



Enfield Primary Behaviour Support Service

SWERRL Team

Strengthening **W**ellbeing, **E**mothional health, **R**elationships, and **R**eadiness for **L**earning



Annual Report

2022-2023



OVERVIEW



Enfield's Primary Behaviour Support Service **SWERRL** Team

(**S**trengthening **W**ellbeing, **E**motional health, **R**elationships and **R**eadiness for **L**earning)

- SWERRL are a multi-disciplinary team offering critically preventative, specialist social, emotional and mental health (SEMH) perspectives to support Enfield's 70+ mainstream primary schools. We respond to calls and requests for involvement from Enfield primary schools, in order to offer preventative intervention to minimise permanent exclusion and its harmful impact for primary-aged pupils.

The practical 'hands-on' and consultative support of the Service offered directly to schools, informs their mental health understandings and practices towards pupils, their families, and staff. As such, we are a key contributor to Enfield's wider mental health, wellbeing and THRIVE strategies

We have long incorporated **trauma-informed perspectives** as central to our approach to pupil's SEMH needs, which we have continued to develop to underpin all aspects of our work. We are a key contributor to the **Enfield Trauma Informed Practice in Schools and Settings (ETIPSS)** initiative. SWERRL staff are ETIPSS champions supporting schools in their own journey to becoming trauma-informed, as recommended in the Enfield Poverty and Commission Report (January 2020)

The work of SWERRL **can be broken into FOUR strands:**

- **STRAND 1 – Strategic collaborative work with partner services including borough wide training**
- **STRAND 2 – School staff development through training, consultation, coaching and modelling**
- **STRAND 3 – Targeted support for CYP**
- **STRAND 4 – Work with parents**

SERVICE VALUES

SWERRL Team KEY VALUES + UNDERPINNING ATTITUDES	
COMPASSION	EQUALITY
POSITIVITY	CONNECTION
OPENNESS	GROWTH

SERVICE AIMS

The SWERRL Team aim to help all those supported to become the **best they can be**: by being enabled to stay within, or expand their ‘window of tolerance’; to achieve emotional regulation, and to maximise their capacity for engagement in learning and in positive social interaction.

Window of Tolerance
The optimal zone of arousal in which a person is able to take in information and process it, make decisions and generally handle activity

[The Window of Tolerance Animation by Beacon House - Bing video](#)

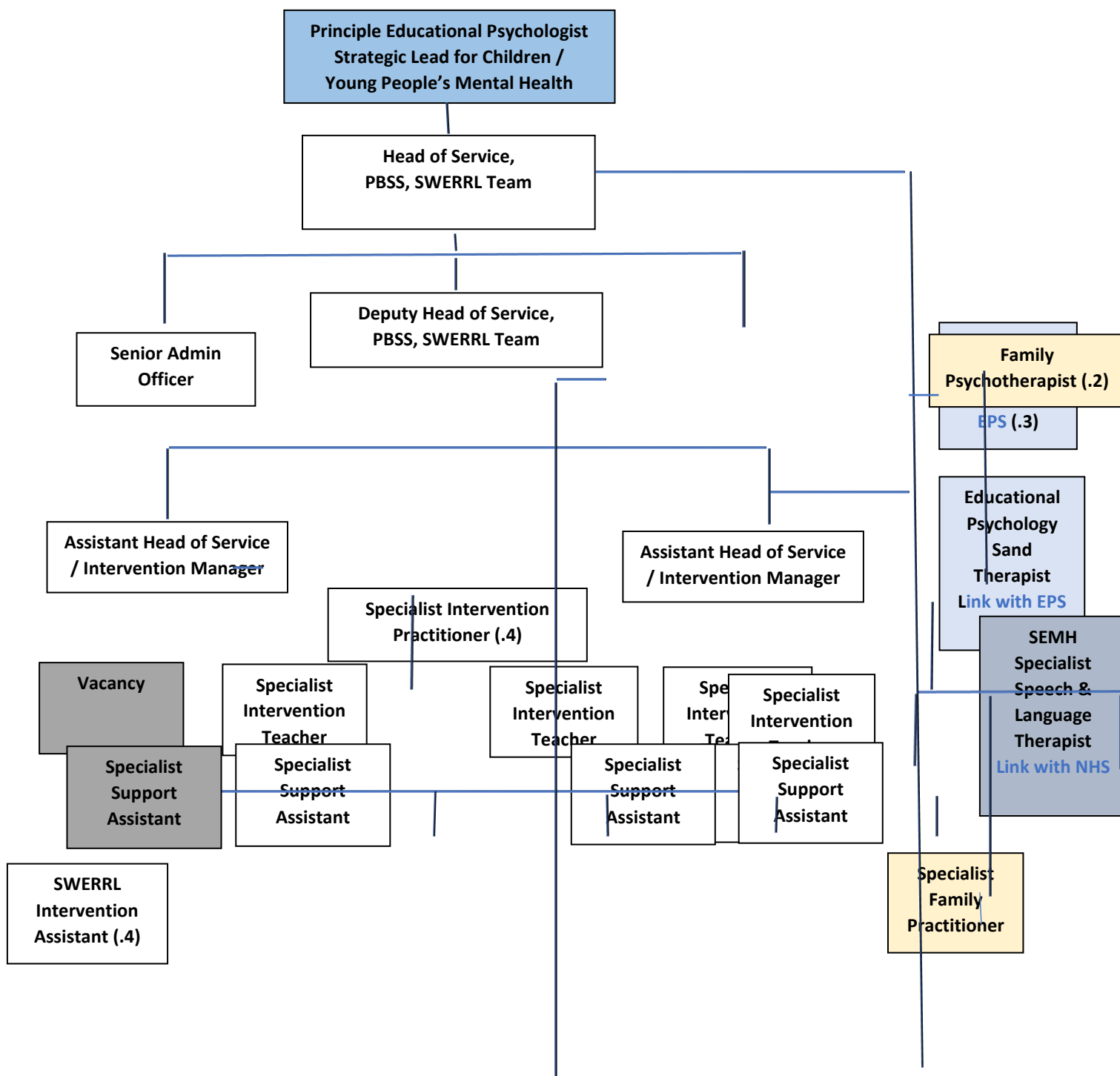
The work of the SWERRL Team seeks to achieve this by modelling a trauma-informed approach, and:

- promoting learning environments in which people can experience a sense of ‘felt-safety’
- promoting relationships which offer security and trustworthiness
- promoting attitudes of open-mindedness and acceptance to replace positions of judgement and condemnation
- providing regulatory opportunities which acknowledge the importance of the ‘mind-body’ connection, and neuro-sequential intervention approaches
- providing opportunities for repair and restoration when things go wrong, and to recognise the learning that is available when mistakes are made
- providing opportunities for psycho-educational learning that helps us to deepen our self-awareness and increase our reflectivity.

Enfield Primary Behaviour Support Service

SWERRL Team Staffing Structure

Strengthening Wellbeing, Emotional health, Relationships, and Readiness for Learning



Highlights for 2022-2023

- ✓ Enfield's **ZERO** permanent exclusion rate at Primary level, is below the national average [the lowest rate possible], **for the FIFTH year in a row**
- ✓ . In 2022-2023 all individual pupil 'Requests for Involvement' made to the SWERRL Team, were steered away from permanent exclusion as a result of our intervention. This has been the case for over eleven years in succession. Historically, primary permanent exclusions have been from Enfield resident pupils attending Out-of-Borough schools, or did not have Primary Behaviour Support Service involvement prior to exclusion.
- ✓ Despite wider economic challenges from the cost of living crisis, and barriers resulting from the knock-on effects of the pandemic, the Service has continued to deliver:
 - Preventative outreach support with increased opportunities for online staff consultation and strategic meetings
 - Preventative parent support via in-person meetings, telephone and Microsoft Teams calls
 - Incredible Years Parenting Programme
 - Preventative onsite programme
- ✓ Staff Professional Learning sessions as part of:
 - An intensive **SWERRL ARC** modelling Intervention (**SAMI**)
 - The **ETIPSS** programme
 - Bespoke school training
- ✓ The Service continued to participate in wider strategic developmental groups and Activities including:
 - Schools Mental Health Network
 - Mental Health Support Teams Steering Group
 - **Enfield** Trauma Informed Practice in Schools Steering group
 - Multi-agency Consultation Meetings (MAC Mtgs)
 - Primary Fair Access Panel
- ✓ SWERRL Team staff participated in an intensive package of training mixing external-online and in-house delivery to support their **trauma-informed** understandings, practices and applications to Service policy.

