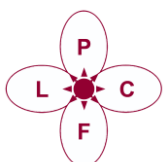


# The Lincolnshire Ladder of Behavioural Intervention



September 2025



Co-produced in partnership with  
Lincolnshire Parent Carer Forum

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# INTRODUCTION

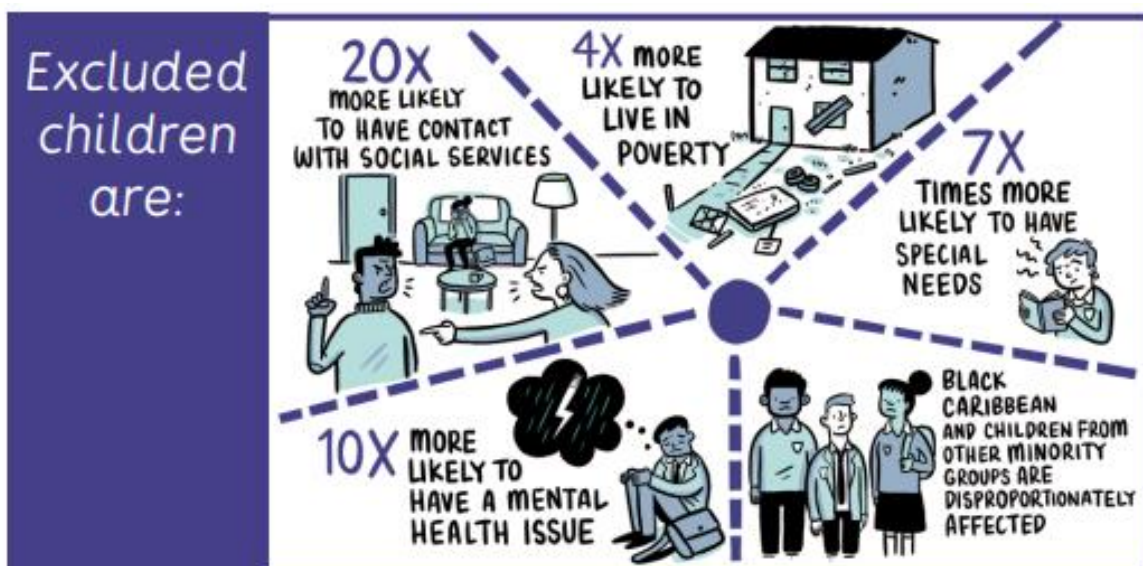
Improving pupil behaviour across schools is essential to creating safe, inclusive, and effective learning environments. This document aims to provide a coordinated and evidence-based approach to supporting schools in managing and improving behaviour. By fostering collaboration between educational settings, the local authority, families, and external agencies, we seek to ensure that all pupils, regardless of background or need, receive consistent guidance, support, and opportunities to thrive. The nature of inclusion means that what works for one pupil will not necessarily work for another. Viewing the inclusive strategies suggested as mere hoops to jump through undermines their true purpose, reducing meaningful support for all pupils to a checklist exercise rather than a commitment to equity and belonging. We hope that this document outlines a framework of expectations, interventions, and professional development to equip schools with the tools they need to promote inclusion and address challenges proactively and compassionately.

Over the last few years, we have seen a significant increase in the numbers of permanent exclusions and suspensions in England. We have seen this increase in Lincolnshire; however we have also seen a much higher rate of exclusions, both fixed-term and permanent, than the national rate.

We know that permanent exclusions and suspensions affect the most vulnerable in society, disproportionately impacting their life outcomes.

*“Exclusion and heavy sanctions meet the needs of some adults. They might temporarily relieve the disruption in the classroom. But they rarely meet the needs of the child.”*

- Paul Dix – When the Adults Change, Everything Changes



(graphic used courtesy of The Difference)

*“The impact of school exclusions has a profound effect on young people’s sense of identity, both in the present and their hopes for the future and its reach goes beyond what happens in school itself and into the wider contexts of their lives.”*

-Youth Voice on School Exclusions – The Children’s Society

Lincolnshire’s ‘Ladder’ of Behavioural Intervention was developed with schools, for schools, outlining what schools, using good practice expectations, can do to meet the needs of pupils whose behaviour is challenging. A review of the Ladder has taken place in partnership with a wide range of stakeholders, including parents/carers, educational settings, including mainstream schools and alternative provision setting, behaviour outreach colleagues, speech and language colleagues, and local authority staff.

The Ladder supports Lincolnshire’s key aim that children and young people are supported in their school settings to access high quality, inclusive education and achieve the best possible outcomes in school and in life.

**The electronic version of Lincolnshire’s Ladder and all the supporting documents can be found on Lincolnshire’s Local Offer at: [Ladder of behavioural intervention – Professional resources](#)**

## AIM

Through this document, we aim to work towards a position where the needs of all children are addressed and that school is a positive experience for all. We know that in other areas of the country where there has been a drop in the number of permanent exclusions, this has been achieved through a focus on developing a whole school ethos which places an emphasis on promoting inclusion whilst developing positive relationships and behaviour rather than a punitive approach of exclusions.

