

Schools Forum

Primary Behaviour Support Service 2019 – 2020 Financial Year

Report produced on behalf of the Deputy Chief Executive and Director for Families and Communities

PART A

Reasons for the recommendations:

- The purpose of this report is to inform the Schools Forum of the current primary Behaviour Support Service offer to Staffordshire maintained primary schools including the response and support delivered during COVID19
- To update schools on the recommendations made in the Autumn term 2019 School Forum report and progress made
- To seek agreement of continued de-delegated funding from maintained primary schools' delegated budgets

PART B

Background

1. 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.
2. 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

3. Schools send their referrals for primary behaviour support to a central inbox, 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.
4. During the academic year 2019-2020 the number of primary Behaviour Support cases in maintained schools has increased even though the number of maintained schools has reduced as academisation grows and schools have been in lockdown due to COVID19.

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 |
| 2019 - 2020 | 163 | 1.2 |

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 |
| 2019 - 2020 | 177 | 135 |

Update from last full report to School Forum

5. 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.

6. 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 the pupils needs.

7. 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

8. Based on the service's experience of working with schools, feedback received, and five recommendations made in the 2019 Schools Forum report (included below), we have implemented some additional delivery from September 2019. These additional functions provide schools with further support and advice on implementing the graduated response.
9. **Recommendation 1: 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.*

Progress to date – please see examples below of the type of support we have provided

- From September 2019 to August 2020 154 pupils have been supported. None of these pupils have gone on to be permanently excluded.
- Y2 pupil support through observation, assessment and 1:1 interaction working with the pupil to help them understand their views as well as their social and emotional needs, this has been over a period of 4 months which included 4 visits. Support given to parent and school staff.
- Y3 pupil support through observation, assessment and 1:1 interaction to help understand their needs, follow up visit included supporting the pupil to engage in a learning activity, this was for a period of 4 sessions.
- Y1 CIN pupil support for the pupil and Key Worker to help with re-integration back into school whilst on a reduced timetable and on a dual role with AP. Total of 6 visits over school term.

10. **Recommendation 2: 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 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.*

Progress to date – please see examples below of the type of support we have provided, modelling interventions for staff to then continue to support pupils.

- Supporting 1:1 key workers to provide ongoing strategies for the pupil allocated to them. This involves several visits over period of 6 months with a visit a month. In the last 6 months this has been delivered to 8 different maintained schools.
- Support for staff with pupils who are being re-integrated back into school after a permanent exclusion.

- Behaviour clinics in individual schools to support several teaching and support staff with follow up visits for individual pupils as required, in one school this involved 4 pupils. This way of working is enabling more children exhibiting low level behaviour issues to be supported which in turn is creating a better learning environment. During lockdown, schools valued this way of working and schools via feedback have confirmed that this has helped them to be better prepared for the September return.

11. **Recommendation 3: 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.*

Progress to date - 10 schools were identified and 8 have engaged, these visits were due to take place in March however due to COVID19 these visits have been rearranged where the school have requested an onsite visit or a virtual consultation visit has been offered – to review the behaviour policy in the current context and offer advice and support around those areas which aren't relevant at the moment.

12. **Recommendation 4: Behaviour support helpline** – *As of 24th September 2019 the Behaviour Support team are providing a helpline, open to all schools for half a day a week on a Tuesday afternoon 1pm – 5pm. Schools can talk to a behaviour expert about any cases which are of concern. A log is kept of calls and the type of support asked for and offered.*

Progress to date –

- Over time the number of calls to the helpline has increased to around 10 calls per session.
- Referrals have also been passed on from the Early Years SENCo helpline which operates on a Tuesday morning.
- Queries have focused on how to support parents with behaviour issues at home, information to support a school for an EHCP application and general behaviour management issues.
- During lockdown schools have emailed the Behaviour inbox with requests for support or contacted the team via mobile phone. From September 15th 2020 the phone line will be operating as previously.