Requests For Involvement (RFI)

Schools requesting our involvement must initially complete a 'Request for Involvement' form. This could be for a strategic intervention (Strategic Based School Intervention referral form) or a request for individual pupil involvement. This has a requirement of parental consent with a signature. For individual work schools are also required to complete a Pre-BRAQ (Baseline Review and Assessment Questionnaire), that gives rise to evaluative data.

All 'Requests' are discussed in weekly 'Requests for Involvement' (RFI) meetings, where the issues are considered and an initial response determined. This was a change from previous practice where RFI's were discussed fortnightly. This has meant that issues can be dealt with more efficiently. The support offered is bespoke and varies depending on the circumstance and needs identified. The aim of our intervention is always to improve school staff's understanding of the child's SEMH needs and promote a trauma informed approach to their response. Interventions outcomes seek to support school staff to feel better able to include and support the child's needs, and where individual planning can continue to work towards development of the child's personal and self-regulatory skills.

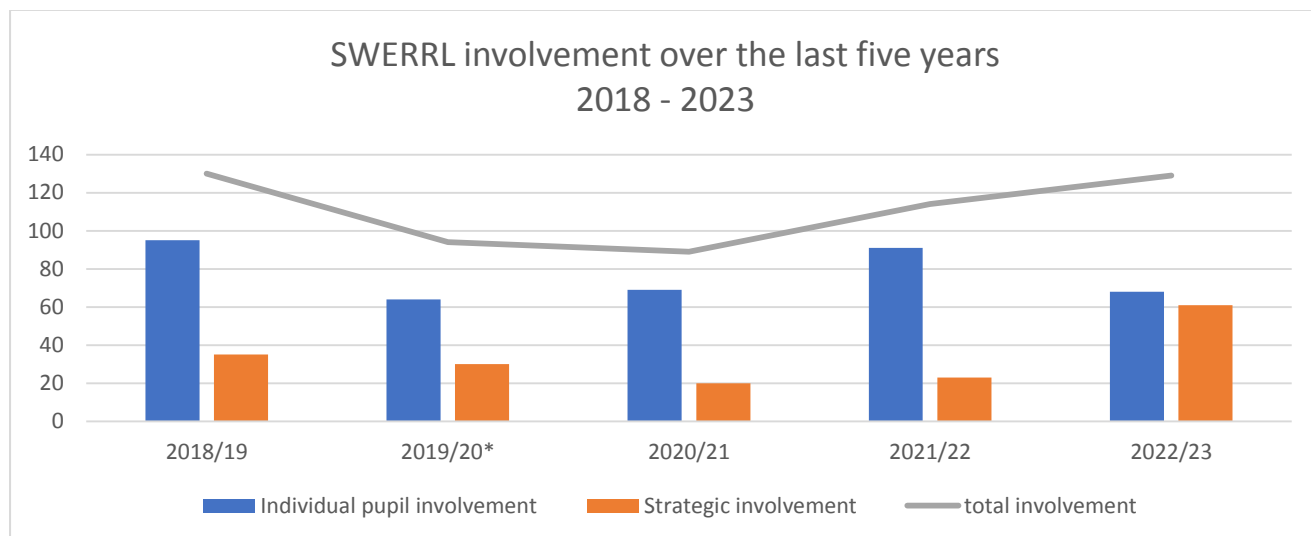
The SWERRL Team are responsive to need and demand, and the number of schools making Requests, and the number of Requests being made by each school varies from year to year.

In total, the number of 'Requests for Involvement' from schools in 2022-2023 was 129. This reflects a return to more typical numbers pre-COVID. The table below shows the trend over the last five years, and shows the difference in individual pupil involvement and strategic school involvement.

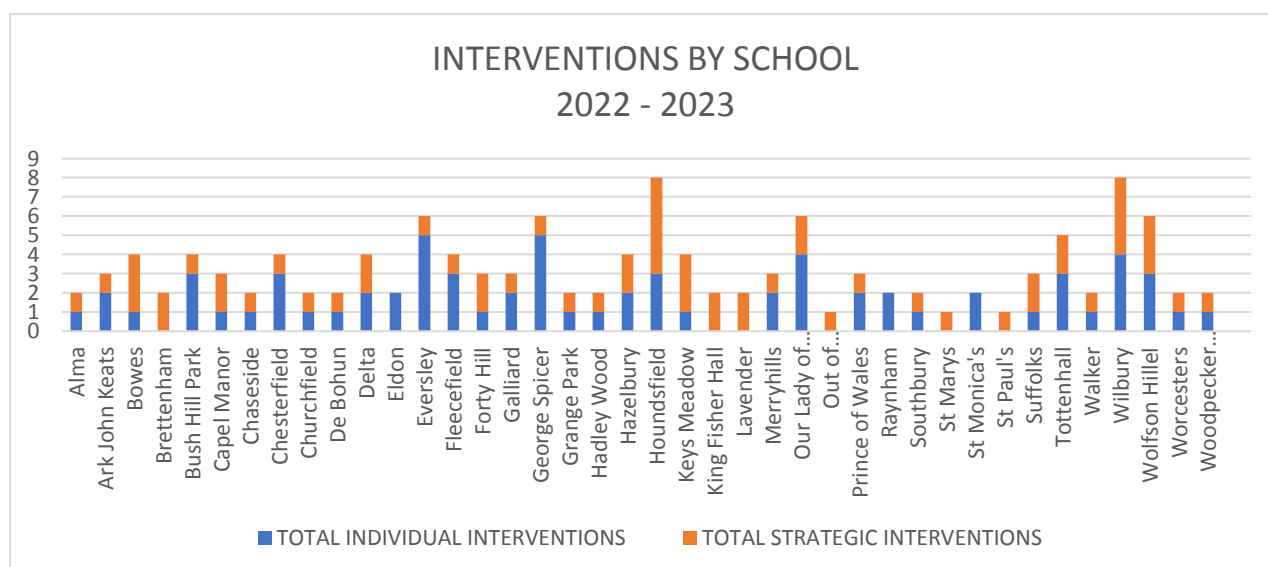
Year	2018/2019	2019/2020*	2020/2021	2021/2022	2022/2023
Numbers of individual pupil involvement	95	64	69	91	68
Numbers of strategic school involvement	35	30	20	23	61
Total numbers of involvement	130	94	89	114	129

- *Impact of COVID*

The charts below demonstrates SWERRL involvement over the last five years. As can be seen the difference between strategic work and direct individual pupil work has decreased as SWERRL interventions become more trauma-informed and ARC-aligned.

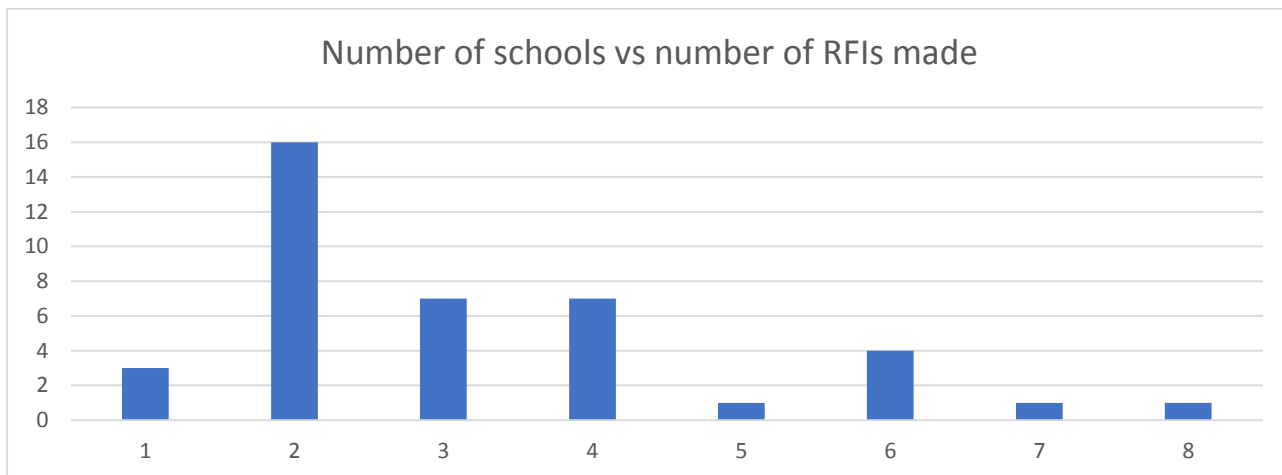


Out of 70 primary schools 40 schools requested SWERRL involvement.