*“A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children’s rights and a focus on positive relationships across the whole school community.”*

- Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour – SSSG

## A PARTNERSHIP APPROACH

Developing a partnership between schools and partners in the local area is critical for holistic, coordinated support for pupil behaviour. By pooling resources, expertise, and community support, the partnership enhances the ability of schools to provide early interventions, support families, develop consistent strategies, and improve pupil outcomes. Such a collaborative approach ensures that the resources, expertise, and broader community support are aligned to address the complex needs of pupils and improve behaviour across the school system. Working together, schools and wider partners can create a more supportive, inclusive, and effective learning environment that not only addresses behaviour issues but promotes the overall wellbeing of all pupils and academic outcomes.

We will continue to work with you to provide support, training and resources, such as:

- Work to support schools to respond flexibly to children's needs but also to challenge to ensure that schools are offering appropriate provision and not implementing 'zero tolerance' approaches, which can impact on the wider community.
- Provide funding for resources and services to prevent exclusion and suspension.
- Support for transitions where pupils are moving from specialist placements back into mainstream.
- Training and guidance from a range of services, such as the Pupil Reintegration Team (PRT), Behaviour Outreach Support Services (BOSS), Ask SALL, the Working Together Team (WTT), the Virtual School, mental health teams, Early Help Consultants and the SEND Workforce Development Programme.
- Providing (where possible) intervention placements at Springwell Alternative Provision.
- Advising and supporting on developing and implementing relational behaviour policies.
- Working together with schools to share good practice and support.





# THE LINCOLNSHIRE LADDER OF BEHAVIOURAL INTERVENTION

## FOLLOWING A GRADUATED APPROACH

Lincolnshire's 'Ladder' of Behavioural Intervention follows the principles of a graduated approach with assess, plan, do, review, threading through the four areas of the Ladder. These should be seen as a continuing cycle of support with whole school approaches underpinning all aspects.

This graduated approach aims to contribute to a positive school climate where pupils feel supported, and where there is a collective effort to nurture the emotional, social, and academic growth of every pupil. By focusing on supportive measures and providing opportunities for improvement, an environment of understanding and inclusivity should be fostered.

Step of the Ladder		
Initial Steps	Whole School Approaches	Underpins Everything
Next Steps	Identifying Factors	Part of Assess
	Early Intervention	Part of Plan, Do
Further Steps	Targeted Involvement	Part of Do, Review, Assess



## WHOLE SCHOOL APPROACHES – INITIAL STEPS

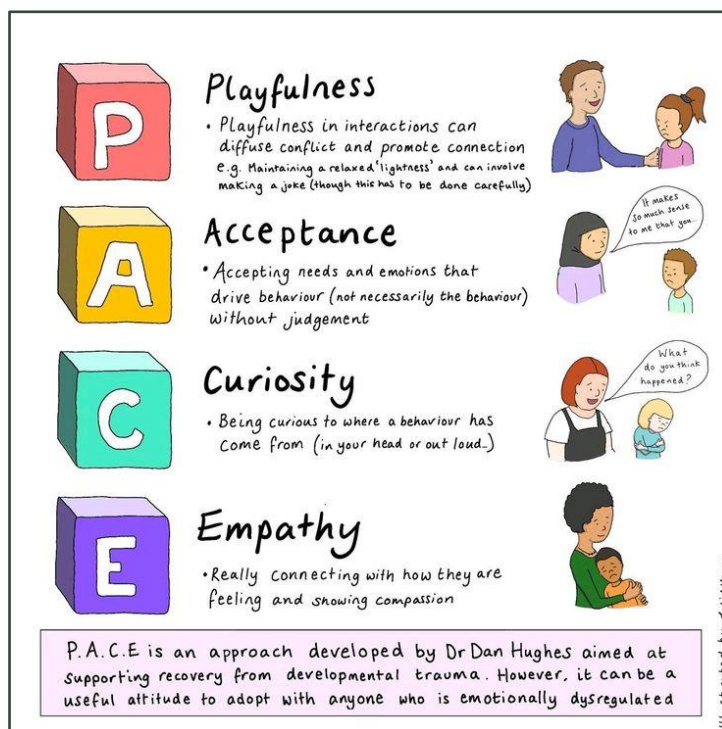
A whole school approach to managing behaviour underpins all elements of the Ladder and is essential for creating a consistent, supportive, and inclusive learning environment. A unified approach promotes a shared responsibility among teachers, support staff, and leadership, fostering a positive school culture built on respect and accountability. Ultimately, a whole school approach not only improves classroom behaviour but also enhances pupil wellbeing and academic outcomes by creating a safe and structured environment where everyone can thrive.

- Remember that behaviour in school is everyone's responsibility, from the Caretaker to Senior Leaders. Creating a culture of care and respect throughout the school community is essential in developing an inclusive environment.
- Audit tools are a useful resource for identifying areas for development and celebrate areas of success. The Ladder Toolkit provides several audits for completion on a whole school or class basis such as the Behavioural Environment Audit or the DfE audit and action planning tools. These audit tools should be used and reviewed on a regular basis to monitor implementation and adjustment of policy and practice. [the-lincolnshire-ladder-toolkit](#)
- Build a culture of trust with staff through open and honest dialogue followed by personalised targeted approaches to meet the needs of individuals.
- Aim to create positive relationships over time through relational practices. This refers to the development and maintenance of positive, respectful, and supportive relationships between all members of the school community; pupils, teachers, staff, and parent/carers. It emphasises the idea that relationships are central to teaching, learning, and behaviour, and that fostering strong, healthy connections can significantly improve both the academic and social outcomes of pupils. This can be done using simple approaches as part of a regular routine.

