



# Behaviour Support Service 2017-2018



Service Level Agreement

**Bolton  
Council**

## 1. INTRODUCTION

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Welcome to Bolton's Behaviour Support Service. We aim to empower children and young people with social, emotional and mental health difficulties to access successful learning by identifying unmet needs and working holistically to address all barriers to learning. By working collaboratively with schools to identify and meet the needs of each individual pupil, fixed term and permanent exclusions are kept to a minimum.

Enjoying good social, emotional wellbeing and being free from mental health issues underlies almost every aspect of school, home and community life, including effective learning and healthy relationships. These things are fundamental to pupil progress. Young people with poorly developed social and emotional skills are unable to learn effectively and do not exhibit positive behaviour; impacting on their own emotional health and well-being as well as all who learn and work in schools with them. Social, emotional and mental health may present as withdrawn, depressive, or aggressive tendencies. Research shows that processes such as early intervention, teaching skills, promoting self-esteem, giving personal support, building warm relationships, setting clear rules and boundaries, involving people in their learning, encouraging autonomy, involving parents/carers, creating positive climates and taking a long-term developmental approach helps all. Some young people with particular needs require more support in these processes than others and are able to access the specialist provision provided by the Behaviour Support Service.

The Service works daily with colleagues in Health and Social Care with complex families to affect the lives of children and young people so that they are able to access their learning in a school environment.

**The service is committed to Keeping Children Safe in Bolton and is a member of the Bolton Safeguarding Children's Executive Board.**



## 2. SERVICE

The Service will work with Schools, Academies and Free Schools:-

to provide an efficient and effective service to address the needs of children, young people and families in relation to social, emotional and mental health difficulties.

### **By:**

- using an holistic approach providing direct and indirect support to educational settings in relation to children, young people and families with Social, Emotional and Mental Health issues
- supporting children and young people to engage in positive activities both in school and in community settings
- providing a bespoke development and training programme

Relationship management is a service priority and schools will be assigned a named manager to liaise with and facilitate delivery of the service.

The Behaviour Support leadership and management will work with Schools, Academies and Free Schools to ensure a high quality service. This will be achieved through rigorous supervision and a quality assurance process within the service. The service is fully compliant with the Quality Standards for Special Educational Needs (SEN) support and outreach services (DfE 2012) and will be subject to an LA review in Autumn 2017.

### **Referrals**

Individual referrals to the Service are made using an Early Help Assessment submitted by email to: [behavioursupportservice@bolton.gov.uk](mailto:behavioursupportservice@bolton.gov.uk). In addition a manager responsible for the cluster will have regular discussions with Head Teachers and Pastoral leads to identify those who are most in need of support and the interventions that might be put in place to enable the young person to make progress.

The service works closely with other managers in the local authority Inclusion and SEN services (Inclusion Managers) to ensure a joined up approach in working with complex families in need of support.

Inclusion Services encompasses Achievement, Cohesion and Integration Service (ACIS), Early Intervention Team (EIT), Pupil and Student Services and embraces the Family First agenda.

**Email: [behavioursupportservice@bolton.gov.uk](mailto:behavioursupportservice@bolton.gov.uk)**

### 3. CHARGING ARRANGEMENTS

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Details of the SLA charge are set out in Section 4.

Schools buying an annual option will be charged as follows:

April to August                      Invoiced in July

September to March                Invoiced in January

Fees for ad hoc services will be charged immediately following delivery of the service.

### 4. SERVICE DESCRIPTION

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Access to the Service is only available through the Early Help Assessment which must have parental consent. Managers will work closely with schools and academies to identify the children and young people requiring additional support and intervention. Pupil interventions will vary in the length of time required for the child to make progress. Behaviour Support Service staff will liaise closely with the SENCO, other school staff, Local Authority services and other agencies as needed to achieve the best possible outcome for the young person.

#### **Advice and Guidance**

This is a strength of the service and managers are always available by email and telephone to support Head Teachers and other school staff in the crisis management of children and young people or to talk through complex issues as they arise. This service is available all year round (including school holidays) and out of normal office hours. This will continue to be available to all schools purchasing packages A, B or C.