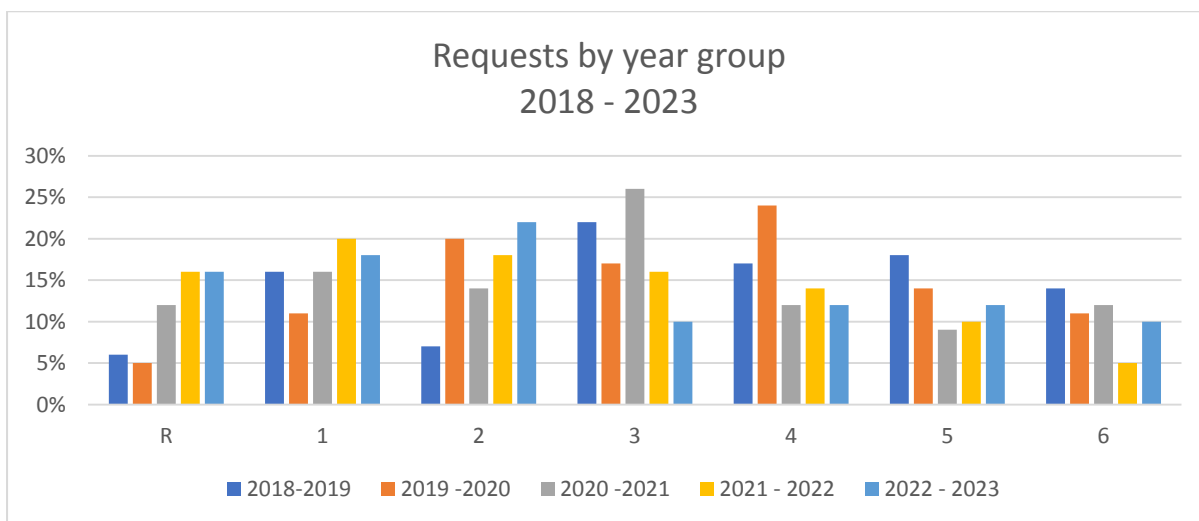
- 3 schools made 1 RFI
- 16 schools made 2 RFI's
- 7 schools made 3 RFI's
- 7 schools made 4 RFI's
- 1 school made 5 RFI's
- 4 schools made 6 RFI's
- 1 school made 7 RFI's
- 1 school made 8 RFI's

This is shown in the chart below.



Whilst certain schools are consistent 'Requesters' in each academic year, in general the schools making Requests varies from year to year, in response to escalated situations or the emergence of a particular challenge.

The graph below shows the trend since 2018 of requests by year group. There would appear to be an increase in requests made for pupils in Reception, Year 2, 5 and 6. All of these year groups are at transition stages between key stages in primary. It is not surprising that pupils who have experienced developmental trauma would find transition difficult with associated "acting out" behaviours.



Requests by Ethnicity

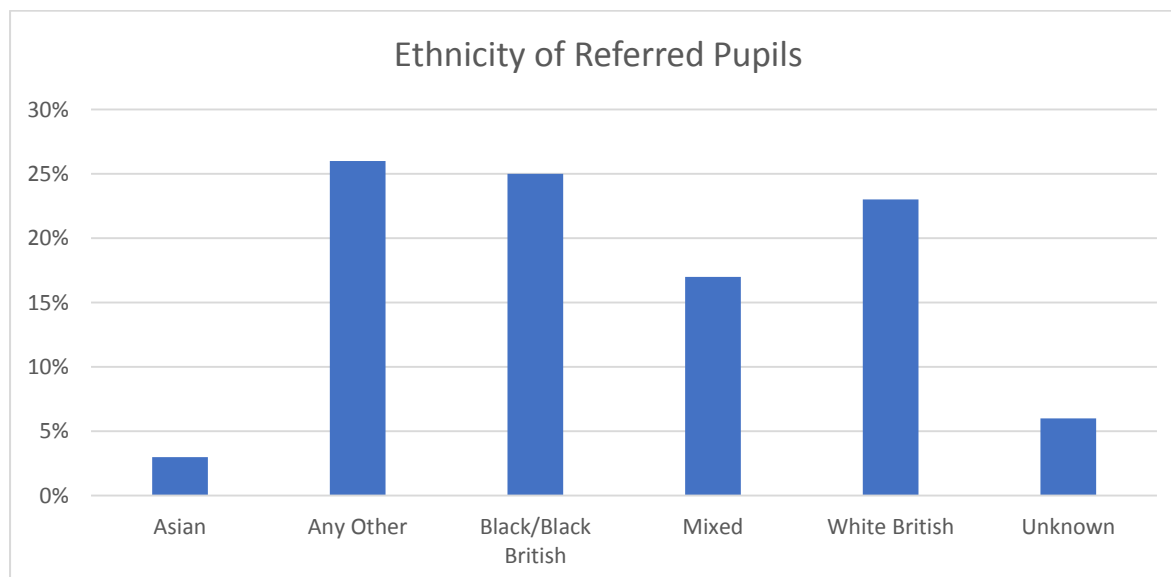
Using the key below, the ethnicity data for requests is shown in the following graph:

White British	White British
Black/Black British	African, Caribbean, any other Black background or those identified as Black British
Mixed ethnic background or dual identity	As described
Asian/Asian British	Indian, Pakistani, Bangladeshi, Chinese and any other Asian background
Any other ethnic group	European, Middle Eastern and Arab, or any identified as White other background, and any other background
Unknown	No ethnicity data was received

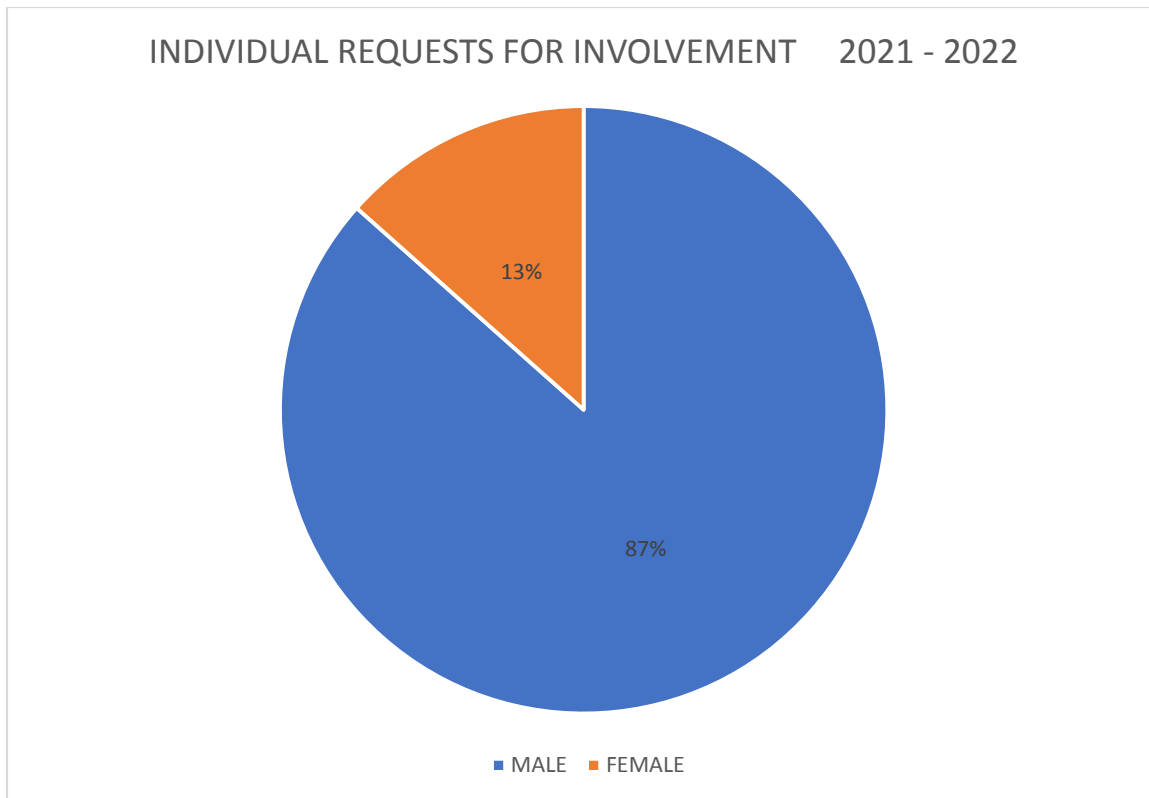
When those of Black and mixed ethnicity are combined, they constitute approximately 50% of individual RFIs.

