



Belonging in Bolton

Inclusive Practice Handbook

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Forward – Belonging in Bolton

The Schools' White Paper sets out a vision of the school system in which every child and young person can fulfil their potential. It sets out plans for an inclusive system, starting with improved mainstream provision that offers early and accurate identification of needs, high quality teaching, and prompt access to targeted support for those that need it. This ambition is reinforced in the SEND Green Paper which aims to deliver a whole system response in order to achieve better outcomes, improved experiences and financial sustainability. The SEND Green Paper states that more children and young people should be able to access the support they need in their local mainstream setting, without the need for an EHCP or specialist provision.

Bolton Council along with Headteacher colleagues is committed to inclusion. We have high ambitions for all of our children and young people no matter what their circumstances and want them to thrive in every aspect of their life.

We believe that every child, regardless of their needs, should be welcome in their local mainstream school. This therefore should be the starting point of all discussions with families regarding early years' provision and school placements. This will require a collective effort to understand and remove any barriers to learning that exist so that we can equip children with the skills, knowledge and confidence to enable them to achieve and thrive wherever possible in a mainstream setting.

This means that they all children and young people are supported and empowered to achieve academically and socially to the best of their ability, and to have voice and influence in their lives and community. We want to ensure that they truly feel that they belong in Bolton. When pupils feel a sense of belonging in the classroom, it can increase their educational success and motivational outcomes in multiple ways.

There are some great examples of inclusive practice across Bolton schools, however despite this we have seen rising numbers of children permanently excluded from school, significant increases in requests for specialist placements and more children starting the year in Alternative Provision than ever before.

We know that a child who has been excluded from their school has their life chances permanently worsened and they become instantly more vulnerable to safeguarding concerns. The social and financial costs of allowing children to get to the point of exclusion are huge, for many this is the first step on a journey that ultimately ends with social exclusion into adulthood.

A priority within our Children and Young Peoples plan is to ensure more children remain within our mainstream schools. We aim to significantly reduce exclusions from school through earlier and more specialist assessment of students' needs to ensure prompt access to targeted support to enable them to stay in local, mainstream provision wherever possible.

The information contained within this handbook is aimed at supporting everyone across the system to work together to enhance inclusive practice and ensure that children and young people have the best start in life and can be supported to live happy and successful lives.

Working together with families in Bolton across Early Years, Early Help, Schools, Inclusion, SEND, and Social Care and health, we can make a difference. Let's get excited about making every child believe they "belong in Bolton" and that our collective ambition as part of the Bolton family at every level from Executive Cabinet Member for Children's Services to Senior Leaders across all sectors and frontline staff and most importantly children, families and carers is to deliver on that and turn it into a reality!

Thank you all for all the work you do for children in Bolton.



Councillor Martin Donaghy
Executive Cabinet Member for Children's Services



Bernie Brown
Director of Children's Services

Legislation

Overview of the legislation that guides practice:

- Human Rights Act 1998 [Human Rights Act 1998 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1998/42)
- Equality Act 2010 (revised 2018) [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/equality-act-advice-final.pdf)
- Education Act 1996 as amended 2011 [Education Act 2011 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/54)
- Children and Families Act 2014 [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6)
- the Education and Inspections Act 2006 [Education and Inspections Act 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2006/25)
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014. [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukreg/2007/126) [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukreg/2014/126)
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukreg/2012/126)
- Suspensions and permanent exclusions – guidance for maintained schools, academies, and pupil referral units <https://www.gov.uk/government/publications/school-exclusion>

The Department for Education's statutory guidance for schools and local authorities can be found at the following link;

[Schools: statutory guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-exclusion)

1. Rationale

National research has shown that young people who are not accessing education because they are excluded from school, not attending school or having their needs met in school are more likely to be 'not in employment, education or training' (NEET), develop severe mental health problems and require involvement from the youth justice system.

Bolton has seen an increase in the rate of suspensions and permanent exclusions over recent years and the most recent published data from the Government places Bolton in the bottom quartile for both measures with higher rates than all our comparators.

Reducing exclusions from schools by building sufficient inclusive practice capacity is a key priority for the Bolton family to ensure improved experiences and outcomes for all children and young people.

Bolton Headteachers, in partnership with the Local Authority, are committed to collaboratively enhancing a system of highly effective inclusive practice across all education settings in Bolton.

At present, the main reason for suspensions and permanent exclusions in Bolton is persistent disruptive behaviour. The aim in Bolton is to see a significant decrease in the number of pupils who have been suspended or permanently excluded for persistent disruptive behaviour, and to see a reduction in the number of students who have been involved in a one-off incident but who have previously exhibited behaviours of a similar nature to that which led to the permanent exclusion. There is an expectation that, by building on and developing inclusive practice across all settings, pupils will have been supported at an earlier stage to avoid behaviours reaching the point where their actions lead to schools making the decision to permanently exclude.

This strategy aims to reduce the use of permanent exclusions for incidents of persistent disruptive behaviour by ensuring that the root causes of such emerging behaviours are understood and appropriately addressed as early as possible through early intervention and innovative multi-agency planning.

What do we mean by inclusive practice?

Inclusive practice is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about ensuring that children and young people, whatever their background or situation, are able to participate fully in all aspects of the life of the school. A sense of belonging can encourage children to engage with school positively. The commitment to making sure everyone feels included goes beyond reducing exclusions, to creating a school where all students can thrive as individuals and as a community

This means ensuring all children and young people in each educational setting within the Bolton family always have access to the right provision, in the right place, at the right time to successfully meet their needs and improve their life chances.

