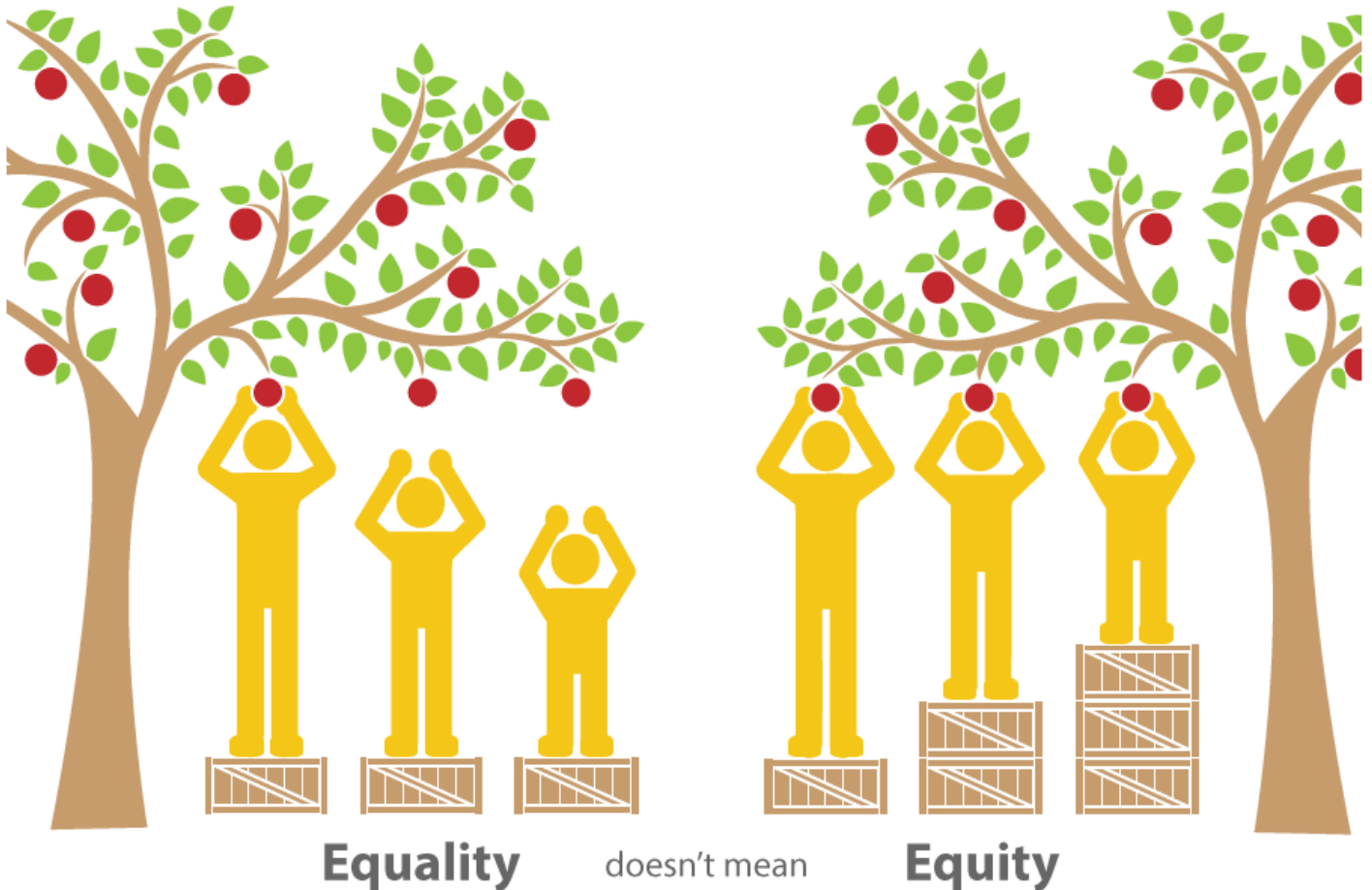


PROMOTING INCLUSION TO PREVENT EXCLUSION



Promoting Inclusion to Prevent Exclusion: A Good Practice Guide for School Staff

A good practice guide for school staff, offering advice on supporting the well-being of students who are described as being 'at risk of exclusion'.

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WITH THANKS TO

No Need To Exclude—Hackney Learning Trust
A Relationship Based Approach to Inclusion—Brighton and Hove City Council

INTRODUCTION

Principles and aims

This guidance aims to support schools in Hull to promote the inclusion of all their students by offering a pro-active approach to responding to concerns about a student's well-being. Typically this will be students whose behaviour is impacting on their inclusion in the classroom however, it could also include students who are reluctant to attend school, students who are 'NEET' and students who are home educated.

This guidance takes a collaborative and pro-active approach which promotes the well-being of young people, families and schools; so that all young people in Hull are purposefully engaged in school life. We hope that this guidance will help you in identifying and then supporting students who may be 'at risk' of being excluded from the school community. Through this guidance we have provided a range of approaches and interventions which we encourage and support you to use. Our overall aim is to work towards a position where the needs of all students are met in school; where the need to exclude students has been reduced through the continuum of provision and support available.

