



Positive Behaviour Support Policy and Principles

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe this policy should be a working document that is fit for purpose, represents our school's ethos and enables consistency and quality provision across the school.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the student.
- To promote and teach the skills required for self-regulation and self-discipline and proper regard for respect for others and for authority
- To prevent all forms of bullying among students by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy by staff
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Abbot's Lea School vision and approach to behaviour support

At Abbot's Lea School we aim to ensure that every student is supported in a fair, compassionate, safe and dignified way. We acknowledge our students have complex needs which sometimes present barriers to exhibiting good behaviour. Our job is to identify these barriers and support our students to overcome them. We believe that:

- All behaviours happen for a reason
- There are four basic functions of behaviour (see below)
- Appropriate behaviour requires skills; we teach those skills
- We never give up on our students

To achieve this, we work therapeutically and follow a person-centred approach.

Positive Behaviour Support focuses on the needs of the individual to ascertain the reasons behind a student's behaviour and where appropriate, create a Behaviour Support Plan to reinforce and teach good behaviours.

Functions of Behaviour

We believe that all behaviours are functional and by this we mean that a person behaves in a certain way to have their needs met.

When challenging behaviour occurs it is important to identify what the function of behaviour is.

There are four basic functions of behaviour:

- **Escape/Avoidance** (the behaviour results in an individual getting out of/preventing something from happening)
- **Attention** (the behaviour results in attention from others)
- **Access to tangibles** (the behaviour results in access to a preferred activity/item)
- **Automatic or sensory** (the behaviour results in intrinsic response i.e. it feels good)

What do we mean by “good” behaviour?

Our working definition of “good”, “acceptable” or “positive” behaviours refers to a student behaving in a way that:

- Enables them to engage in our holistic ASD curriculum model
- Shows them to be a respectful member of the school community, home life and wider society
- Demonstrates conduct which upholds Fundamental British Values

We work to create a learning environment where self-regulation and, increasingly with that, self-discipline is promoted in order for behaviours to be increasingly positive.

How do we seek to reinforce positive behaviour choices?

We do not use a traditional ‘rewards’ and sanction” system. As an evidence-based school, we instead seek to understand what truly motivates each student, and we offer positive reinforcement for good behaviour through celebration when a positive behaviour and conduct occurs.

Some ways in which good behaviour may be celebrated include, but are not limited to:

- Verbal praise
- WOW Moment slips
- Recognition slips
- I’m a CHAMP selfie
- Student of the Week certificates
- Phone calls to families
- WOW wall displays

Whilst we do not use a traditional sanctioning approach to inappropriate behaviour, we teach our students that all actions they take have outcomes. If a student displays inappropriate behaviour, those outcomes may include, but are not limited to:

- Setting out of expectations
- Verbal prompts and reminders

- Restorative practice to repair relationships (with peers and staff)
- Social stories to understand alternative choices
- Escalation of concerns using internal processes (**see Appendix 1**)
- Student's support target visuals (**see Appendix 2**)

What do we mean by “challenging” behaviour?

Behaviour can be described as challenging, when it is of such an intensity, frequency, or duration that it results in one of more of the following:

- Lack of engagement in learning
- Disruption to others' learning
- Refusal to follow school rules
- Risk of or actual injury to self
- Threat of, or actual physical or emotional harm to others
- Property destruction (however minor or major)
- Criminal acts

Any form of low-level challenging behaviour is discouraged and students are supported through a range of interventions to help them return to a place where they can access, enjoy and benefit from a happy, stimulating and orderly school environment.

When behaviours risk becoming highly challenging, or a dangerous behaviour occurs, staff take urgent and decisive action to stop it and this may include Restrictive Physical Intervention (restraint).

