



Freegrounds Junior School

Positive Behaviour Policy

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1. Aims and Positive Behaviour Code

At Freegrounds Junior School we want to create and foster a safe, caring and calm environment where everyone feels secure and respected. We want a working environment which encourages children and staff to give their best both inside and outside of the school. We believe that good behaviour is based on mutual respect between children and adults and therefore our expectations are that people treat others the way they would like to be treated themselves.

This policy for Positive Behaviour provides a framework in order to support our children and staff to establish and maintain excellent relationships in an atmosphere of encouragement, praise and reward.

Our aim is to foster an inclusive school community where children can learn and develop as confident citizens. We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs which is supported via individual plans. This policy describes the structures and strategies within the school which, if observed consistently at all times, will enable us to manage the children's behaviour and support the ethos of our school.

Positive Behaviour Code

- We are kind, polite and caring to everyone
- We always work hard and give our best effort
- We look after the school and its environment
- We listen well to others

2. Behaviour for learning – key principles

At Freegrounds Junior School we believe that:

- All individuals will show care and respect for each other:
Child to child - Child to adult - Adult to child - Adult to adult
- All individuals have the right to be listened to and heard, at appropriate times
- All individuals will have a clear understanding of the shared expectations of their own and others' behaviour
- All individuals will take responsibility for positively encouraging each other to behave in a way that fits the caring ethos of the school
- All individuals will try to emphasise the positive and seek positive solutions to problems
- All individuals will be consistent in supporting this ethos
- This policy will apply to ALL individuals who are involved in the life of the school

3. Supportive behaviour for learning – Proactive strategies

Creating the right learning environment

'Good teaching is the most effective way to get good behaviour' (DfE)

Classroom management and behaviour management within the classroom is the responsibility of the class teacher. Teachers need to be able to use praise effectively and apply rewards and sanctions to improve behaviour. The development of classroom routines is a useful way to manage time efficiently. Classroom management is key to promoting good behaviour. Children need to be absolutely clear about what is expected of them so the rules need to be made explicit and appropriate behaviours will need to be taught. Teachers need to establish clear routines in their classrooms to set the children up for success as often as possible. At the beginning of each academic

year, each class will create a class charter linked to their Rights in the classroom and how they will also respect these Rights. This should be referred to regularly and reviewed by the class throughout the year.

At Freegrounds Junior School we expect all classrooms to have:

- A positive classroom tone
- Clear expectations about learning which are set at an appropriate level for the child
- A well-planned environment so that children can move easily
- Strategic seating arrangements for children when working at a table or on the carpet
- Visual behaviour charts which are clear and accessible
- The school's Behaviour Code and individual class charters clearly displayed

Good Practice in Encouraging Good Behaviour

- All adults act as role models for the children
- All adults use a calm, consistent, firm and fair approach
- All adults focus on positive praise to highlight good behaviour and to encourage those who are struggling to follow what good behaviour looks like

Supportive school ethos

What this looks like around the school

- Children and adults will walk calmly, quietly and safely around the school. Adults always lead classes around the school, ensuring that appropriate expectations are being set (EG when entering exiting the school at lunch time, break time and at the end of the day, coming into and leaving assembly, walking to the library or going into the hall or outside for PE sessions, etc.)
- Classrooms will be left tidy at the end of each day (tables clear and straight, chairs stacked in appropriate places, significant rubbish put in the bin and not left on the floor, tops of units and shared spaces are clear or well organised)
- All children and staff will display good manners by speaking politely and appropriately to each other
- Where appropriate, we will hold doors for each other around the school
- Class teachers will establish effective routines around transitions EG start and end of the day, coming in from break
- When speaking to individuals, groups of children or classes, we will refer to them by their name, their class name, their year group or 'everyone'
- Children can expect a consistent use of the behaviour policy from all members of staff. This is to develop a culture of positive behaviour across the school, where positive relationships are the central point.
- Appropriate noise levels in classrooms which is conducive for learning
- Show good listening skills when an adult is talking (stood still, looking at the adult)

The above will be encouraged through positive reinforcement, using the range of rewards available as appropriate. Where needed, sanctions will be used to ensure appropriate expectations are upheld but this will always be after a positive reinforcement approach has been used. It is the responsibility of every member of staff to notice/reward good behaviour. Children should be praised when they adhere to the school rules eg: 'you're walking slowly and sensibly, thank you'. 'Thank you for holding the door open – lovely manners'

Where expectations are not met, staff will support each other to ensure that such expectations are put in place consistently and effectively.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably they make the children feel safer and therefore less anxious. This in turn will make it less likely that events of poor behaviour will occur. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some 'time out' than to engage in a two-way argument where it will escalate the child's behaviours. When an adult gives instructions, they need to be given positively and firmly using simple language.

