

Appendix 1: HBSS Statement of Impact Evidence Base 2021 & 2022

Primary & Secondary Behaviour Teachers

	Brief description of involvement in the school	Impact including any feedback or outcomes
School 1	<ul style="list-style-type: none"> • Team Teach delivered and follow up additional training on 'Fights' 	<p>Positive working relationship with X School developed from previous work completed too.</p> <p>Training increased capacity for staff to meet the needs of students and in particular during fights.</p>
School 2	<ul style="list-style-type: none"> • Team Teach Delivered with XXX from School X • Represented HBSS at Behaviour Surgery .New 'surgery style' initiative whereby the School x work in collaboration with HBSS to visit schools in order to support teachers in their school location, increasing engagement and appreciation of context. 	<ul style="list-style-type: none"> • Increased capacity for teachers in supporting students in their setting. Positive feedback from XXX. • 8 staff were supported. The session over ran by an hour. Staff were extremely pleased with the support and advice given. It was a great opportunity for me to work with School X staff again. Both approaches genuinely enhanced the support we were able to give.
School 3	<ul style="list-style-type: none"> • Support given regarding perceived influx of SEMH students in Year 7 causing some conflict • Support for Year Team Leader with planned observations and support. 	<ul style="list-style-type: none"> • Due to Covid outbreak the school cancelled visitor's onsite. • This will be picked up and aiming to work in partnership with XXX schools who are experiencing similar trends.

	Brief description of involvement in the school	Impact including any feedback or outcomes
School 4	<ul style="list-style-type: none"> • 2x Training sessions delivered as part of the school CPD programme. • Observation of a student perceived to be presenting with ODD • Behaviour Lead is comfortable with asking for support on a regular basis). School asked for advice regarding use of prejudicial reporting to the LA • Whole School Behaviour Audit 	<ul style="list-style-type: none"> • Positive feedback given from training. Staff were able to identify at least two strategies they would introduce to their daily routines. Staff also requested more training and supported two staff following on from this training. • School was given advice about this particular case but also a model set of strategies to refer to in order to build capacity in staff.

		<ul style="list-style-type: none"> XX attends Behaviour Leads Meetings Report issued and actions informed next steps.
School 5	<ul style="list-style-type: none"> Previous planning meeting yielded prospective work around: 2x 3 day Models in Maths and a Behaviour Audit for KS3. A suite of bespoke 6x1.5 hour training sessions delivered for a targeted group of staff. Regular attendee at Behaviour leads' meetings. 	<ul style="list-style-type: none"> These were postponed due to school Covid outbreak but are due to be picked up again as contact with new behaviour lead has been made. Positive evaluations received. XX attends Behaviour Leads meetings.
School 6	<p>Positive relationship has been built up with the school following a diverse range of support.</p> <p>New behaviour Lead XX is on board fully and regular seeks advice and support both formally and informally.</p> <ul style="list-style-type: none"> Extensive support given to XX teacher which recently concluded. Another member of the team has now requested support. Whole Staff Mental Health Training Team Teach training Advice and support given re behaviour of specific students. Behaviour Audits agreed and planned for Key Stage 3 and 4 with follow up strategies to inform good practice. Support for the Arc Inclusion base to be formalised. 	<p>All engagements with XXX have been well received.</p> <ul style="list-style-type: none"> Evaluations with regard progress made by the teacher and the impact on classes are positive and evidenced. Evaluations for training in Mental Health Awareness positive and lead to some further supportive work.
School 7	<ul style="list-style-type: none"> Ongoing support given to SLT. Meeting with Head and Deputy with regard individual students Team Teach 3 Day Model in Science – concluding session postponed due to Covid. Behaviour Surgery in collaboration with XXX 	<ul style="list-style-type: none"> Support strategies given to increase capacity for school to manage challenging behaviours. Positive evaluations provided for training Positive changes evidenced in NOV's Well attended and further support sought following this.
School 8	<ul style="list-style-type: none"> Meeting with SLT put in place plans for Year 9 Behaviour Audit and bespoke training for staff. New Behaviour Lead attended Behaviour Leads meeting 	<ul style="list-style-type: none"> Positive evaluation received from meeting. Positive relationship with vice principle.
School 9	<ul style="list-style-type: none"> Team Teach delivered A 2 x 3 Day models undergone in Maths and Science –concluding session to be completed. Postponed due to Covid. Positive relationship with Vice Principle and Headteacher. XXX has always welcomed support and are open collaboration. Behaviour lead attends Behaviour Leads meetings 	<ul style="list-style-type: none"> Team Teach well received and used immediately after training to support the needs of students. Follow up support sought. Evaluations due and feedback to be given. Models were successful and met the needs of staff members

School 10	<ul style="list-style-type: none"> • 4 Hour Training presentation for ITT's • 2 Hour training workshop for ITT's Autumn '22 	<ul style="list-style-type: none"> • Excellent feedback in evaluations. • Excellent feedback from XXX
School 11	<ul style="list-style-type: none"> • Following planning meeting with Behaviour Lead work undergone with Behaviour Coordinator – observations and needs identified and shared with school. • Met pastoral team and give overview of support available with view to future training. • Adapted Behaviour Steps Policy to include strategies at stages and examples of scripts for consideration. 	<ul style="list-style-type: none"> • Information shared and time requested to support Co-ordinator. • Transition was an area to be looked at but as yet meeting has not happened. • Adaptations and detailed strategic steps with scripts were well received. The document was then modelled at a behaviour leads meeting.

	Brief description of involvement in the school	Impact including any feedback or outcomes
School 12	<ul style="list-style-type: none"> Involvement with child in year 1. Reduced number of incidents which had previously resulted in exclusions. Supported with cycles of APDR and the EHC application. Currently supporting school with two other early years' children. 	Child gained an EHC Plan and further transfer to Halton SEMH base due to HBSS involvement with school and cycles of evidence.
School 13	<ul style="list-style-type: none"> Involvement with year 5 child who was at risk of exclusion. Provided staff training to adapt CT's pedagogy and classroom management for children with SEMH additional needs and advised whole school TT de-escalation training. Advice provided to HT to support this and also putting in place effective in-house transition to the next class; for child, next CT and parent. Bite-size ADHD follow up whole staff training scheduled for March 2022. 	No exclusions or incidents reported. No further contact from school needed since.
School 14	<ul style="list-style-type: none"> Challenging child in Y6. Worked collaboratively with secondary lead to plan a transition project with the year 6 cohort in the summer term. Autumn 2- asked for support with 6 children in different years. Extended 3 day class support for year 4, others to follow. Provided LA support to new HT who was new to Halton. 	<p>This was so successful because it identified a further area of need. Secondary schools felt that due to the staffing and environmental differences between both settings, primary schools were not sending children secondary ready with their behaviours for learning. Also, due to the pandemic situation, lots of children in year 6 were presenting with some social and emotional delay plus mental health difficulties, and self-regulation.</p> <p>This, then progressed to a transition to year 7 training session summer 2021 offered to all year 6 schools. Schools who attended were also provided with a bank of resources to use with their classes to get secondary ready.</p> <p>However, this is work in progress since HBSS have identified this as an area of need across Halton Primary's and Secondary's. Perhaps a steering group could be established to create a success criteria of end of primary school expectations/checklist and something similar for year 7, so children can self-assess against a 'Can do' by the end of year 7 linked to learning behaviours, social skills and emotional regulation (similar to transition when children start Foundation stage).</p>
School 15		

School 16	<ul style="list-style-type: none"> Involved during first lock down with a child who has recently had a fixed term exclusion. No exclusions during this period of support. Much contact during lockdown over this child an. FLO – involved with family but limited capacity due to FLO absence DHT actively attends and participates in all primary behaviour lead events which have been online during this period. 	
School 17	<ul style="list-style-type: none"> Support provided to CT for year 4 pupil and TA staff. SEMH intervention training delivered online to staff. Advice given to school on supporting family situation and behaviours at home. 	<p>Less CPOMS incidents recorded. Staff felt more equipped with managing child's dysregulation and developed consistency and confidence in the methods applied.</p>
School 18	<ul style="list-style-type: none"> Year 3 three day support provided to class teacher Provided staff training to adapt CT's pedagogy and classroom management for children with SEMH additional needs and advised on approaches for whole school de-escalation training. 	The bespoke support provided to CT minimised staff absence and improved staff well-being during a very challenging time due to the pandemic
School 19	<ul style="list-style-type: none"> Support for year 1, 2 and year 4 and 5. Currently HBSS supporting year 5 CT. Supported TA in KS1 with intervention resources to address areas of need from analysis of SBT questionnaires. 	Reduced exclusions and serious incidents
School 20	<ul style="list-style-type: none"> Bespoke TT advice for staff in SEMH KS1 base. Consultation with parents of specific child on use of reasonable force in school and the principles of Team Teach. 	
School 21	<ul style="list-style-type: none"> Advice for SLT Re: Reception child. Advice provided on Use of Reasonable Force, Stages of Crisis and how to respond to support and de-escalate to prevent further acceleration. Face-to-face support for parent due to behaviours at home and objectively coached parent to identify issues causing stress. Advice to SEND lead on APDR cycles of evidence for this child, and writing a positive handling plan. 	<p>Prevented possible exclusions. School feel better equipped to deal with challenging behaviours and how to be preventive, opposed to reactive by recognising potential triggers and anxieties in children.</p> <p>Parent decided that a school closer to home was more suited and would reduce the stress and additional expense of travel costs.</p>

		<p>Parent is very pleased with new school. Smaller class size, higher adult to pupil ratio and school have timetabled interventions to support with child's emotional regulation.</p> <p>No further incidents reported.</p>
School 22	<ul style="list-style-type: none"> Whole school training for staff from one of the behaviour bite size topics- Communication for Consistency. 	
School 23	<ul style="list-style-type: none"> Year 5 support for CT and TA pedagogy/classroom behaviour management strategies/use of a calm script/ consistency between adults in de-escalating and supporting colleagues, creating cycles of evidence to support APDR to meet needs of ADHD children and other challenging behaviours, such as 6 children; Provided support on handling Mental Health issues due to returning to school during and after lockdown. Advice on self-harming offered to support child and parent; Year 4- support for CT and staff for specific child; Reception CT support for specific child with severe attachment challenges. Support has continued in year 1 and for parent too specifically on how to reduce anxiety and prevent behaviours escalating; Signposted school to engage with other services in order to investigate other additional needs; Training session delivered for all TA's on interventions which support anxiety difficulties and anger management; Team Teach training delivered for all staff. 	<ul style="list-style-type: none"> Prevented fixed term exclusions; Supported staff well-being and reduced staff absence; Evaluations include excellent feedback and request for further interest in other areas of HBSS offer. <p><u>Feedback Statement from HT:</u></p> <p><i>"xx was visiting schools in person, having conversations with teachers and working with groups of children. She was a life-line to that class teacher, supporting him with a range of strategies and advice that had a profound impact upon his pedagogy and self-belief. I firmly believe that if she hadn't been so personally involved and supportive, I would have lost a valued member of staff to stress at that time and would have had no option other than to exclude a number of pupils."</i></p> <p><i>Throughout the pandemic, xx was a source of advice and support for our school and continues to offer her help when it is needed, providing training in Anxiety and Safe Handling for all staff."</i></p>
School 24	<ul style="list-style-type: none"> Year 3 through to year 4 support for CT and TA on pedagogy/classroom behaviour management strategies/use of a calm script/ consistency between adults in de-escalating and supporting colleagues, creating cycles of evidence to support APDR to meet needs of 2 children displaying challenging behaviours; One of the children has settled and school are meeting his needs. The other child has extreme additional needs. School have followed advice provided. He is currently accessing a part-time timetable as soon as he reverts back to full time, his behaviours 	<p>Child has just received a fixed term exclusion of 5 days.</p> <p>Currently with I to contact parents and set up a professional meeting with school, SENDASS, HBSS and parents to share views and develop an action plan to address child's needs.</p> <p>This needs addressing as a matter of urgency to avoid a perm ex situation. Parents' views need to be challenged supportively so this child receives appropriate education provision which is not mainstream.</p>

