

**St Helens Local Authority
Behaviour and Inclusion Improvement Service**

Behaviour Improvement Team

**Support for
Primary Schools
2013-14**

Our Vision: That young people supported by our service maximise their full potential.

Our Mission: We will encourage active engagement, enthusiasm and improved motivation so that the young people and families we support are enabled to improve their life skills, behaviour, emotional well being and achievement through access to a wide range of educational and social opportunities

Our Values and Principles:

Flexibility of approach/ Respect for all/ Putting young people first/ Positivity in relationships/
Partnership working/ Creativity of practice/ Empathic interactions/ Engendering trust

*****From 1st September 2013 we are encouraging all schools, that whenever possible, they forward any requests for both individual pupil and school support via email, so that they can be processed more quickly. Please see page 10 of this document*****

WORKING FOR SCHOOLS

The Behaviour Improvement Team has many years of successful experience in achieving positive outcomes for children and young people by working closely with local schools and partner agencies.

Our aim is to support best practice behaviour management within schools as well as address the specific challenges that may arise with individual pupils. In such a way we can have a major impact on positive school participation, engagement in learning and individual attainment, as well as support schools meet the necessary Ofsted requirements for Behaviour and Safety.

Below are outlined an extensive range of services to support your school and its pupils, but we will always welcome any suggestions to ensure we remain responsive to any particular needs that you may have.

SUPPORTING BEHAVIOUR IN SCHOOL

The following support is currently offered:

- ☐ **Staff Training (INSET/CPD)**
- ☐ **Staff Coaching**
- ☐ **Accredited Staff Training (including Team Teach)**
- ☐ **Consultation and Support**
- ☐ **Support for Whole School Management of Behaviour and Safety**
- ☐ **Ofsted preparation and support**
- ☐ **Critical Friend – Support for Monitoring and Evaluation**
- ☐ **Safeguarding**
- ☐ **Professional Networking**

Staff Training (INSET/CPD)

A full list of training programmes being offered to schools Head Teachers/named contacts at the beginning of each training offered on request.

Current programmes include:

Using Restorative Justice in your School, ADHD training, Training, Safeguarding in Schools, Challenging Behaviour in Early Years, Classroom Management, Behaviour for Learning, Preparation for Ofsted, De-escalation Techniques, Using Nurture Groups/Boxall Profiles.

Individual Pupil support

- ☐ Pupils going on PSPs
- ☐ Pupils with major school concerns.
- ☐ Support for pupils with ADHD
- ☐ Initial consultation followed by direct working as required
- ☐ Parent - school links

Our programmes cover whole school issues as well as the specific needs of teaching and non-teaching staff. Training is also offered on a bespoke basis, either stand-alone, or as an integrated package linking to other complimentary areas of support.

For example, we have recently been asked to complete a pupil tracking exercise together with an analysis of need prior to delivering specifically targeted training, follow up consultation support and individual staff coaching.

Schools can access training through email request and electronic completion of the relevant form.

Training is offered to all school staff, targeted groups of staff, or any individual staff members who may benefit. If there are only one or two staff who wish to access a training programme they may be asked either to attend a cross school training event (promoted for the first time from September), or infill a programme at another school. All training apart from accredited Team Teach training is offered free at the point of delivery.

Most programmes will be delivered as twilight sessions, although alternative modes of delivery will be considered on request.

There is an extremely high level of demand for the programmes on offer and we therefore ask that requests are made well in advance.. We aim to offer a minimum of two training sessions per school per year.

❖ *Last year we delivered over 100 training programmes to over 1600 beneficiaries in 50 primary and secondary schools. 98.5% found the training extremely valuable and 98.5% also thought it was highly pertinent to their work role.*

Staff Coaching

Alongside our training packages we can offer independent coaching support to individual members of staff:

- ❑ To encourage accelerated teacher development, through on-the- job support, with a focus on behaviour for learning
- ❑ To encourage staff skill development when dealing with challenging groups or individuals
- ❑ To help staff with specific difficulties in an area of their work or where there are concerns over aspects of under performance
- ❑ To help staff who have acquired additional or new responsibilities,

We have a lot of experience of offering such support in a non-threatening and sensitive way in order to promote both personal development and individual potential. Support offered is very much needs-led and flexible to achieve the best results for teachers and students.