13. **Recommendation 5: Working with parents** – *Historically 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.*

Progress to date –

- Over 12 pupils and parents have been supported with behaviour outside of school in the last 4 months. This has included working on pastoral support plans.
- Advice offered to parents via the school for support at home with challenging behaviour of pupils not known to Behaviour Support – this has involved 4 pupils over the two-

month period of lockdown due to COVID19. The team link with SENDIASS and other agencies.

SENIS survey

14. We now survey schools at the end of each visit via survey monkey. The service has worked in 65 schools and 100% of respondents rated the service good or excellent. This reflects on the service in the academic year 2019 – 20. 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 the Entrust website and our social media channels.

Feedback from schools

15. Below are examples of feedback on service delivery received from schools during 2019-2020 academic year;

Just a big thank you. Great support and you were very realistic and in tune with reality of behaviours and schools.

I just wanted to say thanks for today's meeting, I appreciate that you could have cancelled.

Thank you, you were amazing and have helped an awful lot! I really appreciate all your time!

I have found your support very insightful and supportive. Many thanks

This information is great thank you, and thanks for getting it across so quickly.

Thank you for your support over the last academic year, it's very much appreciated. I found the referral process swift and productive.

Training for schools

16. A programme of training was 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 covered 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

Feedback received was 100% good or better. Below are examples of the feedback received;

- *Knowledgeable, very useful and interesting.*
- *The trainer was knowledgeable and engaging. She gave me advice on my problems and ideas that I can carry out. I can now leave with an action plan in place.*
- *Super information and strategies. Thank you. A good insight into ADHD and its diagnostic/effects. Very knowledgeable trainer.*

Case Studies:

- Child A was referred to Behaviour Support when school were experiencing difficulties and Child A was close to being permanently excluded due to his extreme behaviour. Child A was violent towards staff and peers, non-compliant and disengaged from any learning or play related activities. This extreme behaviour was also seen at home; parents found the behaviour challenging and this was having an impact on the family life, including work commitments.

With intense support and a number of assessments being completed Child A was able to settle into the school routine, engage in learning and has support as appropriate to their needs. Without the initial support parents lacked understanding of the significance of his needs and strategies which could be used both at home and school.

- Support provided for three Year Three pupils within the same class, they were referred into Behaviour Support due to their complex needs. School felt that the strategies they had in place were not meeting the needs. Following assessments of the pupils it was felt that one pupil needed to be signposted to another agency. The behaviour being displayed was due to Speech, Language and Communication difficulties which were not being addressed. Another pupil required a more focused approach to learning to address the behavioural needs. One of the pupils, Child B, did need follow up assessments to understand their needs. This was provided with robust strategies being put into place to support the pupil within school, the class teacher and mum within the home environment.

Child B continued to attend school during lockdown and benefitted from the strategies in place, routines and boundaries provided when in school. Child B asked if mum would also put the boundaries in place at home with a visual timetable and prompts when at home. Child B felt this helped him to understand what was expected at all times and liked the consistency this provided. The family have now engaged with other agencies to support them as a family unit, with behaviour management within the home for all the children.

- A school has referred into Behaviour Support for a number of pupils across different age groups (reception to Y3) due to their significant complex needs. One of the pupils following assessments has now move to a specialist EBD school due to their needs. Another has been signposted to other agencies due to the behaviour being a result of processing and language communication needs. The families are now also engaging with outside agencies to address the wide family needs.

The school have been provided with resources and strategies to support the pupils and staff, however due to the pupils' needs this has at times proved to be difficult to sustain and a constant review is in place to ensure they are provided with a robust support mechanism.