Inclusion in Education involves (Brown and Ainscow, Index for Inclusion 2002):

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula, and communities of local schools.
- Restructuring the cultures, policies, and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

Inclusive Practice should be seen as a never-ending process of evaluation and adjustment to improve the life chances of all students.

2. The Bolton Commitment

All schools in Bolton working in partnership with the Local Authority are committed to ensure that there is ambitious, fit for purpose, effective inclusive practice throughout the borough.

The guiding principles of our collaborative commitment:

- We are ambitious for all.
- Meeting individual children's educational and social needs will be fundamental to all decisions – 'individual children come first'.
- Schools will be inclusive environments where all children feel a sense of belonging to their school and their school community.
- The quality of provision and the quality of teaching and learning will be of a high quality.
- Pupils will always be educated in stimulating and caring environments.
- To make living well in the present as important as preparing for the future.
- Inclusive practice will be flexible to respond to potential changes in pupil needs.

We believe all children and young people, whatever their background or situation, are entitled to participate fully in all aspects of school life and we have a collaborative responsibility to support that ambition.

This includes all pupils in:

- Early Years settings.
- Maintained Primary Schools and Primary School Academies and Trusts currently located within Bolton.
- Maintained Secondary Schools and Secondary School Academies and Trusts currently located within Bolton.
- Maintained Special Schools and Special School Academies currently located within Bolton.
- Appropriate places/educational settings in Alternative Provision currently located within Bolton.
- Post 16 settings within schools and colleges.

We will create an inclusive culture by:

- Creating secure, accepting, collaborating, stimulating, welcoming communities, in which everyone is valued.
- Sharing and developing inclusive values with all staff, children and their families, governors, surrounding communities and all others who work in and with our schools.
- Guiding decisions about policies and moment-to-moment practice, so that development is coherent and continuous.
- Embedding and integrating our culture into the identities of all adults and children and is passed on to new arrivals to our school community.

We will produce inclusive policies that:

- Are underpinned by the Equality Act 2010.
- Encourage the participation of children, parents and staff from the moment they join the school.
- Take into account the individual circumstances of the children, families and context of the communities that they live in.
- Are clear and understood by staff, pupils and parents and fully embedded across the school.

Our inclusive practice will ensure:

- There is a clearly defined school culture and organisational philosophy.
- There is a clear inclusive vision underpinned by high expectations and core values.
- Leaders communicate, demonstrate and refer to the vision and values constantly.
- Inclusive practice, behaviour and SEMH provision (and provision for all other types of additional / special educational needs) is a high-status topic and recognised as a key area of school improvement.
- Appropriate levels of resource are invested in creating and maintaining an effective inclusive culture.

- There is a commitment to continued professional development for all staff in behaviour management and inclusive practice.
- There is a commitment to every pupil's wellbeing and success despite the challenges they may present.
- There is a focus by senior staff on supporting the most challenging pupils.

3. Core entitlement / In school support

Every child has a statutory entitlement to receive full time education. It should be suitable to their age, ability, aptitude and special educational needs.

It is the shared duty of all stakeholders to work together to protect this entitlement; no child should be allowed to “fall through the gap” or be “left behind”. Individual children should have access to a continuum of support in school, which can respond to their particular needs and enable them to be all they can be.

There is a “core entitlement” that each young person can expect from their own school. This entitlement should be common across all our schools and that all parents and agencies working with young people know what the entitlement comprises and can see evidence of it.

The expectation is that all schools:

- Ensure there is an ambitious curriculum for all that concentrates on the essential underpinning knowledge that pupils need to prepare them for adulthood.
- Underpin the curriculum with a focus on developing emotional health and wellbeing.
- Provide targeted support for reading and speech, language and communication needs.
- Ensure appropriate CPD around inclusive practice, with an emphasis on staff understanding attachment difficulties, Adverse Childhood Experiences and Trauma induced behaviours.
- Build capacity to ensure a range of strategies to support all pupils, particularly those most vulnerable, to engage positively with the curriculum.
- Identify and address any underlying need in a timely manner though the use of Early Help and other assessment tools.
- Ensure the principles of nurture are embedded within the culture of the school.

- Make reasonable adjustments to take into account the individual needs and circumstances of a pupil.
- To have effective and positive interventions and processes designed to support the social, emotional and mental health needs of pupils by tackling the root cause.

To this end we have outlined the expectations for schools in supporting vulnerable children and addressing poor behaviour through three phases of support. It is hoped that the consistent application of these phases will facilitate a more inclusive system, with more children and young people able to have their needs met in high-quality mainstream provision

Phase 1: Quality First Teaching and a nurturing environment

High quality teaching and learning and effective staff training lie at the heart of this entitlement.

Quality first teaching (QFT) is underpinned by the teacher standards Teacher Standards (DfE, 2013) and is a style of teaching that focuses on high quality, inclusive teaching for all pupils in a class. Quality first teaching relies on a variety of learning strategies in order to be effective, like differentiated learning, and the use of SEND resources.

QFT is an approach that highlights the need for a personalised learning experience. It emphasises the importance of relationships between the classroom teacher and pupils, encouraging higher expectations through appropriate levels of support to enable all pupils to succeed.

The SEND Code of Practice (2014 para 6.37) is clear that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

The Three Waves of Intervention Model

As part of a national effort to improve inclusivity in all educational settings, the 'Three Waves of Intervention' model was introduced. This three-tiered model provides a framework for teachers to follow in order to make their teaching more accessible and inclusive whilst reducing underachievement.

Wave 1: Universal

This first step is simply Quality First Teaching. Wave 1 encourages teachers to thoroughly plan each lesson so that there are clear learning objectives alongside differentiated activities and other pedagogical choices to help them meet the learning outcomes.