The SWERRL Team will carry forward an ambition to raise awareness of inequality and unconscious bias in school approaches. This links with the Council's and Education department's priority for providing staff Professional Learning related to this area.

The trauma-informed practice training gives particular attention to the potential of significant adverse effects on children and families resulting from acts of racism and continuous micro-aggressions.



Requests by Gender



Boys continue to constitute the vast majority of Requests. This most likely reflects that typically boys are more usually presenting with 'acting out' [**hyper-arousal**] type responses to stress. The more aggressive and disruptive nature of this behaviour creates a more immediate challenge.

This raises two fundamental issues of concern and consideration:

- a. Are the detrimental impact of more 'internalised' [**hypo-arousal**] type responses to stress being overlooked ?
- b. Are boys, generally, more vulnerable to activated-stress, subsequent dysregulation and less sympathetic responses in the school-environment, and why might this be?

The Service continuous to pursue an academic understanding of these gender differences and incorporate that awareness into their training offer to schools.

It is a complex picture but one that is reflected nationally. It is likely that social norms and social conditioning remain key factors in how gender expectations are played-out.

What makes boys more inclined toward violence and what can we do to stop it? It's a vast and complicated issue, but in part it comes down to an enduring stereotype that boys can't or shouldn't feel emotions as expansively or openly as girls.

Better by Today publication 28th Feb 2018

"Our unconscious biases direct our behavior in powerful ways, and even though you may be certain that you have no gender biases whatsoever, you may be surprised by the nuances of how these biases operate."

Pavkovic

Multi-Disciplinary Involvement

Multi-disciplinary involvement is an integrated element of both outreach and on-site intervention work

In the academic year of 2021-22 SWERRL consisted of the following multi-disciplinary staff

1 x Systemic Family Psychotherapist (0.1)

1 x Specialist Family Practitioner (IAPT qualified) (1.0)

1 x Speech & Language (Sp&L) (0.2)

1 x Educational Psychologist (0.2)

2 x Student Sandplay Therapists (0.2)

The following graph displays the number of pupils the multi-disciplinary team were involved with.

Whilst sometimes the 'therapeutic work' can be particularly instrumental in supporting the individual pupil or family to engage with a process of change, it is invariably intensive and typically requires sustained intervention over time.



STRAND 1

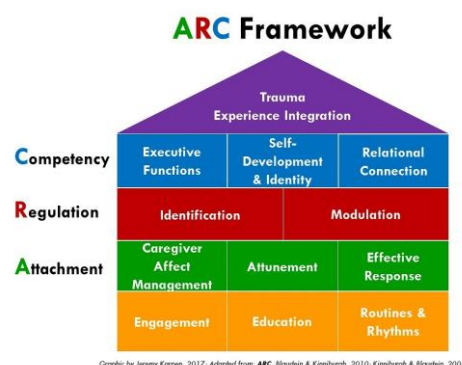
STRATEGIC COLLABORATIVE WORK WITH PARTNER SERVICES INCLUDING BOROUGH WIDE TRAINING

1. E-TIPSS



ETIPSS offers a structured approach to trauma-informed practice through an established Attachment, Regulation and Competency (ARC) model framework. Although the SWERRL Team has independently worked from a Trauma-informed lens for many years, we are now fortunate to be part of a strategic ambition for Enfield to apply more universally trauma informed awareness and practices. The work of the SWERRL Team supports the strategic development and implementation of ETIPSS (Enfield Trauma-Informed Practice in Schools and Settings), in order to promote a growing and sustainable approach to incorporating trauma-informed awareness and practices across Enfield schools.

The introduction of a 'unified' Trauma –Informed approach in ETIPSS has really helped to elevate and progress our ambition to support schools in moving forward from traditional behaviour frameworks which we have long viewed as unsuccessful and more pointedly 'detrimental' to the pupils we have understood to have 'trauma- based' adverse experiences.



The ARC model provides a recognisable and reputable framework to understand pupil's challenging behaviour in the context of survival adaptive and stress-triggered responses. It gives us a shared language to communicate complex and often abstract concepts in relation to neuroscientific, psychiatric and psychological understandings that ultimately lead us to practical trauma-informed responses which are respectful of the science involved and respectful of the impact of the child's challenging life experiences

We work with EPS ETIPSS co-ordination, in partnership with a wider ETIPSS champions' network, and alongside Kati Taunt (as external UK ARC TIPS consultant/trainer), as well as integrating ARC-aligned modelling within our own Service practices, as well as in our school-based CPD training, consultation and intervention delivery.

CHAMPIONS HAVE ATTENDED:

12 Network Meetings throughout the year.

CHAMPIONS HAVE SUPPORTED:

3 Primary implementation schools (Starksfield, Hadley Wood and Eversley)

CHAMPIONS HAVE CO-DELIVERED:

3 additional bespoke borough-wide ETIPSS training sessions.

Although, this is currently additional to our requested Interventions from schools, the work is being fully integrated into our SWERRL offer to schools. Procedures, processes and documentation have been "ARC-aligned" during 2022 -23.



2. COSIE

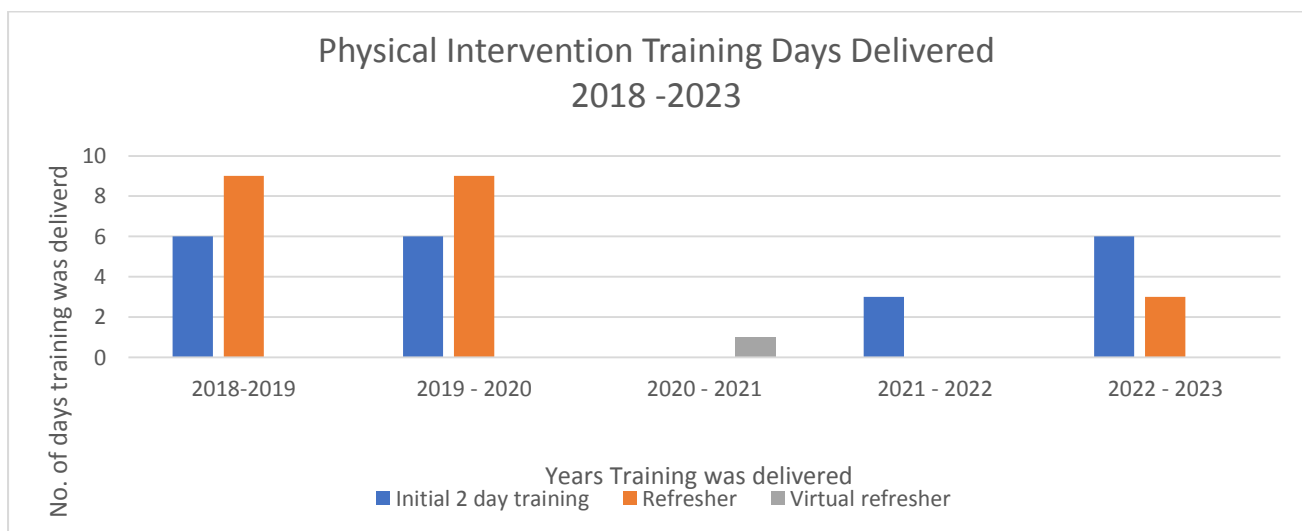
**(Creating Optimally Safer and Inclusive Environments) -
Physical Intervention Training and Enfield's Restraint
Reduction Network**

COSIE (Creating Optimally Safer and Inclusive Environments) is an 'umbrella' term for training, which supports schools in Enfield's intentions to promote 'restraint reduction' ambitions. The SWERRL Team lead on the development, delivery and support for restraint reduction-based Physical Intervention Training for mainstream schools. SWERRL Team members of staff have trained and qualified as **PRICE Training Instructors (PRICE Training: are a national 'Restrain Reduction Network' certified training organisation)** This helps to promote a strategic continuity across the Borough as the majority of Enfield Special School provisions have also bought-into PRICE Training as their chosen approach to physical intervention training for their staff, and as supportive to Enfield's restraint reduction ambitions.

