

Primary Behaviour Service

The Work of the Behaviour Support Teachers

The Primary Behaviour Service operates as part of the Educational Psychology Service. It consists of 5 full time Behaviour Support Teachers and a Family Caseworker, whose work is managed and supervised by a Senior Educational Psychologist.

The aim of the Service is to help primary schools meet more effectively the needs of pupils who are presenting behaviour management difficulties in school. The specific aims are:

1. To help schools in the management of specific children whose behaviour presents particular difficulties.
2. To develop procedures that help ensure early identification and appropriate intervention.
3. To help schools develop policies and practical strategies for promoting good classroom and playground behaviour and social relationships.

The Behaviour Support Teachers will become involved through the existing work of the Educational Psychologists, hence schools' concerns about children's behaviour should first be raised at the bi-annual planning meeting with the EPS and SENSS. The Educational Psychologist will have worked with school to refer the problem to the Primary Behaviour Service.

Criteria for involvement are:

- Behaviours of concern include; aggressive, defiant, disruptive, poor social relationships, withdrawn;
- Age range is likely to be 5-10 but can be 3-11;
- Concerns would normally have been in existence for a term;
- Children may well have some learning difficulties in addition to behaviour difficulties but curriculum access should not be the core concern.

The Behaviour Support Teachers become involved in the following activities:

- Work with teaching staff and children in mainstream primary schools to enable the child to behave and relate more successfully;
- In conjunction with school staff and an Educational Psychologist, contribute to the development and implementation of Individual Education Plans;
- Work with children as part of the programme to help them learn successful ways of working and relating to others in school;
- In certain circumstances, physical/restrictive physical intervention. This will be in accordance with the Service's Positive Handling Policy, which is based on the Team Teach approach;
- Arrange a programme review meeting;
- Provide objective data and records of the interventions.

The initial commitment to a particular school is for a 12 week period of involvement. All pupils will be known to the EPS and some initial observation and assessment work will have occurred. Early contacts by the Behaviour Support Teacher are likely to be frequent, reducing over time as the programmes develop. Where necessary, the programme of intervention could be extended. Parents or carers will be kept informed of development and progress.

Throughout the period of involvement the Behaviour Support Teacher will be involved in some classroom based activities, some

individual work with the child and time will also need to be made available for discussion with the class teacher.

The work of the family caseworker

The Family Caseworker works with families, individual children, school staff and other agencies to provide guidance and support to those parents whose children are involved with the Primary Behaviour Service. The focus being on co-ordinating and establishing multi-agency links and practice.

The success of the Primary Behaviour Service is in part measured by the number of children continuing to access education within the mainstream system, a reduction in the number of primary exclusions and schools' perceptions that there has been an improvement in individual pupils' behaviour and classroom atmospheres.

The day to day management of the Service is through the Educational Psychology Service. There is also a Primary Behaviour Steering Group which includes Primary Headteachers and personnel from the Education Department. If you would like further information about any aspect of the Primary Behaviour Service please

The work of the class based resources

As part of the Primary Behaviour Service there are two class-based resources, one situated at Cobblers Lane Junior School, Pontefract and the other at Hensal Primary School, Wakefield. Each resource is staffed by a teacher, a full time classroom assistant and a lunchtime supervisor. The day to day management of each resource is through the resource teacher and the Headteacher. As the resources are a key component of the broader Primary Behaviour Service, there are close links with the peripatetic Behaviour Support Teachers, Family Caseworker and Educational Psychologists.

contact the Educational Psychologist for your school or the Principal Educational Psychologist.

The children attend on a part time basis for up to two terms, and there is provision for up to 8 children at any one time in each resource. Each resource is involved with approximately 12 children at any one time and strong links are maintained with the children's own schools. As children are accepted from all areas of

Wakefield, transport will be provided in accordance with the LEA's home to school current transport policy.

The children are referred to the class-based resources through the Educational Psychologist. The criteria for referral are:

1. The Behaviour Support Teacher has been working with the teaching staff and child in the child's own primary school.
2. No significant change in behaviour has occurred or the behaviour has become worse.
3. The school is willing to liaise with the class-based resource staff.
4. The parents are in agreement with such a referral.

In some situations children will be considered for a place in a resource because of a crisis situation in school, even though full involvement of the Behaviour Support Teacher has not taken place.

The class-based resource will enable the child to:

- Experience a small group teaching environment;
- Improve classroom skills such as concentration, co-operation and conformity;
- Develop confidence and self-esteem;
- Improve social skills and develop good relationships with children and adults and improve temper control.

Each child follows a programme to promote behaviour change with targets relevant to his or her needs.

There is close liaison between the Behaviour Support Teacher, Class teacher, Resource Based Teacher, Educational Psychologist and where appropriate the Family Caseworker.

The expectation is that the child will return full time to their own school. Parents or carers will be kept informed of progress through regular review meetings.