Wave 2: Targeted - Additional Interventions

Wave 2 can be used alongside Wave 1 to provide extra support to pupils who are not quite meeting age-related expectations. Wave 2 involves identifying these pupils and taking the necessary steps to personalise their learning experience so that they can get back on track in their learning journey.

Extra support can be provided during regular lesson time - it doesn't have to take place outside of whole-class teaching. This is where differentiated activities would be used to great effect.

Wave 3: Specialist - Personalised Interventions

Wave 3 encourages teachers to create a personalised learning program for students struggling to meet age-related expectations. This step is for students who require more support than is provided in Wave 2.

Wave 3 may even require SEND-specialists or SEND teaching assistants to provide further support to learners to help them progress at the expected rate.

Excellent teaching and improved identification of need in inclusive educational settings, will mean fewer children and young people will need additional interventions as they will be getting the support they need as part of high-quality teaching within the classroom.

More information about quality first teaching can be found within the SEND handbook (from page 34) at the following link <https://www.bolton.gov.uk/sendlocaloffer/sen-support>

Creating a nurturing environment

Many people have come to associate the word Nurture with an educational intervention known as Nurture Groups. However, the principles of nurture can be embedded across all classrooms without the need to withdraw children. A growing body of research provides evidence for the effectiveness of nurture in primary and secondary settings* as a means of supporting social and emotional wellbeing in children who are finding it difficult to thrive in the mainstream classroom.

The nurture approach is not simply about improving the social and emotional development of children. Its premise is that through better emotional regulation in the child, it improves his or her cognitive functioning and ability to learn.

A nurturing School values people and seeks above all to understand and respect them as unique individuals. It puts the personal development of all its children, parents, staff, and governors, as the highest of its priorities. It recognises that for this development to be authentic it must take place within the context of relationships in a family, a group, a community and sees this to be integral to the educational process (Lucas 1999)

Using nurturing approaches can help schools target support to those most vulnerable pupils but importantly the approach is beneficial to all children and staff. The ethos of nurture views children as individuals and enables plans for their learning to be tailored accordingly, not just based on academic outcomes but additionally taking account of social and emotional development targets. Nurturing Schools seek to involve parents in the school community and through sensitive attempts at parental engagement, to promote children's development across the contexts of both school and home

*Binnie & Allen 2008; Colley, 2009; Reynolds, MacKay, & Kearney 2009; Cooper & Tiknaz 2005

The Six Principles of Nurture

1. Children's learning is understood developmentally

A nurturing approach involves staff responding to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress. The response to the individual child is 'as they are', underpinned by a non-judgemental and accepting attitude.

2. The classroom offers a safe base

The organisation of the environment and the way the group / class is managed contains anxiety. A nurturing approach offers a balance of educational and domestic experiences

aimed at supporting the development of the children's relationships with each other and with the staff. Learning is organised around a structured period of time with predictable routines. Great attention is paid to detail; the adults are reliable and consistent in their approach to the children. A nurturing approach involves an educational provision making the important link between emotional containment and cognitive learning.

3. Nurture is important for the development of self-esteem

A nurturing approach involves listening and responding. Everything is 'verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play /meals / reading /talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements.

4. Language is understood as a vital means of communication

Language is more than a skill to be learnt, it is the way of putting feelings into words. Children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. A nurturing approach views the informal opportunities for talking and sharing, e.g. welcoming the children into the group / class being as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

5. All behaviour is communication

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?' Understanding what a child is communicating through their behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.

6. Transitions are significant in the lives of children

A nurturing approach helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult and should be minimised as far as possible.

Phase 2: Early Help, supporting SEMH needs in school and targeted support

At the core of our vision is the belief that the overwhelming majority of young people are best served in a mainstream school environment and that every means of support should be used to keep them there.

We believe that early intervention provided within the school setting is the best way to keep “at risk” youngsters on track by equipping them with the right strategies to manage and modify their own behaviour

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Schools should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN, but the scope of the assessment could go further, for example, by seeking to identify mental health or familial problems.

Early Help

Early Help means taking action at an early stage in a child’s life or at an early stage in the development of a problem. It is about stepping in as early as possible to proactively meet need.

As stated in the DfE Statutory Guidance (Suspension and permanent exclusion from Maintained Schools, Academies and Pupil Referral Units in England Sept 2022) ‘Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil’s behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil’s educational needs is required’.

Where pupils are developing a pattern of disruptive behaviour, schools should conduct further assessment of any potential underlying learning or social, emotional or mental health needs being experienced by the young person through an Early Help Assessment.

An Early Help Assessment (EHA) is a shared planning and assessment tool which gives parents and school staff the opportunity to discuss any additional needs in relation to the child or wider family and to make a plan that can help address the wider needs and improve attendance/ behaviour. Appropriate steps can then be taken to provide support through a strengths-based approach with the pupil, their parents/carers, members of the staff team and where appropriate, other professionals.

Prior to undertaking an assessment, school should contact the Early Help Access Point to check if an early help assessment and plan has been completed for the child or another member of their family earlyhelp@bolton.gov.uk

As an outcome of the assessment there should be a clear plan of action within school and at home. It should set out what is expected of the child, parents and the school. This plan should be reviewed regularly and updated as necessary.

It is expected that all schools, in framing their provision and support, particularly for vulnerable children, will follow the guidance laid down in Bolton's Framework for Action, particularly regarding the Early Help Process. This can be found at the following link

[framework-for-action-threshold-document \(bolton safeguarding children.org.uk\)](http://bolton safeguarding children.org.uk/framework-for-action-threshold-document)

Supporting SEMH needs in school

Challenging behaviour and trauma are associated. Young people who show challenging behaviour are more likely than average to have been exposed to trauma. Furthermore, there is evidence that, in some cases, challenging behaviour is a symptom of trauma.

