

A GRADUATED RESPONSE FOR SUTTON



**SUTTON LOCAL AREA WORKING
TOGETHER TO MEET SOCIAL,
EMOTIONAL AND MENTAL HEALTH
NEEDS TO PREVENT EXCLUSIONS**

AIMS AND PRINCIPLES

- To have a consistent approach and common language across all Sutton Schools and the local area to meet social, emotional, and mental health needs and to prevent exclusions
- To enable every child and young person to benefit from high-quality education that supports them to fulfil their potential
- To enable the learning of all children who are disengaged

**“WE ARE COLLECTIVELY AMBITIOUS
FOR OUR CHILDREN AND YOUNG
PEOPLE.
TOGETHER WE WANT TO PROVIDE THEM
WITH THE BEST CHANCES TO ACHIEVE
THE BEST OUTCOMES IN LIFE,
WHATEVER THEIR STARTING POINT,
AND PREPARE THEM EFFECTIVELY FOR
ADULTHOOD”**

PHILOSOPHIES

- Every child, regardless of their characteristics, needs, or the type of school they attend, deserves a high-quality education.
- An unwanted behaviour may be as a result of unmet need, SEND, social and/or environmental factors.
- Individualised responses are necessary to support each child or young person’s individual circumstances.
- Reasonable adjustments will need to be made as necessary to support individual needs.
- A multi-agency approach is required to understand and address the complex underlying needs that children and young people may have.
- Staff need the opportunity to develop skills to provide support where children and young people need it.
- Particular consideration should be given to pupils from groups who are vulnerable to exclusion.

HOW TO USE THIS DOCUMENT

- Each child's circumstance is different, and progress is not linear. A situation may escalate or de-escalate quickly, resulting in movement across stages.
- Interventions should not only be used at a specific level, for example a child may be at stage 3, but the expectation is that staff would continue using strategies from stage 1 or 2.
- Intervention used should be approached using the Assess, Plan, Do, Review model, ensuring that clear outcomes are identified, are monitored, and tracked for impact.
- This is a model that is underpinned by the recommendations made in the Timpson Review and the 2019 Ofsted framework. As these recommendations become practice, this framework and model will continue to develop. This model will also be aligned to the outcomes of the High Needs Block review.
- Where learning needs are identified, schools should continue to follow the guidance of the SEND Code of Practice to ensure that appropriate steps are taken to support the child's access to education.
- This is a positive model that aims to keep children and young people accessing a mainstream education.
- The Graduated Response is intended to support schools to work with children and young people who have ongoing concerns. One off, serious incidents in schools would continue to be dealt with as deemed appropriate by the Headteacher on an individualized basis.
- Whilst there is reference to the Children's First Contact Service (CFCS) in this document, usual LA guidelines for use of CFCS for immediate safeguarding concerns should continue to be followed.

STAGE 1 – SCHOOL

Intervention		Aim	Notes
Advance planning & Assessment	Staff training programme	To provide staff the required skills	Identify CPD needs. Ensure trauma and attachment awareness.
	Root cause analysis	To understand the underlying reasons for the behaviours	Internal / external factors explored. Talking to child and key adults. Are child's basic needs being met?
	SEND discussion	To address any learning needs	Progress data and teacher input reviewed SENCO uses information to help explore and resolve need
	Liaison between primary and secondary schools	To ensure that there early and ongoing communication between schools	Information sharing can support schools to understand the underlying reasons for behaviour
Home / school development	Team around the child Internal	To ensure a consistent approach between home and school	Solution-focused meeting that brings teachers, family, and other professionals together Development of a plan to support positive change
	Family Support	To build capacity within the family to support the child	Pastoral lead or family support worker engages with family Specific strategies provided to family
	Positive parental engagement	To empower parents to support a 'one voice' approach to supporting the child	Early contact is made by school to family Meeting with family helps gain fuller understanding of the child both in / out school.

