

Supporting Positive Behaviour

(Early Intervention Strategies)



Supporting Positive Behaviour Strategies

Introduction

The aim of this document is to:-

- a) audit what is available and being offered throughout the authority in the behavioural field
- b) identify and avoid duplication of work
- c) improve awareness of the totality of support among and between services
- d) facilitate more joint working where appropriate
- e) produce a document for the information of schools and services which clearly and succinctly records an overview of preventative strategies available in the authority.

It should be noted that the behavioural strategies listed within this document could be utilised to address needs identified through school Self Evaluation and could be delivered in a multi disciplinary way. The capacity to deliver may however be limited by the available manpower within any team and demands placed upon the service.

The information has been organised on the basis of what individual teams can offer. The three columns in the document describe the strategy, how it can be accessed and who it is aimed at.

Key to 'Who It Is Aimed At'

S = Staff

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Wigan CYPS hope this information is useful to you as you strive to support some of our most vulnerable pupils who exhibit behavioural difficulties in the school, family or community.

Services (listed in alphabetical order) who have contributed to this document:-

Service	Contact Name	Telephone/Fax No.
ACE ACE Centre Park Road Hindley Wigan WN2 3RW	Nick Manning Manager	01942 522470 01942 708170
Behaviour & Attendance Consultancy Professional Development Centre Park Road Hindley Wigan WN2 3RY	Christine Evans B & A Consultant	01942 704152 01942 767114
Behaviour Support Team The Cavendish Centre Cavendish Street Leigh WN7 1SG	Steve Rule Head of Pupil Referral Service	01942 201914 01942 704186
CAMHS 155/157 Manchester Road Higher Ince Wigan WN2 2JA	Linda Kellie Acting Locality Service Manager	01942 775400 01942 775403
Change for Children and Young People 7 Worsley Terrace Standish Gate Wigan WN1 1XW	Suzanne MacLachlan Change for children and Young People Co-ordinator	01942 828844
Children's Learning Disability Team Claire House Pheonix Way Lower Ince Wigan, WN3 4NW	Jackie Cummings Team Manager	01942 828300 01942 828320
Early Years 5 Worsley Terrace Standishgate Wigan WN1 1XY	Suzanne Payne Quality & Inclusion Manager	01942 828852
Educational Psychology Service The Investment Centre Waterside Drive Wigan WN3 5BA	Simon Jenner Principal Educational Psychologist	01942 705422 01942 705323
Education Welfare Service Investment Centre Waterside Drive Wigan WN3 5BA	Dave Greenhalgh Strategy Manager	01942 705705 01942 705272

PSHE & C 107 Standishgate Wigan WN1 1XL	Sue Elliott Strategic Manager	01942 777720 01942 730061
School Nurse Marsh Green Clinic Harrow Road Marsh Green Wigan WN5 0QL	Chris Rattigan School Services Manager	01942 775708

ACE

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<p>ACE ACE Centre Park Road Hindley Wigan WN2 3RW</p>	<p>Nick Manning Manager</p>	<p>01942 522470 01942 708170</p>
<u>Strategy</u>	<u>How to access it</u>	Who it is aimed at
<p>Ten week programmes offered on an individual or small group basis, designed to support children and young people identified as being at serious risk of exclusion from school. These include:</p> <ul style="list-style-type: none"> • 'Anger Management Support.' • 'Social/Life Skills' (mixed gender and single sex programmes). • 'Relationships and Communication Skills.' • Conflict Resolution. <p>Six week supported transfer programmes, aimed at secondary pupils, who have not previously accessed Development Team support and are about to undertake a supported transfer. The team will prepare a reintegration plan with the welcoming school and offer 6 individual sessions to the young person in addition to offering support to their family and liaising with the school.</p> <p>Summer holiday Activity Programmes</p> <p>Details of all programmes published in Development Team Information Booklet available form ACE.</p>	<p>Through agreed referral process. Form available on Intranet. B.S.T. workers also initiate and support referral which may be linked with a Supported Transfer.</p> <p>Through agreed referral process</p> <p>Through agreed referral process</p>	<p>Y.P.</p> <p>Y.P.</p> <p>Y.P.</p>

