



**BEDFORD**  
BOROUGH COUNCIL

**SUPPORT FOR DEALING WITH**  
**CHALLENGING BEHAVIOUR**

SEPTEMBER 2014

## Introduction

Literature suggests that permanent exclusion from school is associated with wider social exclusion from society. Not only is alternative provision costly but some has also been deemed 'inadequate' in different parts of the country. Permanent exclusion is often associated with long periods without education, under achievement and reduced employment opportunities, isolation, inaccessibility to social resources and entry into crime. Clearly, it would be advantageous to society as a whole to reduce exclusion where possible. (Reference: Education, Exclusion & Citizenship Carl Parsons 1999/ Experiencing Exclusion Eva Pomeroy 2000).

The DfE's Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion' (September 2012) states that 'disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.'

Bedford Borough, with key partners, is committed to providing appropriate support to schools and individual pupils so that permanent exclusions can be avoided wherever possible

## Stages of support and intervention

The support available for a pupil with challenging behaviour can be depicted as in the diagram below (Figure 1). This maps out the support that schools, the Local Authority and partners each provide. Each of these blocks lists wide ranging support initiatives designed to deliver positive behavioural change and positive learning outcomes for pupils, families and school communities. This diagram clearly illustrates the need for multi agency input and the collective responsibility of the community.

**Figure 1 - Support to pupils across the spectrum of need**

<b>Block 1: Universal Support</b> <ul style="list-style-type: none"> <li>• Effective differentiated teaching of the curriculum</li> <li>• Consistent application of school routine and policies</li> <li>• Clear management responsibilities</li> <li>• Pastoral support structures</li> <li>• Behaviour policies and anti-bullying</li> <li>• Inclusion/SEND policies</li> <li>• SEAL – implementing guidance</li> <li>• Implementing advice and guidance from all Children's Services</li> <li>• Pupil progress meetings, data analysis</li> <li>• TA in class support</li> <li>• Visual, auditory and kinaesthetic learning opportunities</li> </ul>	<b>Block 2: Targeted Support</b> <ul style="list-style-type: none"> <li>• Classroom adjustment</li> <li>• Increased curricular differentiation/flexible access to the curriculum</li> <li>• Additional group support</li> <li>• Initiate Support Plan or PSP</li> <li>• Baseline assessments/observations by teachers</li> <li>• SENCo input/SEND provision mapping</li> <li>• Nurture group placemen/Learning Mentors</li> <li>• Consider CAF assessment/referral</li> <li>• Parenting contracts and regular communication with parents</li> <li>• Individual bespoke support programmes</li> <li>• Professionals meetings – implementation of external advice</li> <li>• Revision of support plan/PSP targets</li> <li>• 14-19 personalised learning</li> <li>• School's guidance to graduated response</li> <li>• Peer mentors</li> <li>• Counselling</li> <li>• Transition support plans</li> <li>• Additional tailored aids, including the use of ICT</li> <li>• Careful tracking and monitoring of interventions</li> <li>• Implementation of individualised provision map</li> <li>• Gather and consider evidence for Education, Health and Care Needs Assessment</li> <li>• Request and if agreed Implement Education, Health and Care Plan and hold Annual Reviews.</li> </ul>	<b>Block 3: Specialist Support</b> <p>School behaviour partnerships</p> <p>If pupil has EHCP hold early review or emergency interim review</p> <p>Contact Inclusion Support Team</p>
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### **SCHOOL'S CONTRIBUTION**

Pupils across this spectrum can be at risk of exclusion at any stage

<b>Stage 1</b> Early Intervention	<b>Stage 2</b> Pupils and schools require increasing targeted support within school	<b>Stage 3</b> Intensive Support
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### **LOCAL AUTHORITY'S CONTRIBUTION**

