

TLG EARLY INTERVENTION IN PRIMARY SCHOOLS

*A Prospectus
for Schools*



Each year there are over 37,000 exclusions in primary schools across the UK

Boys are 4 times more likely to be excluded than girls.

Children with free school meals are 4 times more likely to get a permanent exclusion from school.

“More and more eminent thinkers, policy makers and practitioners are acknowledging the importance of Early Intervention in children’s lives. Teachers, health workers, police officers and parents tell the same story.”

“There is much scope for innovation, and for engaging the energy and creativity of volunteers.”

Early Intervention: The Next Steps - Graham Allen MP

TLG Response

“There are families across the UK who would benefit so much from a little help. TLG Early Intervention is about taking time with children who are struggling to engage with some aspect of school life.

Our programme is about coaching and nurturing these children and bringing encouragement to their families by keeping parents involved in the process.

In every place that has a church and a primary school, then this is a programme that can make a difference.”

Tim Morfin CEO of TLG

TLG Early Intervention Centres in School

What a difference an hour makes
1 volunteer, child, hour a week

TLG Early Intervention Centres are hosted by a church in your community. TLG will train up to 10 volunteers, who have previous experience working alongside children, to become Behaviour Coaches.

The coaches will be trained in all aspects of safeguarding and will be fully equipped to run the 'timeout' programme in your school. Each coach will commit to volunteering for a minimum of 1 academic year.



At TLG we are committed to supporting all coordinators and coaches with forums offering additional training, resources and connections to other TLG Early Intervention Centres locally and across the UK.

One of these volunteer coaches will coordinate the team and be in regular contact with school regarding the overall running of the intervention.

Lasting impact in the lives of children, young people and their families comes from long term engagement and support. We are passionate about bringing communities together as we know this brings the most thorough intervention for a child who needs help.

The minimum amount of time for a child to access the programme is one term. We would recommend 2-3 terms as this allows time for the coach and child to address the issues and work on strategies to bring an improvement that will last.

Who will benefit from TLG Early Intervention?

The resources are written for children aged 7-11 years.

They are for children experiencing social, emotional or behavioural difficulties.

These difficulties can be short term: bullying, moving house or worries about secondary school. They can also be long term: family breakdown, bereavement or illness in the family.

When a child is experiencing difficulties in school there is usually an anxious parent. The programme seeks to support the home life of the child too by involving those who care for them outside of school. Each coach will meet with the parent/carer of the child they work with, to agree on how to stay in touch throughout the intervention.

Home visits

In some cases home visits are the most comfortable form of involvement for parents or carers.

Coaches will work closely with school to make the appointment, follow through with the visit and write a report detailing the main issues raised.

All communication with home will seek to enhance the school/ family relations and each coach will feedback positively about the child's progress in their sessions. Through regular conversations they will be able to offer much needed support to anxious families by talking through the strategies used in the session by the coach.



How much does it cost?

To run this programme it is costing the church partner £1800 in the first year and £1200 from year two onwards.

Once the Early Intervention programme is running in school, the coordinator will discuss with the head teacher or key school contact a reasonable contribution from school towards the costs.

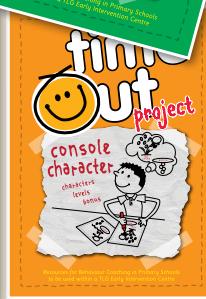
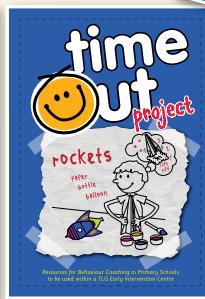
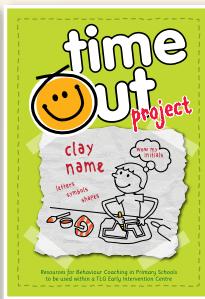
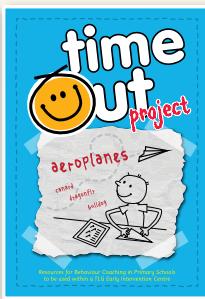
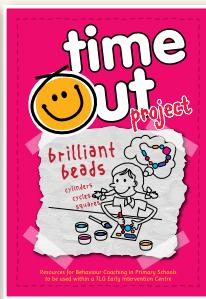
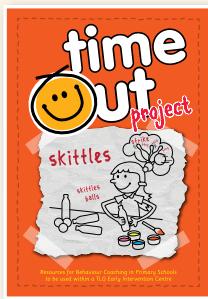
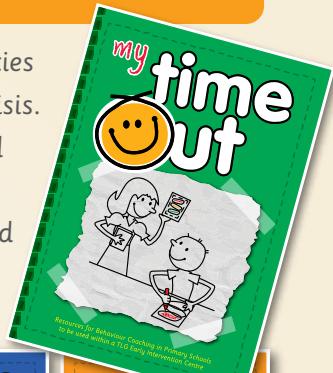


The TLG Timeout Programme

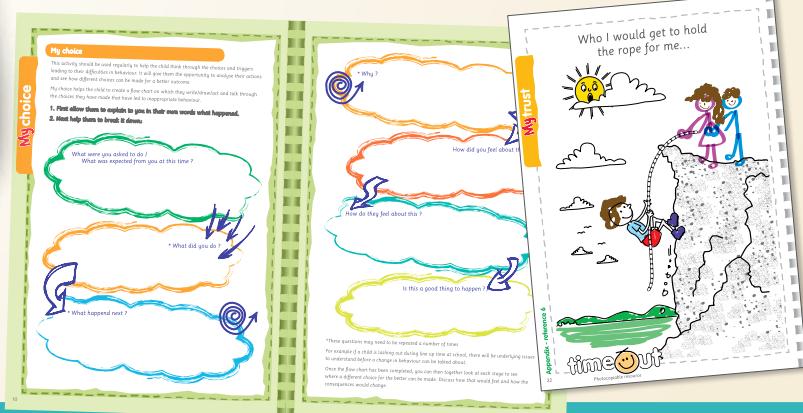
Resources

This programme aims to tackle behavioural difficulties in school as they emerge, averting potential future crisis.

When run in school it will provide time out for the child to be coached through their struggles and encouraged in their abilities. It gives each child the opportunity to understand their feelings, look at coping strategies, explore the choices they have and their related consequences.



The 'timeout' materials have been developed by childcare professionals specifically for TLG Early Intervention Centres. The resources provide a structure for each hour spent with the child. They involve 'timeout' projects that incorporate the National Curriculum in a creative way and 'my timeout' activities that inspire a collaborative approach to tackling behavioural difficulties.



Target setting and Evaluation

A successful intervention needs to have a process of evaluation to remain current and effective.

As they begin the programme each coach will meet the parent/carer and teacher of the child they will be working with, to fill in a target setting form. This then gives the coach the information they need about the issues the child has from a home and school perspective. The child will also give their own views on the struggles they are having.



<p>It's from a home area The child will also give</p> <p>TLC time out TARGET SETTING & EVALUATION FORM</p> <p>School Target</p> <p>Date: <input type="text"/> School: <input type="text"/></p> <p>This Evaluation is conducted by Behaviour Coach: With: Teacher/Learning mentor (Please circle the appropriate)</p> <p>Child: BEHAVIOUR DIFFICULTIES <input type="text"/></p> <p>TRIGGERS (What initiates the behaviour? Are there problematic areas of the day/timetable?) <input type="text"/></p>	<p>Home Target PARENTAL AGREEMENT</p> <p>In this programme it is important for us to keep each other informed of the progress being made around the home target.</p> <p>CLIENT AGREEMENT (please sign and date to date): <input type="text"/></p> <p>During the coaching sessions it would be helpful to take photographs of your child engaging in the activities to:</p> <p><input type="checkbox"/> In their journal <input type="checkbox"/> Learning activities <input type="checkbox"/> In practical situations for TLC <input type="checkbox"/> Other (please specify) _____</p> <p><input type="checkbox"/> I do/do not give permission! <input type="checkbox"/> I do/do not give permission! <input type="checkbox"/> I do/do not give permission!</p> <p>Signed by _____ Name _____ Relationship _____</p>	<p>TLC time out TARGET SETTING & EVALUATION FORM</p> <p>Child's Viewpoint</p> <p>Date: <input type="text"/> School: <input type="text"/></p> <p>This Evaluation is conducted by Behaviour Coach: (name): With: Name: _____</p> <p>Beginning of the Intervention</p> <p>Key: <input type="checkbox"/> Spends time with my family <input type="checkbox"/> <input type="checkbox"/> Spends time with my friends <input type="checkbox"/> <input type="checkbox"/> Spends time with my school <input type="checkbox"/> <input type="checkbox"/> Lunch time at school <input type="checkbox"/> <input type="checkbox"/> Homework <input type="checkbox"/> <input type="checkbox"/> Numeracy lessons <input type="checkbox"/> <input type="checkbox"/> English lessons <input type="checkbox"/> <input type="checkbox"/> Creative curriculum (history, geography, art) <input type="checkbox"/> <input type="checkbox"/> Working in groups during lessons <input type="checkbox"/> <input type="checkbox"/> Working on my own in lessons <input type="checkbox"/> <input type="checkbox"/> Working on my own in lessons</p> <table border="1" data-bbox="1289 803 1359 889"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td>32</td></tr> </table> <p>Comments: <input type="text"/></p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Timeout online

All of the resource packs can be accessed online by coaches and each coach can complete their evaluations online in a secure website.

Schools will be given a username and password to access the data.



Delivering Early Intervention in school

To deliver the Early Intervention programme we ask that the school to provide:

- A key contact person to regularly meet with the Early Intervention coordinator
- Access to relevant safety and safeguarding policies in school for all coaches
- A small amount of time for each coach to meet with the teacher of the child they are about to coach (for target setting and evaluation purposes)
- A suitable place for the coaching sessions (shared area, support room or art room)
- Art/DT materials: paper, paints, paint brushes, pencils, scissors etc.
- 2 exercise books; 1 plain for each child's journal and 1 lined for each coach to write up the session notes.
- Use of photocopier and school laptop or computer.



Next steps

If you are interested in having the TLG Early Intervention Programme in your school and would like to chat with someone at TLG, we would love to hear from you.

Please contact us at ei@tlg.org.uk or Telephone **01274 900384**

If you have met the Early Intervention Coordinator for your area the next step can be a meeting to discuss the logistics of the intervention in your school:

Check list for the planning meeting and implementing the Intervention

1. How many coaches do you have?
 - When are they available
 - Male/female
 - CRB in place?
2. How often will your school contact person and EI coordinator meet to review the Intervention Programme for all the coaches and children involved.
3. Will coach notes be taken in notebooks or securely online?
 - If a book will it be kept by office or child's class teacher?
 - If online, is there a computer/laptop in school to access each week?
4. Where will the coach and child meet each week?
 - How will resources be accessed on a weekly basis?
 - Resources needed = plain paged book (for child's journal) paper, pencils, paints, newspaper, PVA glue etc.; general Art/DT resources (show the resource lists from the projects)
 - Where will the project be stored (bearing in mind there may need to be drying time for painted or glued pieces)
5. Agree an appropriate time for coaches to collectively or individually review the school policies and procedures.
6. Agree use of school equipment for contacting parents and photocopying sheets for the coaching sessions.
 - Is there a class camera available now and then to photograph work or for project use? (facial expressions activity)
 - Use of office telephone to call parents
 - Use of school computer or laptop for emailing parents and filling in evaluations with teacher and child.

