

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

**Behaviour Improvement Team**

# Consultation Services & Training for Primary Schools Spring 2014

**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

## **Introduction**

This 'Consultation Services and Training for Primary Schools' Handbook is designed to provide a comprehensive guide to both the training programmes available to schools, and the whole school consultation services that we offer. We aim to encourage different approaches to similar problems according to the specific needs a school faces at a particular point in time.

We are extremely proud of our record of delivering training to schools. Last year we delivered over 100 training programmes to over 1600 trainees in 50 schools. Evaluation returns were exceptionally positive showing that 98.5% found the training extremely valuable and 98.5% also thought it was highly pertinent to their work role. Although it is harder to quantify, we have had similar successes through the consultation and support services we offer to schools.

As well as in-house support, the Behaviour Improvement Team is offering a cross – school programme. This enables all schools to send delegates to pre-arranged training events on agreed dates, details of which will be forwarded to schools nearer the time of delivery.

Schools can access consultation services or training via email through completion of the attached form and all training (apart from accredited Team Teach training) is offered free at the point of delivery.

Pauline Robinson

Head of Behaviour and Inclusion Improvement Service



## Cross-School Training Programme



These will take place in the Hall at the PACE Unit, Derbyshire Hill Road.  
Programmes will be emailed to all schools 4 weeks prior to delivery



## Consultation Services & Training In-House



Below are listed the consultation and training services available to schools through the Behavioural Improvement Team. The list is not exhaustive and if your school requires an area of support not identified below please contact us and we will do our best to meet your needs. As explained in the introduction, we have put consultation services and training together as we understand that a schools particular needs at a given time might be served best by either a consultation or training approach or even a combination of both. Most consultation services can be offered as a formal training and vice versa. The Training programmes offered are designed for a whole school, a department or a reasonably sized group of staff. They will be delivered within schools and normally last about 1.5 to 2 hours (*unless otherwise specified*).

### Ofsted Preparation and Support (Behaviour and Safety)

We are able to offer comprehensive support to schools who are either preparing for a forthcoming Ofsted inspection or who wish to address specific issues post-inspection.

#### **Consultation and Support**

A member of the BI team will initially discuss your particular needs, help prepare a plan if appropriate and agree with you a suitable support package.

We will work with all staff as necessary but suggest that School Lead Behaviour Professionals and/or strategic leads for behaviour will need to take part. Support is likely to include:

- Analysis of Data
- Writing reports to show impact at pupil level
- Using the Securing Good framework with Senior Leadership Teams to establish position and action plan accordingly
- Evidencing 'Good' and 'Outstanding' school practice
- Support for SEF writing and action planning

We can also contribute to independent monitoring review processes, or other aspects of support as required.

#### **Training**

We can offer a tailored **training package** as required.

### Day-to-day management of behavioural issues in school

We offer extensive support for all aspects of general day-to-day management of behavioural issues in school although any behavioural issues presented by specific pupils are normally addressed through the pupil referral process

### ***Consultation and Support***

Consultation and support is available to schools on any aspect of day-to-day behaviour management, including:

- ❑ 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
- ❑ De-escalation techniques
- ❑ Working with children diagnosed with ADHD (see below)

The BI Team will also work closely with schools where there are specific safeguarding concerns and offer advice and support wherever possible

### ***Training***

A wide variety of training programmes are available and we can adapt these to meet the particular needs of the school.

#### **Effective Classroom Management**

This programme focuses on developing class management practice and can be tailored to meet your schools specific needs, A basic introduction will be based upon:

- The 4 'Rs' – rules, rights, responsibilities and roles
- Re-framing language
- Least intrusive to most intrusive intervention
- Basic behaviour management skills and practical ideas
- Sharing of good practice

#### **Effective Behaviour Plans and PSPs**

Consideration will be given to effective Behaviour Plans and Pastoral Support Plans for children and young people with behavioural concerns. This session will look at what a good Behaviour Plan or PSP is, breaking skills down into SMART targets and how to support a child/young person in a holistic manner

