GRADUATED RESPONSE FOR BEHAVIOUR WITH DISTRIBUTED LEADERSHIP

Stage	Provision required		Support and provision	Assessment, recording & monitoring systems	Monitored by	Children
1	Universal Provision	1.1	Targeted observations for behaviour carried out and recorded. Record initial concerns.	• Reviewed alongside Pupil Progress meetings	Class Teacher	
		1.2	Use of motivation assessment scale for specific behaviours to help aid understanding of communicative function.			
		1.3	Subject engagement analysis to support bespoke planning			
		1.4	**Initial Concerns Log completed**			
2	Early intervention support	2.1	Inclusive Teaching Checklist used to support access to classroom access	• Reviewed at Pupil Progress and Review meetings with Leadership Teams	Class Teacher Year Leaders	
		2.2	**Social Emotional and Mental Health Support & Intervention referral completed**	• Parent discussion	ELSA Family Support worker	
		2.3	Observation of behaviour completed by LB. ABCC chart completed if necessary. Meeting with class teacher following observation to identify further barriers and put support strategies in place.			
		2.4	Reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour as agreed by LB.			
3	Targeted, additional support – Staff specific responses	1.1	Continue to collect behaviour incident logs which will be reviewed with LB	• SENCo involvement • Reviewed at Pupil Progress meetings with SENCo	Class Teacher SENCo & Inclusion Lead.	
		3.1	School ELSA Support / Nurture intervention support (Referral form 2.2)	• Intervention records	ELSA Family Support Worker	
		3.2	Team around the child meeting with all staff members: Pupil-specific risk assessment and/or Behaviour Response Plan. Detail staff responses to specific behaviours, and share as a whole school response (those who come into contact with pupil) Emergency protocols for positions of danger to be considered.	• Team around child post-meeting with parents.		
		3.3	**Consider multi- agency support / TAF / TAC / LA referral**			

GRADUATED RESPONSE FOR BEHAVIOUR WITH DISTRIBUTED LEADERSHIP

4	Targeted, intensive additional support **Pupil placed on the SEND register**	4.1 4.2 4.3 4.4 4.5	Pupil Passport written with SENCo support - Targeted new (behaviour) skills teaching Personalised behaviour targets – Tracked using TME (targeted, monitoring, evaluation system) Pupil profiling – identifying pupil strengths and needs in line with EHCP criteria areas Use of pupil specific risk assessment reviews Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Individual modifications to the curriculum to support engagement **Consider request for statutory assessment and EHC Plan**	• SEN Register • Pupil Passport • Pupil Passport • SENCo – TME monitoring provision	Class Teacher SENCo & Inclusion Lead ELSA, Family support worker SLT	
5	Provision over and above Stage 4		In addition to Stages 1 – 4: Education, Health and Care Plan (EHCP) reviewed annually Multi-professional support Individual Education Plan Identified on school provision map Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services, Health colleagues, and CAMHS.	• Annual Review Meeting and Report • Pupil Passport • SENCo monitoring provision	Class Teacher SENCo & Inclusion Lead ELSA, Family support worker SLT	

To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.