

# **INCLUSIVE EDUCATION SERVICES**

---

## **Emotional Wellbeing & Behaviour Support (EWBS) Service**

---



---

# CONTENTS

---

- Introduction
- Meet the team
- Your EWBS partners
- Learners in Context
- Whole School Work
- Working with Staff & Parents
- Training
- Individual pupil & group work
- How to request Support
- Contact Details



---

## INTRODUCTION

---

The Emotional Wellbeing and Behaviour Support (EWBS) Service 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 and their pupils.

Using proactive and creative approaches, we are committed to working with schools to create an excellent climate for learning through:

- Improving behavioural outcomes for children and young people with complex social and emotional needs
- Promoting inclusive practice and supporting staff at all levels to meet the needs of every pupil

The service provides targeted support, intervention and training in order to facilitate purposeful change and sustainability throughout school.

Our 7 Rs logo (above) has been developed and designed to represent, in an accessible way, 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.



*Due to the current situation with COVID19, we are finding ways to be creative and work differently. This may mean working remotely where possible. We will discuss this with you when support is requested so that we can plan the best and safest way to meet that need during these challenging times*

# MEET THE TEAM



## FIONA TARN

High Incidence Needs Teams (HINT) Manager

## DINEO BRITAIN-DODD

Lead Practitioner / Emotional Wellbeing and Behaviour Support Teacher

I am an experienced primary teacher and senior leader, having worked with children with social, emotional and mental health difficulties for most of my career. I am a certified professional coach and have seen the benefits of using a coaching approach with pupils and staff. My philosophy of behaviour management centres on relationships, boundaries, consistency and accountability. My passion is working with staff and pupils to enable them to recognise that they are responsible for their own actions and behaviours and how these impact on others. Once we get behind the behaviour we can help young people understand themselves and become the best they can be.



## JENNIFER PRINGLE

Emotional Wellbeing and Behaviour Support Teacher

I have worked with children and young people for the past eighteen years. I have gained a wealth of theoretical knowledge, practical skills and experience through education, training and working in a variety of roles across a number of settings including; Social Care, Clinical and Education. The main focus of my work has always been with those who present a range of diverse or complex needs. I am passionate about improving the learning and achievements of young people. I am currently a Certified MAPA Instructor for NCC.



## LEE HILL

Emotional Wellbeing and Behaviour Support Teacher

I am an experienced primary school teacher and have worked with children experiencing a range of social, emotional and mental health difficulties for over 17 years. I am also a Certified MAPA Instructor for NCC. During my career I have developed my interest and practice of restorative approaches to resolve issues and repair relationships. All behaviour is communication, therefore our role as practitioners is to first understand and then help young people experiencing difficulties to find more positive ways of expressing themselves.



## HEIDI FINLAY

Emotional Wellbeing and Behaviour Support Teacher

I have been a teacher for over twenty years. My career began in mainstream education teaching in KS2 through KS5 before moving to special school education. There, I taught pupils from KS1-5 with moderate learning difficulties, SEMH and complex needs. I have a passion for a creative approach to teaching and like to encourage other practitioners to think outside the box! I am an advocate for finding pupils' strengths and talents and using this to change behaviour from negative to positive. I have an interest in neurodiversity and the psychology of behaviour.



---

# MEET THE TEAM

---



## JOHN COBBLEDICK

Senior Emotional Wellbeing and Behaviour Support Worker



I have worked & supported pupils with a range of behavioural, social and emotional needs in schools across Northumberland for 20 years including managing a Behaviour Unit within a secondary setting. I believe passionately that building strong positive relationships is key to success. Adverse childhood experiences and attachment theory are a real passion of mine and I believe that gaining a better understanding of each child's personal circumstances and past experiences will enable those working with young people offer better support and understanding of the emotional needs of their pupils.

## KAY IRELAND

Emotional Wellbeing and Behaviour Support Worker



I am a nationally qualified youth and community worker and have been working with children and young people in various settings for over thirty years. I've been a Specialist Behaviour Support Worker for 13 years, working in schools across south east Northumberland.. I am very interested in attachment and trauma and this informs my practice on a daily basis. I work in a therapeutic and child centered way.

## PIP GIBB-KIRK

Emotional Wellbeing and Behaviour Support Worker



I have eight years of experience working with children and young people. I developed an interest in therapeutic care and positive behaviour management as a Local Authority Foster Carer. I also have experience as a Pastoral Mentor based in a secondary school, a Level 3 Counselling Skills qualification and a special interest in building relationships of trust, self awareness and mental health literacy in children and young people. I enjoy working with school staff to achieve positive outcomes for our pupils and their families.

## SUE BROWN

Emotional Wellbeing and Behaviour Support Worker



I have worked in the Youth Justice System, Mainstream Secondary Schools for 17 years and 2 years in a pupil referral unit in North Tyneside. During this time I worked as a Behaviour Manager and oversaw reintegration within a large Secondary setting. I supported the introduction of the programme, 'Trax', a provision for Key Stage 3 students with a range of emotional difficulties, working in a therapeutic nurturing way. I aim to build confidence and self-esteem in the pupils I work with, striving to improve outcomes for them.

## CHARLOTTE CASTLE

Emotional Wellbeing and Behaviour Support Worker



I have worked for over twenty years within the social and educational sectors, in a variety of settings with children and adolescents. I am interested in supporting students with a holistic approach to themselves in order to access education. My professional focus areas include; self-awareness and self-esteem, social communication skills, understanding and regulation of emotions, anxiety and CBT techniques. I am passionate about the importance of building relationships with pupils in order to change their school experience. I am currently a Certified MAPA Instructor for NCC.

---

## YOUR EWBS PARTNERS

---

**ALNWICK**

Jennifer Pringle

Pip Gibb-Kirk

**ASHINGTON**

Heidi Finlay

Kay Ireland

**BEDLINGTON**

Jennifer Pringle

Charlotte Castle

**BERWICK**

Heidi Finlay

Pip Gibb-Kirk

**BLYTH**

Lee Hill

John Cobbledick

**COQUET**

Jennifer Pringle

Pip Gibb-Kirk

**CRAMLINGTON**

Lee Hill

John Cobbledick

**HAYDON BRIDGE**

Dineo Brittain-Dodd

Sue Brown

**HEXHAM**

Dineo Brittain-Dodd

Sue Brown

**MORPETH**

Dineo Brittain-Dodd

Charlotte Castle

**PONTELAND**

Lee Hill

Sue Brown

**PRUDHOE**

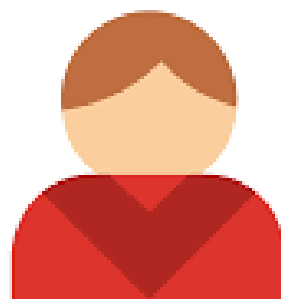
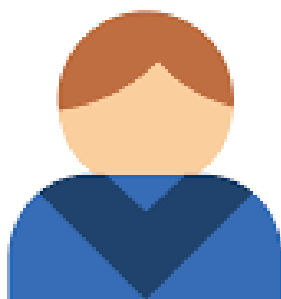
Lee Hill

Sue Brown

**SEATON VALLEY**

Heidi Finlay

John Cobbledick



---

# CORE OFFER: LEARNER IN CONTEXT

---

## LEARNER IN CONTEXT SUPPORT

This process replaces the individual referral and initial assessments that previously took place within the SLA offer.

Support for each Learner in Context referral will be planned and agreed with school staff according to context, for example:

- Pupil need
- Cycles of support already in place
- Status on the SEN register

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

- Signposting to appropriate resources and sources of information
- Writing / reviewing Behaviour Support Plans
- Writing / reviewing Risk Assessments
- Observations
- 1:1 work with the pupil
- Input to SEN paperwork eg. Writing the next cycle of support with school staff
- Gathering pupil and parent voice
- Consultation with staff
- Reflection & evaluation of current documentation, provision and interventions in place
- Follow up and monitoring visits

For some pupils, a more in-depth / higher needs assessment may be appropriate. This will take the form of an initial assessment ie. Observations, meeting with school staff and parents / carers, 1:1 session with the pupil and a full report with findings, recommendations and advice.



---

# CORE OFFER: LEARNERS IN CONTEXT

---

## LEARNERS IN CONTEXT SUPPORT

Learners in context refers to a group, cohort, class or year group.

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:

- Observations
- Learning walks
- Training
- Coaching and mentoring
- Group work
- 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.

NB if the agreed plan involves group work, each pupil involved will need a parental consent form to be completed and returned to the HINT team before the work can commence.





---

## CORE OFFER: WHOLE SCHOOL

---

### 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 MAPA® Training Programme, this is an opportunity to ensure your policies and procedures reflect MAPA®.

### FOCUSED LEARNING WALKS

An opportunity to:

- gather an overview of how your setting impacts on 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.

### SAFETY INTERVENTION TRAINING (SIT)

The Autism and Emotional Wellbeing and Behaviour Support Services offer the opportunity for schools to undertake a BILD accredited, recognised and valued behaviour management and physical intervention programme.

For more details email: [ewbs.sit@northumberland.gov.uk](mailto:ewbs.sit@northumberland.gov.uk)



---

# CORE OFFER: WORKING WITH STAFF & PARENTS

---

## 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.

## 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 DROP INS

An opportunity for one of our Emotional Wellbeing and Behaviour Support Teachers to join a parent workshop or event e.g. parents evening, to offer support and advice for any pupils displaying behaviours of concern at home.

## PARENT WORKSHOPS

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

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

## PARENT SUPPORT

We can offer advice and guidance on building links between school and home to promote the use of consistent behaviour management techniques across settings. Individual work with parents/carers can only be undertaken at school's request.

NB when seeking support with parents, schools will be asked to demonstrate the school need they have identified and what they have already initiated to try and address this need.

## 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



---

## CORE OFFER: TRAINING

---

We can prepare and deliver in-service training. Existing training packages are outlined below. All training can be tailored to meet the need of your school (time allocated, number of participants etc). Bespoke training packages can also be developed on request. Please contact your EWBS partner so that we can plan a training package that meets your requirements.