The packages described below are flexible and can be tailor made to the requirements of the school.



## **There are 4 packages available offering different levels of service:**

### **Package A - £11,500 (240 Hours)**

- Advice and Guidance
- Pupil interventions / Family work as outlined in BSS offer including holiday welfare
- Regular planning meeting with a manager
- Summary feedback report on individual pupils – termly
- Exclusions advice and training as required
- Triple P group as required for parents
- Bespoke Training (as required) e.g. Positive Behaviour Management, Lunchtime Supervisor Training, Peer Mediation ( Appendix 1)

### **Package B - £7,000 (120 Hours)**

- Advice and Guidance
- Pupil interventions / Family work as outlined in BSS offer including holiday welfare
- Regular planning meeting with a manager
- Summary feedback report on individual pupils – termly
- Exclusions advice and training as required
- Triple P group as required for parents
- Bespoke Training (as required) e.g. Positive Behaviour Management, Lunchtime Supervisor Training, Peer Mediation (Appendix 1)

### **Package C - £ 3,500 - (39 Hours)**

- Advice and Guidance
- Pupil interventions for a small number of pupils
- Regular planning meeting with a manager
- Summary feedback report on individual pupils – termly
- Exclusions advice and training as required

### **AD HOC – Single intervention – minimum £750**

- Schools requiring Ad Hoc, 'one off' pieces of work, will be accommodated as soon as possible but priority will be given to schools with an SLA
- Quotes will be provided at the start of the intervention (minimum cost £750)

## **The Intervention process for individual pupils includes:-**

Initial consultation, assessment, observation and feedback report.

- Assessments include completing a Boxall profile assessment, Goodman's Strengths and Difficulties Questionnaire and, where appropriate, parental questionnaires.

Interventions are tailor made for each individual child based on these assessments and will be reviewed every 10-12 weeks with school and family.

### **Initial interventions may include:**

- In class support
- Individual work
- Group work – see Appendix 2
- Class intervention
- Family intervention

Supported short intervention to address difficult classes can also be offered. This will include observation, consultation, intervention and review. The intervention may include resources, coaching and/or support in class and will involve discussions with the Head of Inclusion who will work closely with Head Teachers to affect the change that is needed for all pupils to make progress with their learning.

### **Further support:**

- Assist in referral to other services for example Child and Adolescent Mental Health Service, (CAMHS), Bolton Impact Trust (Pupil Referral Unit) and Ladywood

### **Outreach**

- Education Health Care Plan reports
- Support with the Early Help process, undertaking the role of Lead Professional when required
- Welfare visits
- Positive activity holiday programme for targeted pupils



### **Guidance, action and support with exclusions to include:**

- Advice and Guidance by telephone or email from our experienced Exclusions Officers
- Supporting and implementing managed moves
- Providing support and advice to head teachers and governors around the permanent and fixed term exclusion processes.
- Attendance at Governing Body meetings
- Attendance at the Independent Review panel
- Re-integration of pupils into mainstream school from alternative provision. Processes are in place to provide a continuum of support on entry and exit to the Bolton Impact Trust - Youth Challenge, (Primary and Secondary), Forwards Centre and Park School Teaching Service

### **Family work can include:**

- Parenting programme – Triple P (Positive Parenting Programme) – an essential toolkit for parents
- Family Plans
- Signposting and close links with other services and agencies
- Family First

### **Staff training**

Bespoke training packages are available for all schools and are aimed at empowering staff and building the capacity in schools. Training Courses are also provided at the Bolton Science and Technology Centre each term for individual staff members. Please see Appendix 1 for details.

There is no additional charge for schools purchasing packages A and B. They are included in these packages. For schools on Package C or for Ad Hoc purchases bespoke training will be costed on application and all half day courses at the BSTC are charged at £80.00 per delegate.

We have a number of skilled and experienced trainers in the service who are able to respond to individual school requests. Managers will discuss this at the termly planning meetings.



