Service Area Name:
Link School Sunderland
Behaviour Support Service (KS2/3/4)

Services to Schools and Academies
Account Manager:
Name: Glenn Robson
Position: Behaviour Support Advisor
Contact Number: 0191 5623209 or 07920254541
Email: glenn.robson@sunderland.gov.uk

Service Level Agreement Lead Officers Within Service Area
Glenn Robson

Function of Team
The KS2/3/4 Behaviour Support Service works under the leadership of the Link School Sunderland (formerly PRU). It works with schools/academies to improve behaviour and to secure engagement of young people. We strive to achieve positive outcomes for young people and their families and will support the school/academies to further develop a culture of positive behaviour management. Support can be utilised as a preventative measure to further behaviour escalation or as a possible staged response going forward for alternative education placements. E.g The Link School.

Our established model of integrative practices allows us to work in partnership and support referrals to a wide range of external agencies within the Strengthening Families process. We work with schools and families to enable them to take responsibility for improving the behaviour of their young people.

The Behaviour Support Service provides support, advice, outreach, and specialist training within schools to support positive behaviour management and reflective practice, with the overall aim of reducing levels of disruptive behaviour and in turn reducing exclusions.

Behaviour Support Key Stage 2-4
Current Team Structure

- Glenn Robson  
  Behaviour Support Advisor
- Abbey Lancaster  
  Behaviour Support Officer
- Jaime Curry  
  Behaviour Support Officer
- Jane Jones  
  Behaviour Support Officer
- Jonathan Stronach  
  Behaviour Support Officer
- Rachel Simpson  
  Behaviour Support Officer
- Lisa Watson  
  Access and Inclusion (0.6)
Services Offered Under SLA

Three different types of offer exist:
1. Joint offer with N/KS1 Behaviour Team
2. KS2/Junior offer
3. KS3/4 Secondary offer

Each offer is broken down into consultancy and direct work.

Consultancy could include:
- Assessing a child’s support needs which may develop into a behaviour support plan.
- Observations of pupils with advice/strategies to support individuals.
- Attending reviews LAC/TAF/SEN/EHCP Assessment Planning meetings
- Providing written advice in relation to statutory requests linked to Education Health Care Plans.
- Advice on behaviour related issues e.g. policies, positive handling etc
- A way of brokering support to pupils/parents carers where the family are not ready to access full Strengthening Families support but may do so through brokering our service.
- Investigating if a child will engage and convert into a full direct work case if the school have purchased an intervention package.
- Any other discussed behavioural related matter with school key contact.

Direct work/intervention with pupil:
- Up to 12 week direct work/intervention with a pupil – This will usually take the form of initial assessment- intervention plan and evaluation/strategies at the end of the block of work. This will also include any meetings regarding the individual child/young person during the period of intervention. E.g. TAF, SEN review, multi-agency meetings. In some instances cases maybe extended beyond 12 weeks and consideration will then be given on how the additional time requirement is met within the SLA framework agreed with school contact. Group work maybe considered as another form of intervention. This would need to be negotiated with the school concerned. This would be centred around the individual referral and up to three other pupils as positive role models for a period of 6 weeks and count as one full allocation.
- Reintegration work, following a PRU/Link School 12 week placement, can form another referral pathway. For this to be most effective it is essential schools make us aware of these requests at least six weeks before the end of the placement to enable the service to make the necessary links with the pupils/staff concerned. Support will last for 6 weeks back in the mainstream school and will count as one full allocation.

Accessing the service during the SLA agreement:
Access to all SLA packages is via telephone or e-mail initially, followed by the appropriate referral system. To progress a consultancy referral it is suggested that the school contact Glenn Robson to discuss the case. On submission of any referral an email will be sent, to confirm receipt within five working days, back to the initial referrer. In any completed referral signed parental consent is essential.

Direct work/intervention with pupil must be accessed via the Strengthening Families weekly panels. Our extensive close working with the Strengthening Families panels allows our service to onward refer to other agencies where appropriate. For a small number of cases a direct referral may be appropriate, if school can demonstrate there are no other needs beyond the behaviour in school and no other agencies are involved. For pupils within safeguarding, the direct referral form should be used for intervention where appropriate.

Our intervention also includes support through to the Central Provisions Panel (CPP) to access the Pupil Referral Units/Link Schools and support for the Education Health Care Plan process where appropriate. Accessing intervention from the team will strengthen any later request for CPP placements, provided the referral has been completed in a timely manner.
Should a school use its full allocation during the SLA period, additional consultancy or referrals may be available to purchase, at an additional cost. This will be at the discretion of the service providing the SLA, based on the capacity at the time to carry out this potential additional workload. The service will endeavour to accommodate these requests.

These cost effective and comprehensive Behaviour Support packages have been designed to meet schools needs and have been developed in response to evaluations. Outlined are **Primary offer, KS2 Junior offer, Secondary offer and additional ‘top ups’**. Please note **additional ‘top ups’** are only available to schools who are have bought into the SLA from the period September 2015. They are not accessible on a ‘pay as you go’ basis. For specific school requirements or suggestions of alternative school packages please contact Glenn Robson to discuss further.

