

# Primary Behaviour Support Service

## SWERRL Team

### REPORT July 2020

[All survey statistics and quotes are taken from school responses to a Service Survey June 2020, unless stated -see Appendix 1 for the full Summary of this Survey]

The Primary Behaviour Support Service is an attachment aware and a trauma responsive multi-disciplinary team, supporting the inclusion of pupils experiencing **Social, Emotional and Mental Health** (SEMH) needs across 70+ Enfield mainstream primary schools.

The team includes a core team of 9.4 SEMH specialist teachers (including the Senior Leadership team and 1 vacancy), 6 support staff (including 1.9 vacancies) and a family practitioner, together with integrated multi-disciplinary input from 39 days (per academic year) of Educational Psychologist (purchased from EPS) and 0.4 each of Family Psychotherapist and Arts therapist (purchased from SEWS). The Service also benefits from 0.3 input from SEMH specialist Speech and Language therapists (NHS funded) **see Staffing Structure Appendix 2**

The Service has been based at Addison House near Southgate for nearly twenty-five years. The Service finances help to maintain and run the building, which -

- provides a suitable work base for staff
- accommodates all necessary resources
- provides suitable space for intensive onsite interventions
- provides a base for meetings with parents, school staff and external agencies
- provides a base for offering training, network meetings and events for larger groups.

The Service works collectively as a team towards an enabling ethos for schools, working in partnership with them to promote improved inclusion and positive practices in relation to pupils' SEMH needs. We work holistically as an integrated multi-disciplinary team alongside school staff, families and pupils in support of a child's positive social, emotional, behavioural and educational development.

Our adopted title **SWERRL team** better describes the focus of our work:

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

Giving core attention to these elements in our supportive responses to schools highlights how we can build the necessary **resilience** in pupils, parents and staff when faced with perceived challenge.

We have long recognised that pupils' challenging behaviour is a communication of unmet underlying needs. Pupils who struggle socially and emotionally in school have often endured, and in many cases continue to endure 'adverse childhood experiences' (ACEs), including developmental and relational trauma, insecure attachment, toxic stress, with other associated mental health needs becoming manifest. Our work allows us to support school staff in understanding the communication of a child's behaviour, further assess their needs, and to develop responsive planning and strategies to support the pupil to better manage their learning and social experiences in school.

### Outreach Intervention Work - Requests for Involvement for Individual Pupils

**96% of school surveys returned stated that they 'Strongly Agree' the PBSS SWERRL Team is responsive to their 'Requests for Involvement,' while the remaining 4% stated they 'Agree'. 0% 'Disagreed'.**

#### **Our first priority is to minimise permanent exclusions in Enfield Primary schools**

Permanent exclusion has an extremely detrimental impact on the wellbeing of a child and can have long-reaching adverse mental health effects. Such an experience has the danger of further inhibiting an individual's capacity to meet their potential and at worse can instigate a lifetime of social exclusion, which can give rise to pathways of ongoing anti-social and criminal behaviour.

Permanent exclusion figures in Enfield Primary schools reflect the partnership work of the Service in supporting the school's commitment to inclusion.

PERMANENT EXCLUSION FROM ENFIELD PRIMARY SCHOOLS - FIGURES FOR THE LAST THREE ACADEMIC YEARS	
2017-2018	<b>1</b>
2018-2019	<b>0</b>
2019-2020	<b>0</b>

*A child at the point of being excluded made immense progress with behaviour following involvement with the SWERRL team.*

*Nicky Hammond (AHT Inclusion) – Brettenham Primary*

*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.*

*In my role of SENCo, I have really appreciated the flexibility, responsiveness and positivity of SWERRL staff to the benefit of children and families.*

*Sandra Sefer (Inclusion Manager) – Oakthorpe Primary*

Typically schools make a request for SWERRL involvement when a pupil is at risk of permanent exclusion or they are struggling to meet the child's needs due to their Social Emotional Mental Health difficulties.

We are a demand-led service and take 'Requests for Involvement for an Individual Pupil' from any Enfield mainstream primary school at any time. Schools are asked to provide some details about their own assessment via our BRAQ form (Baseline Review and Assessment Questionnaire) **See attached Appendix 3**

We are responsive and adaptive to demand. Each school is allocated a SWERRL team Intervention Manager who offers continuous familiarity to the school and a working knowledge of their needs and intervention history. They co-ordinate and negotiate the nature of the intervention, supervise

the work, monitor and review progress. They can support the school's strategic thinking beyond reaction to individual situations.

*We have always had excellent relationships with the service. They will do their best to help us think of the best outcomes and listen to our concerns. They are also easy to contact and liaise with.*

*Helen Thomas (Head Teacher) – Alma Primary*

Following receipt of the necessary paperwork, including parental signature, this is discussed with key members of the team and next steps are recommended which are then actioned in negotiation with the school. Interventions follow a four stage cycle:

- Assessment stage
- Planning stage
- Doing stage
- Review stage

A systemic view is taken, considering the holistic perspective of the child in conjunction with school and home environmental factors. Outreach interventions are then specifically tailored to the individual circumstance and can include multi-disciplinary perspectives and input.

We offer short-term involvement with a focus on supporting, facilitating and embedding improved practice within the school. Our support aims to better enable the school to respond to the pupil's needs and enable the pupil to be more successful in their school participation.

*PBSS involvement with a child with attachment difficulties when he was in Reception has enabled him to develop strategies to manage his feelings and remain in mainstream- he is now in year 3 and making progress.*

*Jonquil Izard (Deputy Head & SENDCo) - Forty Hill*

*Fixed term exclusions eliminated over a term; risk of permanent exclusion reduced from high to low. Child stayed in class because staff approach changed as they understood underlying causes of behaviour which had led to trying to leave the premises*

*Child built friendships with peers he couldn't before SWERRL group involvement and successfully transferred to secondary school*

*Sandra Sefer (Inclusion Manager) Oakthorpe*

*Happier child who is engaging much better at home and at school.*

*An improved parental understanding of their child's individual needs and activities to do together to create a positive well-being.*

*Dawn Roper – St Monica's*

Whilst we are looking for positive outcomes for the pupils in terms of:

- improved well-being (e.g. they are happier)
- increased emotional regulation
- more positive social interaction
- greater inclusion and participation in learning,

we remain focused on more embedded outcomes for the school that skills and equips them to increase their inclusive capacity and respond more effectively to future need.

‘Request for Involvement for Individual Pupils’ data indicates a gradual decline in numbers as school’s develop and embed more effective strategies and approaches within their school. This is then off-set with an increased complexity and severity of need being identified in the nature of the majority of requests. More complex and severe cases often demand higher levels of resourcing and lengthier interventions.

Number of outreach ‘Requests for Involvement with Individual Pupils’	
2017-2018	87
2018-2019	77
2019-2020	65 (includes COVID-19 lockdown period)

### **Addison House – Onsite Intervention Work**

As a further extension of our outreach work, we have a limited but critical capacity to offer part-time onsite interventions at Addison House, to pupils who remain on roll with their home schools. These are therapeutically informed support programmes specifically for pupils who it is deemed would benefit from this short-term intensive intervention. Such pupils are largely identified through the outreach work of the Service. On rare occasions pupils who have been permanently excluded (which is more likely to be an Enfield pupil excluded from an out of Borough school) may also be given the opportunity to attend such an intervention as part of an integration plan into a new Enfield mainstream setting, and/or to inform their statutory assessment process.

The pupils attending are invariably presenting with high levels of challenge in the mainstream settings and SEMH needs can be present in a toxic mix of troublesome, aggressive and sometimes violent behaviours. Some are presenting with “severe difficulty managing their emotional response, leading to demanding or disturbing behaviour of such intensity, frequency and duration which consistently affects their own safety and that of others”

SWERRL onsite programmes are carefully constructed and adapted towards the individual needs of the pupils attending. School and family liaison is deemed an essential requisite of the interventions’ success. This typically involves school staff and family members participating in elements of the onsite work.

Consideration is given to the key outcomes, age-range and dynamics of a group, which we limit to four per classroom. Addison House has capacity for two groups at any one time. The programmes provide ‘short-term’ interventions and would ordinarily expect attendance at Addison House to end fully within two to three terms. It is then possible for us to instigate 2-to-4 groups throughout an academic year.

