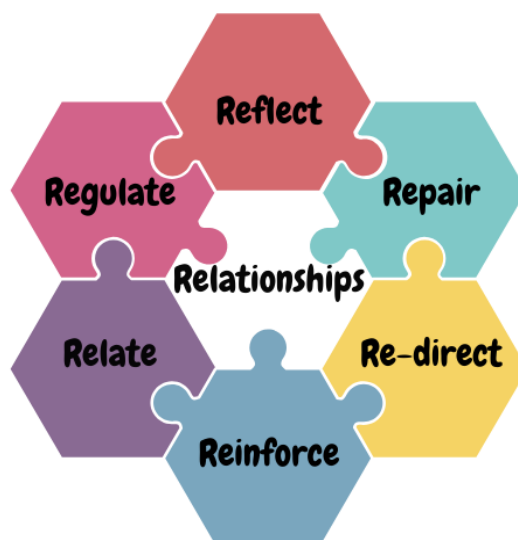


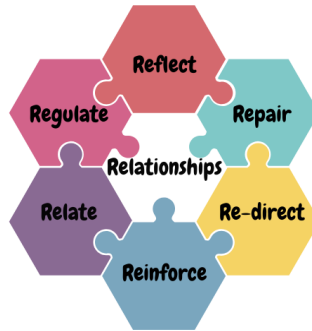


INCLUSIVE EDUCATION SERVICES

Emotional Wellbeing & Behaviour Support (EWBS) Service

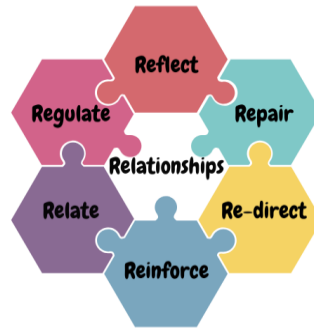


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INTRODUCTION



The **EMOTIONAL WELLBEING AND BEHAVIOUR SUPPORT (EWBS) SERVICE** are one of the **High Incidents Needs Teams (HINT)**

We are a team of experienced and skilled specialist teachers and behaviour support workers from a range of backgrounds. We bring together a wealth of expertise and practical experience to support schools to improve outcomes for children and young people with social and emotional needs.

The service provides targeted support, advice, intervention and training. We aim to use supportive, collaborative and creative approaches which develop a school or educational setting's expertise and practice in relation to meeting the social and emotional needs of their learners.

Our 7 Rs logo (above) has been developed and designed to represent the key elements to effectively supporting emotional wellbeing and behaviour management in schools.

We encourage schools to use our service to develop in-house expertise and embed a consistent whole school ethos that enables effective behaviour support at all levels. Full details of services provided can be found in this document.

Our core offer can be found here: [EWB-Core-Offer-V1.pdf \(northumberland.gov.uk\)](#)



*Our support can be face to face, virtual or a blended approach
We will discuss this with you when support is requested so that
we can plan the most effective, efficient and safest way to meet
that need*

MEET THE TEAM



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EMOTIONAL WELLBEING & BEHAVIOUR SUPPORT SERVICE

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Cramlington
NE23 6UR



INDIVIDUAL PUPIL SUPPORT

INDIVIDUAL PUPIL SUPPORT

Support for each individual pupil referral will be planned and agreed with school staff according to context, for example:

- Pupil need
- 2 cycles of support already in place and their impact as part of the assess, plan, do, review cycle of the graduated response
- Status on the SEN register

This is a flexible process by which all professionals can work together to target support depending on the unique set of variables. Each referral and case will be different so support from our service will vary accordingly. This may include some (or all) of the following:

- Signposting to appropriate resources and sources of information
- Input to SEN paperwork eg. Supporting school staff to write / review the next cycle of support
- Gathering pupil and parent voice
- Consultation with key staff
- Reflection & evaluation of current documentation, provision and interventions in place
- Supporting schools to write / review individual pupil Behaviour Support / Regulation / De-escalation Plans
- Supporting schools to write / review Risk Assessments
- Observations
- Focused 1:1 intervention work with the pupil
- In class modelling and coaching with school staff
- Follow up and monitoring visits

Outcomes from the referral will be shared directly with school staff in a follow up meeting and / or within a summary report. Reports will be sent to schools. Schools are asked to share these with parents / carers.

Please note: We are not part of the neurodevelopmental assessment pathway for ADHD. If the pupil's needs are being met in school a referral to our service would not be appropriate for this purpose.



WHOLE SCHOOL SUPPORT

WHOLE SCHOOL SUPPORT

Whole school support refers to a group, cohort, class or the whole school community.