The centre for mental health report there is evidence that trauma exposure leads to poor regulation of the stress response system and this, in turn, can lead to impulsivity and poor emotional control (Tarullo & Gunnar, 2006; Bright & Thompson, 2018). As a result, young people with trauma histories are more likely to respond to subsequent stressful experiences with internalising or externalising behavioural problems (Milot, Éthier, St-Laurent & Provost, 2010; Grasso, Ford & Briggs-Gowan, 2012).

It is therefore important that school policies and procedures for dealing with challenging behaviour, seek to understand the context and meaning of behaviour to inform the development of supportive environments, strategies and skills, in helping the child build resilience and be able to better regulate emotions.

For those pupils who need more intensive support with their behaviour, a personalised approach is recommended. This may involve targeted interventions implemented by trained teachers and pastoral staff. Teachers reflecting on their classroom management techniques for the whole class may also be particularly beneficial for the individuals with greater needs.

For pupils who are disruptive, targeted interventions are often most effective when adapted to the needs of the individuals involved and focus on positive responses to the challenge of misbehaviour, rather than primarily focusing on punitive measures.

In helping young people to modify their own behaviour, we expect all schools to use a graduated response and may include a range of approaches such as:

- behaviour profiling tools such as Boxall, ECM profiling
- a school-wide approach to emotional literacy
- de-escalation strategies
- bespoke timetable / alternative curriculum / extended work experience
- 121 support in school
- use of personalised learning / inclusion centres
- the principles of restorative justice
- pastoral support
- nurture provision
- a key worker for mentoring
- parental engagement and involvement
- counselling / trauma informed approaches
- cool down time / safe space
- a range of outside agency involvement that may be appropriate
- Ladywood outreach / EP support
- referral to BSCIP
- the use of partner school's inclusions center's
- direction to offsite provision
- completion of an Early Help Assessment
- discussion at school partnership meetings (BIP's & Primary Head Clusters)

More information and advice about behaviour in schools can be found at the following link

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/behaviour-in-schools-guidance.pdf)

External support and targeted help

Where school-based interventions are not having the desired effect there may be a need for a multi-agency response and external support should be acquired to address wider issues impacting on the child. It is the aspiration that no pupil is permanently excluded for persistent disruptive behaviour without having gone through a graduated response which includes Early help and use of external support. It is important that appropriate support strategies, including external help, are identified and implemented at the earliest opportunity using the Early Help Assessment (EHA) as a starting point.

There should be an increased focus on early assessment and identification of a pupils needs before his or her behaviour has deteriorated to the extent that exclusion is the only option.

The Local Authority is committed to ensuring that all schools have access to a range of high-quality specialist services to support them in their work.

We expect schools to have access to and utilise where appropriate:

- Bolton Behaviour Support Service (or other appropriate behaviour support via alternative provision or other outside agencies)
- The Education Psychology Service
- Ladywood Outreach
- The Early Intervention Service
- Targeted Youth Support
- Targeted Early Help
- The Achievement, Cohesion and Integration Service
- Childrens Services Social Care

Where the appropriate expertise is not available within the Local Authority, schools are expected to broker it for themselves individually, or within Behaviour and Inclusion / Cluster Partnerships. The Local Authority will support schools to find appropriate support where necessary but will be unable to support schools financially with this.

The aim of this support is to ultimately allow students to thrive in a mainstream setting. Schools may need to be flexible with their curriculum solutions and use external support and alternative provisions effectively to ensure students have the opportunity to do this.

Where a pupil's needs are escalating and there are concerns that exceed Early Help level, schools should request support from Children's Services (Targeted Help) using the online form. <https://www.bolton.gov.uk/safeguarding-protecting-children/reporting-child-abuse/1>

Whilst elements of support will continue to be accessed from universal services, involvement from the Targeted Help Service may be required. Before accessing this help, children should have an existing Early Help Assessment and plan, and an identified lead professional. The targeted help offer will continue to be underpinned by the Early Help Assessment and its effectiveness regularly reviewed.

More information about Targeted Help can be found at the following link:

[framework-for-action-threshold-document \(boltonsafeguardingchildren.org.uk\)](https://www.bolton.gov.uk/safeguarding-protecting-children/reporting-child-abuse/1)

Phase 3 – Direction off site, managed moves and use of Alternative Provision

As a pupil works through the phases the expectation is that the support intensifies and appropriate assessments are undertaken to establish if there are any underlying unmet needs. School should strive to understand what is driving the behaviour and ensure that all appropriate support has been exhausted or considered.

Where a pupil remains at risk of exclusion, it is the expectation that a Direction off site, managed move or a spell in Alternative Provision should be considered prior to a permanent exclusion being implemented (unless there is a major breach of school behaviour policy).

Direction off site for the improvement of behaviour.

Section 29A Education Act 2002 sets out the power to direct a pupil off site to improve the pupil's behaviour. It is often used when a pupil is at risk of permanent exclusion and parental consent is not required, however, it makes sense for it to be a collaborative process so far as is reasonably practicable.

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached,

including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.

The governing board must comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010 and must show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Whilst the alternative provision guidance section does legally apply to maintained schools, academy trusts are also encouraged to follow this guidance.

