



Woodside Primary School and Nursery

Care-Aspire-Achieve

**Social, Emotional and Mental Health
(SEMH) Pathway at Woodside Primary
School and Nursery**

Introduction

At Woodside Primary School and Nursery we have a clear pathway to support children and families when a child displays behaviours which indicate to us that their social, emotional and mental health (SEMH) need is not being met, either in or out of school. As external factors can affect a child in school, it is paramount that there is parental engagement throughout any support, as home and school need to work together, in the best interests of each child.

In order to support our staff to embed the correct provision for our pupils, this document outlines what we expect them to be responsible for in their classroom so that our pupils receive consistent routines and experiences that enable them to excel socially, emotionally and academically. When these strategies fail to show impact, this tells us that we need to engage with other specialists outside of the school to guide us to provide a more specialised education for some of our pupils.

In order to define what constitutes social, emotional and mental health, we use the definition from the DfE Special Educational Needs (SEN) Code of Practice, pg. 98:

“Children and young people may experience a wide stage of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.”

In order to support our staff and pupils with SEMH needs, we use the recommendations from the DfE document “Mental Health and Behaviour in Schools,” Nov 2018. This document advises schools to adopt a clear approach to SEMH provision, to ensure there are clear pathways for pupils who have SEMH needs. Primarily, Woodside Primary School uses the approach detailed below from this document:

“When schools suspect a pupil has a mental health problem, they should use the graduated response process (assess – plan – do – review) to put support in place.”

Universal offer for all pupils

All pupils should be educated in a socially and emotionally differentiated learning environment and taught the social and emotional skills which underpin good behaviour.

The following key policies are in place:

- Behaviour
- Anti-bullying
- Attendance
- Safeguarding
- SEND

At Woodside Primary School and Nursery our rules are embedded throughout the school, which also builds on strong relationships between leaders, staff, pupils, parents and all other stakeholders. The school rules are: Ready, Respectful, Safe. All systems must be followed consistently to be successful.

Universal	
<p>Assessment and Planning</p>	<p>Systems in place to ensure effective class and behaviour management strategies:</p> <ul style="list-style-type: none"> • Strategies to follow for positive and negative behaviours (rewards and consequences). • Effective links between pastoral support, personal and social education, SEND and the curriculum. • Accurate assessment of teaching and learning which includes emotional and developmental factors. <p>A dynamic risk assessment may also lead senior leaders to directly signpost to specific agencies, such as a councillor, if a significant life event occurs without the need to pass through each stage.</p>
<p>Expectations for relationship building in classrooms.</p>	<ul style="list-style-type: none"> • Mainstream nurturing classroom environment with attention paid to nurturing principles at all times • Scanning for low level disruption will ensure that all classroom staff are able to act quickly to support children and reduce escalation. • A regulation station is available in the classroom to allow pupils to calm/refocus. • Calm boxes/resources available for pupils with specific needs. • Visual timetables referred to in order to help pupils understand the 'chunking' of time and use of "Do this now and next we will..." • Consistent attention to multi-sensory needs/any learning adjustments that may be necessary. • Attention paid to emotional, social health and wellbeing - to build relationships with the pupils and parents to understand their daily needs.

Resources and staffing	<ul style="list-style-type: none"> • School behaviour policy, with a range of strategies which are clearly communicated and monitored and consistently implemented. • Early provision by class teacher, additional classroom staff and a range of resources usually available in the classroom. • Shared understanding of how social and emotional issues impact on behaviour. • Close liaison and common approach with parents/carers • Staff support and training on issues related to emotional, social development and behaviour • Clear hierarchy of behaviour management processes, followed by all staff consistently.
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Appropriate differentiation of the curriculum and all supporting materials • Use of multi-sensory approaches to teaching • Consistent use of Ready, Respectful, Safe • The planned teaching of personal, social, emotional and communication skills (e.g a curriculum such as Rainbow Group)
Resources and Intervention Strategies	<ul style="list-style-type: none"> • An effective Behaviour/SEND policy that is regularly monitored and evaluated within the school. • Classroom staff build on all additional provisions in place in school such as: school council. • Strategies in place for classroom staff and Senior Leaders to encourage parental involvement in the life of school • Structured systems in place to support internal transitions between classes/activities, around school, to and from home. Meet and Greet at the door, Staff on the playground. • Strategies in place for attendance and punctuality which enhance communication between home and school and improve impact of behaviour systems for pupils. • Systems for observing, auditing and assessing a pupil's behaviour, monitored by leaders for all school staff e.g. consistent use of CPOMS (this needs to be completed the same day). • Completion of Environment Checklist. • Early Years Learning Journals in place at foundation stage.

