

Behaviour Policy



Plan Administration

Version	2
Date	September 2022
Responsibility for the Plan	Anna Cousins, Tracy Lindsell and Jakki Rhodes
Approved by	Governors
Date of review	September 2023

RECORD OF AMENDMENTS

When Was the Plan last Updated?		
Date	Name	Detail (changes made)
September 2020	Anna Cousins	Logical consequences and restorative practice replacing the card system. Focus on Core Values as a thread throughout.
September 2022	Anna Cousins	Routines, boundaries, organisational teaching approaches British Values Relationships Updated in line with DFE guidance Behaviour in Schools 2022

Statement of Intent and Aims

At Whiteways, we believe in creating positive relationships. We create happy, supportive environments where every child has the opportunity to fulfil their potential and feel included. We believe this is best achieved when all staff, children, parents and carers work together with a common purpose. We consider that teaching behaviour is a vital aspect of our role as educators, and our **Core Values** underpin all that we strive to achieve across all aspects of school life.



Aim High
Be Enthusiastic
Be Safe
Be Team Players
Respect all
Be honest
Have your say

Aims

This policy exists to provide a framework for supporting the aims of Whiteways School and ensuring the happiness and learning of every individual in our community.

We make a determined and conscious effort to:

- Ensure that the school community understands and shares the **Core Values**.
- Create a calm, purposeful and welcoming atmosphere within school.
- Help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Develop independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- Share a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Develop children's self-esteem.
- Work alongside parents to encourage our children to develop socially, academically, orally and spiritually

Organisation and Procedures

Relationships are key to everything we do in school. We show care and respect to everyone.

At Whiteways, EVERYBODY has:

Rights

Children have a right to work, play and learn in a friendly, safe and supportive school.

Staff have a right to work in a friendly, safe and supportive team that is at the heart of the local community.

Parents have a right to feel welcome and to know that their children work, play and learn in a friendly, safe and supportive school.

Responsibilities

As staff, children and parents, we all make a determined and conscious effort to follow the Core Values, which headline key responsibilities of everyone in school.

Aim High

Have a go at whatever challenge or task you are presented with.

Try your best at whatever you want to achieve.

Actively challenge yourself.

Knowing that the Rule of Law entitles me to have a challenging education.

Be Enthusiastic

Ask questions to gain more understanding.

Get involved in activities, events and opportunities around school.

Look out for resourcefulness, we all need to feel good about ourselves.

Be Safe

Smile, build empathy – try to understand the others' point of view.

Work and play safely in all environments.

Look out for each other.

Knowing that the Rule of Law keeps us safe at school and in society.

Be Team Players

Find something to like about each other.

Help and encourage others.

Look after each other when times get tough.

Knowing that we should tolerate others' opinions and listen to each other's' opinions.

Respect all

Greet and be greeted by name – staff take the initiative.

Use manners, we all appreciate them.

Value efforts as much as achievements. Often, we do not experience big changes, but small steps in the right direction and we need to notice these.

Knowing that being different makes me special, but we must be respectful of all our differences no matter what they are.

Be honest

Say sorry when we get it wrong – we are all human.

Be fair.

Ask for help when you are stuck, or don't know an answer to a question.

Have your say

Initiate conversation – make time to chat.

Make time for others.

Ask for opinions and ideas.

Knowing my individual liberty means I can talk about my ideas and feelings.

Knowing that I can represent my school and vote others to represent me through democracy.

At Whiteways we strive to ensure that everyone feels welcome and safe.

We do this as a team by:

1. Smiling and greeting each other when we first arrive
2. Welcoming each individual by name into the classroom
3. Communicating the visual timetable for the day
4. Practising mindfulness activities twice daily
5. Building positive relationships amongst one
6. Showing mutual respect and tolerance

At Whiteways we strive to ensure that pupils are taught:

1. Clear routines in classrooms and around school
2. Clear boundaries of behaviour expectation in lessons
3. Consistent, well-prepared and organised classrooms

We teach routines:

- Consistently throughout the year
- Consistently during transitions times
- Having clear and high expectations for our routine rules

We teach boundaries by:

- Good listening and concentrating
- Good sitting
- Good looking
- Good talking and using kind words to each other
- Knowing that adults are in charge to keep us safe

We teach organisation by

- Having high quality and well-prepared learning spaces
- Respecting and keeping learning spaces clean and tidy
- Know what is coming next with visual timetables

We believe these rules and expectations ensure that the school day is predictable and desirable for all and inclusive of those with SEND.

Rewards and Recognition

As a whole staff team, we continuously recognise and praise positive efforts and behaviours no matter how big or small.

- Verbal praise and acknowledgment; we tell children as often as possible why we are pleased, encouraging and role modelling positive behaviours.
- Once every half term, at least one child in each class receives a postcard home from their class teachers, celebrating the positive effort they have made within their class that half term.
- Once every term, one child in each year group will receive a postcard home from the Head of School and Deputy Headteacher, celebrating the positive effort they have made within their year group that half term.

Marbles in the Jar

Marbles are given to children who demonstrate one of the school's Core Values. The marbles underpin shared, positive experiences children can gain from working together as a team. Collectively, when the class reaches their target of 50, they are rewarded with a treat of their choice. Annually, a class receives £20 to spend how they wish on their marble treats.

- All earned
- Once a marble has been placed in the jar it stays there

- ALL children are included in the marble treat activity

Other classroom recognition may be given for individual effort; these ideas are discussed with the Senior Leadership and Inclusion Team before implementing into the classroom e.g. Star of the Day.

Core Values Assembly

A child in each class that has shown consistently high effort towards a Core Value is chosen to be part of a 'hot chocolate chat', with a member of SLT. A certificate is given in the Core Values assembly as recognition for their efforts.

Celebration Assembly

In the Celebration Assembly, a Learning Award for outstanding effort in a piece of learning is given to one child in each class. Children will bring their work to the assembly to showcase their efforts that week.

A Citizenship Award is given by playtime and lunch time supervisors when a child has demonstrated community spirit during play times and lunch times. One child in each class is selected.

Parents/carers are invited to share their children's achievements by attending the assembly.

Transition

We appreciate that transition come in many forms. We prioritise ensuring that children's transitions, no matter when or where to, are smooth, make children feel at ease and establish good relationships and routines.

Moving Year Groups

When pupils move into a new year groups, routines and boundaries are shared between teaching teams. Throughout the year routines are consistently and continuously taught and embedded.

When a new pupil arrives at school, they are welcomed as a family and meet key members of the Senior Leadership Team, Safeguarding Team, Admin Team, Teaching Team. They receive a full induction to school including, a tour of the school, support filling out admission forms, assessment of the child and a school leaflet of key information. Information is then passed to teaching teams.

When pupils move to secondary school, we ensure that they have participated in transition days. Children with SEND have enhanced transition and meetings are held between SENDCos. Support for families completing secondary school paper work.

When a child is re-integrated into school after a suspension, a reintegration meeting is conducted by a member of the Senior Leadership Team with the family. The reasons as to why the suspension happened are discussed and unacceptable behaviours are re-addressed. The behaviour system and policy is discussed including rules and expectations of behaviour at the school.

Child-on-child Abuse

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships.

Child-on-child abuse can be associated with factors outside the school and can occur online and offline and between children of any age or gender. The school therefore takes a contextual safeguarding approach to managing child-on-child abuse.

Child-on-child abuse is abuse and is never acceptable. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".

Victims should and will always be taken seriously, reassured, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

We ensure that children:

- Have an emotionally available adult
- Have availability to write down worries or concerns
- Are taken seriously when they express worry or concern
- Are fully supported by school and include families in investigative processes

The school has a separate Child on Child Abuse policy.

Banned Items

- Mobile phones
- Jewellery unless a small stud

When such items are brought into school, we will kindly remind parents of the rules and ask to take home, or the office staff will look after the items during the day in the safe and return to families at home time.

Pastoral Team

We are committed to ensuring all children receive the support they need to thrive and this includes supporting their Social and Emotional Development.

