Primary Behaviour Provisions Governance Toolkit

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First review	August 2024

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Acknowledgements

Executive Summary

As part of the Local Authority's annual audit plan for 2022/23, we reviewed the governance arrangements in place for the Neighbourhood Behaviour Provisions and the use of delegated funds. For the purpose of this audit review, the role of the Neighbourhood Partnership was only reviewed in relation to its role in respect of the Behaviour Provision.

Our audit review found a significant number of control weaknesses within the Local Authority relating to the governance, planning and monitoring of the Delegated School Grant and the Behaviour Provisions. To strengthen this, the toolkit provides headteachers with a framework to ensure that adequate control measures are in place.

Recommendations

Luton Council recognises and values the unique individuality of each Neighbourhood Partnership and the work that takes place across Primary Behaviour Provisions to meet the needs of the community that they serve.

The purpose of this toolkit is to support Neighbourhood Partnership Behaviour Provisions in the next stage of their development, strengthening good practice and improving governance to address the shortcomings identified in the 2022 financial audit.

Primary Behaviour Provisions and schools in the Neighbourhood Partnerships should use the recommendations contained in this document in the following ways:

- A guide to celebrate, share and promote best practice in Primary Behaviour Provisions in Luton
- A tool to identify areas for improvement and specific actions that can be taken to strengthen systems & governance (policies, procedures and practices) in Primary Behaviour Provisions in Luton

Glossary

Host School[1]

The school that hosts the Primary Behaviour Provision.

Home School

The school which has the pupil (who attends the Primary Behaviour Provision) on the school roll and is responsible for the full-time education of the pupil.

Neighbourhood Partnership

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[1] Throughout the document, the term 'school' should be considered to include academies

The group of schools (separated into North, East, South, West and Central areas) that the Primary Behaviour Provision serves.

1. Conditions for Behaviour Funding Dedicated Schools Grant[2]

It is essential that conditions for the behaviour funding Dedicated Schools Grant (DSG) are put in place to ensure that the funds are used for their intended purpose (e.g. to support pupils with social, emotional and mental health difficulties in the Neighbourhood Partnership) and to ensure accountability to key stakeholders (e.g. the Local Authority, the Governing Body, schools in the Neighbourhood Partnership, parents[3] and a range of services in the Local Authority such as the Educational Psychology Service).

Conditions for the use of behaviour funding delegated school grant include:

Recommended Condition	Description
Evidence of need	The Neighbourhood Partnership must demonstrate that they have a need for the funds and explain how the grant will be used to support pupils with social, emotional and mental health needs in the Neighbourhood Partnership. Neighbourhood Partnerships will be required to produce annual monitoring reports to Schools Forum to report on spend and impact.
Implementation of Luton's Inclusion Strategy	There must be a clear strategic plan to embed Luton's Inclusion Strategy into the practice of the Provision and the Neighbourhood Partnership schools.
Implementation of policies	The host school must have a strategic plan for how they will use the grant money to implement policies and interventions that promote positive behaviour and improved provision for pupils with social, emotional and mental health needs. This should include an analysis of local needs, outcomes and clear performance indicators.
Reporting	The host school must provide financial reports to their school Governing Body outlining how the grant money is being used, in line with their usual financial reporting.

The host school must provide reports on a termly basis to the Neighbourhood Partnership, describing the use of the grant money and the impact it is having on behaviour in the Behaviour Provision and schools in the Neighbourhood Partnership.

The Neighbourhood Partnership must provide an annual report to the Local Authority detailing how the grant has been used and how it has had impact on supporting the social, emotional and mental health |

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[2] Audit recommendations 1a and 1b
[3] Throughout the document, all references to parent includes carers.

	needs of children in the Neighbourhood Partnerships. (Template to be provided).
Evaluation	The host school must provide an annual evaluation to the partnership of the impact of the grant and the progress towards the outcomes identified as a result of the use of targeted support for local needs.
Compliance with legislation	The host school must ensure that all policies and interventions supported by the grant are compliant with relevant legislation and guidance.
Collaboration with other schools in the Neighbourhood Partnership	The host school must collaborate with all primary phase schools, including maintained nursery schools and special schools, in the Neighbourhood Partnership to share best practice and provide support and outreach to promote positive behaviour and outcomes for pupils with social, emotional and mental health difficulties in the Neighbourhood Partnership.

2. Behaviour Provision Service Level Agreement[4]

A service level agreement (SLA) is between the host school and the Neighbourhood Partnership which it serves. The host school provides a service to the Neighbourhood Partnership, the details of which must be agreed through a service level agreement. The Behaviour Provision is fully part of the host school for purposes of line management, governance and inspection.

Whilst a Primary Behaviour Provision service level agreement (SLA) should be unique to its context and meet the needs of the pupils and community that it serves, the SLA must include the following key elements:

Element	Description
Vision, aims and mission statement	A clear statement of the vision and purpose of the Behaviour Provision service, including the specific identified local needs and outcomes that the service aims to address.
Service delivery	A detailed description of the services that will be provided, including: - The process for referrals and admissions - The number of pupils who will receive the service - The duration of the service - The methods that will be used to deliver the service
Funding	A clear description of the delegated funding arrangements
Roles & responsibilities	A clear description of the responsibilities of the: - Local Authority - The host school - The home school - The Neighbourhood Partnership The description of responsibilities must include expectations in relation to reporting, funding, and communication.
Staffing	Overview of the staff who will be delivering the service, including qualifications, experience, roles and responsibilities.
Curriculum and resources	An overview of the curriculum approach and a description of the resources that will be provided, including materials, equipment, and technology.
Partnerships	A commitment statement regarding the importance of working with external agencies to meet pupils' additional needs (with details as appropriate).