Positive Rewards and Consequences

We aim to encourage good behaviour through praise and the use of our Visual Behaviour Charts (VBC). The language which we use alongside the behaviour chart is extremely important and this is a key element in providing consistency for children across the school.

When moving children up or down on the VBC we will always refer to the choices that they have made in relation to the Positive Behaviour Code or the school Learning Behaviours (examples of this follow in the policy).

Praise

Verbal and non-verbal praise should be used frequently within the classroom and around the school by all staff who see children behaving well.

- Verbal: Be specific so the children know what they have done well, linking with Behaviour Code/Class charters/Learning behaviours
- Non Verbal: Smiles and thumbs up signs are examples of non-verbal praise

Visual Behaviour Chart

All children will start the day with their names on the middle of the Visual Behaviour Chart (VBC) regardless of where they were the day before. As long as the same numbers of steps are present, and it is visual within the classroom, individual year teams may link the design of the VBC to current learning in the year group or something else which they feel; will engage the cohort/age range.

Example of the Visual Behaviour Chart

I have made **amazing choices** and will get a sticker and positive behaviour card

I have made **great choices**

I have made **good choices**

I am ready to learn and display positive behaviour

I have made a poor choice and need to **stop and think**

I have made two poor choices and need to **reflect on my behaviour**

I have made further poor choices and need to have a **consequence** for them

Children will be recorded in their class Behaviour Record if they have achieved AM – Amazing choices or C consequence

Positive behaviour choices

When positive behaviour or the learning values are demonstrated by the child, they will move their names up the VBC.

1st time

- Acknowledge the specific positive behaviour (Learning Behaviour, Class Charter, Behaviour Code) EG 'Well done for showing resilience in this lesson even though you found it tricky'
- 'You have made a good choice to... (EG 'concentrate so well on your learning')
- Child moves name up once

2nd time

- Acknowledge the specific positive behaviour (Learning Behaviour, Class Charter, Behaviour Code) EG 'On our Class Charter it says...'
- 'Well done for making a good choice to...' (EG 'get on with your learning so quickly and sensibly')
- Child moves name up again

3rd time

- Acknowledge the positive behaviour
- 'Well done for making a good choice to.....'
- Share with class why the child has made it to the top
- Child moves name up again

When a child reaches the top of the chart (so long as they remain there until the end of the day) a positive behaviour slip is given to the child to take home at the end of the day to be shared with their family. The child will also be rewarded a house point for getting to the top of the chart.

Other rewards

Effort marks (September 2021)

All children will earn an effort mark for demonstrating our learning behaviours. For example when a child has demonstrated teamwork with others, shown resilience when solving problems, reflected and learnt from mistakes. Effort stars are collected on a record chart in children's home school books and will be marked by a coloured dot. This will give children the opportunity to visually keep track of how many effort marks they have received, as well as reflecting on which learning behaviours they are strongest in and which need further practice.

When a child receives an effort mark verbally during the school day (rather than it being awarded for a piece of written work in their book), they will move their name up on the Visual Behaviour Chart too.

(Resilience = red Teamwork = orange Critical Thinking = green Creativity = purple
Reflection = dark blue Independence = light blue)

10 Effort Marks – children share their learning with the Head or Deputy Headteacher and receive a Headteacher sticker

30 Effort Marks – children are awarded a learning behaviour bookmark in Year Group assembly

60 Effort Marks – pupils are awarded a learning behaviour tile and certificate in Year Group assembly which will be added to the whole school display (every tile is worth 5 seconds and these will be added together at the end of the year, or when all children have earned their tile, to create a whole school extra break time).

100 Effort Marks – children receive a ‘Club 100’ badge and certificate in Celebration Assembly

130 Effort Marks – children receive a ‘Governors Award’ wristband and certificate for their outstanding attitude to learning. This will be presented by one of the school governors in Celebration Assembly and a letter detailing their superb learning attitude will be sent home to their parent or carer.

‘Always’ badge

Pupils who continually follow the Positive Behaviour Code and set an excellent example to others are nominated by teachers to receive an ‘Always Badge’. After an interview with the Headteacher/ Deputy Headteacher and child, a badge and a certificate will be awarded in a Friday celebration assembly. These children will have special privileges within the school which have been agreed by the learning council, Headteacher and Deputy Headteacher.

General classroom approaches

In addition to the whole school reward systems which are in place, teachers/year groups can implement small scale rewards within their class or year team to encourage positive behaviour. These could include table points, stickers, ‘Star of the Day’, etc. (these should not detract from the overarching rewards in place across the school).

House Points

Alongside and working with the VBC, children are rewarded house points when following the Positive Behaviour Code or demonstrating the school learning behaviours, EG holding doors open, sitting quietly, being kind and helpful to other children and adults. House points can also be used as a reward for work in books.

Children will be responsible for recording their house points on class charts. House points will not be individually calculated, they will go towards a whole team score which will be shared and celebrated each week. The house with the highest half-termly total will be rewarded with extra break time, or another incentive which will be decided by the house captions and Headteacher. House points will also be awarded during inter-house competitions or similar events.

Class rewards

All classes will work towards a ‘class reward’ by collecting 50 marbles/ticks/tallies, these can be awarded when the WHOLE class are following the Positive Behaviour Code. Specific targets and behaviours are negotiable with the individual class and their teacher but, in principle, will support and promote the values and behaviours underpinning our Positive Behaviour Code. Children will work towards their class reward each half term. The reward can be agreed by the class, this should be something which they are all keen to work towards and can also fit reasonably into the timetable

(roughly around once each half-term). EG extra break time with resources/ equipment, additional games session, time in manipulative play, etc.

Star of the Week

Every week, each class teacher will chose one child in their class who has shown exceptional behaviour linked to one of our six learning behaviours; Resilience, Creative, Critical Thinking, Reflective, Team Work, Independence. This particular child will have their certificate presented by the teacher in celebration assembly on Friday.

Lunchtime rewards

Stickers and house points to reinforce positive behaviours seen during this time. These can be awarded by all lunchtime supervisors.

Tiered overview of the rewards

| | |
|---|---|
| These are reserved for pupils who are ALWAYS reliable and demonstrate outstanding attitudes to learning over time | <ul style="list-style-type: none"> • Always Badge |
| These are awarded for more significant or notable effort linked to the school learning behaviours | <ul style="list-style-type: none"> • Effort Marks • Star of the Week |
| Children move up the behaviour chart for following the Positive Behaviour Code and demonstrating positive learning behaviours | <ul style="list-style-type: none"> • Visual Behaviour Chart |
| To be given out regularly to reinforce ANY positive behaviour, choice or attitude | <ul style="list-style-type: none"> • House points • Lunch time stickers • General classroom approaches (if you choose to use these) • Whole class reward – marbles/ticks (when everyone is making the right choice) |

If a child chooses to break the Behaviour Code

We aim to encourage good behaviour through praise. However, if the behaviour code is broken the emphasis must be put on the child taking responsibility for their actions and the following will apply.

Initially, adult to use non-verbal clues to encourage the child to realise that their behaviour may be slipping (EG prolonged pause of the teacher is talking, walking slightly towards the child so they know you are aware of them, etc). Otherwise the adult will use the VBC as a guide to direct the children away from the disruptive behaviour to positive behaviour.

1st time a rule is broken: VERBAL WARNING (not yet moved down the VBC)

- Child's inappropriate behaviour quietly and firmly pointed out (getting down to the child's eye level to tell them this if possible)
- Adult states rule: "In our school, we..." [Positively phrased], "you are choosing not to..."
- Praise 2/3 other children who are doing it right.
- (Praise child and thank them if they choose appropriate action in response)

2nd time a rule is broken: MOVE TO STOP AND THINK ON VBC

- Your name is being moved to *Stop and think*
- State the rule "In our school/class charter we.....you have chosen not to do so"
- Give consequence "If you choose to do that again you will lose 5 minutes of your break"
- Praise 2/3 other children who are doing it right.
- If they begin to demonstrate positive behaviour, praise & thank them and move them back up (look closely for opportunities to do this soon afterwards)