School policy and practice	Monitoring	To develop an anticipatory approach to behaviour management.	Themes and trends identified (times of day/days of week/teacher specific/subject specific/peer groups) Outline of behavioural pattern achieved
	Rewards	To ensure a child understands how to gain positive attention	Individualized targets and rewards Creative approaches to support behavioural change
	Consistent approach to child's behaviours agreed and understood by all staff	To ensure that all staff respond with 'one voice' to provide constructive consistency for the child	Coordinated articulation of information to staff Monitoring ensures consistent understanding and application by staff.
	In lesson support	To ensure that teacher planning is directed towards to meeting individual need	SENCO to coordinate support for teachers Differentiated content/approach
	Adapted timetable	To create flexible ways of supporting the child	This may involve regular support in place of a lesson Monitored, time-limited (please see School Attendance Guidance pg. 19 – there is flexibility in this to ensure that if used it is to meet the individual needs of the child and that includes the length; however, it is clear that it can't be long term or ongoing) Ongoing access to high quality education.
	Timeout (lessons / breaktimes)	To develop an anticipatory approach to prevent behaviour escalation.	To give time limited opportunities for calm and reflection Planned and strategic with clear aim
	Reflective practice	To ensure reflective learning Is common place amongst professional	All services to support each other as critical friends Adopting a high challenge/high support approach to ensure practice continually develops.
	Specialised behavioural support groups	To address the needs of pupil groups	Pastoral programmes put in place Anger management/ELSA/talk and draw etc.

	School EHCP review	To ensure provision identified in EHCP is being applied appropriately.	Schools carry out own EHCP review
Specialist in school support	<u>School nurse</u>	To identify whether there is an unmet health related need	Nurse drop-in takes place in school <u>School Nurse leaflet 5-11</u> <u>School nurse leaflet 11-19</u>
	Adult mentor	To provide an opportunity for the child to find ways to move forwards	For the child to identify a trusted adult that can be their go to if they feel they are struggling. Opportunity to have regular check ins.
	Counselling	To support the child emotional needs	ELSA or equivalent / pastoral support / school counsellor

STAGE 2 – OUTREACH

Intervention		Aim	Notes
Advance planning and Assessment	Root cause analysis 2	To review whether the underlying reasons for behaviour have been accurately identified	Further discussion with the child, family, and teachers
	School nurse	School Nursing service can provide support outside the school environments as needed, school to refer if considered this support is beneficial.	School Nurse leaflet 5-11 School nurse leaflet 11-19
	Targeted Early Help Service (TEHS)	TEHS provides Specialist Support Workers (SSW) to families that have been identified as in need of intensive Tier 2 support. The specialist support worker (SSW) will complete an Early Help Assessment (EHAT) on the family to understand the challenges and strengths they are experiencing.	<p>In order to access support from the TEHS, a referral is required to be made via CFCS using this form, your level of concern would need to be rated 5-8 in order for Early Help to review the information. Your referral will be reviewed, and you will be contacted by an Early Help Coordinator (EHC) for a discussion. At least two criteria from this document will need to be met in your referral for support to be considered. A good referral will need to identify what the concern is, what has been done already to support the family and what you are asking the TEHS to do.</p> <p>In the TEHS, we have EHCs whose role is to support partners in considering if a referral to the TEHS is required or if the partner agency can provide support themselves through signposting and advice.</p> <p>Early Help Coordinators (EHC) can be contacted by email earlyhelpservice@sutton.gov.uk or by phone 020 8770 6001</p>

	<u>EHAT</u>	To complete a holistic assessment of a family's needs and to identify a coordinated response from other necessary services as part of a timely action plan	The EHC will review all EHATs that are submitted via CFCS. Information and forms for the EHAT can be accessed here alongside information on how Early Help is being delivered across Sutton.
	Team Around the Family (TAF) External Support	To create a collaborative approach with external professionals	Agencies/professionals share knowledge Develop a package of support Templates for schools can be found here
	Teacher forum	To ensure a consistent application of strategies identified by professionals	Professionals attend school-based meeting Inform teachers of key strategies to support the child