The programmes are necessarily intensive and offer a level of remediation to the personal development of the pupil, as well as assisting in a more detailed assessment of their SEMH needs than was possible within the school setting. We consider it critical for all pupils attending to experience increased success in our setting in order to avoid further harmful social exclusion. We have never, to date, excluded a child from such an intervention.

These programmes offer these vulnerable pupils a tailored intervention deigned to:

- Better enable their engagement with learning
- Provide a multi-disciplinary assessment of their SEMH related needs. Invariably this also supports application for statutory assessment and/or contributes to the formulation of an Education, Health and Care Plan (EHCP), and ultimately, consideration of longer-term specialist placement.
- Identify and support their steps of progress towards improved social and emotional self-regulation
- Strengthen their resilience, their inner confidence and their readiness for re-integration or for integration to a new school setting.

		2019 - 2020	2018 - 2019	2017 – 2018
<b>Number of pupils accessing onsite intervention.</b>		<b>11</b>	<b>13</b>	<b>12</b>
<b>Age range:</b>	<b>Yr 1:</b>	1	1	0
	<b>Yr 2:</b>	1	0	3
	<b>Yr 3:</b>	0	4	3
	<b>Yr4:</b>	5	2	4
	<b>Yr5:</b>	1	5	2
	<b>Yr6:</b>	3	1	0
<b>Statutory Request at admission</b>		3	2	0
<b>EHCP On leaving</b>		5	11	12
<b>Placement in specialist provision</b>		1	8	10
<b>CP plan / CiN / LAC / previously LAC / known to Social Care</b>		6	11	10

This data reflects the severity and complexity of need experienced in the pupils that have attended Addison House interventions, including a high number of children attending who have had various levels of social care involvement.

We have focused some of our efforts on increasing the efficiency of re-integration planning in order to support better inclusion at mainstream level and reduced need for pupils to need more specialist provisions. The integrated nature of the team allows continuity between onsite intervention work and in-school intervention work, which further assists re-integration success. Given the severity of some pupils' SEMH needs, specialist provision is sometime the most suitable environment for their need to be best met.

*Mark, you and the rest of your team have no idea how grateful I am that you were there for R when we all needed it most. She is now settled in her new school.*

*R's Nan (Sep 2019)*

*The staff's patience with my son and support for him when he's not confident in doing any tasks has been outstanding*

*E's mum (July 2019)*

### **Outreach Intervention Work - Requests for 'School Strategic Involvement'**

***89% of school surveys returned stated that they 'Strongly Agree' the PBSS SWERRL Team offers effective strategic/developmental support to schools, while the remaining 11% stated they 'Agree'. 0% 'Disagreed'.***

Schools are also encouraged to make separate 'Requests for School Strategic Involvement' These requests do not name individual pupils but instead identify an aspect of school SEMH related development. These interventions are uniquely determined by the needs and circumstance of the school and may include such examples as:

- Staff focused consultation groups
- Whole class Interventions; including for example strategic Circle Time modelling
- Group work modelling
- Whole school/staff group CPD training

All such interventions endeavour to enhance school staff's SEMH understanding and skills, develop resilience in response to challenge, promote adult capacities to connect with pupils' needs through 'relational' strategies whilst promoting an ability to remain reflective and responsive.

### **Whole Class/Group work modelling Interventions**

Number of Strategic Requests for Whole Class and Group Interventions	
2017-2018	26
2018-2019	31
2019-2020	21 (includes COVID-19 lockdown period)

Although, the data for this year has been impacted upon by schools' part-closures during the COVID-19 lockdown period, the general trend has been towards an increasing number of strategic requests which possibly reflects a widening presence of SEMH needs related issues within classrooms, but certainly reflects the emphasis of the Service to support schools in developing and embedding their own good SEMH-related practice.

*As a school we have found the support of the SWERRL team invaluable as they have supported us from whole school to individual case levels. This has enabled positive outcomes for both pupils and staff; it has promoted positive well-being for staff who have pupils with challenging behaviours in their class.*

*Sarah-Jane Fulton (Assistant Head Teacher) – Starks Field Primary*

## SEMH-related CPD Training

Delivering training has become a key element in the strategic support offered by the SWERRL Team

**89% of school surveys returned stated that they ‘Strongly Agree’ the PBSS SWERRL Team provides high quality SEMH related training, whilst 8% stated they ‘Agree’ 0% ‘Disagreed’ and only 1 school felt this question was not applicable to them**

As with all other aspects of our work the Service has responded to school requests for training by developing bespoke packages of training, tailored to the individual needs of the school and shaped to their individual context.