The Education (Educational Provision for Improving Behaviour) Regulations 2010 and The Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012ii outline the procedure that must be followed when directing a pupil off-site: Where a governing body determine that they will impose a requirement on a pupil under section 29A(1) of the 2002 Act, they must: Give notice in writing to the parent/carer of a child, the child if over 18, and the LA if the child has an EHCP, (The notice must be given as soon as practicable after the determination has been made and not less than two school days before the relevant day) including the following information:

- the address at which the educational provision is to be provided for the pupil;
- particulars identifying the person to whom the pupil should report on first attending that address for the purposes of receiving the educational provision;
- the number of days for which the requirement is to be imposed;
- the reasons for, and objectives of, imposing the requirement; and
- in relation to the educational provision - where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends, or where a single session per day is provided, the times at which the session commences and ends.

The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time.

The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the next review will be and who should be involved in the reviews. For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g. a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, the school and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedure for amending a plan.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

However, a managed move does not have to be seen as a last resort, it may be that the parents, child and school believe that rather than allowing the current behaviour to escalate, that a proactive rather than reactive managed move is worth considering. Managed moves should be seen as a strategy to avoid escalation of suspensions or a permanent exclusion and address poor behaviour. They should only be used when all parties believe it is in the child's best interests to be offered a fresh start and that the new placement has a good chance of being successful.

A managed move is different to the power of a school to direct a pupil off-site for the improvement of their behaviour. This is a particular power given to maintained schools and is strictly time limited. Academies can also arrange off-site direction for such purposes under their general powers.

A managed move can only be with the consent of all of those involved, whereas direction off-site under [section 29\(3\)](#) can be done without the consent of the parents.

A managed move may be suitable in the following situations:

- Where a pupil refuses to attend his or her current school.
- Where a pupil is at risk of permanent exclusion from his or her current school.
- Where a pupil is posing a risk to the welfare of others at their current school.

A managed move may be a viable alternative to a permanent exclusion because the focus is on a fresh start for the pupil and providing support and services to the pupil in their new educational placement.

Both schools, the parents / carers and the pupils should be fully involved in the process and must agree before the managed move goes ahead.

The pupil should be clear on who will greet them on their first day at the receiving school, and who they should go to if they have any difficulties in school.

It is important that arrangements are made within the school for the pupil to have regular meetings with a member of staff who can regularly review their progress towards the Managed Move aims. This gives the pupil the chance to identify what has gone well and how to replicate success.

If the pupil had a particularly positive relationship in the main school, it would be supportive if that member of staff were to have continued contact with them to support the transition. This could be in person or via phone on a weekly basis.

The use of pupil mentors can also be very productive in managed moves. It immediately gives the young person a more positive peer group to associate with and may alleviate some of the anxieties around peer pressure.

A managed move can ensure a transition with minimal disruption to a child's education and without the need to go down the appeals route against a permanent exclusion. However, the threat of exclusion must never be used to influence parents to remove their child from the school either through a managed move or the usual school admissions process. If a parent believes they are being pressured into a managed move, they can take up the issue through the school's formal complaints procedure, and where appropriate, the local authority.

As managed moves are voluntary agreements, there is no statutory scheme governing their use and no governmental guidance on how the process should work. However, best practice suggests that there should be a number of clear stages and as such the council in partnership with Headteacher colleagues have developed a protocol to cover these arrangements.

Use of Alternative Provision

The Bolton family believes that every pupil should primarily be educated within mainstream settings. It is expected that schools will utilise all available resources to enable pupils to reach their potential and achieve best outcomes within a full time, mainstream place.

It is recognised however, that some pupils may need additional support to overcome barriers to learning and alternative provision (AP) should be considered where they are experiencing difficulties accessing the mainstream curriculum offer. This may include issues relating to behaviour and attendance. Schools should recognise any issues or barriers, and hence a potential requirement for alternative provision, as early as possible.

Direction into AP can be full time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase and reviewed regularly.

The local authority has put together a directory of Alternative Provision to support school leaders find the most appropriate provision to meet the needs of students within their school. This includes information about organisations who are registered on Bolton Councils AP Framework as part of the Dynamic Purchasing System (DPS).

Whilst using providers on the framework does not abdicate responsibility for the commissioner to ensure the AP meets H&S and safeguarding standards, the directory provides information about organisations that have at least met minimum standards around the safety and legality of provision. Schools can use other providers who are not registered on Boltons AP framework but should assure themselves of the quality and safety of provision.

Whilst the local authority can support schools with advice and guidance about alternative provision, schools would take responsibility for funding this and ensuring appropriate safeguarding arrangements are in place.

A guide for use of Alternative provision and service directory can be found here <https://www.bolton.gov.uk/sendlocaloffer/downloads/file/46/alternative-provision-handbook-for-schools>

4. Training

Effective staff training and continuous professional development will be fundamental in developing and enhancing inclusive practice. The 'Independent review of behaviour in schools' by Tom Bennett (March 2017) reported 'many schools find success by ensuring that all staff are trained in behaviour management at the time of their induction or even before. This is to ensure that all staff begin with a minimum understanding of the general principles of running a classroom, the broad range of available strategies to them, and an understanding of the whole school approach. In this way, the behaviour policy becomes embedded in practice and ceases to be a merely administrative document'.

The ITT behaviour review (2015) concluded that all staff needed, at a minimum, training in the following areas:

Routines

Knowing what classroom processes could be automated, taught and practised in such a way that they were performed habitually, such as task transitions, lesson beginnings, debating etc. Knowing ways of conveying, monitoring and reinforcing these routines.

Reactions and responses (scripting)

Understanding when and how to react to inappropriate behaviour in such a way that normal classroom systems are resumed, and further disruption is minimised. These can involve a repertoire of possible responses such as sanctions, body language, reminders, removals, summoning assistance.

Relationships

Understanding and consciously creating relationships of trust, dignity and support between all students and oneself. This is a wide and diffuse area and involves how to speak to parents and guardians, knowing about a student's specific learning needs, prior attainment and other data, understanding the effects of stress on decision-making and many other factors.