We encourage, and can support schools to have a whole school approach to help develop their students' social and emotional well-being, that is integrated into all aspects of the school community. This will promote an *emotionally secure environment* in which students can flourish, as we know that “children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years” (DfE, 2012) and “Pupils with better health and wellbeing are likely to achieve better academically” (Public Health England, 2014)



Public Health England (2014) - 8 principles for promoting well-being in school (see Sandwell Charter Mark, p.g.12.)

DEFINITIONS

What do we mean by 'exclusion'?

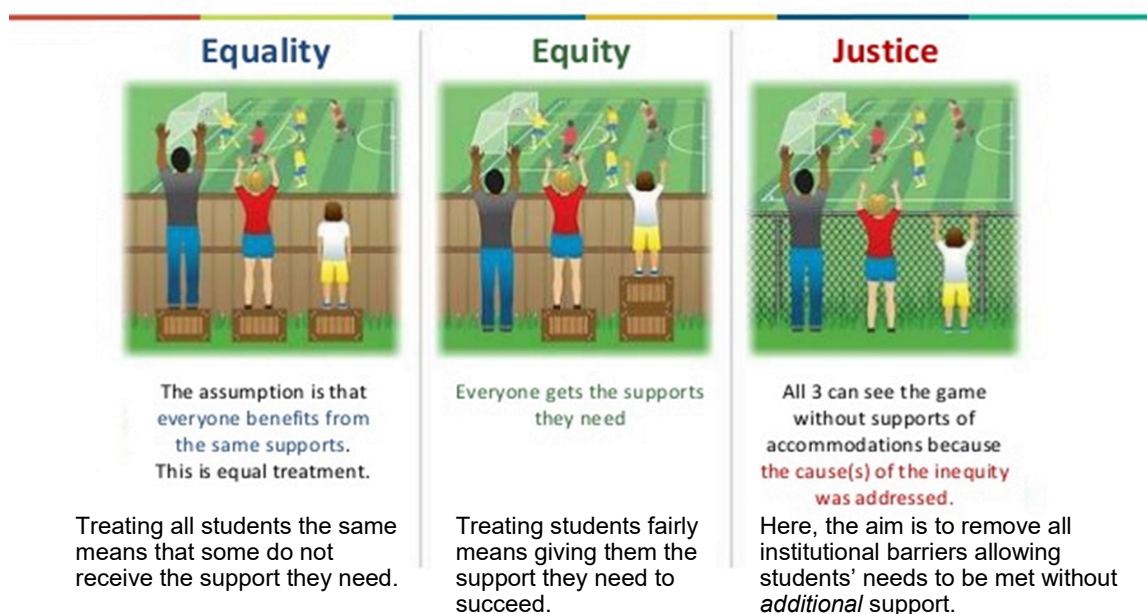
The term exclusion is most commonly associated with pupils who are at risk of being permanently excluded from an educational setting. This is likely to be due to ongoing, repeated incidents of unacceptable behaviours or a single incident which is viewed by the school as extreme. However, there are many other ways that children and young people can be effectively excluded from spending most or all of their time in the mainstream classroom. These can include:

- Fixed term exclusions
- Elective home education
- Attending alternative provision (AP)
- School refusal leading to low or non-attendance
- Being placed in 'isolation' or 'behaviour units' during lesson time

Research (such as Menzies and Baars, 2015) indicates that young people who are excluded are disproportionately representative of vulnerable groups including those with SEND, social, emotional and mental health difficulties or from deprived backgrounds. These young people, if excluded are likely to have poorer life outcomes in adulthood including unemployment and homelessness.

There is no simple panacea rather a complex combination of factors which can impact upon the behaviours of a young person. The solutions are therefore, likely to be complex and often these pupils require a more flexible school approach. Some pupils will need adjustments in order to access learning just as is required by those with learning or social communication difficulties. As the diagram below indicates treating pupils equally is not the same as treating them fairly:

Concepts



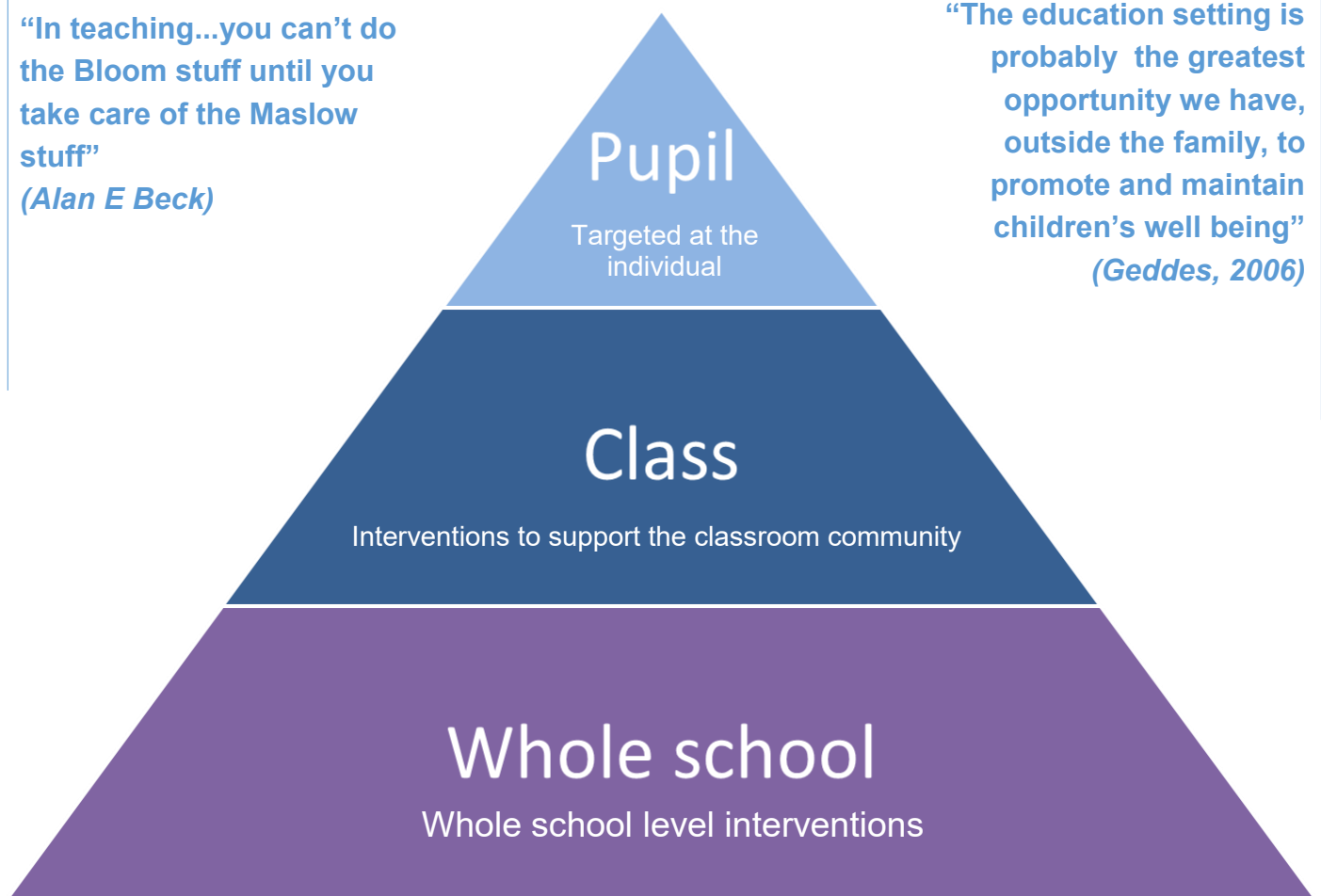
INTERVENTION

Where to target support

Given the large number of interventions and strategies available it can be difficult to know which ones to implement. The selection of approaches presented in this booklet represent a continuum (as shown below) ranging from those with targeted impact (individual pupils) to those that are classroom based, then to those which have the greatest impact (whole-school). This presentation is one way that a school might think of identifying a range of approaches based on an assessment of need and resources. It is crucial for implementation to be monitored and evaluated in order to determine appropriacy and effectiveness as part of an assess/plan/do/ review process.

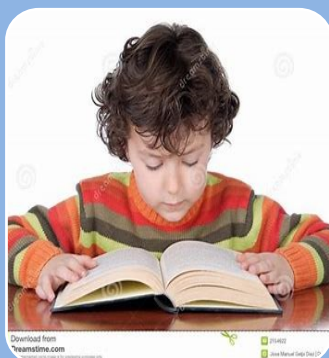
“In teaching...you can’t do the Bloom stuff until you take care of the Maslow stuff”
(Alan E Beck)

“The education setting is probably the greatest opportunity we have, outside the family, to promote and maintain children’s well being”
(Geddes, 2006)



PUPIL LEVEL

Interventions to support the individual child/young person



Appropriately differentiated curriculum
Key worker/pastoral support
Counselling/therapeutic interventions
Safe space/time out/time in
ELSA (Emotional literacy support) – social skills; self-esteem; resilience; self-regulations; understanding emotions
Functional analysis and multi-element plan (MEP)
Motivational Interviewing (MI)
Appropriate targeted 1:1/small group interventions
Robust transitions (e.g. Y6-7 begin Spring term)
Assessment – Boxall Profile; BPVS; Thrive etc
Effective home-school relationship
One-Page Pupil Profile (strengths-based) and use of person-centred approaches
Mindfulness techniques
Personalised time-table

Interventions which focus upon the needs of individual pupils are likely to arise through an assessment of need, either by an Educational Psychologist (EP), Speech and Language Service, CAMHS, school staff, other professionals, parents/carers or the young person. Some pupils may require additional support through an Education, Health and Care Plan (EHCP). It is worth keeping in mind that behavioural issues can often be secondary and may arise from an underlying unmet primary need. An EP is well-placed to be able to take an holistic approach to needs assessment and can support SENCos to target interventions and any necessary referrals. Unmet primary needs impacting upon behaviour can include:

- ⇒ Learning difficulties—mild or moderate
- ⇒ Specific learning difficulties e.g. Working memory, literacy, non-verbal reasoning, processing
- ⇒ Attentional difficulties
- ⇒ Speech and language difficulties
- ⇒ Attachment difficulties/ developmental trauma
- ⇒ Difficulties with peers such as bullying and isolation
- ⇒ Medical, sensory or physical difficulties

PUPIL LEVEL

Interventions to support the individual child/young person

Mindfulness techniques

Research on mindfulness with school-age children has included all age ranges of children both with and without mental and physical health problems. Studies have taken place in school, clinical and community contexts. Training in mindfulness for young people is easy to implement, fits into a wide range of contexts, is enjoyed by both students and teachers, and does no harm. The benefits include:

- ⇒ Improved mental, emotional, social and physical health and wellbeing.
- ⇒ Reduced stress, anxiety and reactivity and improved ability to manage behaviour and emotions. Improved sleep, calmness, self-esteem, self-awareness and empathy.
- ⇒ The development of cognitive and performance skills and executive function, including to
- ⇒ improve working memory, planning, problem-solving and reasoning skills.
- ⇒ Greater attention, focus and ability to think in more innovative ways

(Hackney Learning Trust, 2015)

Emotional Literacy Support Assistants (ELSAs)



ELSAs, or Emotional Literacy Support Assistants, are usually TAs (though can also be other roles such as Wellbeing Coordinators) who already work within a school setting who have undergone ELSA training and ongoing supervision programme offered by the Hull City Psychological Service (HCPS). The HCPS is a registered training provider with the national ELSA Network. ELSAs help pupils with social and emotional difficulties to recognise, understand and manage their emotions, increase their wellbeing and, as a result, their ability to access learning and make academic progress. Appropriate pupils for this type of work are identified through a referral system by the ELSA. A programme with specific targets is developed using information from staff as well as pre-intervention assessments with the pupil. Regular sessions will be timetabled and it is important that there is a shared understanding of the importance of emotional literacy development for the selected pupils. ELSAs plan and deliver proactive individual (and small group) support programmes which are regularly evaluated. ELSAs can provide interventions for the following:

- ⇒ Improving communication and social skills
- ⇒ Recognising and managing feelings
- ⇒ Raising self-esteem and resilience
- ⇒ Understanding and managing anger and anxiety
- ⇒ Friendship skills
- ⇒ Attachment, trauma and Children who are Looked After (CLA)
- ⇒ Supporting children through loss and bereavement

Additional CPD days and workshops are offered throughout the year to further develop ELSA skills and knowledge and includes sessions such as children experiencing domestic violence, gender identity issues, therapeutic stories and motivational interviewing.

CLASSROOM

Interventions to support the classroom community

Creation of low-anxiety culture within classrooms

Teachers have information and communication regarding their pupils

Use of self-determination theory for motivation: develop pupil autonomy, competence & relatedness (Ryan & Deci, 2000)

Effective use of (& relationships with) support staff

Training needs may include behaviour for learning, understanding emotional literacy, attachment, autism, managing conflict, differentiation etc.

Assessment – Whole class Boxall Profile

Circle of friends



Interventions for pupils' social and emotional learning are more successful if they integrated into the daily life of the classroom rather than provided through discrete programs for individuals (Banerjee et al, 2014). This is also a more effective use of staff and resources.

Staff Sharing

Staff sharing is an actioned based approach which is designed to assist teachers to become more effective in managing challenging behaviour. The scheme involves an EP training a group of staff in a range of techniques, such as behaviour observations, analysis and management as a process for measuring and modifying problem situations and behaviour.

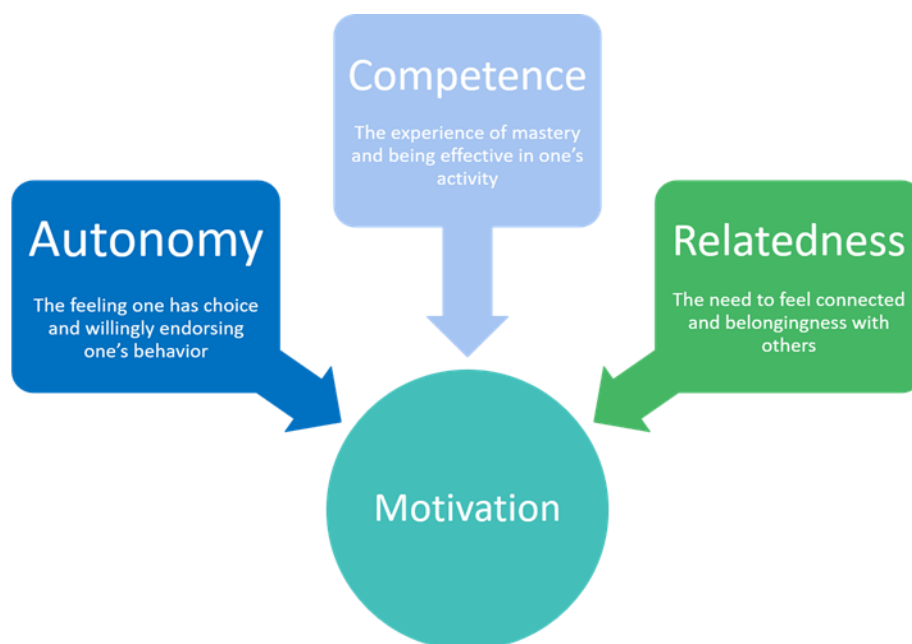
This approach can be used for a pupil, a class, or a year group where staff have identified challenging behaviour. The scheme assists staff in taking collective responsibility for developing their own problem solving networks, by challenging existing belief systems, but also drawing upon effective practice within the school. By working as a team established issues can quickly be addressed and the misconception of challenging pupils merely being one person's responsibility is replaced with a collective responsibility. (*Hackney Learning Trust, 2015*)

CLASSROOM

Interventions to support the classroom community

Self Determination Theory (SDT) (Ryan and Deci, 2000)

The theory proposes that understanding motivation requires taking into account three basic needs of autonomy (need to feel free of external constraints on behaviour), competence (the need to feel capable or skilled) and relatedness (the need to feel connected or involved with others).



Develop autonomy by giving all pupils choices where possible including task, scope of topics, organisational methods, medium worked in etc. Minimise external rewards (grades, points etc.) and comparisons between pupils' performances and instead orientate and respond to pupils' expressed goals and interests.

Support competence by selecting activities which are challenging but achievable with reasonable effort and assistance. Emphasise activities that require an active response from pupils such as projects, experiments and discussions which require pupils to 'do' rather than simply listen. Respond and give feedback to pupils as soon as is practicable. Small group and independent activities are more effective if pupils are provided with a convenient way for them to consult authoritative sources for guidance when needed.

Develop relatedness by arranging activities in which pupils work together in ways that are mutually supportive, that recognise diversity, and minimise competition among individuals. Students working together can happen in many ways, for example, teachers can deliberately arrange projects that require a variety of talents; some educators call such activities "rich group work". The result can be a multi-faceted presentation—written, visual, and oral. The groups needed for rich group work provide for pupils' relationships with each other, whether they contain six individuals or only two. Teachers can add to these organisational strategies by encouraging the development of their own relationships with class members. The goal as teachers is to demonstrate caring and interest in class members not just as pupils, but as people.

WHOLE SCHOOL

Whole school level interventions



Staff support & supervision: develop well-being & self-efficacy

Restorative approaches to behaviour/conflict/adopting a flexible behaviour policy

ELSA values **embedded** within the school culture to enhance wellbeing

Peer mentoring /buddy systems for vulnerable pupils

Nurture groups

Internal 'reintegration' units to develop social, emotional and study skills

Robust transition support

Challenge negative within-child narratives such as 'at risk', 'no hoper', 'disaffected' etc.

Whole school programmes such as the Sandwell Charter

Effective information sharing with all staff including non-teaching; TA's and supply teachers

Working at the whole school level is where real change can yield benefits for everyone in school.

Staff Support & Supervision

Research suggests that when schools place a strong emphasis upon the emotional health and well-being of **all members of the school community**, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014)). This guidance promotes the idea that the SEMH needs of all should be at the heart of the school. Offering space for staff to reflective together or with other professional helps ensure that their emotional resiliency and capacity to provide the appropriate emotional support is maintained.

Restorative & Relational approaches to behaviour

Behaviour is a form of communication—The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaced Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing **behaviour as a communication of an emotional need**

WHOLE SCHOOL

Whole school level interventions

(whether conscious or unconscious), and responding accordingly. **Taking a non-judgmental, curious and empathic attitude towards behaviour;** we encourage all adults in schools to respond in a way that focuses on the **feelings and emotions that might drive certain behaviour, rather than the behaviour itself.** Using a relational approach means **putting relationships first.** This requires a school ethos that promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and environment that fosters **connection, inclusion, respect** and **value** for all members of the school community. Creating a culture like this is something that must be driven by the Head teacher and SLT so it can be fully embedded throughout the school.

ELSA values embedded within the school culture

ELSA—Emotional Literacy Support Assistants, is an Educational Psychology based programme which promotes the explicit teaching of social and emotional skills; this can be embedded throughout the school culture. With adults taking time to listen to and take notice of their students, acknowledging their thoughts and feelings and linking that to their behaviour.



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

Sandwell Charter Mark

The aim of the Charter Mark is to recognise a school’s dedication towards improving the SEMH of its students. It is comprised of an audit of the SEMH provisions that are already in place within the school and an action plan to help address any gaps. In line with the SEND Code of Practice, it explores SEMH holistically through a whole-school approach. The Charter Mark criteria was informed by the Public Health England (2015) publication which identifies 8 principles (see pg. 3) that are important in promoting emotional health and well-being within the school environment.

Internal ‘reintegration’ units

These can offer an inclusive alternative to exclusion by targeting intensive support for a group of students which should aim to teach the social and emotional skills students need to help them behave differently in school.