*“Recent research conducted with 11-14 year-olds suggests that greeting students positively at the classroom door is not only very low cost but has a high yield in terms of improving pupil behaviour in the classroom.”*

- EEF Improving Behaviour in Schools

Utilising a system that is followed throughout the school such as Restorative Practice or PACE (below) can give a consistency for pupils and help to foster a sense of belonging no matter which member of staff they are working with. Also refer to the examples of [Interventions resource](#)



- Implement a 'Relational Behaviour Policy'. The aim of a relational policy is to create a context where pupils engage actively in learning about their social behaviours to the benefit of all in the school. Further information and training on developing and implementing this can be found through contact with BOSS [lincolnshireboss@family-action.org.uk](mailto:lincolnshireboss@family-action.org.uk)

*"Positive school relationships can make a significant difference on many levels, in many areas and to all stakeholders. It therefore makes sense for all schools to focus on the development of relational quality school-wide, for both educational excellence and authentic well-being."*

- (Sue Roffey Developing Positive Relationships in Schools. University of Exeter)

- Teach learning behaviours alongside managing misbehaviour. How can a pupil display the 'correct' or 'acceptable' behaviours if no one has shown them what these looks like?

*"What happens after an event is just as important as what happens before. If we are teaching behaviour rather than managing it, then we must use mistakes as learning opportunities."*

- Graham Chatterley – Changing Perceptions

- Create a responsive co regulation plan for your school. This will set out a consistent response for staff when they are faced with dysregulated behaviours. Develop the plan with input from all staff to ensure ownership. A template for a plan and guidance can be found in the [the-lincolnshire-ladder-toolkit](#)
- Know and understand your pupils and their influences well to enable you to appropriately respond to challenging and distressed behaviour. Recognise that all behaviour is a communication and aim to identify the triggers that lead to a pupil behaving in a challenging or distressed way such as the impact of trauma and attachment issues.



- The termly Graduated Approach Briefings highlight services and support that may be of use. Details of how to access the briefings and recordings of previous briefings can be found here: [Graduated Approach Briefings](#) The briefings also have updates from the [LEARN SEND Hub](#) which detail support and training that they are able to offer.

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## TRAINING AND CPD

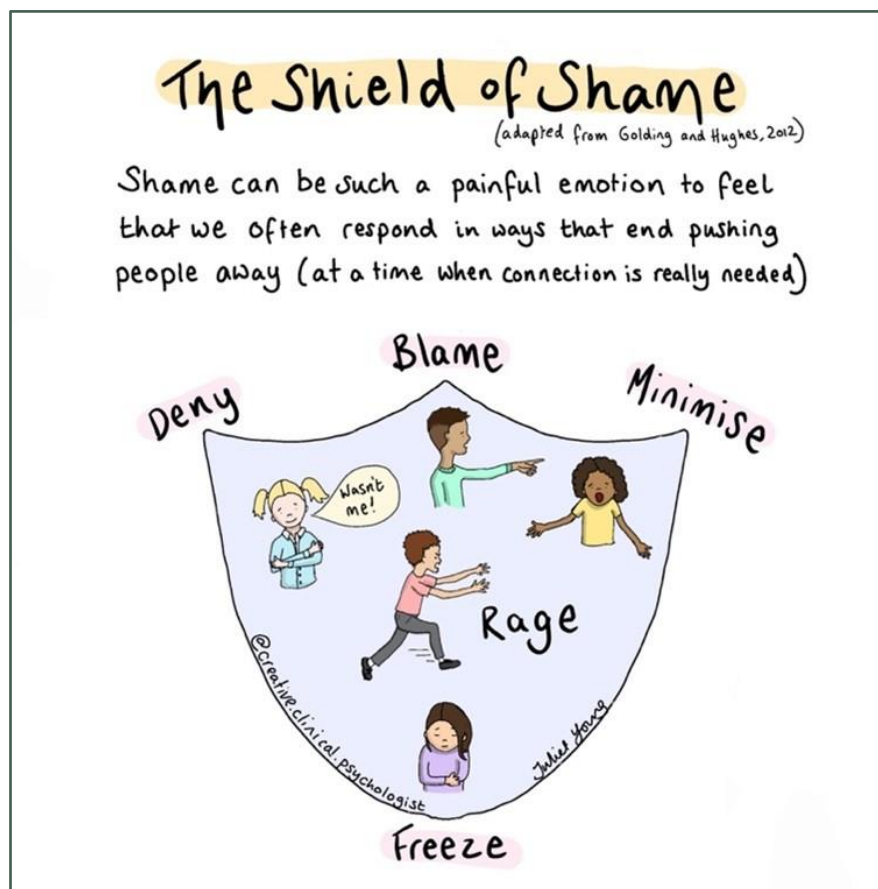
Up to date staff training and Continuous Professional Development (CPD) is crucial to effectively support behavioural needs. It is the lynch pin to ensuring staff have the appropriate knowledge, skills and training to enable them to put robust practice in place.

