

Adroddiad Cynnal Ymddygiad Supporting Behaviour



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BEHAVIOUR AND ENGAGEMENT

Following a behaviour review undertaken across all schools, a model was agreed to address providing equitable and consistent behaviour support services. A Four Phase Model of Behaviour and Emotional Wellbeing Support has been developed and is being successfully implemented. The Four Phase Model includes upskilling schools and staff to meet the needs of learners, providing 'in school' support for staff and learners, providing specialist BESD support within EOTAS and providing bespoke support for some of the most vulnerable learners in the Local Authority. The 4 Phase Model continues to be embedded in our schools.

The Behaviour Support Community Team are directly linked to schools aligned with the ALN cluster model. The Behaviour Support Community Team has been re-structured and re-designed to offer a more comprehensive, specialist and inclusive service delivery.

The new service delivery model has doubled the number of staff on the team and has included the creation of a team of Teaching Assistants who are highly experienced in working with and supporting young learners with BESD. The Two-Tiered approach within Phase One and Two of the Four Phase model provides schools with a proactive and reactive service that allows for the provision of support at an early stage and identification of emerging needs replacing the lengthy referral process that preceded it. However, as a newly established team quantitative data on the impact from this service is not yet available, initial feedback from schools indicate that the realigned model is being well received and appreciated by mainstream colleagues. Qualitative data collected provides very positive response regarding the support of the team and the impact they are having in the training provided, support for learners and guidance given. For example, many schools note improving confidence in addressing the increasingly complex needs of our learners, however challenges remain.

As well as providing advice, guidance and strategies that are heavily based in the ethos of Trauma Informed and Restorative Approaches to support staff and pupils in schools, the team of specialist teachers have developed appropriate training programs that have been delivered to colleagues in around half of our mainstream schools.

Alongside the current provision of support interventions such as Thinking Detectives, Positive Play and Draw Talk, the team are in the process of researching and planning further interventions such as Lego Play and Peer Mediation that can be delivered to mainstream. The identification and development of training programs that can be delivered to support the work of staff in schools will be a key part of the ongoing provision of the BSCT.

The Behaviour Support Community Team works closely with the Educational and Child Psychology Service to attend whole school and individual wellbeing needs through TAPPAS (Teams Around Pupils, Parents and Settings) four times a year

to complete a 'plan, do, review' cycle in secondary schools. In primary schools the Behaviour Support Community Team teacher links with the Educational and Child Psychology Team to attend the primary planning meetings in Autumn Term to plan training and identify possible support for BESD needs. The TAPPaS Model allows key partner agencies to work proactively with the school to identify the whole school strategy for supporting all learners with SEBD needs and ensures that the school and learners receive the right support from the right agency sooner and reduces the need for the school to make multiple referrals for the same learner. Plans are in place to further embed the TAPPaS approach to include, TAPPaS for whole school, TAPPaS Review and TAPPaS Strategy meetings to ensure that there is a robust system around meeting the needs of vulnerable learners.

The team has supported 100% of Secondary Schools and 65 out of the 95 Primary Schools (68%) in the Local Authority have received direct support from the BSCT during this period. The direct impact of this work will be evaluated through questionnaires and introducing impact summary documents. The current impact of the new service delivery is that the LA has responded to schools 'request for timely and needs led support, and this is delivered through an integrated approach catering for the full range of needs, making strong timely and accessible provision that supports both school staff and learners.

To enhance the specialist BESD support available in schools, the Local Authority listened to the concerns of Headteachers in Secondary Schools and agreed to provide funding to each school to employ an additional member of staff to support vulnerable learners demonstrating BESD. (£500k) The Lead Officer worked with Headteachers to listen to the main concerns and wrote a job profile that provided a specific role to support learners. The impact has been that each secondary school now has a specific member of staff with the agreed title of Behaviour Support and Wellbeing Officer who are directly linked to the Behaviour Support Community Team for advice, training and guidance. Each school was offered a place on a Trauma Informed training course which was for agreed induction training for the Behaviour Support and Wellbeing Officers. Within the Specialist BESD settings (Phase 3 of the model -PRU provisions)the LA has created a Lead Trauma Informed Practitioner role who will work closely with the Behaviour Support Community Team and the Behaviour Support and Wellbeing Officers to deliver trauma informed activities, strategies and interventions. Again, as these posts are new this academic year (2022-23),their impact is yet to be analysed. However, what can be noted is that within the Behaviour Support Services we are developing a phased and staged response to working with our learners and schools so that we can deliver a needs-led service where we approach supporting our learners with a restorative ethos and have an inclusive person-centred approach supporting the needs of learners and schools.

To further develop joint working between BSCT and the Behaviour and Wellbeing Officers and to enhance targeted support within Phase 1 and 2 of the 4 Phase Behaviour and Emotional Wellbeing Support Model half termly meetings are held. Our first presentation by one school's Behaviour and Wellbeing Officer has reported that

the impact of the structure and strategies using restorative, and trauma informed practice has resulted in an over 80% reduction in fixed term exclusions in their school in the first six months of the approach being implemented.

To develop the work of our specialist BESD PRUs an enhanced Senior Leadership team is in the process of being implemented. All learners attending the centres are placed via a robust process through the ALN departments Inclusion Panel. The Lead Officer for Behaviour Support Services and PRUs has developed a strong team ethos where all centres now work closely. There is a planned weekly Phase 3 SLT meeting attended by the Lead Officer and Centre Managers where information is shared, good practice, training and joint developments for interventions and for secondary curriculum. The impact has been at the established secondary centres improved training opportunities with training outcomes implemented into daily practice, such as the Trauma Recovery Model. The impact has led to multiple improvements in attendance and wellbeing for learners and the centre has been accredited with national awards. This trauma recovery model will shortly be delivered into the newly registered secondary PRU and the established primary PRU using the new Lead Trauma Informed Practitioner. A similar approach enhancing trauma informed practice, using the Behaviour and Wellbeing Officers in our secondary mainstream schools to deliver trauma informed practice in mainstream schools has also been planned.(impact noted above)

Joint working with ECPs and BSCT has led to implementation of a series of training to support Phases 1 and 2 of the Behaviour and Emotional Wellbeing Support in schools. The impact has been-ELSA training delivered, and an ELSA now trained in every school in Carmarthenshire, TAPPAS meetings to support whole school and individual learners, joint consultation planning meetings, supervision for all Trauma Informed Practitioners/staff delivering trauma informed strategies, the newly piloted EBSA (emotionally based school avoidance) project.

Our School In-Reach team is a mix of experienced mental health professionals and therapists who work in our education settings to support learners and staff with their emotional and mental wellbeing. They work in every secondary school across Carmarthenshire, including Pupil Referral Units and Out of School Tutoring Services. They attend termly prioritisation meetings with education staff in secondary schools where they discuss the needs of individual learners, staff and the school as a whole