

Blagdon Primary School



Behaviour

Policy

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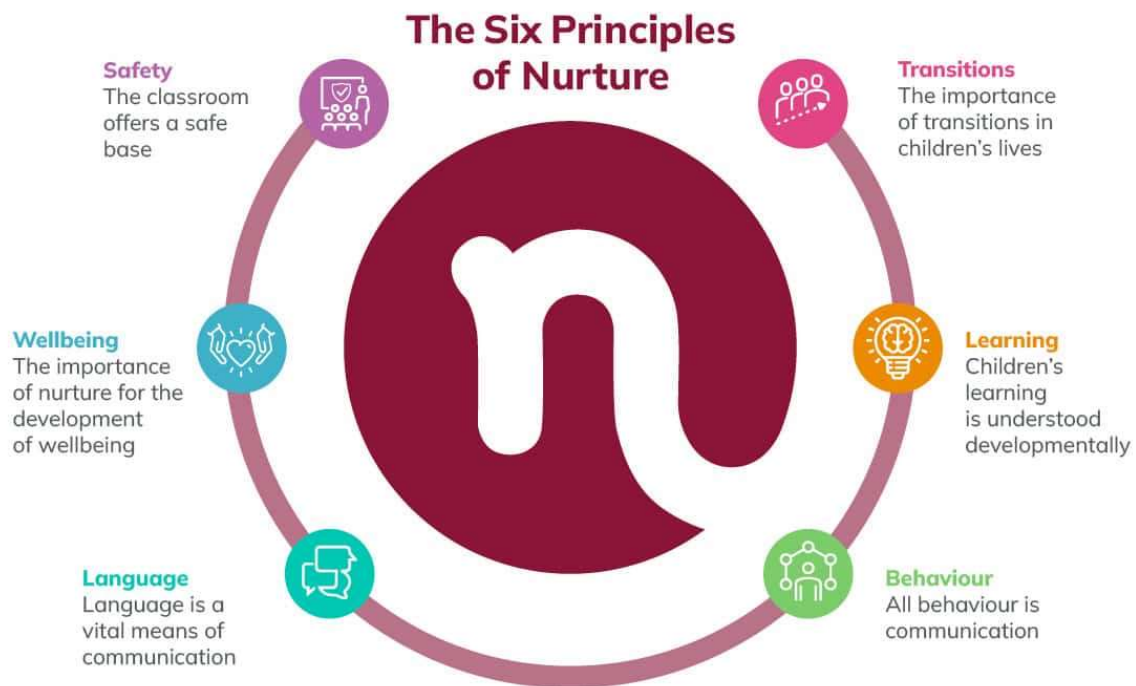
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Our Vision for behaviour

At Blagdon Primary School our vision for our children is shared through our desire to 'Explore, Excite, Excel'. For all of our children to do this, it is imperative that behaviour is consistently at a level where this can happen.

We know that there is a strong correlation between the way in which pupils engage and participate in learning and their eventual outcomes academically, socially and emotionally. As a nurturing school, our approach ensures that the development of positive social, emotional and learning behaviours and the six Principles of Nurture are at the heart of our behaviour policy. We recognise the importance of building strong, positive relationships, setting clear expectations and creating a safe and welcoming environment. These are key steps in developing a strong positive behaviour ethos in our classrooms.



Authors: Eva Holmes and Eve Boyd

We ensure that our approach to behaviour fosters wellbeing and ensures home and school can work closely together to support our children. For really positive behaviour around our school, it is important for our staff and pupils to have a strong, positive relationship. Our staff care about the individual children and take time to build and develop supportive relationships. By forming a connection with the pupils, we are able to talk to them effectively about what has happened or what they are worried about and often prevent issues occurring. In return, children trust that adults want to help and support them. We recognise that all behaviour is communication, and always seek to find the reason behind a behaviour. For some, this may be a single incident or upset that needs exploring while, for others, this may be more complex.

Be Safe, Be Ready and Be Respectful

We have three key rules which we expect everyone in our school community to uphold all of the time – Be Safe, Be Ready and Be Respectful. These are deliberately simple so that they are easy to remember, understand and follow. The expectations of all pupils and the language we use should be carefully chosen to support children to understand the expectations around how we interact with one another and link back to these three key skills.

How we teach our behaviour expectations

Pupils come to Blagdon Primary School with different interpretations of what it means to behave and interact positively with others. We explicitly teach and deliberately practise our routines and our expectations to ensure that our children know what this looks like and can engage with each other and the adults in their lives positively.

To establish and maintain positive behaviour, pupils at Blagdon Primary School are taught consistently across the day about what positive behaviour looks like at school and beyond. This is because the more they see this in action being modelled by adults and children in every part of school life, the more likely they are to do this themselves with increasing automaticity.

In our school, this is maintained by:

- **Telling pupils what this looks like** in assemblies, class sessions and through our daily interactions
- **Modelling to pupils what this looks like** through our own interaction with them and other adults
- **Correcting/ challenging** incorrect behaviours and interactions when we see them
- **Repeating routines and positive interactions constantly** so that they become embedded in the fabric of the way we do it in our school

As well as teaching our children the expected behaviours, we help teach and develop their ability to identify and discuss their feelings. As a school, we use the Zones of Regulation programme to do this. (see appendix) Our work on this supports children in knowing how to recognise how they are feeling and take action at this point (eg asking for support, moving to a calm corner) before behaviour impacts on our learning or that of others. We also use stories to support and reinforce how we can all manage difficult feelings and experiences. We recognise that, for some children, more reminders or additional 1:1 teaching may be required to support them.

Whole School Routines

Entering for assemblies: All children are taught to enter and leave assembly in silence (including adults) because this is a time when we are all together to collectively explore our values or celebrate achievements. **What does this look like in practice?** Walking through the playground, one behind the other, hands by side – not in pockets, not touching each other or the walls, teachers use non-verbal cues to support.

Walking to the hall for lunch: All children are taught to walk to the corner of the playground when called, one group at a time. When we walk to the lunch hall we can talk to our friends because this is a social time, talking at a reasonable level.

Entering the classrooms: Outside behaviour and interactions look different to those we see in the building and entering the buildings is a point of transition. **What does this look like in practice?** When the bell rings, children stand still and stop talking and then walk to line up by their classrooms. Children walk through the door one at a time when instructed to enter. We use our indoor voice, when coming in after break and lunch teachers should stop children at the door remind them of the expectations/ give the next instruction and manage how pupils enter.

Behaviour in the Classroom



In our school, there are no individual class rules or charters, instead all children should 'be ready' to learn, this involves: active listening, active engagement, active participation.

At Blagdon Primary we know that pupils need to be alert, sitting up and actively listening, to maximise their ability to learn and understand what they are being taught. All teachers use agreed classroom management strategies to teach children classroom expectations. This strongly supports transitions between classes and teachers as our children know what to expect regardless of the adult in front of them or the classroom they are in.

Key Classroom Expectations at Blagdon Primary School

Active listening: we explicitly teach pupils what actively paying attention and actively listening to adults and each other looks like in practice. This uses the acronym **STAR** to establish baseline behaviours for being ready to learn.

- **S** Sit up and engage
- **T** Track the teacher or speaker
- **A** Ask, answer and appreciate
- **R** Respect those around you



Teachers and teaching assistants explicitly teach and use this language and expectation across the school and reinforce it using both verbal and non-verbal cues.

Active engagement and participation: we explicitly teach pupils what actively engaging and participating in learning looks like. We use the same methods and symbols across our school, allowing the children to understand the expectation for engagement and participation. Our teachers use a variety of different agreed methods such as:

- Talk partners – 'knees together, eyes together'
- Show me boards
- Cold calling
- Think, Pair and Share

These strategies are used in teaching and learning sessions across the day to ensure that all children are actively involved in the process of learning at all times – opting out is not an option.

Underpinning our approach to social interactions and positive behaviour for learning are our three school values of being **safe**, being **ready** and being **respectful**. The language of these should be used to support children to understand what our expectations are, how these are exemplified in practice and how these will support them to become active members of our school and the wider community.