❖ *Views from those teachers who accessed staff coaching support in 2012-13 have been very positive, e.g. "There has been a significant improvement in the class identified. The atmosphere within the group is vastly different. The ability of the coach to be flexible has really helped", "The process was supportive and confidential. It was flexible due to the needs of the various groups – the support given was extremely welcomed"*

Accredited Staff Training:

1: Team Teach Training.

We strongly advise all schools to have staff trained in Team Teach techniques, which centre on de-escalation and when absolutely necessary the use of physical restraint.

Even if the potential likelihood of using physical restraint in your school is very small, we would suggest that some or all of your staff have accreditation for the use of Team Teach techniques and that this is kept up to date (accreditation lasts for 3 years). The training we offer is consistent with use of the Local Authority Care and Control Plan. Unlike other training, which is free at the point of delivery, for Team Teach training we have to pass on the costs we incur for delivery. Costs are available on request both for whole school and individual staff training. For more information please Helen Smith on helenesmith@sthelens.gov.uk or Mark Brotherton as below.

❖ *Last year we delivered nearly 20 accredited Team Teach training programmes to over 450 beneficiaries.. 98% found the training extremely valuable and 95% thought it was highly pertinent to their work role.*

2: Programme for Specialist Leaders of Behaviour and Attendance (PSLBA)

The PSLBA has been successfully accessed by large numbers of professionals from both mainstream and special schools within the Borough, who have an active interest in the area of behaviour and attendance. It is based on a model of effective learning that follows five stages: acquisition of knowledge, modelling of good practice, practice application, feedback and reflection, and embedding the experience. It equips participants to work effectively with colleagues to influence working practice, which in turn leads to improved outcomes for children and young people.

Please contact Helen Ashton on 677183 for further details.

❖ *Participants have found the PSLBA to be an exceptionally useful professional development tool. Typical comments have been: "Fantastic CPD. I learnt lots of new things. Everyone within the group was from a different setting, so lots of good experience and ideas to share", "I've learnt that leadership is for all. It's made a massive difference to my leadership skills", "My confidence grew as the course progressed", "Excellent networking, friendship, support and advice for the most difficult aspects of my job".*

Consultation and Support

Consultation and support is available to schools on any aspect of day-to-day behaviour management. Examples of such work might include:

- ❑ Guidance and direct work with difficult classes/groups of pupils
- ❑ Setting up, running, or managing Pastoral Support Plans (PSPs) and/or Individual Behaviour Plans (IBPs) for individual pupils
- ❑ Developing whole school systems around rewards and sanctions
- ❑ Aspects of classroom management
- ❑ Trouble shooting areas for development, such as playground behaviour, movement around school etc.
- ❑ Use of Positive Handling Plans and risk assessments
- ❑ Working with children diagnosed with ADHD

Additional consultation and support is often combined with previous training or conversely identify a future training need.

Support for Whole School Management of Behaviour and Safety

This is a continuation of the consultation and support offered above, but much more at a systemic level. The Behaviour Improvement Team have effectively worked with key school staff to support policies and detailed plans for effective behaviour management e.g.:

- ❑ Evidence gathering and support to write the Behaviour and Safety aspect of school self evaluation
- ❑ Support for refreshing the school behaviour policy to generate staff ownership and embed change in practice
- ❑ Effective care and control policies
- ❑ Support for developing specific aspects of behaviour policy e.g. inclusion bases, nurture groups through coaching targeted staff

Ofsted Preparation and Support (Behaviour and Safety)

The Behaviour Improvement Team can offer support to schools that are planning for forthcoming Ofsted inspections, particularly in relation to the Behaviour and Safety element of the Framework. This may include independent monitoring review processes as discussed below, or any other aspect of the support offered as identified. Someone from the team will discuss your needs, help prepare a plan if appropriate and agree with you a suitable support package. Similar or further support is also available post-Inspection should it be needed.

