

RSA

# INCLUSIVE & NURTURING SCHOOLS

Toolkit



SUPPORTED BY

MAYOR OF LONDON

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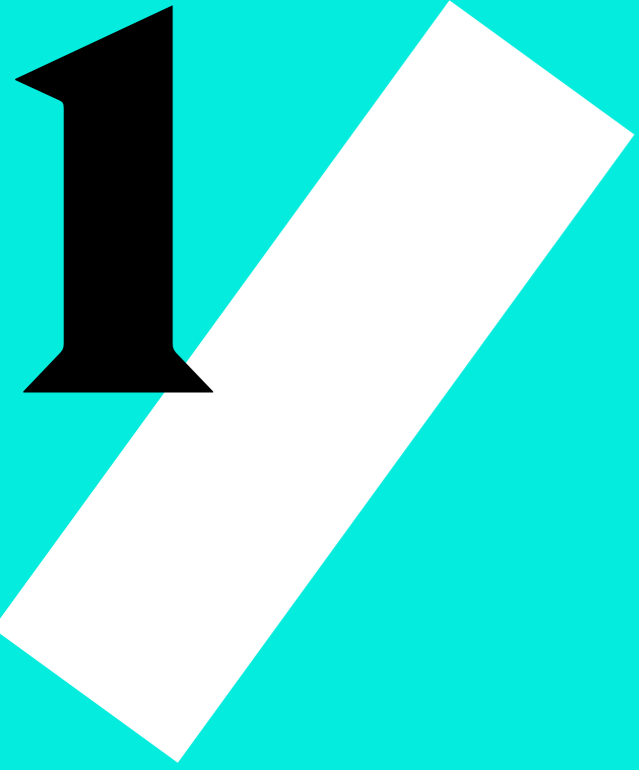
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## This is an interactive document

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# **INTRODUCING THE TOOLKIT**

## Acknowledgments

For their knowledge, insight, and challenge over the course of the Inclusive & Nurturing Schools Project, we are grateful to:

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We are grateful to all those who responded to our call to action in January 2021 and were generous in sharing their examples of inclusive and nurturing practice. We acknowledge and celebrate your efforts and achievements.

Neither this toolkit, nor the Inclusive & Nurturing Schools project would have been possible without the support of the Mayor of London and colleagues at the RSA: Mark Londesborough, Toby Murray, Benny Souto, Joanna Choukeir and Rebecca Ford.

**With gratitude,**

**Mehak Tejani, Hannah Breeze and Aidan Daly**  
Project Team

## Welcome!

Over the last 11 months, the RSA in partnership with the Mayor of London has investigated how London schools, multi-academy trusts ('trusts') and local authorities can engage in early intervention work to become more inclusive and nurturing and reduce the number of formal and informal exclusions.



**This toolkit is designed for practitioners in schools, trusts, and local authorities.**

We hope that the case studies of promising inclusive and nurturing practice as well as our suggested process of applying the learnings will enable you to carry forward in your own journey towards greater inclusion and nurture.



# How to use the toolkit

To make the most out of the toolkit, we recommend you take the following steps:

## **(Re)Define what inclusion and nurture means for your context**

Read how the literature, the case study practitioners, and young people from our youth advisory panel define inclusion and nurture – does it resonate with you and your colleagues? Consider what aspect(s) of inclusion and nurture matters most to you and your team, and why.

## **Understand your local context and identify opportunities for change**

Bring together key stakeholders to consider:

- What is happening where you are to support pupils at risk of exclusions and/or those excluded, and their families?
- Which agencies and individuals could be key partners in creating change?
- What are the drivers of, and barriers to inclusion and nurture in your setting?

The exercises in this chapter will help you answer the above questions and identify where there is opportunity for change, i.e., what aspect of the problem you can influence.

## **Find out how others have approached similar challenges**

The schools, trusts, and local authorities featured in this toolkit have been on a journey towards greater inclusion and nurture and they are still working hard to continue improving themselves.

The case studies highlight the aspects of their practice that practitioners believe to have made a significant impact in this journey and can be adapted to other settings. Have a look and consider what might be applicable to your context.

## **Consider how you might adapt these approaches to work in your own context**

Bring together key stakeholders to identify what aspects of the case studies you would like to adapt in your own settings. Together, develop a theory of change to describe how your work will lead to the outcomes you want to see and make a difference in the lives of the children and young people you serve.

## **Check out relevant resources to move to implementation**

Use the resources in this chapter to implement the approaches you've identified that will have the greatest impact on inclusion and nurture in your local context.

**2**



**DEFINING  
INCLUSIVE &  
NURTURING  
EDUCATION**

# Defining Inclusive & Nurturing Education

## What the research says

A review of literature and evidence on inclusive education, commissioned by the Department for International Development asserts that “successful inclusive practice will be successful for all children with many different attributes such as ethnicity, gender, and socio-economic status.” Inclusive education means that “all children are together in mainstream classroom for [the] majority of the day,” with demonstrated “positive effects on student achievement and social wellbeing.”<sup>1</sup>

Nurture UK defines a nurturing approach as one that focuses on creating social environments to support pupils’ development of social emotional skills, so that “they do well at school, and with peers, develop their resilience, and their capacity to deal more confidently with the trials and tribulations of life, for life.”<sup>2</sup>

With the focus of the toolkit on mainstream education, we defined an inclusive and nurturing education as one supporting pupils to thrive in mainstream schools, to develop the social and emotional capabilities necessary for lifelong flourishing, and to reduce unnecessary exclusions.

## What practitioners say

Many of the practitioners that we interviewed found it difficult to come up with a single definition of inclusive and nurturing education. To them, it was more than just an approach; it was integral to the fabric of their organisational culture and community.

*“I think nurture is in everything, isn't it? It pervades. It's not a system. It's not an approach. It's a way of life.”*  
– St. Mary's Church of England Primary School

A focus on inclusion and nurture provides a way to bring together educational outcomes that are often dealt with in isolation.

*“We have approached inclusion and nurture from an emotional health and wellbeing approach because it allows us to unlock lots of other things. When we talk about behaviour in schools, we often see that as not connected to emotional health and wellbeing. When we talk about learning needs, we often don't connect them in with emotional health and wellbeing. So, I think we've approached it as a kind of key to unlock many other things about learning.”*  
– Hackney Education

Indeed, some practitioners made direct reference to how adopting an inclusive and nurturing approach had improved a range of outcomes for pupils and directly influenced their policies around exclusion.

*“We said ‘we will never permanently exclude a child’ and we never have. If you shut the back door, if nobody can be excluded, it starts to change your practice internally. Because there's no exit, you have to work out how you live together. And then that becomes very inclusive.”*

*“Every child, every chance. Equity rather than equality. Because we find that really helpful to explain the way we distribute resource and organise strategically. And we talk about going a long way round or the path less trodden. In order to be inclusive, working in a way that is potentially quite hard and takes a bit more effort. Creating an environment where it's possible for all children, regardless of their defining characteristics, to be able to move through their experience in school and feel and know that they are being formed and shaped in a way that's consistent with who they are and who they can become.”*

*“Nurturing is about helping people grow. Giving everybody the right conditions to flourish. Nurture is a learning and growth exercise. The school is here to deliver learning at a time of growth for children. Growth is painful – there's lots of pulling over and hurting yourself. And so to nurture properly, you have to have high challenge, high support.”*  
– Carr Manor Community School

1. Schuelka, M.J. (2018). Implementing inclusive education. K4D Helpdesk Report. [pdf] Institute of Development Studies. Available here: <https://www.gov.uk/research-for-development-outputs/implementing-inclusive-education>  
2. Nurture UK. What is nurture? [online] <https://www.nurtureuk.org/what-is-nurture/>

For others, it is a matter of social justice to ensure every child achieves their potential.

*“We have a clear mission at Surrey Square, which is ‘personal and academic excellence for everyone, every day’. And I think that basically encapsulates what we believe; that unless you meet children’s personal needs, unless you develop them as people, you’re never going to get the academic excellence that you want for them. And so, what does that mean? It means you start at the child’s starting point. Whatever, wherever they’re at, whatever they need, you meet that, and you meet that without judgment and without assumption. What’s really important is that we have a holistic approach in which children aren’t disadvantaged by their situation.”*

– **Surrey Square Primary School**

Most importantly, many of the schools see inclusion and nurture as their primary purpose.

*“It doesn’t feel particularly visionary to come up with something as basic as how [to] ensure that as many children as possible get a decent experience of school, and consequently, arrive at somewhere more useful to them and wider society than they would have done if you’ve not taken that approach in the first place.”*

– **Dunraven Multi-Academy Trust**

## What young people say

The young people from the Mayor of London’s Peer Outreach Worker Team and the Violence Reduction Unit’s Young People’s Action Group comprised our Youth Advisory Panel. They helped to shape our understanding of what it means to grow up and be educated in London, and what a more inclusive and nurturing education would mean to them.

They told us that while London is an exciting, diverse, and well-connected place to grow up in, there is also an anonymous, isolating and lonely side to living in such a big city. All acknowledged that one’s experience of London depends on individual circumstances, particularly around having the financial means to access the city and make the most of the opportunities it presents.

The Covid-19 pandemic was seen to have exacerbated these feelings of isolation; with the closure of schools to most children, some young people were cut off from important peer networks and positive adult relationships. Such positive adult relationships through school are prominent in young people’s thoughts about what a more inclusive and nurturing education would look and feel like:

*“Give young people that space, confidence, and care from adults. You don’t want to open up to adults just because that’s just their role. You want to feel as though they care about you. You want the same ethos and care by teachers that you see in primary and early secondary. For a lot of young people school is where they go to express themselves - that’s their safe place.”*

– **Youth Advisory Panel member**

One member spoke about the importance of young people having at least one adult in school invested in them that they can trust, and of the positive impact of receiving mentoring after the point of having been excluded. Members of the advisory youth panel felt that too often, adults within a school setting weren’t able to relate to young people, particularly vulnerable young people and their challenges.

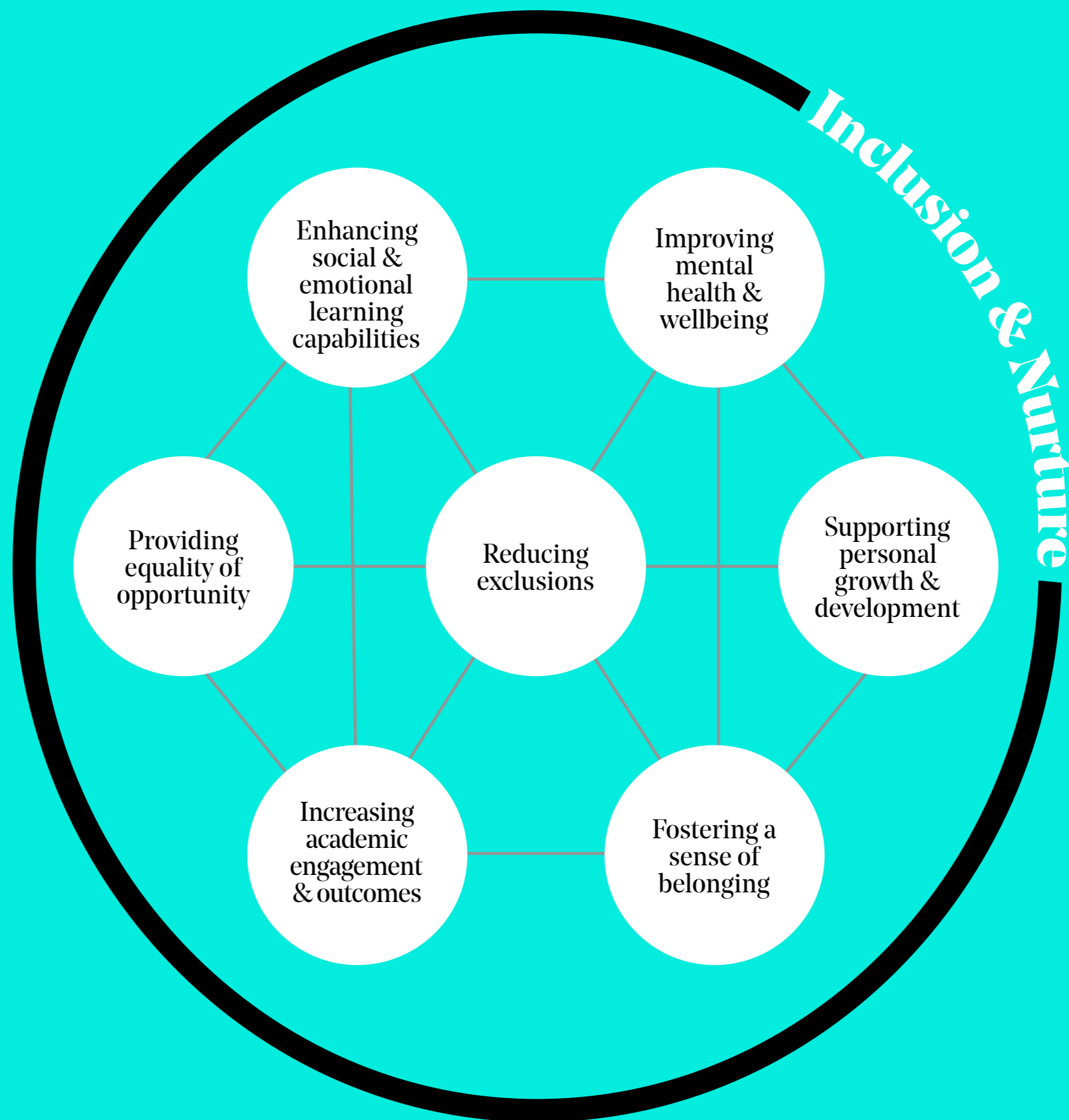
Young people also thought that an inclusive and nurturing school would have a greater awareness and appreciation for neurodiversity.

They also spoke passionately about the need for an anti-racism agenda in education which addressed unconscious bias within its policies, staff, and fellow pupils. All the young people we spoke to thought that how the curriculum was taught, and how inclusion and diversity was celebrated within it also mattered.

*“Education is really ‘white’ so you feel removed [especially in subjects] such as history and English. When you do talk about Black people it’s about [being] oppressed, for example slavery. It doesn’t uplift people of colour to come to school or inspire them.”*

– **Youth Advisory Panel member**

**In bringing it all together**, what we see is that a focus on inclusion and nurture goes far beyond simply reducing exclusions; it is about having an awareness of how exclusions are tied to wider issues of mental health and wellbeing, trauma, academic disengagement, and social justice.



**Inclusion & Nurture**

Enhancing social & emotional learning capabilities

Improving mental health & wellbeing

Providing equality of opportunity

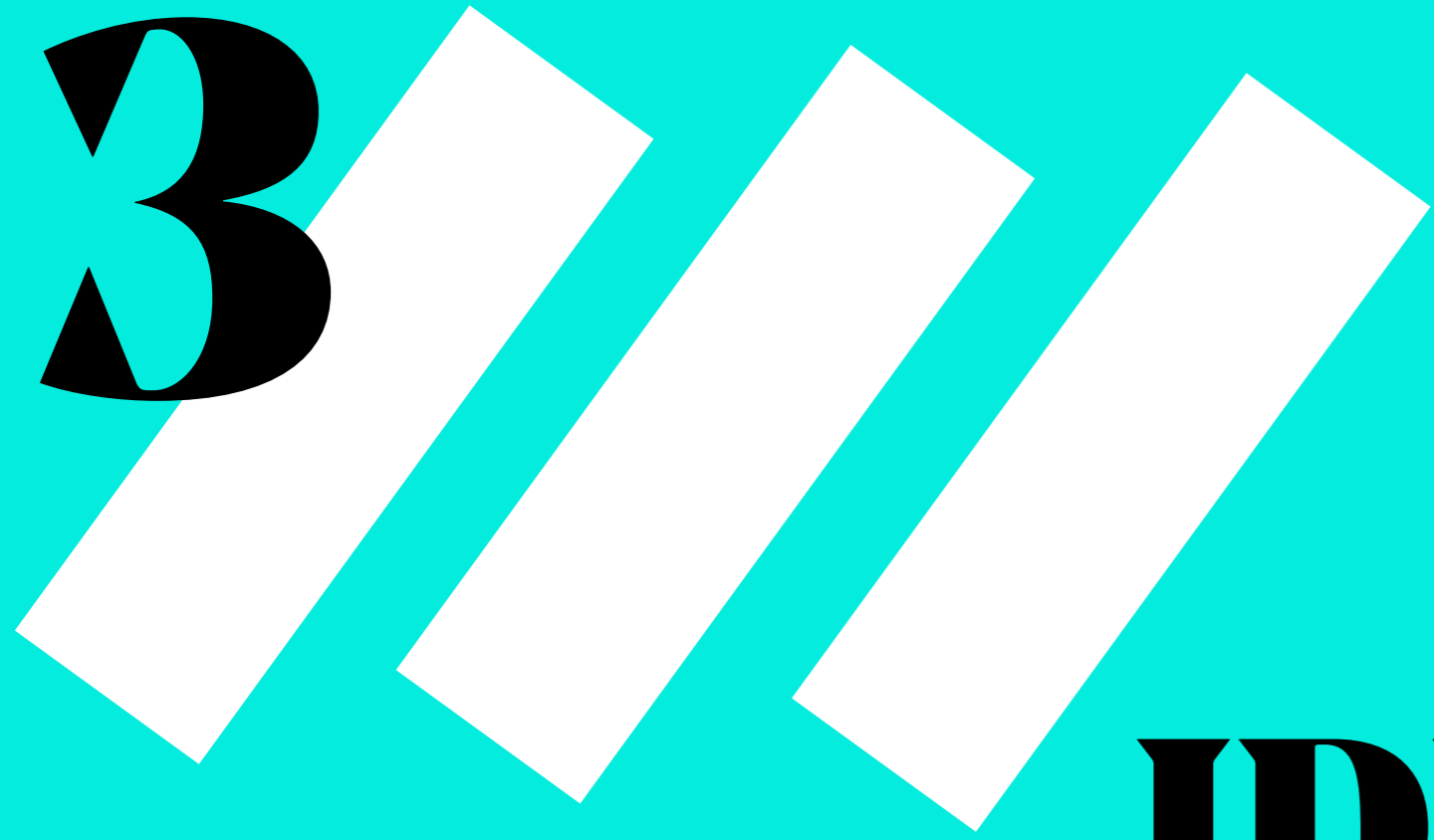
Reducing exclusions

Supporting personal growth & development

Increasing academic engagement & outcomes

Fostering a sense of belonging


**3**




**IDENTIFYING  
OPPORTUNITIES  
FOR CHANGE**



# Identifying Opportunities for Change



The world is a complex, interconnected, finite, ecological-social-psychological-economic system. We treat it as if it were not, as if it were divisible, separable, simple, and infinite. Our persistent, intractable global problems arise directly from this mismatch.



– **Donella Meadows**, environmental scientist, educator, and writer

Exclusion is more than one incident or experience; it is a result of a series of events, interactions, and experiences inside and outside the school walls. There are many stakeholders involved who experience and respond to the challenge of school exclusions in different ways, bringing different perspectives and approaches to change. Understanding how these factors and players relate to one another and identifying underlying patterns can help us look for opportunities to intervene early and reduce the likelihood of escalation.

A ‘systems thinking’ approach to problem-solving also helps us to see how new interventions will sit alongside existing ways of working and think about the conditions that can enable their success, considering unintended consequences and interdependencies we may not otherwise recognise or anticipate.

Through systems thinking, we look at the big picture in order to identify our needs but also assets; we consider what is already working well and how we can further improve it to make a lasting impact.

This chapter introduces several tools that can be used by schools, trusts, and local authorities to understand what is going on in your local system. These tools can help stakeholders understand how the system operates to identify its strengths, emerging needs, and opportunities for change.

We’ve provided a brief overview of each tool, followed by guidance on how you could lead it in your own setting. We suggest that you do them in the order they’re presented here, but you can also pick and choose the tools that feel most appropriate to you.

We also share a case study highlighting how we used these tools in workshops with local partners in two London boroughs, where we reflected on ongoing efforts to improve inclusion and identified opportunities for more proactive and effective collaborative working.

## What do we mean by 'system'

A system is a group of interacting, interrelated or interdependent elements forming a complex whole. A system has a function or a purpose; it is dynamic and ever-evolving.

In this context, the system we refer to is the **education landscape of a locality as it pertains to inclusion** – it is made up of practitioners and initiatives from schools, alternative provision settings, public services, the local authority, the voluntary sector, and all other agencies supporting young people and their families.

**TIP:** Before using the tools in this chapter, why not get colleagues to define in their own words what they understand to be the purpose of the local education system and how they define 'inclusive and nurturing education'? This simple exercise can be a good starting point to understand where colleagues are coming from and can also be used to ensure there is alignment on the purpose of the system.

## Who should be involved in these exercises?

Ideally, you should get as wide a range of stakeholders as possible from the 'system' that you are looking at. Bringing individuals with different experiences and perspectives on the challenge of school exclusions can expand your understanding of the challenge and opportunity space. No single stakeholder holds a comprehensive view of the whole and we all have blind spots. Doing these exercises together can create a sense of shared ownership of the challenge as well as the solutions.

When looking at the **whole system**, you should consider inviting:

Headteachers and/or SENCOs from a range of schools, including special schools and alternative provision, local authority representatives from education, social care, and early help, health, police, youth and social workers, and charities.

You could also look at the system within your school or trust, in which case you should consider inviting:

**School:** SLT, SENCO, representatives from the governing body, year leads, teaching assistants, department heads, reception, and lunch staff.

**Trust:** Executive team, headteachers & SENCOs, representatives from the board of trustees.



# System-Players Map

A system-players map places the young person at the centre of the system, and asks the questions: *Who are some of the key players in our system? What is their proximity to the young person? How are they interconnected?*

Mapping system players together can build a richer picture of the many people involved and help to see the interrelationships that exist of which we need to be aware in designing solutions. It can also help us to reflect on our roles alongside others in enabling change.

## How to do it yourself

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### ***What set up and resources do I need?***

- In-person: A large print out of the system-player map and coloured sticky notes
- Virtual: An interactive virtual whiteboard; the RSA uses a subscribed platform, Miro, that allows all participants to contribute to the exercise at the same time.

### ***How do I use the tool?***

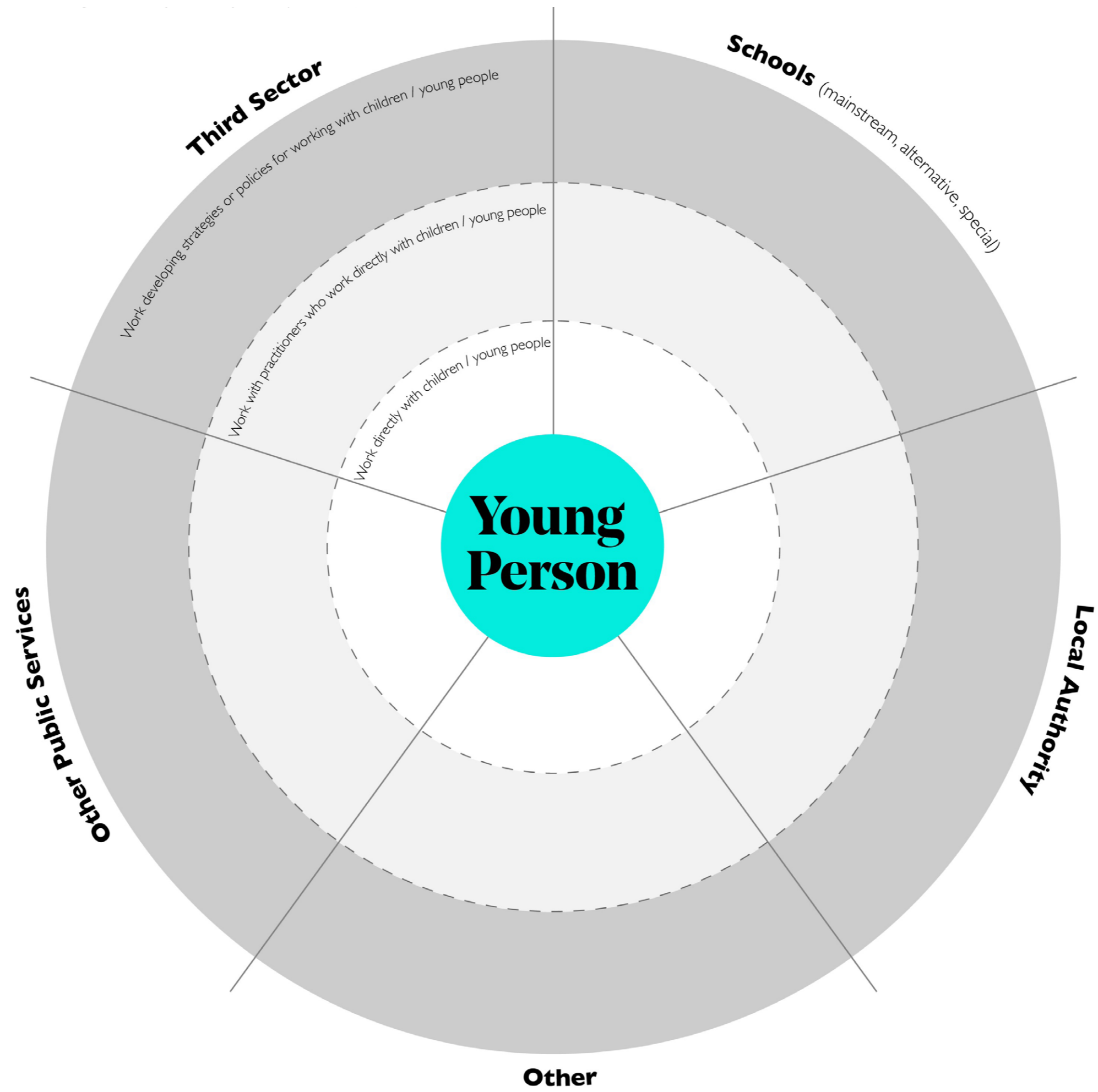
Allow participants to individually reflect and add onto the map.

Bring the group together to discuss:

- Who are the key players in the system?
- How are they connected to others?
- Who do they depend on to be able to do their job, i.e., support pupils, successfully?
- Who depends on them?
- How well are they working together with others?
- What could be improved in how players work with one another?

You may find it helpful to add in connections between different players on the map.

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# The Iceberg exercise

The Iceberg exercise goes beneath the surface of a problem, to consider the structural, behavioural and mindset factors that might be causing the problem to persist, and what might be the basis for improvements in practice and outcomes. The Iceberg is particularly useful for going deeper to explore blind spots and/or question assumptions.

The model looks at the different layers of the system:

## 1. Events & Experiences

These are at the surface level, at which we typically perceive the world – the things that are obvious and immediate, and which indicate to us that there is a problem.

## 2. Behavioural Patterns & Incentives

Underneath the surface, we begin to uncover patterns and trends – how have sanctions, exclusions, and ways of working with one another changed over time? Observing patterns can allow us to forecast or forestall events.

Together, these different levels help not only to broaden our perspective on problems, but to consider where we might intervene to have the most impact.

## 3. Underlying Structures

Further beneath the surface are the structures that cause patterns to persist. These could include concrete things like funding, policy, technology, commissioning relationships, and public service infrastructures, but they could also include soft structures of power, such as relationship dynamics amongst professionals and services.

## 4. Mental Models

Underneath it all, people are influenced by their mental models – the attitudes, beliefs, morals, expectations, and values that allow structures to continue functioning as they are. These are the things that we often learn subconsciously from our society or family and are often unaware of.

## How to do it yourself

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### *What set up and resources do I need?*

- In-person: A couple of large print outs of the Iceberg and coloured post-it notes
  - Virtual: An interactive virtual whiteboard, e.g., [Miro](#).
- 

### *How do I use the tool?*

Allow participants to individually brainstorm and use post-it notes to fill in the iceberg

Discuss:

- What is emerging from this exercise?
- What is resonating and/or jarring?
- What is missing?
- What connections between the different layers can you draw from this?
- What opportunities exist to intervene and at what level?

You may find it helpful to add in connections between different players on the map.

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# Leveraging the power of collaborative working to foster greater inclusion and nurture

**Drivers**

**Barriers**

**Events & Experiences**

What is happening? What events, behaviours, issues, initiatives, interventions, experiences are we seeing?

**Behavioural Patterns & Incentives**

Why? What's been happening? What are the trends? What changes have occurred?

**Underlying Structures**

What is causing the pattern we are observing? What's the relationships between the parts?  
This could include funding, policy, technology, commissioning relationships, public services infrastructure, benefits models, educational systems, social care systems, etc.

**Mental Models**

Attitudes, beliefs, morals, expectations and values that allow structures to continue functioning as they are. These are the things that we often learn subconsciously from our society or family and are likely unaware of.

# Energy for change

Having explored the different elements of the system, you might already start to spot opportunities for change. This exercise helps to prioritise those opportunities.

We do this by identifying where there is energy for change. Instead of focusing on the whole problem, we focus on those aspects of the problem where...

- we can move things around relatively easily
- people can see the benefits of change
- people are motivated and committed to change
- there is investment and resources to support change
- we have the right levers and influence to change
- change is timely

Instead of framing solutions as statements, we encourage you to frame them as questions starting with: 'how might we...?' or 'what if...?'. This will help everyone to feel joint ownership of the problem and welcome to share their ideas.

To prioritise the opportunities identified, participants can vote for them, based on the following criteria:

- **Feasibility:** which opportunities are the most achievable practically?
- **Desirability:** which opportunities do we most want?
- **Viability:** which opportunities do we feel will have a lasting impact?

## How to do it yourself

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### *What set up and resources do I need?*

In-person/Virtual:

- A blank piece of paper or board
- Sticky notes
- A voting mechanism, e.g., sticky dots or marker pens in three different colours

### *How do I use the tool?*

1. Ask participants to individually write down their ideas on the paper or board, either directly or using sticky notes. These should all start with 'how might we...?' or 'what if...?'

**TIP:** For local authorities, you might want to look at three categories of solutions (see picture below):

- Within school practice
- Across school practice
- Across sectors

2. Ask participants to 'vote' for the questions, selecting those they think are the most feasible, desirable and/or viable.

Each participant gets nine votes: three per criterion. You can vote for the same question more than once, in fact you can give all your nine votes to one question if you feel the need.

See what emerges and discuss what this means for your organisation/local system.

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## How Might We...?

Based on all our conversations earlier today, we can start to identify some opportunity areas and create some 'How Might We...?' questions. What are some of the opportunities to make the system more inclusive?

**Within school practice**

**Across school practice**

**Across public + other sectors**

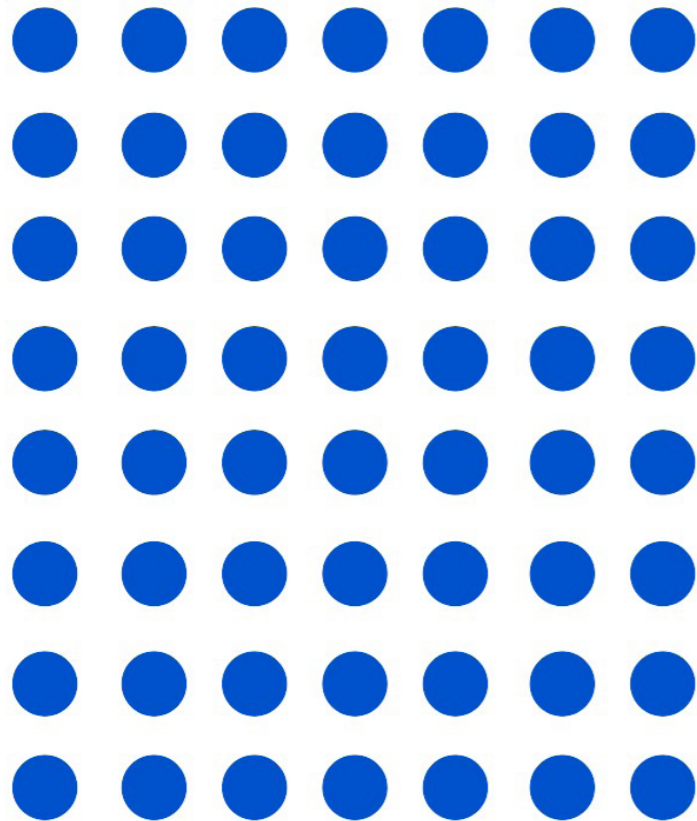


# Prioritisation Matrix

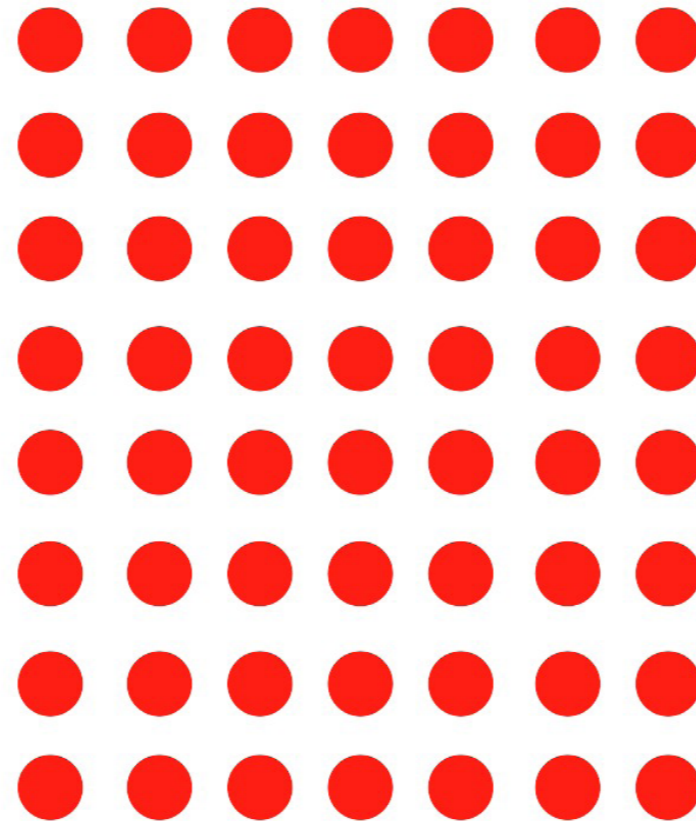
Use the dots below to vote on the opportunity areas you want to prioritise by dragging a dot next to a post-it on the board on the left. You have 3 votes per category to vote on:

- Feasibility:** which opportunities do you feel are the most feasible practically?
- Desirability:** which opportunities do you feel are the most desirable to players?
- Viability:** which opportunities do you feel are the most viable for impact?

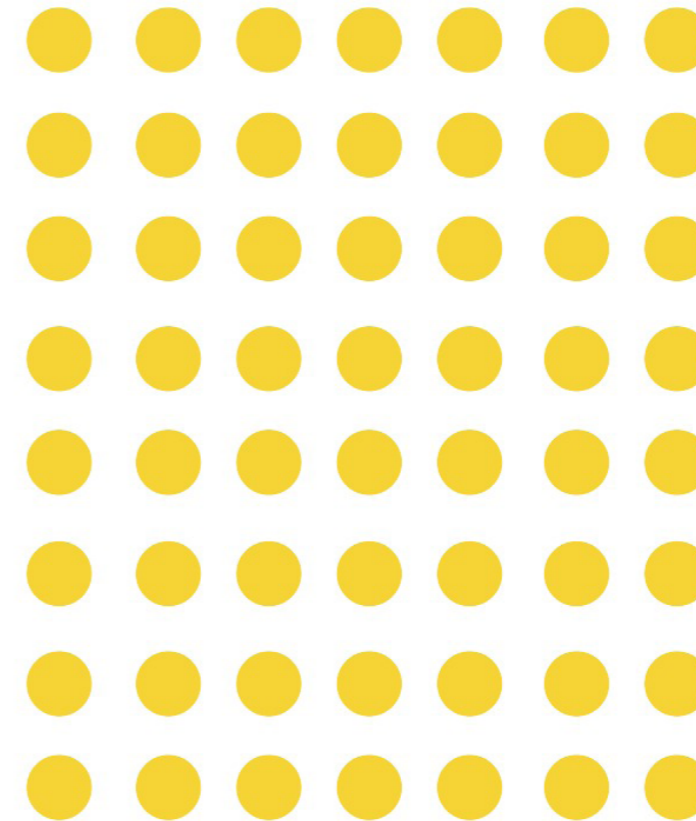
## Feasibility



## Desirability



## Viability



# Considerations

## The systems thinking approach

Systems thinking as an approach and the exercises introduced in the chapter are not new, but they are a different way of approaching a problem.

Before you start, we recommend that you read through this chapter with your team and anyone else you would like to involve in these exercises, so as to ensure that everyone understands their purpose.

See [Chapter 9](#) for additional resources to find out more on systems thinking and the exercises introduced here.

## Pupil and parent voice

Consider bringing in pupils and parents to these discussions, as they are the ultimate beneficiaries of your work, and often the least involved in decision making.

You could run these exercises with your student/young people council and the parent forum separately, and compare insights from the different sessions. What do you think you might discover?

## This process is meant to be collaborative and equitable

The exercises suggested in this chapter provide an opportunity for stakeholders from different parts of the system and with different seniority levels to come together and discuss the challenge of exclusions and possible solutions.

It is thus important to create a safe and equitable space where participants can meaningfully engage in the discussions, be open about their successes and struggles, and draw learnings from one another.

The exercises are also time intensive; therefore, it is equally important be clear about your ask of participants, whether they can afford to participate, and the value add for them. Consider also how you might recognise them for their contributions.

See additional resources in [Chapter 9](#) on how to create a safe space for collaboration.



## How we used the tools with two London boroughs

“It was an excellent opportunity for us to come together from our various disciplines to acknowledge where progress had been made over recent years, but also to delve deeper into areas that are still on our agenda for change. The workshop process helped formulate and strengthen our joined-up understanding of the questions the local area will need – and want – to focus on over the coming months and beyond.”

– Sutton

“The process undertaken by RSA in advance of the workshop offered us a valuable opportunity to reflect on our progress so far in our whole system approach to inclusive schools and AP. The workshop brought together a wide range of partners who care about improving children’s life chances. RSA colleagues were skilled in guiding participants through key questions that got to the heart of what matters when it comes to reducing exclusion from school.

The report and recommendations provided the council and our partners with reassurance around the aims and objectives of our action plan for the next year. The report also highlighted the need to focus on our communication and engagement work across our multi-agency system. We are grateful to RSA for helping us with a moment of self-evaluation along our journey to create truly inclusive schools and settings.”

– Waltham Forest

### What did we do?

In July 2021, using the tools from this chapter, the RSA ran separate, half-day workshops for local partners from two London boroughs – Waltham Forest and Sutton. The purpose of the workshops was to:

- Celebrate and reflect on ongoing efforts and milestones in their journeys towards a more inclusive local education system; and
- Identify strengths and opportunities for more collaborative working in response to emerging needs and priorities.

The workshops were conducted virtually via Zoom and used an interactive platform, Miro. Participants shared ideas through guided discussions, the Zoom chat, and the Miro platform.

### Why Waltham Forest and Sutton?

Through our stakeholder mapping process, we identified Waltham Forest and Sutton as two boroughs that have undertaken significant steps in working collaboratively with local partners to improve their provision and support for vulnerable pupils within their local settings.

### Who was involved?

Each workshop included a range of local partners from the specific borough, including headteachers from mainstream primary and secondary schools, special schools and alternative provision, representatives from local authority services including education, early help and social care, health and child and adolescent mental health services (CAMHS), police and the voluntary sector.

## Waltham Forest Context

Since 2018, the London Borough of Waltham Forest has been working closely with a group of 10 headteachers to improve their joint approach to inclusion in the borough. This work has involved a review of leadership, teaching, and support that creates inclusive school cultures, early SEMH needs identification, and effective interventions available in Waltham Forest schools.

The headteachers and the local authority have also been working together to embed a borough-wide inclusive schools policy based on local practice, as well as a new approach to the fair access panel, re-commissioning of alternative provision and specialist interventions.

In January 2020, the local authority, in collaboration with the local education sector, released an Inclusive Schools and Alternative Provision strategy that builds on this work and is underpinned by four principles for the children and young people of Waltham Forest:

- Help maximise their individual potential
- Keep them safe from harm, sexual and criminal exploitation
- Create diverse learning and development opportunities that maximise their educational and vocational outcomes
- Strengthen their emotional health and well-being

## Sutton Context

The London Borough of Sutton has undertaken a number of initiatives over recent years to support schools to be more inclusive. Examples of these include:

- developing 'Paving the Way' – a multiagency team which provides early identification and intervention support for children with a range of difficulties focusing on social communication, anxiety, attention and concentration;
- a multiagency team to support Year 7 transition for children with SEMH;
- virtual consultations for groups of SENCOs / teachers to discuss specific issues relating to inclusion; recommissioning Limes College, Sutton's Pupil Referral Unit, to focus on outreach, early intervention and preventative work supported by the LA;
- and developing The Sutton Schools Graduated Response - Preventing Exclusion guidance, which was co-designed with schools and aims to foster a consistent approach for addressing SEMH needs more effectively and sooner across the local area.

## What did we find?

Participants from both boroughs widely acknowledged the positive development and transformation their local areas had undergone in creating an inclusive and nurturing local environment for children and young people. For example, Waltham Forest has created an inclusive school guidance highlighting best practice from local schools, providing training for school staff to support embedding of these practices more widely. Similarly, Sutton's graduated response guidance has enabled a growing number of schools to implement a proactive approach towards supporting pupils with SEMH needs.

While some insights were specific to the individual boroughs, there was also an overlap in some of their reflections on challenges within their current system, such as:

- The system can seem **busy** and **crowded**. While there are a variety of professionals and initiatives to support pupils and families at risk of exclusion, they are not always joined up. This can lead to gaps, fragmentation and inconsistency in the local offer.
- The system has some good initiatives, but it can be **difficult to navigate**. Not knowing how different agencies and programmes connect to one another makes supporting families more difficult.
- It is important to **continue working with families as well as work with peer groups**, who make up the pupils' inner circle and often have the strongest influence on their attitudes and behaviours.

- **More isn't always better; even though sometimes less is worse.** It is not simply about starting new initiatives and programmes, but about understanding how different parts of the system work together more effectively to support pupils and families most in need.
- There is a **lack of consistency** in schools' approaches to inclusion; for e.g., different behaviour management approaches used in response to children with SEMH needs and different thresholds for zero-tolerance approaches makes joined up working more difficult to pursue.
- **Funding** can be a barrier to collaborative working, especially in accessing resources and support across boroughs in cases when pupils attend a school in one borough and live in another.

Through the energy for change and prioritisation matrix, participants identified the following as areas of opportunity and committed to exploring them further following the workshop:

- **On the system being difficult to navigate**, how might we embed existing threshold models to ensure agencies are working from a shared understanding of risk and vulnerabilities? How might we further develop interagency competencies as well as infrastructure for interagency communication and collaboration?
- **On understanding and responding to the pupils' context**, how might we include peer groups and families in the solutions early on, and better utilise their strengths?
- **On lack of consistency of inclusive practice**, how might we improve and enhance the existing infrastructure around school-to-school support so that sharing of promising practice continues to grow and reach more schools?

## Reflections from participants:

“Its complex and not at the same time, we are all experts, we know what to do, we just need to group together and get it done.”

“Fuelled further an absolute determination to focus on the environment that we create and how we ensure that this is as inclusive and enriching as possible for all our students.”

“I will challenge more when I hear ‘there is no funding available’ with ‘how creative can we be?’”

“Thank you, it has been a very interesting session. Hearing other views on what needs to change to become a better society and how education plays a significant role has been inspiring.”

“Respond to the obvious energy for change among practitioners, and enable more opportunities for them to take a lead on realising the collective vision.”

**4**

**EXPLORING THE  
CASE STUDIES**

# Selection Process

The case studies were selected through a two-step process that included:

## 1. Curating a longlist of promising inclusive and nurturing practice through:

- a. Open call out to all schools, trusts, and local authorities across England to submit evidence of their inclusive and nurturing practice
- b. Targeted inquiries through the RSA networks as well as various Mayor of London initiatives (e.g., the Mayor's Schools for Success programme)
- c. Review of existing reports featuring promising practice<sup>3</sup>

## 2. Shortlisting in consultation with the project advisory board, the youth advisory panel, and the Greater London Authority considering:

### The London context

As this project was targeted towards London-based practitioners, it was important that our shortlisted models reflected the opportunities and challenges to inclusion and nurture that London schools face. Through various consultations, this is how we defined the London context:

- It is diverse;
- From a young person's perspective, sometimes it can feel lonely;
- There are vulnerabilities and safeguarding concerns around youth violence;
- There are some cohorts of pupils who are at a greater risk of exclusion than others (e.g., Black Caribbean boys and pupils eligible for free school meals).

### Data points

We considered data points in addition to rates of permanent and fixed-term exclusions, including:

- Multiple fixed-term exclusions
- Educational outcomes for pupils at-risk of exclusion

### Overall exclusion-related priorities

Based on emerging trends, we considered practices that focused on:

- Transition support from primary to secondary
- Supporting pupils with special educational needs and disabilities (SEND), especially, social, emotional and mental health (SEMH) needs.

### Range of models

We wanted to include a range of models to reflect practice at different levels of the education system:

- Primary and secondary schools, trusts, and local authorities

3. See London Councils (2020). Inclusive practice: The role of mainstream schools and local authorities in supporting children with SEND. [pdf] Available at: <https://www.londoncouncils.gov.uk/sites/default/files/Inclusive%20Practice.pdf>; Partridge L. et al (2020) Pinball Kids. [pdf] Available at: <https://www.thersa.org/reports/preventing-school-exclusions>; Smith, L., Jackson, L., & Comber, N. (2013). Therapeutic early interventions to prevent school exclusion and truancy: evaluation of three contemporaneous project. [pdf] Available at: <https://www.phf.org.uk/publications/therapeutic-early-interventions-prevent-school-exclusion-truancy-evaluation-three-contemporaneous-projects/>; Porticus (2020). IntegratED Annual Report. [pdf] Available at: <https://www.integrated.org.uk/report/integrated-annual-report-2020/>; DfE (2019). Help, protection, education: concluding the Children in Need review. [pdf] Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/809236/190614\\_CHILDREN\\_IN\\_NEED\\_PUBLICATION\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf); DfE (2018). Alternative provision market analysis. [pdf] Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/752548/Alternative\\_Provision\\_Market\\_Analysis.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752548/Alternative_Provision_Market_Analysis.pdf); Children's Commissioner (2019). Skipping School: Invisible Children. [pdf] Available at: <https://www.childrenscommissioner.gov.uk/report/skipping-school-invisible-children/>; EEF (2021). Guide to supporting school planning: A tiered approach to 2021. [pdf] Available at: [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2021.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)

# Key Features of Inclusive & Nurturing Practice

Through our literature review and practice-mapping, we found ten commonly occurring features of inclusive and nurturing practice that demonstrated some evidence of positive impact on inclusion and learner outcomes. The ten features are grouped around three beneficiaries: all pupils, targeted groups of pupils, and staff members.

In this section, we provide a brief overview of each key feature.

Beneficiaries	Key Feature
<b>All pupils</b>	<ul style="list-style-type: none"> <li data-bbox="1539 499 2305 536">• <a href="#">Trauma informed practice</a> &gt;</li> <li data-bbox="1539 574 2305 658">• <a href="#">Consistent and restorative approaches to addressing challenging behaviour</a> &gt;</li> <li data-bbox="1539 686 2305 733">• <a href="#">A strong focus on relational practice</a> &gt;</li> </ul>
<b>Targeted Groups</b>	<ul style="list-style-type: none"> <li data-bbox="1539 771 2305 817">• <a href="#">Early identification</a> &gt;</li> <li data-bbox="1539 846 2305 892">• <a href="#">Counselling and therapeutic support</a> &gt;</li> <li data-bbox="1539 921 2305 968">• <a href="#">Engaging with families</a> &gt;</li> <li data-bbox="1539 996 2305 1043">• <a href="#">Multi-agency and community sector response</a> &gt;</li> <li data-bbox="1539 1071 2305 1108">• <a href="#">Academic engagement and support</a> &gt;</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li data-bbox="1539 1146 2305 1193">• <a href="#">Teacher networks</a> &gt;</li> <li data-bbox="1539 1221 2305 1262">• <a href="#">Inclusive school leadership</a> &gt;</li> </ul>



## All pupils: whole-school approaches

### 1. Trauma informed practice

Existing literature tells us that some of the most at-risk groups of pupils are those with adverse childhood experiences (ACEs) as well as poor social and emotional mental health.<sup>4</sup> A school that adopts a trauma informed (also referred to as ‘trauma aware’) approach is one that seeks to understand these difficulties within a child’s life and contextualises their behaviours and attitudes around this. Through a trauma informed approach, it is possible to teach social and emotional learning (SEL) that will support a child to thrive.