3rd time a rule is broken: MOVE TO REFLECTION ON VBC

- Your name is being moved to *Reflection*
- State rule "In our school we....."
- "You have chosen to so you will have 5 minutes now or at break (whichever is appropriate at that moment) to think about your choice of behaviour
- This is an opportunity to have a discussion with the child and ask them the following key questions e.g. 'What happened/what's happening /How their behaviour has affected their learning/peers? How would they like to change it?' The responsibility is again put with the child and s/he is reminded of the consequence in deciding to break the rule again "if you choose to do that again you are choosing to receive a consequence and will lose next playtime.
- The child's name will remain on Reflection until they demonstrate appropriate learning behaviours. Praise and thank the child when they do (look closely for opportunities to do this soon afterwards)

4th time a rule is broken: CONSEQUENCE ON VBC & NOTE HOME

- Your name is being moved to *Consequence*
- State rule "In our school we....."
- "You have chosen toso now you will lose your next break/lunch time"
- The child will spend 10mins in the year group leader's classroom straight after moving to Consequences (or another year group leader if appropriate). During this time they will continue with their work and once the 10mins is up they will return to their own class.
- With the teacher (and/or Year Leader, if appropriate), child to complete 'My Behaviour Reflection' sheet to explain their actions and what they think they need to do to make it right which will be sent home (*See Appendix A*).
- If a child ends up at Consequences their parent will be contacted by the teacher and they will miss break or lunchtime play to discuss with the teacher or Year Leader. The key questions will then be used with the child during the playtime to unpick the issue and ensure the behaviour is not repeated
- If a child receives 3 Consequences in one week (or the child's behaviour does not improve) this will be recorded on CPOMs, the child will then be referred to a senior leader (or Year Leader according to availability) who will contact the child's parents to

set up a more formal meeting. At this point possible lunchtime exclusions may be considered or suitable arrangements made in consultation with the parents/carers. Records must be kept on CPOMS of meetings with parents outlining what has been agreed

All consequence forms (as well as being sent home with the child) will be passed to the school office team who will scan them and ensure they are filed on the school system.

PPA sessions

If a child moves to Reflection during a PPA session, the same approach (as described above) should be used by the member of staff who moves the child on to the Reflection stage of the VBC.

If a child reaches Consequences during a PPA rotation, the form will still be completed with their usual class teacher, however the member of staff who was teaching during the PPA session when the child moved to Consequences will also speak to the child once the form has been completed to discuss the two sections on the form; *How could I help myself to make a better choice next time?* And *How could my teacher help me to make a better choice in the future?* This is to really unpick the solutions which they have arrived at and to ensure clarity of expectations and support moving forward.

If there is a pattern of behaviour only seen during PPA sessions, this will be addressed by the class teacher and the relevant member of staff involved in the PPA session where the pattern occurs. This could involve communication with the child's parents and/or the child going on some form of 'report' or system during these sessions, as a means to improve behaviours seen.

Refusal of work/ Expected quantity and quality of learning

When a child refuses to complete their work within the lesson the teacher should follow these guidelines.

- Take the time to quietly and calmly question the child as to why they have chosen to refuse and remind them again of the instruction
- If disruptive to others, the child may be moved to sit by self or with another adult within the class
- If the child continues to refuse, the VBC should be used and followed
- For refusal of work, the work must be placed in a 'lost work tray' in which it must be either completed during their break or at home after a discussion with their parents/carer. It is important for the children to realise that the missed work must be completed

If a teacher feels a child has not met the expected quality and quantity of learning in a lesson, children may be asked to 'catch up' for 5 minutes at a break time or 15 minutes at lunchtime.

Supporting individual needs

Individual Challenging Behaviour

Our behaviour policy, whilst providing guidelines for a consistent approach, is written to be sufficiently flexible to take into account accommodation of a variety of individual children and needs. Occasionally some children may regularly exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable.

However, it needs to be recognised that when a child behaves in an unacceptable way there is an underlying reason and we need to look for the causes or triggers. This will involve tracking behaviour patterns and identifying the behaviour that needs to be targeted. In consultation with the Year leader and Deputy Headteacher, the behaviour model flow diagram should be followed (Appendix B - Targeted support 1)

Individual Behaviour Management Plan (IBMP)

Some children identified as having SEMH needs will have an IBMP and will normally be placed on the SEN register. The class teacher will write this plan with support from the SENCO and other adults who work with the child. It will identify key concerns, possible reasons for the behaviour or strategies for managing in school. The child and their parents should be made fully aware of the plan and it should be reviewed half-termly or more/less depending on behaviours seen.