Restorative Strategies

It is expected that classroom staff will include restorative strategies to move on from an incident and restore /build relationships with a pupil. The key relationship in order to build trust with a pupil and their parents, is the class teacher and it is expected that all teaching staff lead on this throughout the year.

Positive Handling Strategies

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or violent behaviour.

These include but are not limited to:

- Humour and reassurance
- Verbal advice and support
- Firm clear directions and adult swap
- Limited choices and success reminders
- Distraction and reminders about consequences

Detailed Descriptors

	<i>School based responses</i>
Stage 1 – Early Intervention	<p>Pupils will have been identified as presenting with some low-level features of social, emotional mental health difficulties.</p> <p>They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration.</p> <p>They may follow some but not all school rules/routines around behaviour in the school environment.</p> <p>They may experience some difficulties with social skills.</p> <p>They may show signs of stress and anxiety and/or difficulties managing emotions on occasions.</p>
Assessment and Planning	<p>Assessment will continue as part of normal school and class assessments, while the class teacher may initiate more specific assessment and observations:</p> <p>Records kept by the class teacher should include: observations and assessments of context, structured and unstructured times, frequency, triggers. (ABC Chart)</p> <p>In class strategies implemented by the class teacher may be in place for more difficult times of the school day.</p> <p>Progress should be measured by changes in behaviour and learning following each review cycle and should be regularly shared with parents.</p> <p>Multi-sensory learning needs should be re-visited with adjustments made to accommodate them.</p> <p>Pupil views are gathered.</p>

Groupings for teaching	<p>Pupils will continue to be in a mainstream class with attention paid to organisation and pupil groupings as follows:</p> <p>Opportunities for small group work based on identified need e.g listening/thinking/social skills. Time limited mainstream classroom programme of support, which relates to assessments. Small group work to teach appropriate behaviours and emotional regulation. A Regulation Station is available in the classroom to support pupils to calm/refocus. A nurturing classroom environment in which attention is paid to nurturing principles.</p>
Human resources and staffing	<p>Support/advice from previous class teacher/s.</p> <p>Close monitoring to identify “hotspots” through observation with results used in planning.</p> <p>Close liaison and common approach with parents/carers and recorded on CPOMS.</p>
Curriculum and Teaching Methods	<p>In class more targeted differentiation of the curriculum and supporting materials to enable full access:</p> <p>Strategies developed are formally shared with school staff, parent/carers though SEN Support Plans and are documented on the school Provision Map for pupils where appropriate. Increased differentiation of social, emotional and behavioural learning as well as academic curriculum. Level and pace of instructions simplified with attention paid to appropriate amount of teacher talk – chunked instructions, simple sentences. Increased emphasis on identifying and teaching to preferred multi-sensory needs. Planned opportunities for pupils to reinforce social and emotional skills. Preparation for any change and the need for clear routines so that children feel safe i.e if an incident has happened and PPA is the next day, how do we prepare the children for this and how do we communicate this to the PPA team? Use of a Behaviour Diary and monitored by Class teacher/Phase Leader</p>
Resources and Intervention Strategies	<p>Further use of positive targeted strategies that include:</p> <p>Further baseline assessments and support</p> <p>Hearing and vision, other health checks</p> <p>Incident logs, observations in a range of settings with analyses and adjustments made according to findings, individual visual time tables</p> <p>Consideration given to the provision of parenting support.</p>

