

Hertfordshire County Council

Behaviour Strategy 2015 – 2018

Support and Provision

April 2016

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1. Introduction

- 1.1** Hertfordshire County Council, in active collaboration with its partners and other stakeholders, is committed to ensuring that all Hertfordshire children are able to access suitable, full-time education through a school which is rooted in their local community and to thereby achieve their full potential.
- 1.2** The Council recognises that good behaviour is an essential prerequisite to effective learning and enhances children's well-being. The Council acknowledges that most children do not experience difficulties in moderating their behaviour at school and are able to make the most of the educational opportunities made available to them. A small number of children, however, find it difficult to engage positively in learning and manifest these difficulties through poor behaviour. These children need – and deserve - additional support. This behaviour strategy identifies how In Hertfordshire a partnership of the council, schools, parents and other stakeholders both promotes positive behaviour and offers support when this is needed.
- 1.3** It is important to recognise that both nationally and in Hertfordshire a significant change in the overall context in which support for behaviour is delivered has occurred over the past five years. As resources and responsibility for behaviour support and associated functions (including alternative provision) have now been largely devolved to schools the relationship between the local authority and schools has necessarily changed. (It is important to note that whilst resources and a range of responsibilities have been devolved to schools certain key statutory accountabilities remain with the local authority).
- 1.4** An inevitable consequence of this change has been that the focus of local authority-provided services and provision is now on children with higher level needs. This means that the behaviour strategy must be closely aligned with the SEND strategy.
- 1.5** Hertfordshire's Behaviour Strategy will be delivered through an identified work-stream, details of which are included as an appendix to this document. Progress in securing the intended outcomes will be overseen by the SEND Executive Board.
- 1.6** In order to ensure the delivery of this strategy the Council is committed to securing from all relevant partners and stakeholders their active support for, and engagement with, the strategy's principles and their investment and participation in the strategy's work-stream activities.
- 1.7** The strategy will evolve and develop in a changing overall context. The broad aims of the strategy will, however, remain constant.

2. Broad Aims of the Behaviour Strategy

- 2.1** The broad aims of the behaviour strategy are as follows:
- 2.2** To secure and protect the entitlement of all children in Hertfordshire – especially those considered to be vulnerable - to suitable, full-time education regardless of any behavioural difficulties they may have or where they live and/or go to school.
- 2.3** To enable schools to create a truly inclusive ethos and a learning environment in which children can actively participate and where positive behaviour can flourish.
- 2.4** To enhance the ability of schools to identify and engage at an early stage those children who are at risk of becoming disaffected and disengaged from learning and who manifest this disengagement and disaffection through their poor behaviour.
- 2.5** To enhance the ability and capacity of schools to work in partnership with each other in order to retain ownership of, and secure positive outcomes for, all children within their area.
- 2.6** To secure the full and active participation of parents/carers in supporting children who are becoming/have become disaffected and disengaged from learning.
- 2.7** To improve the coordination, integration and effectiveness of local authority support services in order to secure earlier, targeted interventions which lead to sustained quality outcomes.
- 2.8** To ensure that the partnership between schools and education services and other agencies – in particular children’s social care and Child and Adolescent Mental Health Services (CAMHS) – becomes more integrated, robust and effective.
- 2.9** To ensure that resources are deployed equitably and transparently and are used to optimum effect, thereby securing value for money.
- 2.10** To create clear channels of accountability which can enable the effective monitoring of outcomes.

3. Underpinning Principles

- 3.1** The Behaviour Strategy is underpinned by government legislation and guidance and by a set of principles to which all stakeholders are expected to commit. These principles are:

3.2 Every child has an entitlement to receive full-time education suitable to his/her age, ability and aptitude and any special educational needs he/she may have

Regardless of the behaviours 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 respond to his/her particular needs.

3.3 Early identification and intervention is crucial

While it is self-evident that prevention is better than cure it remains the case that some interventions tend to be triggered only when a pattern of poor behaviour has become ingrained and thus more challenging over a period of time. The focus should be on children deemed to be “at risk”. Early identification and intervention should be a reality, rather than an aspiration. (In some instances it may be necessary to offer a child who is experiencing a crisis some form of temporary respite placement). Only in this way can a timely response be delivered before a serious escalation and resultant crisis occurs. (See Appendix 3 below on Hertfordshire Steps).

3.4 Behaviours can change and improvement can be secured

Behaviour is affected by a systemic interaction of a variety of factors, such as the environment in which the child is living, as well as by the level and nature of the support which is offered. In addressing poor behaviour a belief that positive change can be effected should underpin all interventions. This may require innovative thinking and 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 effected. Improvements in behaviour may be small and gradual and it should be recognised that behaviour doesn't have to be perfect to be good.

3.5 The behaviour should be seen as the problem – not the child

It is important to ensure that children who exhibit challenging behaviour are neither blamed nor stigmatised. Such 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, not to moralise.

3.6 Shared commitment and mutual trust are vital

Positive outcomes will be most easily secured if all stakeholders – schools, parents, local authority officers and other partners – work together in a spirit of trust and good will. Collaborative, collective, solution-focussed problem-solving is the most effective route to positive outcomes. An open and transparent working practice, a practice which eschews a blame culture, is at the heart of effective partnership

working. This will enable all partners to see and understand the full picture whilst making a distinct contribution from their own particular perspective.