<b>Block 1: Universal Support</b> <ul style="list-style-type: none"> <li>• Whole school advice and training on universal behaviour issues</li> <li>• SENCo training</li> <li>• TA training</li> <li>• SEAL (Social Emotional Aspects of Learning) training and coaching</li> <li>• Whole staff advice on specific behaviour issues delivered by support staff</li> <li>• School Challenge and intervention Team 0-19</li> <li>• Education Welfare Officers</li> <li>• Behaviour Support input – Student Support Service Panel</li> </ul>	<b>Block 2: Targeted Support</b> <ul style="list-style-type: none"> <li>• Individual pupil monitoring</li> <li>• Advice and training – advisory staff across a range of support teams such as Psychology Team and Personal Advisers</li> <li>• SENCo training</li> <li>• Advice, training and short term behaviour support for individual pupils from Inclusion Support Team</li> <li>• Guidance for parents to support their children's engagement with education</li> <li>• Monitoring and support of individual pupils by EWO</li> <li>• Advice on PSP</li> <li>• Parent Partnership</li> <li>• Targeted TA training</li> <li>• Emotional literacy</li> <li>• Family Support Workers</li> <li>• Referral to resource panels</li> <li>• Input from Social Care teams</li> <li>• Managed moves</li> </ul>	<b>Block 3: Specialist Support</b> <ul style="list-style-type: none"> <li>• Management Advice on implementing of statement/EHCP</li> <li>• Advice on PSP</li> <li>• Further input and assessment from specialist support services such as Psychology Team</li> <li>• Input and assessment from CAMHS</li> </ul> <p>If child has statement/EHCP – additional support, specialist placement, Annual Review</p> <p><u>At Risk</u></p> <ul style="list-style-type: none"> <li>• Inclusion Support Team involved to consider options</li> <li>• Managed move</li> <li>• Referral to resource panels such as BAP</li> </ul> <p><u>Alternative Options</u></p>
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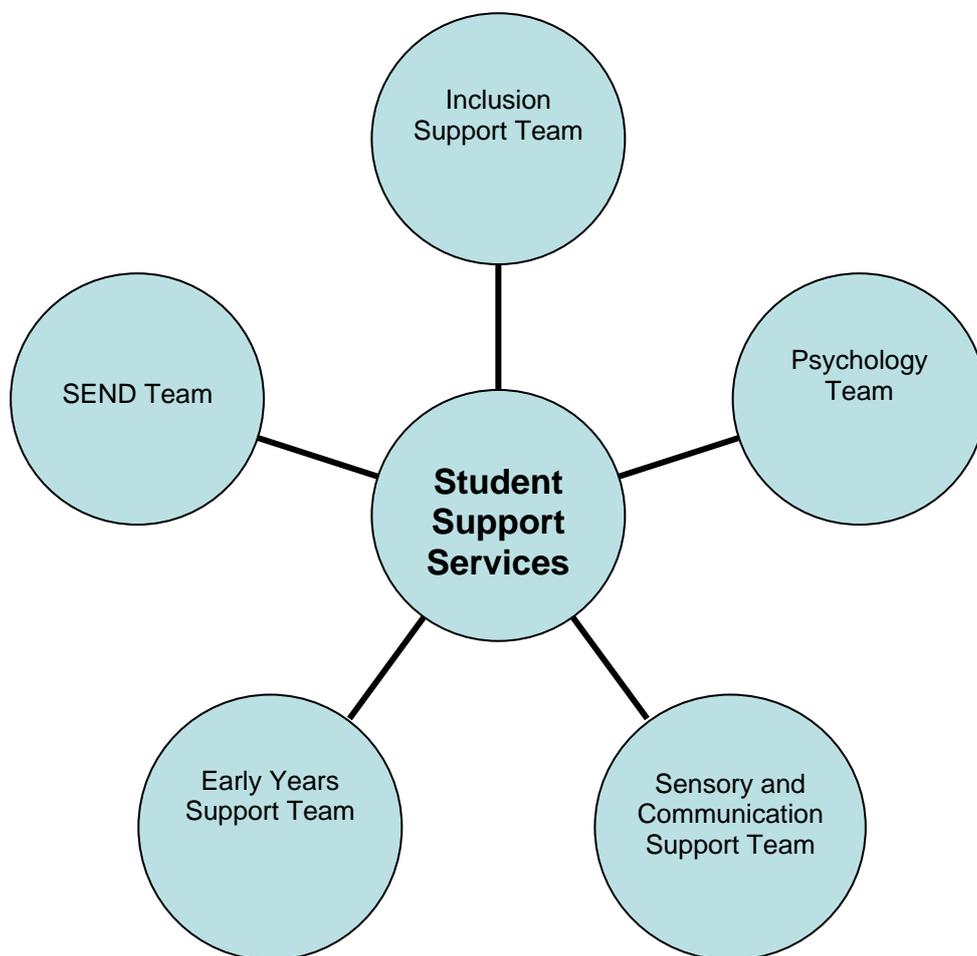
<ul style="list-style-type: none"> <li>• Psychology Team and Advisory Support Teachers</li> <li>• Alternative curriculum signposting</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership work with PRU</li> <li>• EWO liaison with family</li> <li>• Individual or group based intervention from Educational Psychologist</li> <li>• Early Years Support Service</li> <li>• Speech and Language Therapists</li> <li>• Physiotherapists</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion Support Service consider support options</li> <li>• <u>Consider Way Forward</u></li> <li>• PRU ensures pupils are in receipt of education from day 6</li> <li>• Reintegration placement and support package agreed in panel</li> </ul>
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Further information and guidance on any of these measures can be found by emailing [studentsupport@bedford.gov.uk](mailto:studentsupport@bedford.gov.uk)

