

**TRAUMA INFORMED  
LANCASHIRE  
BEHAVIOUR POLICY  
TOOLKIT**





## CONTENTS

### PAGES

**3. Introduction**

**4. Policy Principles & School Policy**

**9. Approaches & Strategies**

**14. Secondary Level Interventions**

**19. Specialist Level Intervention**

**22. References**

# INTRODUCTION & RATIONALE

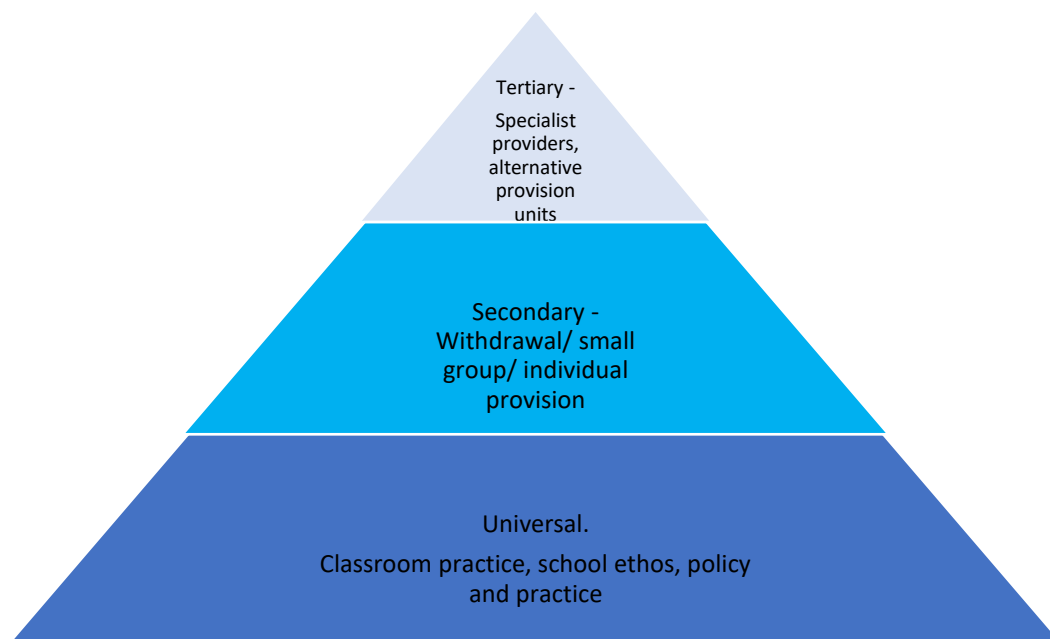
The following guidance is shared to encourage schools who wish to revise their school behaviour/ relationships policy to clarify and promote the adoption of trauma informed approaches.

Not all text could or should be used, but elements of each section may be helpful and could be cut and pasted into individual school policy documents.

School Behaviour/ Relationships policies are most likely to be consistently understood and applied when discussed and agreed collaboratively.

All the schools whose policies are referenced in this document are happy for other schools to use as they wish.

Our guidance assumes that schools are working at a three tier level in approaching the whole school management of behaviour.



The Policy guidance is divided into the following sections:

1. Trauma Informed Principles/ Introduction
2. Description of whole school (universal) approaches / strategies. – Rewards and sanctions
3. Approaches for those requiring higher level of support (secondary level)
4. Approaches in response to intense need (tertiary level)

### School Ethos

A trauma informed school approach is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on comprehensive and extensive research in neuroscience, attachment theory and child development.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, enabling pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and to differentiate their relationship with children to support their development.

Life events can introduce episodes, which become interruptions to some children's development. The Trauma informed Schools programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions. With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

"Classroom management is not about having the right rules, it's about having the right relationships."

Emotional and learning behaviours are at the heart of our behaviour procedures and approaches. As a trauma informed school, we use our understanding of social and emotional development and learning within all our approaches to behaviour.

Our expectations, the rules that underpin them and rewards and sanctions around behaviour are revisited and reviewed at regular intervals and agreed by all. This offers containment and safety.

We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health, and a readiness to learn.

'Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate, and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute

to the development of effective stress management systems in their learners' brains. At best, such teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.'

'Feel The Difference: Learning in an Emotionally Literate School' Lynne Gerlach /Julia Bird (2006). We value learning and everyone within our community.

The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner, and everyone is deemed to have an 'elastic' capacity to learn. We make provision for developing the emotional learning of all our students, but most particularly for its most vulnerable and challenging students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame – free learning zone. Responsibility for one's own learning is prized. Independent, resource based, and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs sometimes- and these can be addressed as a part of promoting learning. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

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### Example ethos:

At ----- we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be given Unconditional Positive Regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018). It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own need and to educate them and upskill them in order to self-regulate and allow for positive changes. Work is carried out with parents to understand their needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved.

