

Assistant Head of Year Resilience Referral

Who is this document for?

Pupils who have received a number of suspensions, inclusions, Senior Leadership Team detentions and Saturday morning detentions, who's behaviour is rapidly deteriorating, placing themselves at risk of possible positive referral / permanent exclusion, or who risks failure at school through disaffection, or returning to school after a long-term absence.

Main Principles

Assistant Head of Year Resilience referral should be:

- school-based, and overseen by a nominated Assistant Head of Year;
- short and practical with precise and realistic behavioural outcomes for the pupil to work towards;
- reviewed fortnightly for a period of 6 weeks;
- agreed by parents/carers;
- when required, involve relevant outside agencies;
- fit into, and complement the schools existing whole school, and department behaviour for learning policy and the Woodlands Way.

An Assistant Head of Year Resilience referral should not replace, but contribute to the special educational needs process (e.g. pupil passport or EHCP). It should reflect appropriate strategies to meet the pupil's additional needs, complimenting and working together with existing SEND practices.

Additional information should be added, however, on the identified and agreed roles of the local authority, support services and other agencies.

Setting up an Assistant Head of Year Resilience Referral

An implementation flowchart is included for guidance (*See appendix 1*), outlining the process of setting up, implementing and monitoring an Assistant Head of Year Resilience Referral for a pupil. The school will keep a clear record, of the number of Assistant Head of Year Resilience Referrals they are using and monitor the level and effectiveness of the interventions being used. The school will also take advantage of the support provided by external support agencies, ensuring that resources are used efficiently and prioritized accordingly. The pastoral team will use PAM records and share all referral actions and interventions.

Roles and responsibilities

A designated Assistant Head of Year will act as co-ordinator. This person will be responsible for initiating and co-ordinating the coaching sessions, record details of coaching sessions, feedback to relevant people.

The Assistant Head of Year role will include:

- gathering information on the Pre- Referral information sheet
- consulting with the Pastoral Manager / Deputy Headteacher (pastoral) to decide whether a referral is merited
- convening and chairing the initial Assistant Head of Year Referral meeting
- collecting and disseminating information and relevant Referral documentation
- making arrangements for the monitoring of the Assistant Head of Year coaching
- convening and chairing review meetings and coaching sessions
- acting as the link person for external agency staff and LEA Support Services

Gathering information

The Pre- Assistant Head of Year Resilience Referral information sheets A & B. *(see appendix 2 & 3)*

Before considering setting up Assistant Head of Year Resilience Referral the school will assess the pupil for any unidentified or unmet special educational needs and also evaluate the use of strategies adapted to date. This will help the school to decide whether an individual Referral is required, or whether further school-based work is initially more appropriate.

Targeted pupil observations will enable the school to be precise in addressing the problems and increase the likelihood of a successful outcome for the pupil. The designated Assistant Head of Year should be responsible for collating the information on the Pre- Referral information sheet.

Preparing for Assistant Head of Year Resilience Referral meeting

To set up Referral meeting, the school will invite parent / carers to discuss the causes of concern and what is reasonably required to put right the situation both academically and socially.

The nominated Assistant Head of Year should locate and book in advance a suitable venue for the meeting, and also check for relevant staff availability. Adequate time needs to be set aside to cover the ground. The nominated Assistant Head of Year should have invited all relevant parties. These should include:

- the Pastoral Manager / Head of Year or equivalent
- other relevant school staff e.g. class teacher
- parents/carers;
- the pupil;
- if appropriate, a local authority Support Service representative, e.g. Pupil Support, Educational Welfare Service, Social Services, Family Solutions, Behaviour Support Service, Specialist Teacher Team, Educational Psychologist.

If support services are already working with the pupil then they should also be given the opportunity to be included, either at the meeting or as part of the information gathering so the right details can be shared. These may include:

- Health services, e.g. Child and Family Consultation Service;
- CAHMS
- Children's Social Care;
- Voluntary services e.g. Sure Start;
- Youth and Community Service (Alternative Education Scheme);
- Youth Offending Team (YOT);
- Police Liaison Officers;
- Housing Department;
- Youth Service;
- Ethnic minority community groups;
- Careers Advisory Service;
- Connexions Service.

Where appropriate pupils should be involved in the process and in some cases may be encouraged to help plan, write and send the invitations for the initial Assistant Head of Year Resilience Referral meeting. This could help provide an opportunity for establishing a relationship between the nominated Assistant Head of Year and pupil, and also encourage the pupil to feel included and valued from the start of the process. Procedures and processes can also be explained at this time to the pupil, to help alleviate any possible anxiety they may be feeling, and to increase the chances of successful outcomes for the referral.

Reviewing the Resilience Referral

Setting review dates

Reviewing and assessing the intervention is an integral part of the referral to ensure that the pupil's behaviour is improving.

Dates for further review meetings will need to be set at the initial referral meeting.

