

## **Schools Forum – 17 October 2019**

### **Primary Behaviour Support Service 2019**

#### **Report of the Deputy Chief Executive and Director for Families and Communities**

#### **PART A**

##### **Reasons for the recommendations:**

1. The purpose of this report is to inform the Schools Forum of the current primary Behaviour Support Service offer to maintained schools.

#### **PART B**

##### **Background**

2. The Behaviour Support Service for Primary Schools was a centrally retained service until 2012/2013, when it became a de-delegated service under Exception 1 of the Funding Reform requirements. The maintained primary schools have since voted annually to agree that the service should be provided centrally. The service is managed by Entrust Education Services, Staffordshire County Council's joint venture partner.
3. The Primary Behaviour Support Service is available to primary Academies at a cost and can be purchased on a case by case basis or as a combined package of Behaviour Support and other services from the SENIS team.

##### **Context**

4. Schools send their referrals for primary behaviour support to a central inbox, [behaviour@entrust-ed.co.uk](mailto:behaviour@entrust-ed.co.uk) . Every Tuesday referrals are systematically reviewed and allocated to a caseworker on the nature of the concern and specialist knowledge of the practitioner as well as geographical location.
5. The number of primary Behaviour Support cases in maintained schools has declined since the 2016-17 academic year however, in this time the number of maintained schools has also reduced as academisation grows.

Figure 1 - Behaviour Support referrals from maintained Primary Schools

Academic Year	Behaviour Support referrals	Average number of cases per maintained Primary school
2012 -13	416	1.4
2013 -14	444	1.6
2014 -15	362	1.4
2015 –16	382	1.6
2016 – 17	369	1.8
2017 – 18	209	1.2
2018 -19	129	0.9

Figure 2 – Proportion of Maintained and Academy Primary Schools by academic year

Academic Year	Number of Academies	Number of maintained schools
2012 -13	13	301
2013 -14	29	285
2014 -15	45	269
2015 –16	75	239
2016 – 17	101	213
2017 – 18	132	182
2018 – 19	162	152

### Update from last full report to School Forum

6. Our core casework offer to schools is focused on effectively implementing a graduated response. The visit begins with a classroom observation which records the pupils' behaviour at minute intervals during a lesson. This is followed by a discussion with the class teacher and the completion of a Boxall profile. The interpretation of the Boxall profile gives a comprehensive picture of the behaviour of the child and identifies some of the reasons behind this. During this discussion some recommendations are given to the class teacher. After the visit all the gathered information is disseminated into a comprehensive report which describes and explains the behaviour as well as providing strategies for the school to implement.
7. Following the first visit and report a follow up visit is often conducted to support the school in writing a Pastoral Support Plan (PSP). Having this plan in place helps the school effectively support the pupil. At this point parents are usually involved when the practitioner will meet with parents and the school to discuss and plan and the pupils needs.

8. We are also able to provide 1 to 1 support in order to model strategies and approaches for staff. As a Service we are also able to provide alternative support depending on the needs of the pupil and school/staff, for example a programme of individual intervention to address SEMH difficulties such as anger management, bereavement, social interaction.

## **Impact of the Primary Behaviour Support Service**

### **SENIS survey**

9. In the annual SENIS survey 89.5% of respondents rated the service good or excellent. This reflects on the service in the academic year 2017 – 18. During this academic year we have used a range of methods to promote the service and ensure that schools are aware of what is available to them free at point of delivery. This has included updates in the Entrust SENIS e-news, information going into the school bag and attendance at the SENCo updates.

### **Feedback from schools**

10. Towards the end of the academic year schools were contacted to provide feedback on the services delivered.

The following comments were received;

“We have used the Behaviour support service on a number of occasions and found the service to be prompt, efficient and reports have been useful in the assess, plan do review cycle. A member of the team has been particularly helpful and completed Boxall profiles with staff as requested. We find the on task and off task behaviour sampling with the pie chart very effective to help put in further reasonable adjustments.”

“I would definitely love to pass on my views regarding the Behaviour Support Service. We have received support on a number of occasions, concerning a range of behaviour problems for different aged children. The support we have had in all cases has been great. It has been specific to that child and the feedback has been very helpful. The team member has also attended parent meetings with me, which I found very supportive. I would definitely recommend the service and would use it again in the future.”