17. Delivery in response to COVID19 from March – August 2020

| Action | Response |
|---|---|
| Behaviour Support inbox | Monitored daily Telephone line disabled and so all contact made via email during this time. The team have mobile phones and schools contacted them via that route also. |
| Offer of virtual support to all pupils and staff | <p>Examples of telephone contacts and email responses have included:</p> <ul style="list-style-type: none"> • Support for pupils displaying behaviour issues at home, including anger towards parents and siblings. Advice and signposting provided. • Information provided to support a school for an EHCP application (pupil was known to BS) • Signposting a school to other outside agencies to support with attendance needs and inclusion • Providing guidance on how to complete a Boxall Profile assessment both through emails and phone conversations • Completing Boxall Profile assessments reports for pupils referred into BS • Support for a CIN pupil with recommendations for an alternative curriculum and strategies which can be used in school • Support for a pupil with complex family needs, recommendations to support. The pupil is now more settled and engaged • Many of the pupils we are providing support and guidance for were not previously known or referred to BS |
| SENDSpace | <p>Schools were able to register to access SENDSpace free of charge until 10th September. This portal supports staff CPD and planning. Information was sent to schools via school bag, Entrust website, newsletter and social media channels.</p> <p>To date 101 Staffordshire schools have taken up this offer.</p> |
| Developing online learning resources and support resources for school staff relating to transition for the return to school | <p>A Transition Pack to support the return to school, the recovery phase, available on the Entrust website and via the school bag.</p> <p>An SEMH pack for schools, also available on the Entrust website.</p> <p>Entrust have also contributed to the SCC Recovery phase working groups.</p> |

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|---|--|
| Webinars | <p>3 training webinars were produced and are available to schools – please follow the link below http://entrust.education/Page/640</p> <p>Transition webinar</p> <p>The Effects of Attachment and Trauma on Children and Young People</p> <p>Working with Children and Young People Diagnosed with ADHD</p> <p>ADHD Quiz - This accompanies the Working with Children and Young People Diagnosed with ADHD webinar.</p> |
| Health and wellbeing offer – training, guidance and support - to be provided to schools | Health and wellbeing guidance and support was provided to schools through the Newsletter and via the Entrust website. |
| Monthly newsletter to be sent in the school bag | SENIS newsletters were sent to schools during May, June and July. From September Entrust will be sending out monthly newsletters from the Education Improvement service which will include information for Behaviour Support. |
| Webinar for Governor Space | A webinar with a focus on role and responsibilities of Governors regarding behaviour/exclusions was available for schools http://entrust.education/Page/640 |
| Review behaviour policies of AP providers who support primary aged pupils | <p>The behaviour policies of several identified Alternative Providers for primary provision were reviewed during the summer term. This was undertaken as part of the continuous quality assurance plans for Staffordshire County Council.</p> <p>16 providers were contacted and returned their up-to-date and compliant behaviour policies.</p> |

Operation and efficiency of the service

18. 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.

19. 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 in additional to core delivery

20. Supporting schools to audit their behaviour policies and practice

In order to support primary schools in the area of personal development, behaviour and welfare it is vital to understand pupil behaviour. It is important that the practice in school reflects the Behaviour Policy which is in place. The Behaviour Audit which rag-rates the school against agreed criteria is a useful tool in addressing this. Observations are taken of pupils' behaviour and their attitudes to learning throughout the day including as the pupils arrive, during breaks and lunchtime and in lessons. Documentary evidence, such as policies, any exclusion data, records of rewards and sanctions, parental engagement/feedback. etc. are also reviewed. Discussions then take place with senior leaders to develop an action plan to address any mutually identified development areas. In addition, good practice can be captured and shared. A follow up consultation could then be arranged to discuss progress towards achieving any action plan targets and any other support required. This can be delivered virtually or face to face in school.

21. Provide additional support to establish Nurture provision in school

Children who are found to be at high risk of social, emotional, and behavioural difficulties based on an assessment on the Boxall Profile could benefit from being part of a Nurture Group within school. The Behaviour Support team would look to offer further support and training around nurture provision moving forward.

22. Extend the Behaviour support helpline

Currently open to all schools for half a day a week on a Tuesday afternoon 1 – 5pm, this will be extended for another half day a week (additional day of the week to be confirmed). Schools can speak to a behaviour expert about any cases which are of concern. **Tel 01785 337203 (Term time only)**

23. Attendance at the SEND Hubs/DIPs as they develop

This will enable us to provide a multi-professional approach to issues around behaviour and offer information, advice and guidance to schools and colleagues from other agencies.

Report produced by SCC Commissioner

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