



**BEDFORD**  
BOROUGH COUNCIL

**Children's Services**

in Bedford Borough



**BBPCF**

Bedford Borough  
Parent Carer Forum

The Graduated Response is initiated when a pupil is displaying behaviours which are preventing them from making progress and/or are impacting negatively on the learning of other pupils around them.

### **Stage 1**

#### **School Based Early Intervention**

Pupils displaying low levels of challenging behaviour should be supported through a whole school graduated response, including [Quality First Teaching](#), reasonable adjustments and the school's delegated resources, expertise, skills and knowledge. Where such adjustments prove insufficient:

- A school-based plan will be put in place setting out the interventions the school will deliver. This should address underlying SEMH issues, resulting in the pupil's behaviour.
- The plan should be Specific, Measurable, Achievable, Realistic and Timely (SMART)
- The plan should be reviewed at least every 6 weeks

#### **Services available to support schools:**

- Drop Ins at the Child Development Centre
- Drop Ins through the Educational Psychology Service
  - [School.support@bedford.gov.uk](mailto:School.support@bedford.gov.uk)
- Education Welfare Service
  - [Education.WelfareService@bedford.gov.uk](mailto:Education.WelfareService@bedford.gov.uk)
- The Virtual School
  - [Alison.Young@bedford.gov.uk](mailto:Alison.Young@bedford.gov.uk)
  - [Alison.Larkins@bedford.gov.uk](mailto:Alison.Larkins@bedford.gov.uk)
- Early Help Professionals
  - Please see [The Little Book of BLISS](#)
- Advisers for Teaching and Learning (SEND)
  - Please see [The Little Book of BLISS](#)
- Bedford Borough Local Offer
  - <https://localoffer.bedford.gov.uk>

### **Stage 2**

#### **An Early Help Assessment**

An Early Help Assessment (EHA) must be completed in partnership with parents and, where appropriate the pupil.

The EHA should clearly set out the school based interventions that have been put in place, what has worked and what, through the completion of the EHA, needs support from external services

Where an EHA has been completed, a Team Around the Family meeting should be convened at an agreed frequency to review the actions and progress

Schools should consider an EHA for all pupils who receive a fixed term exclusion.

The EHA should be sent to [multiagency@bedford.gov.uk](mailto:multiagency@bedford.gov.uk)

#### **Services available to support schools:**

- Early Help Service Group Work
  - Solution focus
  - Girls/boys group
- Protective Behaviours
- Referral to voluntary sector services
  - [FACES](#)
- Support from Children's Centres
  - [admin@ecpbedford.org](mailto:admin@ecpbedford.org)
- Embedded CAMHS worker
- Senior Inclusion Officer
  - [David.Roberts@bedford.gov.uk](mailto:David.Roberts@bedford.gov.uk)
- Early Help Professionals
  - Please see [The Little Book of BLISS](#)

### **Stage 3**

#### **Enhancing the Intervention**

Where Stage 2 interventions have not supported the required improvements then, through the Team Around the Family process a request for more significant interventions can be requested. If a child is supported by social care, the social worker will complete a joint working request for the agreed support.

Schools must involve their Early Help Professional, who will be able to provide the necessary knowledge about the services available in order to create the next plan.

**The plan should be reviewed at least every 6 weeks to assess how the interventions are affecting the desired outcomes**

#### **Services available to support the plan:**

- 1 to 1 Counselling, for parents or pupils
- Family counselling
- Specific Group Parenting
  - Who's In Charge?
  - Strengthening Families
- 1 to 1 work with pupils
  - Solution Focus
  - Cognitive Behaviour Therapy
- Family Support
- Outreach Support in School from Greys Education centre
- Managed Moves
  - [David.Roberts@bedford.gov.uk](mailto:David.Roberts@bedford.gov.uk)
- Educational Psychology Service
  - [School.support@bedford.gov.uk](mailto:School.support@bedford.gov.uk)

### **Stage 4**

#### **Bespoke Support to Prevent Exclusion**

If a pupil becomes close to permanent exclusion, due to a one off incident or because previous interventions have broken down, the Head teacher should contact the [Senior Inclusion Support Officer](#), [Manager for Early Help and Intervention](#) and the [Team Leader for the Adolescent Response Team](#).

If a pupil has an EHCP or is looked after by the local authority then an interim review must be called prior to exclusion. This should include the [Senior Inclusion Support Officer](#), the [Manager for Special Educational Needs](#) or the [Headteacher for the Virtual School](#).

The school will arrange a meeting within 48 hours of contact which must have the involvement of the pupil's parents. The meeting must consider all possible options to avoid an exclusion.

A plan of action will be put in place in order to support the pupil remaining on roll at the school.

#### **Services available to support schools and the plan:**

- Partnership Placements
- Therapeutic interventions from specialists
- Managed Moves
  - [David.Roberts@bedford.gov.uk](mailto:David.Roberts@bedford.gov.uk)