London Borough of Barking and Dagenham
Social, Emotional, Mental Health and Behaviour
Guidance

About this Guidance

This guidance was produced after a process of consultation involving professionals including members of the Local Authority Education Inclusion Team, independent Education Advisers and Headteachers. It sets out the principles of behaviour management and is to be read in conjunction with The Local Authority Social, Emotional and Mental Health Handbook (for schools), available on the ‘Learning Gateway’ website.

This document is for Senior Leadership Teams, Behaviour Leads and SENCos in Barking and Dagenham schools. Staff using the document will receive training; the main purpose is to provide information to assist with the early identification and planning of consistent support for children and young people with emotional and behavioural needs. The guidance is informed by the latest DfE guidance on behaviour, mental health and the Special Educational Needs and Disabilities (SEND) code of practice (see Appendix 3).
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I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.

Haim Ginott - teacher, child psychologist and psychotherapist (1922 – 1973)

INSPIRE festival for primary and secondary schools (14th July 2016), involving Marsh Green, Beam and Richard Alibon primary schools.

1. What are our Guiding Definitions and Principles?

This guidance refers to the spectrum of children and young people’s Social, Emotional and Mental Health and behaviour issues, from low-level off task behaviour to withdrawing from education.

A key underlying principle is that all pupils facing Social, Emotional and Mental Health issues, whatever their nature, are entitled to receive support from the schools they attend. It is important, therefore, that schools can recognise and respond to Social, Emotional and Mental Health issues in the young people they teach. It is equally important that they have access to a range of appropriate and effective interventions, strategies and provisions to address them.

It is the intent of the Barking and Dagenham community of schools and Local Authority officers to be proactive when reacting to the needs of children and young people.

We intend to ensure the following
1. Early identification of children with Social, Emotional and Mental Health in school or at home
2. Prompt and effective provision in school through robust systems
3. Well-coordinated additional advice and provision at Local Authority level
Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.

TED Talk, Rita Pierson - teacher for 40 years (May 2013)

1.1 How do we define ‘Behaviour’ and ‘Mental Health’?

Behaviour is a way of communicating, usually when a child has strong feelings and needs something to help them to manage in their environment. Social, emotional and mental well-being lies beneath the behaviour that we see and hear.

‘Young Minds’ define mental health as ‘the strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges and to make the most of our abilities and opportunities’ (2006).

The ‘World Health Organisation’ defines mental health as, ‘a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community’ (2014).

1.2 How do we know when a child or young person is having difficulties with Social, Emotional and Mental Health?

Children and young people may experience a wide range of Social, Emotional and Mental Health difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. Withdrawal and disengagement do not appear to provide teachers with immediate challenges that affect the progress of lessons. Nevertheless, disengagement can be just as damaging to a young person’s life chances as other behaviours. When managing challenging behaviour by individuals with Social, Emotional and Mental Health issues different approaches are required from those used to manage the behaviour of the majority of pupils through whole school behavior systems.

Behaviour such as self-harm, substance misuse, eating disorders and so on or medically unexplained physical symptoms may reflect underlying mental health difficulties (anxiety and depression, for example). Children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health difficulties can manifest themselves through both passive and active behaviours (see Appendix 1 – Social, Emotional and Mental Health Identification).

1.3 What are our key principles in Barking and Dagenham when managing Social, Emotional and Mental Health issues?

i. Equality: The borough provides services on an equality rights basis: children and young people’s needs should be recognised and met within mainstream schools.

ii. Inclusion: Schools will promote social, emotional health and well-being, where children have an authentic sense of belonging, develop resilience, confidence and have the opportunity to learn to live together accepting each other’s identity and differences.
iii. **Building capacity:** Schools will support the emotional health and well-being of staff teams and have systems to build their resilience.

iv. **High quality teaching and learning:** All children are entitled to ‘quality first’ education, where they access a broad and balanced curriculum.

v. **A safe environment:** All children have the right to feel safe in school (emotionally and physically).

vi. **Early intervention:** Support and interventions will be available as early as possible following the accurate identification of their needs.

vii. **Understanding and recognition:** Schools will understand behaviour as a form of communication and interpret behaviour exhibited to identify need and implement a range of SEMH provision.

viii. **Partnership:** Inform children, young people and their families will have a voice in their education and planning for their futures, parents/carers are seen as crucial experts and partners in supporting their children.

