, parents/carers and young people/adults experiencing a mental health crisis

Tier 2: Getting Advice and Signposting (Universal plus)

This support would be within their current school setting Early intervention from External Agencies such as:

- ESC Outreach
- Primary/secondary Behaviour Support Services (Outreach- advice and guidance)
- Family Support Worker
- Public health nursing – Targeted intervention via electronic referral online
- ESMA
- Integrated Services for Learning
- DSPL
- Thriving Families
- Herts Young Homeless
- Safe space counselling
- Local community counselling services
- Targeted Youth Support Team

Examples of Support

- Small group work - an intensive block of support
- Additional or 1:1 support in class. This would be for an agreed amount of time
- Nurture Group
- Tailored support and strategies for school staff
- Hertfordshire Steps analysis documents used (Roots and Fruits & anxiety mapping)
- Promotion of parent/carer support networks locally
- Boxall profile or strength and difficulties questionnaire to identify emerging needs
- Solution focussed reflective practice circle
- Stem 4 – quality assured self-help apps
- YC Herts (relevant projects to be explored)

Examples of Good Practice

- Risk Reduction Plan in place clearly identifying triggers and effective de-escalation strategies currently used by the school to ensure good practice. These plans may include a flow diagram, so communication is clear and effective
- 'Roots and Fruits' to be embedded and regularly updated within practice
- A transparent programme of support implemented that sets the student up for success
- CPD identified for particular groups of staff (MSAs, TA etc) to enable them to effectively manage more challenging behaviours and confidently implement Behaviour Plans
- Tailored CPD from SEMH
- Parenting support offered to parents to enable them to meet with parents who also experience similar difficulties providing them with a support network
- Outreach support to be contacted to explore advice and guidance in how best to support the pupil's emotional wellbeing and engagement with learning
- Deliver developmentally appropriate RSHE curriculum that promotes and raises awareness of positive emotional well being
- Ensure that children with medical conditions get the support they need

Any support plans must be created with input and discussion with parents/ carers.

Tier 3: Getting Help (Targeted)

Intervention from External Agencies such as:

- ESC Outreach

- ESC in reach (Respite)
- Targeted youth support team
- CAMHS
- ESMA
- Integrated Services for Learning (local offer)
- SPLD/SLCN
- Intensive families First – family support work
- Counselling, play therapy, art therapy
- CGL (Spectrum) for drugs and alcohol addiction support
- Step2
- Available DSPL provision
- Team around the family

Examples of Support

- Targeted support from a local behaviour provider (Primary/Secondary)
- Provision for secondary would be ESC 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
- Early identification of needs and referral to appropriate support service
- Counselling/Therapeutic support

Examples of Good Practice

- A programme of support that enables the child to succeed both socially and academically
- Adapted curriculum or expectations to avoid the need for exclusion and promote engagement within education
- Quality assurance checks to be undertaken re delivery of quality of teaching and learning
- Risk reduction plan to be an established document to reduce the risk of harm or disengagement
- Evidence of Assess, Plan, Do, Review
- For those children that may require an EHCP statutory assessment, paperwork to be submitted

- Consider identified or unidentified needs and seek support from external agencies
- Support parent to seek support and advice from SENDIASS
- Provision should meet the 22 – 25 hour entitlement unless it has been agreed with parents/carers that it is in the best interest of the child for this to be reduced in line with HCC guidance

Tier 4: -Getting More Help (Targeted plus)

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

Access to additional services which may include: -

- Families first assessment
- Specialist CAMHS via Single Point of Access (including eating disorders, Forest House, Targeted Teams)
- ESMA
- PALMS
- ESC -outreach and in reach
- 0-25 together team
- Wellbeing team

Examples of Support

- An intensive period of support from a local behaviour support service
- EHCP review
- Tailored support and strategies for school staff which could include a period of time working within the provision intensive block of support from a local behaviour support service
- A bespoke personalised learning experience with multi agency and parents/carer support
- The support is bespoke and tailored to the needs of the child, with planned and significant involvement from multi agencies who are involved in supporting the young person and the family