At Blagdon Primary School, we teach for mastery using explicit instruction and this includes classroom behaviour management.

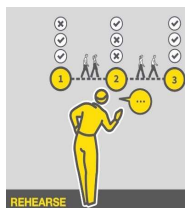


We expect all of our children to participate and engage in learning in order for them to excel.

We establish and rehearse routines for common situations pupils encounter.

Staff establish simple routines so children know precisely what to do, when, and how, so that we can all focus on the learning.

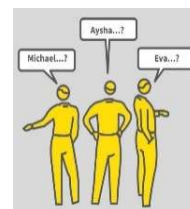
- Establish the routine, describe and model them explicitly
- Repeat the routines like a rehearsal giving pupils clear feedback until you get the level of success you want and it is automatic
- We do not allow the routines to slip below what we would expect!
- Reinforce routines constantly and consistently
- STAR



We use positive framing to maintain high expectations through positive reinforcement.

Staff frame correction using positive reinforcement to secure the behaviours they want.

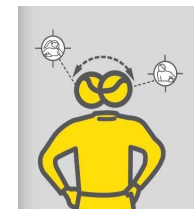
- Be precise so pupils are clear about what we expect to see and hear
- Use pupil's names as much as possible
- When pupils do not meet our expectation, we reassert what we want – we don't describe their behaviour 'Blake, I'd like you looking this way.'
- Assume confusion over defiance



We use signal, pause, insist to establish routines and maintain high expectations.

Staff give precise, consistent signals to manage classes and insist on the response. We select a clear and easily reproduced signal that is used to gain attention

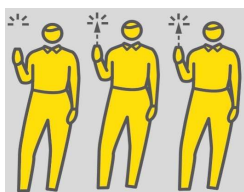
- Teach pupils the signal explicitly and practice it multiple times
- Use the signal by standing facing the class, scan the room and make eye contact with everyone
- Pause – do not give the next instruction until everyone follows the instruction
- Ensure 100% compliance using verbal/non-verbal cues where needed
- STAR



We use verbal and non-verbal cues to communicate with pupils

Staff do not only use their voice to manage pupils they also use non-invasive strategies without stopping the flow of their teaching

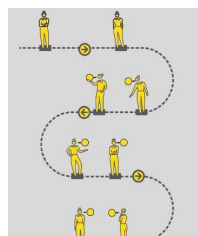
- Use eye contact
- Use hand signals/ gestures (non-verbal cues)
- Intentionally model the behaviours you expect to see
- Use fewer words
- Use pupil names
- STAR



We are ready and waiting for the for children to support transitions.

Staff know that moving 30 pupils around a room and the building can be a military operation.

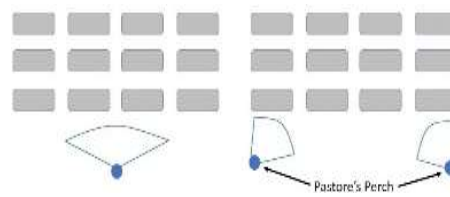
- We will be in the classroom, ready to welcome every pupil every day
- Be on the playground just before the bell so that you are ready to support them to line up correctly
- Teach the children that the door to the classroom is the portal to indoor behaviour and that outdoor behaviour belongs in the playground
- Walk pupils into assembly silently



We ensure that we track and helicopter so that we are seen to be looking.

Staff need to see what is happening in their classroom to prevent non-productive behaviour.

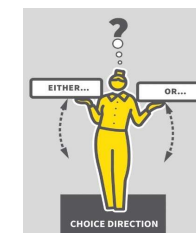
- Teachers should position themselves in the classroom so that they can scan and track all pupils in the room
- Move to different positions around the room to notice and support all pupils
- Always ensure members of staff can see everyone
- Be seen looking using non-verbal/ verbal cues to keep pupils on task
- STAR



We... narrate choice and consequences.

Staff are explicit with children that if they do X then Y will happen – and follow through on this consistently every time.

- Establish clarity around our expectations
- Use assertive choice direction – if pupils choose to misbehave, they choose to receive the consequence
- Explain the why...
- Maintain the principle of certainty over severity
- Be consistent and fair



Consistency in approach

In order to ensure a consistent approach to all types of behaviour across the school for staff and pupils, we have clear stages to our behaviour response that are used by all staff.

We regularly talk about whether

‘We Are Ready to Learn’.

It is just as important to be consistent outside of the classroom, particularly around whether they are safe and respectful. Consistent application of the approach is crucial so that children are clear of the expectations and see that these are applied fairly. Recognition and positive reinforcement form the basis of our approach.



Adults should always use the language of our school behaviour rules to support pupils to understand the expectations at each of the stages and this should be used explicitly with children to communicate with them, referring back to the need to **Be Safe, Be Ready and Be Respectful**.

Using rewards and sanctions to support positive learning behaviours



Rewards and sanctions are an essential part of our school feedback system but they are only one part of the jigsaw. Rewards must be sincere, targeted and proportionate and sanctions must be consistent, proportionate and predictable – we always use the idea of certainty over severity so that we are consistent and fair.

Our rewards and sanctions for each stage of our behaviour approach should be used consistently by all staff – teachers may also have a whole class reward system in place to support children to work together as a team to achieve a specified goal.

Teachers track when children are behaving in line with our Star Learner expectations so that it is communicated with parents and/or visible rewards like Headteacher’s Awards can be given in celebration assembly.

Ready to Learn

	Learning Attitudes and Positive Behaviours	Rewards that may be used
Star Learner	<p>Consistent exceptional engagement and participation in learning which is maintained throughout the week or term</p> <ul style="list-style-type: none"> • Consistently listening and showing respect for others' views • Persevering in learning especially when it is challenging • Demonstrating pride in own work to ensure the content and presentation are continually improving • Actively encouraging others to try their best and supporting them appropriately • Completing additional work out of school 	<ul style="list-style-type: none"> • Communicate to parent/carer via teacher • Headteacher's Award in assembly • End of Term Award: Writing, Maths, Reading and PE. • Showcasing work in assembly
Celebrated Behaviour	<p>Exceptional engagement and participation in learning</p> <ul style="list-style-type: none"> • Actively listening and showing respect for others' views, • Persevering in learning especially when it is challenging • Demonstrating pride in own work to ensure the content and presentation are continually improving • Helping others • Demonstrating a kind and nurturing attitude towards peers 	<ul style="list-style-type: none"> • Positive praise • May communicate to parent/ carer via teacher • Nomination for weekly Golden Award • House Points • Additional play time • Reading for Pleasure in Reading Retreat • Visit to the Head
Ready to learn/ Expected Behaviour	<p style="text-align: center;">Ready to learn</p> <ul style="list-style-type: none"> • Active listening, participation and engagement in learning • Following instructions • Completing learning • Productively working with others • STAR • Be ready • Be safe • Be respectful 	<ul style="list-style-type: none"> • Positive praise • House points • Stickers

Examples of behaviours that might show that children are not 'Ready to Learn'.

- Persistent calling out
- Talking unnecessarily or chatting
- Continuous distraction/ disturbing the learning of others
- Answering back/mimicking
- Not showing respect to adults or peers
- Swinging on chairs
- Inappropriate use of equipment (fiddling or fidgeting)
- Being slow to start work
- Choosing to do another activity rather than the one set
- Unexplained refusal or not following or listening to instructions

Staff should also log dangerous or escalated behaviour on CPOMs. This is monitored by SLT to spot trends and actions which may need to be taken. The data is also used to understand how effectively the school approach to behaviour is being implemented by staff; the pastoral care/ behaviour needs of pupils, plan intervention, where needed, and to monitor the impact of intervention work.

