

**Sutton Schools Graduated Response to Preventing Suspensions and Exclusions**

**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**

* To guide the response put in place for a child or young person (CYP) who is displaying behaviour that challenges. Each CYP’s circumstances are different, and progress in response to intervention is not linear. A situation may escalate or de-escalate quickly, resulting in movement across stages.
* As guidance, this document will not be used in the same way for each CYP. The individual provision available in different schools may also mean that the support on offer is varied between settings, although a level of consistency and standard practice should exist between Sutton settings. The professional decision-making of staff involved will be important in determining the support identified.
* Interventions should not only be used at a specific level, for example a CYP may be receiving some specialist support, but the expectation is that staff would continue using universal and targeted strategies where these continue to apply.
* 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 is also aligned to other SEND Transformation activities occurring in the local area which are focused on promoting inclusion.
* 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 CYP’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 where there are ongoing concerns. One off, serious incidents in schools would continue to be dealt with as deemed appropriate by the Headteacher on an individualised 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. Other services listed below will have criteria for access which will also need to be taken into account by school staff when considering their applicability for a particular CYP.

**STAGE 1 – UNIVERSAL (IN SCHOOL)**

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| **Intervention** | | **Aim** | **Notes** |
| **Advance planning & assessment** | **Staff training programme** | To provide staff the required skills | Identify development needs of staff and seek further training from Educational Psychology Service/Building Stronger Foundations or the Emotional Wellbeing Service if needed  Ensure there is a whole school relational approach in place |
| **Wellbeing check-ins** | To provide the child/young person with regular times to express how they are feeling | A key adult identified to check in with the pupil throughout the week to support regulation and reinforce their behaviour |
| **Analysis of presenting behaviour** | To understand the underlying reasons for the behaviours | Explore factors at home as well as in school which could be impacting on the CYP  Talk to the CYP and key adults. Are the CYP’s basic needs being met?  Consider using standardised tools to assess such as SNAP assessment, Boxall Profile, Strengths and Difficulties Questionnaire |
| **SEND discussion** | To address any unmet learning needs which may be leading to behaviour | Progress data and round robin from teachers reviewed  SENCO to use information to identify if any additional support is needed  Creation of a Pupil Passport if pupil identified as having SEND and on the SEND Register and/or creation of a Communication Profile  SENCOs can seek advice from Fishbowl sessions with specialist settings |
| **Liaison between Primary and Secondary school** | To ensure that there is early and ongoing communication between schools | Handover from primary to secondary school during transition meeting. Identify any transitional support for secondary and preparation for primary and ensure there is a good understanding of the CYP’s needs and underlying reasons for behaviour  Complete transition grid to provide more information  Other interventions running: Turnaround Transition (Year 6) offered by The Limes, Be Inspired programme (accessed through VPP referral), Paving the Way ‘Warriors’ transition group |
| **Internal staff meeting** | To facilitate problem solving between key members of school staff | Staff who know the CYP to meet together to work in a solution-focused way to identify next steps for support |
| **Home/ school collaboration** | **Family support** | To build capacity within the family to support the child/young person | Pastoral lead or family support worker engages with family  Specific strategies provided to family  Signposting for family to Parenting Service, Family Hubs, Emotional Wellbeing Service (EWS) webinars/YouTube page  Invitation to coffee mornings or parent workshops in school |
