**DSPL9**

**Primary Behaviour**

**Partnership**

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**Information Booklet for DSPL9 Primary Schools**

**Introduction**

DSPL9 have adopted a tiered approach to support social, emotional and behaviour in Primary Schools after consultation with Primary Head teachers.

This information booklet sets out the tiered approach the DSPL9 will be taking to support schools.

The aim of this approach is to support schools, children and families with a focus on early intervention to ultimately reduce the number of children at significant risk of or who have been permanently excluded

**Model of Behaviour Support in DSPL9**

**Tier 1: Within School**

Individual schools’ responsibility for behaviour includes:

* Behaviour policy
* Induction processes for all stakeholders
* Clear communication systems between home and school
* Pastoral support
* In-house support
* CPD
* Herts Steps training received and implemented (£300 subsidy from DSPL9)
* Family support workers

As outreach services become more limited, our aim is to build capacity within each school so that any additional needs for the majority of children can be supported in school and acted on quickly to prevent escalation. At tier 1 this is a whole school, holistic approach to children and their families. DSPL9 will continue to offer training that schools can access at a minimal or no cost such as attachment training.

DSPL9 has a triage service led by Jan Crook where schools can telephone and email for advice.

www.dsplarea9.org.uk (website)

Jan: jancrook@dsplarea9.org.uk

**Tier 2: Behaviour Hub Schools – Peer Support**

DSPL9 Hub Schools:

|  |  |
| --- | --- |
| Bushey & Radlett | Bournehall Primary School |
| Croxley Green & Rickmansworth | Yorke Mead Primary School |
| South Oxhey | Warren Dell Primary School |
| Watford | Central Primary School |

Behaviour Hub Schools will offer peer-to-peer support, which could include:

* Generic support for teachers, LSAs, MSAs
* Resources to support positive behaviour
* Visits to hub school
* Basic training for MSAs, LSAs, NQT’s
* Peer observations
* Strategies for positive behaviour management, whole class input, transition times
* Inclusion checklist

Aim: To build capacity within schools and to offer strategies ‘in situ’. The support can be tailored to the requirements of each receiving school. Hub schools are not specialists but all staff involved have broad experience in strategies to support appropriate behaviour in the classroom and in the playground and have supported within their own school. This support is not for an individual child but supports a holistic approach within a school.

Staff involved in hub support are teachers and TA’s

*Tier 2 request form to be completed and emailed to Jan Crook Triage lead, providing evidence of what the school has already put in place. (Forms available on DSPL9 website and in appendix)*

*Jan:* *jancrook@dsplarea9.org.uk*

**Tier 3- Chessbrook Outreach**

Chessbrook is the ESC for our area and also provides primary outreach support for all schools in DSPL9.

*Within this model Chessbrook offers a range of interventions to Primary schools for children with significant needs, whose behaviour is still impacting on themselves and/or others, even after the implementation of strategies from Tier 1 and Tier 2 support.*

 Aim: To reduce the risk of fixed term and permanent exclusion

*Interventions provided include:*

* *Support for schools with named children*
* *Weekly outreach mentoring of a named child for up to 6 weeks*
* *Advice and strategies for Senco’s, teachers and key support staff from an experienced Primary teacher*
* *Counselling from a qualified practitioner for up to a term*
* *Multi-family group (Reflect & Relaunch) both at Chessbrook and in schools over a term*
* *Single-family therapy with child and parents over a term*
* *Observation and feedback including Boxall Profile assessments*
* *Herts Steps support including Risk Reduction Plans*
* *Year 6 into Year 7 Transition support*

A referral form must be completed with evidence of tier 1 strategies and tier 2 support. (Available from Chessbrook website, appendix or DSPL9 website)

*An Inclusion panel comprising of Jan Crook, Susan Miller (Chessbrook), and head teacher considers the referrals half termly.* The decision of the panel will be sent to schools, stating the outreach support to be provided, or whether tier 2 support or a referral elsewhere might be more appropriate initially. *Dates and deadlines for referrals are on DSPL 9 website.*

As part of the request for support, we will arrange to meet with the school to review the use of Herts Steps within the schools and offer support if needed.

There will also be a specialist family support worker employed by DSPL 9 attached to tiers 3,4 and 5 that when appropriate will be able to offer support to families.

