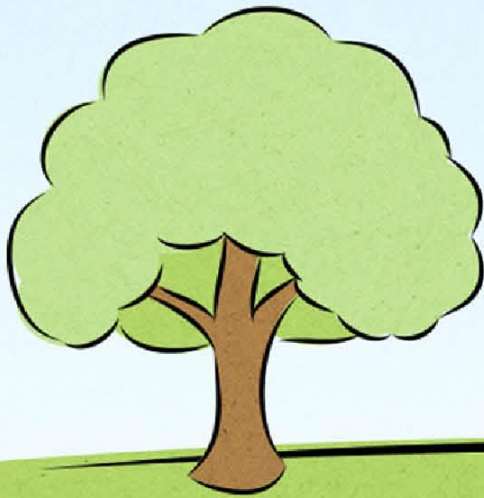




**Glenfield Infant School**



## **Behaviour Policy**

Revised: November 2023

Review date: November 2024

Signed: Clare Bradshaw

Date: November 2023

## **Purpose and Intent:**

At Glenfield Infant School we endeavour to create a positive and caring ethos for our pupils and continually strive to maintain a happy and co-operative school community. We are a hard working school and expect high standards from our pupils in terms of learning and behaviour. All staff are committed to the emotional well-being of the children and aim to ensure that every child is supported in the development of their social, emotional and behavioural skills so that they become responsible members of the school, local and wider community.

In our school we will:

- teach children to think about their behaviour and to learn self control.
- give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- teach children politely and fairly so that they learn to be polite and fair.
- teach children to respect other people, their property, beliefs and feelings – and ultimately to respect difference.
- praise and reward good work, behaviour and attitudes – behaviours will be linked to our school's values (resilience and kindness) and school rules – ready, respectful, safe.
- involve parents in all aspects of school life, including their children's behaviour.

We aim to be a fully inclusive school and we recognise that some children enter our school with different values, needs and codes of behaviour. These will be taken into consideration and we will treat each child fairly. We use a Graduated Approach to Behaviour (see appendix A) to identify children who need extra support in the area of behaviour.

## **Relationships:**

Relationships between home and school are vitally important to promote the behavioural values expected at school and support parents in the home. Good communication is key to ensure that all children's needs are understood and children feel safe in school. Staff at Glenfield will use the following methods to communicate with parents around exceptionally positive behaviours seen as well as discussion around behaviours of concern:

- Speaking with the parent/carer in person, via email or by telephone.
- Use of stickers to promote positive behaviours.
- Parent to receive a Headteacher's Celebration assembly invite for the child pegging up four times.
- Planned in parents evenings.
- Arranging a meeting to discuss further strategies for the child with relevant staff members eg class teacher or Inclusion Leader. This may also include the Headteacher for more serious behaviours seen.

In some cases, it may be important for the school to use outside agencies for further advice on how to support with a child's behaviours and ensuring their readiness to learn. The Inclusion Leader (Clare Bradshaw) will co-ordinate all work with outside agencies. We will ensure close liaison with parents, and where appropriate with the agreement of parents, external agencies (Child and Mental Health service, Mental Health in Schools Team, Autism Panel, Educational Psychologist, Outreach teams, School Nurse service) may be referred to as areas of expertise to further meet the needs of the child.

The school recognises that changes in behaviour may also be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's undesirable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether family/ELSA support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding and child protection policy for more information

[download.asp \(glenfieldschool.co.uk\)](https://www.glenfieldschool.co.uk/download.asp)

## **Leadership and Management:**

At Glenfield, we expect all staff to:

- Promote the school's rules and values at all times - Kind words, kind hands, kind hearts (school rules), kindness and resilience (values).
- listen to the children and to hear their point of view.
- recognise and acknowledge the children's contributions to the academic and social well-being of our school.
- consistently model appropriate and polite behaviour with all other adults and children.
- be consistent in approach to behaviour management.
- create and maintain a stimulating, attractive and positive environment.
- support all children to make the right choice of how to behave.
- take responsibility for the learning and behaviour of the children in our care – including the use of the Graduated Approach for Behaviour (see appendix A) where relevant, when need is identified.
- ensure the safety of all children when in class, around school and in the playground.
- treat all children as individuals and to show care and respect for them all.
- ensure each day is a fresh start for every child.

