Royal Borough of Greenwich

Positive approaches for Social Emotional and Mental Health

(SEMH)

www.royalgreenwich.gov.uk

ROYAL *borough of* GREENWICH

Contents

Introduction

This guidance takes, as its starting point, Professor Katherine Weare's review, 'What works in promoting social and emotional well-being and responding to mental health problems in schools?' (NCB, 2015).

This has two overlapping themes:

- Promoting positive social and emotional well-being for all in schools

- Tackling the mental health problems of pupils in more serious difficulty.

These themes could be seen to span the continuum from universal to specialist services, or as expressed in the Children and Young People's Plan, from strong foundations to safe and secure.

This document outlines the values, principles and key priorities that will underpin the ethos that the Royal Borough of Greenwich will promote in our schools to improve support and provision for children and young people with social emotional and mental health needs.

It is intended for everyone with responsibilities for children and young people with social emotional and mental health needs including

- headteachers
- pastoral and safeguarding leads
- special educational needs coordinators (SENCOs)
- school governors; particularly chairs and governors with responsibility for special educational needs and disabilities (SEND)
- outreach services, social workers and partner agencies in health and the voluntary sectors
- parents and carers

Context

The approaches that are promoted in this guidance have been developed in response to the self-evaluation undertaken in preparation for the Local Area SEND Review which took place in July 2017. The guidance should be read alongside our SEND Improvement Plan. Our self-evaluation highlighted the high level of fixed term exclusions in Greenwich alongside a low rate of identification of SEMH needs, which suggested many pupils were not receiving appropriate intervention and support, in particular a lack of specialist provision for girls in Key Stage 3 (KS3). Recent data indicates that the identification of SEMH needs is now on a par with the national average, but the continuing high rate of exclusions suggests that intervention is not sufficiently effective in meeting pupils' needs.

At the time of writing, Greenwich had the highest level of fixed term exclusions of all the 33 London boroughs. Experience from referrals to our Fair Access Panels questioned whether school policies and practice relating to pupil behaviour were effectively integrated with polices relating to special educational needs. Related to this, it appeared that schools were often not effectively implementing the SEND Code of Practice in identifying and assessing pupils' SEMH needs or making reasonable adjustments for pupils with identified SEMH needs.

Key principles

This guidance aims to promote an ethos, based on the following key principles:

- Whole school approaches to emotional wellbeing.
- Identifying early and intervening effectively.
- Nurturing a sense of belonging, feeling safe, supported and secure.
- Preparation for adulthood.
- Working in partnership to achieve common goals and sharing responsibility.
- Inclusivity.
- Using exclusion as a last resort.

While this guidance is targeted at schools and early years' settings, it will inform the Preventions workstream under the Building Better Outcomes Together programme and the work of the Mental Health and Wellbeing in Schools partnership.

Our Vision

We want all children and young people in Greenwich to experience a safe, healthy and happy childhood where they enjoy family life and school and feel a part of the community.

Our plan aims to ensure that every child growing up in Greenwich will begin, continue to develop and move into adulthood well.

How we will achieve our vision.

We will ensure that, wherever possible, children and young people are able to attend a good local school or setting.

We will ensure that our systems and processes support schools and settings to identify needs and to intervene effectively at the earliest opportunity.

We will ensure that children and young people and their families have access to services that meet their needs.

We will focus on developing the skills and expertise of all staff supporting children and young people with SEMH.

We will work with schools to build capacity in identifying SEMH needs and intervening effectively.

We will work with schools to strengthen collaborative and person-centred approaches.

We will work with our partners to improve integrated pathways for education, health and care.

We will work with schools to reduce the high rate of exclusions.

We will improve provision for pupils with SEMH needs, in particular KS3 girls.

We will support schools in implementing the code of practice requirements for the assessment of SEMH needs.

We have commissioned:

- Integrated therapy services for children and young people with a focus on early identification and treatment.
- CAMHS in-reach services for schools to offer intervention for children and young people with mental health needs.
- Public health services for 0-19, including health visiting and school nursing, that contribute a Tier 1 mental health service.

We have:

- Developed and implemented Royal Greenwich's Fair Access Protocol which has had a positive impact for pupils with a history of challenging behaviour and/or those deemed vulnerable. It is viewed as an extension of a team around the child and is a mechanism for intervention through early help.
- Developed the Kings Park provision for students in key stages 3 to 5 with ASD and associated mental health needs.
- Developed The Nook at Waterside Primary Special School for pupils in Key Stage 2 with ASD and associated mental health needs.
- Developed an early intervention speech and language service.

We are proud of:

- Our schools, 94% of which are good or outstanding.
- The Newhaven Assessment Centre, which has developed into an invaluable resource used to identify the needs of students for whom additional information is required (for example, new to the borough and undiagnosed learning needs) using a multi-disciplinary team of professionals.
- Our low rate of permanent exclusions.
- Our success in keeping so many of our children with SEND in local schools.

All of these have involved effective partnership working with schools, health colleagues, voluntary sector, parents and carers. However, we now want to work towards improvements in some of the areas identified in the SEND area inspection as well as meeting increased demand and changing needs.

National Policy and Local Guidance
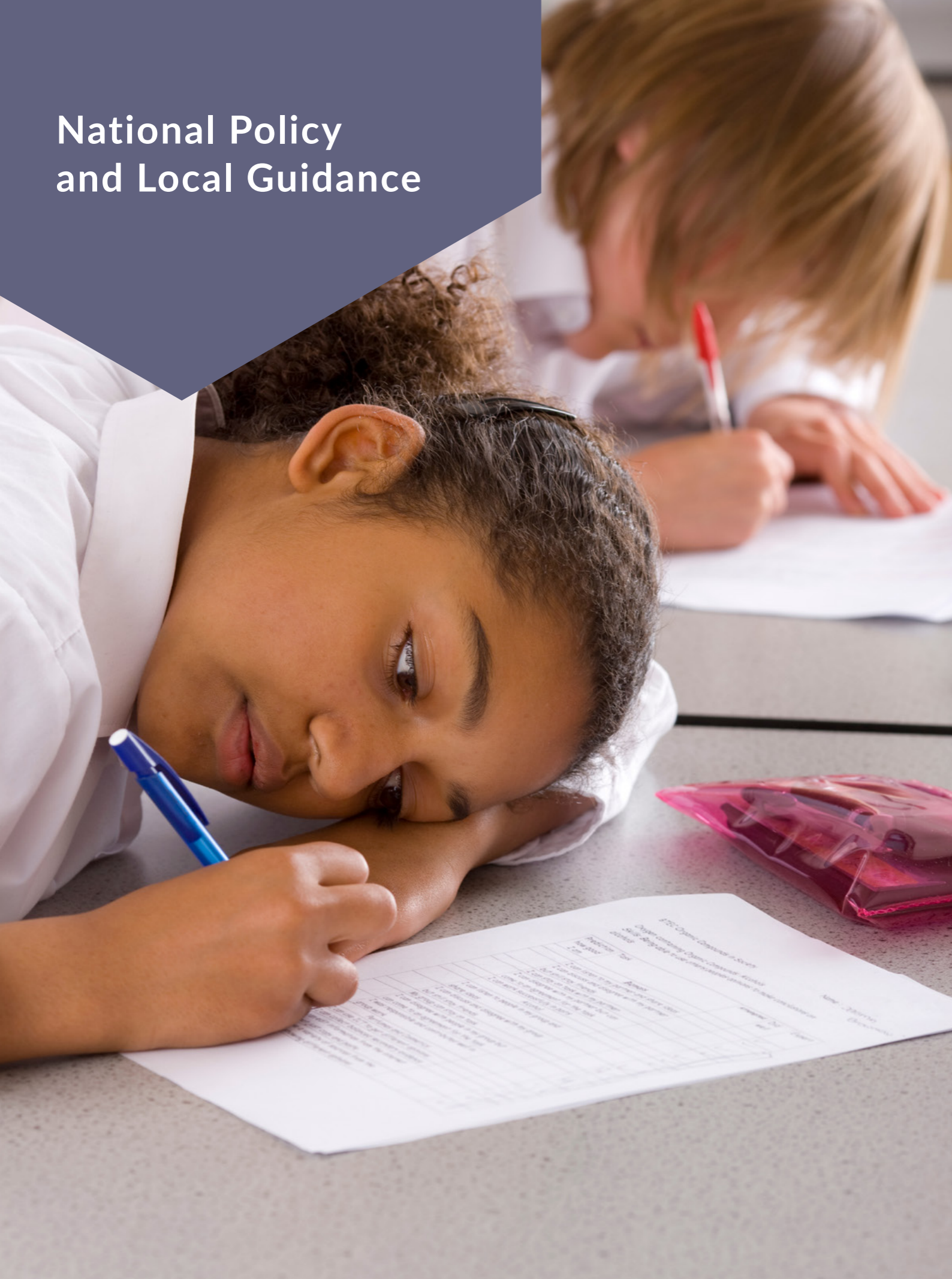
In developing the guidance, we looked at national and local policy, including school behaviour policies, research and evidence commissioned by the DfE and other bodies, including national charities, together with what we know about children and young people in Greenwich schools.

National data* indicates:

64%
increase in referrals to specialist CAMHS between 2012/13 and 2014/15

41,921
young people aged 10-24 hospitalised for self-harm in England in 2014

20.8 %
of 16-24 year olds show evidence of depression or anxiety

75%
of mental health problems begin before the age of 18

1 in 5
young people experience high levels of anxiety.
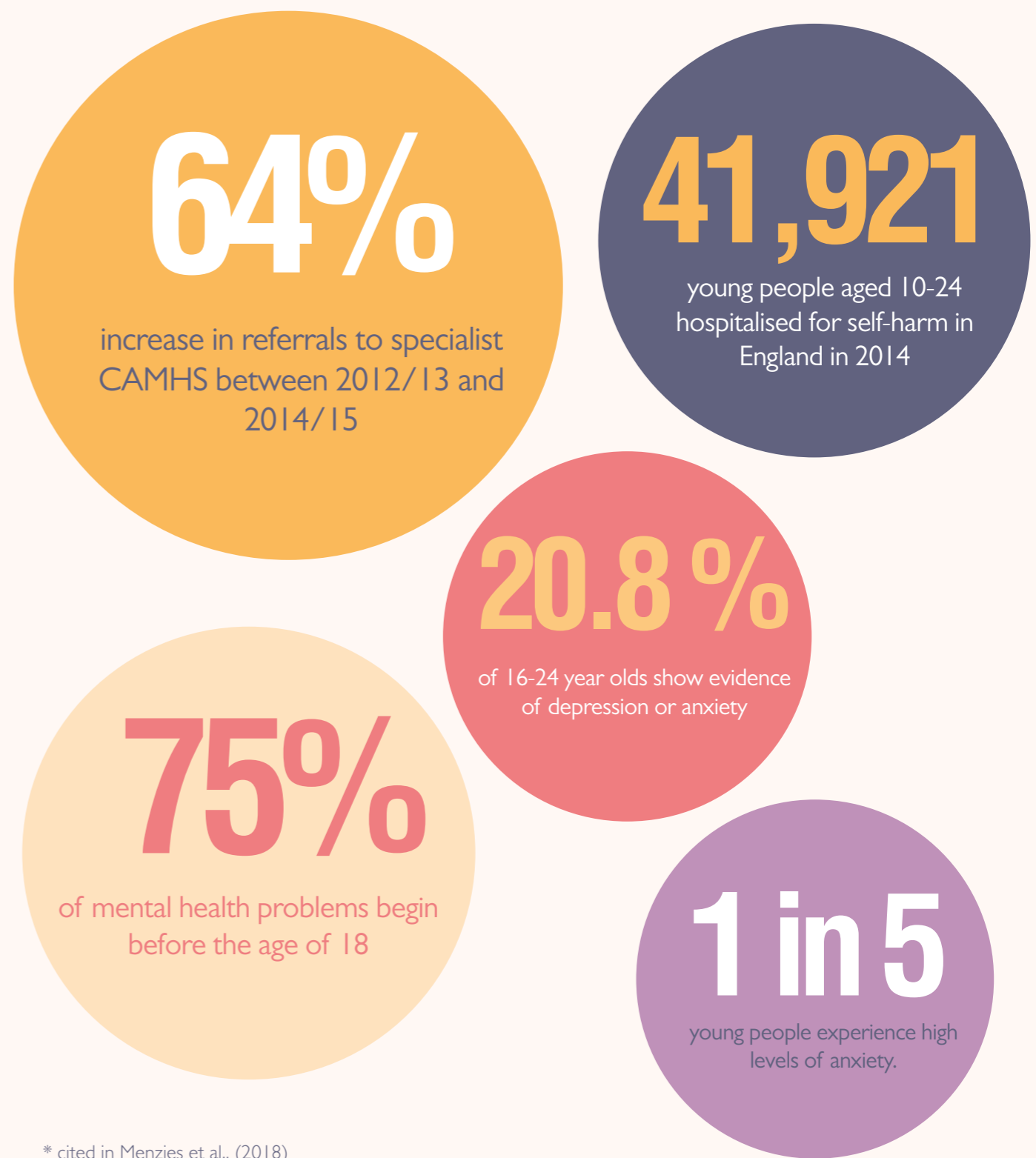
* cited in Menzies et al., (2018)

Children and young people with SEMH needs in Royal Greenwich

1,090

171

6,628

In January 2018 there were **44,668** children and young people attending Greenwich schools (including some from other boroughs).

Of these, **7,889** were identified as having special educational needs, representing **18-19%** of the school population, of whom **1,559** had an EHC Plan.

16% of children identified as having special educational needs have SEMH as a primary need.

11% of EHC Plans are for SEMH as a primary need.