A Nurture Group at The Saint Teresa Primary School, for years 1-6 – children work together, cook/bake, develop social skills and build confidence, whilst having fun!
1.4 What does good school provision look like? (See Appendix 2 – Strategic Checklist for Behaviour and Social, Emotional and Mental Health Provision)

Emotional well-being is the root philosophy feeding all other aspirations across the school community. As a minimum, the following elements should be evident in all schools:

i. Whole school systems and policies that fully support the emotional health and well-being of all stakeholders

ii. Whole school training on social, emotional, mental health and well-being, attachment and resilience

iii. Systems for the early and accurate identification of Social, Emotional and Mental Health

iv. Emotional Leads, including a named Governor, who take a leadership role and are champions for this area

v. Access to additional specialist Social, Emotional and Mental Health support and provision within Barking and Dagenham, including high quality support from the Child and Adolescent Mental Health Service (CAMHS)

2. Identifying and Addressing Needs - a Graduated Approach

2.1. What is a Graduated Approach?

This approach is applied to all types of need (universal, targeted and specialist). The earlier that pupils’ SEMH needs can be identified and addressed by effective interventions at school level, the less pressure will be placed (later) on high level specialist support.

A Nurture Group at Becontree primary school.
2.2. A Graduated Response Flow Chart

This chart shows how a graduated response works in practice. Universal support and interventions are at the top of the chart and specialised provision is towards the bottom. Many of these levels of provision will be explained in more detail in section 4.

2.3 Inclusive Quality First Teaching

Universal provision applies to all pupils in the school, not only those with additional needs. If universal provision is good, all pupils will benefit from it, including those with learning difficulties. Quality First Teaching is a key element of universal provision. The phrase ‘Quality First Teaching’ means that high quality teaching is the essential starting point for ensuring that all pupils thrive and make progress. Quality First Teaching increases the likelihood of engagement - potential difficulties displayed later in life may be avoided if children engage with education.
Some basic elements of high quality teaching include clear objectives that are shared with the children and returned to at the end of the lesson benefits all pupils equally. New vocabulary, explained carefully benefits all pupils. Similarly, lively, interactive teaching styles or the frequent use of visual, kinesthetic, auditory and verbal learning will benefit all pupils. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning. For some pupils, frustrations with learning can manifest as challenging behaviour.

If we can be sure that all pupils are receiving quality first teaching, we can reasonably assume that learning difficulties are the result of other factors. In these circumstances, potential problems can be identified rapidly and, if appropriate, addressed at an early stage.

All children and young people in Barking and Dagenham settings are entitled to high quality, personalised teaching as the daily norm. Schools need to be sure that teaching is carefully planned and takes prior learning into account. They need to be sure that, where pupils have clear learning needs, teaching is appropriately adapted and leads to good progress. The school’s teaching and learning policy is clearly central to this process. The policy must ensure that there is clear guidance on appropriate behaviours for learning. The policy should be shared with all stakeholders.

2.4 How to Establish High Quality Universal Provision

• **An Emotional Lead** – a named senior member of the school team is a trusted adult who supports pupils and responds to social and emotional needs. Schools will also provide a named member of staff to support pupils with Social, Emotional and Mental Health – this may be the same or a different person (e.g. a behaviour/emotional well-being/mental health/inclusion lead).

• **All staff have a clear understanding of the mental health continuum** and are experienced in pre-emptive, preventative, de-escalation strategies.

• **At least two members of staff (one senior) have successfully completed training** in de-escalation strategies, behaviours for learning and behaviour management strategies. Barking and Dagenham Local Authority recommends ‘Team Teach’ and offers training in this.

• **Learning Mentors** who will provide support for pupils with Social, Emotional and Mental Health needs (the number and training plan to be decided by the school).

• **Peer support systems** *(For example, playground buddies, young leaders, pupil ambassadors, school council, etc.)*

2.5 The Key Feature of Inclusive Quality First Teaching

The key word in the title of this section is “inclusive”. The list of features below is not exhaustive. The underlying purpose of each of the criteria listed, however, is to ensure that the needs of **all** pupils in the classroom are planned for and met, including those with additional needs (including Social, Emotional and Mental Health).
• The learning needs of all children and young people are considered and planned for. All learning is appropriately challenging and support is provided where appropriate.

• Lesson planning is based on assessment and takes account of prior learning. Objectives are specific and differentiated appropriately with clear success criteria.

• Classrooms are purposeful, organised and well-resourced environments which encourage and facilitate learners’ independence.

