
Invest to Save Update

Report being considered by: Schools' Forum
On: 14 October 2019
Report Author: Michelle Sancho
Item for: Decision **By:** Michelle Sancho

1. Purpose of the Report

- 1.1 The purpose of this report is to provide an update on the behaviour and PPEP care projects undertaken as part of the Invest to Save initiative. The report will also make recommendations for future actions.

2. Recommendation

- 2.1 That the HNB funds a 3 year fixed term post of a Therapeutic Thinking Schools Officer.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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3. Introduction/Background

- 3.1 In July 2018 the Heads Funding Group / Schools Forum agreed to use £100,000 of one off funding on projects which would help to generate savings in the High Needs Block. The Schools Forum approved the allocation of £78,400 to the behaviour project if a bid for the Strategic School Improvement Fund was not successful. In addition the Schools Forum allocated £10,000 for Psychological Perspectives in Education and Primary Care (PPEP Care) training for schools on Autism Spectrum Disorder (ASD).

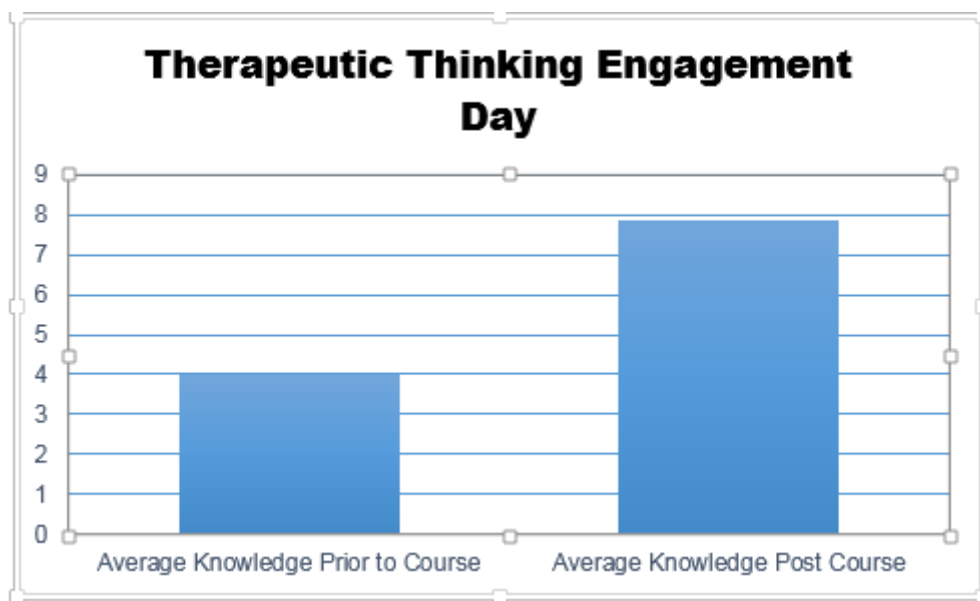
4. Overview of Behaviour Projects

- 4.1 Therapeutic Thinking
- 4.2 Over 120 school staff and West Berkshire employees have attended engagement days which helped them to understand how to support children and young people in schools in a trauma informed way. In addition, over 70 school staff and LA employees attended three day train the trainer training in order to upskill themselves to deliver training in therapeutic thinking in their own settings. Other local authorities that have adopted a similar approach have seen impressive outcomes. For example, one local authority found that in schools where head teachers were trained as trainers there was a 60% reduction in fixed term exclusions, an 89.5% reduction in exclusion days and no permanent exclusions. This was achieved within a year.
- 4.3 Both the engagement day training and the 3 day training have been evaluated positively. The evaluation is outlined below.

