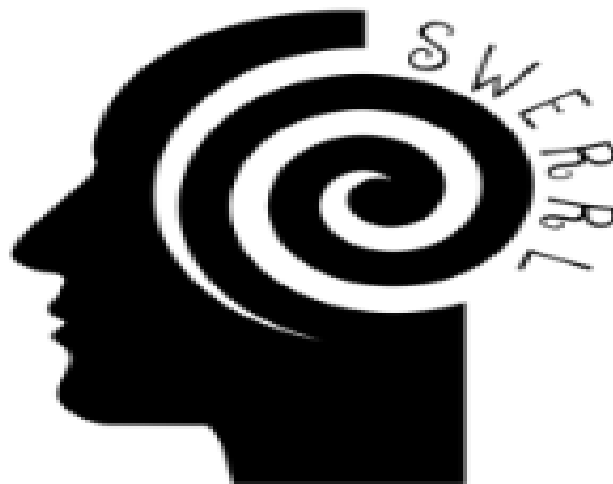




Enfield Primary Behaviour Support Service

SWERRL Team

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



Annual Report 2020-2021

CONTENTS

Introduction: Adversity Impact Statement.....	3
Overview.....	4
Service Values & Aims.....	6
Staffing Structure.....	7
Highlights.....	8
Individual Requests for Involvement (RFI).....	9
Strategic Based Requests for Involvement (SBSI).....	14
Onsite Interventions.....	17
Multidisciplinary Involvement.....	19
Incredible Years Programme.....	20
Physical Intervention Training.....	22
School Evaluations.....	24
Future Considerations.....	25

“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.”

Enfield Inclusion Manager

INTRODUCTION

Adversity Impact Statement

- The work of the Service was impacted by the COVID Pandemic during 2020-2021, in particular by the part closure of schools for significant periods during this academic year. Although the Service adapted its ways of working i.e. incorporating remote ways of delivering intervention, increasing consultation offers and converting to online meetings. The reduced operational circumstances in schools impacted upon numbers and inhibited the full nature of delivery.
- The work of the Service was further impacted when it was informed it had to be ready to vacate Addison House, as the Service was being re-located. The Service has been resident in Addison House for 24 years and has established resources and ways of working that has needed much organisational preparation for the re-location. Initial information suggested we needed to leave by the end of that academic year, which involved allocating strategic time in the Summer term 2021 to pack and organise. Unfortunately, circumstances have been such that the move has been several times delayed and the new date we have been given is Spring half-term 2022. This has particularly affected our capacity to offer onsite interventions.

OVERVIEW



○ Enfield's Primary Behaviour Support Service SWERRL Team

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

- We are a multi-disciplinary team offering specialist social, emotional and mental health (SEMH) perspectives to support Enfield's 70+ 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 detrimental impact for primary-aged pupils
- We work in partnership with schools to better enable them to understand and include pupils presenting with SEMH difficulties, who may present with challenging and disruptive behaviours. These pupils can better be identified as vulnerable, struggling to engage with learning, failing to integrate, and at significant risk of social exclusion.
- 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 wellbeing and THRIVE strategy
- We have long incorporated a **trauma-informed perspective**, 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 (ETIPS) initiative, and the Council's strategic ambitions to become a trauma-informed Borough. SWERRL staff are ETIPS champions supporting schools in their own journey to becoming trauma-informed.
- Our work is 'therapeutically-informed', but focuses on practical, '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 need underpinning children's challenging behaviour.
- Request for Involvement to the Service can target individual case needs, or a broader school-based strategic need. We provide pre-statutory input and our work can contribute to specialist assessment of pupil's SEMH needs which may inform the assessment stage of an EHCP process. Schools can request staff consultation to support their approaches to pupils with SEMH-based EHCPs Our direct work, consultation and professional development contributions thus enables us to have a broad impact across the primary school community.

In addition to school-based case work, arising via

- [School Requests for Individual Pupil Involvement](#) and
- [Requests for School Based Strategic Involvement](#)

the Service is also committed to:

- Borough-wide school staff Professional Learning
- **COSIE (Creating Optimally Safer and Inclusive Environments)**
is an 'umbrella' term for a raft of 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 are a national 'Restrain Reduction Network' certified training organisation)
- **ETIPS**
Members of the SWERRL Team support the delivery of ETIPS (Enfield Trauma-Informed Practice in Schools) training and developmental support to schools
- Incredible Years Parenting Programme (10 -14 week programme for Parents of pupils aged 5 -11)
 - The SWERRL link EP and SWERRL Specialist Family Practitioner, are both post-graduate IAPT trained and qualified to deliver this well-established parenting programme offer. It is offered Borough-wide to parents who can be referred (with parent consent) by CAMHS, EPs and schools. Parents can also self-refer via their schools.
- Therapeutic Interventions
 - The SWERRL Team has an experienced Family Psychotherapist who is able to offer systemic-based therapeutic intervention and EMDR therapy where appropriate.
 - The SWERRL Team has two Creative Arts - Sandplay Therapists who can offer time-limited therapeutic intervention to a small number of pupils

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](#)

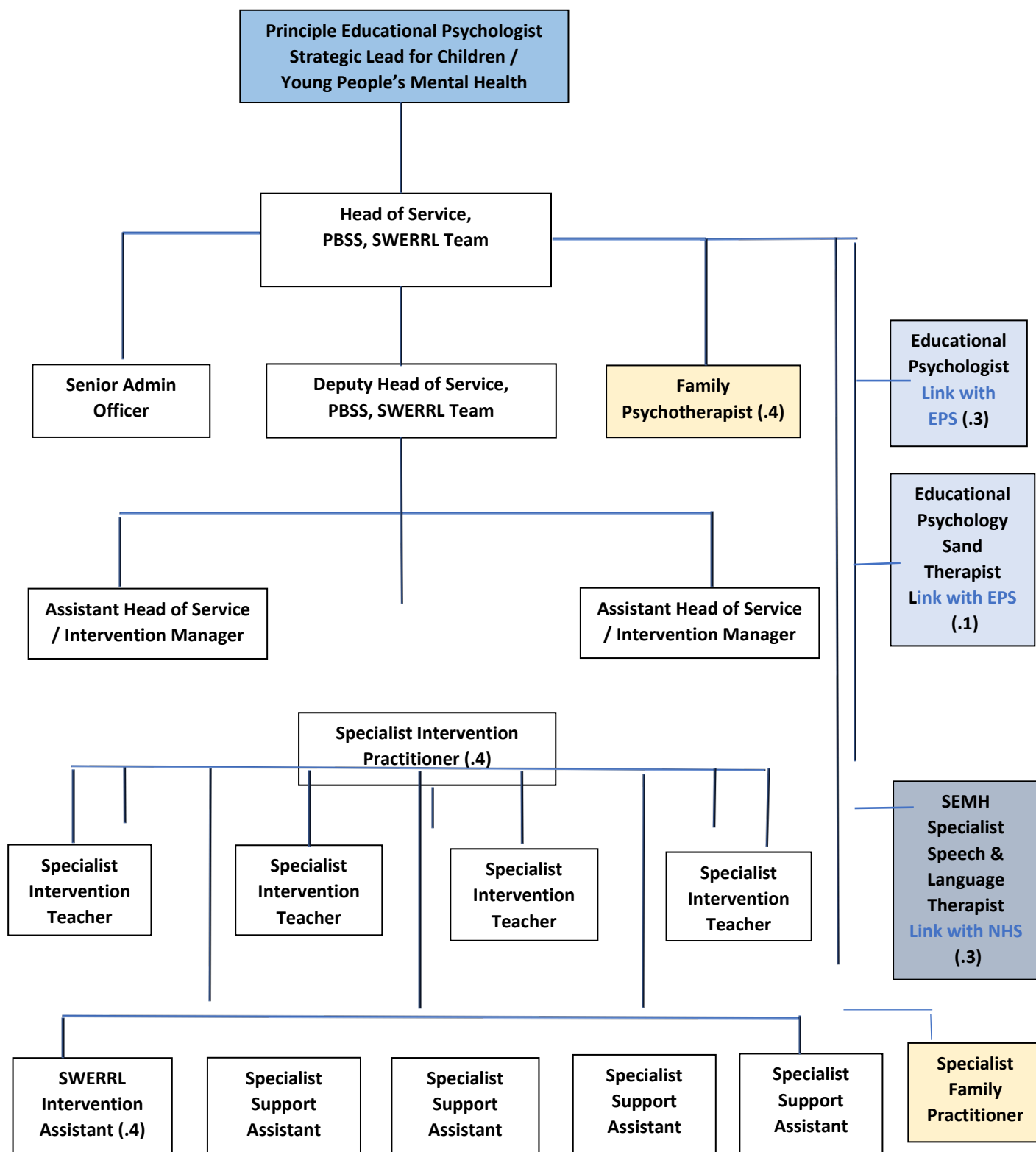
The work of the SWERRL Team seeks to achieve this by modelling a trauma-informed approach, and:

