



Westbourne Primary School

Behaviour Policy

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Statement of intent

We are extremely proud of the high standards of behaviour our children display here at Westbourne Primary School - they are fantastic ambassadors of our school. Members of the public and visitors frequently comment on the politeness and respect our children show towards them and each other. As a school, we believe that, in order to facilitate teaching and learning, good behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting positive behaviour and a culture of praise and encouragement in which all pupils can achieve;
- Promoting self-esteem, self-discipline, and positive relationships based on mutual respect between peers and adults in school;
- Ensuring equality and fair treatment for all;
- Praising and rewarding good behaviour;
- Challenging and disciplining poor behaviour;
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment;
- Encouraging positive relationships with parents;
- Developing positive relationships with pupils to enable early intervention;
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

1. Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Keeping Children Safe in Education 2026
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in Schools
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- DfE (2018) Searching Screening and Confiscation

1.2 This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Complaints Procedures Policy

2. Roles and responsibilities

2.1. The Trustees have overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour;
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation;
- Promoting a whole-school culture where calm, dignity and structure encompass school life;
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

2.2. The Headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school;
- Determining the school rules and any disciplinary sanctions for breaking the rules;
- The day-to-day implementation of this policy;
- Publishing this policy and making it available to staff, parents and pupils at least once a year;
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3. Senior Leadership Team (in collaboration with the SEND Leader) are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties;
- Collaborating with SLT and Trust Board, to outline and strategically develop behavioural and SEMH policies and provisions for the school;
- Coordinating with outside agencies (such as CAMHS) and other mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour;
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties;
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities;
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services, to receive additional support where required;
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing;
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate;

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned;
- Leading CPD on mental health and behaviour;
- Collaborating with the trustees and SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school;
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND;
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.4. Teaching staff are responsible for:

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment;
- Planning, communicating and reviewing support for their pupils with behavioural difficulties in collaboration with parents, SLT and where appropriate, the pupils themselves;
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

2.5. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too;
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- Pupils are responsible for:
 - Their own behaviour inside school;
 - Reporting any unacceptable behaviour to a member of staff.

2.6. Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school;
- Not discussing issues or concerns they have on social media but to engage with the school to resolve them.

3. Definitions

3.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation;
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals;
- **Bullying** – repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons;
- **Cyberbullying** – the use of Internet-enabled device to bully a person, typically by sending messages of an intimidating or threatening nature;
- Possession of inappropriate items not suitable for school;
- Truancy, theft, swearing, racist remarks or threatening language;
- Fighting or aggression;
- Refusing to comply with disciplinary sanctions.

3.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low level disruption and talking in class;
- Failure to complete classwork;
- Rudeness;
- Use of mobile phones without permission;
- Vandalism.

3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

3.4. “Challenging behaviour” is defined as:

- Discriminative abuse;
- Verbal abuse;
- Bullying;
- Persistent disobedience or destructive behaviour;
- Extreme behaviour – e.g. violence, running away from school, vandalism;

- Any behaviour that threatens safety or presents a serious danger;
- Any behaviour that seriously inhibits the learning of pupils;
- Any behaviour that requires the immediate attention of a staff member.

4. Effective management in classrooms and around school

4.1. The school understands that well-managed classrooms:

- Start the year with clear sets of classroom rules and routines that are understood and agreed by all pupils, including establishing agreed rewards (for example, positions of responsibility, extra break time, stickers) and positive reinforcements and sanctions for low level, isolated behaviour;
- Are a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues;
- Promote good behaviour through the curriculum;
- Have well-planned lessons with a range of activities to keep pupils stimulated;
- Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

4.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow Westbourne's school rules.

4.3. Arrangements will be made for managing transitions between years, key stages and school settings to minimise the impact it may have.

5. School Rewards

Can include:

- Table of the week award
- Class systems of stars, smiley faces and stickers
- Class of the week award
- Lunchtime Class of the week award
- Celebration of successes in assemblies to reward work/sporting/musical/other contribution to school achievements
- Smart awards
- Headteacher's award (linked to HPL)
- Bronze, Silver, Gold and Platinum awards
- School Colours (Year 6)
- Sharing work and ideas
- Displays of good quality work in class and around the school
- Achievement display boards
- Westbourne's Wall of Wonder
- School Council Award

6. De-escalation Strategies and Intervention

6.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm with an appropriate tone of voice;
- Using simple, direct language and instructions;
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member;
- Providing adequate personal space and not blocking a pupil's escape route unless child is putting themselves at immediate risk;
- Reassuring the pupil through positive phrases and creating an outcome goal;
- Identifying any points of agreement to build a rapport.