	escalate. He received an EHC plan in XXX. SEND team have recommended SEMH provision but Dad is refusing.	School need to provide evidence of how EHC funding has been used.
School 25	<ul style="list-style-type: none"> • Support for year 5 staff and ideas for transition to year 6; • Advice to HT for several matters. 	
School 26	<ul style="list-style-type: none"> • Ongoing support across whole school; • Intensive support provided to previous HT, DHT and AHT. Change of leadership in XXX • Staff training provided in: Team Teach, ACES, SEMH interventions and behaviour management. Support provided on writing an effective behaviour policy; • Staff supported with writing an effective behaviour support plan and positive handling plan; • Supported new teacher in year 5/6 with extremely challenging cohort; • Advice given on raising expectations and embedding behaviours for learning to improve engagement and learning ethos; • Supported former HT during Covid on staff well-being issues and signposted appropriate resources to reduce staff stress and manifest good mental health; • Behaviour Audit completed. 	Staff felt much supported, listened to and were keen to take on board advice including a number of new teaching staff who were appointed during the pandemic. The school had made significant improvements under the former HT but knew they were still on a journey of further improvement.
School 27	<ul style="list-style-type: none"> • Support for specific year groups and ongoing. Staff keen to take on board advice and attend Primary leads. 	
School 28	<ul style="list-style-type: none"> • Support for two specific children. Bespoke advice as needed. Ongoing light touch support. 	
School 29	<ul style="list-style-type: none"> • Year 1 through to year 2 team teach staff support for specific child and parents. Legal guidance on use of reasonable force and the statutory requirement to report in writing any physical interventions; • Advice given on LA notification of any fixed term exclusions including lunchtimes and the appropriate paperwork; • De-escalation and safeguarding advice which included understanding and managing the stages of crisis and things that should be done to minimise escalation; • Knowledge shared on how to improve consistency between home and school. 	Less use of positive handling. More use of identifying early signs of agitation. Stronger communication with parents. Recording incidents and adhering to safeguarding guidance.

School 30	<ul style="list-style-type: none"> Behaviour audit completed and in process of following up on actions from this advice; Working with year 4 teacher on behaviour management and pedagogical strategies to support a child with specific needs; Year 5 issues between specific children- pending support when HBSS has capacity. Mainly around refusal and socialisation skills in a whole class setting post pandemic disruption; Delivered Team Teach training to all staff; New HT in post, regularly in contact with service and uptake of further training. 	<p>Reduction in exclusion of specific child. Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.</p>
School 31	<ul style="list-style-type: none"> Involvement with year 6 child – anxiety related to ADHD, managing anxiety in the classroom and transitioning to high school. Ongoing support for school, parents and child on above issues. 	<p>Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.</p>
School 32	<ul style="list-style-type: none"> Support for challenging behaviours in year 2, 3, 4, and 5; Regular communication with HT who is keen to address issues; early on rather than waiting for increased severity. Will always seek support and act on advice; Lots of effective and whole-school initiatives in place to support SEMH and good mental health development; Advice given on Behaviour support plans, in class APDR ideas, communication with certain parents and positive handling plans. 	<p>Developed staff competence and confidence in handling extreme challenging behaviours. Reduction in potential exclusions. Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.</p> <p><u>Statement from HT -primary</u> "<i>I personally have attended some sessions lead by xx online which I always take something from – despite having been in education for almost 30 years now – she always has a new 'gem' of information that sets me off, newly inspired.</i> <i>The biggest benefit so far has been her support with some very challenging pupils. What I like about working with Kirstie is the experience she brings, her honesty, her straightforward approach and the fact that I can have a really good 2 way professional conversation with her without her. She listens, challenges, supports and advises with great practical and reality based suggestions and approaches.</i> <i>She is quick to respond to emails that need an urgent response. We currently have 4 very challenging pupils Y2-Y5 and her advice to staff and SLT was excellent. Her words to staff were supportive and helped them feel positive about what they were doing as well as helping them</i></p>