These areas require continuous and intelligent reinforcement through the duration of the teacher's career. Leaders should ensure appropriate access to CPD around inclusive practice, with an emphasis on staff understanding how attachment difficulties, adverse childhood experiences (ACE's) and Trauma, impact on behaviour and learning. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.

There is a range of useful resources and free online training which can be found in the SEND handbook at the following link:

<https://www.bolton.gov.uk/sendlocaloffer/sen-support>

The Home Office have also funded some online training Introduction to Adverse Childhood Experiences and Early Trauma which can be found at the following link:

<https://www.acesonlinelearning.com/> .

5. Inclusive practice self-evaluation framework

The inclusive practice self-evaluation framework has been developed to support schools to accurately evaluate how effective their inclusive practice systems and structures are. The evaluation framework identifies six key areas in designing, building and maintaining a good inclusive/behaviour culture.

The six areas have been shaped and informed by

- [Creating a Culture: How school leaders can optimise behaviour \(Tom Bennett, 2017\)](#),
- [Teacher Standards \(DfE, 2013\)](#),
- [School Inspection Handbook \(Ofsted, 2019\)](#),
- [Getting the simple things right: Charlie Taylor's behaviour checklists \(Charlie Taylor, 2011\)](#),
- [Index for Inclusion: developing learning and participation in schools \(Tony Booth and Mel Ainscow 2002\)](#)
- [Index 2002 complete 05 \(eenet.org.uk\)](#)

The SEF will allow schools to identify areas of strength and good practice, which can be shared with other schools via Secondary Behaviour and Inclusion Partnerships and Primary cluster Headteacher meetings, and identify areas of improvement. Secondary Behaviour and Inclusion Partnerships and Primary clusters will have the ability to establish strong collaborative support for schools in the areas of improvement they have identified.

The Inclusive practice SEF can be found at the following link

<https://www.bolton.gov.uk/downloads/file/4579/bolton-inclusive-practice-sef-template>

6. Partnerships across schools

(Secondary Behaviour & Inclusion Partnerships and Primary Headteacher Cluster Partnerships)

It is widely acknowledged that there is much innovative and inclusive practice already going on in Bolton schools. We believe school leaders are best placed to work collaboratively with peers and Council Services to produce solutions to enhance inclusive practice and ensure appropriate support for those pupils who have difficulty engaging with the curriculum.

‘A student’s experience in school remains one of the most insightful indicators of later life success in any one of a number of metrics. For many it is the best chance they will ever have to flourish. How they conduct themselves at school is crucial to that experience. Helping them develop good behaviour is therefore one of the most important tasks a school faces’. (Tom Bennett Creating a culture 2017)

To this end, Behaviour and Inclusion Partnerships (BIPs) will be established across Secondary schools and behaviour and inclusion will become a standing item at Primary Headteacher Cluster meetings. These partnerships will enable schools to work together with colleagues and other services to address the needs of pupils with challenging behaviour and share effective practice to promote good behaviour and discipline.

The purpose of the partnerships is to:

- Establish effective collaborative partnerships between schools that share similar locality and context.
- Identify best practice and strategies that are having an impact and share these quickly with other schools.

- Explore the joint commissioning of services from external suppliers, using existing resources across the cluster or additional resource devolved or delegated by the local authority.
- Organise bespoke CPD opportunities for staff in our schools.
- Support each other with the self-evaluation of inclusive practice.
- Establish and run an intelligence led managed move system.
- Monitor the impact of our inclusive practice.

An example of the terms of reference of such partnerships can be found at Appendix 2.

7. Vulnerable pupils

Pupils with Special Educational Needs and Looked After Children have disproportionately high rates of exclusion. Statutory guidance makes clear that the Headteacher should, as far as possible, avoid permanently excluding any pupil with an Education, Health & Care Plan or a looked after child (LAC).

In addition to the approaches on early help set out in section 3: phase 2, the Headteacher should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion.

Schools should engage proactively with the SEN team, Virtual school, Inclusion Services and parents / carers in supporting these pupils and consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupils SEN.

Pupils with SEND

Many students struggle to meet key school behaviour milestones for reasons connected to an identified SEND, and as much assistance as possible should be given to these students to do so. Some disabled students, such as those with attention deficit hyperactivity disorder, autistic spectrum disorders or learning difficulties, are much more likely to find it challenging to understand and follow the rules than other pupils.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the [Equality Act 2010 and schools guidance](#)

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed. e.g. where the school policy would normally provide for a 2-day suspension, the policy is adjusted to provide an alternative punishment for a pupil where their behaviour arises from a disability. The punishment marks the seriousness of the incident, is understood by the pupil, and does not involve suspending them in these circumstances.

In 2018 an Upper Tribunal judgment found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. https://assets.publishing.service.gov.uk/media/5f846599d3bf7f6b99980875/2019_AACR_10ws.pdf

Schools can often avoid indirect discrimination arising as a consequence of a disability by thinking ahead, planning and making reasonable adjustments. Parents, carers and pupils are often best placed to identify what reasonable adjustments help them; this is further supported in the Childrens Act 2014. Most reasonable adjustments cost little or nothing and can be built into and behaviour polices and individual risk assessments.

This does not necessarily mean that a disabled child will be exempt from sanction, however school's duties over equality will be relevant and where a reasonable adjustment for such conditions has not been made, a school may find it difficult to justify the treatment as a proportionate means of achieving a legitimate aim.

Where a pupil with an EHCP is at risk of permanent exclusion, the school should convene an annual review to consider any changes to the young person's needs and if any amendments need to be made to the type of support and provision they require. School should consult with the local authority's SEND Assessment Service in advance of calling a review to ensure where appropriate, officers from the Council can attend.