Critical Friend – Support for Monitoring and Evaluation

Members of the Team will work with key school leaders to monitor and review the effectiveness of school post B&A audit implementation plans and relevant areas of the School Improvement Plan, as agreed with the school. Planned actions will be identified and may include:

- ❑ Pupil/staff/parent interviews/questionnaires
- ❑ Classroom observations
- ❑ Further staff training/support/coaching
- ❑ Building capacity for change and improve current practices at teacher, team, or whole school level

Safeguarding

A senior member of the Behaviour Improvement Team attends all multi-agency Domestic Violence in Children (DVIC) and Multi Agency Risk Assessment Conferences (MARAC) in order to provide a much needed conduit of continually updated information to local schools. Schools are then notified each week as appropriate, of domestic violence incidents that may have recently occurred and impacted on pupils. This information has been extremely well received by schools who have found it especially useful in trying to understand and support pupils faced with specific issues and possibly associated behaviour patterns.

Safeguarding training to support best practice in schools is also offered.

For further details please contact Kath Crook (contact details below).

❖ *Since work started last year well over 300 notifications and reports have been sent to nearly 50 schools*

Professional Networking

Network meetings for behaviour professionals are organised through the Behaviour Improvement Team as follows:

- ❑ Lead Behaviour Professionals Meetings held twice a year with separate half-day meetings for primary and secondary staff.
- ❑ Nurture Group Network meetings held once a term. These meetings are being re-introduced from September

The network meetings, as above, are all specifically designed to provide opportunities for local schools to share experiences and best practice, as well as

enabling information sharing and updating. Where appropriate key speakers will be invited to lead discussions on specific aspects of behaviour management.

TARGETED WORK WITH PUPILS

The following support is currently offered:

- ❑ **Individual Pupil Support** for those with major behavioural concerns
- ❑ **Managed Moves**
- ❑ **Year 6/7 Transition**
- ❑ **Group Work**
- ❑ **Restorative Justice**
- ❑ **Support for pupils with ADHD**

Individual Pupil Support for those with major behavioural concerns

All direct requests from schools, for individual pupil support for those with major behavioural concerns, will initially trigger consultation and support work from the Behaviour Improvement Team. However, such consultation may lead into direct working with a pupil, if it is agreed that it would be the best way for a situation to be progressed. In such cases a clear intervention plan will be agreed and regularly monitored with the school.

We will work with the school to support any pupil up until the end of Key Stage 3, as long as the school has obtained parental consent beforehand and sent in a suitable referral. We are now encouraging all schools, that whenever possible, to send in referrals via email (as below), ensuring that these are suitably encrypted (we can advise). Suitable referrals will include any pupil with major behavioural concerns, including pupils who are:

- ❑ Being considered or already on Pastoral Support Plans (PSPs)
- ❑ Seriously out of control in class and where immediate support is needed
- ❑ Are at serious risk of permanent exclusion
- ❑ Are on an Individual Behaviour Plan (IBP), as a result of repeated fixed term exclusions, attendance at an Inclusion Base, or frequent removal from lessons over the previous 6 months

We will work to support effective parent - school links if required and to encourage positive relationship building and engagement with the school. However, referrals cannot be accepted if behaviour concerns only exist within the home but are not evident in school.

The Behaviour Improvement Team will help schools access additional services including actively supporting the setting up ECAFs or Family Action Meetings if needed. If at any stage in working with a pupil we have concerns about pupil safety we will work closely with schools to ensure that relevant agencies are informed.

On-going written feedback will be provided to the school on all direct work with a pupil. When an ECAF is open on a pupil, all our interventions will be recorded on the ECAF, so that both the school and others working with the pupil can readily access information.

The work of the Behaviour Improvement Team in relation to individual pupil support, is designed to provide cost effective alternatives to out of school pupil placements, as part of a systematic continuum of support for pupils with challenging behaviours. An

integral part of this approach is the development of highly co-ordinated strategies with other areas of the Behaviour and Inclusion Improvement Service and in particular the pupil referral units at key stages 1 & 2 (PACE), in order to best support individual pupil needs. From September, this approach will be consolidated through regular meetings of PACE panels. In order to promote necessary transparency with schools as service users, representation from schools will be invited onto this panel, and it will directly inform admission arrangements for PACE provision.

The anticipation is that all pupils in St Helens schools for whom PACE provision is being sought will have previously worked with the Behaviour Improvement Team for a reasonable period of time.