#### **Positive Handling Plans and Risk Assessments**

This is a short training programme to support staff in schools to develop effective positive handling plans (PHPs) and draft risk assessments and how they should be used. Specific consideration will be given to:

- The 6 stages of a crisis
- Links between triggers and strategy
- The development of a behaviour management plan

<b>Boxall Profiles: Better understanding a child's emotional and social needs.</b>	<p>The Boxall Profile is a useful tool to help discern a child's needs specifically on a social and emotional basis. This training programme is based upon the following:</p> <ul style="list-style-type: none"> <li>○ What is a Boxall Profile?</li> <li>○ Understanding what it means and how to use it</li> <li>○ How to put the theory into practice</li> </ul> <p>Further consultation and support can then be given as and when required with a follow up session held within your school on an individual basis.</p>
<b>Safeguarding in Schools</b>	<p>An in-house training programme to explore the kind of safeguarding issues that may present themselves to schools and what should be done to effectively responded to them.  <i>(The Learning &amp; Development Sub Group of the LSCB have reviewed and validated the content of this presentation)</i></p>
<b>Midday Supervisors Training</b>	<p>A Specific In_House Training programme is available, specifically aimed at Midday Supervisors both within primary and secondary settings. The training will aim to empower and develop MDS practice based on in three 1hour sessions:</p> <ul style="list-style-type: none"> <li>○ Session 1 reviews current practice and highlights specific staff needs</li> <li>○ Session 2 looks at basic behaviour management skills</li> <li>○ Session is dependent on the needs highlighted</li> </ul> <p>Feedback is provided to develop practice and a follow up session can be offered after a six week period in order to ascertain further need</p>
<b>Using CBT Approaches to Support Children &amp; Young People in School</b>	<p>An introductory training course looking at how CBT approaches may be used in school to increase young people's awareness of thoughts, feelings, body signals and actions and in turn lead to positive changes in behaviour. Follow up consultation and support can then be offered</p>
<b>Why some young people behave as they do – developing a basic understanding</b>	<p>This offers a basic understanding of why some young people act as they do. It will look at:</p> <ul style="list-style-type: none"> <li>○ Maslow's Hierarchy of Need and what it means for schools</li> <li>○ Self esteem and its impact</li> <li>○ Social skills development and how to support this</li> <li>○ Practical ideas and when to intervene</li> </ul>
<b>De-Escalation: Diffusing situations with challenging pupils</b>	<p>A refresher training programme covering the following areas</p> <ul style="list-style-type: none"> <li>○ Why individuals can become aggressive</li> <li>○ The conflict spiral and how, as teachers, we can feed or de-escalate situations with children</li> <li>○ The impact of communication – what we say, how we say it and the impact of body language</li> </ul>
<b>Challenging behaviour for Early Years</b>	<p>This programme specifically focuses early years and concentrates upon:</p> <ul style="list-style-type: none"> <li>○ Triggers for the younger child</li> <li>○ How to begin to support the child and staff</li> <li>○ Practical Strategies and next steps</li> </ul>

## **Whole School Management of Behaviour**

We are able to offer systemic support to schools around behaviour issues both through on-going consultation and targeted training programmes

### ***Consultation and Support***

We can offer systemic support for whole school management of behaviour, working with key school staff to support policies and detailed plans for effective behaviour management. A member of the BI team will initially discuss your particular needs, help prepare a plan if appropriate and agree with you a suitable support package.

The Behaviour Improvement Team have previously effectively worked with school staff to support policies and detailed plans for effective behaviour management including.:

- ❑ 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

Members of the Team are also able 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, acting as a critical friend. Planned actions might 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

The Behaviour and Attendance audits , school data, staff voice on whole school management of B and A issues and so on might be used if agreed to establish shared priorities and inform subsequent work. Where appropriate National Strategies materials can be used to embed systemic change

## **Whole School Management of Behaviour (continued)**

### ***Training***

A number of training programmes are available and we can adapt these to meet the particular needs of the school.