- Access Behaviour Outreach Support Service (BOSS), the Working Together Team (WTT) and the Special Educational Needs and Disability (SEND) Workforce Development Programme for universal training and workshops. These support inclusion and understanding of the causative factors of behaviour to provide consistent strategies and improve confidence and skills in meeting pupil needs.  
[BOSS Training](#)  
[BOSS Support](#)  
[BOSS YouTube Training Channel](#)  
[WTT Training](#)  
[SEND Workforce Development Programme](#)  
[The Virtual School Training Offer](#)
- Whole school training on 'Behaviour as a Communication', de-escalation strategies and relational work/Restorative Practice are a minimum to be completed as they are essential components in supporting behaviour for all school staff. This training needs to be completed at least every 2 years and evidenced with dates and training providers. The training provider can be from within the Local Authority or from training that has been commissioned. If schools have their own specialist staff or staff that have completed the BOSS 'Train the Trainer' programme, then they can provide their own training. As part of reflective planning cycles and CPD, schools should record how this training has been implemented and its impact. This reflection will help to identify any strengths or any areas of additional training that may be required.

*“Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. Behaviour-for learning approaches can be supported by the evidence on social and emotional learning, self-regulation, and essential life skills”*

- EEF Improving Behaviour in Schools

It should be remembered that for the majority of pupils these initial steps of whole school approaches will be enough to support their behaviour in a robust and meaningful way.



## IDENTIFYING FACTORS – NEXT STEPS (ASSESS)

Where the Initial Steps aren't enough, identifying and assessing learning needs as part of behaviour support in schools is crucial because pupils' behaviour is often influenced by their academic challenges, learning difficulties, and social-emotional needs. Addressing the root causes of behaviour is essential for providing effective support and fostering an environment where all pupils can succeed.

- For all pupils of concern, screening needs to be undertaken as early as possible to identify any **underlying causes** and **unmet learning needs**. A reading assessment should be completed as part of the screening to ascertain the pupil's reading age as well as a range of other assessments.

*An analysis by the DfES of all pupils permanently excluded in Year 9 in the 2004-5 academic year data showed that pupils who entered secondary school with very low literacy skills (below National Curriculum Level 3 in English) had an exclusion rate five times that of pupils entering Key Stage 3 at Level 4 or above (0.5% of those with severe literacy difficulties were excluded, compared to 0.1% of those with at least average literacy levels).*

-Timpson Review of School Exclusion, May 2019

- A particular focus needs to be on **communication skills** because of the well-known and established link with behaviour.

*UK data reports prevalence of speech, language and communication needs in young offenders to be around 60–70%<sup>1</sup>, with international prevalence studies mirroring these statistics<sup>2</sup>. However, studies have shown that only 5–8% of those with measurable SLCN have had these previously identified<sup>3</sup>. In addition to this 81% of children with emotional and behavioural disorders have unidentified SLCN (Bercow: Ten Years On, 2018)<sup>4</sup>. These behavioural difficulties can leave SLCN unidentified as they are often the more overt behaviour and therefore the focus of concern.*

The Communication Trust's Universally Speaking Checklist, which is an assessment tool for communication can be found here: [Universally Speaking Checklist](#) along with additional resources here [Communication Trust Resources](#)

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<sup>1</sup> Bryan et al., 2015

<sup>2</sup> Snow and Powell, 2011

<sup>3</sup> Gregory and Bryan, 2011

<sup>4</sup> Hollo et al., 2014

- Poor **Phonological development** can also be an indicator when dysregulated behaviours are exhibited

Children with speech and language difficulties are at heightened risk for literacy challenges, which can negatively impact their **phonological awareness**, a foundational skill for reading and vocabulary development. These children may acquire phonological awareness in a disorganised or "chaotic" way, unlike their typically developing peers who follow a more structured progression.

This disordered development can manifest in behavioural challenges, particularly in classroom settings. For example, children who struggle to process sounds and language may become frustrated, disengaged, or exhibit disruptive behaviours when they cannot access learning in the same way as their peers. These behaviours are often misinterpreted as defiance or inattentiveness, when in fact they may stem from underlying language processing difficulties.

Tools like the NAPA (a dynamic assessment tool) and NIPA (a structured intervention programme) help identify and support children with phonological awareness difficulties. Early and targeted intervention not only supports literacy and vocabulary but can also reduce behaviour issues by enabling children to better understand and engage with their learning environment. You can access these tools here [the-lincolnshire-ladder-supporting-resources](#)

- A **behaviour screening** tool should be used to determine any significant behaviour patterns or areas for development. The Behaviour Risk Screening Tool can be used to support this understanding and can be found in [the-lincolnshire-ladder-toolkit](#). The Ladder Toolkit has several additional screening tools for schools to use with parents/carers, teachers and pupils. [the-lincolnshire-ladder-toolkit](#)

Alternatively, tools such as the Strengths and Difficulties Questionnaire (SDQ) or Boxall Profile could also be used. Further examples of these tools can be found in the Ladder Resource Bank.

