

Behaviour and Relationships Policy



Plan Administration

Version	3
Date	September 2023
Responsibility for the Plan	Anna Cousins, Tracy Lindsell and Jakki Rhodes
Approved by	Governors
Date of review	September 2024

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
September 2023	Anna Cousins Tracey Linsdell, Jakki Rhodes	Adapted to meet new Core Values

Statement of Intent and Aims

At Whiteways, we believe in creating positive relationships and safe environments where pupils can learn and thrive. 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 and collectively embody this school culture. We believe that explicitly teaching good 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.



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, safe and welcoming atmosphere where staff and pupils thrive in safety and dignity 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. Our core values embody fundamental British Values and pupils' knowledge and understanding of social, moral, spiritual and cultural experiences.

Celebrate Difference

Respect the values, ideas and beliefs of others whilst not imposing our own on others.

Embrace diversity by promoting awareness of the dynamic beliefs and values of different religions, traditions, cultural heritage and preferences.

Maximise the full potential of every child's development, treating everyone as an individual according to their needs, strengths and interests.

Celebrate unique identities, background, and experiences of every individual within our school community.

know that we have the right not to be treated, or to treat, in a less favourable way because of one of the 9 protected characteristics outlined in the Equality Act 2010.

Be Kind

We all (children and adults) strive to be respectful, courteous, compassionate, generous and considerate.

Create a mindset of fascination in learning about ourselves and others

Be thankful and share our sense of enjoyment

Identify our own interests and recognise when share things in common

Act with integrity – be truthful and honest, both with others and yourself. Act in ways that are consistent to your values, beliefs and moral principles.

Have Your Say

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

Understand everyone has different viewpoints and appreciate it is important to listen and share these.

Offer reasoned views about moral and ethical issues that arise when faced with difficult choices.

Be active citizens to build trust within and between communities

Try Your Best

Be confident to have a go at the task you are presented with.

Actively challenge yourself to achieve your goals.

Bounce back from adversity, learn from challenges and emerge strong through resilience.

Ask questions to gain more understanding.

Get involved in activities, events and opportunities around school.

Reflect wisely to make changes, resulting in improvements.

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

Be Safe

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

Understand that there are legal boundaries around what is right and wrong.

We are all responsible for our own behaviours and know that there are consequences for our actions.

Keep alert and vigilant to keep ourselves safe online and offline.

Strive to stay mentally and physically healthy.

Be Team Players

We work together, support one another and achieve shared goals.

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

Learn the importance of mutual respect for different faiths and values

Know that all individuals have the same opportunities without discrimination based on irrelevant factors, such as age, race, religion or gender.

Understand the difference between fairness (treating people according to their needs) and equality (treating everyone exactly the same) and act accordingly.

All staff have a duty to:

- demonstrate that they care and can be trusted
- be well regulated as raised voices, angry faces and body language create fear and stress
- recognise that strategies and skills to teach behaviour take time and effort to learn - small successes need to be celebrated.

All staff recognise that strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.

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

We do this as a team by:

1. Smiling and greeting each other when we first arrive
2. Giving eye contact
3. Welcoming each individual by name into the classroom
4. Communicating the visual timetable for the day
5. Ensure learning is engaging, pitched at the right level, and appropriately adapted
6. Building positive relationships amongst one and other
7. Using a gentle voice even when addressing behaviour
8. Being accepting of child's thoughts and feelings - acknowledge the emotion behind the behaviour and support with new ways they can deal with these
9. 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 and high behaviour expectations
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 rules by expecting:

- Your best listening
- Your best sitting
- Your best looking
- Your best thinking

We teach organisation by

- Having high quality and well-prepared learning spaces
- Respecting and keeping learning spaces clean and tidy
- Knowing 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 all.

Rewards and Recognition

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

Rewards can be beneficial for fostering collaboration in the classroom for several reasons:

1. **Motivation:** Rewards serve as incentives that motivate students to actively participate and collaborate with their peers. Knowing that there is a potential reward for working together effectively can encourage students to engage in collaborative activities with enthusiasm and dedication.
2. **Positive Reinforcement:** Rewards provide positive reinforcement for collaborative behaviour. When students receive recognition or tangible rewards for their collaborative efforts, they are more likely to repeat these behaviours in the future. This helps create a positive classroom culture that values teamwork and cooperation.
3. **Promotion of Social Skills:** Collaborative activities often require students to communicate, listen, negotiate, and compromise with their peers. By incentivising collaboration with rewards, students have more opportunities to practice and develop these essential social skills, which are valuable both inside and outside the classroom.
4. **Enhanced Engagement:** Collaborative activities that offer rewards can increase student engagement in learning. When students are actively involved in working together towards a common goal, they are more likely to be focused and invested in the learning process, leading to improved academic outcomes.
5. **Sense of Achievement:** Rewards provide students with a sense of achievement and accomplishment for their collaborative efforts. Whether it's receiving praise from their teacher or earning a tangible reward, students feel a sense of pride and satisfaction when they successfully collaborate with their peers to achieve a goal.
6. **Promotion of Equity:** In collaborative environments, rewards can help promote equity by ensuring that all students have opportunities to contribute and be recognised for their efforts. By valuing and rewarding collaboration, teachers can create a classroom where every student's contributions are valued and celebrated.

