

**Swanmore CofE Primary School**  
**Behaviour and Relationships Policy 2025-2026**

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<b>Created by</b>	Bex Lamport- Behaviour Lead & Katherine Burdett - Empowerment Approach Lead.
<b>Reviewed by Governors</b>	FGB insert date
<b>Summary of key changes from last policy</b>	This policy has been rewritten with changes throughout to reflect The Empowerment Approach.

**This policy will be reviewed and shared with Parents and Staff Annually**







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## Rationale

Our overarching ambition is to create an inclusive school where children are supported to become confident, prosocial (positive and helpful behaviour that promotes friendship) and pro-learning members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching. We believe our responsibility lies not only with the present but also empowering children to develop the skills to become great future citizens who contribute positively to the communities in which they live.

## The Empowerment Approach

<b>The Empowerment Approach teaches everyone!</b>			
	About the brain and how it works		How to help children prepare to be at their best for learning and play in ways that work for everyone
	A way to help a child work out the unmet needs behind their difficulties and know ways to fill these needs in helpful ways		The best way to react and help someone get back on track when things go wrong
	How to help a child build the skills needed to manage well in learning and play - even when their needs aren't being met		How to follow-up and problem-solve with children so they manage better next time and make good progress over time

## Overall Aims

- To secure a calm, supportive and enjoyable environment for children and adults alike.
- To support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best.
- To support all young people in developing the skills needed to learn and play successfully and with increasing independence.
- To have a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach.
- To establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet them, and for responding and following up when they do not manage to do so.
- To ensure that all members of our school community are aware of these procedures and follow them consistently.
- To agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- To teach children about prosocial and pro-learning behaviours through our PSHE (Personal, Social and Health Education) & RSHE (Relationships Sex and Health Education) programme.
- To recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour.
- To promote our school values and British values.

## Our School Christian Values



At our school, we are guided by our Christian values of Love, Honesty, and Respect. We show **Love** by caring for one another, treating everyone with kindness and compassion. We practise **Honesty** by telling the truth, taking responsibility for our actions, and learning from our mistakes. We show **Respect** by valuing each person as unique and special, listening to others, and treating everyone fairly. These values help us create a safe, happy, and nurturing environment where everyone can grow and flourish.

## Expectations

The school has three main areas of expectation: Be Ready, Be Respectful & Be Safe (RRS). Our children have chosen these and the key visuals below to represent each one. These visuals can be seen consistently around the school as reminders for everyone.



'Our Agreed Expectations' are also visible within all classrooms and around the school to aid consistency and further clarity so that all adults, children and their parents/carers have a shared understanding and language.

## Our Agreed Expectations

1. Be ready to learn.
2. Follow simple instructions.
3. Treat people and property with respect.
4. **Kind hands:** we keep our hands to ourselves.
5. **Kind feet:** we keep our feet to ourselves.
6. **Kind words:** we speak politely and never swear, tease or bully.

Signed by...



These are always referred back to, demonstrating the value pro-social (positive and helpful behaviour that promotes friendship) and pro-learning behaviours (behaviour that allows learning to continue) and also understand natural consequences of showing anti-social and anti-learning behaviours.

At the start of each school year, expectations are explored fully with children with a focus on everyone being clear about expectations and that everyone's behaviour needs to be '**Good for you, Good for me and Good for everyone**'. This allows expectations to be more meaningful and enable everyone to feel **physically good, emotionally good** and able to **be at their best**.

For example:

- *What does 'Being ready to learn' look like within our classroom?*
- *How can we 'Prep for Best'? E.g. making sure I have something to write with at the start of a lesson.*
- *What support can be put in place if we are struggling with this? E.g. a reminder scaffold which is eventually taken away once the skill becomes a habit.*

Involving children in exploring what these expectations look like within their classroom as well as within their wider school environment allows children to have a sense of control and route to independence. This is particularly important for children who thrive on predictability (including children who are neurodiverse) or who have experienced trauma. Equally, it gives them the skills to be a great friend, partner, neighbour and work colleague in the future.

Each class discusses natural consequences of keeping to and not keeping to these expectations with an understanding that if a child cannot meet these expectations further **support** (with needs and skills) and **protective measures** will be needed, e.g. If I fidget around a lot in class, the natural consequence is that others won't be able to focus so well and therefore other children may not enjoy sitting near me and want to sit away from me. Therefore, in private, my teacher may initially make me aware of how my behaviour is impacting others to see if I can change behaviours so they are '**good for everyone**' but also offer support by providing a protective measure, e.g. having a space away from the person I am sat with so that learning can continue for all.

We believe it is important for everyone to feel safe, happy and to be able to learn at their best. This will only happen if every person in the class (including adults) keeps to and maintains these high expectations. However, we also know that there will be genuine reasons why some children find it much harder to keep to the expectations agreed and these children may need reasonable adjustments and additional support and scaffolds to ensure they can also succeed.

### **An inclusive approach**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between all staff and children is key to a child's success. Strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays also have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative.

We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed skills needed for primary school. Other children will need greater support to follow routines as well as work and play successfully with others. Our inclusive school needs to be a place where every member feels safe, content and able to learn; as such, our approach ensures that, whilst we meet the needs of the most vulnerable, those of the group also holds paramount importance. We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We also know that some children will find meeting our high expectations much harder; as such we will always combine our very high expectations with equally high support, with the resources and capacity that we have available. Every child deserves a champion - we will never give up on a child. When children do not meet expectations, we will focus on working with them so they can do better next time. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn.

Some children may have individual alternative arrangements at lunchtime to support their social and emotional development or to provide some calm time for managing their emotions and help them learn strategies that they may use when they feel more confident on the playground.

Staff will ensure that they develop quality relationships with children and that each day is a fresh start to ensure barriers are broken down and all children are able to achieve and experience success.

### **Child Transition**

To reduce the impact of unconscious bias, all teachers will be expected to start each new academic year with a positive attitude and open mind with an expectation that all children will achieve success. Formal and informal handovers with the previous teachers will ensure that the information relating to all children's strengths and difficulties and any strategies that may have been used to support the child are communicated and can be used going into the new academic year, including all paperwork and strategies previously used by the child (Pupil profiles, learning skills plan, IBMP etc). All staff should ensure that they are familiar with the child and any additional needs they may have by getting to know each child as an individual.

### **Key Principles of The Empowerment Approach to Behaviour**

- *Be Curious Not Furious*- maintaining a calm, investigative and solution-focused mindset towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- *Positive, kind, unconditionally positive relationships*- prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves 'for' rather than 'against' the child, with the core belief that when people feel better, they do better.
- *High expectations, high support*-expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (with the child, not

done to the child) for any children who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support.

- *Teach children (and adults) about their brain*- placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.
- *Understand needs*- when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet needs well.
- *Follow-up is essential* – 'without follow-up, there will always be mopping up'. We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.

### **Our Behaviour Code** (Appendix 2 – Further Details)

I will always try to behave in a way that is:



### **Building the Foundations: how adults prepare children to be at their best**

There are four main ways in which adults can support young people to achieve their best:

1. *Teach children about their brain* so they can prepare to meet their needs positively: By teaching children about how their brain works, their needs and are taught the skills needed to learn and play successfully on their own and with others they are in a better position to be in control of their behaviour and managing emotions.
2. *Agree expectations* with children so they feel a sense of control over what happens to them and an ownership of boundaries. In the Autumn term staff will explore the agreed expectations as a class so they are fully understood and there is an opportunity for questions to be asked and explored.
3. *Help children to plan and prepare to be at their best*- All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best. (**Prep for Best**)
4. *Show unconditional support* – work with children and put preserving good relationships first. All adults will work hard to establish secure, positive relationships with children. If the relationship is not positive, the adult will take responsibility to put this right. (**Bucketfuls of Kindness**)

## The Emotional Piggy Bank/Connection Cash





In helping children to learn about the effect that words and actions can have on relationships with others, we use the analogy of an 'Emotional Piggy Bank' to help the children understand how we build secure relationships with others, how relationships can be damaged (and also repaired).

A 'deposit' is made into a relationship when someone is thoughtful, kind, respectful, loyal and truthful. Equally, a 'withdrawal' can be made from a relationship when someone is unkind, untruthful, disloyal or untrustworthy. This analogy mirrors the neuroscience of what happens in our brains when we experience positive and negative emotion.

The piggy bank (relationship) can be topped back up with effort and actions that are focussed on repairing the damage and relationship.



There are plenty of opportunities throughout the school year within our existing curriculum where adults are able to build 'connection cash' with their class including annual trips to Captain Phillimore's Woods (KS2 only), offsite visits as well as through enrichment activities and school productions/whole school Collective Worships (all year groups). Equally, these opportunities allow children to get their daily 'DOSE'.

D	O	S	E
<b>I feel capable &amp; in control</b>	<b>I feel connected</b>	<b>I feel I count and matter</b>	<b>I feel great in my body!</b>
			
<p><b>The motivator.</b> Flows when we succeed AND keeps us coming back for more. It's the feeling 'Yes! I did it!' or 'I got it!'</p>	<p><b>The trust drug.</b> Flows with a smile, hug - when we feel loved, supported &amp; connected to others. It's the calming drug.</p>	<p><b>The happy hormone.</b> Flows when we feel important and of value – when we feel we matter, are needed and count.</p>	<p><b>The pain reliever.</b> Flows when we exercise hard or laugh uncontrollably. Meditation works too. 'The runner's high'.</p>

## **Recognition and Rewards -Connection Cash**

**Class Enrichment** (once per half term in addition to ‘Whole School Enrichment’)

**Purpose:** This is an opportunity for teachers to support the whole class in developing any missing social or emotional skills/unmet needs through activities that are co-constructed by the class. It is also a time to build stronger connections with children who may be harder to reach, or who need additional support. This is not something that children have to earn- it’s part of how we support all learners to connect with one another.

**House Points - Our ‘Connection Currency’ (All year round & given by all staff)**

**Purpose:** To recognise children consistently meeting our school expectations (visible in every classroom and around the school). All staff reward children with house points as a way of offering praise, encouragement and a daily connection. This also encourages those nearby to follow positive examples. Points are recorded within classrooms and Yr6 monitors count these up each Friday and are celebrated within Monday’s Collective Worship.

## **Recognition of Progress (Previously ‘Rewards’)**

**Star of the Day (EYFS = Special cushion, KS1 = Star of the Day certificate & badge/KS2 = badge).**

**Purpose:** To celebrate and acknowledge individual children for their *progress* in meeting expectations or within other areas of learning where significant improvements have been made. This is awarded by the class teacher.