	School based responses
Stage 2 - Mild	<p>Difficulties identified at Stage 1 continue/worsen and there has been no significant measured change in the behaviour/social skills, despite QFT and Stage 1 interventions being in place.</p> <p>Social, emotional, mental health difficulties continue to interfere with pupils' social/learning development and pupils do not follow routines in school consistently.</p> <p>Pupils have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a stage of emotions.</p> <p>Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour may be beginning to emerge that impact on learning.</p> <p>Pupil may show patterns of stress/anxiety related to specific times of the day.</p> <p>Pupils may have a preference for own agenda and be reluctant to follow instructions.</p> <p>Pupils may have begun to experience short term behavioural crisis</p>
Assessment and Planning	<p>School Assessment as Stage 1 plus:</p> <ul style="list-style-type: none"> • More detailed recording, monitoring of frequency, intensity • Reflective Conversations in place between pupil and adult involved. • Learning Mentor to review Phase Reflection sheets and update Behaviour analysis. • Class teacher to review progress of the reasonable adjustments they have made such as: visual timetables, word mats, seating plans and adapt if not successful • Restorative meeting sheets completed and pupil views gained again. • Class teacher planning includes individually focused adjustments with clear targets and with appropriate steps taken to engage pupil and parents • Effective internal communication and liaison arrangements between relevant staff • Advice sought from Phase Leaders to be communicated to SLT via Phase Meeting agenda minutes • Environmental Checklist • ABC Charts
Groupings for teaching	<ul style="list-style-type: none"> • In addition to the provision at Stage 1, class teacher to identify regular curriculum opportunities to teach social skills/emotional literacy in order to support the behaviour learning targets the class teacher has set • Mainstream class with specific adjustments based on identified need • Possible intervention from pastoral team in consultation with AHT Inclusion.
Human resources and staffing	<ul style="list-style-type: none"> • Main provision by class teacher with support from Phase Leader

	<ul style="list-style-type: none"> • Consider signposting an additional adult, under the direction of AHT Inclusion, providing sustained targeted support on an individual/group basis. • Increased parental/carer involvement; do you need to gather further information? Phase Leader to talk to the pupil and parents with class teacher about the provision in place • Encouragement and inclusion in extracurricular activities • Use of IRIS to observe class practice and make adjustments to provision.
Curriculum and Teaching Methods	<p>Modify level/pace/amount of teacher talk to pupil's identified need</p> <ul style="list-style-type: none"> • Individual targets set by the class teacher within group programmes and/or 1:1 • A nurturing approach within the classroom which takes account of difficulties in the understanding of social rules and expectations • Emphasis on increasing differentiation of activities and materials and account taken of individual learning styles • Short term individual support focusing on listening, concentration, social skills • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • Provision of opportunities for play, creative activities, drama/role play.
Resources and Intervention Strategies	<p>Continue with Stage 1 strategies and use of behaviour targets (if appropriate) within classroom or playground</p> <ul style="list-style-type: none"> • Increase visual systems; prompt cards, Phase behaviour provision • Regular small group work on conflict resolution, social/emotional skills • Short term individual support guided by Phase Leader

	School based responses
Stage 3 - Moderate	<p>Difficulties identified at Stage 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite QFT and Stage 1 and 2 interventions being in place.</p> <ul style="list-style-type: none"> • Social, emotional, mental health difficulties interfere more frequently with pupils' social/learning development across a stage of settings and pupils do not follow routines in school without adult support • Pupils may have experienced Trust Internal Placement (TIP) or fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a stage of emotions. • Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning. • Pupil patterns of stress/anxiety related to specific times of the day have become more common. • Pupils have a preference for own agenda and are reluctant to follow instructions. • Short-term behavioural crisis have become more frequent and are more intense.
Assessment and Planning	<p>Assessment</p> <ul style="list-style-type: none"> • As Stage 2 plus more detailed and targeted observation ie interval sampling, use and analysis of assessment tools (Boxall, SDQ) and assessment related to interventions <p>Planning</p> <ul style="list-style-type: none"> • Consideration of SEND as pupil is demonstrating an increased stage of individual support that is additional to and different from mainstream is necessary to ensure full inclusion and progress with learning. • A diary, to support a child to focus on the agreed school rule/s that are not being met, is checked regularly throughout the day by the class teacher in the main, Learning Mentor and the Phase Leader to celebrate successes and review support if things haven't gone right. • Curriculum plans closely track levels of achievement • Possible referral via Designated Safeguarding Lead to Early Help following behaviour support via Learning Mentor (The Acorn Group).
Groupings for teaching	<p>Mainstream class but predominantly working on modified curriculum tasks with regular and consistent planned support focused on specific SEMH/learning targets.</p> <ul style="list-style-type: none"> • Opportunities for targeted work based on identified need • Accessing The Acorn Group.