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with undesirable behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Helping, supporting and advising staff, as and when necessary.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the policy is shared with parents (accessible on the school's website).
- Keeping a log of incidents of bullying, racial or sexual harassment.
- Being involved, as necessary, with individual children's behaviour programmes.

The Headteacher is the only person with responsibility for excluding a child from school.

The Governing body is responsible for:

- Approving this behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.
- Managing concerns/appeals around exclusions (Chair of Governors).

### Graduated Response:

Where behaviour of an individual is of concern for the school, a graduated approach is used to help further analyse the behaviours and support that child's individual needs (see appendix A). This approach includes the class teacher/staff analysing the behaviour at stages 1, 2 and 3 (including the use of records of behaviours, motivational assessment scales, engagement assessments and risk assessments). Staff will put in place relevant strategies and interventions for the child's specific need in class, using a plan, do, review approach, before there is the identification of their behaviour being a special educational need. At stage 4 there is further input from the Inclusion Leader where the child is placed on the SEND register for their behavioural need.

At stage 4 children will require personalised targets to improve their behaviour and this will be identified in their 'Passport to Success' and a behavior response plan/risk assessment (where physical intervention may be needed). At times a further individual reward system may be put in place to motivate these children which will follow the same steps as the whole school system, but which will be personalised to the needs of the individual and will motivate the child according to their interests. See appendix A for further information about the graduated response.

The Inclusion Leader monitors and reviews the behaviour of children with behaviour response plans through reviews with staff, parents and carers, making adaptations to provision where required.


## **School Systems and Social Norms:**

At Glenfield, we expect all children to:

- be polite and show respect - to all adults, other children and visitors.
- listen to adults and each other.
- walk about the school quietly and calmly.
- take a positive interest in all classroom activities and to try as hard as they can.
- wait their turn to talk to members of staff and to each other.
- value each other's work and opinions.
- work and play co-operatively with each other.
- tell the truth and take responsibility for their own actions.
- accept the sanction or consequence if they have done something wrong.
- be able to say sorry when they have misbehaved or hurt someone and to understand that this behaviour should not be repeated.
- care for the school, its equipment and the school environment.
- act as good role models to each other.
- Follow the school rules and observe the values – Kind words, kind hands, kind hearts (school rules), kindness and resilience (values).

Within each classroom across school we have a behaviour system which uses green pegs. Each child has a named green peg and will be asked to move their peg up on the class visual (positive behaviour chart). If a child shows an undesirable behaviour, they will be encouraged to make the

right choice and supported to do this. If the behaviour becomes unsafe support from SLT may be needed.

Pegging up (positive)	
<ul style="list-style-type: none"> <li>• Peg Up One - Verbal/nonverbal praise (well done)</li> <li>• Peg Up Two - A class themed sticker for child.</li> <li>• Peg Up Three - A reward for the class (when earnt 20 as a class). All children can contribute to this by earning something for the class eg marble/teddy/token which leads to a class chosen activity of approx 20 minutes e.g. adventure playground, bubble time, cooking, dvd,popcorn, dressing up)</li> <li>• Peg Up Four – Headteacher's award – child is taken to Headteacher. The headteacher discusses with child the efforts they have made that day and are awarded a Headteacher's sticker. Parents are invited to the following celebration assembly to celebrate their child receiving an award and special crown. Children are also invited to a 'headteacher's tea party' that half term if they receive a headteacher's award.</li> </ul>	

Each class also has a recognition board which celebrates children following the class focus rule eg good listening, not calling out.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Further strategies to reward behaviour are:

- Verbal Praise.
- Use of stickers.
- Communicating praise to parents/carers via a face to face conversation, an email, a phone call, or written correspondence.
- Star of the week for each class (for effort in learning) celebrated in celebration assembly.

- Learning Lighthouse. Children move up the lighthouse with a picture of them for positive learning efforts. Once the child gets to the top (10) they can earn a prize.
- Work being added to the Headteacher's special board.

While our main aim is to promote positive behaviour and attitudes, it will be necessary to sanction undesirable behaviour when it occurs.

In class we will do this by:

- A verbal/ non-verbal reminder.
- Identifying children displaying positive behaviours to support those that are finding it difficult.
- Sending a child to a senior member of staff for physical or unsafe behaviours.
- Informing parents of undesirable behaviours at the end of the day.
- Removing children from playtimes and/or lunchtimes.
- Reduction of time from joining in with special activities e.g. class parties, trips and adventure playground.
- Suspension and permanent exclusion in the most serious of circumstances.

At playtimes/lunchtimes we will do this using the following steps:

### Break and Lunch Time Behaviour

1. Verbal warning



2. Five minute time out on a bench in the playground or stand by lunchtime staff. If in the lunch hall move to a table away from others.



3. Taken inside to a teacher (sit outside the staff room) or Head teacher if serious. A consequence may be given as per behaviour policy eg removal of next breaktime.



\*\*If it is a serious behaviour, then child can go straight to step 3.

The above rewards and sanctions will be communicated by:

1. Including the Code of conduct in the school prospectus for the benefit of parents.
2. Informing all new pupils of this code, rewards and sanctions for class and play time with relevant explanation.
3. Continuously reinforcing the above through collective worship, class discussions, visual displays, RE, RSHE and Circle time and School Council.
4. Discussion with pupils in a group and on an individual basis.
5. Positive role modelling by all adults in the school community.
6. Consultation with parents, informally and on parents evening.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of undesirable behaviour.

Staff will endeavour to create a predictable environment by challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that undesirable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising.

All pupils will be treated equally under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

#### Suspension:

In the rare event of persistent challenging behaviour - which causes threat, or the intention of threat of physical violence to another child/member of staff, damage to property, or high levels of disruption and distress to other pupils, a child may need to be sent home. The Head teacher will contact the parents to notify and inform them of the reasons for suspension. Relevant paperwork must be sent to the local authority and Trust within an identified time period.

On an agreed return to school, parents/carers and the child will be expected to attend a re-integration meeting with the Head teacher or a senior leader and child's class teacher. The aim of this is to discuss strategies to support the child's successful return to the classroom and promote further improvements in behaviour. Specific behaviour targets may be set or adaptations to the child's behaviour response plan may be used to help support this.

If fixed term suspensions fail to modify a child's behaviour, the school will work with outside agencies to support the child, to avoid a permanent exclusion. This may include further strategies to support the child, or consideration of the use of a reduced timetable or alternative provision. Parents will be contacted and informed in writing about the behaviours relating to and the decision regarding to any permanent exclusion. The Governors will review promptly all permanent exclusions from the school and all fixed term suspensions. This will be reported on in the head teacher's report to Governors.

Only the head teacher can suspend or permanently exclude children. A child can be suspended for a maximum of 45 days in any school year.

Please refer to our exclusions policy for more information:

[download.asp \(glenfieldschool.co.uk\)](https://glenfieldschool.co.uk/download.asp)

### Bullying:

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind will not be tolerated at Glenfield Infant School. If bullying does occur, all pupils should be able to disclose and know that incidents will be dealt with promptly and effectively. A separate anti-bullying policy can be found here with further details:

[KIDSCAPE \(glenfieldschool.co.uk\)](https://glenfieldschool.co.uk/KIDSCAPE)

### Online Behaviour:

Any incidents of inappropriate online behaviour will be managed as above, in line with any incident of unsafe behaviour. When incidents of inappropriate online behaviour have happened outside of school, the parents/carers will be informed by the school.

### Off Site Activities:

Expectations of children during off-site activities ensure the same high standards of behaviour are seen. Positive behaviour is rewarded as it would be in school. Where children are not following the school rules, this will be managed, as above, in a way that is practical for an off-site setting. Risk assessments will take into account any child's individual needs and supporting strategies to reduce risk before the event happens. If a child's behaviour before a school trip is consistently undesirable it may be requested for a parent/carer to accompany the child on the trip for them to be able to attend. If the child does not attend the trip, they will be offered an alternative classroom in which to learn for the time the trip is taking place. This decision will be made by the headteacher prior to the event taking place and parents will be notified.

## **Behaviour Curriculum:**

We recognise that behaviour needs to be taught and modelled in school. As a school we follow the SCARF curriculum. SCARF focusses on the following themes:

- Safety
- Caring
- Achievement
- Resilience
- Friendship

We have regular RSHE and SCARF assemblies delivered by the Headteacher or Deputy Head and lessons in class. Classwork is captured in a RSHE floor book that the children regularly access in class.

Various resource materials (games, toys, books, pictures, puppets, activities) are available within school to support behaviour management. Please refer to the Inclusion Manager or RSHE Leader for advice upon these. The school also has a trained ELSA who, with parental agreement, is able to work with individual children/groups of children who are finding it difficult to manage their feelings, emotions and behaviour. The school's ELSA will liaise with parents on a regular basis to discuss the outcomes of sessions and progress of their child linked to agreed objectives.

## **Pupil Support and Interventions:**

It is the job of all staff in school to help promote and support children to make positive behaviour choices. Some adults have specific roles also in regards to behaviour:

Headteacher – issuing suspensions and exclusions, child protection and safeguarding lead, dealing with allegations around staff or incidents of discrimination.

Inclusion Leader – monitoring of behaviour trends and patterns for individuals, classes and cohorts. Monitoring of children with a behaviour response plan and liaising with outside agencies (this may also involve the headteacher or deputy head). Support to staff around strategies.

Family Support worker/ELSA – supporting families to manage behaviour and liaise with outside agencies. Working with children on specific interventions.

We are aware that some children may lack readiness to learn within a classroom environment due to their social, emotional and behavioural needs. To ensure that we meet the needs of these children, the school has a Family Support Worker/ELSA, who helps support the children with their social, emotional or behavioural needs. The Family Support Worker/ELSA may work with children 1:1, in a small group or in a classroom environment to address these needs and help to ensure they are ready to learn in the classroom. This is with the agreement with parents to ensure intervention is appropriate for their child.

The key to this work is building a relationship with the child to ensure they feel safe to be able to be open and honest about their behaviours and explore their feelings. Interventions may include ELSA work around skill teaching of social or emotional skills, Talkabout programme or Lego Therapy, as some examples. A Trauma Informed Approach may also be used to support children with adverse childhood experiences.

The Family Support Worker/ELSA works alongside the Inclusion Leader to ensure the child's needs match the outcomes of the intervention. Children are identified with use of the graduated approach and in consultation with parents, class teachers and the Inclusion Leader.

Outside agencies can also support suggestion of relevant strategies or interventions for the child, for example Southampton Inclusion Partnership (SIP) outreach service, Hospital School, Child and Adolescent Mental Health Services (CAMHS), Mental Health in Schools Team, social workers or the Local Authority SEND team. Referrals will be made based on need and always in consultation with the parent/carer.

## **Pupil Transition and Development:**

### **Induction and reintroduction:**

When children join the school, parents/carers are asked to sign a home/school agreement which outlines behaviour expectations of children in the school.

Parents are expected to, where possible:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following undesirable behaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

Children joining the school with identified behavioural needs in an EHCP or at school support level, will be supported in transition by the Inclusion Leader. Relevant meetings with parents and pre-school/current school staff will discuss strategies/interventions to support behavioural needs as part of the child's individual transition. Support is also put in place to aid children when transitioning to a new class/year group. This may take the form in a variety of ways, for example additional time with new staff members and use of social stories.

#### Reduced Timetables:

The 2022 DfE 'Working Together to Improve School Attendance' states that all pupils of compulsory school age are entitled to a full-time education but acknowledges that, in very exceptional circumstances, there may be a need for a temporary reduced timetable to meet a pupil's individual needs. The use of a reduced timetable for a child should be an exceptional measure, but may be considered appropriate and in the best interests of an individual child in the following circumstances:

- As part of a planned reintegration approach for children who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, post-exclusion etc.
- As part of an in-school support package. School, parent/carer and other professionals agree that a short-term reduced timetable would support a child who has become disaffected to regain success.
- For medical reasons when a child has a serious medical condition where recovery is the priority outcome.

A reduced timetable will only be agreed with full consultation and support from parents/carers. It will be reviewed regularly with the aim to increase time in school, where circumstances allow.

#### Alternative Provision:

In some cases, it may be appropriate for a child to attend an Alternative Provision where their needs are specific and cannot be met within the school. This decision will always be made in consultation with parents and the Local Authority. In these cases, there are clear criteria for attendance at Alternative Provision and these criteria will be used to make a decision, ensuring that school have first accessed all possible support and advice. The Local Authority have approved Alternative Provisions so can make the best decision as to which provision can meet the needs of the individual child if this is deemed appropriate.

### **Expectations and reasonable adjustments for all pupils with SEND:**

At Glenfield, we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of undesirable behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of undesirable behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of undesirable behaviour will be made on a case-by-case basis.

When dealing with undesirable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of undesirable behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples may include:

- Short, planned movement breaks or use of fidget toys for a child with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to be in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or severe eczema.
- Use of quiet spaces where pupils can regulate their emotions during a moment of sensory overload.

A child's Behaviour Response Plan, Passport to Success and Risk Assessment will identify the adaptations needed to support the child's SEND around behaviour with targeted support and provision for the child. A behaviour response plan and risk assessment will be in place for any child at risk of needing physical intervention in school. This will be shared with parents and all relevant staff so that a consistent approach is being used towards behaviour strategies, including when dealing with more undesirable behaviours from the child. The Inclusion Leader will ensure it is considered, alongside the parent, whether a child has an unidentified SEND when looking at provision for the child and will liaise and signpost onto other agencies for advice when required.

A child with an EHCP will have specific outcomes and targets identified in their plan, if appropriate, around behaviours. The school is responsible for putting in place provision to support this shown in section F of the child's EHCP. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Child On Child Abuse:**

Within Keeping Children Safe in Education (KCSIE 2022) there are a number of changes that are to be considered in relation to this policy. Up until September 2022 we were using the term 'peer on peer abuse' when managing situations where children may be harming or abusing another child. To

reduce ambiguity over the terms of reference used we now (following KCSIE 2022) use the term 'child on child abuse' when referring to when children may be harming or abusing other children. We do not tolerate children within our school harming or abusing one another - in person or online (cyber bullying). We will always take these situations seriously and will fully investigate them; ensuring we apply appropriate consequences where needed, in accordance with the schools' behaviour policy and will also offer support where needed to both perpetrator and / or victim (where both, being children, could be identified as victims themselves). We follow the guidance in KCSIE 2022 in managing incidents of child on child abuse.

## **Use of force and powers to search:**

### **Searching for and confiscation of inappropriate items:**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, as identified in the guidance. At Glenfield, no search must be carried out without an assessment of the risks and precautions taken to reduce them. A search should never be carried out without another person present and whenever possible should have the prior consent of the Headteacher.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. At Glenfield, confiscated items should be kept in the care of the teacher or in the school office as appropriate. They will usually be returned at the end of the school day but may be kept for a longer (reasonable) period of time or until the item is collected by a parent or carer.

Electronic devices from home, including phones, must not come into school. If deemed to be essential, in consultation with the headteacher, this may need to be stored at the office during school hours.