- All other SEN
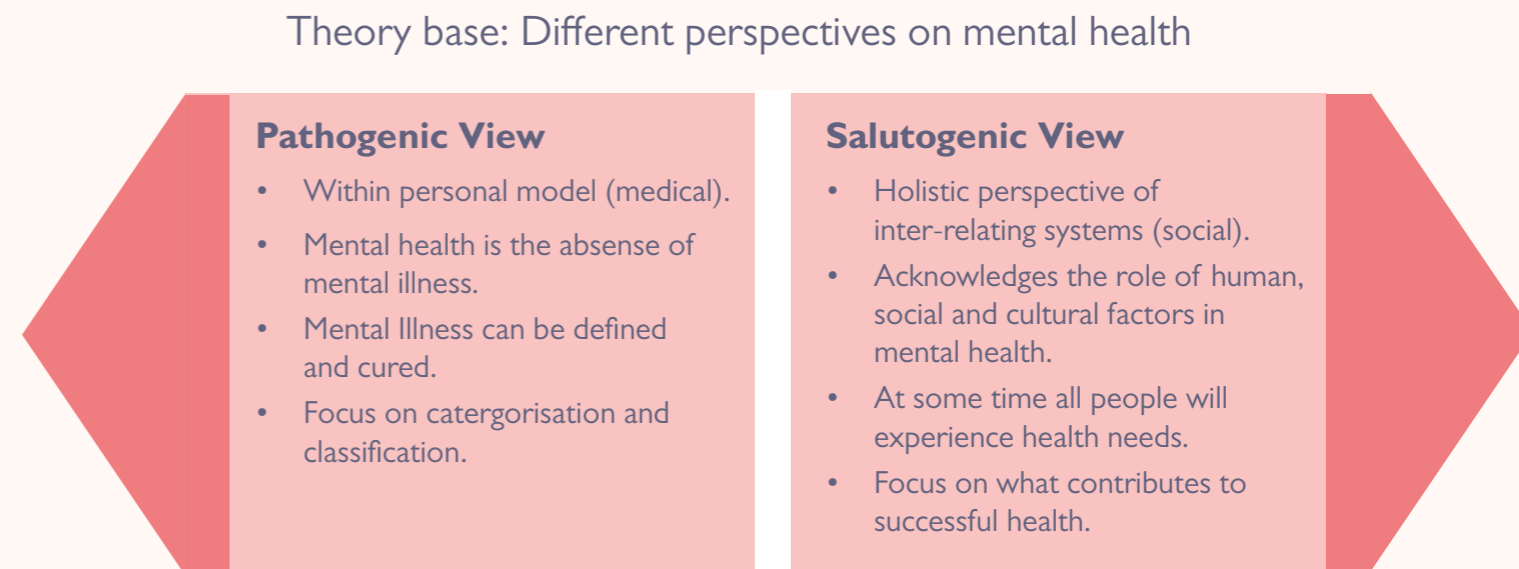- SEMH at SEN support
- SEMH at EHCP

A whole school approach

Many school responses to problem behaviour, whether through the application of disciplinary procedures or referrals for interventions such as counselling or ADHD assessments, tend to reflect a pathogenic view or 'within child' model of SEMH. The diagram below (with acknowledgements to Sandwell MBC) summarises the differences between the pathogenic (within child) and salutogenic (holistic) perspectives:

Theory base: Different perspectives on mental health

Pathogenic View
- Within personal model (medical).
- Mental health is the absense of mental illness.
- Mental Illness can be defined and cured.
- Focus on catergorisation and classification.

Salutogenic View
- Holistic perspective of inter-relating systems (social).
- Acknowledges the role of human, social and cultural factors in mental health.
- At some time all people will experience health needs.
- Focus on what contributes to successful health.

The whole school approach, a salutogenic view, which allows us to focus on what contributes to positive mental health within schools.

Our approach in Greenwich has historically also followed this trend towards a pathogenic view. Our guidance will promote a different approach in which healthy social and emotional development is seen as every bit as important as academic attainment in preparing children and young people for adulthood. Indeed, evidence suggests that they go hand in hand. Research conducted by Gutmann and Vorhaus (2012) found that:

- Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.

- Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.

- As children move through the school system, emotional and behavioural wellbeing becomes more important in explaining school engagement, while demographic and other characteristics become less important.

Thus the National Institute for Health and Care Excellence (NICE) recommends that commissioners and providers of services to children should develop and agree arrangements to ensure that schools adopt a comprehensive 'whole school' approach to promoting the social and emotional wellbeing of children and young people.
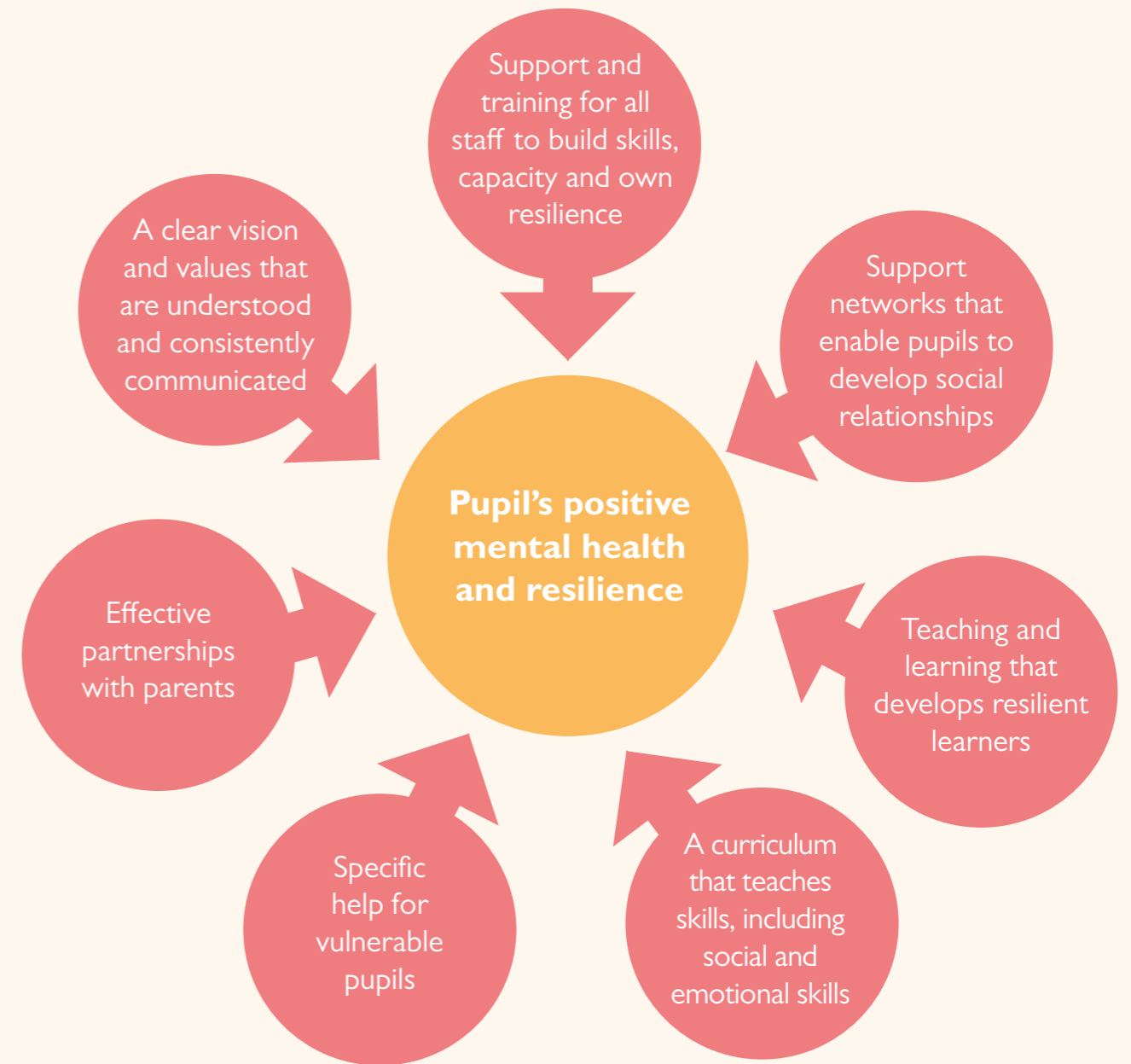
Public Health England regards such an approach as moving beyond learning and teaching to pervade all aspects of the life of a school, and identified eight key principles for emotional, health and wellbeing in schools, represented in the diagram below:

Similarly, Katherine Weare's review for the NCB provides a framework of effective approaches, "directly informed by the evidence from international research, systematic reviews and control trials of interventions and on national and local evaluations of recent work in schools," that places whole school approaches at its heart.