6.2 The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. All members of staff have the legal right to use reasonable force to prevent children from injuring themselves and others.

6.3 Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

6.4 All staff will attempt to use the de-escalation strategies (see above) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents.

6.5 Wherever possible, staff will ensure that a second member of staff trained in positive handling is present to witness the physical intervention used.

6.6 Any violent, physical or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.

6.7 When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

6.8 Children will have access to support such as restorative coaching, ELSA, etc.

6.9 In order to safeguard the welfare of the school community and maintain high standards of behaviour, the school may exercise its statutory powers to screen pupils, and to search pupils and their possessions where there are reasonable grounds to do so. These powers will be used lawfully and proportionately, in line with [DfE Searching, Screening and Confiscation guidance](#).

7. Managing behaviour, including Child-on-Child Abuse (to be displayed in classrooms for staff)

Reasonable adjustments will be made for SEND children

Stage 1: Minor Low Level Disruption

Examples:

- Calling out/interrupting
- Chatting or unfocused behaviour
- Distracting others
- Not following Westbourne's 'Best Behaviours'

Consequence: Immediate verbal warning/child discussion with adult concerned (all members of school staff)

Stage 2: Persistent Low Level Disruption

Examples:

- Repeated Stage 1 behaviours
- Using unkind words on the playground
- Not following instructions from an adult
- Misuse of school equipment

Consequence: Missed break/lunch agreed by adult concerned and class teacher. Class teacher to decide if log on ABC is required

Stage 3: Continued Poor Behaviour/More serious individual incidents

- Repeated stage 2 behaviours or prolonged stage 1 behaviours
- Disrespecting a member of staff
- Swearing or inappropriate language
- Refusing to complete classroom activities

Consequence: Year Leader/Phase Leader to decide consequence as necessary (including removal from the classroom for a period of time), contacting parents if appropriate. Logged on child's ABC.

Stage 4: Repeated Stage 3 incidents/Serious individual incidents and Child on Child abuse

Examples:

- Repetition of any stage 3 behaviour or prolonged stage 1 or 2 behaviours
- Racism (recorded separately on Racist Incident Log)
- Online safety incident (recorded separately on Online Safety Log)
- Aggressive behaviour towards each other/violence/fighting (may be exceptions for self-defence)
- Repeated swearing incidents
- Threatening another child
- **Child-on-Child Abuse:** bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical abuse e.g. hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual harassment, sexual violence or misogynistic language (such as sexual comments, homophobic comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse),
- **Sexual violence/harassment:** Child-on-child abuse should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" which can lead to a culture of unacceptable behaviours and an unsafe environment for children. We recognise that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously. It is important incidents of this nature are captured and recorded in the child's own words and shared immediately with a DSL.
- Abuse, physical violence or threats towards staff/serious challenges to authority

Consequence: Logged on child's ABC, 'Child-on-Child abuse' incidents added to school log; parents informed and meeting arranged if necessary. Member of SLT (Mr Miracapillo, Mrs Fulton, Miss Woodward) to be informed and appropriate further action taken as necessary. The most serious incidents could lead to one or more of the following:

- Behaviour Support Plan;
- Removal from the classroom for period of time;
- Internal Suspension
- Fixed-Term External Suspension
- Referral to 'Vulnerable Pupil Panel'
- Reduced peer contact, e.g. reduced timetable
- Permanent exclusion.

7.1. Fix-term external suspensions:

- Can be for one or more fixed periods (up to a maximum of 45 school days in a single academic year).
- May be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.
- Where suspensions are becoming a regular occurrence for a pupil and having no effect, the Headteacher should consider other options.

7.2. The decision to exclude a pupil permanently will only be taken:

- 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 such as staff or pupils in the school.

The Headteacher will:

- Consider alternatives to Permanent Exclusion, e.g. Direction off site, Managed Moves
- take the pupil's views into account,
- Consider any contributing factors
- Be confident exclusion is the last resort.
- If the child has a social worker, they must be regularly updated regarding risks to suspension/Permanent exclusion
- If the child has an EHCP, the SEN team must be updated at the earliest opportunity - should the child be at risk of Permanent exclusion.

7.3. Decisions made by the school will be reasonable and will not discriminate on any grounds – as per the Equality Act 2010. The school will ensure that all decisions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

7.4. Removal from the classroom is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal from the classroom is considered a serious sanction and will only be used when staff feel necessary. Parents will be informed on the same day if their child has been removed from the classroom. Removal will be used for the following reasons: to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; to allow the pupil to regain calm in a safe space. Removal will be distinguished from the use of separation spaces for non-disciplinary reasons, for instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload.

7.5. As defined in Keeping Children Safe in Education 2026, child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nude and semi-nude images and videos.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- The school keeps a 'Child-on-Child Abuse' log of incidents (see template below: Appendix 4)

7.6 Should sexual violence/harassment disclosure be observed/made, the following will take place: (Taken from Sexual violence and sexual harassment between children in schools and colleges Sept. 21).

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) **should** be removed from any classes they share with the victim. The school or college should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at paragraph 75. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

7.7 When Child on Child abuse, including sexual violence and harassment, incidents are passed onto SLT, they will be:

- Taken seriously (children will be made to feel believed and respected)
- Recorded – child-on-child abuse log, and CPOMS if Safeguarding threshold is met
- Investigated – where appropriate speak to both victim and perpetrator, ensuring child's wishes and feelings are taken into consideration. Speak to staff members and anyone involved
- Reported- Inform parents and where necessary include external agencies such as Children's Services and/or Police.

Supported- Support will be considered; this may be within school (e.g. ELSA or adjustments in class) or referral for targeted support within the community.

8. Understanding Persistent Challenging Behaviour

8.1. Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Activity **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.

- Consequence **(C)**: the positive or negative results of the behaviour.
- 8.2. Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption. This will be logged using the school template (Staff Area (R Drive) -> Behaviour Logs -> ABC). See also Appendix 2
- 8.3. A Behaviour Support Plan (Appendix 3) is developed for each pupil displaying repeated challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.
- 8.4. Necessary staff members will be familiar with the pupil's Behaviour Support Plan to ensure staff are equipped to deal with instances of negative behaviour.
- 8.5. Pupils and their parents are involved in the development of the Behaviour Support Plan, and this is reviewed on as deemed appropriate.

9. Items banned from the school premises

9.1. The following items are banned from the school premises:

- Fire lighting equipment;
- Drugs and smoking equipment;
- Weapons and other dangerous implements or substances;
- Other items deemed inappropriate by the Headteacher.

9.2. SLT can use their power to search without consent for any of the items listed above as appropriate.

9.3. SLT members carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

9.4. The school is not liable for any damage to, or loss of, any confiscated item.

9.5. For all other items, it is at the discretion of SLT to decide if, and when, an item will be returned to a pupil.

9.6. Parents will be informed of any confiscated item and may be required to collect the item from the school office.

9.7. The Headteacher will always be notified when any item is confiscated.

9.8. Staff will follow advice outlined in DfE 'Searching, screening and confiscation' (2018)

10. Staff

- 10.1. School staff recognise early intervention can prevent misbehaviour and know the importance of identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
- 10.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

- 10.3. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as Some staff members are trained in the approved methods of physical intervention.

11. Monitoring and review

- 11.1. This policy will be reviewed by SLT and SEND Leader on an annual basis, who will make any necessary changes and communicate these to all members of staff.

The next scheduled review date for this policy is September 2027.

Appendix 1: Child-Friendly Behaviour Rules



School Council's Best Behaviours!

- ✓ **Respect others at all times**
- ✓ **Look after friends and school property - *Concern for Society***
- ✓ **Be grateful for your friends, teachers and opportunities**
- ✓ **Follow instructions given by all adults**
- ✓ **Be responsible for your choices and actions - *Self Regulation***
- ✓ **Use your manners wherever you are**
- ✓ **Include everyone - *Collaboration***
- ✓ **Think before you speak**
- ✓ **Play kindly and safely**
- ✓ **Try your best in everything you do**

❖ School Councillors have special stickers to reward children who follow these Best Behaviours

❖ There will be a weekly award for children who impress their School Councillor



Appendix 2: 'ABC Behaviour Log'

Behaviour Log



Child's Name: _____

DATE:	LOCATION:	ACTIVITY:	BEHAVIOUR:	Pupil Voice	CONSEQUENCE:	Staff Member
Insert yeargroup and class here						

Appendix 3: Behaviour Support Plan

Plan 1

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Westbourne Primary School

Behaviour Support Plan

Name of pupil	
Year group	

For more information, please refer to the school's Behaviour Policy.

