Schools Forum – 8 November 2021

Primary Behaviour Support Service

2020 – 2021 Financial Year

Executive Summary:

- To inform 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 2020 School Forum report and progress made

- To provide further recommendations to support the continued development of the Primary Behaviour Support Service

    To seek agreement of continued de-delegated funding from maintained primary schools' delegated budgets

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Recommendation

That Schools Forum:

1. Agrees to the continued de-delegated funding from maintained primary school's delegated budget for 2022-2023 financial year

2. Notes the continued improvements and development of the service over the last year and proposals for next year

Report of Deputy Chief Executive and Director for Families and Communities

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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 Entrust 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 2020-2021 the number of primary Behaviour Support cases in maintained schools has increased 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 - 2013	416	1.4
2013 - 2014	444	1.6
2014 - 2015	362	1.4
2015 – 2016	382	1.6
2016 – 2017	369	1.8
2017 – 2018	209	1.2
2018 - 2019	129	0.9
2019 - 2020	163	1.2
2020 - 2021	199	1.6

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

Academic Year	Number of Academies	Number of maintained schools
2012 - 2013	13	301
2013 - 2014	29	285
2014 - 2015	45	269
2015 – 2016	75	239
2016 – 2017	101	213
2017 – 2018	132	182
2018 – 2019	162	152
2019 - 2020	177	135
2020 - 2021	185	127

Update from last report to School Forum

5. Throughout lockdowns the teams have continued to visit schools following COVID19 guidelines including the school's own risk assessment and Entrust's risk assessment to provide guidance and advice to staff to support pupils.

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 parent/carers are usually involved when the practitioner will meet with parent/carers and the school to discuss and plan the pupils needs.

8. We are also able to provide 1 to 1 support 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

9. Based on the service's experience of working with schools, feedback received, and four recommendations made in the 2020 Schools Forum report (included below), we have implemented some additional delivery from Autumn 2020. These additional functions provide schools with further support and advice on implementing the graduated response.

10. **Recommendation 1: Supporting schools to audit their behaviour policies and practice-** *In order to support maintained 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.

Progress to date up until the end of the academic year 2021 –

- Schools were approached about taking part following examination of fixed term exclusion data showing pupils who were not known to the Behaviour Support team. Analysis of the data showed the reason why the majority of pupils had been excluded was for persistent disruptive behaviour, however there were a number of pupils who had been excluded for racist incidents which meant they might not necessarily have been referred into Behaviour Support

- For the 8 schools who took part the team carried out a behaviour audit and were in school from the time pupils arrived until the end of the school day. A feedback meeting was held at the end of the day with the Senior Leadership Team and a summary report was sent to each school outlining any good practice that had been observed and any action points for moving forwards. A review has also been set up with all schools for the Autumn term

- A summary report was sent to the commissioner at the end of the summer term 2021, detailing the findings to date in terms of good practice and areas for development

- Overall, in some challenging situations, the team observed some excellent behaviour management being practised

Main findings of good practice

- Schools turn to fixed term exclusions as a last resort and spend a great deal of time, effort, and resources into supporting students to avoid this outcome
- Schools use outside agencies and refer into their local SEND and In-clusion Hub where appropriate
- Positive behaviour management occurs through having a strong SLT and where staff are supportive of each other
- Positive behaviour management occurs where there is a consistent approach by all staff regardless of their role in school

- Schools are very supportive and non-judgmental of parents/carers and communication is good
- Where SLT are visible to the school community, parents/carers felt comfortable in approaching staff
- Schools are aware of the environmental context and the challenges within the community and are supportive
- Behaviour policies were up to date, available on the school website and generally reflected practice, however most action points arose from the clarity of wording within the behaviour policy

Main findings for development

- Clarity is required around some of the wording of the Behaviour Policy
- Use of a consistent and positive reward system throughout the school by all staff, so that the focus is on rewards and not sanctions
- If a restorative conversation is going to be used as an approach, ensure staff are trained to use this appropriately and consistently
- Ensure that all areas of the school are monitored by school staff during breaktimes and lunchtimes
- Schools have fed back the following:
- They have found the process to be fair, accurate and very supportive
- They were happy with what was included in the report
- They feel it is the support with the high-level behaviour that is needed, possibly through the development of nurture provision