Nurture groups

This is an evidence-based short term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between six and 12 students with two adults. Using a range of strategies including games and songs, staff engage students’ attention and encourage them to listen and talk. A core principle of nurture groups is that all behaviour is communication and this aspect is fully addressed within this approach.

Challenge negative narratives

Language is very powerful and adopting positive language can be a simple way of challenging negative perspective and encouraging a more inclusive ethos. Words like ‘consequence, expectation, attention needing and self regulation’ are good alternatives to ‘sanctions, rules, bad behaviour’ etc.

GRADUATED APPROACH

Identifying and meeting the individual needs of your students

As outlined in the SEN Code of Practice, we promote a differentiated approach following different levels of intervention using the Assess/Plan/Do/Review cycle.

Appropriate target-setting and information-sharing is extremely important, to ensure that individualised provision and strategies are recorded using a range of suitable tools such as IEPs, Provision Maps and One Page Profiles. These should be collaboratively developed, agreed and reviewed, involving key adults. Most importantly this must include input and involvement from the student to ensure that they, and their parents/carers remain central to this process and can voice what's working and not working; what likely triggers might be; strengths and difficulties, etc.

Assessment is an important part of identifying and meeting the well-being needs of your pupils, in much the same way as you would for learning needs. Here, specific assessments might include;

- ⇒ The Boxall Profile
- ⇒ The Strengths & Difficulties Questionnaire (SDQ)
- ⇒ ELSA assessment tools
- ⇒ Various Emotional Wellbeing measures

Assessment is vital for identifying need and targeting support and then for evaluating progress and the impact of interventions.



Implementation is key—interventions and support strategies will lead from an assessment and will target specific areas of difficulty or teach specific skills a pupil needs in order to be successful. However, the way this support is implemented is important. Strategies need to be applied consistently and for long enough for change to occur, this might be 4-8 weeks. Sometimes certain strategies won't suit the pupil, and when something's not working it should be changed however it's important to be mindful of giving a strategy sufficient time to be effective.

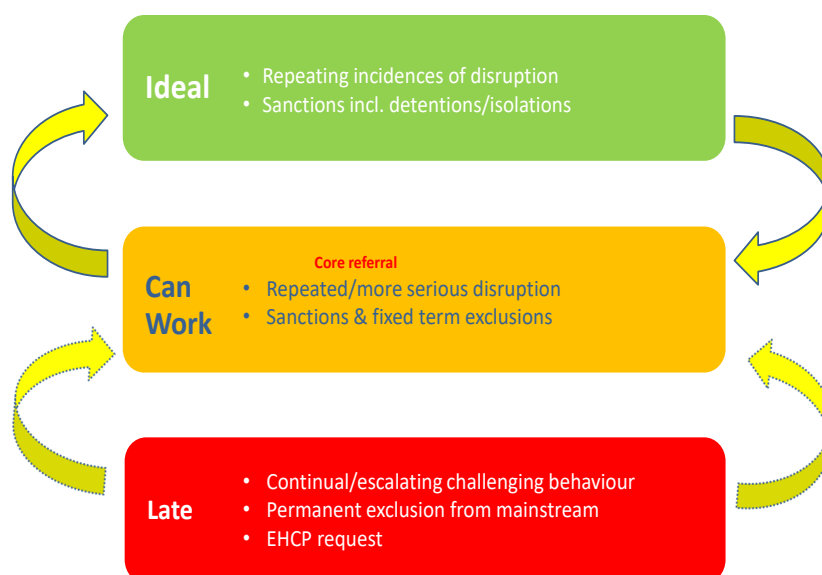
Reviewing pupil progress and the impact of the support in place helps to inform next steps and can be a good way of promoting the pupil's confidence by highlighting the positives. Initial assessments can be used as pre and post measures but teacher assessments and the views of the pupil and family might play an important part in the review process. The graduated approach is cyclical with no distinct end point and you may need several assess/plan/do/review cycles before the pupil no longer requires additional support.

Intervention can be implemented at different levels within school, as can be seen on the following page. Reviewing the effectiveness of the support in place can help you decide which level to target intervention at. Once you feel you have exhausted the graduated approach and if, after several cycles the pupil is not making progress, you might consider seeking support from external agencies; information about our core offer can be found at the end of this booklet.

INTERVENTION TIMESCALE

When to offer interventions

The intervention model is helpful to determine when best to implement school-based interventions. The ideal time to do this (as illustrated by the green box) is when a pattern of behavioural incidences have begun to take place or be established. Once these become more severe or frequent (as illustrated by the amber box) it is more difficult to have an impact though interventions can still work. It may be at this stage that a core referral for EP support may be appropriate. Once behaviour has escalated to the point where a permanent exclusion is likely the impact of interventions may be minimal (as illustrated by the red box).