[4] Audit recommendation 2a

Performance monitoring/KPIs	Specific, measurable performance indicators that will be used to evaluate the effectiveness of the service, e.g. self-esteem scales, progress and attainment scores, attendance rates, re-integration and behaviour monitoring, etc.
Reporting	An explanation of the reporting mechanisms that will be used to provide information on the service, including regular reports on outcomes, and any other relevant data.
Quality assurance	A description of the quality assurance processes that will be used to ensure that the service is delivered to a high standard, including regular reviews and audits.
Safeguarding	A clear description of safeguarding responsibilities and expectations of the host school and home school.
Communication & feedback	A description of the communication channels that will be used to provide updates and feedback on the service, including regular meetings and progress reports.
Termination	A clear statement of the terms and conditions under which the SLA can be terminated and the procedure for doing so.

The SLA must be reviewed on a regular basis and updated as necessary to ensure that the service continues to meet the needs of the pupils and the schools in the Neighbourhood Partnership.

See Appendix 1 and 2 for templates

3. Distribution of End-Of-Year Surplus Funding[5]

Each Neighbourhood Partnership must have a clear, agreed approach to the use of any surplus end of year balances.

There are a number of ways to distribute surplus funding between schools in the Neighbourhood Partnership, depending on the specific context and goals of the Partnership.

Suggested approaches include:

Type	Approach
Needs-based allocation	Allocate surplus funding based on the specific needs of each school, taking into account factors such as pupil roll, deprivation index, PP, FSM and SEND needs. This approach ensures that schools with the greatest needs receive the most funding.
Equity-based allocation	Allocate surplus funding based on principles of fairness and equity, considering factors such as school demographics, socio-economic factors and historical funding levels, etc. This approach ensures that all schools receive funding that is proportional to their needs and abilities.
Neighbourhood Partnership strategic plan allocation	Allocate surplus funds to host school and use the funding to secure strategic improvements to the Behaviour Provision, based on the priorities identified in the strategic plan. E.g. if strengthening parental partnerships was identified as a priority, surplus funds may be used to pay for the fixed term salary of a family support worker to work across all schools in the partnership, etc.
Combination of the above	Use a combination of the above three approaches in order to tailor the allocation to the specific needs of the Neighbourhood Partnership.

Prior to deciding on the approach, it is essential to solicit input and feedback from all of the schools in the Neighbourhood Partnership, the Governing Body of the Behaviour Provision and any appropriate stakeholders in the local community.

Transparency and clear communication of the criteria and process used to determine the allocation of surplus funding is important to ensure that all stakeholders understand how and why the allocation is being made and that it is consistent with the vision and priorities of the Behaviour Provision.

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[5] Audit recommendation 4

4. Effective Use of End-Of-Year Surplus Funding[6]

Any decisions about the use of end of year balances must be taken by the Neighbourhood Partnership and must be consistent with their Behaviour Provision needs and strategic priorities. The Neighbourhood Partnership must consult with stakeholders across the Partnership in relation to use of end of year balance.

As the funding was allocated to support pupil behaviour, schools must prioritise spending any surpluses on enhancing their Behaviour Provision, such as staffing, resources, and training.

The Local Authority reserves the right to claw back surplus end of year balances if appropriate.

Use	Description
Continuing Professional Development (CPD)	The Neighbourhood Partnership may consider upskilling staff in the Partnership schools as part of the graduated response. The host school may choose to invest in staff development and training to improve their in-house behaviour support offer and improve the knowledge, skills and understanding of staff.
Future proofing	Funding can be used to plan for future Behaviour Provision needs, such as anticipated increases in pupil needs, changes in the curriculum, or new initiatives.
Contingency	The school may want to consider building a small contingency to ensure that they have funds available for unexpected expenses or emergencies, e.g. temporary additional 1:1 support for children with a high level of SEMH need, etc.

Host schools must keep accurate records of the carry forward balance and how they are used and must be transparent in their decision-making process, so that all stakeholders understand how the funds are being used. Furthermore, the host school and the Neighbourhood Partnership must regularly review the balance and budget forecast effectively to ensure that they are well prepared to meet the needs of the pupils on roll for which the allocation of funding was intended.

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[6] Audit recommendations 4 and 8b

5. Budget Monitoring[7]

Budget monitoring is an important aspect of strengthening systems and governance in Primary Behaviour Provisions for a variety of reasons, which include:

Feature	Description
Financial stability	Monitoring budgets helps to ensure that funds are being used for their intended purpose, in an efficient and effective manner.
Accountability	Budget monitoring helps to hold the host school (and all relevant stakeholders) accountable for the use of funds, ensuring that resources are being used as intended and in line with Behaviour Provision and Neighbourhood Partnership goals.
Planning and forecasting	Monitoring budgets allows the Neighbourhood Partnership to plan for future needs and make informed decisions about resource allocation.
Compliance	Budget monitoring helps Governing Bodies and the Neighbourhood Partnership to comply with relevant legislation and funding requirements.
Transparency	Host school can provide transparent information about their financial performance, allowing stakeholders to understand their financial status and make informed decisions.

Key roles and responsibilities in relation to budget monitoring in Primary Behaviour Provisions include:

Organisation	Description
The Host School	The host school is responsible for providing the physical space and resources necessary to deliver the Behaviour Provision. The host school must monitor the budget allocated to them and provide termly budget monitoring feedback to the Neighbourhood Partnership.

The host school must ensure that they are meeting the terms of the funding agreement, using the funds for their intended purpose and are providing the required level of service, as identified in the Service Level Agreement (SLA).

The Behaviour Provision is a full part of the host school for the purposes of line management, governance and Ofsted inspections. |

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[7] Audit recommendation 5

The Luton logo appears at the top right.