Steps in the Right Direction

Steps	Conversation and Script	Technique
Step One	Gentle encouragement and a nudge in the right direction Positive Phrasing	Simple clear direction Talk low, slow and quietly Non-verbal messages Highlighting those ready to learn
Step Two Reminder	"This is a reminder of how we expect you to be ready to learn." Discuss with the child contributing factors and de-escalation attempts Discrete conversation, if possible, outside of the classroom/away from others.	Connect with the child, external factors discussed, reasoning behind behaviour. Explore the bigger picture. Correct sharing alternative choices that can be made. Opportunity to use Calm Corner Zones of Regulation
Step Three De-escalation and refocus	Reflection of past successes and how good choices were made, how can we get this right? How can we make good choices? How can we turn things around? Use of scripts and prompts: (connecting) I was wondering if... (when you see a child upset, cross or angry) I can see ... (when a child is upset, cross or angry) I imagine that ... (to name a feeling or sensation) I wonder if you are... (to name a feeling or sensation)	Deflection and distraction Refer to the Zones of Regulation for strategies Calm space to calm down and discussion with adults about how we can turn situations around and make good choices. Time to talk – children's voice, child led and positive

	<p>Oh, wow... (positive reinforcement) I noticed that ... (following an incident)</p> <p>Attunement– match the child’s energy Oh wow ... (I can see your face is red, fists are clenched)</p> <p>Validation– the child’s feeling is ok to have I’m wondering/imagining/guessing you feel... Wow if that had happened to me, I would feel ...too!</p> <p>Containment– adult is there to help the child I can see this is tricky for you. I will keep you safe. I will break it down into manageable chunks... (First, we will...)</p> <p>Calm, Soothe, Regulate or Stimulate Let’s breathe together until you feel calmer...</p>	
Restoration	<p>Restorative practice – restorative conversations and actions (see appendix for examples)</p> <p>How we can make things right?</p> <p>Repair the rupture</p> <p>Fresh start</p>	<p>Show that trust, care and help from an adult can help the child to resolve the issue and that we can put this right.</p> <p>Refer to the Zones of Regulation for strategies</p> <p>Reflect on what happened and repair the relationship.</p>

Behaviour and social interactions at break time and lunch time

Classroom interactions look different from playtime interactions because children are able to run around, engage in games together and have free time to engage in the activities on offer. Outside voices are louder than indoor voices. Children need to be explicitly taught this difference and adults need to support pupils to follow the social norms.



Outside of the classroom where there is an issue or excellent behaviour, this should be dealt with differently but in the same fair way.

Rewards	Sanctions
<p>Stickers</p> <p>Positive praise</p> <p>Communication to class teacher/ teaching partner on specific ways in which the child has displayed excellent behaviour</p> <p>Lunchtime Award in assembly</p>	<p>Asked to leave the game or area and find a new place to play</p> <p>Standing next to an adult for 5 minutes</p> <p>Sitting on the wall for 5 minutes (follow scripts)</p> <p>Communication to class teacher/ TA on specific ways in which the child has not displayed school values</p> <p>Extreme behaviours, follow escalation</p>

The adults on duty at break time report any inappropriate behaviour back to the class teacher. This enables the class teacher to be aware of incidents. Any significant or repeated concerns should be logged on CPOMs.

Behaviours That Require Escalation

Sometimes children do not meet the expected standard of behaviour in the classroom, around school or in the playground – this looks different to not maintaining positive attitudes to learning. Adults will always remind children of the reasons we ask them to behave in the way we do but where behaviour falls short of the expectation there must be a consequence.

At Blagdon Primary School there is a list of behaviours that will not be tolerated. These incidents must always be discussed with the Headteacher. If a child demonstrates any of these behaviours, a range of strategies may be used by the school as a consequence to demonstrate the action was wrong and needs to change. These may include but are not limited to: missed break/ lunchtime, working in partner class for an extended time, internal suspension or a period of intense monitoring applied for a fixed period or, in extreme cases, suspension or exclusion. Parents will be informed by the class teacher or Headteacher of any behaviours that require escalation.