Resources:

For further information on resilience

<http://www.boingboing.org.uk/>

https://www.youtube.com/watch?v=ycy_zp6PxQU

<https://www.childrenscommissioner.gov.uk/publication/they-go-the-extra-mile-reducing-inequalities-in-school-exclusion/>

<https://www.theguardian.com/education/2018/feb/27/schools-discipline-unconditional-positive-regard>

Motivational Interviewing (useful PDF it does refer to patients though is equally applicable to pupils)

https://www.mcgill.ca/familymed/files/familymed/motivational_counseling.pdf

Mindfulness

<https://mindfulnessinschools.org/>

<https://www.mindfulnessforschools.co.uk/>

<https://thepsychologist.bps.org.uk/volume-24/edition-10/mindfulness-schools>

One-page profile and person-centred approaches

<http://helensandersonassociates.co.uk/>

Nurture

www.innerworldwork.co.uk

<https://www.nurtureuk.org/>

Circle of Friends

<https://inclusive-solutions.com/circles/circle-of-friends/>

http://www.complexneeds.org.uk/modules/Module-3.4-Emotional-well-being-and-mental-health/All/downloads/m12p050c/the_circle_of_friends_approach.pdf (a useful PDF)

Boxall profile

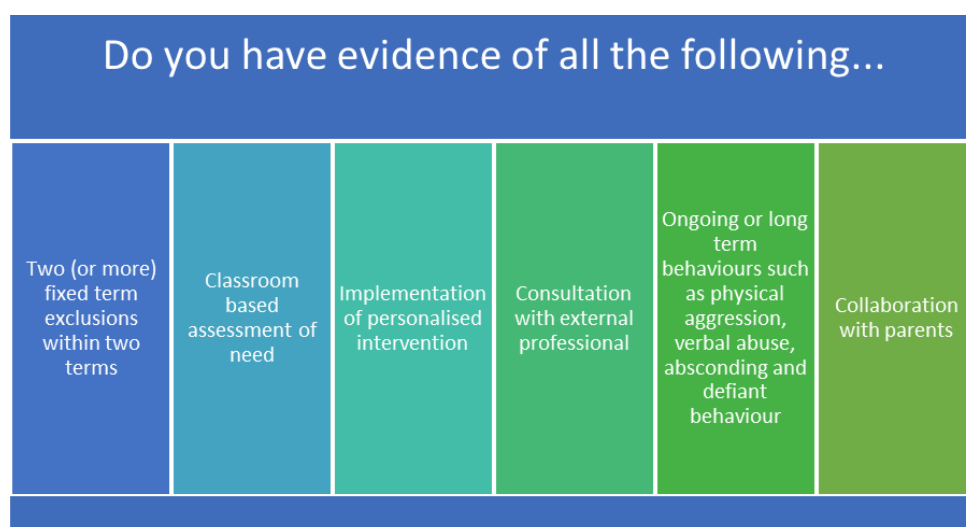
<https://boxallprofile.org/>

OUR CORE OFFER

Hull City Psychological Service's Core Offer to promote inclusion

Hull City Psychological Service has a core offer to support you when working within the 'amber zone'. Our involvement will continue from your graduated response and will offer a collaborative approach to exploring the student's needs; helping you think holistically about the young person and ways forward.

Criteria for accessing core offer

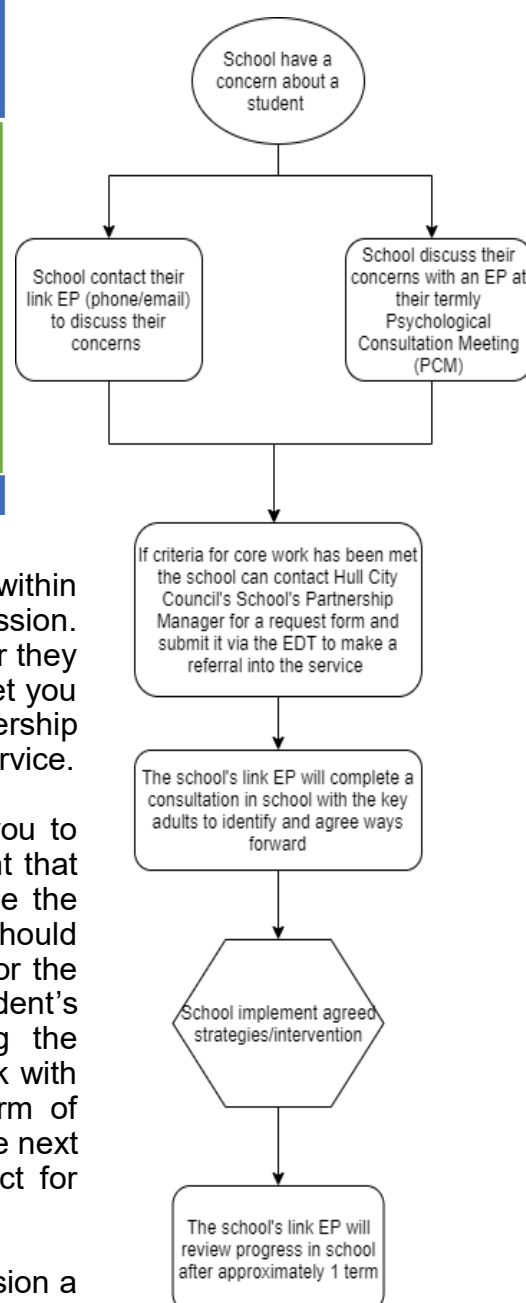


If you still have specific concerns after implementing the advice within this guidance please contact your link EP for an informal discussion. Together you may decide that the above criteria have been met, or they may be able to offer additional advice. If the criteria have been met you will be asked to contact Hull City Council's School's Partnership Manager in order to make a referral into Hull City Psychological Service.