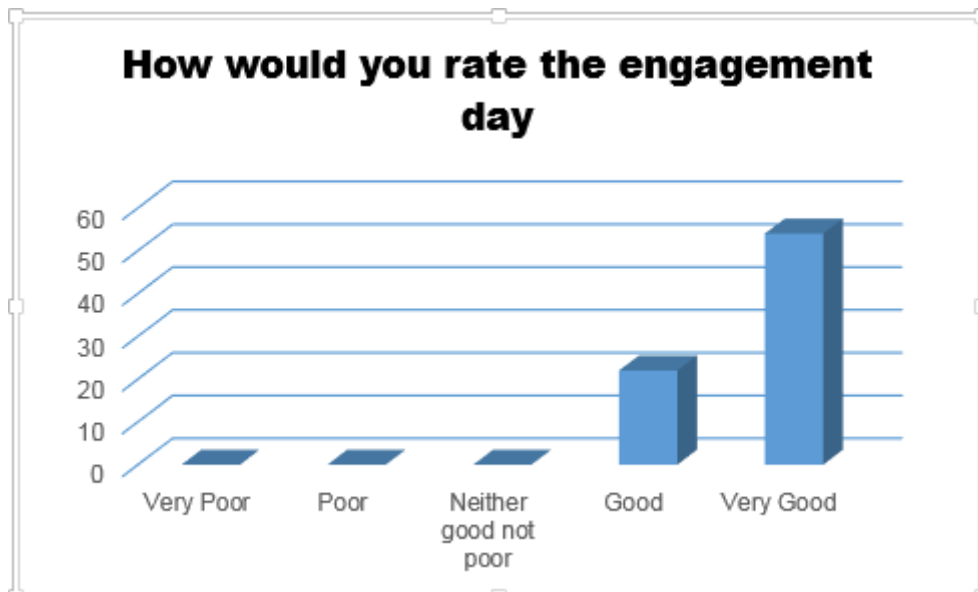
4.4 The introductory engagement day feedback



- 4.5 All attendees of the engagement day rated the training as being likely to have a significant impact on their practice. The mean knowledge of participants shifted from a mean of 4 out of 5 before the training to a mean of 9 out of 10 post training.



- 4.6 100% of attendees rated the introductory training as good or very good.



- 4.7 Some of the comments from attendees of the introductory training are illustrated below:

'This has the potential to fundamentally change the way we support children in West Berkshire'

'I feel very hopeful that this approach could significantly improve the life chances and outcomes of some of our most disadvantaged and vulnerable young people so that each child gets the opportunity to succeed.'

4.8 The 3 day train the trainer feedback

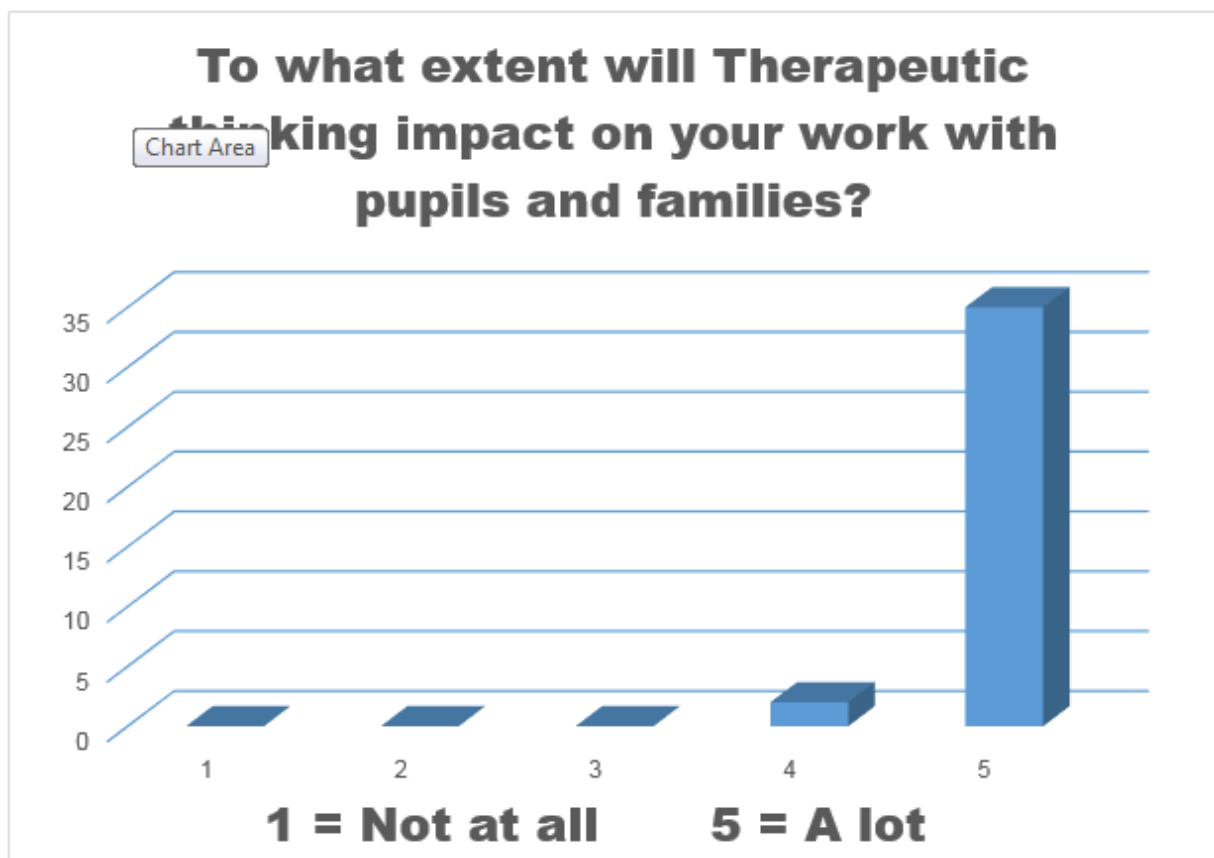
- 4.9 The vast majority of those who completed evaluation forms and attended the 3 day training rated the training as very good. 100% rated the training as good or very good.