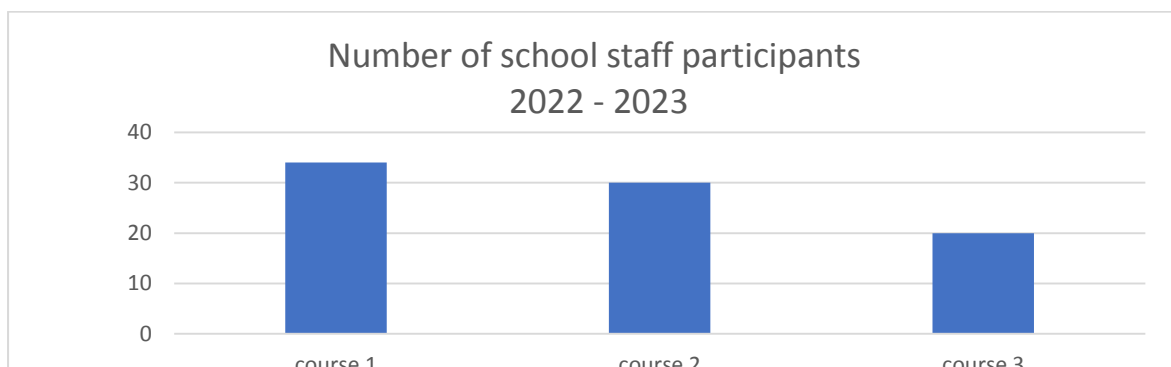
In 2022 -2023, the SWERRL Team had 4 **PRICE TRAINING** trained instructors. This was down one from the previous academic year due to a member of staff leaving the Service at the end of the 2022 academic year. In addition, the Service only had 3 instructors during the Spring term of 2023 due to the Head of Service being off on long-term sick leave.

During 2022 -23 the SWERRL Team reviewed the previous years’ newly devised 2 day initial certificated training and the 1 Day annual refresher. This was done in line with H&S and Restraint Reduction Network standards. The PRICE Training version is being delivered under the umbrella heading of **COSIE** (Creating Optimally Safer and Inclusive Environments). Additionally, SWERRL have continued to work with PRICE Training to ensure they have a suitably adapted training for mainstream schools that is also commensurate with the promotion of trauma-informed practices aligned to ETIPSS.

During 2022 – 2023 SWERRL offered 3 2-day courses and 3 1-day refresher courses. Each training course was oversubscribed and the following data demonstrates the number of people borough wide that accessed physical intervention training over the past 5 years.



Each of the training sessions had between 20-35 school staff participants. Staff attending the session have ranged from Classroom TAs, Inclusion Support Staff, Class Teachers, ARP staff, SENCOs and Inclusion Managers, AHTs, DHTs and Headteachers. All participants were from Enfield mainstream primary schools.



COSIE x2 Day Course Evaluations

On a scale of 0 to 10 where 10 is the highest value participants were asked to rate their confidence in de-escalating challenging situations at the end of the training.

In November 2022 **100%** identified their confidence as **7** and above, **12%** scored **10**

In February 2023 **100%** identified their confidence as **8** and above, **27%** scored **10**

In May 2023 **100%** identified their confidence as **8** and above, **40%** scored **10**

Example comments: *Clear instructions with relevant information about why actions are done to ensure safety.*

On a scale of 0 to 10 where 10 is the highest value participants were asked to rate their confidence if needing to physically intervene in an unsafe situation at the end of the training.

In November 2022 **100%** identified their confidence as **6** and above, **12%** % scored **10**

In February 2023 **100%** identified their confidence as **8** and above, **27%** scored **10**

In May 2023 **100%** identified their confidence as **8** and above, **40%** scored **10**

Example comments: *I found the physical interventions extremely helpful as it helped me develop skills and confidence on how to keep myself, children, and staff safe in an unsafe situation.*

In response to the question “What was helpful about the session.” here are examples of the many positive responses

- ✓ *The techniques and strategies were taught and explained very clearly. Very supportive.*
- ✓ *The different ways that you can de-escalate in different situations.*
- ✓ *It was useful to practise the techniques. Input on Trauma Informed Practice was very helpful.*
- ✓ *Really informative and great delivery.*
- ✓ *I feel more confident to de-escalate a situation. If I am unable to de-escalate and it's unsafe, I feel more confident to use physical intervention.*
- ✓ *Understanding the neuroscience behind early-stage trauma.*
- ✓ *Very practical, lots of opportunities to practice techniques.*
- ✓ *The practice and range of instructions*
- ✓ *Lots of practise and not too many different techniques – big focus on de-escalating without physical intervention.*

Additional Comments – included:

- 😊 *My confidence has definitely grown.*
- 😊 *Thank you! Brilliant instructors and useful course.*
- 😊 *Really great training, I feel really confident in keeping myself and the children safe.*

3. SENIOR MENTAL HEALTH LEAD NETWORK MEETINGS

The SWERRL Team also contribute to the regular Senior Mental Health Network meetings which provide a supportive and developmental forum for the growing number of school's designated Senior Mental Health Leads in School. This is an important development in schools strategic ability to recognise and respond to pupils' ever increasing mental health challenges. It is helpful to make a contribution to the network agendas and to make connections with these key members of school staff.

The HoS has attended and contributed to 8 Network meetings across the academic year.

4. PRIMARY FAIR ACCESS PANEL

The Primary Fair Access Panel offers primary school Headteachers and other school strategic staff a supportive multi-disciplinary forum to discuss pupils at significant risk of permanent exclusion. It offers a preventative strategic response, aiming to support Headteachers seeking to avoid permanent exclusion. The SWERRL Head of Service and SWERRL link-EP play a key role in these meetings to bring an informed 'curiosity' about the underlying SEMH and 'trauma' needs of the pupils presented. They can provide solution-focused based responses alongside other colleagues on the panel. Often the panel discussion will give rise to further, more direct support, via MAC meetings instigated and facilitated by the SWERRL HoS and SWERRL link-EP

The HoS and SWERRL-Link EP attended 9 FAP meetings across the academic year.

In addition, in 2022-2023 8 MAC meetings were requested and permanent exclusion was avoided in 100% of cases. Multi-agency Consultation Meetings (MAC Meetings) – Schools are encouraged to formally request these meetings, via a 'MAC Request form' when a decision to permanent exclude is imminent. The Head of SWERRL helps the school to instigate an urgent multi-agency meeting, other involved agencies are invited where possible and where applicable, otherwise the SWERRL link EP will be invited as a minimum. The meeting is with Senior school staff and seeks to support an immediate re-appraisal of the situation and to consider an alternative pathway to permanent exclusion.

"Child on point of being excluded made immense progress with behaviour following involvement with the SWERRL team." Enfield Headteacher



STRAND 2

SCHOOL STAFF DEVELOPMENT THROUGH TRAINING, CONSULTATION, COACHING AND MODELLING

This strand of SWERRL work does not involve named pupils, and as such does not require parental permission. Schools complete a single page 'Request for School-Based Strategic Involvement', outlining the bespoke nature of the request being made.