Examples of Good Practice

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

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

- a return to current school or
- transition to a new school

Professionals meeting for Team around the Family

Tier 5: Getting Risk Support (Specialist)

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

Access to additional services through referral or pathway route which may include: -

- Forest House
- CAMHS crisis team
- MASH
- Children services multi agency support
- ESC onsite provision
- Integration/inclusion team
- Fair access
- Wellbeing team

Examples of Support

- An intensive period of support from a local behaviour support service
- Primary or secondary behaviour service in-reach
- Tailored support and strategies for school staff which could include a period of time working within the provision intensive block of support from a local behaviour support service
- Managed move panel
- The provision is bespoke and tailored to the needs of the child, with planned and significant involvement from multi agencies who are involved in supporting the young person and the family

Examples of Good Practice

- Fair access and Exclusion Team to source provision for young person within an agreed timescale and programme of support to be part of this transition.
- Place allocated at ESC (Secondary) young person is dual registered
- A personalised learning and well-being program is implemented to support the young person during this period of transition

Appendix 5: Hertfordshire’s Tiered approach to improving and supporting emotional wellbeing, engagement and behaviour in early years (0 – 5 years old)

ISL SEND Specialist Advice and Support (SEND SAS) Offer for Emotional Wellbeing and Behaviour in the Early Years (0-5) September 2021

This document sits alongside the ‘ISL SEND Specialist Advice and Support (SEND SAS) Offer for Children in the Early Years’ and supports the Hertfordshire Emotional Wellbeing and Behaviour Strategy (2020 – 2023).

Some children may require specific, specialised support to meet their social and emotional needs. In this instance, the SEND SAS Early Years team will work alongside Early Years providers to ensure their provision reflects Hertfordshire’s preferred approach to therapeutic behaviour support. In the majority of cases, this will be focussed on strengthening the processes, policy and practice of settings to ensure a positive, supportive learning environment for all children.

On occasion, children may communicate their wants and needs through sustained, difficult and/or dangerous behaviour. Early Years Emotional Wellbeing and Behaviour Specialists can guide and advise Early Years practitioners to confidently provide effective provision to support these needs.

In line with the Graduated Response to SEND, Early Years practitioners should provide high quality, inclusive learning experiences to all children in their setting. This includes the consideration of Hertfordshire’s preferred approach to therapeutic behaviour support when planning and implementing provision, intervention and individual support. It is expected that Early Years providers engage in the lower Tiers of Support, before higher levels of intervention are offered.

The learner profile below should guide Early Years practitioners, professionals and the Early Years SEND team to allocate the most appropriate level of intervention for children with social, emotional and behavioural needs.

Tier 1

Learner profile

- The child is broadly working within the appropriate chronological developmental learning phase for Personal, Social and Emotional Development (PSED)
- The child is developing an awareness of other people’s feelings and responds appropriately, on the majority of occasions
- The child may have difficulty with listening and maintaining attention, but can be quickly reengaged with adult prompting
- They have developed a positive relationship with their key person and, possibly, other adults in the setting
- The child is at expected stage in developing social play and interaction with peers and shows developmentally appropriate social interactions with others

- They are confident to try new activities and explore their environment. They are able to cope when things do not go to plan and will persevere with an activity.
- The child is able to follow setting routines with visual support e.g. using a visual timetable
- They are able to remain on task with some additional prompts, (e.g. 'Now and Next' board, timers)
- The child is able to show emotions in a range of developmentally appropriate ways
- All children in the Early Years need support from adults to regulate their emotions (co-regulation); with adult support, children are able to manage and regulate their emotional responses
- The child may struggle to follow routines if overwhelmed, but can be calmed quickly with adult support
- They can use a range of coping strategies to remain calm when managing everyday challenges, after initial adult modelling and scaffolding