- 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 2020-2021

Despite these set-backs, during the academic year 2020-2021

- ✓ Enfield's **ZERO** permanent exclusion rate at Primary level, is below the national average [the lowest rate possible], for a **third year in a row**
- ✓ . In 2020-2021 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 ten 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 challenges and barriers resulting from the pandemic and associated guidance, and with some adaptations to our way of working, the Service have continued to deliver:

- ✓ Preventative onsite programme
- ✓ Preventative outreach support with increased opportunities for online staff consultation and strategic meetings
- ✓ Preventative parent support via telephone and Microsoft Teams calls
- ✓ Incredible Years Parenting Programme (offered online)
- ✓ Staff Professional Learning sessions as part of:
 - The Borough-wide Recovery and Resilience package of support
 - The mental health network meetings
 - Bespoke school training
- ✓ The Service continued to participate in wider strategic developmental groups and Activities including:
 - Enfield Restraint Reduction Network
 - 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.

Individual Request For Involvement (RFI)

Schools requesting our involvement for an individual pupil must initially complete a 'Request for Involvement' form [**Appendix 1**] with parent consent/signature. Schools are also required to complete a Pre-BRAQ (Baseline Review and Assessment Questionnaire)[**Appendix 2**], that gives rise to evaluative data.

All 'Requests' are discussed in fortnightly 'Requests for Involvement' (RFI) meetings, where the issues are considered and an initial response determined. 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' for Individual Pupils in 2020-2021 was 69. This reflects an impact of COVID related partial school-lockdown during this period

This is compared to 64 RFI's in 2019-20 (also impacted by COVID-19 lock-downs), and 95 RFI's in 2018-19, which is a more typically average figure outside of a COVID-19 impact.

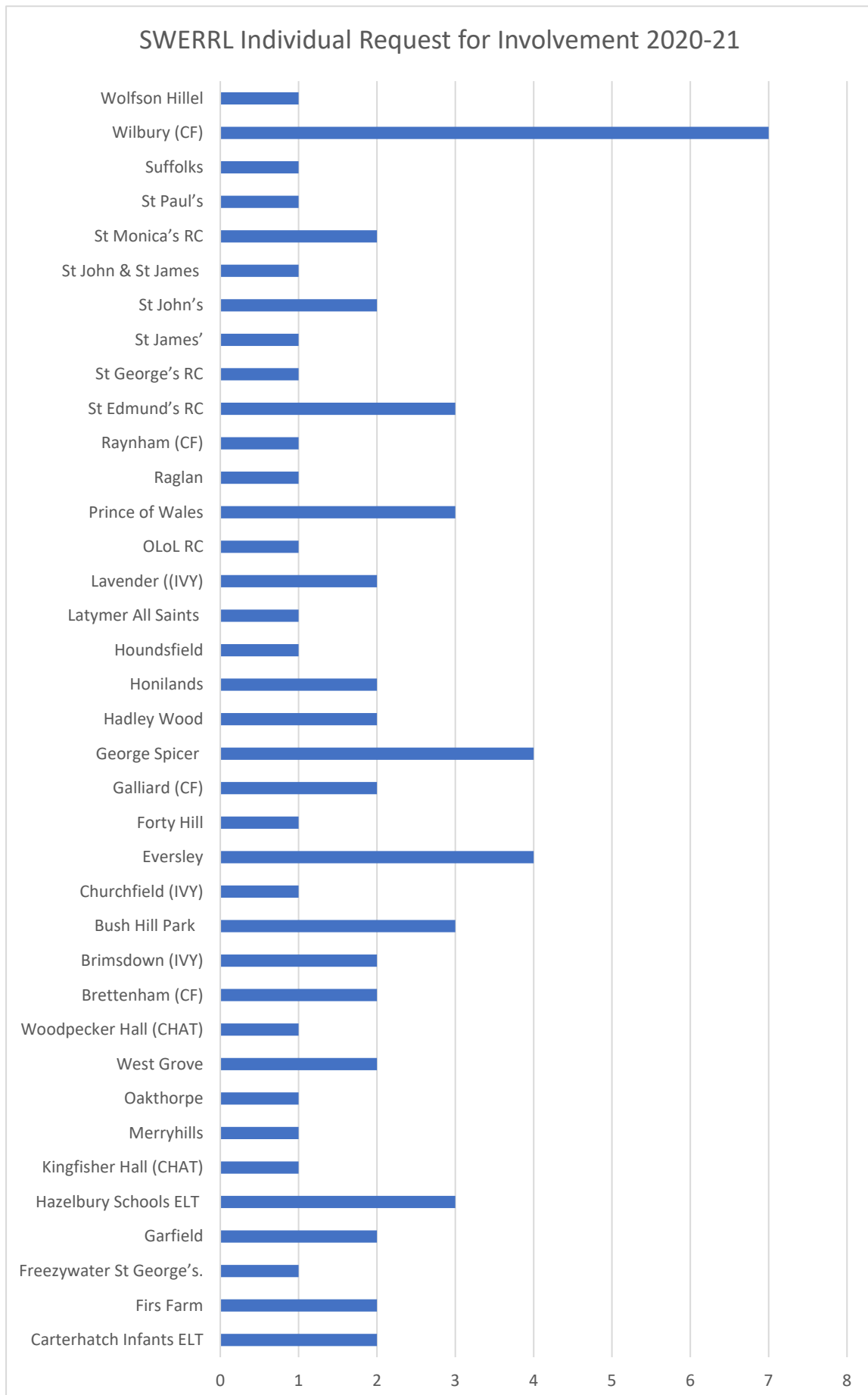
The chart below demonstrates which schools requested SWERRL involvement as well as how many requests each school made.

Out of 70 primary schools 37 schools requested SWERRL involvement.

- 18 schools made 1 RFI
- 12 schools made 2 RFI's
- 4 schools made 3 RFI's
- 2 schools made 5 RFI's
- 1 school made 7 RFI's

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

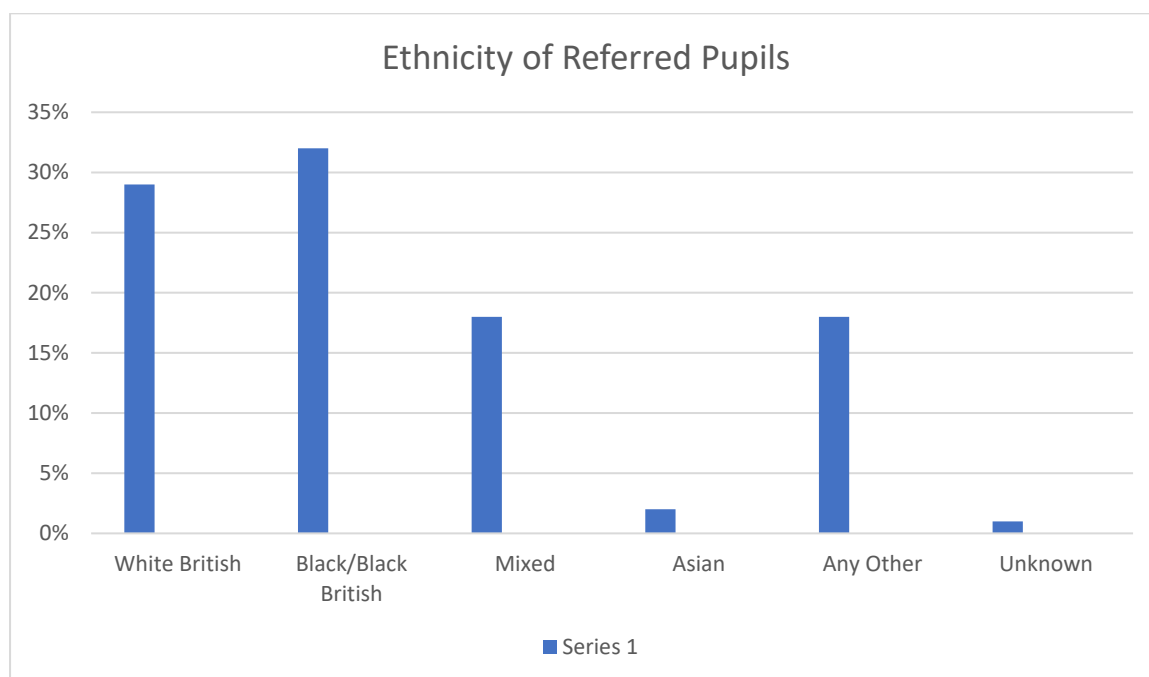
There were zero permanent exclusions made in the three academic years quoted.



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

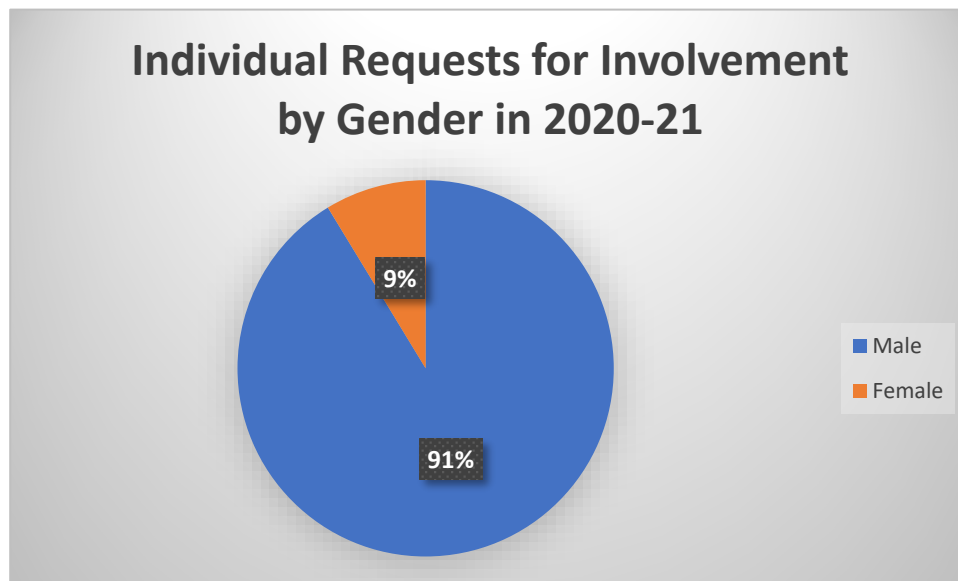


When those of Black and mixed ethnicity are combined, they constitute approximately 50% of individual RFIs.

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

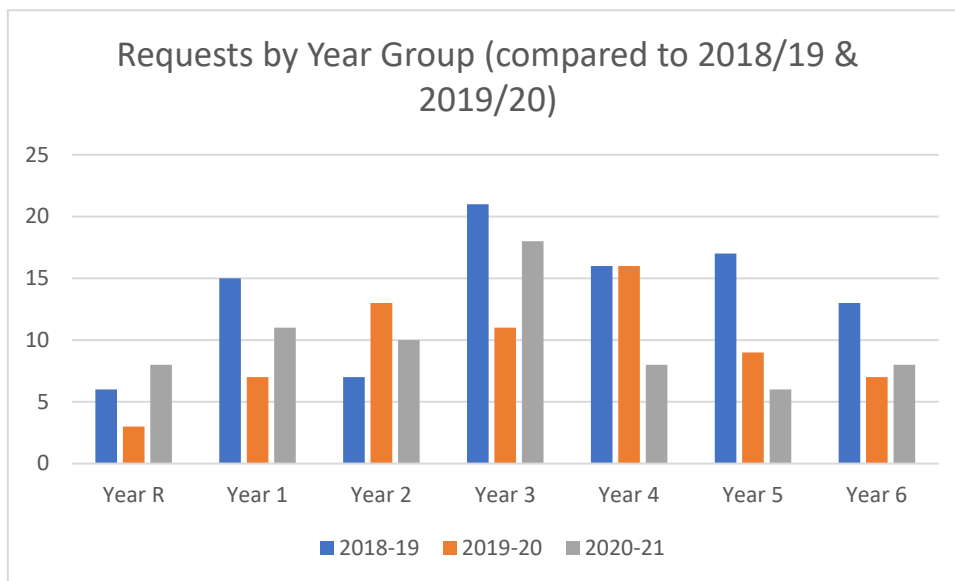


Boys continue to constitute the vast majority of Requests. This most likely reflects that typically boys are more usually presenting with 'acting out' [hyper-arousal] type responses to stress. The more aggressive and disruptive nature of this behaviour creates a more immediate challenge.

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?

Requests by Year Group



Analysis of this data is as follows;

The data for 2018-19 is a more accurate representation of the quantity of requests we would normally receive.

2019-20 had significantly lower numbers except in Year 2. This was due to the COVID-19 lockdown. Year 2 requests were high due to schools being concerned the pupils they had referred would struggle to transition into Year 3 due to the lack of schooling they had had in this academic year.

2020-21 was also lower than average, however there was an increase in requests in Year R & 1, as well as Year 3 and 6. Discussions with schools would suggest that Year R & 1 struggled due to a lack of schooling and peer interactions the previous year, meaning they were not ready for school. Year 3 struggled with the transition into KS2 and the additional academic expectations due to a lack of schooling the previous year. Year 6 requests were made due to concern in respect of their readiness to integrate into secondary school.

The evidence suggests that most of the Requests for Individual pupil's made improvement in lowering their risk of exclusion, as well as demonstrating improvements in their presentation and circumstances otherwise resulting from their presenting negative behaviours. In most cases school's felt that their understanding and ability to respond to the pupil's underlying trauma and SEMH needs had benefitted from SWERRL involvement.

"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

“Child on point of being excluded made immense progress with behaviour following involvement with the SWERRL team.”

Enfield School Inclusion Manager

More detailed analysis of school evaluation and evidence of improvements are being developed, alongside a longstanding delay in the development of an integrated digital case management system across education departments.

Requests for School-Based Strategic Involvement (SBSI)

These requests do not involve named pupils, and as such do not require parental permission. Schools complete a single page ‘Request for School-Based Strategic Involvement’ [see Appendix 3], 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.

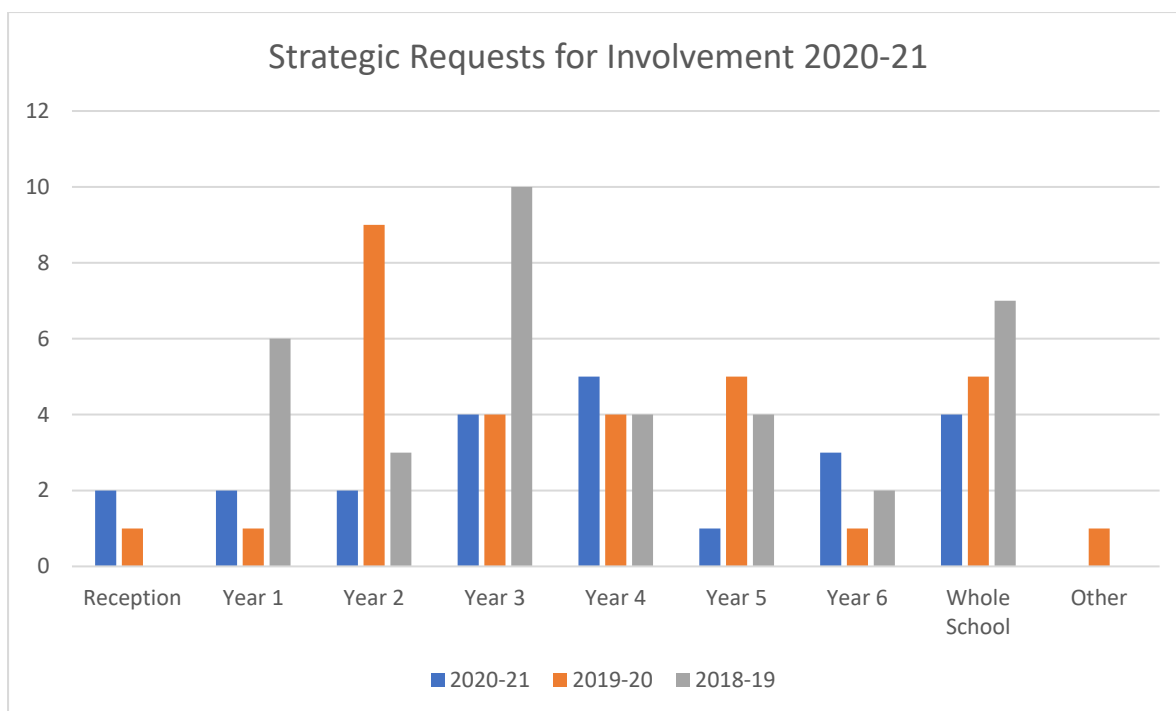
SBSI Requests are generally bespoke and range from whole school Professional Learning days, to individual teacher consultations or ‘solution-focused surgeries’

In 2020-2021 there were **23 Strategic requests** which is lower than normal due to the COVID impact on schools.

In a non-COVID year, 2018-2019, there were 35 SBSI Requests and this reduced to 30 SBSI Requests in 2019-2020. The year in which we had the first lockdowns and when the pandemic impact started.

The interventions for the requests that were made were severely disrupted due to schools being closed, in bubbles or not allowing external visitors. This has meant that a higher number of requests than usual will be carried over to the next academic year.

The chart below shows the distribution of SBSI Requests across year groups:



CONSULTATIVE SUPPORT

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.
- **Sandwell Chartermark Meetings** – SWERRL have contributed to the action planning discussions, alongside EPS colleagues. Planning arises from the school's audit process and can help address issues of wellbeing across the whole school. SWERRL staff have contributed to actions plans and their implementation.
- **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

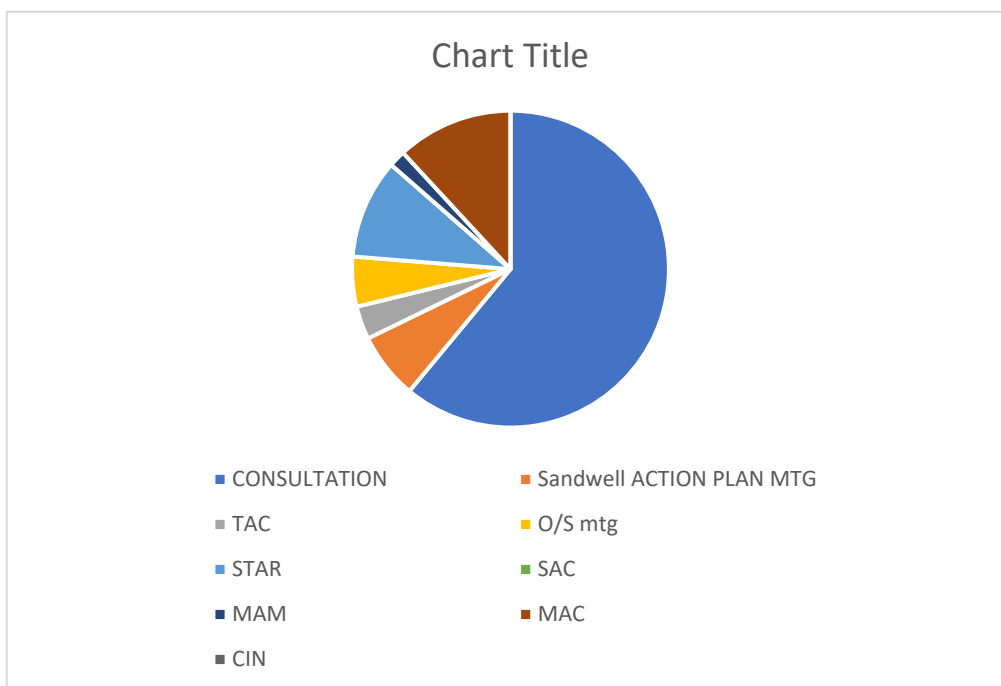
on their SEMH cases, and can help manage priorities when SWERRL availability is more limited than the demand.

- **Support Analysis Consultation Meetings (SAC)** – 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.
- **Multi-agency Consultation Meetings (MAC Meetings)** – Schools are encouraged to formally request these meetings, via a ‘MAC Request form’ [See Appendix 4] 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.

In 2020-2021 x7 MAC meetings were requested and permanent exclusion has been avoided in 100% of cases.

“Child on point of being excluded made immense progress with behaviour following involvement with the SWERRL team.” Enfield Headteache

The data below outlines the number of requests for this academic year.



Using strategic and consultative approaches has become extremely relevant and useful in the pandemic era. The ability to have structured, online conversations, using Microsoft Teams meetings has become invaluable when live, face-to-face meetings or interventions have been unavailable. This digital approach, has on occasions, proven particularly useful to include and engage parents who might otherwise have struggled to attend a live meeting within the school. Some parents, feeling more secure in their home setting, have felt more able to participate and feel heard.

“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. “

Enfield Deputy Headteacher

On-Site Interventions

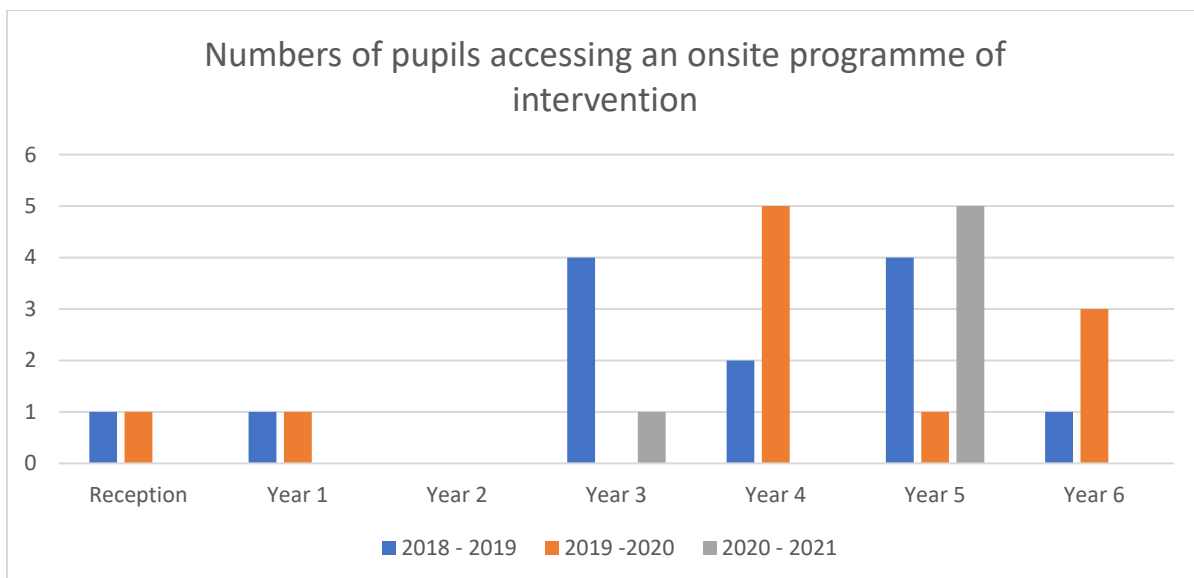
For the academic year of 2020-21 SWERRL provided intense on-site intervention for **6 pupils**.

In previous years the average on-site intake is around 12-15 pupils. The low numbers for this academic year was due to the COVID-19 lockdown which meant that pupils were either at home or being supported in school in much smaller groups.

Onsite activity was also interrupted by the Service being informed it was to be re-located at the beginning of the new academic year. This turned out to be delayed, but preparation had to be made to pack resources and furniture ready for the removal.

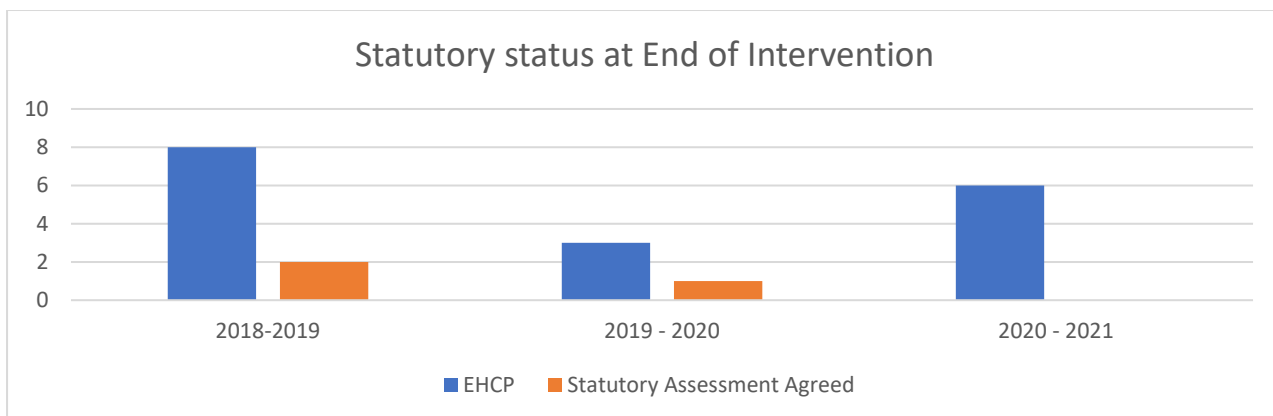
As attendance was more limited during COVID restrictions anyway i.e. due to social distancing requirements and intermittent absence due to COVID concerns or isolation requirements, particular attention was given to supporting re-integration opportunities within their mainstream environment. Attention was given to working alongside an identified key school support staff member. This provided an intensive and practical Professional Learning opportunity for those school to 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. Most of the pupils were also able to access a weekly session of therapeutic support whilst attending onsite.



As a pre-statutory service all 6 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.

In all of these complex SEMH cases SWERRL have supported schools and submitted advice to support the EHCP process.



100% of the pupils attending onsite have successfully re-integrated or have been placed in more suitable specialist setting via their EHC plan.

75% remain in mainstream and

25 % have gone on to specialist provision in Enfield

Multi-Disciplinary Involvement

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

In the academic year of 2020-21 SWERRL consisted of the following multi-disciplinary staff

1 x Systemic Family Psychotherapist (0.3)

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

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

1x Art Therapist (0.4)

1 x Educational Psychologist (0.1)

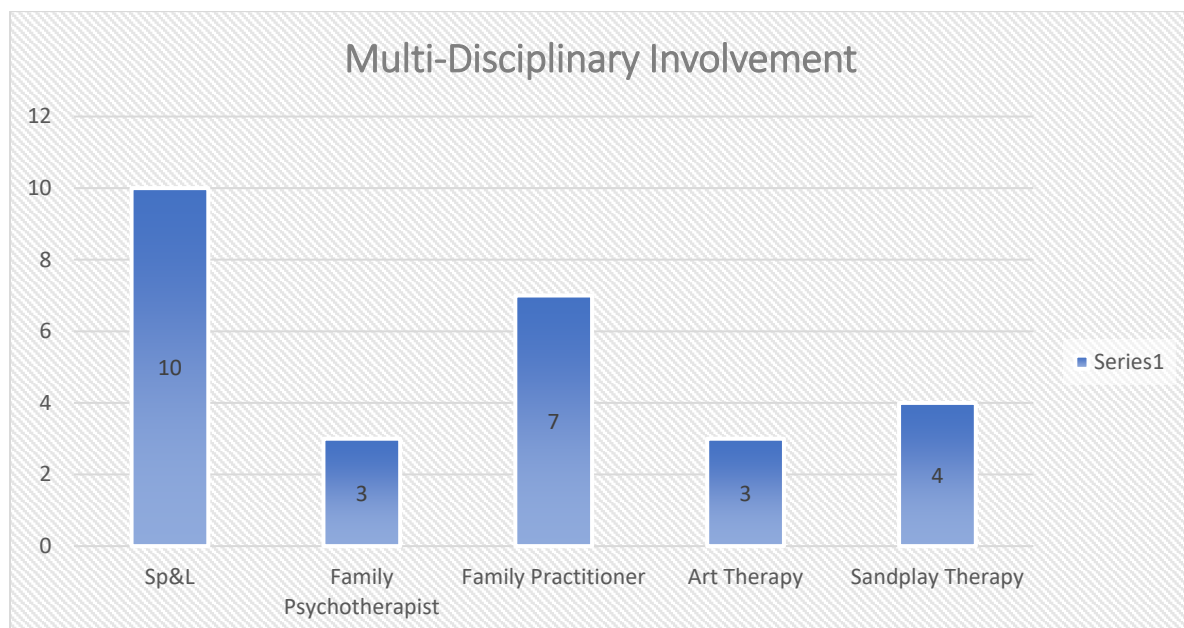
2 x Sandplay Therapist (0.2)

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

The COVID pandemic was particularly restrictive to the normal 'face-to-face' basis of therapeutic practice.

In some cases the individual practitioners were able to off-set this by creating over-the-phone or Microsoft Teams online engagement, but this was not always satisfactory or possible.

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.



Incredible Years

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

Due to the COVID restrictions the IY programme was delivered online between October '20-February '21

Referrals	
Source of referrals	CAMHS, EPS, SWERRL AND Schools
No. of children reached	21
No. of families reached	12

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

Pre-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **15/25**. Post-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **23/25**

Average progression of 8 points

Pre-intervention score for the Goal Progress Chart was an average of **4/10**. Post-intervention score for the Goal Progress Chart was an average of **6/10**.

Pre-intervention score for the Family Star was an average **50/80**.

Post-intervention score for the Family Star was an average **58/80**.

There have been improvement and progress in all areas



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

"Knowing you are not alone..I will miss the group"

"Gave us all someone else to talk to...we are all in a similar boat"

"Remembering not to dwell on negatives"

"Facilitators have been calm and came with in-depth knowledge"

"Massively helped me to regulate and know what I need to do"

"I am praising myself more"

"We are not alone"

"Thank you for reaching out to us"

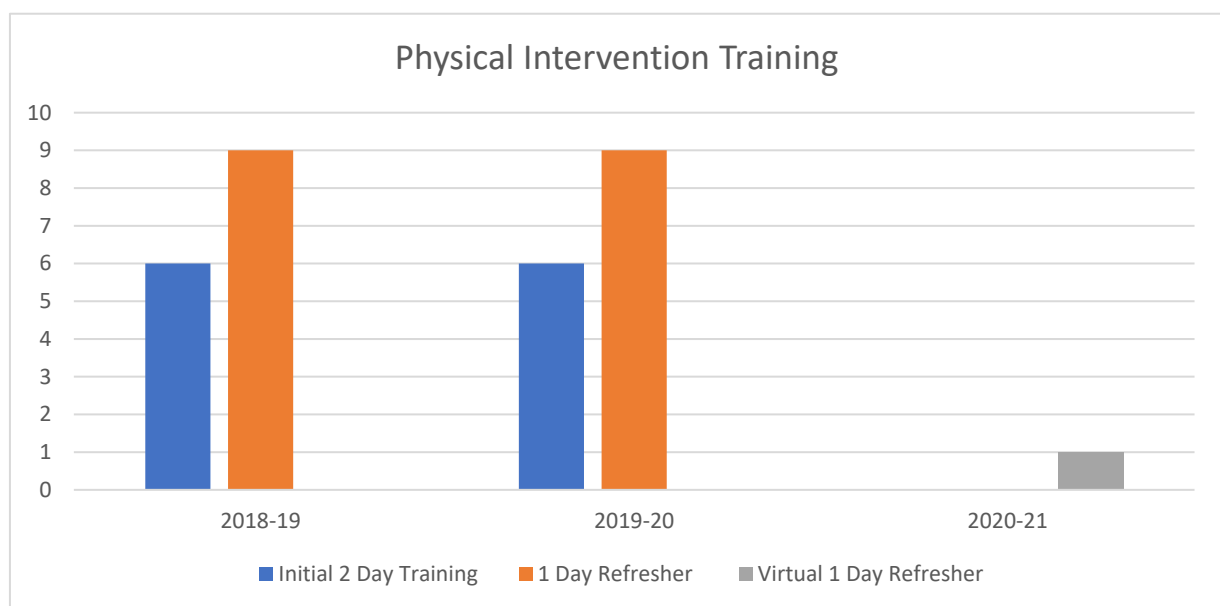
"Thank you for the amazing work you and your team do"

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

Physical Intervention Training and Restraint Reduction

Historically SWERRL Team has delivered physical intervention training (BILD Accredited Approach Training) for the last twelve years. Initially on behalf of School Improvement Service (SIS) until they withdrew this from their CPD programme. SWERRL took the decision to continue the delivery of this training due to its high importance and high demand

The following data demonstrates the number of people borough wide that accessed physical intervention training over the past 3 years.



Each of the previous 'live' training sessions had between 20 -30 school staff participants. The online refresher permitted 48 school staff to access the training session.

In September of 2020 the director of Approach Training surprisingly announced his retirement and the closure of Approach Training as an organisation. This meant that our accreditation as Enfield Approach Training Instructors would ultimately lapse, as it would be reliant upon an annual Instructors Refresher coming from Approach Training and its Director.

The social distancing restrictions arising from the COVID pandemic also made training untenable for most of 2020-2021.

The SWERRL Team offered a 1 Day online Refresher for any previously qualified school staff, in order that they could maintain their competency and accreditation to deliver Approach Training interventions.

The SWERRL Team have attended discussions with Special Schools and Specialist Services who had previously used Approach Training to being to formulate a strategic plan to determine an adequate alternative to Approach Training that could be supported across the Borough and suitably used in mainstream and special schools, and provisions.

This created a timely opportunity to address Restrain Reduction ambitions and the particular Restraint Reduction Network requirements currently applied to physical intervention use in Specialist care and special school provisions.

Over the year members of the SWERRL Team have researched, trained and revised the training available so that the team now has 'PRICE Training' qualified Instructors in-line with other Enfield Special Schools. Additionally, they have worked 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.

The SWERRL Team have devised a new 2 day initial certificating training and 1 Day annual refresher to match schools' previous experience and expectations. This will be ready to roll out for delivery in the new academic year 2021-2022 (COVID measures permitting). This will be delivered under the umbrella heading of COSIE (Creating Optimally Safer

School Evaluations

As a service, we are always seeking to improve our offer to schools and ensure we are providing a service that is effectively bespoke and impacting. Our aim is to increase staff confidence and competence in supporting pupils' SEMH needs, as well as to strengthen pupils' wellbeing, emotional health, relationships and readiness for learning.

