Service Provision Guide

Behaviour Support Service

**Behaviour**

**Specialist Teaching**



**Social Emotional Mental Health**

**How can we work with you?**

 **Behaviour Specialist Teaching Team**

**Provision**

**for Local Authority and Non Local Authority schools in all settings**

The Behaviour Specialist Teaching Team provides peripatetic support and advice to schools from a team of teachers and behaviour mentors as follows:

**Whole school support**

* The team can work flexibly with a school to support around the area of SEMH in a range of ways, examples include:
	+ Whole school audits
	+ Bespoke whole school training (more details below)
	+ Observations across the school environment, followed up with support and advice
	+ Support to establish a range of small group work
	+ Support to establish and embed nurture group provision
	+ NQT and RQT support
	+ SENCo training and support

**Individual referrals to our team**

Pupils presenting with **social, emotional, mental health difficulties** may be individually referred by mainstream primary schools at ranges 3 and 4 (see SEN Guidance; Social, Emotional, Mental Health)

* **A specialist teacher** will be identified to begin work in school.

They will:

* + Carry out an initial assessment which includes meeting with SENCo, other relevant school staff, parents/carers, other agencies involved with the pupil/family and the pupil themselves.
	+ Complete observations across different settings in school, alongside an analysis of behaviour data, including ABC (antecedent, behaviour, consequence) charts, sampling and frequency counts.
	+ Complete more detailed individual assessment using Bradford’s SEN Guidance for pupils with SEMH.
	+ Make an assessment of the school/classroom.
	+ Draw up a plan up with the pupil and the team around them.
	+ Develop systems for regular monitoring, review and the planning of next steps.
* **A specialist behaviour mentor** package of further support may be suggested, if recommended by a specialist teacher.

**Emergency response**

* For a child in crisis: including phone support, attendance at multi-agency meeting and written advice for school.
* The team hope to respond to all emergencies by phone within 24 hours and in person within 7 working days

**Crucial transition points**

* Support at crucial transition points e.g. between key stages or when moving school.

**Primary Behaviour Panel**

* Advice and support to inform a referral to the **Primary Behaviour Panel**.

**Education, Health and Care Plan (EHCP)**

* Support for pupils who have an Education, Health and Care Plan (EHCP) in which social, emotional, mental health is identified as a primary need.
* Support for schools applying for an EHCP assessment for a pupil with a primary need around social, emotional, mental health (to include report).

**Bradford Nurture Group Network**

* The service co-ordinates the Bradford Nurture Group Network and offers support, advice and training for schools wanting to develop nurturing provision in school.
	+ This is free to attend.
	+ We meet 6 times a year to share good practice, ideas, good news and new ideas.
	+ Please see link to Bradford Schools Online – Nurture Groups Page

<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=461>



**Bookable courses**

* We have a range of courses for individuals to book onto.
* See Bradford schools online:

Please see link to Bradford Schools Online –CPD & Courses – Support services courses

[**https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3448**](https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3448)

**Behaviour Specialist Teaching Team**

**School based training**

Our training is bespoke, flexible and linked to the Ofsted framework: personal development, behaviour and welfare, therefore suitable for both primary and secondary settings.

*All arrangements include preparation and delivery by a specialist teacher unless stated.*

* Training is delivered direct into your school.
* Based on one member of staff delivering the training.
* If the number of participants exceeds twenty, depending on the type of training, an additional member of staff may be required and so this may incur an additional charge.

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| Title | **Systemic School Development** |
| Description of training | Support to develop whole school policy, practice and systems around behaviour management.Can be delivered in a range of ways depending on the needs of the school and following discussion with the specialist teacher.*Delivery by a Teacher* |
| Suitable for  | Senior Leadership |

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| Title | **Pre/post Ofsted support** |
| Description of training | Support to develop management strategies around personal development, behaviour and welfare in relation to the Ofsted framework.Can be delivered in a range of ways depending on the needs of the school and following discussion with the specialist teacher.*Delivery by a Teacher* |
| Suitable for  | Senior Managers |

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| Title | **New SENCO Training** |
| Description of training | Support with assessment in relation to the range guidance, target setting, observations, systems, recording and evidence gathering.Can be delivered in a range of ways depending on the needs of the school and following discussion with the specialist teacher.*Delivery by a Teacher* |
| Suitable for  | **SENCOs and Senior Managers** |

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| Title | **De-escalation and diffusion strategies** |
| Description of training | Developing the skills of all staff in understanding:* How to de-escalate and manage challenging behaviours.
* How to implement strategies in relation to the SEMH range guidance.
* How to plan to reduce the likelihood that predictable behaviour will reoccur and become entrenched.

This is usually delivered in a session lasting up to three hours to maximum of twenty staff. Discussion with the specialist teacher is required beforehand. *Delivery by a Teacher* |
| Suitable for whole school | Senior Leaders, Middle Managers, SENCos, Class Teachers & Support Staff. |

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| Title | **Training around Care and Control** |
| Description of training | Developing the skills of all staff in understanding:* How a behavioural crisis develops.
* The law around duty of care and the use of reasonable force.
* Making appropriate risk assessments.
* Supportive paperwork following an incident.
* How the use of de-escalation strategies and supportive touch can be used to offer support to a vulnerable child in crisis.