• Teachers deploy a planned range of teaching skills, strategies and approaches in order to engage all learners.

• Teachers consider the use of language, ensuring it is matched to the needs and circumstances of the learner.

• Adults model good practice by working well together and expect this of the pupils.

• Teachers give clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges.

• Learners are given opportunities to work both independently and collaboratively and are taught the skills and behaviours necessary for these contexts.

• Learners receive focused, timely and specific praise and effective feedback.

• There are high expectations and high aspirations for all pupils, regardless of their current levels of achievement.

INSPIRE festival for primary and secondary schools (14th July 2016), involving Marsh Green, Beam and Richard Alibon primary schools.
2.6 How can Inclusive Quality First Teaching promote achievement?

For pupils with self-esteem/Social, Emotional and Mental Health issues, feelings of exclusion or alienation may lead to challenging behaviour. Pupils who receive high quality, inclusive teaching in all or most of their lessons are less likely to feel inadequate or cut adrift from the rest of their classmates. Quality First Teaching promotes achievement, therefore, by:

- creating a safe and happy environment for learning;
- ensuring high expectations for all;
- clarifying expectations;
- engaging and motivating learners;
- empowering learners to take responsibility for their own progress;
- promoting independent learning;
- developing resilience through supported risk taking.

3. An Inclusive Approach to Behaviour and Social, Emotional and Mental Health

3.1 Effective whole school behaviour systems

Good leaders change organisations; great leaders change people. People are at the heart of any organisation, particularly a school, and it is only through changing people - nurturing and challenging them, inspiring them, helping them grow and develop, creating a culture in which they all learn - that an organisation can flourish.

_The Art of School Leadership, Thomas R Hoerr, (ASCD 2005)_

INSPIRE festival for primary and secondary schools (14th July 2016), involving Marsh Green, Beam and Richard Alibon primary schools.
Our most inclusive schools and settings place social, emotional, mental health, well-being and attachment at the heart of their behaviour policies. Their community wide systems acknowledge why challenging behaviour might arise and how staff might address it. In these schools, staff are open to the possibility that disruptive behaviour might be the result of unmet educational or other needs. Our aim is to enable all schools and settings to take this inclusive approach; to ensure its universal understanding and consistent application. Our system will address the rights and responsibilities of all stakeholders i.e. staff, pupils, parents and governors.

The headteacher must publicise the school behaviour policy in writing, to staff, parents and pupils at least once a year. The school’s behaviour policy must be published on its website. Schools and settings have found that good practice involves the whole community taking part in regular planned reviews of policy. The Special Educational Needs Coordinator (SENCo) and others within the pastoral team have a vital role to play in joined up working. The culture and structures within a school or setting can do a great deal to promote their learners’ mental health. The SENCo plays a key role in this process and must ensure colleagues understand how the setting identifies and meets learners’ needs. The SENCo provides advice and support to colleagues as needed and liaises with professionals from support services as necessary.

A school/setting needs to be ‘nurturing’ and consider social, emotional well-being and create a positive environment to support pupils with Social, Emotional and Mental Health. The curriculum in nurturing schools will provide opportunities to develop and build resilience.

3.2 Key elements of inclusive, whole school behaviour provision

- **The development of Responsible Behaviour / Behaviours for Learning:**

Rules/class charters/working agreements and routines need to be taught and practised regularly. They need to be revisited at the start of each academic year and each half term. All pupils need reinforcement (daily/weekly, depending on their age and stage of development. Behaviours for learning (behaviours that make it possible to learn) need to be considered when planning learning experiences.

- **A focus on social and emotional skills:**

These are developed through a whole school approach to Social, Emotional and Mental Health, including the school’s Personal, Social, Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) curriculum. They need to be embedded and reinforced at every opportunity, for example in assemblies, circle time and school council meetings. They need to be made concrete and practical, for example through the use of paired and group activities during lessons or peer and playground buddy systems. For more information about PSHE and SEAL (see Appendix 2).

- **Regular monitoring and review of outcomes and impact:**

Data needs to be regularly collected, shared regularly with key stakeholders (e.g. parents, carers and staff) and evaluated. Key questions need to be asked – for example:

- How is the system working?
- Is behaviour improving?
- Are some interventions more effective than others?
- Is the policy being applied consistently?
By taking such actions, school leaders demonstrate the importance they place on this aspect of school provision. If behaviour incidents, exclusions and links to the interventions used are not monitored, how can patterns be identified? How can improvements be planned for? How can the impact of provision be evaluated?

