

Schools Forum – 10th November 2022

Primary Behaviour Support Service

2021 – 2022 Financial Year

Executive Summary:

- To inform Schools Forum of the current Primary Behaviour Support Service offer to Staffordshire maintained primary schools
- To update schools on the recommendations made in the Autumn term 2021 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

Recommendation

That Schools Forum:

1. Agrees to the continued de-delegated funding from maintained primary school's delegated budget for 2023-2024 financial year
2. Notes the continued improvements and development of the service over the last year and proposals for next year

Report of Assistant Director for Education Strategy and Improvement Families and Communities

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 child by child 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 consultant on the nature of the concern and specialist knowledge of the practitioner as well as geographical location.
4. During the academic year 2021-2022 the number of primary Behaviour Support requests in maintained schools has decreased as the number of maintained schools has reduced.
5. Figure 1 - Behaviour Support referrals from maintained Primary Schools

Academic Year	Behaviour Support referrals	Average number of referrals 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
2021 - 2022	141	1.25

The figures in the table above give the number of new referrals made to the service and do not include existing casework.

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

Academic Year	Number of Academies in Staffs	Number of maintained schools in Staffs
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

2021 - 2022	195	117
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Update from last report to School Forum

6. Our core support 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 frequently conducted with the school 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 three recommendations made in the 2021 Schools Forum report (included below), we have implemented some additional delivery from Autumn 2021. These additional functions provide schools with further support and advice on implementing the graduated response.

10. 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. Based on training developed by Innovating Minds. The programme is structured to support pupils who have witnessed domestic abuse in the home. It

explores feelings and gives the pupils strategies to take away with them and practice with their primary carers. This is designed to enhance Staffordshire Safeguarding Children Boards training offer which is accessible via the Learning Zone on the Staffs Safeguarding Board website : [Staffordshire SCB \(event-booking.org.uk\)](http://Staffordshire SCB (event-booking.org.uk))

Supporting SEMH using Nurture through a whole school approach
Lego Training
Attachment Training
ADHD and Positive Behaviour Management strategies
Functional Behavioural Analysis

Progress to date up until the end of the academic year 2022 –

The team have delivered the following training sessions;

Title of training	Numbers of schools	Number of staff
ADHD	3	50
Attachment and Trauma	2	46
Lunchtime Supervisor training	1	10
Lego	11	122
Nurture provision	2	7
The use and interpretation of the Boxall Profile	1	8
De-escalation techniques	2	55
Positive Behaviour management	1	9
The impact of domestic abuse on children	1	delivered to 4 pupils over six one hour sessions

Feedback from the Lego training:

Fabulous training, I think this will be really beneficial with my nurture/intervention groups

I thought it was very informative and showed me a new approach to talk with the children

Great building ideas to support children, focuses on a direct and positive way

Feel inspired and enthusiastic about working with Lego and enjoyed the session

Very informative, useful tips and ideas, good examples of strategies to use with different children, lots of resources and ideas

Feedback from the De-escalation training for 2 schools:

I found the informative and extremely useful, which we can adopt to support our behaviour policy

Excellent information on using a restorative approach in school

Highlighting good practice when dealing with behaviour

Really helped with my understanding of behaviour

Examples were given and it was really well explained

Boxall profile training for 1 school. Feedback was as follows, with 100% of participants rating the training as excellent:

Very knowledgeable and informative trainer.

A very good and informative course which will definitely help my practice in the future.

11. 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.

12. 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 2022 –

The Team have also carried out 6 whole school Behaviour Audits. One school provided the following feedback;

I have found the whole process of the audit beneficial in giving direction, advice, training, and external validation. I was initially a bit daunted about having an audit but found the experience fair and supportive. It was also great that you both listened to our concerns/worries etc and put things in place. Thank you for getting back to me so promptly with any training dates, resources etc – we are always keen to act quickly, so to have the information we needed on the same day has been much appreciated.

Headteacher Staffordshire primary school

We have worked with the Commissioner to identify 6 schools who would potentially benefit from undertaking a behaviour audit. For example, schools where there are high numbers of fixed term exclusions.

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 Inclusion 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

13. 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.

Progress to date up until the end of the academic year 2022 – the team have delivered four behaviour clinics alongside colleagues from Learning Support and schools have found this very useful. It is hoped to expand this offer over the coming year.

SENIS survey

14. We survey schools at the end of each visit via a questionnaire. 201 school visits were delivered and 100% of respondents rated the service good or excellent. Questions also asked included:

- Is there any way in which the visit could have been improved? 98% responded no it could not have been improved in any way
- Has the service you received enabled you to identify and implement improvements in practice to support children? 100% responded yes, the support had enabled them to make improvements

15. This reflects on the service in the academic year 2021 – 22. 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 and attendance at the SEND and Inclusion Hubs where capacity allows. During the academic year 2021- 22 we attended 42 SEND and Inclusion Hubs.

