

Schools Forum – 9th November 2023
Primary Behaviour Support Service
2022 – 2023 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 2022 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 2024-2025 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

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.

- The proposed de-delegated funding for this service, maintained primary school's delegated budget for 2024-2025 financial year would be based on the number of maintained schools in Staffordshire.

Context

- 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 based on the nature of the concern and specialist knowledge of the practitioner as well as geographical location.
- During the academic year 2022-2023 the number of primary Behaviour Support requests from maintained schools increased, even though the number of maintained schools reduced.
- 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
2022 - 2023	171	1.5

The table below shows the following:

A = accumulative total for the period 05/09/2022 to 25/07/23 (academic year 2022/23)

B = accumulative total for the period 03/04/2023 to 25/07/23 (part of the SDA contract year 2023/24)

Year	CC	LF	ES	TW	SB	SS	NW	SM	A	B
N	1	0	0	0	0	0	0	0	1	0
R	16	3	3	1	12	5	2	2	44	9

1	10	3	4	3	7	5	6	9	47	9
2	3	2	2	0	8	1	3	1	20	4
3	6	2	3	0	7	3	3	2	26	5
4	2	1	1	0	6	1	2	0	13	4
5	3	0	1	0	3	2	3	0	12	5
6	3	0	0	0	0	2	2	1	8	0
Total	44	11	14	4	43	19	21	15	171	36

171 referrals were made across 74 schools for Primary Behaviour Support in 2022/23. The service continues to receive higher numbers of referrals for pupils from reception and year 1. 53% of total referrals were received for children in these year groups in 2022/23, which is comparable to the figures reported in 2021/23. Further data analysis is scheduled to unpick some of the root causes for why there is such a high referral rate for these year groups. For example, were the children referred for support previously known to the Early Years Forum and did they attend an Early Years setting or not.

Total number of referrals for each district for the period 05/09/2022 to 25/07/23 (academic year 2022/23)

District	CC	LF	ES	TW	SB	SS	NW	SM	Total
Total	44	11	14	4	43	19	21	15	171
Maintained Schools	15	16	10	7	18	15	15	11	107

Total number of referrals for each district for the period 03/04/2023 to 25/07/23 (SDA contract year 2023/24)

District	CC	LF	ES	TW	SB	SS	NW	SM	Total
Total	12	2	4	1	7	4	2	4	36

For the second successive academic year, Cannock Chase has the highest referral rate for Primary Behaviour Support in the county. We have also seen an increase in referrals being made by primary schools based in Stafford. 25% of PBS referrals were received from schools in the Stafford borough in 2022/23 compared to 15% of referrals in 2021/22

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
2022 - 2023	207	107

Update from last report to School Forum

7. 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.
8. 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 how to meet the pupils needs.
9. 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

10. Permanent Exclusions from primary maintained schools 2022 – 2023, - pupils known to the Primary Behaviour Support service.

Of the thirteen pupils from maintained schools who were permanently excluded during the academic year 2022 – 2023, seven had been referred into the Behaviour Support service, equating to 4% of the total number of referrals received to the service that year.

Two pupils out of the thirteen had been seen previously in 2021, the schools were offered further support but did not take up the offer. The remaining five pupils were not known to the service.

96% of the total number of pupil referrals received to the service in 2022-23 remained in their school placement and were not permanently excluded.

From September 2023, Staffordshire County Council will be sharing suspension data with the service so that maintained schools can be contacted and offered advice and support if required.

11. Based on the service's experience of working with schools, feedback received, and three recommendations (included below), we have implemented some additional delivery from Autumn 2022. These additional functions provide schools with further support and advice on implementing the graduated response.

12. **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.*

This year has seen an increase in the demand for whole class and whole school support. The team have been into nine schools to deliver behaviour clinics offering advice and guidance on strategies and signposting, and recommendations to staff. Feedback from all nine schools was extremely positive, staff found the professional discussions provided, practical suggestions and new approaches to managing challenging behaviour in the classroom invaluable.

There was one permanent exclusion during 2022/23 within the cohort of 9 schools that held behaviour clinics in the academic year.

Actions completed with 9 schools:

- Behaviour policy reviewed
- Staff training to ensure consistency of language and positive behaviour management throughout school
- Implementation of positive behaviour management strategies within class/es

Staff within these settings have fed back that they feel more confident in dealing with difficult behaviours following the enhanced training received.

13. **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.*

Information was sent out to all ECTs, tutors and HTs offering support with behaviour management. The Primary Behaviour Support Service will be providing extra support to 3 ECT's this half-term. Where the team observe lessons delivered by ECT's, they provide recommendations following each visit and additional support is available on request. This will continue to be promoted up until March 2024.

14. **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.*

We delivered 5 Lego training sessions in 5 schools, had input into Entrust's SENDCo update and delivered CPD on Lego to the SENIS team,

which colleagues have used to discuss how this approach can be used with staff in schools.