| **Positive parental engagement** | To empower parents to support a ‘one voice’ approach to supporting the child/young person | Early contact is made by school to family  Meeting with family helps gain fuller understanding of the child/young person in and out of school  Ensure the method of communication is accessible for parents and in line with their preferences  EWS online parent workshops  Build clear expectations for parents about what happens at KS3 to support transition |
| **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  ABC model to identify triggers  Use of Studybugs to monitor attendance and exclusions data |
| **Relational approaches** | Whole school approach to prioritising relational practice | All staff aware of the importance of relationships and skilled in forming relationships with pupils which then underpins intrinsic motivation  Behaviour policy flexibly applied on the basis of the pupils’ SEND needs |
| **Rewards** | To ensure a child/young person understands how to gain positive attention | Individualised targets and rewards  Creative approaches to support behavioural change based on the interests and motivations of the individual child/young person  Use of positive report to motivate |
| **Consistency in staff approach** | To ensure that all staff respond with ‘one voice’ to provide constructive consistency for the child/young person | Coordinated articulation of information to staff  Monitoring ensures consistent understanding and application by staff.  Consistent use of emotion coaching language by all staff  Strategies shared with all staff and implementation monitored  All staff to offer a differentiated content/approach  Adaptive teaching used all of the time |
| **Timeout (lessons / breaktimes)** | To develop an anticipatory approach to prevent dysregulation | To give time limited opportunities for calm down and reflection  Planned and strategic with clear aim  Timeout card for lessons  Smaller environment available to access during unstructured times |
| **Reflective practice** | To ensure reflection on actions and adaptation to the plan in place | All services to support each other as critical friends  Adopting a high challenge/high support approach to ensure practice continually develops.  Within school reflection of ‘what went well’ and ‘even better if’  Additional training sought for staff  LBS reflective practice training  Use of Building Stronger Foundations (BSF) to support including whole school audit, Educational Psychology (EP) reviews and consultation |
|  | **Key person/**  **mentor** | To provide an opportunity for the child/young person to find ways to move forwards | For the child/young person to identify a trusted adult that can be their ‘go to’ if they feel they are struggling  Opportunities to have regular check-ins   Implementation of relational practice and BSF guidance |

**STAGE 2 – TARGETED (IN SCHOOL AND OUTREACH)**

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| **Intervention** | | **Aim** | **Notes** |
| **Advance planning and assessment** | **Review meeting** | To review whether underlying reasons for behaviour have been accurately identified | Further discussion with the child/young person, family, and teachers to review the current understanding of the child/young person’s needs and to identify if this remains correct  Use of Cognus Therapies’ [screening tools](https://www.cognus.org.uk/services/cognus-therapies/therapy-screeners-referral-forms/)  Adaptations to the Pupil Passport/SEND Support Plan in light of any identified changes  Consideration of a risk assessment |
| **Home/school meeting (Team around the Family)** | 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  Staff to be aware of needs within the family or cultural preferences and to adapt their approach accordingly |
| **In-lesson support** | To ensure that teacher planning is directed towards meeting individual need | SENCo to coordinate support for teachers, including teacher meeting to update staff about the pupil’s needs and recommended adaptations  Consider deployment of support staff/teacher time to support during lessons |