## Stages of support schools should access before considering Permanent Exclusion

In Bedford Borough, key education support services around a child with disruptive behaviour in school are placed in one service structure: Student Support Services, Education Division see figure 2 below.

**Figure 2 - Student Support Services, Education Division**



Schools should, where possible, endeavour to work their way through the following stages of intervention:

### Stage 1: Early Intervention

Pupils displaying a low level of challenging behaviour should be supported through the school's own expertise, skills and knowledge base and delegated financial resources. Interventions should be coordinated through a behaviour management plan, a Support Plan or a Pastoral Support Plan (PSP) as advised in the Special Educational Needs and Disability (SEND) Code of Practice and reviewed regularly in a multi-agency context. Targets and strategies for appropriate behaviour need to be identified, implemented and reviewed by the school. It is good practice to identify a Lead Professional or Key Worker at this stage. If a CAF has not already been completed it may be necessary to complete

one.

## **Stage 2: Additional Educational Resources**

If it is identified that additional resources are required to support a vulnerable child a Request for Student Support Services Involvement form should be sent to [studentsupport@bedford.gov.uk](mailto:studentsupport@bedford.gov.uk). The submission should include a clear plan for the support requested specifying how the school is using current resources to support the pupil. Requests might include support to prevent exclusion or parenting support. Resources will be allocated and reviewed at the appropriate panel.

## **Stage 3: Inclusion Support Team (IST)**

In cases where the interventions referred to above have not resulted in improved behaviour and a pupil is at significant risk of exclusion, the school should contact the Inclusion Support Team (IST).

The IST is a small team comprising of specialist staff including:

- Senior Inclusion Support Officer
- Inclusion Support Officer
- Parenting Support Officer
- SEBD Area Adviser
- Behaviour Support Worker

The Inclusion Support Team (IST) works together with children and young people (particularly those regarded as vulnerable or with special needs), schools, parents/carers and other support services. The IST operate in the context of promoting inclusion and raising standards, particularly through the implementation of the Education Act 1996, the Equality Act 2010 and the SEND Code of Practice, as well as supporting the priorities of Bedford Borough in terms of raising educational achievement.

The services the IST offer include:

- Specific specialist advice
- 1:1 and small group work with individual pupils
- Liaison with professionals from other agencies and parents to resolve issues
- Training
- Support for schools to assist in managing provision
- Encouraging working in partnership with parents
- Promoting full-time education
- Signposting to relevant services
- Parenting support
- Oversight and administration of the Fair Access Protocol
- Advice to Headteachers, families and governing bodies with regards to exclusion processes.
- Representation for the Local Authority at Governing Body Disciplinary hearings and Independent Review Panels.
- Broker advice on alternative provisions

## **Stage 4: Intensive Crisis Support**

Should a situation arise whereby Stage 1 & 2 interventions have been implemented but a pupil still remains at major risk of permanent exclusion, the Head teacher may need to consider calling an emergency professionals meeting (or urgent interim review if the pupil has an Education Health Care Plan). The Inclusion Support Team (IST) will aim to support this meeting or to provide advice, typically within 48 hours of a Head teacher making contact.

The meeting should consider all possible options that can be implemented in order to prevent a permanent exclusion. This, for example, may include the allocation of more concentrated resources into the school from local authority support services. The school may also consider alternative education provision, based on the needs of the pupil and where this is appropriate and lawful.

It is of course crucial that the student's parents, carers and or social worker are involved in this process and they should be involved in meetings held at the school.

If the school believes that it has exhausted all alternatives and accessed all support available at Stages 1 & 2 and wishes



## **Appendix A: Bedford Borough Panels**

The Local Authority operates a number of panels, attended by experienced Children's Services Managers and other professionals. Key panels include can include Head teachers and delegated school staff to discuss and authorise levels of support, allocate resources and determine placements.

This appendix gives a brief description of each panel.

- **BAP : Bedford Allocation Panel**
- **JAP : Joint Agency Panel**
- **SEND Panel**
- **Student Support Services Panel (Formerly Education Support Panel)**
- **FAP: Fair Access Protocol Panel**

### **BAP & JAP: Bedford Allocation Panel and Joint Agency Panel**

These panels are responsible for agreeing high level family support, therapy and education packages. JAP can agree joint funding which enables multi-agency packages of support to be developed and delivered. This can provide appropriate services which may allow a child to remain living within the Borough when they would have previously accessed out of Borough provisions. These panels ensure all allocated services are reviewed on a regular basis and play an important role in enabling more children and young people to remain living at home or in their local community.

Decisions on allocating resources are based on the assessed needs of the child. There are a number of assessments that are used to identify the needs. The two most common are the Common Assessment Framework (CAF), a standardised approach to conducting an assessment of a child's additional needs and deciding how these needs should be met, and the Core Assessment which is a multi agency assessment of the social care needs of a pupil enabling panels to have a clear analysis of the holistic needs of the child.

### **The SEND Panel**

This panel considers requests for the initiation of a Statutory Assessment in line with Bedford Borough's Criteria and as outlined in the SEND Code of Practice. Schools and relevant nursery education providers have the right to ask the Local Authority to conduct a statutory assessment (or reassessment) of a child's educational needs. After consideration of this initial evidence, the Local Authority will decide whether it is appropriate to proceed further and initiate a statutory assessment. The Panel also considers all Special School and Specialist Provision Placements and requests for Additional Funding when new or additional needs have been identified through the Annual Review process.

### **Student Support Services Panel**

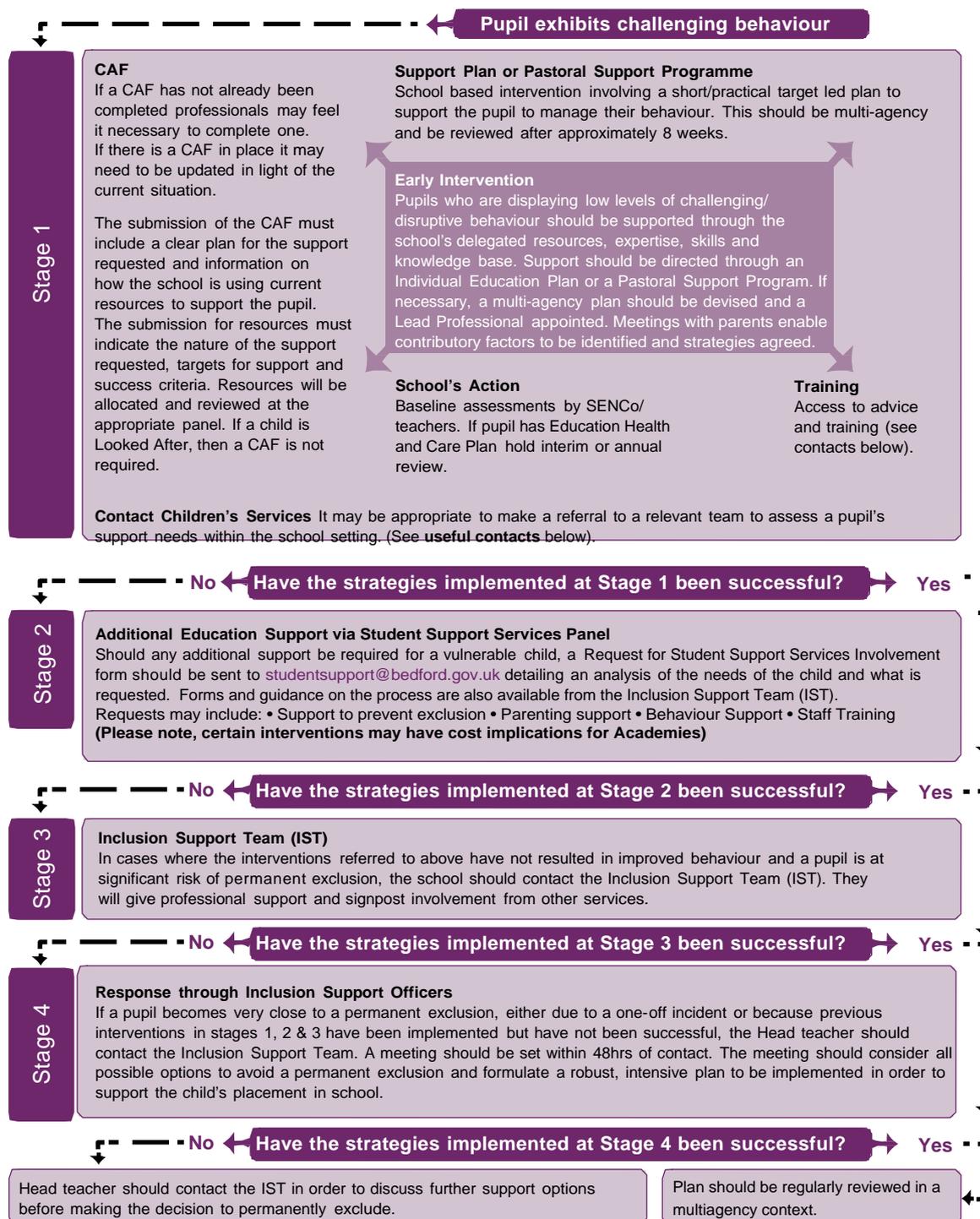
The panel will discuss and allocate education support for pupils requiring support in school across the spectrum of need. The panel will look at additional support for schools to develop more inclusive mainstream practices rather than excluding pupils or placing them out of their school community for periods of time. They will signpost to other sources of support and weekly BAP and JAP panels. The forum will also facilitate access to advisory professionals such as the Advisory Teachers for ASC, Behaviour Support Worker and Advisor and Educational Psychologists.

### **FAP: Fair Access Protocol Panel**

The Fair Access Protocol Panel is a partnership between schools and the Local Authority. The panel's primary purpose is to ensure that pupils covered by the Fair Access Protocol (including permanently excluded pupils) are allocated school places in a timely manner.

Although Managed Moves are not covered by the Fair Access Protocol, schools in Bedford Borough have also agreed to use the panel as the forum for allocating placements for pupils being considered for Managed Moves.

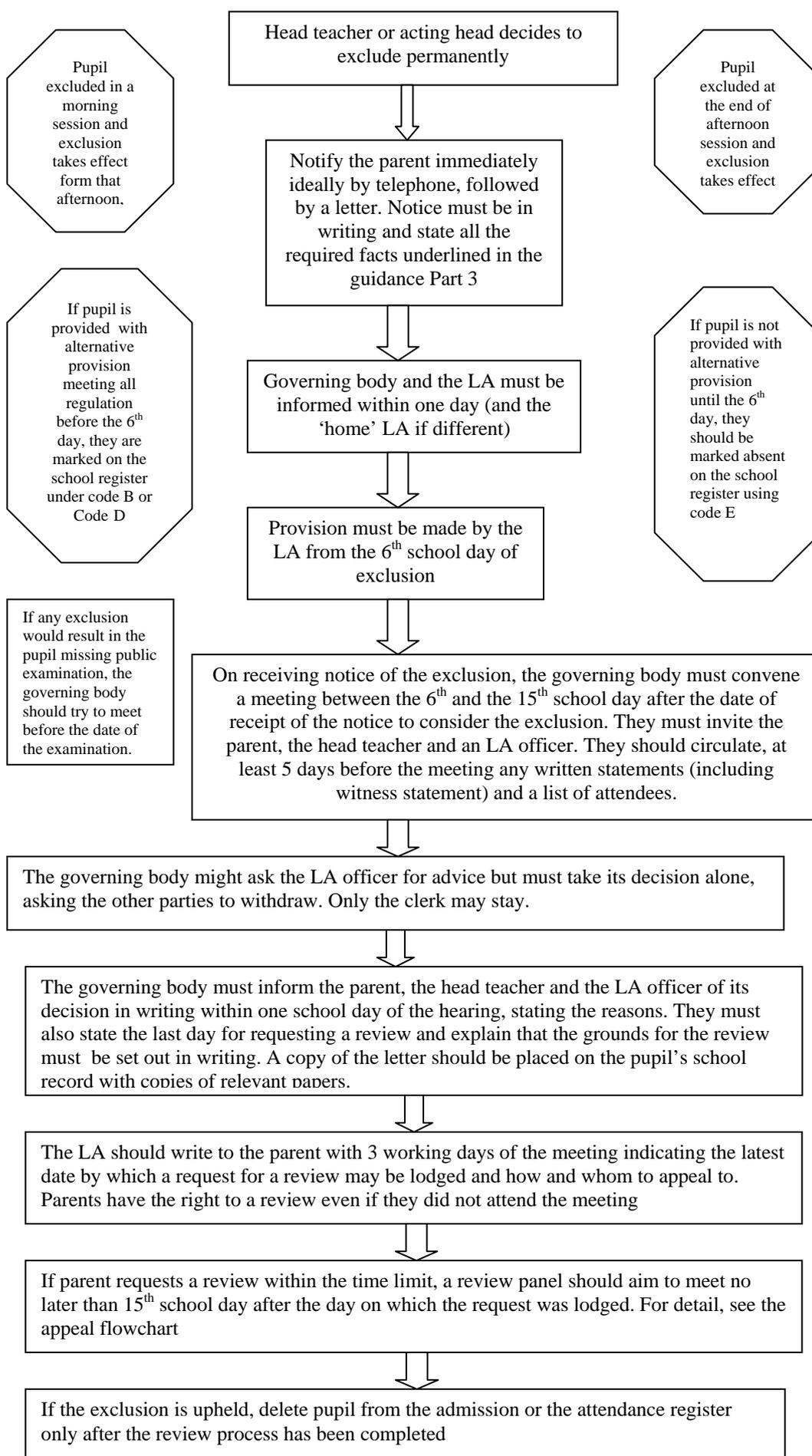
## Responses to Challenging Behaviour



### Useful contacts

<b>Head of Student Support &amp; Principal Educational Psychologist:</b> 01234 276397	<b>CAF Co-ordinator:</b> 01234 718700
<b>Inclusion Support Team (IST):</b> 01234 276809	<b>Exclusions Data and Reporting:</b> 01234 228642
<b>Special Educational Needs &amp; Disability Team (SEND):</b> 01234 228375	<b>Psychology Support Team:</b> 01234 228693
<b>Sensory and Communication Support Team:</b> 01234 300710	<b>Multiagency Support Hub: (MASH):</b> 01234 718700
<b>Early Years Support Team:</b> 01234 290770	<b>Locality Network Panels:</b> <a href="mailto:multiagency@bedford.gov.uk">multiagency@bedford.gov.uk</a>
<b>Education Welfare:</b> 01234 228304	<b>General Queries:</b> 01234 228693 <a href="mailto:studentsupport@bedford.gov.uk">studentsupport@bedford.gov.uk</a>

## Appendix C: DfE Exclusion Processes



**Decision:** Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

**Contact parent:** The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

**Lunchtime exclusion:** Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6<sup>th</sup> day duty to provide full-time

**Exclusion during morning session:** the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

**Exclusion during afternoon session:**  
- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.  
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

**Written notice:** The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

**Educational provision during the exclusion:**

- The school has a duty to arrange suitable full-time educational provision from and including the 6<sup>th</sup> consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1<sup>st</sup> day of exclusion.