When the referral has been received your link EP will contact you to arrange a consultation with the key adults involved. It is important that the 'right' people are able to take part in this work; this could be the SENCo, pastoral lead, Head teacher, TA, parents etc., but should include someone who is able to influence change within school for the student. During the consultation the EP will help explore the student's needs and any different ways of supporting them. Following the consultation the EP may decide to complete additional direct work with the student but this will rarely be necessary. After about a term of implementation the EP will review the student's progress and agree next steps with you. Your link EP will be available for you to contact for support and guidance throughout.

If the above criteria has not been met you may be able to commission a piece of traded work—please discuss this with your link EP.

Process for accessing core offer



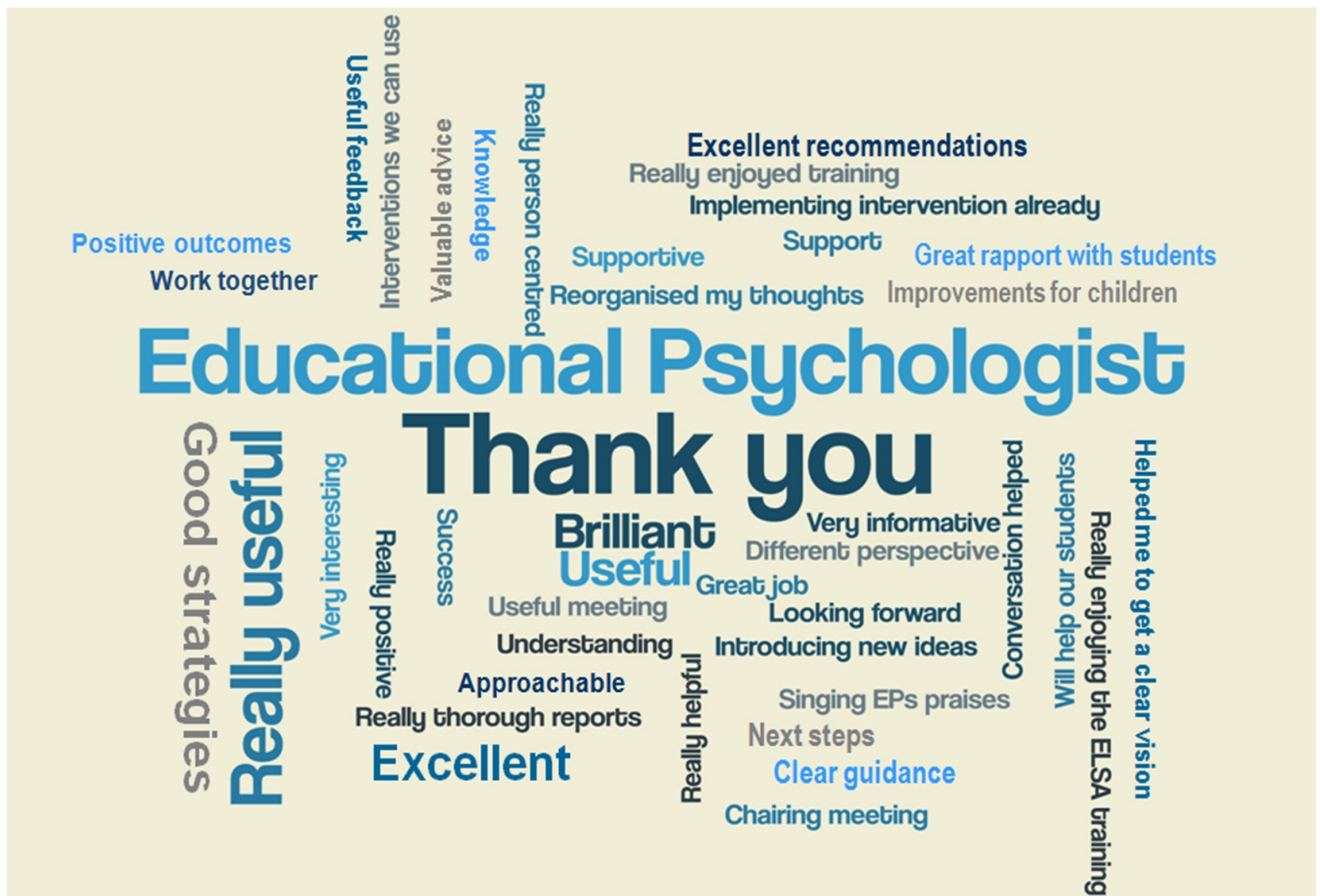
Hull City Psychological Service

Transforming lives with Psychology

"Making positive change possible"



Hull
City Council



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Reflect

Respect

Empower

Innovate