Offer

- Core Early Years Emotional Wellbeing and Behaviour training programme:
 - Attachment Aware and Trauma Informed Toolkit, delivered by Inclusion Development Officers and Early Years Emotional Wellbeing and Behaviour Specialists to PVI and Maintained Nursery setting managerial staff/SENCOs. Training should be disseminated to all setting staff following delivery from the Early Years Team. Content can be accessed via [Policies and guidance | Virtual School \(hertfordshire.gov.uk\)](https://www.hertfordshire.gov.uk/policies-and-guidance/virtual-school)
 - School Nursery and Reception classes can receive this training via their school SENCO
 - Once providers have received Attachment Aware and Trauma Informed Toolkit training, and provided a certificate of completion, they can access Therapeutic Approaches to Behaviour (TAB) training modules. This is delivered in cohorts by Inclusion Development Officers and Early Years Emotional Wellbeing and Behaviour Specialists.
 - Early Years practitioners can access 'Emotional Wellbeing and Behaviour Supervision Groups' once they have completed TAB modules. Groups are facilitated by Early Years Emotional Wellbeing and Behaviour Specialists, in local areas.
 - Practitioners can access TAB planning tools, once all modules have been completed. Implementation of tools can be supported by Inclusion Development Officers and Early Years Emotional Wellbeing and Behaviour Specialists.

Episode of Support for Tier 1	Details
Who identifies need?	<ul style="list-style-type: none"> • Practitioner(s) in Early Years setting • Inclusion Development Officers or other professionals working with Early Years settings (e.g. HfL Early Years Advisors)
Referral processes	<ul style="list-style-type: none"> • Contact link Inclusion Development Officer • Contact area Lead Teacher
SEND SAS intervention episode	<ul style="list-style-type: none"> • Attachment Aware and Trauma Informed Toolkit – one training session,

Episode of Support for Tier 1	Details
	<p>with requirement to disseminate training on completion</p> <ul style="list-style-type: none"> • TAB modules – one module per term, three modules in total ‘Emotional Wellbeing and Behaviour Supervision Groups’ – attendance welcomed as frequently as is needed/appropriate for setting practitioners

Tier 2

Learner profile

- The child may have difficulties settling into school/setting despite adult support
- When overwhelmed, the child may demonstrate unpredictable or unexpected behaviour which may result in the need for adult support
- The child may demonstrate difficulties in age appropriate sharing, turn-taking and participation in group activities
- The child shows some difficulty in developing a positive relationship with their key person
- They may show some difficulty in building and/or maintaining relationships with peers, which will need additional adult support
- The child shows some inappropriate social interactions (in relation to their developmental stage), which may include physical contact
- They may appear hesitant or lacking in confidence, which impacts on how they access the learning environment and social times
- The child displays difficulty in remaining calm when faced with everyday challenges, and this may impact on their emotional wellbeing
- Adult modelling and scaffolding is required to support the child manage and regulate their emotions
- The child requires additional adult support to use visual supports to follow setting routines and prompts to remain on task
- The child may require adult encouragement to remain engaged in play activities and remain focused during adult led tasks
- The child needs adult support to transition from child chosen play to adult led activities or routines

Offer

- Telephone/virtual consultations for unnamed advice and guidance from an Early Years Emotional Wellbeing and Behaviour Specialist – consultations will be offered to TAB trained settings only, unless a child is displaying new, dangerous behaviour (including significantly withdrawn behaviour) or is new to the setting and displaying dangerous behaviour

- Early Years Advice Line (01442 453920 Wednesday 9am -12pm and Thursday 1pm - 4pm) open to families and settings not yet TAB trained or requiring immediate advice (anonymised advice for practitioners at settings)
- ‘Drop in’ sessions for families requiring support for concerns regarding emotional wellbeing and behaviour

Episode of Support for Tier 2	Details
Who identifies need?	<ul style="list-style-type: none"> • Family • Practitioner(s) in Early Years setting • Healthcare professional (e.g. Health Visitor) • Inclusion Development Officer/Early Years Emotional Wellbeing and Behaviour Specialist • SEND Champion at local Family Centre (see ‘SEND SAS Offer for Children in the Early Years’ p.20 for further information)
Referral processes	<ul style="list-style-type: none"> • No referral necessary for Early Years Advice Line • Booking required for ‘drop in’ sessions – contact link Early Years Emotional Wellbeing and Behaviour Specialist via email • Contact link Early Years Emotional Wellbeing and Behaviour Specialist to book consultation
SEND SAS intervention episode	<ul style="list-style-type: none"> • Early Years Advice Line – standalone advice. Early Years settings should include guidance given in the child’s SEN Support/Tab planning documents. Advice given is recorded on electronic database in the child’s record (parental advice) or setting record, to provide continuation of advice where necessary • Telephone/virtual consultation – Early Years Emotional Wellbeing and Behaviour Specialist will record advice given on electronic database, to provide continuation of advice where necessary • ‘Drop in’ sessions - advice given recorded on electronic database under the child’s record, to provide continuation of advice where necessary. Families may book an additional appointment in the following term/half term to review progress

Tier 3

Learner profile

- The child is working below age appropriate chronological developmental learning phase for Personal, Social and Emotional Development (PSED)
- The child shows considerable difficulty in developmentally appropriate turn taking/sharing and participation in group activities
- They demonstrate considerable difficulty in building and/or maintaining relationships with others, which may lead to isolation and/or conflict
- The child expresses emotion, (fear, frustration, excitement etc.) wants/needs through inappropriate physical contact, possibly causing non-deliberate harm to others
- The child has considerable difficulty in managing and regulating emotions, even with consistent adult support
- The child demonstrates an inconsistent ability to risk assess their own safety, which may cause them to be overly cautious or have minimal awareness of danger
- Child sometimes displays behaviours that could cause harm to self, as an emotional response to an overwhelming or anxiety provoking situation
- The child becomes overwhelmed often, requiring planned adult intervention and support
- The child demonstrates ongoing separation difficulties with primary caregiver or key adults
- The child, when overwhelmed, may withdraw from activities or the learning environment
- They display considerable difficulty following setting routines e.g. difficulty coping with boundaries, difficulty during transitions, difficulty in coping with changes in routine/staff etc.

Offer

- For TAB trained settings: in setting modelling and guidance from Early Years Emotional Wellbeing and Behaviour Specialists, to support and embed practice and ethos where practitioners/other professionals have highlighted difficulties or concerns.
- Concerns may be related to an individual, unnamed, child or cohort/whole setting practice

Episode of Support for Tier 3	Details
Who identifies need?	<ul style="list-style-type: none"> • Early Years Emotional Wellbeing and Behaviour Specialist Practitioner(s) in Early Years setting • Inclusion Development Officers or other professionals working with Early Years settings (e.g. HfL Early Years Advisors) Lead Teacher/Specialist Advisory Teacher
Referral processes	<p>A single service request should be completed (see '<i>SEND SAS Offer for Children in the Early Years</i>' for further information)</p> <p>The referrer should request support from 'Early Years SEND' and should</p>

Episode of Support for Tier 3	Details
	<p>note the 'reason for request' as 'Tier 3 Emotional Wellbeing and Behaviour Support'</p> <p>Settings will need to ensure that they have attended TAB training and Emotional Wellbeing and Behaviour supervision groups before a referral is made, unless they are able to evidence that a child/children are displaying new, dangerous behaviour or have a new cohort displaying particularly difficult or dangerous behaviour</p> <p>Settings will need to evidence that they have participated in a consultation with an Early Years Emotional Wellbeing and Behaviour Specialist, for support related to an unnamed child. Evidence of the strategies being implemented should be sent with the service request (APDR/TAB planning documents)</p>
SEND SAS intervention episode	<ul style="list-style-type: none"> • Initial support - three visits to the setting by an Emotional Wellbeing and Behaviour Specialist; initial assessment with outcomes, advice and actions, followed by a second visit to review progress and offer time for modelling, support and/or guidance. The last visit will assess progress towards outcomes and give final advice and guidance. • After review, and in discussion with the Specialism Lead for Early Years, a decision will be made to offer additional visit(s)/support or end the episode of intervention.