### Underpinning values and ethos

At -----we aim to meet the complex needs of our pupils through:

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries.
- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.
- The application of Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies.
- All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and working with the child, introduce strategies to support.



- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of intimacy, warmth, banter and trust as a way to support and engage pupils by connecting in a congruent and caring way.

#### Relationships, Structure and Routine

The pupils who attend -----have often suffered trauma and many have insecure attachments, they have often experienced a fragmented school life which makes relationship building and following organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress.

Positive relationships between pupils and staff are essential in order to reach milestones and beyond. -----use Restorative Approaches to ensure that the running of the school is smooth and pupils learn, are engaged and progress. There is a need for rules in order to keep boundaries firm but fair.

Rules are more effective when:

Adults have formed positive relationships with young people and can be used to reinforce and develop the desired behaviours.

- Expectations are clear, Teachers will be responsible in developing these in order to keep everyone safe, that teaching, and learning is successful, and pupils enjoy and achieve.
- Through Unconditional Positive Regard the environment remains safe, learning is at the forefront of what the school does and through understanding of Maslow's Hierarchy of Needs (1943), needs are met in order for this to happen.
- Structure will remain throughout the school day, from arrival until pupils leave the premises.

#### Key principles underpinning this policy:

- Systematic approaches to behaviour— this recognises that there are a range of systems, in and out of school, that impact on behaviour and mental health
- Humanistic approaches to behaviour — that we not only consider behaviour from an observer but also through the eyes of the person behaving
- That everyone has social, emotional and mental health and that all have the right to be safe, be respected and be treated equally.
- Developing children's emotional literacy through the promotion of positive values is an integral part of children's learning
- Growth mindset — where our basic abilities can develop and improve through hard work, fostering a love of learning and a resilience that is essential for great accomplishment.
- A Whole-school positive ethos which develops co-operation, self-respect and consideration
- All relationships within the school are respectful and the role of the different staff are understood
- Children know how to behave positively in school and beyond
- Children are encouraged to take responsibility for their own behaviour and their impact on others

- Parents are involved in all aspects of their children's learning and are supported by staff as and when necessary
- At all available points, children's emotional needs are provided for and that we promote positive behaviours for learning appropriate to age. Additional provision for emotional wellbeing is available as and when necessary.
- Reward and sanctions systems, if needed, are clear and personally designed
- There is a system to combat bullying
- The school has a system for working with outside agencies for support
- Exclusion is only used as a last resort

At ----- School we acknowledge that:

- All children deserve to attend a school where they feel safe and confident to learn.
- All behaviour is communication, and we resist the use of stigmatising/ judgmental language when describing the behaviour, we are seeking to manage. (See trauma-informed language appendix)
- Traumatic experiences/ damaged attachments and food/home insecurity can create dysregulated behavioural responses from the children/young people we are seeking to teach.
- Relationships of trust, opportunities to make choices/ decisions, attunement to individuals i.e., knowledge of that individual, individualised responses, teaching emotional literacy and understanding can help to prevent damaging/ challenging incidents.

At our school we are proactive in teaching children/ young people what good behaviour in our learning environment is and how individuals can learn how to be successful learners. Our school Values are clear about the characteristics of successful learners.

At ----- we are HAPPY, KIND, RESPECTFUL, RESPONSIBLE, BRAVE learners. In discrete PSHE lessons these values are taught and reinforced (See PSHE Policy and Curriculum map). We teach all of our children/ young people about developing a Growth Mindset and develop a language and understanding about how emotions are experienced and managed by individuals.

When interventions are required, our Learning Mentors deliver specific programmes for small groups/ individuals e.g., safe touch, how to be a good friend, managing conflict. A small number of children require personalised behaviour support plans, that are agreed between the child, classroom staff and SENDCO/ SLT.

## Policy Statement

-----strives to create a school community which embodies our aspiration to build a nurturing, caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for pupils to thrive, both academically and in relation to their wellbeing.

Our trauma informed approach to behaviour management benefits all pupils and staff for the following reasons:

- Relationships and a young person's sense of safety and security are placed at the heart of classroom management.
- Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that feel challenging.
- Individual circumstances are taken into account.
- A sense of community and belonging is promoted.

## **Our Aims**

- To ensure that all members of the school community feel respected and safe.
- To encourage relationships between all members of the school community that facilitate effective learning.
- To allow pupils to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others, nurtured through our expectations of a -----Citizen.
- To teach pupils how to communicate their thoughts and feelings in a way that is beneficial now and in their adulthood.

## **Principle One:**

Building relationships, empathy and a feeling of safety take precedence over other means of discipline.

The root of “discipline” is the word disciple, which means “student”, “pupil”, and “learner”. A disciple is not a recipient of punishment, but one who is learning through instruction. (Siegel and Payne Bryson, 2018).

## **Principle Two:**

Discipline represents an opportunity to teach and nurture

When pupils exhibit challenging behaviours, in the first instance, we use the four steps of emotion coaching to build relationships, empathy and a feeling of safety:

- What was the function of (i.e. the reason behind) the behaviour?
- What lesson do I want to teach at this moment?
- How can I best teach this lesson?

## **Principle Three:**

We aim to understand the function behind the behaviour

## **Principle Four:**

The pupil is separate from their behaviour

## **Principle Five:**

Routines help people to feel safe, but some pupils need differentiation within an overall structure.

Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).

At -----, we aim to understand what a pupil might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need. At -----, we see pupils as separate from the behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the pupil and their behaviour. Whilst the majority of pupils will thrive when our whole school approach to behaviour is applied, we recognise that some of our pupils will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available dependent on an individual’s level of need.



# 2

## WHOLE SCHOOL (UNIVERSAL) APPROACHES & STRATEGIES

*A. This section could contain reference to school rules/expectations.*

Examples of guidance on rules include:

### **Example 1 –**

There is a need for rules in order to keep boundaries firm but fair.

- Rules, routines and boundaries are more effective when adults have formed positive relationships with young people and can be used to reinforce and develop the desired behaviours.
- Expectations are clear, Teachers will be responsible in developing these in order to keep everyone safe, that teaching and learning is successful and pupils enjoy and achieve.
- Through Unconditional Positive Regard the environment remains safe, learning is at the forefront of what the schools do and through understanding of Maslow's Hierarchy of Needs (1943), needs are met in order for this to happen.
- Structure will remain throughout the school day, from arrival until pupils leave the premises.

### **Example 2 –**

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom rules and expectations.

In our school we recognise and reward good behaviour choices or examples of our 5Rs learning behaviours; Resilience, Relating, Responsibility, Reflective, Resourceful.

Classroom Rules and Procedures Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

**Example 3 –**



*B. This section should guide staff on how to manage behaviour in their classrooms.  
Examples include:*

**Example 1:**

All adults work in partnership to model, reinforce and support our expectations.

Snapshots are used to inform our understanding of social and emotional learning in a way that is developmentally and age appropriate. Adults act as co-regulators, develop pupils insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;

- To have the opportunity to interact, build tolerance and inclusion;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to explore and play with adults and peers in a less structured, positive environment

Our positive approaches to behaviour involve us ‘noticing’ good choices, being explicit in descriptive praise and providing reward as reinforcement. Our SMSC and PSHE curriculum all provide example of skills and vocabulary for adults to use to encourage learning in this way.

### Example 2:

Classroom-specific positive strategies will vary from class to class.

Below are some examples of possible positive systems and sanctions.

Examples of classroom positive systems	Examples of classroom sanctions
<ul style="list-style-type: none"> <li>• Growth mindset teaching practices</li> <li>• Public celebrations of good work</li> <li>• Daily reading points</li> <li>• Smileys</li> <li>• Thankyous</li> <li>• Biscuit Friday</li> </ul>	<ul style="list-style-type: none"> <li>• Time out</li> <li>• Missing time from playtime</li> <li>• 3 warnings and removal of privileges</li> <li>• Class discussion of appropriate sanctions</li> <li>• Children are split up</li> <li>• Recurrent problems discussed with parent</li> <li>• Home/School diary</li> <li>• Behaviour chart</li> </ul>
Whole school positive systems	Whole school sanctions
<ul style="list-style-type: none"> <li>• Golden stickers and Headteacher’s Award</li> <li>• Readers reward time – termly basis</li> <li>• Senior Leadership Team praise</li> <li>• Corporate responsibility and consistency of approach</li> <li>• CPOMS observations</li> <li>• Effort trackers</li> </ul>	<ul style="list-style-type: none"> <li>• Missing playtimes</li> <li>• Time in phase-leader’s classroom</li> <li>• Parental involvement</li> <li>• Senior Leadership (DHT followed by HT)</li> <li>• Fixed term exclusion, either internal or external</li> <li>• Permanent exclusion</li> </ul>

**Encouragement Strategies Staircase – least intrusive  
to most intrusive interventions.**

These strategies to be practiced  
in the everyday interactions  
within the normal parameters of  
the classroom.

