

January 2015

Evaluation of the behaviour support service: Results of questionnaire sent to schools

1. Introduction

The behaviour support service provides support to educational settings in relation to children, young people and families with behavioural, social and emotional difficulties. The service supports children and young people to engage in positive activities both in school and community setting it also provides a bespoke development and training programme.

It is important that the behaviour support service evaluates the support given to schools and checks satisfaction with the service. To this end a questionnaire was developed to gather feedback on what was working well and where improvements could be made.

An electronic questionnaire was completed by Head teachers at the end of the Autumn term 2014.

A total of 81 completed surveys were received from schools, a response rate of 73%.

Responses were received from:

- 64 Local Authority primary schools
- 3 Academy primary schools
- 10 Local Authority secondary schools
- 3 Academy secondary schools

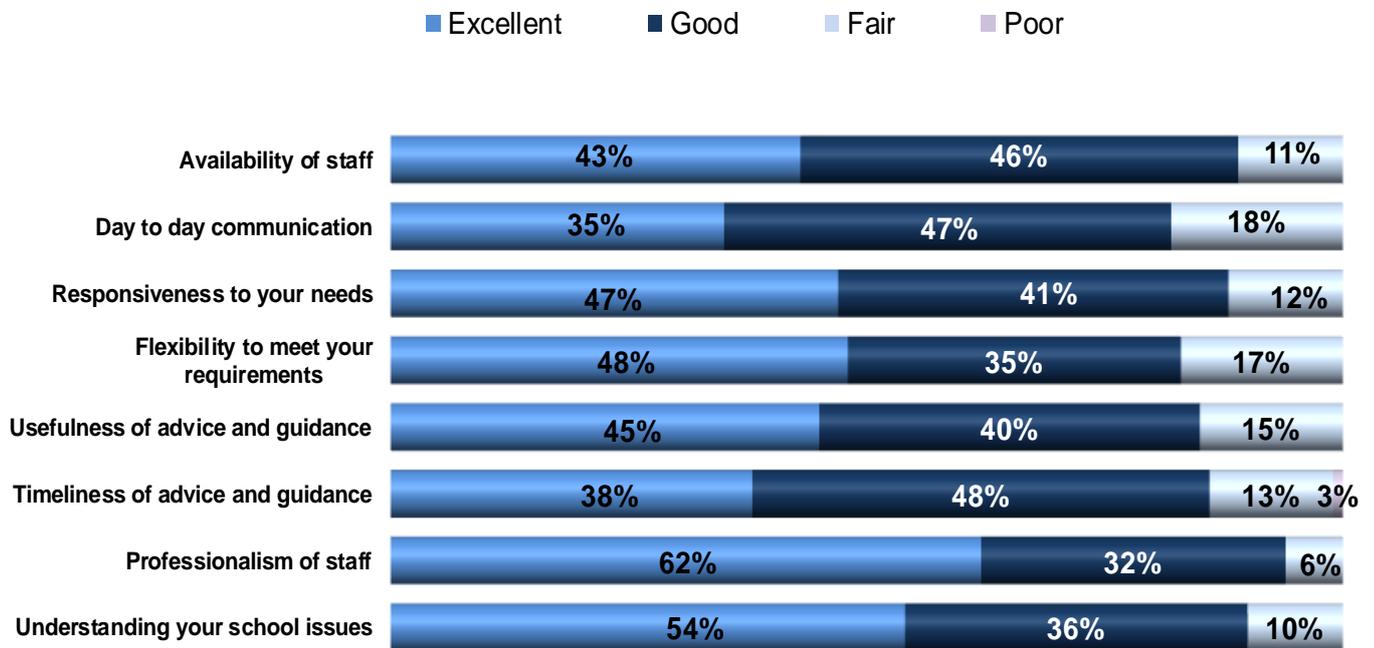
Overall satisfaction is very high with 93% of schools stating they are 'extremely satisfied' or 'satisfied' with the service received from Behaviour Support.

Detailed results are given below.

2. Satisfaction with the service

Schools were asked to rate their satisfaction with different elements of the service provided by Behaviour Support on a scale of Excellent, Good, Fair and Poor.