		<p><i>to find new approaches and tweaks to be even better – this was fantastic as often teachers feel they are failing and doing everything wrong when I fact they are doing an amazing job in very challenging circumstances – this approach was very much appreciated. However, when staff were not doing what was needed she is clear and evidence based which allowed me to give specific feedback which then means we can move forward – spot on!</i></p> <p><i>As a result of her input we have a clear direction for staff and children, we have improved our record keeping and management plans and have new strategies and resources to use. I always know that when I need support the support will be excellent.”</i></p>
School 33	<ul style="list-style-type: none"> Completed behaviour audit; Support for specific children KS1. 	
School 34	<ul style="list-style-type: none"> Phone consultations with HT and SEND lead regarding support for pupil in year 1. 	Unfortunately this led to a permanent exclusion and further support was provided for the new school, XXX. Child is thriving at new school. From further HBSS advice and training received, school feel able to meet child's needs. No further exclusions reported.
School 35	<ul style="list-style-type: none"> De-escalation training, Team teach training, SEMH intervention training, and ACES training; Behaviour Audit completed; Extended support for year R, specific children in year 5 and 6; Meetings with parents over temporary part-time timetable and strategies they can use at home; Signpost support to parents from other services; Behaviour management training for new staff; Personalised reward incentive created for use with year 5 child to address areas of need and ensure some elements of success. 	Considerably less incidents which have resulted in a reduction in exclusions. Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.
School 36	<ul style="list-style-type: none"> Supporting school with Y1 child and parents. 	
School 37	<ul style="list-style-type: none"> Behaviour audit completed; Ongoing support but light touch. 	

Other offer to schools:

- Transition for year 6 session held online;
- Behaviour leads sessions held online;
- Provided bite size bulletins on a range of subjects derived from discussions with behaviour leads and included offer of follow-on training which has been taken on board by some schools and pending re-scheduling due to Covid restrictions;
- Team Teach whole school training and re-accreditations planned throughout 2022;
- Covid Workshop 2 hour Session attended by 24 primaries including many Head Teachers;

Mental Health First Aid Courses delivered:

Adult – 2 face to face courses

Youth- 1 face to face course

Family Liaison Service Offer:

- School training offer for mid-day assistants; school staff & parents
- Parent and staff drop in sessions
- Parents evening support
- Building blocks offer

Statement of Impact Evidence Base: Family Liaison Officers

Brief description of involvement in the school	Impact including any feedback or outcomes
FLO support offered for 2 parents of students who had received Fixed Term Exclusions	No reply from parents
Transition support to year 7 pupil's and families+ provided.	Family referred for MAP. School requested in school support.
FLO support offered to parents of students who had received Fixed Term Exclusions. FLO gained pupils voice during behaviour audit	Specialist teachers advised. FLO provided feedback to school
FLO gained pupil voice during behaviour audit	Feedback provided to school

FLO support offered to parents of students who had received Fixed Term Exclusions FLO support offered but declined by parents.	
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Brief description of involvement in the school	Impact including any feedback or outcomes
Supported the family of a year 5 pupil Supporting the family of a year 1 pupil	1 MAP initiated. 2 Support ongoing
Following conversation with Head teacher FLO offered parent support.	Parent did not require support
FLO support offered to parents of child risking Permanent Exclusion. Support/advice given to H/T	Parent refused to accept support.
2 Parent bite size sessions (Building blocks for positive behaviour)	Positive feedback, more sessions planned.
FLO support and advice requested.	Awaiting confirmation from school
FLO support offered	Not accepted by parent.
Ongoing FLO support to parents of year 1 pupil. Parent bite size sessions (Building blocks for positive behaviour)	Ongoing
Midday Assistant Training booked. Bite-size parent support offered.	01/09/2022 – 02/09/2022
Support offered to a year 6 pupil for transition.	FLO liaising with High school to ensure smooth transition.
Parent bite size sessions (Building blocks for positive behaviour)	16/06/2022 – 28/06/2022
Support offered for Reception pupil	Awaiting confirmation from school
SENCO requested support for several families struggling with behaviour within the home	Awaiting confirmation from school
Supported the parent of a year 1 pupil	Sought advice for parent regarding "Use of reasonable force guidance" and advice from specialist behaviour teacher.
Support given to the family of a Reception pupil struggling with behaviours in the home.	Parent happy to end support as behaviour has much improved. Parent acknowledged the support and advice given was a big help.
Supporting the family of a Reception pupil, behaviour at home and school.	Support on-going MAP advised. Start EHCP process. Other support agencies signposted.
Supporting the family of a year 1 pupil	Ongoing
Support ongoing for family of year 1 child	Recent referral.
Supported the family of year Reception child	

