



Behaviour for Learning Policy

Aiming high, nurturing all.

Reviewed: **October 2024**

Ratified by Governors: Previous policy ratified by governors November 2021. Updated policy due for renewal Dec 22

At West Blatchington Primary and Nursery School, we take pride in creating memorable experiences through our rich curriculum built on kindness, curiosity and confidence. In our community, we celebrate, inspire and nurture each individual.

Together, we aim high, dream big and champion all.

Aims of the policy:

- **To promote our 'Learning Hero' attributes: demonstrating resilience, thinking reflectively, relating to others, being resourceful and making responsible choices**
- To encourage a shared understanding of the school's vision
- To provide a clear outline of the structure of positive behaviour strategies used in all our learning spaces within the school and beyond
- To develop each child's independence by building their self-esteem and resilience
- To support children's understanding of what respect looks like and our responsibilities to respect others
- To promote an environment where everyone has the ability to express how they are feeling, through the language of Just Right, Restorative Justice and our Learning Heroes
- To promote good relationships so that people can work together with the common purpose of helping everyone to learn and succeed, using our relating skills
- To ensure that everyone takes responsibility for their actions and choices, showing awareness of how their behaviour impacts on others

Responsibility and Rights:

Everyone at our school has the **right** to be respected, to feel safe and to be listened to, and the **right** to learn. We all have **responsibilities** towards our community members to ensure these rights.

Children have the responsibility to...

- Do their best
- Contribute to the class vision and follow the class rules
- Ask for help when needed
- Listen when others are speaking
- Follow instructions from all adults within the school community e.g. LSAs, teachers, governors, etc.
- Support issues being resolved fairly
- Allow others the opportunity to learn
- Dress in accordance with the school uniform policy to reflect school pride and a sense of belonging

Governors have the responsibility to...

- Support the school in the implementation of this policy
- Regularly review the policy and offer advice to the head teacher on behaviour issues if required
- Adhere to the core expectations for staff (see separate document entitled Core Expectations for Staff)

Staff have the responsibility to...

- Be fully prepared for lessons so that children's learning is maximised to the full
- Model professional behaviour towards each other, pupils and their families at all times
- Ensure that all members of the school community understand their duty to ensure that all children feel emotionally and physically safe, using our safeguarding policy and procedures, which embody the principles of Keeping Children Safe in Education, to guide their practice
- Champion positive behaviours and investigate unacceptable behaviour
- Be consistent in their approach to ensure children are clear about what is expected of them

Parent and carers have the responsibility to...

- Talk to staff constructively and politely if concerns arise
- Ensure their child attends school regularly and on time
- Talk to their child about their school day E.g. What was the most interesting/exciting/surprising/fun part of your day?
- Support their child to complete home learning, including homework and reading
- Model, demonstrate and support the school's vision, values and policies, including treating all stakeholders with respect and not infringing on their rights

All stakeholders are responsible for supporting the principles of the Behaviour for Learning Policy.

Consistency of practice

- All staff, governors and parents have access to a copy of the policy
- Newly appointed staff will receive and review a copy of the policy at their induction led by SLT. This aspect of induction is now a requirement of Keeping Children Safe in Education
- The policy and its practices are discussed regularly in staff meetings to ensure consistency
- Behaviours of concern displayed by specific children are discussed during regularly in scheduled meetings with SLT and appropriate stakeholders (e.g. class teacher/support staff, parents/carers, etc.)
- Non-teaching staff are included in appropriate information sharing
- All staff receive regular training and support on behaviour management
- All classrooms display the Learning Ladder and Learning Heroes in order to promote this policy and follow its procedures
- Whole school routines are monitored by SLT

We recognise and respect individual needs and promote inclusivity.

We are proud to be part of our school community.

Behaviour for learning: Learning Heroes:

To promote the skills required to develop 'good behaviour for learning', pupils are introduced to five Learning Heroes. The Learning Heroes are Resilient, Relating, Resourceful, Reflective and Responsible. The learning powers associated with the five heroes underpin our everyday practice and equip all pupils as learners. Pupils are empowered to take calculated risks particular to their age and knowledge, learn from one another and from their mistakes, aware that mistakes are a necessary and important part of the learning process. **In order to develop an effective learning culture throughout our school, the learning behaviours are embedded in everyday practice and are used when giving praise and motivation.**

Uniform and jewellery:

All children are expected to wear full school uniform every day. Exceptions include special days or trips planned and communicated by the school.

The uniform consists of:

- Grey or black trousers or skirts
- White polo shirt or shirt
- Red sweatshirt, jumper, cardigan or fleece
- Dark, sensible footwear (including flat soles, boots, and not including brightly-coloured trainers or open toed sandals)

The PE uniform consists of:

- White T-shirt
- Red shorts
- Track suit bottoms (in winter)
- Plimsolls or trainers

The only jewellery that is allowed are stud earrings for health and safety reasons. We also do not allow children to wear make-up to school and parents and carers will be consulted if this is an issue.