Assistant Head of Year Resilience referral should include:

- a fortnightly review of targets;
- a mid-programme review;
- a final review.

Fortnightly review meetings - The referral should ideally be reviewed fortnightly to review the targets set. The fortnightly review should be internal, with the pupil, and can involve the Head of Year / pastoral Manager / Deputy Headteacher (pastoral).

The mid-programme review - An internal mid-programme review between pupil and nominated Assistant Head of Year should be held, to review the programme to date and then build on any successes. In negotiation, any adjustments can be made to the content of the programme. It is essential at this stage to reflect on the positives and focus on how to replicate this success.

The final review - The final review meeting should be a formal meeting, and normally be held 6 weeks after the date of the initial referral meeting. It should be booked at the initial meeting. All the original members of the initial meeting should be invited to the final meeting. The meeting should aim to review the impact of the programme on the pupil's identified difficulties, share successes and plan for future support.

What next? - The process of completing the Assistant Head of Year Resilience Referral and its implementation should provide a clearer view to all of the pupil's difficulties and their response to the planned interventions.

If the implementation of the referral has been deemed successful in meeting targets and preventing suspensions/exclusion and/or disaffection, then further support to follow may include:

- further school-based work;
- a planned review and implementation of the pupil's resilience pupil passport;
- a further behaviour for learning referral to continue or re-focus the intensive support;

If the current provision is felt not to meet the pupil's needs, new measures will need to be devised in negotiation with the parents/carers to help a pupil sustain their place in mainstream education, such as moving to a PSP review process. Lack of engagement may result in a positive referral to CSS.

An assessment by the school of each programme will help develop knowledge for subsequent Assistant Head of Year Resilience Referrals and help us as a school to build on our successes.

(Appendix 1)



Assistant Head of Year Resilience Referral Steps

STEP 1

Identified deteriorating behaviour. Pupil has not responded to actions taken by HOF/Pastoral team via Behaviour Improvement Goals (BIG's) report system.

STEP 2

Information gathered on Pre-Assistant HOY Resilience Referral Checklist. HOY/Pastoral Manager to authorise the referral.

STEP 3

Assistant Head of Year to work with the pupil and parent/carers to complete a Resilience Pupil Passport.

STEP 4

Assistant Head of Year to coordinate and lead a consistency planning meeting with all staff, if appropriate this may also include the pupil and their parent/carers.

STEP 5

Assistant Head of Year to design and a series of 6 Resilience Coaching sessions addressing needs/issues highlighted from step 1 to 4.

STEP 6

Assistant Head of Year to completed 3 fortnightly review meeting with the pupil and parent/carers, setting and reviewing fortnightly targets and progress to final review targets.

STEP 7

What next? Plan for future support beyond Assistant Head of Year Resilience Referral

All Steps are to be recorded on PAM by the Assistant Head of Year

Resilience – Pupil passport

Pupil Information:

Pupil Name:		Tutor Group:	
SEN Status:	EHCP	Yes	No
Reason for statement:			
CAT verbal:		CAT Non-verbal:	
CAT band:			
KS2 English Level:			
KS2 Maths level:			
KS2 Science level:			
Attendance P/Y:		Attendance To date:	

Insert photo here

Vulnerable Group:

Pupil Premium	English as another Language	CIC	Traveller	MABLE	Summer Born	EHCP	FSM
Other Vulnerable Group:							

Context - Barriers to Learning:

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Woodlands staff that are helping me with my behaviour:

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External Agencies / Who else is Involved:

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I respond well when...

--

I have difficulties when...

--

How I see myself...

--

What I really need to be successful...

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Date created:

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Review Date:

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(Appendix 3) Assistant Head of Year Resilience Referral information sheet

Pre-Assistant HOY Resilience Referral Checklist

Pupil Name DoB

Form Tutor HoY

Summary of input prior to the decision to instigate an Assistant Head of Year Resilience Referral

	Tried	Succ	Part	Not	Indicate the period during which the strategy was used and its duration.
SEN process followed correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Active involvement of parent in SEN review process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Target setting using - - variety of support card - self monitoring card - teacher recorded feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Targets discussed and negotiated between pupil and teacher with daily monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Weekly review between pupil and a member of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Frequent regular contact maintained between school and home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Meeting of staff working with student to plan strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Named 'Mentor' for student to share concerns and successes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
'Buddy system' or other form of peer support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Access to 'safe haven' for opportunity to cool off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sanctions / rewards which are immediate and consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All significant incidents recorded using an agreed ABC format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Input from Progress Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
'Extra' social skills / anger management work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alterations to pupil's timetable (teaching groups / tutor group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Disapplication of N.C. e.g. alternative education programme at K.S.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other agency - CSS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other agency – E.P.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other agency - C.F.C.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other agency – Y.O.T.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other agency - Social Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other agency -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other agency -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any additional comment

Completed by:

Date: