



SUPPORTING POSITIVE BEHAVIOUR DIRECTORY



LEARNING DEPARTMENT
MERTHYR TYDFIL CBC

Introduction

We are fortunate enough to live in an area where a complex web of services exists to support children young people and their families when dealing with the issues that they face within their day to day lives. The difficulty often for all services, and schools is to understand what services are available 'across the community' and understanding 'what they offer' to children young people and families that will assist schools in managing the behaviour of its pupils. In tandem with this is often the complex nature of 'eligibility' and how to gain access to these services. This directory has been compiled in an attempt to assist schools in the navigation of these services and to encourage the use the wide range of services at their disposal to manage behaviours, deliver the whole school approach and as a consequence shape the communities of the future.

Graduated Response

Critical to ensuring the appropriate support is provided is ensuring that there is a person centred and holistic approach around the individual or family. This accompanied with understanding the basic framework for interventions can ensure the right referral is made at the right time to the right service. Should you be in any doubt as to the appropriateness of a referral then advice can be obtained either from the contacts given in this directory or from the councils Early Help Hub. Online information on services available can be obtained from [\(provide electronic link / web address\)](#)

Tier	Principles of the Graduated response across Schools and Communities	
4	Children and Families in Crisis	Statutory/Specialist Services
3	Learners/ Families requiring Enhanced Services	Multiple Community & LEA partners – including schools delivering a shared plan of interventions which do not require statutory services
2	Learners/ Families requiring additional Support	Interventions delivered through school or by an outside agency as part of school support plan
1	Universal Services & whole school approaches	

* Schools have traditionally used the terminology of school action or school action plus to identify those pupils that using the above would correlate to Tiers 2 and 3 provision Schools should maximise the support available wherever possible to ensure early intervention in an attempt to prevent issues from escalating into a need for statutory services.

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A Whole School Approach to Encouraging Positive Behaviour

A school behaviour policy shapes the school ethos and makes a statement about how the school values and includes all the people in it. Adopting an approach of positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. A well implemented policy is an important factor in gaining pupils' and parents/carers' confidence in a school and in attracting and retaining good quality and well motivated staff. Schools are most effective where the behaviour policy is applied consistently and across the whole school community.

Referenced in the Inclusion and Pupil Support [Welsh Government] circular 47/2006 the legal requirements for school behaviour policies are as follows;

1. Section 88 of the Education and Inspections Act 2006 requires a governing body to ensure that its school pursues policies designed to promote positive behaviour. In particular it:

a. Requires a governing body to make and review a written statement of principles to guide the headteacher in determining measures for promoting positive behaviour.

b. Where the governing body wants particular measures introduced or particular issues address, requires the governing body to notify the headteacher and enables it to give further guidance.

2. In carrying out these functions the governing body must have regard to guidance given by the Welsh Ministers.

Before making or revising its statement of principles, consult the head teacher and parents/carers, pupils and such other persons who work at the school (whether or not for payment) whom the governing body feel it would be appropriate to consult. Consultation with pupils and staff was added as a new requirement from October 2010.

When designing a policy for behaviour schools should show where it links in with other school policies such as that for pupil attendance and anti-bullying. Each school needs a policy particular to its own circumstances and it should cover how the school promotes high standards of behaviour and how it plans to deal with poor behaviour.

School have a responsibility to promote positive behaviour and this can mean putting in place relevant targeted school-based interventions, for example:

- ☐ Positive Behaviour Support (PBS) Data collection (i.e. Scatter plots; STAR charts; Graphs and Analysis)
- ☐ Person-centred Practice (PCP) work (i.e. What's working/not working; Relationship Circle; Good Day, Bad Day etc.)
- ☐ Individual Education/Behaviour Plan (IEP/IBP)
- ☐ Boxall
- ☐ Individualised strategies/interventions (i.e. ELSA; SEAL, Play Therapy; Lego Therapy; Wellcomm, SAP, Music Therapy, Play Therapy, nurture work with parents etc.)

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Quick reference Guide

Support programmes are offered in a diverse range of ways some target individual learners, only parents or take a wider family approach. The below identifies the approach across the interventions listed within this document:

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Individual learner:	Parents:	Families
<ul style="list-style-type: none"> • School support service • Education Psychology Service • Integrated Counselling Service • Youth Support • Inspire 2 Achieve • Inspire 2 Work • Primary Emotional Health • Neurodevelopmental Team 	<ul style="list-style-type: none"> • Incredible Years Parenting • Strengthening Families • Triple P Teen programme • Exchange Counselling • New Forest Parenting • Take 3 Programme • Early Bird Plus 	<ul style="list-style-type: none"> • Early Help Hub • Team Around the Family • Family Support Service: • The Family Programme

SECTION 1. SUPPORT FOR INDIVIDUAL LEARNERS

School Support Service (Including Greenfield Outreach)

The school support service provides supportive intervention for children and young people with social and emotional behaviour difficulties. The team work in partnership with pupils families, schools, Educational Psychologists and other agencies, providing advice and guidance to schools and 1-1 support for pupils who are at risk of exclusion.

Interventions:

- Solution Focussed Therapy
- Positive Behaviour Support (PBS)
- Restorative Justice
- Lego Therapy
- Modelling behaviours
- ELSA
- 1-1 Pupil support
- Person Centred Practice (PCP)
- Advice/strategies for supporting pupils with ALN in the mainstream classroom
- ASD Awareness
- POPAT(programme of Phoneme Awareness Training)

For further information contact:

Paul Barsi - 07595 087 297 Email: paul.barsi@merthyr.gov.uk


Education and Child Psychology Service

EPs use their knowledge of psychology to support children, parents and teachers where there are concerns regarding children's learning, development or behaviour. EPs work collaboratively with teachers, parents, carers and other professionals to help identify children's strengths and difficulties and to develop strategies for change.

EPs predominantly work in educational settings within the local authority, including mainstream and special schools, playgroups and nurseries and clinics with health professionals.

Types of work include:

- Consultation and advice on a range of ALN and wellbeing issues.
- Carrying out in-depth individual assessments (e.g. cognitive assessment, achievement testing, diagnostic screening and assessment).
- Individual, group or whole school interventions for change (e.g. Relationship-Based Play, Emotion Coaching, Lego Therapy, Solution Focused Brief Therapy, CBT, mindfulness, narrative therapy, person centred planning, motivational interviewing).

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- Delivery of training for professional development.
- Research.

The EP may work directly with a pupil to discuss their strengths and difficulties, likes and dislikes, and how they would like to move forward.

They may work with the adults who are close to a pupil, including parent(s)/carers and teacher(s). They may conduct observations and assessments to improve their understanding of a pupil's strengths and difficulties. They will be supportive, listen to the pupil's views and include them in planning actions for change.

For further information contact:

Bronwen Parry – 01685 724642 Email: Bronwen.parry@merthyr.gov.uk

Integrated Counselling Service

Provides an integrated therapeutic and confidential counselling service that includes:

- Community Counselling to children and young people prioritising 5-25 year olds
- Attachment and Play Therapy to families





This will be achieved through a core assessment, one to one work, group work, mediation and group conferencing. The sessions are confidential and assist children and young people to open up and explore what matters to them as individuals and the challenging solutions they face. With the help of evidence based techniques, the counsellor will help find solutions to their issues. This includes challenging behaviours resulting from:

- Self harm and suicide
- Violence
- Bullying
- Family circumstances
- Friendships
- Anger management
- Stress
- Any other issues that impact on behaviour
- For younger children Play is used as a way of exploring these feelings

For further information contact – 01685 724953 Email: emma@exchange-counselling.wales

Youth Support

Delivers targeted support to young people aged 10-18 on the key issues young people experience which can also negatively impact on their behaviours. Building the capacity of

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young people to consider behaviour & risk, supporting them to make reasoned decisions and take control of their situation: This includes:

- Developing the ability of young people to manage personal and social relationships
- Developing positive attitudes, behaviour and aspirations
- Protecting young people from the damage caused by exposure to ACEs and other similar experiences
- Promoting exercise and fitness
- Positive relationships, raising awareness of sexual health
- Key messages around Diet and nutrition
- Key messages around Substance and alcohol misuse
- Information, advice and guidance tailored to the needs of young people
- Peer group activities which enable young people to help themselves and each other

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A “Resilience Programme” offered through secondary schools, which includes:

A variety of interventions that meet the needs of the young people with a group environment. The sessions focus on:

- Anger Management
- Confidence Building
- Overcoming Worry
- Anti-Social Behaviour
- Friendships
- Internet Safety
- Personal Hygiene
- Teambuilding
- Family and TAF celebration event

For further information please contact:





Lisa Bruford 01685725197 Email: Lisa.bruford@merthyr.gov.uk

Youth Mental Health and Homelessness

The Youth Mental Health and Homelessness team support young people aged 11-25 with Mental Health and Emotional Wellbeing issues. The team deliver One to One Non-Clinical Emotional Health and Wellbeing Interventions to young people. They also provide group sessions around the topic of Mental Health and Emotional Wellbeing.

The team also works closely with all professionals to ensure the effectiveness of the Youth Homelessness Pathway. This includes both 1:1 and group work delivering the Opening Doors programme.

Opening Doors is an awareness raising resource for young people aged 11-18 with an overall aim to reduce future homelessness and housing needs among young people. It introduces various aspects of housing and homelessness and covers the following learning areas:

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- Perceptions and stereotypes
- Independent living;
- Nurturing a community spirit
- Knowing where to refer for support if ever faced with homelessness.

For further information please contact:

Lisa Bruford 01685725197 Email: Lisa.bruford@merthyr.gov.uk

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Inspire to Achieve

This programme has a clear focus on maintaining young people in mainstream education who have been identified using the early identification toolkit (EIT) as at risk of becoming NEET (RED).

Providing early interventions aimed at identifying individual barriers and providing supportive actions to reduce the risk of them dropping out of education. These interventions include :

- Lead Working,
- delivery of the “Inspire Programme” at Key stage 4 complimented with Work Placement.
- “Employer Engagement”,
- a delivery programme at Key stage 3 complemented with Alumni.

All interventions aim to improve academic performance, personal and social development, increase school attendance and enable young people to gain qualifications increasing opportunities and aiding their progression into further education. The makeup of the joint beneficiaries consists of Local Authorities, FE Colleges and Careers Wales.





For further information contact:

Jamie Spooner 01685 – 725462 Email: Jamie.spooner@merthyr.gov.uk

Inspire To Work

Inspire2 Work targets young people aged 16-24 who are not in employment, education or training (EET). The program offers packages tailored to meet the needs of young people which can be delivered on a one to one basis or within small group sessions. These sessions help to improve health and well-being, to gain qualifications and to find suitable routes into employment, education or training.

- one to one support to help to improve confidence and self-esteem and ability to work as part of a team through mentoring, advice, guidance and career planning
- Pre-Employment Training – achieve Health & Safety, Manual Handling and First Aid certification plus a variety of other work-related accreditation and training

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- Qualifications- work towards a recognised level 2 qualification in work related subjects such as Creating a Curriculum Vitae, Developing Personal Confidence and Self-Awareness and Interview Skills
- Work Preparation - support to complete job searches, job applications and to prepare for interviews
- Work Placement – networking with local employers to offer work placements to extend your CV moving you ever closer to employment

For further information contact:

Jamie Spooner 01685 – 725462 Email: Jamie.spooner@merthyr.gov.uk

Primary Emotional Health Team

Delivers specialist emotional health support for children, young people and their families who don't meet the CAMHS threshold. Interventions include:

- Perform assessment of a child or young person's mental and emotional health and identifying the correct pathway to refer.
- Perform initial assessment for ADHD or ASD and make appropriate referral.
- To identify a link with Secondary CAMHS and ensure effective communication to discuss high-risk cases with the designated CAMHS Consultant for Merthyr locality.
- Undertake or assist with crisis and contingency planning for risky behaviour
- Undertake school observation when a neuro developmental disorder is being investigated
- Support the family with referral to required agency, ie CAMHS or Neuro developmental Service
- Support for family members to better understand a child's mental health or neuro developmental diagnosis.
- Direct work, brief Cognitive Behaviour interventions for children
- The use of assessment scales to identify baseline concerns, for example levels of depression, anxiety, and then regular re scaling to ascertain whether improvement has been in symptoms over a measured period.
- Direct work, brief solution focussed therapy to child/ young persons

For further information contact:

Lynne Hannington – 01685 351268 Email: lynne.hannington@nhs.uk

Neurodevelopmental Team (NDT)

NDT is a small multidisciplinary team providing specialist knowledge and skills for children and young people with complex neurodevelopmental conditions (including autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD) and Tourette's syndrome) and their families in the following areas:

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- Assessment
- Diagnosis
- Advice and intervention (where appropriate and possible), and
- Liaison with existing services within the UHB, partner agencies and voluntary organisations

Requests for assessment will be considered from primary and secondary level care providers, as long as sufficient relevant information is available. However, requests for assessment are encouraged from the professional who knows the young person best.

For further information contact: 01685 351026

Education Welfare Service (EWS)

The work of the Inclusion Officer is directed by the school to ensure that it is targeted to each schools specific needs. This could include the following;





- advice and guidance,
- home visits,
- writing letters,
- meeting with parents and/or their children,
- making phone calls and/or referrals to MIA,
- support during the prosecution process,
- delivering assemblies and other activities to raise the profile of attendance in your school.

Advice, support and guidance is also available on the following;

- Monthly attendance and exclusion analysis with proposed strategies,
- Bullying and behaviour matters,
- Children Missing Education,
- Elective Home Education,
- Annual Audits for attendance and behaviour.

For further information contact:

Adele Stacey – 01685 724640 Email: adele.stacey@merthyr.gov.uk

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SECTION 2. SUPPORT FOR PARENTS

Parenting Team

Offers direct support to parents of children and young people up to the age of 18, through a range of evidence based group programmes and individual support which will assist in developing positive parenting behaviours. The menu of programmes on offer are:

Incredible Years Parenting Programme

The Incredible Years programme emphasises parenting skills known to promote children's social competence and reduce behaviour problems, including effective, non-violent strategies for managing negative behaviour.

The programmes are targeted at 2 different age groups 1-3 years for the *Toddler programme* and 2-8 years for the **Basic programme the main areas of learning are identified as**

- How to play with your child – positive relationship building
- How to help your child to learn
- Effective praise and encouragement – building self esteem
- How to motivate your child
- How to follow through with limits and rules and establishing routines
- Handling misbehaviour (including the use of 'time out')
- Problem solving
- Parents maintaining self-control using positive self-talk and more

A bespoke programme has also been established to target younger parents (21 and under)





New Forest Parenting Programme

The New Forest Parenting Programme is a specific programme to support parents who are facing challenges with Attention Deficit Hyper Activity Disorder. The programme gives families a sound knowledge of ADHD and strategies to help them as a family

- Increase in parental understanding of ADHD,
- Improved parent child relationship,
- Improved parental skills in behaviour management.

Strengthening Families Programme

This is a 7 week programme for any family living in Merthyr Tydfil with a child 10 – 14 years of age. Delivery of the programme involves the young person. The programme is proven to support parents & young people through times of change. The Merthyr Tydfil Strengthening Families Programme is delivered jointly between the Children and Young People's Partnership, Family Support Service and Drug Aid Cymru

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Strengthening Families is designed to;

- Help parents build on their strengths in showing love and setting limits.
- Help young people develop skills in handling peer pressure and building a positive future.
- Increase parents' confidence in setting boundaries.
- Build confidence in young people.
- Help young people set goals for their future and support goal achievement.
- Help young people build skills to avoid problems with drugs and alcohol.
- Aid transition into Secondary School.
- Develop empathy in young people.
- Help young people and parents identify each other's positive qualities and strengths.
- Support parents in helping their youth have a good experience of teenage years

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Take 3

Take 3 is a program, ideally conducted in groups. It employs an active skills training process to help parents acquire new knowledge and skills. The program provides opportunities for parents to learn through observation, discussion, practice and feedback.

DVD segments are used to demonstrate positive parenting skills. These skills are then practised in small groups. Parents receive constructive feedback about their use of skills in an emotionally supportive context. Between sessions, parents complete tasks to consolidate their learning from the group sessions. Following the group sessions, three 15-30 minute follow-up telephone sessions provide additional support to parents as they put into practice what they have learned in the group sessions. A final group session completes the program.

- 8 week programme that is aimed at parents of children aged 11 – 16 topics cover
- Effective parenting strategies.
- How to promote your child's development.
- How to manage common child behaviour problems.
- Principles to help you deal with almost any situation that might arise

Early Bird Plus

To maximise consistent help for the child, the NAS Early Bird Plus programme offers joint training to parents and a professional involved with the child. It is open to teams of 3 adults: parents or carers together with a professional – such as a SENCO (Special Needs Coordinator) or LSA (Learning Support Assistant) – who work with a child diagnosed with Autism Spectrum Disorder.

The programme aims to support parents in the period between diagnosis and school placement, empowering and helping them facilitate their child's social communication and appropriate behaviour in their natural environment. It also helps parents to establish good practice in handling their child at an early age, so as to pre-empt the development of inappropriate behaviours

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Welcome to the World

The Welcome to the World programme is an 8-week group for parents expecting a baby.

Parents attend the group from approximately 24 weeks of pregnancy.

Topics include empathy and loving attentiveness, infant brain development, healthy eating choices, breast-feeding, infant care, managing stress and difficult feelings, promoting self-esteem and confidence, and the couple relationship.

Online Support

www.thinkfamilyparenting.org.uk

<https://gov.wales/parenting-give-it-time>

<https://www.merthyrfis.org/be-positive-not-perfect/positive-parenting/>

For further information on any of the above contact:

Antony Mee 01685 727395 Email: antony.mee@merthyr.gov.uk

Rachael Church 01685 727401 Email : Rachel.church@merthyr.gov.uk



SECTION 3. SUPPORT FOR FAMILIES

Early Help Hub

The Early Help Hub provides families and professionals with information and advice around any challenges they may face, including factors which will impact on the behaviour of the child. The Team have an extensive knowledge of the preventative services available to families with children from pre-birth to eighteen years.

The hub will undertake a 'what matters conversation', and with consent they will gather information from relevant services to inform their recommendation of the most suited service to meet the family's desired outcomes. The public can access the Early Help Hub via telephone, email or by attending the Civic Centre.

The Early Help Hub works hand in hand with the Team Around the Family model and is the gateway to access team around the family support.

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If a family or a professional is unsure what services would best suit the family's needs, and/or families require multiple services contacting the Early Help Hub will assist with this.

For further information contact:

Helen Lang – 01685-724503

Email: helen.lang@merthyr.gov.uk

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Team Around The Family

A team around the family approach can help those families who require multiple support have a voice through one “key worker” who is there to carry out an assessment on all their needs, and develop one joint multi agency action plan. These services will:

- Undertake a family assessment
- Coordinate multi agency partner meetings to implement a family plan based on their identified needs
- Provide mentoring and support to the family as required

There are 4 main delivery partners (Barnardo's, Youth Support, Parenting, Health) which provide this service and cases are allocated based upon the needs of the family. Where appropriate this may mean cases allocated to other agencies with particular expertise within the community.

Barnardo's Merthyr Family Support Service

Family support: Supporting parents, carers and families in the community and in diverse cultural circumstances. Guidance and advice aimed at supporting vulnerable children and their families.

For further information contact Barnardo's: 01685 725171

The Family Programme

The Family Programme works across Cwm Taf region and offers specialist support for families experiencing domestic abuse and who wish to remain together. Adopting a whole family approach, the service will provide therapeutic interventions and programmes focussing on safety, risk management, behavioural change, impact of domestic abuse on children, ACES, respectful communication, attachment and emotional resilience.

For further information contact: Sarah Wilson (Safer Merthyr Tydfil) 01685 353999

Email: sw@smt.org.uk

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Remove ??





LACES (looked After Children Education Services)

An emotional literacy programme (ELSA) designed to target and develop social skills, understanding of emotions, anger management, self-esteem and solution focused approaches, exclusively targeting children who are looked after.

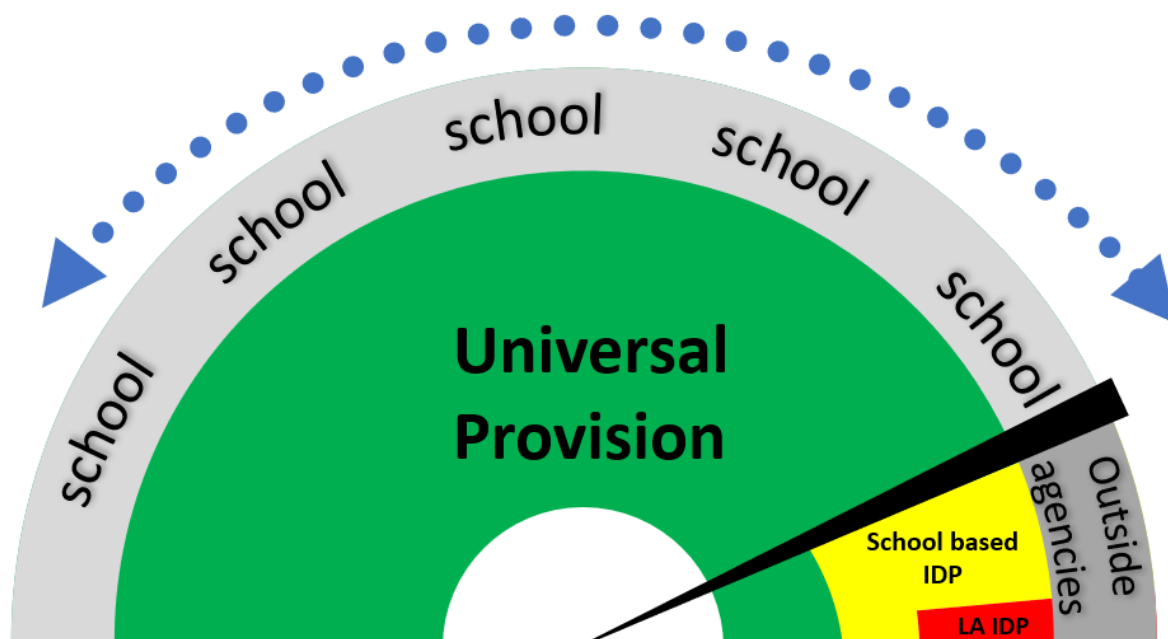
Lego Therapy is a social skills programme using the medium of Lego to address social communication difficulties.

For further information contact: Jess Jones 01685 727395

Email: Jessica.jones@merthyr.gov.uk

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Defining Additional Learning Needs



Degree of complexity – can move up or down depending on individual pupil needs







'Effective whole school practice and inclusion of all pupils. School delivers high quality routine teaching to meet individual pupil needs.'

ALN identified, and school based IDP in place. Advice and support from outside agencies can be sought.



Provision that is beyond the capacity of the school to provide.

Universal Provision is the expected effective practice in place for **all** learners to enable each of them to make good progress from individual starting points. The school identifies and

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implements a range of strategies and interventions that are proven beneficial practice for each area of need. This include high quality:

whole class teaching,

effective differentiation,

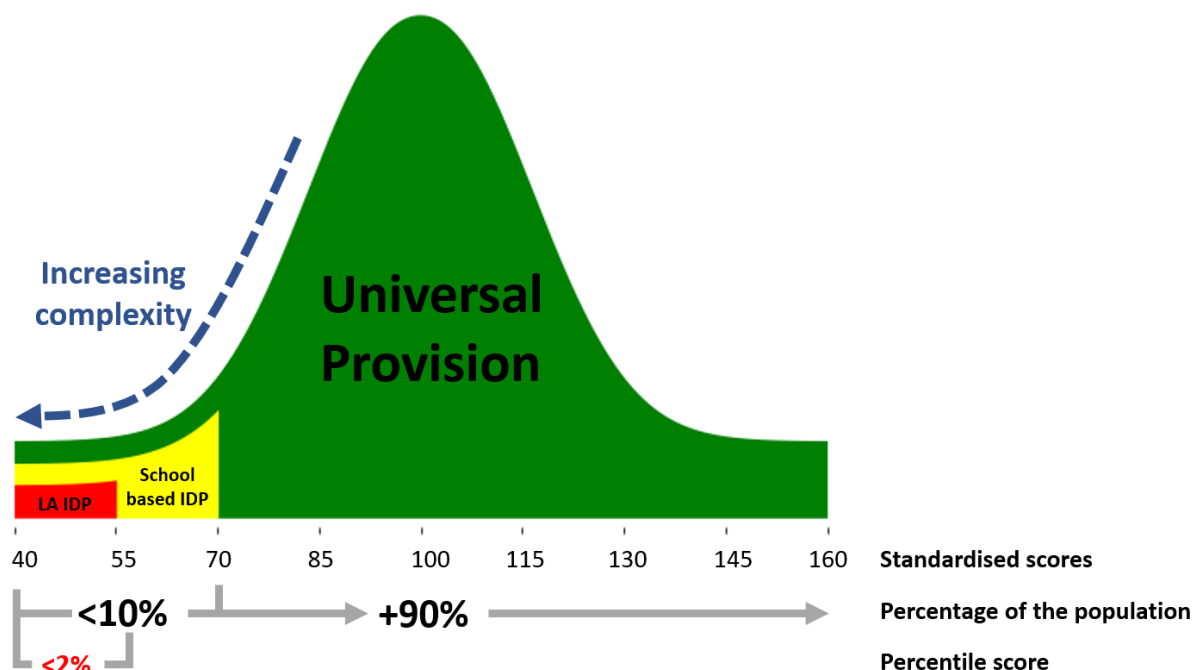
guided and group work

individual interventions,

appropriate reasonable adjustments to enable access to the school environment, curriculum and facilities for children and young people who are disabled.

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The majority of pupils will make good progress with universal provision and will not have ALN or require ALP, this can be demonstrated visually through a normal curve of distribution diagram, that has been coloured below to reflect the complexity of needs and an approximation of occurrence within the population.



Defining ALN

On the basis of evidence, including the data collected it should be possible to identify learners who are making less than expected progress, this is outlined in the ALNET Act Code.

Key Points for defining ALN – as outlined in the ALNET Act Code

Additional Learning Needs

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—
has a significantly greater difficulty in learning than the majority of others of the same age, or
has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

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A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

This can be characterised as progress which:

Is significantly slower than that of their peers starting from the same base line,
Fails to match or better the child's or young person's previous rate of progress; or,
Fails to close, or widens, the attainment gap between the child or young person and their peers, despite the provision of support aimed at closing that gap.

A judgement must be made in each case as to what it is reasonable to expect a child or young person to achieve.

School based IDP - Identification of Additional Learning Needs (ALN)

The very few pupils who do not make good progress with Universal Provision may be identified as ALN and will require Additional Learning Provision (ALP) that is outlined in a school based Individual Development Plan (IDP). **As outlined in the normal curve of distribution, this is likely to be less than 10% of the national population.**

To inform a school based IDP, schools may seek and implement advice, support and training from external professionals, including the Local Authority (LA) support services, in meeting the pupil's needs. When a school identifies a learner requires ALP, they should implement strategies and interventions that are additional to and different from their high-quality universal provision.

Nearly all pupils will make appropriate progress once their individual additional learning needs are identified and a school based additional learning provision is implemented. A few pupils may make progress sufficient that they no longer require ALP and their needs can now be met within universal provision. A very few will have severe and complex needs and will require ALP that is overseen by the LA.

LA based IDP - Severe and Complex ALN

If a learner continues to experience difficulties accessing learning and making progress, despite high quality universal provision and the additionality provided by a school-based IDP, they may be considered to have severe and complex needs. **As outlined in the normal curve of distribution, this is likely to be less than 2% of the national population.**

These learners may require provision that cannot reasonably be provided within the resources normally available to a mainstream school. These learners may require a LA maintained IDP. Progress against targets should be tracked and regularly reviewed. Where targets are met, the learner can return to provision being overseen within a school based IDP.

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