**Reintegration interview:**

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

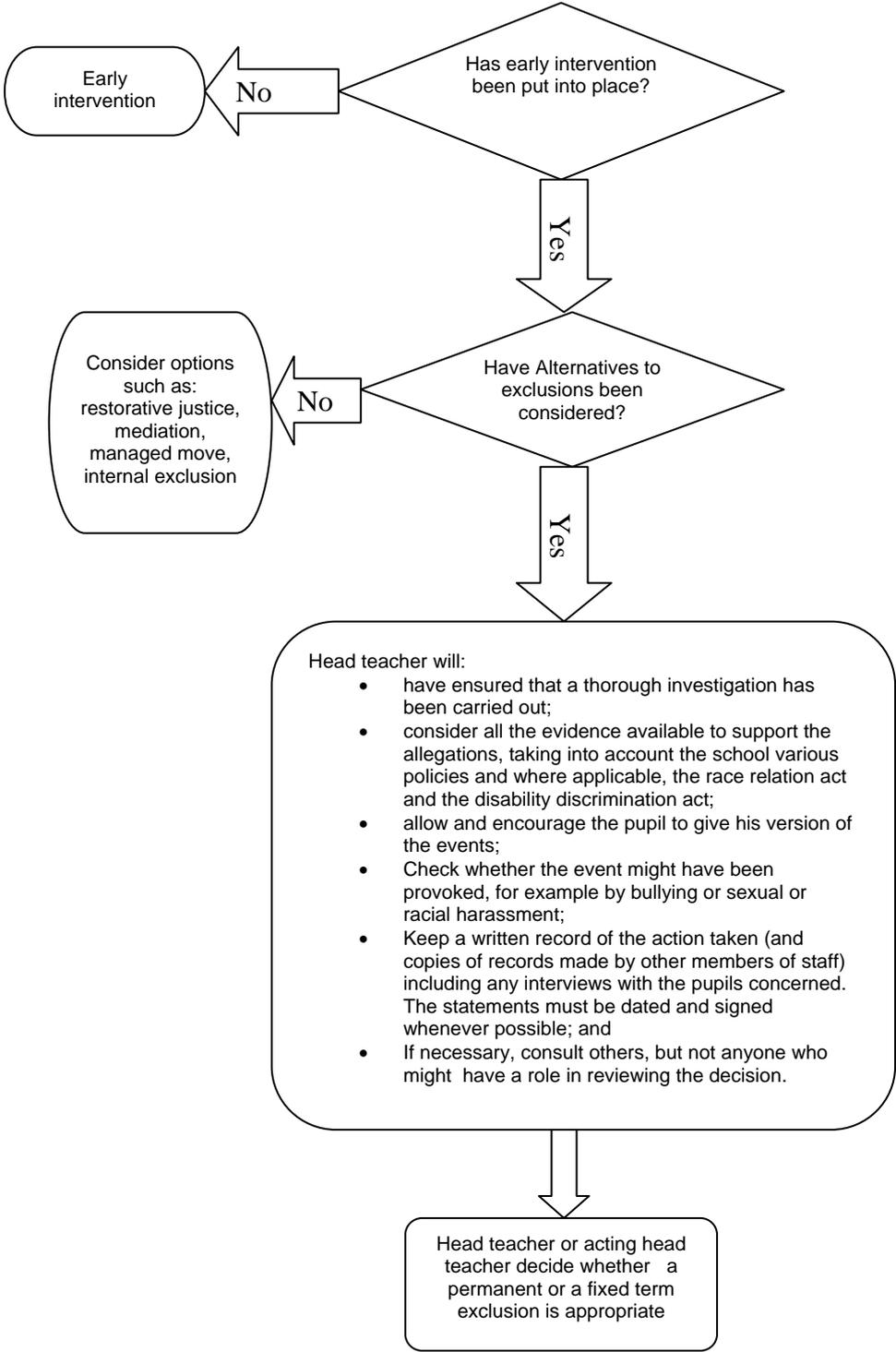
If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

**Primary:** School **must** offer a reintegration interview after any exclusion

**Secondary:** School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

Trigger point for Pupil at risk is established



Trigger point for Pupil at risk is established

Has early intervention been put into place?

No

Early intervention

Yes

Have Alternatives to exclusions been considered?

No

Consider options such as:  
restorative justice,  
mediation,  
managed move,  
internal exclusion

Yes

Head teacher will:

- have ensured that a thorough investigation has been carried out;
- consider all the evidence available to support the allegations, taking into account the school various policies and where applicable, the race relation act and the disability discrimination act;
- allow and encourage the pupil to give his version of the events;
- Check whether the event might have been provoked, for example by bullying or sexual or racial harassment;
- Keep a written record of the action taken (and copies of records made by other members of staff) including any interviews with the pupils concerned. The statements must be dated and signed whenever possible; and
- If necessary, consult others, but not anyone who might have a role in reviewing the decision.

Head teacher or acting head teacher decide whether a permanent or a fixed term exclusion is appropriate