	The host school is responsible for managing the budget for the Behaviour Provision, as part of, but ring-fenced from, their overall school budget. The host school must work closely with the Neighbourhood Partnership to ensure that the Provision is meeting its objectives, that the funds are being used effectively and the Provision is delivering value for money. The host school must provide budget monitoring feedback to its Governing Body in line with its financial reporting protocols. The host school must provide financial monitoring reports to the Neighbourhood Partnership on a regular basis.
The Neighbourhood Partnership	The Neighbourhood Partnership is responsible for ensuring that the Provision is meeting the needs of the local schools that it serves and must monitor the Provision and provide budget monitoring feedback to the Local Authority on an annual basis. The Neighbourhood Partnership must also ensure that the Provision is accessible to all primary phase schools in the Neighbourhood Partnership, including nursery schools and special schools, and that any issues are addressed promptly.
Joint responsibility	Spend on individual items over £30k need to have signatures from both the Neighbourhood Partnership and the host school.

Efficient budget monitoring is essential to ensure that Primary Behaviour Provisions are effective.

In collaboration, the host school, the Neighbourhood Partnership and the Local Authority can ensure that the Provision meets the needs of the local community, is financially sustainable, and delivers the required outcomes.

See Appendix 5 for template.

6. Monitoring the Impact and Effectiveness of Primary Behaviour Provisions[8]

Primary Behaviour Provisions must report to their Governing Body, schools in the Neighbourhood Partnership and the Local Authority on a regular basis.

A Primary Behaviour Provision is part of a school's graduated response to meet the social, emotional and mental health needs of children in their school. The home school must therefore contribute to any review of effectiveness of the Provision they have used.

In the exceptional case of a pupil being permanently excluded from a school in the partnership, the provision will play a key role in supporting the pupil to prepare for reintegration into another school in the partnership in due course.

Monitoring the impact and effectiveness of Primary Behaviour Provisions is essential for several reasons:

Reason	Description
Ensure the well-being and development of pupils	One of the aims of the Behaviour Provisions is to ensure the well-being and development of pupils. Monitoring the impact and effectiveness of the Provision can help identify whether the interventions are achieving the desired outcomes, such as improved social skills, pupil behaviour, engagement, performance and inclusion.
Identify strengths and areas for improvement	By monitoring the impact of the Provision, it is possible to identify strengths and areas for improvement. The information gained can support the Provision to refine their strategies, adjust their approach, and provide additional support to pupils who are not benefiting from current interventions.
Evaluate the effectiveness of interventions	Monitoring the impact of the Provision can help to evaluate the effectiveness of the interventions being used and determine whether the current strategies are effective or whether alternative approaches should be considered.
Provide evidence for decision-making	Data from the impact and effectiveness of the Provision can be used as evidence for decision-making and can be used to demonstrate the need for additional resources, support, or interventions.
Enhance accountability	Monitoring the impact of the Provision can enhance accountability to ensure Provisions are meeting their obligations (in line with the SLA and delegated grant funding) to provide appropriate support and interventions to pupils who require them.

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[8] Audit recommendation 9

A Primary Behaviour Provision report to stakeholders, which monitors the impact and effectiveness of the Provision must include the following elements:

Element	Description
Budget summary	- Total budget allocated for Behaviour Provision - Breakdown of budget by category (e.g. staffing, resources, training, etc.) - Planned use of end-of-year surplus funding
Staffing	- Number of staff members providing Behaviour Provision support - Staffing changes, including absence - Staff training and development received and the impact - Any financial contributions to the school management/overheads should be explicit and agreed by the partnership
Service delivery	- Number of pupils receiving Behaviour Provision support and contextual factors, e.g. SEND, gender, ethnicity, etc. - Duration of services - Methods used to deliver services (e.g. individual sessions, group sessions, in reach and outreach, etc.)
Curriculum and Resources	Description of the curriculum (including educational visits and visitors), resources and materials delivered
Performance monitoring/KPIs	- Specific, measurable targets for evaluating the effectiveness of the Behaviour Provision (e.g. attendance rates, behaviour records, reintegration rates, self-esteem scores) - Actual results achieved in relation to targets - Length of time children are in the Provision
Reporting & evaluation	- Mechanisms used to measure the effectiveness of the Provision (e.g. learning walks, audits, data analysis) - Outcomes of evaluations and any necessary adjustments to the Provision and service delivery
Quality assurance	- Procedures used to ensure the service is delivered to a high standard (e.g. annual reviews, finance audits, etc.) - Results of quality assurance activities
Safeguarding	Any safeguarding audits and evidence of effective partnership working between schools and Provision

Partnerships	▪ Partnerships with external agencies and the impact
Communication and feedback	▪ Updates and feedback on the service (e.g. regular meetings, progress reports) ▪ Feedback received from pupils, staff, parents and other stakeholders
Contingency	▪ Unexpected costs or changes in funding ▪ Solutions and outcomes
Future proofing	▪ How the host school and Neighbourhood Partnership will budget for the future ▪ Effective use of end-of-year surplus funding ▪ How the fund-holder school and Neighbourhood Partnership will continue to provide the service if funding decreases

A schedule for monitoring impact and effectiveness of a Primary Behaviour Provision must have a clear purpose, be manageable and meet the needs of the individual context in order to improve pupil experiences, outcomes and overall effectiveness.

See Appendix 3 for a template.

7. Provision for Children Placed in a Provision Outside of Their Key Stage[9]

The decision to place a child in a Behaviour Provision must be made in accordance with the best interests of the child and consider all relevant factors.

Behaviour Provisions should be age-appropriate, tailored to the needs of individual pupils and provide a safe and appropriate environment for their growth and development.

