

Guidance For Teaching Assistants Working at the SRB

Thank you for coming to work with and support the children at Manor Field SRB for children with Social, Emotional and Mental Health Difficulties. (SEMH)

Background Information

Children are given an assessment place at the SRB following a referral from their home school. Children are referred because home schools are struggling to manage their behaviour.

They are at risk of permanent exclusion or

There has been some trauma in the child's life so far which means that they require some nurturing intervention.

The unit supports up to 10 children from KS1 for approximately 2 terms. We work in partnership with the home schools and children remain on role there and attend on Friday. The home school remains responsible for the child while they are here.

Most home schools agree to send a 1-1 TA to support the children. This is beneficial for us as it supports the work we do and gives consistency for the child. It is beneficial for you as you will have the opportunity to develop your professional skills by observation and understanding of behaviour management including the use of the Thrive Approach.

The aim of the SRB is to return all children to their home schools with the skills they need to be successful. We will try to do this by using proven behaviour management techniques and consistent use of Thrive.

How you can help us.

- Support the Class Teacher in the teaching and learning activities
- To help set the classroom up for activities in play, learning and social times.
- To be a good role model for the children
- To be proactive...if you see something that needs doing, please do it!
- To be a link between us and the home school.

Some tips and advice when working with the children.

The child you are working with should be your focus 100% of the time!

You need to be 'with' your child at all times. This can mean observing from a safe distance while keeping your focus on them. Our children need us to be aware of what is happening for them in order that we can physically and verbally support them when they are in crisis. We need to know what they are feeling and sensing to be able to empathise when they experience difficulty. Knowing what the children are saying and doing will help you anticipate a problem and de-escalate it before it becomes a crisis where the child's behaviour becomes disruptive or unsafe.

This happens throughout the day but is often particularly important in the 'free' times.

Every Minute of the Day is a learning Opportunity

Children attending the SRB need support in all areas of learning including play and especially social interaction. Play **with** the children and role model social skills. They need support to share and develop their imaginations.

Using Thrive language and activities, be interested in what they doing and give them the language they need through talking and modelling.

Use your observation skills and record anything new or unusual to help us spot triggers that lead to disruption and/or unsafe behaviour. Please write anything important on a post-it-note and tell a member of SRB staff that it's there!

Be a Good Role Model

There are a lot of adults at the SRB and it is easy to engage in private conversation when the children are around. Please be aware that the children are often hyper-vigilant and will be listening to what you say especially if you are talking about them!

Most children learn by copying – let's give them something good to copy.

Support for ALL the children and adults

While you are at the SRB, you will be asked to support and work with all the children during your time here. This is for a variety of reasons that include: Your child not becoming too dependent on you, to give you a chance to learn different skills and support your professional development.

Children are sometimes removed from the classroom/outside area using Norfolk Steps. If you are not trained, an SRB member of staff will take over. Please be aware that this has left a child without support and take over to cover until they return.

Sometimes the learning may be disrupted so severely that the lesson is abandoned. If the Class Teacher or HLTA is not able to continue, **please** read a story, play a game, do some singing or any other activity that engages the children safely.

Safeguarding

As you are all aware, children may at times make a disclosure to you. It is very important that you tell either Kerry Lawn or Mel Fisher if you have a concern about children (or adults) at the SRB.

And Finally

Ask if you are unsure about anything. We are all here to help and support each other, the success of the day depends on it!

We hope that you will enjoy your time working in this unique setting.

