

# Inclusion Development Programme Primary and Secondary

Supporting pupils with Behavioural,  
Emotional and Social Difficulties



Minimum specification		
	PC	Mac
CPU	Pentium III or greater	PowerPC G4 (867MHz or faster)
RAM	128 MB	512 MB
Hard drive	100 MB space	100 MB space
CD drive	24 x speed	24 x speed
SVGA graphics card	16 bit colour	16 bit colour
Minimum screen resolution	1024 x 768	1024 x 768
Sound card, speakers, or headphones	16 bit	Standard
Keyboard and mouse	Yes (Microsoft compatible)	Yes
Operating system	Windows 2000 or later	Mac OS X or later

### Instructions for running the disk

Insert the DVD-ROM into your disk tray. Your computer may automatically run the program if you have a feature called **Auto run** enabled. If it does not automatically run, use the following steps.

- For PC users, select My Computer, and then select the disk icon to open.
- For Mac users, select the disk icon on your desktop to open.
- Select the file **index.htm**.

### Adobe Flash Player requirements

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# **Inclusion Development Programme Primary and Secondary**

**Supporting pupils with Behavioural,  
Emotional and Social Difficulties**

First published in 2010

Ref: 00003-2010BKT-EN

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The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

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# About the Inclusion Development Programme

The Inclusion Development Programme (IDP) is part of the Government's strategy to improve outcomes for children with special educational needs and was first outlined in *Removing Barriers to Achievement* (0117-2004). It is a suite of materials aimed to support teachers, teaching assistants and trainee teachers to increase their knowledge and skills in working with children and young people with a range of special educational needs (SEN) so that their quality first teaching is even more effective and that aspirations for the outcomes for this group of pupils can be raised. The IDP should not replace specialist knowledge; rather it is intended to support specialist advice and guidance.

Previously published IDP resources are:

- *Inclusion Development Programme (IDP): Dyslexia and speech, language and communication needs (SLCN) – An interactive resource to support headteachers, leadership teams, teachers and support staff* (00070-2008DVD-EN)
- *Inclusion Development Programme: Supporting children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage* (00215-2008BKT-EN)
- *Primary and Secondary Inclusion Development Programme (IDP): Supporting pupils on the autism spectrum* (00041-2009BKT-EN)
- *Inclusion Development Programme (IDP): Supporting children on the autism spectrum: Guidance for practitioners in the Early Years Foundation Stage* (00040-2009BKT-EN)

All of these resources may be found at the National Strategies web area, [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (Search for 'Inclusion Development Programme').

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# Introduction to the *Inclusion Development Programme (IDP): Supporting pupils with Behavioural, Emotional and Social Difficulties (BESD)*

The aims of this programme are to:

- improve outcomes for pupils with BESD
- increase knowledge and understanding among professionals about the complex nature of BESD
- share good practice so that professionals in mainstream schools can make adjustments to their policies, practices, procedures and curriculum that will enable more young people with BESD to benefit from a mainstream education.





## How to use this resource

The *Primary and Secondary Inclusion Development Programme (IDP): Supporting pupils with Behavioural, Emotional and Social Difficulties (BESD)* is available on DVD-ROM and on the National Strategies web area at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the reference 00003-2010EPD-EN-01). There is also an Early Years Foundation Stage (EYFS) IDP programme, *Supporting children with Behavioural, Emotional and Social Difficulties (BESD): Guidance for practitioners in the Early Years Foundation Stage*. This resource has a handbook and accompanying DVD-ROM and may also be viewed on [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the reference 00010-2010EPD-EN-01).

This resource may be used in a variety of ways and with a range of practitioners and professionals. It is not a resource to be used only by the special educational needs coordinator (SENCO) and the SEN support team, although it is recognised that the SENCO will be an important part of the leadership team which will drive and support the messages in the IDP.

