



## Improving behaviour, reducing exclusions, recognising and responding to pupil need

Badock's Wood E-ACT Academy 2022-23

*We can achieve anything by thinking big*

*We can create a respectful school by having team spirit*

*We believe in doing the right thing.*

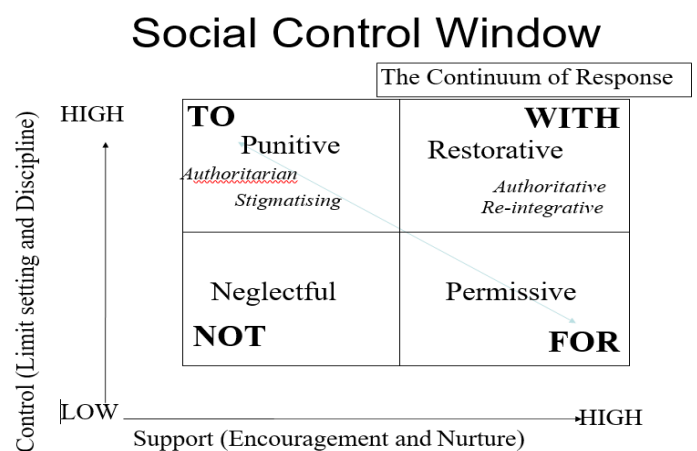
At Badock's Wood E-ACT Academy we understand everyone's normal is different, we share a whole school restorative ethos underpinned by the understanding that all behaviour is communication and positive relationships rooted in mutual respect. All of this leads to a state of belonging rather than exclusion, social engagement over control and meaningful accountability instead of punishment.

Our aim is for Badock's Wood E-ACT Academy to empower every pupil to take responsibility and manage their own behaviour without external motivators, actively teaching them the lifelong skills and strategies they need for emotional regulation. We are a setting that is sensitive to supporting children with all needs but use our skill to support those with specific SEMH needs, including those with attachment and complex trauma histories.

To achieve this, we have changed our approach from Behaviourist to Relational. We have moved from using external motivators (consequences and rewards) to internal motivators (relationships and personal responsibility) to support behaviour. We recognise the behaviourist approach stunts the emotional development of the child through shame and inconsistent motivators. It stops them from understanding the impact of their actions on others which can be one of the biggest factors for children changing their behaviours. It also doesn't teach children how to recognise difficult emotions and develop strategies to respond appropriately and self-regulate. Research has shown that behaviourist methodology increases the likelihood of disengagement and exclusion both socially and educationally.

Instead, we now focus on developing the relationships the children with their peers and staff. Through these positive relationships' children are taught the correct way to identify and manage their emotions and take personal responsibility for their actions. A key part of this approach is children having conversations about their behaviour focusing on: what they were thinking/feeling, the impact it has had on others and what they are going to do to make amends. That the adults are the 'facilitator' and not the 'controller'.

For children with SEMH needs, we now focus on understanding the internal reasons for behaviour. We understand all behaviour is a communication of a child's need. We understand that children with complex needs need to find a pathway back towards successful engagement with education in a classroom environment. Meaning children having bespoke



packages of support which track their achievements and ensure provision is carefully matched to need.

A key part of changing our approach has been the introduction of a number of key interventions and strategies including; a daily check in, emotion coaching, restorative practice and the EMR (establish-maintain-restore) model. These strategies are used to establish a safe, nurturing ethos and culture within the school at the same time as ensuring that we have high expectations and boundaries in place.

### Overview of Key Intervention and Strategies

#### Positive Reinforcement

Climate for learning is responsible for 95% of behaviour management. It is important to ensure that the environment and ethos within a classroom is positive, supportive and secure. That relationships have been established and are being maintained. An enthusiastic and upbeat demeanour is essential in generating natural enthusiasm.

#### Praise

Praise is a powerful tool. It should be used as a positive recognition of all good behaviour and learning. For praise to be even more effective it needs to be specific, timely and consistent. Here are some examples that could be used:

- ✓ I really like the way you.....
- ✓ I love how you are.....
- ✓ That was a great idea ....
- ✓ Give ..... a clap they have just .....
- ✓ Come and show the class your .....

#### Positive Recognition

In order for all of the pupils to achieve our school values and promote the British Values, which ultimately prepares them to play a full role in society as active and responsible citizens, we have identified key virtues which we want each of them to develop during their time with us. This will allow them to not only achieve the above but also develop a sense of meaning and purpose which contributes to their overall happiness and wellbeing.

*What is a Virtue? A Virtue is our ability to act in a particular way in a specific situation in order to bring good.*

#### E-ACT Values

We can achieve anything by **thinking big**  
We can create a safe, respectful school by having **team spirit**  
We believe in **doing the right thing.**

#### British Values

Democracy.  
The rule of law.  
Individual liberty.  
Mutual respect.  
Tolerance of those of different faiths and beliefs.

Throughout the year we will focus on each of the virtues we have identified and as pupils progress up through the school their knowledge and understanding of each virtue will develop and become more sophisticated. This will begin with pupils becoming aware of the Virtues to the then being able to use them unconsciously, without even being aware they are.

Badock's Wood Values Be safe, Be kind, Try your hardest		
Term 1/ 4 Always try your hardest	Term 2/ 5 Be Safe	Term 3/ 6 Be Kind
Courtesy Forgiveness Determination Self-discipline Gratitude Honesty	Cleanliness Fairness Friendliness Patience Respect	Caring Helpfulness Kindness Cooperation Courage

Each week of each term, teachers will display a virtue on their class personal development board (PD board) Pupils will have time to explore each virtue through class discussions and this virtue will be continuously referred to throughout the week. Adults in the school will model it and children will receive positive recognition when they are caught using the virtue. It will allow us to ensure that we give meaningful praise and pupils have chance to reflect on the effect it had when they demonstrated the virtue, both on them and on others. We will also ensure when having Restorative Practise Conversations, links to the virtues are made.

### House Dojo's

House Dojo's will be given when children who display the school and academy values. Children will be placed in house teams. Each Dojo awarded will contribute to a team tally. These will be totalled up each week and added to tubes in the hall.

50 individual dojos = 1 House token

Headteachers award = 1 House token

Class target = When every child in the class has reached 50 individual dojos class teacher and pupils decide on class reward.

Each classroom will have a Dojo points sheet that is populated by class teachers at the end of the day on a Thursday. House captains will collect the names and house colour of any pupils that have achieved a house token ready for this information to be celebrated during Monday's whole school assembly. Pupils will add their tokens to the pots during assembly and at the end of the assembly the house with the most tokens will be taken out for 15minutes additional playtime.

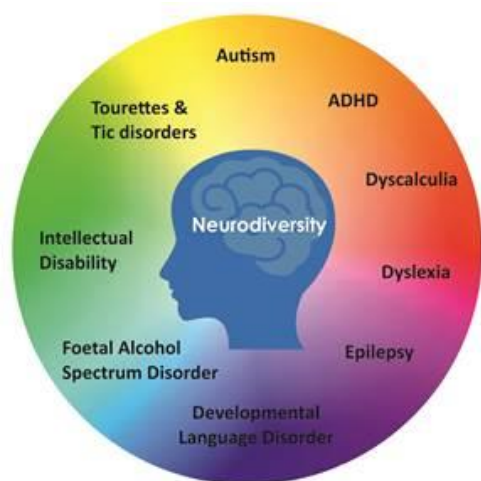
### Neurodiversity.

Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; here at Badock's wood E-ACT Academy we understand there is no one "right"

way of thinking, learning, and behaving, and differences are not viewed as deficits, we celebrate everyone's uniqueness!

It is our aim for all staff to be trained and well informed so we can support all children and their families in the best possible way. We liaise with all staff including outside agencies so we can create a bespoke package of care.

Our SENCo has delivered training to all staff at the start of the academic year 2022 and we continue to learn, share and embed our Neurodiversity bank of knowledge.



### Positive relationships

At Badock's Wood we believe that positive relationships are paramount. These positive relationships are used to model how to interact and self-regulate. They are also key in during times of crisis, someone who understands and knows the child will be able to fully support them. Positive relationships need to be congruent. They require you to be honest, genuine and an ability to admit when you are wrong. The children must be seen as an equal part to the positive relationship.

Some of the techniques we use to promote positive pupil/ staff relationships are listed below;

Every child is greeted each morning by their teacher/adult by using the following techniques:

#### Shakey hand gang:

Pupils have a variety of greetings they can choose from displayed on the external classroom door. Pupils are led to their classroom by their adult who stops pupils at the external door and greets them in the way selected by an adult. This may include a handshake, a hug, a high five. Non- contact ways of greeting pupils include a wave, dance, air high five.

#### Using Makaton:

We understand that every child is unique therefore Makaton training has been carried out to all staff. This can be used across the school by adults and children as a way of communicating to each other.

### PSHE/Relational time

PSHE takes place on a Monday afternoon and Relational time on a Friday afternoon.

PHSE follows the Jigsaw model.

Relational time is inclusive of all pupils within that class and no exclusions should be made based on behaviour. During relational time pupils should participate in games and activities which help them to build secure relationships with the adults working within their classroom and with their peers. Teachers should prioritise relationship building with the pupils they identified using the EMR model. Every class has its own Thrive action plan which is assessed 3 times throughout the academic year. This action plan is then used to support those areas of need identified within the class.

### EMR (Establish, Maintain and Restore) Model

This model allows each teacher to reflect on the relationships that they have with every pupil in their class and ensure that relationships are as strong as possible. If a teacher feels that the relationship has slipped or is needing extra support, they identify these children. These children in turn become the teachers focus for one week. Each relationship should be in one of the three categories. New relationships will be in the Establish phase. This means more work must be done to move it into the Maintain stage. We aim for all our relationships to be in the Maintain stage. Sometimes relationships can be damaged and will need a period of work to restore them. There are many strategies and activities used to establish a powerful relationship.

Humanisation: Sharing information about yourself can help children see past being just a teacher. If you are comfortable you can talk about your life, hopes and aspirations. It is important that children understand we all have our own experiences, strengths, difficulties, hopes and dreams.

Holding in Mind: Showing the child that you think of them outside of the school day. This will help the children see you as something other than a teacher. Taking an interest in activities outside of school and specifically outside of the school sphere shows you are invested. Reminding the children that you were thinking about them outside the school day is enormously powerful. Here are some examples:

- 'I saw this .... and it made think of...'
- 'I was thinking about your.... last night and wondered...'
- 'I was playing .... have you played it?'

Shared experiences: Complete a task or spend time together doing an activity. This is most effective when its child led and/or of shared likes. This could be spending time playing football, playing computer, playing a board game, or even just talking.

### **Supporting behaviour**

We know all behaviour is communication and understanding it is key. We use a variety of strategies to support behaviour at Badock's Wood. We expect all staff to be able to respond to behaviour in a variety of ways. From non-verbal cues to restorative mediation.

### Responding to Behaviour

### Responding to behaviour in class (behaviour in the blue & yellow zone)

- Use non-verbal cues e.g., a look, a signal.
- If it continues, teacher to use emotion coaching: approach quietly and on their level in a calm and empathetic tone, identify how they might be feeling but make it clear the behaviour is not acceptable but try and find reasons for the behaviour and put in strategies which meet the need (what do they need to get from blue or yellow back to green – refer to the Zones of Regulation table). This may mean referring to individual plans.
- If the behaviour continues, give them a warning – ‘If the behaviour continues, we will need to have a chat at break time/lunchtime/after school to sort it out further’.
- If the behaviour doesn’t change e.g., they still are not doing their work continue with the lesson and have a RP conversation at break time. Part of this will be deciding how the child will make amends e.g., staying in and completing their work at breaktime. This will always relate back to the school values.
- If the behaviour escalates from to ‘Out of Control’ (Red Zone), the teacher is to use emotion coaching and the five-point scale e.g. “I can see you’re angry and you are not being safe so you will need to go and ... to stay safe.” (SLT called to support with taking the pupil and also using emotion coaching).
- At an appropriate time, the teacher completes the RP conversation and decides how the child needs to make amends.