Outreach interventions	Outreach work with other provisions	To provide mainstream schools support from other provisions with challenging children and young people.	Alternative providers become involved in working with children and schools at an early stage Sharing of expertise and strategies
	SEND Support	To provide SEND support Guidance	Sutton SEND Support are engaged to provide strategies to help the school support the child
	Inclusion Surgeries	To provide school staff the opportunity to discuss an Inclusion case.	Offering information, advice, and guidance to schools to support inclusive practice and the prevention of exclusion. Please contact inclusion@cognus.org.uk to book a 30-minute slot. Inclusion Surgeries – Cognus will provide further information and dates for the surgeries.
	Virtual School –	Education consultation drop-in sessions for professionals – run by Sutton Virtual School on Thursdays, 9:30-11:00am – more information is here .	If you'd like to book a consultation, please contact Sara Martin, Virtual School Deputy Head Teacher, at sara.martin@cognus.org.uk

<p>Education Consultation Drop-ins</p>	<p>Sutton Virtual School works to promote the education of children who have a social worker and offers education advice and guidance to professionals working with these children and young people.</p>	<p>More information and guidance can be found on our website here.</p>
<p>Traveller Education Service (TES)</p>	<p>To provide advice and support to professionals, raising awareness and understanding of the Gypsy, Roma and Traveller communities, culture, and lifestyle so that practitioners can develop and improve their inclusive practice.</p> <p>To support families with accessing and engaging with education by helping secure school places, supporting through educational processes, attending professionals' meetings, and assisting with home/school liaison.</p> <p>To provide one-to-one academic support for pupils in schools to help close the gap or support homework completion and/or exam preparation.</p>	<p>Website: https://www.cognus.org.uk/services-for-professionals/traveller-education/</p> <p>Email: tes@cognus.org.uk</p> <p>Phone:</p> <p>Early Years & Vulnerable Family Liaison Officer: 07736 338 475.</p> <p>Team Leader & Primary Advisory Teacher: 07736 338 359</p> <p>Secondary Education and Family Liaison Coordinator: 07534 539 701</p>
<p><u>Educational Psychology</u></p>	<p>To identify strategies to support child</p>	<p>School engage EP services to identify any further needs and provide strategies to support the child</p>
<p><u>Therapies (SALT/OT)</u></p>	<p>To identify strategies to support child</p>	<p>School engage SALT/OT services to identify any further need and provide strategies to support the child</p> <p><u>Graduated Response for education based therapeutic support – Cognus</u></p>

	<p>CAMHS</p>	<p>To support the mental health of a child</p>	<p>A CAMHS referral is made to access specialist mental health support</p> <p>Sutton Alliance Service referral</p>
	<p>Paving the Way</p>	<p>To identify and address root causes of behaviour which may include the identification of further need. To empower schools & families to support the child more effectively, and enable the child to have a better understanding of their own behaviours with strategies for self-regulation</p>	<p>Bespoke support for each child. Support offered will vary depending on the individual needs of the child and family. The PTW teamwork within school and externally with families where necessary and appropriate to ensure a holistic approach, aged 5-11 years</p> <p>Information for Families</p> <p>Information for Professionals</p>
	<p>CFCS referral</p>	<p>Social care support.</p> <p>Please refer to the Threshold Document which states what is safeguarding or child protection to ensure if a referral is appropriate.</p>	<p>If your query is in relation to a safeguarding issue or child protection concern it may be appropriate to make a referral to the Children's First Contact Service (CFCS) Team at: childrensfirstcontactservice@sutton.gov.uk or call them on 0208 770 6001 to discuss in detail to inform what action you are to take.</p> <p>CFCS referral form</p>
	<p>Domestic Abuse Support</p>	<p>To provide a range of support services for families who are living with or have experienced Domestic Abuse</p>	<p>Sutton Women's centre</p> <p>Limes DA support</p> <p>Directory of local domestic abuse services</p>
	<p>Vulnerable Pupil Panel</p>	<p>To clarify progress and next steps.</p> <p>Multi-agency panel can offer advice and guidance.</p>	<p>Discussion takes place to help the school review current progress with child.</p> <p>Opportunity for further intervention to be gained</p> <p>Find information and guidance on how to make a referral here</p>
	<p>Youth Justice Service</p>	<p>Provides statutory interventions for young people who are on pre- or post- court orders</p>	<p>Access to the service is via police referral or court ordered</p>