Tier 4

Learner profile

- The child is working significantly below age appropriate chronological developmental learning phase for Personal, Social and Emotional Development (PSED)
- The child demonstrates distressed behaviours which disrupts their own and others' learning and which staff may find challenging
- There may be concerns regarding, social and emotional health, that require outside agency support
- The child experiences daily significant and persistent difficulties with regulating emotions, despite consistent adult support

- Child is showing significant difficulties in developing a positive relationship with a keyperson or adults consistently in the setting
- The child appears to show no awareness of other people’s feelings
- The child frequently interacts inappropriately with others, which may lead to harm
- They demonstrate significant difficulty in using and reading non-verbal cues, resulting in increasing isolation from peers
- The child appears hesitant, lacks confidence and is frequently withdrawn, which significantly impacts on how they access the learning environment and social times
- There is significant difficulty managing and regulating emotions, even with planned adult support and interventions
- The child frequently indicates low self-esteem, which impacts on their confidence to try new experiences. They find it difficult to cope when things do not go to plan and will give up quickly
- The child’s behaviour indicates anxiety; they have significant difficulty in remaining calm when faced with everyday challenges, which may impact on their emotional wellbeing
- They have significant difficulty self-regulating and this impacts on their ability to remain on task during a developmentally appropriate activity, despite ongoing individualised interventions
- Child expresses emotions, wants/needs through frequent incidents of anti-social interaction and non-deliberate harm to others; which may put their nursery/setting placement at risk

Offer

- Setting visits, to a named child, by an Early Years Emotional Wellbeing and Behaviour Specialist to assess need, advise and model strategies
- Support for individual, named children will be provided for TAB trained settings who have already accessed an unnamed consultation (Tier 2), unless a child is displaying new, dangerous behaviour (including significantly withdrawn behaviour) or is new to the setting and displaying dangerous behaviour

Episode of Support for Tier 4	Details
Who identifies need?	<ul style="list-style-type: none"> • Emotional Wellbeing and Behaviour Specialist/ Inclusion Development Officer • Practitioner(s) in Early Years setting • Area Lead Teacher/ Specialist Advisory Teacher • Healthcare professional (e.g. health visitor, paediatrician)
Referral processes	<ul style="list-style-type: none"> • Settings should contact their link Early Years Emotional Wellbeing and Behaviour Specialist before submitting a single service request. A ‘triage assessment’ will be arranged to discuss TAB planning documents already in place and give additional advice, before

Episode of Support for Tier 4	Details
	<p>deciding on whether a service request is appropriate</p> <ul style="list-style-type: none"> • Emotional Wellbeing and Behaviour Specialists may suggest Tier 3 support as a more appropriate option at this point • If Tier 4 support is considered appropriate, the practitioner should submit a Single Service Request (see '<i>SEND SAS Offer for Children in the Early Years</i>' for further information) including 'triage assessment' information
SEND SAS intervention episode	<ul style="list-style-type: none"> • Initial support - two visits to be offered in the Early Years setting. The Early Years Emotional Wellbeing and Behaviour Specialist will make an initial visit to assess need, make recommendations and set outcomes and a second visit to review progress and give additional advice, where necessary. • After review, and in discussion with the Specialism Lead for Early Years, a decision will be made to offer an additional visit(s), escalate the level of support or end the episode of intervention.

Tier 5

Learner profile

- The child is working significantly below age appropriate chronological developmental learning phase for Personal, Social and Emotional Development (PSED), despite ongoing intervention
- The child is unable to sustain play-based activities without significant, consistent adult attention and intervention
- The child has sustained and significant difficulties regulating emotions and there is evidence of emotional distress and/or unpredictable outbursts, despite consistent adult support and planned interventions
- The child frequently demonstrates distress and heightened anxiety, which is displayed through dangerous behaviour
- Child displays a high level of anxiety and has persistent difficulties in remaining calm, this may impact on their emotional wellbeing
- Child persistently lacks ability to risk assess their own safety which may cause them to be overly cautious or have little regard for danger
- The child is extremely vulnerable and there may be additional safeguarding issues

- Child expresses emotions, wants/needs through persistent, significant incidents of anti-social interaction and non-deliberate harm to others; which may put their nursery/setting placement at risk; this will put their placement at risk

Offer

- Setting and/or home visits by Emotional Wellbeing and Behaviour Specialist to assess need, advise and model strategies
- Advice and support for transition points
- Support for individual, named children will be provided for TAB trained settings who have already accessed an unnamed consultation (Tier 2), unless a child is displaying new, dangerous behaviour (including significantly withdrawn behaviour) or is new to the setting and displaying dangerous behaviour

Episode of Support for Tier 5	Details
Who identifies need?	<ul style="list-style-type: none"> • Emotional Wellbeing and Behaviour Specialist/ Inclusion Development Officer • Practitioner(s) in Early Years setting • Area Lead Teacher/ Specialist Advisory Teacher
Referral processes	<ul style="list-style-type: none"> • Settings should contact their link Early Years Emotional Wellbeing and Behaviour Specialist before submitting a single service request. A 'triage assessment' will be arranged to discuss TAB planning documents already in place and give additional advice, before deciding on whether a service request is appropriate • Emotional Wellbeing and Behaviour Specialists may suggest Tier 3/4 support as a more appropriate option at this point • If Tier 5 support is considered appropriate, the practitioner should submit a Single Service Request (see '<i>SEND SAS Offer for Children in the Early Years</i>' for further information) including 'triage assessment' information

Appendix 6 – Glossary of terms and acronyms

Academy - Academies are publicly-funded schools that are not maintained by the Local Authority

AEN - Additional Educational Needs

AET - Autism Education Trust

AP - Alternative Provision, e.g. PRU, ESC
CAMHS - Child and Adolescent Mental Health Service
CDC - Child Development Centre
CCG - Clinical Commissioning Group
CLA - Children Looked After
CPD - Continuous Professional Development
CS - Children's Services
CYP - Children and Young People
DfE - Department for Education
DSPL - Delivering Special Provision Locally
EHCNA - Education, Health and Care Needs Assessment
EHCP - Education, Health and Care Plan
EHM - Early Help
ESC - Education Support Centre (also known as PRU or AP)
ESMA - Education Support for Medical Absence
EY - Early Years
EYAG - Early Years Action Group
EYSDC - Early Years Specialist Development Centre
FE - Further Education
FF - Families First
Free School - Free schools are a type of academy
HCC - Hertfordshire County Council
HCS - Health and Community Services (Adult Care Services)
HFL - Herts For Learning
HLTA - Higher Level Teaching Assistant
HWB - Health and Wellbeing Board
ISL - Integrated Services for Learning
LA - Local Authority
LD - Learning Difficulty
LSP - Local Schools Partnership

Maintained - A school or setting that is publicly funded

MASH - Multi Agency Safeguarding Hub

Ofsted - Office for Standards in Education

PALMS - Positive behaviour, Autism, Learning disability and Mental health Service

PBS - Primary Behaviour service

PRU - Pupil Referral Unit (also known as AP or ESC)

PSP - Pastoral Support Plan

PVI - Private, voluntary and independent – early years settings funded through a combination of grant and fees

SALT - Speech and Language Therapy

SAT - Specialist Advisory Teacher

SEMH - Social Emotional Mental Health

SENCO - Special Educational Needs Coordinator

SEND - Special Educational Needs and Disabilities

SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service

SLCN - Speech, Language and Communication Needs

SLD - Severe Learning Difficulty

SpLD - Specific Learning Difficulty

YC Herts - Formerly, Youth Connexions