This is a very collaborative approach between school and the EWBS professionals. Support and input will be planned with school staff to ensure it is targeted and tailored to need.

Some examples of this work may include:

- Training
- Joint observations
- Learning walks
- Coaching and mentoring
- Group work
- Modelling of planned interventions and strategies
- Support with paperwork

We aim to work with school staff in order to support and upskill them so that behaviour management and classroom practice are continually developing and improving (see the following pages for further details).

CONSULTATION LINE

School staff can book a 45 minute consultation to anonymously discuss pupil need and receive advice, strategies and resources. These can be book electronically at:

[HINT EWB Consultations \(office365.com\)](https://office365.com)

A referral form or parental consent form are not needed for the consultation line.



WHOLE SCHOOL SUPPORT

WHOLE SCHOOL BEHAVIOUR MANAGEMENT REVIEW

A comprehensive package, working with senior leaders, to review all areas of current practice in relation to behaviour management and create an action plan to ensure the school follows best practice moving forward. The review may include:

- Core vision and values
- Policies and procedures
- Staff support and development
- Pupil and peer support
- Multi-agency working
- Learning environment
- Data analysis
- Classroom behaviour management
- Leadership



We can also offer support in each specific area separately.

SUPPORT WITH BEHAVIOUR RELATED POLICIES & PROCEDURES

An opportunity to work with one of our Emotional Wellbeing and Behaviour Support Teachers to:

- Evaluate and analyse current policy and procedures around Special Educational Needs and behaviour in your setting;
- Ensure policies & procedures meet DfE regulations and BILD Code of Practice and include most current thinking and legislation
- Collaborate on amending existing or writing new policies and procedures where appropriate.

For those schools who have signed up to, or received, the Safety Intervention™ Training Programme, this is an opportunity to ensure your policies and procedures reflect Safety Intervention™ Training.

FOCUSED LEARNING WALKS

An opportunity to:

- gather an overview of how your setting impacts on overall emotional wellbeing and behaviour;
- evaluate how your school environment meets the needs of pupils with a range of social, emotional and behavioural difficulties.
- create an action plan containing recommendations on how to adapt the environment to suit the needs of your pupils.

MODELLING STRATEGIES & APPROACHES

- Working alongside staff, modelling and supporting the strategies and approaches recommended to meet pupils' needs. This approach is collaborative and supportive, working together to upskill, develop relationships, share resources and empower staff.

WORKING WITH STAFF & PARENTS

DROP IN SESSIONS FOR TEACHERS & SUPPORT STAFF

An opportunity for staff to seek general advice about behaviour management: e.g. seating plans, setting SMART behaviour targets and how best to support pupils with social, emotional and behavioural challenges.

Please Note: we cannot discuss named individuals unless a Parental Consent form has been signed.

PARENT WORKSHOPS

We can plan and deliver workshops for parents to deepen their understanding of their own children. Topics may include:

- ADHD
- Anxiety
- Zones of Regulation (self regulation)

ATTENDANCE AT MEETINGS

On request we can attend some Multi Agency Meetings

- Multidisciplinary initial EHCP meetings
- EHAs to determine whether there is a role for our service, to feedback progress and to support future action plans

SAFETY INTERVENTION TRAINING™ (SIT)

The Emotional Wellbeing and Behaviour Support Service offers the opportunity for schools to complete the Safety Intervention Programme™ an accredited physical intervention training programme from the Crisis Prevention Institute (CPI). CPI is certified as complying with the Restraint Reduction Network Training Standards (RNN) through the BILD Association of Certified Training for its Safety Intervention™ programmes.

For more details email: ewbs.sit@northumberland.gov.uk



TRAINING

CENTRAL TRAINING OFFER

We have a core offer of training sessions scheduled throughout the year. All school staff can access these training sessions.



The training brochure can be found here:

Sessions are bookable via Learning Together here:

<https://ncc.learningpool.com/>

SCHOOL TRAINING

We can also prepare and deliver training specifically for your school or setting. This may be based on one of our central courses or linked to a different training need identified within your school. All training can be tailored for your school (time allocated, number of participants etc). Please contact your EWBS partner so that we can plan a training package that meets your requirements. Training courses that have recently been delivered include:

DYSREGULATION AND DE-ESCALATION

- ❑ **Causes of challenging behaviour:** identify and evaluate factors that can become barriers to learning and may cause or trigger challenging behaviour.
- ❑ **Engagement and De-escalation strategies:** identify and review useful de-escalation and engagement strategies, which can be used to support the inclusion of young people.
- ❑ **The importance of the environment:** highlight the role environmental factors play in effective behaviour management. Practical ideas & strategies give participants the opportunity to examine current practice and discuss how to plan and organise change within their learning environment.