Behaviour & Attendance Consultancy

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Behaviour & Attendance Consultancy Professional Development Centre Park Road Hindley Wigan WN2 3RY	Christine Evans B & A Consultant	01942 704152 01942 767117
<u>Strategy</u>	<u>How To Access It</u>	Who it is aimed at
B&A Network Meetings – 1 per term aimed at B&A Senior Leaders in Secondary Schools (training/sharing practice)	EMS system for booking CPD	S.
Secondary NQT support in Behaviour Management– LA CPD programme, school induction based programmes, individual support	LA CPD – via EMS system. School based support via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.
NPSLBA (National Programme for School Leaders in Behaviour and Attendance) – 1 year CPD programme which is certificated to develop B&A Leaders in the secondary setting.	Cath Peeling Progress House	S.
Coaching of secondary teaching staff 1:1 by B&A Consultant to improve Teaching and Learning For example <ul style="list-style-type: none"> • Positive Behaviour Management • Classroom Ethos • Climate for Learning • Teaching and Learning Styles 	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.
Supporting the development of a coaching group within a secondary school to develop Teaching and Learning with a focus on Behaviour.	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.

Reviewing and evaluating behaviour and attendance systems, policies and structures within a secondary school providing feedback for improvement to senior and middle leaders.	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.
Supporting schools in reviewing and evaluating Attendance Data, undertaking a RAG analysis and Attendance Improvement Planning.	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.
Supporting schools identified as PA (Persistent Absence) Schools	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.
Reviewing and evaluating behaviour (whole school, departmental) through audits, pupil/staff interviews, in class and out of classroom observations culminating in feedback to the secondary school.	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.
<p>Secondary school based training/support to develop the role of middle leaders in supporting behaviour improvement.</p> <p>For example</p> <ul style="list-style-type: none"> • Role of Heads of Year in tracking pupil progress and developing strategies to raise attainment. • Role of Head of Department in self evaluation of T/L with a focus on reviewing behaviour. 	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.
Supporting schools in developing a whole school approach to Secondary SEAL.	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.
Supporting leaders/groups of staff in the implementation of Second Step/Secondary SEAL programme.	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.
Deliver school based training events (whole school, groups of staff) on aspects of Behaviour for Learning as identified by the School Improvement Plan.	Via School Strategy Manager to Secondary National Strategy B&A Consultant (Christine Evans based at PDC)	S.

Behaviour Support Team

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PRIMARY

Behaviour Support Team Cavendish Centre Cavendish Street Leigh WN7 1SG	Steve Rule Head of Pupil Referral Service	01942 201914 01942 704186
<u>Strategy</u>	<u>How to access it</u>	Who it is aimed at
Advice and guidance on Whole School Behaviour Policy	<u>There are 2 ways to access support:</u>	School staff
Anger Management	By filling in the application form.	Strategies for pupils and staff
Anti-Bullying – A Practical Approach	By telephoning the Behaviour Support Team base if you require INSET/support/advice or information.	Inset for school staff Support for whole class Support for pupils
Aspergers support	The telephone number is: 01942 201914	Inset for school staff Support for pupils - S.
Bereavement, Separation & Loss support	The fax number is: 01942 704186	INSET and booklet of practical activities - S.
Circle of Friends	E-mail address is: behavioursupport@wiganmbc.go.uk	INSET & Observation session – S. Support for group pupils – S.
Circle Time		Central training School based training – S.
Classroom Management Strategies		For school staff – S.
Counselling – Linda Lowe Domestic Violence and its impact on children		For pupils – Y.P. Inset for school staff – S.
Individual support		For pupils and classes - Y.P.

<p>KS1 & KS2 Social Skills training</p> <p>Nurture Groups</p> <p>Developing a care and control policy</p> <p>Play leader training</p> <p>Self esteem work</p> <p>Behaviour Management Training</p> <p>Y6/Y7 Transfer support packages</p> <p>Peer Massage</p> <p>Parent Support group training</p> <p>Lunchtime Welfare Training</p>		<p>Whole class/ group/individual - Y.P.</p> <p>Advice and guidance on setting up & sustaining – S.</p> <p>Inset/group support for school staff – S.</p> <p>Training for KS2 pupils - Y.P.</p> <p>For individual pupils – Y.P.</p> <p>For support staff – S.</p> <p>For Y6 pupils – Y.P.</p> <p>Direct teaching for reception to Y6 pupils - Y.P.</p> <p>For parents – P.C.</p> <p>Training with Headteacher for welfare staff – S.</p>
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SECONDARY

Behaviour Support Team Cavendish Centre Cavendish Street Leigh WN7 1SG	Steve Rule Head of Pupil Referral Service	01942 201914 01942 704186
<u>Strategy</u>	<u>How To Access It</u>	Who it is aimed at
<p>Anger Management – Strategies for pupils and staff</p> <p>Attention Deficit Hyperactivity Disorder</p> <p>Asperger Syndrome</p> <p>Conflict Resolution</p> <p>Positive Handling</p> <p>Bereavement, Separation & Loss</p> <p>Behaviour Management</p> <p>Managing Challenging Behaviour</p> <p>Setting up and running PSPs</p> <p>Social Skills</p> <p>Promoting Self-Esteem</p> <p>Decision Making</p> <p>PALS – Emotional Literacy</p> <p>Solution Focused Brief Therapy</p> <p>Brain Gym</p> <p>Transition to High School</p> <p>Support for Parents</p> <p>Peer Massage</p> <p>Restorative Justice</p>	<p>The team will work at a pupil level or a staff/governor level for all these strategies.</p> <p>The majority of secondary schools currently buy in Behaviour Support on an annual basis and receive on-going support every week depending on how many days they buy in.</p> <p>The terms and conditions of this are fully explained in the authority's Service Level Agreement Booklet.</p> <p>However, there have been requests from some schools to access additional support in a different way, i.e. to buy in specific support as and when it is identified as a priority by a school. To facilitate this we have produced a menu of the type of interventions that we currently offer to the schools in which we work. In order to make this sustainable it is a requirement that any school wishing to access our support solely in this way commits to purchasing a minimum of ten sessions per annum.</p>	S. & Y.P.

<p>Setting up of Nurture Group</p> <p>Training in the 7 Steps Approach to Anti-Bullying</p> <p>Circle Time</p> <p>Staff mentoring</p>	<p><u>Cost of Accessing Support:</u></p> <p>The costs of the normal weekly packages are outlined in the authority's Service Level Agreement.</p> <p>To purchase support interventions by the session: £150.00 per half day session</p> <p>For schools solely using this method Minimum commitment - £1,500.00 per annum (10 sessions)</p> <p>For 'out of borough' training, travelling expenses would be chargeable.</p>	
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CAMHS

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<p>CAMHS 155/157 Manchester Road Higher Ince Wigan WN2 2JA</p>	<p>Linda Kellie Acting Locality Service Manager</p>	<p>01942 775400 01942 775403</p>
<u>Strategy</u>	<u>How To Access It</u>	Who it is aimed at
<p>Specialist interventions</p> <ul style="list-style-type: none"> - CBT - Anger management - Individual therapy - Psychotherapy - Family therapy - Group therapy <p>Risk assessments</p> <p>ADHD assessments and treatments</p> <p>Eating Disorders</p> <p>Learning Disabilities</p> <p>Specialist Looked After Children interventions</p> <p>Parenting skills, parental management training and parental support</p>	<p>Referral by professional working with the child/young person.</p> <p>Referral made in writing or on our referral form.</p> <p>Telephone advice service available during working hours.</p> <p>Telephone number 01942 775400</p> <p>Fax number 01942 775403</p>	<p>Y.P.</p> <p>P.C.</p> <p>S.</p> <p>Y.P.</p> <p>Y.P. & S.</p> <p>Y.P.</p> <p>Y.P.</p> <p>P.C.</p>

Change For Children And Young People / CAF

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<p>Change for Children and Young People 7 Worsley Terrace Standish Gate Wigan WN1 1XW</p>	<p>Suzanne MacLachlan Change for Children and Young People Co-ordinator</p>	<p>01942 828844</p>
<p><u>Strategy</u></p>	<p><u>How To Access It</u></p>	<p>Who it is aimed at</p>
<p>The CAF is a more standardised approach to assessing children's needs. It is for children with additional needs, i.e., those at risk outcomes. (A fuller definition is at 2.1.) It has been developed for practitioners in all agencies so that they can communicate and work together more effectively.</p> <p>It is particularly suitable for use in universal services, so as to tackle problems before they become serious. The CAF is part of a wider programme to provide more integrated services and should:</p> <ul style="list-style-type: none"> ▪ support earlier intervention, by providing methods to help practitioners who come into day-to-day contact with children and families, such as those providing ante- and post-natal services or those in early years settings and schools, to identify and meet unmet needs at an earlier stage; ▪ improve multi-agency working, by enabling lead professionals to maintain a single, overview record of the needs and progress of a child in contact with several agencies; embedding a common language of assessment, need and response; and improving trust, communications and information sharing between practitioners; 	<p>Contact the Change for Children and Young People Team.</p> <p>Information can be found in the CAF Common Assessment Framework Handbook.</p> <p>Further information is available on the intranet http://www.wigan.gov.uk/Services/HealthSocialCare/ChildProtection/ChangeForChildren/CAF.htm</p> <p>CAF form available on the Every Child Matter Web site http://www.everychildmatters.gov.uk/resources-and-practice/TP00004/</p>	<p>S , P.C, Y.P.</p>

- **reduce bureaucracy for families**, by providing practitioners (including lead professionals) with a fuller overview of a child's needs and responses, thereby reducing the number of inappropriate inter-agency referrals, separate assessments and different agencies working with the child.

The CAF will help practitioners undertake assessments in a more consistent way. In many cases, it will just formalise current practice.

The CAF consists of:

- A simple **pre-assessment checklist** to help practitioners identify children who would benefit from a common assessment. The checklist can be used on its own or alongside specialist universal assessments, such as those done by midwives and health visitors.
- **A process for undertaking a common assessment**, to help practitioners gather and understand information about the needs and strengths of the child, based on discussions with the child, their family and other practitioners as appropriate.

A standard form to help practitioners record, and, where appropriate, share with others, the findings from the assessment in terms that are helpful in working with the family to find a response to unmet needs.

Children's Learning Disability Team

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Children's Learning Disability Team Claire House Phoenix Way Lower Ince Wigan WN3 4NW	Jackie Cummings Team Manager	01942 828300 01942 828320
<u>Strategy</u>	<u>How To Access It</u>	Who it is aimed at
Functional analysis of presenting behaviours	Referral form to be completed by	S.
Support to establish functional equivalent behaviours	<ul style="list-style-type: none"> ➤ GP ➤ Community paediatrician ➤ Paediatrician ➤ Therapists ➤ Parents ➤ Complex needs social work team 	S.
Positive behaviour management plans/support to implement		S. & Y.P.
Developing structures/routines		Y.P.
Self esteem	Obtained from Children's learning disability team	Y.P.
Recognising emotions	Claire House Pheonix Way Lower Ince Wigan, WN3 4NW	Y.P.
Coping strategies		Y.P.
Dealing with change		Y.P.
Assault cycle training	Any telephone enquires can be made to	P.C. & S.
Assault cycle implementation	01942 481347	P.C. & S.
Why behaviour happens? (training)	The child must have global development delay and functioning at approx ¾ its age if under 11 and ½ its age if between 12-16.	S.
Autism		S.
Time lines		S.
Social stories advice		S.
Risk assessments		S.
Environmental advice/strategies		S.
Adapting parenting to meet the needs of a child with learning disability		P.C.

Interaction skills		S.
Developing play skills		S.
Consultations to professionals around learning disability and behaviour		S.
Advice and interventions to access the community		S. & P.C.

Early Years

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<p>Early Years 5 Worsley Terrace Standishgate Wigan WN1 1XY</p>	<p>Suzanne Payne Quality & Inclusion Manager</p>	<p>01942 828852</p>
<p><u>Strategy</u></p>	<p><u>How To Access It</u></p>	<p>Who it is aimed at</p>
<ul style="list-style-type: none"> • Creation of a programme to promote the child's development e.g. Portage, Speech and Language or Physiotherapy • Parenting advice and support • Advice and development of an action plan including strategies to support inclusion in a setting • Educational Psychology input • Allocation of a Portage or Inclusion Assistant to provide direct input within the family, Early Education or childcare setting. <p>Regular review, involving multi-agency input where appropriate, of impact and outcomes for children</p>		