**Merit Cards (Introduced Aut2 for KS2 only)**

**Purpose:** To recognise children who go above and beyond the expectations – particularly those who help others, show kindness, or live out our school values of Love, Honesty and Respect.

**Superstar Awards (Weekly)**

**Purpose:** To highlight and celebrate positive *learning behaviours: Motivation, Reflection, Perseverance, Independence & Curiosity (Mr.PIC)*. This is celebrated in our weekly Superstar Worship. Certificates are displayed in school outside of the headteacher’s office for a week before they are sent home to share with families.

**Headteacher Awards**

Awarded for exceptional achievements, a copy of the certificate and work is displayed outside Mr. Paterson’s office – a proud moment for your child and something to celebrate!

**Behaviour Charts (previously ‘Reward Charts’)**

Used to recognise the times of each day that are most successful and identify positive behaviour patterns. These are not linked to larger cumulative rewards- the focus is on understanding and improving behaviour, not earning prizes.

At Swanmore we believe that good behaviour needs to be taught and that “what you pay attention to is what you get.” We therefore base our systems on looking for and rewarding good behaviour, using the principle ‘Praise in Public, Reprimand in Private’.

## How adults respond when children do not keep to expectations

Everyday, children and adults will ‘Prep for Best’ to give children the best chance of regularly meeting expectations.

**Prep4Best gives people the best chance to do well**

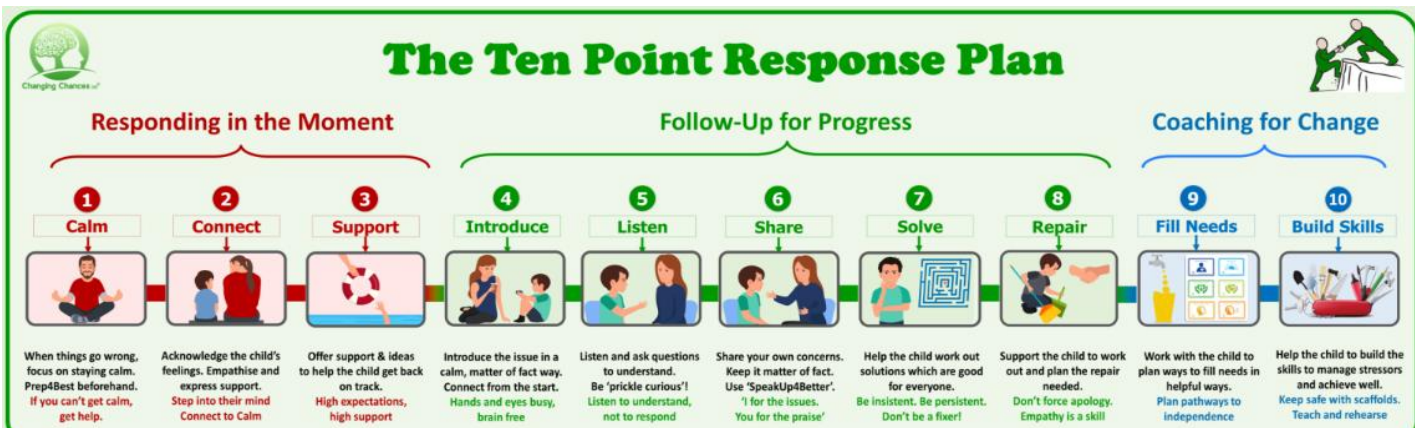
<b>A Predict to</b>	<b>B Prevent</b>	<b>C Plan to Succeed</b>
		
<ul style="list-style-type: none"> <li>What will this task be like?</li> <li>What will be expected of me for it to be good for everyone?</li> <li>What might I find hard? (EF Skills)</li> <li>What could go wrong?</li> </ul>		<ul style="list-style-type: none"> <li>What support or resources will help me to do well?</li> <li>What could I ask for?</li> <li>What could I do to help myself?</li> </ul>

This includes helping children to identify how their body is feeling each day and communicating this to their class teacher when they feel low in energy or experiencing unpleasant feelings, e.g. anger, frustration, sadness. Children can do this by putting a dot (red counter) or note into the class ‘Worry Pot’ with their initials on (Appendix 3) so that the teacher/member of pastoral team can ‘check in’ with the child and offer support.

### 10 Point Response Plan

However, if a child does not manage to keep to expectations, all staff and adults supporting within the school will follow the ‘10 Point Response Plan to Challenging Behaviour’ and be ‘Curious not Furious’ trying to identify what *needs* are being communicated as well as *missing skills* so that the most suitable support and protective measures can be put in place.

**The Ten Point Response Plan**



Responding in the Moment			Follow-Up for Progress					Coaching for Change															
<b>1</b>	<b>Calm</b>	When things go wrong, focus on staying calm. Prep4Best beforehand. If you can't get calm, get help.	<b>4</b>	<b>Introduce</b>	Introduce the issue in a calm, matter of fact way. Connect from the start. Hands and eyes busy, brain free.	<b>5</b>	<b>Listen</b>	Listen and ask questions to understand. Be 'prickle curious'! Listen to understand, not to respond.	<b>6</b>	<b>Share</b>	Share your own concerns. Keep it matter of fact. Use 'SpeakUp4Better'. 'I for the issues. You for the praise'.	<b>7</b>	<b>Solve</b>	Help the child work out solutions which are good for everyone. Be insistent. Be persistent. Don't be a fixer!	<b>8</b>	<b>Repair</b>	Support the child to work out and plan the repair needed. Don't force apology. Empathy is a skill.	<b>9</b>	<b>Fill Needs</b>	Work with the child to plan ways to fill needs in helpful ways. Plan pathways to independence.	<b>10</b>	<b>Build Skills</b>	Help the child to build the skills to manage stressors and achieve well. Keep safe with scaffolds. Teach and rehearse.

The 10 Point Response Plan has been carefully designed using evidence from neuroscience, psychology and coaching and is currently the most effective strategies for supporting young people.

The 10 Point Response Plan is divided into three clear stages:

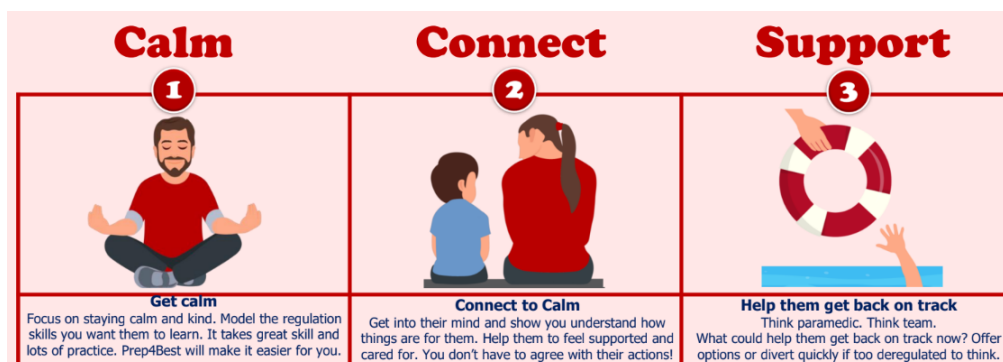
- I. *Responding in the Moment* – how adults should respond at the time when a child presents with unhelpful behaviours.
- II. *Following-up for Progress (Coaching Conversations & Coaching Time)* – the way we follow-up after an incident to ensure the child does better next time
- III. ‘Coaching for change’ *Coaching Programme* – how we support children who present with more significant difficulties to ensure ongoing improvement.

Procedures for the different elements of the Ten Point Response Plan and when to use them are contained in Appendix 6 of this policy.

### Stage 1 Support: **Responding in the Moment**

Whenever a child is not meeting the expectations agreed, the adult will respond through-

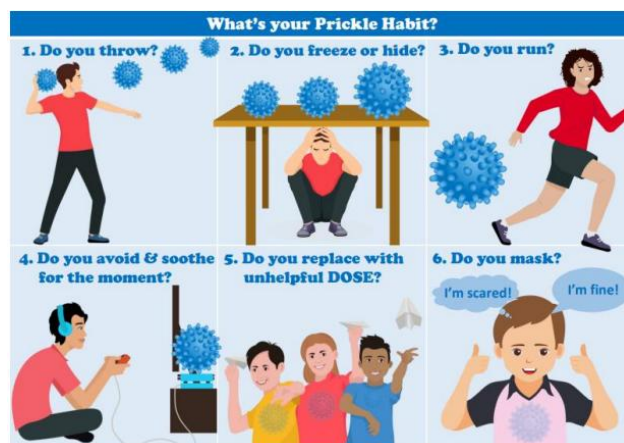
- **Calm:** the adult needs to find their own calm. All adults will model self-regulation at all times, helping the child to regulate their own emotions.
- **Connect:** acknowledge and empathise with their feelings, you don’t have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.
- **Support:** Help them to get back on track for the moment. Working out steps for next time comes later. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports.



### Why should adults use this approach when responding to unhelpful behaviours?

We know from neuroscience that when children deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are inhibited.

This means that the first priority is to regulate the child. We know that, when someone is given support and empathy, oxytocin is released into the body which in turn speeds up the regulatory system. Adults should



therefore always respond with support and empathy, even when a child has done things we don't agree with. Showing support and empathy does not mean we have to agree with or condone the action.

Another reason for responding with **Calm, Connect, Support** is that we know that responsive, positive relationships are crucial to long term well-being and success. When adults respond in cross or disappointed ways, the child begins to feel adults are not on their side. Relational safety is crucial for children and if this is damaged, it becomes a significant unmet need which can further exacerbate the stressors contributing to unhelpful behaviours.

In addition, negative responses from adults can lead the child to self-identify as 'bad' or 'naughty' (and for her / his peers to label them as 'naughty'). When a child 'feels naughty', they feel worse about themselves and their responses can spiral downwards; in many schools, children become trapped in the 'punishment cycle'. It is therefore crucial that adults always respond calmly and supportively so that a child's self-worth is protected. **When people feel better, they do better!**

Children who aren't managing to keep to expectations will be given extra help, just like someone might receive with reading if they are struggling, and they may have to work harder and need extra time until they can manage successfully.