❖ *Nearly 90% of primary pupils who were referred to the Behaviour Improvement Team last year as major behavioural concerns/potential PACE placements, were able to remain in their schools as result of work undertaken*

Managed Transfers

The Behaviour Improvement Team works closely with schools to support pupils on managed transfers including brokerage support as appropriate. The Monitoring Officer (Managed Transfers) informs the Behaviour Improvement Team of professional and parent meetings, which we then attend. This automatically triggers a structured 6-week support package on the pupil's entry to their new school, in order to promote successful integration. For direct work with the pupil we will seek parental consent. If further support is needed beyond this period, the case will be reviewed and an individual pupil referral request sought from the school. The continued improvement of the success rate of managed transfers is a priority area for the Behaviour Improvement Team.

Year 6/7 Transition

The Behaviour Improvement Team continues to offer a comprehensive support programme for those Year 6 pupils, whose behaviour in class has been a major cause for concern and who may therefore benefit from additional support in order to make a successful transition to secondary school. The programme involves intensive one-to-one work with the pupil, meetings with parents, a 4-week transition programme during the Summer Term and an opportunity to engage in a range of constructive and sustainable activities over the summer holidays, to help with confidence building, social skills and individual motivation. By agreement with the secondary school, we will then continue to work with such pupils in Year 7 as required including the offer of further group work.

Pupils identified to go on the programme will initially be discussed at primary Autumn Term planning meetings. All referrals will then need to be received by the end of December, so that cases can be prioritised and work begin at the start of Spring Term.

❖ *62% of the pupils on the programme showed no major behavioural concerns in their first year at secondary school, compared to the 100% who had displayed such concerns during their time at primary school.*

Group Work

1) Direct Delivery

The Behaviour Improvement Team will deliver social skills programmes within primary schools, such as BOSS and Team Builders, following receipt of appropriate

request forms. Due to an exceptionally high level of demand for these programmes, please arrange as much as possible in advance.

2) Initiate, Share and Support Model

We will also help schools set up a wide range of group programmes designed to support positive pupil behaviours in schools, including anger management, emotional literacy, accepting appropriate responsibility, friendship and cooperation skills, supporting vulnerable pupils or those with low self esteem, CBT based motivational work and so on.

However, unlike the above, any requests will be met through a co-operative model of delivery, whereby the Behaviour Improvement Team will initiate a programme, share the agreed programme of work and all relevant materials, then finally support a designated member of the school staff with further delivery until completion.

Written parental consent will be needed for all pupils, involved in group work, including any role models

❖ *Last year over 30 BOSS and Team Builders Groups were delivered to over 25 schools. The outstanding success of the programme has led to ever increasing demand for programmes from St Helens schools*

Restorative Justice (RJ)

Restorative Justice (RJ) is a non-judgemental process, which aims to give children, young people, or adults in school settings, who are involved in conflict a chance to resolve issues in a supported and helpful manner. It allows those involved an opportunity to share their views and be listened to, hear the views of others and make things right. It enables individuals to repair any harm that has been done to people and relationships. Most importantly, RJ focuses on solutions, so that the people involved can learn a better way for next time.

There is an enormous demand for Restorative Justice support within schools and it has proved highly successful with exceptionally positive outcomes from interventions completed. Active support will be offered with restorative practices following requests from the school. This will include help for:

- ❑ Use of RJ to resolve serious issues affecting the school community, (including liaison with Safer Schools Officers, parents etc)
- ❑ Community conferencing
- ❑ Small group conferencing
- ❑ Whole class support
- ❑ Tailored training packages for staff
- ❑ Ongoing coaching support to establish RJ approaches in your school

Our RJ Champion worked on a number of serious concerns in the academic year 2012-13 including assaults on pupils, assaults on staff, pre-meditated bullying, lack of parental support for school decisions on disciplinary issues, theft, threatening behaviour between parents, weapons, parental complaints to the Local Authority, difficulties with whole pupil groups, etc. Please contact Helen Ashton on 677183 for more information.