We reward and give recognitions through:

- Verbal praise and acknowledgment; we tell children as often as possible why we are pleased, encouraging and role modelling positive behaviours.
- Once every 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.

Pom Poms

Pom poms are given to children who demonstrate the school's Core Values. The pom poms underpin shared, positive experiences children can gain from working together as a team. Children can get a pom pom from any adult in school, represented by different colours. Adults are specific about the reason why they give pom poms out to children. Children can then share their news with the rest of the class. Collectively, when the class fills the pom pom jar they use democracy to vote on a pom pom party reward.

Rules for Pom Pom Party:

- All earnt
- Once a pom pom has been placed in the jar it stays there
- ALL children are included in the pom pom treat

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.

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. We also offer 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 are discussed including rules and expectations of behaviour at the school. There are targets set and links with the pastoral team are established or re-addressed. Appropriate provision for the pupils is also considered and adjustments made where necessary.

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
- Know trust adults they can talk to in school

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.

As a school we will endeavour to develop a preventative and pre-emptive approach to support children in distress

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.

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.

We help pupils feel psychologically safe through:

Eye contact / smiling

Gentle voice even when correcting

Use of playful intonation – light tone of voice

Being accepting of child's thoughts and feelings - acknowledge the emotion behind the behaviour and support with new ways they can deal with these.

We recognise when pupils are feeling psychologically unsafe through:

Looking out for social defence systems - No eye contact, no smiling, may turn away or become hostile with challenging behaviour, cannot engage with you or with their learning

We will use protective factors

We will be:

Steady, regulated, calm, familiar and consistent

We will be socially engaging

We will be Curious – 'I was wondering if you did that because you were ...'

We will use:

Facial cues, prosody, body language, positive reframing (but do not be dismissive)

We will empathise by:

Teaching new routines, reminding of previous ones, holding children gently, recognising and validating their experiences, thoughts and feelings and helping them to use different ways of responding / reacting to a situation.

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.

Dealing with low and mid-level behaviour

If a pupil is becoming distracted and needs refocusing, we will:

Use Positive nonverbal and verbal reinforcement positive corrective reinforcement in our everyday classroom teaching (scripts)

Use positive language or non-verbal cues to reinforce desired behaviours

Use PACE to help the child regulate and reflect

Use restorative practice to help a child reflect, repair and reconnect

If the behaviour continues:

We will use PACE to support regulation and show curiosity to understand why.

We will offer a solution to support positive choice making.

We will have a restorative and positive conversation and explore logical consequences.

If a child is struggling to learn from their post incident learning or need additional support staff will meet to discuss behaviour with the Inclusion Team and parents will be informed.

Dealing with Serious Incidents

Staff will call for assistance if behaviour is causing a severe disruption to the learning of others or is a risk to safety.

- Support will do a dynamic risk assessment and take appropriate action
- Support will use PACE to help the child regulate
- Support – will use restorative practice to support reflection and repair.
- Logical consequences will be discussed with the pupil alongside the consequences for serious incidents (internal suspension, suspension etc.)
- Parents will be informed of incident
- The incident will be recorded on CPOMS by all adults involved. If physical intervention (restraint) this must also be recorded on CPOMS.
- As a last resort, for serious or persistent misbehaviour, suspensions may occur.

Remember to help a child regulate:

Just listening improves stress regulation and psychological safety:

Accept and validate – ‘you really feel that I can understand why that might feel.’

Reflect back – ‘I can really hear that.... I can see how, so what I heard you say was.’

Clarify meaning – ‘Help me understand how that is for you?’

Offer support – ‘How can I help you right now?’

Offer an empathic response – ‘I am so sorry; this feels like it is so hard/difficult/overwhelming.’

Incidents at break and lunchtime

Every effort is made to keep children occupied during break and lunchtime, equipment is provided for games and activities. Lunchtime staff including, Play Leaders and Lunch Time Supervisors will use the positive relationships as used by the rest of the school. They are also trained in positive behaviour management strategies and will use these strategies throughout the lunchtime. Serious incidents are reported to the Learning Mentors/Leadership Team. These will be followed up through restorative practice.

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 Personal Development 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.

Suspensions and 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 and suspensions 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 Suspension

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

Internal Suspension

Where a pupil consistently displays disruptive behaviour, an Internal Suspension 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 suspended for one or more fixed periods (up to a maximum of 45 school days) in a single academic year. A fixed-term suspension 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 suspension.
 - The duration of the fixed-term suspension.
 - 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 suspension 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 suspension.

4. Fixed-term suspensions 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		