## 5. TERMS AND CONDITIONS

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- Schools will be required to sign an agreement for 12 months from 1 April 2017
- Should a school wish to terminate the agreement 6 months' notice is required in writing to the Head of Inclusion
- All hours must be used in the 12 month period – hours cannot be carried forward
- Spare hours can be 'sold' to another school
- Additional hours can be purchased at £40.00 per hour when purchasing Packages A, B and C.
- Fees for ad hoc services (schools without an SLA) will be invoiced immediately following the delivery of the service.

## 6. QUALITY ASSURANCE AND FEEDBACK

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Behaviour Support staff are highly qualified, many to degree/diploma level and have specialist qualifications in related fields. All staff are subject to performance management and are supervised on a 6 weekly basis. All reports are scrutinised by an internal quality assurance process. Any concerns should be discussed immediately with the Cluster Manager who will endeavour to address any issues. Feedback from schools is very positive: see the Annual Report 2015-2016 available on the website.

## 7. WEBSITE

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For further information on all aspects of the work of the Behaviour Support Service please view our website:

**<http://boltonbehavioursupport.org.uk/>**

All staff have a satisfactory disclosure from the Disclosure and Barring Service.

Please find attached a service level agreement statement that can be used to order the Behaviour Support Service.

If you have any queries please email the Head of Inclusion, Jane Hampson – **[jane.hampson@bolton.gov.uk](mailto:jane.hampson@bolton.gov.uk)** or phone **01204 338133**

## 8. AGREEMENT

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### **Bolton Behaviour Support Service Service Level Agreement: Financial Year 2017-2018**

Name of school(s)/organisation \_\_\_\_\_

Name of contact person in school/organisation \_\_\_\_\_

Contact telephone number \_\_\_\_\_

- Options:

Description	Price	Please tick
Package A	£11,500	
Package B	£7,000	
Package C	£3,500	
Ad Hoc (on application)min.	£750	

Please note: For Packages A,B,C additional hours can be purchased @ £40 per hour.

- Bespoke Training Options: Costs on application
- Charges for Services will be made as set out in Section 5
- Invoice to be sent to:

Address: \_\_\_\_\_

Order number \_\_\_\_\_ School code \_\_\_\_\_

### **Method of payment:**

Invoice to be raised (cheque book schools)  
Journal adjustment (non-cheque book schools)

Head Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

Please return this form by Friday 4 November 2016.

This form should be sent to our administrator: karen.ainsworth@bolton.gov.uk

All order forms will be receipted.

**Behaviour Support Service, North Campus,  
Smithills Dean Road, Bolton, BL1 6JT**

## **Appendix 1**

### **Training from the Behaviour Support Service for Educational Settings**

Training for schools is an integral part of the Behaviour Support Service offer. We are committed to supporting Head Teachers in empowering their staff in the application of positive behaviour management strategies. Managers, in discussion with schools, will identify and facilitate a training package. This may be bespoke training to meet the needs of an individual school or one of the regular courses that we offer at the Bolton Science and Technology Centre. The following packages are available throughout the academic year for individual schools or clusters of schools.

The duration of the following courses are flexible and will be tailor made to an agreed specification for each setting dependent on target audience, numbers and individual requirements. These are available during the school day or as twilight sessions.

#### **Creating a Nurturing Environment**

The Service has a number of mentors with Nurture Group specialist training from the Nurture Group Network that support schools in their development and delivery of Nurture Groups in their own settings. The key aim is to make the nurture group approach available to all pupils who need it and also to ensure that the connections between learning and early development are understood throughout a child's education.