11. **Recommendation 2: 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.*

Progress to date –

- Our Nurture questionnaire was sent out to all primary schools in December 2020, and we received 20 returns. From these returns we identified two schools to pilot a programme in the Spring term looking at developing and supporting SEMH using a nurturing ethos and a whole school approach

- As a result of carrying out the audit, one of the schools identified training needs for all staff and this will be delivered during the first half of the autumn term. The other school is carrying out the audit this term, having had to postpone due to COVID19 restrictions

- The plan is to offer this out to more schools throughout this academic year.

12. **Recommendation 3: 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 is are of concern. Tel - 0333 300 1900 option 6, please ask for Behaviour Support SENIS. (Term time only)

Progress to date –

- From December 2020 the BS phoneline was extended to provide an additional session for all schools to assess telephone advise and support. The support helpline is available Tuesday and Thursday pm (term time only). From December 2020 to July 2021, on average we received 12 calls a week seeking advice and support from a SEMH specialist. Examples of the type of support/advise requested within a sample week were as follows:

   a. 1-hour call re a pupil's violent behaviour – consultant arranged to visit the school
   b. A call from a high school re a pupil transferring to them in September
   c. Call from a setting regarding a pupils' behaviour re noises, shouting out, no understanding of social conformities or cues, referral made to Primary Behaviour Support
   d. Child to be referred to Early Years Area SENCo Team, suggested strategies to support whilst waiting for visit
   e. Child with complex needs (LAC), referral made to Primary Behaviour Support

13. **Recommendation 4: 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.*

Progress to date –

- Currently the team are attending a number of the SEND and Inclusion Hub meetings. This enables the team to not only offer advice, guidance and signposting but also receive referrals. Feedback from schools and multi-agency teams has been that they have appreciated and valued the team's attendance at the meetings. Some schools who historically the team haven't worked with having sent in referrals, has enabled the service to be promoted amongst a wider network of professionals. It has also supported multi-agency work, for example, liaison with the Education Inclusion Officers and Alternative Providers

SENIS survey

14. We now survey schools at the end of each visit via survey monkey. The service has worked in 50 schools and 100% of respondents rated the service good or excellent. This reflects on the service in the academic year 2020 – 21. 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 2020-2021 academic year:

- Reports received promptly and strategies are appropriate and supportive
- The Six Bricks Lego Challenge we have started today, with a child reluctant to come into school, along with her sister - it worked really well. Early days for the other strategies but we are seeing some whole class improvements
- The consultant gave me lots of suggestions for supporting a child. They have been very effective in changing some of his behaviours
- We have put into practice the strategies suggested as a result of having an insight to the behaviour from one of our students. We now feel empowered to adjust our practice to help the student

Training for schools

16. We have produced a webinar on Governors and Exclusions for schools to access to upskill their Governing Bodies. This is available following the link Video Resources | Entrust Education

17. Members of the team have attended and completed the Healing Together training offered by Innovating Minds. This looks at the impact of domestic abuse on children. It is planned that this will become part of the support offer to schools over the next 12 months.

18. We have been trialling staff training to support pupils with SEMH through the use of Lego in six schools – see below for feedback received. We plan to offer this to more schools over this academic year.

Feedback received:

- Quiet calm approach, great use of scenarios to explain techniques
- My team felt that the training was excellent and had impact on them, which will enable us as a team to provide an intervention with positive outcomes in school
- Great training delivered by an honest and reflective practitioner
- Great delivery, great subject knowledge, real life experiences, very relatable, just what we as a school staff needed

Case Studies:

19. **Case study 1**

Challenge faced:

School A referred a pupil to Behaviour Support due to the pupil finding it very difficult to focus or engage in learning. Due to Covid restrictions follow up support was not possible until spring 2021.