<p>YouThink Crime Prevention</p>	<p>You Think is a voluntary, early intervention service which is available to young people aged 8-17 years who are identified as being at risk of offending or involvement in anti-social behaviour.</p>	<p>Cases can be referred via CFCS or directly via the You Think Prevention Panel.</p> <p>For more information, please contact sutonyot@sutton.gov.uk</p>
<p>Adolescent Team (EH&IYJS)</p>	<p>The adolescent team offers support to young people at the edge of care with referral from the allocated social worker within Children's Services – the case needs to be open to social care. The team also works with young people who are deemed to be at risk of exploitation.</p>	<p>Referral is via the MACE panel after a risk screening tool has been completed.</p>
<p>The Limes College</p>	<p>Assess, support and advice from Limes</p>	<p>Accessed through VPP</p>
<p>Turnaround / Nurture (The Limes College)</p>	<p>To provide group interventions that address behaviours that are challenging for schools.</p>	<p>Referral via VPP Nurture – Age 5-11 Turnaround - Age 11-16</p>
<p>STARS</p> <p>Outreach and Rethink programme</p>	<p>Outreach Support STARS do offer an outreach service when they have capacity.</p> <p>If the young person does not meet STARS entrance criteria, they may still be able to gain support. For example, STARS may offer: tuition in school, mentoring in school or a short-term placement of 10 weeks at our school site. The young person will then be supported to return to their referring school.</p> <p>Re-Think It Project This project is offered to key stage 2 pupils who have been identified by their referring school as at the beginning stages of EBSA.</p> <p>The project aims to work with parent and child on areas</p>	<p>To discuss this further contact the Deputy headteacher or Assistant headteacher on 0208 404 3124</p> <p>Link to STARS website: Sutton Tuition and Reintegration Service - Admission (starservice.org.uk)</p>

		such as communication, emotional regulation, anxiety management, goal setting and resilience. It comprises of six sessions with both parent/carer and child attending.	
	Personal Support Plan	To provide targeted support and review for child	Schools may choose to start this either earlier or later depending on approach
	<u>Off the record</u>	Mental and emotional health support services	(Support starts at age 11 but can vary for different services) Face to face counselling Drop-in sessions Online support Support for parents and carers
	Parenting support (Sutton Family Hubs)	Parenting programmes are a source of support for all parents and carers and offer an opportunity to share parenting experiences, develop a greater understanding of child development, build positive relationships, and learn skills to deal with challenging behaviour	For more information on courses and to sign up, please contact: Theresa Cameron (Parenting Coordinator) 07736 338 924 Maja Nielsen (Parenting Support Administrator) 07821 637 721 parenting@sutton.gov.uk
	<u>Jigsaw4u</u>	Provides a wide variety of services across the London Boroughs of Merton and Sutton.	More information on the different services available can be found on the website .
	<u>MAPS (Mentoring, Advocacy & Peer Support)</u>	An early intervention project providing mentoring and advocacy support to vulnerable children and young people in the London Borough of Sutton.	To make a referral, contact the MAPS Team at the Volunteer Centre Sutton at maps@vcsutton.org.uk , or call 020 8661 5900 and ask to speak to a member of the MAPS Team.