Educational Psychology Service

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Educational Psychology Service The Investment Centre Waterside Drive Wigan WN3 5BA	Simon Jenner Principal Educational Psychologist	01942 705422 01942 705323
<u>Strategy</u>	<u>How To Access It</u>	Who it is aimed at
<ul style="list-style-type: none"> ▪ Drop-ins for- staff at school <ul style="list-style-type: none"> - parents at school - (at times multi-agency) 	Via planning meetings	S, C
<ul style="list-style-type: none"> ▪ Teaching problem solving strategies <ul style="list-style-type: none"> - parents/carers - school staff - other professionals 	Via planning meetings/agreed development time by discussion with EP	S, C
<ul style="list-style-type: none"> ▪ Work on specific approaches (eg. to inclusion) To ASD/Aspergers by social stories, the needs of students with ASD, teaching approaches, environmental approaches 	Via development time/planning meetings	S
<ul style="list-style-type: none"> ▪ Forming a whole school behaviour policy via problem solving techniques, e.g. <ul style="list-style-type: none"> - PATH - Soft systems methodology - nominal group technique 	Via development time/planning meetings	S
<ul style="list-style-type: none"> ▪ Looking at roles in systems re behaviour via social activity theory 	Via planning meetings/development work time	S
<ul style="list-style-type: none"> ▪ Assessment/target setting/report systems for schools 	Via planning meetings/development work time	S
<ul style="list-style-type: none"> ▪ Enabling positive self images 	Via planning meetings/agreed development time	S. & Y.P.
<ul style="list-style-type: none"> ▪ PATH – strategic alternatives to PSPs 	Via planning meetings/agreed development time	S. & Y.P.

▪ Self organised learning/personal construct psychology for teachers/parents/carers	Via planning meetings/agreed development time	S, C
▪ Narrative work including therapeutic skills	Via planning meetings	S. & Y.P.
▪ Parental skills	Via planning meetings	C
▪ Social skills for teaching staff	Planning meetings/agreed development work.	S
▪ Use of psychological tools within individual case work in regard to child/young person perceptions around their learning/behaviour	Via planning meetings	S. & Y.P.
▪ Development of PSPs and strategies	Via planning meetings/agreed development work	S
▪ Provision mapping for pupils with EBSD, e.g. personalised learning/specific learning programmes	Via planning meetings	S
▪ Early years work, e.g. emotional development training for staff, helping settings understand social interactions/behaviour	Via Early Years team	S. & P.C.
▪ Solution focussed work over several weeks with a young person - family	Via planning meetings	P.C. & Y.P.
▪ Work on emotional based school refusal strategies for carers/parents – school staff and systemic	Planning/consultation	P.C.
▪ Direct involvement for re-integration, eg. managed move/back into mainstream	Planning meetings or out of borough time	P, S
▪ Work on anti-bullying strategies, e.g. student perspectives/school systems	Planning meetings	S
▪ Three process change/reflective team	Planning meeting	S
▪ Circle of friends		S. & Y.P.
▪ Linking learning and behaviour	Planning meetings /development work time	S
▪ Individual work/consultation to understand the context of the whole child/young person	Planning meetings	S
▪ Work in multi-agency team to support disengaged young people	Planning meetings	S. & Y.P.
▪ Whole school analysis of systems, e.g. PASS, Soft Systems Methodology	Planning meetings/development work	S
▪ Anger management training and facilitation via joint work	Planning meetings	S
▪ Solution circles work with staff from	Currently being piloted – in	S

a range of settings	the future via planning meetings.	
<ul style="list-style-type: none"> ▪ Contribute to National Programme for Specialist levels in Behaviour and Attendance 	Via NPSLBA programme	S
<ul style="list-style-type: none"> ▪ Consultation with OFB schools who have Wigan students 	Via OFB time	S
<ul style="list-style-type: none"> ▪ Accessing pupil views, e.g. PASS/PCP 	Use of project time negotiated with service	S. & Y.P.
<ul style="list-style-type: none"> ▪ Research into pupils who are excluded/at risk re outcomes 	Via planning meetings	S. & Y.P.
<ul style="list-style-type: none"> ▪ Non violent communication training 	Via planning meeting	S. & Y.P.
<ul style="list-style-type: none"> ▪ Training for NQTs on classroom management – theories on strategies and how to adapt 	Via planning meetings/drop ins	S
<ul style="list-style-type: none"> ▪ Training for learning mentors on strategies/theory and how to adapt 	Via planning meetings/drop ins	S
<ul style="list-style-type: none"> ▪ Motivational interviewing training 	Via planning meetings	S
<ul style="list-style-type: none"> ▪ Parent and child game for parents 	Via PCMHT/planning meetings	S
<ul style="list-style-type: none"> ▪ Work on facilitating working relationships e.g. parents – school mediation work 	Via planning meetings	S
<ul style="list-style-type: none"> ▪ ADHD – specific approaches to aid inclusion 	Via planning meetings	S
<ul style="list-style-type: none"> ▪ <i>Link to PCMHT work and their approaches where the EPS input (see separate list)</i> 	Via PCMHT	

EWS

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Education Welfare Service Investment Centre Waterside Drive Wigan WN3 5BA	Dave Greenhalgh Strategy Manager	01942 705705 01942 705272
<u>Strategy</u>	<u>How To Access It</u>	Who it is aimed at
<u>1. Service Level Development</u> Initiatives focused on restructuring resource allocation and service level agreements.		S.
<ul style="list-style-type: none"> Allocated EWO provision to all school /PRUs. 	Link EWO	S. & Y.P.
<ul style="list-style-type: none"> EWS/school referral system. 	Link EWO	S. & Y.P.
<ul style="list-style-type: none"> Service Level Agreement with all schools 	Link EWO/Area Manager annual delivery/6 monthly review	S.
<ul style="list-style-type: none"> School 'buy in' provision 	Strategy Manager EWS - negotiation	S.
<u>2.Preventative behaviour strategies</u> Initiatives aimed at preventing attendance problems, including example of raising awareness of attendance issues, the development of effective systems within schools including incentive schemes.		S.
<ul style="list-style-type: none"> Formal register checking [termly] with all schools. 	Termly or more frequent via Link EW	S.
<ul style="list-style-type: none"> Attendance policy and procedure development & audit 	Link EWO	S.
<ul style="list-style-type: none"> Assemblies/PR developments 	Link EWO	S. & Y.P.
<ul style="list-style-type: none"> School publicity to parents (newsletter etc.) 	Link EWO	P.C.
<u>3.Initial response to absence</u> Initiatives focused on making an immediate response to pupil absence, deterrent systems.		S.
<ul style="list-style-type: none"> Truancy Sweeps. 	Link EWO (in first instance)	P.C. & Y.P.
<ul style="list-style-type: none"> Joint home visits for pre-identified target group of pupils (persistent absence) 	Link EWO	P.C. & Y.P.
<u>4.Early intervention</u> Initiatives focused on identification and intervention with pupils of concern, vulnerable attendance, dissatisfaction etc.		S. Y.P. & P.C.

<ul style="list-style-type: none"> Parenting contracts 	Link EWO	P.C.
<ul style="list-style-type: none"> LAC early identification/ intervention procedure. 	Link EWO (in first instance) + specialist EWO for LAC	Y.P.
<ul style="list-style-type: none"> Support to primary secondary transition. 	Link EWO	Y.P.
<ul style="list-style-type: none"> Parent support groups. 	Link EWO (in first instance)	P.C.
<ul style="list-style-type: none"> Action plans to prevent escalation of absence. 	Link EWO	S.
<ul style="list-style-type: none"> Targeted publications (leaflets etc.) 	Development Manager EWS	S. P.C. & G.
<ul style="list-style-type: none"> Group work (punctuality). 	Link EWO	Y.P.
<ul style="list-style-type: none"> Individualised attendance targets. 	Link EWO	Y.P.
5. Identified attendance problems Strategies/interventions aimed at working directly with pupils/parents.		
<ul style="list-style-type: none"> EWS/EWO casework and interventions. 	Link EWO	S. & Y.P.
<ul style="list-style-type: none"> Parenting Contracts 	Link EWO	P.C.
<ul style="list-style-type: none"> Referral to partner/ other 	Link EWO	S.
<ul style="list-style-type: none"> Agencies (medical, social etc.) 	Link EWO	S.
<ul style="list-style-type: none"> Education Penalty Notices. 	Link EWO	P.C.
<ul style="list-style-type: none"> Support schools with persistent absence monitoring and interventions. 	Link EWO	S.
<ul style="list-style-type: none"> Group work (attendance) 	Link EWO	Y.P.
6. Disaffected pupils Intervention focused on pupils with long term chronic attendance problems. Links with social, emotional bullying problems.		
<ul style="list-style-type: none"> Intensive work with young people with most entrenched problems. 	Link EWO	Y.P.
<ul style="list-style-type: none"> Legal interventions with parents of absenting young people. 	Link EWO / Advanced Practitioner	P.C.