In 2020-2021, given the impact of COVID restrictions on both the work of the SWERRL Team, as well as on school's general capacity, we chose to minimise evaluative demands on school. Evaluations, did however remain in place for school staff involved in joint SWERRL interventions. At the end of their involvement they were asked to rate in three areas, and the data below demonstrates the results:

- When asked *'How helpful was this intervention in supporting your confidence in managing challenging situations with pupils?'*

100% of surveys returned stated they felt 'very confident'
- When asked *'How helpful was this intervention in supporting your confidence in facilitating group work with pupils?'*

100% of surveys returned stated they felt 'very confident.'
- When asked *'Have you achieved the benefits you hoped for in co-facilitating this intervention and how confident do you feel in using the strategies modelled/discussed in supporting pupils in the future?'*

100% of surveys returned stated they felt 'very confident.'

"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."

Enfield SENCo

"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."

Enfield SENCo

FUTURE CONSIDERATIONS

- At some point in 2021-2022 the SWERRL Team will be re-located to a smaller accommodation - The Park Suit, within Houndsfield Primary School. The Service will need to adapt to the new situation and change of circumstance. The preparation for re-location in 2020-2021, has been stressful, disruptive and time-consuming, and the finalisation of the move will be welcomed.
- As school's return to full-operation, whilst still needing to manage the continued pressures that COVID brings, we anticipate increasing demand going forward. The impact of lock-down and the pandemic experience, on staff and pupil's mental wellbeing has yet to be fully realised. The outlook is that for some their 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.
- 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 restrictions will reduce 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 30 staff, which increases the demand in SWERRL staff time.
 - ETIPS (Enfield Trauma Informed Practice in Schools)** delivery. Member of the SWERRL Team who are ETIPS Champions for the LA , will be in increased demand to support training delivery to schools, provide consultative support as they develop their practices, as well as supporting school ETIPS champion's network meetings.

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 pupil's with SEMH needs are subject to varying degrees of stress, dependent upon context, we will 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 -relationship. 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.



School Request for Individual Pupil Involvement

The specialist multi-disciplinary SWERRL Team supports schools in relation to pupils' Social, Emotional and Mental Health (SEMH) needs prior to statutory assessment.

A school request for SWERRL Team involvement in the case of an individual pupil, requires:

- A completed Request for Involvement form
- A completed SWERRL BRAQ
(Baseline Review and Assessment Questionnaire)
- Parental permission and signature

The nature of SWERRL Team involvement will be individually tailored to each case...

- following a review by the service of the request made ✓
- after gathering further insights, where necessary ✓
- in discussion with the school ✓

On receipt of a completed Request form and BRAQ (via email to the address below) your request will be discussed at the next

Request for Involvement meeting, to consider next steps.

The school will then be further contacted by their allocated SWERRL Intervention Manager

CONTACT DETAILS

SWERRL Team
Primary Behaviour Support Service
Addison House
Addison Avenue
London N14 4AL

Telephone: 020 8441 6448
[E-mail: office.BSS@enfield.gov.uk](mailto:office.BSS@enfield.gov.uk)
Head of Service: Nigel Ellerby-Jones

Pupil Information Sheet

Pupil Details			
Name	Surname	Gender	DOB
Primary Address			
Ethnicity	Religion	Language Spoken	UPN
Please indicate LAC, Special Guardianship Order or Adopted status where known			

Educational History		
Current School	Current Year Group:	Date Started School:
Details of previous schools, with dates and reason for change in school		

SEN Status		
Not identified previously / School Support (please delete)	Date	Main area of need
Has EHC needs assessment been requested	Date	Agreed / Not Agreed
Yes / No (please delete)		
Does the pupil have an EHCP or a Statement of SEN?	Date	Main area of need
Yes / No (please delete)		

Attendance			
Please include current and previous term			
	Overall attendance	Authorised absence	Referral to EWS
Current term			
Previous term			

Exclusions			
Please include current and previous term			
Type: Internal/FTE	Date	No of Days	Reason

Pupil's Core Academic Attainment		
	Last Assessment	Current Functioning
Reading		
Writing		
Maths		

Summary of Pupil's Learning Profile	
Strengths	
Difficulties/needs	
Impact on everyday life	

Agencies Involved, Contact Information and Consent Sheet

Service(s) already working with the child and/or family			
Name	Role	Organisation	Contact Details (tel. / email)

Check List for Attachment – Please tick Information Included	
Details of school interventions and their impact	<input type="checkbox"/>
Last academic report	<input type="checkbox"/>
Copies of other relevant professional reports – please specify	<input type="checkbox"/>
<i>Where applicable please provide details of any Developmental or Mental Health assessments, and/or summary outcomes from Therapeutic Interventions</i>	

Named School-Contact Details		
Name and Role	Email	Number
Date Completed		

Parent(s) Name(s)	Address	Contact Number

PARENTAL PERMISSION		
<p>I/We are in agreement with this request for involvement of the Primary Behaviour Support Service SWERRL Team, and for them to have direct involvement, with my/our child as appropriate.</p> <input type="checkbox"/> <p>I give my consent for PBSS SWERRL Team to share relevant information with other involved services as necessary.</p> <input type="checkbox"/>	Signed:	
	Name:	

N.B. Please ensure your email includes a scanned copy of the original signed form as proof of parental consent.

 For completion by Behaviour Support Service SWERRL Team

Date Received	Referral Meeting Discussion Date



LONDON BOROUGH OF ENFIELD
SWERRL Team
(Primary Behaviour Support Service)

**Baseline and Review Assessment Questionnaire
(BRAQ)**
for Individual Pupil Involvement Requests

PUPIL:	
SCHOOL:	
Section 1 & 2- completed by:	Name and designation:
Section 3- completed by class teacher:	Name:
Section 4- completed by Headteacher:	Name:

BASELINES	Date Completed:
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SECTION 1: Presentation Concerns

Indicate your reasons for making this Request for Involvement.

Would you describe the pupil's behaviour as: (tick any that are appropriate)

- A risk to themselves** e.g. running out of school, putting themselves in danger...
- Physically hurtful to others**
- Aggressive** e.g. threatening, verbally or intimidating of others...
- Destructive** e.g. destroying property...
- Disorderly during unstructured times:** e.g. interrupting others' play, running around inappropriately...
- Disruptive during learning** e.g. calling out, talking over...
- Unco-operative** e.g. refusing to follow instructions...
- Verbally disrespectful** e.g. swearing, saying hurtful things...
- Resulting in them going missing** e.g. leaving the classroom, hiding...
- Withdrawn or withholding** e.g. not engaging, emotionally vacant, refusing to speak...

Identify up to 3 specific behaviours that give rise to most concern. Be as specific as you can about the observed behaviour.

