



# Dacorum Emotional Wellbeing and Behaviour Guidance



2024/2025

## Tier 1 – Prevention and Early Intervention

### Good Practice

#### Training

- Clear staff induction
- Ongoing continual professional development in relation to the needs of the children and young people

#### Assessment

- Clear Assess, Plan, Do, Review (APDR) cycle
- Strengths and difficulties in learning, behaviour and wellbeing are observed, monitored and reviewed
- Parents/carers are involved and work in partnership with assessment cycles

#### Therapeutic Approach

- Therapeutic approach is embedded (Hertfordshire Therapeutic Thinking)
- Whole school approach to Mental Health and Wellbeing
- Level 2 trained Mental Health lead, deputy and named governor
- All staff to access Level 1 Mental Health training, delivered by the Mental Health Lead
- Student and staff Mental Health and Wellbeing policy
- Staff are aware of children and young people who require additional support due to (including but not limited to) trauma, loss, insecure attachment, neurodiversity
- Children and young people feel safe and have a named adult or key person to provide a stable and consistent point of reference

#### Pastoral

- Work in partnership with parent/carers in children and young peoples decision making
- Small group work, including social skills groups, nurture, mentoring, buddy system
- Signposting support from local schools partnerships and family support workers

#### Behaviour

- Therapeutic behaviour policy
- Promoting equality, diversity and inclusion and challenging all forms of discrimination
- Analysis of behaviour
- Anxiety mapping

#### Staff Wellbeing

- Staff have access to support such as an employee assistance programme

### DESC Support

- Advice and guidance through telephone discussions
- Attendance at professionals meeting
- Solution focused support and conversations
- Observations, advice and strategies
- Staff support and targeted training
- Staff peer support – 1:1 and group supervision

### Examples of other support

- Seek advice from Head Teacher colleagues and network of other Head Teachers
- Mental Health Support Teams (MHST)
- [DSPL8](#)
- [SEND code of practice: 0 to 25 years](#)
- [Lumi Nova: Tales of Courage](#)
- [WithYouth – Herts Mind Network Children and Young People](#)
- [Speech, Language, Communication and Autism Team \(SLCA\)](#)
- [School Nursing](#)
- [ADD-Vance](#)
- [Children's Wellbeing Practitioners Service](#)
- [Trauma Informed Practice](#)
- [ACES Training](#)
- [Ask SALL](#)

## Tier 2 - Outreach

| Good Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | DESC Support                                                                                                                                                                                                                                                                                                                                                                                                     | Examples of other support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Support including Outreach, Drawing and Talking, Protective Behaviours</li> <li><input type="checkbox"/> Mentoring support</li> <li><input type="checkbox"/> 1:1 support in class</li> <li><input type="checkbox"/> Early Prognosis document used to identify triggers and effective de-escalation strategies</li> <li><input type="checkbox"/> Therapeutic Tree embedded within practice</li> <li><input type="checkbox"/> CPD targeted to supporting staff to effectively manage students with more challenging behaviour</li> <li><input type="checkbox"/> Tailored CPD from the Mental Health Lead</li> <li><input type="checkbox"/> Tailored support from local schools partnerships and family support workers</li> <li><input type="checkbox"/> Consider identified and unidentified unmet needs and seek external support</li> </ul> | <ul style="list-style-type: none"> <li>● 12 week Outreach intervention</li> <li>● Weekly Therapeutic Services support including Drawing and Talking, ELSA and Counselling                             <ul style="list-style-type: none"> <li>○ Both services can be accessed via a <a href="#">Referral Form</a></li> </ul> </li> <li>● Small group work</li> <li>● Whole class support and modelling</li> </ul> | <ul style="list-style-type: none"> <li>● GP</li> <li>● <a href="#">Services for Young People</a></li> <li>● <a href="#">Children's Wellbeing Practitioners Service</a></li> <li>● <a href="#">Dacorum Family Services</a></li> <li>● <a href="#">Gade Schools Partnership</a></li> <li>● <a href="#">Step 2</a></li> <li>● <a href="#">Safe Space Counselling</a></li> <li>● <a href="#">NESSie Therapy</a></li> <li>● <a href="#">Families First</a></li> <li>● <a href="#">Woodfield Outreach</a></li> <li>● <a href="#">SENDSAS</a></li> <li>● <a href="#">The Sandbox</a></li> <li>● <a href="#">Educational Psychology Service</a></li> <li>● <a href="#">NESSie Parent and Carer Support</a></li> <li>● <a href="#">SPACE Hertfordshire</a></li> </ul> |

## Tier 3 - Getting Targeted Help

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

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

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

## Tier 4 - Getting More Help

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

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

## Tier 5 - Getting Risk Support (Specialist)

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