



APPENDIX 1

Please click on the boxes to enter an X as appropriate.

Please type additional details in the comment boxes provided.

The PBSS SWERRL Team is responsive to 'Requests for Involvement' when schools are challenged by pupils' presenting behaviour and/or the pupil is at risk of permanent exclusion.

- | | |
|---|----------------------|
| <input type="checkbox"/> Strongly Agree | Strongly agree = 96% |
| <input type="checkbox"/> Agree | Agree = 4% |
| <input type="checkbox"/> Disagree | |
| <input type="checkbox"/> Not applicable | |

Can you identify some specific outcomes arising from involvement of the PBSS SWERRL Team with any individual pupils in your school.

- Unfortunately, due to the pandemic the work could not be completed
- Support for class teachers on strategies
- Report to support for applying EHCP
- In school support for pupil
- Staff far better understanding of chd's difficulties and how best to support him; chd feels better supported; chd has a very positive relationship with the specialist from SWERRL; a new language and way of conceptualising the difficulties and support has been acquired and shared by the SENDCO, benefitting the broad school community.
- Detailed assessment and report of pupils' needs
- Strategies for class teachers to implement in class
- In school observations and follow up in class support
- Attendance to individual pupils TAF, MAM
- Offer of dual placements
- PBSS involvement with child RO 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.
- We were really struggling with a pupil with significant emotional needs – the case was shared at the Fair Access panel, then the team provided a high level of bespoke support which included some time at Addison house/Tolmers centre and some support back at our school. Our joint shared outcome was to help support the child's emotional regulation and anxiety. Strategies were modelled effectively and school/child/family all felt very well supported.
- Support with managing individuals, strategies for pupils to cope with anger through 1:1 sessions, group sessions, providing forum for sharing emotions, provided support for teacher with circle time, support for parents struggling to manage children's behaviour, professional expertise.



- Improved confidence and pupil engagement through small group work.
Positive whole class engagement through circle time building opportunities to share and

develop relationships with peers.

Supporting pupil, parent and families to develop understanding and improved relationships.

- 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
- A quick assessment of a child's speech and language needs
- Class teachers feeling support in managing challenging cohorts
- SWERRL supported a high needs child to transition to our school from another where he was at high risk of becoming permanently excluded. This was facilitated by a period of time at Addison House while his hours at our school increased. They facilitated constructive meetings with parent so that we could build up a positive relationship with the parent. They supported with advice and attended the MAM for an EHCP. A child that had had 7 fixed term exclusions in 6 mths went to no further exclusions for over 3 years.
- One of our children has made significant progress with his social interactions as a result of an intervention run by BSS with a small group. He is now more able to express when he is upset about something to an adult rather than lashing out at the child or running away/throwing things etc.
- Support to help a child/family/St. George's staff transition a child to another school setting when behaviour and relationships were beyond repair
- Child on point of being excluded made immense progress with behaviour following involvement with the SWERRL team.
- 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.
- They have developed positive, trusting relationships with staff which has enabled them to achieve more in class
- They have developed their self-esteem
- They have begun to develop more positive relationships with their peers
- More time spent in class rather than exiting room, less aggressive behaviour and less defiant towards the teacher.
- Fewer arguments with peers – small group social skills, whole class work with 1 child targeted.
- (Unintended impact – a child who had said little and was very 'closed' began to speak to teacher and peers – we had been his 7th school in Y4. This was because he was given specific praise in Circle Time)
- Child able to re-integrate into school after period of time at Addison House.
- Parent agreed to EHCP being requested.
- Increased confidence in parent after shared play sessions
- We had excluded a Reception pupil. As a result of the Fair Access panel SWERRL swiftly responded to a bespoke package to support the pupil, family and school. This involved the



pupil being collected by Addison House staff and a highly individual programme of interventions and a partnership with the school staff

- For pupil X to remain safe in school.
- To create risk assessment for the pupil – support with writing an effective risk assessment.
- A year 5 class had a number of challenging individuals who were disrupting their own learning and the learning of others. The SWERRL team came in, grasped the issues and then provided in school support with Circle Time. The teacher developed this further and is now PSHCE Co-ordinator.
- A pupil in Year 5 was receiving focused group intervention sessions prior to lockdown (2 sessions took place) Outcomes were for this pupil to begin to identify what makes him happy, sad, excited, angry etc, to learn strategies to help regulate his emotions. A pupil in Year 4 was supported by having 2 sessions a week at Addison House and a member of staff at Addison House came to work alongside a member of our staff to support the pupil one afternoon a week. This support showed that the pupil needed an alternative provision to best meet his needs.
- Have meeting the needs of whole class behaviour and supporting teachers with challenging classes.
- meeting the needs of individual children, enabling them to access learning and relationships in their own classroom. Reducing the need for fixed term and permanent exclusions in many cases.
- SWERRL have provided strategies and supports that have helped make challenging behaviours more manageable and have helped children become more content at school.
- Reduction in fixed-term exclusions and risk of permanent exclusion for the pupil
- Reduction in distressed behaviours and increased resilience in the pupil; able to recover from incidents more quickly, growing ability to self-regulate their emotions.
- Staff more able to respond effectively to pupils needs, through consultation with SWERRL staff.
- The SWERRL team have supported a child who has been a school refuser. They have also supported the family with a variety of professionals and have succeeded in getting the child to attend Addison House which has been incredibly helpful
- Staff had an increased awareness of complexities of a child's SEMH needs and developed their understanding of sensory strategies to and start to manage his emotional regulation

The PBSS SWERRL Team offers effective strategic/developmental support to schools.

- | | |
|---|-----------------------------|
| <input type="checkbox"/> Strongly Agree | Strongly Agree = 89% |
| <input type="checkbox"/> Agree | Agree = 11% |
| <input type="checkbox"/> Disagree | |
| <input type="checkbox"/> Not applicable | |



Can you identify some specific outcomes arising from the strategic involvement of the PBSS SWERRL Team in your school.

- Supporting teachers with Circle Time strategies, modelling how to target specific pupils
- Circle time inset
- Support in achieving Sandwell Charter Mark
- Since September 2019, we have only requested support for 2 individual chn but not anything on a strategic level.
- Staff training (Approach, bespoke)
- Through work with individuals, work with whole classes, CPD on positive behaviour management and advice over the phone, our staff have been reassured and more prepared. We were able to implement our positive behaviour successfully three years ago after their PBSS input
- The team did offer strategical involvement as they met with SENCO/CAMHS/School SLT and helped us all to think carefully about moving forward and the need for a consistent approach. It's just a shame that work finished due to the pandemic, but prior to this there was weekly evaluations and feedback happening
- Support for NQT's and experienced teachers in managing complex classroom behaviours. Improved relationships between the pupil, parents and school. Opportunities for continuous professional development – "Attachment and Early Life Trauma" and "Approach Training". Improved relationships for the family.
- Increase in staff confidence to de-escalate situations/ providing positive support which has led to more positive SEMH outcomes for children across the school. This includes minimal use of Approach method.
- Flowcharts devised with SWERRL consultations are used by staff to coproduce behaviour support systems with children and parents and have meant a shared understanding/expectations for behaviour
- More precise and constructive plans to manage and support children's challenging behaviour.
- From training at the SENCo Conference more awareness of the affect of trauma and attachment difficulties.
- As a result of the involvement of the team, we have been more able to support parents to consider more suitable alternative provision for their child.
- Attachment training
- Approach training, Behaviour as communication fed into changes to staff attitude in regard to certain pupils
- The planning and follow up for interventions is very thorough and very supportive of the staff at the school.
- Effective communication



- Improved well-being and behaviour
- All staff have received training on supporting children who have experienced trauma
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- Staff have been supported to develop their skills in nurturing the development of pupils' emotional wellbeing through circle times
- Teachers were supported to develop strategies and ideas to support
- Leadership given space to raise concerns and issues and develop solutions
- Training offered increased confidence of teachers in delivering Circle Time.
- Training offered (Attachment) led to creation of Pastoral Team.
- Greater understanding of strategic support by SENCO
- Training offered to support approach – clearer understanding in school of distractions techniques
- SWERRL has supported parents where relationships are tense with the school for parents to develop an understanding of their child's needs.
- SWERRL have supported staff with clear guidance to support vulnerable pupils
- SWERRL have been very supportive of the Headteacher in a stressful situation regarding exclusion
- Observe challenging classes
- To support the team to develop clear systems of behaviour that everyone follows.
- The SWERRL team worked closely with us organising whole school training for us carefully matched to our particular needs. Two of the team met with our SLT before the training to ensure they fully understood our requirements. Individual surgeries were also held to support specific staff.
- To have a positive impact on pupils' social, emotional wellbeing and learning behaviour
- To increase staff confidence and competence in supporting pupils' SEMH needs.
- Supporting SLT to better understand how to support effectively. Circle of support meetings enabled us to share information effectively, in order to plan and meet the needs of colleagues and pupils.
- Whole school approach to improving mental health and well-being through circle time and inset.
- Staff are now trained in de-escalation and approach strategies.
- Individual support for a couple of children.
- Establishment of Attachment Leads in school, supported by extensive training, support and follow provided by SWERRL Team.
- Attachment Lead then able to cascade training and contribute to Positive Behaviour policy development.
- One outcome was for this child and a member of our staff to both go to Tolmers for an afternoon. This was an opportunity for positive relationships forming.
- Although we have not received any whole school training, PBSS has delivered whole class in put for two classes this year. Although one class had to stop suddenly due to C-19, the transition group for year 6 (this time last year) was a huge success! The year team were really impressed with how much that particularly class developed through having the intervention.



