

Statement of Impact Evidence Base

	Brief description of involvement in the school	Impact including any feedback or outcomes
Ashley Special School	<ul style="list-style-type: none"> Team Teach delivered and follow up additional training on 'Fights' 	<p>Positive working relationship with Ashley School developed from previous work completed too.</p> <p>Training increased capacity for staff to meet the needs of students and in particular during specific incidents identified by staff.</p>
The Bridge	<ul style="list-style-type: none"> Team Teach Delivered with Wayne Alexander from the Bridge. Represented HBSS at Behaviour Surgery at St Chads. New 'surgery style' initiative whereby the Bridge staff work in collaboration with ourselves to visit schools in order to support teachers on their premises therefore increasing the likelihood of engagement. 	<ul style="list-style-type: none"> Increased capacity for teachers in supporting students in their setting. Positive feedback from Wayne. Approximately 8 staff were seen and supported. The session over ran by an hour. Staff were extremely pleased with the support and advice given. It was a great opportunity for me to work with the Bridge staff again. Both approaches genuinely enhanced the support we were able to give.
The Cavendish High	<ul style="list-style-type: none"> Support given regarding perceived influx of SEMH students in Year 7 causing conflict with current Cavendish students Support for Year Team Leader with planned observations and support. 	<ul style="list-style-type: none"> Due to Covid outbreak the school cancelled visitor's onsite. This will be picked up and hoping to work in partnership with Ashley schools who are experiencing similar trends.

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Ormiston Bolingbroke	<ul style="list-style-type: none"> Spring 2021 2x Training sessions delivered as part of the school CPD programme. Observation of a student perceived to be presenting with ODD GM – Behaviour Lead is comfortable with asking for support on a regular basis. Most recently (Feb '22) asked for advice regarding use of prejudicial reporting to the LA Whole School Behaviour Audit 	<ul style="list-style-type: none"> Positive feedback given from training. Staff were able to identify at least two strategies they would introduce to their daily routines. Staff also requested more training and supported two staff following on from this training. School was given advice about this particular case but also a model set of strategies to refer to in order to build capacity in staff. GM attends Behaviour Leads Meetings Report issued and actions informed next steps.

Ormiston Chadwick	<ul style="list-style-type: none"> • Previous planning meeting yielded prospective work around: 2x 3 day Models in Maths and a Behaviour Audit for KS3. • A suite of bespoke 6x1.5 hour training sessions delivered for a targeted group of staff. • Regular attendee at Behaviour leads' meetings. 	<ul style="list-style-type: none"> • These were postponed due to school Covid outbreak but are due to be picked upon again as contact with new behaviour lead LB has been made. • Positive evaluations received. • LB attends Behaviour Leads meetings.
Sandymoor	<p>Positive relationship has been built up with the school following a diverse range of support. New behaviour Lead NM is on board fully and regular seeks advice and support both formally and informally.</p> <ul style="list-style-type: none"> • Extensive support given to Maths teacher which recently concluded Feb '21. Another member of the team has now requested support. • Whole Staff Mental Health Training in Spring '21 • Team Teach training Feb '21 • Advice and support given re behaviour of specific students. • Upcoming (March '21) Behaviour Audits agreed and planned for Key Stage 3 and 4 with follow up strategies to inform good practice. • Support for the Arc Inclusion base to be formalised for spring. 	<p>All engagements with Sandymoor have been well received.</p> <ul style="list-style-type: none"> • Evaluations with regard progress made by the teacher and the impact on classes are positive and evidenced. • Evaluations for training in Mental Health Awareness positive and lead to some further supportive work.
St Chads	<ul style="list-style-type: none"> • Ongoing support given to SLT. Meeting with Head and Deputy with regard individual students Spring '21. • Team Teach Autumn '21 • 3 Day Model in Science – concluding session postponed due to Covid. • Spring '21 Behaviour Surgery in collaboration with The Bridge 	<ul style="list-style-type: none"> • Support strategies given to increase capacity for school to manage challenging behaviours. • Positive evaluations provided for training • Positive changes evidenced in Notes of visit • Well attended and further support sought following this.
Sts Peter & Paul	<ul style="list-style-type: none"> • Meeting with SLT Autumn '21 put in place plans for Year 9 Behaviour Audit and bespoke training for staff. These were postponed due to Covid. • New Behaviour Lead attended Behaviour Leads meeting Feb '21 and this work will now be pursued again now that Covid restrictions are somewhat relaxed. • Planned Team Teach for March '21 	<ul style="list-style-type: none"> • Positive evaluation received from meeting. Positive relationship with vice principal.