Westbourne Primary School - Behaviour Support Plan

The behaviour plan aims to establish methods for improving school behaviour for the named child and provide support and interventions that aim to support and reduce the behaviours the child is presenting with. As a school, we believe that, in order to facilitate teaching and learning, good behaviour must be demonstrated in all aspects of school life. The school acknowledges that behaviour can sometimes be the result of educational, mental health, and other needs or vulnerabilities, and will address these needs via an individualised graduated response.

School Concerns

At Westbourne Primary School, we are committed to fostering an inclusive and supportive environment for all our students, including those with special educational needs.

Recently, we have observed some behavioural concerns with your child that have started to impact his ability to learn. These behavioural concerns are also impacting his class and often prevent them from learning effectively. We have observed that <CHILDNAME> has presented with behaviours such as dysregulation in the classroom (including unusual responses to sensory stimuli), reluctance to engage in learning activities, ignoring requests given by trusted adults, difficulties in social interactions and continued communication challenges. Therefore, as a school, this means we now need to put in extra measures to ensure <CHILDNAME> can continue to be supported.

Our goal is to help your child thrive academically, socially, and emotionally within our school community. Our teachers, alongside our special education professionals, are here to work closely with you to understand these behaviours better and to develop effective strategies to support your child's needs.

Behaviour Support Plan – Summary

We appreciate that understanding a child's behaviour can be a challenge and we want to continue to work with you to help support <CHILDNAME>.

Recently, the school have supported in the following ways:

- Personalised curriculum
- Activities based on his interests using the TEACCH approach
- Personalised learning space/workstation
- Timetable adapted and broken into 15min task slots to support engagement
- Specific emotional management strategies
- Allocated Learning Support Assistant
- Ongoing discussions between the class teacher and SENDCo/SLT
- Class teacher will call or talk with parents to update them on support
- Meetings with parents to make them aware of any concerns
- Ongoing discussions with the local authority's SEND Team
- Reaching out to external services, e.g., discussion as part of the SENDCo Cluster, advice from SALT and OT Therapists and discussion with Sherwood Hill School.

In order to further support <CHILDNAME> with recent dysregulation in the classroom, and in order to support his individual needs, it has been agreed with the school and parents that a part-time timetable would be the best way to support <CHILDNAME> at this stage. This is an interim measure while we ask the local authority for external support. It has also been discussed with parents that alternative provision, such as a special educational needs school, may provide a setting more suited to <CHILDNAME>'s special educational needs. Parents are in the process of looking for and visiting special educational needs schools.

A part-time timetable is acceptable for a temporary period of time in line with the [DfE Attendance Guidance](#).

Reduced timetable arrangements:

<Dates and times to be agreed with the parents>

Plan Dates

Start date:	
Review date:	
This support plan will be reviewed every two weeks unless further review is deemed necessary.	

Parental Expectations

The parents and the school working in partnership is crucial to creating a supportive and cohesive environment that promotes the child's development and well-being. For this reason, we would expect parents to:

- Work with the school to implement the agreed support
- Have positive discussions about school/learning with your child
- Implement strategies recommended by: the school, SALT and OT including the use of alternative communication methods such as visuals and emotional regulation strategies
- Establish and maintain consistent daily routines, informing the school of any changes that may occur that may unsettle the child while they are at school
- Use positive reinforcement to encourage desired behaviours
- Attend review meetings when scheduled
- Maintain open communication with educators and therapists to ensure a coordinated approach to the child's care and development
- Complete home learning with your child e.g. reading record comments
- Where possible, take part in workshops that the SEND Team offers

School/Parental Agreement

Parent agreement: By signing this agreement, I understand what is expected of me and my child regarding supporting behaviour. I acknowledge the importance of a coordinated approach and commit to actively supporting the school in implementing strategies to support my child's behaviour.

Parent views:

Name of parent/s	
Signed	
Date	
Plan written by	

Appendix 4: Child on Child Abuse Incident Log:

Child on Child Abuse Incident Log

(All children found to have behaved inappropriately to have incident added to their ABC log)



DATE:	LOCATION:	ACTIVITY:	BEHAVIOUR: (Please include names of all children involved)	Pupil Voice	CONSEQUENCE:	Staff Member