

WILTSHIRE PRIMARY BEHAVIOUR SUPPORT SERVICE (BSS)

What does the Behaviour Support Service offer?

The Behaviour Support Service (BSS) works with all Wiltshire LA primary schools to provide support for all pupils with emotional and behavioural difficulties.

Schools select from the menu. It is not expected that all schools will choose everything at once but prioritise according to their needs and those of their community cluster.

How is the Behaviour Support Service accessed?

Behaviour Support Teacher (BST) attends school's PRISM meeting where possible.

Schools send a Request for Consultation Form (RFC) to their Local Education Team (LET)

BEHAVIOUR SUPPORT SERVICE MENU

1. Coaching and mentoring through demonstration and advice on effective strategies to build staff expertise
 - Observation of individual school staff members with feedback
 - BST and class teacher - paired teaching
 - BST or BSA and Class teacher or TA working together with groups or whole class
 - BSA and/or BST running groups in schools to demonstrate good practice
 - BSA and/or BST running groups in individual schools
2. Access for school staff to informal consultation via a weekly surgery to reflect, share concerns and receive appropriate assistance including advice on processes and the range of services available to schools
 - Appointment system
3. A tailored range of guidance about assessment, appropriate strategies, including whole school policy and approaches, which enables schools to develop their practice
 - Information from DCSF guidance and examples of good practice re whole school policy
 - Development of BSS Toolkit in line with Wiltshire's Indicators and Provision Document
 - INSET for schools
4. Whole School Behaviour Audit to inform and support SEF activity
5. Specialist knowledge to schools
 - Current key developments in SEBD
 - Information of best practice and examples within Wiltshire
 - Advice on the range of provision and training opportunities
 - Advice on Wiltshire procedures and protocols with relation to Statements for SEN (Behaviour), Exclusions, NPAs, PSPs and PEARs
6. Direct support to individual pupils
 - Assessment of pupil need which could include observation and feedback
 - 1 to 1 work on managing feelings – anger, loss, change; transition
 - 1 to 1 work on learning to learn - organisational skills, listening skills, independent learning skills, managing transition
 - 1 to 1 mentoring
 - 1 to 1 work leading to small group work
 - In-class support
 - Playground support – break and lunchtimes

7. Pupil group work to enhance social skills including SEAL approaches
 - Assessment of pupil need
 - Group work on managing feelings
 - Group work on learning to learn
 - Group work on social skills – co-operation, listening skills, turn taking, rules, expectations and boundaries
 - Group work on transition
 - SEAL small group work
8. Monitoring pupils after direct support has finished enabling proactive transitional support between classes, schools and/or Key Stage phases
 - Discussions with school staff
 - Advice, signposting or direct work (see points 6 & 7)
9. Support with transitions planning from early years and into secondary provision
 - Liaison with appropriate professionals – School Start, Early Years SENCOs, YPSS, Year 7 Co-ordinators
10. Attendance at Primary Emergency Annual Reviews (PEARS)
11. Attendance at Emergency School Action Plus (SA+) Reviews
12. Co-ordinated and/or collaborative working with other specialists
 - Pupil has learning and physical needs involving co-ordinated work with Behaviour Support, Educational Psychology, Learning Support and Physical Impairment Services
 - Parent Support group collaboratively run by BSA and Parent Support Adviser
 - LACES, Healthy Minds, CAMHS
 - I Can Project,
 - TAMHS
13. Brokerage of provision between schools in the community
 - Surgery community meetings
14. Working with community schools, special schools and other services to identify pupils who would benefit from short term intensive provision
15. Working with community schools, special schools and other services to facilitate the re-integration of pupils who have received short term intensive provision
 - Support arrangements and shared plan co-ordinated by Behaviour Support
16. Support for parents
 - Promoting communication with schools e.g. via Parent Support Advisers
 - Surgeries and, where appropriate, home visits – advice on strategies; signposting to groups or other agencies e.g. ASK, CAMHS, NSPCC, Tapestry
 - 1 to 1 support for individual parents with an agreed focus between HT & BST
 - Drop-in sessions/coffee mornings in schools run by BSAs
17. Additional training available for individuals, whole staff or groups of staff from community schools
 - MDSA training
 - TA training (DCSF)
 - NQT training (DCSF)
 - Behaviour for learning
 - Social Skills 1 & 2
 - Handling the emotions of anger (for Senior Managers)
 - Handling the emotions of anger (for practitioners)
 - De-escalation techniques
 - SEAL (inc. Circle Time)
 - Peer mediation
 - Adult Mediation
 - On-line INSET on Positive Behaviour Management

Glossary

ASK	
BSA	Behaviour Support Assistant
BSS	Behaviour Support Service
BST	Behaviour Support Teacher
CAMHS	Children and Adolescents Mental Health Service
DCSF	Department for Children, Schools & Families
INSET	In-service Training
LACES	Looked after children education support
MDSA	Midday Supervisory Assistant
NPA	Named Pupil Allowance
NQT	Newly Qualified Teacher
NSPCC	National Society for the Prevention of Cruelty to Children.
PEAR	Primary Emergency Annual Review
PRISSM	Pupil Review in School Support Meeting
PSP	Pastoral Support Plan
SA+	School Action Plus
SEAL	Social and Emotional Aspects of Learning
SEBD	Social and Emotional Behavioural Difficulties
SEF	School Self-evaluation
SEN	Special Educational Need
SENCo	Special Educational Needs Co-ordinator
TA	Teaching Assistant
YPSS	Young Peoples Support Service

Primary Behaviour Support Working Group March 09
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