"Alternative Provision: Statutory Guidance for Local Authorities" (DfE 2013, updated 2016) Paragraph 39, states:

"Provision should:

- *Have a clear purpose with a focus on education and achievement as well as meeting the pupil's needs and rigorous assessment of progress.*
- *Offer appropriate and challenging teaching in English, mathematics and science (including IT) on par with mainstream education – unless this is being provided elsewhere within a package of provision.*
- *Be suited to the pupil's capabilities, give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress; and*
- *Have good working arrangements for working with other relevant services such as social care, child and adolescent mental health services, youth offending teas and drug support services etc"*

Only in exceptional circumstances should, for example, an infant child attend a junior Behaviour Provision if it is deemed to be in their best interests. Under these unique circumstances, the Provision must be deemed appropriate for the pupil's age and developmental needs and be compliant with all relevant legislation and guidance.

It is important to note that children have unique developmental needs, and it is ultimately beneficial for them to attend a setting specifically designed for their age range.

Prior to taking the decision to place a child in a Behaviour Provision that is outside of their key stage, a multidisciplinary meeting must be held with all relevant professionals, to ensure that the Provision is appropriate for the child. This would typically involve an assessment of the child's needs and a review of the support available to them within the proposed setting.

If a decision has been made to place a child in a Behaviour Provision that is outside of their key stage, the responsibility for that decision rests with the Headteacher and Governing Body of the child's home school, as the responsibility for providing a full-time education lies with the home school.

It is essential that all of the alternative options are given careful consideration prior to placing a pupil in a Behaviour Provision that is outside of their key stage:

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[9] Audit recommendation 7

Option	Description
In-class support in home school	Pupils receive in-class support from a behaviour support worker, supported by the SENCO, who can work with the individuals in the classroom to provide targeted support, guidance and interventions tailored to the pupil's specific needs.
A hybrid model of teaching in home school	A hybrid model of teaching for pupils with social, emotional and mental health difficulties includes a blend of traditional and alternative teaching approaches. It usually involves a combination of: - Structured classroom activities - Behaviour modification techniques - Nurture and relationship based approaches - Adaptations and accommodations - Social skills training - Emotional regulation strategies - Play therapy - Positive reinforcement - Collaboration with mental health professionals
Speech and language therapy	Pupils who have communication difficulties receive input from a speech and language therapist to help them better understand and express themselves.
Occupational therapy	Pupils who have difficulties with fine motor skills, coordination and/or attention receive input from an occupational therapist to help them improve these skills.
Reduced timetable	A reduced timetable may lower anxiety levels in pupils with social, emotional and mental health difficulties, as fewer activities may result in fewer transitions and a reduction in cognitive overload, which may have a positive impact on engagement and learning. Reduced timetables should only be used for a limited period of time; have a clear re-integration plan, and be in line with LA guidance, including reporting to the LA Part time timetables.
Parental support	Empowering parents through guidance, training and family support to strengthen home learning and positive behaviours.

The following practices are recommended to support pupils placed in a Provision outside of their key stage.

Practice	Description
Tailored support	The Provision should develop individualised learning plans for each child, taking into account their strengths, areas for development and specific needs. This may include additional support from a play therapist, educational psychologist, or behaviour specialist, etc.
Age-appropriate activities	The Provision should provide age-appropriate activities and resources that engage and stimulate the child, while promoting their social and emotional development.
Age-appropriate curriculum	The curriculum must take into account the individual needs and abilities of each child, as well as the specific behaviour issues that led to their placement in the Provision.
Small group sizes	The Provision should aim to keep group sizes small, with a maximum of 4 children per group, to ensure that each child receives adequate support and attention.
Peer interaction	It is important to schedule regular opportunities for same-age positive peer interaction through group activities and projects to help children develop their social skills and build relationships with others.
Hands-on learning	The curriculum should be delivered through engaging activities and resources that support the child's learning and development. Practical experiments and design and technology projects can help to engage children and support their learning.
Cooperative learning	Cooperative learning activities, such as team building exercises, can help children develop social skills and teamwork skills.
Role-playing	Role-playing activities can help children understand different perspectives and develop empathy.
Emotional regulation strategies	Providing opportunities for children to practise regulating their emotions through activities such as mindfulness and breathing exercises can help them develop better social skills.

Pupils' progress must be regularly monitored and frequently evaluated to ensure that the Behaviour Provision remains appropriate, interventions are effective and that adjustments are made as necessary.

If an infant age child is in a junior aged Behaviour Provision, then this must be taken into consideration when subsequently placing other children in the Provision.

Any instances of a child being placed in a Provision outside of their key stage must be included in termly reports to the Neighbourhood Partnership and annual report to the Local Authority.

8. Continuous Professional Development (CPD) for Staff Working in Primary Behaviour Provisions

Continuous Professional Development (CPD) is an essential aspect of working in Primary Behaviour Provisions, as staff have the responsibility to care for and support some of the most vulnerable children in the Local Authority.

While some aspects of CPD will be specific to the context of the Behaviour Provision and the individual needs of the pupils, it is important that all members of staff working in Behaviour Provisions receive on-going support and the necessary knowledge, skills, and training to effectively support pupils with social, emotional and mental health needs.

Staff in Behaviour Provisions must be fully included in whole school training. This is particularly important in regards to safeguarding training.

Recommended CPD to support effective practice in Primary Behaviour Provisions includes:

Aspect	Description
Positive behaviour management	Staff members should have a good understanding of behaviour management, including the different types of challenging behaviours, the causes of these behaviours, and effective strategies for managing them.
Trauma-informed practice	Staff should be trained in trauma-informed practice, as many pupils in Behaviour Provisions may have experienced trauma in their lives. This training should include understanding the effects of trauma on pupil behaviour and how to support pupils who have experienced trauma.
Attachment and relationship based approaches	Staff should be trained in attachment and relationship based approaches to supporting children with SEMH needs, particularly with children who are care-experienced. This could be in partnership with the Virtual School.
Positive Behaviour Support (PBS)	Staff should be trained in Positive Behaviour Support (PBS), which is a person-centred approach to supporting children with learning disabilities, who display challenging behaviour. PBS focuses on understanding the function of behaviours and providing positive reinforcement for appropriate behaviours.
De-escalation and positive handling techniques	Staff should be trained in de-escalation and positive handling techniques, so they have the knowledge, judgement and skills required to de-escalate challenging situations and to safely use physical interventions (as a last resort), minimising the risk of harm to all parties.