### **Reasonable Force and Restraint:**

Reasonable force may also need to be used by staff to help manage behaviours in school as a last resort. Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances:

- a) Where action is necessary in self-defence.
- b) Where there is an imminent or developing risk of injury to the child or another person.
- c) Where there is a risk of significant damage to property.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- A Physical intervention Record form and the Bound and Numbered Book should also be completed and submitted to the Headteacher who will forward to the academy.
- Parents will be informed.

Before intervening physically, a member of staff should, wherever possible:

1. Tell the child who is misbehaving to stop, and what will happen if he or she does not.
2. Where possible, try to use further strategies such as diversion/distraction to calm a situation
3. Should continue attempting to communicate with the child throughout the incident.
4. Make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. A number of staff members at Glenfield are trained by Securicare to manage physically challenging behaviours and use safe physical interventions and will be used where possible when physical restraint is required. See restraint policy for further details.

<https://www.glenfieldschool.co.uk/attachments/download.asp?file=4970&type=pdf>

### **Other relevant policies**

Child Protection and Safeguarding

Relationships Education/Health Education

SEND (Special Educational Needs and Disabilities)

Anti Bullying

Health and safety

Restraint

Attendance

Equality

Governors Statement:

We fully support the school and its staff in meeting the needs of this policy. We expect all children to behave well and contribute positively to the school and local community. As governors we fully understand the importance of a positive, caring and safe environment for pupils and staff, where everyone can experience success and learn.

**Clare Bradshaw - Inclusion Leader**

**November 2023**

**Review date: November 2024**

## Appendix A – Graduated Response:

Stage	Provision required	Support and provision	Assessment, recording & monitoring systems	Monitored by
1	Universal Provision	<p>Targeted observations for behaviour carried out and recorded. Recorded on incident log and ABCC sheet.</p> <p>Use of motivation assessment scale for specific behaviours to help aid understanding of communicative function.</p> <p>Subject engagement analysis to support bespoke planning</p>	<ul style="list-style-type: none"> <li>Reviewed alongside Pupil Progress meetings</li> <li>Cause for concern sheet created</li> </ul>	Class Teacher
2	Early intervention support	<p>Use of Risk assessment to determine problem behaviours, frequency and severity</p> <p>QFI – checklist used to support</p> <p>Reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour</p>	<ul style="list-style-type: none"> <li>Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams</li> </ul>	Class Teacher Phase Leaders

3	Targeted, additional support – Staff specific responses	<p>Continue to collect behaviour incident logs</p> <p>Behaviour response plan to be written – alongside Inclusion Lead. Detail staff responses to specific behaviours, and share as a whole school response (those who come into contact with pupil)</p> <p>Emergency protocols for positions of danger</p> <p>School ELSA Support / Nurture intervention support</p> <p><b>Consider PHIG referral for agency support</b></p>	<ul style="list-style-type: none"> <li>• SENCo involvement</li> <li>• Reviewed at Pupil Progress meetings with SENCo</li> <li>• Intervention records</li> </ul>	Class Teacher SENCo
4	Targeted, intensive additional support	<p>IBP written with SENCo support - Targeted new (behaviour) skills teaching</p> <p>Personalised behaviour targets – Tracked using TME (targeted, monitoring, evaluation system)</p> <p>Pupil profiling – Identifying pupil strengths and needs in line with EHCP criteria areas</p> <p><b>Consider request for statutory assessment and EHC Plan</b></p>	<ul style="list-style-type: none"> <li>• SEN Register</li> <li>• Pupil Passport</li> <li>• Individual Education Plan</li> <li>• IBP Progress Forms</li> <li>• SENCo – TME monitoring provision</li> </ul>	Class Teacher SENCo SLT
5	Provision over and above Stage 4	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHCP) reviewed annually</li> <li>• Multi-professional support</li> <li>• Individual Education Plan</li> <li>• Individual Behaviour Plan</li> <li>• Identified on school provision map</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review Meeting and Report</li> <li>• Pupil Passport</li> <li>• Individual Education Plan</li> <li>• IEP Progress Forms</li> <li>• SENCo monitoring provision</li> </ul>	Class Teacher SENCo