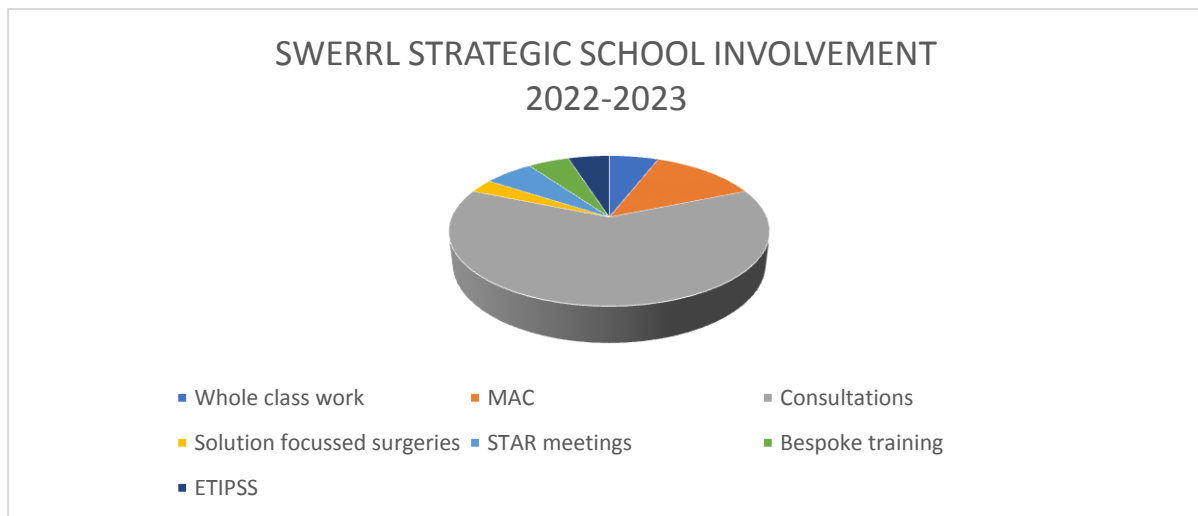
SWERRL Intervention Managers will arrange further discussion with school leadership members, to negotiate a shared understanding of the request and further confirm some details of the steps to be taken.

As well as strategic requests for involvement for specific year groups or whole school, SWERRL receives a number of requests for consultative support. We attend and contribute to the following forums for consultative support:

- **Consultative Meetings /Discussions (Cons)** – *SWERRL attend various consultative meetings, sometimes alongside other agencies and colleagues, to provide a specialist SEMH perspective, in order to support the school in its strategic thinking and planning.*
- **Team around the Child meetings (TAC)** – *SWERRL staff attend school-based TAC meetings where they have involvement, and in order to bring a specialist SEMH perspective. These are sometimes initiated by other agencies involved with the family of a pupil known to the SWERRL Team.*
- **Outside Agency Meetings (O/S)** – *SWERRL staff attend various multi-agency meetings initiated by the school or in some cases by Social Services.*
- **STAR meetings** – *These are regular, structured 'strategic' meetings, instigated by the SWERRL Intervention Manager, which seek to support schools who seem to have higher levels of Requests, or higher level of need. They can help a school maintain a strategic perspective on their SEMH cases, and can help manage priorities when SWERRL availability is more limited than the demand.*
- **Solution-focused Surgeries**– *These are 'strategic' discussions with school staff around a particular pupil; when a fresh, solution-focused perspective is needed. SWERRL leadership staff facilitate the meetings and use the school-staff input to review current understandings, planning and intervention approaches.*

In 2022-2023 there were **61 Strategic requests** which is an increase on 23 strategic requests in 2021 – 2022.

The chart below shows the distribution of types of strategic based involvement:



Using strategic and consultative approaches has become extremely relevant and essential in the post pandemic era. The ability to have structured, in-person or online conversations, using Microsoft Teams meetings has become invaluable to allow the Service and school to work in a flexible way.

Consultative support from the SWERRL team can take many forms and allows members of the team to apply and share the specialist nature of our perspective, which is further informed by our 'lived-experience' of working directly with Enfield primary-aged pupils who are presenting with symptoms of complex-trauma and typically either have experienced, or continue to experience, extremely challenging life experiences including many 'Adverse Childhood Experiences' (ACES).

A school SENCO provided the following testament:

"The SWERRL Team's advice was invaluable for helping us set up our neuro sequential intervention in school. They were very knowledgeable and able to share their extensive experience about strategies and routines to best meet children's needs. Their support enabled us to start a provision that is able to meet children's SEMH needs and help adults to co-regulate emotional states for children. It is really supportive to know there is someone willing to support us and answer any questions or difficulties that we encounter now the intervention is set up and running."



STRAND 3

TARGETED SUPPORT FOR CYP

For individual targeted support for children and young people schools are required to complete a “Request for Individual Pupil Involvement” which also included a Pre-BRAQ (Baseline Review and Assessment Questionnaire), that gives rise to evaluative data.

SWERRL individual pupil work is ‘therapeutically-informed’, but focuses on practical application of these ideas in schools, and ‘on the ground’ approaches that better enable school’s to provide the supportive **relationships** that are critically needed to offer ongoing ‘healing’ experiences for vulnerable pupils. This goes beyond merely ‘managing’ the pupil’s misbehaviour. We do not subscribe to ‘quick fixes’, but rather recognise the typically profound complexities of **needs** underpinning children’s challenging behaviour.

Interventions for individual pupils include:

- SAMI – (SWERRL ARC MODELLING INTERVENTIONS)
- 1:1 pupil interventions
- SWERRL Observation Report including recommendations.
- Family work
- Intensive “onsite” interventions
- Therapeutic interventions

1. SAMI (SWERRL ARC MODELLING INTERVENTIONS)

In 2022 -2023, SWERRL undertook 17 SAMI sessions with individual pupils.

SWERRL staff plan and deliver weekly bespoke sessions to model the approach.

(This may initially be with the pupil individually, but with a view to having peers join the experience at a later point). **The sessions offer:**

- consistently structured session plans offering a relational-based learning experience
- integrated cooking, art, construction and other practical engagement...combined with play-based, storytelling, sensory and mindful activities which support emotional co-regulation
- modelled NEUROSEQUENTIAL approaches. This offers a developmentally informed, biologically-respectful model to working with at-risk children, developed by Bruce D. Perry, MD, PhD, which steers us through a **Relate, Regulate and Reason** sequence of responses
- direct involvement of school staff to nurture their awareness and skills and support their developing practice.

The SAMI intervention is provided in **partnership** with school, who will need to be signed up to:

- Developing trauma-informed perspectives and practices in relation to pupil's social, emotional and mental health needs,
- An attitude of inclusion that brings a compassionate approach towards pupils who are struggling to be successful in school, with a non-judgemental curiosity about how we can understand their experience
- Commitment of the class teacher to join a weekly Consultation session with SWERRL staff. Bringing openness to understanding trauma-informed practice, and how it can be incorporated in their delivery to support pupil wellbeing. Engagement with the importance of adult self-care, and with the importance of positive communication and partnership with parents
- Commitment of the class teacher to join a weekly Consultation session with SWERRL staff. Bringing openness to understanding trauma-informed practice, and how it can be incorporated in their delivery to support pupil wellbeing. Engagement with the importance of adult self-care, and with the importance of positive communication and partnership with parents
- Identifying a member of support staff who has a designated role working in positive relationship with the identified pupil. This member of staff also has an openness to their own professional learning and is committed to join the sessions with the pupil, as well as joining the follow-up Coaching & Liaison session with SWERRL staff
- Agreement to attend a shared Review Meeting where all contributions and outcomes can be evaluated.

□

2. On-Site Interventions

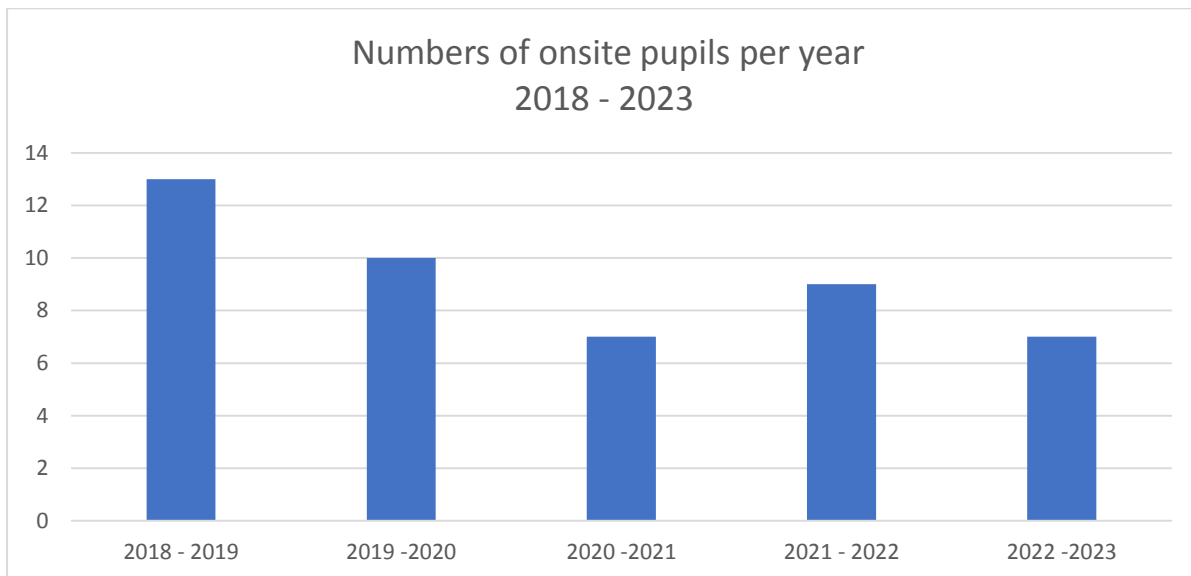
For the academic year of 2022 – 2023 SWERRL provided intense on-site intervention for **8 pupils**.