As with all good professional development, obtaining a baseline of existing skills and knowledge in the area before starting the programme will allow professionals in local authorities, schools and initial teacher training programmes to measure any gains upon completion of the programme and related activities which the local authority and school may wish to draw upon. The self-evaluation checklist (file 5.1 in the library) enables learners, headteachers, SENCOs and leadership teams to assess skills and knowledge that already exist in the area of BESD in their school. This should be completed before and after using the DVD or online materials. The initial baseline information could be used by the school to draw up an audit of existing skills and from this devise an action plan which can be personalised to suit the needs of the school.

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### Using this resource via the web

To view this IDP resource on the National Strategies web area go to [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (search using the reference 00003-2010EPD-EN-01). Before you begin you may find it useful to set up an IDP folder on the desktop of your personal computer. Here you can save key documents and set up a reflective learning journal which will allow you to record your learning as you proceed.

## Key elements of effective CPD

The IDP requires school practitioners to adopt a learning approach which is a blend of activities and contexts in order to sustain effective professional learning. The following approaches have been found to be key to the transfer of deep learning:

- ownership and a belief that this is something worth learning
- clear goals and a sense of purpose (most effective when focused on goals that individual partners could not achieve alone)
- collaboration (as distinct from networking)
- adoption of coaching models, for example co-coaching, collaborative coaching and enquiry
- specialist instruction
- support from leadership (more powerful than the processes)
- monitoring and evaluation
- achievable ways of measuring success.

(Ref: *Transferring Learning and Taking Innovation to Scale*, Cordingley, P. and Bell, M. (2009), Centre for the Use of Research & Evidence in Education: [www.curee-paccts.com](http://www.curee-paccts.com))

Effective CPD is likely to have a direct relationship with what teachers are doing in their own schools and classrooms, uses external expertise linked to school-based activity and involves observation and feedback (especially teachers observing and learning from each other and from expert colleagues).

This course has been structured around a scenario which involves colleagues from both primary and secondary schools reflecting on their practice and sharing their expertise so that colleagues may learn and develop in a supportive learning community.

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The e-learning materials and the video footage last approximately one-and-a-half hours; however, it is expected that schools will use the resource as part of their CPD to stimulate discussion about their policies and ethos in the way that they affect pupils with BESD.



## Structure of the course

There are four areas of study. Each area addresses a key question which many new teachers and teaching assistants may wish to consider and which many more experienced colleagues may wish to revisit. The menu allows you to visit each of these questions in whichever order you prefer, but essentially each unit builds upon the previous one. A collaborative enquiry approach, led by a knowledgeable and experienced practitioner, is essential if staff are to gain a deeper understanding of the key questions. The questions are:

- How do BESD develop?
- How can I improve provision for pupils with BESD in the classroom?
- How can I support individual pupils with BESD more effectively?
- What are the other sources of support?

You will be introduced to a set of fictional characters and the questions are answered through a scenario approach. The situations are explored through a local area cluster meeting where a range of professionals meet to reflect upon approaches that they adopt when meeting the needs of pupils with BESD. The professionals from both primary and secondary schools work in partnership to extend each other's understanding of BESD.

When you enter the course you will see a **Start** tab. Select **Start** and you will have a choice to either select **Start** or skip to the **Introduction**.

When you select **Start** you will see a short animation which invites you to consider the underlying factors which can cause BESD. You may like to view or show this animation with a group at the beginning of a professional development meeting.

## Introduction

Before you enter the modules there is a seven-screen introduction which sets the scene and gives you further information about how this resource might help you in your specific role. The roles identified in the 'What's in it for me?' page are:

- classroom teacher
- teaching assistant
- school leader
- other professionals.

The following tabs can be accessed throughout the course:

- Library
- Glossary
- Help
- Exit
- Menu

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### The practitioners

You will be introduced to four practitioners who will share their concerns at a local cluster meeting:

#### Mandeep

Mandeep has been a Year 4 primary school teacher for 18 months. She is enthusiastic and her classroom skills and confidence are still growing. She has always associated the BESD 'label' with 'acting out' behaviour and pupils that she struggles to cope with. She is beginning to realise that there are pupils with BESD who 'act in'. She is particularly concerned about a very quiet girl called Leanne.



#### Zoe

Zoe is a newly qualified teacher (NQT) and teaches English in a secondary school. Although she has a real enthusiasm for her subject, she does experience challenges from lower-ability groups and often emerges from these groups utterly drained. She particularly struggles with a boy called Josh. Nearly every lesson involves a conflict as Josh breaks rules and Zoe attempts to manage his behaviour.



## Beth

Beth has been a teaching assistant in a primary school for three years. She has mostly provided support for pupils who have literacy difficulties and has limited awareness and formal understanding of pupils with BESD. This year she is supporting a pupil called Daniel. Daniel has communication needs, reading difficulties and often displays inappropriate behaviour.



Beth is committed to helping Daniel but is finding it difficult to get the same sort of response that she has experienced from other pupils she has worked with who had SEN.

## Steve

Steve has been teaching geography in a secondary school for two years. He has now had considerable experience with challenging behaviour. He doesn't think that pupils with BESD are any different from other pupils who display disruptive behaviour. This year, however, he is having particular difficulties with a Year 10 pupil called Wayne. Wayne is extremely challenging in lessons. Steve is concerned about the impact that Wayne is having on the other pupils' exam studies.



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### Meet the pupils

Four pupils are referred to throughout the modules. These are fictional case studies designed to illustrate a range of BESD. The action taken and advice given in each case are illustrative and should be seen in the context of the scenario. Your local context may offer different solutions. Each pupil has a 'Case file' which will appear via a tab in the unit where that case is being discussed. Each Case file contains background information about one pupil which can be accessed throughout the modules to support your judgements.

#### Leanne

**Age: 8**

**Home:** Leanne is an only child living with her mother. Her mother appears to be distant from her daughter and has mental health problems. Her father is in prison.

**In lessons:** Leanne has difficulties with reading and uses limited and often confused speech. She lacks confidence to try new tasks. Increasingly she seems to be in a world of her own and rarely finishes off her work.

**Concerns:** Leanne is underweight, very anxious and avoids other children. She is reluctant to speak and has been seen picking at scabs on her wrists. She eats little at lunchtime and her appearance is unkempt. Recently she arrived at school crying saying that she hated school and was forced to attend by her mum.

**Socially:** She has no close friendships and often bursts into tears.





## Josh

**Age:** 12

**Home:** Josh lives with his mother, her boyfriend and his half-brother, Kieran, aged five. Josh feels that Kieran is the favoured child and that he (Josh) is in the way.



**In lessons:** Josh has a short attention span and limited skills in language and basic skills. He has low self-esteem and is aware that he is operating below the level of his peers in literacy.

**Socially:** Josh is unpopular and tends to spoil offered friendships. He is easily upset by others and frequently has angry outbursts.

**Incidents:** He has had two fixed-term exclusions for physical attacks on peers.

**What works for him:** Josh responds to clear routines, structures and staff attention/supervision that lessen the disruption he shows in class. He can respond well in PE and ICT lessons.

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### Daniel

**Age:** 10

**Home:** Daniel's mother left the home when Daniel was six. He currently lives with his dad and dad's girlfriend.

**In lessons:** Daniel is making very slow progress, particularly with his literacy skills. He enjoys PE, art and technology.

**Concerns:** He often has angry outbursts and displays disruptive behaviour, often getting into fights with his peers.



### Wayne

**Age:** 14

**Home:** Wayne has been removed from his mother, an alcoholic, who was suspected of abuse and neglect. He does not know his father.



Wayne has had a succession of failed foster placements and changes of school.

**In school:** Wayne can be highly disruptive, moving around the classroom and arguing with teachers. His removal from lessons by senior members of staff is a frequent occurrence. He has had two fixed-term exclusions for violent behaviour.

Note: As Wayne is a child in the care of his local authority there has always been a personal education plan (PEP) in place for him.

**Specific concerns:** These include ADHD, dyslexia, mental health concerns and self-harm (he has cut his wrists in front of his foster carers).