Islington's Mental Health and Resilience in Schools (MHARS) initiative describes the features of a school that effectively supports pupils' mental health and resilience:

An **ethos and environment** that promotes respect and values diversity

Curriculum teaching and learning to promote resilience and support social and emotional learning

Leadership and Managment that supports and champions efforts to promote emotional health and wellbeing

Enabling **student voice** to influence decisions

Working with parents/ carers

Identifiying need and monitoring impact of intervenions

Staff development to support their own wellbeing and that of students

Public Health England, 2015

A clear vision and values that are understood and consistently communicated

Support and training for all staff to build skills, capacity and own resilience

Support networks that enable pupils to develop social relationships

Effective partnerships with parents

Pupil's positive mental health and resilience

Teaching and learning that develops resilient learners

Specific help for vulnerable pupils

A curriculum that teaches skills, including social and emotional skills

Adapted from Islington Council, 2017

Teaching and learning to promote resilience

Building resilience is about supporting and enabling children to cope better with what life throws at them. Risks don't in themselves cause illness, but they are cumulative, whereas resilience is developmental.

The Islington's Mental Health and Resilience in Schools (MHARS) initiative identifies the following factors that help children to develop resilience:

- supportive families
- positive expectations
- a sense of self-worth and belonging
- participation, positive friendships and relationships with adults
- problem-solving and communication skills.

These are already important in schools because they are all factors that also support effective learning. They are experiences that can be supported or attributes that can be taught, demonstrated and developed in young minds. Schools can achieve this through:

- encouraging perseverance, risk taking and learning through mistakes
- providing formative and meaningful feedback
- a variety of interactive teaching methods that engage all pupils
- opportunities for collaboration and team work
- providing all pupils with appropriate levels of challenge
- teaching creative and systematic problem solving strategies.

Preparation for adulthood

In his paper 'Learning to be Engaged Citizens', John Bazalgette asks what it is that children and young people need to learn in order to be able to know how to belong in society and to prepare them to become active citizens. He notes that there tends to be a structural separation of pastoral and academic functions in schools. This can become a psychological split in the minds of school leaders and staff in which schools come to see their task as a purely academic one. As a result, pupils are not taught those things that prepare them for future citizenship.

By this he does not mean the Citizenship Programme within the National Curriculum. He is getting at something much more fundamental, which is about how children learn to be engaged participants in a wider system, such as pupils in a school, which requires the development of a sense of belonging.

Crucial to the development of a sense of belonging is the experience of being wanted, welcomed, valued, safe. These experiences are derived through the structure and organisation of the school, the nature and implementation of policies, staff/pupil interactions, etc. This is where ideas about attachment become relevant, in terms of learning how to belong to the ever expanding abstractions of 'class', 'year', 'school' and ultimately 'society', and which are central to emotional wellbeing and mental health.

Pupil voice: Promoting a whole school participation strategy

Public Health England, NICE, Weare and Bazalgette all point to the importance of partnership, pupil voice and pupil involvement in decision-making for promoting engagement and a sense of belonging. Among Public Health England's eight key principles for emotional, health and wellbeing in schools is, "enabling student voice to influence decisions."

Similarly, Weare highlights the importance of engaging pupils, "through encouraging pupil voice, authentic involvement in learning, decision-making, and peer-led approaches," and also of engaging parents/carers and families in genuine participation, particularly those of pupils in difficulties whose families may feel blamed and stigmatised.

In Greenwich, we are proud of our participation strategy, which has enabled children and young people, including those with special educational needs and disabilities (the ACE group), to play an active role in shaping the services that they use. This includes roles in commissioning services, designing the Local Offer website, and recruitment. We believe that this principle of pupil involvement in decisions that affect them in school is central to the promotion of emotional wellbeing and mental health and should be actively and meaningfully promoted in schools.

> ## Role of the School Council
>
> The School Council will be involved in:
>
> - *determining this policy with the Governing Body*
> - *discussing improvements to this policy during the school year, devising school rules and sanctions*
> - *reviewing the effectiveness of this policy with the Governing Body.*
>
> (Plumcroft Primary School Behaviour Policy)

> "Passmores Academy in Harlow, Essex, has a 'Relationship Charter' rather than just a behaviour policy, which has been created by the students, parents/carers and staff, as well as canvassing the views of the local community. It applies equally to all members of the school community and communicates the behaviour they expect both school staff and students to model.
>
> (Bennett, 2017)"

> "Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences."
>
> (Dr. Dan J. Siegel)

> We will take a non-judgemental, curious and empathic approach towards behaviour and will recognise that behaviour is often a communication of an emotional need.
>
> (Eltham Hill School)

> "We need to be aware that there are experiences in school that can trigger student patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.
>
> (Woodhill Primary School)"

> Adults need to reflect upon and be aware of their own feelings and how they react to these. Once we recognise the triggers in ourselves as practitioners, we can manage our responses in a measured and more helpful way. Any impulsively raised voice, negative comment, change of expression or fast movement of the body will result in a number of children becoming anxious and aroused, entering into their fight/flight responses.
>
> (Cherry Orchard Primary School)

> In the best schools visited, all students knew in detail what the school vision was, and exactly how that was being achieved.
>
> (Bennett, 2017)

Brighton and Hove have published guidance on developing an attachment aware behaviour regulation policy, based around a number of key premises including:

- taking a non-judgmental, curious and empathic attitude towards behaviour that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself

- viewing behaviour as a communication of an emotional need

- recognising that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control, therefore the language of choice is not always helpful

- always viewing behaviour systemically and within the context of important relationships

- a whole school approach that begins with the creation of an inclusive and positive school ethos around behaviour and promotes strong relationships between staff, pupils and their parents/carers.

The Brighton and Hove guidance points out that the DfE guidance for headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach. It acknowledges that although behaviourist approaches can work for the majority of children and young people, they are not successful with all and that this is especially true for those who have experienced trauma and loss, including vulnerable groups, such as children in care, for whom behaviourist

approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

The negativity of the experience of exclusion (whether formal or informal, internal or external, fixed-term or permanent, or whether known by another name such as 'seclusion' or 'isolation'), is particularly damaging for those children and young people who have experienced loss and rejection and other adverse childhood experiences, where it can be a painful reminder of their earlier life experiences. Schools are encouraged, therefore, to review their exclusion practices to focus on how they will by any means possible avoid exclusion. Where it is unavoidable, schools are urged to detail how they will provide opportunities for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach in order to help everyone move forward positively.