Feedback from schools

- *How the practical activities displayed their impact to us, we shared thoughts and feelings and discovered new things about each other, how wonderful this is going to be to give children this opportunity*
- *Really enjoyed every minute and seeing how this could work in our school*
- *Gave me an insight into other people’s minds through LEGO*
- *I learned new skills to help children express themselves*
- *Immediately useable...brilliant training*
- *It left me with lots of things to think about, now feel more aware*
- *We all ended up learning more than we expected*

Schools have given positive verbal feedback, using the method with individuals to support their pastoral input. We will be revisiting these settings to gather impact data as to how they have continued to use these approaches to support their pupils and the impact it has had on pupils.

Further training has also been delivered to schools as outlined below:

Training delivered	Number of sessions
Attachment and Trauma	1
Autism	3
Behaviour management & De-Escalation	12
Boxall Profiles	1
Lego	5
Lunchtime Supervisors	3
Nurture	3
Whole School Support	9

15. **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 school's aspects of good practice observed.

During The Autumn term 2022, two schools received a Behaviour Audit. Good practice observed included:

- Clear routines and expectations
- A rich, diverse approach to the curriculum
- High levels of praise and encouragement
- Support provided for all pupils with extra support for some as appropriate to their needs
- A positive culture where pupils are confident to speak to adults
- All pupils were respectful while other pupils spoke, they were supportive of one another
- Flexibility in the approach to meet individual needs of pupils.
- Parents are kept well informed

Recommendations included:

- Consistency of language by staff in relation to behaviour
- Make sure display boards in relation to behaviour are clearly visible
- Clarity 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

Due to the increase demand and focus on casework, it was agreed with the Commissioner that this would be revisited during the Autumn term 2023.

SENIS survey

16. We survey schools at the end of each visit via a questionnaire. 209 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.

17. The feedback above reflects on the service in the academic year 2022 – 23. 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.
18. During the academic year 2022- 23 we attended 41 SEND and Inclusion Hubs where we were able to contribute to discussions of individual pupils, if they were known to the service, and offer advice, guidance, signposting, and initiate pupil referrals.

Feedback from schools

19. Below are examples of feedback on service delivery received from schools during 2022-2023 academic year:

'The team are very knowledgeable and always have time to discuss pupils with staff for the very best outcomes for our pupils. We take on their recommendations and engage with families'.

Primary school in the Cannock Chase District.

'The training was inspirational and very motivating and has absolutely given us so much knowledge and drive to start up our nurture group. The ideas will and strategies will help to develop our policies'.

Primary school in the East Staffordshire District.

'I was delighted with the knowledgeable support we have received from the team. I had put off contacting the Behaviour Support Team, worried they would not support us, I couldn't have been more wrong'.

Primary school in the South Staffordshire District.

Case Studies:

20. Case study example

From a referral for a child last year, the Behaviour Support team held a consultation with the SENCo about their individual needs. Alongside this, a new headteacher had been appointed and wanted to review the approach for certain pupils who were struggling to access their educational opportunities in a positive manner.

To empower staff, the school asked the Behaviour Support team to come in and review the current EYFS cohort as they were transitioning into Year One. As a result of the consultation, the Head wanted to proceed with setting up nurture group/provision. The team provided whole staff training on Nurture provision and supported the school in implementing their plans.

Feedback from the Headteacher

'Can I firstly say thank you for the training you recently provided for the staff, those that attended were inspired by both you and what you had to say. It has really helped our thinking toward next year. Looking ahead at next year, we would really like to aim to put into practise some of what you talked about during the training – in particular the support for nurture and the behaviour plans. I wonder if we would be able to access your support in doing this right. I would really appreciate a conversation with you at some point about ideas I have that would really benefit from your input.'

Through emails and telephone support from the Behaviour Support team, including virtual support for new staff that had joined, the school is implementing new strategies from September. The team also reviewed their draft behaviour policy, with suggestions in line with DfE recommendations.

The team is continuing to support the school in September to ensure the smooth running of the intervention and the effective use of Boxall profiles for identifying, tracking, and setting targets.

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 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.
23. 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 2022 to

July 2023, on average we received 10 - 12 calls a week seeking advice and support from a SEMH specialist. Staff also receive calls to their work mobiles on a daily basis. 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

This information is shared with Commissioners at the monthly reporting meeting and trends highlighted to the SEND & Inclusion Hubs.

24. We continue to produce a termly newsletter for schools which includes advice, guidance, resources, and relevant articles including thought leadership. This is also sent to the SEND and Inclusion Hubs to promote the service.

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

Recommendations for the financial year 2023/24 in additional to core delivery;

25. **Recommendation 1: to offer schools which meet criteria (to be determined with the Commissioner) a behaviour clinic** to provide us with the ability to reach and impact on more pupils. Schools will be able to meet with a consultant who can talk individually with numerous members of school staff and provide strategies and recommendations for pupils with SEMH needs.
26. **Recommendation 4: To continue 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:

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