## Meet the experts

### Alan

Alan was a secondary school deputy headteacher and is now employed as a behaviour specialist for the local authority. His work involves supporting individual pupils with BESD, providing reports on their progress and acting as an advocate for them in a range of multi-agency meetings. He coaches many leaders in the local schools to develop their practice in the area of BESD in order to improve outcomes for this group of pupils.



### Barbara

Barbara is an experienced primary SENCO who has just completed her National Programme of Specialist Leaders in Behaviour and Attendance (NPSLBA) and is acting as a lead within the cluster. As a SENCO she sees it as part of her role to develop her colleagues' skills in supporting pupils with BESD and provide them with the knowledge that they need to ensure that their Wave 1 teaching is of the highest quality



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### School leaders

Within the **School leaders** tab you will find a presentation which will provide additional notes for leadership teams and other professionals who may be providing training or CPD in this area.

The presentation and accompanying notes are designed to provide a summary of the key messages and also to align these messages with other priorities in schools. They could be used at cluster meetings with other school leaders or consultants to align with existing CPD planned for your school development.

The 20 slides in the presentation will provide you with:

- a summary of each section
- the key messages in the resource and how these can be aligned with other related priorities
- (in the notes section) links to additional resources and reports which will support you in this area.

There are also seven additional video clips of senior leaders which you may like to view.



## The library

There are additional resources to support you with your study of this area. These are often extracts from longer articles and the full references have been supplied should you wish to read more widely on each subject.

Each of the four modules has a set of resources attached to them and these may be accessed by looking at the relevant files in the Library.

## The self-evaluation resource

This may be accessed by looking at file 5.1 in the **Library**. Each person who is involved in working through the self evaluation should complete it and save it in their CPD folder on their personal computer. This exercise could form part of a professional development meeting. Take as long as you need to complete this. The key point is that you come to a consensus about what the ratings mean in the context of your school and agree an action plan from your results. You may decide to do this work with some or all of the staff, depending on your staff profile.

There are 32 statements in total; some of these relate to knowledge and some to adjustments that you have made to your teaching and practice in the light of this knowledge. The statements are arranged under each of the following five titles:

- Introduction: Understanding BESD
- How BESD develop
- Provision that promotes the inclusion of pupils with BESD
- Helping individual pupils with BESD
- Support from colleagues, other agencies and parents/carers.

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You are asked to rate yourself (1 = not very confident, to 4 = very confident) for each statement and then to discuss your ratings with colleagues that you work with and perhaps adjust your own ratings as a result of these discussions.

The school IDP action plan, which will evolve from the self-evaluations, will indicate the times that have been set aside for staff to develop their knowledge, confidence and skills in this area, other professionals they will engage to work alongside them and how this action plan will align itself with other CPD in improving learning and teaching in your school in order to narrow the gaps in attainment for vulnerable pupils.

## Asset 5.1 Self-evaluation resource for the learner

**Note:** It is planned that this self-evaluation resource is completed by the learner at the start of the resource. It can be used to inform schools of the existing knowledge of BESD and to identify gaps. The learner can complete the checklist again having worked through the units.

### **Codes used:**

K – knowledge

A – adjustment to practice

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<b>My knowledge and understanding of BESD and adjustments that can be made to practice</b>		<b>Rate 1–4</b> <b>1= not very confident</b> <b>4= very confident</b>			
		1	2	3	4
<b>Introduction: Understanding BESD</b>					
1K	I know the official definitions of BESD				
2K	I understand the factors that create BESD				
3K	I appreciate the difference between 'acting out' and 'acting in' and that both can indicate the presence of BESD				
4K	I know that BESD often overlap with mental health problems				
5A	I understand that my own emotions and practice can decrease or increase pupils' BESD and I take appropriate action				

## Module 1: How do BESD develop?

In this scenario Mandeep, who teaches Leanne, asks the question, 'How do BESD develop?' Throughout this module the following areas are explored:

- mental health
- attachment and development
- other special educational needs.