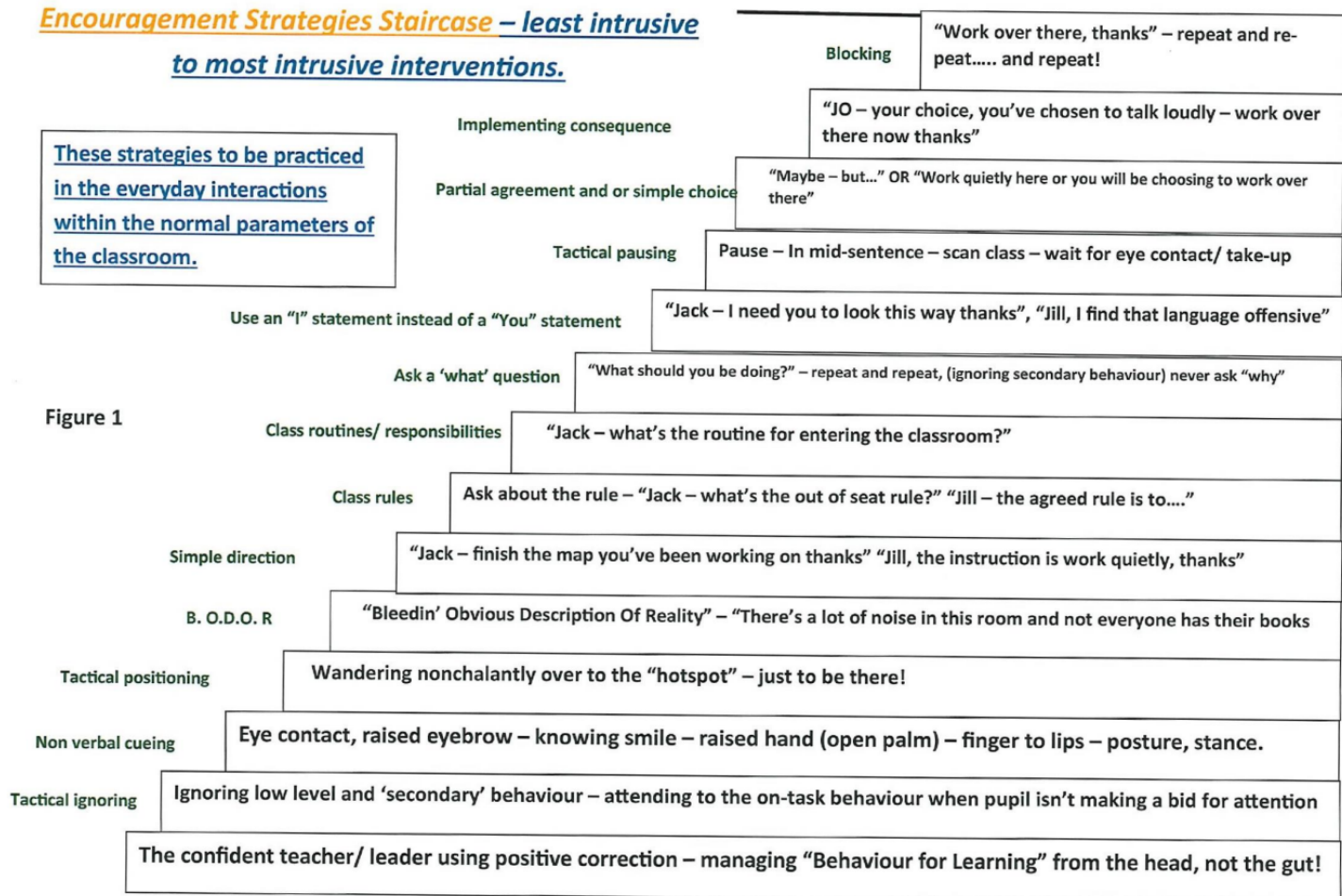


Figure 1

**Example 3:**

However, evidence does suggest that rewards can be used to motivate pupils, with an aim to reward positive behaviour rather than punish the negative (Kohn; 1999).

- Behaviour which leads to rewards consequences are more likely to be repeated.
- ALL staff are responsible and actively involved in rewarding positive behaviour.
- Achievements, success and positive behaviour both in and out of school are supported and celebrated.

Rewards used across the Academy are varied and reflect the individual pupil and class. Informal rewards are used and embedded in to the fabric of our school, they are proven to be effective and achieve the desired effect (Kohn; 1999), they may include:

- Smiles, positive eye contact and gestures
- Targeted praise statements, at a group and/or an individual
- Spontaneous peer group praise
- Phone calls and/or other forms of communication with parents/carers
- Written comments in books
- Displaying of good work
- Additional responsibilities
- Positive praise
- Sharing good work and or behaviour with other professionals, including social workers, YOS workers etc. Additionally, more formal rewards, which may be

targeted or individualised can and will be used, responding to the age and need of the pupil or per group. Examples of this include; certificates in assembly, reward trips, off site activity or an agreed reward with staff and pupil.