The Grange	<ul style="list-style-type: none"> • Team Teach delivered Autumn '21 • 2 x 3 Day models undergone spring '21 in Maths and Science – concluding session to be completed. Postponed due to Covid. • Positive relationship with Vice Principle and Headteacher. The Grange has always welcomed support and are open collaboration. • Strong attendee at Behaviour Leads meetings 	<ul style="list-style-type: none"> • Team Teach well received and used immediately after training to support the needs of students and to maintain good order. Follow up support sought. • Evaluations due and feedback to be given. Models were successful and met the needs in part for one staff member and more fully with another.
The Heath	<ul style="list-style-type: none"> • 4 Hour Training presentation for ITT's Spring '21 • 2 Hour training workshop for ITT's Autumn '22 	<ul style="list-style-type: none"> • Excellent feedback in evaluations. • Excellent feedback from the Heath
Wade Deacon	<ul style="list-style-type: none"> • Spring '21 Following planning meeting with Behaviour Lead work undergone with Behaviour Coordinator – observations and needs identified and shared with school. Time requested to work with the teacher was not then forthcoming. • MB met pastoral team and give overview of support available with view to future training. • MB adapted Behaviour Steps Policy to include strategies at stages and examples of scripts for consideration. 	<ul style="list-style-type: none"> • Information shared and time requested to support Co-ordinator. • Transition was an area to be looked at but as yet meeting has not happened. • Adaptations and detailed strategic steps with scripts were well received. The document was then modelled at a behaviour leads meeting.

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Bridgewater Park	<ul style="list-style-type: none"> • Involvement with child in year 1. Reduced number of incidents which had previously resulted in exclusions. Supported with cycles of APDR and the EHC application. • Currently supporting school with two other early years' children. 	Child gained an EHC Plan and further transfer to Halton SEMH base due to HBSS involvement with school and cycles of evidence.
Daresbury Primary	<ul style="list-style-type: none"> • Involvement with year 5 child who was at risk of exclusion. Provided staff training to adapt CT's pedagogy and classroom management for children with SEMH additional needs and advised whole school TT de-escalation training. Advice provided to HT to support this and also putting in place effective in-house transition to the next class; for child, next CT and parent. • Bite-size ADHD follow up whole staff training scheduled for March 2022. 	No exclusions or incidents reported. No further contact from school needed since.
Ditton Primary	<ul style="list-style-type: none"> • Challenging child in Y6. Worked collaboratively with secondary lead to plan a transition project with the year 6 cohort in the summer term. • Autumn 2- asked for support with 6 children in different years. Extended 3 day class support for year 4, others to follow. • Provided LA support to new HT who was new to Halton. 	<p>This was so successful because it identified a further area of need. Secondary schools felt that due to the staffing and environmental differences between both settings, primary schools were not sending children secondary ready with their behaviours for learning. Also, due to the pandemic situation, lots of children in year 6 were presenting with some social and emotional delay plus mental health difficulties, and self-regulation.</p> <p>This, then progressed to a transition to year 7 training session summer 2021 offered to all year 6 schools. Schools who attended were also provided with a bank of resources to use with their classes to get secondary ready.</p> <p>However, this is work in progress since HBSS have identified this as an area of need across Halton Primary's and Secondary's. Perhaps a steering group could be established to create a success criteria of end of primary school expectations/checklist and something similar for year 7, so children can self-assess against a 'Can do' by the end of year 7 linked to learning behaviours, social skills and emotional regulation (bit like when children start Foundation stage).</p>

