

Case Study: Managing LPPA through a Multi-Agency Approach (Primary Behaviour Support Service, Enfield)

The Behaviour Support Service (BSS) provides support for pupils aged four to twelve with behavioural, emotional and social difficulties. We adopt a multi-disciplinary approach to behaviour management aimed at the inclusion of pupils and the prevention of exclusions. Teachers, Child Guidance Social Workers, Educational Psychologists, Behaviour Support Workers, Family Workers, a Behaviour Learning Mentor and an Education Welfare Officer work together as an integrated team.

What are we doing and why?

We believe that in order to provide the best possible support, we need to involve parents at every stage of our work. Key to this is clear and open communication. This directly reflects the philosophy of the LPPA and has guided our work.

Once we decided to apply for the LPPA Award, we sent letters out to schools, parents, and other agencies informing them of our commitment. We sent out regular updates to all parties concerned.

We have involved parents in the drafting and regular reviews of our Parent Partnership Policy. Their positive feedback has helped us refine our policy and practice.

Parents and pupils are invited to termly Open Days to discuss forthcoming programmes, to share information about expectations, gather information and to tour the site and classrooms.

Visits are arranged at times convenient for parents and BSS staff offer lifts if needed and provide a crèche for younger siblings. Translators are provided if required, and skilled parents also translate for us.

The team devised a pack of letters to encourage regular, prompt attendance. This was translated into 15 different languages and distributed to all primary schools in the borough.

To ensure that we include the whole community, we run parent groups for ethnic minorities, using a translator to aid communication. This helps us to address specific areas of concern.

BSS staff regularly work in the home with parents and pupils to model and share positive behaviour management strategies, and to provide resources for parents to use.

Regular positive feedback on progress is recorded in home-school Communication Diaries. Parents are often phoned to share progress or difficulties as they arise.

Pupils also receive "quick notes" which are issued to praise specific behaviours on-the-spot. These are collated into individual pupil books and taken home each term to share with parents.

Staff attend weekly multi-disciplinary team meetings, at which we share perspectives and consider the most effective ways forward for each pupil.

Detailed termly reports are written in clear language and shared at Open Day during face-to-face meetings. These meetings also provide an opportunity to involve parents and pupils in reflection on achievements and next steps.

Pupils also have the opportunity to earn rewards through achieving personal targets. Letters are sent, or phone calls made, to inform parents of an impending treat trip out.

If there are particular concerns or if a change of programme is proposed, we meet with parents to discuss the best way forward.

In the summer term pupils enjoy a residential trip and make diaries to record their achievements. These are taken home to share with their families.

We have an annual end of year fun day. Pupils, parents and all staff take part in various activities, share a picnic lunch, and celebrate pupil success with the award of certificates.



What has happened as a result?

- Parents have helped us build on our good practice. This has helped us gain the Inclusion Quality Award as well as the LPPA
- A Christmas celebration for pupils, parents and carers, school staff and our neighbours extended our links with parents and the community



TOP TIP



Keep lines of communication open by phone, letter and face-to-face meetings