#### Example 4

At-----, we promote a sense of community and belonging, developing in pupils the skills and attributes that are invaluable within our society. We have three clear expectations of pupils:

- We are ready to learn
- We are kind
- We are safe

The expected standard of behaviour sub-strands are detailed below. Staff will support pupils to exhibit and maintain these standards of behaviour by taking time to reflect moments with a pupil if their behaviour falls short of our expectations; this will take the form of a short dialogue which supports the pupil to reflect and take responsibility for their actions. Each pupil has a Citizen - Standards Card, these interactions will be recorded by staff writing their signature on a Standards Card.

When a pupil's behaviour frequently falls short of our expectations, and five signatures have been recorded on the card, behaviours will be seen as an indication that the level of support needs to be increased. In this instance, the parent/carer will be contacted by the form tutor to discuss further support strategies.

The pupils will attend a time to reflect detention. In terms of a trauma informed approach, please apply discretion that recognises the importance of the individual and their context before issuing a standards signature.

When a pupil's behaviours communicate that they require support at Wave 1, opportunities are created to implement the Key Principles of our school's trauma informed behaviour approach, in particular teach and nurture, with staff and pupil time being used productively to address infringements of our school's expectations. This will be with one of the following:

- A teacher at the end of a lesson/ during break/at the end of the school day
- A subject leader at the end of school, on the designated day.
- A member of SLT at the end of school, on the designated day. In this instance, the parent/carer will be contacted via the home school communication system to inform them that their child will receive a time to reflect detention (TtR DT)

A time to reflect detention, is an opportunity for the following to take place:

- Complete missed work
- Dialectical Thinking
- Having growth mindset
- Establish Maintain Restore

A time to reflect detention will be issued if Level 2, 3 or 4 are reached in terms of the Positive Discipline Policy. Detention times are a guideline only. In all cases, this means 'up to' (as a maximum) the suggested time. Engagement with, and productive use of, time-to-reflect, could negate the need for the full time to be given - staff professional judgement will dictate the choice made. 10 minutes break/lunch 30 minutes after school

# 3

## SECONDARY LEVEL INTERVENTIONS

*This section should make reference to strategies to respond to the escalating behaviour of those who have not engaged positively with universal level systems (above).*

### **Example 1:**

Staff intervention to support the regulation of behaviour is based on pupils' level of development and understanding, research shows that over 70% of pupils in educational settings are likely to have speech, language and communication difficulties (Owens, 2014). Interventions necessary to help regulate and develop behaviour positively are designed using restorative principles and through Restorative Approaches.

We believe that 'interventions' which are restorative by nature are unique learning opportunities; situations where the behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to be present further. There are many opportunities when Restorative Approaches can be used, providing an alternative to punitive sanctions, which are unlikely to 'change' the behaviour (Kohn; 1999). Furthermore, to follow with our school ethos of Unconditional Positive Regard and to maintain the child centred approach, Restorative Approaches allow for that, taking focus away from behaviour displayed but looking at the social and emotional impact on both victim/s and perpetrator and looking beyond what is displayed, exploring antecedents and providing an opportunity to develop skills and understanding of how to minimise the behaviour communicated.

By adopting Restorative Approaches, interventions are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Planned support strategies, including sensory breaks, mentoring, key workers and calming strategies.
- Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, and hand gestures and so on.
- Positive reinforcement.
- Unconditional Positive Regard.
- Consistent modelling of positive behaviours and desired behaviours from all staff.
- Opportunity for pupils to remove themselves from a situation is anxieties/frustration becomes increased.

At times, formal interventions are necessary, they may be implemented due consideration of any incident. It is important that context, antecedents and pupil age are considered and may come in the form of:

- Restorative twilights: pupils, with permission of parents/carers may be brought back after the regular school day to reflect on the day, repair, using restorative practices, any relationships which may have been damaged and to complete any work missed during the normal school day.

- Exclusion: a period of time agreed with parents/carers after consultation, allowing for reflection and contemplation. This measure is to be used for serious or persistent issues of unwarranted behaviour (see exclusion policy for explicit explanations and examples of what behaviours may constitute a fixed period of exclusion).