The PBSS SWERRL Team provides high quality SEMH related Training / Consultation

- | | |
|---|-----------------------|
| <input type="checkbox"/> Strongly Agree | Strongly Agree = 89% |
| <input type="checkbox"/> Agree | Agree = 8% |
| <input type="checkbox"/> Disagree | |
| <input type="checkbox"/> Not applicable | Not applicable 1 = 3% |

If applicable, please describe the impact of any PBSS SWERRL Team whole school / staff training within your school.

- Circle time used regularly in classrooms
- 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
- 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.
- 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
- Training for lunch time play leaders helped working towards changing approach to dealing with children who are volatile.
- Approach training has supported staff in understanding how to move a child safely and calmly. Reducing risk to the pupil and adults. The training has always been relevant and current. Staff feedback has always been positive about training sessions attended.
- Year 6 staff implement SEMH secondary transfer program as trained by SWERRL Team which has helped successful transition of children with SEMH needs to new schools during the autumn term.
- Risk assessments for children with SEMH needs use the SWERRL format to ensure that there is consistency of approach and shared understanding of needs and approaches between child, parents and school.
- We have not had specific training in the school yet, but we are planning to do so.
- The team provided training for teachers about attachment difficulties and how they are related to behaviour. They provided a number of ideas and strategies for identifying the needs and for supporting children with the resulting behaviour. The training reminded staff about the importance of positive behaviour management strategies and gave them a deeper understanding of the root causes of behaviours.



- The model of involvement of school staff in SWERRL interventions has led to an improvement in staffs' understanding of positive strategies to support children with behaviour and SEMH difficulties. Staff CPD from SWERRL was very effective in helping staff appreciate the difficulties faced by children with these problems.
- All staff have received training on supporting children who have experienced trauma
- We had three sessions with staff on behaviour relating to attachment which lead to some strategies being put in place immediately (walk it off) and gave staff a much better understanding of their responds to children and how this escalate the behaviour.
- In April Swerrl were to deliver bespoke CPD on well – being for staff linked to Sandwell Charter
- SWERRL have trained Year 1 staff to deliver Circle Time across the Year group to improve well-being of all pupils
- Attachment training and advice on attachment has enabled staff to develop more nurturing environments using Louise Bomber techniques. Whole school behaviour training in the past has enabled school to develop whole school systems.
- The whole school training provided made staff think more deeply about why children were displaying certain types of behaviour and what that was communicating. The staff stopped being quite so punitive in their actions for some children and no longer saw them as just naughty.
- Miriam Chachamu delivered whole school staff training on attachment needs which was useful to give all staff an understanding of this and how they can best support pupils with these needs.
- Following training arranged by S W E R R L and provided by Jenny Moseley we were able to implement a whole school circle time approach. Following insect staff felt better supported in understanding attachment needs, behaviour as communication and how to deescalate behaviour incidents in the classroom.
- Recently the school have had some excellent support staff training on pupil and staff wellbeing. The feedback from all staff who took part was very positive and the work around appreciation of each other has really helped staff in the current Covid-19 crisis.
- We haven't had any training from the team this year but when we have it's always been a high quality.
- Lanie has always been highly professional and incredibly supportive to school, really thinking about how to support the individual chn we have targeted and always trying to think of 'what next' for this pupil to continue to ensure they received then support that they need.

Would you recommend the SWERRL Team to other schools.

- Yes Yes = 100%
- No
- Not able to comment



The PBSS SWERRL Team offer effective partnership working.

- Strongly Agree** **Strongly Agree = 96%**
 Agree **Agree = 4%**
 Disagree
 Not applicable

Please add any additional comments.

- We have not required this very much this academic year, but I am aware that SWERRL have promptly liaised with EPS and SEND with regard to one of our chn.
- We have developed good working links with the SWERRL team and are appreciative of the support they offer to use as a school
- Lanie and Nigel are so supportive and a pleasure to work with
- I have always found PBSS SWERRL to work effectively with the school, pupil and parents. In some cases, the partnership working between the school and parents has improved.
- The team are very responsive and offer a wide range of support for children and staff, tailored to our needs.