Growth mindset	Staff should be trained to understand the difference between a fixed and a growth mindset and why a growth mindset is necessary for learning and resilience. Staff should be taught how to apply methods to cultivate a growth mindset and how to help support a growth mindset in others.
Coaching techniques	Staff should be trained in effective coaching techniques, as this will support effective communication and relationship-building skills, which are essential for working with pupils who have challenging behaviours.
Equality, diversity and inclusion (EDI)	Staff should be trained in equality, diversity and inclusion (EDI) practice (including recognising unconscious bias), as Behaviour Provisions often serve pupils from diverse backgrounds and Provision staff must adhere to their Public Sector Duty to have due regard to: - Eliminate unlawful discrimination, harassment, victimisation - Advance equality of opportunity between individuals who share a protected characteristic and individuals who do not share it - Foster good relations between people who share a protected characteristic
Wellbeing and self-care techniques	Staff should be trained in wellbeing and self-care techniques, as working with pupils (and families) who have social, emotional and mental health needs can be challenging.

9. Eligibility, SEND and the Role of the SENCo in Primary Behaviour Provisions

The host school, home school and the Neighbourhood Partnership should ensure clarity around the role and responsibility of the SENCos and the way that they work in conjunction with the Behaviour Provision Lead and SLT to provide a variety of graduated support.

In addition, the Neighbourhood Partnerships must be clear on the eligibility criteria for different levels of support provided by the Primary Behaviour Provisions as part of the graduated approach.

The home school must ensure they consult with parents before any child can attend a Provision. This is likely to be through the SENCo.

Children with Education Health and Care Plans (EHCPs) are not eligible for a place in a Behaviour Provision other than in exceptional circumstances. The funding to support these children's needs is provided to their home school which is named in their EHCP.

SENCo Area of focus	Support
Policies and procedures	- Developing and implementing a clear and consistent behaviour management policy, which should be used across the Provision and is aligned with the host school's whole school policy, where appropriate. - Developing and implementing the school's SEND/Inclusion policy - Supporting the Provision to embed Luton's Inclusion Strategy
Training & CPD	- Providing regular training and support for Behaviour Provision and home school staff on how to effectively meet the needs of the pupils in the Behaviour Provision - Providing guidance on ways to provide effective outreach support to schools in the Neighbourhood Partnership
Quality of education	- Overseeing the support and provision for pupils with SEND - Assessing and reviewing the progress of pupils with SEND - Ensuring the appropriate use of resources and funding for SEND provision - Advocating for the rights and needs of pupils with SEND - Ensuring children in the Behaviour Provision have opportunity to learn the skills needed to return to their home school and access an ambitious, broad and balanced curriculum
Partnerships	Liaising with parents, teachers, and external agencies

In addition to these responsibilities, the SENCo has a duty to ensure that the host school and the Behaviour Provision comply with the requirements of the SEND Code of Practice and other relevant legislation, including the Equality Act and the Children and Families Act.

Overall, the role of the host school's SENCo in Primary Behaviour Provisions is crucial in ensuring that all pupils using the Behaviour Provision (whether in their host school or home school), receive the support they need and to which they are entitled in order to achieve their full potential.

10. Safeguarding

Effective safeguarding in Primary Behaviour Provisions is essential to protect children from harm, abuse, and neglect. Safeguarding children on their roll remains the responsibility of the home school. It is essential, therefore, that the home school assures themselves of the safeguarding practice and procedures in the provision, in relation to any of their pupils placed there. In the table below there are examples of minimum expectations for Behaviour Provisions:

Aspect	Description
Keeping Children Safe in Education	All staff members in the Provision must have a clear understanding of the government's statutory guidance on safeguarding, known as the "Keeping Children Safe in Education" document. This guidance sets out the legal requirements for schools to safeguard and promote the welfare of children.
Safer Recruitment	Primary Behaviour Provisions must have a robust safer recruitment process in place to ensure that all staff (including governors) and volunteers who work with children have been appropriately vetted and trained. This includes DBS checks, reference checks, and verifying qualifications and work history. This process must be part of the host school's recruitment process as Behaviour Provision staff are employed by the host school.
Clear policies and procedures	The Provision must have clear safeguarding policies and procedures in place that address safeguarding issues (including anti-bullying and online safety, etc.). These policies should be communicated to all staff, volunteers, children, and their parents and should be reviewed regularly.
Designated Safeguarding Lead	The Provision must have a Designated Safeguarding Lead (DSL) who is responsible for overseeing the implementation and monitoring of safeguarding policies and procedures. Often this DSL will also be DSL for the host school.
Efficient systems for recording and monitoring concerns	The Provision must use an efficient system for recording and monitoring safeguarding concerns, such as Child Protection Online Management System (CPOMS), which allows them to record and track safeguarding concerns, interventions, identify trends, monitor patterns of behaviour, and take appropriate action. Safeguarding concerns must also be shared with the pupil's home school.
Risk assessments	The Provision must conduct regular risk assessments to identify potential safeguarding risks to children and adults. These assessments must include a review of the environment, activities, and behaviour of children.