AN INTRODUCTION TO ADHD

Look at current research and evidence, develop a greater understanding of ADHD and how and why it affects behaviour, then explore approaches / strategies to support the needs of children with ADHD.

RESTORATIVE PRACTICE

Explore current research and practice into behaviour management within a school/setting. Participants will be given the opportunity to discuss their current practice and how it may be adapted to create more effective outcomes.



ATTACHMENT & TRAUMA IN THE CLASSROOM

An introduction to this vast and complex topic. Develop a greater understanding of attachment and trauma, with a focus on how they may influence behaviour and impact on learning. Understand Developmental Trauma and how experiences will influence brain development and what this may look like in the classroom and school environment. Strategies that centre around relational approaches and developing resilience will be discussed and explored.

ANXIETY

Deepen understanding of anxiety and what happens on a physiological, neurological and emotional level. Explore a range of resources and strategies to support pupils with anxiety in order to minimise disruption to learning and promote happier, healthier lifestyles.

GROWTH MINDSET

Carole Dweck's concept of growth versus fixed mindset has been a prominent component within many schools for years. Moving away from the belief that our intelligence and capacity is set, we now know that we can continually grow our brains and learn new things. Using simple techniques and strategies, school staff can empower their pupils to have far greater belief in themselves and their abilities, develop a greater level of resilience and ability to learn from mistakes. Another practical session where practitioners will learn about their own mindset as well as how to support the pupils they teach.

ZONES OF REGULATION

An introduction to the Zones of Regulation, a framework designed to teach pupils to become more aware and independent in managing emotions and impulses, managing their sensory needs and developing a toolbox of strategies that they can use for self-regulation. This is a highly practical training session which incorporates ideas and strategies that can easily be incorporated into the classroom.

NB schools are not expected to buy into a scheme from this training session. This course is aimed at understanding the principles behind the framework and how it can be adapted and applied as a tool in many ways.

LUNCHTIME SUPERVISOR TRAINING



Participants will reflect on current practice and systems and receive training on effective communication, the importance of a consistent approach to behaviour management and an understanding of what drives many behaviours.

INDIVIDUAL PUPIL & GROUP WORK

Interventions can be undertaken on an individual pupil basis or as group work. It is important to emphasise that this work is intended as a starting point for pupils and school staff. The expectation is that school staff will be involved through opportunities to observe & shadow, then continue the work when our involvement ends. This is a great opportunity for staff to gain skills and experience which will have a positive impact on all pupils they work with. Individual and group work will have clear targets and outcomes that are being worked towards.

The following themes can be adapted according to age / group size. Contact your EWBS partner to talk through specific intervention requirements.

DEVELOPING EMOTIONAL INTELLIGENCE

This work aims to develop a better understanding of feelings and emotions. Pupils will be taught to recognise emotions within themselves and others through the interpretation of body language and / or facial expression. They will begin to identify and recognise their own emotional triggers and explore strategies to use to manage emotional situations.

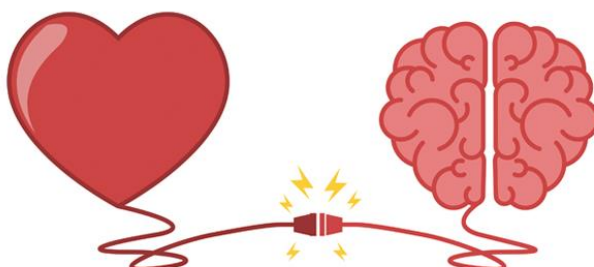
MANAGING BIG EMOTIONS (INCLUDING DISAPPOINTMENT AND ANGER)

Pupils will have the opportunity to:

- Gain a better understanding of how our brain & body react to stressful situations
- Understand the physical changes they notice within themselves
- Explore a range of strategies they can use to help manage their emotions.
- Learn about the Zones of Regulation

UNDERSTANDING ANXIETY & DEVELOPING HELPFUL COPING STRATEGIES

Using body maps pupils will begin to understand their physical response to anxiety and identify triggers, thoughts and situations that cause feelings of anxiety. They will develop a range of strategies to manage their anxiety including: challenging anxious thoughts, identifying helpful thoughts and identifying helpful people, places and objects as well as developing self-help strategies to calm the body and the mind.