Feedback from schools

16. Below are examples of feedback on service delivery received from schools during 2021-2022 academic year:

The service helped us identify behaviours that we had seen but also behaviours that we had not seen. This made communicating with parents much more specific as the report solely concentrated on behaviours displayed by that child for that lesson which as a class teacher you are unable to do.

The service that we have had from the team this year has been excellent. They have observed a number of pupils and have supported us as a school with one particular pupil with regards to parent meetings as well as giving us strategies to support the pupil's behaviour. The team are also excellent at replying to any queries we make via email. Thank you for all of your support this year!

Case Studies:

17. Case study 1

Challenge faced:

After completing a referral for a child, observation, consultation, and assessment the team had a conversation with the Head teacher as she had a number of children who were struggling at school. A discussion took place around which interventions could prove to be successful in supporting the school.

Support provided:

- Whole school behaviour audit was undertaken by the Behaviour Support team

- School rewrote the behaviour policy
- Nurture training and de-escalation training delivered to nurture staff
- Whole school LEGO training as an adapted teaching method.
- Reviewed the Behaviour Audit with Head Teacher:

Outcome:

- A Nurture Group started with 8 children on the verge of permanent exclusion and identified by the Boxall profile and Goodman's SDQ.
- A new lead practitioner started, and the group is running 5x a week (mornings), with a timetable in place.
- A nurture group policy has been written.
- The playground is being monitored more effectively
- Whole staff meeting about non negotiables in the classrooms directly from the Action point in the Behaviour Audit.

Impact:

Staff are work extremely well together. They are very experienced and notice small changes in the pupils' behaviour. They manage and co-regulate their emotions.

Children were observed supporting one another with their verbal interactions, helping one another with practical tasks and their listening skills have already improved.

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. 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.

19.Feedback from schools includes:

The team provided us with incredible support through careful observation and sharing of knowledge. They recognised the support already in place in school which helped the class teacher and teaching assistant feel positive about the approaches they have applied. The advice, support, strategies, and recommendations going forward were extremely useful and clear. The parent of the young man referred was extremely grateful for this, particularly at how fast the team compiled their observation report and shared it with me. The parent wanted to pass on her gratitude to the team for visiting and sending the recommendations so quickly.

20.As part of a wider SENIS team the service can also draw on additional expertise from MEAS where appropriate 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.

21. The Behaviour support helpline is available every Tuesday and Thursday afternoon during term time on 0333 300 1900 option 6 ask for Behaviour Support. This phone line is open to all schools, both maintained and academies. We support schools with enquiries ranging from requests for training, advice on transition, support for pupils who are exhibiting aggressive behaviour in the classroom and general requests for advice and guidance on anything relating to behaviour. From December 2021 to July 2022, on average we received 12 calls a week seeking advice and support from a SEMH specialist. Examples of the type of support/advice requested within a sample week were as follows:

- Transition issues with a reception child
- Physical violence towards other pupils
- New child, who was showing signs of refusal and disengagement
- Violence towards staff
- ASC advice for a KS1 pupil
- Concerns for pupil in Reception

Going forwards this information will capture trend to support SEND & Inclusion Hubs

22. Attendance at the SEND hubs – this has enabled the team to bring to the Behaviour Support Service to the attention of schools and other multi-agencies. We are able to offer advice, signposting, and initiate pupil referrals.

23. We continue to 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 addition to core delivery;

24. **Recommendation 1: to extend the roll out of behaviour clinics** to 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.

25. **Recommendation 2: to target and provide support to Early Career Teachers (ECT's) and their mentors within Staffordshire.** We

would engage with schools to work with them to support their ECT's with implementing school behaviour policies and practice.

26. Recommendation 3: to develop and expand our offer to schools to provide whole school LEGO training as an adapted teaching method. Using LEGO or Duplo encourages children to express their thoughts and ideas and feelings symbolically. The method ensures a secure and non-judgemental process for solving problems, expressing personal feelings, and breaking down barriers that can affect achievement in curriculum-based topics for the future. Using this 3D external material can increase cognitive skills, concentration, problem solving and flexible thinking. It can be used in a collaborative way, sharing, negotiating, and building empathy. Adults can model new language, name feelings and emotions equipping children with lifelong skills. Teaching resilience by being confident and self-assured in this 'no model is ever wrong' approach.

27. Recommendation 4: To expand the roll out of behaviour audits for schools. We will continue to work with the Commissioner to identify schools who would potentially benefit from undertaking a behaviour audit. For example, schools where there are high numbers of fixed term exclusions. We will report on and cascade to schools aspects of good practice observed.

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List of background papers: