

Behaviour and inclusion service

Intervention list and service level agreement

2026-2027



Foreword

The service proposal

Ealing's Behaviour and Inclusion Service is a fully traded service. It offers a partnership with participating schools to support the improvement of students' behaviour and inclusion practices used by staff. It will complement the work already underway in schools with a focus on supporting the reduction in behaviour incidents, suspensions and permanent exclusions in participating schools.

The service continues to offer cross-agency benefits and liaison as part of the broader children's services. Stakeholder feedback describes the service as valued and effective, particularly in relation to pupil happiness and confidence, getting on with peers and adults and in improving behaviour and reducing suspensions.

All interventions, support and training can be adapted to your context and are flexible to meet schools' needs.

We are able provide the following:

- ◆ Allocated specialist Behaviour Consultant (BC) attached to each school, attending on site on a regular weekly basis.
- ◆ Consultation, advice and guidance for inclusion and teaching staff.
- ◆ Supervision for staff
- ◆ Individual support for students and their families.
- ◆ Whole school training in evidence-based programmes followed or preceded by workshops to implement.
- ◆ Targeted support to improve behaviour and contribution to reducing the risk of suspensions and permanent exclusions.
- ◆ Bespoke group work for students, parents and staff; tailored to meet the needs and complement the school.
- ◆ Partnerships with other Local Authority Services, such as Social Care, Youth Justice Service, Educational Psychology Service (EPS) and SENAS.
- ◆ Independent advice, guidance and support role.
- ◆ Non-term time contracts.

Contents

Behaviour and inclusion service	1
The service proposal	1
We are able provide the following:.....	1
Overview of the behaviour and inclusion service	3
List of interventions: consultation / institutional	3
List of interventions: Individual.....	4
List of interventions: Group work	5
List of interventions: Training for staff.....	6
Summary of Usual Provision	7
Service level agreement	9

Overview of the behaviour and inclusion service

The intervention list on the following pages is indicative and not exhaustive. The service is flexible and the offer develops taking on new ideas and practice and using the subset of the skills available to the Behaviour Consultant attached to the school.

List of interventions: consultation / institutional

Behaviour consultants provide consultation and institutional support for inclusion and teaching staff, depending on need.

Whole school support may include:

- ◆ Discussions regarding managing and supporting students with social, emotional and behavioural needs, including conducting teacher focused meetings.
- ◆ Initial assessment sessions with a student to support a school in planning interventions/providing recommendations. Further sessions from the Behaviour Consultant will be supported by formal referral.
- ◆ Attendance at meetings where pupils' emotional health, well-being and behaviour is discussed such as multi-agency panels, SEN planning meetings and other school-based forums.
- ◆ School policy and procedures – consulting, drafting and review including gathering student and staff views to contribute towards policy development
- ◆ Support to develop effective strategies aiming to:
 - Improve behaviour
 - Contribute to the reduction of suspensions and permanent exclusions
 - Facilitate and support effective use of parenting contracts, PSPs, BSPs, Student Profile Sheets and PEPs.
- ◆ Facilitating pastoral support worker reflective sessions / group meetings / workshops.
- ◆ Support the implementation of helpful practices, such as restorative approaches, conflict resolution, Therapeutic Thinking, Friends for Life and Emotion Coaching.
- ◆ Advising and supporting schools to set-up inclusive programmes within their schools, such as nurture groups and inclusion bases.
- ◆ Facilitating schools to identify appropriate services to support whole school or individual students' needs.
- ◆ Support liaison with other Local Authority services.

List of interventions: Individual

Behaviour Consultants provide individual/one-to-one support for those referred to support the student to improve their behaviour and to support students' well-being.

Individual support may include:

- ◆ Meeting with the young person on a regular basis as agreed with the school.
- ◆ Meeting with the parent/carer of the student and liaising with them where necessary.
- ◆ Following an assessment of needs, making recommendations to the school.
- ◆ Outlining the support that the Behaviour and Inclusion Service will provide and reviewing this with all parties involved.
- ◆ Attending or supporting the school in coordinating multi-agency conferences via professionals' meetings or family meetings to discuss and plan support for the young person.
- ◆ Providing targeted, time-limited interventions, co-ordinating/signposting and referring to longer-term work where appropriate.
- ◆ Giving advice and guidance to relevant school staff regarding managing students' behaviour.
- ◆ Liaising with relevant agencies linked to children with SEMH needs, such as CAMHS, Social Care, EPS and SENAS.
- ◆ Sharing information and providing feedback to relevant school staff.
- ◆ Supporting parents, students and staff through processes such as SEN panels.
- ◆ Offering advice based on our level of intervention with a student to the SEN Panel re: Statutory Assessment requests.
- ◆ Acting as a mediator/broker between students, parents/carers and/or professionals.
- ◆ Making referrals to other agencies if needs have been identified and discussed.

List of interventions: Group work

Behaviour Consultants have a wealth of experience in delivering a range of group work programmes; bespoke, tailored sessions may also be available. Areas of group programmes for students include, but are not limited to:

- ◆ Emotional health and wellbeing
- ◆ Managing emotions
- ◆ Social skill development
- ◆ Self-esteem
- ◆ Life skills
- ◆ Friendship groups
- ◆ Healthy relationships
- ◆ Coping with stress and exam pressure
- ◆ Preventing and responding to bullying
- ◆ Building Resilience (Friends for Life programme)
- ◆ Crime Diversion, social issues addressed may include gang culture; involvement in crime; victim awareness; peer pressure; cultural identity
- ◆ Behaviour Consultants have extensive experience of working with parents, carers and families in various roles. As such the following groups are available to run for parents/carers of students within your schools:
 - Understanding teenage emotional expression
 - Helping your child manage their emotions more effectively (Emotion Coaching)
 - Workshops to address common teenage behaviours

List of interventions: Training for staff

Behaviour Consultants (BC) can adapt training for whole staff or groups according to the needs of a school, be that regular weekly training or 'one-off' CPD is required. Topics for staff training include, but are not limited to:

- ◆ Behaviour as a form of communication - assessing need to unpick the reasons for the behaviours we see
- ◆ Emotion Coaching
- ◆ Restorative practice and approaches
- ◆ Understanding emotionally based school non-attendance
- ◆ Emotions under anger
- ◆ Trauma and Attachment theory and practice
- ◆ Increasing teacher presence - Developing classroom strategies
- ◆ Behaviour for learning (rights, responsibilities, rules and routines)
- ◆ Managing and understanding challenging behaviour
- ◆ Building positive relationships with students
- ◆ De-escalation in the classroom
- ◆ Self-regulation in the classroom
- ◆ PACE in the classroom
- ◆ Target setting for behaviour change
- ◆ Staff well-being
- ◆ Reflection sessions: providing a critical thinking space for school practitioners
- ◆ Teacher focus sessions, particularly useful for staff who may be finding student/ themes around behaviour difficult to manage. Sessions generally include contextualisation of the difficulties, outline of students' triggers and supporting staff to feel more empowered in managing students' behaviour.
- ◆ ECT support to feel better equipped in managing those students with difficult behaviours in their class.

Summary of Usual Provision

PUPIL FOCUS

<p>Consultation Discussion with school staff about a pupil's detrimental behaviour</p>	<p>30—90 minutes Face to face or remote. No consent required.</p>	<p>Outcome Email summarising school concerns and providing advice, guidance, and signposting.</p>
<p>Assessment of need Analysis of pupil's needs including data analysis, observation, standardised assessments, pupil, staff, and parent view.</p>	<p>3—4 hours Consent and access to school data required. (e.g. attendance, rewards / sanctions, attainment, IEP).</p>	<p>Outcome Completed assessment including possible functions of behaviour, suggested recommendations, and guidance on required provision.</p>
<p>Intervention One to one or small group support based on pupils' needs e.g. social skills, emotional regulation, self-esteem, identity</p>	<p>40—50 minutes weekly for 6-10 weeks Face to face in school in a distraction free space. Consent and completed referral required for every pupil.</p>	<p>Outcome Post questionnaire/ survey for pupil and referrer to assess impact. 3-5 bullet points of guidance for pupils and school on how to sustain progress.</p>

STAFF FOCUS

<p>Training (off the shelf) Twilight / workshop events for groups of staff. Topics include de-escalation, etc.</p>	<p>60—150 minutes Face to face or remote.</p>	<p>Outcome Hand-outs for each participant. Evaluation form.</p>
<p>Training (bespoke) Twilight / workshop events for groups of staff.</p>	<p>60—360 minutes plus 50% planning time Face to face or remote.</p>	<p>Outcome Content and slides agreed in advance. Hand-outs for each participant. Evaluation form.</p>
<p>Coaching cycle One to one support for an individual member of staff focused on an area of practice they want to develop</p>	<p>3—4 hours Initial meeting to explore needs, observations and feedback, co-delivery / demonstration, practice and rehearsal, final observations and reflection.</p>	<p>Outcome Co-produced coaching cycle reflection tool. (No feedback to line manager /school colleague except where there are Safeguarding concerns)</p>
<p>Supervision Discussion with school staff about a cause for concern</p>	<p>30—90 minutes Face to face or remote. One to one, pairs, or threes</p>	<p>Outcome Individualised advice, guidance, and signposting</p>

Service level agreement

The service understands that support may need to be tailored to the needs of the school.

Costs

Funding for the service will be secured through a traded arrangement with individual schools. **One day per week** of an allocated Behaviour Consultant will cost £14,000 per financial year.

The Behaviour and Inclusion Service will:

- ◆ Support and implement strategies collaboratively with school staff.
- ◆ Provide.... **day(s) per week** of support to**School**. Most of this time will be spent in school with a proportion expected to be off site, dedicated to follow up tasks, planning, case discussion/supervision and case recording. The service will not be prescriptive but would instead look to agreeing ways of working in the schools with the SLT member responsible.
- ◆ Work holistically with each student referred and will provide a bespoke package of intervention, which may include referrals to alternative agencies.
- ◆ Support the formal assessment process (SEN) of students referred, including providing written reports as relevant.
- ◆ Provide feedback of the support provided to the school, whether that is individual, group or institutionally based.
- ◆ Meet or discuss the behaviour of students referred with their parents/carers and the relevant school staff as required. All safeguarding concerns will be raised immediately with the designated safeguarding lead.
- ◆ In conjunction with the school, the Behaviour Consultant will identify and set up groups and facilitate in school training.

We would appreciate if schools would:

- ◆ Complete and return referral forms. Provide the Behaviour Consultant with copies of the PSP (or equivalent), the attendance records, behaviour logs, SEN and learning data, suspensions and exclusion figures for students requiring intervention
- ◆ Be prepared to release the Behaviour Consultant on occasions and with due notice to attend relevant training and upskilling to maintain the quality of their practice
- ◆ Agreements regarding time spent between consultation, assessment and individual student support should be made between the Behaviour Consultant and the school directly. If Behaviour Consultants are requested to run groups that target a wider audience, then the capacity for individual support at this time will be reduced.
- ◆ Behaviour Consultants and a member of the SLT responsible for Inclusion and Behaviour should meet on a regular basis, for example fortnightly for case discussion, consultation and data sharing. The SLT member should oversee the work of the Behaviour Consultant and manage the referrals they receive.
- ◆ Provide a suitable room or base with from which the Behaviour Consultant can meet with students and coordinate meetings that take place.
- ◆ Provide your allocated Behaviour Consultant with the school's Wi-Fi password and access to systems relating to intervention and recording. Complete stakeholder questionnaires and written feedback to support the on-going development of the Behaviour and Inclusion Service.

Signed:

Adam Brazier

Head of Access and Inclusion

Date:

Head Teacher/Head of Inclusion

Date:

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