Priority presenting behaviour 1: Name it here, e.g. Unco-operative	
Rate your level of concern	<div style="display: flex; justify-content: space-between; width: 100%;"> 0 1 2 3 4 5 6 7 8 9 10 </div> <div style="display: flex; justify-content: space-between; width: 100%; font-size: small;"> Lowest concern Highest concern </div>
Describe the behaviour that concerns you and who is affected by it.	
When and where does it typically occur? How frequently and to what severity?	
What strategy are the staff currently using in response and describe the pupil's reaction	

Priority presenting behaviour 2: Name it here, e.g. Unco-operative	
Rate your level of concern	0 1 2 3 4 5 6 7 8 9 10 Lowest concern Highest concern
Describe the behaviour that concerns you and who is affected by it.	
When and where does it typically occur? How frequently and to what severity?	
What strategy are the staff currently using in response and describe the pupil's reaction	

Priority presenting behaviour 3: Name it here, e.g. Unco-operative	
Rate your level of concern	0 1 2 3 4 5 6 7 8 9 10 Lowest concern Highest concern
Describe the behaviour that concerns you and who is affected by it.	
When and where does it typically occur? How frequently and to what severity?	
What strategy are the staff currently using in response and describe the pupil's reaction	

READINESS FOR LEARNING

Negative Indicators	Positive Indicators
Pupil lacks engagement and shows limited interest	Pupil is motivated and open minded with a growth mindset
Pupil is easily distracted and can demonstrate disruptive, attention seeking behaviour	Pupil listens well and responds to instructions
Pupil is anxious about succeeding and is reluctant to attempt unfamiliar material	Pupil sustains concentration and can persevere

0
Worst

1

2

3

4

5

6

7

8

9

10
Best

Please describe any strengths and concerns that have informed your rating choice:

Describe any additional concerns you might have about this pupil
e.g. general health concerns, lack of sleep, etc...

SECTION 3: STAFF MANAGEMENT OF PUPIL

As staff play a key role in helping pupils learn and implement skills in self-regulation, this section should be completed by the pupil's class teacher with input from any other support staff involved.

1. Is there a current Risk Assessment for this pupil?	Y		N		2. Is there a current Management Plan for this pupil?	Y		N	
--	---	--	---	--	--	---	--	---	--

3. How positive is your relationship with this pupil, currently?	0 1 2 3 4 5 6 7 8 9 10 Absolutely negative Perfectly positive	Your comments: <i>(+ please identify who in school you believe has the best relationship with the pupil)</i>
4. To what extent does this pupil's presentation impact on your own sense of wellbeing?	0 1 2 3 4 5 6 7 8 9 10 Not at all Completely	In what ways particularly?
5. How well do you feel you have been able to understand this pupil's social and emotional needs?	0 1 2 3 4 5 6 7 8 9 10 Not at all Perfectly	Your comments:
6. How well have you been able to make adaptations to reduce triggering this pupil's challenging behaviour?	0 1 2 3 4 5 6 7 8 9 10 Not at all Totally	Your comments:
7. How successfully have school staff been able to calm the pupil if their behaviour escalates?	0 1 2 3 4 5 6 7 8 9 10 Not at all Consistently	Your comments: <i>(Please identify any successful strategies that have been used)</i>
8. How successfully are you able to support this pupil's engagement in learning?	0 1 2 3 4 5 6 7 8 9 10 Not at all With consistent frequency	Your comments: <i>(Please specify what positive reinforcement you use and what achievements are reinforced)</i>
9. In what ways have you been able to help this pupil feel included in your class?		Your comments:
10. What small step of change would you need to see to feel this pupil could be more successfully included in your classroom?		Your comments:

SECTION 4: RISK OF EXCLUSION:

This Section of the form must be completed with input from the Headteacher with the necessary overview of the school position:

How far from permanent exclusion would you rate this pupil currently?

RISK OF EXCLUSION RATING

*Please note the particular nature of this scale i.e. 0 = most at risk 10 = least at risk

0	1	2	3	4	5	6	7	8	9	10
Extreme risk of PEx				Moderate risk of PEx						Minimal risk of PEx

Please describe any strengths and concerns that have informed your rating choice:

How do you hope that the SWERRL team could contribute to your management of this challenging situation?

Enfield Primary Behaviour Support Service SWERRL Team

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

Request for School-based Strategic Involvement

This form can be completed to request SWERRL Team input for areas of strategic SEMH focused development within your school.

NB These referrals do not identify named individual pupils

On receipt of a completed Request form (via email to the address below), your request will be discussed at the next

Request for Involvement meeting to consider next steps.

The school will then be further contacted by their allocated SWERRL Intervention Manager

Please indicate the general nature of request by ticking the appropriate box(es) below, or adding a description

- **Staff SEMH CPL / Training**

- **Consultation-based Support**

- **Whole Class / Year Group Interventions**

- **Strategic Parent Groups / Initiatives**

- **Other** _____

CONTACT DETAILS

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Primary Behaviour Support Service
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London N14 4AL

Telephone: 020 8441 6448
[E-mail: office.bss@enfield.gov.uk](mailto:office.bss@enfield.gov.uk)
Head of Service: Nigel Ellerby-Jones

SCHOOL _____

SCHOOL CONTACT _____ POSITION _____

TELEPHONE No. _____

NAME OF CLASS TEACHER(s) _____
(If appropriate)

CLASS NAMES / YEAR GROUP _____
(If appropriate)

OUTLINE OF REQUEST

Please detail previous work / strategies that have been used to address the above request or attach relevant documentation as appropriate.

Date initiated and duration	Previous Work / Strategies	Outcome

School Staff
Signature _____ Date _____

Name _____ Position _____

For completion by Primary Behaviour Support Service SWERRL Team

Date Received	Request for Involvement Meeting Discussion Date

School request for urgent Multi-Agency Consultation

This form should be used to identify a primary-aged pupil at extreme risk of permanent exclusion, where the school's preventative action would benefit from multi-agency consultation

What has prompted this request?

(i) Describe factually why this case is at such high risk

What has prompted this request?

(ii) What outcomes are you hoping for, and how would you imagine that MA Consultation could support that?

Pupil Details

Initials	Gender	DOB	Ethnicity	Religion	Language Spoken

Pupil's Learning Profile

Strengths	
Difficulties/needs	
Impact on everyday life	

SEN Status/Assessment

Not previously identified / School Action (please delete)	Date	Main area of need
Has EHC needs assessment been requested? Yes / No (please delete)	Date	Agreed / Not Agreed
Does the pupil have an EHCP ? Yes / No (please delete)	Date	Main area of need
Please identify any other 'assessments' this pupil has undergone or is undergoing e.g. ADHD, Autism, Sp&Lang, etc. State when, by whom and outcome if known		

Family and Environmental Factors

Please highlight **(with the agreement of the parent/carer)**

- any significant family events, past or current, of loss or trauma
- any distressing circumstances, past or current, related to housing or family break-up
- any issues, past or current, which might have impacted upon the pupil's wellbeing or developmental progress

NB This privileged information will be treated respectfully

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Service(s) already working with the family

Name	Role	Organisation	Contact Details

Intervention History

What help has been offered so far from school or other agencies

--	--	--	--

Named School-Contact Details

Name and Role	Email	Number

This completed form should be emailed to:

Office.BSS@enfield.gov.uk

Nigel Ellerby-Jones (Head of Primary Behaviour Support Service) will forward this information to EPS colleagues, and will contact you further when he has established a mutually convenient date for joint attendance at a school-based Multi-Agency Consultation (MAC) meeting.

If you require any further discussion please contact

Nigel Ellerby-Jones (PBSS) Tel. 020 8441 6448