

Procedure for children who are experiencing difficulty in meeting the agreed expectations



If a child does not meet one of the school expectations...

Adult uses 'Calm, Connect, Support' to help get the child back on track. These could be quick reminders or non-verbal cues to encourage them.

Stage 1 Support — Coaching Prompt: Brief 2min conversation to problem solve the immediate issue.

Label as a prompt and add to class tracker sheet.

If a child needs three of these in a day then this will move to Stage 2 Support.

Stage 2 Support — Coaching Conversation: Roughly a 10min discussion to focus on the issue that has led to a child needing three Coaching Prompts in a day.

Record on CPOMS and on class tracker sheet.

Coaching Conversations are recorded on a Coaching Conversation slip and are sent home to parents. If there are two coaching conversations in quick succession, parents/carers will receive an email informing them of this. If three Coaching Conversations take place within three weeks, then this will move to Stage 3 Support.

Stage 3 Support — Coaching Time: A 20min meeting with the child, their class teacher and a senior leader. This will explore why scaffolds and adaptations already in place haven't been fully successful. Key support (protective measures, adaptations) and targets will be agreed during this time.

Record on CPOMS.

Following this session the teacher will call the child's parent/carer and share what has been discussed. Paperwork from the session will be sent home and the child will begin a short period (around 3 weeks) of being on a monitoring report. If there is not a significant enough impact during this time, this will then move to Stage 4 support.

Stage 4 Support — Coaching Plan: Parents will meet with the class teacher and the Inclusion Lead. They will look at how school can support the child's needs and skills through the use of specific interventions to ensure they are meeting the agreed expectations. These plans will run for longer periods of around 6 weeks.

Our aim is for all children to meet the agreed expectations with as much or as little support as is needed. Enabling them to become increasingly independent in how they manage themselves and their learning.