**Developing School Behaviour Policy**

Support is offered either as part of a targeted consultation exercise and/or a 3 hour training programme, to help schools refresh and review their current school behaviour policy(ies). The training session is designed to develop staff ownership of the policy and will explore the following areas:

- The core principles, beliefs and values which underpin effective practice
- Identifying key components of effective policy in your school
- Sharing good practice to ensure whole school ownership of the policy
- Identifying ways to promote consistent practice as described in the policy
- Sharing good practice in developing and reviewing the policy

Training generates a number of pieces of work to help develop most effective practice in your school, led by school staff. Follow on support is also offered if required

**Nurture Groups: What are they and how can we use Nurture Group principles in school?**

Nurture groups are a recognised and recommended strategy for supporting children with behavioural, social and emotional difficulties in schools. This training programme aims to develop the following:

- What is a nurture group and the theory that underpins it
- How to develop a nurture group, the resources required and how they operate
- How to assess a child's development
- How to become a nurturing school: small changes can make a difference

**Developing SEAL (Social and Emotional Aspects of Learning) in School**

Targeted at designated SEAL leads and other staff within primary or secondary schools, this training programme offers an introduction to using SEAL within your school, looking at:

- Analysis of data and action planning
- Developing SEAL in your curriculum (including development of resources – working with your school's SEAL leader)
- Developing your ethos to support the SEAL approach – use of the SEAL audit to look at whole school provision
- Measuring the impact of SEAL – SEAL tracker visits (includes learning walks, pupil and staff interviews etc)

**Restorative Justice**

We will support RJ practices in school through training, consultation work and direct intervention if required

***Consultation and Support***

On –the-spot consultation and support is also offered as required

***Training***

Training programmes currently on offer and which can be delivered in-house include:

**Restorative  
Justice Training  
for Schools – an  
Introduction**

This is a brief introduction to Restorative Justice (RJ) practices to promote effective conflict resolution. It covers topics such as: 'The advantages of adopting restorative approaches, 'RJ questions used' , 'How the approach could be adapted for your school setting' and includes examples of RJ in practice

**Restorative  
Justice Training  
for Schools –  
Moving On**

An examination of more formal approaches to RJ in your school, covering:

- The use of small, larger &community conferencing to resolve conflict
- Exploration of different RJ scripts
- Uses of RJ approaches depending on the formality of response required

For this programme, it is anticipated that schools will have adopted RJ approaches and be ready to move forward in developing more formal approaches. This INSET will also be supported with follow on coaching and modelling of more formal RJ meetings for serious issues as they arise in school.



### ***Consultation and Support***

We are able to offer a wide range of consultation and support services to support working with ADHD pupils including advice and guidance, direct working with a pupil or training support.

Such support might be accessed either through school referral or via the local authority multi-disciplinary ADHD Pathway, where on receipt of information about young people who have been recently diagnosed with ADHD, the BI Team will contact schools to offer their support (see above).

The BI Team can also offer access to the ADHD Foundation Programme, a comprehensive support programme for young people diagnosed with ADHD and their parents.

### ***Training***

An in-house training programme is offered as follows:

<b>Working with Pupils with ADHD</b>	<p>An introductory course to develop a basic understanding of ADHD and the issues it can raise when working with children and young people. It includes:</p> <ul style="list-style-type: none"><li>○ What is ADHD – the reality and the myth</li><li>○ Practical strategies to support the child/young person and staff members</li><li>○ The ADHD Pathway</li><li>○ How to access support for parents and further information</li></ul>
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### **Staff Coaching**

### ***Consultation and Support***

As part of our consultation service we are able to offer staff coaching and support for particular individuals or groups of staff:

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 or other school staff as well as the pupils they are working with. In particular we might aim to:

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

Additional coaching support is available for Lead Behaviour Professionals and or strategic leads for behaviour. This may cover areas such as:

- ❑ Support with data analysis (including PASS data and IB returns)
- ❑ Support with action planning
- ❑ Support to develop interventions for students
- ❑ Monitoring the impact of interventions

### **Professional Networking**

The Behaviour Improvement Team organises

- ❑ 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

These are designed to provide opportunities for local schools to share experiences and best practice, as well as enabling information sharing and updating.