3.7 Local capacity should be built

The principle of local solutions to local challenges underpins all interventions in Hertfordshire and is fundamental to the behaviour strategy. The DSPL and school partnership models are purposefully designed to ensure local collaborative working and a shared local responsibility. Local schools should have access to local services and should play a key role in designing, determining and evaluating the delivery of these services. This is important in order to ensure that individual schools, partnerships and DSPLs can retain ownership of those children who present the most challenging behaviours.

3.8 There should be cohesion, consistency and equity across Hertfordshire

Whilst recognising the importance of the local dimension – designing and delivering support locally – it is vital to ensure that the behaviour strategy delivers cohesion, consistency and equity across Hertfordshire, so that a child experiencing behavioural difficulties is able to access the same level of high-quality support whether he/she lives and goes to school in Borehamwood or Bishops Stortford, or Hitchin or Hoddesdon.

3.9 Schools know their children (and their families)

School staff (and of course parents) are the key personnel in promoting positive behaviour. Teachers and other school staff witness – and experience – at first hand an individual child’s behaviour on a day-by-day basis. Their perspectives and insights - and those of the school’s governing body - are of paramount importance and value and should fully inform all planning and decision-making.

3.10 Flexibility and creativity are essential

There can of course be no “one size fits all” approach to behaviour management and responses need to be personalised and designed to meet the very specific needs of each individual child. “Thinking out of the box” is of crucial importance and this may require a change in mind-set for some stakeholders. Whilst clearly defined procedures and protocols are of course 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”.

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

Children and their parents/carers should be viewed as active participants rather than passive recipients in the process. The inability of a child and/or his/her parent/carer to properly articulate their views and opinions should never mean that these views and opinions become at best peripheral, at worst irrelevant. Children

who experience behavioural difficulties (and their parents/carers) may sometimes need an advocate. Stakeholders should ensure that such advocacy is available and accessible. Pastoral Support Plans (PSPs) should be used to secure the active involvement of parents/carers and ensure joint-planning, cooperation and review.

3.12 Outcomes should be efficient, effective and value for money

It should be recognised that for every child a good outcome is that he/she is able to improve his/her behaviour and re-engage positively in learning. Such outcomes, however, need to be secured efficiently (in that good use is made of available resources), effective (in that clearly defined objectives have been achieved) and offer value for money. In determining whether outcomes have been efficient, effective and have provided value for money all stakeholders will need to ensure that appropriately shared data informs all interventions and resource allocation processes.

3.13 The local authority should provide a strategic lead

The local authority should provide clear strategic leadership and direction in the delivery of this behaviour strategy and ensure that the priorities detailed within the strategy are delivered consistently, equitably and transparently. In fulfilling this role the local authority should offer support, challenge and mediation to all stakeholders, and act, when appropriate, as advocate on behalf of any child who is out of education.

3.14 Practice should be evidence-based and data-driven

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

4. Strategic Priorities within Hertfordshire 2015-18

4.1 Maintaining children in suitable, full-time, education

4.1.1 The local authority 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.

4.1.2 While it is recognised that it may, in exceptional circumstances, be necessary for a school to permanently exclude a child, the focus should always be on

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

- 4.1.3 Should it be demonstrated that a school is no longer able to meet the needs of an individual child his/her placement should be reviewed and, if considered appropriate, additional support should be put in place. Ultimately, however, it may be necessary to seek an alternative placement which can better meet the needs of the child.
- 4.1.4 Children who exhibit challenging behaviour should never be sent home to "cool off", 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 is such that the school's headteacher considers that the behaviour represents a serious threat to the safety and welfare of the child and/or others at the school then the formal exclusion process must be followed.
- 4.1.5 Similarly, the parents/carers of children who exhibit extremely challenging behaviour should never be advised to look for another school for their child, nor should they be signposted towards elective home education as a possible alternative to permanent exclusion.
- 4.1.6 Managed moves should be transparent and only used in circumstances when all parties believe both that it is in the child's best interests to be offered a fresh start and that the new placement has a good chance of being successful. All parties should adhere to the In-Year Fair Access Protocol.
- 4.1.7 There may be occasions – in very exceptional circumstances – when a child's behaviour has deteriorated to the point where he/she is not able to access full-time education (generally recognised as 20 - 25 hours a week depending on the Key Stage). In such exceptional situations it may be appropriate to temporarily use a reduced/part-time timetable as a behaviour management tool. A part-time timetable should, however, only be used as a temporary, short-term intervention, it must have the active agreement of the child's parents, must be subject to regular review and must benefit the child. A part-time timetable must never be used as a long-term solution. (In considering the use of a part-time timetable schools should adhere to the conditions set out in the local authority's guidance on part-time timetables).
- 4.1.8 The local authority has a statutory duty to identify children not in receipt of suitable, full-time education and for routing such children back into education

and will work closely with schools and other partners to ensure that this duty is rigorously and consistently discharged.

4.2 Protecting and delivering entitlement

- 4.2.1 Whilst the overwhelming majority of children in Hertfordshire are able to access and benefit from the educational opportunities offered to them by their local school a small minority – for a variety of often extremely complex reasons – experience difficulties which mean that they cannot easily and fully access these opportunities.
- 4.2.2 It is important to recognise that a special emphasis should be placed on protecting the educational entitlement of children who belong to particular vulnerable groups – in particular, children with SEND, Looked after Children, 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).
- 4.2.3 As noted above (section 4.1.1) it is the shared responsibility of schools, the local authority and parents to ensure that the educational entitlement of these children is properly and effectively protected. All stakeholders should consider the children of Hertfordshire as “our children”, regardless of where they individually go to school or the individual complexity of their presenting needs.
- 4.2.4 A central purpose of this behaviour strategy is to protect and deliver the entitlement of those children whose behaviour has resulted in their being at risk of being out of education. The strategy is intended to protect, champion and safeguard their entitlement to suitable, full-time education.
- 4.2.5 In practice the educational entitlement of individual children might be protected, for example, through a tiered approach:
- i) Tier 1 – the school provides support from its own resources to children who are beginning to experience behaviour difficulties
 - ii) Tier 2 – the school accesses enhanced support from other schools in the area for children whose behaviour fails to improve.
 - iii) Tier 3 – the school accesses support from specialist local providers such as PSBs or other commissioned services.
 - iv) Tier 4 – the school accesses respite provision away from the school for children considered to be at immediate risk of permanent
 - v) Tier 5 – suitable alternative provision is commissioned for children who have been permanently excluded until a new school placement can be identified.
- There may of course be occasions when it is necessary to consider whether a mainstream school remains an appropriate placement for a child.

4.2.6 The local authority has a statutory duty to protect the educational entitlement of all children 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 Support Bases (PSBs) and the local partnership commissioned services for behaviour that now exist in some areas of the county. (See Appendix 1).

4.3 Building capacity within schools

4.3.1 Schools are self-evidently best placed to recognise when an individual child is beginning to experience behaviour difficulties and schools are therefore best placed to identify and implement those strategies which might best support that child (and his/her parents/carers).

4.3.2 Schools should continue to develop supportive environments which reduce the need for the resort to the sanction of exclusion. In doing this schools should encourage the active participation of children (and parents/carers) in the development of their school's behaviour policy and practice. (Behaviour for Learning offers a model as to how this might be achieved).

4.3.3 Schools should continue to evolve and improve systems which enable them to identify at an early stage individual children and particular cohorts of children who are at risk of becoming disaffected.

4.3.4 Schools should use behaviour management techniques which are evidence-based and sustainable, ensuring that all school staff are offered the opportunity to enhance their skills in effective behaviour management. (See Appendix 3 below on Hertfordshire Steps).

4.3.5 As resources are increasingly devolved to schools and partnerships headteachers are being given greater opportunities and more flexibility to themselves design and deliver (or commission) the behaviour support provision which they consider will most appropriately meet the needs of their children.

4.4 Developing the DSPL delivery model

4.4.1 DSPL (Delivering Special Provision Locally) is a Hertfordshire-wide partnership approach, initiated in 2011, whereby parents/carers, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of

an Area Group, to ensure that there is a range of provision and support available in their local community which :

- i) meets the needs of children and young people with special educational needs and/or disabilities (SEND), aged 0-25, as close to home as possible;
- ii) improves outcomes for well-being and attainment;
- iii) widens choice for children and parents/carers;
- iv) removes barriers to learning;
- v) uses resources more effectively.

4.4.2 DSPLs are responsible for shaping provision within their areas and for determining how best to meet the needs of local children with SEND, including behavior difficulties. DSPLs meet regularly to discuss what services are available and to influence how services are shaped and developed to ensure the children and young people with SEND in their area receive the right support in their educational activities.

4.4.3 There are nine DSPL Area Groups across Hertfordshire. The DSPL areas (and the lead school for each area) are:

- i) DSPL 1 – Hitchin, Letchworth, Baldock and Royston (York Road Nursery School);
- ii) DSPL 2 – Stevenage (Peartree Spring Primary School);
- iii) DSPL 3 – Bishops Stortford, Sawbridgeworth, Buntingford, Watton at Stone, Hertford and Ware (The Sele School);
- iv) DSPL 4 – Hoddesdon, Broxbourne and Cheshunt (Forres Primary School);
- v) DSPL 5 – Welwyn Garden City and Hatfield (Homerswood Primary School);
- vi) DSPL 6 – Potters Bar, south Hatfield villages and Borehamwood (Wroxham Primary School);
- vii) DSPL 7 – St Albans and Harpenden (St Albans Girls School);
- viii) DSPL 8 – Hemel Hempstead, Tring, Berkhamsted and Kings Langley (Kings Langley Primary School);
- ix) DSPL 9 – Watford, Three Rivers, Bushey and Radlett (Bournehall Primary School).

4.4.4 Whilst interventions and referral pathways may vary in different DSPLs the local authority works closely with DSPL Area Groups to ensure an appropriate balance between local DSPL area-specific practice and county-wide consistency and equity.

