

Schools Forum

Date 8th March 2016

Integrated Behaviour Support Service

Purpose of report

Provide information and updates to head teachers about the Integrated Behaviour Support Service so that Schools Forum is able to monitor the value of this investment.

In addition, there have been requests for support from secondary settings and this provides an opportunity for academies and secondary schools to consider whether they are interested in securing comprehensive and professional behaviour support which addresses all aspects of behaviour management.

The new team is committed to continuing professional development and whilst the team has been transformed to address behaviour across all aspects of behaviour in schools, this is not seen as 'job done'. This team will continue to evolve and develop expertise in order to respond to changing and increasingly challenging circumstances.

Background

The new look Integrated Behaviour Support Service has been supporting maintained primary schools since September 2014 and has been a valued support to those schools when supporting them to manage behaviour. The team is made up of:

- Specialist Teachers – Behaviour
- Clinical Nurse Specialists – seconded from CAMHS
- Integrated Behaviour Support Workers

In addition there is a training programme available to train Lead Behaviour Professionals in schools and participants will have an opportunity to have accreditation to work towards in year 3.

Bespoke training from The Children's Society has been developed in conjunction with the service to offer Restorative Practice and Child Advocacy to all maintained primary schools as part of the offer.

Diversity within the team provides the necessary specialist support across a number of themes which means we are able to:

- Support with developing the school's behaviour policy
- Whole school observations and advice
- In class support to help teaching and support staff
- Interventions for children with high risk behaviour
- Children exhibiting mental health symptoms
- Working with parents who are difficult to engage
- A comprehensive range of training

Proposal

Primary Forum committed to funding this service for three years (to 2017) so that a new staffing structure could be established and offering permanent posts to team members.

Understandably this arrangement should be reviewed and monitored by the forum to ensure the quality of provision is recognised and further developed to meet needs.

Behaviour is a challenge in all settings and no one size intervention fits all. Certainly more challenging situations are presented to the service as complicated lifestyles impinge on behaviour in schools. In response the service is committed to continual development to ensure staff skills are strengthened to address those difficulties.

Children are different and that difference is recognised in the work we are developing, especially with our 'at risk' children. The IBSS staff have been carrying out a bespoke Plan of Intervention with such children so that teaching and support staff are able to respond to the presenting situations. This work also involves parents being encouraged to follow through interventions at home and to work closely with schools in the best interests of the child.

The team recognise that little value is gained from taking in children out of their classroom setting to work in isolation on changing their behaviour, except in rare circumstances. This means that children and staff are supported in the teaching and learning environment where the desirable behaviour is expected.

Training has proven to be a successful addition to the services' interventions. Just under 100 training courses have been delivered to the staff and pupils in Walsall schools and the feedback is almost exclusively rated excellent and

good. Currently 13 training courses are on offer to school staff, pupils and parents; with plans to write more in response to requests from schools.

Testimonials

Head teacher colleagues have shared their views on this work:

“After 28 years in education I have at last found a Behaviour Support Team who does exactly as it says! It supports the school with difficult children, turning their behaviour around, and having open and honest conversations with both the school and – more importantly – parents. They do not shy away from difficult conversations and leave the school feeling empowered to implement strategies they have provided.

The individuals in the team are excellent and highly professional. They also provide high quality, bespoke training. The Resilience Training, for both staff and children, and the assembly on Anti-racism were outstanding. They have also provided training for our lunchtime supervisors and children who are peer mentors.

I thoroughly recommend this service and you are more than welcome to telephone me for further information”.

Davina Clacy, Old Church School

“I am just writing to say how very useful we have found the support that we have received from IBSS. The quality of the support is much improved to that which we used to receive.

In addition, we have found the courses that have been on offer very beneficial, particularly CDI Training, Restorative Practice and Child Advocacy.

They have provided us with very useful tools for our behaviour management toolbox in school.

We have worked very closely with the Specialist Teacher on these initiatives and staff value the way in which she delivers her training.

It is very easy to criticise when things are seen to be not quite right, particularly in education, that I think we should celebrate loudly when something is working and proves to be of benefit”.

Keep up the good work!

Lynn Bland, Salisbury School

The feedback from schools regarding the nurse secondees from CAMHS indicates that this contribution is a positive addition to the service and children with the greatest need have been supported swiftly.

Clinical Nurse Specialists – seconded from CAMHS

The Clinical Nurse Specialists seconded to the team from CAMHS has been an innovative development and is in direct response to the growing perception of mental health impacting on behaviour in schools.

Benefits have been:

- Strengthened communication between the CAMHS Services and schools.
- Exchange of information about children expedited
- Parental awareness of communication between school and CAMHS avoiding conflicting messages
- Screening has avoided inappropriate referrals to CAMHS
- Strengthened links between other education teams (ie exclusions) for high risk children
- Strengthened the referral route between education and CAMHS has resulted in earlier care planning
- Provided a holistic approach for complex families

Developments for 2015/16 (Clinical Nurse Specialists)

- Development of a process map to aid more collaborative working between health and education
- Develop a joint policy between CAMHS and IBSS to embed this initiative and practice
- Produce an information leaflet to provide information about the Clinical nurse specialist role.
- Develop regular workshops within the school clusters so inform on CAMH service within Walsall.

- Introduce an evaluation form for educational professionals for the service provided by the Clinical Nurse Specialist.
- Strengthen and develop our links with current primary care and GPs to foster a collaborative and supportive approach.

Financial implications/Value for Money

Set out the above report. Also head teachers may wish to consider future funding arrangements through DSG.

Legal Implications

None foreseen

School Improvement

Through the redevelopment of this service to address behaviour in a holistic manner will naturally have an impact on school improvement.

Caroline Guest

Access Manager – Walsall Children's Services - Education