### Stage 2 and 3 Support: Follow-up for Progress

Follow-up involves three elements: **a) Coaching Conversation. b) Repair Time c) Coaching Time**

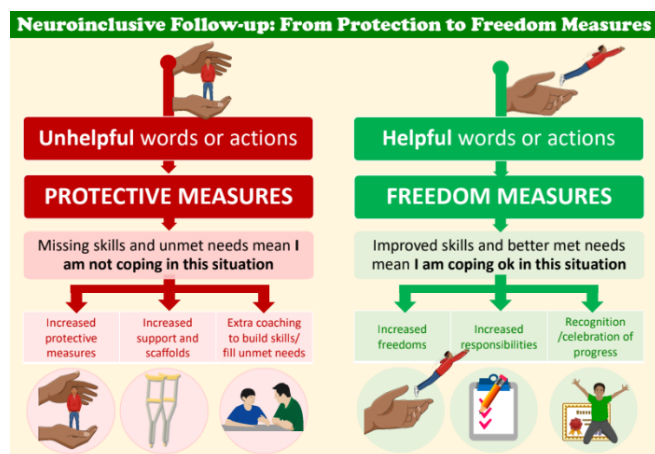
### Stage 2: Coaching Conversations

#### How all adults follow-up every incident

Every time a child does not meet the expectations agreed at the start, it should be followed-up at a time when everyone is calm using a 'Coaching Conversation'. This takes place outside of a lesson, when child and adult are calm and regulated.

*Coaching Conversations* are a problem-solving technique which focus on understanding needs, building skills and planning how to do better next time. We use this method because we know that punitive consequences are good at making children feel bad but are very poor at helping children to work out how to meet their needs better next time, build their executive functioning skills and develop their Emotional Intelligence. *Coaching Conversations* support children in all these vital areas. Protective measures may need to be put in order to keep the child and their peers safe and allow time and a safe space where children can fill their unmet needs, practise skills and develop helpful habits instead of unhelpful ones.

During a *Coaching Conversation*, the concerns of the child and the adult are explored and ways to meet both are discussed.



## SUPPORT STAGE 2 (5-10mins)



### The Coaching Conversation Process

- Introduce the concern in a way that keeps the child regulated and feeling supported.
- Listen to the child – listen to understand, not to respond. Ask questions until both you and the child really understand the needs and missing skills behind the issue. Ask questions in a way the child feels heard and their perspective understood.
- Share your concerns and your point of view. Start with evidence and how you are interpreting it; use ‘I’ rather than ‘you’.
- Problem-solve together – always ask for the child’s ideas first; expect the child to work hard at thinking of solutions which are ‘**Good for Me, Good for You, Good for Everyone**’. If they really cannot think of solutions, despite trying hard, the adult should make suggestions and encourage the child to decide which would be best. The principle is that the child feels ownership of the solution as this will make it more likely they will follow it through.



### Securing sustained ongoing progress

*Real, long-term change takes time* – our job is to help children and young people to create new neural pathways (habits), and to recognise that they can’t do this overnight. This means that the first *Coaching Conversation* is unlikely to lead to instant change – ‘Change needs more than a chat’. (Appendix 8)

*Scaffolding pathways to independence:* Children and adults need to be clear about the end goal. Small steps should be planned with the child, and successes recognised and celebrated. It may be necessary to put scaffolds in place for a while, but it is essential that over time these are reduced and removed as the child develops the skills to function independently. When supports and scaffolds remain static, children become dependent.

*Repair Time: (a restorative justice technique used at all stages)*-Repair Time should always be carried out separately if the child's words or actions had a negative impact on anyone or anything.

## Repair Time

*Repair Time* is separate to a *Coaching Conversation* and they have very different purposes:

**Coaching Conversation:** problem-solve the concerns and needs of all parties and find a solution to enable the child to do better next time.

**Repair Time:** reflecting on any amends that should be made and building the skills of social cognition and empathy, e.g. responding to conflict between two children.



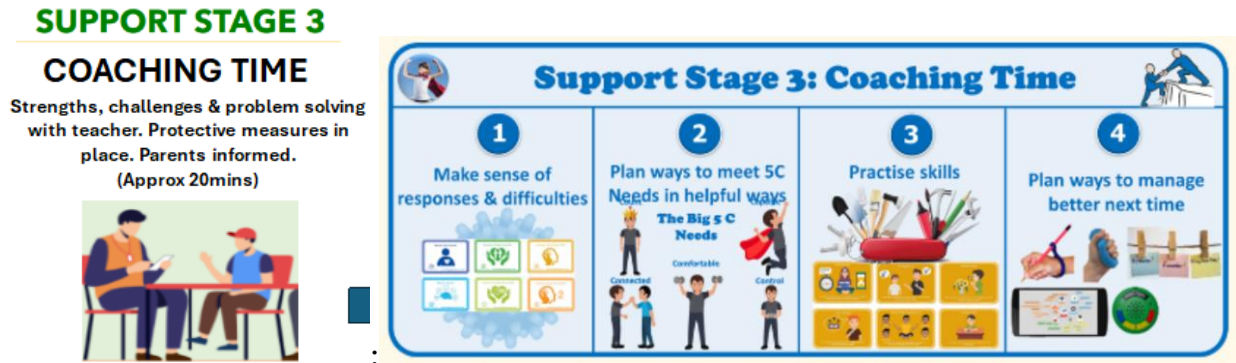
*Repair Time* should be scheduled to take place as soon after the incident as possible but only once the child is calm. It is preferable that the adult first involved in the incident leads **Repair Time**, wherever possible. During this stage, the child is supported to consider the perspectives of others; they are helped to think through whether the needs of other people were compromised in any way – the natural impact that their words or actions may have had. By exploring this in a matter-of-fact way and in a spirit of support, the 'repair stage' supports improved skills within the areas of social cognition and empathy.

If a child says they do not care about the impact on others and do not want to make things better, they should never be forced and explain that this just means they haven't learned the skills yet to either feel what others feel or want others to feel better. The adult should also emphasise that:

- These are really important skills for everyone in the world to have to make sure it is a pleasant place for us all to live.
- As the child's educator, we have a duty to help them improve in these skills so some extra help will be put in place.
- This may mean some extra learning outside of lesson time but it is not a punishment – it is because you care about them and those around them deeply – we want them to achieve well and for others to feel safe and content.
- Reassure them that any extra sessions will be within a spirit of support and as enjoyable as possible.

### Stage 3 Support: Coaching Time

Coaching Time can take place in groups if necessary. Coaching Time incorporates the following different elements:



Coaching Time should take place in the event that a *Coaching Conversation/Repair Time* has been used several times (for example 3 times in a week) yet not led to any noticeable improvement. This takes place outside of lesson time, with an adult with whom the child has a good relationship. It is ideal if this is the adult who teaches the child most. Coaching Time is not a ‘punishment’ but rather a commitment from the adult and child to wanting them to do better so they can achieve well.

### Stage 4 Support: Coaching for Change Programme

If Coaching Time has taken place on **three occasions within a week** and **sufficient progress has not been achieved**, the child should be placed on a Coaching for Change Programme:



The Coaching for Change Programmes are a more intensive level of support for children who have higher levels of difficulty and will form part of the ‘Plan, Do, Review’ approach outlined within our SEN Policy. Not all children with challenging behaviour or a diagnosis need to be on the school’s SEN register.

**There are three Coaching for Change Programmes that increase in level of support:**

#### Coaching Programme A:

Parent, Child and Teacher meet to put together an Individual Behaviour Management Plan (IBMP

Appendix 9)

### Coaching Programme B:

Involvement from internal experts, e.g. pastoral team (Learning & Behaviour Coach, Emotional Literacy Support Assistants, Emotionally Based School Avoidance Advisor)

### Coaching Programme C:

Involvement from external experts alongside SENCO, e.g. Primary Behaviour Support (PBS), Hampshire Educational Psychologist Service (HEPS), CAMHS, MHST, Winchester SEN Team.

### Consequences and Protective Measures

The consequences of keeping and not keeping to each expectation are focused first on the **natural impact** i.e. If we are kind and calm in how we respond to others, they will feel safe. If we respond unkindly and aggressively, others will feel unsafe and may feel scared. They may then not wish to spend time with us so that we can identify further needs and skills.

The reason for this is that a focus on the natural impact supports the development of:

- Emotional intelligence
- Empathy
- A strong moral compass
- Intrinsic motivation to do the right thing

We know that, if consequences are focused on the rewards children will get or the sanctions they will receive, it leads to children:

- Thinking about what's in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- Relying on extrinsic motivation rather than feeling internally motivated to make moral decisions.

Internal motivation, independence and a clear moral compass are crucial for children's futures; by building these early, they will be better equipped to avoid the common pressures experienced in adolescence and beyond which lead to anti-social or risky behaviours.

Our response plans are focused on helping the child to do better rather than feel worse; the child may therefore be asked to stay for coaching outside of lesson time, but this will be carried out with a spirit of support and kindness.

## **What happens if a child continues to struggle to meet expectations? (Appendix 6&7)**

Every child deserves to feel safe, happy and be able to learn. It is therefore vital that, if a child in the class is putting this at risk, the right support is put in place so that other children are also protected.

If the coaching support, scaffolds and adjustments aren't sufficient, it may be the child needs some different provision, either in school or externally, whilst they develop the necessary skills. This may include ELSA provision, social skills support, emotion coaching, protective behaviours, Thrive profile, consultation and support from Primary Behaviour Support Service (PBS).

### ***For instances of extreme unacceptable behaviour***

1. continued and deliberate defiance
2. fighting or deliberately hurting other children or adults e.g. biting
3. running out of the classroom and/or off the premises
4. deliberate damage to equipment
5. abusive language
6. actions which are deemed to be dangerous to self or others

The course of action will be at the Headteacher's discretion and as a general guide it is likely that the parents will be notified immediately and asked to come into school to discuss the problem. Should such behaviour continue suspension may be considered but this must be in accordance with statutory guidance on suspension and school's own behaviour policy. Accurate and up-to-date records are kept detailing negative consequences given to the child on CPOMS. These records will be viewed every half term by the senior leadership team to review.

Protective measures for some common behaviours can be found within Appendix 2.

**SEND-** This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs (SEND). We acknowledge that there are cases where children behave in a disruptive way due to an underlying special educational need or disability. To help address the underlying causes of disruptive or challenging behaviour, we follow a system of early intervention to assess whether the behaviour is a result of unmet learning needs. Where a child has or is suspected of having SEND and is becoming disruptive, we will review whether those additional needs are being met. The class teacher in conjunction with the SEND co-ordinator and external agencies, as appropriate, does this. There may be some children with SEND who have an adapted version of the behaviour policy to ensure that they are successful.

### **Bullying**

*'Bullying is any behaviour that makes someone feel upset, uncomfortable or unsafe. This is usually deliberate and repetitive and can take many forms such as verbal, indirect and physical'*

(Source: The Diana Award).

There is sometimes misunderstanding about the meaning of the term 'bullying'. One-off incidents do not typically fall within the definition of 'bullying'. We work hard with children to clarify the difference between bullying and "friendship prickles". Bullying incidents, will automatically be followed up with support at Stage 3 or 4, coaching time or a coaching for change programme.

Types of bullying- there are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

We are committed to ensuring the children's safety and well-being. It is therefore of utmost importance to take any allegations of bullying seriously and ensure that they are investigated and followed up.

There are three tiers to this identification. If someone says or does something that is unintentionally hurtful, and they only do it once, they are being **RUDE**. If someone says or does something that is intentionally hurtful, and they only do it once, they are being **MEAN**. If someone says or does something that is intentionally hurtful, and they keep on doing it, even if you ask them to stop, that is **BULLYING**. We also recognise and follow the acronym **S.T.O.P** when identifying if behaviour is bullying; this stands for: **S- several T- times O- on P- Purpose**.

Bullying can be:

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist, homophobic, sexist remarks, comments about disabilities.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school, encouraging others to engage in rule-breaking or bullying acts.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, making malicious comments.

All bullying is unacceptable. However, the school recognises that children who display bullying behaviour often have underlying difficulties or unmet needs. We will support them in understanding the impact of their actions and help them make positive changes through a personalised support plan.

Where bullying has taken place, parents/carers will be informed.

Procedures for reporting bullying incidents-

You can report bullying:

- Directly to a member of staff
- Indirectly or anonymously in the Box in the Library

Suspected bullying should be reported to the Key Stage Leader and Deputy Headteacher for investigation. Details will be logged e.g. who, where, when alleged incidents occur. In cases of racist bullying or racist incidents, an additional written record is completed, Governors informed and submitted to the Local Authority.

You can read further information in our [Anti-Bullying Policy](#).

## **Recording, Monitoring and Evaluating Behaviour**

All staff have a responsibility to record behaviour incidents on CPOMS where it is deemed that this is required. However, staff may also feel that incidents at a lower level are also worth reporting (especially if there is a pattern of unproductive behaviour choices). It is important that records are completed accurately. All incidents should provide a clear and factual report of the events. Staff have a duty to ensure that incidents are recorded in a timely manner (ideally before leaving school at the end of that day). Staff must ensure that the key trait of the behaviour is accurately logged under the relevant options in CPOMS and ensure that they log any action taken e.g. parent contacted. Adults who do not have access to CPOMS (such as supply staff) can make a written record of an incident, which should be completed as soon as possible and handed, in person, to a member of staff, as soon as possible.

- Continued and consistent poor behaviour over a period of time/or a serious incident will result in the class teacher contacting the parent/s or guardian of the child. Parents will be spoken to directly or by phone. A record of the conversation will be recorded on CPOMS.
- If same unproductive behaviour persists- Meeting with Key Stage leader and teacher (Record on CPOMS).
- If same unproductive behaviour persists- Meeting with Deputy Head/Head and teacher (Record on CPOMS).
- Children with identified behaviour needs may follow a separate reward and consequence system suitable to their needs and may be placed on an Individual Behaviour Management Plan (IBMP).
- Where appropriate the school can exclude a child where behaviours are significant.

Behaviour incidents are logged by staff on CPOMS. This is read weekly by DSL's. The Behaviour lead produces a monthly report which is discussed with SLT highlighting specific patterns of behaviour or trends over time for (anonymised individuals), cohorts or whole school.

Where unhelpful patterns of behaviour are identified, actions and supportive measures are put in place to improve re-occurring behaviours and reduce the number of incidents.

To produce such a report the following documents and processes are carried out

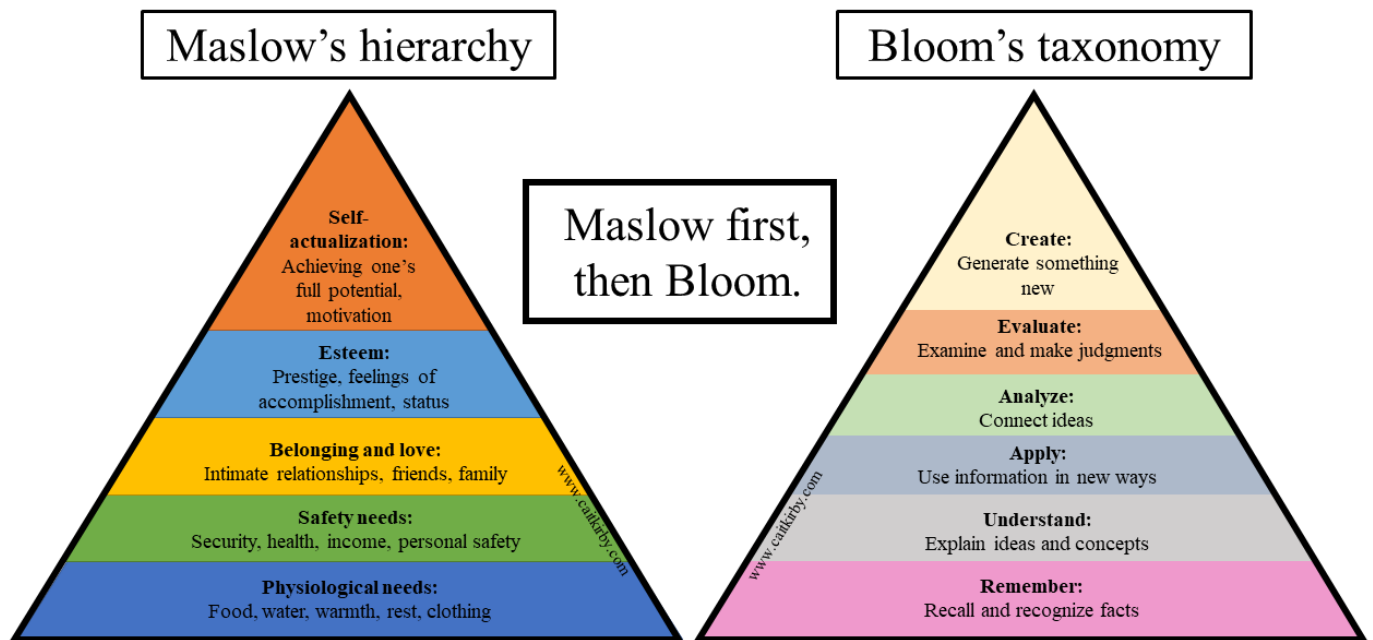
- Monitoring of incidents recorded on CPOMS.
- Monitoring of Coaching conversations, plans and programmes. From this data we are able to identify trends and address any concerns.
- Coaching conversation slips and coaching plans are also used to record any behaviour that is unacceptable & details the plan for change.

## **Safeguarding**

Staff will consider, in the first instance, if a child has a social worker and whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's Child Protection Policy and Safeguarding policy.

## Our Pastoral Support

We firmly believe that children need to “Maslow before they can Bloom”.



Simply put, this means that we recognise children need to be in the right state of emotional readiness for successful cognition to begin to take place. At Swanmore staff are taught about ACE's (Adverse Childhood Experiences) and teachers place great emphasis on connecting with their children, building a trusting relationship and taking into account any contributing factors that could be a barrier for that child.

Supporting children with their emotions is an important part of our school culture. “Calm Corners” are in all classrooms which have multisensory items to help children to learn to self-regulate and try again. Calm corners can be accessed for 10 minutes. An adult will then help the child to try again.

Each classroom has a daily form of emotional check combining the use of Zones of Regulation and The Affect Mat so adults can tune into how the children are at different points during the day and respond accordingly. (See Appendix 3)

At Swanmore we support a range of pastoral needs to ensure that children's mental wellbeing is supported. This includes support from our Emotional Literacy Support Assistants (ELSA) and nurture work through one-to-one or group sessions. This provision focuses on a range of needs including, but not limited to, their emotional literacy, understanding of emotions, self-regulation, social communication skills, coping with change/transitions, self-confidence, resilience, anxiety and bereavement. We support children who struggle with the transition from home to school with a small morning club. We also support children with a range of needs through weekly sessions with a therapy dog if needed. Gardening and outside activities are also used regularly to support children's wellbeing. To further develop our pastoral provision, we also have a Learning and Behaviour Coach trained in trauma and supporting children with an autism diagnosis and currently training a new home-school

link worker who will be experienced in Emotionally Based School Avoidance (EBSA) and has a background in supporting children in care or who have previously been in care.

We also use Trick Box as a whole school initiative. Trick Box is a simple, fun and effective whole school emotional management and personal development programme which supports our children from Early Years and continues throughout their journey with us. Evidence-based and developing mental wellbeing in line with DFE guidelines Trick Box programmes develop positive life habits alongside strategies to help deal with challenges in the here and now, building a repertoire of personal skills for future and helping individuals get the best from themselves, others and the world around them.

## **Roles**

*The Role of our Child Leaders:* Children with leadership responsibilities like our Young Governors and TrickBox Mentors wear special badges that identify them throughout the school. As part of their duties they play a major part in deciding on activities that spread a positive message around the school and play an important role in implementing our behaviour expectations and being positive role models to our younger children.

*The Role of Parents:* The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents should support the approach of the school. Teachers and Support Staff contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers and Support Staff expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

We also expect parents to behave in a reasonable and civilised manner towards each other.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Deputy Head or Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

*The Role of Staff:* All school staff have a responsibility to uphold the behaviour expectations. All staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Staff should encourage children to reflect on whether actions/ play is 'good for me, good for you, good for everyone. Staff will at every opportunity ensure they are supporting children to 'Prep for Best' (Appendix 6) . Children will also be supported in building co-operation skills and negotiate differences or difficulties to find solutions that are 'good for me, good for you, good for everyone' through *Repair Time*.

*The Role of Senior Leaders, Class Teachers and Support Staff:* Good classroom organisation is a key to good behaviour and the provision of a high quality curriculum through interesting and challenging activities influences behaviour. Staff should remain positive, enthusiastic and have high expectations of both learning and behaviour. They should foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere.

*The Role of the Head teacher:* It is the responsibility of the Head to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting high expectations of behaviour, and by supporting staff in the implementation of the policy.

The Head keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child.

*The Role of the Governors:* The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

### **Staff Support and Staff Training**

The school is committed to providing the necessary Continual Professional Development for all members of staff to support the delivery of our key objectives.

This may take several forms, including:

- External Behaviour Management courses.
- Internal CPD sessions with behaviour experts or online.
- Time spent considering strategies with colleagues or a Behaviour Consultant (Primary Behaviour Support)
- Weekly briefings notes.
- Observation of other practitioners.

Every member of staff will from time to time find themselves in circumstances in which they are challenged by the behaviour of a child or children. Staff are encouraged to discuss both formally and informally their experiences of dealing with challenging behaviour in order that an ethos of collective support towards colleagues is maintained within the school.

## **Appendix 1**

### **Additional Legislation and Statutory Requirements:**

#### **Fixed Term and Permanent Exclusions:**

Our aim is always to avoid permanent exclusion and we will work with the support of the other agencies and the Local Education Authority to explore alternatives to this outcome. This may involve the use of Alternative Provision and Managed Moves if these are acceptable to parents and available.

However, we reserve the right to permanently exclude in cases where alternatives have been exhausted or in cases of extreme behaviours and a fresh start elsewhere is a means of 'resetting' the record for a child.

External exclusions will be used following careful consideration of the evidence gathered and evaluation of other alternative approaches. Only the Head teacher has the power to exclude a child from school.

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. Is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. Where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school;
3. After a range of alternative strategies have been tried.

If the Headteacher excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. Consider all the relevant facts and firm evidence.
2. Allow the child to give their version of events.
3. Check whether an incident appeared to be provoked by racial or sexual harassment.
4. Consult others if necessary.
5. Keep detailed notes at all stages.

Exclusion can be:

1. Short Fixed Term Suspension – Arrangements for setting and marking of work must be made.
2. Lunchtime Suspension – This should be normally no more than 5 school days and must include arrangements for children on Free School Meals.

3. Long Fixed term exclusion from School – This can be up to 45 days in a school year and arrangements for setting and marking work must be made.

### **Procedures for Suspending or Excluding a Child:**

For all suspensions or exclusions:

1. Parents must be telephoned on the same day.
2. The relevant letter must be sent to the parents within 24 hours.
3. The relevant letter must also be sent to children's services (if applicable, Chair of Governors and uploaded to County.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

### **Re-integration:**

A process of planned support and progress reviews is in place for all children following exclusion. The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the Headteacher's decision or to overturn it based on the evidence provided to them.

### **The Governing Body Discipline Committee:**

1. Exclusions of less than 6 days – a meeting will be convened if parents request it.
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 & day 15.
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15.
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised.

### **Use of Reasonable force (from DfE Use of Force Guidelines 2012):**

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents.

There are selected members of staff Team Teach trained for when the use of reasonable force is deemed appropriate, reasonable and necessary.

A Violent Incident/Physical Restraint form must be completed and the situation discussed with the Head. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible.

The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of external agencies. Please see 'Physical Intervention and Restraint Policy' for further guidance.

### **Mobile phones and other electronic devices in school**

Children should not have their mobile phone or any other electronic device, including headphones and smartwatches, visible between 8.45am and 3.30pm. This includes break and lunchtime. Mobile phones and other similar electronic devices with internet connectivity, earphones, headphones, must not be used, seen or heard during school hours. Any device that has the same/ similar functionality as a mobile phone (for example a smart watch), will have the same rules applied to it as a mobile phone.

If a child brings these to school they **MUST** be handed into their class teacher when they arrive in the classroom, and they will be returned to them at the end of the school day. We accept no liability for any such items that are lost or damaged. Mobile Phone ICT acceptable use Policy

### **Searching and confiscation of property:**

Teachers and Support Staff can confiscate children's property. In the case of illegal items these will be passed onto the police. Items such as alcohol, tobacco products and other school banned objects will be passed onto a member of Senior Leadership Team to be disposed of.

Prohibited items include alcohol, tobacco and tobacco-related products, illegal drugs, stolen items, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. These will be confiscated and not returned and the police may be informed.

The school also bans items that are age-related for over 18s e.g. caffeine drinks and electronic cigarettes, substances regarded as legal highs. These will be confiscated and not returned.

In the event that a child is suspected to be in possession of a prohibited, banned or illegal item then the school reserves the right to search them, their lockers and possessions without permission (in accordance with the DFE guidance on screening, searching and confiscation).

To safeguard staff and children, any search will take place with more than one member of staff present, ideally at least one member of staff will be from the Senior Leadership Team and reflect the gender of the child. This may not always be possible and the school reserves the right to conduct the search if there is felt to be a risk to staff, children or members of the community by not conducting the search.

Confiscated items will be handed to the Headteacher or school office for safe keeping. They may be collected at the end of the school day by the child. If there is a repeat of the incident, the item will be kept until parents/carers can collect. This includes mobile phones. Staff can confiscate any item that disrupts and disturbs the learning process, e.g. fidget spinners, from a child at their discretion.

## **Other specific unacceptable behaviours:**

### **Aggression, intimidation, harassment and violence:**

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated.

- Child on child sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:

- violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or
- create a hostile, offensive or sexualised environment.
  - We will use the Brooks Sexual Behaviours Traffic Light System [Brook - Traffic Light Tool Elearning](#) to differentiate between normal child development and curiosity, and behaviour that is more concerning. However, the concept of 'Consent' will always be emphasised.
    - An incident does not need to result in physical harm for it to instigate serious consequences. Each incident will be investigated and where necessary action will be taken.
    - Where there is violence, or where there is an attack on another child, exclusion may be used. The length of exclusion will vary according to the severity of the incident. Second or subsequent incidents will attract longer periods of exclusion. Persistent offenders may face permanent exclusion.
    - Verbal, physical threats or intimidation against staff will be investigated and action will be taken in the same way as above. Physical violence towards staff will result in exclusion. Depending on the severity of the situation reoccurring or ongoing verbal, physical threats or intimidation against staff may result in permanent exclusion.

### **Weapons and dangerous items:**

- Children who bring guns, knives, laser pens, other weapons and dangerous items to school may be excluded for a fixed period dependent on the nature of the offence. The police will normally be informed in cases where offensive weapons have been found. Very serious incidents will result in a permanent exclusion.

### **Drugs:**

- The possession or consumption of illegal drugs will result in fixed-term exclusion as a minimum whilst an investigation takes place. The length of exclusion will be dependent on the nature of the incident. The police will be informed in all cases where drugs have been found.
- Supplying drugs will result in permanent exclusion.

### **Damage to school fabric and furniture:**

- Where damage is accidental, no charge will be made.
- Where damage is as a result of 'silly' behaviour, parents/carers will be informed and a contribution to the cost of replacement may be requested, or the child may be asked to make amends by putting it right e.g. being supervised in their own time to make repairs.

**Discriminatory Incidents (targeting race, gender, sexuality or disability):**

All incidents of discrimination are investigated and treated seriously. Before any decision on internal or external exclusion is reached, a thorough investigation will take place. All those involved in the incident will be interviewed. Statements will be gathered from witnesses where appropriate. All statements and evidence, will be collated by the Headteacher.

All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy. The curriculum for R.S.H.E., RE and Collective Worship is designed to foster appropriate and responsible behaviour and to deter and alter offensive behaviour.

Derogatory comments about race, gender, sexuality or disability are unacceptable. If children are heard using derogatory language, they will be challenged and told that it is unacceptable. Discrimination incidents are recorded separately in an Incident Log. These are reported termly to the Local Authority.

**Child-on-Child abuse**

Child-on-Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and nonintimate), friendships, and wider peer associations.

Online child-on-child abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

Incidents will be dealt with in line with our Behaviour Policy, Child Protection and Safeguarding Policy, as appropriate.

**Behaviour out of School**

What the law allows:

A teacher may discipline a child for any misbehaviour when the child is:

- Taking part in any school organised activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a child at the school
- Or misbehaving at any time in a way that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another child or member of the public
  - Could adversely affect the reputation of the school

Children on school trips and visits, and on the way to and from school, are governed by the school's expectations for behaviour policy. It is expected that children behave well on trips and visits and at all times when representing the school. Poor behaviour on the way to and from school is not acceptable and will result in protective measures being put in place. If children's behaviour risks the safety of others then, dependent on the incident, further protective measures could apply.

The school will investigate any misbehaviour that is reported to them by a third party or witnessed by a member of staff if the child is in school uniform or bringing the school into disrepute. The protective measures imposed under these circumstances will be in accordance with those covered in this policy for behaviour during the school day. If misbehaviour is reported to the school whilst not on a school activity or in school uniform this will be reported to the relevant authorities and/or parents/carers if it is of a safeguarding nature.

**Protocol – To be followed when a child exits the classroom**

- Adult to explain to the child that they have 2 choices, firstly to return to the classroom to complete their work or to take their work to another class to complete or offered strategies from their individual plan.
- If the child refuses behaviour coach, a member of SLT will be radioed.
- If the child continues to refuse and walks around the school, a member of staff will follow at a safe distance (not chase).
- If the child exits the school building two members of staff will stay with the child and encourage them to calm down and make a positive/safe choice by returning to the school building.

**Child Leaving School Site Protocol**

- Remind the child that they are unsafe if they leave the school premises.
- If they leave the site you may need to call home and the police.

<b>EVENT - The child leaves the school site either by the front office door or by scaling the school fence</b>	
PROTOCOL 1 Child is calm when leaving the site.	PROTOCOL 2 Child’s behaviour is erratic and volatile or the child has SEND which affects their decision making.
<b><i>Ensure you pursue the child in pairs. Inform the office you have left the building. Make sure you have radio or mobile phones.</i></b>	
CALMLY – Remind the child that they are unsafe if they leave the school premises. If they leave the site you may need to call home and the police. Encourage returning to the safety of school.	CALMLY - If you feel the child is likely to cause harm to themselves or others, use Reasonable Force (Team Teach) to prevent the child leaving the site and to prevent serious harm.
Follow the child in pairs – do not run. Observe from secure distance.	If you cannot reach the child, follow the child in pairs – do not run. Observe from secure distance.
Colleague 1 uses their radio to contact school office as contact point. Obtain contact number of parent from Arbor.  Observe and when appropriate engage in de-escalation techniques to distract and encourage back to school safely.	If you cannot reach the child safely or you feel they or others will be harmed, colleague 2 call 999. Colleague 1 uses their radio to contact school office as contact point. Obtain contact number of parent from Arbor. Colleague 2 uses their phone as contact point for police.
School office or Colleague 2 contact parents (using 141 to disguise number) to make them aware of the incident	School Office contacts parents to inform them that the police have been called and for them to come and collect their child.

<p>Colleague 2 contact 101 to inform the police that a child has left the site but they are safe at the moment.</p> <p>If child returns back to school, the school office to phone home and police to update.</p> <p>If it looks like child will not return call parents ask to collect.</p>	
<p><b>If the child's demeanour or behaviour changes, switch protocols.</b></p>	

**Legislation and statutory requirements:**

This policy is written in compliance with the equal opportunities policy and in line with the following:

- DfE Behaviour in Schools - Advice for Headteachers and school staff advice (Behaviour Advice) (1 September 2022). This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010 and the school's Single Equality Policy and Scheme
- Use of reasonable force in schools
- Supporting children with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property.

## Appendix 2: Behaviour Code



<p><b>Prickle Behaviours:</b></p>	<p><b>Behaviours:</b></p> <ul style="list-style-type: none"> <li>-Interrupting others/Disrupting learning.</li> <li>-Deliberately annoying others.</li> <li>- Mobile phone not handed in.</li> <li>- Leaving class without permission.</li> <li>- Using inappropriate language, swearing.</li> <li>-Being unkind or rude.</li> <li>- Refusing to try/Not working.</li> <li>-Making inappropriate noises.</li> <li>- Throwing or misusing equipment.</li> <li>-Calling out.</li> <li>-Not listening/paying attention.</li> <li>-Pushing/shoving in the line.</li> <li>-Running indoors.</li> <li>-Not being in the correct place.</li> <li>-Not clearing up.</li> <li>-Minor/Deliberate damage.</li> <li>-Being dishonest.</li> <li>-Persistent rough play.</li> </ul>	<p><b>Protective Measures (consequences):</b></p> <ul style="list-style-type: none"> <li>-Verbal reminder.</li> <li>- Informal gesture: eye contact, frown, gesture, pause.</li> <li>-Moving the child to a different seat.</li> <li>-Private reminder about the behaviour we wish to see that is 'Good for Me, Good for You, Good for Everyone'.</li> <li>-Completion of work in own time.</li> <li>-Coaching conversation with teacher during playtime, reflecting on how to catch the 'prickle' habits/behaviours affects others, what could/should change.</li> <li>-Explore different perspectives.</li> <li>-Parent carer informed</li> <li>-Repair Time: apology, reflection on behaviour, making amends.</li> </ul>
<p><b>Serious Behaviour Incidents.</b></p>	<ul style="list-style-type: none"> <li>-Repeated inappropriate behaviours.</li> <li>-Destroying/damaging property, work or equipment.</li> <li>-Making threats or being aggressive (in person/online).</li> <li>-Hurting others-body and/or feelings.</li> <li>-Absconding- running away or hiding.</li> <li>-Racist, sexist, homophobic or any other discriminatory comments or actions.</li> <li>-Bullying – in person or online.</li> <li>-Stealing.</li> <li>-Physical or violent assault causing injury.</li> <li>-Sexualised behaviour or assault.</li> <li>-Serious damage to property (e.g. vandalism).</li> <li>-Carrying a weapon (e.g. knife).</li> <li>-Persistent Bullying including homophobic, racist, misogynistic threats, abusive language.</li> </ul>	<p><b>Protective Measures (consequences):</b></p> <ul style="list-style-type: none"> <li>-Working in an alternative class (for a short period of time/lesson).</li> <li>-Sent to Key Stage Lead or Headteacher. Follow up coaching plan during playtimes or lunchtimes, regular reviews with a key member of staff.</li> <li>-Parents/Carers informed.</li> <li>-IBMP</li> <li>-Repair Time: Apology, apology letter, reflection.</li> <li>-Internal exclusion.</li> <li>-External Exclusion.</li> <li>-Permanent Exclusion.</li> <li><b>Serious incidents will bypass warning stages.</b></li> </ul>

What happens when I am feeling prickly? (displayed in all classes for consistent expectations)

**OUR EXPECTATIONS:**



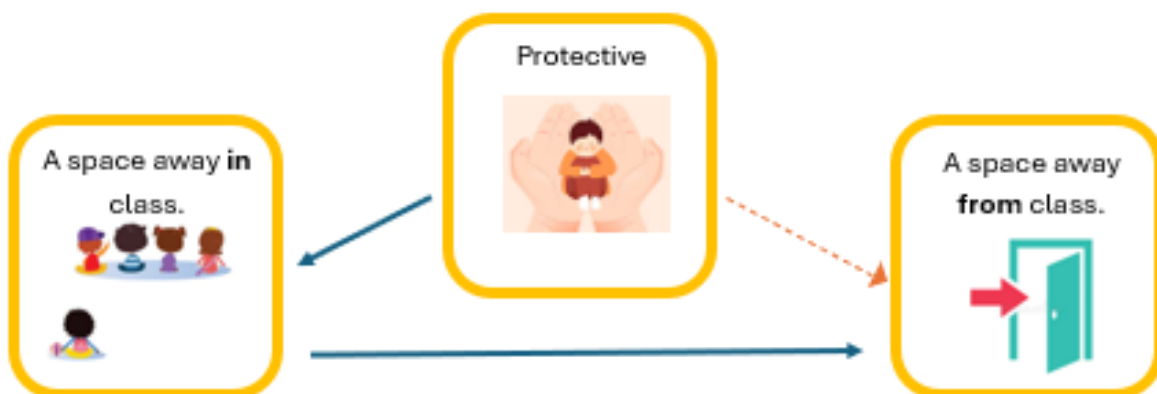
**Prep4Best**



**How my adults will help me**

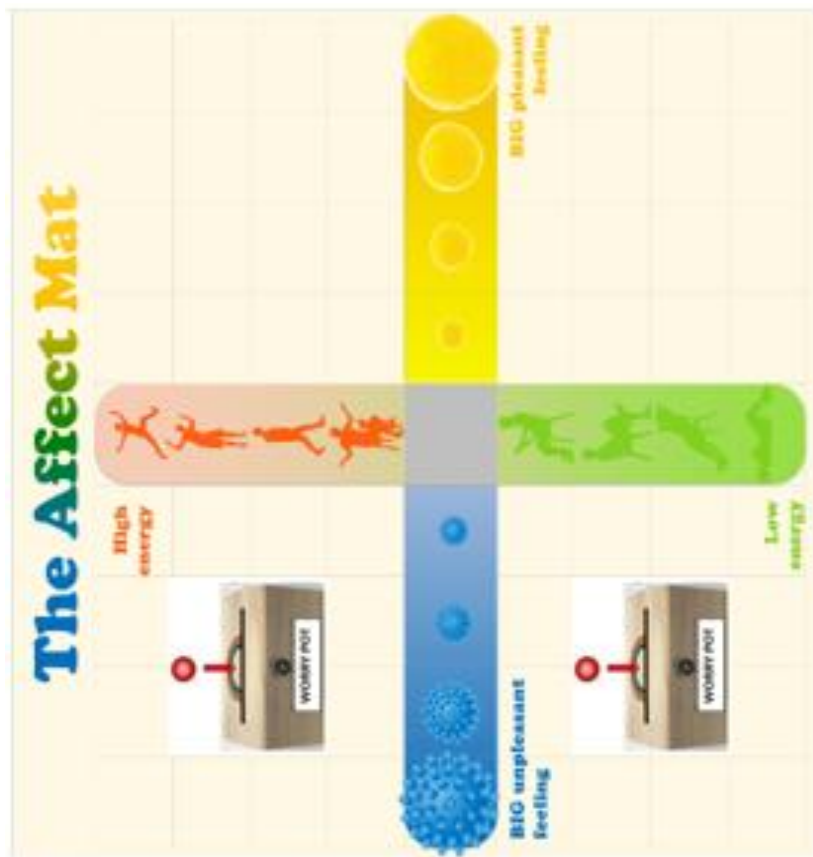


If I find it hard to make choices that are 'good for everyone' then there will be protective measures.



## Appendix 3: Classroom Emotional Check in

Displayed by the teacher's desk alongside the class 'Worry Pot' which can be easily accessed each day by the children

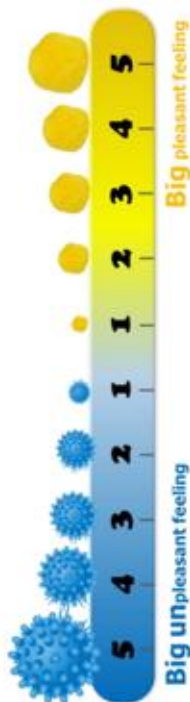


Noticing how your body is feeling is the first step in becoming brain fit!

Unpleasant feelings? = Put a dot in the pot!



# How is your body feeling today?



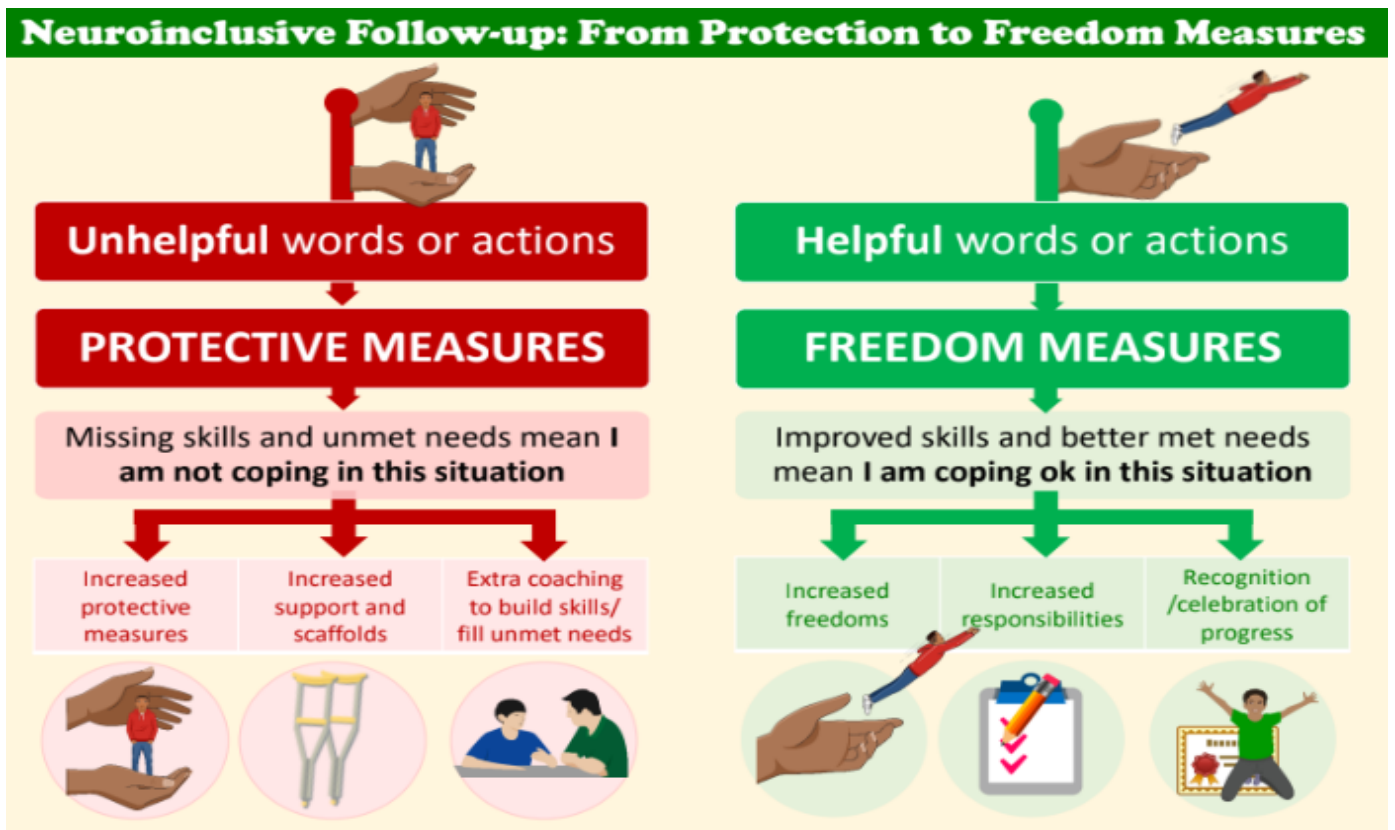
Which different feelings are you having? Are they pleasant or unpleasant feelings? How big are the feelings? Are they high energy or low energy feelings?

Examples of high energy feelings: excited, angry, anxious, surprised.  
Low energy feelings: chilled, happy, sad, a bit low.



<p><b>Yellow Zone</b> excited happy calm confident</p> <p>Yellow Zone feelings should be 'good for me, good for you, good for everyone.'</p>	<p><b>Green Zone</b> worry slightly stressed frustrated confused</p> <p>Green Zone feelings help you to grow!</p>
<p><b>Blue Zone</b> sad tired bored angry</p> <p>Blue Zone feelings can feel tough for a while.</p>	<p><b>Red Zone</b> really angry really worried out of control</p> <p>Red Zone feelings can make you feel like you will pop!</p>

Appendix 4: Neuroinclusive Follow-Up: From Protective to Freedom Measures



Appendix 5: 5 C Needs



**What Happens When I Find It Difficult to Meet Agreed Expectations?**



**EVERYDAY WE WILL 'Prep4Best'**

**SUPPORT STAGE 0**



**MY ADULTS WILL RESPOND IN THE MOMENT**

**SUPPORT STAGE 1 (1-2mins)**



If I cannot get back on track and I continue to disrupt others, further support will be put in place that is 'good for everyone'.

Limited choice of space **away from the main group**, e.g. seat swap/different to ble/nearer teacher.



Limited choice of space **away from the class**, e.g. shared area with TA/neighbouring classroom/calm space.

If I am hurting other children or my teacher, I will need to go straight to a space away from class so that I/others can remain safe. A member of SLT will be called if I refuse.

**Coaching Sequence: High Expectations & High Support**

Purpose:

To repair & ensure you can do better next time.

**REPAIR TIME (USED AT ALL SUPPORT STAGES)**



**SUPPORT STAGE 2 (5-10mins)**



If coaching conversation is needed 3 times or more in a week, move to the next stage.

**SUPPORT STAGE 3 COACHING TIME**

Strengths, challenges & problem solving with teacher. Protective measures in place. Parents informed. (Approx 20mins)



**SUPPORT STAGE 4 COACHING PROGRAMME A**

Meeting with parents and teacher to form an Individual Behaviour Management Plan (IBMP) focusing on strengths, barriers, needs and skills.



**COACHING PROGRAMME B**

Additional Support from Learning & Behaviour Coach/ELSA/EBSA. This may be a group session.




**COACHING PROGRAMME C**



































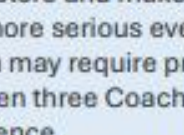




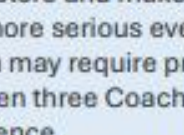




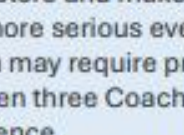



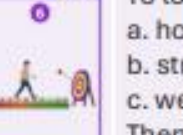
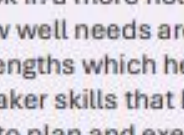
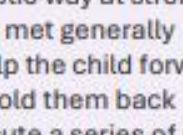



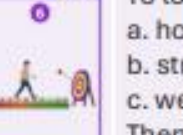
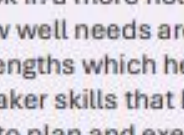
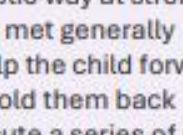



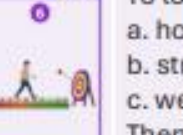
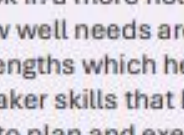
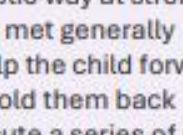









SENCO & external support alongside child /parent/carer/teacher/supporting adults to review existing plans and next steps to fill needs and build skills.




Appendix 7: Graduated Stages of Support Explained.



# Graduated Stages of Support

<div style="border: 1px solid #FF69B4; padding: 5px;"> <p style="text-align: center; color: #FF69B4;"><b>Support Stage 0: Prep4Best</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;"> <p><b>1</b> <b>Product</b></p>  <p><b>Product</b> What did I do well at? What did I learn to do better at? Do you wish about?</p> </td> <td style="width: 33%; text-align: center; padding: 5px;"> <p><b>2</b> <b>Prevent</b></p>  <p><b>Prevent</b> What might I not do? What might go wrong?</p> </td> <td style="width: 33%; text-align: center; padding: 5px;"> <p><b>3</b> <b>Plan to Succeed</b></p>  <p><b>Plan to Succeed</b> What might go well? What might do I want? What will be my role? How do I think I can be good for success?</p> </td> </tr> </table> </div>	<p><b>1</b> <b>Product</b></p>  <p><b>Product</b> What did I do well at? What did I learn to do better at? Do you wish about?</p>	<p><b>2</b> <b>Prevent</b></p>  <p><b>Prevent</b> What might I not do? What might go wrong?</p>	<p><b>3</b> <b>Plan to Succeed</b></p>  <p><b>Plan to Succeed</b> What might go well? What might do I want? What will be my role? How do I think I can be good for success?</p>	<p>To give children the opportunity to think through how they can feel great and be at their Brain Best for a task.</p>			
<p><b>1</b> <b>Product</b></p>  <p><b>Product</b> What did I do well at? What did I learn to do better at? Do you wish about?</p>	<p><b>2</b> <b>Prevent</b></p>  <p><b>Prevent</b> What might I not do? What might go wrong?</p>	<p><b>3</b> <b>Plan to Succeed</b></p>  <p><b>Plan to Succeed</b> What might go well? What might do I want? What will be my role? How do I think I can be good for success?</p>					
<div style="border: 1px solid #FF69B4; padding: 5px;"> <p style="text-align: center; color: #FF69B4;"><b>Support Stage 1: Calm, Connect, Support</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;"> <p><b>1</b> <b>Get Calm</b></p>  <p><b>Get Calm</b> Focus on calming emotions, uncontrolled emotions. If you cannot be calm, get some help. Please calm me, with 10 sec.</p> </td> <td style="width: 33%; text-align: center; padding: 5px;"> <p><b>2</b> <b>Connect to Calm</b></p>  <p><b>Connect to Calm</b> Share any unhelpful from it to be there. Help them feel heard and felt. Show you care. You don't have to agree!</p> </td> <td style="width: 33%; text-align: center; padding: 5px;"> <p><b>3</b> <b>Support</b></p>  <p><b>Help them get back on track</b> Offer suggestions if they cannot think. Help the child to feel you are on their side and supported. Please help!</p> </td> </tr> </table> </div>	<p><b>1</b> <b>Get Calm</b></p>  <p><b>Get Calm</b> Focus on calming emotions, uncontrolled emotions. If you cannot be calm, get some help. Please calm me, with 10 sec.</p>	<p><b>2</b> <b>Connect to Calm</b></p>  <p><b>Connect to Calm</b> Share any unhelpful from it to be there. Help them feel heard and felt. Show you care. You don't have to agree!</p>	<p><b>3</b> <b>Support</b></p>  <p><b>Help them get back on track</b> Offer suggestions if they cannot think. Help the child to feel you are on their side and supported. Please help!</p>	<p>To de-escalate a situation and help someone get back on track. May have to be a temporary (and not ideal) solution until there is time to plan a better one.</p>			
<p><b>1</b> <b>Get Calm</b></p>  <p><b>Get Calm</b> Focus on calming emotions, uncontrolled emotions. If you cannot be calm, get some help. Please calm me, with 10 sec.</p>	<p><b>2</b> <b>Connect to Calm</b></p>  <p><b>Connect to Calm</b> Share any unhelpful from it to be there. Help them feel heard and felt. Show you care. You don't have to agree!</p>	<p><b>3</b> <b>Support</b></p>  <p><b>Help them get back on track</b> Offer suggestions if they cannot think. Help the child to feel you are on their side and supported. Please help!</p>					
<div style="border: 1px solid #90EE90; padding: 5px;"> <p style="text-align: center; color: #90EE90;"><b>Support Stage 2: Coaching Conversation</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center; padding: 5px;"> <p><b>1</b> <b>Introduce</b></p>  <p><b>Keep issues calm</b> Keep conversations calm. Encourage the person to describe the problem in their own words. Encourage them to think about solutions of their own. "Thinking - what are some of the ways?"</p> </td> <td style="width: 25%; text-align: center; padding: 5px;"> <p><b>2</b> <b>Listen</b></p>  <p><b>Listen to understand</b> Use open questions. Don't ask leading questions. When they do get into your head, ask them to explain.</p> </td> <td style="width: 25%; text-align: center; padding: 5px;"> <p><b>3</b> <b>Share</b></p>  <p><b>Challenges, do not blame</b> Ask them to see what they can do. Encourage them to think about solutions. Encourage them to think about solutions. Encourage them to think about solutions.</p> </td> <td style="width: 25%; text-align: center; padding: 5px;"> <p><b>4</b> <b>Problem solving</b></p>  <p><b>Think for you, good for you, good for everyone!</b> Use the "what if" question. Encourage them to think about solutions. Encourage them to think about solutions.</p> </td> </tr> </table> </div>	<p><b>1</b> <b>Introduce</b></p>  <p><b>Keep issues calm</b> Keep conversations calm. Encourage the person to describe the problem in their own words. Encourage them to think about solutions of their own. "Thinking - what are some of the ways?"</p>	<p><b>2</b> <b>Listen</b></p>  <p><b>Listen to understand</b> Use open questions. Don't ask leading questions. When they do get into your head, ask them to explain.</p>	<p><b>3</b> <b>Share</b></p>  <p><b>Challenges, do not blame</b> Ask them to see what they can do. Encourage them to think about solutions. Encourage them to think about solutions. Encourage them to think about solutions.</p>	<p><b>4</b> <b>Problem solving</b></p>  <p><b>Think for you, good for you, good for everyone!</b> Use the "what if" question. Encourage them to think about solutions. Encourage them to think about solutions.</p>	<p>To work out why something went wrong and create a plan for how it can go better next time, in a way that works for everyone. Should be a very specific problem – not general.</p>		
<p><b>1</b> <b>Introduce</b></p>  <p><b>Keep issues calm</b> Keep conversations calm. Encourage the person to describe the problem in their own words. Encourage them to think about solutions of their own. "Thinking - what are some of the ways?"</p>	<p><b>2</b> <b>Listen</b></p>  <p><b>Listen to understand</b> Use open questions. Don't ask leading questions. When they do get into your head, ask them to explain.</p>	<p><b>3</b> <b>Share</b></p>  <p><b>Challenges, do not blame</b> Ask them to see what they can do. Encourage them to think about solutions. Encourage them to think about solutions. Encourage them to think about solutions.</p>	<p><b>4</b> <b>Problem solving</b></p>  <p><b>Think for you, good for you, good for everyone!</b> Use the "what if" question. Encourage them to think about solutions. Encourage them to think about solutions.</p>				
<div style="border: 1px solid #ADD8E6; padding: 5px;"> <p style="text-align: center; color: #ADD8E6;"><b>Support Stage 3: Coaching Time</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; padding: 5px;"> <p><b>1</b></p>  <p>Identify the problem and what needs to be done.</p> </td> <td style="width: 20%; text-align: center; padding: 5px;"> <p><b>2</b></p>  <p>Use the whiteboard to identify the problem and what needs to be done.</p> </td> <td style="width: 20%; text-align: center; padding: 5px;"> <p><b>3</b></p>  <p>Identify the problem and what needs to be done.</p> </td> <td style="width: 20%; text-align: center; padding: 5px;"> <p><b>4</b></p>  <p>Identify the problem and what needs to be done.</p> </td> <td style="width: 20%; text-align: center; padding: 5px;"> <p><b>5</b></p>  <p>Identify the problem and what needs to be done.</p> </td> </tr> </table> </div>	<p><b>1</b></p>  <p>Identify the problem and what needs to be done.</p>	<p><b>2</b></p>  <p>Use the whiteboard to identify the problem and what needs to be done.</p>	<p><b>3</b></p>  <p>Identify the problem and what needs to be done.</p>	<p><b>4</b></p>  <p>Identify the problem and what needs to be done.</p>	<p><b>5</b></p>  <p>Identify the problem and what needs to be done.</p>	<p>To explore and make a plan for: a. a more serious event or significant specific issue which may require protective measures b. when three Coaching Conversations haven't made a difference. Should still always be for a specific problem.</p>	
<p><b>1</b></p>  <p>Identify the problem and what needs to be done.</p>	<p><b>2</b></p>  <p>Use the whiteboard to identify the problem and what needs to be done.</p>	<p><b>3</b></p>  <p>Identify the problem and what needs to be done.</p>	<p><b>4</b></p>  <p>Identify the problem and what needs to be done.</p>	<p><b>5</b></p>  <p>Identify the problem and what needs to be done.</p>			
<div style="border: 1px solid #DDA0DD; padding: 5px;"> <p style="text-align: center; color: #DDA0DD;"><b>Support Stage 4: Coaching for Change Programme</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%; text-align: center; padding: 5px;"> <p><b>1</b></p>  <p>Explore strengths.</p> </td> <td style="width: 16.6%; text-align: center; padding: 5px;"> <p><b>2</b></p>  <p>Explore &amp; plan a set of actions of 10 needs.</p> </td> <td style="width: 16.6%; text-align: center; padding: 5px;"> <p><b>3</b></p>  <p>Explore difficulties to set goals.</p> </td> <td style="width: 16.6%; text-align: center; padding: 5px;"> <p><b>4</b></p>  <p>Agree a schedule of practice for meeting goals.</p> </td> <td style="width: 16.6%; text-align: center; padding: 5px;"> <p><b>5</b></p>  <p>Start and a set of supports to support difficulties.</p> </td> <td style="width: 16.6%; text-align: center; padding: 5px;"> <p><b>6</b></p>  <p>Agree times to check progress.</p> </td> </tr> </table> </div>	<p><b>1</b></p>  <p>Explore strengths.</p>	<p><b>2</b></p>  <p>Explore &amp; plan a set of actions of 10 needs.</p>	<p><b>3</b></p>  <p>Explore difficulties to set goals.</p>	<p><b>4</b></p>  <p>Agree a schedule of practice for meeting goals.</p>	<p><b>5</b></p>  <p>Start and a set of supports to support difficulties.</p>	<p><b>6</b></p>  <p>Agree times to check progress.</p>	<p>To look in a more holistic way at strengths / barriers: a. how well needs are met generally b. strengths which help the child forward c. weaker skills that hold them back Then to plan and execute a series of actions that fill needs &amp; build skills, so the YP can feel &amp; do better.</p>
<p><b>1</b></p>  <p>Explore strengths.</p>	<p><b>2</b></p>  <p>Explore &amp; plan a set of actions of 10 needs.</p>	<p><b>3</b></p>  <p>Explore difficulties to set goals.</p>	<p><b>4</b></p>  <p>Agree a schedule of practice for meeting goals.</p>	<p><b>5</b></p>  <p>Start and a set of supports to support difficulties.</p>	<p><b>6</b></p>  <p>Agree times to check progress.</p>		
<div style="border: 1px solid #90EE90; padding: 5px;"> <p style="text-align: center; color: #90EE90;"><b>Repair Time (used at all support stages)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; padding: 5px;"> <p><b>1</b> <b>Explore different perspectives</b></p>  </td> <td style="width: 33%; text-align: center; padding: 5px;"> <p><b>2</b> <b>Think through who and what needs repair</b></p>  </td> <td style="width: 33%; text-align: center; padding: 5px;"> <p><b>3</b> <b>Plan how, when and where the repair will be done</b></p>  </td> </tr> </table> </div>	<p><b>1</b> <b>Explore different perspectives</b></p> 	<p><b>2</b> <b>Think through who and what needs repair</b></p> 	<p><b>3</b> <b>Plan how, when and where the repair will be done</b></p> 	<p>Should be used at any stage if YP's words/actions have caused disadvantage/damage, with a focus on a. making amends b. healing fractured relationships c. building the skills of cognitive, emotional and compassionate empathy.</p>			
<p><b>1</b> <b>Explore different perspectives</b></p> 	<p><b>2</b> <b>Think through who and what needs repair</b></p> 	<p><b>3</b> <b>Plan how, when and where the repair will be done</b></p> 					

Appendix 8: Key Messages for Coaching Support/Language using 'I' instead of 'You'.

High Expectations	High Support
	
<p>Insistence, persistence, consistency, with a bucketful of kindness</p>	
<p>It is not just a chat: it's listening, probing &amp; helping the child <b>plan</b> for things to be better next time – for them, you and others.</p>	
<p>Skills &amp; strategies need practice: rehearse, rehearse, rehearse. (You don't learn to swim with a chat).</p>	



**W.I.N**



I **wonder** if...

I **get the impression** that...

I've **noticed** that....

**Reminders:**  
5-1 positives to  
negatives.

Children do better  
when they feel better.

Jane Nelsen



Swanmore C of E Primary School  
Individual Support Plan

Plan number:  Date:  Date to be reviewed:

Plan developed by:

Child's name:  Date of birth:

FSM <input type="checkbox"/>	EAL <input type="checkbox"/>	GRT <input type="checkbox"/>	Forces <input type="checkbox"/>	Medical <input type="checkbox"/>	LAC <input type="checkbox"/>	Post-adoption <input type="checkbox"/>	SEND <input type="checkbox"/>
------------------------------	------------------------------	------------------------------	---------------------------------	----------------------------------	------------------------------	--	-------------------------------

Team around the child:

Name	Role
<input type="text"/>	Class teacher
<input type="text"/>	Class teaching assistant
<input type="text"/>	Pastoral Team
<input type="text"/>	SENCO
<input type="text"/>	Deputy head
<input type="text"/>	Head teacher

Current targets (SMART):

1. -   
2. -   
3. -

Strengths and interests:

•

Key behaviours and concerns:

•

Our understanding of the behaviours (possible messages communicated by the behaviours and background information):

Triggers/early signs:

•

Changes to the environment that may help:

•

Prevention - positive handling strategies used on a daily basis:

Recognising and rewarding effort and improvement:

Responsive strategies - plan to be followed when an incident has occurred:

Interventions in school:

Planned intervention	New skills to be taught during intervention
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

How parents can support:

•

Arrangements for gathering data:

What data is being collected?	Where is the data stored?	Whose responsibility?
<input type="text"/>	<input type="text"/>	<input type="text"/>

Reviewing progress:

Review date	Who will be involved?
<input type="text"/>	<input type="text"/>