The success of the school's behaviour policy should be measured in terms of its success in contributing to the achievement of the aims of the school, which should include securing the healthy social and emotional development of pupils and be reflected in a low level of exclusion and a high level of pupil engagement in learning and the social life of the school. Exclusions are typically referred to in behaviour policies as the ultimate step in a hierarchy of sanctions, whereas a more constructive view would regard them as a time out to create space for reviewing and evaluating existing support and intervention and developing new approaches.

> " The most effective behaviour policies are those where staff and students have a sense of shared ownership
>
> (Newhaven School PRU)

> " Every student was seen as an opportunity for success rather than the vehicle for failure. When students failed to behave, it was seen as a problem to be solved rather than merely a nuisance.
>
> (Bennett, p28)

Key points for a model behaviour policy

(with acknowledgements to Wigan Council)

- Give examples of how the principles underlying the behaviour policy relate to the overall aims of the school.

- Principles that are not primarily concerned with rule enforcement but rather a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to achieve.

- A policy designed to promote good Behaviour whilst developing an ethos of kindness and co-operation, rather than merely deterring anti-social behaviour.

- Explain how positive behaviour is taught, practised and modelled through the curriculum and across all subjects.

- Differentiated according to need with consideration for developmental stage.

- Outline support available through a graduated approach to SEND for pupils whose social, emotional and mental health needs present a barrier to achievement.

Behaviour policy audit

An audit of behaviour policies in Greenwich schools was carried out to see to what extent school behaviour policies made reference to the identification and assessment of social, emotional and mental health needs, and to intervention to support pupils experiencing these difficulties. Ten primary and ten secondary schools within the borough were sampled and compared on 42 criteria. Key findings are shown in the table in appendix A below. Some of the most notable findings were that:

- only one of the 20 policies examined made any reference to procedures for identifying SEMH needs

- only one made reference to the impact of environmental factors (for example, bereavement) on pupil behaviour

- only three referred to reasonable adjustment for pupils with SEND or other circumstances, such as traumatic events

- none at all referred to support for pupils or work with parents during the period of exclusion

- only two identified the criteria by which the effectiveness of the policy would be evaluated.

> " *The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.*
>
> (St Joseph's Catholic Primary School) "

The SEND code of practice and SEMH

The Code of Practice sets out the responsibilities of schools with regard to the identification and assessment of SEMH:

- Where there are concerns (about challenging, disruptive, disturbing or withdrawn behaviours), there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, or mental health issues (6.21).

- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils (6.33).

- If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate (6.21).

The Code also places the child/young person at the heart of the process.

- Schools should ensure that children, parents and young people are actively involved in decision-making throughout (6.7).

- Information gathering should include an early discussion with the pupil and their parents to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps (6.39).

Support for school and settings

A SEND Handbook is in preparation, which will include information and advice on Quality First Teaching for the whole range of special educational needs, including SEMH needs, SEN support and the graduated approach to meeting special educational needs. This includes reference to the relevant outreach and other support services available to schools, specifically in the case of SEMH needs, the Educational Psychology Service and the CAMHS in-reach service.

The **Direct Services** website provides information on the wide range of support services and training available for schools to purchase.

The **Local Offer** website provides information on services available for children and families.

> 66
>
> *Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control. Therefore the language of choice (for example, good choice or bad choice) is not always helpful.*
>
> (Brighton & Hove Inclusion Support Service)
>
> 99

Our actions

The following key actions have been incorporated withing the council's SEND strategy:

Review data on fixed term and permanent exclusions, managed moves and pupils placed in alternative provisions.

Map and evaluate impact of existing pathways and provision for pupils with SEMH.

Provide guidance on how to use Waterside Outreach, EPS, CAMHS in-reach, Tier 3 CAMHS to best effect.

Identify gaps in provision and how those may be met (for example, KS3 girls).

All children and young people will have the opportunity to participate to the fullest extent in their local community.

Develop guidance for schools on identifying SEMH need.

Provide guidance and training to support schools in implementing the 'Assess, Plan, Do, Review' model, where children present with challenging behaviour.

Pilot the Emotional Literacy Support Assistant (ELSA) programme.

Develop guidance and training for schools on intervening effectively with SEMH needs.

Review the Stepping Up programme.

Provide guidance and training on transition planning.

Ensure that training on diagnosable mental health conditions is complemented by training on the environmental factors that contribute to mental health difficulties and those that promote emotional wellbeing.

Outcome indicators

We will know that we are on the right path when we are able to provide evidence that:

Pupil attainment is maintained or improved. Pupils feel safe in school.

Pupils report increased personal and social wellbeing in school.

Staff report increased personal and social wellbeing in work.

Identify gaps in provision and how those may be met (for example, KS3 girls).
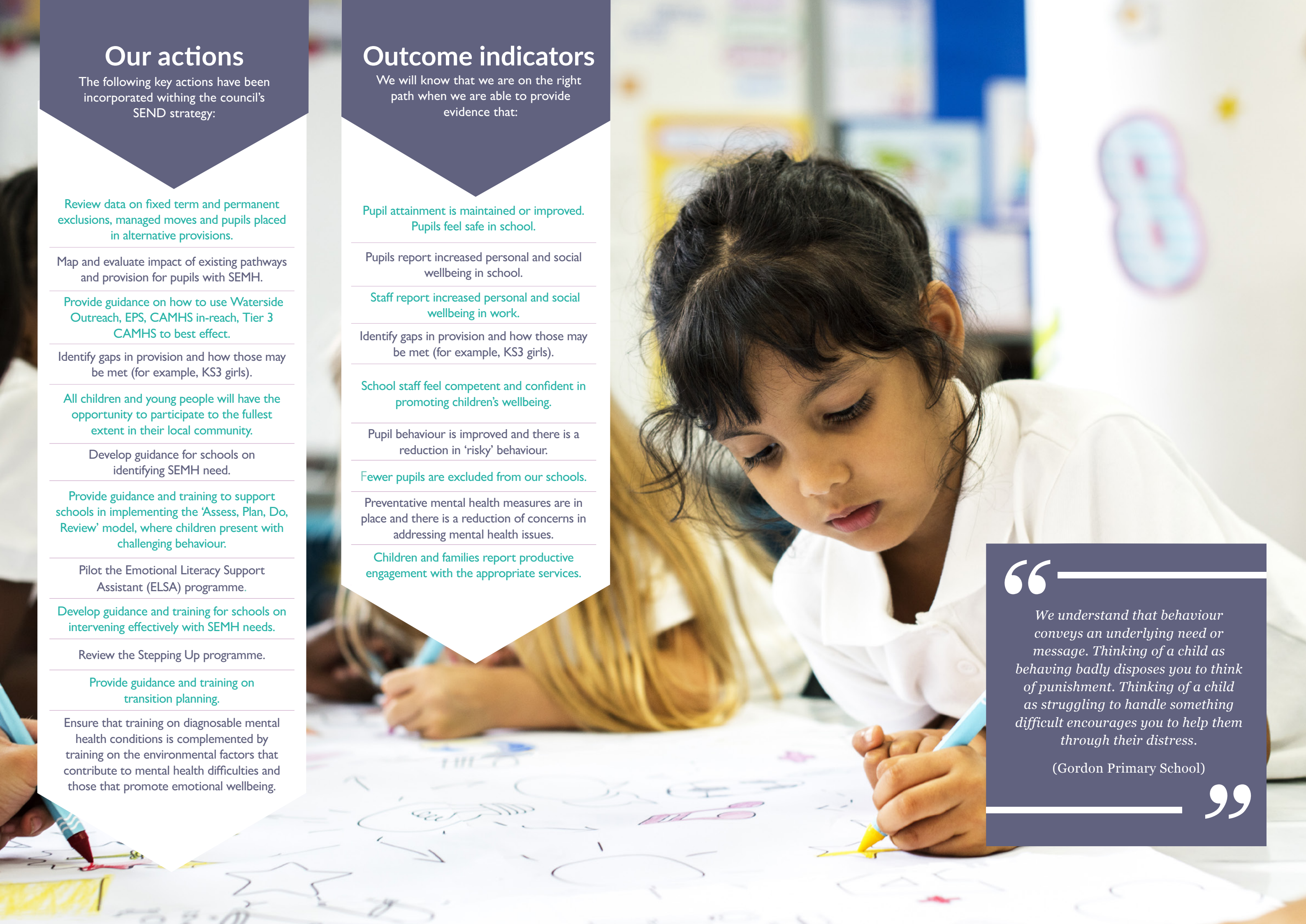
School staff feel competent and confident in promoting children's wellbeing.

Pupil behaviour is improved and there is a reduction in 'risky' behaviour.

Fewer pupils are excluded from our schools.

Preventative mental health measures are in place and there is a reduction of concerns in addressing mental health issues.

Children and families report productive engagement with the appropriate services.

> *We understand that behaviour conveys an underlying need or message. Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.*
>
> (Gordon Primary School)

Appendix A

Sample responses from Behaviour Policy audit:

Criterion	% Secondary	% Primary
Procedures for staff to identify pupils with SEMH needs (for example, SDQ).	0	10
A developmental perspective on pupil behaviour.	0	30
Reference to environmental factors impacting on pupil behaviour.	10	0
Reference to working with the pupils to ensure they can participate in the decision making process.	30	50
Reference to specific whole school approaches to support behaviour (for example, Restorative Justice).	50	50
Reference to involvement of outside agencies (for example, Educational Psychologists, CAMHS) and the circumstances in which this occurs.	30	20
Procedures relating to pupils with SEND or the circumstances in which the staff should follow the SEND policy.	40	30
Reference to reasonable adjustment for pupils with SEND or in other circumstances (for example, traumatic events).	20	10
Reference to working with parents and outside agencies in the assess-plan-do-review cycle to support pupils with behavioural problems.	50	30
Reference to the range of support that should be put in place before making a decision on exclusion, e.g. pastoral support programmes (PSP).	50	30
Reference to the range of support that is available to the pupil during the exclusion period?	0	0
Reference to how the school will support/ work with parents during exclusion.	0	0
Reference to working with outside agencies regarding exclusion.	20	0
Reference to the range of support available to reintegrate pupils returning from exclusion.	40	0
Reference to the criteria used to evaluate the effectiveness of the policy, e.g. reduction in exclusions, improvement in attendance.	0	20

Appendix B

Local support services providing advice, consultation, and training

Educational Psychology service
020 8921 4818

Greenwich Child and Adolescent Mental Health services (CAMHS) in-reach consultation
020 3260 5211

Oxleas Speech and Language Therapy service
020 8836 8621

Behaviour Support Service
020 8921 2133

Waterside Outreach service
020 8 317 7659

School Nursing service
020 8836 8621

Outreach Learning Mentor service
020 8921 4704

Kidbrooke park Learning Centre
020 8921 5029

RBG Virtual School
020 8921 3311

Local specialist resources to support

- Early help assessment
- Royal Greenwich social, emotional and mental health (SEMH) strategy
- Emotional literacy support assistants (ELSA)
- Fair Access Panel protocol
- SEMH guidance booklet
- Royal Greenwich Children and Young People's Mental Health and Wellbeing Symptoms and Services Guide
- The following websites:
  - **challengingbehaviour.org.uk**
  - **greenwichmencap.org.uk**
  - **headscapegreenwich.co.uk**
  - **parentzone.org.uk**
  - **stmichaelassociates.org.uk**
  - **familylives.org.uk**
  - **addiss.co.uk**
  - **dad.info**
  - **kooth.com**

Level and description of difficulty

Children and young people who have difficulties with their emotional and social development may have:

- Immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.
- Mental health difficulties, such as; anxiety or depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.
  - Other recognised disorders, such as:
  - attention deficit disorder (ADD)
  - attention deficit hyperactive disorder (ADHD)
  - attachment disorder
  - effects of trauma
  - a communication disorder
  - autism or pervasive developmental disorder
  - an anxiety disorder
  - a disruptive disorder
  - schizophrenia
  - bipolar disorder.

Areas of need

General whole-school strategies and quality first teaching

Interventions and strategies

- Refer to 'Positive Approaches for SEMH'.
- Needs to be a holistic approach, centred around the school ethos and values
- Review your school behaviour policy – think 'relationship policy'. Involve the whole school community in developing this. Participation is key.
- Behaviour policy should outline positive behaviours of staff – clear boundaries and expectations but warm, welcoming, compassionate and empathetic.

- Use of key adults and other attachment-aware whole-school approaches.
- Take a multi-agency approach to meeting needs.
- Train all staff in emotion coaching and restorative approaches.
- Review learning, teaching and curriculum – is it values based and does it have inclusion at the heart?
- Think about staff wellbeing and also consider staff supervision - either individual or group 'put on your oxygen mask first'.
- Promote wellbeing for pupils and actively teach SEMH skills and strategies for all.
- Consider pupils' communication skills (including understanding and use of language) – see communication strategies above.
- Providing key individual plans for students who struggle with SEMH.
- One-to-one or group interventions for children on areas of the SEMH curriculum.
- Nurture approaches – consider whole school Boxall Profile.
- Allow time for TA/teacher planning to ensure individual SEMH needs are met.

Areas of need

Attention difficulties/low engagement or motivation

Interventions and strategies

- Use visuals and break down tasks into manageable chunks.
- Use timers to provide structure and help children feel they are 'kept in mind'.
- Differentiate tasks – ensure a 'can-do' activity at the start of a lesson.

- Ensure a structured day with clear lessons and that any changes are signaled well in advance.
- Use a strengths-based approach – give positive feedback.
- Use a consistent approach to reduce unwanted behaviours. Signal the behavior that is wanted and be clear about consequences for not following instructions.
- Ensure the young person has heard and understood what you would like them to do.
- Allow for breaks – if possible, allow for movement in breaks.
- **Good lesson pace and build in active learning.**

Areas of need

Attachment/trauma difficulties

Interventions and strategies

- Create a safe space in the classroom. Ensure that you check in with the child in the morning and at other transition times.
- Allocate key workers – a safe person who a child can go to in crisis. Consider a sensory room/ space.
- Consider provision for unstructured time. Child may need support/alternative space with a small group of friends.
- Ensure the child feels welcome in the classroom – think body language and tone of voice.
- Think about 'hypervigilance' when thinking of seating plans, groupings and activities that involve movement and remote supervision.
- Ensure a clear structure – think visual timetables and photos and advance notice of staff or visitors who are different to usual. Think about using sand timers or other ways of signalling length of time until next activity, when help will come around.

- Use calming strategies – music or activities like yoga, or sensory items - as long as they are clearly built into the structure. Think again about tone of voice and language. Remove threat of exclusion from classroom – re-frame.
- Think carefully about use of rewards – failure to meet a goal can result in feelings of shame.
- Use alternatives to 'hands up', to acknowledge all those who are less confident to contribute.
- Use de-escalation and restorative approaches when things go wrong. A fresh start - not just every day but after every incident.

Train staff in use of emotion coaching to support with building relationships, resilience and self-regulation. Teach children explicitly about emotions and regulation – 'zones of regulation'.

Areas of need

Defiance and difficulties accepting direction

Interventions and strategies

- Allow processing time for instructions – it may not be defiance but misunderstanding or not hearing.
- Validate emotions behind the actions but be clear about expected behaviour.
- Use proximity praise – noticing someone doing the right thing and catching them being good.
- Give choices that are acceptable to you.
- Use zones of regulation

Areas of need

Anxiety, other mental health concerns

Interventions and strategies

- Create a safe place in the classroom, or elsewhere, with a key worker or a book corner in the classroom.

- Use of social stories.
- Use alternatives to 'hands up'.
- Be kind and use emotion coaching strategies, such as acknowledging emotions.
- Work with parents, carers and other staff to work out triggers.
- Be careful when using sensitive curriculum content – plan ahead and give choices as to activities.
- Agree signals between adult and child to indicate "I'm not OK" and then agree actions, such as 'time out'.
- Consider use of a worry box.

Areas of need

Social skills difficulties – maintaining healthy relationships and/or difficulty interacting and joining in

Interventions and strategies

- Circle of friends.
- Consider groupings and activities/roles within groupings carefully.
- Teaching healthy relationships and emotions explicitly.

* This advice and guidance contained in the Draft SEN Support Document. This document contains further detail of the classification of needs and the responsibilities of schools. This can be found on the Local Offer: **royalgreenwich.gov.uk/localoffer.**

Appendix C

Royal Greenwich Inclusion Service Protocol for preventing exclusion

Appendix C

The Royal Borough of Greenwich is committed to ensuring that every child has the very best opportunity to succeed in their learning. To achieve this aim, schools are expected to use fixed-term exclusion only as a last resort and expects them to avoid permanently excluding, especially those who have special educational needs (SEND) and/or are children in our care.

Context

Schools play a vital role in ensuring academic success and enabling children in our care to achieve their very best. Schools provide a safe and stable environment for vulnerable children and young people who may have experienced huge changes, shame, feelings of difference to peers and uncertainty in their lives.

The Exclusions Guidance 2017 acknowledges that there is a disproportionately high rate of exclusion of children who are in our care, children with social care intervention and those who have special educational needs and disabilities. These children are particularly vulnerable to the impacts of exclusion. It states that headteachers should, as far as possible, avoid excluding any children in our care and those with special educational needs or disabilities (SEND). Our most vulnerable young people have also often experienced significant trauma in their lives, which can impact on their ability to succeed in their learning.

The Royal Borough of Greenwich expects headteachers to work proactively with the Virtual School, the SEN team and the Inclusive Services, where they feel a pupil is at risk of exclusion. We expect schools to use exclusion as a very last resort, and as a chance to reflect on the causes of behaviour and therefore strategies to change it.

Legal framework

Statutory guidance on school exclusions issued by the DfE in September 2017, requires schools to ensure that exclusions should be the last resort and that they pay particular attention to children in our care and those with SEND.

assets.publishing.service.gov.uk/government/ uploads/system/uploads/attachment_data/ file/921405/20170831_Exclusion_Stat_ guidance_Web_version.pdf

Statutory guidance means that schools, governing boards and local authorities should follow this guidance, unless there is good reason not to, in a particular case.

Exclusion from Maintained Schools, Academies and APS in England is a statutory guidance relating to:

- The Education Act 2002, as amended by the Education Act 2011.
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- The Education and Inspections Act 2006.
- The Education Act 1996.
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (provision of Full-Time Education for Excluded Pupils (England) (Amended) Regulations 2014.
- SEND Code of Practice January 2015.

For children in care, schools are required to minimise disruption to their learning. Whilst the statutory duty on governing bodies is to provide full-time education from the sixth day of any exclusion, we would expect schools to provide this from day one for children in our care. The Virtual School must be contacted as soon as there is a behaviour concern which may lead to an exclusion.

Key principles

- Only a headteacher can exclude a pupil and this must be on disciplinary grounds.
- Any decision to exclude must be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties), rational, reasonable, fair and proportionate.
- In every instance where a pupil is sent home for disciplinary reasons, headteachers must formally record and specify the length of the exclusion.

Unlawful exclusions

Informal or unofficial exclusions, such as sending pupils home, 'to cool off,' are unlawful, regardless of whether they occur with the agreement of parents or carers.

- If a pupil is sent home in response to a breach of discipline, even for a short period of time, this must be formally recorded as an exclusion.

- The law does not allow for extending a fixed-period exclusion or converting a fixed-period exclusion into a permanent exclusion bar exceptional cases. (DfE Exclusions Guidance 2017 para. 3.3).

- It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason for example:

- because the pupil has additional needs or disability that the school feels unable to meet

- time needed to arrange a multi-agency, review or planning meeting

- failure of a pupil/parent to meet specific conditions before the pupil is reinstated.

Behaviour outside school

The behaviour of pupils outside school can be considered as grounds for exclusion. In best practice, a school's behaviour policy will set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises.

Preventative Measures

The Royal Borough of Greenwich expects that schools will work to avoid exclusions by:

Holistic assessment:

- 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

an exclusion. In this situation, schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs. To achieve effective assessment and planning, we recommend schools use the graduated pathway outlines in the SEMH pathway (Appendix D).

- Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have.

- Headteachers should consider what extra support might be needed to identify and address the needs of pupils from key vulnerable groups in order to reduce their risk of exclusion. For example, pupils eligible for free school meals, children in our care and pupils from certain ethnic groups.

Referral to specific support services, such as:

- Inclusive Services

- Educational Psychologist Service

- the Speech and Language Therapy Service

- Autism Spectrum Disorder (ASD) outreach service

- Child and Adolescent Mental Health Service (CAMHS)

- Early Help Service

- an Alternative Education Provider

- Voluntary Sector Support Services.

Schools should:

- Identify when pupils are at risk of exclusion and develop strategies to prevent behaviour escalating, including the implementation of

individual behaviour plans and pastoral support plans, following an Assess, Plan, Do,Review cycle as described in the SEND Code of Practice. Wherever possible, the pupil should involved in the design of the intervention, ideally through a person centred planning process.

- Identify an appropriate key worker whom the pupil can access for support.

- Assess and screen pupils for SEN, to ensure an appropriate match of curriculum and provision.

- Ensure that staff have access to appropriate training and resources.

- Recognise that exclusion will have a negative impact on educational outcomes, reinforce feelings of rejection and low self-esteem and in some cases lead to placement breakdown. Such serious long term consequences are not proportionate to breaches of a school behaviour code.

Inclusive Services will work in partnership with schools to avoid exclusions by:

- Responding quickly to requests from schools for advice and support.

