

# Dacorum Emotional Wellbeing and Behaviour Guidance 2023

## Tier 1

### Prevention and Early Intervention

Good Practice	DESC Support	Examples of other support
<p><b>Training</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear staff induction</li> <li><input type="checkbox"/> Ongoing continual professional development in relation to the needs of the children and young people</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear Assess, Plan, Do, Review (APDR) cycle</li> <li><input type="checkbox"/> Strengths and difficulties in learning, behaviour and wellbeing are observed, monitored and reviewed</li> <li><input type="checkbox"/> Parents/carers are involved and work in partnership with assessment cycles</li> </ul> <p><b>Therapeutic Approach</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Therapeutic approach is embedded (Hertfordshire Steps)</li> <li><input type="checkbox"/> Whole school approach to Mental Health and Wellbeing</li> <li><input type="checkbox"/> Level 2 trained Mental Health lead, deputy and named governor</li> <li><input type="checkbox"/> All staff to access Level 1 Mental Health training, delivered by the Mental Health Lead</li> <li><input type="checkbox"/> Student and staff Mental Health and Wellbeing policy</li> <li><input type="checkbox"/> Staff are aware of children and young people who require additional support due to (including but not limited to) trauma, loss, insecure attachment, neurodiversity</li> <li><input type="checkbox"/> Children and young people feel safe and have a named adult or key person to provide a stable and consistent point of reference</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing and Talking</li> <li>● Protective Behaviours</li> <li>● Emotional Literacy Support Assistant (ELSA)</li> <li>● Advice and guidance through the One Stop Shop</li> <li>● Solution focused support and conversations</li> <li>● Staff support and targeted training</li> <li>● Staff peer support - 1:1 and group supervision</li> </ul>	<ul style="list-style-type: none"> <li>● Seek advice from Head Teacher colleagues and network of other Head Teachers</li> <li>● Mental Health Support Teams (MHST)</li> <li>● <a href="#">DSPL8</a></li> <li>● <a href="#">SEND code of practice: 0 to 25 years</a></li> <li>● <a href="#">Lumi Nova: Tales of Courage</a></li> <li>● <a href="#">WithYouth – Herts Mind Network Children and Young People</a></li> <li>● <a href="#">Speech, Language, Communication and Autism Team (SLCA)</a></li> <li>● <a href="#">School Nursing</a></li> <li>● <a href="#">ADD-Vance</a></li> <li>● <a href="#">Children's Wellbeing Practitioners Service</a></li> <li>● Trauma Informed</li> </ul>

<p><b>Pastoral</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work in partnership with parent/carers in children and young peoples decision making</li> <li><input type="checkbox"/> Small group work, including social skills groups, nurture, mentoring, buddy system</li> <li><input type="checkbox"/> Signposting support from local schools partnerships and family support workers</li> </ul> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Therapeutic behaviour policy with rewards and consequences</li> <li><input type="checkbox"/> Promoting equality, diversity and inclusion and challenging all forms of discrimination</li> <li><input type="checkbox"/> Analysis of behaviour</li> <li><input type="checkbox"/> Anxiety mapping</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff have access to support such as an employee assistance programme</li> </ul>		<p>Practice</p> <ul style="list-style-type: none"> <li>● ACES Training</li> </ul>
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## Tier 2

### Outreach

Good Practice	DESC Support	Examples of other support
<ul style="list-style-type: none"> <li><input type="checkbox"/> Support including mentoring, Drawing and Talking, Protective Behaviours</li> <li><input type="checkbox"/> 1:1 support in class</li> <li><input type="checkbox"/> Risk reduction plan in place which clearly identifies triggers and effective de-escalation strategies</li> <li><input type="checkbox"/> Roots and Fruits embedded within practice</li> <li><input type="checkbox"/> CPD targeted to supporting staff to effectively manage students with more challenging behaviour</li> <li><input type="checkbox"/> Tailored CPD from the Mental Health Lead</li> <li><input type="checkbox"/> Tailored support from local schools partnerships and family support workers</li> <li><input type="checkbox"/> Consider identified and unidentified unmet needs and seek external support</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly outreach</li> <li>● Weekly Therapeutic Services support including Drawing and Talking, ELSA and Counselling <ul style="list-style-type: none"> <li>○ Both services can be accessed via a <a href="#">Service Request</a></li> </ul> </li> <li>● Small group work</li> <li>● Whole class support and modelling</li> </ul>	<ul style="list-style-type: none"> <li>● GP</li> <li>● <a href="#">Services for Young People</a></li> <li>● <a href="#">Children's Wellbeing Practitioners Service</a></li> <li>● <a href="#">Dacorum Family Services</a></li> <li>● <a href="#">Gade Schools Partnership</a></li> <li>● <a href="#">Step 2</a></li> <li>● <a href="#">Safe Space Counselling</a></li> <li>● <a href="#">NESSie Therapy</a></li> <li>● <a href="#">Families First</a></li> <li>● <a href="#">Woodfield Outreach</a></li> <li>● <a href="#">SENDSAS</a></li> <li>● <a href="#">The Sandbox</a></li> </ul>

- [Educational Psychology Service](#)
- [NESSie Parent and Carer Support](#)

### Tier 3

#### Getting Targeted Help

For children and young people who have had fixed term suspensions or are at risk of suspensions. A PSP must be in place.

For Mental Health, needs will be complex or conditions that have not improved, despite early intervention.

Good Practice	DESC Support	Examples of other support
<ul style="list-style-type: none"> <li><input type="checkbox"/> Programme of support that enables the child to succeed socially and academically</li> <li><input type="checkbox"/> Adapted curriculum and expectations to avoid need for exclusion and promote educational engagement</li> <li><input type="checkbox"/> Risk reduction plan to document and reduce risk of harm and disengagement</li> <li><input type="checkbox"/> Clear APDR process in place</li> <li><input type="checkbox"/> For those that require EHCP, paperwork to be submitted</li> <li><input type="checkbox"/> LHN funding to be applied for</li> <li><input type="checkbox"/> Provision should meet 22-25 hour entitlement unless it has been agreed with parent/carer that is in the best interest of the child to place on a reduced timetable in line with <a href="#">HCC guidance</a></li> </ul>	<ul style="list-style-type: none"> <li>● Complex counselling</li> <li>● CBT</li> <li>● Outreach</li> <li>● Intensive outreach</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Educational Psychology Service</a></li> <li>● <a href="#">Families First Assessment with IFST</a></li> <li>● <a href="#">ESMA</a></li> <li>● <a href="#">CAMHS</a></li> <li>● <a href="#">CGL</a></li> <li>● <a href="#">SENDIASS</a></li> <li>● <a href="#">0-25 Together Team</a></li> </ul>

## Tier 4

### Getting More Help

For children and young people who have had multiple fixed term suspensions, are at risk of permanent exclusion or require a managed move.

Good Practice	DESC Support	Examples of other support
<input type="checkbox"/> Children or young person is dual registered, entry assessments undertaken to determine personalised learning programme with the aim to either: <ul style="list-style-type: none"> <li><input type="checkbox"/> return to current school</li> <li><input type="checkbox"/> transition to a new school</li> </ul>	<ul style="list-style-type: none"> <li>● In-reach 12 week programme at The Haven</li> <li>● 12 week hub programme at Key Stage 3</li> <li>● Tailored support and strategies for school</li> <li>● Bespoke support, tailored to the needs of the child with significant involvement from multi-agencies</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">EHCP Review</a></li> <li>● <a href="#">Targeted CAMHS</a></li> <li>● <a href="#">ESMA</a></li> <li>● <a href="#">PALMS</a></li> <li>● <a href="#">SASH</a></li> </ul>

## Tier 5

### Getting Risk Support (Specialist)

Good Practice	DESC Support	Examples of other support
<input type="checkbox"/> Managed move instead of permanent exclusion <input type="checkbox"/> Personalised learning and wellbeing programme is implemented to support child or young person during period of transition <input type="checkbox"/> Fair access and inclusion team to source provision for child or young person within an agreed timescale, with a programme of support to be part of this transition	<ul style="list-style-type: none"> <li>● Provision of Day 6 in case of PEX</li> <li>● On-site provision</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Forest House in-patient</a></li> <li>● <a href="#">Children's Crisis Assessment and Treatment Team (CCATT)</a></li> </ul>