| **Adapted timetable** | To create flexible ways of supporting the child/young person. | Please refer to G[uidance in relation to the use of Reduced Timetables](https://www.cognus.org.uk/services/attendance-support-team/attendance-support-for-professionals/attendance-support-in-schools/reduced-timetables/)    All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In **very exceptional circumstances**, where it is in a pupil’s best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a reduced timetable to meet their individual needs.  The use of reduced timetables is briefly covered in [Working Together to Improve School Attendance](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf), however [Sutton’s Reduced Timetable Guidance](https://cognusorg.sharepoint.com/:w:/g/EAS/Inclusion/EaOKltWUzL9AmSTkrtEwtYIBDrFArnPcUZt0hRlCyYqFwA?e=b0tgpx) is to supplement this guidance with a fuller set of expectations of when reduced timetables may be used and when they should not be used to ensure there is consistent practice across the local area. |
| **Attendance Support Team (AST)** | Sutton’s Attendance Graduated Response provides a multi-agency framework, that supports working together to encourage school attendance and tackle the barriers to attendance that may arise for a child or young person. | * Every school has been allocated a named [Education Welfare Officer](https://cognusorg.sharepoint.com/:b:/g/EAS/Inclusion/Edu2XrMGGpdNtLy69pPQq_4BRJU4dMGlDX8W0L3oJGxtyQ?e=q6gBnV) * The AST introduced termly attendance network meetings which have been integral to shaping the implementation of the [core duties](https://www.cognus.org.uk/services/attendance-support-team/attendance-support-for-professionals/attendance-support-in-schools/). * The [graduated response](https://www.cognus.org.uk/services/attendance-support-team/attendance-graduated-response/) for improving school attendance is also available. |
| [School nurse](https://www.suttonhealthandcare.nhs.uk/school-nursing) | Supporting physical or emotional health which may be impacting upon behaviour or engagement with learning | School Nursing service can provide support outside the school environments as needed, school to refer if it considers this support to be beneficial  [School Nurse leaflet 5-11](https://www.cognus.org.uk/wp-content/uploads/2020/12/School-Nurse-leaflet-5-11.pdf)  [School nurse leaflet 11-19](https://www.cognus.org.uk/wp-content/uploads/2020/12/School-nurse-leaflet-11-19.pdf) |
| **Emotional Wellbeing Service** | To provide support for children and young people with their mental health and emotional wellbeing | School staff can refer pupils in via their Mental Health Lead and pupils and parents/carers can self-refer for certain services. Primary referrals for anxiety/behaviour, secondary for anxiety/low mood. *Please note there are some different services available for schools depending on the cluster that they sit in.*  Whole school consultations and training for staff are also available  [EWSinfo@swlstg.nhs.uk](mailto:EWSinfo@swlstg.nhs.uk)  [Education Wellbeing Service – SWLSTG](https://swlstg.nhs.uk/education-wellbeing-service) |
| **Emotional well-being support** | To support the child/young person’s emotional needs | ELSA or equivalent / pastoral support / school counsellor to complete a targeted intervention of between 8-12 sessions in school  Strategies devised during this intervention to be shared with all staff. |
| **Personal Support Plan** | To provide targeted support and review for child/young person | School support plan which details the steps that a child/young person needs to take and the support that they will be offered  To be monitored and reviewed |
| **Network meeting with key professionals** | To create a collaborative approach with external professionals | This would occur with parental consent and involve the bringing together of professionals to problem-solve, share knowledge and develop a package of support  Templates for schools can be found [here](https://www.sutton.gov.uk/-/early-intervention) |
| **Teacher forum/Case management** | To ensure a consistent application of strategies identified by professionals | Professionals attend school-based meeting  Inform teachers of key strategies to support the child/young person  Ongoing case management meetings held in school focused on most vulnerable pupils |
| **Outreach interventions** | **Outreach from Alternative Provision (AP)** | To provide mainstream schools support from other provisions for children and young people who present with behaviours that challenge | Alternative providers become involved in working with children/young people and schools at an early stage  Sharing of expertise and strategies  Referral into VPP and PVPP for access to this support |
| **SEND Support Advisory Partnership (SSAP)** | To provide SEND support guidance, signposting and resources | Schools can refer into SSAP from with a request for support/advice, funding or signposting. For more information [see here](https://www.cognus.org.uk/services/send-support/strengthening-support-the-send-support-advisory-partnership-ssap/) and to refer into SSAP please [follow this link](https://docs.google.com/forms/d/e/1FAIpQLScvKFzKI7ZBb1R9Dwb8Vk7XyovET00qKaEGk8CZqI3hng1oEg/viewform). For any queries, please email [SSAP@cognus.org.uk](mailto:SSAP@cognus.org.uk) |