Movement around the school:

- Children need to walk on the left, in single file, and are expected to move around the school safely and quietly.

Strategies to achieve this include:

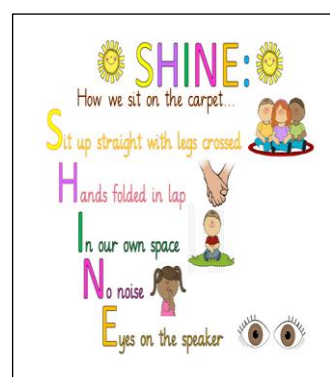
- *Make expectations clear and explicit including the use of visual and non-verbal cues. This includes each aspect of safe, quiet travel, e.g. hands at sides, eyes forward, no gaps, mouths closed, left side, etc.*
 - *Give tokens, move children up the ladder and give verbal praise for excellence and improvement.*
 - *Use children as role models and collectors of excellence (eyes at the back).*
 - *Set a line order based on positive behaviour, NOT register order, which is displayed in the class so that all teachers (supply, cover, etc) use it to take pupils from A to B. Let cover teachers know which strategies from this list work best.*
 - *Give explicit reasons, for example safety, setting an example, preparing for future life*
 - *Modelling, practising, repeating/starting again if it has not gone well.*
You can use playful ways of practising like speed challenges for line up order, teacher closes eyes and shows disbelief and pride when this achieved silently, practising in the playground, travelling in different ways, e.g. creeping low, tiptoes, etc.
 - *Monitor the **whole** line, eyes to the back, including stopping and checking regularly and consistently (EVERY time you travel around the school)*
 - *Give extra rewards for children who consistently follow line-up procedures and extra practice as a sanction for children who do not follow them*
 - *Support children from other classes by praising and thanking pupils for good choices*
 - *Correct behaviours not in line with the policy displayed by children from other classes (e.g. children running down the hallway) remembering to **be calm, clear and polite**. If the child seems dysregulated and is moving around the school unsafely, you may need to let another adult know, rather than intervening.*
- Teachers collect classes from the playground / field and enter the school through the appropriate door. All staff, especially LSAs working with each class, should help facilitate a quiet line into the school building.

Assemblies:

- The expectations are that children enter and leave the hall quietly and practise active listening skill. These including listening intently, following instructions, sitting still with legs crossed, mouths closed, eyes on the assembly leader and hands still. Children will be asked to actively participate, which may include being asked to chant/repeat phrases, sing or raise their hand to answer a question. There will be exceptions to the above for special needs and/or injury (e.g. sitting with legs crossed).

Strategies to achieve these expectations include:

- *Assemblies start promptly, with content that is engaging and age-appropriate. A mix of whole school and Key Stage assemblies is ideal.*
- *Children enter the hall and sit **in line order** (see ‘movement around the school’ for details). Children who are prone to chatter will not be sitting next to/near one another.*
- *SEND/SEMH children on the edges with adapted provision, e.g. chair, book, drawing equipment, subtle fidget equipment. They may need support from 1:1 or other staff and may need to leave assembly for a sensory break if they are disrupting the learning of others.*
- *One teacher from each group (KS1, LKS2, UKS2) will stay and actively monitor children’s behaviour by:*
 - *Making their presence clear (sitting at the end of the line in view of class)*
 - *Using non-verbal cues (eye contact, finger on lips, point at eyes then to leader, etc.)*
 - *Visuals – to be pointed at, see Angela’s hand or shine poster ->*
 - *Teacher positioning (standing, standing behind, gentle hand on shoulder, etc.)*
 - *Asking the child to move to new space or taking them out to speak to them quietly*
 - *Keeping them in for break for a few minutes to practise and discuss choices. These should be recorded on CPOMS.*
 - *Persistent behaviour of concern will result in a meeting with Behaviour Lead for a longer repair session and a phone call to parents/carers.*
- *Praise, tokens and stickers will be awarded to children demonstrating exemplary active listening skills and participation. These can be awarded by teachers, support staff, colour team captains or other nominated child helpers.*



Behaviour at Break and Lunchtimes:

During break and lunch times we provide structured activities to support positive playtimes.

- The playground is zoned and each zone is allocated an activity. The activities may include: parachute games, ball games, skipping, football, circle games, etc
- The support staff on duty are expected to participate and engage children in games on the playground
- A group of upper Key Stage 2 children are trained as Playmakers to lead games with younger children in order to promote active, fun and social lunchtimes
- Support staff use Restorative Justice language to facilitate children resolving disagreements on the play ground
- Tokens are awarded to individual children demonstrating positive behaviour choices. These are shared with the class teacher at the end of break so that they can be added to the class totals for each colour team. ‘Stickers to success’ may also be awarded for whole class positive playtimes.
- Support staff are able to facilitate time to ‘rethink’ where the child has to sit with an adult to talk through positive choices. This is up to a maximum of 5 minutes and will relate to the learning ladder, when on rethink children are encouraged to think about the Just Right tower and what they need to do to get back into the green zone.
- For any significant incidents on the playground a member of the Senior Leadership Team

(SLT) or the inclusion learning mentor needs to be informed, as well as class teachers and details entered on to CPOMs.

- Teachers establish with their class any additional expectations in relation to wet play activities. Wet playtime activities are available for the MDSAs to supervise. These are kept in each classroom.

We work together in a safe, happy and nurturing environment

Positive Behaviour Management- Rewards and Consequences:

As a school we encourage the children to recognise and reflect on the importance of making good behaviour choices. This will help children understand and take responsibility for their own behaviour. Pupils can expect to be recognised for positive choices and where appropriate, be given one of the rewards the school offers. All of these are clearly outlined to the children at the beginning of the academic year and are regularly revisited and celebrated.

Motivational activities:

- The Learning Ladder is only used to share positive movement of a child's behaviour from 'Ready to Learn' to 'Good Learning' to 'Learning Hero'. Each movement up the ladder is acknowledged with specific praise linked to the Learning Heroes and general behaviour for learning.
E.g. Well done sitting with your hands in your lap, eyes forward. The lesson can start quickly and we can learn more this way OR I love the way you kept going when you found it challenging OR you supported your friend beautifully – lovely relating skills.
**Rethink/reset children will be displayed at desks. See consequences section.*
- Learning hero certificates given at the end of each term, five children selected each term
- Tokens for children who have displayed positive behaviours that day/lesson/moment
 - Carry some in your pocket to hand out as the physical object is more meaningful.
- Specific verbal praise, e.g. 'Great stopping right away so that the learning doesn't slow down'
- Celebration assemblies: jigsaw pieces linked to the learning heroes are displayed, every child to receive by the end of the year
- Specific written feedback on children's work, tickled pink for KS1
- Acknowledgement from SLT and other members of staff
- 'Stickers to Success' or Marble Jar or another whole class reward collection towards a group reward
- Send children to Headteacher's office for Headteacher sticker for all who achieved Learning Hero on the Learning Ladder at the end of the day **Children with SEND/SEMH needs may need to visit earlier if they are prone to tricky parts of the day, e.g after lunch**
- Learning Hero postcards sent home for children who go above and beyond 'Learning Hero' on a particular day

Proactive intervention & Non-Verbal/Quiet Cues

- Model and promote positive behaviour for learning by:
 - Giving specific praise relating to the learning heroes to pupils in order to specifically motivate certain pupils choices (e.g. praising focus and effort of a child near a child who is distracted)
 - Awarding tokens, moving names up the ladder, marbles, again with specific praise for the behaviours you want to see in this activity or lesson
- Embed Learning Heroes in your slides and teaching resources, making it explicit which behaviours we expect to use in this lesson, e.g. relating skills in group work, resilience with a new maths method, etc.
- Tailor your expectations for different parts of lessons, e.g. model the partner talk expectations including volume. Do this in role with a child or another member of staff,

- choose a model pair or use video/puppet stimulus.
- Class vision displayed and referred to regularly. Some teachers may wish to also create and use class rules, a contract and/or a charter to reinforce the expectations. Make this more about what they will do, not what they won't do.
- Display visuals to remind children about expectations. Point to an area for development on your visual or use a non-verbal cue (point to picture of the eyes for eyes on me or point to you own eyes and then there's with two fingers).
- Use teacher or support staff positioning (moving nearer, standing behind, gentle hand on shoulder, etc.)
- Remove an item causing distraction calmly, without saying anything, if the class are quiet. Later, let them know when they can have it back if it is a personal item or ask them to put it in their bag.
- Tap the table softly or reposition something on it to minimise distraction.
- Quiet discussion with the child to remind them about the class expectations or take them out to speak to them with greater privacy.
- Move them to another spot during part of the lesson to avoid drawing extra attention to it.
- Use of Restorative Justice (RJ) language to resolve issues.
- Avoid saying their name first, raising your voice or pointing at the child. This may embarrass the child and can result in more behaviour of concern, not less.

Consequences

- The names on Rethink/Reset sections of the LL will only be displayed at the teacher's desk.
- When being placed on **reset**, all behaviour that reaches this point is recorded on CPOMS.
- A reset could include time in another area of the classroom, corridor or another class. The aim is still to get children back to their learning as quickly as possible. At end of day/session, this could take place during break /play /home /next day.
- Work that is not completed in class due to choices could be sent home to finish but this should only be done on a individual basis where parent/carer support will be given.
- Reset (see diagram to the right)
- Removal from the class by Senior Leadership Team or nurture team if behaviour poses a risk to themselves or others. SLT can also attend if children's learning is being prevented (for example, a repetitive, loud sound being made with refusal to stop and/or move to another location, etc).
- Team around the child (SLT, teacher, support staff) to debrief later to recognise triggers and create preventative measures
- Internal suspensions for half or whole day. This could be in another class in the same Key Stage or in the other Key Stage as appropriate. This will be agreed by Senior Leadership Team or the Inclusion mentor and communicated with parents or carers
- Fixed term suspensions are agreed by the Headteacher or a member of the Senior Leadership Team acting in that role in the Headteacher's absence.
- A parent / carer being asked to come into school to work alongside their child to complete work
- Linking in with PCO (Police communications officer)
- Permanent exclusions

Low level behaviour:	Behaviour:	Significant behaviour:
Talking and shouting out Unkind comments Verbally challenging agreed code of conduct Running in the school building	Any persistence of low level behaviour Arguments at play and lunch Distracting others Lying Physical Defiance Aggressive language Inappropriate use of technology and social media – including use of language; using inappropriate images	Swearing Threatening Fighting Persistent conflict (including online) Prejudice based incident which may include a significant peer on peer abuse issue Refusal to accept a consequence Stopping learning for all pupils for a significant period

All behaviour incidents are managed on an individual basis which allows for the most appropriate consequence to be given in order to move the situation forward and allow the child to reflect on the choices made. In the case of high level behaviour many factors could be involved which is reflected in the consequences.

Restorative Justice:

Restorative approaches refer to a range of methods and strategies which can be put in place to resolve relationship-damaging incidents once they occur as well as preventing such incidents from occurring. Our school values run alongside restorative principles in the prevention of harm as well as in the resolution of conflict. Restorative approaches are in place and used to improve relationships and diminish harmful conflict in our school. They are also used to address issues such as bullying, classroom disruption and absence.

Restorative justice is the process that emphasises the importance of feelings and their effect on relationships. Restorative Circles and conferences enable those who have been harmed to convey the impact of the harm to those responsible and those responsible acknowledge this impact. All involved make the decisions on what is needed in order to take steps to put it right.

Behaviour: West Blatchington's Learning Ladder:



Reporting and Recording of behaviour

CPOMS:

Every member of staff has access to our school monitoring system CPOMS (Child Protection Online Monitoring System). Behaviour incidents are inputted to CPOMS using different categories. Every term the Nurture team works with the SENDCo to collate all of the information and a behaviour report is published. This helps to monitor patterns in behaviour across the school and identify strategies to further improve behaviour for learning.

The termly report to SLT uses the data on CPOMS and focuses on the children that have been placed on the behaviour framework from level 1 upwards. Each child's overall behaviour for learning is looked at and measured against the previous half term.

If a behaviour incident also involves a safeguarding issue, relevant information will be shared with the Designated Safeguarding Lead immediately. They will take appropriate action in line with the school's Safeguarding and Child protection policy. Please refer to this policy and your safeguarding training for further details.

Individual behaviour plans

As specified in the behaviour framework guidance, all children on level two will have personal support plans. These will be drawn up with input from class teachers, parents and the pupil. These plans will be subject to regular review.

- Level 2 - Every half term
- Level 3-4 - Every 2-3 weeks
- Level 5 - Weekly

Once reviewed, an email will be sent to all key staff ensuring that they have the most current document.

At stage 1 of the behaviour framework (see appendix E) when a child has a growing number of behaviour incidents the class teacher will contact the parents. If a child moves into stage 2 a letter or phone call to the parents to arrange a meeting with the class teacher and Inclusion mentor to discuss the behaviour and set behaviour targets. If the behaviour incidents continue a meeting is arranged with a member of the Senior Leadership Team and a Behaviour support plan is put in place. Where appropriate, at this time or during any stage, a referral may be made to outside agencies to access additional support; this could include Brighton and Hove Inclusion Support Service (BHISS- SEMH), CAMHS or any other relevant agency.

On-Call system:

On-Call is used for dysregulated behaviour in class, which poses a risk to the individual or others in the class. If there is danger to others then the class should be removed for their safety. In this instance, a member of the nurture team should be called for and if they are unavailable a member of Senior Leadership Team must be contacted. A succinct summary of events should be relayed at this point. The on-call staff member will come to the classroom immediately. The adult present should calmly inform the on-call staff member which child is involved. The behaviour should not be discussed in front of the child, class or other members of staff (unless necessary). All details of this support will be added to CPOMS.

Physical intervention – Positive Handling

Staff at West Blatchington Primary and Nursery School will always use a wide range of strategies to defuse any behaviour challenges the children are experiencing.

Key members of staff are trained in the Team Teach, Positive Handling Approach. During training, staff are made aware of statutory guidance. A register is kept by both the Business Manager and the Designated Safeguarding Lead of staff who are Team Teach trained.

Physical interventions with pupils should be reasonable, proportionate and necessary, and only occur as a last resort where...

- There is a risk of serious harm to individuals, (including the pupil concerned) or an imminent risk of significant damage to property
- A range of positive, proactive, non-verbal/quiet cues have been used, before firm guidelines of the consequences and lastly on-call support from SLT and the Inclusion Team.

Where physical intervention has been used, the incident is recorded on CPOMS and further details are provided on the physical intervention form and shared with parents. We provide appropriate conflict resolution and/or restorative justice dependent on the pupils' needs and the needs of the parties involved in any such incidents.

Where physical intervention has been identified as a last resort strategy for specific pupils, this included in their Personal Support Plan and is only delivered by trained staff.

Exclusion:

This is only used for an extreme behaviour incident. At West Blatchington Primary and Nursery School, we take incidences of violence, bullying (See anti bullying policy including online bullying), racism and prejudice based language very seriously.

Fixed term exclusions:

The time period for a temporary exclusion is determined by the Head teacher, and usually falls within 1-5 days. If an exclusion extends to a 6th day a reciprocal arrangement exists between both Hangleton Primary school and Goldstone Primary School, where pupils will attend accompanied by a member of staff and work is provided.

If the fixed term exclusion is at home, work will be arranged for the child to complete and the parents must agree to not allow their child to be outside of the home for the duration of the exclusion

All cases will be reviewed and judged on an individual basis, and decisions made in consultation between the Head teacher/ Assistant Head teacher and class teacher and Learning and Inclusion mentor. Only the Head teacher or the appointed person in the absence of the head may exclude a child. It is the responsibility of the Head teacher/ Assistant teacher to complete the appropriate paper work and report it to the Local Authority and parents. A reintegration meeting will be convened with the Head teacher, child and parent/carer on the child's return to school. The Inclusion mentor may be invited to attend. Parents will be informed of this by letter. The Governing Body is informed of all exclusions.

Permanent exclusions are very rare, they are in accordance with Brighton and Hove Policy (a copy is available from the school office).

The school will always endeavour to keep a child in the education system and exclusion, fixed term or permanent, is always a last resort.

Bullying & Prejudice based incident:

This policy should be read in conjunction with the Anti Bullying Policy as well.

Reference to other policies:

Teaching and learning

Health and safety

Inclusion and SEND

PSHCE

Equality

Child Protection and Safeguarding

Disability

SMSC

LA exclusion policy

Government's Physical restraint policy

Anti bullying policy

Monitoring the policy:

The policy will be reviewed annually and ratified by the full Governing body.

REFLECTIVE



Reflect and Reset

Children are given support to engage with Just Right, have time to rethink and reflect on their behaviour and what they need to be ready to learn.



If children are still unable to return to the green zone and be ready to learn, they are to have time in another class to reset and complete a reflection sheet.



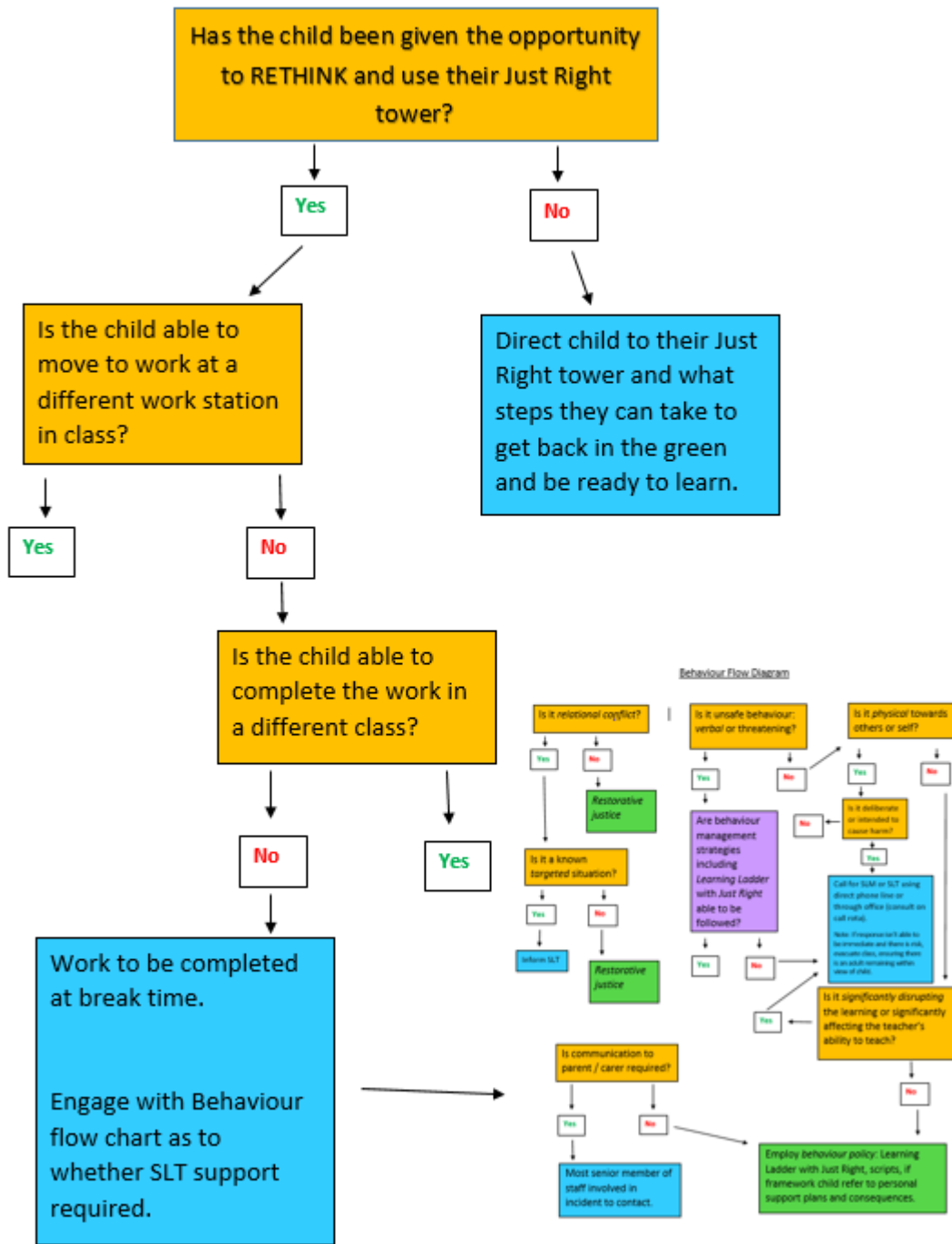
Behaviour incident in class or playtime: spend some of break with the class teacher to complete reflection sheet and details communicated with parents / carers at the end of the day.

Persistent behaviour incidents: discussion with SLT, plan of action agreed and parents / carers informed.

Significant behaviour incident in class or on the playground: child spends break and lunch time with member of SLT completing reflection sheet and parents / carers informed.

Repeated significant behaviour incidents: discussion with SLT and consider placing child on behaviour framework. Reviewed monthly in SLT and inclusion team meetings.

Reset Flow Diagram



Appendix C:

Child: _____ Date: _____ Member of staff supporting: _____ Shared with parents: Y / N



Reflection Sheet – Time to Reflect

1. What happened?

2. What were you thinking about at the time?
How did it make you feel?

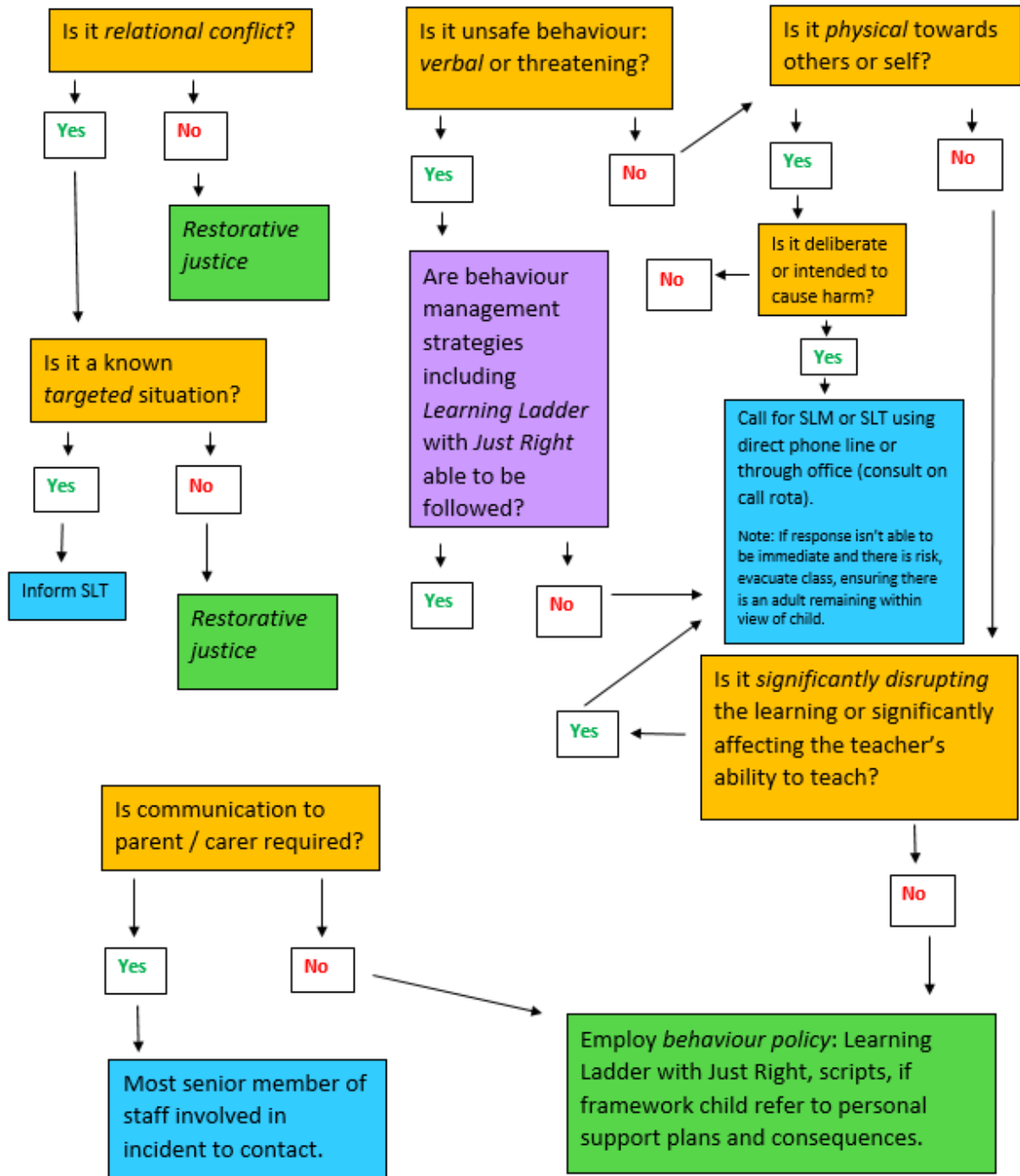
3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?

Behaviour Flow Diagram



Appendix E:
Behaviour Framework

Levels of Need	Possible Behaviours	School Interventions	School Actions
<p>Level 1: Causing Concern</p> <p>Action: Monitor & Assess - Log behaviour and carry out early assessment of need</p> <ul style="list-style-type: none"> Identified lack of progress and attainment Poor attendance - 90%? BESD presentations – beginning to infringe school policy Incidences of poor social communication and integration difficulties 	<ul style="list-style-type: none"> Lateness and absence Non-engagement with learning Not completing tasks Not able to keep to expected behaviour expectations Incidents of Low level disruption – calling out/noise making/not following instructions logged on CPOMS Withdrawal and or social integration problems SEMH concerns that result in an INCO team referral 	<ul style="list-style-type: none"> Regular discussions with other school staff – School Children Causing Concern Establishing expectations with pupil – early identification of concerns and need Parent/Carer meeting with class teacher Clear, consistent behaviour policy in place (class charter, rules, scripts etc.) Celebrating individual successes – catching the good, peer recognition and involvement e.g. Roles and Responsibilities, Spotting talents Inco referral completed Investigation into learning – Pupil Progress meetings discuss lack of progress, barriers to learning and appropriate agency support e.g. BHISS, SALT, EMAS Individual visual timetable Use of Buddies, alternative lunchtime clubs, match right child to right adult Current and up to date Staff Training E.g. on De-escalation/Conflict resolution and Physical intervention/Restraint where appropriate Classroom/ Environment modifications e.g. workstations , visual prompts Identify learning style Sharing positives with identified adult 	<ol style="list-style-type: none"> Meet with parents/carers – Build a picture of the child Evidence of Quality First Teaching (by HT/Ofsted) Peer teaching support & SLT Observations and Action planning Regular discussions with appropriate staff around ‘Children Causing Concern’ Class environment modifications e.g. work stations/visual timetables INCO referral Auditory/visual/sensory needs analysis Use of Nurture Intervention Friendship/Social communication groups
Levels of Need	Possible Behaviours	School Interventions	School Actions

<p>Level 2: First Response</p> <p>Action: Plan & Record - Action plan and Build a picture of the Child and their needs. Keep formal records, Children Causing Concern reports, class learning and behaviour logs that are forwarded to Head teacher/SENCO and Early help</p> <ul style="list-style-type: none"> Continued poor progress and attainment Patterns of non-attendance – 90%? BESD presentations – patterns and frequency of poor behaviour increasing Continued poor social integration 	<ul style="list-style-type: none"> Persistent lateness or absence Frequent refusal and lack of engagement Regularly disrupting lessons Increased levels of conflict – arguing with staff and pupils/ swearing/physical incidents Frequent attention needy behaviours Ongoing social integration problems e.g. Teasing, stealing spoiling game playing etc. 	<ul style="list-style-type: none"> Add to Beh Framework grid / report individuals incidents to SLT half termly Via CPOMS Early Help –BHISS & Family Support Further investigation into social, family and learning needs Parent/carer meeting with SLT/SENCO Home/school agreement plan Individual personal support plan – clear rewards and consequences (adaptation of main policy if necessary) Draw up individual profile of child, their needs, trigger points, ‘soothers’, key adults etc. so all adults supporting them understand the needs of the individual -including Supply staff.- child voice driven Intervention group e.g. Nurture Support, Friendship and social communication group etc. Triple P parent support Create safe spaces around the school Develop shared scripts for all staff to use (Regular and continued staff training appropriate to the needs of the children and the roles of the adults) 	<ol style="list-style-type: none"> Meet with parents/carers – Relationship building Early Help Assessment Individual Personal Support Plan (PSB)AND/OR SEND action plan Use of internal isolation as required BHISS- SEMH referral Use of Learning Mentor/key worker Wellbeing referral
<p>Level 3: Specialist Support</p> <p>Action: Refer - Review school action plan of support and refer for specialist (multi-agency) advice and investigation</p> <ul style="list-style-type: none"> Increasingly poor behaviour - may lead to internal and FT exclusions Lack of response to support and intervention Personalised support and behaviour plan required 	<ul style="list-style-type: none"> Persistent lateness or absence Behaviour is a serious barrier to learning Regular refusal Often in ‘fight/flight/freeze mode’ Needs high levels of individual support Greater levels of conflict – overreacting to small incidents Temper outbursts Use of abusive and threatening language 	<ul style="list-style-type: none"> Counsellor (child & Parent/Carer) Personalised learning programme – bespoke approach Use of Breakfast clubs and After school clubs as incentives and provide alternative positive hooks to the school environment Referral for FDFF for services EP consultation – school and Parent/carer Provide individual provision map on what the child has /hasn’t received to establish next steps Personal support plan reviewed regularly 	<ol style="list-style-type: none"> Meet with parents/carers – keep informed, alleviate anxiety and outline next steps Use of INA or other individual adult support Refer FDFF BHISS- EP referral Professionals Meeting

<ul style="list-style-type: none"> Regular involvement of SLT required 	<ul style="list-style-type: none"> Bullying behaviours Leaves classroom at will/hides/puts themselves in unsafe situations 		<p>6. Personalised Curriculum and/or Timetable</p> <p>7. BHISS- SEMH individual pupil support and supervision for teaching staff</p> <p>8. Use 'buddy' or partner school in place of FT exclusion</p>
<p>Level 4: Intensive Support</p> <p>Action: Do & Review - Put in place specialist recommendations and review impact and progress</p> <ul style="list-style-type: none"> Embedded patterns of non-attendance Emerging patterns of fixed term exclusions Persistent lack of response to school policy and expectation Intense level of support required in order to access school at all 	<ul style="list-style-type: none"> High SLT involvement Regular outbursts towards staff and peers Relationships with key adults deteriorates Frequent bouts of destructive behaviours – throwing furniture and objects in temper rages Works to own agenda Unpredictable and unsafe behaviour patterns – putting themselves and others at risk Spits at staff and peers Self-harms or threatens to hurt themselves Steals on a regular basis Damages school property (brings dangerous items into school) Runs off site Behaviour impacts on wider school community e.g. Police involvement is required 	<ul style="list-style-type: none"> INA attached to child for class/playground or both Personal Support plan and Profile reviewed weekly Creative, personalised and integrated timetables (working to the child's strengths) Investigate other additional settings to improve school engagement and raise self-esteem e.g. forest schools, local sports/ social clubs Ongoing multi agency meetings – specialist reviews and supporting next steps e.g. Managed Moves Withdrawal into Nurture/Calm Space if appropriate to sustain school attendance, educational opportunity and social integration – prior to slow return and re-integration into school routines Draw up Risk assessments around child's needs and levels of provision required over the course of a school day – share with all staff and adults working with the child Review evidence – initiate ECHP 	<ol style="list-style-type: none"> Meet with parents/carers – help to make informed choices for their child's education and well-being Ensure curriculum and school routine works Refer to BAP CAMHS referral Managed Move to another school (not automatic referral to the PRU)
Levels of Need		Possible Behaviours	School Interventions

<p><u>Level 5: Critical Need</u></p> <p><u>Consultation with LA</u></p> <ul style="list-style-type: none"> • All previous interventions have been unsuccessful • Grave concerns from school and outside agencies of suitability of current school setting • Behaviour leads to critical incidences 	<ul style="list-style-type: none"> • No improvement after considerable and sustained input and support from all agencies • Ongoing serious and unsafe levels of behaviour risking harm to both themselves and others • Staff and pupils regularly hurt – requiring Health and safety incident reports • Very little of any academic progress is being made 	<ul style="list-style-type: none"> • Intensive multi-agency action planning meeting • Parent/carer involvement in appropriate placement discussion • Bespoke individual specialised provision required – LA to advise 	<p>1.PRU/ Specialist provision may be required</p>
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