3.3 Addressing additional needs - challenging behaviour

Schools need to ensure that they:

- provide a range of training and guidance to all staff on how best to support pupils presenting challenging behaviours and/or Social, Emotional and Mental Health needs;
- ensure that staff can accurately identify needs, raise concerns and carry out initial in-class assessment of need;
- have a clear graduated response as outlined in the SEND Code of Practice;
- have a system to decide on next steps when pupils need additional support;
- have a clear referral system for gaining support from the Senior Leadership Team and specialist SEND staff.

3.4 Transitions and sharing information

It is crucial that records are passed on to the appropriate professional at every transition point, both within and between schools. These records may include information on attachment disorders and developmental delays as well as other early signs of difficulties.

3.5 Targeted Provision - Planning for individual pupils with SEMH and behavioural difficulties

Use this guidance alongside the Barking and Dagenham Social, Emotional and Mental Health and Behaviour Handbook and the Social, Emotional and Mental Health section in the Barking and Dagenham Banding Document.

In order to understand the nature of a pupil’s difficulties and successfully address their needs the following process needs to be followed:

- Ensure the pupil is receiving Quality First Teaching and support in all school contexts
- Identify and prioritise your concerns about the pupil
- Assess the nature of the pupil’s difficulties in consultation with all relevant school staff, the pupil and his or her parent(s) or carer(s)
- Analyse your assessment data in order to set SMART targets
- Use your analysis and targets to help plan and implement an appropriate support programme. Analyse any behaviour management data relevant to the pupil as part of this process
- Establish a monitoring and review process that takes into account the nature and urgency of the prioritised concerns. For example, aggressive, dangerous behaviours need to be monitored more frequently than poor social skills.

At each stage of the review process evaluate progress, re-assess and set new targets and interventions as required.
3.6 Specialist Provision - Applying for an Education Health Care (EHC) Plan

The needs of most pupils with Social, Emotional and Emotional Health difficulties can be met from within school resources. Many such difficulties are situation specific and of a short duration. It is only those young people with long term significant problems that will require an Education Health Care Assessment based on the following (from SEND Code of Practice, paragraph 9.14 - page 145):

- Academic attainment and rates of progress
- Nature, external context of the child or young person’s Special Educational Need(s)
- Evidence of action already taken by the placement
- Evidence that where progress has been made, it is only because of additional intervention and support above that usually provided
- Evidence of physical, emotional and social development and health needs

3.7 The Local Offer

Every Local Authority has a duty to publish its ‘Local Offer’ for children and young people, as stated in The Special Educational Needs and Disabilities Code of Practice. This offer explains which local support services are available for children and young people with Special Educational Needs and Disabilities, including how to apply for an Education and Health Care (EHC) Plan (https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/local-offer-education/education-health-care-planning/). In turn, each school must publish its provision for SEND children/young people (universal, targeted and specialist) on their website.

4. Identification, Assessment and Provision

This section describes the graduated approach (see section 2) in the form of tables, each representing a different level of interventions. These tables are not intended to be used as tick boxes and there is no expectation that schools need to have all the bullet points in place

4.1 Tables Outlining Graduated Approaches to Social, Emotional and Mental Health

The following tables use a cyclical “assess - plan - do - review” process as a common framework. Simplified this cycle refers to:

1. What is the current situation?
2. What should be done to improve it and how?
3. Take action in line with the plan
4. How is the plan working out in practice and what changes, if any, need to be made?

The tables are intended to assist schools in ensuring a rigorous, consistent approach to support for Social, Emotional and mental Health. Each table summarises how the various elements of the cycle change as the response moves from universal provision to targeted and then specialist provision.
1. Universal

Actions be undertaken for all children and young people. This is based on using Inclusive Quality First Teaching to provide Social, Emotional and Mental Health support for all pupils.

<table>
<thead>
<tr>
<th>Assess</th>
<th>Plan (see Appendix 4)</th>
<th>Do</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>• is there under-achievement?</td>
<td>• create a plan with measurable success criteria that relate to the improvements required (e.g. use a Thrive action plan)</td>
<td>• involve learners and parents or carers in the planning process</td>
<td>Monitor:</td>
</tr>
<tr>
<td>• other factors such as English as an Alternative language (EAL)?</td>
<td>• specify the review dates</td>
<td>• consider whether all staff manage behaviour consistently</td>
<td>• gather evidence on a regular basis</td>
</tr>
<tr>
<td>• What are the learning gaps to be addressed?</td>
<td>Consider all aspects of the current school provision e.g. Quality First Teaching PSHE &amp; Citizenship SEAL Circle Time Lunchtime behaviour plans etc.</td>
<td>• consider staff training needs in relation to the plan</td>
<td>• focus on the plan's success criteria</td>
</tr>
<tr>
<td>• any strengths or weaknesses?</td>
<td></td>
<td></td>
<td>• add informal consultations e.g. with class teachers</td>
</tr>
<tr>
<td>• preferred learning styles</td>
<td></td>
<td></td>
<td>• present the evidence at review meetings</td>
</tr>
<tr>
<td>• most productive teaching methods</td>
<td></td>
<td></td>
<td>• continue with, or adapt the plan in the light of evidence</td>
</tr>
</tbody>
</table>

Other evidence:
- classroom observations
- attainment & progress data
- standardised tests and diagnostic tools
- attendance, health & safe-guarding records
2. Targeted

Actions based on Inclusive Quality First Teaching plus additional time-limited support programmes for some pupils.

<table>
<thead>
<tr>
<th>Assess</th>
<th>Plan</th>
<th>Do</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>In relation to the learners being considered</td>
<td>create a plan with measurable success criteria that relate to the improvements required</td>
<td>The teacher, liaising with SENCo, learner, parent(s) and others, is responsible for</td>
<td>carry out pre and post assessment of interventions, using clear success criteria</td>
</tr>
<tr>
<td>• carry out classroom observations</td>
<td>• specify the review dates</td>
<td>• planning interventions</td>
<td>• evaluate interventions to ensure teaching and learning have been effective</td>
</tr>
<tr>
<td>• discuss concerns with the learner, his/her teachers, parents/carers</td>
<td>• involve the learner, his/her parents or carers in the planning process</td>
<td>• considering time, support &amp; resources needed</td>
<td>• If the learner does not make the same progress as others in receipt of the intervention consult with (as appropriate):</td>
</tr>
<tr>
<td>• take a holistic view of the learner including wider factors (e.g. use the Boxall Profile, Goodman’s Strengths and Difficulties Questionnaire or Thrive assessment)</td>
<td>• involve Support Services at the planning stage at a consultancy level</td>
<td>• setting the review dates</td>
<td>• Education Inclusion Team (EIT)</td>
</tr>
<tr>
<td>• consider any relevant risk assessments</td>
<td>• build in the use of evaluative tools to monitor progress e.g. Skills for Learning (formerly Qualifications and Curriculum Authority (QCA) Emotional and Behavioural Difficulties (EBD) Scale, available from TESS (Targeted Educational Support Service)</td>
<td>• setting SMART, targets</td>
<td>• Educational Psychology Service (EPS)</td>
</tr>
<tr>
<td>• audit staff skills</td>
<td>Additional methods / resources that may be considered at this level include</td>
<td></td>
<td>• Speech and Language (SALT)</td>
</tr>
<tr>
<td></td>
<td>• nurture groups</td>
<td></td>
<td>• Occupational Therapy (OT)</td>
</tr>
<tr>
<td></td>
<td>• small group work e.g. SEAL</td>
<td></td>
<td></td>
</tr>
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</table>
3. Specialist

Provision requiring high level, intensive, personalised interventions, for relatively few children and young people.

Top-Up/Dowry funding may be provided. This is an additional funding stream for an individual pupil when the cost of providing their special needs provision is over £10,000. This is accessed by submitting a request form to the primary Education Placement Panel (EPP) or the Local Authority top up panel.

<table>
<thead>
<tr>
<th>Assess</th>
<th>Plan</th>
<th>Do</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>• review previous assessments, progress over time &amp; interventions used;</td>
<td>• involve the learner, his/her parents or carers in the planning process;</td>
<td>The teacher, liaising with SENCo, learner, parent(s) and others, is responsible for</td>
<td>• review outcomes at agreed intervals;</td>
</tr>
<tr>
<td>• assess cognitive development;</td>
<td>• set SMART targets;</td>
<td>• planning interventions;</td>
<td>• gather evidence from all parties involved:</td>
</tr>
<tr>
<td>• refer to appropriate Support Services.</td>
<td>• set review dates;</td>
<td>• considering time, support &amp; resources needed;</td>
<td>support services, SENCo,</td>
</tr>
<tr>
<td>Support Services may</td>
<td>• planning can be recorded in the provision map, as an IEP (Individual Education Plan), or a PSP (Pastoral Support Programme).</td>
<td>• setting the review dates;</td>
<td>teachers, parents etc;</td>
</tr>
<tr>
<td>• have discussions with the learner, parents, carers or teachers;</td>
<td></td>
<td>• setting SMART, targets.</td>
<td>• if insufficient progress has been made in comparison with others receiving the intervention, consider referral for an Education Health Care Plan.</td>
</tr>
<tr>
<td>• make classroom observations;</td>
<td></td>
<td>Consider deployment of support:</td>
<td></td>
</tr>
<tr>
<td>• use diagnostic tools;</td>
<td></td>
<td>• is everyone trained appropriately?</td>
<td></td>
</tr>
<tr>
<td>• make reports with recommendations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **How does a school access additional resources?**

5.1 **Current Provision for Social, Emotional and Mental Health in Barking and Dagenham**

<table>
<thead>
<tr>
<th>Provision</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Education Placement Panel (EPP)</strong></td>
<td>Meets fortnightly to discuss school referrals for placement in specialist behaviour provisions and to consider schools’ Dowry requests for additional funding. Comprised of multi-agency professionals. <strong>Primary EPP</strong> allocates places to the LA’s additionally resourced provisions (ARPs) and assigns Special Educational Needs funding (see 4.3). <strong>Secondary EPP</strong> takes referrals from a range of sources (Admissions, schools and other agencies). The panel decides on the most appropriate provision for the child/young person – a school, college, home tuition, the Tuition Centre or The Erkenwald.</td>
</tr>
</tbody>
</table>
| **Ripple and William Bellamy Additional Resourced Provisions (ARPs) - Acorns and the Cambell Primary Centre - CPC)** | Acorns and CPC are provisions for children who would benefit from a smaller setting and intensive **Behaviour Recovery** interventions. Places are **time-limited**. Depending on the level of need, a placement may last one to three terms. Placement decisions are made by the EPP panel depending on individual needs.

- Acorns is for primary aged children; pupils attend **four days a week** and one day at their own school.
- CPC provides **full-time places** for primary aged pupils.

A referral to CPC or Acorns can be made for a **short term, specialist dual-registered placement**. Collaborative work with the school supports teams around the child referred.

These provisions provide assessment and approaches that can lead to successful **reintegration into mainstream** settings or the identification of the need for a more long-term specialist provision. This is also an opportunity for schools to work alongside CPC or Acorns to develop their own practice, using strategies that CPC or Acorns have implemented to enable successful re-integration and inclusion.

| Respite and Reintegration - The Barking & Dagenham Tuition Centre (BDTC)/Pupil Referral Unit (PRU) and Seabrook Centre | The Barking & Dagenham Tuition Centre (BDTC) is an 11-16 PRU and is funded for up to 70 pupils. The Seabrook Centre is under the direction of the Tuition Centre and is the main site for Year 7 and 8 respite pupils. The **BDTC provides full-time education for permanently excluded** pupils, up to 30 KS3 pupils on a six-week rolling respite programme and pupils on 6 days or more fixed term exclusions. In addition, the TC has a small number of KS4 pupils awaiting school places. The Tuition Centre also manages the New Directions and Flexi - Learning programmes for Key Stage 4 pupils which offer a range of vocational and college courses. Referrals are made directly from schools and from the secondary EPP. The aim of the provision is to enable the pupils to gain the best possible educational outcomes and to support them to make successful **transitions to** |

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**Note:**

- **BDTC** provides full-time education for permanently excluded pupils.
- **CPC** provides full-time places for primary aged pupils.
- **Acorns** is for primary aged children.
- **Four days a week** and one day at their own school.
- **Full-time places** for primary aged pupils.
- **Short term, specialist dual-registered placement**.
mainstream schools and post-16 providers.