The Education Endowment Foundation (EEF) have suggested effective SEL interventions, which include “teaching SEL skills explicitly” such as self-regulation techniques for self-calming and positive self-talk. Reinforcing these skills “through whole-school ethos and activities” can support positive relationships, mental health and lead to learning gains of +4 months over the course of a year.<sup>5</sup>

The Centre for Mental Health also highlight small-scale studies that demonstrate a relationship between a supportive school environment and emotional and behavioural adjustment, especially in more vulnerable students.<sup>6</sup>

### 2. Consistent and restorative approaches to addressing challenging behaviour

Restorative approaches (RA) seek to address conflicts and tension by repairing challenging relationships or behaviours. It involves all parties, including pupils, their caregivers and educators, in the process of understanding the consequences of negative behaviours and interactions in moving towards reconciliation. Schools that use RA aim to create a more inclusive atmosphere and address challenging behaviour in a non-punitive way.

Approaches that “strengthen interpersonal supports and connections, establish structures for fair processes, and encourage student voice” are particularly responsive to the developmental needs of adolescent young people, and are also “beneficial for parenting as well as teaching.”<sup>7</sup>

It has also been demonstrated that RA trained schools reduced fixed term exclusions by just over half (51%), and that an RA approach “improved the atmosphere and perceived level of calmness and safety within the schools suggesting a more positive environment for both staff and pupils”.<sup>8</sup>

### 3. A strong focus on relational practice

All schools should be based on strong relationships. Research tells us that investing time and resources into improving these relationships in schools leads to positive outcomes around inclusion, engagement, and achievement.<sup>9</sup>

The EEF highlight the “strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.”<sup>10</sup> Our own research, Pinball Kids, recommended that every pupil should have at least one supportive and positive relationship with a member of school staff.<sup>11</sup> This is particularly important for at-risk pupils who may have traumatic, unstable adult relationships in their home lives or associate relationships with school staff with negative interactions around discipline.

4. See Moore, D. et al (2019). Improving Behaviour in Schools: Evidence Review. Education Endowment Foundation. [pdf]. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour#nav-download-the-guidance-report-and-poster>; The Centre for Mental Health (2020). Briefing 54 Trauma, challenging behaviour and restrictive interventions in schools. [pdf]. Available at: <https://www.centreformentalhealth.org.uk/publications/trauma-challenging-behaviour-and-restrictive-interventions-schools>
5. Moore, D. et al (2019) op cit.
6. Ward, C.L., Martin, E., Theron, C. and Distiller, G.B. (2007) Factors affecting resilience in children exposed to violence. *South African Journal of Psychology*, 37(1), pp.165-187; Wang, M.T., Brinkworth, M. and Eccles, J. (2013) Moderating effects of teacher–student relationship in adolescent trajectories of emotional and behavioral adjustment. *Developmental psychology*, 49(4), p.690; Liu, Y., Li, X., Chen, L. and Qu, Z. (2015) Perceived positive teacher–student relationship as a protective factor for Chinese left-behind children’s emotional and behavioural adjustment. *International Journal of Psychology*, 50(5), pp.354-362; Walker, S. and Graham, L. (2019) At risk students and teacher-student relationships: student characteristics, attitudes to school and classroom climate. *International Journal of Inclusive Education*. DOI: 10.1080/13603116.2019.1588925
7. Gregory, A. et al (2016) The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26:4, 325-353
8. Barnet Youth Offending Service (2008) Restorative approaches in primary schools: An evaluation of the project. [pdf]. Available here: <https://restorativejustice.org.uk/resources/restorative-approaches-primary-schools-evaluation-project-co-ordinated-barnet-youth>
9. See Moore, D. et al (2019) op cit.; Partridge, L. et al (2020) Pinball Kids: Preventing School Exclusions. [pdf]. Available here: <https://www.thersa.org/reports/preventing-school-exclusions>
10. Moore, D. et al (2019) op cit.
11. Partridge, L. et al (2020) op cit.

## Targeted groups: interventions to support at-risk pupils

### 4. Early identification

Early identification of risk factors for exclusion must be prioritised in order for schools to intervene early enough to support children before challenges can arise. Exclusions do not affect all children equally. Children with special educational needs and disabilities (SEND), ACEs, mental health difficulties, looked after children and certain ethnic minority groups are disproportionately over-represented in exclusion statistics.<sup>12</sup> These factors may mean that a child has additional challenges to engaging with learning; however, disproportionate exclusions may also be linked to biases and unfair exclusionary practices. Being aware of these factors means a school can ensure they address systematic, unfair practice as well as work with those most vulnerable early on to support them to stay and thrive in education.

### 5. Counselling and therapeutic support

Rates of probable mental disorders have increased among young people since 2017. In 6- to 16-year-olds they have increased from one in nine (11.6%) to one in six (17.4%).<sup>13</sup> Yet, CAMHS services are often unable to meet this level of demand. In response to this mental health crisis, many schools provide access to targeted professional therapeutic support and have adopted whole-school practices toward supporting mental health.

School-based counselling has been found to contribute to significant improvements in pupils' mental health with some indications that counselling may indirectly benefit their ability to engage with learning.<sup>14</sup> Smith and colleagues looked at three school-based projects which employed a range of therapeutic early interventions to prevent school exclusion. The interventions ranged from multi-family group therapy for the most vulnerable families to whole-school approaches. The report found all of the interventions had some positive impact on pupils' emotional wellbeing, increased capacity for learning and reduced fixed-term exclusions/attendance issues.<sup>15</sup>

### 6. Engaging with families

Often families of children vulnerable to exclusion can feel let down or alienated by school systems.<sup>16</sup> This can sometimes be attributed to a lack of trust in schools' abilities to meet the needs of children, negative personal experiences of schooling, or perceived prejudice from schools. Building positive relationships with the whole family was cited in an Ofsted report as being important for preventing school exclusions, particularly at the primary phase.<sup>17</sup>

The Timpson Review also found that interventions aimed at supporting the whole family had a positive impact on exclusions, attendance, and disruptive behaviour.<sup>18</sup> From positive school-family relationships and communication, schools were able to act as a connecting institution that can support families and children using high-quality external provision or linking in with relevant multi-agency teams. A systematic review of ten studies aimed at reducing preventable exclusions found that "multi-agency working was the most frequently used strategy and that a range of factors including involvement of parents and taking a holistic approach appeared to be influential in successfully reducing exclusion."<sup>19</sup>

12. Department for Education (2019) School exclusion: a literature review on the continued disproportionate exclusion of certain children. [pdf]. Available here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800028/Timpson\\_review\\_of\\_school\\_exclusion\\_literature\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800028/Timpson_review_of_school_exclusion_literature_review.pdf)

13. NHS Digital (2021) Mental Health of Children and Young People in England 2021 - wave 2 follow up to the 2017 survey. [pdf]. Available here: <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey#resources>

14. Cooper, M. (2009) Counselling in UK secondary schools: A comprehensive review of audit and evaluation data, *Counselling and Psychotherapy Research*, 9:3, 137-150

15. Smith, L., Jackson, L., & Comber, N. (2013) Therapeutic early interventions to prevent school exclusion and truancy: evaluation of three contemporaneous projects. Final report. [pdf]. Office for Public Management. Available here: [https://www.phf.org.uk/wp-content/uploads/2014/10/therapeutic\\_early\\_interventions.pdf](https://www.phf.org.uk/wp-content/uploads/2014/10/therapeutic_early_interventions.pdf)

16. Kulz, C. (2015) Mapping the exclusion process: Inequality, justice and the business of education. [pdf]. London: Communities Empowerment Network. Available here: <http://conflictmatters.eu/conference-2017/wp-content/uploads/2017/10/Mapping-the-Exclusion-Process.pdf>

17. Ofsted (2009) The exclusion from school of children aged four to seven. [pdf]. London: Ofsted. Available here: [https://dera.ioe.ac.uk/4175/1/The\\_exclusion\\_from\\_school\\_of\\_children\\_aged\\_four\\_to\\_seven%5b1%5d.pdf](https://dera.ioe.ac.uk/4175/1/The_exclusion_from_school_of_children_aged_four_to_seven%5b1%5d.pdf)

18. Department for Education (2019) op cit.

19. Spink, L. A. (2011). Disciplinary exclusion: the impact of intervention and influence of school ethos. School of Education, Communication and Language Sciences. Doctorate Thesis, (August), i-80.



## 7. Multi-agency and community sector response

No school is an island. Many of the children and young people most at risk of exclusion have complex, overlapping vulnerabilities that necessitates effective multi-agency working with other services and voluntary organisations, and requires schools to understand their role in supporting their pupils beyond the school gate.

Several government-commissioned research reports point to the role of local collaborating systems, that bring together mainstream, special and alternative provision schools, SEND specialists, social care, and local health services, to be an effective model for supporting at-risk pupils.<sup>20</sup>

Recent pilots placing social care professionals in schools to improve inter-agency working and educational attainment found that while there were challenges associated with this way of working, they could be addressed by establishing inter-professional competencies and a common language.<sup>21</sup>

20. DfE, 2018. Alternative provision market analysis.[pdf]. Available at: <https://www.gov.uk/government/publications/alternative-provision-market-analysis>; DfE, 2018. Investigative research into alternative provision. [pdf]. Available at: <https://www.gov.uk/government/publications/investigative-research-into-alternative-provision>.
21. Westlake, D. et al (2020) Social workers in schools: An evaluation of pilots in three local authorities in England. [pdf] What Works for Children's Social Care. Available at: <https://whatworks-csc.org.uk/research-report/social-workers-in-schools-an-evaluation-of-a-pilot-in-three-local-authorities-in-england/>.
22. Strand, S. & Fletcher, J. (2011). A quantitative longitudinal analysis of exclusions from English secondary schools. [pdf] University of Oxford. Available at: <http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=E16E4BAF861741297BA8DB88D40E7CE6?doi=10.1.1.722.8390&rep=rep1&type=pdf>.
23. Gaffney, H., Farrington, D.P., & White, H. (2021) Interventions to prevent school exclusion: Toolkit technical report. Youth Endowment Fund. Available at: <https://youthendowmentfund.org.uk/wp-content/uploads/2021/06/School-exclusions-technical-report-june.pdf>.
24. Torgerson, C. et al (2018) Tutor Trust: Affordable primary tuition evaluation report and executive summary. [pdf] Durham University and the University of York. Available at: <https://dro.dur.ac.uk/26952/>.
25. Bell, M., Cordingley, P. & Mitchell, H. (2005). The impact of networks on pupils practitioners, organisations and the communities they serve A summary of the systematic review of literature. [pdf]. Available at: [http://www.curee.co.uk/files/publication/1219841354/Impact\\_of\\_Networks\\_Leaflet.pdf](http://www.curee.co.uk/files/publication/1219841354/Impact_of_Networks_Leaflet.pdf).
26. Partridge, L. et al (2020) op cit.
27. Day, C. & Sammons, P. (2016) Successful school leadership. [pdf] The Educational Development Trust. Available at: <https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership-latest-2020-publicati>.
28. Leithwood, K. et al (2006) Seven strong claims about successful school leadership. [pdf]. National College for School Leadership. Available at: <https://dera.ioe.ac.uk/6967/1/download%3Fid=17387&filename=seven-claims-about-successful-school-leadership.pdf>.

## 8. Academic engagement and support

A 2011 longitudinal Oxford study found that a poor Key Stage 2 score was a predictor for fixed-term exclusions at secondary school.<sup>22</sup> In particular, a number of studies have shown that literacy gaps can make it more challenging for some pupils to engage with the curriculum. Targeted support in the form of academic tuition and mentoring has been found to be somewhat effective in re-engaging learners.<sup>23</sup>

The EEF conducted a large-scale, high-quality effectiveness study in the form of a randomised control trial, involving 105 primary schools and 1,290 pupils across Greater Manchester and Leeds. Their report found Children who received tutoring from Tutor Trust made three months' additional progress compared to children in control schools.<sup>24</sup>

## Members of staff: practice sharing for inclusion and nurture

### 9. Teacher networks

Networks of practitioners who share a commitment to inclusion are even better placed to draw on collective expertise, share best practice and build system-wide change. The National College for School Leadership conducted a systematic review of literature on school networks, finding that “networks can be effective vehicles for improving teaching, learning and attainment,” especially when they had “specific aims, [on] enhancing the experience of young people.”<sup>25</sup>

### 10. Inclusive school leadership

The RSA's Pinball Kids report highlighted that the current external pressures on a school, do not incentivise inclusion, and in the worst cases, actually deter schools from it.<sup>26</sup> For a school to be truly nurturing and inclusive, transformational leadership is needed.

A 2016 report on successful leadership, from the Education Development Trust, found that “school leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture.”<sup>27</sup> Further to this, research conducted by University of Toronto, University of Warwick and UCL Institute of Education found that “school leadership is second only to classroom teaching as an influence of pupil learning” and “school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.”<sup>28</sup>

# Case Studies

## Summary and Format

The eight case studies of promising and inclusive practice are as follows:

Provison	Case Study	Approach	Provison	Case Study	Approach
<b>Primary</b>	St. Mary's Church of England School, Manchester	<ul style="list-style-type: none"> <li>• Becoming a Rights Respecting School</li> <li>• Applying positive behaviour management</li> <li>• Incorporating pupil and community voice into school improvement plans</li> </ul>	<b>Trusts</b>	Astrea Academy Trust, South Yorkshire and Cambridgeshire	<ul style="list-style-type: none"> <li>• Identifying need early</li> <li>• Developing in-house expertise</li> <li>• Ensuring exclusion is the last option</li> </ul>
	Surrey Square Primary School, London	<ul style="list-style-type: none"> <li>• Providing a universal wellbeing offer</li> <li>• Having a focus on whole-family pastoral support</li> <li>• Taking a relational approach to behaviour</li> <li>• Understanding the unique needs of every child</li> </ul>		Dunraven Educational Trust. London	<ul style="list-style-type: none"> <li>• Training staff on relational practice</li> <li>• Offering temporary in-house alternative provision for specialist support</li> </ul>
<b>Secondary</b>	Kingsford Community School	<ul style="list-style-type: none"> <li>• Focusing on mental health and wellbeing</li> <li>• Developing character</li> </ul>	<b>Local authorities</b>	London borough of Hackney	<ul style="list-style-type: none"> <li>• Using the Wellbeing Framework Audit</li> <li>• Working in partnership with CAMHS</li> </ul>
<b>All-through</b>	Carr Manor Community School	<ul style="list-style-type: none"> <li>• Coaching</li> <li>• Applying restorative approaches</li> <li>• Offering temporary off-site alternative provision for specialist support</li> </ul>		London borough of Barking & Dagenham	<ul style="list-style-type: none"> <li>• Supporting young people with incidents or at risk of serious youth violence through a multipronged multiagency response</li> </ul>

### Format

Each case study is divided into three sections:

- **Section 1: Context**

This section provides an overview of the school, trust, and/or local authority and the context for their practice.

- **Section 2: The What**

This section shares the practice: what individual settings did to foster greater inclusion and nurture.

- **Section 3: The How**

This section provides further detail on the process of implementing the practice, in the form of answers to questions about common barriers schools, trusts and local authorities might face.

The case studies were developed from interviews with school leaders and practitioners. We have incorporated their voices throughout using some of their quotes.

Additional resources for some of the case studies can be found in [Chapter 9: Relevant Resources](#).

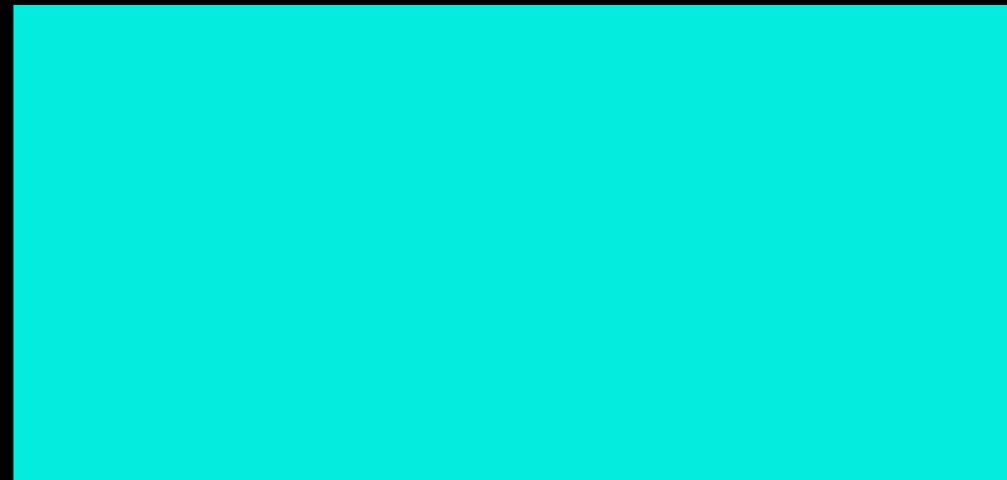
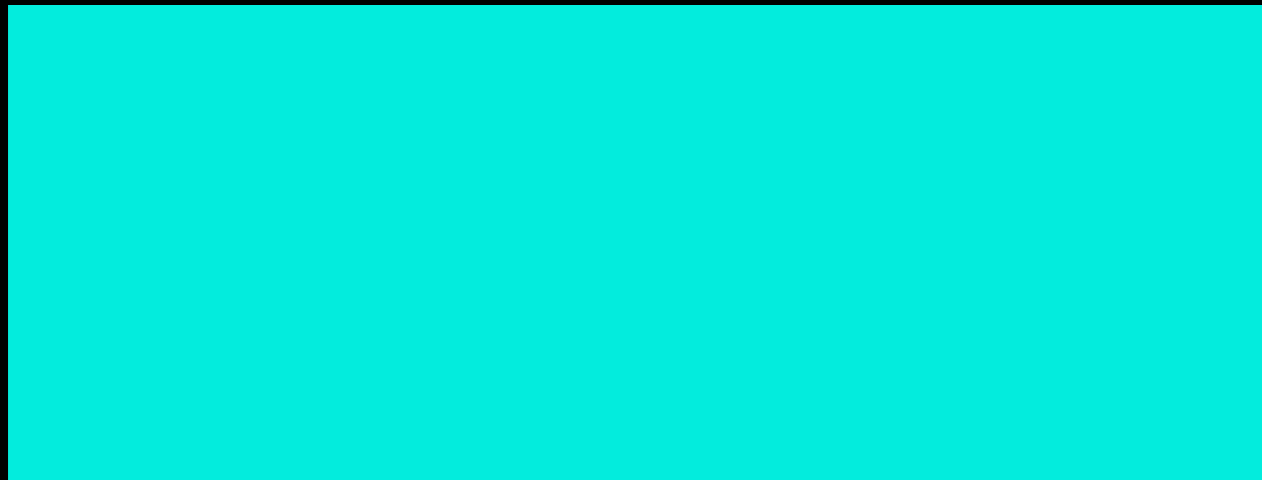
The background consists of a solid teal color with several overlapping white geometric shapes, primarily rectangles and trapezoids, some of which are tilted at various angles. The text 'CASE STUDIES' is centered over these shapes.

# **CASE STUDIES**

5

Case Study

SCHOOLS





# St Mary's Church of England Primary School, Manchester

## In numbers:

- Almost two thirds (63.1%) of pupils are eligible for pupil premium funding.
- The school serves a diverse population and the proportion of pupils from BAME ethnic backgrounds is well above average (94.1%).
- Approximately 85% of pupils have English as an additional language.
- The school has had consistently good attendance with absence rates below national average for overall (2.9% compared to 4%) and persistent absences (5.2% compared to 8.2%).
- The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths is higher than the national average for all pupils (73% and rising).
- There have been no permanent exclusions in the past 14 years and no fixed period exclusions for the past two years.

## Key features of highlighted practice:

- Consistent and restorative approaches to addressing challenging behaviour
- A strong focus on relational practice

If you visited St Mary's Church of England School today, you'd note its outstanding Ofsted rating, its Rights Respecting Schools Gold Award, or perhaps its TES Primary School of the Year achievement, among many others. Go back to 2003 however, and you'd find a school that was in special measures. Located in Moss Side, Manchester, an area of considerable social and economic deprivation, the school has worked hard to address the high barriers to learning and engagement.

Among other things, the 2003 Ofsted inspection report (when the school was placed in special measures) had noted that "the school's poor provision for the spiritual, moral, social and cultural development of the pupils contributes significantly to the unsatisfactory attitudes, behaviour and personal development of the children in the vast majority of classes".<sup>29</sup> Implementing a consistent behaviour policy and ethos that encouraged pupils to take personal responsibility for their actions and attitudes was one of the recommendations that emerged from the inspection report and triggered the school's journey to becoming more concerned with emphasising pupil voice.

## Context





# St Mary's Church of England Primary School, Manchester

## The What

### 1. Rights Respecting School

To foster a child-centered school culture, St Mary's decided to become a Rights Respecting School. The [UNICEF UK Rights Respecting Schools](#) approach 'creates safe and inspiring places to learn, where children are respected, their talents are nurtured, and they are able to thrive.' It aims to have impact in four key ways; children are healthier and happier, feel safe, have better relationships, and become actively involved in school life and the wider world.

*"The 42 children's rights articles are the golden thread that goes through everything' - whether you look at leadership, curriculum, teaching and learning or behavior, it's always relating back to the children's rights."*

### 2. Positive Behaviour Management

St Mary's behaviour policy is called the Behaviour, Nurture, and Inclusion Guidance. The guidance recognises that behaviour management is part of a child's growth and emphasises the role of adults in fostering and modelling behaviour and relationships conducive to learning.

Each class has a Children's Charter that is co-developed by the teacher and pupils to agree expected behaviour based on the 42 children's rights.

When an incident occurs that falls outside this charter, there are consequences alongside a restorative process. A guided conversation takes place between the pupils involved, whereby teachers ask pupils the following questions:

- What happened?
- What was going on for you at that moment? What were you thinking about?
- How are you feeling?
- How are you being impacted/affected?
- What do you need to do to move things forward?

The restorative approach has had a positive impact on peer-to-peer, as well as pupil-teacher relationships. Pupils feel a greater sense of ownership over, and responsibility for, their actions through the process. It reduces the chances of the incident repeating and can also alleviate problems such as bullying, classroom disruption, poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff. The experience at St. Mary's corroborates a recent DfE study, where 97% of schools who used this process said that it had a positive impact within the school environment (taking into consideration attendance, behaviour and exclusions).<sup>30</sup>

St Mary's has also implemented restorative practice training for pupil peer mentors. Peer mentors partner with pupils who need additional help with their social, emotional and learning needs in the playground. Peer mentors are often pupils who have a track record of good behaviour – not necessarily exemplary behaviour - and have shown growth through challenges to their own actions and made progress. Mentors are trained to ask restorative questions and can support minor disagreements between peers outside at breaktime and lunchtime.

### 3. Pupil and community voice

St Mary's has fostered a culture of strong community voice through regular pupil and parental surveys on all aspects of school life, curriculum design, and access to learning.

Pupil voice is at the centre of the school's ethos. Within the classroom, co-operative learning is evident in all lessons and this has had a positive impact on attainment and achievement. Through developing opportunities in the curriculum to promote mental health and wellbeing, the impact has been positive, and is assessed regularly through the pupil surveys.

30. Thompson, F. & Smith, P.K. (2010) The Use and Effectiveness of Anti-bullying Strategies in Schools. Goldsmiths, University of London Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/182421/DFE-RR098.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182421/DFE-RR098.pdf)



# St Mary's Church of England Primary School, Manchester

## 1. What is needed for the restorative process to be consistent and effective?

A clear understanding of the need to acknowledge when wrong has happened. This is hard with children who struggle to accept responsibility but is powerful for emotional growth when it's successful. There are consequences to our actions, but they can be agreed upon and be proportionate and can make things better. It takes time and support, a whole school respect for each other and an understanding that we can be forgiven and move on to be better – this can be hugely challenging for all involved.

There are hard facts to face about ourselves and others in the restorative process. It doesn't always lead to resolution but nearly always does. The children are very proportionate in their choice of consequence and proportionate in accepting it.

## 2. What kind of ongoing training is provided for restorative practices for staff and peer-mentors?

Regular staff training includes revisiting the principles of the behaviour policy, sharing solutions and experiences, scenario role playing using trauma-informed thinking as well as challenging one another to unpick what may be influencing negative behaviour.