The Care Team have specific responsibility for caring for pupils who may be struggling to access their learning. The Care Teams may support in and out of the classroom and have clear aims:

- To support staff in dealing with those pupils who are struggling to access learning.
- To care for all pupils and display Unconditional Positive Regard.
- To use specialist techniques of de-escalation, deflection and reparation in order to minimise the loss of learning time.
- To take in to consideration the individual needs of each and every pupil, including disabilities and vulnerabilities.
- To keep clear and accurate data records of incidents which can be used in a reflective and learning manner, for staff and to help provide robust and precise intervention and target planning.
- To provide advice and guidance to all staff on all aspects of behaviour including positive handling.
- To work alongside staff to plan and prepare Positive Handling Plans and Personal Learning Plans.

### **Example 2:**

At ----- School, we are aware that some of our children experience challenges outside of school or, for various other reasons, require an extra level of nurture and support.

In school provision includes: Learning Mentors, Higher level teaching assistants (HLTA), Home/School Liaison worker, Family Support Worker.

Outside agencies: Wellbeing and Early Help Prevention Service Child counsellor/Therapeutic services, Educational Psychologists, Child and Adolescent Mental Health Services (CAMI-IS)

All teachers keep a CPOMS chronology which feeds into regular Pastoral Team Meetings, at which some or all of the above professionals discuss issues that arise for children included on our Pastoral Register, which is RAG rated according to complexity/ urgency of need. At this meeting programmes of support for children and/or families are agreed and implemented.

### Individual Positive Behaviour Plan (IPBP) :

There may, on occasion, be individual pupils who exhibit repetitive challenging behaviours that relate to areas of need outlined in the SEN Code of Practice. Communication and interaction. Cognition and learning, Social, emotional and mental health. Sensory and/or physical. On these occasions an Individual Positive Support Plan is opened. This is a monitoring and intervention process that begins to track strategies and their effectiveness for the individual addressing their specific difficulties. The plan is created by the classroom staff who know the children best along with a member of the SEN team (shared via CPOMS to relevant parties).

Regular meetings are scheduled to update details and assess strategy effectiveness. Where these events involve harm to the child in question or other children, damage to property, a risk assessment will be conducted and implemented. External specialist support and advice will be sought and staff training provided if necessary.

Positive physical intervention — Team Teach training in the theoretical aspects of behaviour management and positive handling strategies ensures that staff are informed and confident in delivering a holistic and whole school approach to behaviour management. Restrictive physical interventions are a very small part of this training and only used as a last resort in order to keep everyone in school safe. Staff may only use restrictive physical interventions whilst their training is up to date. It must be noted that Team-teach techniques always seek to avoid injury to pupils and staff, but it is possible that bruising or scratching may occur accidentally and these are not necessarily a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain.

Exclusions - If a child's behaviour is very difficult to manage and/ or poses a serious threat to the wellbeing of staff/ children, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child. Exclusions can be in the form of internal exclusion, external fixed term exclusion or permanent exclusions. In such instances, the child's parent will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. Work arrangements will be made so that the child does not fall behind their classmates and a full re- induction plan will be put in place and explained to the child at the first possible opportunity on their return to school. Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort.

### **Example 3:**

When a pupil's behaviours communicate that they require support at Wave 2, face-to-face opportunities are created throughout the school day to implement the Key Principles of our school's trauma informed behaviour approach through the use of the Pastoral Support card. In addition, the implementation of this provision develops an all-round level of support as tripartite communication takes place between the pupil, parent and a member of the pastoral team on a daily basis.

### Pastoral Support Plan (PSP)

What is a PSP? Our Pastoral Support Plan is a school based intervention to help individual children manage their behaviour in order to successfully complete their education.

When should a PSP be set up? A PSP will be set up if a pupil has:

- Been identified as being at risk of failure at school through disaffection
- Been identified as being at risk of permanent exclusion

We may suggest a PSP for pupils who have had a number of fixed period exclusions. A parent/carer may also request a PSP for their child.

Setting up a PSP:

- The Year Leader will invite the parents to a meeting to discuss and agree the plan.
- Professionals from other agencies, who may be able to work with the pupil and the school to help reduce disaffection or eliminate the risk of exclusion may also be invited to the meeting





- Parents are a crucial part of the PSP process; we will try to arrange a time when it is convenient for the parent/carer to attend the meeting.

Should a pupil attend the meetings? Parents will be able to agree with school staff whether their child should be present for the whole meeting or join in towards the end. Generally, children at secondary schools attend the whole meeting.

What will happen at the first meeting?

- The initial PSP meeting will look at positive points and main concerns.
- Everyone present will have the opportunity to have their say and will be expected to offer some contribution to the plan and resolve the difficulties.
- Central to the PSP is support. Parent/carers are encouraged to suggest ways that they think the school can support their child.
- Talk about things that have been It is most helpful when a parent/carer shares ideas about what has helped their child in the past.
- For the PSP to be effective, it is important the pupil is in agreement and commits to the key targets and suggested strategies of support.
- By the end of the meeting, everyone should be clear about what is to be done, by whom and by when.