Multidisciplinary Team (MDT)

At Abbot's Leas School, we employ an internal Multidisciplinary Team (MDT). This includes:

Head of Therapies	Safeguarding Manager
Therapies Assistant	Safeguarding Assistant
Speech and Language Therapists	<i>Safeguarding Team</i>
Child Psychotherapist	
Occupational Therapist	
Positive Behaviour Support Assistants	

Please see **Appendix 3** for further information about our Multidisciplinary Team (MDT).

Restrictive Physical Interventions (RPI or restraint)

At Abbot's Leas School there are occasions where, due to the nature of a student's behaviours, we need to apply physical restraint.

We use **Team Teach** school of thought and we aim to train all staff in Team Teach.

The Team Teach model emphasises that 95% of behaviour management is the employment of positive behaviour and de-escalation techniques.

Team Teach provides a gradual and graded approach using Team Teach techniques for when physical intervention is necessary, therefore techniques range from the least intrusive to more restrictive intervention.

A comprehensive training programme for all staff is delivered by in-house Advanced and Intermediate Team Teach tutors.

This includes the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any physical techniques are taught. Staff have a duty to intervene in order to prevent children and young people from hurting themselves or others, causing serious damage to property or serious disruption to good order in the school or in the community.

If necessary, the use of force might be required to prevent:

- harm to self
- harm to others including other students, staff, others in community etc.
- damage to property
- an offence being committed
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.

If a member of staff needs to physically intervene they should follow the school's Positive Behaviour Support Policy.

All use of RPI must be reasonable, proportionate and necessary. It must be in the best interests of the student using the least amount of force for the least amount of time.

Application of a restrictive physical intervention should be an act of care and never a punishment or aggression and should not be used purely to force compliance with staff instructions when there is imminent risk to the student, other individuals or the environment.

Physical interventions need to be student-specific, integrated with other, less intrusive approaches, and clearly part of an approach to reduce risk, when needed. They may not become a standard way of managing, or as a substitute for training in people related skills.

Scale and nature of RPI

Use of physical intervention must be reasonable and proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

There is no legal definition of 'reasonable force' so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used.

These judgements have to be made at the time, taking due account of all the circumstances (dynamic risk assessment), including any known history of other events involving the student. It will also depend on the age and understanding of the student.

The minimum necessary force should be used, and the techniques deployed should be those with which the staff involved are familiar and able to use safely.

Where the risk of harm is reasonably foreseeable, staff should take immediate proactive action. Allowing the behaviour to escalate without taking such proactive action could be professionally negligent.

The reasonable approach is to look ahead, anticipate what could possibly go wrong (dynamic risk assessment) and take reasonable steps to prevent it.

Any physical interventions used should take account of age, cultural background, gender, stature and medical history of the student involved.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.

(George Matthews – Team Teach Director)

Debriefing

Following an incident in which restrictive physical interventions are used, both staff and students should be given separate opportunities to talk about what happened in a calm and safe environment (debriefing).

Conversations should only take place when those involved have recovered their composure.

Post-incident conversations should be designed to discover exactly what happened and the effects on the participants.

They should not be used to apportion blame or to punish those involved.

We encourage the use of Restorative Practice as a means of supporting an incident debrief.

There is no set format or length of time a debrief must adopt; it is a matter of professional and personal stance and so, it can vary from a brief chat to a formal meeting.

Where debrief leads to “lessons learnt” for the professionals and a change of approaches, protocols and/or policy, this will be communicated in writing to all staff in a way that enhances practice across the school.

Restorative Practice

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Reporting and recording

When a student has been supported using physical intervention, the family (or those with parental guardianship) are informed at the earliest opportunity and in line with mandatory reporting processes. This should take place, where possible, before the child arrives at home (if using transport) or is collected from school (by the family).

All significant incidents are recorded on the CPOMS system by the member/s of staff involved.