Peer mentors receive training on leading child-friendly behaviour conversation, with questions such as 'what might conflict look like?' 'What can the roots of this be?' 'How might we understand why someone does something that causes hurt or harm?' Pupil mentors also learn about how to give space for all parties to talk and when to involve an adult.

## 3. How does St. Mary's work within its community to embed its approach?

The backdrop of the Manchester riots in summer 2011 provoked conversations between local schools about how they could empower children and families to grow as rights respecting and responsible citizens. St Mary's, along with Haveley Hey Community School and The Willows Primary School, formed a strategic partnership called the Transforming Learning Cultures group. By joining resources, the three schools have been on a long process of embedding children's rights across Manchester, and have also had their staff work together to widen the reach of their impact. Currently, the partnership is working to achieve city-wide impact through establishing a [Manchester Pupil Parliament](#) to promote pupil voice involving 20 schools from the local area.

## 4. How does St. Mary's manage its various partnerships?

The senior and middle leadership structure lends itself to giving time for partnership work. The teaching assistants are highly skilled and cover flexibly which gives consistency for children. St Mary's recruits staff on qualities of flexibility, commitment to their principles, and excellent classroom practice.

St Mary's enjoys a reciprocal relationship with the local authority, and also takes advantage of the specialist leaders of education (SLEs) in their area.





# Surrey Square Primary School, London

## In numbers:

- 24% of children on roll are living in temporary accommodation.
- Approximately 10% of families have 'no recourse to public funds' because of their immigration status, meaning they are not entitled to the majority of welfare benefits.
- The proportion of pupils eligible for pupil premium funding is above the national average (36.8% compared to 23%).
- Over half the pupils have English as an additional language.
- The school has had no permanent exclusions in the past five years.

## Key features of highlighted practice:

- Trauma informed practice
- A strong focus on relational practice
- Early identification
- Counselling and therapeutic support
- Engaging with families
- Multi-agency and community sector response

In 2006, Surrey Square Primary School didn't feel safe; pupils were disengaged from their learning and felt defeated. Located in Southwark, one of the most deprived boroughs of London, co-headteacher Nicola Noble told us that at that time "every depiction of [these pupils] within society was negative." The school is located near the Aylesbury Estate, an area which has suffered from negative portrayals and misrepresentation in the media.

The school leadership knew they needed to instil a sense of belonging and pride among their pupils. Since 2006, Surrey Square has lived by the ethos of values-based learning. The school has adopted a set of six values: Responsibility, Respect, Enjoyment, Community, Perseverance, and Compassion. These values drive and shape every aspect of school life, fostering a supportive and nurturing culture that encourages pupils to believe in themselves and aim high.

## Context





# Surrey Square Primary School, London

## 1. Universal Wellbeing Offer

Due to the complex needs of the community, Surrey Square has a high-level universal offer as a means of removing stigma and assumption. Through this approach they believe they are more likely to 'catch all', especially the pupils who need the targeted support. For example, the school has a free breakfast club open to all pupils. Part of its recovery curriculum is also a universal wellbeing offer, built on the four principles of self-efficacy, hope, gratitude and connectedness.

### Example:

#### Journaling, weekly wellbeing strategy and joy time:

Every pupil journals twice a week – Monday and Friday – reflecting on what's happened either at the weekend or in the week. Through these journals children can self-refer to talk to an adult about any worries at home. They are also monitored by staff to identify any emerging issues.

Pupils are taught a well-being strategy weekly, and they are provided a chance to review how effective this strategy has been for them, building up their own individual toolkit.

'Joy time' each week is a dedicated hour on the curriculum where the remit is simply to connect and play.

## 2. Whole-family pastoral support offer

Surrey Square has a deep understanding of the needs of its community, knowing that there are children who come to school without the secure social, emotional, and sometimes even physical foundations in place to access learning. Just as staff would use their expertise and experience to support a child's academic needs, they work with children and families to meet their basic foundational needs.

To achieve this, Surrey Square employs a large dedicated pastoral team, including:

- A part-time family and community worker, who supports families with parenting, food insecurity, housing, immigration, and personal development;
- Assistant Head SENCO to support the above average number of SEND pupils on roll;
- Assistant Head Designated Safeguarding Lead;
- [Place2Be](#) project manager who provided pupils and families with social and mental health support.

Other staff attend as required to talk about particular cases.

## The What



Our values



# Surrey Square Primary School, London

The What  
(contd.)

### 3. Behaviour as information to build relationships

Building trusting relationships between family and school is central to the pastoral support, not least because families may feel fear or have previous negative experiences when seeking support from professionals. Family celebration events are now a cornerstone of the school calendar, as are parents' evenings, to get to know the school community and build bonds across the school with shared meals and pupil performances.

Insecurity in pupils' home lives can manifest in behavioural issues, poor attendance, and disengagement in the classroom. Rather than dismissing challenging behaviour, the school encourages staff to see it as information.

#### Example:

**Deep listening:** When one pupil was repeatedly sent to the co-headteacher's office for disruptive behaviour, instead of seeking to merely reprimand the pupil, Ms Noble sought to understand what was behind this behaviour. Through careful relationship building, it emerged the pupil was homeless, hungry, and sleeping on a church floor with his family who had no recourse to public funds. With the support of the family support worker and external support, the school was able to source foodbank vouchers, clothes and an inflatable mattress before eventually supporting them to find more suitable housing. With reduced barriers to learning, the pupil's behaviour transformed.

**"It's saying we recognise all these challenges you face, and we're going to support you with those challenges"**

### 4. Provision Mapping

Surrey Square also uses provision mapping to understand the unique needs of every child. This is a meeting that happens termly to look at every child's academic and personal data (including data on wellbeing, safeguarding, behaviour and attendance). The mapping process involves the whole year group team – teachers and support staff – and is led by a senior leader, often the SENCO. They look at each child individually to understand who has made progress and why, and who hasn't and why. As a team, they decide what interventions are needed – whole class, group or individual – and who is going to lead those. Staff use their weekly team meeting to talk about the effectiveness of these interventions and to problem-solve together any emerging issues.





# Surrey Square Primary School, London

## 1. How did Surrey Square fund the extended pastoral support team and their partnerships with external providers?

The school leadership applies for funding when opportunities become available, however most of their work is mainly funded through the existing school budgets. Pastoral support is prioritised given how crucial the support is to ensuring children's basic needs are met, so that they are in the best possible state to access the learning opportunities available to them. Without this, the school leadership firmly believes that they would not be able to achieve the personal and academic excellence they strive for.

## 2. How do Surrey Square manage to do it all?

The values are crucial and give clarity to the mission: they help in decision-making processes, as a reference point or a 'sense check'. The school also has a committed staff team, whose capacity has gradually been built by the leadership team over the years. There is a sense of shared responsibility, meaning that this work doesn't sit on one person or team's shoulders.

## 3. How does Surrey Square ensure that values are embedded consistently? Teachers? Pupils? Decision making?

This is done through steadfast modelling and continually returning to the values. The values are visible in everything - from the positive behaviour reinforcement strategies (e.g., stickers and postcards home) to the visuals (the values are brought to life as characters displayed on the walls), as well as within key documents (e.g., the staff code of conduct). The values are intrinsic within all conversations and as Ofsted have said 'they are the lifeblood of the school.'<sup>31</sup>

## 4. How does Surrey Square remain resilient in the face of 'wicked problems' that impact on pupils' lives and learning?

The team within the school is crucial here, problem solving together; listening to each other; picking each other up when needed, celebrating together when things go well. All staff have regular coaching which is crucial to their own wellbeing. Those who have a key safeguarding responsibility have non-managerial supervision, all of the senior team have coaching with trained coaches, and teachers have access to an in-school coach too to support them in their roles.

## 5. How does Surrey Square ensure each pupil has a link to a trusting adult?

Staff at Surrey Square believe that strong relationships are the essential pre-condition to any meaningful work. Staff work to build relationships with children and do this in different ways. The school provides training on how to do this and specific opportunities to do this, for e.g., the Joy Time. This isn't just the responsibility of the class teacher but all adults in the school and something that they all take seriously.

## 6. How does Surrey Square maintain this approach while encouraging high expectations for behaviour?

Surrey Square recognises behaviour as information. As noted in 'the what' section, they take the time to understand why a child is behaving the way they are and seek to put the appropriate support in place. As a school they still have high expectations and clear boundaries, and this is crucial for the child and those around them to understand.



# Kingsford Community School, London

## Context

### **In numbers:**

- Over half (52.1%) of Kingsford's pupils have been eligible for free school meals at some point in the past six years
- There are over four times as many pupils with English as an additional language as the average school (76.2% compared to the national average of 16.9%)
- The majority of pupils are from minority ethnic backgrounds.
- From low starting points, students make good progress so that they achieve above the local authority average for Progress 8 Scores (49.2 compared to the local authority average 48.8).

### **Key features of highlighted practice:**

- Trauma informed practice
- Counselling and therapeutic support
- Multi-agency and community sector response
- Academic engagement and support
- Teacher networks

Located in the London Borough of Newham, Kingsford Community School is a secondary school that serves a diverse population, with many members of the school community living in complex circumstances affected by poverty and economic deprivation.

Whilst this background affects pupils' readiness to learn at school, low societal expectations of them can further disconnect them from their school and society in general. According to headteacher Joan Deslandes, this can result in pupils feeling a lack of sense of belonging to their community, which puts them at greater risk of involvement in gangs, crime, and substance abuse.

For these pupils, the school must take on the role of more than an educator. The school must also provide a family-like support that nurtures their aspirations and wellbeing and teaches them life skills.

Therefore, Kingsford's principal aim is to "equip pupils with soft skills, such as collaboration, confidence and the ability to express themselves clearly and concisely. Through gaining these skills our pupils are better equipped to attend college and university, gain internships and employment."



# Kingsford Community School, London

## The What

### 1. Mental health & wellbeing

#### Developing a whole-school approach

Through the National Lottery Community funded project HeadStart, Kingsford has access to expert training and coaching through 'Resilience Training Leads' who support staff to incorporate the Academic Resilience Approach (ARA).<sup>32</sup> The ARA is a national, evidence-based approach that enables schools to develop a whole-school resilience and wellbeing strategy, with tools to support pupils to overcome adversity and improve their mental health, and in turn educational outcomes.

The aims of the project are three-fold: 1) to understand the wellbeing and mental health challenges faced by Kingsford's pupils; 2) to ensure early identification and intervention; and 3) to empower and develop staff. It has also resulted in building mental health considerations into the curriculum.

#### Racial trauma as a mental health issue

The school places great emphasis on racial trauma awareness, ensuring that there is a common understanding amongst staff and pupils on how racism can surface covertly in the day to day, and the impact it has on their pupils.

*“Even though many staff had worked in inner-city areas for many years it was shocking when we actually gave staff statistics about the impact of racism on pupils' life chances.”*

Through Joan Deslande's involvement in Education4Change, a partnership of three headteachers in Newham, Kingsford has been involved in the development of a comprehensive training package around understanding conscious and unconscious biases and how to be an anti-racist educator.

In PSHE, pupils are facilitated to process, challenge, and combat racism. They are taught to recognise and understand racial trauma and how this can undermine their mental health, wellbeing, and behaviour.

*“Without developing in our pupils the tools of critical thinking, they may not question or even recognise [racism]. But do they feel it? Yes, they feel it; and yes, they are affected by it. Covert racist incidents can form the social backdrop against which racially marginalised pupils function day to day. Thus, when an experience of overt racism occurs or even an experience of ambiguous racism, the experience simply jumps out of the social fabric that already encapsulates them, and they are primed for a traumatic response.”*

#### Measuring wellbeing

In 2020, Kingsford used the Child Outcomes Research Consortium (CORC) wellbeing measurement survey, in partnership with the Anna Freud Centre, to assess their pupils' wellbeing.<sup>33</sup> Year Leaders used the data to identify pupils who may need additional support. KS3 and KS4 students who were identified received targeted mental health support via HeadStart, XLP, and the Anna Freud TriSpace mentoring programme.<sup>34</sup> Kingsford developed a whole-school learning programme and resources in addition to the above.

32. For further information about HeadStart Newham, see <https://www.headstartnewham.co.uk/> and for the Academic Resilience Approach, see [www.boingboing.org.uk/academic-resilience-approach/](http://www.boingboing.org.uk/academic-resilience-approach/)  
33. In collaboration with the Evidence Based Practice Unit, CORC offer the Wellbeing Measurement for Schools, a comprehensive approach that allows schools to understand areas of strength and challenge for their pupils and staff. For more information, see [www.corc.uk.net/for-schools/wellbeing-measurement-for-schools/](http://www.corc.uk.net/for-schools/wellbeing-measurement-for-schools/)  
34. XLP stands for 'The eXcel Project' and operates across nine inner-city boroughs around London, working with 3,000 young people each year through education, mentoring, sport and the arts. For more information, see [www.xlp.org.uk/](http://www.xlp.org.uk/); The Anna Freud Centre provides expert training and resources to staff in schools, colleges and children and young people's community organisations to develop a peer mentoring programme supporting mental health and wellbeing. For more information, see [www.annafreud.org/schools-and-colleges/peer-support/](http://www.annafreud.org/schools-and-colleges/peer-support/)

# Kingsford Community School, London

## 2. Pupil empowerment through character development

“ We know that for any strategy to work, the influence that the students have in leading change is crucial.”

Kingsford believes that character development must be: “caught, sought and taught”. They do this by:

- a) Providing leadership opportunities for pupils through the HeadStart programme.
- b) Establishing a peer mentoring programme where young people work together with their peers and a youth practitioner to learn ways to improve resilience, build confidence, and gain skills.
- c) Providing curriculum and academic support through targeted work with the Philosophy for Children (P4C) teaching practices that encourages pupils to take part in philosophical enquiry to help develop critical thinking, communication, reasoning, and social responsibility.<sup>35</sup>

Combined, Kingsford report that these strategies have resulted in excellent attendance, increased confidence and self-esteem, ongoing improvements in school attainment, and a reduction in challenging behaviours amongst pupils “because rather than them just getting the message from staff or parents about these things it’s also coming from all of their peers.”

A good example of the ‘taught’ aspect of character education at the school includes Modern Foreign Language teachers at Kingsford looking at four character traits to support wellbeing (resilience, community, gratitude, and reflection) through Hispanic literature and poetry. Students were supported to spend time reflecting on how those character traits were important to the literature but also to them on a personal level, in terms of their experiences from lockdown, but also how they could apply these character traits to support their developing language skills.

**The What**  
(contd.)



# Kingsford Community School, London

### **1. How does Kingsford build an evidence-informed and clear strategy for wellbeing?**

The whole school approach to wellbeing and mental health links closely to the safeguarding of pupils. Whole staff CPD and more specialist CPD ensure that staff have the information and skills needed to deliver their safeguarding responsibilities well. Staff at all levels of leadership across the school have completed Mental Health First Aid Training to support the identification and the response to the mental health needs of the school community.

Evidence on the impact of the strategy is gathered through regular pupil and staff feedback. Targeted focus groups provide the school with in-depth information about pupils' experience of the wellbeing strategies and the school in general. Kingsford have implemented a deliberately time-sequenced approach to gauge the impact of wellbeing activities at different points across the academic year. Attendance and behaviour information also add to the evidence of impact.

### **2. What does Education4Change CPD involve and cost?**

Education4Change supports schools to address the issue of racism, not as an add-on, but as an embedded feature of pupils' learning and personal development. The E4C programme trains all members of a school community to gain knowledge and awareness of issues relating to racism. For the school the programme has been a much-needed initiative to bring into sharp focus the history and context surrounding the history of oppression for Black, Asian and minority ethnic groups. The school community has found the constructive and affirming approach promoted by E4C to be a refreshing and necessary response to engaging pupils and staff in understanding the complexities of racism in modern Britain. An annual school subscription to the E4C package (including training, support with recruitment and school development planning, access to resources such as the curriculum portal, etc.) ranges from £350 - £900, depending on the school phase and location.

### **3. What happens to all the initiatives once HeadStart funding is over?**

The HeadStart project began in 2015 after receiving National Lottery Funding to pilot projects aimed at improving resilience and wellbeing. The school recognised from the very start of its involvement, that HeadStart's central objectives of promoting respect, dignity and to build resilience in vulnerable young people so they can be champions of their own emotional wellbeing, would need to be core provision for pupils after the National Lottery Funding ended. Therefore, the school has redirected budgets so that there would be funding to embed the learning and approaches of the HeadStart programme into the school's personal development provision. This included consideration of how features of the key staff roles that were funded by HeadStart would be embedded into the school's staffing structure going forwards. The HeadStart roles included youth practitioners, resilience trainers, parent and pupil outreach workers, alongside a specific co-curricular programme that provides targeted activities for vulnerable pupils.

# Kingsford Community School, London

**The How**  
(contd.)

## **4. How does Kingsford make space for staff CPD around wellbeing given all the other priority CPD areas?**

School leaders, including the governing body, recognise that without positive emotional and physical wellbeing the pupils cannot thrive and flourish as individuals, nor can they focus on achieving academic excellence. Wellbeing is a whole school priority and part of the school development plan, where CPD on wellbeing is not seen as an addition, but rather a fundamental thread.

## **5. How does Kingsford get staff onboard to understand racism as racial trauma and a mental health issue?**

The Kingsford staff body is diverse and multicultural and many members of the staff body have witnessed the negative impact of racism. The school's values and ethos celebrate diversity. Through focused CPD (outlined above) Kingsford have ensured that not only can staff empathise with the trauma and mental health issues that racism brings, but they also understand their role in addressing this. This message is also communicated consistently and regularly to our pupils through pastoral foci, assemblies, the PSHE and RSE curriculum and drop-down days.

## **6. How did Kingsford start peer leadership/mentoring programmes in a school where pupils may feel disempowered?**

Kingsford actively encourages pupils to be involved in all aspects of school life, including pupil leadership. Two of the school's values (self-determination and integrity) link directly to the expectation of the character that young people show through their behaviour and their actions. Kingsford have not found that pupils feel disempowered – they are eager to participate in and contribute to projects that will support others. The school has also used the expertise of the Anna Freud School Support Service to ensure they are able to train and upskill pupil leaders so that they feel capable of fulfilling a mentoring role. This training takes nine hours and covers elements of mentoring, safeguarding, building relationships and active listening.

# Carr Manor Community School, Leeds

## Context

### In numbers:

- Carr Manor Community school has had zero permanent exclusions since 2005.
- From 256 fixed term exclusions in 2011-12 reduced to less than 14 fixed term exclusions each year since 2014.
- There is continuous improvement in attendance from 91% in 2012 to 94.8% 2019.
- They have had positive Progress 8 scores over the last three years ranging between 0.38 and 0.07.
- The school reports the lowest levels of staff absence in the local area and lowest levels of staff absence for stress in their local area.

### Key features of highlighted practice:

- Consistent and restorative approaches to addressing challenging behaviour
- A strong focus on relational practice
- Counselling and therapeutic support

16 years ago, Carr Manor Community School was failing to meet the needs and the potential of its pupils. Executive Principal Simon Flowers recognised that the community that this all-through school served was complex, with high barriers to learning for many of the children.

“The way to deal with that was not to try and impose a system on the children, a one size approach but to try and create the conditions where children were treated as individuals and given the chance to make mistakes and grow and develop.”

Mr Flowers wanted community members to feel a sense of identity and loyalty towards the school and one another. He wanted this community to be a community of learning.

To achieve this, the leadership at Carr Manor made a commitment to focus on relationships – building and strengthening relationships between all members of the school community.

Today, Carr Manor is oversubscribed, with a waiting list for pupil and teacher placements. According to the school leadership, it has a “strong inclusive ethos”, where “staff and pupils feel as if they are “part of a family” and “the behaviour and safety of pupils are outstanding.”

# Carr Manor Community School, Leeds

## The What

### 1. The Coaching Programme

Instead of teacher-led tutor groups or form time, Carr Manor has developed its unique model of coaching circles. The coaching programme involves pupils and all staff members – teaching and non-teaching. The coaching groups are ‘vertical’ and consist of approximately 10 pupils and one member of staff, who are all in the same house. In the primary phase, groups include pupils from reception to Year 5, and in the secondary phase, Year 6 to Year 11. The vertical aspect of the coaching also paved the way for organic peer mentoring between older pupils and their younger peers.

When pupils arrive on a Monday morning, their first period is spent with their coaching group. This is called a ‘check-in’ session. This circle-based session allows all pupils to be fully informed of key events and opportunities happening in school. Pupils can also share updates from their weekends.

On Wednesday afternoons, two groups team up for ‘coaching plus’, to look at PSHCE topics. This is also an opportunity for a ‘check-up’ in the middle of the week.

On a Friday, coaching groups meet for their last period of the day. This is a time for pupils to discuss their achievements from the week and review current targets, ensuring they are best aligned to make the most of formal and enriched learning opportunities. The Friday coaching session is also a chance for a ‘community builder’ – pupils can have fun whilst developing relationships within the group.

Through this model:

“every human being in the school has spoken and every human being has been heard by 20 past nine on a Monday morning.”

In coaching circles, communication is a two-way street. This model of speaking and listening to one another makes children feel included, validated, and enables their agency in learning.

As well as being the main point of contact for a pupil, the coaches develop strong relationships with pupils’ families and meet with parents/carers three times a year. These meetings are popular with families, who recognise the benefit of knowing someone well in school, who will advocate for their child.

### 2. Restorative Practice (RP)

Through RP pupils at Carr Manor are given more ownership and responsibility over maintaining their school’s inclusive culture.

The school has implemented a suite of restorative practices that fit particularly well with their coaching model and the school culture: “It was the smoothest thing we’ve probably ever done... it just fits in hand in glove.”

RP at Carr Manor means working upstream preventatively before an incident, early in the life of the problem. It is about trying to anticipate and predict where the pressures may be and putting in the appropriate support early on to avoid the incidents altogether.

# Carr Manor Community School, Leeds

**The What**  
(contd.)

The three key aspects of RP at Carr Manor include:

## 1) High Challenge, High Support

There is an understanding and clarity over expected standards. Alongside this, there is a determination to put resources in place that ensure that “no one is left exposed.”

## 2) Fair Process: Engage, Explain, Expect

In this process “engage” refers to involving members of the community in the decisions that affect them; “explain” refers to everyone understanding what, why and how final decisions are made, and “expect” means there is clarity over the decisions set, and what happens when they are met and unmet.

“If you’re a manager in the organisation, that’s how you manage; if you’re a teacher, that’s how you teach; if you’re a child, that’s how you engage with the organisation’s expectations.”

An example of this is through the Learning Relationship Agreements (LRAs) which were co-developed by pupils and teachers, and focus on strength and challenge for pupils, rather than compliance.

Since introducing RP 10 years ago, attendance has increased and the number of exclusions has fallen due to the strength of relationships forged.

## 3) Build, Maintain, Repair

While the school works towards building and maintaining relationships, an equivalent amount of energy goes into repairing them.

The repair work is led by restorative conversations centred around three main questions:

- 1) What's just happened?
- 2) How do you feel about it?
- 3) How do we move forward?

These can be facilitated by peers (restorative practice reps) or adults. Both groups are trained on how to use restorative practices to repair relationships. Most often, restorative practice questions are used to guide a brief chat that leads to an immediate resolution. These can happen outside the classroom during the lesson, at the end of the lesson, or during break, lunchtime, or after school. Restorative conversations are also used to address ongoing conflict. In these situations, a member of staff with more experience will support the process.

## **3. Pupil Enhancement Programme (PEP)**

For more intensive support, pupils are supported through PEP, in partnership with Catch Leeds<sup>36</sup> This is the school’s off-site learning offer where children can receive respite from school and an opportunity to receive support with their additional needs. The provision is flexible in its offer and works on restorative practice model. The aim is to re-integrate pupils to their mainstream timetable successfully and in a timely fashion.



# Carr Manor Community School, Leeds

## The How

### 1. How did Carr Manor transition to coaching?

Given the poor standards of the school when Carr Manor's current executive principle joined, the decision was made to transition to coaching over just one summer holiday. It then took a longer period of time to become fully embedded. Impact was seen almost immediately with the children but was also "revolutionary" for the adults. Coaching ensured that staff knew students well and could identify issues in their home or school life before they manifested as problem behaviours. Through coaching, all staff are child-facing, even non-teaching staff, and feel a shared responsibility for children's outcomes, attendance and wellbeing.