- The SWERRL team are very supportive and have worked collaboratively with us in a way that works best for the pupils and for the school. The work they have done with us has enabled staff to learn new skills which they are then able to use day-to-day not just in the sessions.
- 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.
- The team are always willing to take phone calls as well as come into school. They offer some well-thought out practical advice which has been tried and tested and their judgement can be relied upon. The staff at school respect the expertise of the team at SWERRL and will listen to them.
- The team is very solution focused. At times there can be discrepancy between the advice and the resources schools have available.
- As a SENCO the partnership with SWERRL is crucial, in supporting some of the most vulnerable pupils in your school. There is always a demonstration of strongly held views when dealing with SEMH; from pupils, parents and staff, SWERRL works with all parties to find ways forward.



What 3 words best describe the service

Communication (1)
Reliability (1)
Support (14)
Practical (2)
Invaluable (2)
Responsive (4)
Knowledgeable (3)
Organised (1)
Caring (1)
Expertise/ specialist (2)
Approachable (1)
Committed (1)
Reassuring (2)
Professional (5)
Positive (1)
Valuable partners (1)
Effective (5)
Welcoming (1)
Non judgmental (2)
Creative forward thinking (2)
Co productive (1)
Reflective (helping schools to reflect) (1)
Empathetic (2)
Good at building relationships (1)
Listening (1)
Prompt (1)
Transformative (1)
Collaborative (3)
Informative (1)
Holistic (1)
Understanding (1)
Adaptive (1)
High quality (1)
Inspirational (1)
Accessible (1)
Child-centred
Solution focused
Supportive
Reflective
Responsive
Effective
Good communicators
Empathetic (towards schools and pupils/families.)
Helpful



We welcome any further comments you might like to make about the service.

- 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.
- Thank you for all the support you have given us at Brettenham
- Thank you for your support with our two pupils this academic year.
- I know that I can talk to PBSS SWERRL 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.
- Thank you for all your support this year – it would be wonderful if the borough could think about a similar level of high support for the children with EHCP's (perhaps a sister agency that work in line with the SWERRL team) then schools, children and families would be very well supported in the borough, at a time when emotional wellbeing needs to be at the heart of everything we do. We need to see this 'period of uncertainty' as potentially a key time to improve our borough services.
- Would like to utilise staff training opportunities further. Would especially like for Nigel to present recent training to school staff as it was so beneficial in terms of developing well being in school after lock down.
- 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.
- 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.
- SWERRL offers opportunities to support school staff by giving them an opportunity to talk about the difficulties they are facing with particular groups and individuals, as well as helping them to find strategies to make strategic and effective changes.
- 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
- Our involvement with SWERRL has always been really positive. The staff are amazing and so understanding of the issues facing schools who are trying to support children who are struggling with behaviour/SEMH issues.
- 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.
- 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. It has also been helpful in contributing to the assess, plan, do, review process for pupils for whom we are applying for EHCPs.
- Meetings have always been productive and useful and give a time for staff to think about those children without all the other concerns. It is specific to the children's needs and solutions are discuss from a base of experience.
- We always know that we can get advice when needed which has been so valuable
- Although we have not had any recent involvement with SWERRL, they are always at the end of the phone. In moments of high anxiety (from school) there is always a calm and positive response. The support with circle time, training and small group work modelled alongside school staff have contributed significantly to our Inclusive practice and our greater and shared understanding of supporting children with SEMH
- I have worked with the SWERRL team over many years and have always valued their support. They have supported individual pupils, small groups and classes/year groups. They are a valuable asset to support the well-being of pupils, families and the school community and this will be even more so in the Autumn Term following this pandemic.
- We would highly recommend the service when dealing with challenging pupils.
- We have always found the PBSS to be very supportive and to help us through challenging situations.
- The service provided by SWERRL is an excellent, high quality service delivered by staff who know their subject and have "walked the walk" themselves. They do not say there are easy solutions but give down to earth advice which, if followed consistently works in the school. They do not judge any failings we might have had in school but offer advice and strategies which can be implemented successfully.
- Staff at the PBSS SWERRL Team have been very helpful in working with both staff and parents to support pupils referred to the service. Pupil's needs are discussed and a clear plan with expected outcomes and dates for review is put in place. Over the years, the service has supported the school with strategies for pupils displaying challenging behaviour which has resulted in evidence to support an EHCP application or evidence to show that an alternative provision would best meet their needs.
- During my eight years of working in Enfield across three 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 peoples and their families. The team are an asset to the Enfield local authority.
- Thank you for all your help and support over the years, often in the most challenging of circumstances
- We really appreciate and value the service that we get. It's always a comfort to know that someone can advise and help in, often delicate, situations.