Behaviours that require escalation

- A serious fighting incident
- Racist or discriminatory language or bullying
- Violently hitting another child with intent
- Shouting/ swearing at an adult/ aggression towards an adult
- Destroying/ damaging school or another person's property with intent

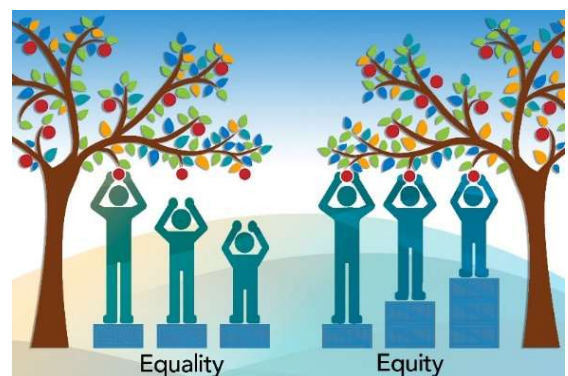
When behaviour has been logged and escalated, the ABC Behaviour Chart (Antecedent, Behaviour, Consequence – consequence of the behaviour), will be used. This will allow adults working with the child, and parents to see any links or patterns with behaviour. This is a supportive approach to behaviour that requires escalation, alongside working with parents to support them.

Pupils with Identified Needs

As a nurturing school, we recognise all behaviour as communication. Understanding the drivers behind challenging behaviour does not excuse the behaviour or mean that we accept it, but gives us the best chance of actually helping a child to resolve issues and become ready to learn. For some children, this can be more challenging than others.

We recognise that being “fair” is not about everyone getting the same (equality) but about everyone getting what they need (equity) depending on their age and stage of development.

We use the Boxall Profile tool to assess all of our children's emotional and behavioural development. This allows us to easily identify social and emotional skills gaps that can lead to challenging behaviour and helps us create areas of support for whole classes or of develop learning plans, set targets and track progress for individuals.



Where pupils have an identified need, this has been agreed by home and school and there is a support plan in place a reasonably adjusted version of the behavioural approach will be written and used where it is felt appropriate, to support and provide clarity around expectations, rewards and sanctions for the individual. Pupils with additional needs are still required to meet adapted expectations with identified support in-line with their provision plan; follow instructions and stay safe in school. Violence towards staff or pupils, damage to school property will not be tolerated and may result in suspension or exclusion.

Behaviour and Social Interaction Tiers of Support

At Blagdon Primary School, we use a tiered approach to supporting all children to meet the expectations and to succeed throughout their time with us. Our graduated response enables staff and parents to understand where children are succeeding and where they need more support whilst investigating the reasons for this using an evidence-informed approach that is matched to pupil needs. It is important to remember that these tiers refer to levels of support that pupils receive not pupils themselves – pupils who receive Tier 2 support are not ‘Tier 2 pupils’.

All

Tier 1 support serves as the foundation for support, it is the universal offer to all pupils. For most pupils, the universal offer enables them to be successful.

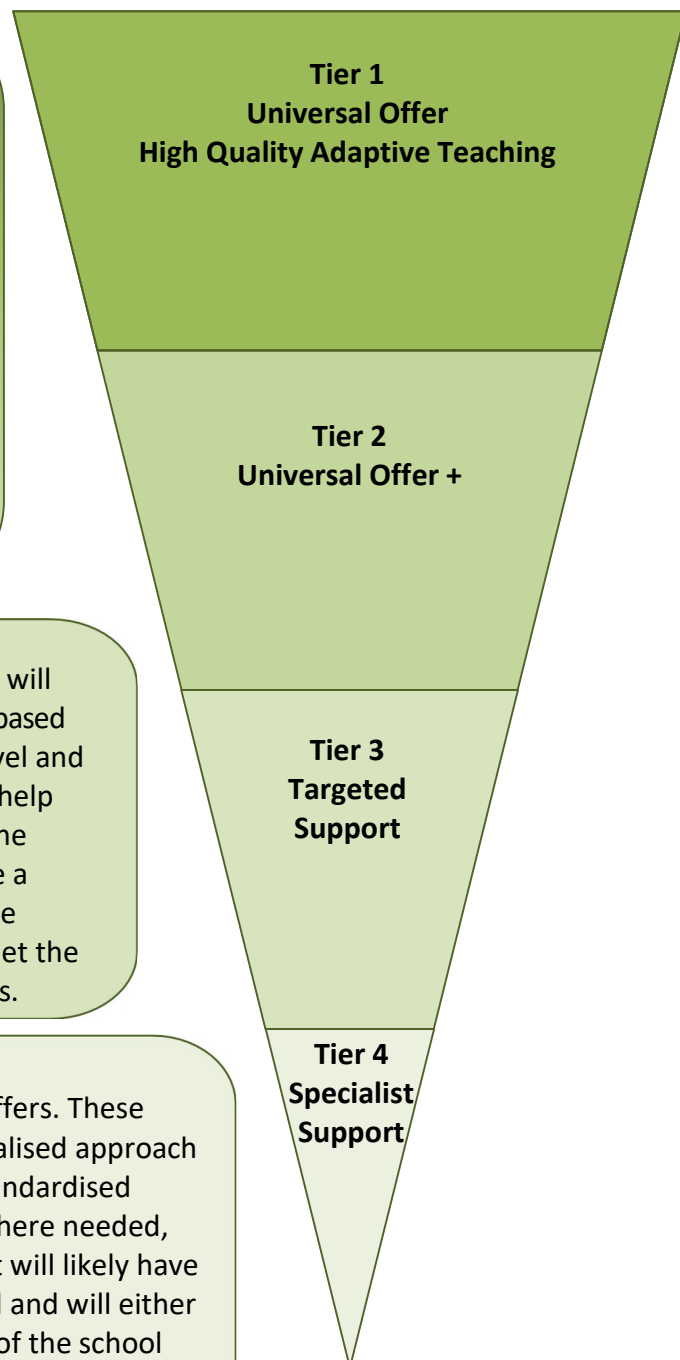
Tier 2 support serves as a monitoring stage where additional scaffolding is used for a time limited period – SLT may be involved to support provision. Parents are verbally informed of concerns at this stage.