### 2. How does Carr Manor train staff in the coaching model?

There is a comprehensive training programme for staff. This is often tailored for support staff who might be unfamiliar with a pupil facing role. Early training focuses core skills including holding effective circles, leading a check-in/check-up/check-out, facilitating community building activities, working with families, and communicating the school narrative. As these skills develop coaches are able to support children with progress overtime.

### 3. How does Carr Manor train staff and pupils in RP?

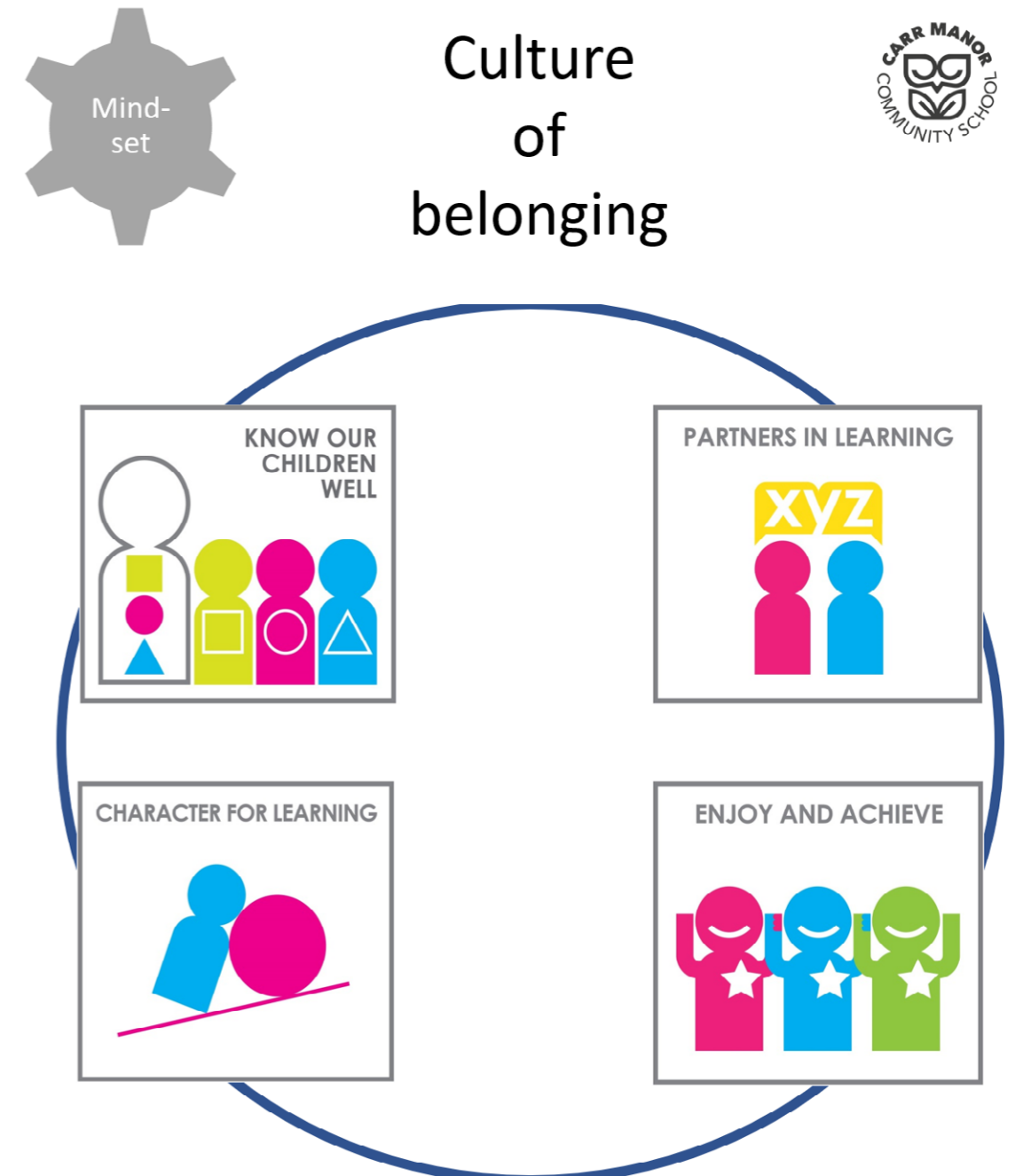
All staff are trained in RP as part of the induction process, and principles, processes and skills necessary for consistently working in a restorative way are regularly reviewed. Children all receive an introduction to RP in Year 7 and can then volunteer to be trained as an RP rep. These children have responsibility to support their peers to self-regulate and repair relationships. In Year 10 children can also be trained as restorative coaches. These children work with younger years groups to support them through challenges that arise in their relationships.

### 4. What needs to be in place for RP to be effective and impactful?

A relational and restorative approach requires a commitment to set the conditions for children and staff to build, maintain and repair relationships. This begins with leaders who are committed to modelling a restorative way of working. Leaders must commit to inclusive values that prioritise knowing the children well. RP requires a culture that is committed to all children – with no exceptions.

### 5. How do Carr Manor fund this approach?

Staff roles, responsibilities and deployment are key to securing this approach to relationships and restorative working. The support team makes up approximately 60% of the workforce. This includes support staff in specialist roles supporting pastoral, safeguarding and additional needs. This workforce model is designed to keep the teaching expertise focused on curriculum and the classroom as much as possible, and skilled support staff working preventatively.





6

Case Study

TRUSTS

# Astrea Multi-Academy Trust

## Context

### **In numbers:**

- Astrea Multi-Academy Trust has 18 primaries, seven secondaries, one all-through and one special school for pupils with SEMH needs.
- SEND pupils now make up 40% of all exclusions rather than 78%
- Nine out of 18 primary and four out of seven secondaries are now below national average for exclusions
- Previously EHCP attainment at Key Stage 2 was 0% - it's now 17% which is in line with national average and continuing to improve
- The trust is aiming for zero primary exclusions by 2024.

Starting out with six schools in the North of England in 2016, Astrea Multi-Academy Trust was established to address educational disadvantage. The Trust is now a group of 27 academy schools located across South Yorkshire and Cambridgeshire. Although geographically spread, all of their schools share similar contexts of high socio-economic deprivation and large populations of pupils with SEND.

Historically, provision for pupils with SEND and SEMH was poor, with early identification of need and support inconsistent and underfunded.

The inability to correctly recognise need was leading to an escalating problem where schools, unable to cope, were failing SEND pupils. On joining the trust, many schools had high levels of exclusions, which disproportionately affected vulnerable learners.

### **Key features of highlighted practice:**

- Trauma informed practice
- Early identification
- Counselling and therapeutic support
- Academic engagement and support

# Astrea Multi-Academy Trust

## The What

The Trust set out on a three-year journey to create a more inclusive culture and ethos which better meets the needs of all learners.

“The position started from considering the whole child and in doing so that necessarily needs an inclusive approach underpinned by curiosity and interest and supported by a nurture-informed development of provision.”

### 1. Early identification

To support every school to identify SEND need with accuracy and timeliness, Astrea developed a screening tool for early identification, an audit framework for accessing the quality and scope of their SEND/SEMH provision, and a vulnerability dashboard to help develop a picture of trust-wide need.

Previously some SENCOs didn't know the areas of need across their schools and whether training was accurately linked to their cohort need. Now schools can not only better understand pupils needs but also the training needs of their staff to better support vulnerable learners.

### 2. Developing in-house expertise

Astrea is working towards provision of specialist support in-house. The decision to take this approach was driven by the fact that the local offer is under pressure. While many pupils fall just below the CAMHS threshold, they still need help with their social, emotional and mental health needs.

In September 2020, the trust appointed four in-house counsellors to provide targeted and responsive support to pupils in crisis. Building on their work to improve the accuracy of early identification, the trust also employs one educational psychologist and three assistant educational psychologists who support SENCOs in this area. Alongside, there are in-house training experts who deliver de-escalation training and Level 1 – 3 mental health awards to any staff member, and designated safeguarding leads now receive clinical supervision.

A trauma-informed approach supports the understanding and recognition of trauma and in particular the impact of ACEs on readiness for learning. This approach has proved fundamental to establishing a consistent and strategic framework for all schools to work towards.

“What we want is that there is that golden thread of understanding of what inclusion, trauma and nurture looks like over time.”

The next stage will see development of an in-house trainer in autism and neurodiversity, establish a practitioner trained in the Thrive approach in every school and on-going work to appoint Level 5 Diploma trained practitioners in mental health and trauma in every school over the next two years.<sup>37</sup>

37. Thrive works with schools, multi-academy trusts, local authorities, health and social care professionals, and parents and carers to provide tools and training to support the social and emotional development of the children and young people they are working with. For more information, see <https://www.thriveapproach.com/>

# Astrea Multi- Academy Trust

## **3. Pre-Exclusion Assessment Process (PEAP)**

Astrea requires that a PEAP is undertaken for pupils who have received two fixed period exclusions in a half-term or for pupils who are at risk of permanent exclusion. The PEAP meeting is a structured conversation designed to understand the characteristics and experience of the pupil at risk. This includes the details of the exclusion, the needs of the pupil, any school-based or external interventions, and captures the pupil's voice.

Questions aimed at capturing pupils' experiences may include: what do you like about school? Are you happy when you are here? Can you describe a time when you have not been happy and what happened? Is there anything the teachers could do better to help you if you are angry? Questions for headteachers include: have I considered factors that could have contributed to the pupil's behaviour (e.g. SEND, family circumstances, bereavement, etc.) and have I taken these factors sufficiently into account? Is exclusion the most appropriate and reasonable sanction, and consistent with the academy's behaviour policy? Are all the exclusion reasons clearly recorded, including the impact on others?

The headteacher is expected to show that all support mechanisms have been exhausted and that exclusion remains the only viable option. The process has helped hold headteachers to account for exclusions and encouraged reflection on whether they are doing enough to support pupils to remain in school. It has also helped headteachers identify characteristics of pupils at risk and the patterns of incidents that lead to an exclusion.

While initially met with some resistance due to the perceived bureaucracy, the process is now viewed positively and seen as best practice by both schools and local authorities to ensuring exclusion is a last resort. The framework has directly contributed to the reduction in exclusions and has seen seven decisions to permanently exclude overturned as a result of the process.

**The What**  
(contd.)

### **1. How did Astrea develop the screening tool, the audit framework, and the vulnerability dashboard? What is included?**

The screening tools have been purchased through Pearson Clinical and includes a range of early screeners (see resources as an example). The audit framework was developed following the [MAT SEND Review tool](#); the Director of Inclusion worked with a developer and agreed to make adaptations that would work at a school level. The Vulnerability Dashboard was created with the help of the Deputy Director for Data Intelligence, who was able to produce a live document which highlights primary areas of need, crossover of need (for example those who are pupil premium plus SEND), and funding allocated to each school for both SEN notional funding and pupil premium.

### **2. How did Astrea find resources to have in-house specialists?**

Through General Annual Grant(GAG)-pooling, the trust was able to create a collective budget for therapeutic support and this has allowed them to resource in-house specialists. Prior to developing this model, the trust had looked at external sources and found them to be financially out-of-reach and so they had to find ways to make it happen for themselves. It took three years in development to ensure they had the finances available to ensure long-term sustainability which is why the therapeutic team only started in September 2020.

### **3. How are staff trained in trauma-informed approach?**

Through a successful grant award with the British and Foreign School Society, Astrea was awarded funding to pay for specialist training delivered by Trauma Informed Schools UK. This was delivered remotely in April 2021 as a starting point and the trust will offer a refresher in this academic year which is face-to-face. In addition, the grant ensures that every school has funding to train a Level 5 Diploma practitioner in trauma-informed practice and mental health with the intention being that once trained, the responsibility for on-going training will lie with the school. As of September 2021, they have practitioners trained in nine schools with a further five enrolled for January 2022.

### **4. How did Astrea get headteachers' buy-in for PEAP?**

Buy-in has been in part due to experience and demonstration of the effectiveness of the process and by the fact that local authorities identified the approach to be effective in addressing high rates of exclusion. This recognition of its credibility has supported buy-in from headteachers. In addition, Astrea ensured that the exclusion policy referred to the PEAP approach as a standard way of working across the trust – this ensures that new staff understand expectations. The policy is available on their website.

### **5. How do Astrea get new schools onboarded quickly and prioritise in these areas? Have they had to compromise at times?**

Over a three-year period 27 schools joined the trust, all with competing priorities. Getting the buy-in of all leaders at the same time has been a challenge especially when schools join with different perspectives and in different contexts. Astrea relies on data about the schools as a starting point for the discussion of whole-school improvement and all leaders understand that a range of contextual factors impact on educational success for the individual. Capacity is always a consideration in terms of compromise because this determines how quickly improvements can be made. Sometimes the schools who are most in need of support access more than others. Though this could be seen as unfair by some, as a family of schools, Astrea understand that they have to prioritise where the need is greatest. The long term vision is that, in driving a strategic approach such as this, the trust are building internal capacity that allows schools to be self-sustaining in the future.



# Dunraven Education Trust

## In numbers:

- Over a third (35.7%) of Dunraven pupils have been eligible for free schools meals at some point in the last 6 years
- The number of young people with an Education and Health Care Plan is above the national average (3.3% compared to 1.7%).
- A third of pupils are White British, with the largest proportions from minority ethnic groups, being of Black African and Black Caribbean heritage.
- 22.4% of pupils have English as an additional language.

## Key features of highlighted practice:

- Trauma informed practice
- A strong focus on relational practice
- Academic engagement and support

18 years ago, Dunraven Secondary School had over 500 fixed term exclusions in one single year. Not only was this costing pupils big chunks of learning time, but the school's new headteacher (now CEO), David Boyle, realised that the school was sending away the children it needed to be holding the closest.

Today, Dunraven School is an all-through comprehensive school that forms part of the Dunraven Educational Trust. It has on average fewer than 20 fixed terms exclusions per year, and has had no permanent exclusions in the last four years.

This has been achieved through a relentless focus on strengthening pupil-staff relationships as well as providing bespoke support to pupils with additional needs.

## Context

## Dunraven's five principles:

**C**ollaborative

**L**earning

**A**sset Based

**S**olution Focused

**S**ustainable

# Dunraven Education Trust

## The What

### 1. A focus on relationships

Dunraven's success is founded upon the strength and quality of relationships between pupils and staff members.

The goal is that every child at Dunraven has at least one meaningful relationship with an adult in school that nurtures them, somebody who is on their side.

For this to work, training is provided to all adults in school on how to create lasting and meaningful relationships with children in their care, to be able to build relationships with all pupils, especially those who at first sight may seem difficult to engage.

Dunraven has an attendance officer, with strong interpersonal skills, who has the responsibility to engage with and talk to families in a “non-threatening, relatable but no-nonsense kind of way,” to get pupils to come and be at school.

There is an extensive student engagement team made up of learning mentors and a trained counsellor, that supports pupils with social and emotional difficulties. Support can be provided in 1-1 or group sessions and focuses on self-concept, managing emotions, social skills, and growth mindset.

Mentors create a tailored action plan for each child, and where needed, facilitate restorative conversations to help resolve conflicts between pupils and ensure any harm done to relationships across the school is repaired.

### 2. Integrated provision

A targeted approach is provided for pupils who struggle to remain in the classroom without disruptions to their own and/or their peers' learning. These pupils spend some time in the school's referral centre. Here, they engage with the Referral Centre Manager who ensures pupils keep up with their schoolwork but is also resolute in ensuring young people feel safe and valued. Within the referral centre, pupils also engage with mentors to reflect and make sense of what led to their referral, so that pupils feel heard and have received guidance and advice on what they needed to do differently in the future.

The real turning point came in 2012 with the evolution of a separate on-site inclusion unit called The Base, providing tuition for children at risk of permanent exclusion as an alternative to fixed-term exclusions. This is not a stand-alone provision – pupils at The Base are provided with bespoke support that builds their independence in learning and behaviour, with the aim to reintegrate into mainstream classes as soon as possible.

At The Base a pupil's learning is tailored to their needs, which often means specific interventions to support social, emotional, and mental health needs. Sometimes this can be as light-touch as a child coming in for breakfast club and checking in with staff; other times it can be a six-week placement where staff provide a longer-term intervention for the pupil. There is a strong focus on academic learning in a small, supportive environment where attention to individual needs can be flexible and tailored.

In 2019, 60 students accessed The Base for varying degrees of support. Eventually, they were all successfully reintegrated back into mainstream schooling. The Base costs Dunraven around £75,000 a year. They receive no additional funding for this, but the cost is outweighed by the benefits. 40% of Base students passed English and Maths GCSEs in 2019, whereas on average just 4% of pupils educated within a pupil referral unit achieved the same.<sup>38</sup>

38. Cohen, D. (2020) Lambeth school reduces permanent exclusions to zero with 'inclusion unit'. Evening Standard [webpage]. Available at: <https://www.standard.co.uk/news/education/lambeth-school-reduces-permanent-exclusions-to-zero-with-inclusion-unit-a4328126.html> [Accessed 22/11/21]; CSJ report. Available at: <https://www.centreforsocialjustice.org.uk/library/warming-the-cold-spots-of-alternative-provision-a-manifesto-for-system-improvement>.

# Dunraven Education Trust

## The How

### 1. Who makes up the student engagement team?

All staff are involved in engaging students as much as all staff are responsible for students with SEND. However, the specific student engagement team is made up of an extensive team including:

- The Referral Centre Manager
- Two Learning Mentor
- Attendance Manager
- Family Worker
- Counsellor
- Two Base staff that work with the SEND team as part of the wider inclusion team

The staffing model allows for high-support and enables pupils to form secure relationships with staff who can help address specific aspects of their needs.

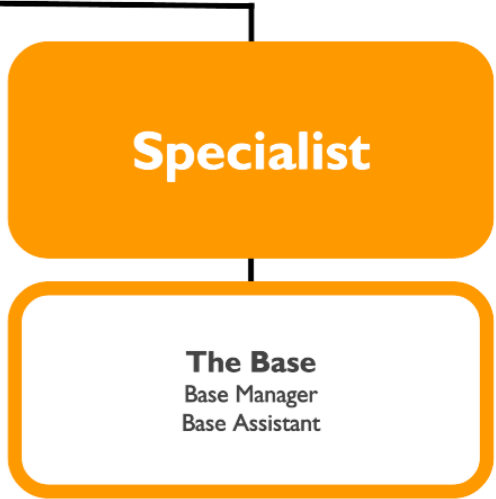
### 2. What makes the referral centre unique? How does it help to maintain strong, positive pupil-staff relationships?

Lots of schools now have versions of a referral centre (some more punitive, some more supportive). What makes Dunraven unique is a philosophy which seeks to understand need rather than merely sanctioning behaviours. Part of the Referral Centre Manager's role is to engage with young people to ensure that they understand why they have been referred, and to help them make changes to their behaviour so that they don't get referred again. For the vast majority this approach works. But for a small minority of pupils who need on-going support and intervention, the Base can provide more long-term engagement which seeks to support underlying needs and ensure pupils can continue to access their learning in an environment that is right for them.

### 3. How does Dunraven enable meaningful relationships? What does this mean practically?

Building meaningful relationships takes time and a clear vision about what's required for individual school contexts. Training is provided for staff but also for students. Some young people have no model of healthy, respectful relationships in their own lives, so Dunraven is explicit in the way they model them in school. Training is planned as part of an annual cycle. Dunraven believe that the key is embedding practice in the culture of school rather than relying only on specific training input. Schools need to be insistent, persistent and consistent in their approach to building relationships – it's hard work, but Dunraven recognises that it leads to better outcomes both academically and socially.

- Not a 'stand alone' element
- Differing needs - SEMH+
- Different duration, fixed term
- Build independence
- Learning as priority
- Bespoke approach
- Impact: attendance, engagement, progress



## The Base

7

Case Study

LOCAL

AUTHORITIES



# London Borough of Hackney

The London Borough of Hackney is one of only two London Boroughs to have above the national average for exclusion rates.<sup>39</sup> Despite the clear need, the challenge came in understanding where to start, because most Hackney schools have good behaviour, attendance, and achieve good outcomes for their pupils, particularly the most disadvantaged.

In response, Hackney Education developed a strategic plan to try to reduce exclusions and eliminate disproportionality. Alongside additional work on early help, supporting students with SEND, and reviewing processes such as managed moves, something else was needed to frame the work of reducing school exclusions that went beyond obvious, typical symptomatic explanations.

Schools were reporting higher numbers of students experiencing difficulties managing their emotions, which was in turn impacting on their learning and life opportunities:

## Key features of highlighted practice:

- Trauma informed practice
- Early identification
- Multi-agency and community sector response

## Context

*“When we talk about behaviour in school, as educators, we often see that as something kind of separate and over there and not connected to emotional health and wellbeing. And equally when we talk about learning needs, we often don't connect them in with the impact that they are having on the person's emotional health and wellbeing in terms of them being able to develop and flourish. So, we've approached the work on mental health and wellbeing as a key to unlock many other things about learning.”*

Contacts through the Anna Freud Centre pointed the team in the direction of Birmingham's Transform programme, where they had placed CAMHS workers in schools to develop educators' understanding of mental health and wellbeing and improve multi-agency working. Research tells us that positive health and education outcomes are closely related.<sup>40</sup> The close proximity of schools to vulnerable pupils and their families may mean they are well placed to notice emerging mental health difficulties and intervene early if they can better access and draw upon the expertise of CAMHS workers. This approach informed Hackney's own response in the form of the Wellbeing and Mental Health in Schools (WAMHS) project.

This is an innovative programme led by the City and Hackney CAMHS Alliance and the Children and Young People's Integrated Commissioning work stream in partnership with Hackney Education. The WAMHS Project supports schools to nurture an environment in which children and young people can thrive due to improved mental health support.

39. Department for Education (2021) Permanent and fixed-period exclusions in England [online] Available at: <https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england>  
40. Learning from HeadStart: the relationship between mental health and school attainment, attendance and exclusions in young people aged 11 to 14 (2019). Available at: [https://www.ucl.ac.uk/evidence-based-practice-unit/sites/evidence-based-practice-unit/files/headstart\\_evidence\\_briefing\\_3.pdf](https://www.ucl.ac.uk/evidence-based-practice-unit/sites/evidence-based-practice-unit/files/headstart_evidence_briefing_3.pdf)

# London Borough of Hackney

## The What

### 1. The Wellbeing Framework Audit

The team developed an audit tool that looks at nine different areas for development. The areas include leadership and management, student voice and parent engagement, teaching and learning through to inclusion and diversity. The audit acts as a self-evaluation tool to identify areas of weakness and strength which can then inform an action plan for the year.

The audit is completed annually with the support of three key stakeholder levels to bring about impact: CAMHS workers (mental health expertise), school wellbeing and mental health leads (education expertise), and the wellbeing framework lead at the local authority (expert in school change and improvement). Where relevant, other community partners may also feed in.

Hackney's WAMHS team supports schools to work across two or three of the nine areas for development. Within each of those areas there are descriptors which fit into either the 'emerging' column, the 'established' column or the 'advanced' column. The advanced column descriptors help model best practice and asks schools to look at what their steps are in order to achieve that point.

The aim is to meet the school at their own individual starting points and work on the basis of schools' priorities each year, improving these over time.

Schools in the WAMHS project, which now includes 69 schools out of 80 in the borough, join a wider network with termly best practice events, training, resource sharing and opportunities for discussion. What started as a series of meetings and the action plan, has now grown to become part of a learning community within the local authority.

The bespoke approach of starting from the point of the individual schools and then moving out to consider the wider system has contributed to larger system change over time. This approach connects strongly with other strategic priorities across the borough, including crossovers with reduction of exclusions agenda, supporting pupils with SEND, and improving life chances of young black men.

### 2. CAMHS worker as 'change agents'

As part of the project, CAMHS workers go into schools to support between one day a fortnight for small primary schools and up to one day a week for the larger secondary schools and special schools. When the CAMHS worker is in schools, they carry out the actions from the action plan in collaboration with school staff and any other relevant support services. The action plan is often described as being the CAMHS workers' job description while working with a school.

The role of the CAMHS worker is not to be a caseworker but a change agent. They are there to develop the school staff's own awareness and expertise about mental health through training and support. One example of this is supporting staff with knowing where to signpost to external expertise and how to write better quality referrals so that a young person can access the right support. This not only ensures early intervention but also contributes to building professional understanding between stakeholders.

Challenges around professional identity can emerge at the beginning. These have been overcome by creating a shared vision, establishing inter-agency competence through common language and bringing professionals together to meet shared objectives in terms of outcomes for young people.