### Cost of Services

<table>
<thead>
<tr>
<th>(1)</th>
<th>Joint offer with KS1 Behaviour Team – N/KS1/KS2</th>
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<tbody>
<tr>
<td>Pack A</td>
<td>Primary Consultation only</td>
</tr>
<tr>
<td>Pack B</td>
<td>Consultation+ Direct work</td>
</tr>
<tr>
<td>Pack C</td>
<td>Consultation+Direct work</td>
</tr>
<tr>
<td>30 hours consultation</td>
<td>Up to 6 referrals</td>
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<tr>
<td>16 hours Consultation</td>
<td>Up to 8 referrals</td>
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<tr>
<td>£2700</td>
<td>£4800</td>
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Within this offer (Joint N/KS1/KS2) hours and referrals halved- KS1/KS2  e.g Package B = 3 referrals for KS1  3 referrals for KS2  Consultancy = 8hrs KS1 and 8 hours KS2.

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<thead>
<tr>
<th>(2)</th>
<th>KS2/Junior offer</th>
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<tbody>
<tr>
<td>Pack D</td>
<td>Consultation only</td>
</tr>
<tr>
<td>Pack E</td>
<td>Intervention with 1 pupil</td>
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<tr>
<td>Pack F</td>
<td>Intervention with up to 3 pupils</td>
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<tr>
<td>Pack G</td>
<td>Intervention with up to 6 pupils</td>
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<tr>
<td>Consultancy for 12 hours</td>
<td>5 hours consultancy</td>
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<tr>
<td>10 hours consultation</td>
<td>15 hours consultation</td>
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<tr>
<td>£1100</td>
<td>£1250</td>
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<th>(3)</th>
<th>Secondary Offer KS3/4</th>
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<tbody>
<tr>
<td>Pack H</td>
<td>Consultancy for 12 hours</td>
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<tr>
<td>Pack I</td>
<td>8 hours of consultation</td>
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<tr>
<td>Pack J</td>
<td>Intervention with Up to 6 pupils</td>
</tr>
<tr>
<td>Pack K</td>
<td>Intervention with up to 8 pupils</td>
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<tr>
<td>Pack L</td>
<td>Intervention with up to10 pupils</td>
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<tr>
<td>£1100</td>
<td>£3900</td>
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<tr>
<th>Additional ‘Top Ups’</th>
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<tr>
<td>Additional consultancy per hour</td>
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<tr>
<td>£150</td>
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Service Standards & How Good Performance Will be Measured

Every member of the Team has regular case management supervision which includes case reviews with the Behaviour Team Leader. The case management supervision process will consider the following:

- Responsiveness to formal referrals and telephone calls
- Regularity of visits to schools (including punctuality and preparation)
- Regularity of contact with families
- Agreed action in the time specified
- Behaviour targets / action plans (detailing intervention based on assessments carried out).
- Accuracy of report / feedback
- Contribution to the development of school policies
- For any consultation referral a full record will be provided of the visit including consultation time used so schools can monitor their usage. Schools with pupils undergoing direct work, will be regularly updated with progress/developments via the named case worker.
- Evaluation feedback

If problems are encountered relating to any aspect of the work of the Behaviour Support Service they will be resolved in a timely manner according to the complaints procedures.

Monitoring and Evaluation

The Behaviour Support Service work within a framework of professional standards monitored through robust internal and external evaluation measures. At the end of each time limited case, the school, young person and parents will complete an evaluation of the support given by the Behaviour Support Service. This information will be used to improve our effectiveness as a service and to make sure all relevant parties have a ‘voice’ on commenting on the service.

Routine evaluation surveys are sent to school to inform our service planning of what works effectively and what can be further improved to meet the needs of our school partners.
**Schools and Academies Responsibilities**

It is the responsibility of the School/Academy to:

- Provide a consistent Behaviour link to the team within the School/Academy to provide a secure pathway to our service.
- Be responsible for monitoring the schools usage of the SLA. Behaviour Support Service will maintain a record but it is schools responsibility to monitor their own usage. A proforma can be made available to schools to help manage this effectively on request.
- To ensure that the appropriate referral pathway is utilised.
- Provide adequate information when requesting support from the Behaviour Support Service including signed parental consent and SEN support plans. It is envisaged most children requiring intervention will be on the SEN register for support.
- Referrer introduce the young person to the Behaviour Support Service case worker on initial appointment.
- Inform the Behaviour Support Service if pupil is absent on any day of contact *ASAP*
- Provide an appropriate environment (room) for work with individual pupils that allows comfort and confidentiality.
- Identify the Designated Person responsible for safeguarding to the Behaviour Support Service.
- Be compliant with statutory regulations regarding exclusions and relevant legislation.
  
  Ensure timely completion of evaluations at the end of the intervention period.

**Compliments/Complaints/Disputes**

We are committed to continually improving our service providing greater customer care and fostering partnership work. Should you have a query, compliment, complaint, suggestion or to tell us how we are doing please complete our evaluation after each case we have supported you in. You can also contact:

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e-mail: glenn.robson@sunderland.gov.uk

**Appendices**