The chart below illustrates the results:



The majority of schools (ranging between 82% and 94%) rated different elements of the service as either 'excellent' or 'good'. They provided comments, a selection of which are given below:

A selection of positive comments regarding the service

Behaviour support is an invaluable service in our school. They are always on the end of the phone for advice and as a new Head Teacher the support that they have given to me has been nothing less than outstanding.

A strength is that when we have reached crisis point with a challenging child; the service responds promptly and understands our needs. They maintain a clear focus on the needs and best interest of the child.

We have always received a high level of service from behaviour support.

BSS service is one that will always be valued by our school

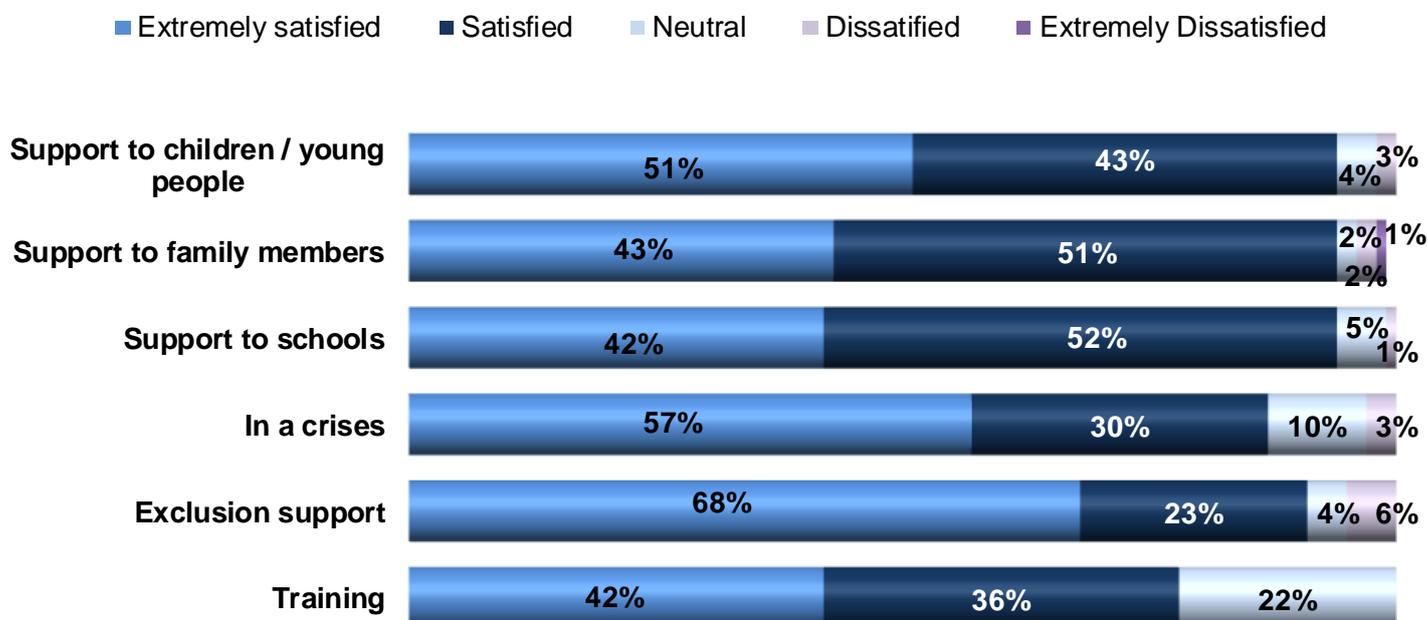
Any messages left are dealt with and responded to usually the same day. Reports requested are always delivered on time. Anything that the service says they will do is done and completed in the time frames. It is a professional service.

It is a joined up service- looking at the needs of the child, the family and the school. This is rare! As a Head Teacher I value the fact that my perspective is considered and understood; i.e. that I have the other pupils and my staff to consider as well as the child. I have rarely felt so supported by any service.