### Red behaviour

- Pupils who are experiencing red behaviour will be supported by additional adults and members of the SLT.
- Pupils who have had behaviour that is in the red zone in school, will have a RAMP plan completed which supports adults to be consistent in their approach to tackling this behaviour and also help them to intervene appropriately before behaviour escalates.
- Pupils can be encouraged to make an emends through a variety of different methods. Often pupils may spend their free time (break and lunch) to complete activities to restore their relationships or repair any damage done by poor decision making. This may include writing a letter of apology to effected parties, repairing any damage done to the school or school property, and other actions that relate directly to the incident that occurred.

### Fixed term exclusions (FTE)

- Whilst we take every step to ensure we support pupils with their behaviour and provide opportunities for them to make amends, we also acknowledge that there are some behaviours that cannot be tolerated at the school and pupils will need a longer reflection period off of the school site. Where a fixed term exclusion is necessary, an alternative placement at another local E-ACT Academy will be offered for the pupil to attend for the duration of the exclusion.
- Before returning to school following an FTE, a reintegration meeting will be held with the parents, pupil and a member of the senior leadership team.

## **Restorative Practice (RP)**

A Restorative approach can support children in developing an understanding of their feelings, and enable them to think about their feelings in order to manage their behaviour. Using RP supports

children to feel accepted and can help to mitigate shame, rejection and exclusion. It acknowledges that all behaviour is a form of communication and adopts a 'no-blame' ethos.

### The Restorative definition

Restorative approaches explain misbehaviour as a breaking of a social bond. They seek to involve all relevant to the event in acknowledging responsibilities, repairing harm, promoting respect and strengthening both formal and informal relationships.

At Badocks Wood, RP will be used to discuss children's behaviours around the structure of 5 key questions:

- What happened?
- How were you/ they feeling?
- Who was affected?
- What should you have done?
- What can you do to make amends?

These conversations will happen for high level incidents. They are to be completed once all parties are self-regulated in a safe space. Staff will be covered to complete these conversations. It is important to understand that these conversations could sometime involve adults as well as children. Also, some parties may not be willing to complete the conversation immediately.

### Emotion Coaching

Emotion coaching gives the adults the language to support children when they are struggling to manage their emotions. It allows adults to identify when children are in crisis the emotions, they may be feeling from the behaviours they are exhibiting. By placing an emotion on the situation, you are able to empathise rather than discipline their emotions in a situation. This allows the children to feel safe and to regulate themselves creating a strong relationship. Then at an appropriate time, consequences and the process of making amends can then be discussed – ideally this is to be completed before the end of the school day. Consequences which are delivered too far from the point of the incident will not be effective and can often lead to confusion and a lack of understanding to the purpose of them.

### Shared language

In the moment we will use Emotion Coaching to ensure that we respond appropriately to a child when they are dysregulated and also so that we can support them to understand their emotions.

This will involve using empathic listening skills which involve mirroring the emotion with facial expression, body language, tone of voice and attuning to the mood. Accepting and validating the child's experience and feelings, responding empathically by naming the emotion and reflecting back what you hear in a structured way to show you understand. At the same time soothing the child. The use of prepared scripts can support behaviour.