Fairfield Primary		
Farnworth	<ul style="list-style-type: none"> Involved during first lock down with a child who has recently had a fixed term exclusion. No exclusions during this period of support. Much contact during lockdown over this child and others but all from DHT none from new in post HT at that time 2020. No involvement this academic year of any kind. Recent exclusion has triggered this as a school to contact once HBSS has capacity. FLO – involved with family but due to FLO staff absence and need to isolate due to health condition, this support needs to be reinstated once HBSS has capacity. DHT actively attends and participates in all primary behaviour lead events which have been online during this period. 	
Gorsewood	<ul style="list-style-type: none"> Support provided to CT for year 4 pupil and TA staff. SEMH intervention training delivered online to staff. Advice given to school on supporting family situation and behaviours at home. 	Less CPOMS incidents recorded. Staff felt more equipped with managing child's dysregulation and developed consistency and confidence in the methods applied.
Hale CE	<ul style="list-style-type: none"> Year 3 three day support provided to class teacher summer 2021. Provided staff training to adapt CT's pedagogy and classroom management for children with SEMH additional needs and advised on approaches for whole school de-escalation training. 	The bespoke support provided to CT minimised staff absence and improved staff well-being during a very challenging time due to the pandemic
Halebank CE	<ul style="list-style-type: none"> Support for year 1, 2 and year 4 and 5. Currently HBSS supporting year 5 CT. Supported TA in KS1 with intervention resources to address areas of need from analysis of SBT questionnaires. 	Reduced exclusions and serious incidents
Halton Lodge	<ul style="list-style-type: none"> Bespoke TT advice for staff in SEMH KS1 base. Consultation with parents of specific child on use of reasonable force in school and the principles of Team Teach. 	

Hillview	<ul style="list-style-type: none"> • Advice for SLT Re: Reception child. Advice provided on Use of Reasonable Force, Stages of Crisis and how to respond to support and de-escalate to prevent further acceleration. • Face-to-face support for parent due to behaviours at home and objectively coached parent to identify issues causing stress. • Advice to SEND lead on APDR cycles of evidence for this child, and writing a positive handling plan. 	<p>Prevented possible exclusions.</p> <p>School feel better equipped to deal with challenging behaviours and how to be preventive, opposed to reactive by recognising potential triggers and anxieties in children.</p> <p>Parent decided that a school closer to home was more suited and would reduce the stress and additional expense of travel costs.</p> <p>Parent is very pleased with new school. Smaller class size, higher adult to pupil ratio and school have timetabled interventions to support with child's emotional regulation.</p> <p>No further incidents reported.</p>
Lunts Heath	<ul style="list-style-type: none"> • Whole school training for staff from one of the behaviour bite size topics- Communication for Consistency. 	
Moore	<ul style="list-style-type: none"> • Year 5 support for CT and TA pedagogy/classroom behaviour management strategies/use of a calm script/ consistency between adults in de-escalating and supporting colleagues, creating cycles of evidence to support APDR to meet needs of ADHD children and other challenging behaviours, such a- 6 children; • Provided support on handling Mental Health issues due to returning to school during and after lockdown. Advice on self-harming offered to support child and parent; • Year 4- support for CT and staff for specific child; • Reception CT support for specific child with severe attachment challenges. Support has continued in year 1 and for parent too specifically on how to reduce anxiety and prevent behaviours escalating; • Signposted school to engage with other services in order to investigate other additional needs; • Training session delivered for all TA's on interventions which support anxiety difficulties and anger management; • Team Teach training delivered for all staff. 	<ul style="list-style-type: none"> • Prevented fixed term exclusions; • Supported staff well-being and reduced staff absence; • Evaluations include excellent feedback and request for further interest in other areas of HBSS offer. <p><u>Feedback Statement from HT:</u> <i>"When many other services were not working directly with schools, Kirstie was visiting in person, having those conversations with teachers and working with groups of children. She was a life-line to that class teacher, supporting him with a range of strategies and advice that had a profound impact upon his pedagogy and self-belief. I firmly believe that if she hadn't been so personally involved and supportive, I would have lost a valued member of staff to stress at that time and would have had no option other than to exclude a number of pupils.</i></p> <p><i>Throughout the pandemic, Kirstie was a source of advice and support for our school and continues to offer her help when it is needed, providing training in Anxiety and Safe Handling for all staff."</i></p>