| **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](mailto:inclusion@cognus.org.uk) to book a 30-minute slot.  [Inclusion Surgeries – Cognus](https://www.cognus.org.uk/services-for-professionals/school-inclusion/inclusion-surgeries/) will provide further information and dates for the surgeries. |
| **Virtual School – Education consultation drop-ins** | To offer professionals a problem-solving space to work towards tangible next steps to support the young person | To book a consultation with a Virtual School adviser, an Educational Psychologist (EP) and an Attendance Support Team member where you indicate attendance is a key issue, please obtain parental consent or consent from a social worker as corporate parent and use this [Educational Psychology Consultation form](https://cognusorg.sharepoint.com/:w:/r/sites/SuttonVirtualSchool/_layouts/15/Doc.aspx?sourcedoc=%7BFA3A9227-3564-4497-85BB-53495FF3097C%7D&file=2024-2025%20EP%20request%20form%20for%20VS%20consultation_.docx&action=default&mobileredirect=true&wdOrigin=TEAMS-MAGLEV.p2p_ns.rwc&wdExp=TEAMS-TREATMENT&wdhostclicktime=1742374591392&web=1), then send this to [eva.brown@cognus.org.uk](mailto:eva.brown@cognus.org.uk). Please then complete the [consultation form](https://forms.office.com/pages/responsepage.aspx?id=fd6Dozd9VkCF2QUHb7pgP72cgfOhQKBAs_nMoVLZ6dJUMlpVTVRLNTNCVFNRRTlLMFgxT0ozVU1KRS4u) and contact anyone you ask us to invite, so they’ll know we’ll be in touch.  For queries, please contact Hannah, Sutton Virtual School Advisor, on [hannah.miles@cognus.org.uk](mailto:hannah.miles@cognus.org.uk)  Consultations available for social workers and social care practitioners and chool staff, including DSLs, DTs and teachers working with: ChiN, CP, CLA, PCLA, SGO, Kinship |
| **Traveller Education Service (TES)** | To provide advice and support to professionals, raising awareness and understanding of the Gypsy, Roma and Traveller communities, including through attending professionals’ meetings, and assisting with home/school liaison and some individual academic pupil support (if required) | **Website:** <https://www.cognus.org.uk/services-for-professionals/traveller-education/>  **Email:** [tes@cognus.org.uk](mailto:tes@cognus.org.uk)    **Phone:** Early Years & Vulnerable Family Liaison Officer: 07736 338 475  Team Leader & Primary Advisory Teacher:  07736 338 359  Secondary Education and Family Liaison Coordinator:  07534 539 701 |
| [**Educational**](https://cognus.org.uk/our-services/accessing-education/educational-psychology/)[**Psychology**](https://cognus.org.uk/our-services/accessing-education/educational-psychology/) | To identify strategies to support child/young person | Schools can use traded EP time to identify any further needs and provide strategies to support the child/young person via assessment and consultation  Staff training, staff supervision and parent/carer workshops are available  Individual and group pupil work |
| [**Therapies**](https://www.sutton.gov.uk/info/200625/support_services/1667/speech_language_and_communication_support) **(SALT/OT)** | To identify strategies to support child/young person | School engage SALT/OT services to identify any further need and provide strategies to support the child/young person  [Graduated Response for education based therapeutic support – Cognus](https://www.cognus.org.uk/services-for-professionals/cognus-therapies/graduated-response-for-education-based-therapeutic-support/) |
| [**CAMHS**](https://www.sutton.gov.uk/info/200611/suttons_local_offer/1863/child_and_adolescent_mental_health_services_camhs) | To support the mental health of a child/young person | Mental health assessment of moderate to severe mental health conditions, formulation, diagnosis and recommendations for treatment for children and young people aged 5-18 and their families  Risk assessment and risk management plans to support children and young people presenting with mental health difficulties to support safety and optimal functioning  [SPA](https://www.sutton.gov.uk/-/child-and-adolescent-mental-health-services-camhs-sutton-alliance-service#:~:text=Referrals%20for%20all%20Sutton%20Alliance%20services%20%28excluding%20Missing,be%20sent%20to%20SuttonCAMHSReferrals%40swlstg-tr.nhs.uk.%20Telephone%3A%20020%203513%203800) referral |