It is therefore important to use the 'Emotion Coaching' script:

#### Emotion Coaching

**STEP 1:** Recognising the child's behaviour is communicating how they are feeling. **PAUSE FOR THOUGHT** What are they communicating? (Internal)

**STEP 2:** Validating the feeling and labelling emotion.

*I can see you are feeling..... It is horrible to feel .....*

**STEP 3:** Setting Limits on Behaviour

*I understand you are ..... but you need to make sure your behaviour is safe.*

*You may then need to take the child off to do a quiet activity until they are regulated.*

When the child is calm and regulated, it is important that every situation is used to learn from. The children learn that it is OK to feel different emotions but they need to respond to the emotion appropriately. It is important that children understand the effect their behaviour has had and that there are consequences but these are appropriate to what has happened and allow the child to make amends to move away from a culture of shaming

### Well-being

Thrive is used to monitor and support children's Personal, social, and emotional development. It allows us to follow a methodology that develops children's sense of belonging and being. We use this model so that the child can start to fully understand themselves and gain their full potential. We offer a breakfast and lunchtime club in addition to daily sessions where we follow the Thrive programme with our trained Thrive practitioners in 1-1 or group sessions.

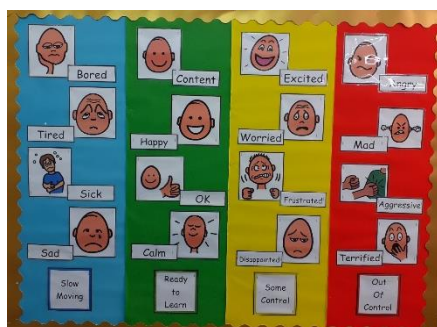
All classes are assessed using the online Thrive model 3 times over the academic year (End of T2,4 and 6) from this, a class action plan is created whereby teachers will embed strategies and activities to support their class with the SEMH needs.

### Zones of Regulation/ Check-ins

One of the key elements to our relational approach is our check-in. We ask 'What zone are you in?' first thing in the morning. We establish how the children are feeling before trying to embark on the academia as we know that those children who come into school having had a disrupted evening/ weekend are not in the right frame of mind to learn and this often manifests itself in challenging behaviour. We then support the children to get themselves back to 'Ready to Learn'. We emphasise the message that It is ok to feel these emotions but it is how you deal with them that matters most. This time can also be used to support EMR.

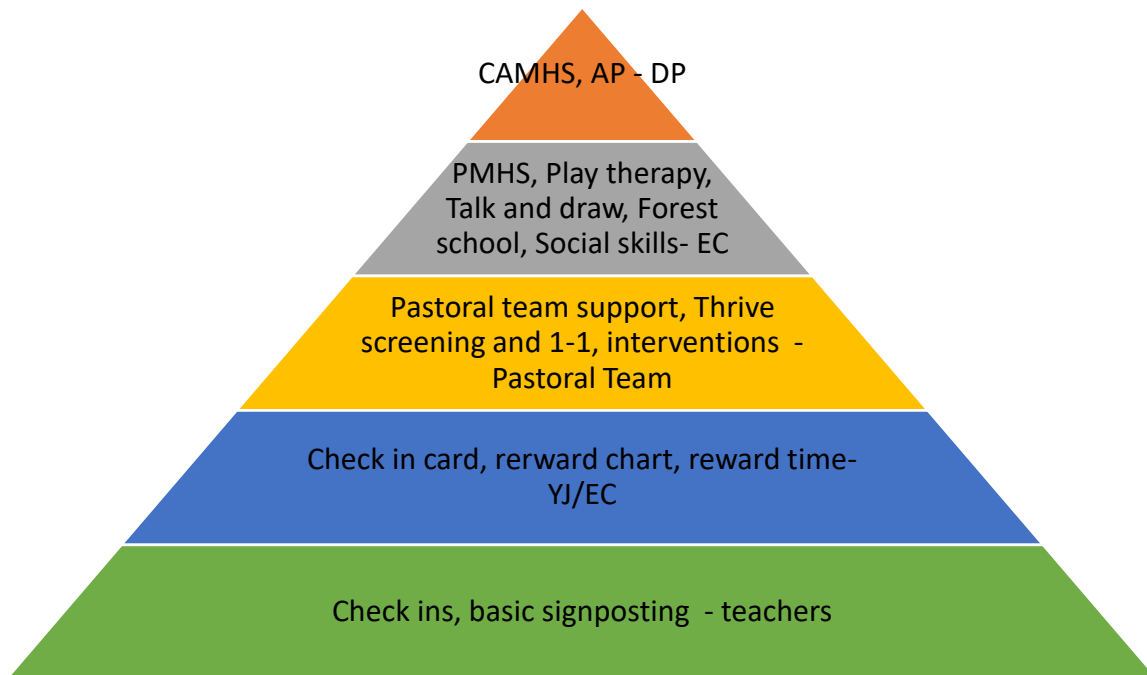
Each class has an early morning check in which is identified on the timetable to support and identify how the children are feeling and support them accordingly. The zones of regulation are split in to 4 – Slow moving, ready to learn, some control, out of control, and we use this to identify the children's feeling and emotions.