Murdishaw West	<ul style="list-style-type: none"> Year 3 through to year 4 support for CT and TA on pedagogy/classroom behaviour management strategies/use of a calm script/ consistency between adults in de-escalating and supporting colleagues, creating cycles of evidence to support APDR to meet needs of 2 children displaying challenging behaviours; One of the children has settled and school are meeting his needs. The other child has extreme additional needs. School have followed advice provided. He is currently accessing a part-time table as soon as he reverts back to full time, his behaviours escalate. He received an EHC plan in autumn 2021. SEND team have recommended SEMH provision but Dad is refusing. 	<p>Child has just received a fixed term exclusion of 5 days.</p> <p>Currently with Phil Ball to contact parents and set up a professional meeting with school, SENDASS, HBSS and parents to share views and develop an action plan to address child's needs.</p> <p>This needs addressing as a matter of urgency to avoid a perm ex situation. Parents' views need to be challenged supportively so this child receives appropriate education provision which is not mainstream.</p> <p>School need to provide evidence of how EHC funding has been used.</p>
OLoPS	<ul style="list-style-type: none"> Support for year 5 staff and ideas for transition to year 6; Advice to HT for several matters. 	
Runcorn All Saints	<ul style="list-style-type: none"> Ongoing support across whole school; Intensive support provided to previous HT, DHT and AHT. Change of leadership in Sept 2021; Staff training provided in: Team Teach, ACES, SEMH interventions and behaviour management. Support provided on writing an effective behaviour policy; Staff supported with writing an effective behaviour support plan and positive handling plan; Supported new teacher in year 5/6 with extremely challenging cohort; Advice given on raising expectations and embedding behaviours for learning to improve engagement and learning ethos; Supported former HT during Covid on staff well-being issues and signposted appropriate resources to reduce staff stress and manifest good mental health; Behaviour Audit completed. 	<p>Staff felt much supported, listened to and were keen to take on board advice including a number of new teaching staff who were appointed during the pandemic. The school had made significant improvements under the former HT but knew they were still on a journey of further improvement.</p> <p>Since new SLT in September, less contact from school. Several fixed term exclusions of one child and concerns raised.</p>
Simms Cross	<ul style="list-style-type: none"> Support for specific year groups and ongoing. Staff keen to take on board advice and attend Primary leads. 	
St Bede's Juniors	<ul style="list-style-type: none"> Support for two specific children. Bespoke advice as and when needed. Ongoing light touch support. 	