Looked after children (LAC) and children with a social worker

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect.

For children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, headteachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account

Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversation.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion.

Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the pupil.

Adverse Childhood Experiences (ACE's)

Adverse Childhood Experiences such as neglect, abuse, family dysfunction and exposure to domestic violence, can have a major impact on an individual's future health and wellbeing. As knowledge of ACEs increases, so is the understanding that a person's behaviour is a reflection of the coping strategies they developed when living with adversity.

The impact of ACE affects how a person perceives themselves (self-esteem, self-image), how they interact with others (passively or angrily), and how they cope with the emotional pain (depression, anxiety, alcohol or drug use), it can also leave them with confusion about issues of trust, boundaries and respectful relationships (both with adults and children).

ACE's, resulting in developmental trauma and attachment difficulties, can be an important influence on a young person's academic success and well-being. Young people who experience these difficulties can struggle with self-regulation taking on challenges and persisting in the face of setbacks. For young people with attachment difficulties, the challenging business of learning and coping in the classroom can be very difficult. These difficulties can, without the right understanding and support from their school, put a young person at greater risk of exclusion.

The development of an organisation's behaviour policy should include thorough consideration of the needs of vulnerable children. Likewise, all staff who may come into contact with children and young people with attachment difficulties should receive appropriate training on how best to support them. This is most effective when the whole staff team including the Head teacher, Senior Leaderships Team, Teachers, Support staff, lunchtime organisers and administration staff have all received the same training. Training in the use of tools which help to identify the level of social, emotional and mental health difficulty a young person is experiencing can support an organisation in developing an appropriate support plan. These tools include Goodman's Strengths and Difficulties Questionnaire (SDQ) and The Boxall Profile Tool.

Free online training provided by the Home Office on ACE's and Early trauma is also available at the following link <https://www.acesonlinelearning.com>

8. Single point of contact

Bolton Council provides a single point of contact through the Behaviour Support Service which provides advice and guidance to schools to avoid exclusions and challenge where all strategies to be fully inclusive have not been employed. This role sits within the Inclusive Education and Learning Department, which comprises several layers of support and intervention for schools and governors experiencing challenging circumstances. The point of contact is available for all schools and sits outside of the services traded offer. There is an expectation that no pupil should be permanently excluded from school for persistent disruptive behaviour without the Behaviour Support Service knowing about the child and emerging issues. If you have concerns about a child's behaviour and think they may be at risk of permanent exclusion you can contact the single point of contact at behavioursupportservice@bolton.gov.uk

9. Permanent exclusion

Strategies exhibited prior to exclusion and process for notifying the local authority

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate

Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

The behaviour of pupils at risk of exclusion is often driven by complex combinations of social, emotional and health problems, and Headteachers should take account of these factors.

Before making the decision to permanently exclude, headteachers should consider whether permanent exclusion is a fair and proportionate sanction, or whether a period of suspension followed by a package of additional support would be a more appropriate response.

All schools across Bolton will have varying degrees of capacity in which to implement effective inclusive practice strategies. However, the school should have addressed the needs of the pupil and exhausted a wide range of support strategies prior to issuing a permanent exclusion. This will include but not be limited to:

- Evidence of QFT and a graduated response to SEMH needs (EP assessment / Ladywood Outreach).
- Evidence of having been subject to extensive inclusive support strategies in their own school.
- Consultation with officers from within the Council through the single point of contact.
- Evidence of having support with external or specialist agencies where relevant, via the Early Help process.
- Direction off site to improve behaviour.
- Evidence of having been offered the opportunity of a Managed Move where appropriate or alternative provision.

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC. The school must also notify the local authority on day one of a permanent exclusion by completing the Notification of Permanent Exclusion form and sending this to inclusion@bolton.gov.uk

The school are also required to complete the Day 6 Placement Form and send to inclusion@bolton.gov.uk by day three of the permanent exclusion so that the local authority can meet their statutory duty of providing education by day six of the permanent exclusion. This information will be used to source appropriate placement in Alternative Provision (AP) and therefore must provide detailed information about the pupils needs, challenges and academic levels in order for the AP to ensure the pupil is placed appropriately and ensure the safety of pupils and staff at that provision.

10. Pupils returning to mainstream school

All pupil placements in alternative provision (AP) are monitored and reviewed on a termly basis by the local authority. Where the provider of the alternative provision and the local authority deem that sufficient progress has been made for a pupil to return to mainstream education, an appropriate placement is identified through the In Year Fair Access Protocols (IYFAP). Children who are deemed suitable for a return to mainstream education will be supported by the Education Access Officer to express preferences for a school place considering geographic location, the number of pupils previously admitted through IYFAP and any other information that may be relevant to the decision-making process. The AP provider will complete a report to demonstrate progress to support the referral and placement through the IYFA protocols.

The Education Access Officer will then circulate the supporting information to the schools of parent's choice to see if agreement can be made outside of the IYFA panel. Where an agreement is not reached outside of panel, the information will then be shared with the members of IYFA and discussed at the next panel meeting.

Where a child is offered a school place through the IYFA protocols, it is the responsibility of the school to arrange contact with the family without delay. The school must meet with the parent/carer of the young person and agree a start date as soon as possible after the decision, along with an agreed plan for how any necessary support will be provided.

The Re-engagement Team will support with the admission working closely with the Alternative Provider, school, pupil, and parents to ensure appropriate support is in place.