This is usually delivered in a session lasting up to three hours to maximum of twenty staff. Discussion with the specialist teacher is required beforehand. *Delivery by a Teacher* |
| Suitable for whole school | Senior Leaders, Middle Managers, SENCos, Class Teachers & Support Staff. |

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| Title | **Developing nurturing approaches to the management of behaviour** |
| Description of training | This course develops understanding of;* Behaviours seen in schools and settings.
* The social, emotional development of children from birth.
* The consequences for children if this is interrupted or delayed.

This is usually delivered in a session lasting up to three hours to maximum of twenty staff. Discussion with the specialist teacher is required beforehand. *Delivery by a Teacher* |
| Suitable for whole school | Senior Leaders, Middle Managers, SENCos, Class Teachers & Support Staff. |

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| Title | **Positive lunchtimes and playtimes** |
| Description of training | Training for staff to develop a whole school positive approach to playtimes and lunchtimes. This can include setting up the “Being Buddies” Scheme.A planning meeting with a specialist teacher will be held with a member of the senior leadership taking approximately 1 hour. The specialist teacher will also observe the school lunchtime taking approximately 1 hour on the same day.The teacher will then make be-spoke sessions to be delivered direct into school up to a maximum of twenty staff.A one and a half hour session will be delivered to Senior Leaders, Middle Manager, SENCos.Two one and a half hour sessions will be delivered to class teachers and support staff on 2 separate occasions in school to enable Class Teachers and Support Staff to implement strategies in between. *Delivery by a Teacher* |
| Suitable for whole school | Senior Leaders, Middle Manager, SENCos for initial planning meetingClass Teachers and Support Staff for session delivery |

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| Title | **Nurture Group Development** |
| Description of training | Bespoke support for a school to develop a nurture group.Can be delivered in a range of ways following discussion with school. *Delivery by a Teacher* |
| Suitable for whole school | Senior Leaders, Middle Manager, SENCos, Class Teachers & Support Staff. |

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| Title | **Sensory provision** |
| Description of training | A workshop to support schools to develop sensory resources and calming spaces in the classroom/school and raise awareness of sensory issues in the classroom.This is usually delivered in a session lasting up to three hours to maximum of twenty staff. Discussion with the specialist teacher is required beforehand. *Delivery by a Teacher* |
| Suitable for  | SENCos, Class Teachers and Support Staff. |

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| Title | **Nurturing parenting programmes** |
| Description of training | Work alongside school staff to plan, model, deliver and evaluate a nurturing parenting programme, which includes behaviour strategies for parents to use at home and which is based on the Family SEAL modelThis is usually delivered in a session lasting up to six two hour sessions. Discussion with the specialist teacher is required beforehand. *Delivery by a Teacher* |
| Suitable for  | SENCos, Class Teachers and Support Staff. |

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| Title | **Support Staff - Practical Strategies for Behaviour Management** |
| Description of training | Training for support staff with an interest in becoming a behaviour specialist.Offered on a bespoke basis, but usually delivered via four two hour sessions spread over two terms. Discussion with the specialist teacher is required beforehand.*Delivery by a Teacher* |
| Suitable for  | Support Staff  |

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| Title | **Small group work training**  |
| Description of training | Bespoke training for staff to enable them to deliver small group work throughout school e.g. SEAL, anger management, emotional literacy, Time to Talk, Monster Magic, Lego small group work.Sessions usually last for one hour and support is offered to staff over a six week period. Discussion with the specialist teacher is required beforehand. *Delivery by a Mentor or Teacher depending on the audience* |
| Suitable for  | Teachers and Support staff |

**Case Study**

**We developed a forty session intervention programme called Monster Magic based on nurturing principles. It helped a severely traumatised primary school pupil. Initially, she was extremely withdrawn, uncommunicative and her hyper-vigilance was impacting on her ability to take on learning.**

**However, she grew in confidence week by week, and by the fourth week had become positive, chatty and felt safe enough to verbalise her thoughts about feeling unsafe and allow adults to help her. Teachers have now noted a huge improvement in her confidence and ability to engage in the classroom.**

**Feedback from Schools 2015/2016**

*‘Good communication with BSS Specialist Teacher – always available to respond to questions. Service was used to support child / staff whilst awaiting conclusions from assessments at CAMHs. Communication between BSS teacher & CAMHs was great!’*

Farfield Primary School

*‘I would rate the BSS-SST very highly’ we have worked with this team on many occasions now and they are always extremely supportive, helpful & professional’*

Blakehill Primary School

*‘The team are excellent. Always on the end of the phone or e-mail’*

Dixons Music Primary Academy

 *‘Extremely happy with all aspects of the service provided’*

*‘Support has been great. Impact has been amazing. Support received has enabled school to put plans to support the child & the family – to get him back into school full time.’*