- Incidents of significant concerning behaviour are recorded on CPOMS

- Incidents will be logged on the day they take place and never later than 24 hours after the incident
- Class Teachers are responsible for their students and for adjusting their teaching and support to best meet the needs of the students. This may include the use of Team Teach plans
- Operational Leaders are responsible for monitoring various cohorts' trends
- Head of Therapies is responsible for monitoring whole school trends
- Deputy Headteacher is responsible for monitoring impact of behaviour on students' progress and for ensuring that targeted interventions are in place to support students' engagement and progress over time
- The Headteacher reports to the Governing Body on behaviour trend in school, including the use of RPI
- Additionally, Leaders meet with the designated link governor for regular scrutiny and governance of the support for behaviour at Abbot's Lea School.

Inappropriate behaviour as a safeguarding concern

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection policy for more information:

<https://www.abbotsleaschool.co.uk/wp-content/uploads/2024/03/Child-Protection.pdf>

Suspensions and Permanent Exclusions

We work hard to promote a non-exclusion practice as we do not believe exclusions are effective in helping build one's self-esteem, confidence or better coping strategies.

That said, the Governing Body has decided that, in exceptional circumstances, suspensions and permanent exclusion may be applied in the best interest of the student and/or school community.

The Governing Body has delegated the authority to use these measures on suspension or permanent exclusion to the Headteacher.

Should the Headteacher decide to suspend or exclude a student, they will use the latest DfE guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

We will inform those with parental responsibility of the reasons for their decision.

Where a suspension is applied, this may only be lifted with student's attendance to school reinstated following a post-suspension reintegration meeting with the Headteacher (or a member of staff as delegated by the Headteacher)

It may be decided that the student will:

- Return to the provision that was in place prior to the suspension
- Return to a provision different to that which was in place prior to the suspension (e.g., reduced timetable, ALS internal alternative provision) **(see Appendix 4)**
- Be directed to be educated offsite at an alternative provision managed by a third party, with ALS quality checks
- Be recommended to the Local Authority for a possible managed move to another school
- Be permanently excluded as their needs can no longer be met at the school

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and students are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link Safeguarding governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the nominated senior leaders;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure that the behaviours, at all times, understood as communication
- ensure that students with Autism are not discriminated on the grounds of their Autism-related communication and interaction needs
- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, students and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;

- promote good behaviour by forging sound working relationships with everyone involved within the school;
- prevent all forms of bullying among students by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of students' behaviour;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among students;
- ensure school take individual students to the calm spaces to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- ensure that all members of the Leadership Team:
 - maintain a regular visible presence throughout the school day and especially when students arrive and leave, at break times and lunchtimes
 - ensure students move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - families
 - ensure school personnel promote and praise good behaviour
 - ensure school personnel understand the additional needs of all students in their care
 - monitor behaviour support by individual school personnel
 - have in place clear strategies for students who are likely to present challenging behaviours
 - ensure school personnel build and maintain positive relationships with the parents of all students and particularly those whose behaviour causes concern

Role of the Deputy Headteacher

The Deputy Headteacher will:

- lead the implementation of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- track students through CPOMS
- deal with external agencies;
- ensure the health, safety and welfare of all students in the school;
- work with the School Council to promote Golden Rules ©
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- monitor the effectiveness of this policy by analysing:
 - student attitudes to school and learning

- the views of students, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs on CPOMS
 - the number of reported cases of bullying
 - strategies to improve behaviour and self-discipline
- make effective use of relevant research and information to improve this policy;
 - report to the Governing Body on the success and development of this policy.

Role of the Head of Therapies

The Head of Therapies will:

- lead the implementation of MDT work related to behaviour and therapeutic support across the school
 - work closely with the Headteacher and the Deputy Headteacher
 - provide guidance and support to all staff;
 - provide training for all staff on induction and when the need arises;
 - work with the School Council;
 - monitor school support systems;
 - undertake practice monitoring;
 - track students through CPOMS and devise intervention plans and staff training accordingly
 - monitor implementation of those in the tier 1, 2 and 3 of delivery;
 - ensure the health, safety and welfare of all students in the school;
 - work with the School Council to promote Golden Rules ©
 - provide leadership and vision in respect of equality;
 - monitor the effectiveness of this policy by analysing:
 - student attitudes to school and learning, with the focus on behaviour and wider personal development needs
 - the views of students, parents, school personnel and governors
 - incident logs on CPOMS
 - the number of reported cases of bullying
 - strategies to improve behaviour and self-discipline
- make effective use of relevant research and information to improve this policy;
 - report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome students into the classroom;
- have in place clear classroom routines;
- encourage good behaviour and respect for others;