#### **The Behaviour Support practitioner will:**

- train identified school staff to enhance their understanding of the practice and principles of nurture, along with the theoretical models that underpin the effectiveness of the Nurture Group provision
- complete several observations and use the Boxall Profile assessment tool to choose the children/young people who will make up the Nurture Group and provide evidenced based outcomes
- identify the room and resources to run the provision and support schools to embed the 6 key principles of nurture as a whole school approach
- ensure that the daily nurture routine is predictable and explicit and it reflects the national curriculum that the year group is following which falls in line with the Ofsted Inspection Framework

### **Positive Behaviour Management (Primary and Secondary Courses)**

This course provides an awareness of SEMH (Social, Emotional & Mental Health), in the context of child development and will support school staff to further their understanding in causes underlying behavioural, emotional and social behaviour, early identification and managing it more effectively.

By the end of this session delegates will be able to:

- Understand why children may display certain behaviour in an educational setting
- Have an understanding of the importance of consistent and targeted support for children with behaviour, emotional and mental health difficulties
- Recognise the importance of communication and following procedures
- Identify appropriate targets and strategies for managing children in an educational setting

### **Boxall Profile Training (Primary and Secondary Courses)**

The Boxall Profile is an assessment tool developed to provide a precise way of assessing pupils' needs, planning interventions and measuring progress. Delegates will learn how to complete a Boxall Profile, how to decipher it and how to apply it to the planning of provision for pupils; in a simple, effective and targeted way ensuring that outcomes are clearly identified.

This course will give a step by step guide to completing a Boxall Profile assessment and how this can be used to plan support for individual pupils and monitor outcomes.

**By the end of this session delegates will be able to:**

- Have an understanding of how to complete a Boxall Profile
- Identify appropriate targets for individual pupils using the Boxall Profile as a guide
- Understand how a Boxall Profile can aid in evidencing and monitoring outcomes for pupils

### **ADHD in the Classroom**

By the end of this session, participants will be able to understand how a pupil with ADHD may present in the classroom and have a toolkit of strategies to support their learning and manage their behaviour more appropriately in class.

### **Lunchtime Supervisor Training**

These sessions aim to promote positive play by empowering School Meals Supervisory Assistant (SMSA) staff to look at what works well during lunchtime play, and what could be improved. Observations of a lunchtime session are undertaken before the training. Feedback is then provided to SMSAs and appropriate strategies are suggested to develop positive play in the playground. A follow session is then arranged to further support SMSA staff.

### **Exclusion guidance for Head Teachers, school staff and Governors**

This course aims to provide delegates with an understanding of the procedures within the exclusions process, recognise good practice relating to exclusion procedures, understand the rights and roles of all significant parties involved in exclusions and understand local protocols.

### **Courses at the Bolton Science and Technology Centre**

All courses are delivered from 9.30am -12 noon by experienced trainers. They are included in SLA packages A and B or can be purchased at £80 per delegate.

#### **Autumn Term**

ADHD in the Primary Classroom	19/10/2016
ADHD in the Secondary Classroom	02/11/2016
Primary Positive Behaviour Management	17/11/2016
Secondary Positive Behaviour Management	23/11/2016
Primary Boxall Profile	07/12/2016
Secondary Boxall Profile	14/12/2016

#### **Spring Term**

Primary Boxall Profile	24/1/2017
ADHD in the Primary Classroom	01/2/2017
ADHD in the Secondary Classroom	15/3/2017
Secondary Boxall Profile	07/3/2017
Primary Positive Behaviour Management	21/3/2017
Secondary Positive Behaviour Management	28/3/2017

### **Summer Term**

ADHD in the Primary Classroom	21/06/2017
Primary Boxall Profile	09/05/2017
Secondary Boxall Profile	16/05/2017
ADHD in the Secondary Classroom	14/06/2017
Primary Positive Behaviour Management	27/06/2017
Secondary Positive Behaviour Management	04/07/2017

### **Training from the Behaviour Support Service for Parents**

#### **Triple P Parenting Group**

The Behaviour Support Service (BSS) have 13 team members that are qualified to deliver the Positive Parenting Programme (Triple P) which is an approach to parenting that helps children/YP develop a wide range of social, emotional, language and problem solving skills whilst also improving children/YP levels of independency. Triple P is a scientifically researched family support strategy designed to help parents improve their relationships with their children. The group facilitator applies teaching and learning methods that engage parents in self-discovery in order to identify the causes of children's behaviour so they can effectively begin to monitor behavioural patterns and develop plans for high risk situations. On successful completion of the programme parents develop the skills to self-regulate their approach and have a bank of tried and tested strategies that enable them to effectively deal with any future behaviour difficulties.