- **Screening for external factors** that could affect behaviour should always be considered. Maslow's Hierarchy should be reflected upon to ensure that basic psychological and physiological needs are met before learning needs can be considered and developed.



- **Screening for these risk factors** is particularly needed when considering transitions as it can help to identify pupils who may struggle coming into a new environment and inform the support and strategies that will be needed. The Behaviour Risk Screening Tool should be utilised as one such screening tool and can be found in [the-lincolnshire-ladder-toolkit](#)
- The **Early Help Pathway** in Lincolnshire's Early Help Strategy reflects a valuable place to start exploring emerging worries and issues in conversation with the child or young person, their family, and their support network to understand what life currently looks like for them (for pupils without a social worker). Lincolnshire's **Early Help Assessment (EHA)** is how we can explore these open and honest conversations with families in Lincolnshire. By using the EHA as a conversation tool, it is possible to gain an understanding of the impact of holistic factors in an open and honest way with the child or young person and those who are important to them. It is important to take time to gain a full understanding of issues, circumstances or events which may be impacting on the child's behaviour. It is important to communicate to families that Early Help is designed to provide timely and targeted support to children and families to prevent issues from escalating. It is not a pathway into statutory social care services, but rather a collaborative approach to address emerging needs before they require more intensive intervention. Early identification and support for these extenuating factors can help to avoid the need for a PSP or the need to follow the Ladder further.
- Following on from the EHA, a **Team Around the Child (TAC)** can be opened to support any identified needs. Where school are the Lead Professional they can access support from regular, six to eight weekly, case supervision from an Early Help Consultant to ensure that the TAC remains relevant, focussed and so that other avenues of support can be explored.

The following case study examines screening and other approaches adopted by a large secondary school in order to build relationships with pupils transitioning into the school (EEF Improving Behaviour in Schools): [EEF Case Study St Mary's Catholic School \(p30\)](#)

- **Mental Health** is often a contributory factor with dysregulated behaviours. Low mood, low self esteem and low self confidence can all lead to feelings of hopelessness and lack of control. Evidence tells us that early intervention, when issues arise, helps to prevent mental health problems developing in the future. There is a range of available support from Lincolnshire's mental health teams that is focused on providing children and young people with early interventions to prevent emotional wellbeing worries escalating into mental health concerns. This should be built into school's effective whole school systems. Details of the available support via avenues such as Here4You, Healthy Minds and mental health support teams can be found in [resources](#). The support uses evidence based interventions that promote resilience, normalise emotions and teach positive coping mechanisms.



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## PUPILS WITH SEND

- It is important to remember that not all pupils with behavioural difficulties have special educational needs (SEN). While some pupils with behavioural challenges may have underlying special educational needs such as learning difficulties, emotional or social challenges, or disabilities, behavioural difficulties can also arise from a variety of other factors that do not necessarily indicate SEN. These could include environmental factors, motivation, cultural or societal influences or temporary behavioural difficulties due to life events (e.g., divorce, moving to a new area, or trauma) that do not indicate a permanent or long-term special educational need. In all cases completing a behavioural assessment (as previously noted) is key in determining whether a pupil's behaviour is linked to special educational needs or other factors.
- Where SEND is identified, Lincolnshire's SEND Inclusion Toolkit and the Valuing SEND tool are integral components to providing early support for children and young people with SEND. These tools will facilitate implementation of appropriate and timely support and can be found here [SEND inclusion toolkit – Professional resources](#)
- Where appropriate, access the SEND advice line for Lincolnshire (Ask SALL) for high-quality, evidence-based, early advice at an individual or whole school level. [SEND Advice Line for Lincolnshire \(Ask SALL\) – How to get help - Lincolnshire County Council](#)
- Additional screening for pupils with SEND may be appropriate.

Screening could include:

- Academic Assessments such as spelling, writing and maths assessments.
- Cognitive and learning assessments such as working memory, processing speed, reasoning, dyslexia, dyscalculia, or dyspraxia screening tools.
- Developmental and Functional assessments such as developmental checklists, Occupational Therapy or Physiotherapy assessments.
- External Agency reports such as CAMHS assessments, community paediatrician reports or hearing and vision assessments.

## PUPILS WITH ATTACHMENT AND TRAUMA

- Consideration should be given to how attachment or trauma could be impacting on healthy development, and particularly a pupil's capacity for self-regulation. Resources to support with attachment, trauma-informed practice and Adverse Childhood Experiences (ACEs) can be found in [resources](#). The work of authors such as Bruce Perry (see below for his 3 Rs model) and Louise Bombler can be particularly useful when seeking information around supporting pupils with attachment and trauma.