*“Where the CAMHS worker goes in and make themselves really useful to a school such as supporting with referrals, they start to get listened to very quickly. And then their professionalism and their training gets taken very seriously. That's shifted, how people are able to hear each other and listen to each other's expertise.”*

# London Borough of Hackney

### 1. How did Hackney WAMHS receive funding? How could others make a start on this journey without external funding?

The funding for this work was provided by the NHS, via the City & Hackney Clinical Commissioning Group (CCG). The funding stream is CAMHS Transformation, which is overseen locally through integrated commissioning arrangements, and which brings together NHS and local authority governance. There is a strong focus on prevention and universal approaches, as opposed to focusing entirely on specialist, clinic-based services.

*For others to make a start on this journey without the funding sources described, it would be necessary to rely either on services taking an ambitious approach to redirecting existing resources, or to find community and voluntary sector funding and leadership, but this might be to the detriment of developing cross-sector buy-in from statutory services.*

### 2. How did Hackney get almost all schools in the borough on board?

Hackney got almost all schools on board through a multiagency, joined up approach, building on existing relationships (such as through local authority links with schools). Value was also added through the resourcing of support via a CAMHS link worker and wellbeing framework partner, to support change and improvement in schools. Additionally, with a growing prevalence of mental health challenges for young people, and the impact of this on schools and outcomes, education colleagues have been open and enthusiastic about requesting and accepting support, as well as making the necessary developments to school practice to support their pupils and staff. A large part of Hackney WAMHS' success has been through their communications, in making the offer clear and ways into support transparent and achievable.

### 3. How will Hackney WAMHS get the remaining schools on board?

Hackney have a '100% WAMHS' strategy to engage those schools not already receiving support and resources. This includes the offer of a bespoke consultation meeting, sharing the universal offer available and helping senior leaders to think about work they can be doing within their existing resources.

### 4. How did Hackney WAMHS facilitate CAMHS workers and teacher to collaborate effectively?

The three-way relationship between the designated senior mental health lead in school, the CAMHS link worker and the wellbeing framework partner is essential to successful collaboration. This group meets half termly in secondary and special schools and termly in primary schools to review the audit and action plan, and to hold each other accountable. CAMHS workers and mental health leads are encouraged to meet regularly to align priorities and agree activities to ensure the plan stays on track. It is essential that the CAMHS worker feels well inducted into the school, is introduced to staff and that their purpose and remit is clear, in order to ensure successful working and outcomes.

### 5. How do Hackney WAMHS ensure consistency of the use of the audit tool across schools?

The wellbeing framework partners work together as a team across the schools to support them in using the self-evaluation tool in the most effective way for their setting.

# London Borough of Barking & Dagenham

Overall behaviour in Barking & Dagenham secondary schools is good, with Ofsted rating over 90% of schools as good or better. Exclusion rates in both primary and secondary schools are below national and London rates.

2018 saw a spike in serious youth violence incidents within the borough, with a rise in gang-related issues and peer-on-peer abuse being seen more in schools and in the hours after school.<sup>41</sup> There has also been a rise in young people bringing weapons into school and this problem has not just affected secondary aged pupils.

With children (aged between 0 and 15) accounting for 27% of the population, combined with the highest index of multiple deprivation (IMD) score in London, this has created what some may call a perfect storm for low educational attainment, crime, low resilience and exploitation of young people in the borough.<sup>42</sup>

## Key features of highlighted practice:

- Trauma informed practice
- Early identification
- Engaging with families
- Multi-agency and community sector response

## Context

At the same time, the council commissioned a thematic review on exclusions and transitions which was carried out by independent consultant, Charlie Spencer, who had previously co-authored Croydon's Vulnerable Adolescent Review.<sup>43</sup>

Following the report's recommendations and the spate of serious youth crime in the borough and across the country, the council had to think creatively about the solution, so they asked themselves:

- 1) What is the current activity?
- 2) What do we need to do more of?
- 3) What do we need to introduce to close gaps?
- 4) How, who, and when?

41. Barking & Dagenham Delivery Partnership. State of the Borough 2018. [pdf] Available at: <https://www.lbbd.gov.uk/sites/default/files/attachments/State%20of%20the%20Borough%20report-compressed.pdf>

42. LBBDD. <https://www.lbbd.gov.uk/population-and-demographic-data>; LBBDD. <https://www.lbbd.gov.uk/deprivation-in-barking-and-dagenham>

43. Spencer, C. et al (2019) Croydon Vulnerable Adolescent Review [pdf]. Croydon Safeguarding Children Partnership. Available at: <https://croydonicsb.org.uk/2019/02/croydon-vulnerable-adolescent-review-report-2019/#you-can-download-the-full-report-here>



# London Borough of Barking & Dagenham

## The What

### **Barking and Dagenham's Education Inclusion Team has identified four priorities for 2020-22:**

- 1.** Responsive, inclusive and effective provision for all vulnerable children and young people with SEND and/or within early help/social care to prevent school exclusion and disengagement.
- 2.** Establishing effective early help models to prevent escalation and understand the child and family journey.
- 3.** Strategic partnerships, joint working, joint commissioning, and consultation to provide better outcomes for vulnerable pupils.
- 4.** Support children and families to build resilience during transitions.

In order to deploy resources towards these priorities efficiently, the team split the borough into three clusters: North, East, and West. This has also allowed for area-specific analysis of need.

The interventions described in this section are part of Priority 3. See the resources section for a full list of interventions in each priority area.

### **1. Step Up Stay Safe (SUSS)**

This is a multidisciplinary approach to support schools, children and young people, parents/carers, and communities to work together to address local area situations as a 'call to arms.'

The SUSS approach includes five key strands:

#### 1. Schools

Headteachers and their Senior Leadership Team are supported by key partners, with a training offer and regular network meetings. Some of the unique interventions within this strand include:

- Weekly vulnerable pupil hot clinics – professionals can refer concerns for children to the multi-agency partnership including local authority designated officer (LADO), CAMHS, early help, social care, universal health and the youth offending service to expedite 'blockages in the system' – i.e. when children are not attending school, not engaging or there is a lack of feedback to schools following multiagency safeguarding hub (MASH) or CAMHS referrals.
- Youth at risk matrix (YARM) workers who offer pre-youth offending service (Pre-YOS) and exploitation interventions for young people identified as at being risk of involvement in serious violence

#### 2. Pupil Voice

The council wants to ensure all voices are heard and validated, not just the loudest, and they are doing so by involving children and young people through several different forums, including a youth advisory group that meets with police quarterly to share their experiences of their local area and discuss emerging needs. The [Tootoot app](#), commissioned by the Education team, has enabled pupils to voice their opinions on school life.

# London Borough of Barking & Dagenham

## 3. Council & Partners

Within this stand, key partners work together to safeguard children and young people. There are primary and secondary anti-knife crime workshops delivered by the Met Police. Schools have been offered training for searching, screening and confiscation and this has been endorsed by the Councillors for Educational Attainment and Community Safety. There is trauma informed training and delivery for all stakeholders, including community and voluntary partners. There is a new exploitation strategy with contextual safeguarding approach.

## 4. Lost Hours Campaign

The [Lost Hours campaign](#) is a joined-up approach in communications. The Youth Zone is the borough's universal service where positive activities are offered to children and young people during these key hours and also delivers a complementary education programme, [4C UR Future](#), to prevent further exclusions from school and raise aspirations.

## 5. Intervention Offer

A tiered intervention offer is available to schools and families, which focuses on 'awareness-diversion-protection' and includes:

- Universal offer to schools and families through assemblies and staff training
- Targeted approach involving group work in schools and sustained long term intervention
- Intensive programmes of support
- Specialist offer to rehabilitate and offer positive alternatives

## **2. Sparking Purpose**

A KS3 preventative pilot for children and young people who bring a knife to school. Directed off-site to Northstar New School, a specialist independent school, which holds five full time places for up to 20 weeks for the borough.

The programme incorporates:

- A baseline assessment and individual online learning profile.
- Daily mentoring sessions - both individual and group.
- Music, boxing and enterprise support delivered by [BoxUp Crime](#)
- Family work including home visits and weekly family group support meetings, led by a parent liaison worker (who is also a trained counsellor) and with training for primary parents to inform them of dangers, signs of safety when child attends secondary school
- Life skills-based learning
- Citizenship development (joint-commissioned Year 6 Citizens programme with the police)

Outcomes from this pilot include:

- Prevention of eight KS3 permanent exclusions, with pupils integrated back into mainstream or assessed for SEMH and placed into specialist schools
- Working with families to assist with housing, worklessness, poverty and mental health needs
- Targeted Year 6 transition work to support prospective Year 7 pupils transferring to secondary schools

# London Borough of Barking & Dagenham

### 1. How did Barking & Dagenham manage to bring multiagency professionals to work together?

Through developing key relationships where the Head of Inclusion attended forums with professionals across services and directorates. Through this, it was clear that all had the same goal to improve outcomes for residents and drive efficiencies. It made sense from an economies of scale argument to do joint working and joint commissioning where possible.

The Education team also split the borough into three clusters (North, East and West) so that each school now has access to one area-specific Education Inclusion Partner. This not only allows resources to be deployed in a more effective manner, but data across services and directorates is also analysed through these area breakdowns for more contextual understanding of emerging issues and needs.

### 2. How is the Sparking Purpose programme funded?

The programme was funded from the Education Inclusion budget from High Needs Block, Dedicated Schools Grant.

### 3. How does Barking & Dagenham find resources for training?

Colleagues at Barking & Dagenham keep abreast of what is being delivered by health and social care colleagues:

- Thrive approach in 35/60 schools

Following a review of the complex SEMH needs of children in the borough in 2017, Education approached funding from the CCG to train schools on Thrive. The CCG has supported this since then as part of the local transformation plan. It has demonstrated an impact in schools that were previously high excluders as a whole-school approach.

- Work with funded programmes: Stepping Stones for Year 6 and after school provision and mentoring in PRUs

Barking & Dagenham applied for Mayor's Violence Reduction Unit funding and were successful in receiving the funded projects above for several schools including the PRU. The Stepping Stones programme was monitored in the Year 6 and 7 working group comprised of officers and secondary and primary headteachers. The Education Inclusion Team monitored exclusions of Year 6 and Year 7 as resources recommended by the work group were deployed to enable a smooth transition for all but particularly the most vulnerable Y7s.

- NurtureUK and Tender in mainstream schools

Starting in September 2021, Barking & Dagenham established nurture provision which as a pilot in its biggest secondary school and there will be therapeutic support in place from CAMHS and the new mental health support teams (MHST)

- Trauma informed approach and ACE's training.

Trauma Informed Schools UK have been commissioned by Barking & Dagenham to deliver whole-school training to all schools and partners across services as well as the SLT, to embed a trauma-informed approach into all of their work with children and families. Barking & Dagenham ask schools to encapsulate the voice of the child and parent in education referral forms for additional support and for them to consider ACEs.

- Contextual Safeguarding

Barking & Dagenham's Social Care team are leading this, but Education sits on the contextual safeguarding board chaired by the Operational Director of Children's Care & Support. Colleagues in Social Care and Adolescent team including the Youth At Risk Matrix (YARM) workers also attend Education's quarterly DSL network meetings.



**S**

**DEVELOPING  
A THEORY  
OF CHANGE**

# Developing a theory of change

Once you have identified the approaches you would like to adapt for your setting, and before moving into implementation, we recommend that you develop a theory of change for your intervention. A theory of change allows you to:

- Describe how you expect your work to lead to the outcomes you want to see and the difference you are hoping to make
- Ensure that stakeholders crucial to the success of your approach understand how it is intended to work
- Identify how you might monitor progress towards your intended outcomes.

A theory of change includes:

<b>Activities</b>	<b>Moderating factors</b>		
What you do and for whom, when you do it perfectly. No detail is too small.	The contextual factors and conditions required for the work to be effective.		
<b>Mediating mechanisms</b>	<b>Outcomes</b>	<b>Aim(s)</b>	
The interim outcomes and/or experiential factors required for your work to be effective (i.e., the active ingredients).	The measurable results of your work.	Your ultimate ambition for change.	

# How to develop a meaningful theory of change

## 1 Work together

Bring all relevant stakeholders together to explore your implementation model. At the school level, stakeholders may include the SLT, heads of year, and pastoral leads; at the local authority level, it may include the Education team alongside key partners from other services.

## 2 Aim

Define the ultimate aim(s) of your work and keep it/them at the forefront of your minds as you build the theory of change. Aims are high level and not necessarily specific to the intervention you are developing. Different stakeholders might have different aims. That's OK - it won't stop you being able to work together.

**Examples:**

- To have a more inclusive and nurturing school/trust/local education system
- To ensure appropriate provision for all pupils
- To reduce educational inequity for disadvantaged children and young people



## **3** Outcomes

List the values, attitudes, knowledge, skills, and/or behaviours you hope children and young people and/or staff will develop through this work. It's helpful to identify the changes that you want to see, before listing your activities. Doing so can reveal where there are gaps in your provision or where you are doing work that isn't helping you to achieve the outcomes you want. Be realistic about what your work can achieve and what it can't:

- Don't list outcomes you wouldn't want to be held responsible for
- Consider how much you think an outcome is likely to develop
- Make sure there is consensus about what the outcomes are and which you will be held accountable for.

If there are lots of outcomes, think about which is/are the most important. It will help you focus your evaluation later.

### **Examples:**

- Reduction in number of fixed term exclusions or absenteeism per term (for a particular year group)
- Early identification of risk of exclusion
- Improved teacher attitudes towards, and consistency in applying trauma-informed and restorative practice

## **4** Mediating Mechanisms

These are the active ingredients of any initiatives you implement. It's possible to deliver the same initiative well or poorly, so consider what pupils and staff need to experience to achieve the outcomes stated in the step above.

### **Examples:**

- Teachers/staff developing positive relationships with pupils
- Staff agreement on and buy-in to new/renewed processes for identifying risk
- Year leads working more closely with subject teachers

## **5** Moderating Factors

These are contextual factors and pre-conditions required for the work to be effective. This is also where you consider what the school(s), your team and other partners need in order to be ready for the intervention.

### **Examples:**

- Teachers/staff understanding of the implementation process, expectations and intended outcomes
- Teachers/staff have the right skills and knowledge to undertake the work
- Infrastructure (timetabling, resourcing) is in place

## **6** Activities

Here is where you list out all the different activities you and your team will undertake as part of this work. Be as detailed as possible, including setting timelines, listing who will take part, and outputs (toolkits, reports, events) to be delivered.

# An exemplar

Re-opening after Covid-19 disruptions, the leadership at Astrea Academy Trust decided to look more closely at outcomes for primary pupils and noticed that:

- Historical data showed the proportion of pupils in Astrea achieving a good level of development was 5-7% below the national average, and Y1 phonics was about 10% below the national average. Both were exacerbated by the fact that more than 25% of primary pupils with identified SEN had speech, language, and communication needs.
- KS 1 attainment in reading was 10-12% below the national average for all pupils and pupils eligible for FSM. At KS2, attainment in reading was 10% below the national average for all pupil groups.
- Children had experienced 12 months of disruption to their education due to Covid-19, thus exacerbating any previously identified gaps or barriers to learning.

In order to address the challenges above, they decide to invest in:

- Supporting early language acquisition and addressing developmental language disorders to ensure access to the full curriculum, whilst closing academic gaps.
- Utilising well-researched targeted interventions for Reading at Years 1-3 to bolster support and produce accelerated progress, thus closing academic gaps.
- Providing additional staff to each school to offer leaders the flexibility to respond swiftly to barriers to learning ensuring that children are not disrupted further post-lockdown.

This is their theory of change, which they are using to monitor and evaluate the impact of their interventions.

Activities	Moderating factors	Mediating mechanisms	Outcomes	Aim(s)
<p>What you do and for whom, when you do it perfectly. No detail is too small.</p> <p><b>Therapeutic support:</b> Employ 2 speech and language therapists to work intensively at Early Years Foundation Stage / Reception, and Primary respectively</p> <p><b>Academic support:</b> Offer Phonics intervention through <a href="#">Read Write Inc.</a> (RWI) and reading intervention through <a href="#">Bookmark</a>.</p> <ul style="list-style-type: none"> <li>• Provision of training on RWI</li> </ul> <p><b>Catch-up support:</b> Employ 17 Higher Level Teaching Assistants (HLTAs) for a fixed period of 12 months.</p> <p><b>The management team:</b></p> <ul style="list-style-type: none"> <li>• works closely together to align strategy;</li> <li>• has a clear remit of responsibilities accounted at monthly monitoring meetings;</li> <li>• schedules school visits to inspect the delivery of the RWI and Bookmark intervention to identify training needs;</li> <li>• meets regularly with the therapeutic and academic colleagues to ensure that there is a consistent approach and an understanding of how SL support can accelerate improvement in phonics.</li> </ul>	<p>The contextual factors and conditions required for the work to be effective.</p> <p><b>Schools and teachers:</b></p> <ul style="list-style-type: none"> <li>• Understand how the three interventions work together to support pupils, esp. understanding how therapeutic support (language and how to develop communication skills) is complementary to academic support</li> <li>• Know their roles and responsibilities in delivering the interventions and know where to find support</li> <li>• Recognise the need to do this work urgently with more front loading (due to the lost learning)</li> <li>• Have a strong commitment to working together and a willingness to try new things to support children</li> <li>• Have strong buy-in on the type of interventions, and what is needed to make them successful (timetabling considerations, provision of additional staff, commitment to early ID).</li> </ul> <p><b>School and teacher capacity:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Early Years leads, who work collaboratively to ensure work is targeted.</li> <li>• Inclusion team from an SEN background, championing early ID</li> </ul> <p>Financial capacity to source external support for the speech and language therapists + HLTAs (Astrea used their inclusion budget and catch-up funding for these interventions).</p> <p><b>Clear management structure:</b></p> <ul style="list-style-type: none"> <li>• Director of Education accountable for academic support</li> <li>• Director of Inclusion accountable for therapeutic support</li> <li>• Regional Directors accountable for the schools they line manage</li> </ul> <p>For the therapeutic intervention specifically, awareness of where to find speech &amp; language therapists (e.g., Royal College of Speech &amp; Language Therapists).</p> <p>Children do not experience any further negative disruption to their learning and temporary restrictions do not halt learning and progress.</p>	<p>The interim outcomes and/or experiential factors required for your work to be effective (i.e., the active ingredients).</p> <p><b>Through work with the speech and language therapists:</b></p> <ul style="list-style-type: none"> <li>• Children access timely and targeted support for their speech and language development (e.g., around language acquisition and social communication skills).</li> </ul> <p><b>Through the Phonics and reading interventions:</b></p> <ul style="list-style-type: none"> <li>• Children improve in their accuracy and fluency of word reading early.</li> <li>• Children are supported and challenged at the right level in small groups, where they have a chance to reflect on their mistakes and get them checked in a safe space.</li> <li>• Children receive one-to-one tutoring that allows them to be confident in their knowledge.</li> <li>• Children experience a wide range of texts to support the development of their reading, and where gaps are identified they receive timely support to address these.</li> </ul>	<p>The measurable results of your work.</p> <p><b>Within 2 years:</b></p> <ol style="list-style-type: none"> <li>1) Gap between Astrea pupils and national average closes at the good level of development and Year 1. Pupils with speech, language and communication needs are well supported to make progress and early intervention is the norm.</li> <li>2) Gap between Astrea pupils and national average closes in KS1 and KS2 reading across all pupil groups.</li> </ol>	<p>Your ultimate ambition for change.</p> <p>Children are well prepared for the next stage in their learning and able to flourish academically.</p> <p>Children are motivated, confident, and resilient learners who have high ambitions for a positive future.</p>

9

**RELEVANT  
RESOURCES**

# Resources

This chapter shares a range of resources providing further inspiration and implementation support that we have come across during the project.

## Case Study Resources

### ***St Mary's CE Primary School***

- [Behaviour Policy and Behaviour Expectations](#)
- [Pupil Survey Exemplar](#)
- [Parental Survey Exemplar](#)

### ***Kingsford Community School***

- [Adapted Resilience & Wellbeing Survey](#)

### ***Astrea Academy Trust***

- [Exclusions Policy – Using the Pre-Exclusion Assessment Process](#)
- [Screening tools](#)
- [SEND Review Tool](#)
- [Inclusion Review – Interview Questions for the Principal](#)
- [Vulnerability Dashboard](#)

### ***LB Hackney***

- [Wellbeing Framework](#)
- [Audit Tool Exemplar](#)
- [Action Plan Exemplar](#)

### ***LB Barking & Dagenham***

- [Education Inclusion Priorities](#)
- [Vulnerable Pupil Clinic – Terms of Reference](#)

## Systems thinking and facilitation resources

- [What is systems change? An outcome and process](#)
- [Leading systems change: nine strategies to transform the way the world works](#)
- [Iceberg Model Facilitators Pack](#)
- [Facilitation: an essential systemic practice](#)
- [Creating safe spaces for collaboration](#)

## Implementation Resources

- [EEF Implementation Guidance Report](#)

## Other toolkits:

- [London Councils' Inclusive Practice report](#)
- [Glasgow City Council's self-evaluation nurture framework](#)
- [Centre for Studies on Inclusive Education's Index for inclusion](#)

## Inspiration from locality-based innovations:

- [West Sussex Inclusion Framework](#)
- [Devon City Council's No Need to Exclude toolkit](#)
- [Kent County Council Inclusion](#)
- [Birmingham SEMH Pathfinder](#)
- [Chessbrook AP's outreach model](#)
- [Hackney's Embedding Restorative Approaches \(ERA\)](#)
- [Lambeth's Raising the Game initiative](#)
- [Leicestershire Secondary Education and Inclusion Partnerships](#)
- [Derbyshire County Council's Attachment Aware Schools programme](#)
- [Barnet's Resilience Schools Programme](#)
- [The Lincolnshire Ladder of Behavioural Intervention](#)

## Nation-wide projects with a focus on inclusion and nurture

- [Social Workers in Schools](#)
- [Mental Health in Schools Trailblazers](#)
- [Head Start](#)
- [Social Care Professionals in Extended Schools](#)
- [Contextual Safeguarding Units](#)
- [Trauma informed schools](#)



## Charities supporting inclusion and nurture research and practice:

- **Power2** offers asset-based programmes in Greater London, Greater Manchester and West Midlands to support young people to improve their confidence, communication, interpersonal skills and attitude to learning, encouraging them to make the most of the opportunities available to them and make positive choices.
- **Whole Education** facilitates a dynamic network of schools and partners who are united in their belief that all children and young people deserve a fully rounded education.
- **Power the Fight** empowers communities to end youth violence at the grass-roots as well as policy level.
- **The Difference** offers senior leadership courses which place exceptional teachers in schools for excluded pupils, delivers leadership training and school improvement support to help reduce exclusions.
- **Place 2 Be** provides school-based mental health support services to pupils and families and provides related training and support to school leaders and teachers.
- **Anna Freud Centre** provides infants, children, young people and their families, their communities and professionals to deliver timely evidence-based mental health support.

- **Football Beyond Borders** supports young people from disadvantaged backgrounds who are passionate about football but disengaged at school in order to help them finish school with the skills and grades to make a successful transition into adulthood.
- **Khulisa** provides intensive therapeutic group programme for young people to explore the root causes of their emotional distress. designed for pupils in schools and Pupil Referral Units.
- **School Home Support** works with disadvantaged children and families to maximise educational opportunities and improve life chances.
- **Restorative Justice 4 Schools** specialises in providing bespoke training packages on developing a restorative approach to behavioural management.
- **NurtureUK** promotes and embeds nurture principles in schools and trusts, as well as at the level of local and national policy.
- **The Tutor Trust** provides tutoring to children who need it the most.

## Networks:

- **The IntegratED partnership** is made up of schools, alternative providers, research organisations, think tanks, social change organisations, charities and teacher training institutes working together and sharing ideas to reduce preventable exclusions and improve the quality of alternative provision.



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The RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) believes in a world where everyone is able to participate in creating a better future. Through our ideas, research and a 30,000 strong Fellowship we are a global community of proactive problem solvers. Uniting people and ideas to resolve the challenges of our time.



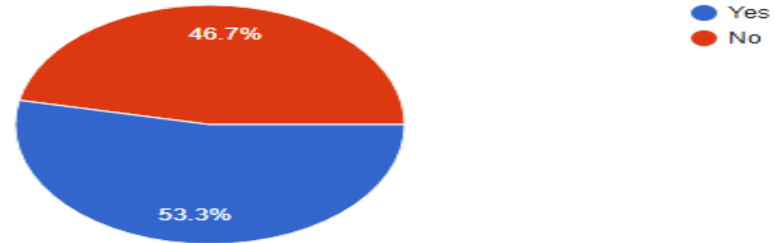
## St Mary's Pupil Survey – Summer 2019

<b>Question</b>	<b>Yes / Most of the time</b>	<b>No</b>
I feel safe in school	99.1	0.9
Pupils in school are well behaved	98.8	1.2
Teachers are fair	98.3	1.7
If I say I am being bullied adults listen to me	99.1	0.9
I understand what bullying means	98.8	1.2
If someone upsets me in school I can go to an adult	98.1	1.9
The pupils in my class work well together	97.5	2.5
The pupils in my class take care of each other	97.5	2.5
When I do well I get praise and stickers	98.8	1.2
In school we learn how to cooperate	100	0
I know how to behave well	99.6	0.4
I think my attendance is good	98.5	1.5
I enjoy learning	99.0	1.0
I think I am making good progress	99.4	0.6

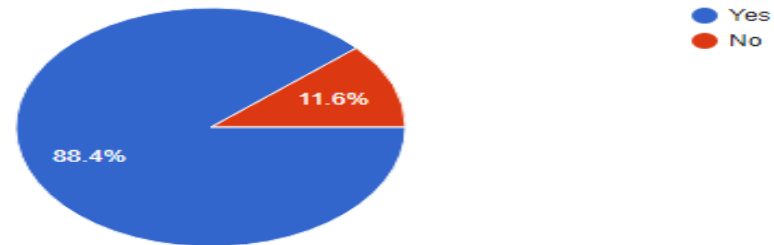


# St Mary's Happiness Survey – Autumn 2020 (During Coronavirus)

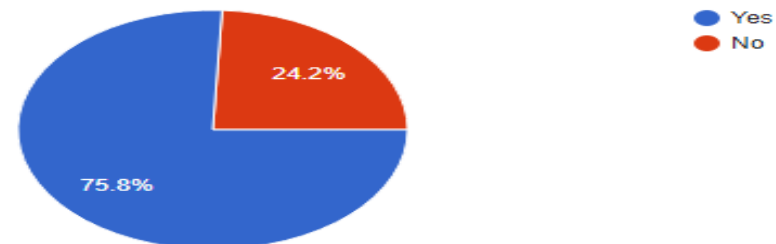
I wake up feeling full of energy  
291 responses



I think the world is a good place  
294 responses



I laugh a lot  
293 responses





St Mary's C.E. Primary School  
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 M16 7AQ



Headteacher:  
 Mrs J McGarry

Tel: 0161 226 1773  
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### St Mary's Parental Survey – Summer 2019

St Mary's Leadership Team and Governors will carefully analyse the survey to ensure we concentrate on the right things when we are making strategic plans for the next academic year

Question	Strongly Agree (%)	Agree (Including Strongly Agree) (%)	Do not Agree (%)
My child enjoys school	91.4%	100%	0%
My child is making good progress because the teaching is good	90.7%	100%	0%
I feel that my child is safe and well cared for at school	90.1%	100%	0%
Behaviour in school is good	82.9%	99.2%	0.8%
School is well led and managed	90.1%	100%	0%
Children are aware of their rights and talk about them in school	84.5%	100%	0%
The school supports parents when they need it	88.1%	100%	0%





## MY RESILIENCE AND WELLBEING

BASICS	BELONGING	LEARNING	COPING	MY SELF
Where I live is warm, dry and safe	There are places in and out of school where I feel I belong	I feel I am coping well with school	I understand the school rules and boundaries outside school and I can keep to them	I have hope for my own future
We have enough money for heating, food, and clothing	I am understanding more about the world I live in	I know how to get extra help and support if I need it	I can be brave when I need to be	I try to understand other people's feelings
I feel safe most of the time	There are good influences and role models in my life	I have ideas about what I'd like to do in the future	I get practice in solving problems	I know what I am good at and where I need help to get better at something
I can get places I need to go safely	I have good, stable relationships in my life	I am organised	I look on the bright side when things are tough	I take responsibility for myself and my actions. I don't blame others
	People look out for me and I can count on them			
I have access to healthy food and drink	My friends make me feel good about myself and my future	I know when I have done something that I should be proud of	I have a hobby, activity, passion, sport that I enjoy doing	I want to get even better at the things I'm good at
I am physically active and get outside	I focus on the good times and places in my life			
I sleep at least 8 hours a night and avoid screens before bedtime	I am comfortable talking about where I come from/my home	I am learning skills that are useful in real life	If I'm feeling angry, frustrated or sad, I know what to do to calm myself down or feel better	I take advice from others and try different solutions to solve the problems I have
I do things I enjoy and chill out	I like trying new things or meeting new people and have the chance to do this			
I do not feel picked on or bullied for who I am, how I live my life or where I am from	I make new friends and mix with other young people		There are people in my life I can turn to for support	
			There are people in my life I can have a laugh with	

<b>Name of Tool</b>	<b>Purpose</b>	<b>Age Range Applicable to</b>
Dyslexia Early Screening	Early screening of dyslexia	4.5 years to 6.5 years
Secondary Age Dyslexia Screener	Dyslexia screening	11 to 16 years
WIAT-II	Assessment of word reading and comprehension skills, designed to support access arrangements, statementing and understanding of general literacy levels	4 to 85 years
WRIT	Verbal and visual IQ testing	4 to 85 years
WRAM	Assessment of memory and learning to assess immediate and delayed memory ability	5 to 90 years
WMRS	Working memory rating scale	5 to 11 years
TOMAL-2	Test of memory and learning	5 to 59 years
Key Maths 3	Measurement of mathematical concepts and skills	6 years to 16 years 11 months
PIPA	Pre-School and Primary Inventory of Phonological Awareness	3 years to 6 years 11 months
ASDS	Asperger Syndrome diagnostic scale	5 to 18 years
GARS-3	Identification and severity of autism	3 to 22 years
Brown ADD	Assessment of ADD / ADHD	3 years to adult
BYI-III	Beck Youth Inventories to assess symptoms of depression, anxiety, anger, disruptive behaviour and self-concept	7 to 18 years
BASC-3	Behaviour assessment system to help understand behaviours and emotions	2 years to 21 years 11 months
SIP	Self-image profiling to measure self-esteem	7 to 16 years

## SEND Review Tool

(rev. September 2019)

**Name of Academy:**

**Date:**

**Review completed by: Nicola Crossley, Executive Director of Inclusion**

LEADERSHIP	Not Evident	Developing	Secure
• SEN Notional Funding received for the current academic year	£		
• The SEN Information Report meets the legal requirements and is published on the Academy website	Yes / No		
• <i>For Secondary academies, the SEND toolkit for careers education has informed the development of The Gatsby Benchmarks, which is published on the Academy website</i>	Yes / No		
• The SENCO is a member of the Senior Leadership Team			
• All members of SLT have read Chapter 6 of the SEND Code of Practice (2015) and understand the implications for practice			
• The SENCO regularly informs SLT on updates to SEND policy and practice			
• The SENCO has a clear vision for SEN provision and outcomes in the Academy			
• The SENCO has received appropriate training and is knowledgeable on policy and practice			
• In the last 12 months the SENCO has accessed key training and development opportunities to enhance their own knowledge and understanding; particularly where cohort needs have changed: <ul style="list-style-type: none"> <li>○ Insert details here</li> </ul>			
• As part of the Academy Improvement Plan there is a SEN development plan in place with clear aims, objectives, measures of success and milestones for improvement			
• The SENCO is involved in making decisions about staff deployment and use of resources for SEN (including funding and the use of pupil premium in the case of SEND / PP crossover pupils)			
• A lead governor / member for SEN has been identified and is briefed regularly by the SENCO			
• The lead SEN governor / member systematically challenges leaders about the learning and progress of pupils with SEN and the efficient use of resources.			
• SEN provision (including roles of staff) is clearly articulated and understood by all			
• The SENDCO and PP Strategic Lead meet regularly to consider the progress of SEND / PP crossover pupils			
• Staff CPD needs in regard to SEN are accurately identified; relevant and ongoing training is in place (including for Teaching Assistants and support staff) and has been accessed in the last 12 months: <ul style="list-style-type: none"> <li>○ Insert details here</li> </ul>			
• The performance management system is used to improve outcomes for pupils with SEN			
• The SENCO has sufficient time and resources to be able to undertake the role effectively			
• The SENCO is aware of and utilises research from evidence-based practice to inform decisions (such as through DfE Research and the EEF, as examples)			
<b>Overall judgement for Leadership (Stabilise / Repair / Improve / Sustain)</b>			

**Evidence of Effective Practice:**

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils, including those with SEND.
- Leaders create an inclusive culture and do not allow gaming or off-rolling.
- Those responsible for governance understand their role and carry this out effectively.
- Governors / Trustees ensure that the school has a clear vision and strategy, that resources are managed well (including SEN notional funding) and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act (2010).
- Leaders ensure that where pupils with SEND have additional safeguarding challenges that appropriate and effective arrangements reflect the additional vulnerabilities they face.
- Secondary schools prepare pupils with SEND for future success in education, employment or training. They use The Gatsby Benchmarks to develop and improve their careers provision.

**Areas of strength for leadership:**

- 

**Areas for development for leadership:**

-

IDENTIFICATION	Not Evident	Developing	Secure
• Class teachers work effectively with the SENCO to support accurate and early identification			
• The SENCO liaises with parents, schools and outside agencies to ensure accurate and early identification			
• Teaching assistants and additional staff are used to support the identification process			
• The SENCO uses specialists such as the Educational Psychology service to support the identification process for more complex issues			
• The effectiveness of high-quality classroom teaching is taken into account before assuming a pupil has SEN			
• CoP and DfE Census guidance is used when categorising a pupil's SEN <ul style="list-style-type: none"> <li>○ SEN:</li> <li>○ 'K':</li> <li>○ EHCP / Statement:</li> </ul>			
• The SEN register is accurate and reviewed regularly			
• The SENCO has confidence in recognising when a pupil may need to be assessed for SEN			
• A range of diagnostic assessments are available to support accurate screening for SEN			
• Parents / carers are involved at the start of the identification process			
• A SEN Register Strategic Overview is in place, is accurate and informs provision planning <ul style="list-style-type: none"> <li>○ MLD:</li> <li>○ ASD:</li> <li>○ SEMH:</li> <li>○ SpLD:</li> <li>○ SLCN:</li> <li>○ Add additional primary needs, as appropriate</li> </ul>			
• SEN Notional Funding is proportionately applied, according to the primary areas of need evident across the academy and as informed by the strategic overview above <ul style="list-style-type: none"> <li>○ Provide examples of spend linked to need</li> </ul>			
<b>Overall judgement for Identification (Stabilise / Repair / Improve / Sustain)</b>			

**Evidence of Effective Practice:**

- Leaders identify, assess and meet the needs of pupils with SEND well.
- Leaders ensure that the learning and development of pupils with SEND are assessed and are able to articulate how pupils' outcomes are improving as a result of the different or additional provision being made for them.

**Areas of strength for identification**

- 

**Areas for development for identification:**

-



TRACKING & MONITORING PROGRESS	Not Evident	Developing	Secure
<ul style="list-style-type: none"> <li>The SENCO and SLT have a clear understanding of the attainment and progress of pupils with SEN and how these compare with national figures and with other pupils in the Academy</li> </ul>			
<ul style="list-style-type: none"> <li>The Academy monitors the progress of SEN sub-groups such as Cognition and Learning, SEMH etc, as well as monitoring progress within subjects</li> </ul>			
<ul style="list-style-type: none"> <li>The Academy monitors the progress of pupils with SEN across all year groups and within subjects</li> </ul>			
<ul style="list-style-type: none"> <li>Reading ages are used to plan support and intervention for pupils with SEN</li> </ul>			
<ul style="list-style-type: none"> <li>The Academy produces regular reports on the progress of pupils with SEN</li> </ul>			
<ul style="list-style-type: none"> <li>Parents are regularly informed on the progress of their child in school</li> </ul>			
<ul style="list-style-type: none"> <li>The Academy uses achievement and progress data (including ASP or other relevant national data sets) to inform planning and interventions</li> </ul>			
<ul style="list-style-type: none"> <li>Reports on the progress of individual pupils with SEN are shared with staff and used to target support</li> </ul>			
<ul style="list-style-type: none"> <li>Pupils with SEN are set challenging progress targets taking into account national expectations</li> </ul>			
<ul style="list-style-type: none"> <li>Standardised / diagnostic assessments / screening tools e.g. Leuven / Self-Image Profiles are used to further track and monitor progress of pupils with SEN</li> </ul>			
<ul style="list-style-type: none"> <li>Attendance, exclusions, behaviour data and other qualitative data e.g. attitudinal surveys are used to measure and personalise interventions               <ul style="list-style-type: none"> <li>Attendance whole school:</li> <li>Attendance SEND:</li> <li>Attendance NSEND:</li> <li>Persistent Absenteeism Whole School:</li> <li>Persistent Absenteeism SEND:</li> <li>Persistent Absenteeism NSEND:</li> <li>Exclusions Whole school (1+FTE):</li> <li>Exclusions SEND (1+FTE):</li> <li>Exclusions NSEND (1+FTE):</li> <li>PEX this year SEND vs NSEND:</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>A clear anti-bullying strategy is in place and data on bullying is gathered regularly; this shows that pupils with SEND are neither victims nor perpetrators of repeat incidents</li> </ul>			
<ul style="list-style-type: none"> <li>Are any pupils with SEND currently subject to a part-time timetable and what are the details of these</li> </ul>	Yes / No		
<b>Overall judgement for Tracking and Monitoring (Assessment) (Stabilise / Repair / Improve / Sustain)</b>			
<b>Overall judgement for achievement in line with National SEN (Stabilise / Repair / Improve / Sustain)</b>			

#### Evidence of Effective Practice:

- Leaders ensure that the learning and development of pupils with SEND are assessed and are able to articulate how pupils' outcomes are improving as a result of the different or additional provision being made for them.
- Pupils with SEND develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils with SEND achieve exceptionally well.
- Teachers and leaders use assessment well, for example to help pupils, including those with SEND, embed and use knowledge fluently, or to check understanding and inform teaching.
- At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils, including those with SEND.
- Pupils with SEND have high attendance, come to school on time and are punctual to lessons.
- Leaders, staff and all pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanently exclusions are used appropriately as a last resort.
- Pupils with SEND are not disproportionately excluded compared to their peers.
- There is demonstrable improvement in behaviour and attendance of pupils who have particular needs.

HIGH QUALITY TEACHING AND INTERVENTION	Not Evident	Developing	Secure
• All staff understand their roles and responsibilities in respect of SEN and vulnerable pupils			
• Teachers use their deep subject knowledge to question pupils with SEN highly effectively to fully understand how they think and address misconceptions and/or gaps in learning			
• Class teacher resources and planning are adjusted to support pupils with SEN as part of high-quality teaching			
• Class teachers are confident in delivering high quality teaching to meet the needs of pupils with SEN			
• Teachers introduce subject content progressively and constantly demand more of pupils with SEN, whilst building their self-esteem and developing independence			
• The SENCO works alongside class teachers to support curriculum development and access to curriculum content for pupils with SEN			
• The SENCO regularly evaluates the quality of teaching for pupils with SEN			
• The curriculum offer for pupils with SEN is of equal quality and breadth as that of their peers and successfully addresses gaps in knowledge and skills to ensure pupils with SEN are able to understand key concepts and become more fluent over time			
• A Reading Strategy is in place which ensures that a rigorous and sequential approach to the reading curriculum develops fluency, confidence and enjoyment in reading for pupils with SEN			
• Teachers provide clear and direct feedback to pupils with SEN, in line with school policy			
• A provision map is in place to support the coordination of interventions			
• There is an appropriate balance between in-class, group and individual support			
• Pupils with SEN are not regularly withdrawn from their peers to work in isolation			
• Assessment information is used to identify appropriate strategies and/or interventions which ensure maximum impact in English and mathematics without any negative impact on other curriculum areas			
• The SENCO uses evidence-based interventions			
• Any interventions used are rigorously evaluated, with adjustments to provision, as necessary			
• Support is informed and delivered by adults who understand pupil needs and know pupil targets			
• The impact of teaching assistants is reviewed regularly through learning walks and observation			
• Teaching assistants monitor the progress of pupils with SEN during classroom support / intervention			
• The Assess > Plan > Do > Review approach is embedded for every pupil with SEN			
<b>Overall judgement for Teaching and Intervention (Stabilise / Repair / Improve / Sustain)</b>			

<p><b>Evidence of Effective Practice:</b></p> <ul style="list-style-type: none"> <li>■ Leaders ensure that the curriculum is developed and adapted so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.</li> <li>■ Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, including those with SEND, the knowledge and cultural capital they need to succeed in life.</li> <li>■ Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.</li> <li>■ Leaders aim to ensure that all pupils, including those with SEND, successfully complete their programmes of study and provide support to staff to make this happen.</li> <li>■ Leaders ensure that the practice and subject knowledge of staff, including NQTs, build and improve over time.</li> <li>■ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</li> <li>■ Teachers have good knowledge of the subject(s) and courses they teach.</li> <li>■ Over the course of study, teaching is designed to help pupils, including those with SEND, to remember long term the content they have been taught and to integrate new knowledge into larger areas.</li> <li>■ The textbooks and other teaching materials that teachers select reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> <li>■ Reading is prioritised to allow all pupils, including those with SEND, to access the full curriculum offer.</li> </ul>
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<b>DEVELOPING PROVISION AND WIDER ACCESS</b>	Not Evident	Developing	Secure
<ul style="list-style-type: none"> <li>Alternative packages of support are available for pupils with SEN as part of a personalised curriculum e.g. Nurture group provision, off-site provision, support for mental health</li> </ul>			
<ul style="list-style-type: none"> <li>Where alternative provision is used, the school monitors the quality and impact on pupil progress               <ul style="list-style-type: none"> <li>Name of current alternative / off-site provision being accessed</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Pupils with SEN are proportionately represented in pupil leadership roles, including School Council, where this is in place</li> </ul>			
<ul style="list-style-type: none"> <li>Pupils with SEN are proportionately represented in extra-curricular activities</li> </ul>			
<ul style="list-style-type: none"> <li>Additional support for pupils with SEN is provided for transition</li> </ul>			
<ul style="list-style-type: none"> <li>Pastoral support builds the self-esteem of pupils with SEND successfully; the schools' rewards system values them proportionately to their peers</li> </ul>			
<ul style="list-style-type: none"> <li>The Academy ensures that pupil with SEND are actively engagement in careers education and in Secondary, the Academy has published its evaluation of The Gatsby Benchmarks on the website</li> </ul>			
<ul style="list-style-type: none"> <li>The Academy is proactive in ensuring that parents / carers of pupils with SEN are well informed and develops opportunities to hear their views</li> </ul>			
<ul style="list-style-type: none"> <li>Regular SEN pupil voice activities and/or questionnaires are used effectively for self-evaluation</li> </ul>			
<ul style="list-style-type: none"> <li>The Academy and parents / carers work in partnership to achieve genuine co-production e.g. for pupils with EHC plans</li> </ul>			
<ul style="list-style-type: none"> <li>The Academy has developed on-site expertise to meet a range of needs and which effectively meets the primary needs of pupils currently on roll</li> </ul>			
<ul style="list-style-type: none"> <li>There is a clear approach to transition in place and as a result, pupils with SEND, including those who are Autistic, are well supported and successful in moving on to their next stage of education, employment, or training</li> </ul>			
<ul style="list-style-type: none"> <li>Outside agency support is engaged appropriately and utilised effectively</li> </ul>			
<ul style="list-style-type: none"> <li>Outside agency support is high quality and helps to improve pupil outcomes</li> </ul>			
<ul style="list-style-type: none"> <li>The SENCO has made effective links with a range of academies and SEN organisations</li> </ul>			
<b>Overall judgement for Developing Provision (Stabilise / Repair / Improve / Sustain)</b>			

**Evidence of Effective Practice:**

- Leaders engage effectively with pupils and others in the community, including, when relevant, parents, employers and local services.
- Leaders ensure that pupils with SEND are included in all aspects of school life.
- There is strong take-up by pupils with SEND of the opportunities provided by the school. Pupils with SEND consistently benefit from this excellent work.
- Pupils with SEND are well prepared for the next stages in their education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils, including those with SEND, understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- All pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The curriculum and the school's effective wider work support pupils with SEND to be confident, resilient and independent, and to develop strength of character.

**Areas of strength for developing provision:**

- 

**Areas for development for developing provision:**



## **Interview Questions**

Name of Academy:

Principal:

### **Review date**

### **Progress, tracking and intervention of SEN, Pupil Premium and EAL pupils**

1. How are SEND pupils identified?
2. How do teachers know who the disadvantaged pupils are?
3. How do teachers know who the EAL pupils are?
4. Briefly describe target setting / progress tracking systems and processes. Are they robust? Have you made any recent changes? How will you monitor if these are making any difference?
5. How do you set targets and track progress of SEND, disadvantaged and EAL pupils? Are targets challenging enough? How do you know?
6. How accurate is the teacher assessment that lies behind the tracking system? How do you know? What is the correlation between predicted grades and actual results over time?
7. What are the latest outcomes telling you about the progress of pupils currently in Year 10/11?
8. Who are your underperforming groups and what actions have you taken to improve attainment and progress?
9. What data do teachers receive about individual pupils from an SEND / PP / EAL perspective and how does it inform lesson planning?

### **Quality of Teaching, Learning and Assessment for SEN, Pupil Premium and EAL pupils**

10. What were the outcomes of your latest round of lesson observations and how were the needs of SEND, disadvantaged and EAL pupils met within lessons?
11. What are the strengths and areas for development?
12. How good is cross-curricular support for literacy and numeracy development and how do you know?
13. How are TAs deployed? What training do they receive? How do teachers involve them in planning? Where will I see the best?
14. How are teachers supported to adjust their teaching strategies to improve progress for SEND, disadvantaged and EAL pupils?

**Literacy Development for SEN, Pupil Premium and EAL pupils**

15. What strategies does the Academy adopt to ensure pupils make significant progress in their reading – particularly for vulnerable groups?
16. How are teachers in all subjects improving standards of reading and literacy?
17. How successful is the Academy in improving the standards of reading for pupils in Years 7 and 8 and in particular for those in receipt of the Catch-Up Funding and those who are New to English? How does the Academy know how effective its strategies have been in raising standards?

**Attendance and Behaviour of SEND, Pupil Premium and EAL pupils**

18. What is overall attendance and PA for SEND ('K' and 'E') / PP / EAL pupils like to date? How does it compare to the rest of the school? How does it compare with the same period last year?
19. How are changes to attendance picked up?
20. How are rewards, sanctions, detentions, 'on call', removal rooms etc used within the Academy and what is the impact over time?
21. What does internal monitoring show about behaviour and attitudes to learning (a) in lessons and (b) around school? What patterns or trends are evident when analysing different pupil groups?
22. How does the Academy support its most behaviourally challenging SEND pupils?
23. What are current exclusion rates for SEND / PP / EAL and what action is being taken to reduce these?
24. What do surveys and data show about incidents of bullying for SEND / PP / EAL?
25. Are there any trends with regards to victim vs perpetrator for any of these pupil groups?

**The Leadership and Management of SEND, Pupil Premium and EAL**

26. How have you (SENCO / PP Coordinator / EAL Champion) been supported by Senior Leaders to monitor and develop the quality of provision and the use of assessment for the pupils you are responsible for?
27. What actions have you taken to improve the quality of teaching and use of assessment for SEND / PP / EAL pupils? What difference has this made? How do you know?
28. How else do you evaluate the impact of your actions? (Learning walks? Data analysis?)
29. How does your SEND / PP / EAL improvement plan reflect your priorities in respect of improving the quality of provision?



## Curriculum and SMSC

How is the curriculum...

30. supporting improvement in English / Maths / Literacy / Numeracy for the different groups of pupils?
31. providing memorable experiences / rich opportunities for all pupil groups?
32. being tailored to support at least good progress for all?
33. being strengthened through partnerships / specialisms?
34. supporting good attendance and behaviour?
35. contributing to pupils being safe?
36. How does the curriculum promote SMSC for SEND / PP / EAL pupils in particular? What impact is it having and how do you know?
37. How are SEND pupils supported on transition? (KS2-3, KS3-4, KS4-5)
38. What opportunities are provided for SEND / PP / EAL pupils to develop their self-esteem and confidence to develop teamwork, leadership skills and self-reliance? What is the impact and how do you know?
39. How are SEND / PP / EAL pupils being enabled to take a role in the Academy's decision-making?