Support provided:

Following the initial referral to Behaviour in November 2020 an observation and assessment was completed with recommendations. A review was arranged for early January 2021, due to Lockdown in January this was not possible as the pupil was not in school. On returning to school in March a follow up observation was completed, the pupil was making good progress with the school having a better understanding of the needs. A meeting was arranged with parents to discuss the reports and address concerns. This repeatedly was delayed due Covid difficulties**.**

Outcome:

The pupil is now settled engaged in learning with the school having a good understanding of the sensory, behaviour and learning needs. Parents are now engaged with the school as they understand the support and needs of their child better. Parents and school have been signposted to other outside agencies due to the sensory needs. Parents understand the support which is available and the 'myths' around some agencies.

Impact:

The pupil is now making progress, enjoying school, and engaged in learning. The pupil has also started to interact positively with their peers. School and parents have a good understanding to help the pupil reach their full potential. The evidence is there has been no fixed exclusions and progress is being made academically**.**

20. **Case study 2**

Challenge faced:

School B pupil referred to Behaviour Support to ask for some generic advice regarding the behaviour of a Y3 pupil.

Support provided:

The team provided the school with some strategies to deploy and suggested that a referral was made. The child's mother was initially reluctant to engage with the school but in April 2021, the pupil was referred to the Behaviour Support Team. An initial Teams meeting was arranged with the class teacher with further strategies suggested before an observation visit. This visit provided valuable insight through which the Behaviour Support Team was able to offer further support.

Outcome:

The pupil is now reasonably settled in school with strategies embedded to support them. The class teacher now has a better understanding of the pupil's needs but also of general behaviour management practice to support not just the individual pupil but the whole class. The Head Teacher acknowledged that the school did not have a robust understanding of complex behaviours. A follow up meeting took place where the class teacher was able to talk openly and honestly about their own need to change and consider a more holistic approach to behaviour management.

Impact on setting:

The class teacher has received valuable CPD to support them with understanding the complexity of behaviour management and to help them reflect on their own behaviour management style.
The pupil's mother has also engaged with school and no longer perceives the Behaviour Support Team as a 'threat' but as a positive intervention in supporting her child and addressing her concerns through an understanding of environmental factors.
The pupil is now settled in school, engaging in learning, and socially interacting with their peers and class teacher.

Operation and efficiency of the service

21. The efficient referral system ensures visits/consultation are arranged quickly and contact is made with the school within 24 hours following the referral meeting. Delivery is face to face or virtual dependent on the schools wishes. 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.

22. As part of a wider SENIS team the service can also draw on additional expertise to support with particular cases. During this academic year several 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.

23. We have also been delivering behaviour clinics both face to face and virtually. Schools can book a visit with a consultant who can meet individually with numerous members of school staff and provide strategies and recommendations for pupils with SEMH needs. Staff have found them incredibly useful as a sounding board and providing the ability to discuss several pupils during the consultation and therefore the ability to reach and impact on more pupils.

24. We also produce a termly newsletter for schools which includes advice, guidance and resources and relevant articles and thought pieces.

[Entrust Behaviour Health and Wellbeing Team | Staffordshire Connects](#)

Recommendations for the financial year 2022/23 in additional to core delivery

25. **Recommendation 1: Training to schools**

We plan to offer the following to schools over the next academic year;
- The impact of domestic abuse on children
- Supporting SEMH using Nurture through a whole school approach
- Lego
- Attachment
- ADHD and Positive Behaviour Management strategies
- Functional Behavioural Analysis

26. **Recommendation 2: To expand the roll out of behaviour audits for schools**

As well as using exclusion data to identify target schools we will work collaboratively with SCC Inclusion Officers to establish which schools would benefit from this support and offer them a behaviour audit.

27. **Recommendation 3: To expand the delivery of behaviour clinics both face to face and virtually**.

Where we have trialled this type of delivery school staff have found them incredibly useful as a sounding board and providing the ability to discuss several pupils during the consultation. We propose we expand this offer wider for schools and therefore provide us with the ability to reach and impact on more pupils. Schools will be able to book a visit with a consultant who can meet individually with numerous members of school staff and provide strategies and recommendations for pupils with SEMH needs.

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List of background papers:
Schools Forum Report 15 October 2020 – Item 11 Primary Behaviour Support Service