It is important to recognise that children should not be routinely sent out of the classroom unless they are seriously disturbing the learning of others and at this point they will be removed by a member of the SLT. This is because we believe in promoting children's sense of belonging within the classroom.

It is imperative for the success of individual behaviour plans that everyone working with the child is made aware of the specific plan, including lunchtime staff and that these arrangements are clear and well managed.

Responding to serious behaviours

If a child breaks a rule by behaving in any of the following ways, the child will immediately move to 'Consequences' and will be referred to SLT (this will likely be via the use of a red card which can be found in each classroom):

- Showing extreme and threatening aggression
- Physically hurting another child or an adult
- Bringing in weapons or paraphernalia that may hurt others or intend to threaten others

Red cards should only be used in extreme circumstances for example EG Where the child has left the year group area and there is no adult in the class who is able to go with them or where a child is being so disruptive that there may be a need to evacuate the class.

Depending on the severity of the behaviour and the child's response, the senior leader in charge may decide on an immediate short-term exclusion or an internal exclusion on the following day. Length of short-term exclusions will depend on several factors at the Headteacher's discretion. All exclusions must be agreed by the Headteacher and in line with the school's Exclusions Policy.

If exclusion is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's unacceptable behaviour and to ask them to arrange to meet a senior leader and the class teacher. If, after this meeting, the child continues to make poor behaviour choices, the child's parents/carers may be called in agreement with a senior leader to collect him/her and there may then be a short-term exclusion.

The adult who was with the child at the time of any misdemeanour must complete a CPOMs record as soon as possible following the incident. If the child has brought on to the school premises a weapon, drugs or other paraphernalia that may cause harm to others, the school will follow the guidelines in place (Please read Hampshire Procedure for Dealing with Knives and Offensive Weapons).

Following a short-term exclusion, the provision and needs of the child will be assessed. The school will liaise with suitable outside agencies in order to ensure the environment and systems are in place so that the child has a successful return to school. A reintegration meeting with parents, child and senior leader will be held to discuss the planned provision for the child. There may also be a Behaviour Contract agreed.

Modifications that may be made to support the child are: independent work station, one to one support, counselling, ELSA sessions, changes to the environment within and beyond the classroom and/or a reduced timetable. The arrangements that are put into place will be reviewed on a weekly basis to ensure that the needs of the child are continuously being met.

In line with the school's Inclusion Policy and Exclusions Policy, permanent exclusion would only be considered after extensive use of behaviour support and in discussion with a range of agencies. It will be used if deemed necessary in consultation with the Local Governing Committee and Local Authority.

PLAYTIME AND LUNCHTIME BEHAVIOUR POLICY

There are high expectations of appropriate behaviour at morning and lunchtime playtimes. Positive behaviour at lunchtimes will be reinforced through the use of...

- There will be adequate adult supervision, so that any problems being experienced by the children will be immediately addressed
- Adults will observe and engage with children at play and will deal with incidents in line with the school behaviour management system
- Children will be encouraged to tell the nearest adult whenever they observe an accident or are being exposed to any undesirable behaviour from other children
- Poor choices EG Rough play, play fighting, or pulling of clothing, etc. will be immediately stopped and children will reflect on their choices with a lunchtime supervisor (following the same questions as 'Move to reflection' on VBC – page 5)
- Significantly poor choices, as listed under 'Serious behaviour concerns' (page 9), will be addressed immediately by the lunchtime supervisor and referred to the senior leader who is on duty that day
- Children are actively discouraged from retaliation in any form since this has a tendency to escalate roughness. Parents are asked not to encourage their children to retaliate but to encourage the children to go immediately to the nearest adult who will be committed to listening and to dealing with the situation as listed above
- Children continually not meeting behaviour expectations will be met by a senior leader. They will be reminded of appropriate behaviour and their parents will be informed. These children may miss one or a series of playtimes to enable them to reflect on behaviour expectations
- A programme of behaviour management or Emotional Literacy sessions may be put in place for these children in discussion with their parents
- Exemplary playground behaviour will be rewarded with children having their name moved up on the behaviour chart
- Adults on duty will liaise with the class teacher in cases of either unacceptable or exemplary behaviour
- Provision of play equipment and playground games will help to ensure that there are plenty of suitable play activities, to provide children with alternatives to undesirable games

Wet playtimes and lunchtimes

- Teachers will take responsibility for overseeing their class. However they will work effectively as a year team to ensure that all teachers and LSAs have the opportunity to have a break
- At lunchtimes there will be different things set up across each of the classes within a year group. Children will be able to make a choice between watching a film, drawing and colouring or table top games. As a year group, teachers need to ensure that they are resourced appropriately for this. Wet lunchtimes will be overseen by the lunchtime supervisors and the Senior Leader on duty.