Regular CPD and training	All staff members and volunteers must receive regular training on safeguarding issues (including specific issues such as child sexual exploitation and female genital mutilation, etc), recognising signs of abuse or neglect, and how to report concerns appropriately. The Provision must have a clear focus on prevention and early intervention to minimise the risk of abuse or neglect occurring in the first place.
Multi-agency collaboration	Provisions must have strong partnerships in place with relevant external agencies, such as social care, the police and safeguarding in education, to ensure that any safeguarding concerns are shared and addressed in a coordinated way.
Child-centred approach	The Provision must take a child-centred approach to safeguarding, ensuring that the needs and views of the child or young person are central to any decisions or actions taken in relation to their safety and welfare.
Pupil voice	Effective safeguarding includes empowering children to speak up and be heard. The Provision must have mechanisms in place for pupils to express concerns or raise issues, and staff should encourage and support children to do so.
Regular reviews	The Provision must regularly review its safeguarding policies, procedures, and practices to ensure they remain effective and up-to-date.

11. 'Calm' Rooms

The Local Authority does not endorse the use of 'calm' rooms, designed to contain a young person's extreme or violent behaviour, in Primary Behaviour Provisions or mainstream schools.

12. Curriculum

The curriculum for the Primary Behaviour Provision must clearly set out the knowledge, skills, and understanding that pupils are expected to acquire. This is likely to be focused on social skills, behaviour and therapeutic approaches, and highly personalised for each pupil.

The home school is responsible for planning and organising a structured framework for the academic curriculum that its pupils receive whilst at the Behaviour Provision, and must work in partnership with Provision staff to ensure that the curriculum is implemented effectively and monitored.

The host school is responsible for planning and organising a structured framework for the social, emotional and behavioural skills curriculum and must work in partnership with home school staff to ensure that the curriculum is implemented effectively and monitored.

It is essential that the curriculum is not just about what pupils learn but how they learn and develop positive attitudes and behaviours towards learning during their time at the Provision. For example:

- A positive attitude to learning and an enthusiasm for acquiring new knowledge and skills
- Resilience and independence
- A growth mindset and a willingness to take risks and make mistakes
- Good manners, respect for others, and a sense of responsibility
- The ability to work well with others and to be a good team member
- Self-control and self-discipline
- The ability to communicate effectively, both verbally and in writing

While the specific curriculum and progression map will vary depending on the individual needs and characteristics of pupils, resources and the aims of the intervention, key skills should include:

Skill	Pupils will learn to:
Self-awareness	Understand their own emotions, thoughts, and values
Self-regulation	Control their emotions and behaviour in different situations
Empathy	Understand and care about the feelings of others
Social skills	Communicate, cooperate, and resolve conflicts with others
Responsible decision-making	Make safe, healthy, and responsible choices

The curriculum must be well sequenced and planned like any other area of the curriculum. Behaviour Provisions may wish to consider using published programmes, such as the

PATHS (Promoting Alternative Thinking Strategies), The Incredible Years, Boxall Profile, MindUP and The Zones of Regulation etc. to support social, emotional and behavioural development.

It is important to choose a programme that is appropriate for the age and needs of the pupils and to ensure that it has been researched and evaluated for effectiveness.

13. Preventing the Escalation of Challenging Behaviours

Preventing the escalation of challenging behaviour in Primary Provisions is a crucial aspect of the alternative educational experience for pupils, as it can greatly impact their ability to learn, succeed and be successfully reintegrated back into their home school.

A variety of strategies and techniques should be implemented to create a safe and supportive learning environment, promote positive behaviour and reduce instances of challenging behaviour.

Strategy/technique	Description
Classroom management	Effective classroom management is an important aspect of preventing the escalation of challenging behaviour in Primary Behaviour Provisions. This includes strategies such as setting clear expectations for behaviour, providing positive feedback and consequences and creating a positive and supportive classroom environment. Staff can also use visual aids and active learning to support behaviour and engage pupils in the learning process.
Positive Behaviour Support	Positive Behaviour Support (PBS) is a widely used and effective approach to addressing behaviour in primary schools. PBS is based on the principle that all behaviour serves a purpose and that by understanding the underlying reasons for behaviour, it can be changed. PBS programmes typically involve the use of data to identify problem behaviour, the development of a behaviour support plan, and the implementation of strategies to support positive behaviour. These strategies may include things like reward systems, social skills training and the use of visual aids to support behaviour.
Restorative justice	Restorative justice is an approach that is commonly used in primary schools to address challenging behaviour. Restorative justice is based on the idea that when behaviour is problematic, it is important to address the harm that has been caused and to bring the individual who has caused the harm and the person who has been harmed together to discuss the situation and come to a resolution. This approach is often used to address bullying and other forms of aggressive behaviour and is designed to help pupils take responsibility for their actions, understand the impact of their behaviour and make amends for any harm that has been caused.

Behaviour modification techniques	There are several common behaviour modification techniques used to modify and prevent the escalation of challenging behaviours. These include:
	- Positive Reinforcement: Rewarding desirable behaviour to increase its frequency. - Modelling: Demonstrating appropriate behaviour for children to imitate. - Social Skills Training: Teaching children social skills, such as sharing, taking turns, and asking for help. - Time-Out: A brief period of separation from the reinforcement of social interaction can help decrease disruptive behaviour. - Cognitive Behavioural Therapy (CBT): A therapeutic approach that helps children change negative thought patterns and behaviours. - Social stories: A tool used to teach social skills and help children understand social cues and expectations. - Redirection: Refocusing a child's attention away from negative behaviours towards more positive activities. - Differential reinforcement: Reinforcing desired behaviour while ignoring undesired behaviour - Family Therapy: Working with families to improve the child's behaviour through communication and relationship building. It is important to note that the appropriate behaviour modification technique depends on the individual child and their needs and should be implemented by a qualified professional.
Social skills training	Social skills training is a type of behavioural therapy that supports pupils to develop the necessary skills to interact effectively with others. The goal of social skills training is to improve the individual's social interactions, relationships, and overall quality of life. Common techniques used in social skills training include: - Role-playing: Practising social interactions in a controlled environment with a therapist or peer. - Modelling: Observing and imitating appropriate social behaviours. - Feedback: Receiving constructive feedback on social behaviours. - Social scripts: Learning specific language and behaviours for specific social situations. - Group therapy: Practising social skills in a group setting with others who are working on similar skills. - Video feedback: Reviewing video recordings of social interactions to identify strengths and areas for improvement.

	▪ Problem-solving: Developing strategies for dealing with social challenges and conflicts.
Play therapy	Play therapy is a type of psychotherapy that uses play and imaginative activities to help pupils express their thoughts, feelings and experiences in a safe and non-threatening environment. It is often used to address behavioural issues in children, as it can help them to understand and manage their emotions and behaviours in a way that is appropriate for their developmental stage. During play therapy, the therapist may use toys, games, art materials, and other play materials to create a therapeutic relationship with the child, helping the child to develop coping skills, build resilience, and work through difficulties. The therapist will work with the child to set goals and evaluate progress, and the therapy can be adapted to meet the needs of each individual child.

Preventing the escalation of challenging behaviour in Primary Provisions requires a proactive and collaborative approach (among staff, parents and other professionals) that addresses the needs of the child and focuses on positive behaviour.

14. Effective Engagement with the Pupil's 'Home' School

There are a number of strategies to foster effective engagement between Primary Behaviour Provisions and the home school. The host school and the home school must liaise on a regular and frequent basis.

Key elements of an effective engagement plan include:

Focus	Description
Communication	Identify the frequency and methods of communication between the Primary Behaviour Provision and home school, including phone calls, emails, and meetings. This plan should also include guidelines for what information should be shared and who should be involved in the communication.
Collaboration	Specify how the Primary Behaviour Provision, home school and parents/carers will work together to support pupils. This plan should include shared expectations for pupil behaviour, as well as strategies for addressing any behaviour concerns. In particular, the home school will need to assure themselves of the safeguarding practice and procedures in the provision in relation to the particular needs of their pupil.
Support	Outline the types of support that will be provided to pupils and families, including support from professionals, mentoring, and academic support. The plan should also identify who is the Lead Professional, who will provide the support and how it will be coordinated with other services.
Training and CPD	Identify joint training opportunities for staff in the home school and the Behaviour Provision to ensure that there is a shared understanding of the pupil's needs and how best to support them. This can involve training in behaviour management strategies, communication skills and collaborative working.
Monitoring	Identify how progress will be tracked and evaluated, e.g. - what data will be collected, i.e. qualitative/quantitative - when and how often - who will be involved
Parental partnerships	Describe how parents and carers will be involved in the process. This must include opportunities for parents to participate in the decision making process, attend meetings, and receive information about their child's progress, etc.
Continuity	Detail how the Behaviour Provision plans and supports consistency and continuity between the home school and how any previous Behaviour Provision plans will be shared.

Evaluation	Outline how the engagement plan will be evaluated, including: - who will be involved - what data will be collected - how the data will be used to make improvements.
Exit plan	Clear criteria for return to home school including expected timeline, phased return, etc.

Effective engagement with the pupil's home school and the Behaviour Provision requires open communication, shared information, collaborative planning, joint training, involvement of parents/carers, and consistency in approaches. By working together, both settings can provide the pupil with the support that they need to have a positive educational experience.

15. Effective Engagement with External Agencies

The home school and the Behaviour Provisions must work collaboratively with external agencies (such as the Behaviour Inclusion Support Service, Education Psychology Service, Education Welfare Service, Targeted Youth Service and Active Luton, etc.) to provide effective support and intervention for pupils with social, emotional and mental health difficulties.

A graduated response to a continuum of need approach must be used to provide targeted support to pupils with varying levels of social, emotional and behavioural needs. This approach involves a step-by-step process where support is gradually increased as the level of need increases.

In order to use a graduated response effectively, the home school and the Primary Behaviour Provision should consider working with external agencies in a variety of ways:

Approach	Description
Appropriate referrals	There must be a clear referral process in place to identify pupils who require additional support. The process must include communication with the child's parents and obtaining necessary permissions to involve external support services.
Identify the level of need	The Provision and home school should work with external agencies to regularly identify and assess the level of need for each pupil, including their behavioural, social and emotional wellbeing and academic progress. This may involve assessments, observations and discussions with teachers, parents, and other professionals.
Develop a plan of action	An action plan must be developed (in relation to the level of need) to provide targeted support for the pupil. This plan may involve interventions such as play therapy, counselling, occupational therapy, mentoring, or behaviour modification programmes etc, and should be time bound.
In reach support	In reach support from external agencies could be used to provide targeted interventions and resources within the Provision including: developing behaviour support plans, social and emotional learning programmes, therapeutic services and specialised staff training.
Outreach support	Outreach support from external agencies and the Behaviour Provision could be provided to the home schools in the Neighbourhood Partnership, which provides additional resources and support for pupils, their families and home school staff. This may include time-limited behaviour assistant support, home visits, family therapy, staff training and referrals to wraparound services to support pupils to successfully reintegrate back into their home school.

Monitoring and evaluation	The Provision and home school should work with external agencies to monitor the progress of the pupil and make adjustments to the action plan as needed.
On-going support	Pupils with higher levels of need may require on-going support from external agencies (such as the Behaviour Inclusion Support Service etc.) to achieve improved outcomes; therefore, effective engagement and communication are needed to ensure continuity and progress.

Working collaboratively with external agencies and using a graduated response to a continuum of need will promote effective support for pupils with social, emotional and mental health needs, ultimately supporting them to experience success and achieve improved outcomes.

16. Transition Arrangements from Primary Behaviour Provisions to Secondary Schools

Effective transition arrangements from Primary Behaviour Provisions to secondary schools support pupils to feel ready for the next stage of their education. They also allow the receiving school an opportunity to prepare effectively to meet the needs of, and provide ongoing support for, pupils. Arrangements may include supporting parents to apply for a school place before the end of October in Year 6.