11. Useful information, resources, links and online training

- [Schools: statutory guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Guidance and resources for supporting behaviour in schools - [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Mental Health and behaviour in schools, advice from the DfE - [Mental health and behaviour in schools \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- Supporting pupils at school <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Tom Bennett Independent review of Behaviour in Schools - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)
- [Timpson Review of School Exclusion \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- [Improving Behaviour in Schools | EEF \(educationendowmentfoundation.org.uk\)](http://educationendowmentfoundation.org.uk)
- Trauma, challenging behaviour and restrictive interventions in schools - [Briefing 54 traumainformed schools 0.pdf \(centreformentalhealth.org.uk\)](http://centreformentalhealth.org.uk)
- Introduction to Adverse Childhood Experiences and Early Trauma Online Learning - <https://www.acesonlinelearning.com/>
- Inside I'm Hurting; practical strategies for supporting pupils with attachment difficulties in school - Louise Michelle Bomber
- Attachment in the Classroom; The links between children's early experience, emotional wellbeing and performance in schools - Heather Geddes
- What about me? Inclusive strategies to support pupils with attachment difficulties make it through the school day - Louise Michelle Bomber
- Settling to learn; settling troubled pupils to learn and why relationships matter in school - Louise Michelle Bomber and Dan Hughes
- Emotion coaching resources - <https://www.emotioncoachinguk.com/>

- Starving the Anger Gremlin for Children Aged 5-9: A Cognitive Behavioural Therapy Workbook on Anger Management - [Kate Collins-Donnelly](#)
- Starving the Anger Gremlin: A Cognitive Behavioural Therapy Workbook on Anger Management for Young People - [Kate Collins-Donnelly](#)
- Starving the Anxiety Gremlin for Children Aged 5-9: A Cognitive Behavioural Therapy Workbook on Anxiety Management - [Kate Collins-Donnelly](#)
- Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People - [Kate Collins-Donnelly](#)
- Think good, feel good; a CBT workbook for children and young people – Paul Stallard
- The whole brain child – Dan Siegel and Tina Payne Bryson
- SEMH Toolkit of evidence based interventions to promote the inclusion of children with SEMH needs - https://www.babcockldp.co.uk/babcock_ldp/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf
- Child Trauma Academy YouTube channel has presentations on brain development, trauma and resilience & developmentally appropriate interventions for children.
- Boxall profile (Nurture Group network) www.nurturegroups.org
- Strengths and Difficulties questionnaire (Dr. Goodman) www.sdqinfo.org.
- SEND Handbook <https://www.bolton.gov.uk/sendlocaloffer/sen-support>

SEMH Free On-line CPD for School Staff	
SEMH	http://www.advanced-training.org.uk/
Behaviour	https://www.classcentral.com/course/managing-behaviour-for-learning-6272
Managing behaviour for learning	https://www.futurelearn.com/courses/managing-behaviour-for-learning
An introduction to classroom management	https://prosperoteaching.com/quiz/classroom-management/
ADHD, concentration and SEMH	http://www.humansnotrobots.co.uk/p/resources-hub.html?m=1
ADHD	https://www.futurelearn.com/courses/understanding-adhd http://www.adhdcontinuum.com/free-adhd-online-courses/#.Xm-ZMaj7RPZ
Mental Health	https://www.minded.org.uk/ https://mindup.org/ https://www.brooksgibbs.com/
Behaviour, bullying and mental health	https://selby.ac.uk/adult-skills/distance-learning-courses/?fbclid=IwAR3x2_8kAlHgHPRR-kAQFBLKZ7Pmi-BxNbAo7p22vPKGf6H79TaXFX_qiBA
Understanding depression and anxiety	https://www.open.edu/openlearn/health-sports-psychology/health/understanding-depression-and-anxiety/content-section---learningoutcomes
Introduction to attachment disorder	https://prosperoteaching.com/quiz/an-introduction-to-attachment-disorder/

Appendix 1 - Behaviour and Inclusion Partnerships (BIPs)

Behaviour and Inclusion Partnerships (BIPs) will be established across Secondary schools/academies based on the North, South and West geographical Cluster model, whilst Primary Clusters will continue in their current form with Behaviour and Inclusion as a standing item on the Primary Headteachers Cluster Meetings. These will be established with location and context as the premise for schools to work effectively with each other.

1. Behaviour and Inclusion Partnerships Terms of Reference	
Members	All Bolton schools within an allocated Cluster (North, West and South for Secondary & existing Primary ECM clusters 1 - 10)
Attendees	All senior behaviour leads from each Secondary school / Primary Headteachers
Chair	A volunteer / nominated Headteacher / senior behaviour lead from a cluster school
Clerk	PA from the Chair's school

Terms of Reference:

Membership and attendance:

- The partnerships may require the attendance of relevant individuals as appropriate to assist in the decision making and collaborative work that takes place.
- A volunteer headteacher / Deputy Headteacher will be appointed as Chair from one of the schools within the partnership.

Meetings:

- Partnerships will meet a minimum of five times a year (approximately once each half term).
- Meetings will take place in one of the schools within the partnership.
- Additional meetings may be requested by any of its members.

Responsibilities of the Partnerships

The partnerships will address such matters as:

- Organising and reviewing the impact of Managed Moves.
- Analysing Suspension/Exclusion data across the cluster to identify trends and patterns of behaviour that are common to the BIP and /or school.
- Sharing best practice around inclusion and behaviour modification.
- Organising training opportunities for the BIP/cluster to enhance inclusive practice.
- Providing and brokering adequate support for those schools who may not have sufficient inclusive practice capacity.
- Sharing the Inclusive Practice Self Evaluation framework openly and transparently with each other to identify areas of strength across the partnership and areas to improve.
- Ensuring compliance with all legal requirements
- Ensuring compliance with Local Authority agreed protocols and procedures.