Human resources and staffing	<ul style="list-style-type: none"> • Main provision by class teacher with support from SENCo. • Appropriately skilled additional adults routinely used to support flexible groupings, observe pupils, differentiation and some 1:1 • Daily access to staff in school with experience of SEMH (Staff should be trained in nurture and attachment, and the principles of which should be embedded into practice) • Additional support under the direction of the SENCo, may support pupils working on individual targets and curriculum tasks • Adults involved in supporting pupils and families to receive a regular supervision meeting so that they feel 'heard, and able to seek support without fear of blame or recrimination • Internal school TAC should be in place
Curriculum and Teaching Methods	<p>Teaching focuses on both SEMH and curriculum outcomes throughout the school day.</p> <ul style="list-style-type: none"> • Tasks and presentation differentiated and personalised to pupil's needs • Modified and individualised level/pace/amount of teacher talk • Possibly 1:1 teaching for the introduction of new concepts and the specific teaching and reinforcement of classroom routines and expectations • Small steps targets within group programmes • Consider provision for 1:1 work task completion with adult support • Targets monitored with pupil daily • Some use of specific group or 1:1 programmes around SEMH from the Acorn Group.
Resources and Intervention Strategies	<p>Use the strategies in Stages 1 – 2 with an individualised focus</p> <ul style="list-style-type: none"> • Access to a quiet space, time out, calming strategies • Systems in place that support conflict resolution and restorative work • Continue to review any resources and develop them to match the pupil's needs • Individual Behaviour Plan Completed • RIPE considered with parent consent

	<i>School based responses</i>
Stage 4 - Severe	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties which are now more complex and which necessitate an external agency response.</p> <ul style="list-style-type: none"> • Pupil is more likely to have experienced fixed term exclusion from school. • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day. • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance. • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers. • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning.
Assessment and Planning	<p>School Assessment:</p> <ul style="list-style-type: none"> • As stage 3 with increased involvement of a stage of specialist professionals • Multi-agency work continues • IBP continues • School to self-assess; what's working well, what's not • Continued access to assessment advice and support from internal professionals • Consider an Educational Psychologist and Learning Support Service <p>Planning</p> <ul style="list-style-type: none"> • IBP details strategies and appropriate short-term targets • Planning meetings/TACs include parents, any offsite providers and are multi-agency. • Positive handling plans in place where appropriate, providing careful details about safety, the trained staff who will be involved with the plan, the circumstances in which positive handling might be used, and how it will be recorded and communicated to parents or carers. This should be regularly reviewed and evaluated for impact • Safety plan, if necessary, and support for times identified by risk assessments and strategies implemented to manage these.
Groupings for teaching	<ul style="list-style-type: none"> • Pupil offered one to one support from an adult in the mainstream environment (a key adult) for an increased amount of time.

Human resources and staffing	<ul style="list-style-type: none"> • Daily access to staff with experience and training in meeting the needs of pupils with SEMH
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Pupils' curriculum is personalised • Activities focus on key skills and SEMH outcomes throughout the school day. • Consider lessons led by Learning Mentor outside mainstream timetabling focussing on SEMH needs led by EP or LSS reports.
Resources and Intervention Strategies	<p>Continue to review resources and develop them to match the pupil's needs:</p> <ul style="list-style-type: none"> • Targeted intervention carefully employing a range of specialist strategies. • Individual SEMH programme incorporating 1:1 and small group teaching. • Consider Specialist provision (e.g. nurture group) within mainstream may be appropriate to meet need for part of the week. • Consider part-time timetable. • All additional resources and exceptional arrangements are referenced in an IBP • RIPE considered with clear timescales for reintegration

	School based responses
Stage 5 – Profound	<p>Significant and increasing social, emotional, mental health difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including several of the following:</p> <ul style="list-style-type: none"> • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues • May have ADHD/ASD • Patterns of regular school absences • Disengaged from learning, significant under performance • Verbally and physically aggressive • Reliant on adult support to remain on task • Engaging in high risk taking activities both at school and within the community • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals • Issues around identity and belonging • Needing to be in control, bullying behaviours (victim & perpetrator) • Difficulties sustaining relationships • Over-friendly or withdrawn with strangers, at risk of exploitation • Provocative in appearance and behaviour, evidence of sexualised language or behaviours • Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties • Physical, sensory and medical needs such as that require medication and regular review • Damage to property
Assessment and Planning	<p>Statutory assessment process (EHCP) is considered.</p> <p>Assessment will be an on-going process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community. • There will be involvement from a stage of specialist professionals in place, such as CAMHS, EP, EIS (attendance), PCSO and Police, Sycamore Short Stay • Multi-agency work continues, and continual assessment and/or TACs. • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional need rather than chronological age. <p>Planning</p>

	<ul style="list-style-type: none"> • IBP, risk assessment and provision map detailing strategies and appropriate short term targets • Review risk assessment to describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality • Planning meetings will include parents/carers, and are multi-agency.
Groupings for teaching	<ul style="list-style-type: none"> • Pupil offered one to one support from an adult for some of the school day. • Consider Nurture provision
Human resources and staffing	<p>Consider provision is within a specialist environment with appropriate staff/student ratios. Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <p>Multi Agency Interventions:</p> <ul style="list-style-type: none"> • Social Worker, Police • Health (e.g. school nurse), CAMHS, Educational Psychologist, • NSPCC
Curriculum and Teaching Methods	<p>Pupil requiring an alternative to mainstream education:</p> <ul style="list-style-type: none"> • Learning experiences address significant social, emotional and behavioural needs. • Consider learning experiences out of school environment. • Mainstream provision in place but pupil may be taught for more significant amounts of time in a specialist environment outside of the mainstream classroom. • A differentiated behaviour management programme in addition to targeted support and reassurance in areas of learning the child finds particularly demanding. • Structured social skills group work and/or intervention • Regular opportunities to consolidate learning/ promote confidence in the learning environment. • Adult support to implement structured social skills, group work and/or intervention and to support during less structured times • Access to an adult who can intervene to support the pupil in recognising their emotions and managing their behaviour. • Additional support around times of transition and change • Staff have expertise in managing significant and consistent difficulties with behaviour. • Support and advice from outside agencies as appropriate.
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Personalised support to meet the specific needs of the pupil • Advice available from relevant specialist services • Placed in a specialist environment such as The Orchard • Child to be known to the LA Exclusions Team • Where appropriate, managed move/fresh start of school

Appendix 1

How to use an ABC Chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. pupils moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the pupil?
- Does the pupil avoid or escape any activity by engaging in the behaviour?
- Is the pupil rewarded in any way by engaging in the behaviour?
- What might the pupil be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the pupil in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the pupil's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the pupil was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the pupil?

Appendix 2

List of External Agencies

- Learning Support
- Educational Psychology
- CAMHS via GP
- Occupational Health via School Nurse
- School Nurse (Anger Management, Lighthouse counselling (CLA only), Positive Steps
- Sycamore Behaviour Support
- Winston's Wishes
- Early Help

Appendix 3

Environment Checklist

About the environmental checklist

The purpose of this tool is to prompt reflection and planning around factors in the school, teaching and learning environment that help to promote positive behaviour and wellbeing. The tool should be completed by the person who has identified a concern (e.g. the class teacher). It will be helpful to complete the tool collaboratively with a colleague. This tool should not be used to audit or rate another person's practice.

What the ratings mean:

Rating	Descriptor
1	Disagree – very significant need for action
2	Moderately agree – some need for action
3	Strongly agree – no need for action
Don't Know	Further information gathering may be needed
Not Applicable	Not applicable to that school context

The classroom environment

My classroom looks and feels like a good work environment.	1	2	3	D/K	N/A
Furniture and equipment are arranged to the best effect for teaching and learning.	1	2	3	D/K	N/A
There is appropriate heat, ventilation and light.	1	2	3	D/K	N/A
Pupils are seated according to a seating plan.	1	2	3	D/K	N/A
The whiteboard is easily seen by all.	1	2	3	D/K	N/A
External noise levels do not interfere with learning.	1	2	3	D/K	N/A
There is sufficient space and ease of movement for all.	1	2	3	D/K	N/A
Pupils and teachers have adequate personal work space.	1	2	3	D/K	N/A

Managing teaching and learning

I arrive at my classroom before the pupils and greet them on arrival	1	2	3	D/K	N/A
My instructions to pupils are clear.	1	2	3	D/K	N/A
I notice and acknowledge good behaviour.	1	2	3	D/K	N/A
I prepare materials and equipment before class.	1	2	3	D/K	N/A
Pupils bring the correct materials/equipment to class.	1	2	3	D/K	N/A
My delivery of the curriculum is differentiated so that all pupils can succeed at learning.	1	2	3	D/K	N/A
I am aware of the SEND/other needs/issues of the students in my class.	1	2	3	D/K	N/A
Lessons are interesting and have a variety of different activities.	1	2	3	D/K	N/A

Pupils are involved in the setting of their own goals and targets.	1	2	3	D/K	N/A
Pupils work together in a way that supports learning.	1	2	3	D/K	N/A
There are clear expectations and roles for additional adult support.	1	2	3	D/K	N/A
Pupils needing additional support to follow routines/ instructions (e.g. visual support, cuing-in, extra time) receive this consistently	1	2	3	D/K	N/A

Promoting wellbeing in class

I help teach pupils to understand their own emotions.	1	2	3	D/K	N/A
I help pupils to communicate their feelings and seek help.	1	2	3	D/K	N/A
Pupils are taught/supported with self-management skills.	1	2	3	D/K	N/A
Staff can recognise signs of their own emotional need and are aware of how their emotions may affect their behaviours towards their pupils.	1	2	3	D/K	N/A
Staff can recognise signs of pupils' emotional need and are aware of how the pupils' emotions may affect their behaviours.	1	2	3	D/K	N/A
Staff can support pupils who are upset or anxious.	1	2	3	D/K	N/A
Staff are aware of strategies to promote emotional wellbeing.	1	2	3	D/K	N/A
Feedback from staff consistently promotes positive beliefs (e.g. self-esteem, autonomy, responsibility)	1	2	3	D/K	N/A

Routines, expectations and consequences

I have clear and established routines for gaining pupil's attention.	1	2	3	D/K	N/A
I have established a clear routine for pupils entering and exiting the room.	1	2	3	D/K	N/A
I have established effective clear routines for: gaining quiet/ silence; distributing and collecting materials; changing activities; clearing up.	1	2	3	D/K	N/A
Classroom expectations are discussed with and understood by the pupils	1	2	3	D/K	N/A
Classroom expectations are positively framed, referred to and reinforced.	1	2	3	D/K	N/A
Classroom expectations are clearly displayed in the classroom.	1	2	3	D/K	N/A
I explicitly teach the expectations and routines of positive behaviour.	1	2	3	D/K	N/A
Rewards are small and readily achievable.	1	2	3	D/K	N/A
My classroom rewards are linked to the school's reward system.	1	2	3	D/K	N/A
Rewards are awarded fairly and consistently.	1	2	3	D/K	N/A
In my class consequences are clear to pupils and appropriate to the unacceptable behaviour.	1	2	3	D/K	N/A
I apply consequences in a consistent and fair manner.	1	2	3	D/K	N/A
Consequences are understood by parents/guardians.	1	2	3	D/K	N/A

Around school

Rules and routines for movement around this school are clear.	1	2	3	D/K	N/A
Break time and/or lunchtime rules are understood by pupils.	1	2	3	D/K	N/A
The rules are communicated to and adopted by all staff.	1	2	3	D/K	N/A
Corridors and social areas are well supervised/monitored.	1	2	3	D/K	N/A
Problem areas are identified and adequately monitored.	1	2	3	D/K	N/A
Systems are in place for the effective resolution of pupil conflict.	1	2	3	D/K	N/A
There is adequate supervision at break and lunch.	1	2	3	D/K	N/A
There are safe spaces available for pupils to engage in suitable and interesting activities.	1	2	3	D/K	N/A
Staff engage positively with pupils across the school.	1	2	3	D/K	N/A
The pupils' environment is pleasant, orderly and safe.	1	2	3	D/K	N/A

Support for pupils

Pupils feel cared for and valued.	1	2	3	D/K	N/A
All pupils are encouraged and supported to achieve their full potential.	1	2	3	D/K	N/A
Pupils are encouraged to take responsibility for their learning and behaviour.	1	2	3	D/K	N/A
There are effective pupil welfare policies in this school (e.g. anti-bullying policies).	1	2	3	D/K	N/A
There is an effective, relevant and inclusive SEND policy in the school.	1	2	3	D/K	N/A
Behaviour issues are addressed in accordance with equal opportunities legislation.	1	2	3	D/K	N/A
Pupils have opportunities to make their views known and have these considered/acted on.	1	2	3	D/K	N/A
Pupils have someone they can talk to and listen to.	1	2	3	D/K	N/A
Pupils have a safe space (e.g. for calm/quiet time).	1	2	3	D/K	N/A
Whole school promotion of positive relationships and diversity.	1	2	3	D/K	N/A
Safeguarding concerns are taken seriously.	1	2	3	D/K	N/A

Whole school behaviour systems

An effective policy exists to promote positive behaviour.	1	2	3	D/K	N/A
I have a clear understanding of the school's code of behaviour.	1	2	3	D/K	N/A
Rules are communicated frequently and effectively to pupils.	1	2	3	D/K	N/A
Staff (including non-teaching staff) are fully aware of, and adopt, the school rules.	1	2	3	D/K	N/A
Rules are communicated effectively to parents/carers.	1	2	3	D/K	N/A
I have a clear idea of rewards that can be used for acceptable behaviours.	1	2	3	D/K	N/A
I have a clear idea of the range of sanctions that can be used for unacceptable behaviours.	1	2	3	D/K	N/A
A system is in place to monitor and review the code of behaviour regularly.	1	2	3	D/K	N/A

Support for staff

There is collective responsibility for behaviour management in this school.	1	2	3	D/K	N/A
Staff feel able to acknowledge difficulties with behavioural issues.	1	2	3	D/K	N/A
Staff can access help to deal with pupil conflict.	1	2	3	D/K	N/A
Behavioural issues are recorded fairly and efficiently.	1	2	3	D/K	N/A
Staff roles are clearly defined.	1	2	3	D/K	N/A
Staff and parents work collaboratively to address concerns about wellbeing and /or behaviour.	1	2	3	D/K	N/A
Staff peer support is valued and easily accessible.	1	2	3	D/K	N/A
Support services are used systematically and effectively.	1	2	3	D/K	N/A
Staff can access training in de-escalation, support strategies, behaviour management etc.	1	2	3	D/K	N/A

Communication and joint working

Parents/carers are routinely told of pupils' positive behaviours and successes (notes home, phone calls, meetings)	1	2	3	D/K	N/A
Parents/guardians are routinely informed about concerns about pupil's wellbeing and/or behaviour.	1	2	3	D/K	N/A
Pupils are informed of any decision that may impact on their learning.	1	2	3	D/K	N/A
Praise and concerns regarding pupils are shared between staff.	1	2	3	D/K	N/A
Staff actively ensure there is an appropriate power balance between staff, pupils and parents.	1	2	3	D/K	N/A
Staff adopt a multi-agency approach where appropriate (e.g. using Early Help assessment, team around child).	1	2	3	D/K	N/A
There are effective means for parents to share important information with staff, including in support planning.	1	2	3	D/K	N/A
There is effective dispute resolution with relationship repair for pupils/staff/parents.	1	2	3	D/K	N/A
Where external agencies are involved, their advice is shared effectively with teaching and other key staff	1	2	3	D/K	N/A

Appendix 4

Individual Behaviour Plan For:

<p><u>Things that are important to me</u></p>	<p><u>Things that can trigger poor behaviour choices</u></p>	<p>People inputting to this plan:</p>	<p><u>How I like to be treated</u></p>
<p><u>Things that people like or admire about me</u></p>		<p><u>The best way to communicate with me</u></p>	<p><u>My hopes for the future</u></p>
<p><u>What I do not like</u></p>		<p><u>What I want to achieve during this year</u></p>	<p><u>Rewards or motivators</u></p>

Name:	Area of Need: Communication & Interaction Learning <small>(Highlight)</small> Social Emotional and Mental Health	Cognition and Physical and Medical	Date:	Length of plan: ___ wks
Academic achievements Reading: Writing: Maths:	Professionals Involved:	Long Term Goals:		
<u>Skill to develop in this plan</u>	<u>Provision (Inc strategies)</u>	<u>Who? When? Resource</u>	<u>Impact</u>	
Review Date:		What needs to change:		

Pupil Record of Interventions:

Pupil:

Behaviour Stage:

Class	FSM/PP	SEND	LAC	Evidence from CPOMS	No of Incidents	Meetings with Parents	Attendance	IBP	ITP (SEN)	Exclusions	Child Concern EH, CIN, Cp, CLA	Outside Agencies Other Notes

Intervention Type	Date	Who	Action	Review Date	Impact