| [**Paving the Way**](https://cognus.org.uk/our-services/education-advice/intervention-and-identification/) (Primary) | To identify and address the underlying causes of behaviour, which may include the identification of further need. To work with schools and families to provide effective support and advice. | Bespoke support for each child/young person. Support offered will vary depending on the individual needs of the child/young person and family  The PTW team work within schools and externally with families where necessary and appropriate to ensure a holistic approach, aged 5-11 years  [Information for Families](https://www.cognus.org.uk/services-for-families/early-intervention-and-identification-paving-the-way/)  [Information for Professionals](https://www.cognus.org.uk/services-for-professionals/early-intervention-and-identification-paving-the-way/) |
|  | [**CFCS referral**](https://www.sutton.gov.uk/-/what-to-do-if-you-are-worried-about-a-child-children-s-first-contact-service-cfcs) | Social care support  Please refer to the [Sutton Local Safeguarding Children Partnership - LSCP Policy & Practice](https://www.suttonlscp.org.uk/lscp-policy-practice.php) which states what is safeguarding or child protection to ensure if a referral is appropriate. | 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](mailto:childrensfirstcontactservice@sutton.gov.uk) or call them on 0208 770 6001 to discuss in detail to inform what action you are to take.  [CFCS referral form](https://docs.google.com/forms/d/e/1FAIpQLSePLWJRlkTCD3AmrZGi6bC_gQZ00L7KYgZcS5wckrFm4ok8bg/viewform) |
| **Domestic Abuse Support** | To provide a range of support services for families who are living with or have experienced Domestic Abuse | [Local domestic abuse services - sutton.gov.uk](https://www.sutton.gov.uk/w/domestic-abuse-where-to-get-help)  [Sutton Women’s centre](https://suttonwomenscentre.co.uk)  [Help and Support | The Limes College](https://www.thelimescollege.org/help-and-support/) |
| **Vulnerable Pupil** [**Panel**](https://cognus.org.uk/our-services/education-advice/vulnerable-pupil-panels/) | Multi-agency panel can offer advice and guidance. | Discussion takes place to help the school review current progress with child/young person  Opportunity for further intervention to be gained including Inclusion advice or AP support offer.  Find information and guidance on how to make a referral [here](https://www.cognus.org.uk/services-for-professionals/school-inclusion/vulnerable-pupils-panel/) |
| **Youth Justice Service** | Provides statutory interventions for young people who are on pre- or post- court orders | Access to the service is via police referral or court ordered |
| **Adolescent Team (EH & IYJS)** | The adolescent team offers support to young people at the edge of care. The team also works with young people who are deemed to be at risk of exploitation | Referral is via the MACE panel after a risk screening tool has been completed, and young person must be open to social care and meet Edge of Care criteria Tiers 3 or 4 risk |
| **The Limes College** | Support and advice from Limes  To provide group interventions that address behaviours that are challenging for schools | Outreach and other support accessed through [VPP](https://www.cognus.org.uk/services-for-professionals/school-inclusion/vulnerable-pupils-panel/) and PVPP  Full offer can only be accessed via a referral to VPP - [The Limes Full offer document.docx](https://cognusorg-my.sharepoint.com/:w:/r/personal/sarah_westall_cognus_org_uk/Documents/Desktop/The%20Limes%20Full%20offer%20document.docx?d=w5471fc6e7c7d48878c106db6b2225fe9&csf=1&web=1&e=iMTtbR) |
|  | **ReThink programme (STARS)** | Intervention to work with parent and child/young person on areas such as communication, emotional regulation, anxiety management, goal setting and resilience at the beginning stages of EBSA | To discuss this further contact the Deputy headteacher or Assistant headteacher on **0208 404 3124**  **Link to STARS website:** [Sutton Tuition and Reintegration Service - Admission (starservice.org.uk)](https://www.starservice.org.uk/admission.php) |
|  | [**Off the record**](https://www.talkofftherecord.org/sutton/) | Mental and emotional health support services | Face to face counselling, drop-in sessions, online support (support starts at age 11 but can vary for different services)  Support for parents and carers.  Explore this link - [Sutton](https://www.talkofftherecord.org/sutton/) |