### MANAGING BEHAVIOUR

- ❑ **Reflective practice:** 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.
- ❑ **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.

### 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. Strategies that centre around relationships and resilience in the classroom will be discussed and explored.

### BUILDING EMPATHY & SELF REGULATION

A variety of activities and interventions particularly useful when working with staff who are supporting children who have emotional, self-regulation and attachment issues.

### 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.

---

# CORE OFFER: TRAINING

---

## EMOTIONAL HEALTH & WELL BEING

Practitioners will reflect on the impact emotional health and well-being has on young people, their behaviour and learning. The session looks at ways to promote positive emotional health and well-being in school for both staff and pupils.

## DEVELOPING CONCENTRATION

Develop an understanding of barriers to concentration in the classroom and associated behaviours. This session includes practical ideas which offer engagement strategies and suggested interventions to support concentration.

## 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.

## YOUR FANTASTIC ELASTIC BRAIN



A training package around the book 'Your Fantastic Elastic Brain' by JoAnn Deak. This book is heavily linked to growth mindset with aspects of teaching children the science behind self-regulation and positive behavioural choices. Highly recommended for those schools who have attended Mindset Training or who actively encourage growth mindset teaching within their schools.

## 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.

---

## CORE OFFER: 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 following our involvement. This is a great opportunity for staff to gain skills and experience which will have a positive impact on all pupils they work with. The following themes can be adapted according to age / group size. Contact your behaviour partner to talk through specific intervention requirements.

### MANAGING EMOTIONS

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.

### 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 DISAPPOINTMENT

The aim will be for pupils to develop their understanding of reactions to disappointment and explore strategies to manage these feelings and behaviours. The group will also explore each other's experiences and ways of coping with disappointment, learn that it is an emotion everyone feels and be able to provide support to each other in school.

### 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.

---

# CORE OFFER: 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

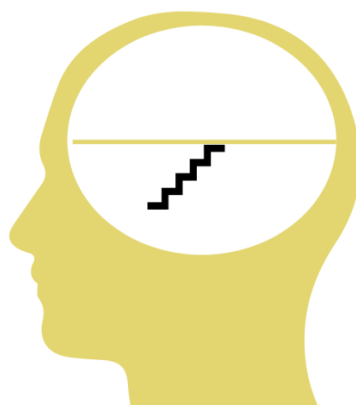
Pupils will explore ways to develop and retain positive and supportive relationships through conflict resolution, problem solving, cooperation and compromise as well as effective communication and empathy. They will explore risk taking behaviour, positive and negative role models, peer relationships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



---

# CORE OFFER: INDIVIDUAL PUPIL & GROUP WORK

---

## THOUGHTS, FEELINGS AND BEHAVIOURS

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



## UNDERSTANDING ACTIONS & OUTCOMES

Develop an understanding that actions have consequences through exploring what positive choices look like in school, reinforcing the importance of making better choices and strategies to use.

## 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.

## PEER MENTOR TRAINING

This workshop looks at the skills needed to be an effective Peer Mentor / Buddy in school. The sessions explore and reflect on the following: The Importance of Confidentiality; Being an Active Listener; Using “What” Questions and Conflict Resolution.

## 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 from the experience with a solution focused approach.







---

## CONTACT DETAILS

---

<b>DINEO BRITTAIN-DODD</b>	dineo.brittaindodd@northumberland.gov.uk	07814 097610
<b>SUE BROWN</b>	sue.brown@northumberland.gov.uk	07989 168477
<b>CHARLOTTE CASTLE</b>	charlotte.castle@northumberland.gov.uk	07970 341492
<b>JOHN COBBLEDICK</b>	john.cobbledick@northumberland.gov.uk	07966 323932
<b>HEIDI FINLAY</b>	heidi.finlay@northumberland.gov.uk	07989 167566
<b>PIP GIBB-KIRK</b>	philippa.gibb-kirk@northumberland.gov.uk	07970 341550
<b>LEE HILL</b>	lee.hill@northumberland.gov.uk	07976 850047
<b>KAY IRELAND</b>	kay.ireland@northumberland.gov.uk	07855 283433
<b>JENNIFER PRINGLE</b>	jennifer.pringle2@northumberland.gov.uk	07970 341724

### **HIGH INCIDENCE NEEDS TEAM (HINT) MANAGER**

Fiona Tarn

[fiona.tarn@northumberland.gov.uk](mailto:fiona.tarn@northumberland.gov.uk)

07970341508

### **LEAD PRACTITIONER**

Dineo Brittain-Dodd

[dineo.brittaindodd@northumberland.gov.uk](mailto:dineo.brittaindodd@northumberland.gov.uk)

07814097610

### **HINT ADMIN**

[hint@northumberland.gov.uk](mailto:hint@northumberland.gov.uk)

### **EMOTIONAL WELLBEING & BEHAVIOUR SUPPORT SERVICE**

Aesca House  
South View,  
Ashington,  
Northumberland,  
NE63 0SF