St John Fisher	<ul style="list-style-type: none"> • Year 1 through to year 2 team teach staff support for specific child and parents. Legal guidance on use of reasonable force and the statutory requirement to report in writing any physical interventions; • Advice given on LA notification of any fixed term exclusions including lunchtimes and the appropriate paperwork; • De-escalation and safeguarding advice which included understanding and managing the stages of crisis and things that should be done to minimise escalation; • Knowledge shared on how to improve consistency between home and school. 	Less use of positive handling. More use of identifying early signs of agitation. Stronger communication with parents. Recording incidents and adhering to safeguarding guidance.
St Martins	<ul style="list-style-type: none"> • Behaviour audit completed and in process of following up on actions from this advice; • Working with year 4 teacher on behaviour management and pedagogical strategies to support a child with specific needs; • Year 5 issues between specific children- pending support when HBSS has capacity. Mainly around refusal and socialisation skills in a whole class setting post pandemic disruption; • Delivered Team Teach training to all staff; • New HT in post, regularly in contact with service and uptake of further training. 	Reduction in exclusion of specific child. Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.
St Marys	<ul style="list-style-type: none"> • Involvement with year 6 child – anxiety related to ADHD, managing anxiety in the classroom and transitioning to high school. Ongoing support for school, parents and child on above issues. 	Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.
The Grange	<ul style="list-style-type: none"> • Support for challenging behaviours in year 2, 3, 4, and 5; • Regular communication with HT who is keen to address issues; early on rather than waiting for increased severity. Will always seek support and act on advice; • Lots of effective and non-timewasting whole-school initiatives in place to support SEMH and good mental health development; • Advice given on Behaviour support plans, in class APDR ideas, communication with certain parents and positive handling plans. 	<p>Developed staff competence and confidence in handling extreme challenging behaviours. Reduction in potential exclusions. Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.</p> <p><i>Statement from HT -primary</i> “I personally have attended some sessions lead by Kirstie online which I always take something from – despite having been in education for almost 30 years now – she always has a new ‘gem’ of information that sets me off, newly inspired.</p>

		<p><i>The biggest benefit so far has been her support with some very challenging pupils. What I like about working with Kirstie is the experience she brings, her honesty, her straightforward approach and the fact that I can have a really good 2 way professional conversation with her without her. She listens, challenges, supports and advises with great practical and reality based suggestions and approaches. She is quick to respond to emails that need an urgent response. We currently have 4 very challenging pupils Y2-Y5 and her advice to staff and SLT was excellent. Her words to staff were supportive and helped them feel positive about what they were doing as well as helping them to find new approaches and tweaks to be even better – this was fantastic as often teachers feel they are failing and doing everything wrong when in fact they are doing an amazing job in very challenging circumstances – this approach was very much appreciated. However, when staff were not doing what was needed she is clear and evidence based which allowed me to give specific feedback which then means we can move forward – spot on!</i></p> <p><i>As a result of her input we have a clear direction for staff and children, we have improved our record keeping and management plans and have new strategies and resources to use. I always know that when I need support the support will be excellent.”</i></p>
The Holy Spirit	<ul style="list-style-type: none"> • Completed behaviour audit; • Support for specific children KS1. 	
Victoria Road	<ul style="list-style-type: none"> • Phone consultations with HT and SEND lead regarding support for pupil in year 1. 	<p>Unfortunately this led to a permanent exclusion and further support was provided for the new school, Westfield. Child is thriving at new school. From further HBSS advice and training received, school feel able to meet child’s needs. No further exclusions reported.</p>
Westfield	<ul style="list-style-type: none"> • De-escalation training, Team teach training, SEMH intervention training, and ACES training; • Behaviour Audit completed; • Extended support for year R, specific children in year 5 and 6; • Meetings with parents over temporary part-time timetable and strategies they can use at home; • Signpost support to parents form other services; • Behaviour management training for new staff; 	<p>Considerably less incidents which have resulted in a reduction in exclusions. Evaluations include excellent feedback and request for further interest in other areas of HBSS offer.</p>

	<ul style="list-style-type: none"> Personalised reward incentive created for use with year 5 child to address areas of need and ensure some elements of success. 	
Weston Primary	<ul style="list-style-type: none"> Supporting school with Y1 child and parents. 	
Woodside	<ul style="list-style-type: none"> Behaviour audit completed; Ongoing support but light touch. 	

In addition the following is provided, noted:

- Transition for year 6 sessions held online;
- Behaviour leads sessions held online;
- Reduction in exclusions autumn 2021 compared to previous year.
- Provision of bite size bulletins on a range of subjects derived from discussions with behaviour leads and included offer of follow-on training which has been taken on board by some schools and pending re-scheduling due to Covid restrictions;
- Team Teach whole school training and re-accreditations planned throughout 2022;
- MB wrote and presented a Covid Workshop 2 hour Session attended by 24 primaries including many Head Teachers;