4.5 Consolidating and developing school partnerships

- 4.5.1 The development of effective school partnerships is a key strategic “lever” that can help bring about positive change and progress. An effective partnership will involve the sharing of expertise (and resources) between schools and a willingness to develop and trial local innovative approaches to the management of behaviour. Effective school partnerships are likely to reduce the need for exclusion and alternative provision as schools in partnership will engage in creative problem-solving and will offer each other mutual support, and at times, appropriate challenge..
- 4.5.2 Local school partnerships were formed in 2011 and every school in Hertfordshire sits within a partnership. There are currently 19 local partnerships and each one is steered by a lead school. School partnerships vary in size, from 9 schools in the smallest partnership to almost 90 in the largest. The partnerships were formed to allow schools to work together to remove barriers to learning and to improve outcomes for children and parents/carers within their area.
- 4.5.3 The key responsibility of a school partnership is to provide a school family work service which can support local schools. This service is delivered by School Family Workers (also known as Family Support Workers). These School Family Workers work with families:
- i) with emerging needs;
 - ii) with additional needs; or
 - iii) who may require support following an intervention from a statutory service (also known as “stepping down from specialist services”).
- This early support is integral to ensuring that the needs of children and their families do not escalate.
- 4.5.4 Through their school family work service school partnerships can provide a range of support to children who are experiencing behaviour difficulties. They can do this by:
- i) offering early, proactive intervention;
 - ii) adopting a “whole-family” approach;
 - iii) using the CAF (Common Assessment Framework) to identify and support a family’s needs;
 - iv) providing support through one-to-one casework;
 - v) liaising and collaborating with other services and agencies to secure a joined-up approach;
 - vi) working proactively with children and their parents/carers to support children who may require additional support during periods of educational transition.

- vii) Improving the engagement and participation of parents/carers by offering advice and support on a range of issues, promoting and facilitating access to other local services, and so on).

4.6 Developing partnership work with parents/carers

- 4.6.1 Parents/carers are of course key players in helping to secure an improvement in a child's behaviour and their active participation at all stages of the behaviour management process is crucial. Without the active engagement and contribution of parents successful – and sustained - outcomes will most likely remain elusive.
- 4.6.2 Parents should be involved at an early stage and should be supported to ensure that interventions put in place at school are matched by those put in place at home. Where parents need support to deliver consistent behaviour-management techniques the support of relevant outside agencies might be sought.
- 4.6.3 Parents should be able to access regular, objective information about their child's behaviour in school and should in turn provide the school with relevant information from home. They should meet regularly with school staff and be actively involved in any interventions which school staff consider necessary.
- 4.6.4 Parents have access to a range of support, such as parenting programmes. They should also, if necessary, be referred to agencies/services which can provide specific advice or support with such issues as alcohol/substance abuse, debt management, etc.
- 4.6.5 A particular challenge may be posed by the very small minority of parents who may be hard-to-reach or who may, for whatever reason, find it difficult to engage with their child's school. Schools should be sensitive to the needs and views of such parents and should employ a range of approaches to try to bring about a constructive dialogue with these parents.

4.7 Building a strong and effective partnership between schools and local authority support services

- 4.7.1 As noted above (see section 1.3), the relationship between schools and the local authority has significantly changed over the past five years as resources and accompanying responsibilities have been devolved to schools and local partnerships.
- 4.7.2 Nevertheless, a strong and effective partnership between schools and local authority support services remains integral to securing successful outcomes.

Such a partnership can only be achieved if the shared mind-set is one of “we”, rather than “them” and “us”.

- 4.7.3 To be successful this partnership between schools and the local authority must be infused by a spirit of transparency, trust, shared ownership, realism and a commitment to open, joint working. A “no blame” approach, underpinned by an ongoing and honest dialogue, is an essential component to such a partnership.
- 4.7.4 The local authority should offer clear and decisive strategic leadership and direction, working collaboratively and communicating with headteachers, combining support with challenge, to ensure that the educational entitlement of all Hertfordshire children is rigorously protected and that resources are focussed on the most important shared priorities.
- 4.7.5 Local authority services should clearly identify the type and level of support which they can offer to schools and ensure that funding mechanisms, access gateways and threshold criteria, as well as respective accountabilities, are clearly highlighted.

4.8 Exploring new ways of delivering behaviour support / alternative provision

- 4.8.1 As noted previously (see sections 1.3 and 4.7.1 above), the overall context – both locally and nationally - in which behaviour support / alternative provision is delivered has shifted significantly in the last few years. School partnerships are now expected to identify and commission behaviour support / alternative provision for those children considered to be most in need of it.
- 4.8.2 Such behaviour support / alternative provision should be underpinned by a number of key principles. It should:
- i) Involve access to full-time education;
 - ii) be integrated within the core offer;
 - iii) be cost-effective and offer value for money;
 - iv) be accessed through transparent referral systems;
 - v) involve parents;
 - vi) be subject to regular review;
 - vii) involve children in their own learning;
 - viii) offer personalised learning opportunities which are tailored to meet a child’s individual needs, abilities and interests;
 - ix) include access to a range of vocational opportunities;
 - x) offer a range of accreditation;
 - xi) include positive links and liaison between providers;
 - xii) be alert to gaps in provision;
 - xiii) be delivered through clear and formal contracting arrangements;

- xiv) incorporate safeguarding principles and practice;
- xv) result in clearly defined, positive outcomes.