“The member of the team has worked brilliantly with us in both training staff and individual assessments on children, we think it is great to have a service that comes out to us and supports us practically. We have also done joint observations with MEAS to support learning and move things forward and used the team to support a PSP. This service has been invaluable, but we would not be able to sustain if we had to buy into it.”

“As a whole school we find being able to refer children very helpful. For behaviour support the completion of the Boxall profile, observations and recommendations have been very successful in supporting children but also staff. In some cases, this has also supported a referral to additional external agencies.”

### **Training for schools**

11. During the course of the year it was identified that the majority of referrals were coming from Reception and Key Stage 1 and that many of these were related to aggressive behaviour. As a result of these findings in April two half day sessions were offered to schools entitled “Managing Aggressive behaviour in Reception and Key Stage 1” and 32 schools attended.

Evaluations were very positive, 100% of delegates rated the learning methods, relevance and quality of materials as good or excellent. 97% of delegates said the session was either good or excellent in meeting their personal objective.

A range of positive comments were received;

- Fantastic ideas and strategies, very useful to share with all staff
- The course content was delivered in a very entertaining way and lots of appropriate personal experiences were shared. I welcomed the opportunity to share my own experiences with colleagues on my table
- It was the most valuable course I have ever been on.
- It was good to hear other people are in a similar situation and have personal references and success stories.
- Gave good strategies to support aggressive behaviour Willing to answer questions about own experiences Gave time for everyone to discuss own experiences
- Fantastic course. Opened my eyes on how situations should be dealt with
- Excellent delivery lots of helpful advice.
- Good mix of challenge and support of views and values within practice. Time to reflect and discuss. The facilitator obviously understands the issues that schools face and acknowledge those whilst still offering challenge

12. A similar programme of training is being delivered for the Autumn Term 2019 (14/11/19 am and 15/11/19 am at Entrust HQ) with a focus on ADHD entitled; ‘Working with children diagnosed with ADHD in KS1 and KS2’. The course will cover the following:

- How to provide practical and emotional support for a child with a diagnosis of ADHD
- Strategies to help create a structured environment
- Top tips for working with parents and carers

## **Operation and efficiency of the service**

13. The efficient referral system ensures visits/consultation are arranged quickly and contact is made with the school within 24 hours following the referral meeting. Schools appreciate having a professional conversation with practitioners who understand behaviour issues and can confirm the effectiveness of the strategies they are already using and also suggest additional approaches.
14. As part of a wider SENIS team the service can also draw on additional expertise to support with particular cases. During this academic year a number of joint visits between the behaviour support service and the Minority Ethnic Achievement Service (MEAS) have been made. These have supported schools in understanding what is causing the issues for the pupil and appropriate advice and guidance has been given to ensure behaviour and language needs are met.

## **Recommendations and new service offer**

15. Based on the service's experience of working with schools and the feedback we have received we have implemented some additional delivery from September 2019. These additional functions will provide schools with further support and advise in implementing the graduated response.
16. **Working with the individual pupil** - using a 6- week model of intervention Entrust will work with pupils and a TA to model appropriate strategies and interventions. This work is carefully planned to ensure the TA is confident by the end of the period to continue working with the child. This approach is particularly beneficial for those children who have complex needs.
17. **Supporting schools in the development of interventions** – sessions can be offered to staff to develop provision such as nurture in the school. Entrust act as a consultant to the school in guiding the development and also being there to answer questions over a specified period. This work is delivered along the lines of the successful Socially and Emotionally Ready to Learn (SERL) programme previously delivered to Staffordshire schools.
18. **Targeting work for schools with high numbers of fixed term and permanent exclusions** –using data and working in collaboration with the Commissioner, a programme of interventions could be devised to address the needs of targeted schools around behaviour management and exclusion. This supports the county target to reduce exclusions.

**19. Behaviour support helpline** – this was trialled during the Summer term 2018. As from 24<sup>th</sup> September we are providing a helpline, open to all schools for half a day a week on a Tuesday afternoon 1 – 4pm. Schools have the opportunity to talk to a behaviour expert about any cases which were of concern.

**20. Working with parents** – the service has successfully delivered parent workshops looking at behaviour management strategies. Being able to work with parents as well as school staff supports a joined- up approach to addressing behaviour issues.

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