We have actively encouraged schools to commit to ‘programmes’ of training rather than one-offs, in order to spread learning over time and give opportunities for implementation before having follow-up sessions. This helps facilitate reflection on real-life experiences and further embeds learning for the individual. Typically, we would encourage 3 sessions of training spread over one, two or even three terms. Offering flexibility allows us to accommodate delivery in ways that are workable for the school, and which allow various staff groups to participate. Often training delivery will also be complimented with specific and focused strategic school interventions where this further helps staff to embed ideas or overcome obstacles to success.

Themes for training have included, for example:

- Trauma Responsiveness and Attachment Awareness - theory and practice.
- Understanding children’s emotions
- Promoting SEMH awareness and its implications for practice.
- Promoting wellbeing for staff and pupils
- Promoting positive behaviour management
- The benefits of Circle Time explained and modelled.

Number of Strategic Requests for bespoke staff CPD training – including whole days , ½ days, or x3 twilight sessions and including TA staff group training.	
2017-2018	13 schools
2018-2019	14 schools
2019-2020	13 schools (includes COVID-19 lockdown period)

Without the COVID-19 lockdown period the figure for this year would probably have been higher.

*We had three sessions with staff on behaviour relating to attachment which lead to some strategies being put in place immediately and gave staff a much better understanding of their responses to children and how this can sometimes escalate the behaviour.*

*Andrea Cassius (Head Teacher) – Suffolks Primary*

*Whole School CPD regarding positive behaviour strategies was really informative and enabled us to establish a clear and consistent positive behaviour policy that has continued to be successful.*

*Nicky Hammond (DHT) Brettenham Primary*

*In the past the SWERRL team have provided whole school training on Circle time at Highfield. More recently the team have provided virtual training to the SENCos on emotional wellbeing which was excellent*

*Cathy Togher (SENDCo) – Highfield Primary*

### **Borough-wide Training**

The Service also contributes to Enfield children’s workforce professional development through Borough-Wide training including:

- Borough training for NQTs (on behalf of SEYIS),
- Borough training TA positive behaviour management (on behalf of SEYIS)
- Borough-wide Approach Training [an accredited Physical Intervention Management training – managed and delivered by ourselves)
- SEN SEMH Conference Whole Day (on behalf of SEYIS)

	NQT SEMH training	TA Positive behaviour management training	Approach Training 2 Day certificated course	Approach Training 1 Day certificate refresher course
2017-2018	4 ½ days	3x ½ days	7 (14 days)	9 days
2018-2019	4 ½ days	3x ½ days	7 (14 days)	9 days
2019-2020	4 ½ days	3x ½ days	4 (8 days) COVID interrupted	6 days COVID interrupted

*We have a number of staff who have been Approached trained, over past and recent years.*

*Thanks to this ongoing training we have a whole school approach to behaviour and have developed many of the Approach training ethos’ with regards to the ways we best support a child having SEMH difficulties.*

*Rosanna Ojosipe (Deputy Head)- Inclusion Cuckoo Hall Primary*

### **Star Meetings / Staff Surgeries / Focused consultations**

***89% of school surveys returned stated that they ‘Strongly Agree’ the PBSS SWERRL Team provides high quality SEMH related consultation, whilst 8% stated they ‘Agree’ 0% ‘Disagreed’ and only 1 school felt this question was not applicable to them***

A key intervention approach that we have developed in various ways as a team includes the use of consultation to support school staff and school leadership. It provides a means of enabling successful deployment of the school’s existing skills and resources. Often, in the face of a pupil’s persistently challenging behaviours the school staff simply need affirmation and encouragement that they are doing the best they can and that they are making progress, sometimes in small but meaningful ways. Having an external and detached voice helps provide that opportunity for reflection and solution focused thinking that can provide the confidence that is needed.