The children can then use the Zones of regulation throughout the day to communicate to the adults how they are feeling and that they need some help to manage their feelings.





SEMH graduated response



Zones of Regulation			
Blue Zone Think Big to achieve	Green Zone	Yellow Zone Create Team spirit	Red Zone Believe you can do the right thing
Tired, slow bored – Go slow Communicate effectively –JS Valuing themselves and others – JS	We can achieve anything by thinking big We can create a safe, respectful school by having team spirit We believe in doing the right thing.	Restless, some control Making relations ships - JS Tolerance BV Democracy	Anger frustration – no control Act on informed decisions- JS Woking with others- JS
<b>The behaviours I might show which I need to learn to manage:</b>  If I am in this zone, you may see me: <ul style="list-style-type: none"> <li>- Giving up</li> <li>- Un engaged in learning</li> <li>- Not doing my best</li> <li>- Upset</li> </ul>	<b>What does it look like:</b>  If I am in this zone, you will see me <ul style="list-style-type: none"> <li>- Treating everyone with respect</li> <li>- Achieving my best</li> <li>- Doing the right thing</li> <li>-</li> </ul>	<b>The behaviours I might show which I need to learn to manage:</b>  If I am in this zone, you may see me: <ul style="list-style-type: none"> <li>- Struggling to concentrate</li> <li>- Not engaged or completing work</li> <li>- Not showing respect to the adults or their peers</li> <li>- Distracting others</li> <li>-</li> </ul>	<b>The behaviours I might show which I need to learn to manage:</b>  If I am in this zone, you may seem me <ul style="list-style-type: none"> <li>- Not keeping myself safe</li> <li>- Not keeping others safe</li> <li>-</li> </ul>
<b>What might this feel like to me?</b> I don't have the energy to do my best. I want to cry. I feel like giving up. I feel not interested.	<b>What might this feel like to me?</b> I cannot wait to get started. I am really trying my best. I am enjoying what I am doing. I am enjoying being around other people.	<b>What might this feel like to me?</b> My mind is all over the place. I cannot concentrate. People are annoying me I have the feeling I just want to snap at someone.	<b>What might this feel like to me?</b> I have the feeling that I want to get out of here. I have the feeling that I want to hurt myself. I have the feeling I want to hurt someone. I have the feeling I want to hide.
<b>What do the adults need to say: (Emotion Coaching)</b> I can see you are in the blue zone and you are feeling ..... It is horrible to feel ..... To get you back to the green zone you need to .....	<b>What do they adults need to say: (Emotion Coaching)</b> I can see you are in the green zone and you are feeling ..... It is great that you are feeling .....	<b>What do the adults need to say: (Emotion Coaching)</b> I can see you are in the yellow zone and you are feeling ..... It is horrible to feel ..... I understand that you are feeling ..... but that behaviour is not OK. To get back to the green zone you need to .....	<b>What do they adults need to say: (Emotion Coaching)</b> I can see you are in the red zone and you are feeling ..... It is horrible to feel ..... I understand that you are feeling ..... but that behaviour is not safe. To get back to the green zone you need to .....
Take a movement break. Get some fresh air	Tell myself I am OK.	You need to feel connected with someone to feel safe.	Find a safe space to hide until you feel safe.