- Promoting understanding of why pupils present as oppositional or inappropriate. This can often strengthen the schools understanding of how best to interpret the behaviour and inform them as to what strategies to put in place to best support their pupil.

- Supporting schools when considering what alternatives there are to permanent exclusion.

Alternatives to exclusion:

- **Academic and pastoral support**
  Schools ensure that they have fully considered what the pupil is communicating and identify strategies to re-engage them with their learning, or manage their emotions impacting on progress. Support may include access to a trusted adult, after school tuition, academic mentoring or teaching assistant support. Adults should use strategies linked to trauma training and guidance.

- **Internal exclusion**
  Where possible, schools are encouraged to avoid exclusions. If it is felt that a pupil would benefit from exclusion, schools are encouraged to consider internal short-term interventions. However, where schools are considering an internal exclusion, they should consider the impact on the individual pupil, particularly where they are put in isolation. For example, a high proportion of children in care have experienced significant abuse and neglect, which may have included forced isolation with limited human interaction.

- **Restorative justice**
  A process schools can use to enable pupils to understand the impact of their behaviour on others and to take actions to amend. This can be undertaken with both teachers and peers.

- **Preventative programmes**
  Short-term intervention programmes, allowing pupils to access support to enable them to re-engage in their learning.

- **Managed moves**
  There are occasions where a pupil would benefit from a different setting and, where possible, this should be another mainstream school.
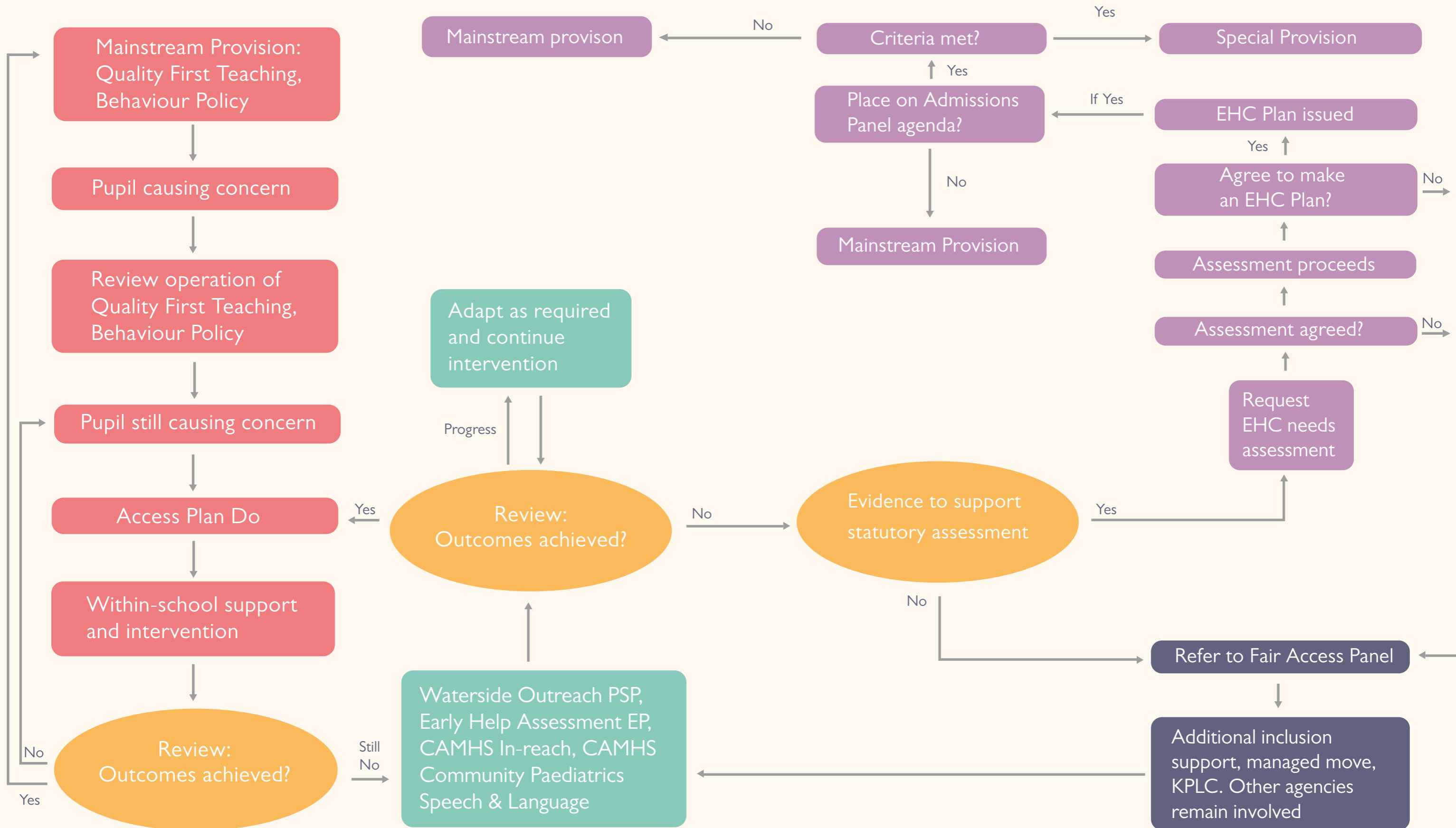
Appendix D
SEMH Pathway

Key:

SEND	Special Educational Needs and Disability	PSP	Pastoral Support Plan	CAMHS	Child and Adolescent Mental Health Services
SEMH	Social, Emotional and Mental Health	EHA	Early Help Assessment	KPLC	Kidbrooke Park Learning Centre
SEAL	Social and Emotional Aspects of Learning	EP	Educational Psychologist	EHC	Education Health and Care

```
Mainstream Provision:
Quality First Teaching,
Behaviour Policy
        │
        ▼
Pupil causing concern
        │
        ▼
Review operation of
Quality First Teaching,
Behaviour Policy
        │
        ▼
Pupil still causing concern
        │
        ▼
Access Plan Do  ◄── Yes ── Review: Outcomes achieved?
        │
        ▼
Within-school support
and intervention
        │
        ▼
Review: Outcomes achieved?
   No │        Still No ──► Waterside Outreach PSP,
   Yes│                      Early Help Assessment EP,
                             CAMHS In-reach, CAMHS
                             Community Paediatrics
                             Speech & Language
```

Adapt as required and continue intervention

Progress

Review: Outcomes achieved? ── No ──► Evidence to support statutory assessment ── Yes ──► Request EHC needs assessment

Evidence to support statutory assessment ── No ──► Refer to Fair Access Panel

Mainstream provison ◄── No ── Criteria met? ── Yes ──► Special Provision

Criteria met? ↑ Yes — Place on Admissions Panel agenda? ◄── If Yes ── EHC Plan issued

Place on Admissions Panel agenda? ── No ──► Mainstream Provision

EHC Plan issued ↑ Yes — Agree to make an EHC Plan? ── No ──►

Agree to make an EHC Plan? ↑ — Assessment proceeds

Assessment proceeds ↑ — Assessment agreed? ── No ──►

Assessment agreed? ↑ — Request EHC needs assessment

Refer to Fair Access Panel
        │
        ▼
Additional inclusion support, managed move, KPLC. Other agencies remain involved

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