*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.*

*In my role of SENCo, I have really appreciated the flexibility, responsiveness and positivity of SWEERL staff to the benefit of children and families.*

*Sandra Sefer (Inclusion Manager) – Oakthorpe Primary*

*The STAR meetings have provided the staff at school with guidance and support to help them manage some challenging situations. At times when teachers were at a loss of what to do next. The team have also been really effective in working with families and individual children whose well-being would have suffered dramatically without their input, advice and intervention work. Early effective intervention has been a key in helping children re-engage with their teachers to become effective learners at school. We are so grateful to the team for all their support and guidance. If only we had more services like SWERRL.*

*Dawn Roper ( – St Monicas*

*I know that I can talk to PBSS SWERL at any time in the school day if I or my colleagues are faced with a behaviour dilemma and they will always offer practical and sensitive advice both short-term and long-term. They are essential service that have helped our school create a whole school model as create more individualised programmes for our most challenging children. Thank you.*

*Jonquil Izard (Deputy Head) – Forty Hill*

## **Partnership Working**

***96% of school surveys returned stated that they ‘Strongly Agree’ the PBSS SWERRL Team provides effective partnership working, whilst 4% stated they ‘Agree’ 0% ‘Disagreed’***

As previously stated, the profile of children experiencing significant social, emotional and mental health difficulties is represented by complex historical, as well as current, life circumstances. There are no simple resolutions to these situations and the support needed is often itself complex and multi-faceted. The Service already has a multi-agency constituency and it is integral to the ethos of the Service to work in joined-up ways with the school, families and external agencies. A significant amount of Service time and effort can be taken-up participating in and contributing to multi-agency meetings such as TAFs (Team Around the Family meetings), Case Conferences and Core Group meetings. It is important that these multi-agency action groups are accurately informed by our participation and have rounded views of the child’s experience. It is important for families to see us working in their child’s interest in these situations, and modelling collaborative working.

The Service also informs other invaluable partnership working -

**Incredible Year Parenting Groups** – The SWERRL team Family Practitioner, has completed IYAPT Training which qualifies her to facilitate the 12-16 week ‘Incredible Years Parenting Programmes’. These programmes are run in conjunction with EPS/SEWS - yearly or twice yearly, they are hosted by schools and are open to referrals from schools, PBSS, EPS&SEWS, CAMHS and Social Services. They are extremely valued by the parent attending.

**Sandwell Charter Mark –** Enfield EPs have led this accredited process for Enfield schools, which focuses on establishing whole school systems for Wellbeing. The SWERRL Team has participated in most of the Action Planning meetings for primary schools involved. This has led to the Service providing follow-up support to help the schools achieve their standards, and has included: the delivery of staff training in respect of - Staff wellbeing, Circle Time training, Understanding Children’s SEMH needs, and additional consultation meetings with school leadership and staff.

**Primary FAIR ACCESS PANEL (FAP) & Multi-Agency Consultations (MAC Meetings)** – The HoS for the SWERRL Team attends all Primary FAP meetings, and supports the consultative ethos of this meeting for primary Headteachers. Headteachers attend the multi-agency panel meetings, which have a preventative emphasis, with the knowledge that they are seeking a supportive discussion when a pupil is at very immediate risk of permanent exclusion. In response to complex cases brought for discussion there, the SWERRL Team developed a Multi-Agency Consultation procedure, allowing for a rapid multi-agency response to Headteacher’s concerns. These meetings are led by the SWERRL Team and involve the HoS, the SWERRL EP and where appropriate the SWERRL Family Psychotherapist. Whenever possible other external services, already involved in a case, are also invited to attend. This provides Headteachers with a quick multi-disciplinary consultative response that helps to review the permanent exclusion risk and consider new and helpful perspectives.

**From March ‘19 to April ‘20 x10 MAC meetings where supported by the SWERRL team. All of those meetings were successful in helping the school avoid permanent exclusion.**

*Over the years, there have been some very complex cases, with a large number of professionals involved. I have always found PBSS SWERRL to be a very supportive external partner for the pupil, family, school and for me, as the case lead.*

*Donna Owens (Lead for Pastoral Care) – Houndsfield Primary*

### **Would you recommend the SWERRL Team to other schools?**

On completion of our recent survey **100%** of schools that returned their survey said they would recommend us to other schools.