<p>Spend some time with a friend.  Speak to a trusted adult.  Do something I enjoy doing.  Get a drink of water.  Eat something healthy  Make sure I am getting enough sleep.</p>	<p>Make the right choice and be proud of the choice I have made.</p> <p>Let the adults help me!</p>	<p>If you are feeling worried, annoyed, frustrated, or disappointed about something, choose an adult you trust and tell them.</p> <p>They will help you manage the feelings – be a chatty chimpanzee and talk to them.</p> <p>Maybe take 5 minutes to colour, take deep breathes or do some mindful breathing if you cannot speak to anyone straight away.</p>	<p>Do an activity which makes you feel safe e.g. colouring, fiddling with a stress ball.</p> <p>Go and be with someone who makes you feel safe.</p>
<p><b>What will help me get back to 'Ready to Learn'</b></p> <p>Gee them up and moving  Opportunity to talk if upset.  Distraction  Encourage them positive praise  Job – re – energise – open a window, take a message</p>	<p><b>What will keep me here?</b></p> <p>Routines and structure in the class.  Engaging lessons  Adults ensuring that I understand</p>	<p><b>What will help me get back to 'Ready to Learn'</b></p> <p>5 minutes  Mind fullness breathing  Chat in check in  Colouring – short 5-minute tasks  Reading a book</p>	<p><b>What will help me get back to 'Ready to Learn'</b></p> <p>5-30 minute (no control)  Tent  Library  Safe space  (Work backwards from red zone) after completed partake in some control</p>
<p><b>Thinking about my behaviour:</b>  <b>After the incident (when calm):</b>  Restorative Practise conversation at break time with class teacher.</p> <p>What happened  How did you feel at the time?  Who was affected  What could you do next time  What needs to happen next/ how are you going to make amends</p>		<p><b>Thinking about my behaviour:</b>  <b>After the incident (when calm):</b>  Restorative Practise conversation with phase leader/SLT/class teacher</p> <p>What happened  How did you feel at the time?  Who was affected  What could you do next time  What needs to happen next/ how are you going to make amends</p>	<p><b>Thinking about my behaviour:</b>  <b>After the incident (when calm):</b>  Restorative Practise conversation with phase leader/SLT/class teacher</p> <p>May also mean a RP conversation with others effected.</p> <p>What happened  How did you feel at the time?  Who was affected  What could you do next time  What needs to happen next/ how are you going to make amends</p>
<p><b>How will I make amends?</b>  Work to be completed in own time.</p>		<p><b>How will I make amends?</b>  Reflection at lunchtime to include making an amends which might be some form of apology, making it up to a child they have hurt by doing a special activity, cleaning up a mess.</p>	<p><b>How will I make amends?</b>  Working in another class to ensure my behaviour is safe enough to go back to my class.  Reflection at lunchtime to include making an amends which might be some form of apology,</p>

		Work to be completed in own time.	making it up to a child they have hurt by doing a special activity, cleaning up a mess.  Work to be completed in own time.
<b>What else will my teacher need to do now:</b>  Phone call home to let my parents know how I have been feeling.	<b>What else will my teacher need to do:</b> Lots of positive recognition.	<b>What else will my teacher need to do:</b>  Phone call home	<b>What else will my teacher need to do:</b>  Phone call home, which may mean my parents coming in. Parent meeting LLT Go on check in
<b>What will we do next</b>  <b>More regular check ins</b>		<b>What will we do next</b>  <b>CPOMs</b> <b>Graduated response form</b>	<b>What will we do next</b>  RAMP in place Added to pastoral support list

I can use PLAN to help me.