Tracey Lindsell is our Pastoral Manager, and line manages our learning mentors. This team offers a wide range of support for pupils across school with SEMH needs. We strive to ensure that pastoral support is a holistic approach and supports children on a 1:1 basis, in group work, in classrooms and in unstructured time.

1:1 Pastoral Support

Our pupils face a number and range of challenges in their lives. Where concerns are highlighted by parents, staff or even the child themselves then 1:1 support may be implemented. The aim of the sessions is to give the opportunity to share concerns and explore possible solutions to help the pupils overcome them

Group Pastoral Support

Group interventions are set up across school to work with pupils on a range of skills. These may include sharing, resilience, friendship building, and turn taking. A range of pupils are included in these interventions to offer positive role models. Opportunities to take these skills into unstructured time mean that pupils have a transferable set of skills.

Tracey works closely with Jakki Rhodes the SENDCo in the identification process and development of provision mapping. There is a specific referral process for teaching staff to follow If they are concerned about a child's behaviour in class.

Level 1 and 2 SEMH needs

The needs of the children who are identified with Social Emotional and Mental Health needs on the SSG at Level 1 or 2 can generally be met within mainstream provision using the behaviour policy and trauma informed approach strategies. (See Appendix A for details of specific strategies that could be incorporated).

Level 3 and above

When children are identified with needs at Level 3 or 4 additional support will be sought from outside agencies and additional provision will be planned for the child in collaboration between the teacher, SENDCo, Pastoral Manager and family. The teacher, SENDCo, and Pastoral Manager will meet to discuss the referral made and suggest strategies from the Trauma Informed Approach and SSGe. Where necessary, a Pupil Profile will be created (see Appendix B). This enables staff to clarify the concerns and explore ways in which these barriers can be overcome in a clear format. A simplified version may also be provided for the pupil so that they know what areas to focus upon. The pupil may be placed on the SEND register and may include a referral to an appropriate outside agency (e.g. SALT, Learning Support, Educational

Psychology). A Family Common Assessment Form may be started to enable all appropriate information to be gathered and aid future referral to MAST for support.

We also have two nurture provisions in KS1 and KS2.

Consequences

(For the majority of children - those at Level 1 and 2 on SSG - Sheffield Support Grid for SEMH - Social, Emotional and Mental Health needs).

The logical consequence system is a whole school approach, consistently applied by all staff working in the school. All stakeholders know the values, rewards and consequences.

We always ask children to make the right choice first and praise positive choices.

De-escalation strategies

We **always** seek to de-escalate a situation that children find difficult.

These are some of the ways that we do this:

- Acknowledge good behaviour choices
- Remind children of the desired behaviour
- Use positive reinforcement
- Private and eye level communication
- Take up time to process and rectify
- Sensory space
- Classroom brain break
- Body Language
- Contingent touch
- Move to a different classroom
- Help with a job – move it to lose it

Table of logical consequences

Different positive action and de-escalation techniques can vary depending on the child. We build positive and strong relationships with our children so that we understand what works best for them when supporting and teaching them the right behaviour choices.

Positive Action/De-escalation	Logical Consequence
Low Level – dealt with in class by teacher/ TA	
Praise recognition of work completed Acknowledge good behaviour choices Remind children of the desired behaviour and choices they can make Use positive reinforcement Proximity praise Private and eye level communication Body Language Contingent touch	Restorative conversation
Medium Level– dealt with in class by teacher/ TA / Year Lead	
If child continues and repeats behaviours and positive action or de-escalation has not been effective.... Sensory space / turn around table Help with a job – move it to lose it Distraction or diversion conversation Removal of equipment Reflection time in class Reflection time in another classroom	Restorative conversation Completion of learning missed in own time Clean or tidy any mess created Parent informed CPOMS log
High Level– dealt with by Pastoral / SLT	
Remove from the area Remove items Time spent with SLT / Pastoral Implement PHP where necessary	Restorative practice Completion of learning missed in own time Parent meeting Internal exclusion Lunch time exclusion External exclusion Reintegration CPOMS log

If a staff member is unsure of how to deal with certain behaviours, it is their responsibility to ask for help from the Senior Leadership and Inclusion Team using the referral process.

Restorative Practice

Restorative Practice seeks to repair relationships by bringing a sense of remorse and forgiveness from the people involved. A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. This approach encourages non-blaming, problem-solving conversations conducted in a fair way to resolve issues that occur in school. It encourages empathy, co-operation and honesty, and leads to healthy resolutions and restorative actions where everyone feels heard and valued.

Restorative Conversation

All staff supporting children to reflect on their behaviours use the following restorative conversation structure to repair the relationship, and a logical consequence is applied where necessary.

- What happened?
- How were you feeling?
- What can you do the next time you feel that way?
- Who has been affected?
- What needs to happen next?

Whole class or group activities are used regularly to address any issues in class.

Our PSHE and Online Safety Curriculum covers aspects of relationships and behaviour and how children can address these.

Equality Discrimination Incidents (see Equality Policy)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). DfE advice explains that the PSED, sometimes referred to as the 'general duty', extends schools' equality duties to all protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

At Whiteways we take our legal and moral duty to equality very seriously. As a result, we have a very clearly defined structure when dealing with incidents of equality discrimination. All incidents are investigated and logged on CPOMS. Following the investigation, the perpetrator may be given a minimum half-day internal exclusion. During this time they will be expected to write an account of the event including a reflection of the effect of their actions upon the victim.

Exclusions

Section 51A Education Act 2002 and regulations made under that section state that the Head teacher has the legal power to exclude a pupil on disciplinary grounds. At Whiteways Primary the use of exclusions is taken very seriously. Consistent use of our behaviour strategy has led to a gradual decline in the number of lunchtime, fixed-term and permanent exclusions.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

Internal Exclusion

Where a pupil consistently displays disruptive behaviour an Internal Exclusion can be imposed. This can range from one half day upwards and takes place on the school site but in isolation from other pupils. The pupil is expected to complete class work and is supervised at all times by a member of the pastoral team or senior leadership team.

Fixed Term (external) Suspension

The law states that a pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days) in a single academic year. A fixed-term exclusion is only imposed following a serious incident(s) for example repeated bullying, extreme verbal or physical assault or racial incidents.

Permanent Exclusion

The decision to permanently exclude a pupil would only be taken as a last resort:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, including where it is proved that a pupil has made a malicious allegation against a member of school staff.

Our Fixed Term/Permanent Exclusion process is as follows:

1. Report / record of incident(s) leading to the exclusion.
2. Immediately notify parent(s), in writing, including the following information:
 - The reason for the exclusion.
 - The duration of the fixed-term exclusion.
 - In the case of a permanent exclusion then clearly state that it is permanent.

- That the parent(s) have the right to make representations about the exclusion to the school's Governing Board and that the pupil can be involved in this process.
- There is a legal duty for the parent(s) to ensure that the pupil is not present in a public place during normal school hours for the first five days of an exclusion (alternative educational provision is not included in this). Without reasonable justification this could lead to a fixed penalty notice or prosecution.
- The nature of alternative provision for a fixed-term exclusion exceeding five days (start dates, times and location).
- Any previous support / intervention provided for the pupil.
- Any previous incidents involving the pupil.
- The reintegration strategy for the pupil's return to school following a fixed-term exclusion.

3. Provide and mark work for the pupil for days one to five of a fixed-term exclusion.

4. Fixed-term exclusions exceeding five days require alternative provision from the sixth day. This could include school staff teaching the pupil at the pupil's home or public library or the pupil attending a different school for the duration of the exclusion.

5. Immediately notify the school's Governing Board of an exclusion exceeding five days.

6. Immediately notify the LEA of an exclusion exceeding five days.

7. Complete an Early Help Assessment Part One / update an FCAF for the pupil and send to MAST.

8. Ensure parents understand the information: translating letters / using interpreters where appropriate.

9. Complete and send any other relevant referral forms e.g. Youth Offending Service.

Team Teach

The term "Team Teach" describes a broad spectrum of risk reduction strategies and positive behaviour supports. Team-Teach is a holistic approach involving use of spaces, management of time, changes to the environment, stance, postures and gestures, facial expressions, eye contact, voice tone, pitch, commands, vocabulary and physical contact. Physical contact accounts for less than 5% of this framework and includes prompts, supporting, comfort and reassuring touch, guides, escorts and holds as well as physical restraint.

Staff training involves raising awareness of an individual's needs and differences, some physiology and psychology including the conflict spiral, behaviours that challenge and the six stages of crisis as well as dynamic and formal risk assessment. Risk cannot always be eliminated, but where there is a foreseeable risk it must be assessed and, where possible, reduced. The 1974 Health & Safety At Work Act places these legal duties on employers.

The core value of all our physical interactions is the best interest of the individual child. When faced with the possibility of a physical intervention, staff are trained to dynamically assess three key questions:

1. How is this intervention in the best interest of the individual pupil?
2. Is it proportionate to the circumstances it is intended to prevent?
3. Is it necessary to do this now?

Reasonable, Proportionate and Necessary.

Where a physical intervention has taken place then post incident support for all involved is implemented as well as a formal record of the incident within the red bound and numbered book and parent/carer is notified.

All staff receive the basic 6 hour Team Teach training course. This is delivered by M.Pont (Pastoral Manager at Beck Primary) and J.Irwin (Inclusion Manager at Hucklow Primary). Both are fully certified and insured Intermediate Team Teach Tutors. This certificate requires annual two day refresher training.

Any stakeholder with any worries or concerns may seek advice from the Headteacher or Deputy Head.

A copy of the Whistleblowing Policy is available in the policy file on staff share on the network, website, staffroom and main school office.

Appendices

Appendix A

3A Social, Emotional and Mental Health - Emotional Regulation			
Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows low level, infrequent social and emotional behavioural difficulties which occasionally interrupt learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching.			
Low level/low frequency of social and emotional behavioural difficulties which interrupt learning in some situations. May include: Difficulty in following whole class instructions Occasional refusal to follow reasonable requests Poor concentration Difficulties working in groups, sharing and taking turns Some signs of low level disruptive behaviour Possible developmental delay Occasional difficulties following routines	Assessment Part of normal school and class assessments. Recognition of learning styles and motivational levers One Page Profile in place Planning Parental and pupil voice is included in assessment and planning Parents involved regularly and support targets at home	Adjustments to Teaching Methods: Staff should consider and implement as appropriate • Use a multi-sensory, differentiated approach • Offer support and reassurance • Respond where possible to student interest • Retain a sense of humour • Model expectations and behaviours • Modify level/pace/amount of teacher talk to pupils' identified need • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom. Regular class work with an emphasis on relationships, emotions, social skills, conflict resolution • Increased emphasis on identifying and teaching to preferred learning style Grouping: • Mainstream class with attention paid to organisation and pupil groupings • Nurturing classroom approaches including opportunities to take on additional responsibilities e.g. class monitor • A quiet area in the classroom may be useful for	Additional advice and support is available from: Consultation with other colleagues in school Learning Mentors Head of Year Pupil and parent voice GP referral to medical services e.g. assessment for hearing

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Underdeveloped social skills may create difficulties in getting along with others: Some difficulties forming positive relationships with peers and/ or some teachers Possibly isolated or withdrawn Some patterns of stress/anxiety in specific situations Unpredictability, inconsistency		individual work • Create opportunities to work with positive role models • On-going opportunities for group and 1:1 support focused on specific IEP targets • Seating Plan if appropriate Resources: • Additional processing time and time allowed to complete a task • Short term, class led individual support focusing on listening, concentration, social skills • Preparation for any change and the need for clear routines including transition The use of positive targeted strategies that might include: • Pupil profile • Class led observation • Reward systems involving regular monitoring and support • Home / School Communication Book • Visual systems/timetables • Develop friendship groups • Low stimulus sensory area	
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows low level social and emotional behavioural difficulties which interrupt learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching and the use of positive and personalised targeted strategies.			
Occasional difficult, demanding or concerning social and emotional behaviour which interrupt learning in some situations. May include: Emerging, frequent patterns of reluctance to following reasonable instructions / requests Continued difficulties following routines Poor concentration Difficulties working in groups, sharing and taking turns Signs of disruptive behaviour Possible developmental delay Signs of stress or anxiety Underdeveloped social skills may create difficulties in getting along with others:	Assessment Sheffield Baseline Assessment Tool Pupil self-assessment and pupil friendly SMART targets set for behaviour/social skills in line with school policy Pupil voice gained through appropriate resources, e.g. Bear Cards, What Children Need cards, Myself as a Learner, PASS Identification of triggers and solutions (e.g. ABC Plan or behaviour plan)	As Level 1 (QFT), and including Wave 2 interventions and... Adjustments to Teaching Methods: Staff should consider and implement as appropriate • Mainstream class with attention paid to organisation and pupil groupings • Increased differentiation by presentation and/or outcome • Consideration of differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, using approaches such as play, creative activities, drama • Simple solutions given for difficult times of the school day Grouping: • Opportunities for small group work on identified need e.g. listening / thinking / social skills. • Create opportunities to work with positive role models • Opportunities for skill reinforcement/revision/transfer and generalisation • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution Resources: • Time limited mainstream classroom programme of support, which relates to class led assess, plan, do and review systems e.g. personal reward system /	Additional advice and support from Local Authority services is available from: Educational Psychology Service: In school consultation and SENCo Group consultation Early Years Inclusion Team Learning Support Service Speech and Language therapy MAST GP Locality SENCo

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Some difficulties forming positive relationships with peers and/ or some teachers Possibly isolated or withdrawn Bully or victim role Some patterns of stress/anxiety in specific situations Unpredictability, inconsistency Signs of aggression or confrontational behaviours with peers Increased absence/lateness	Early Help Gateway meetings Team Around the Family meetings include involved outside agency professionals (inc. Virtual Schools) that unpick the pupil's history Assessment of learning needs, e.g. Learning and Cognition, Communication and Interaction assessments Analysis and formulation of data (e.g. behaviour types, triggers and areas of difficulty, uses of reasonable adjustments to avoid scenarios identified difficult scenarios)	report cards - Small group work to learn appropriate behaviours and for associated learning difficulties - A quiet area in the classroom may be useful for individual work or timeout - Individual programme based on specific need - Time-limited programmes of small group or 1:1 work based on identified need linked to IEP targets - Strategies developed alongside pupil and shared with school staff, parent/carer – staff implement and follow these consistently - Focused and appropriate CPD for key staff working with pupil The use of positive targeted strategies that might include: - Consultation with other colleagues in school - ABC charts - Pupil profile - Observation schedules - Personalised reward systems involving regular monitoring, feedback and support - Monitoring diaries, e.g. tracking a pupil's day lesson by lesson - Use of behaviour targets within the classroom/playground, prompt cards - Lunchtime club - Regular small group work/resilience, concentration skills/ social skills/listening skills/conflict resolution - Short-term individual support - Support that uses solution focused/motivational approaches - Develop friendship groups, buddies and/or mentor use - Access to additional circle time activities, e.g. Silver SEAL, Friends or other SEMH focused interventions	Networks Professionals offering therapeutic services.
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		Planning • Parents involved regularly and support targets at home • Pupils involved in setting and monitoring their own targets, and the pupil's responses to social/ learning environment actively inform the cycle of IEP/PEP • Additional steps and adjustment are taken to engage pupil and parents as appropriate • Effective communication systems are in place which enable all parties involved to provide consistent support for the pupil	
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Appendix B

Pupil Profile Whiteways Primary School

Name	Key Adults	Date	Review
Strengths	Likes	Interests	
	Don't like		
Areas of need - SSG	My Plan	EhCP	
What are common triggers?			
Self/Mutual regulation strategies used?			
Incentives/Motivators			
What does the behaviour look like? What responses will we use?			
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	

Response	Response	Response
Key Phrases		
Support from SLT		