|  | **Parenting support** | For parents and carers 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 what groups are delivered please contact: Theresa Cameron – Parenting Coordinator Phone – 07736 338 924  or Clare Kennedy- Parenting Administrator Phone- 07873 702 777  Email – [parenting@sutton.gov.uk](mailto:parenting@sutton.gov.uk) |
|  | **SIASS (Sutton Information Advice and Support Service)** | Sutton Information Advice and Support Service (SIASS) is an impartial service for parents, carers, children and young people who have or may have special educational needs (SEND). | The service is impartial, confidential and free. We aim to empower those parents/carers of children and young people with SEND so they can take an active and informed role in their child’s education and development, and are really keen to work directly with Young People as they take ownership of their educational journey.  Available to Sutton residents Mon-Fri via our helpline **0208 323 0462**and email [sutton@siass.co.uk](mailto:sutton@siass.co.uk).  We are a small and friendly team, and we will aim to get back to you within two working days. |
|  | [**Jigsaw4u**](https://www.jigsaw4u.org.uk) | 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](https://www.jigsaw4u.org.uk/what-we-do/)  Interventions include Piece of Mind, Parent/Child Game and bereavement support |
|  | [**MAPS (Mentoring, Advocacy & Peer Support)**](https://vcsutton.org.uk/maps/) | 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](mailto:maps@vcsutton.org.uk),  or call 020 8661 5900 and ask to speak to a member of the MAPS Team |
| **The Autism Service / Cognus Infinity Support** | Cognus Autism Service works to support young people aged 4-18 with social communication differences or an autism diagnosis. | Advice and strategies, to support the young person in school, can be accessed via the School Autism Leads role (a training programme offered free for maintained schools and academies), half-termly surgeries, YouTube training videos and factsheets, or via traded support.  Parent workshop videos are available on the Cognus YouTube Channel, and a one-off one-to-one understanding diagnosis session is available.  Further support is available as a traded service.  [Autism and Social Communication – Cognus](https://www.cognus.org.uk/services-for-professionals/autism-and-social-communication/)  See also the [Infinity Support Hub](https://www.cognus.org.uk/theme/infinity-support-hub/) for more support |

**STAGE 3 – SPECIALIST (EXTENDED OUTREACH)**

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|  | **Intervention** | **Aim** | **Notes** |
| **Advance planning and adjustments** | **Review meeting** | To understand the underlying reasons for the behaviours | A review to identify whether there are further causes for ongoing behaviours and to review the support currently in place  Consider creating a safety plan focused on managing risk and protecting the identified student and student community |
| **Adjusted timetable** | To support the child/young person to respond more positively to situations at school | Please refer to [guidance in relation to the use of Reduced Timetables](https://www.cognus.org.uk/services/attendance-support-team/attendance-support-for-professionals/attendance-support-in-schools/reduced-timetables/) .    All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In **very exceptional circumstances**, where it is in a pupil’s best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a reduced timetable to meet their individual needs.  The use of reduced timetables is briefly covered in [Working Together to improve school attendance](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf), however [Suttons Reduced Timetable guidance](https://cognusorg.sharepoint.com/:w:/g/EAS/Inclusion/EaOKltWUzL9AmSTkrtEwtYIBDrFArnPcUZt0hRlCyYqFwA?e=b0tgpx) is to supplement this guidance with a fuller set of expectations of when reduced timetables may be used and when they should not be used to ensure there is consistent practice across the local area. |
| **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 | In order to access support from the TEHS, a referral is required to be made via CFCS using [this form](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocs.google.com%2Fforms%2Fd%2Fe%2F1FAIpQLSePLWJRlkTCD3AmrZGi6bC_gQZ00L7KYgZcS5wckrFm4ok8bg%2Fviewform&data=05%7C02%7Csarah.westall%40cognus.org.uk%7Cc33153f45a3c4d30d2f308dd9df68c6b%7Ca383de7d7d37405685d905076fba603f%7C0%7C0%7C638840404448405236%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=cwz%2BswhXbHDwPVcqnxATcX3BjaRKxU8zZUo8OgNOe8Y%3D&reserved=0),  You will need to state your level of concern is Tier 2 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 3 criteria** from this document - [Eligibility Criteria for Targeted Early Help Support in Sutton - Google Docs](https://docs.google.com/document/d/1ndZvd3jBbCn_t1rH4-XOvHqoTE-Hh-cNld6XM9jAIVw/edit?tab=t.0) 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.  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.  Early Help Coordinators (EHC) can be contacted by email [earlyhelpservice@sutton.gov.uk](mailto:earlyhelpservice@sutton.gov.uk) or by phone 020 8770 6001 |