*During my 8 years of working in Enfield across 3 Primary schools, BSS (SWERRL) have supported many children, with a range of complex needs. In all cases they have been effective and instrumental in supporting the school, colleagues and particularly pupils and their families. The team are an asset to the Enfield Local Authority*

*Patsy Cancarr (Head Teacher) – St John & St James*

*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.*

*Liz Graves(AHT) – St Edmunds RC Primary*

### **Future Thinking**

The Service has always been adaptive to current circumstances throughout its history, whilst always maintaining its own integrity of beliefs about how best to hold the needs of the pupils as central. The Team provides a service to schools and remains mindful of giving its attention to the nature of support needed by schools, in ever demanding and changing conditions

Going forward the Service wishes to increase its ability to provide schools and the Council with improved data analysis in respect of its various areas of work and the impact on outcomes. The Service would benefit from some improved data systems to provide more detailed and comprehensive analysis to highlight areas of success and areas where additional support is needed.

It is important that the good work of the Service is able to integrate with other areas of development within the Local Authority. Recently, focus is being given to the wide application of 'trauma informed practice in schools'.

Develop 'trauma informed practice' training for teachers, police officers and other professionals working directly with vulnerable children p22. Recommendation 10. Enfield Poverty and Equality Commission Report 2020

Trauma informed responses has long underpinned the practice of the Service. The team have a lived experience of delivering in this way, onsite interventions are driven by trauma responsive practices and this is extended into outreach support, training and consultation. The Service has invested in whole team professional learning in this respect over many years. The Service is well placed to support Enfield primary schools in this Borough-wide development.

Although to a large extent, it is already the focus of the Service to promote this perspective, consideration may need to be given to any extra demand created by a whole Borough initiative, towards which the SWERRL team could make a significant contribution.

The Service is currently carrying vacancies, and has difficulty recruiting suitably experienced staff in general. Recruiting to leadership roles, in keeping with the ethos of the Service, can be extremely difficult. A minor restructuring might be necessary to ensure the service make-up allows us to maintain effective support in all areas, including employment of specialist staff. The addition of a suitably qualified Occupational Therapist within the team, would greatly strengthen its existing 'sensory integration' work, which can be integral to effective trauma informed responses. Such a post could usefully inform effective onsite interventions and outreach support to schools.

July 2020

Nigel Ellerby-Jones

Head of Enfield Primary Behaviour Support Service SWERRL Team

## A SUMMARY PAGE

The Primary Behaviour Support Service SWERRL Team central driver is to minimise the harmful effects of permanent exclusions from Enfield's primary schools.

From September 2018 to the present day there have been **0** permanent exclusions from Enfield's mainstream primary schools

This achievement is supported by the **preventative work** of the SWERRL Team in partnership with Enfield primary schools, through -

- Outreach intervention support
- Intensive onsite interventions
- Strategic support to schools, including extensive and bespoke continuing professional development training. This continuous effort helps improve school staff's understanding of SEMH needs and develops their practical responses to support pupils

The **multi-disciplinary nature** of the team allows:

- Holistic and systemic perspectives, which means the Service can be flexible and responsive in the nature of the support offered, and include direct work with pupils, families and school staff. This brings strength to its work in both outreach and onsite aspects
- Provision of good in-depth assessment of the pupil's complex SEMH needs
- Positive links with other agencies, in support of much needed multi-agency working in the face of complex and multi-faceted underlying issues which can inform pupils SEMH needs.

The Service shares a lived experience of working directly with pupils and their families, which gives credibility to its work, and offers the Service opportunity for continuous learning through experience.

The Service is strongly invested in 'trauma responsive and attachment aware' practices. It has already promoted this thinking in all aspects of its work and this is in line with current initiatives designed to increase trauma informed practice in schools. The Service is set to play a key role in this Borough-wide initiative and build on its already established partnership with Enfield primary schools.

The June 2020 Survey indicates that the work of the Service is strongly valued by schools and recognised as being increasingly required as children return to schools in a COVID-19 period of uncertainty and abnormality.

July 2020

Nigel Ellerby-Jones

Head of Enfield Primary Behaviour Support Service SWERRL Team