| The Erkenwald | A small provision funded for up to 30 pupils, aged 11-16 who have experienced significant difficulties in maintaining mainstream school attendance due to underlying emotional needs and require a smaller more nurturing setting where complex needs can be effectively met. |

| **Long term specialist placements** |
|--------------------------|-------------------------------------------------|
| **Provision**            | **Focus**                                       |
| William Bellamy ARP - Oasis Centre | This placement offers a higher staff ratio for 12 young people, a smaller contained provision, with an enhanced skill set of staff. The host school is William Bellamy Primary and the primary focus is children with Social, Emotional and Mental Health difficulties. The ARP meets the needs of pupils with more enduring behavioural, social and emotional difficulties. |
| Eastbrook ARP – Access Centre | This is a longer-term placement for 12 KS3 and KS4 pupils. Placements are allocated via the EHC panel. The placement offers a higher staff ratio, a smaller contained provision, an enhanced skill set of staff. It provides access to bespoke mainstream curriculum and alternative provision both on and off site. Primary Area of Need – Pupils with SEMH difficulties but with access to mainstream curriculum and provision on site. |
This map shows the Social, Emotional and Mental Health provision pathway for children/young people, from mainstream school (which ideally meets the needs of all), to an Additional Resourced Provision (ARP), Alternative Provision (AP) or Nursery ARP (NARP). See section 5 for definitions. CPC = Cambell Primary Centre.
Explanatory notes and definitions

- **Staff support:** Staff, in this context, are supported by well-established school systems. Examples include mentors for NQTs, an induction programme for all new staff, regular discussions and performance review with line managers etc.

- **Behaviour Support Plan/Pastoral Support Plan/Individual Educational Plan:** A clear support plan for children identified with Social, Emotional and Mental Health issues, focusing on the child’s needs. It contains strategies and interventions to be used, starting with the child’s strengths. This plan is for the young person and the professionals around the child.

- **Nurture Groups:** A short term inclusive intervention for between six and 12 children often led by two members of staff. Frequency and duration are to be decided by the school depending on children’s needs. Children can attend nurture groups and are given whatever help is needed to remove the barriers to learning. Assessment tools such as the Boxall Profile and Goodman’s Strengths and Difficulties Questionnaire are often used as a baseline - they identify focus areas and may be used as a tool to evidence progress over time.

- **Small group work:** This is on-site small group provision that is planned and offered in response to an assessment of need (see Appendix 2).

6. Review Date and Acknowledgements

**Review**

This guidance will be reviewed in January 2018.

**Acknowledgements**

We would like to thank all of those involved in the creation of this document.
## 7. Appendices

### Appendix 1 – Identifying Social, Emotional and Mental Health (SEMH) Needs

**Passive behaviours may include**
- anxiety;
- avoiding risks;
- being isolated;
- task avoidance;
- inability to make / sustain friendships;
- low mood;
- inability to make choices;
- refusal to accept praise;
- lethargy / apathy;
- speech anxiety / reluctance to speak;
- being withdrawn;
- low self-worth;
- failure to engage;
- daydreaming;
- poor personal presentation.

**Active behaviours may include**
- challenging behaviours;
- mood swings;
- verbal aggression;
- eating issues;
- disproportionate reactions to situations;
- absconding;
- impulsivity;
- perceived injustices;
- restlessness / over-activity;
- difficulties with change / transitions;
- non-compliance;
- physical aggression;
- lack of empathy;
- poor personal boundaries;
- poor awareness of personal space.

The table below looks at behaviours as coping strategies and causal factors

<table>
<thead>
<tr>
<th>SEMH Defined</th>
<th>Possible Causes or Stimuli</th>
<th>Possible Coping Strategies</th>
<th>Possible Contributing Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with Social, Emotional and mental Health difficulties display patterns of inappropriate behaviour of extreme • duration and • severity such that it impedes their access to learning. In some, but not all cases, their behaviour may also restrict access to learning of other pupils.</td>
<td>• a reaction to a learning difficulty</td>
<td>• inappropriate, aggressive or withdrawn behaviour</td>
<td>• poor social skills development</td>
</tr>
<tr>
<td></td>
<td>• a reaction to out-of-school factors</td>
<td>• serious or persistent physical or verbal threats to children or staff</td>
<td>• low self-esteem</td>
</tr>
<tr>
<td></td>
<td>• physical or mental illness</td>
<td>• persistent irrational behaviour</td>
<td>• limited experience of consistent guidelines on how to behave</td>
</tr>
<tr>
<td></td>
<td>• sensory or physical impairment</td>
<td>• extreme tantrum episodes</td>
<td>• limited skill in coping with frustration, anger and fear.</td>
</tr>
<tr>
<td></td>
<td>• psychological trauma</td>
<td>• self-injury</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• circumstances within educational settings.</td>
<td>• difficulty joining in group/class-based learning or social activities</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• severe social and emotional immaturity</td>
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<td></td>
<td></td>
<td></td>
<td>• long-standing fear of attending school</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• acute distress and/or high levels of anxiety, etc.</td>
</tr>
</tbody>
</table>
## Appendix 2 – Strategic Checklist for Social, Emotional and Mental Health (SEMH) and Behaviour Provision