In previous years the average on-site intake is around 12-15 pupils. The lower numbers this year has been due to an increase in strategic work with schools. This has enabled schools to better use OAP (ordinarily available provision) and include pupils more in school.

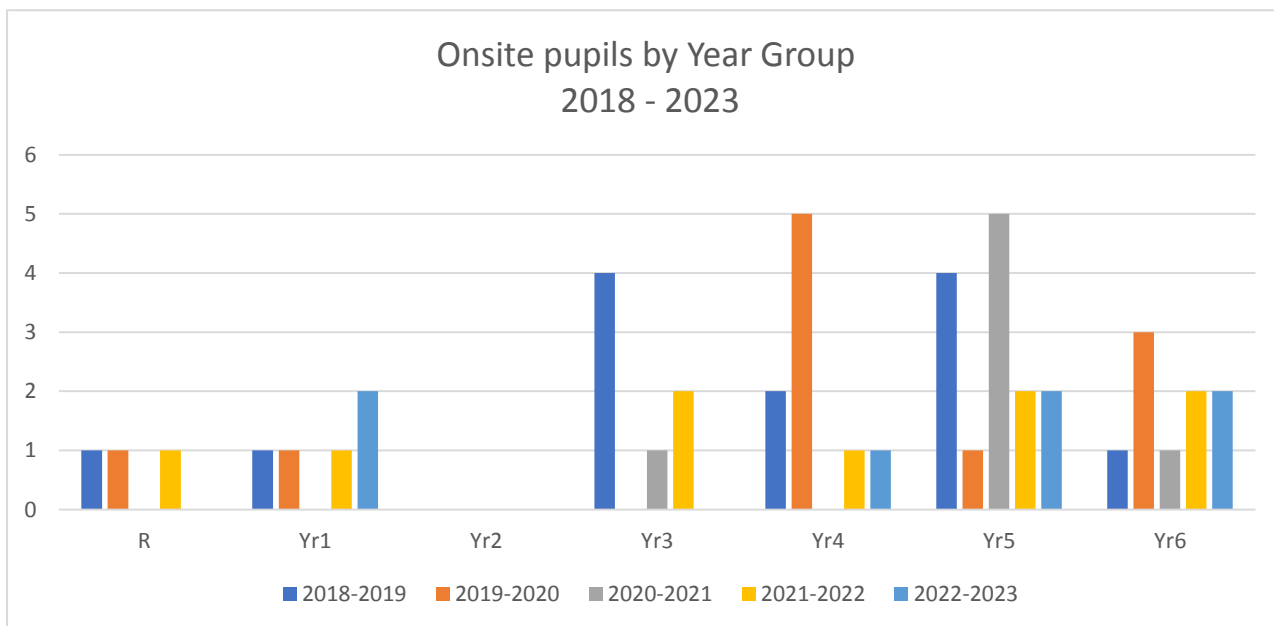
Particular attention was given to supporting re-integration opportunities for pupils within their mainstream environment. Attention was given to working alongside an identified key school support staff member. This provided an intensive and practical Professional Learning opportunity for those school staff to gain understandings about the nature of our work and how that applied to supporting their identified pupil. This went hand-in hand with practical experience of working alongside SWERRL staff and their onsite attending pupil.

The pupils were supported in their developing emotional-regulation skills via a psycho-educational programme and various motivational activities. Some of the pupils were also able to access a weekly session of therapeutic support whilst attending onsite.

Alongside attendance at SWERRL, a ‘parent group’ was offered to 3 parents who attended weekly. After a session with the Specialist Family Practitioner and the Deputy Head of Service, parents joined their child in a cooking session with the aim being to strengthen the relationship bond, for parents to see modelled practice from SWERRL staff, and for the pupil to have a positive affirmatory experience.

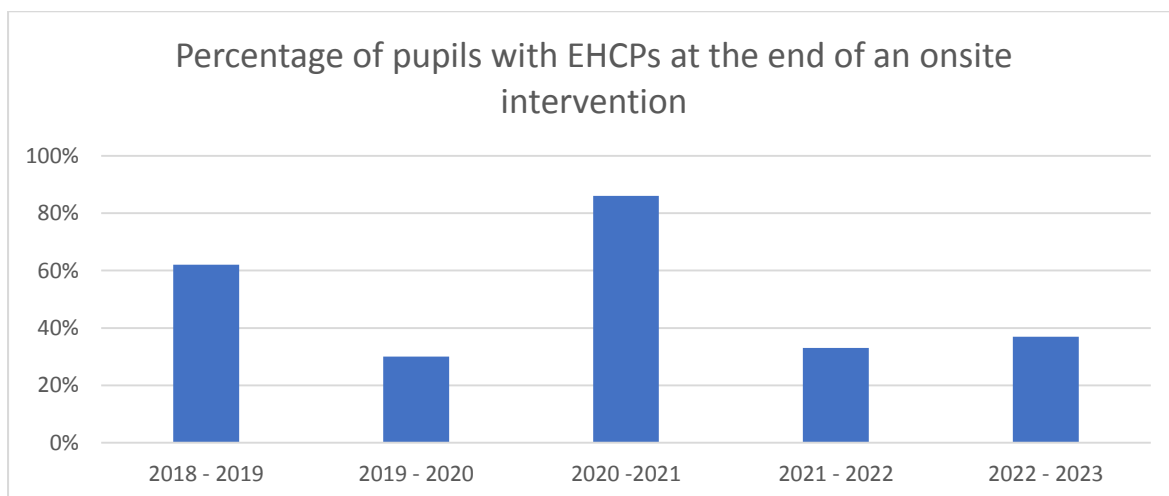


Comparison by year group



As a pre-statutory service all 8 pupils that attended the on-site intervention did not have an Education Health Care Plan (EHCP) at the start of the intervention. The graph below demonstrates their status at the end of the intervention. It shows a trend of pupils not having an EHCP by the end of the onsite intervention. The inclusion of school staff in the

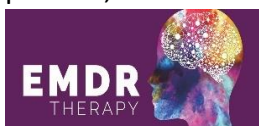
intervention by offering consultation and modelling is enabling schools to better understand and support pupils' SEMH needs without needing an EHCP.



100% of the pupils attending onsite have successfully re-integrated into an educational setting.

3. THERAPEUTIC INTERVENTIONS

The SWERRL Team has an experienced Family Psychotherapist who is able to offer Family Systemic-based Therapeutic intervention, as well as being a qualified EMDR therapist (Eye Movement Desensitizing and Reprocessing Therapy), providing support to parents, families and individual pupils where appropriate.



The SWERRL Team also has two AIST students, offering a creative arts-based Sandplay therapy, who can offer time-limited, individual therapeutic intervention to a small number of pupils



Association of Integrative Sandplay Therapists

All individual pupil requests were at some level of risk of permanent exclusion. All pupils referred to the SWERRL Team avoided permanent exclusion.

There were zero permanent exclusions made in the last FIVE academic years quoted.

“SWERRL always respond in a timely manner in times of high concern. This response with understanding is much appreciated and respected by all school staff. It is so helpful to have “fresh eyes” unpick a situation and offer strategies to move forward.”

Enfield School SENCO

STRAND 4

WORK WITH PARENTS



Incredible Years Parenting Programme

October 2022 – February 2023

Background

The Incredible Years Parenting programme is an extensively researched, 12- 14-week evidence-based programme recommended within the NICE guidelines and co-led by CYP-IAPT trained leaders. The course is based on well established psychological principles including attachment and social learning theories.

Two IY programmes were offered in the 2022 – 23 academic year. The first programme was delivered face to face at Bush Hill Park Primary school between October 2022 – February 2023. A second IY programme was delivered in the same way at the same venue between February 2023 – July 2023.

The initial assessment/pre-base line measures were carried out during a walk-in coffee morning prior to the start of both programmes.

REFERRALS		
	No of children reached	No of families reached
PROGRAMME 1: OCTOBER 22 – FEBRUARY 23	17	8 (2 families dropped out after 3 sessions & 2 others after 5 sessions).
PROGRAMME 2: FEBRUARY 23 – JULY 23	22	12 (1 family dropped out after 3 sessions due to work commitments).
TOTAL	29	20

IMPACT OUTCOMES

The data below shows the impact outcomes from parents who took part in the Incredible Year's Programme.

PROGRAM 1: OCTOBER 22 – FEBRUARY 23

Pre-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **16/25**. Post-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **22/25** **Average progression of 6.**

Pre-intervention score for the Goal Progress Chart was an average of **2/10**. Post-intervention score for the Goal Progress Chart was an average of **7/10**. **Average progression of 5.**

Pre-intervention score for the Family Star was an average **59/80**. Post-intervention score for the Family Star was an average **65/80**. **Average progression of 6**

PROGRAM 2: FEBRUARY 23 – JULY 23

Pre-intervention score for the Brief Self-Efficacy Scale (BPSES) was an average of **19/25**. Post-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **23/25** **Average progression of 4.**

Pre-intervention score for the Goal Progress Chart was an average of **5/10**. Post-intervention score for the Goal Progress was an average of **8/10**. **Average progression of 3.**

Pre-intervention score for the Family Star was an average **63/80**. Post-intervention score for the Family Star was an average **71/80**. **Average progression of 8.**

FEEDBACK FROM PARENTS

Below are some of the responses from parents when asked 'What were the main benefits of the Incredible Years Programme?'

"Brunilda & Shelina are excellent teachers, they are supportive and empathic and have so much wisdom to share".

"The structure of the programme makes it easy to implement with real results".

"I feel I have learned a lot on my parenting path and that I am well equipped with the IY book and on-line materials".

"The IY programme is delivered with warmth and compassion and I have learned so much".

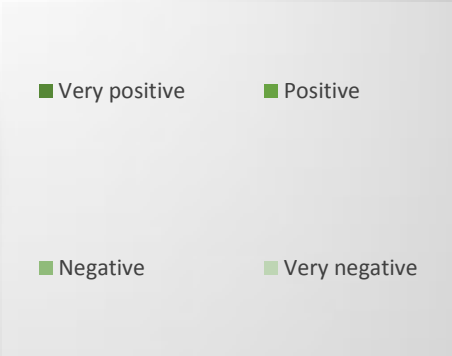
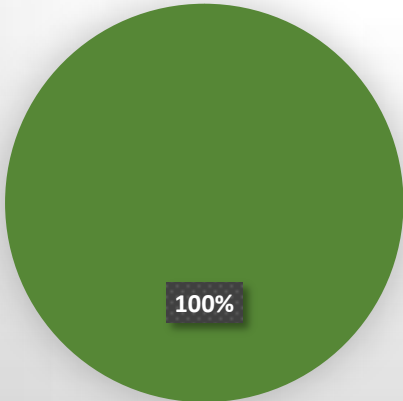
"I have learned different techniques and approaches especially dealing with angry children".

"I have found ways to better my relationship with my child and not take his dysregulation to heart".

"It has been a pleasure being part of this group with so many lovely other parents and I will miss it".

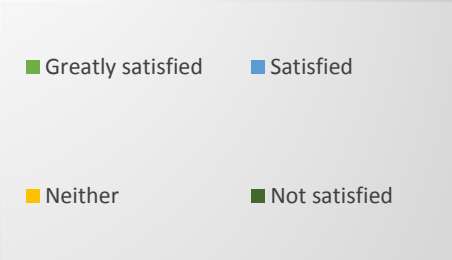
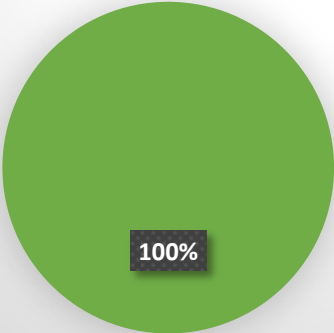


Rating of achieving my goal for my child/family



100% of parents would “strongly recommend” the IY Programme to their friends and relatives

Rating input of group leaders and overall programme



FUTURE CONSIDERATIONS

- The SWERRL Team is at a moment of transition in terms of staffing. The Head of Service will be retiring at the end of October. The current Deputy has been successful in the promotion to Head of Service. Additionally, one of the Assistant Heads has retired at the end of the Summer term. Two new teachers have been appointed to existing vacancies. The Deputy Head post remains a vacancy. Hence, recruitment will be a priority for the start of 2023 – 2024.
- As a result of the changes to staffing, there will need to be a consolidation of team cohesiveness. 20% of SWERRL staff will either be new to the Service or new in post. Whilst this could provide a challenge, it is also an opportunity to bring a freshness to the team.
- The SWERRL team will need to continue to adapt ways of working to make interventions financially viable. Working in a strategic multi-partnership way will be essential to achieving this. In doing so, we would hope to be an essential service in enabling schools to use OAP (Ordinarily Available Provision) better, hence reducing the need for EHCPs.
- As school's have returned to full-operation post-Covid we anticipate increasing demand going forward. The impact of lock-down and the pandemic experience, on staff and pupil's mental wellbeing is starting to be seen with pupils in Keystage 1, in terms of children's lack of readiness to return to full school attendance and engagement. The outlook is that for some there will be increased anxiety, higher levels of stress-related symptoms and diminished resilience. This will inevitably be manifest in pupil's dysregulated behaviours and potentially in school staff's heightened reactions. In addition, the cost-of-living crisis, as an additional socio-economic contributor to family stress, then meeting a heightened financial stress and staffing pressures within schools, could result in less capacity to cope and an 'explosive' increase in SEMH demand and rising exclusions.
- It is also anticipated that there will be growing demand for the SWERRL Team time allocated to both:

-COSIE Training (Creating Optimally Safer and Inclusive Environments), assuming that reduced restrictions will continue to allow the essential face-to-face nature of the training when introducing 'safe' physical intervention techniques.

The regulations for physical intervention training are such that a minimum of two qualified members of staff are required to deliver to a group of 24 staff, as additional Refreshers become necessary, as more staff become qualified. This increases the demand in SWERRL staff time.

-ETIPSS (Enfield Trauma Informed Practice in Schools and Settings) delivery.

Members of the SWERRL Team who are ETIPSS Champions, are likely to be in increased demand to support training delivery to schools, provide consultant support as 'implementation' school numbers grow and they develop their practices. Supporting strategically through ETIPSS champion's network meetings, and Primary POD facilitation also all impinge upon SWERRL staff time. However, this could be in line with the Service to work in a more strategic way.

As specialist staff the Service has finite staffing resource and attention will need to be given to the management of capacity.

- The SWERRL Team will continue to give attention to how successfully the impact of its work can be measured, in ways that capture the nuances and complexities of social and emotional development and progress.
 As pupils with SEMH and trauma-based needs that are often arising from complex environmental and relational experiences (which are typically ongoing), supportive intervention may need to be multi-faceted. Substantial Impact can sometimes only be achieved with ongoing long term consistency of approach. Pupils are subject to varying degrees of stress, dependent upon context, we will therefore, continue to emphasise the importance of stable and supportive school-environmental factors as being key to progress. Pupil's experience of 'trauma' is not quickly integrated, and the 'repair' process requires the ongoing presence of supportive and 'attuned' adult-relationships. The importance of school staff having the capacity of understanding, skills and attitude to provide this, remains paramount to overall outcomes and success.
- In other respects, we look forward to the establishment of an effective Local-Authority case-management system to enhance and support our record-keeping and data analysis.

"Thank you for all of your support. We value your service very much and, with the increasing number of children with SEMH needs that are coming into school, you are an essential service."

"As a school we have benefited hugely from the knowledge and strategic problem solving approach by the SWERRL Team. Many children over the years have been enabled to stay in school/class with a reduced risk of exclusion and increased self-esteem and ability to regulate behaviour."