- If the pupil is a Child in Care (CiC), ensure the home Virtual School is aware and involved. For Lincolnshire CiC, contact your named co-ordinator. The Virtual School also supports the education of children with a social worker (subject to a Child in Need or Child Protection Plan) please contact your named co-ordinator for support in these cases. Lincolnshire schools should also access the Virtual School training offer for [support which can be accessed here](#). The Virtual School can be contacted here [VirtualSchool](#)

## EARLY INTERVENTION – NEXT STEPS (PLAN, DO)

It is important for schools to seek to understand the underlying causes of behaviour through **Early Intervention** and whether additional support is needed. Underlying causes of persistent disruptive behaviour should be investigated, and support provided such that permanent exclusion is only ever a "last resort." The assessments and information that has been gathered in the **Identifying Factors** stage will be crucial here when planning for the **Next Steps**.

### PASTORAL SUPPORT PLANS

A good pastoral support plan (PSP) should be a structured, pupil-centred document that clearly outlines tailored strategies and support to help a pupil improve their behaviour and engagement. It should begin with a clear identification of the pupil's needs, including any underlying social, emotional, or learning difficulties, and be developed in collaboration with the pupil, their family, and relevant school staff. The plan should set specific, realistic behavioural targets and include positive reinforcement strategies to encourage progress. It must detail the roles and responsibilities of staff involved, the support to be provided (such as mentoring, counselling, or differentiated teaching approaches), and a timeline for regular review and evaluation. Importantly, the PSP should be flexible, allowing adjustments as needed, and ensure that the pupil feels supported, reinforcing the school's commitment to inclusion and personal development.

Targets in a Pastoral Support Plan (PSP) should be SMART: Specific, Measurable, Achievable, Relevant, and Time-bound. This ensures clarity for the pupil, staff, and parents/carers, and allows for progress to be tracked effectively.

Using assessments to inform a Pastoral Support Plan (PSP) is crucial in ensuring the plan is tailored to meet the specific needs of the pupil. This evidence-based approach ensures that support is purposeful and effective, and helps track the impact of the PSP over time, promoting accountability and continuous improvement in the pupil's outcomes.

- Use LCC's Pastoral Support Plan (or similar) to agree a support package in partnership with the pupil and family and any involved agencies. Implementing a PSP supports both the pupil and the school environment such as providing personalised support for the pupil, opportunities to address issues through early intervention, as well as setting out clear expectations for the pupil, staff, parents/carers and outside agency support. PSPs should be seen as a supportive planning tool.

The PSP Template can be found in [the-lincolnshire-ladder-toolkit](#).

- Ensure all staff understand the plans in place so that there is a consistent approach.

- If utilising a SEND Support Plan ensure that these identify intervention and reasonable adjustments such that pupils can thrive, and school is not inadvertently discriminating through the application of an inflexible behaviour policy.
- For children in care, it is a statutory requirement that every child aged 3 to 18 has a Personal Education Plan (PEP), which must be reviewed each term. The PEP is not intended to replace the Pastoral Support Plan (PSP); rather, both documents should complement and inform one another to ensure that appropriate, holistic support is in place to meet the child's individual needs.
- Working in partnership with parents, carers, and families is essential to help create a consistent approach to behaviour support, reinforcing positive expectations both at school and at home. This partnership builds trust, strengthens communication, and ensures that interventions are more effective and tailored to each pupil's needs.

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## SUPPORT FROM THE PUPIL REINTEGRATION TEAM (PRT)

The Pupil Reintegration Team (PRT) are a service to support schools and children that are experiencing challenging behaviour. They promote the inclusion of vulnerable young people and help to reduce isolation and exclusion from school through supporting head teachers, schools, parents/carers and other agencies working with pupils who are at risk of suspension or exclusion.

The PRT offer guidance, early intervention and support for schools and governors, and best practice solutions regarding behaviour management, developing efficient management systems, encouraging good practice through partnership working and reducing the incidences of disruptive behaviour, suspensions and exclusions. PRT caseworkers will support at pastoral support plan (PSP) meetings and other related meetings and also offer training for governors around exclusions.

- To engage a PRT caseworker to support the process via a request to [PRT@Lincolnshire.gov.uk](mailto:PRT@Lincolnshire.gov.uk) or by calling 01522 555798 (North) or 01522 555816 (South).
- Access to PRT funding for reducing the risk of exclusion can be considered for specific support at **Early Intervention** through discussion with a PRT caseworker. The behaviour PSP funding allows schools to apply for funding for pupils that are at risk of exclusion. Schools can apply for funding per pupil through their Pastoral Support Plans and PRT caseworker. Requests for funding can be on an individual or group basis and can include providing specific therapies, sensory resources or projects to develop specific skills. The focus of the funding is on creating a supportive and inclusive educational environment that addresses the needs of pupils, thereby reducing the risk of exclusion.