How long will the PSP last?

A PSP normally runs for 16 school weeks to ensure the pupil has had the opportunity to show improvement. A formal review is held at around 8 weeks with the pupil parent/carer and other professionals attending. In exceptional circumstances, the plan can be extended for a further 4 to 8 weeks.

How will we know if the PSP is working? A member of school staff will normally meet the pupil regularly to review their progress towards the PSP targets; this gives the pupil time to identify what has gone well and how to repeat success. During the 8 week review

- All commitments agreed at the initial meeting are reviewed
- School staff will report on the pupil's progress towards the PSP targets
- The commitments made by staff, parents and other professionals may change if necessary. If the current support is not meeting the pupil's needs, further measures, that can be put into place, will be discussed to help a pupil manage their place in school.

At the 16 week review

- All commitments agreed at the previous meeting are reviewed
- School staff will share reports about the pupil's progress towards their targets
- The PSP is evaluated and judged to have either been successful or unsuccessful.



What if the plan is not successful? If it appears that the PSP is unlikely to be successful, alternatives will be discussed at the review meeting. The headteacher or a member of staff responsible for PSPs will contact the parent/carer to discuss options if the school feels that the plan is failing between reviews.

Special Educational Needs A PSP does not replace student profiles or the SEND Assessment Process. If a pupil has identified special educational needs, there will be support as part of the SEND Code of Practice. If a pupil has a SEND Statement/EHC Plan and they are at risk of permanent exclusion, the school will set up an early Annual Review and involve SEND Support Services and other professionals involved with a pupil. This is to avoid a permanent exclusion.

- 
- Placed on support card by tutor. Year leader informed.
  - Targets focus on aspects of self-regulation in order to meet the expectations of a school citizen.
  - Pupil checks in with tutor at registration, break and lunchtime.
  - Recorded on Arbor. Parents informed via Arbor and phone call made by tutor.

- 
- Placed on amber support card by year leader. Tutor informed.
  - Targets focus on aspects of self-regulation in order to meet the expectations of a school citizen.
  - Pupil checks in with year leader at registration, break and lunchtime.
  - Recorded on Arbor. Parents informed via Arbor and phone call made by year leader. Optional parental meeting.

- 
- Placed on red support card by year leader. SLT/BM informed.
  - Targets focus on aspects of self-regulation in order to meet the expectations of a school citizen.
  - Pupil checks in with SLT/BM at registration, break and lunchtime.
  - Recorded on Arbor. Parents informed by SLT via Arbor and parental meeting takes place with tutor/year leader and SLT link.

# 4

## SPECIALIST LEVEL INTERVENTIONS

*Level 3 interventions are often provided by outside agencies in response to complex needs of individuals. This can include counselling/mental health provision.*

Examples of internal tier three provision are as follows:

### Example 1 :

Internal Alternative Provision and intervention for cohorts of pupils in Years 7, 8 and 9, with clear liaison with parents, external agencies and SEN to support the needs of the pupils.

Provision – Impact	
Provision for pupils in year 8.	
<b>Number of places</b>	Max: 8
<b>Entrance and Exit Criteria</b>	Entrance - behaviour report from last academic year Exit - meeting specific targets
<b>Identification of need</b>	Baseline assessments to identify current levels of academic attainment plus recognised screening tools for: <ul style="list-style-type: none"> <li>• Social, emotional and mental health</li> <li>• Speech, language and communication</li> <li>• Cognition</li> </ul>
<b>Curriculum</b>	Programme of assessment, intervention and reintegration Curriculum will include: <ul style="list-style-type: none"> <li>• English (5) Maths (5) Science (4) Resilience (2) JHI (1) Art (1) GEOG (2) History (2) IT (1) Reading (2) PE (2)</li> <li>• Personal, social, health and emotional education</li> <li>• Emotional Literacy course</li> <li>• DBT approaches</li> <li>• Community Project</li> </ul> <p>Throughout the programme, a range of personalised therapeutic interventions will be provided by the Trailblazer team, EP and from assessments interventions mapped out.</p>
<b>Enhanced Support Offer</b>	Staff teaching these groups to have specific training on key areas such as: SEMH, DBT, CBT. Pupils will receive an assessment from the EP
<b>Teachers</b>	To be identified
<b>Parental Offer</b>	Termly meetings throughout the programme with a detailed Pastoral Support Programme produced for each pupil



Provision – Aspire (6/7 week programme)	
Provision for pupils in year 9	
<b>Number of places</b>	Max: 8
<b>Entrance and Exit Criteria</b>	Entrance - behaviour report from last academic year Exit - meeting specific targets
<b>Identification of need</b>	Baseline assessments to identify current levels of academic attainment plus recognised screening tools for: <ul style="list-style-type: none"> <li>• Social, emotional and mental health</li> <li>• Speech, language and communication</li> <li>• Cognition</li> </ul>
<b>Curriculum</b>	Programme of assessment, intervention and reintegration Curriculum will include: <ul style="list-style-type: none"> <li>• English Lang and Lit (6) Maths (4) Science (3) Hums (3) option subjects (2/2) BV (1) RE (1) PE (2) JHI (social Skills) 1 (french)</li> <li>• Personal, social, health and emotional education</li> <li>• Emotional Literacy course</li> <li>• DBT approaches</li> <li>• Community Project</li> </ul> Throughout the programme, a range of personalised therapeutic interventions will be provided by the Trailblazer team, EP and from assessments interventions mapped out.
<b>Enhanced Support Offer</b>	Staff teaching these groups to have specific training on key areas such as: SEMH, DBT, CBT. Pupils will receive an assessment from the EP
<b>Teachers</b>	To be identified
<b>Parental Offer</b>	Termly meetings throughout the programme with a detailed Pastoral Support Programme produced for each pupil

### **Example 2: Primary school Nurture Group**

The environment reflects Nurture principles and those of the Communication Friendly Spaces programme. Areas include :- Kitchen area Dining area ,Play area ,Comfy area, Quiet area, Discovery area.

TEACHING AND LEARNING The children have their own personalised learning pathway which is linked to the whole school thematic curriculum with a large emphasis on PSHE, Social and Emotional learning. Activities are planned to provide a stimulating and fun environment for children. Medium term planning plots our pupil areas for development based on Boxall Profile Data. Short term (weekly) planning demonstrates key activities to support these areas for development. This is undertaken by the Nurture Group Manager and Assistant, with planning easily accessed on the School Intranet system for relevant staff.

Each session follows a similar pattern divided into 6 parts.

1. Welcome and circle time – a calming time where children are given the opportunity to record their current emotions on entry to the room, share news and develop listening and speaking skills and eat together.
2. Story time – this is time to share a story, for example a Social Story, to support the development and explicit teaching of key social skills. Questioning and conversations will link to personal experiences, feelings and reflection.
3. Task 1 – Adult 1 leads a group (based on Boxall Medium Term Planning Tool) supporting children in developing skills to meet their targets. Adult 2 supports and observes remaining children and makes observation notes as needed.

4. Task 2 – Adult 2 leads a group (based on Boxall Medium Term Planning Tool) supporting children in developing skills to meet their targets. Adult 1 supports and observes remaining children and makes observation notes as needed.
5. Snack time – this part of the morning aims to provide opportunities to socialise with peers in an adult setting. Children take responsibility for tasks relating to serving drinks and snacks.
6. Celebration time – this is time for reflection, praise and celebration. Children have an opportunity to identify and praise other children in the group. Where necessary, adults to intervene to develop and support skills, confidence and self-esteem.

Children will return to class with a member of staff at the end of the session.  
Wednesday sessions focuses around Forest School application of skills learnt so far.  
Adults record observation notes relating to pupil development.

Planning, Preparation and Assessment – The Den staff will meet to review pupil progress, plan and resource activities for the next week on a Friday at 9am. Children will participate in Praise Assembly with their class during this time. IDENTIFICATION AND REFERRAL The nurture group currently supports a range of children across Lower School. The identification and review process takes place on an ongoing basis. Raising concerns – staff complete The Nurture Group Referral form to raise awareness of current pupils with issues.

Boxall Profiles – All children are screened using the Boxall Profile. This is a series of questions covering various aspects of a child's social and emotional development. It provides a clear and personalised picture of a child's areas of need. The Class teacher, Nurture Group Strategic Leader, Manager and Nurture Group staff discuss the results. From the Boxall profiles, a report will be created where children are selected for the group according to need. This grouping can be flexible to include other children in some of the sessions.

Children will leave and join the group as progress is made, following a Nurture Panel meeting that discusses referrals for entry and reintegration plans for those whose reintegration readiness assessment indicates that they are ready to be considered for reintegration. Children are expected to spend two to three terms in the Nurture provision.

## REFERENCES

The Policy documents below are not endorsed by the Lancashire Violence Reduction Network but included for consideration by schools wishing to revise their own policy to include trauma informed principles and identified schools have given permission for us to include their documents in this guidance material.

[Witton Park Academy Behaviour Policy](#)

[Phoenix Park and Sevenhills Academy Behaviour Policy](#)

[Heamoor Community Primary School Behaviour Policy](#)

[Morecambe Bay Community Primary Behaviour Policy](#)