INDIVIDUAL PUPIL & GROUP WORK

EXPLORING SELF ESTEEM & BODY IMAGE

Sessions will provide opportunities for pupils to:

- ❑ Explore how they perceive themselves and are perceived by others.
- ❑ Identify talents, interests and strengths to build emotional resilience.
- ❑ Learn & practice using self-help techniques and strategies
- ❑ Explore body image in society while challenging the “image myth”
- ❑ Build peer support, encourage open communication around body image & self esteem
- ❑ Acknowledge and consider the pressures placed upon young people today

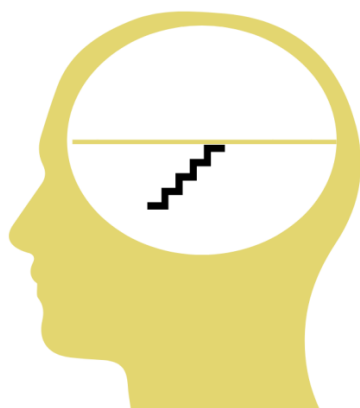


FRIENDSHIP & PEER PRESSURE

Pupils will explore ways to develop and retain positive and supportive relationships through conflict resolution, problem solving, cooperation and compromise as well as effective communication and empathy. They will explore risk taking behaviour, positive and negative role models, peer relationships and identify strategies which can help to keep them safe.

NON-DIRECTIVE PLAY & ART BASED ACTIVITIES

This gives the child a chance to express their feelings and emotions in a safe and contained way. Through a range of activities the aim is to gain insight into the child's understanding of the world around them and their place within it including within school and family life. Anxieties can then be explored in a supportive, non-threatening way.



UPSTAIRS DOWNSTAIRS BRAIN

Explore how the brain works in a child friendly way. It helps children understand what happens when they get “big” feelings. The sessions provide strategies to support children in the processing and management of their feelings through their understanding of the brain and its responses.

INDIVIDUAL PUPIL & GROUP WORK



THOUGHTS, FEELINGS AND BEHAVIOURS

Using CBT tools and approaches, pupils will explore negative or unhelpful thoughts, understanding feelings & identify possible for behaviours. Linking these thoughts, feelings & behaviours can help pupils develop effective strategies to manage behaviour.

SUPPORTING TRANSITION

Timelines are used to understand how change is experienced, how it affects individuals and how to prepare for change ahead using the strategies explored.

RESTORATIVE APPROACHES

Relationships can be challenging for children and young people, especially when they breakdown. Understanding how to rebuild and repair damaged relationships is an essential life skill. Pupils are given the opportunity to explore ideas and strategies to support reconciliation, while gaining a better understanding of themselves and others. We can work alongside, coaching and mediating, in order to enable both parties to learn and grow from the experience with a solution focused approach.

UNDERSTANDING MY ADHD BRAIN

An intervention aimed at helping pupils gain a better understanding of what ADHD is and what their own, unique ADHD profile looks like. There are opportunities to understand and explore:

- Diagnostic criteria
- Executive functions
- Emotional Challenges
- Strengths and positives



THRIVE

We have 3 members of the team who are qualified Thrive Practitioners. They can complete Thrive assessments and plans that can be implemented and monitored by school.

HOW TO ACCESS SUPPORT

INDIVIDUAL PUPIL SUPPORT

- Complete the “Request for Individual Pupil Support” referral form
- Complete and include the “EWBS Information Gathering Tool”
- Provide 2 cycles of support showing evidence of your graduated approach
- Parental consent is required prior to any work being undertaken
- NB without all of the above, referrals will not be accepted

GROUP WORK

- Requests for group work should be made on a ‘Whole School Request for Support’ form
- Schools will be asked to complete a declaration confirming that parental permission has been gained for each of the pupils within the group. This is school’s responsibility.

WHOLE SCHOOL WORK / TRAINING

- Should be requested using ‘Whole School Request for Support’ form

All requests for support forms and additional documentation can be found on our website [Northumberland County Council - Emotional Wellbeing and Behaviour Support Service](#)

Please always use the forms currently on the website as procedures are often updated and this ensures schools provide the most up to date information.

Referral forms and supporting documentation should all be sent to:
hint@Northumberland.gov.uk

SAFETY INTERVENTION TRAINING

- Email queries to EWB.SIT@northumberland.gov.uk

CONSULTATION LINE

These can be booked electronically at: [HINT EWB Consultations \(office365.com\)](#)

RESOURCES

Resources and information to support schools can be found on our padlet here:
[https://padlet.com/nies1/Emotional Wellbeing and Behaviour Support Service](https://padlet.com/nies1/Emotional_Wellbeing_and_Behaviour_Support_Service)