- Further information on what the PRT can support with, can be found at <https://www.lincolnshire.gov.uk/support-education/pupil-reintegration-team>

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## OFF-SITE DIRECTION

- Off-Site Direction can be an effective strategy to support pupils with challenging behaviour by giving them a chance to reset their reputation and break free from negative patterns associated with their previous environment. A new setting can offer a clean slate, where staff and peers have no preconceived expectations, allowing the pupil to rebuild relationships and develop a more positive self-image. This change of setting can also reduce triggers that may have contributed to their behaviour, while still providing access to education and pastoral support. With the right transition planning and ongoing support, a fresh start can help pupils re-engage with learning, improve their behaviour, and feel more motivated to succeed.
- Decisions regarding off-site direction should be made on a case-by-case basis, ensuring the involvement and agreement of all relevant parties.
- Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at alternative provision or another mainstream school.
- Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.
- A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. Alternative options should also be considered as part of the planning phase including a managed move on a permanent basis (if the pupil has been placed in a mainstream school) upon review of the time limited placement.
- More information on Off-Site Directions can be found here [OSDs](#)

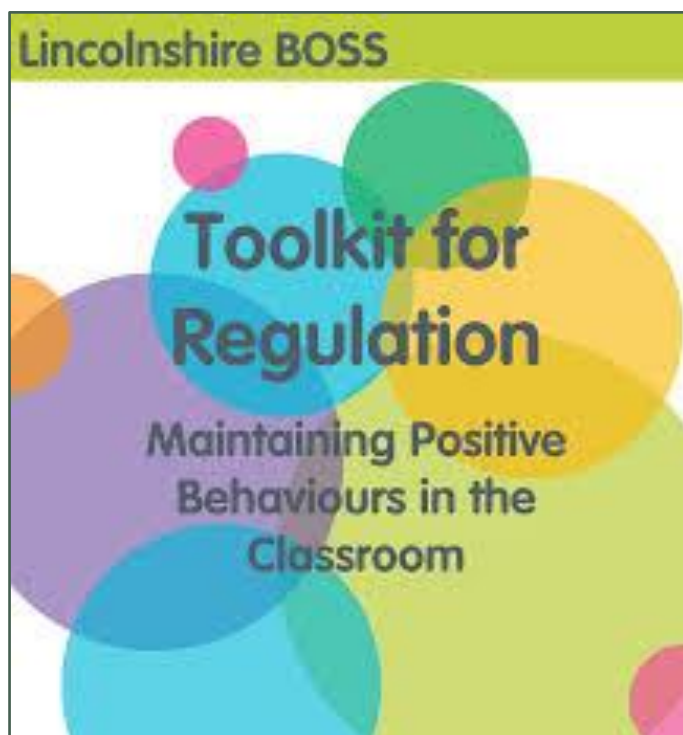


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## EARLY SUPPORT FROM THE BEHAVIOUR OUTREACH SUPPORT SERVICE (BOSS)

- Lincolnshire BOSS' 'Toolkit for Regulation' (Primary and Secondary) should also be consulted for additional ideas of how to maintain positive behaviours in the classroom. This can be found here [BOSS Toolkits for Regulation](#)
- Consider how an anonymised, bookable consultation with BOSS (40 minutes) may be appropriate or supportive as part of early intervention. This can be identified through consultation with PRT Case Worker in the following cases prior to the 12 week referral process:
  - Children moving into Lincolnshire displaying significant needs
  - Where a child has entered school through the mid-year admissions process and additional support is required to enable their transition
  - Children showing a rapid increase in challenging behaviours
  - Where risk of exclusion is felt to be 8+
  - Where a PSP has been started but impact is minimal, and it is felt that specialist advice would be useful to inform outcomes

When a consultation is agreed, the school will need to complete a consultation information form to enable the consultation to be informed of the presenting issues. This will then secure the consultation.



## TARGETED INVOLVEMENT – FURTHER STEPS (DO, REVIEW, ASSESS)

If after following the earlier steps of the ladder, there are continued concerns regarding a pupil displaying challenging behaviour then the **Further Steps** stage of the ladder looks at more significant support from specialist outside agencies. Support from specialists is crucial in addressing pupil behaviour in order to bring expert knowledge and experience in understanding and managing complex needs. Specialists can assess underlying issues that often contribute to challenging behaviour. Involving specialists ensures a more holistic and coordinated approach, helping to create a supportive environment where pupils can thrive both emotionally and academically. Further information on what specialist outside agencies are available can be found in the Ladder Toolkit.

At this stage a PRT caseworker should be involved to support the process via request to [PRT@Lincolnshire.gov.uk](mailto:PRT@Lincolnshire.gov.uk) or by calling: 01522 555798 (North) or 01522 555816 (South).

If the child is a child in care or is subject to a child protection plan then the Virtual School should also be contacted. The Virtual School can be contacted here [VirtualSchool](#)

The involvement of targeted support agencies is crucial for understanding the complexities behind behavioural difficulties and providing targeted, comprehensive interventions that can lead to better outcomes for the pupil, their peers, and the broader school community.

Support agencies bring expertise, resources, and a tailored approach to support both the pupil and the school community. There are key reasons why such involvement is beneficial:

- Expertise in Addressing Complex Needs – providing specialised knowledge and individualised support
- Early Intervention and Prevention – identifying early signs preventing escalation and promoting inclusion
- Supporting Mental Health and Wellbeing – through addressing underlying issues and promoting positive mental health strategies
- Providing Targeted Interventions and monitoring progress
- Supporting the School Community – such as training or developing whole school approaches
- Family Involvement – engaging with families and helping to create a network of support

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## ACCESSING BOSS SUPPORT

In order to access targeted BOSS support, the following should be taken into account:

- Social and emotional competencies take time to develop so referral to BOSS, is normally after about 12 weeks of support through a PSP. However, if a pupil reaches crisis point quickly, then a BOSS consultation as described in **Early Intervention** can be considered. This must be in consultation with Virtual School if the child is in care.