The interventions that a pupil has received through a Behaviour Provision should be included in transition documentation to the secondary school. The receiving school should be alerted to any additional support the pupil is likely to need to ensure a smooth and successful secondary school experience.

Special consideration must be made for Year 6 Primary Behaviour Provision pupils, as every pupil is unique and the specific steps that need to be taken to support an effective transition will vary depending on the individual needs.

Some strategies that can be used to support effective transition include:

Strategy	Description
Early planning	Start planning for the transition as early as possible, ideally at least a year before the pupil is due to move to secondary school. This can help to ensure that there is enough time to make necessary arrangements and prepare the receiving school for the pupil's arrival.
Pupil voice	Involve the pupil in the transition process as much as possible, as this can help to ensure that the pupil feels in control, informed and supported throughout the transition.
Effective communication	Establish regular communication between the Primary Behaviour Provision/home school and secondary schools to ensure that both schools are aware of the pupil's needs and have a shared understanding of how to support them.
School visits	Arrange for pupils to visit their new secondary school, on at least 3 occasions before they start, as this can help the pupil to feel more familiar with their new school and reduce anxiety. Arrange the visits during different transition points during the school day, e.g. morning visit, afternoon visit, etc.
Multi-disciplinary team approach	Collaboration with outside agencies such as speech therapists, occupational therapists, or educational psychologists to ensure that the pupil receives the support they need.

Outreach staff training	Provide staff training to the secondary school on how to support pupils with special educational needs and disabilities (SEND) and how to implement the inclusion strategy.
Information sharing	Make sure that continuity of support is in place, such as providing the secondary school with access to the pupil's previous education, health and care plan (EHCP) or any other information about the pupil's needs.
Positive behaviour support	Use positive behaviour support to promote positive behaviours and prevent challenging behaviour, it can help to ensure that the pupil is able to succeed in the new school.
Monitoring and Evaluation	Regularly review and evaluate the transition arrangements to ensure that they are meeting their goals and objectives and make any necessary adjustments.

It is important to work closely with all stakeholders to ensure that the transition is tailored to the pupil's specific needs and that they receive the support they need to succeed in their new school.

See Appendix 4 for a template.

Appendices

Appendix 1 SLA Review Template

Review of Primary Behaviour Provision Service Level Agreement

Neighbourhood Partnership   School   Review Year

1. The current Service Level Agreement reflects the vision of the Neighbourhood Partnership:
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

2. The current Service Level Agreement reflects the characteristics of the Behaviour Provision:
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

3. The current Service Level Agreement reflects the day-to-day practice in the Behaviour Provision:
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

3a. How do you know?

4. What are the strengths of the current Service Level Agreement?

5. What changes (if any) would you like to see made to the current Service Level Agreement?

6. Additional comments:

Appendix 2 Behaviour Provision Service Level Agreement (SLA) Template

Primary Behaviour Provision Service Level Agreement

Neighbourhood Partnership   Provision   Date

Purpose (including parties, duration and intent)

Vision, Aims and Mission Statement

Services and Delivery

Funding

Roles & Responsibilities

Staffing

Curriculum and Resources

Partnerships

Performance Monitoring/KPIs

Reporting

Quality Assurance and Safeguarding

Communication & Feedback

Review

Termination

Signatures and Dates

Appendix 3 Annual Reporting Template for Neighbourhood Partnerships

(Including return to LA – Head of Inclusion Services)

Primary Behaviour Provision Report to Stakeholders

Neighbourhood Partnership   Date
Provision

Overall Summary

Budget Summary – for the year (FY)

Staffing

Service Delivery incl no. of pupils /schools supported

Curriculum and Resources

Performance Monitoring/KPIs

Reporting & Evaluation

Quality Assurance and Safeguarding

Partnerships

Communication and Feedback

Contingency

Future Proofing

Appendix 4 Pupil Transition from Primary Behaviour Provision to Secondary School Template

Pupil Transition from Primary Behaviour Provision to Secondary School Template

Pupil   _____

Pupil Needs   _____

Primary Behaviour Provision _____

Secondary School   _____

Lead Professional _____

Key Contacts _____

External Agency Involvement _____

Preparation

Details of how you will prepare the Primary School Behaviour Provision pupils for the transition to secondary school, including providing information and guidance on the expectations and routines of secondary school, as well as opportunities for pupils to visit secondary schools and meet with staff and current pupils.

Communication

Details of how you will establish regular communication between settings, including exchanging information on pupil strengths, learning styles, behaviour, academic progress, and any other relevant information.

Collaboration

Details of how you will collaborate with secondary schools to ensure a smooth transition for pupils, including working together to develop and implement behaviour provision plans that are aligned with the policies and practices of the secondary school.

Support

Details of ongoing support for pupils from the Primary Behaviour Provision and external agencies during the transition period (e.g. mentoring, BISS, SENAT, OT, EWS, or academic support) to help pupils adjust successfully to the new environment.

Monitoring

Details of how you will monitor pupils' progress during the transition period and making adjustments as needed. E.g. providing additional support or modifying Behaviour Provision plans.

Continuity

Details of how you will ensure continuity of Behaviour Provision plans and support for pupils as they move from primary to secondary school, making sure that the secondary school is aware of the pupil's support needs and any previous Behaviour Provision plans.

Parental Involvement

Details of how you will involve parents and caregivers in the transition process, including keeping them informed of the pupil's progress and providing them with resources and support to help their child succeed in secondary school.

Evaluation

Details of how you will evaluate the effectiveness of the transition plan. This should include gathering feedback from pupils, parents, and staff and making changes as needed.

Appendix 5 Quarterly Financial Reporting Template for Host Schools

To be returned to the LA schools' finance team.

Budget Monitoring
Template.xlsx