P	Pause	STOP & BREATHE Take a few deep breaths
L	Listen	Listen to your body. How am I feeling?
A	Ask	What do I need?
N	Next	What choice am I going to make so I can feel proud?

PAUSE, STOP & BREATHE.	I need to breathe in and out slowly with my feet on the ground.
LISTEN, HOW AM I FEELING?	When I feel angry I feel it in my hands and in my head.
ASK, WHAT DO I NEED?	I will need to use my therapy or go to my safe space.
NEXT, WHAT CHOICE CAN I MAKE?	I can ask use my therapy or I can ask my teacher to go to my safe space then I can feel ready to learn again.

### Supporting Children with SEMH Needs - Graduated Response

*Date when provision, support and constants have been implemented.*

*We will use the graduated support to show the progression of support in Badock's Wood.*

Name:		Year Group:		Date:	
Tier 1 – Class Based Strategies					
Provision:		Support:		Constants:	
Visual timetables		Movement breaks		QFT	
Reward charts		Small group work		Positive relationships	
Busy boxes		Guided groups		Differentiation/scaffolding	
Now and next displays		Regular positive feedback			
Tier 2 –School based strategies.					
Access to Learning Mentor (including family having access to support)		Differentiation of task, language, interaction.		Plan - Do – Review Cycle (ISP in place)	
Access to group/1:1 Thrive provision or other pastoral support.		Adaptations made to school’s behavior policy for individuals.		Log kept of incidents	
Support from SLT during the day.		SENCo observations of teaching and learning, advice and further differentiation.		Risk Assessments	
Intervention e.g. social skills, emotional literacy		SENCo assessments e.g., SALT screenings		Meeting with parents/carers	
Access to extra whole school provision e.g., Lunch Club, Breakfast Club		Advice from outside agencies.			
Allocated time to develop relationships with key adults e.g., teacher		ABC form to identify triggers with SENCo support.			

Play Therapy		RAMP plan in place.			
Tier 3— Specialist School Provisions & Outside Agency Involvement					
Provision:		Support:		Constants:	
Tier 1/2 provisions to continue where appropriate.		Tier 1/2 Support to continue where appropriate.		Plan - Do – Review Cycle (ISP in place)	
Access to School pastoral provision.		Outside Agencies Involvement (CAMHS, SALT, EP, OT, Social Care, Community Pediatrician, EWS)		Log kept of incidents	
Access to Launch Pad (Mental Health Hub)		PSP in place in discussion with whole staff team.		Risk Assessments	
Further specialist provision e.g., Farm Visit, Jamie’s Farm, Horse World Discovery		Team Around the Child Meeting including the Pupil’s Voice.		Meeting with parents/carers	
Tier 4 – Bespoke Individual School Provision & Outside Agency Involvement					
Tier 1- 3 provisions to continue where appropriate.		Tier 1 - 3 Support to continue where appropriate.		Plan - Do – Review Cycle (ISP in place)	
Access to bespoke individual SEN support in school e.g., 1:1/1:2		Outside Agencies Involvement (CAMHS, SALT, EP, OT, Social Care, Community Pediatrician, EWS)		Log kept of incidents	
Temporarily Modified Curriculum Plans.		Referral to North Star outreach for advice and support		Risk Assessments	
		Annual Review & TUF application		Meeting with parents/carers	
		Consider and gather evidence for Statutory Needs Assessment			
Tier 5 – Alternative Provision					
Tier 1- 4 provisions to continue where appropriate.		Tier 1- 4 Support to continue where appropriate.		Plan - Do – Review Cycle (ISP in place)	

Managed Move/Negotiated Transfer		Statutory Needs Assessment for ECHP		Log kept of incidents	
Referral to Lansdown AP		Referral to FAP.		Risk Assessments	
New School place via Bristol Inclusion Panel.				Meeting with parents/carers	
Referral to Bristol Hospital Education					
Specialist Provision					