Key resources to support you with these topics are provided:

- Every Child Matters outcomes framework
- The Maslow hierarchy of needs or theory of motivation
- Definition of attachment
- National CAMHS review diagram showing resilience and risk factors
- Introduction to neuroscience
- What are speech, language and communication needs?
- Helping children with anxiety and depression
- Helping children with ADHD in the classroom

Additional resources referred to in the guidance notes for leadership teams for this section are:

- *Children and young people in mind: the final report of the National CAMHS Review* [www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_090399](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_090399)
- The Primary and Secondary Inclusion Development Programme (IDP): Dyslexia and speech, language and communication needs (SLCN) [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (Search for 'Inclusion Development Programme').
- *Primary and Secondary Inclusion Development Programme (IDP): Supporting pupils on the autism spectrum* (00041-2009BKT-EN) [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (Search using the reference number).





## Module 2: How can I improve provision in the classroom for pupils with BESD?

In this scenario Zoe, who teaches Josh, asks the question, 'How can I improve provision in the classroom for pupils with BESD?'

The following areas are explored:

- quality first teaching
- classroom environments
- social and emotional aspects of learning (SEAL).

The following key resources are also provided to support you in your learning:

- Quality first teaching
- Key characteristics that promote pupils' mental health
- SEAL and SEN/BESD in secondary schools
- SEAL and positive behaviour in primary schools
- School leadership and SEAL
- SEAL and the secondary curriculum
- Effective teaching and learning
- The principles of good classroom management

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- Developing a positive mind-set
- Motivating pupils with BESD in class
- The importance of the physical environment.

An additional resource referred to in the guidance notes for leadership teams for this section is:

- Progression Guidance Professional Development Course  
[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (Search for 'Progression guidance course').



## Module 3: How can I support individual pupils with BESD more effectively?

In this scenario Beth, who works closely with Daniel, asks the question, 'How can I support individual pupils with BESD more effectively?' The following areas are explored:

- the curriculum
- managing emotions
- the role of the SENCO.

Key resources to support you with these topics are provided:

- Active listening
- The importance of emotions in the classroom
- Anger management resources
- Provision mapping
- The role of the SENCO
- BESD guidance on curriculum delivery
- What is a nurture group?
- Checklist for arrangements for out of class
- Peer mentoring
- BESD 2008 guidance on child protection and safeguarding.

Additional resources referred to in the guidance notes for leadership teams for this section are:

The Primary and Secondary Frameworks [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) (Search for 'Primary Framework' or 'Secondary Framework').

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## Module 4: What are the other sources of support?

In this scenario Alan, who works with Wayne, asks the question, 'What are the other sources of support?' The following areas are explored:

- pastoral support programmes
- the Common Assessment Framework
- working with other Children's Services partners
- partnerships with parents/carers.

Key resources to support you with these topics are provided:

- What is a pastoral support programme?
- An example of a pastoral support programme
- The Common Assessment Framework
- Partnership/multi-agency working
- Roles of different agencies

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- Roles of CAMHS professionals
- Youth offending teams
- BESD 2008 guidance: Building partnerships with parents and carers.

Additional resources referred to in the guidance notes for leadership teams for this section are:

- Safeguarding, looked-after children and multi-agency work [www.dcsf.gov.uk/everychildmatters](http://www.dcsf.gov.uk/everychildmatters)
- Your child, your schools, our future: building a 21st century schools system [www.publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00676-2009&](http://www.publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00676-2009&)
- The recommendations in Brian Lamb's review of SEN and disability [www.dcsf.gov.uk/lambinquiry](http://www.dcsf.gov.uk/lambinquiry)

## Acknowledgements

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Audience: Teachers, initial teacher trainees, teaching assistants, headteachers and leadership teams (including SENCOs).

Date of issue: 02-2010

Ref: **00003-2010BKT-EN**

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Copies of this publication may be available from:

DCSF Publications

PO Box 5050

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Textphone 0845 60 555 60

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