4.8.3 Within Hertfordshire headteachers, particularly within the secondary phase, have expressed a wish for greater devolvement of resources and enhanced control of spending power in the belief that schools themselves are best placed to determine how they might best meet the educational needs of those children in their school/area who are experiencing behavioural difficulties.

4.8.4 A number of new approaches have been developed in different areas of Hertfordshire, looking at how behaviour support / alternative provision might be delivered more effectively. These include:

i) A review of Secondary School Commissioning of Alternative Provision

This review considered how alternative provision is delivered in three partnership areas – Welwyn/Hatfield, Dacorum and South West Herts – and is intending to develop a more effective commissioning model which can support partnership schools to themselves determine (and commission) the type of provision which they consider would most appropriately meet the needs of their Key Stage 3 and 4 children.

ii) Primary Behaviour Pilots/Reviews

A number of primary behaviour reviews are currently at different stages in five different DSPL areas. Two earlier pilot projects in North and East Herts resulted in the DSPL areas directly commissioning their Primary Behaviour Support, with local Primary Headteachers holding the providers to account and reshaping the models of delivery as local needs change. The current reviews in Stevenage, Watford, St Albans & Harpenden, Borehamwood & Potters Bar and Dacorum are working towards commissioning bespoke local provision for primary pupils with social, emotional and behavioural difficulties. Headteachers in all these areas have been consulted about the current provision, in terms of what is working well and what changes need to be made. Areas understand the importance of ensuring that any new model they develop has the capacity to provide for permanently excluded children if no alternative school has been found for them after the 6th day. The challenge is to balance this requirement with the desire to support a wider range of children at the earliest stage, including the consideration of respite provision.

iii) A SEBD Primary Schools Enhancement Project

This 2-year project – involving Haywood Grove Special School (in Hemel Hempstead) and Larwood Special School (in Stevenage) - is focussed on transitions and is intended to enhance and develop practice for supporting identified children who are undergoing transition to a mainstream school. The project aims to develop secure partnerships with mainstream schools, primary behaviour support services, ESCs and PSBs, share best practice and promote CPD, whilst offering personalised support programmes for identified children.

iv) The North Herts Alternative Solutions Project (NHAS)

This project – a partnership between Brandles Special School (in Baldock) and the North Herts ESC – aims to meet the needs of some of the area’s most challenging children within local provision, improving access to education and reducing reliance on placements out of authority or elsewhere in county. The children on the programme are offered flexible programmes, including time with two external providers. All children are offered customised programmes which meet their personal learning needs, whilst addressing their social and emotional health needs. The 10 places at NHAS are allocated through a provision panel.

4.9 Improving outcomes for children with autism

4.9.1 In 2015 the local authority commissioned a review of provision in Hertfordshire for children who are on the Autistic Spectrum. The review was asked to consider existing provision and to recommend ‘how we can better meet the needs of children with autism in Hertfordshire’.

4.9.2 The review identified three key messages:

- i) There is a great deal of good practice in mainstream and special schools and a desire to improve. Expertise and the provision on offer does, however, vary from school to school, so it is essential that all schools continue to develop and enhance their understanding and practice.
- ii) When a child experiences significant difficulties and intensive in-school support is failing to effectively meet his/her needs there should be a quick and effective response and in some cases alternative arrangements may need to be made.
- iii) It is vital that all parents/carers are listened to and their concerns taken seriously and acted upon.

4.9.3 The review made nine key recommendations. These are set out in Appendix 2 below.

4.9.4 A working group has been convened to draw up an action plan in response to the review. This group will include school and parental/carer representation. Progress will be monitored half termly by the SEND Executive Board and regular progress updates will be provided to stakeholders.

4.10 Strengthening safeguarding

4.10.1 A constant thread which runs through the Behaviour Strategy is the safeguarding imperative. A significant number of those children who experience behaviour difficulties at school are amongst the most vulnerable children in Hertfordshire

and it is the shared responsibility of all stakeholders and partners to ensure that these children are kept safe and protected from potential harm.

- 4.10.2 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.
- 4.10.3 As part of its general safeguarding duty the local authority will monitor those children 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:
- i) have been excluded from school;
 - ii) move school on a regular basis;
 - iii) are on part-time/reduced timetables;
 - iv) are new to the authority and are awaiting a school place;
 - v) are accessing alternative provision.
- 4.10.4 The local authority, through the Integration team, will ensure that children 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.
- 4.10.5 The local authority has published guidance on the use of reduced/part-time timetables which will ensure that the use of part-time timetables is monitored and reviewed and when appropriate challenged.
- 4.10.6 Through its Directory of Alternative Provision the local authority will endeavour to ensure that accredited Alternative Provision providers have in place rigorous and regularly monitored safeguarding processes.
- 4.10.7 The local authority will adopt and promote Hertfordshire Steps as its preferred approach to the safer management of behaviour in schools. (See Appendix 3 below).