3. Support with individual aspects of the service

Schools were then asked to rate their satisfaction with the support provided to certain groups or in certain situations. They were also given an option of ticking 'Not Applicable' if they had no experience in this area.

The chart below illustrates the results:



The majority of school contacts were either extremely satisfied or satisfied with all elements of the support provided by the Behaviour Support Service.

- 15 schools had ticked 'not applicable' for support in a crises
- 27 schools had ticked 'not applicable' for exclusion support
- 31 schools had ticked 'not applicable' for training

The schools were asked to make comments in relation to each of the above, to explain their answer. These comments have been themed and are given in the table below.

Themes from the comments

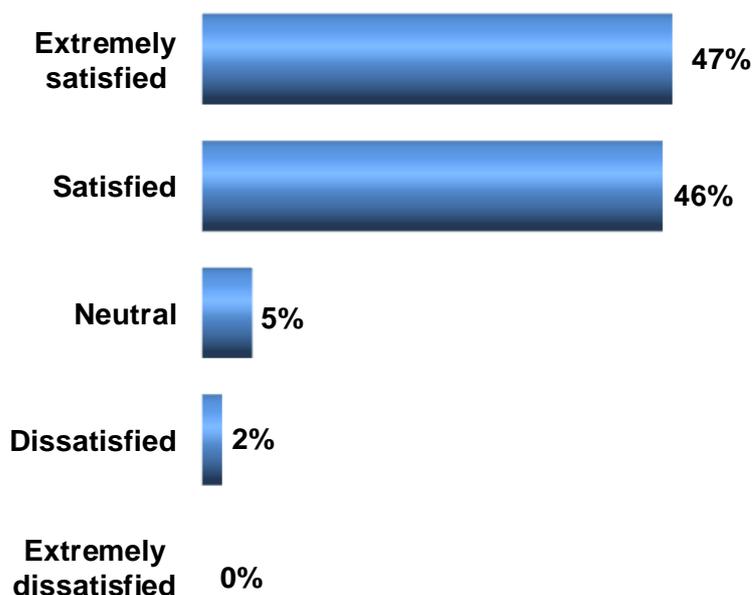
Support to children and young people	Positive outcomes for children – help them to become good citizens
	Ability to form positive relationships with the children
	Support varies depending on who is working with the children
	Work with children is appropriate and sensitive
Support to family members	Good range of support (varies according to family needs); home visits, help during holidays, transport to appointments, resources for home
	It does depend on families engaging with the service
	Dependent on the quality of staff member dealing with the family
	Appreciate firmness and directness to parents – hold them to account
Support to schools	Good attendance and support at meetings
	Help and advice is only a phone call away.
	Greater need for more support - the service is stretched to the limits

Support in a crises	Being able to reach a known person after the crisis - both reassuring and helpful (ensured that school followed the correct procedures)
	Immediate response and support to school when most needed / staff drop everything and come straight away
	There is some variance between staff approaches
Exclusion support	BSS has always been an impartial body in relation to permanent exclusions - At a time of distress and often deep sorrow the support at this time is invaluable
	Different scenarios and actions are discussed in full to make sure the best action is taken for the child
	We were given calm and rational advice at a time when we were at risk of behaving emotionally
	When needed most, the manager responded immediately
Training	Good examples include peer mentoring, teaching assistant / lunchtime supervisor staff training, playground pal and parenting group support
	Would be happy to host cross-school sessions
	Would like to see more behaviour training available to mainstream staff

4. Overall satisfaction

Schools were then asked to rate their overall satisfaction with the service

The chart below illustrates the results:



Satisfaction is very high, with 75 out of the 81 schools (93%) saying they are either 'extremely satisfied' or 'satisfied' with the service. Four schools were 'neutral' and just two said they were 'dissatisfied'.

Secondary schools were slightly more satisfied with the service received than primary schools. All of the secondary schools (100%) said they were either 'extremely satisfied' or 'satisfied', this compares to 91% of primary schools.

5. Conclusions

The results to the questionnaire are overwhelmingly positive. There are a small number of areas where the service could improve, but the vast majority of schools are satisfied with the service provided and would like it to continue in its current form.