| **Therapeutic Hub** | To support the children, young people and families that are open to social care. We also work with the professionals who are involved with families to make sure that they too understand and are supporting families in the best way  We work with children and young people to assess and understand their needs,  and those of the parents/carers. Where necessary, we then provide them with time limited therapeutic interventions | Referral is **only** available via the allocated Social Worker/ Special Support Worker/ Personal Advisor |
| **EHCP Coordinator engagement (for child/young person with EHCP)** | To review the EHCP of the child/young person to identify any changes that need to be made to the description of need or the provision | To review the EHCP and decide whether an emergency annual review is called.  Please refer to the protocol for advice and guidance - [Alternatives to exclusion for children with an EHCP – Cognus](https://www.cognus.org.uk/services/school-inclusion/alternatives-to-exclusion-for-children-with-an-ehcp/) |
| **Engaging with other educational providers** | **Off-site Direction/**  **Managed Move** | Off-site direction is when a school formally directs a pupil to attend another educational setting on a temporary basis to help improve their behaviour or support their needs.  A managed move is a voluntary agreement between schools, parents, and a pupil to transfer the pupil to a new school for a fresh start, usually as an alternative to permanent exclusion. | Off-site direction is a formal process where a school directs a pupil to attend another education setting temporarily to improve their behaviour, this is a collaborative approach used by Headteachers.  A child/young person is agreed for a trial (can be for up to 12 weeks) at another school or alternative provision.  If the off-site direction is deemed to be a success A managed move could be consider, this is a voluntary agreement between two schools, a pupil, and their parents or carers, allowing the pupil to transfer to another school as a fresh start, usually to avoid permanent exclusion or to support a change in environment. |
| **Alternative Provision** | To offer an alternative curriculum and provide a break from a challenging situation | [Arranging Alternative Provision - guide for LAs and schools](https://assets.publishing.service.gov.uk/media/67a1ee367da1f1ac64e5fe2c/Arranging_Alternative_Provision_-_A_Guide_for_Local_Authorities_and_Schools.pdf) |
| **Dual registered vocational placements**  (**KS4 only**) | To provide a flexible blended learning approach between two provisions | Referral through VPP (**KS4 only**)  Evidence of multi-agency work and support to access these places  Places are for 2 days on a vocational program that Limes oversee +3 days attendance at their school. |
| **STARS** | Pupils that are not able to access their mainstream high school due to their medical needs. Referral to Medical VPP for STARS intervention  [Sutton Tuition and Reintegration Service (starservice.org.uk)](https://www.starservice.org.uk/index.php) | STARS is a medical pupil referral unit for children and young people. They provide education and a 12-week intervention for pupils aged 5-16 years who are unable to attend their mainstream school. Pupils must reside in the London Borough of Sutton.  To make a referral schools must complete the [VPP template](https://www.cognus.org.uk/wp-content/uploads/2024/01/Student-ReferralSummary-VPPorMEDICAL-Jan-2024.doc.docx) and use the [checklist](https://www.cognus.org.uk/wp-content/uploads/2024/03/VPP-Check-List.docx) to ensure they submit all required information and evidence. - [Supporting pupils at school with medical conditions – Cognus](https://www.cognus.org.uk/services/school-inclusion/vulnerable-pupils-panel/supporting-pupils-at-school-with-medical-conditions/) |

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If there are changes that need to be made to this document, please contact [VPP@cognus.org.uk](mailto:VPP@cognus.org.uk)