<p>‘Climate for Learning’(C4L) Staff training (cross phase) to enhance ethos, environment and behaviour management. In addition delivered annually to Wigan NQT Conference.</p>	<p>Via Link Worker to PSHEC team (Fiona Will).</p>	<p>S.</p>
<p>‘Circle Time’ training (primary), Periodic training for named leads in school</p>	<p>Via Link Worker to PSHEC team (Sara Gabbet).</p>	<p>S.</p>
<p>Lunchtime Training for welfare assistants and other relevant staff (Playground Friends)</p>	<p>Via PDC online booking system</p>	<p>S.</p>
<p>Puppets for Primary schools- dealing with sensitive issues (e.g. social skills)</p>	<p>Via Link Worker to PSHEC team</p>	<p>S.</p>
<p>Supporting Parents to manage children’s behaviour in school and community settings, by delivering a range of parenting courses on positive behaviour management, including;</p>		<p>P.C.</p>
<p>‘Family Caring Trust’ 6 week Parent courses</p>	<p>Via Link Worker to PSHEC team</p>	<p>P.C.</p>
<p>‘Life Education’ 7 week Parents Course.</p>	<p>Via Link Worker to PSHEC team</p>	<p>P.C.</p>
<p>Family ‘SEAL’ 7 week Course (Social and Emotional competences)</p>	<p>Via Link Worker to PSHEC team. Parent worker</p>	<p>P.C.</p>
<p>‘Incredible Years’ 12 week training programme.</p>	<p>Via Link Worker to PSHEC team. Parent worker</p>	<p>P.C.</p>
<p>Fit Friendz- delivery of behaviour Change, promoting a healthier Lifestyle. Series of Anti-bullying initiatives, providing support guidance and training around issues of bullying:</p>	<p>Via Sports Development</p>	<p>Y.P.</p>
<p>‘Sentinel’ training (system for recording incidents of bullying)</p>	<p>Via PDC online booking system</p>	<p>S.</p>
<p>‘Safe to Learn’ Promotion, advice and guidance in addressing instances of Bullying e.g.: homophobic bullying/Cyber Bullying.</p>	<p>Via Link Worker to PSHEC team</p>	<p>S.</p>
<p>‘PIP’ (Partners in Prevention) Multi-disciplinary tiered intervention work (Secondary) tasked with preventing offending/anti social behaviour.</p>	<p>Via Link Worker to PSHEC team (Shaun Moss)</p>	<p>S. & Y.P.</p>

School Nurse Service

Key to 'Who It Is Aimed At'

S = Staff

P.C. = Parents/Carers

G = Governors

Y.P. = Young People

<p>School Nurse Marsh Green Clinic Harrow Road Marsh Green Wigan WN5 0QL</p>	<p>Chris Rattigan School Services Manager</p>	<p>01942 775708</p>
<p><u>Strategy</u></p>	<p><u>How To Access It</u></p>	<p>Who it is aimed at</p>
<p>From a School Nursing Service perspective:-</p> <ul style="list-style-type: none"> - School Nurses already have established links with a number of the other 12 Services identified and undertakes some joint working, for example with the PSHE+C Team, PCMH Team, Children's Learning Disabilities Team and Education Welfare Service. - School Nurses also refers/signposts children, young people + families on to a number of these Services (either directly or via Community Child Health Doctors). - School Nurses also in most of the High Schools, some Primary ones + Clinic/Health Centres - hold Drop In Sessions for pupils +/- or parents. - All Schools have an identified Named School Nurse. - School Nursing Staff (through invitation + negotiation with the individual school) deliver classroom health education/ promotion sessions, for example on Healthy Lifestyles, Risk Taking Behaviours, "Growing - Up" (from a physical, emotional + social perspective), Sex and 	<p>Chris Rattigan</p> <p>Tel: 01942 775708</p>	<p>Young People</p>

<p>Relationships.</p> <ul style="list-style-type: none">- A number of School Nurses have completed the "Family Caring Trust Programme" based on Social Learning Theory, Behaviour Modification + Respectful Communication, knowledge + skills used when working on a 1:1 with child/young person.- A series of Seminars have been delivered to staff by PCMHT, topics including Family Dynamics + Assessment Model, Sadness + Depression, Anxiety Management, Behaviour problems in Children + Bereavement and Loss.- School Nurses inform children, young people + parent/carers of the role of the School Nursing Service, activities/support delivered/offered + how they are contacted both verbally and in writing - at meetings, in assemblies, through information letters and to some via school prospectuses.		
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External Training Providers for Behaviour/Attendance/School Ethos

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