Some

Tier 3 support focuses on improving specific skills. Pupils will usually require school-based assessment (using evidence-based screening) to identify whether they need support at this level and which skills need to be addressed. Tier 3 support should help pupils to develop the skills they need to benefit from the universal offer. Pupils receiving Tier 3 support will have a targeted support plan and involvement from either the headteacher and/or SENCo – parents are informed and meet the class teacher regularly to discuss progress to objectives.

Few

Tier 4 support is the most intensive support the school offers. These supports are the most resource intensive due to the individualised approach of developing and carrying out interventions. Formal standardised assessments are used to inform the approach alongside, where needed, support from outside agencies. Pupils receiving tier 4 support will likely have involvement from the SENCo as well as the pastoral care lead and will either have, or will typically be working towards an EHCP as part of the school graduated response – parents are informed and meet the class teacher and SENCo regularly to discuss progress to objectives.



The exemplification of support at the different tiers on the following page is not a set list, it is a menu of identified strategies which could be used in school to support pupils who are struggling to meet the expected standard.

Tier 1 Universal Offer – High Quality Adaptive Teaching

- High expectations for all – supported by agreed classroom management strategies and teaching and learning approaches
- Nurture led approach to school and classroom culture: Blagdon classrooms offer a safe base; we understand the importance of transition in our lives; nurture is important to our wellbeing; all behaviour is communication; language is a vital means of communication and learning is understood developmentally.
- A warm, welcoming and nurturing classroom where resilience is encouraged
- Meet and greet for every child at the beginning of the day
- Celebration and relentless praise of positive behaviours – this forms the basis of our approach
- Explicit teaching and reinforcement of expectations, positive behaviours and behaviour for learning
- Use STAR and language stems
- Clear instructions including stop signals
- Adults set the tone and expectations for positive behaviour as the leaders of learning: using pupil's names, eye contact, no opt out, 100% participation and engagement
- Clear boundaries which are carefully maintained
- Spoken and written language is appropriate for age and stage of development and is supported through visuals including use of our symbols
- Visual timetable to support structured and consistent days for classes
- Teachers to minimise transitions and movements around the room
- Resources prepared and ready for pupils
- A comprehensive PSHE curriculum
- Zones of regulation
- No whole class sanctions

Tier 2 Universal + Offer

(needs met at class level/ with support from SLT where needed)

In addition to the universal offer, these children may be supported by:

- Increased adult interactions and reinforcements using agreed school techniques from Teaching Walkthrus/ TLAC
- Reminders of school expectations
- Change of seat in classroom
- Carpet spot/ designated seat
- Consistent use of script (phrases) that have been agreed by staff working with the child
- Increased pre-corrections using gestures or verbal/ visual reminders
- Review relationship with the child- where can you build on this relationship?
- Conversation with teacher around school values at break/ lunchtime
- Weekly tracking chart in place to monitor trends and triggers
- Additional communication between home/school
- Social story shared in school and at home
- Boxall screening and use of recommended in-class strategies
- Zones of regulation – small group sessions
- Support during unstructured times in class or at break time/ lunchtime
- Regular discussions with SLT

Tier 3 Targeted Support Offer

Children working at this level will have SENCo involvement, and must have a 'Behaviour Support Plan' in place.

In addition to the universal offer and in-class scaffolds, these children may be supported by:

- Boxall Profile used to assess needs and plan school-based intervention
- ABC tracking in place
- Access to ELSA support
- SENCo observation
- School Nurse referral
- TAC/ TAF/ Early Help Plan may be instigated and used to support home-school joint approach
- Adapted timetable using evidence from class and screeners to plan this
- Personalised behaviour tracker
- Individual morning 'meet and greet' and use of visual timetable
- Zones of regulation – 1:1 support sessions
- Behaviours that require escalation recorded on CPOMS
- Daily/weekly support from SLT for set period of time

Tier 4 SEN Specialist Support Offer – Intensive Individualised Support

Children working at this level will have SENCo involvement, and 'Behaviour Support Plan' will be established. North Somerset and trust advice is used to support provision planning. Guidance will be sought from the North Somerset Inclusion Panel to support the pupil and reduce the risk of exclusion.

In addition to the universal offer, in-class scaffolds and targeted support, these children may be supported by:

- Multi-agency team approach
- EHCP is in place/ Application for EHCP is underway
- TAC/ TAF/ Early Help Plan may be instigated and used to support home-school joint approach
- A range of external services may be involved to support assessments and provision: Education Psychologist; CAMHS; community paediatrician etc

How are concerns about my child's learning/ behaviour/ social and emotional wellbeing identified and supported at Blagdon?

A potential behaviour/ social interaction need is identified by a parent, member of school staff or outside agency.
Initial concerns should be discussed with the class teacher.

The class teacher will investigate and monitor these needs with support from the Headteacher/ SENCo where appropriate using the school behaviour graduated approach. At all times, the emphasis must be on high quality teaching first at the Tier 1 universal offer for 'all pupils' and how this can be adapted to meet individual needs where needed through Tier 2 (universal +) support. The child's progress towards anticipated outcomes should be monitored for a period of up to 1 term before deciding whether the child needs to be supported through Tier 3 targeted support for 'some pupils'.

The child makes progress towards anticipated outcomes as a result of needs being met through the school Tier 1 or Tier 2 offer.

Initial concerns and support offered discussed with parents where concerns were raised by parent.

Tier 3 support – APDR (Assess, Plan, Do, Review) cycle demonstrates that concerns remain and the child does not make sufficient progress towards anticipated outcomes. Child is discussed with SENCo – a range of assessment tools / systems are used to identify needs. Second review of progress to take place after a maximum of 6 weeks.

Teacher and SENCO discuss findings from a range of assessments and observations. Teacher and SENCO agree to add the child to the SEND register (if appropriate). This decision is made in conjunction with child's parents. Class Teacher writes a Tier 3 'Behaviour Support Plan'. This is reviewed regularly by class teacher with involvement from parents.

Child's needs are met by school at Tier 3 and child makes progress towards anticipated outcomes as a result. Regular reviews are conducted with parents/ SENCo – child either stays at Tier 3 because they require and are successful with this level of support or move to Tier 2 or Tier 1 as a result of progress towards targets meaning child is supported through the universal offer.

Tier 4 - Regular reviews demonstrate that the child fails to make progress towards anticipated outcomes over a period of 2 or more APDR cycles.

Child discussed with SENCo, and advice sought from specialist support services. Child may/ may not need support from an EHCP – this decision is taken in conjunction with parents.