Behaviour on school trips

The school behaviour policy should be followed during all times, although these additional points need to be considered. On school outings and in public places the children will be expected to behave in a calm and sensible manner.

- When walking along the road they will be expected to walk in twos in a tight group and be polite to any other people in the vicinity
- They will be reasonably quiet in order that they may hear instructions quickly
- They will be expected to respond to instructions and be aware of safety issues
- On coaches they will be expected to be made aware of the role of the coach driver and to keep noise to a level conducive with the safety of the journey
- They will be expected to be polite to the driver and to any other member of the public
- Any unacceptable behaviour or behaviour endangering themselves or others will be dealt with at the time by the nearest member of staff with warnings and closer observation
- As always a positive approach will reward acceptable behaviour with praise
- In certain cases where the children are on an individual behaviour management plan the teacher should prepare an individual risk assessment with additional plans and procedures which should be discussed, agreed and signed by the HT and Parent ahead of the outing. Every effort will be made to enable inclusion in all the activities

Conduct of children outside the school gates

In line with Department for Education guidance – Behaviour and Discipline in Schools – January 2016 the school has the power to discipline children for “misbehaviour when the child is”:

- Taking part in any school-organised or related activity
- Travelling to and from school
- Wearing school uniform
- Guilty of potentially damaging the reputation of the school

This Behaviour Policy should be supported through class circle time, PSHE, Emotional Literacy, assemblies, ELSA time/group work, pair or group work in lessons, celebrating good news/behaviour, compliments in fact, in every possible positive way which promotes good behaviour and reflects the caring, supportive ethos of our school.

My Behaviour Reflection
My name: Date:

Class:

What led to me making the wrong choice?

1. First,

What did I choose to do?

How has my behaviour made others feel?

How do I feel now?

What other things could have happened as a result of my choice?

How could I help myself to make a different choice next time?

How could my teacher help me to make better choices in future?

What happened as a result of my choice?

Signed (pupil):
Signed (teacher):

Behaviour Model - Flow Diagram

Universal Approach: high expectations
(ROH – Year lead – Class teacher)

- School Positive Behaviour Policy
- Time to Talk
- Circle Time
- Trick Box / ABCD Coaching Model / Magic Minutes
- CPOMS logs for serious behaviour concerns
- Behaviour records
- Class strategies
- Communication with parents
- Family Support Worker support with the family/child
- Behaviour checklist



Targeted Support 1: what is behaviour communicating?
(CH, SR – Year lead – Class teacher)

- ABCC (two week capture) - CT
- Multi-Element Plan - AC
- Child Behaviour Support Plan – AC
- Communication with parents by class teacher & CH
- Family Support Worker support with the family/child - AC
- FEIPS/ELSA referral if required- CT
- SDQ / Boxall Profile screening – AC
- PBS referral – AC
- Behaviour observation / monitoring / working alongside & review of strategies - CH
- SEN concern form - CT



Targeted Support 2: Identify SEMH barrier
(CH, SR – Year lead – Class teacher)

- Identification of SEMH criteria - SR
- IBMP – SR
- SEND plan – SR
- PBS full referral - AC
- Early Help referral AC
- CAMHS referral - AC
- FEIPS / ELSA programme – AC

Class Strategies

| | |
|--|--------------------------------------|
| Reduced language | Catching the good – label the praise |
| Emotional check-in's | Emotions systems |
| Safe space | Sand timers |
| Social story | Tactical ignore/praise |
| Therapeutic story | Statements not questions |
| Structured play times | Traffic light boundaries |
| Share strategies with key staff | 2 choices / forced choice |
| Redirect / remind / challenge | Clear boundaries |
| Now & Next | Notice good behaviours |
| Positive framing | My choice / Your choice |
| WOW book | Meet & Greet |
| Connect before Correct | Extra snacks |
| Positive language scripts | Additional time with an adult |
| Special job / responsibility | Positive time-out |
| Attention seeking or Attention-needing? (ignore the first – respond to the second) | Home-School communication book |
| Promise card | Personalised rewards |