*Ley Top Primary School*

Dixons Trinity Academy

*‘The service we received from BSS was exceptional’*

Low Moor CE Primary School

*‘A wonderfully supportive team to work with – Thank you so much for all your help’*

*‘Super – a really supportive team – especially in crisis’*

Our Lady of Victories Catholic Primary School

*The team provided the quality assurance to our current provision & ensured our views on strategies & next steps were appropriate’*

 St Joseph’s Catholic Primary School Bradford

*‘Outstanding! The interventions & time spent by the specialist mentor gave our staff the ‘expert knowledge’ to help our child develop both emotionally & then academically. The team engaged with parents weekly & invited them to take part in activities. This was great progress for the whole family. The mentor gave our ‘new to education’ support assistant so much confidence. The training was set up to support the child in the best way possible. This is now shown in the small steps he is taking each day! I’m sure our staff will be using the resources & techniques for many years to come!’*

Our Lady & St Brendan’s Catholic Primary School

*‘Service was very supportive to staff. Advice given was practical & manageable within school’*

Lower Fields Primary School

*‘As usual an excellent service which we could not do without. They give us the support & guidance to continue to help us do our best with highly challenging children’*

Cottingley Village Primary School

*‘Very effective in ensuring a positive outcome for vulnerable child. Advice given was practical & effective. The support from the specialist teacher has made a big difference to the child’s experience of school. We are pleased with the progress made & appreciative of the support we received’*

Keighley St Andrew’s CE Primary School

*‘Fantastic response from a very knowledgeable, calm professional. Extremely supportive to school’*

*‘Excellent. Involvement in this case was different from others – LAC only with us for one year, transition a big factor (in & out) – Anna was sensitive to this & her advice was tailored to our priorities, more supporting foster carer & transition process than in-school learning. Many thanks! Anna’s commitment to the pupil’s successful transition & awareness of the issues for LAC children & for transition between authorities, helped us to get him on a positive track’*

Eastburn Junior & Infants School

Fearnville Primary School

*‘The support from the Behaviour Service has been absolutely excellent. Referrals have been promptly dealt with & staff maintained good contact via email, telephone and visits. Both teacher & mentor have shown huge amounts of care & compassion towards the child & her family. Interventions have been swift, with a clear understanding of the child’s needs & further support for the school to implement has been clearly communicated’*

*‘I, and other staff in school – as well as the child & her parents, have found the support offered by teacher & mentor to be invaluable. As a school, we are grateful that both members of staff have gone ‘that extra mile’ which has had a positive impact on the child’s welfare as well as staff (in school) confidence. Input from teacher & mentor has been simply superb!’*

Peel Park Primary School

*‘Very happy. I think it is a valuable service which has had a positive impact on children & staff. The specialist teacher was extremely helpful, went above & beyond. All staff talk very highly of the specialist teacher & they have supported staff across the year groups. The specialist teacher has also made a big difference to children in our school & the provision we put in place for them’*

 Heaton Primary School

‘*Specialist teacher and mentor were excellent & we felt supported & challenged in how we dealt with behaviour & our views on the reasons for behaviour. Justine was instrumental in ensuring we met the pupil’s needs & he was in the best place for him. She continued to help us understand why behind the behaviour’*

St Columba’s Catholic Primary School

*‘As usual an excellent service which we could not do without. The specialist teacher gives us the support & guidance to continue to help us do our best with highly challenging children’*

Cottingley Village Primary School



**HOW DO I ACCESS THE SERVICE?**

Individual pupil referrals can be made via the team referral form available on Bradford Schools Online and should be sent to the address below:

Please see link to Bradford Schools Online – Contact and Referral page <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=343>

City of Bradford MDC

Children’s Services

Behaviour Support Service

Specialist Teaching Team

Margaret McMillan Tower (Floor 7)

Princes Way

Bradford

BD1 1NN

**Other requests for support/advice can be made by contacting**:

Alison Smith

Head of Specialist Teaching Team

Tel: 01274 439323

Email: alison.smith2@bradford.gov.uk

**Service charge for Bradford LA maintained primary schools**:

Support for our referral service has been funded by de-delegation - Designated Schools Grant which gives maintained schools access to support for referral work as part of the graduated SEN response at ranges 0 - 4.

All training/courses are charged in addition to this at point of delivery.

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| **Service charge for other schools / establishments:**You can access the Behaviour Specialist Teaching Team via a range of pricing options and sign up to a Service Level agreement (SLA). SLA can be used for all services our team offer with exception to some bookable courses that take place away from your school.

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| **We are able to support any:**Secondary schools in or outside of BradfordPrimary AcademiesFree schoolsOut of Authority schoolsOut of authority establishments*Pricing structure reviewed 12 weekly.*  | ***For more information on service level agreement pricing contact:***Finance and Office ManagerTel: 01274 439335 Email: lynda.hitchen@bradford.gov.uk |

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**Complaints process:**

Complaints should be directed to Alison Smith, Head of Specialist Teaching Team in the first instance. alison.smith2@bradford.gov.uk

As a next step, Angela Spencer-Brooke, Strategic Manager for SEND and Behaviour can be contacted.