5. Successful Outcomes

- 5.1 The impact of this Behaviour Strategy will be assessed in terms of the outcomes resultant from the individual work-streams (as detailed in the appendices to this document), using an interconnected and related number of indicators:
- i) The volume of fixed-term exclusions

Fixed-term exclusions will be considered both in terms of numbers and percentage of sessions missed and the numbers and percentage of children who are subject to one or more fixed-term exclusion.

ii) The volume permanent exclusions

Permanent exclusions will be considered in terms of the numbers and percentage of children who are subject to a permanent exclusion. (It is important to recognise that the level of permanent exclusions cannot be seen as the main indicator as to the impact of the behaviour strategy as permanent exclusions may sometimes be hidden or disguised by managed or “parental choice” moves).

iii) The impact of exclusion on identified cohorts

The volume of exclusions – both fixed term and permanent – will be considered in terms of their impact upon identified – especially vulnerable - cohorts, in particular:

- gender;
- ethnicity;
- children with SEND (including children with SEND but without an EHC Plan);
- pupil premium;
- geographical areas of the county.

iv) The number of children on part-time timetables

The extent to which part-time/reduced timetables are used to manage behaviour 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 behaviour, and only with the explicit agreement of the child’s parents.

v) The number of successful managed moves

A managed move will be deemed to be successful only if a child is still maintaining his/her new placement two terms after his/her move.

vi) 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 PSB the speed of his/her reintegration back into mainstream school will be assessed as a key indicator of the success of that placement.

vii) The engagement of children placed in Alternative Provision

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

viii) The number of children placed in specialist provision

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

ix) The number of children moving back from a special school into a mainstream school

This figure will be a key indicator regarding the success of the strategy's approach to both inclusion and reintegration.

x) 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.

xi) The number of reported instances when a child is subject to a restrictive physical intervention (RPI)

Schools may on rare occasions need to utilise restrictive physical intervention ensure that a child is kept safe. In order to assess the positive impact of Hertfordshire Steps on behaviour data is collected to demonstrate a reduction in the number of instances when such restrictive physical interventions need to be employed.

xii) The number of children whose parents choose to home educate as an alternative to their child facing exclusion from school

If a parent advises the local authority that they have chosen to home educate their child as an alternative to him/her being excluded from school this will be considered to be an indicator of an unsuccessful outcome.

5.2 The above indicators will be monitored on a termly basis.

Appendix 1 – Provision in Hertfordshire

1.1 This behaviour strategy is intended to be relevant to all schools and settings in Hertfordshire. All of these schools and settings should have in place their own policies and practices which enable them to address and meet the needs of children and young people with behavioural difficulties.

1.2 Whilst general behaviour functions have been delegated to schools and settings and should be integral to their policy and practice, a range of specialist provision is nonetheless available in Hertfordshire. Schools may wish, when appropriate, to access this specialist provision or may choose to commission their own such provision.

Secondary Support

1.3 At the secondary phase a range of support can be offered to children who are experiencing behaviour difficulties. This might range from in-school support for individual children to alternative provision outside of the child's own school setting.

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

1.5 If it is considered necessary for a child to access additional behaviour support or alternative provision he/she may be able to do this through an Education Support Centre (ESC) or other locally commissioned secondary behaviour support services and alternative providers.

1.6 In Hertfordshire there are six ESCs and an AP Academy. These are:

- i) The Rivers ESC;
- ii) Dacorum ESC;
- iii) Chessbrook ESC;
- iv) North Herts ESC;
- v) Stevenage ESC;
- vi) The Park ESC;
- vii) The Links AP Academy.

1.7 The primary purpose of the ESCs/AP Academy in Hertfordshire is to carry out those functions previously discharged by Pupil Referral Units (PRUs); that is, 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 behavioural needs.

1.8 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.

1.9 Advice and support includes the following:

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

1.10 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.

1.11 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.

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

Primary Support

1.13 As is the case with secondary-aged children, a range of support can be offered to primary-aged children who are experiencing behaviour difficulties. This again might range from in-school support for individual children to alternative provision outside of a child's own school setting.

- 1.14 The nature of in-school support available will vary from school to school and details should be available from the individual school.
- 1.15 If it is considered necessary for a child to access additional behaviour support or alternative provision he/she may be able to do this through a Primary Support Base (PSB) or through other locally-commissioned primary behaviour support services.
- 1.16 In Hertfordshire there are currently six PSBs. These are:
- i) Andrew's Lane – Cheshunt;
 - ii) Bowman's Green - St Albans;
 - iii) Springmead – Welwyn Garden City;
 - iv) Summerswood – Borehamwood;
 - v) The Leys – Stevenage;
 - vi) The Reddings – Hemel Hempstead.
- 1.17 In the Watford area primary behaviour support is offered through The Acorn Centre and Chessbrook ESC.
- 1.18 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.
- 1.19 The purpose of the PSBs is to offer a continuum of provision to meet the needs of primary aged children with high-level needs, both with and without statements/EHC plans, who are experiencing behavioural difficulties.
- 1.20 PSBs 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 PSB's extended roll;
 - iv) placement on the permanent roll of the PSB;
 - v) in some DSPLs, day 6 provision for primary children who have been permanently excluded.
- 1.21 Advice and support includes the following:
- i) general behaviour advice and support;
 - ii) individual case consultancy;
 - iii) support with transitions;
 - iv) twilight behaviour-related training sessions.
- 1.22 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 TAs and other staff on issues such as autism where behaviour is an associated difficulty.

1.23 Children on roll at a PSB 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 Base staff;
- iii) individual, small-group and whole-class teaching as appropriate to the needs of each child;
- iv) behavioural support and a “safe haven” throughout the day, including break and lunch times;
- v) a positive, consistent strategy for behaviour management;
- 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 behaviour strategies that support a consistency of approach between home and schools.

The Special Schools

1.24 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.

1.25 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.

1.26 These special schools are:

- i) Haywood Grove – Primary/mixed - Hemel Hempstead;
- ii) Larwood - Primary/mixed with residential – 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.

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

- 1.28 Hertfordshire also has a County Provision - Roman Fields - which also serves as a PRU solely for children with an EHC Plan or statement of SEN (SEMH). Admission to Roman Fields School is also through the SEN Provision Panel.
- 1.29 All these provisions have specialist staff who are experienced in supporting parent /carers whose children have SEMH.
- 1.30 The two primary schools - Haywood Grove and Larwood - are currently engaged in a Transition Pilot working in partnership with local schools to provide enhanced reintegration opportunities. (See section 4.8.4 above).
- 1.31 Brandles School, in partnership with North Herts ESC provides North Herts Alternative Solutions (NHAS). This is innovative practice to enhance the behavioural support capacity within a specific local area. (See section 4.8.4 above).
- 1.32 All special schools have the opportunity to form alliances/federations between themselves and local ESCs in order to develop capacity.

Appendix 2 – The Nine Recommendations from the Autism Review

1. That each DSPL appoints an Autism Lead to take responsibility for the implementation of the key recommendations and to take a role in facilitating the exchange of good practice.
2. That every mainstream and special school adopts the use of the Autism Education Trust (AET) National Standards for schools as a way of auditing their practice regularly to identify strengths and gaps and to develop an action plan to enhance provision.
3. That every mainstream and special school invites parents/carers of children with autism to use the AET “Working Together with your Child’s School” document to facilitate discussion on what the parents/carers consider to be their child needs, and to discuss with parents/carers the nature and frequency of the contact they would like.
4. That every mainstream and special school develops ways to regularly ascertain the views of children with autism and/or their response to school and the activities offered and to take action to address any issues arising.

5. That each DSPL sets up an early-warning system to provide a rapid response in cases when a child with autism experiences a significant change in his/her circumstances and there is a resultant danger of a placement break-down.
6. That every mainstream and special school has a named Lead person for autism. This person might be the SENCo but in schools with a comparatively high number of children with SEND, then an experienced staff member such as a teacher or a TA could be the Lead for Autism. This person would take the lead in completing the AET National Standards in Autism to audit whole school practice and be a key contact person for staff and parents/carers.
7. For every mainstream primary school to create an area which is quiet and free of distractions to which a child can go to work or to relax and reduce the level of social and sensory demands. This might be an area of the classroom or a specific area in the school.
8. For every mainstream secondary school to have a Learning Support Centre for all children with SEND which children with autism can access at any point in the school day, as needed, with the prior agreement of staff.
9. That each DSPL explores alternative provision for part or all of the week for children with autism where their placement in a mainstream or special school is considered by professionals and parents/carers to be at risk of breaking down.

Appendix 3 – Hertfordshire Steps

1. Hertfordshire Steps has been adopted by the local authority as its preferred approach to behaviour management in schools.
2. In essence, Hertfordshire Steps is an approach to behaviour management which provides for safe support and intervention by professionals working with children who exhibit challenging behaviour.
3. It is a therapeutic approach to behaviour management, 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. 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.
4. Hertfordshire Steps is delivered through whole-staff training delivered by accredited Hertfordshire Steps tutors. Step-On training is a generic, early intervention course that develops practitioners' knowledge, skills and understanding of managing challenging

behaviour before, during and after a crisis. It includes some simple de-escalation and everyday handling techniques.

5. It is recommended that as many staff as possible are trained in Step-On from the outset, as to be effective Steps requires a whole-school approach. Whole-staff training also helps to ensure consistency and avoids the risk of a few trained staff cascading training to others without the necessary quality assurance and oversight from an accredited Steps tutor.
6. Step-Up is a bespoke course that develops practitioners' specific knowledge, skills and understanding of managing challenging behaviour before, during and after a crisis, and includes practical techniques of risk-managed physical intervention. The training is planned on the basis of auditing the particular needs of the school or setting requesting the training. It is designed for a small number of staff working with highly vulnerable and challenging children.
7. One of the key principles of the Steps approach to behaviour management 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 co-ordinated by the local authority and tutors cannot lead training outside of their own school or service without the prior agreement of the Steps co-ordinator. Tutors are required to attend an annual refresher course at which their skills are verified and re-accredited.
8. The aim of Hertfordshire Steps is to ensure that ultimately the vast majority of/all Hertfordshire schools will be Steps-trained and will continue to have yearly refresher sessions which are bespoke to the school or setting to further develop good working practices, focussing on individual children as well as further embedding the therapeutic approach. The strategic aim is that all staff will be trained to know how to manage challenging or dangerous behaviour and to have an understanding of what challenging behaviour might be communicating, focussing on de-escalation and preventative strategies rather than on solely reactive strategies.
9. 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.
10. Hertfordshire Steps is consistent with both Hertfordshire County Council's overall behaviour strategy and the model behaviour policy that the local authority offers to schools. 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 4 –Hertfordshire’s Tiered Approach to Behaviour

Tier 1 - Behaviour Management within Schools

Positive behaviour policy with rewards and consequences shared with all stakeholders. Ideally stakeholders have been involved in the formulating of the policy and therefore have a shared ownership

Clear expectations and induction process for all stakeholders

Pastoral support and access to therapeutic support

Appropriate and relevant training and CPD to meet needs of both individuals and the school

Clear communication systems between school and home

Seek support around family services via Family Support Workers

Seek external advice to help inform and support school led interventions

Examples of Good Practice

Policy:

- Early intervention included within the positive behaviour policy
- A policy that embeds the Hertfordshire Steps philosophy into practice
- Flexibility within the policy to meet the needs of individual students
- Policy communicated to all stakeholders to enable everyone to be clear of the school's behaviour expectations
- Policy to be used in conjunction with: SEN / Inclusion Policy, Equalities Policy and Accessibility Plan

Induction:

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

- At transition points (for cohorts of students) there needs to be clarity for young people and parents through a transition programme (to be reviewed following implementation to measure impact)
- For In-Year Admissions each school should have a clear process, for example parent and student to meet with Head Teacher / senior member of staff and to have a tour of the school
- Additional plan of support to be written and communicated to parent / student to meet individual child's need when necessary

Pastoral / therapeutic support:

Examples may include:

- Draw and Talk
- Protected Behaviours
- mentoring
- Art / Play / Music Therapy
- Counselling
- member of staff responsible for delivery and monitoring of pastoral support

and other appropriate school based intervention

CPD

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

Communication:

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

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
- ESC

- Primary Behaviour Services
- Special Schools
- CAMHS (Step 1)

Or other relevant agencies that may include: attendance, SEND, Health etc

Tier 2 - Outreach

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

Early intervention from External Agencies such as:

ESC Outreach
 Primary Behaviour Support Services Outreach
 Family Support Worker
 Young Carers
 Thriving Families
 Youth Offending Team
 Herts Young Homeless
 Youth Connexions
 CAMHS (Step 2)

Examples of Support

Small group work - an intensive block of support

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

Nurture Group

Tailored support and strategies for school staff

Examples of Good Practice

Risk Management Plan in place clearly identifying triggers and effective de-escalation strategies currently used by the school to enable outreach support to adopt school good practice. These plans may include a flow diagram so communication is clear and effective

'Roots and Fruits' to be embedded within practice

A 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 classes offered to empower parents and enable them to meet with parents who also face similar challenges providing them with a support network

Outreach support to have a named contact within the school who has an understanding of emotional needs and behaviour, this may be a teacher, the INCo or a Behaviour Support TA (or similar pastoral role) where there are regular weekly updates enabling all practitioners to reflect against progress

Tier 3 - Intensified Outreach

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

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

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

Intervention from External Agencies such as:

ESC Outreach
Behaviour Support Services Outreach
CAHMS (Step 3)

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

Examples of Support

2:1 locality space support. One adult would be from the current or receiving school the other from the behaviour outreach team. This would be daily for an agreed amount of time

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

Examples of Good Practice

A programme of support that enables the young person to succeed both socially and academically

The Primary Behaviour Services Base Teacher / ESC (Secondary) would be responsible for accurately pitching work for the team to deliver on a daily basis

Quality assurance checks to be undertaken re delivery of quality of Teaching and Learning by Behaviour Service Delivery Leads / Teacher

Behaviour support workers to achieve HLTA status ensuring high quality provision is in place

For those young people requiring an EHCP statutory paperwork to be collated in collaboration with stakeholders enabling more specialist provision to be accessed

Provision must meet the 22 - 25 hours entitlement

Tier 4 - In reach

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

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

ESC (Secondary Provision)
Primary Behaviour Services Locality Base

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

Examples of Support

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

2:1 support as part of the transition pack to return to current school or to new school. For the remaining hours the young person would attend the Behaviour Base (primary)

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

Examples of Good Practice

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

- return to current school or
- transition to new school

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

Professionals meeting for Team around the Family

Tier 5 - Change of Provision

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

ESC (Secondary Provision)
Primary Behaviour Services Locality Base

Examples of Support

A personalised learning and well-being programme is implemented to support the young person

during this period of transition

Examples of Good Practice

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

Place allocated at ESC (Secondary)

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

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