❖ *To date nearly 200 pupils have been worked with in nearly 30 schools. Feedback has been exceptionally positive with 92.5% of respondents rating the RJ intervention as extremely or very effective. One school said that "Your input has turned around a very difficult situation... I think this is a classic example of how effective RJ can be, when delivered properly".*

Support for pupils with ADHD

Support via ADHD Pathway The Behaviour Improvement Team is part of the local authority ADHD Multi-Disciplinary Pathway. On receipt of information about young people who have been recently diagnosed with ADHD, we will contact school to offer work on strategies to support the pupil in school, direct work with the pupil or a bespoke staff training programme.

Access to the ADHD Foundation: The ADHD Foundation Programme is a comprehensive support programme for young people diagnosed with ADHD and their parents. It has been introduced to St Helens for the first time this September. Pupils who may benefit from this programme can be referred through the Behaviour Improvement Team. Please contact as below for more details.

ADHD training for school staff: is also offered by the BI Team.

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| <p>❖ <i>In 2012-13, over 220 members of staff have completed ADHD training with 100% agreeing that they found the training valuable and 98% believing it was pertinent to their work role. Typical comments included, “very thorough, I can now understand the steps I need to take”, “factual, informative and enjoyable”, “super delivery, good practical help, good level of interaction”.</i></p> |
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Please, whenever possible, email* requests for support from the Behaviour Improvement Team as follows:

For training, consultation and support, or any aspect of 'Supporting Behaviour for School' please forward requests to:

markbrotherton@sthelens.gov.uk

For work with individual pupils please forward encrypted requests to:

katherinecrook@sthelens.gov.uk

**If, for any reason you are unable to email your requests paper copies will still be accepted via the black bag*

Note: The relevant referral forms have already been sent to schools but will be re-sent if requested

For further advice or more information please contact
Mark Brotherton (Tel : 01744 677180) or Kath Crook (Tel : 01744 677186) or email as above

Behaviour Improvement Team: Support for Primary Schools 2013-14

SUPPORTING BEHAVIOUR IN SCHOOL

Staff Training (INSET/CPD)

Including: Mid-Day Supervisors ADHD Training, Nurture Group/Boxall Groups, De-Escalation Techniques, Behaviour For Learning, IBPs/PSPs, Early Years, ETC
Complete list supplied separately

Staff Coaching & accelerated teacher development, through on-the-job support

Accredited Staff Training Programmes

- ❑ Team Teach (charges made)
- ❑ PSLBA

Consultation and Support

- ❑ Difficult classes and groups of pupils
- ❑ Classroom management
- ❑ Managing IBPs & PSPs
- ❑ Risk assessments/ PHPs/ documentation

Support for Whole School Management of Behaviour and Safety

Working alongside schools to support policies and plans for effective B&A management e.g.

- ❑ Evidence gathering to support writing of school self evaluation
- ❑ Generating staff ownership and embedding change in practice
- ❑ Effective Care and Control policies

Ofsted preparation and support

Pre or post Inspection – support package agreed with school

Critical Friend–Support for Monitoring and Evaluation

Work with key school leaders to monitor & review effectiveness of school post B&A audit implementation plan & relevant areas of School Improvement Plan. Planned agreed actions e.g.

- ❑ Pupil/staff/parent interviews/ questionnaires
- ❑ Classroom observation
- ❑ Further staff training/support/ coaching
- ❑ Building capacity for change & improve current practices at teacher, team, department or whole school level

Safeguarding

- ❑ DVIC/MARAC notification
- ❑ School Training

Professional Networking

- ❑ Lead Behaviour Professionals
- ❑ Nurture Groups

All services currently free at the point of delivery (unless other wise stated)

TARGETED WORK WITH PUPILS

Individual Pupil support for those with major behavioural concerns.e.g

- ❑ Pupils going on PSPs
- ❑ Initial consultation & direct working
- ❑ Parent - school links
- ❑ School referral & parental consent

Managed Moves

6 week standard support package leading to further work as required

Year 6/7 Transition

- ❑ Delivery of support programme for pupils with challenging behaviours
- ❑ Support package for schools

Group Work

- ❑ Direct delivery
- ❑ Initiate, Share and Support Model

Restorative Justice

- ❑ Direct work & conferencing
- ❑ Training Programmes
- ❑ RJ Champion development

Support for pupils with ADHD

- ❑ Support via ADHD Pathway
- ❑ Access to ADHD Foundation
- ❑ Training for School Staff