<table>
<thead>
<tr>
<th>Element</th>
<th>In Place?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a school wide system for managing behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The system focuses on SEMH issues</td>
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<tr>
<td>There is a Behaviour Policy</td>
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<tr>
<td>There is an Engagement and Mood Management Policy</td>
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<td></td>
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<tr>
<td>There is an Anti-bullying Policy</td>
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<td></td>
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<tr>
<td>There is a Physical Handling/Restrictive Intervention Policy</td>
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<td></td>
</tr>
<tr>
<td>Provision for social/emotional skills (SEAL, PSHE etc.)</td>
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<td></td>
</tr>
<tr>
<td>Provision for teaching responsible behaviour</td>
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<td></td>
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<tr>
<td>There is regular monitoring and review of these systems</td>
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<td></td>
</tr>
<tr>
<td>There is a consistent SEMH identification process</td>
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<tr>
<td>A range of tools for SEMH assessment (Boxall etc.)</td>
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<td></td>
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<tr>
<td>The impact of interventions is regularly reviewed</td>
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<td></td>
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<tr>
<td>There is a named Emotional Lead</td>
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<tr>
<td>Staff are trained in behaviour strategies (Team Teach etc.)</td>
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<td></td>
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<tr>
<td>At least 2 staff are trained in de-escalation strategies</td>
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<td></td>
</tr>
<tr>
<td>Staff trained in understanding mental health as a continuum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning mentors understand mental health continuum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a peer support system</td>
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<td></td>
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<tr>
<td>There is provision for small group support</td>
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<td></td>
</tr>
<tr>
<td>Staff know how to refer for Dowry funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff know how to request SEMH provision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff know review process for placement &amp; reintegration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3 - Websites and additional guidance for schools and early years’ settings

DfE Guidance

- **Behaviour and Discipline in Schools** January 2016 -

- **SEND Code of Practice** -

- **High Needs Block** -

- **Getting the Simple things right: Charlie Taylor** Behaviour Checklists

- **Use of Reasonable Force** – advice for headteachers, staff and governing bodies (DfE, July 2013) -

- **Exclusions Guidance** (DfE, June 2012) -
  https://www.gov.uk/government/publications/school-exclusion

- **School attendance** (DfE, November 2013) -
  https://www.gov.uk/government/publications/school-attendance

- **Improving attendance at school** – Charlie Taylor (DfE, 2012) -

- **Working together to safeguard children**. Safeguarding guidance (DfE, March 2015)

- **Mental health and behaviour in schools**. Departmental advice for school staff (DfE, June 2014) –

Policy Guidance

- **Kidscape anti-bullying policy checklist** -
  www.kidscape.org.uk
Curriculum (PSHE/SEAL/Small Groups)

• The PSHE Association – www.pshe-association.org.uk

• LBBD PSHE Scheme of Work – contact Nigel Sagar, Senior Adviser, LBBD.

• LBBD SEAL Curriculum and resources
  (Learning Gateway>Inclusion> SEAL curriculum

• Primary and Secondary SEAL resources
  (Brighton and Hove City Council learning hub>PSHE>Primary or Secondary>SEAL)

Resources

• LBBD Small Group work guidance link: LBBD Learning Gateway>
  Inclusion>behaviour and/or SEMH Handbook

• SEAL curriculum link: Learning Gateway>Inclusion>SEAL

• SEAL small group work lessons/resources: link Brighton and Hove City Council
  hub>learning>PSHE>SEAL Primary or Secondary link

  written by Alison Schroeder

Whole School Approach/Training

• The UNICEF RRSA (Rights Respecting Schools Award), for a whole school approach –
  www.unicef.org.uk/rights-respecting-schools (a whole school approach based on pupil
  voice and the UNCRC - United Nations Convention on the Rights of the Child – LA can
  advise)

• The Thrive Approach – www.thriveapproach.co.uk (on-line assessment tool for use with
  individuals, small groups and whole classes – LA can advise on Thrive Practitioner
  training)

• Healthy Schools London – www.healthyschools.london.gov.uk (a whole school ap-
  proach to wellbeing)

• Nurture Groups – www.nurturegroups.org