- 4.10 Attendees rated the training as having an impact on their practice. All attendees had previously attended the introductory training which they rated as having a significant impact on their practice. As there was some time between the introductory training and the 3 day training, some attendees may have been rating the further impact of the 3 day training.



- 4.11 Attendees rated the training as impacting their work with families.



4.12 Some of the comments from attendees of the 3 day course are illustrated below.

'Best training I've ever done. Once you listen to everything it's all so logical and makes sense'

'I feel totally inspired and this is what I have been looking for, for a very long time.'

'This course has given me the theory, tools, experience, examples to be more determined to bring about change for every child we can.'

'Empowered to develop ideas I've always thought were the right forward further.'

'Confident with the materials supplied to change the minds of even the most "set in their ways" staff.'

'Wonderful course, I can't wait to get back to school setting to begin working on implementation.'

'Excellent course. Looking forward to collaborative working with other leads'

'Probably the most inspiring course so far in my teaching career. Your charisma and knowledge is infectious, I have enjoyed it thoroughly, thanks'

'Amazing engagement day followed by a thought provoking and supportive 3 day course that has made me feel empowered and excited about the journey for our school'

'Engaging, Inspiring, though provoking and RIGHT!'

'Challenging Inspiring and engaging. This will transform schools, LA's and more importantly the destinations for all pupils.'

'Inspirational, common sense 3 day course that can make HUGE differences and impact on our young people families and colleagues.'

'Fantastic course. Provided with lots of knowledge and information, along with resources that can be used easily to support children. I am looking forward to implementing this approach in school and making a difference to many children. Now feel I have the confidence and justification to make decisions that are in the best interest of the child'

'Enlightening 3 days. The most informative 3 days training I've been on in my whole teaching years.'

'Training has been enlightening, inspiring and humbling. It has come at the right time and I'm looking forward to the direction we are going as a local authority. We can make a difference to all children, including our most vulnerable. The tools and plans give us a power to start making a change tomorrow'

'Quality and depth of input. Can be applied in all settings. Dynamic and inspiring – best training in 20 years teaching'

'I've found the course timely and empowering. It has enabled me to reflect and evaluate the effectiveness of our current policies and procedures and give me the tools to make it better for the children in my school.'

'This training has been exciting and has opened my eyes to some different solutions that are absolutely in line with our philosophy.'

'Inspirational delivery with lots of clarity in terms of explanation. Clearly passionate which meant I totally bought in to the 'therapeutic thinking' philosophy... resources mean these can be utilised and I can implement parts into school quickly'

- 4.13 Two more engagement days and one more 3 day course have been scheduled to take place before the end of the financial year. These are heavily oversubscribed with waiting lists. Since the training I have been informed of significant changes in some schools. This has included the removal of the isolation unit along with a revised behaviour policy in one school, another school has brought in a new behaviour system and removed the booths in their call out provision, several other head teachers have introduced therapeutic thinking to their whole school during September INSET days and have reported that they put in place alternatives to exclusions.

5. Bespoke Projects

West Berkshire schools were given the opportunity to bid for educational psychology time and financial support (if appropriate) for an Invest to Save project in their school. A total of 6 bids were received. The projects were supported up until August 2019.

A summary of the bids can be found in Appendix A. 5 individual schools replied (Trinity, Inkpen, Garland, Theale, Spurcroft), 1 group of schools (St Barts, St Nicolas, St John the Evangelist, John Rankin and Falkland) and the Pupil Placement Panel also applied..

- 5.1 Appendix B provides an overview of the support packages provided to the schools. An evaluation of the support provided to the schools most actively engaged is shown in Appendix . A brief overview for each school is outlined below.

5.2 Trinity Outcomes-

Positive shift in staff confidence following whole school staff training delivered

Positive reduction in reported behaviour incidents and call outs reduced pre / post involvement in project

Positive confidence shift reported by ASD Resource staff

Some comments from staff:

-Taking a step back and viewing behaviour as something that is a result of many factors was useful

- The discussions with staff was useful
- Very helpful to have external providers to add to our practice

5.3 Inkpen Feedback –

School staff found the support sessions provided useful (indicated on a rating scale)

The sessions influenced staff practice in supporting children with behaviour difficulties (indicated on a rating scale)

Some comments from staff:

- I always feel refreshed after these sessions and the ideas have had a positive impact on my well-being/teaching approaches
- More of these sessions would be good, to think about / reiterate the importance of emotional well-being in adults and children.
- It has been wonderful to be given time to reflect and stop to think about where I am with emotions and how I regard them...and accepting them!

5.4 Garland Outcomes -

Positive shift in pupils' reported sense of belonging in school

Varied positive shifts in pupils' view of classroom dynamics e.g. improved satisfaction (in Year 3, 4 & 6), reduction in friction (in Year 6), competitiveness, reduced difficulty (in Year 6) and improved cohesiveness (in Year 4, 5 & 6)

School staff reported that the whole school training delivered was useful indicated on a rating scale

The whole school training delivered influenced staff practice somewhat indicated on a rating scale

School staff reported finding the problem solving consultation sessions particularly useful indicated on a rating scale

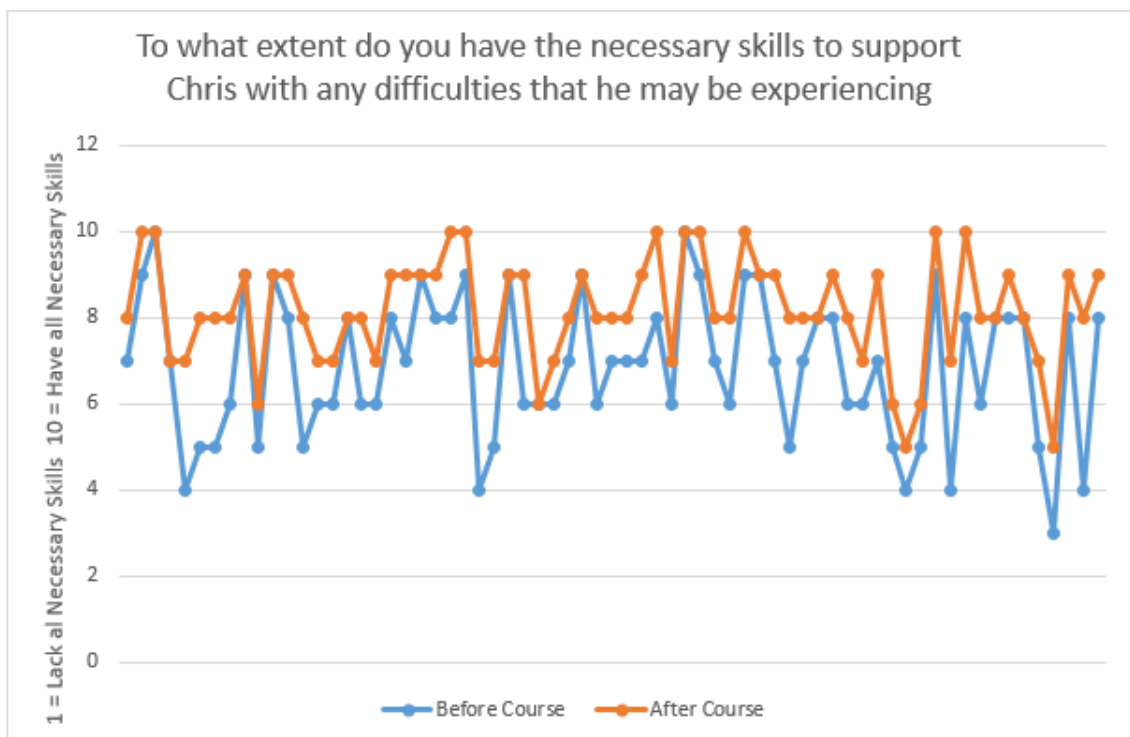
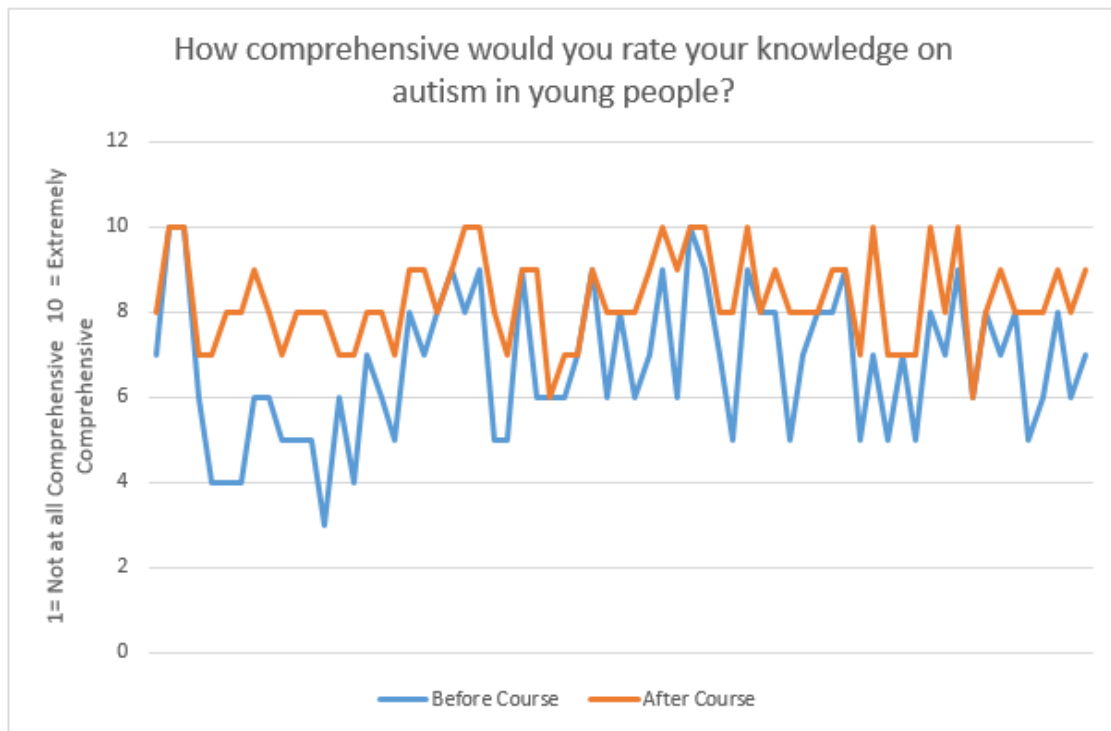
School staff reported feeling that the problem solving consultation sessions did move them forward indicated on a rating scale