- praise good behaviour and good work;
- ensure all work is differentiated;
- promote self-discipline amongst students;
- deal appropriately with any challenging behaviour;
- stay calm when dealing with challenging behaviour;
- apply any behavioural plans of individual students;
- be aware of and understand the additional needs of students in their care;
- have in place and will refer to a visual timetable;
- discuss student behaviour support regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good self-discipline;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the students in their care;
- report any concerns they have on any aspect of the school community.

Role of Students

Students will do their very best to:

- support the school Code of Conduct: The Golden Rules
 - Be here. Every day
 - Work hard and be nice
 - Never give up on yourself or others
 - Stay positive and be happy!
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the staff;
- ask for and accept further help if they do not understand;
- treat others, their work and equipment with respect;
- and guidance necessary to ensure the smooth running of the school;
- observe all health and safety regulations in all areas of the school;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Role of Families

Families are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good attendance and positive behaviour;

- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct: The Golden Rules © and guidance necessary to ensure smooth running of the school
- accept school's decision on any disciplinary measures (suspensions or permanent exclusions)

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website and social media
- Meetings with parents such as introductory, transition, parent-teacher communications and any parental sessions organised by the school;
- Staff meetings, briefings and training
- Head's Weekly Newsletters and internal weekly emails
- Written communications with home raising awareness of various behaviour-related matters

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed at least annually.

Appendix 1 - Escalation using internal processes

The following list should not necessarily be considered a linear order that must be worked through, as different behaviours need different support, depending on their frequency, duration and intensity as well as their function.

However, this gives examples of the strategies that might be used at each level.

We fully understand the link that often exists between behaviour and the need for support, sometimes of a safeguarding nature. Therefore, at any stage of supporting a student, we may refer into other agencies, as appropriate.

Level 1 – Inappropriate behaviours that can be managed by the class team

- Quality first planning and EHCP targets in place
- Communication with families and recording on CPOMS (with a verbal report to the Safeguarding Team if there are Safeguarding concerns). Ensuring the staff are alerted.
- Family support offered through signposting
- Class solution-focussed debriefs
- Internal professional meetings

Level 2 – Inappropriate behaviours that need to be escalated to the Assistant Headteachers

- Review meetings between Assistant Headteacher and family
- Review of curriculum offer
- Behaviour support agreement between student and school
- Personalised behaviour support targets
- MDT clinic used
- Referral to MDT targeted services
- Referrals to external services

Level 3 - Inappropriate behaviours that need to be escalated to the Deputy Headteacher

- Review meetings between Deputy Headteacher and family with agreed actions

Level 4 – Inappropriate behaviours that need to be escalated to the Headteacher

- Review meetings between Headteacher and family with agreed actions
- EHCP emergency review to advocate for a change in provision type and/or setting type
- Suspension
- Permanent exclusion

Appendix 2 – Example of student’s support target visuals

Date:	
Engagement:	Please tick one row
Engaged well at all times	
Engaged well the vast majority of the time	
Engaged well at times	
Did not engage today	
Respectfulness:	Please tick one row
Showed respect towards peers and teachers at all times	
Showed respect towards peers and teachers the vast majority of the time	
Occasionally displayed disrespectful behaviour	
Frequently displayed disrespectful behaviour	
Cooperation:	Please tick one row
Worked well with classmates and followed directions at all times	
Worked well with classmates and followed directions the vast majority of the time	
Occasionally disrupted or refused to follow instructions	
Frequently disrupted or refused to follow instructions	
Self-Control:	Please tick one row
Demonstrated self-control at all times	
Demonstrated self-control the vast majority of the time	
Occasionally struggled to control behaviour or emotions	
Frequently displayed impulsiveness or lacked self-control	
Sensory breaks:	Please tick one row
Used sensory breaks well and in line with teacher instructions	
Did not always use sensory breaks well and in line with teacher instructions	
Overall Behaviour Summary – any specific difficulties and any specific highlights:	
	Yes or No
Phone handed over?	
Correct uniform worn?	
Staff name:	

Appendix 3 – Abbot’s Lea School MDT offer

Head of Therapies (HoT)

- Therapies Assistant (ThA)
- Speech and Language Therapist (SALT)
- Child and Adolescent Psychotherapist (CP)
- Occupational Therapist (OT)
- Positive Behaviour Support Assistants (PBSAs)

Safeguarding Manager (SM)

- Safeguarding Assistant (SA)
- *Safeguarding Team (of Designated Safeguarding Lead/Deputies)*

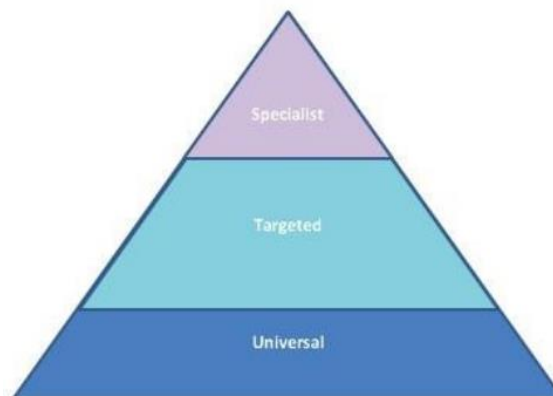
3-Tier Model at Abbot’s Lea School

At Abbot’s Lea School, we implement a three-tiered approach to specialist intervention across the school.

The three-tiered approach is an integrated approach to service delivery that identifies universal, targeted and specialist supports in order to support the needs of all students within school.

The original framework was devised to provide a practical and holistic solution to the meeting the needs of children and young people within educational settings.

(Gascoigne et al, 2000)



Universal Tier

The universal tier consists of the implementation of therapeutic support that is accessible to all students within the school. This is the standard 'offer'. It relates to staff expertise, ways of working and environmental expectations. The universal offer is led by classed based teams.

Discipline	Offer
Positive Behaviour Support (PBS)	<p>Quality First Planning - PBS in the classroom (document 1) has been developed for the whole school. An adaptation plan (document 2) has been written to support Early Years' classrooms.</p> <p><i>Location of documents:</i> "V:\PBS\Quality First Planning\Quality First Planning - finalised.docx" "V:\PBS\Quality First Planning\Quality First Planning Early Years Adaptations.docx"</p> <p>The expectation is that these plans will be implemented into all learning environments. PBSAs and the ThA will conduct fidelity checks of each classroom to ensure that the universal offer has been fully and consistently implemented. PBSAs will support individual classrooms where necessary.</p> <p>All staff will receive Understanding Positive Behaviour Support as part of the Team Teach Training.</p> <p>Further to this the PBS team will support staff to understand and implement the below interventions when required.</p> <ul style="list-style-type: none"> - Writing One Page Profiles - Active Support Training (KS 3,4,5) - Assessment of Basic Learning and Language Skills
Occupational Therapy (OT)	<p>Universal Occupational Therapy empowers staff to meet the sensory processing needs of students. The Person Environment-Occupation (PEO) model emphasises that Occupational performance is shaped by the interaction between person, environment and occupation. The Occupational Therapist will support staff to promote sensory environments within their classrooms. To support this, staff training will be provided to staff in</p> <ul style="list-style-type: none"> • General Sensory Awareness • Sensory Friendly Environments • Sensory Circuits and movement breaks Using sensory equipment • Other OT recommendations stated in EHCPs or advised as we observe the student <p>EYFS/KS1/KS2: A sensory circuit will be modelled on a regular basis. This will offer variety and ensure that activities target sensory needs of the students. The ThA will support each class to access the circuit. Where possible circuits will be linked to the curriculum.</p> <p>KS3: Under the supervision of the OT, the ThA will conduct Occupational Therapy audits in each KS3 classroom. Using the information, the OT will support the ThA to ensure classrooms are set up correctly to meet the sensory needs of students.</p>

	<p>KS4/KS5: The qualitative and quantitative data the MDT will analyse trends that can be supported through training and the sharing of strategies. Staff who support KS4/5 students will access the bespoke training.</p>
<p>Speech and Language (SALT)</p>	<p>The Universal offer has a focus on upskilling staff to develop communication friendly environments within the classrooms.</p> <p>The SALT will provide training to staff teams in the principles from the following schools of thought:</p> <ul style="list-style-type: none"> • SCERTS • Word Aware • Blanks Level • Total Communication Approach • Makaton • Intensive Interaction • Attention Autism <p>All EYFS/KS1 and KS2 bespoke classes will access a high level of SALT input each week. Each week 45-minute observations will be conducted by the SALT and supported by the ThA. Once assessments have been completed the ThA will continue support in the Early Years classrooms under the guidance of the SALT. Each class will also have a 30-minute meeting with the SALT and ThA every fortnight to discuss targets with class staff. These sessions will take place on an agreed morning every fortnight.</p>
<p>Child and Adolescent Psychotherapy (CP)</p>	<p>The universal offer focuses on prevention and early intervention using a whole school approach to help build resilience and increase well-being across the school.</p> <p>By supporting students to understand how they feel, process these emotions to prevent normal emotions to develop into more entrenched mental health issues.</p> <p>The universal offer for psychotherapy is focused on upper KS2 through to KS5. All classes will be provided with a six-week block of 5 steps to wellness. These sessions will last 30-45 minutes. This will be led by the ThA under the guidance of the CP.</p> <p>Additional training for staff includes</p> <ul style="list-style-type: none"> • Youth Mental Health Support • Suicide and self-harm • Anxiety and low mood • Attachment • Trauma and the brain
<p>Universal Assessment of student's needs</p>	<p>As part of the universal offer, EHCP provision data will be analysed. This Will advise the MDT working pattern.</p> <p>Early in term 1, with needs mapped, a meeting will take place between HoT, Assistant Head Teachers and the HR manager to calendar any training needed into time assigned for meetings.</p>

Targeted Tier

The targeted tier gives specific support in a meaningful and functional context for those students with a highlighted area of need.

This includes focused small groups, paired and class/hub-based intervention that is delivered either by the MDT or by trained based class staff.

Targeted intervention is overseen and monitored by the lead MDT professional.

Positive Behaviour Support	<p>Targeted support focuses on students whose needs are not being met by universal support alone. Students will have incidents of challenging behaviour which consequently results in the student's quality of life being affected (i.e. they are unable to access education, routine school activities, and caregivers' wellbeing is low).</p> <p>A PBSA's will complete a brief behavioural assessment of the context and will design a person-centred intervention plan. Class staff will be provided with support and advice to implement the plan within the classroom. PBSA's may also provide skill building sessions within the support hubs to support the student further.</p>
Speech and Language	<p>The targeted tier focuses on small groups or paired interventions that are planned, monitored and overseen by the SaLT. Trained class-based staff run these groups regularly across the different key stages within school.</p> <p>Examples of group intervention at a targeted level include activities from the following schools of thought:</p> <ul style="list-style-type: none">• Phonological Awareness• Vocabulary building and Colourful Semantics• Socially Thinking including 'You are a social detective', Superflex' and 'Think social'• Lego Therapy
Occupational Therapy	<p>The targeted tier focuses on small groups or paired interventions that are planned, monitored and overseen by the OT.</p> <p>Assessments will focus upon the individual and their classroom environment and may also include their home environment. Based on identified needs, further training will be provided to the classroom staff to support with delivery of intervention which will include specific patterns of sensory processing disorder, development of movement programmes, sensory circuits, fine and gross motor skill development and support with sensory desensitization.</p>

Child and Adolescent Psychotherapy (CP)	The targeted tier focuses on students across the school who have been identified for class-based support or training in small groups but do not require a one-to-one intervention. This can be delivered in several ways including staff receiving training on a particular topic so that they can support the students' needs in the classroom. This support can also be offered in small groups of children who have been identified as having similar needs. Examples of group intervention include emotional regulation skills.
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Specialist Tier

The specialist tier includes direct interventions from one or more areas of the MDT.

Students will move through tiers when targets are achieved and as deemed appropriate by the leading MDT professional.

Positive Behaviour Support	Specialist support focuses upon the students whose quality of life is being severely impacted due to frequent and or intensive incidents of challenging behaviour. As a result, the student is at risk of placement breakdown. The PBS team will undertake a functional behavioural assessment and a person-centred intervention plan will be designed. Class staff will be supported to implement the plan within class support from the PBSAs, training, coaching and modelling support from the team.
Speech and Language	Students within this tier may have a diagnosis of selective mutism, verbal dyspraxia, developmental language disorder (DLD), or may be identified as individuals whose speech and language needs are presenting as a significant barrier to them accessing the learning environment and curriculum. This specialist tier includes direct interventions led by the SaLT, these include delivering sessions as stipulated within section F of a student's EHCP assessment by the SaLT and those whose need is identified as high priority either by observation by the SALT, another professional either within or external to the school and or the class team. Students will be offered a block of therapy; the duration of the block will be dependent on their assessed needs. At the end of the therapy period targets will be reviewed. Dependent upon the outcome, the student will either be offered a consecutive therapy block or move through the tiers.
Occupational Therapy	Students within this tier may have a diagnosis of sensory processing delay and other related patterns of sensory integration difficulty which specifically call for a qualified OT to support. Specialist intervention will be offered to students whose needs act as a significant barrier to functioning, learning, socially participate and whose well-being and quality of life if being affected. Assessment at a targeted level will support the Occupational Therapist to identify students who require further specialist support assessment and intervention. Students who are identified as requiring support at this level will be offered a block of therapy, including Ayres' Sensory Integration Therapy within the Sensory clinic environment, the duration of the block will be dependent on their assessed needs. At the end of the therapy period targets will be reviewed. Dependent upon the

	outcome, the student will either be offered a consecutive therapy block or move through the tiers.
Child and Adolescent Psychotherapy	<p>Students who require one to one support within this tier are identified as having mental health difficulties including but not limited to:</p> <ul style="list-style-type: none"> • Trauma • Low self esteem • Persistent low mood • Persistent anxiety causing emotional distress that creates a barrier to daily functioning • OCD • Bereavement • Attachment disorder • Self-harm • Suicidal thoughts • <p>An individual treatment plan and formulation will be completed for each student and the length of the intervention offered will be determined on their individual needs.</p>

Family Training and Support

For children whose parents of children with developmental disabilities access therapeutic interventions in the early stages of life can considerably improve long term outcomes of the child and reduce caregiver stress.

Discipline	Offer
Universal Training for families	The MDT offers events connected to themes/difficulties within the school. These are events aimed at supporting specific families or specific thematic areas of concern, rather than traditional general training sessions. For example, it has already been identified that there is a large number of students in the primary department who require toileting training support. We are now trialling an event where all therapies provide support and resources for parents.
Training for families	<p>Training for families is available in cases of where there are difficulties at home and advice can be provided safely. Where there is concern around the implementation of support being unhelpful or dangerous the MDT team will liaise with the safeguarding team and external professionals for support.</p> <p>Training is offered either one to one with caregivers where there is a specific person-centred intervention required or in groups where multiple care givers will benefit from the specific targeted intervention.</p>