	<p>The Autism Service</p>	<p>Autism Service works to support young people aged 4-18 with social communication differences or an autism diagnosis.</p>	<p>Advice and strategies, to support the young person in school, can be accessed via the School Autism Champion role, half-termly surgeries, YouTube training videos and factsheets, or via traded support.</p> <p>Parent workshop videos are available on the Cognus YouTube Channel and a one-off one-to-one understanding diagnosis session is available.</p> <p>Further 121 support is available as a traded service.</p> <p><u>Autism and Social Communication – Cognus</u></p>
	<p>School Police Liaison Team</p>	<p>Sharing intelligence to partner agencies, help identify underlining concerns so to recognise the reason for behaviour.</p> <p>Support young people on the periphery or actively involved in crime, referring them to Police-run engagement.</p>	<p>For support, please contact your setting's attached liaison officer</p>

STAGE 3 – EXTENDED OUTREACH

	Intervention	Aim	Notes
Advance planning and adjustments	Root cause analysis 3	To understand the underlying reasons for the behaviours	A further review whether there are further causes for ongoing behaviours.
	Personal Support Plan	To provide targeted support and review for child	Schools may choose to start this once there has been an exclusion.
	Adjusted/Reduced timetable	To support the child to respond more positively to situations at school	<p>In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs, parents need to agree to this suggestion.</p> <p>For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.</p> <p>A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.</p>
	EHCP Coordinator engagement (for child with EHCP)	To review the EHCP plan needs of the child	To review the EHCP and decide whether an emergency annual review is called.

	<p>Short Breaks</p>	<p>A short break provides opportunities for children and young people with disabilities, who are assessed to be eligible for our service, to take part in positive activities, working towards agreed outcomes whilst also providing respite for their families/carers from their daily caring role.</p> <p>Short breaks can take place in the home or in the community and are personal to the child and young person's individual needs. They can include day, evening, overnight, weekend or holiday activities.</p>	<p>Link below for information on Short Breaks.</p> <p>https://www.sutton.gov.uk/-/children-who-need-additional-support-short-breaks#:~:text=What%20is%20a%20Short%20break,from%20their%20daily%20caring%20role</p> <p>To request access to a short breaks service, you will need to refer via the Children's First Contact Service (CFCS). Parents/carers and professionals will be required to complete the CFCS referral form. This will then be passed to the Children and Young People's Disability Service for action.</p>
<p>Engaging with other educational providers</p>	<p>Managed move</p>	<p>To offer a fresh start to children and young people in education</p>	<p>A collaborative approach with other schools. A child is moved for a 3-month trial to a potential new mainstream school, parents need to consent to this.</p> <p>A managed move in Sutton may apply to students where there are social care issues or other vulnerabilities or where a school feels a pupil who has displayed behaviour problems may succeed with a fresh start in another school.</p> <p>The possible scope for using managed moves can be as broad and as flexible as Headteachers feel is appropriate however, a managed move should only be considered if the pupil is deemed suitable to be in a mainstream setting.</p> <p>Schools to inform VPP (vpp@cognus.org.uk)</p>
	<p>Alternative Provision</p>	<p>To offer an alternative curriculum and provide a break from a challenging situation</p>	<p>Alternative Provision usage should be used in connection with other support.</p>
	<p>Dual registered vocational placement (2 days Limes + 3 days school) (KS4 only)</p>	<p>To provide a flexible blended learning approach between two provisions</p>	<p>Referral through VPP (KS4 only)</p> <p>Evidence of multi-agency work and support to access these places.</p>

	STARS	<p>Pupils that are not able to access their mainstream high school due to their medical needs as confirmed at consultant level.</p> <p>Link for STARS webpage:</p> <p>Sutton Tuition and Reintegration Service (starservice.org.uk)</p>	<p>STARS accepts pupils who have a diagnosed medical condition that temporarily prevents attendance at mainstream school.</p> <p>For a pupil to be considered for a placement at the time of the referral:</p> <ul style="list-style-type: none"> • The pupil must live in the London Borough of Sutton • Parental or carer permission must be agreed with signature • Current medical evidence and medical treatment plan must be provided • The current Individual Health Care Plan must be provided (except in acute conditions) • The pupil must be of compulsory school age, between the ages of 5 (Year 1) and 16 (Year 11).
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ACKNOWLEDGEMENTS

The Graduated Response has been developed through successful collaborative multi-agency working and we would like to thank everyone who has played a part in the development process.

If there are changes that need to be made to this document, please contact VPP@cognus.org.uk