St Barts Cluster Feedback –

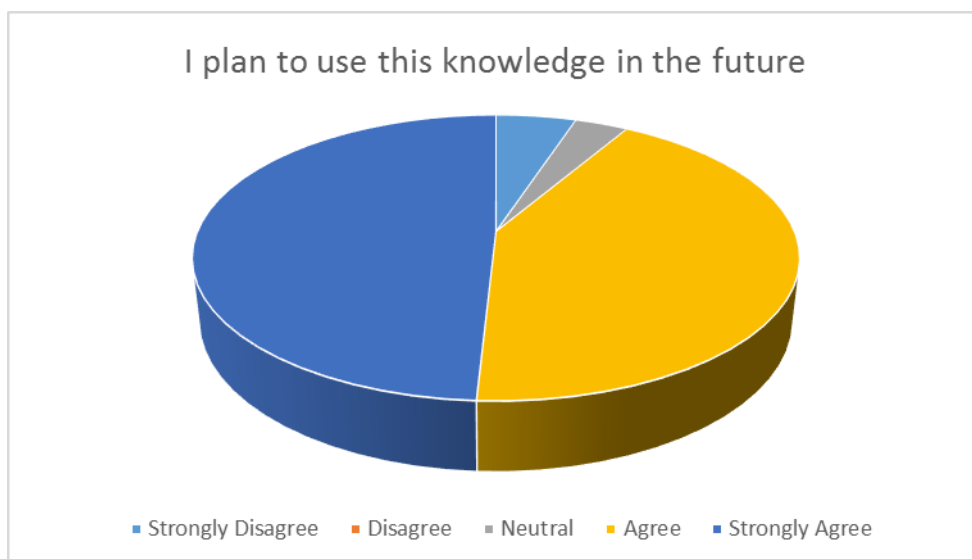
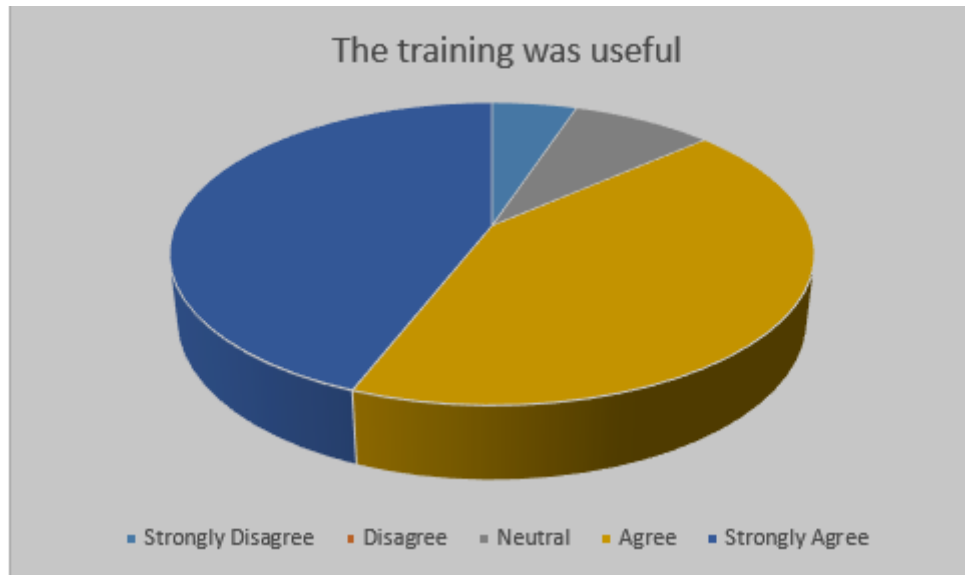
- Children gained an ability to self-reflect
- Children enjoyed the course of sessions
- Further feedback is being sought from the person who delivered the small group, support sessions for Year 6 children

6. PPEP Care Project

- 6.1 The nationally recognised PPEP Care training was delivered by two educational psychologists. The training was made available to all schools with the cost of supply covered for all attendees. The training ran twice.
- 6.2 The training was well received. The charts below demonstrate the improvements in knowledge and skills reported by the attendees.



- 6.3 Most attendees reported an increase in their knowledge of autism in young people following the course. Similarly many of the attendees increased skill level sufficiently to support the case study.
- 6.4 86% of the attendees reported that they were satisfied with the training and 84% reported that they planned to use the knowledge they acquired in the future.



7. Recommendations

- 7.1 The Invest to Save Projects have had a significant impact on staff skills and reported practice, The area that has had the most significant impact is the introduction of the Therapeutic Thinking approach. In order to sustain change across West Berkshire I recommend that HNB funds a 3year fixed term post of Therapeutic Thinking Officer to lead network meetings for school leads, develop policy and practice within West Berkshire and in schools and to continue to deliver the engagement and train the trainer courses.

8. Conclusion

- 8.1 The Invest to Save Behaviour Projects and the PPEP Care training were on the whole successful. Schools are keen for continued training and support in the area of Therapeutic Thinking. This area has the potential to achieve substantial savings in the HNB over time.

9. Consultation and Engagement

- 9.1 The evaluation of the project is based on information from staff in a wide range of West Berkshire schools and a number of local authority officers.

10. Appendices

- 10.1 Appendix A - A summary of the details shared by the schools on their expression of interest forms
- 10.2 Appendix B - Overview of bespoke packages of support provided in schools
- 10.3 Appendix C - Evaluation of support provided in the 4 remaining schools