Referral Pathway

Task	Action
Referrals to the team	<p>The class team should follow the pathway set out when accessing.</p> <p>Staff in the first instance should discuss the referral with their assistant headteacher. During this conversation the assistant head should ensure that all elements of quality first planning is in place, if supportive conversations have taken place with parents regarding any issues that may be causing difficulties in school and or whether a meeting with parents may be of benefit. If it is still deemed that a referral to the MDT may be of benefit. This should be written up by using the referral form (emails, nor conversations will be excepted). Once the referral form is received the class team will be sent a slot for the MDT clinic. When attending the session, the class team will need to ensure that they bring a copy of the most up to date one-page profile to the clinic.</p> <p>Admin Process: Referral forms will be stored on the MDT drive (referrals 2023.2024 file). All referrals will be added to the Referral log, with notes of outcome, or case status added to them. Class teams are responsible for adding the referral onto Arbor. Referrals will be added to waiting lists by the MDT and prioritised based on the level of need and its impact on student's engagement in learning.</p>
MDT Clinic	<p>Head of Therapies manages the clinic, providing advice or bringing the case to MDT for referral triage and/or sign positing discussion.</p> <p>Members of the MDT clinic will provide admin support at the clinic.</p> <p>Admin process: Advice for class teams will be emailed to the team after an MDT, advice will also be added to Arbor with the assistant head of the department copied in for information.</p>
MDT Meetings	<p>MDT meetings will take place weekly for the team to discuss referrals and which discipline/s will be best placed to lead on the case. The MDT will be chaired by the Head of Therapies and the Safeguarding Manager. In attendance will be Child Psychologist, Occupational Therapist and Speech and Language Therapist.</p> <p>Admin Process: Accepted referrals will be triaged and placed accordingly upon waiting lists. This will be communicated to class staff via email and recorded on Arbor. Referrals not excepted will also be communicated to class staff via email and Arbor. Assistant Headteachers will be copied into communication.</p> <p>In case of an emergency: The MDT will plan a response with Assistant Headteachers and where capacity can be released within the team to support the student.</p> <p>Assistant Headteachers will be invited to attend meetings where a case has run into difficulties, i.e. class team not following plans, concern for health or welfare of student.</p>

Appendix 4 – Three-tiered curriculum offer

Tier 1 – universal offer - Adapted National Curriculum

Students in these classes follow National Curriculum adapted to their developmental needs and abilities.

Tier 2 – targeted offer - Bespoke Curriculum

Students in these classes require personalised, flexible and high-support provision to meet their highly complex needs, focusing primarily on development of social communication and emotional regulation (following SCERTS Model).

Some students, for some lessons, some of the time, may also access Tier 1 curriculum offer.

If ready, and as soon as ready, they may move permanently to the Tier 1 provision.

Tier 3 – specialist offer - Alternative Provision

Students accessing this provision do so as they either disengaged from, or could never access Tier 1 and 2 class-based learning.

Most frequently, this provision would be in place where, following a risk assessment, a student is deemed to be, at that point in time, unsafe to be educated alongside their peers in the class.

This is, most frequently, due to highly complex Social, Emotional and Mental Health needs (in addition to the diagnosis of Autism and learning difficulties. NHS, Social Care and at times, Police involvement are likely.

This fully personalised approach is therefore flexible in terms of number of days per week, length of the input and the focus as well as location of the educational programme delivery.

This provision would be offered as an alternative to repeated fixed term suspensions or permanent exclusion.

This provision is high risk and high cost, typically exceeding individual student funding (based on the place and top up band funding). As such, it would typically require additional funding arrangement with the Local Authority for the period of its duration.

It is the aim for the students on this pathway to either re-engage with Tier 2 or Tier 1 as soon as possible or to work with the placing Local Authority to find a suitable alternative placement for the student to progress to.