**Tier 4 and 5 - The Acorn Centre**

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This is an alternative education provision based in a purpose-built building on the site of The Lincolnsfield Centre*.* Support is also provided at a THRIVE hub at Woodhall Primary School, a small base within Warrendell Primary School and through the Outreach Programme in the child’s own school. The Acorn Centre is led by a DSPL9 area primary head teacher and comprises of:

* Provision Lead
* Deputy Provision Lead
* Behaviour Support Practitioners
* Family advocate
* Administrator

The provision will be based around a ‘nurture’ model and will follow the THRIVE approach to understanding emotional and social development <https://www.thriveapproach.com/the-thrive-approach/>. The focus will be on building relationships, creating positive experiences and providing a holistic, multi-agency approach. The aim of the Acorn Centre is to allow children to re-engage and learn within and from their environment and experiences whilst supporting their optimal social and emotional development. This is very much based on relationship building and positive experiences.

Children will attend for part of a day or week based on their individual need. They will remain on roll at their primary school with schools expected to be fully involved throughout their placement at the centre with regular communication. There will be meetings to attend and regular visits by a keyworker once a child begins their journey to be reintegrated back into school.

Due to the high/ complex needs of the children who attend, there will be an expectation that an EHCP will have been started by the school and the child is working with 1:1 support.

If a child is eligible for a PPG/ENF, schools will be expected to support the travel costs as needed for children to access this provision.

There is a specialist family advocate worker who will work with families as part of the Acorn Provision. It is paramount that when this support is advised, that parents/carers engage with this. Non-engagement could jeopardise a child’s place at the Acorn Centre.

At times, if additional professionals are involved with the child, they may want to visit the centre or hub to assess and work with children i.e SaLT, CAMHS, OT.

There is a clear admission policy in place for:

* **Tier 4** Intensive outreach support. These children would be at significant risk of permanent exclusion.
* **Tier 4+** In-reach support. Children at significant risk of permanent exclusion who have accessed intensive outreach support at Tier 4
* **Tier 5** Children who have been permanently excluded.

If a request is made at this high level of need, it is expected that the school has identified a consistent person to work alongside the child throughout the week.

We recognise that schools have pressures of data, however if children are being supported at Tier 4 then initially the priority is meeting the child’s emotional needs rather than academic needs.

Provision at Tier 4:

* Following the Thrive Approach to help understand behaviour and use the strategies to support their emotional and social development.
* Intensive Outreach in school of 2-3 sessions each week working alongside the child and identified TA/keyworker.
* An understanding that the support will be based initially on relationship building and making the child feel secure in their learning environment.
* Initial focus will be on positive experiences and supporting the child in being ready to learn.
* An expectation that the identified school TA continues the agreed structure throughout the week and an understanding this may initially be outside the classroom based on the child’s interest and individual needs.
* Regular reviews.
* An expectation that strategies and advice will be put in place.
* This could lead to in-reach but will be dependent on the child’s and school engaging fully in the process.

Provision at Tier 4+:

* Respite placement for 1-3 terms.
* Pupils will stay on roll of current school at Tier 4+ and ideally be at school for some part of each day.
* Schools will attend regular meetings, identified keyworker will also visit when required.
* Parents/carers will be expected to engage in any meetings and if dropping off/collecting, discussing their child with staff before or after the session.
* Engagement with the family advocate is essential (if advised).
* Holistic, multi-agency approach to support each child and their family.
* Carefully planned reintegration programme when appropriate.

Provision at Tier 5:

* When a child has been permanently excluded from their school the Acorn Centre will support as part of day 6 provision.

Referral process:

* Request form to be completed and supplementary information sent to Jenny Morley (Lead Head Teacher) admin.acorn@warrendell.herts.sch.uk, Warren Dell Primary School, Gosforth Lane, South Oxhey, WD19 7UZ. If all criteria are met, The Provision Lead will arrange to come into school to observe the child and discuss the case further. This will then be taken to the panel to discuss with a range of professionals. A follow up letter will be sent to school within 2 weeks stating the outcome of the panel meeting.
* Inclusion panel to compromise of various professionals.
* As part of the request for support, we will arrange to meet with the school to review Herts Steps and offer additional support if needed.

*NB: there may be occasions when this provision is not appropriate for a child after a risk assessment: Referral form available on DSPL9 website and in appendix.*