Note that the referral must be accompanied by a comprehensive and up to date PSP which will be screened by the PRT. This information will influence the nature of the BOSS intervention, which may include restorative work.

BOSS work is based on trauma informed and relational approaches and caseworkers seek from the outset to work with the school and the pupil to understand the needs of those involved and then develop a negotiated joint way of working, which may or may not involve the BOSS caseworker working directly with the referred pupil. Direct work is solutions focused. It is expected that the BOSS Behaviour Intervention Plan (BIP) will become a legacy document used by the school to plan, implement, and review on-going support if necessary for the pupil, after BOSS' contribution to the process. Please note that a BIP does not replace the PSP.

- Whilst BOSS aims to withdraw from the process after a maximum of 18 weeks of involvement, it can be the case that direct involvement ceases well before this limit. If concerns continue, then a multi-agency meeting needs to consider next steps, including Virtual School when the child is in care.
- Pupils reintegrating back into mainstream education after a permanent exclusion will be entitled to BOSS support. A referral will need to be completed to access this.
- All referrals for BOSS support must be made to PRT, not directly to BOSS.
- At this point a PRT Caseworker must be involved to support the process. Request to [PRT@Lincolnshire.gov.uk](mailto:PRT@Lincolnshire.gov.uk) or by calling 01522 555798 (North) or 01522 555816 (South).
- A discussion around Off-Site Direction potentially leading to a Managed Move should take place with PRT to see whether a fresh start would be useful for the child/ young person.

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## WHAT TO DO IF CONCERNS REMAIN

The ladder is designed to be a cyclical approach so steps can and should be revisited. If despite following the steps of the ladder you still have concern regarding a child's behaviour and that their behaviour is putting them at risk of exclusion, please contact your PRT caseworker or area (North/ South) Supervisor/ Officer. They will be able to advise on other approaches that could be explored including if an Intervention Placement (if available) at Springwell Alternative Provision may be an option. If the child is a child in care or is subject to a child protection plan then please also contact the Virtual School.

*“Quality relationships provide the necessary vehicles for adaption and recovery... every relationship has the power to confirm or challenge everything that has gone before”.*

*- Dan Hughes and Louise Bomber - Settling to Learn. (2013)*

## ADDITIONAL INFORMATION

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### INTERVENTION PLACEMENTS

- Intervention placements will be made available when there is availability at Springwell Alternative Provision.
- The referral form for an Intervention Placement can be found in [the-lincolnshire-ladder-toolkit](#). It should be noted that referrals must be received by the Pupil Reintegration Team (PRT) on the Thursday of the week before the fortnightly panel meetings and accompanied by a BOSS BIP (or equivalent specialist advice).
- Upon successful referral of a pupil, an admission meeting will be convened at the AP so that the intervention can be planned with roles and responsibilities of all stakeholders confirmed.
- Throughout the intervention placement, schools are required to maintain close contact with the alternative provision to gain regular information around attendance, behaviour incidents and progress and attainment. This will help to ensure a carefully planned transition back into the setting. You will also need to be aware of safeguarding arrangements.
- Information on Intervention Placements for pupils with EHC plans can be found in [the-lincolnshire-ladder-toolkit](#)

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### THE 'ONE-OFF' BREACH

Local Authority Officers, LCC's Legal Team, police and the Lincolnshire Safeguarding Children Board have co-authored guidance to allow headteachers to manage one-off incidents inclusively and safely. When considering the response to drugs-related and banned items incidents, Headteachers are advised to refer to this guidance, which is consistent with DfE guidance.

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### PROTECTED GROUPS

Schools and governing boards must comply with their statutory duties in relation to pupils with Special Educational Need (SEN). Schools should consider whether a pupil's SEND has contributed to the behaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010, which requires schools to make reasonable adjustments for disabled pupils.



Under the Children and Families Act 2014<sup>5</sup> and the Special Educational Need and Disability (SEND) Code of Practice<sup>6</sup>, schools must use their ‘best endeavours’ to ensure the appropriate special educational provision is made for pupils with SEN, which includes any support in relation to behaviour management that they need because of their SEN and when administering the exclusion process.

Headteachers should, as far as possible, avoid excluding permanently any pupil with an Education, Health and Care (EHC) plan or a Child in Care (CiC).

Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability, an EHC plan or a CiC, it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil’s SEN or disability. Where a pupil has an EHC plan, schools should consider arranging an early annual review. Please also refer to point 69 of [Promoting the education of looked-after children and previously looked-after children](#) for further context.

Where a school suspends or permanently excludes a pupil who has a social worker or is a CiC, they must notify the social worker and the Virtual School without delay. Pupils who are CiC must not be permanently excluded without reference to the Virtual School and the Director of Children's Services.

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*Imagine a school where every child, regardless of their background, ethnicity or learning differences, feels a profound sense of belonging.*

*This is a school where inclusion isn’t simply a policy, it is at the heart of the school’s ecosystem.*

*The Difference*

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<sup>5</sup> <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

<sup>6</sup> <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>