## Specific SEND Impact

40. How is SEN Notional Funding and Top-Up funding used for pupils with SEND and what is the impact on outcomes?
41. How does the Academy remove barriers for SEND pupils and therefore ensure they can appropriately access the curriculum?
42. Is there a Governor in the Academy that is linked to SEND and how actively do they hold the Academy to account?
43. How do you involve parents / carers in helping their children with SEND to progress and develop?

### **Specific Pupil Premium Impact**

44. How do you plan for and use your targeted PP funding for SEND pupils? How is this different to the way in which SEN Notional Funding / Top-Up Funding is used? What interventions are used and with what impact?
45. What are the barriers to learning for disadvantaged pupils and how does the Academy remove these?
46. Is there a Governor in the Academy that is linked to Pupil Premium and how actively do they hold the Academy to account?
47. How does the Academy monitor and evaluate Pupil Premium spending? How does this inform future practice and spend?
48. How do you involve parents / carers in helping their children to progress and develop?

### **Specific EAL Impact**

49. What interventions are currently in use for enhancing language proficiency in English for pupils with EAL?
50. How does the Academy remove barriers for EAL pupils and therefore aid their integration into Academy life?
51. Is there currently a named member of staff who acts as the EAL Champion across the Academy and do they regularly report back to Governors?
52. How do you involve parents / carers with EAL in the life of the Academy and how does this impact on enhancing the progress and development of pupils with EAL?



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

# INTRODUCING THE VULNERABILITY DASHBOARD

**DR NICOLA CROSSLEY**  
Executive Director of Inclusion

March 2019

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	A	B	C	D	E	F	G	J	K	L	M	N	O	P	Q	R	S
1																	
2				National		Trust		Atlas Academy	Byron Wood Primary Academy	Carrfield Primary Academy	Castle Academy	Cottenham	Denaby Main Primary School	Edenthorpe Hall Primary Academy	Ernulf	Ernulf (PH)	Gooseacre Primary Academy
3																	
4		Need Type Description															
5		SEN Notional Funding Received															
6		Autistic Spectrum Disorder		5.70%		9.85%			3.03%	7.32%	15.38%	16.95%		10.34%	31.25%		11.36%
7		Hearing Impairment		1.70%		2.60%			2.02%	4.88%		9.32%					
8		Literacy-spelling				0.06%						0.85%					
9		Moderate Learning Difficulty		24.00%		24.49%		33.33%	32.32%		11.54%	23.73%	10.81%	24.14%	14.58%	7.69%	9.09%
10		Multi-Sensory Impairment		0.20%		0.24%						1.69%					
11		No Specialist Assessment				2.24%					2.44%	3.39%			4.17%		
		Other Difficulty/Disability		5.10%		2.42%					2.44%	11.86%			6.25%		

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A B C D E F G H I J K L M N O P Q

1			National	Trust			Astrea Sheffield	Astrea Woodfields	Atlas Academy	Byron Wood Primary Academy	Carrfield Primary Academy	Castle Academy	Cottenham	Denaby Main Primary School	Edenthorpe Hall Primary Academy	Ernulf
2																
3																

4	VULNERABILITY CROSS OVER															
5	Notional SEN Funding Received															
6	Pupil Premium Funding Received															
7	Pupil Premium				4082		85	397	94	205	124	43	120	95	47	170
8	%				36.93%		47.49%	47.21%	33.33%	45.66%	40.00%	31.62%	13.65%	54.29%	26.11%	33.40%
9	SEND				1784		27	154	41	103	46	29	119	34	33	126
10	%				16.14%		15.08%	18.31%	14.54%	22.94%	14.84%	21.32%	13.54%	19.43%	18.33%	24.75%
11	EAL				2058		139	167	228	397	7	3	19	1	20	22
	%				18.62%		77.65%	10.86%	80.85%	88.17%	2.26%	2.21%	2.16%	0.57%	11.11%	1.22%



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		National	Trust	Astrea Sheffield	Astrea Woodfields	Atlas Academy	Byron Wood Primary Academy	Carrfield Primary Academy	Castle Academy	Cottenham	Denaby Main Primary School	Edenthorpe Hall Primary Academy	Ernulf
15	SEND SUPPORT		86.46%	45.10%	91.19%	100.00%	94.95%	87.80%	84.62%	55.08%	94.59%	100.00%	45.83%
16	SEND EHCP		11.85%		8.81%		5.05%	12.20%	15.38%	44.92%	5.41%		54.17%
17	SEND/PP		52.36%	66.67%	65.41%	51.11%	49.49%	53.66%	42.31%		78.38%	41.38%	43.75%
18	SEND/EAL		17.41%	72.55%	16.98%	77.78%	80.81%	2.44%		0.85%		3.45%	
19	SEND SUPPORT/PP		46.61%	35.29%	59.12%	51.11%	46.46%	43.90%	34.62%		75.68%	41.38%	22.92%
20	SEND SUPPORT/EAL		15.36%	29.41%	15.09%	77.78%	76.77%	2.44%		0.85%		3.45%	
21	SEND SUPPORT/PP/EAL		7.62%	23.53%	10.06%	37.78%	33.33%					3.45%	
22	SEND EHCP/PP		4.78%		6.29%		3.03%	9.76%	7.69%		2.70%		20.83%
	SEND EHCP/EAL		0.73%				4.04%						

PRIMARY NEED DASHBOARD 2018 | **VULNERABILITY DASHBOARD 2018** | VULNERABILITY DASHBOARD 2019 | PRIMARY NEED DASHBOARD 2019

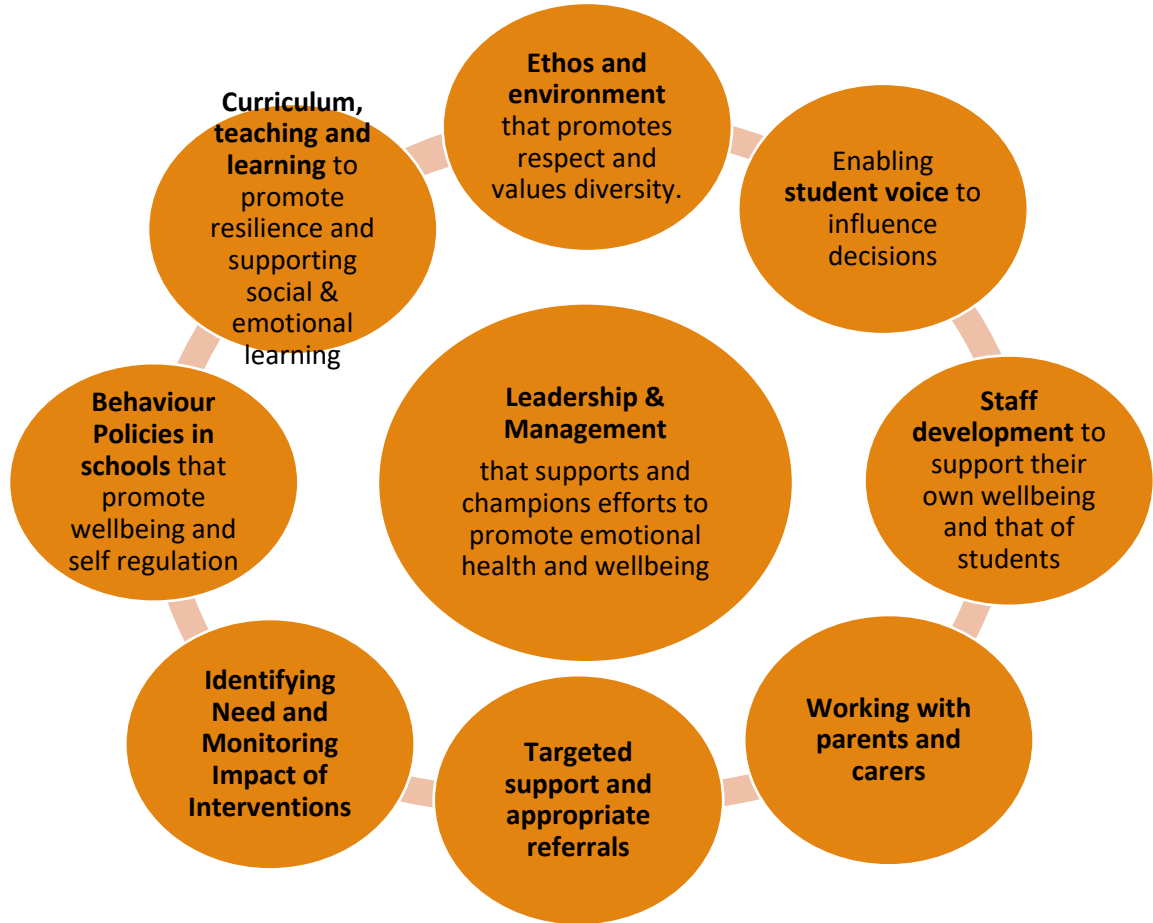
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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2			National			Trust		Astrea Academy Sheffield	Astrea Academy Woodfields	Atlas Academy	Byron Wood Primary Academy	Carrfield Primary Academy	Castle Academy	Cottenham Village College	Denaby Main Primary School	Edenthorpe Hall Primary Academy	Ernulf Academy
3																	
4		Need Type Description															
5		SEN Notional Funding Received															
6		No. Students with Identified Primary Need				3416		53	156	53	125	53	32	137	41	39	177
7		No. Students with Identified Primary Need & No SEN Status				1141		26	4	11	20	6	2	18	3	5	53
8		% of All Pupils						31.3%	18.6%	18.2%	27.3%	16.8%	22.5%	15.5%	23.1%	21.1%	34.6%
9		ASD				5.47%		1.92%	6.45%		1.61%	19.23%	19.35%	16.18%	2.50%	7.89%	2.84%
10		BESD				0.26%											0.57%
11		HI				1.87%			2.58%	7.69%	0.81%	1.92%		8.09%	2.50%		0.57%
		MID				21.57%		3.85%	36.13%	42.31%	28.23%	3.85%	32.26%	28.68%	7.50%	28.95%	17.05%

# Wellbeing Framework



# Action Plan

Area of Development	Purpose: What are you trying to achieve? Think about using the descriptors in the audit.	Action(s) and lead person: What are you going to do?	When: When will you start and finish this action? Are there key milestone points?	Measurable outcomes and impact: How will you know what you are doing is working?	Review: Is it working, are you changing the plan? (09/10/18) review date	New Actions (09/10/18)
4 Behaviour Policies in schools that promote wellbeing and self-regulation	For the behaviour policy to reflect an understanding of why children exhibit challenging behaviours to support improvement.	HKI/ JWA	19 <sup>th</sup> September staff INSET- start point for this understanding. Pastoral meetings once a half term to also cover this.	Feedback forms from staff inset. Pledge cards and tracking behaviour incidents before and after.	Pledge cards were made- but what have we actually done to equip staff to implement their pledge card?	Reflective practice sessions with RLA. HKI to draw up a possible rota and to use time after school for this too. Fortnightly.
	To reduce the unexplained disproportionality between groups. Black boys and external exclusions specifically.	SLT level	Behaviour is a standing item on our SLT agenda- to review this half-termyly in terms of stats and to use meetings with RLA to look at this group in particular	To review data at a half-termyly point and see trends. When we have results to review actions.	Review exclusion data at end of this half term. What is the trend with external exclusions? What more can be done? To bring this to SLT for first meeting back after half term	Bring exclusion analysis to SLT for first meeting back and look deeply at each student.
	To have a better understanding of behaviour being a sign of underlying issues and to make accurate referrals from this.	Whole-staff (lead HKI/JWA)	19 <sup>th</sup> September staff INSET RLA. 19 <sup>th</sup> September to review previous referrals and look towards what a good model is. Include pastoral team on this.	Better referrals are made- RLA to quality assure this	Referrals are now being made for ASD too and more to specialist CAMHS. Is this happening quickly enough?	Commit to a quicker turnaround for referrals to be made. Urgent referrals- same day like CP. All other referrals made within 3 days of information coming to light.
	To use evidence-based tools and literature to help support the school to do this.	JWA	To use staff briefing as a way to share literature- post Christmas term.	To park this until Christmas and then review.	A neutral room for students to go to when angry.	JWA & HKI to order items for office to make that the neutral room students go to when they are angry. Students can have prompt cards which say "please do not speak to me", "I am ready to talk". There will be posters on the wall to encourage reflection, books, and cushions. JWA & HKI to inform students of this room through PSHCE time.

# Audit Tool

Area of Development	Emerging "in the toolbox of the school"	Established "in the scaffolding of the school"	Advanced "part of the DNA of the school"	Evidence
3 Teaching and learning to promote resilience and supporting social & emotional learning	All teachers understand the need to promote mental health and wellbeing in all lessons. This includes consideration of language around stress and normal emotional responses. Curriculum Leaders see part of their responsibility to support the objective of promoting wellbeing of all students in the school.	All teachers understand the need to promote mental health and wellbeing in all lessons. This includes consideration of language around stress and normal emotional responses. Curriculum Leaders see part of their responsibility to support the objective of promoting the wellbeing of all students in the school.	All teachers understand the need to promote mental health and wellbeing in all lessons. This includes consideration of language around stress and normal emotional responses. Curriculum Leaders see part of their responsibility to support the objective of promoting wellbeing of all students in the school. Appropriate time is allocated for curriculum development to support the explicit teaching of wellbeing and self-regulation within the curriculum.	Wellbeing and Mental Health education and promotion are embedded in the school's PSHE Programme.  Students have access to a programme of assemblies and lessons that deal with online safety, bullying, resilience and other relevant topics.
	PSHE and SRE are isolated to drop down days which are part of a planned approach with early discussions on how PSHE will be delivered for all students regularly. There are initial plans for teaching students some of the below: <ul style="list-style-type: none"> <li>learning coping mechanisms</li> <li>self-regulation and managing feelings</li> <li>a sense of aspiration</li> <li>social skills, listening and empathy</li> <li>encouraging kindness and understanding of the consequences of actions.</li> <li>positive communication, including when using social media</li> <li>well organised peer support</li> </ul>	All students engage in regular PSHE and SRE lessons as part of a cohesive, planned progressive curriculum. It includes some elements of: <ul style="list-style-type: none"> <li>learning coping mechanisms</li> <li>self-regulation and managing feelings</li> <li>a sense of aspiration</li> <li>social skills, listening and empathy</li> <li>encouraging kindness and understanding of the consequences of actions.</li> <li>positive communication, including when using social media</li> <li>well organised peer support</li> </ul>	All students in engage regular PSHE and SRE lessons which have been designed based on early intervention, local need and co-production with students. It includes opportunities for: <ul style="list-style-type: none"> <li>learning coping mechanisms</li> <li>self-regulation and managing feelings</li> <li>a sense of aspiration</li> <li>social skills, listening and empathy</li> <li>encouraging kindness and understanding of the consequences of actions.</li> <li>positive communication, including when using social media</li> <li>well organised peer support</li> <li>tackle stigma and discrimination and allow for constructive discussion and debate of mental health</li> <li>CEIAG for all students from year 7.</li> </ul>	All students, and especially vulnerable students, have access to a range of extra-curricular activities and their participation is tracked.  Wellbeing and Mental Health opportunities are written in to departmental Schemes of Work.  Staff receive training surrounding the use of language to reduce stress and promote positive wellbeing and mental health.
	A minority of students are accessing assemblies and lessons on mental health and wellbeing, however it is on an ad hoc basis and not part of a planned programme	All students access regular assemblies and lessons on wellbeing and mental health with a shared language	Students access and co-deliver regular assemblies and lessons on resilience and mental health at their school and other schools	
	Students are taught online safety through a rigorous programme	Students are taught online safety through a rigorous programme which includes an understanding of how to engage, disengage and control their access to the digital world	Students are taught online safety through a rigorous programme of critical literacy which includes an understanding of how to engage, disengage and control their access to the digital world, fake news and representations of body image	
	Extra-curricular activities are available to most students. The school is aware of any disproportionality in representation and has a plan in place to tackle it. Clear outcomes are associated with each activity: learning/personal development	Extra-curricular activities are available to all pupils, especially vulnerable pupils. Participation is tracked and clear outcomes are associated with each activity: learning/personal development.	A representative group is participating in in extra-curricular activities, especially vulnerable pupils. Participation is tracked and clear outcomes are associated with each activity.	





# Education Inclusion Team



**Priorities 2020/22**

Right support - right place - right time

**Priority  
1**

Responsive, inclusive and effective provision for all vulnerable children and young people with SEND and/or within Early Help/Social Care to prevent school exclusion and disengagement.

**Priority  
2**

Establishing effective early help models to prevent escalation and understand the child and family journey.

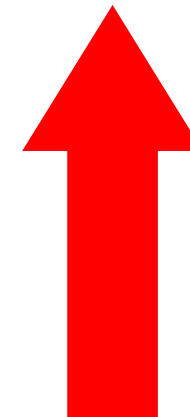
**Priority  
3**

Strategic partnerships, joint working, joint commissioning and consultation to provide better outcomes for vulnerable pupils.

**Priority  
4**

Support children and families to build resilience during transitions.

one borough; one community; no one left behind



**Barking &  
Dagenham**

## Behaviour Hub

- Mentoring and behaviour management support for schools

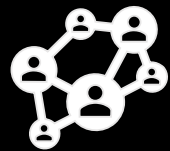
### Support for vulnerable pupils in schools

Education Inclusion  
Priority 1

- BAU operating model – locality (East, North & West school cluster areas)
- Education Inclusion Partners (EIP) vulnerable trackers
- Vulnerable Pupil Hot Clinics (VPHC) and multi-agency partnership
- Vulnerable Pupil models to support school – TAS, VPHCs and TAA
- Pilots in wards to support transitions
- Inclusion offer for Primary & Secondary schools to support inclusive practices
- Commissioning quality AP for LBBB pupils

## Welfare & Safeguarding

- DSL network meeting
- YARM network meeting
- PREVENT
- Community Safety Partnership
- Police
- Health
- Social Care, YOS, YARM



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Dagenham**  
Priority Areas



# Education Inclusion in LBBB schools' roadmap

**Barking &  
Dagenham**

## Mental Health in schools

- Mental Health Team (MHT) in Secondary schools
- CAMHS Hot Clinics for schools
- Mental Health Adviser training (Anna Freud)



Education Inclusion  
Priority 2

### Effective Early Help models

- SEMH Workstream & Charlie Spencer Thematic Review
- SEMH offer and handbook
- Top Ten families work and Team Around the School (TAS)
- 'One View' and Vulnerable Pupil Trackers from schools

## Commissioned Training

- THRIVE approach
- Trauma Informed Approach training – ACEs
- BDSIP – Transition surgeries & Laser project
- Diversity training for schools
- Developmental projects
- Behaviour Management training



## Step Up Stay Safe: Strand 1 - Schools

Education Inclusion  
Priority 3

- Searching, screening and confiscation guidance, hubs and training
- 50:50 Lab
- Tootoot app
- Sparking Purpose (KS3 PEX prevention carrying weapons into school)
- Violence Reduction Unit (VRU) funded Supporting Inclusive Practices programmes
- Future Youth Zone (Ur Future programme)
- Ben Kinsella Trust
- YARM and Exploitation assessment tool



## Data

- Team Around the Area (TAA) data
- Exclusions & absence dashboards



- Y6/7 Transitions Working Group
- Open Data Project: SixintoSeven transitions programme. Data sharing between Primary & Secondary schools
- LifeLine Champions network
- Arts Awards for Y7s
- Raise Resilient Parents' course for Y7 parents
- Erkenwald Y6 transition offer
- Early Help Youth workers for Y6 work
- Training for staff
- THRIVE
- nurtureuk pilot and transition work



Education Inclusion  
Priority 4

community; no one left behind

**Building resilient communities**

## London Borough of Barking and Dagenham Vulnerable Pupil Hot Clinic

### Operating Protocol and Terms of Reference - April 2021

<b>Introduction:</b>	<p>Barking and Dagenham Inclusion is split into three areas, North Area, East Area and West Area, each area is represented by an Education Inclusion Partner (EIP). The Vulnerable Pupil Hot Clinic (VPHC) is run by the local authority and is chaired by the EIPs on a three weekly rotational basis. It is a forum of multi-agency professionals which meets to ensure intervention and support is available to meet the needs of vulnerable pupils.</p> <p>A hot clinic is a key element of the process of successfully working with children and young people who (through the use of the Common Assessment Framework or an Initial Assessment) have been identified as having unmet needs and require support from more than one <b>agency</b>/service to meet these needs. A hot clinic incorporates a whole range of agencies. The aim is to identify vulnerable children earlier and more efficiently through better information-sharing, enabling agencies to act quickly.</p> <p>Schools highlighted that a lot of time in the school week is spent making and following up referrals to other agencies, which, ultimately, diverts resources from teaching. All would welcome a 'team around the school approach' where an actual or virtual designated multi-agency team was aligned to the school(s) to prevent the need for referrals and to promote improved relationships between schools and other agencies. School staff also spend more time with the children and have an ongoing relationship with parents, most of whom they see daily. These relationships could be exploited by other professionals to have more contact, more influence, and forge stronger relationships, that, in turn, are likely to improve the outcomes for children, whilst breaking down barriers to engagement that some parents have with professionals.</p>
<b>Aim and Purpose of the Meeting:</b>	<p><u>Following the Charlie Spencer review, the recommendations were:</u></p> <ul style="list-style-type: none"><li>• Rationalise the available resources/ support available to schools that is complimented by defined pathways, service criteria and clarity of the intended target group of children to enable schools to identify the services that are likely to meet a pupil's needs.</li><li>• Explore opportunities to further integrate early help services, and universal provision into a localised model of service delivery - i.e. 'team around the school'.</li></ul>

	<ul style="list-style-type: none"> <li>• Reintroduce multi-agency locality meetings to facilitate improved co-ordination between statutory, voluntary, community, charitable organisations and schools to enable improved co-ordination of input to meet children’s needs. These forums will also promote improved sharing of information and intelligence to inform the deployment of resources.</li> </ul> <p><u>The main function of the Vulnerable Pupil Hot Clinic falls into the following categories:</u></p> <ul style="list-style-type: none"> <li>• To identify vulnerable children earlier and more efficiently through better information sharing, enabling agencies to act quickly.</li> <li>• Better, more informed decision making, leading to appropriate outcomes in supporting children and young people.</li> <li>• Partners working together and co-ordinating with partner agencies to work with vulnerable children.</li> <li>• Bring together agencies (and their information) in order to identify risks to children at the earliest possible point and respond with the most effective interventions.</li> </ul> <p><u>The expected outcomes of the VPHC are:</u></p> <ul style="list-style-type: none"> <li>• Greater information gathered from across the partnership at the referral stage which leads to better informed decision making.</li> <li>• Decision making about progress of a referral is made as a multiagency group and expertise about the way forward.</li> <li>• Reduce impact on front line team.</li> <li>• Enable families to gain access to the right resources when required.</li> <li>• To ensure timely and necessary interventions , improving the outcomes for vulnerable children and making the best decisions to keep children safe.</li> </ul>
<b>Frequency of Meetings:</b>	The Vulnerable Pupil Hot Clinics will take place every Thursday for two hours, typically during term time.
<b>Membership of Meeting:</b>	<ul style="list-style-type: none"> <li>• Chair: Education Inclusion Partners</li> <li>• Safeguarding Representative</li> <li>• Health Representative</li> <li>• CAMHS Representative</li> <li>• MASH Representative</li> <li>• Police Representative</li> <li>• Early Help Representative</li> <li>• YARM Representative</li> <li>• Minute-taker</li> </ul>

<b>Referral Process:</b>	<ul style="list-style-type: none"><li>• Schools/professionals will complete the Vulnerable Pupil Hot Clinic referral form and enclose information supporting the referral to their Education Inclusion Partner.</li><li>• Education Inclusion Partner Officer will circulate the referral documentation electronically to members of the VPHC before the meeting.</li><li>• Minutes from previous meeting will be circulated shortly following the meeting.</li></ul>
<b>Review</b>	The protocol will be reviewed on annual basis by the local authority in partnership with multi-agency professionals.

**London Borough of Barking & Dagenham  
Vulnerable Pupil Hot Clinic**