Support requested for a year 1 pupil	Recent referral.
FLO Support offered but other agencies already involved.	
Support given to 6 families	<ol style="list-style-type: none"> 1. FLO liaised with school health, positive reports from school. 2. FLO supported parent with early de-escalation strategies. 3. FLO advised to end support due to non-engagement 4. FLO supported parent and signposted to SENDIASS and Advanced Solutions 5. FLO initiated meeting to discuss SEN review, improved communication with school and parent. 6. Case closed at request of Head teacher. FSW supported.
Support given to the family of a year 3 pupil.	<ol style="list-style-type: none"> 1. FLO encouraged better communication with school, parent reported pupil to be happier in school.
Support and advice given to the families of 2 pupils	<ol style="list-style-type: none"> 1. Improved communication between school and home. 2. Closed due to lack of parental engagement.
MDA training delivered 31/08/2022- 01/09/2022	Improved lunchtimes for children and staff.
Transition support given to year 6 pupil. Support for family of year 5 pupil ongoing Supported the family of PX child to choose new school Supported the family of year 1 pupil Supporting the family of a year 2 pupil Supporting the family of a year 5 pupil	<ol style="list-style-type: none"> 1. Initially made a successful move to high school. 2. Support ongoing, via MAP 3. Child made move to new school (No issue to date) 4. Parent referred for Nurture parenting. Currently under MAP. 5. Ongoing. 6. Ongoing
Support /advice given to Head teacher	DTUF now in place for pupil demonstrating challenging behaviours.
Support for pupil with low self esteem	<p>FLO successfully delivered a targeted piece of work for a year 6 pupil.</p> <p>FLO contacted High school for transition information.</p>
Supported the family of a PX year 5 pupil Supported the family of a Reception pupil	<ol style="list-style-type: none"> 1. FLO supporting family of PX child to find new school. 2. FLO involvement encouraged improved relationship with school.
Support given to the family of a year 5 pupil. Support given to the family of a Reception pupil Support given to a year 1 pupil Parent bite size sessions (Building blocks for positive behaviour)	<p>FLO successfully completed targeted support</p> <p>FLO referred parent for Nurture parenting course.</p> <p>Ongoing</p> <p>20/06/2022</p>

- Family Support Workers workshop with guest speakers held online;
- Providing bite-size training sessions (building blocks) for parents of reception/key stage one children (in house).

- Midday Assistant Training in house

Suggested Ways to develop the service further:

- Schools could benefit from HBSS offering school staff training in therapeutic interventions. The behaviour support teachers could benefit from being professionally trained in SEMH therapeutic interventions to support and train staff in schools. This would lead to a further training offer so school staff are trained to deliver such interventions in order to address the underdevelopment of SEMH skills in children which is a growing need. Schools have benefited from the ELSA programme offered by the EP service and HBSS could offer similar training opportunities for school staff. It would be most productive use of school if support staff could use resources which can measure impact before and after. It would also prove cost effective and upskill staff in how to identify area of SEMH need and develop catch up programmes to address the gaps.
- Outreach support from Special school staff in the borough could also be an area that could complement the work of HBSS or working on a collective approach. Some of this is already happening at secondary level, but primary school staff would also benefit from expertise from special school staff if capacity and offer was available.
- Pro-actively working with groups of parents identified by individual schools might be more beneficial than school making individual referrals to us (when they are at crisis point).
- A package to schools to include Building blocks training, Resilience/ self-esteem training, Lego therapy, stadium building, MDA training, Drop in/coffee mornings, attendance at open day / evening. Devise and send out a Flyer to all Primary Schools. PILOT this in September with targeted group of schools
- Individual support to be available for parents who will/may struggle in group offers.
- Facilitate more parent group work covering all key stages.
- Capture Pupil Voice and share with schools and families to support positive behaviour experiences
- Link in closely with Parenting Coordinator for referrals for parenting courses and any other relevant training within her service. Meeting scheduled for 13/6/22
- Continue with Family Support Worker workshops with guest speakers, face to face /on line. Link in with SENCO meetings?
- Formulate a Year 6 summer transition support plan.
- Contact made, visiting PACE at St Helens Primary PRU to learn more re offer to share.
- We are involved at Stage 1 and 2 of EBSA pilot scheme.