- BSS will work with schools to identify groups of parents and a suitable setting to deliver the programme, also providing learning resources and individually tailored support packages - signposting parents to additional support services as required
- BSS will facilitate the programme and link the identified outcomes with the child's plan as an holistic approach towards the intervention
- Parents undertake initial and formative assessments and self-evaluations in order to identify progression and the delivery of approach creates a relaxed and engaging learning environment for parents that may not have engaged in group learning in recent years
- Parental feedback on evaluations is very positive – parents state that they have renewed confidence and self-belief in parenting and they are able to undertake family activities that have been previously avoided

## **Appendix 2**

### **Interventions with groups of children**

The Behaviour Support Service offers a range of group work interventions. These are based on pre-written programmes, such as Circle of Friends, Transition, Social Skills, Concentration and Listening Skills. Alternatively, the group work can be planned specifically for the issues of a particular group. Often we may combine elements from different programmes tailoring them to individual groups.

Group interventions usually involve six to eight sessions lasting approximately 30 minutes to an hour dependant on age and ability of the group.

Whole class training

### **Peer Mediation**

Peer mediation is a form of conflict resolution in which pupils are trained to help their peers work together to resolve everyday disputes. Peer mediation encourages students to apply conflict resolution skills when they see their peers in conflict. The purpose of mediation training is to teach pupils skills to enable them to negotiate a constructive resolution to their conflicts. The course also helps pupils to develop their listening skills and to understand disputes from different perspectives. The training is interactive, including circle time, games and groupwork. The children, by understanding the mediation process and achieving the necessary skills to mediate, can develop peer mediation within their school.

### **Anti-bullying**

Pupils will gain knowledge and understanding about what bullying is, the different types of bullying, (including cyber bullying), how to identify it and who to tell. They will also discuss how they can protect themselves and others from bullying.

This training is interactive and can consist of circle time, games and group work dependent on the age of the children.

### **Playground Pals**

Playground Pals training is a coordinated approach to playground activities which is led by children and supervised by SMSAs. This training is interactive, consisting of circle time, games and group work. Following the course, pupils will be confident in teaching and facilitating games for other children on the playground, using little or no equipment.

## **Communications - Complaints/Feedback**

### **Communications**

Throughout the agreement period, service representatives and clients will agree a communications process to monitor and review progress and to resolve outstanding matters on an informal basis. Ongoing evaluation processes are in place to ensure we monitor high standards of service – views and suggestions on service delivery or modifications are welcomed.

### **Complaints**

Any concerns or complaints should be directed to your service provider in the first instance. However, in the unlikely event that, following liaison with your service provider, your issues remain unsolved and you are dissatisfied with the service you have received, your complaint should then be directed to:

Strategic Finance, 1st Floor, Town Hall, Civic Centre, Bolton BL11RU

Email: [servicestoschools@bolton.gov.uk](mailto:servicestoschools@bolton.gov.uk)

Tel: 01204 332046

Your complaint will be acknowledged on receipt (within 24 hours for email and five calendar days for letters) and we will respond fully or provide an update (if a full reply is not possible) within 14 calendar days in line with the authority's customer care standards.

### **Contact Details**

Main office number

01204 338133

Head of Inclusion / Behaviour Support

Jane Hampson Tel: 01204 332013 Mobile: 07776 170165

Cluster Manager South

Kim Aldred Tel: 01204 332545 Mobile: 07786 312631

Cluster Manager West

Daniel Schofield Tel: 01204 332545 Mobile: 07789 032089

Cluster Manager North

Paula Andrews Tel: 01204 332545 Mobile: 07795 265802

**Behaviour Support Service, North Campus,  
Smithills Dean Road, Bolton, BL1 6JT**

