



## Graduated Response to Behaviour Tool

### Positive Relationships & Behaviour Policy – Appendix 2

Date written:	February 2025
Date adopted/reviewed:	March 2025
Review schedule:	Annual
Policy Area:	BEHAVIOUR

Stage	Group	Provision & support	Resources	Who
<b>1 Universal Support</b>	All children	<ul style="list-style-type: none"> <li>Positive relationships with familiar adults</li> <li>Class-based practices with usual class-based team</li> <li>School behaviour policy – Ready, Respectful, Safe</li> <li>School behaviour curriculum – explicitly taught, regular reminders</li> <li>Routines – explicitly taught, consistently used, school wide and class based</li> <li>Scripts for staff training</li> <li>Positive phrasing &amp; assertive language</li> <li>Sensory techniques/resources</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Curriculum</li> <li>Sensory techniques &amp; resources</li> <li>Scripts</li> <li>Routines</li> <li>Shared principles</li> <li>Zones of Regulation</li> <li>Additional support such as Behaviour Audit or curriculum review</li> <li>Arbor to log individual rewards and sanctions</li> </ul>	All staff
<b>2 Early Intervention</b>	Children showing initial need for some support	<ul style="list-style-type: none"> <li>In-class interventions with usual class-based team</li> <li>These interventions might become part of ongoing provision if effective</li> <li>One page <b>behaviour plan</b> to be written and shared with parents.</li> <li>Initial fortnightly review (if behaviour plan is renewed in 3 consecutive fortnights, move to Stage 3)</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Plan form</li> <li>Reasonable Adjustments</li> <li>SENDCo Advice</li> <li>Social stories</li> <li>Comic Strip conversations</li> <li>Drawing for talking</li> <li>Class based self-regulation space</li> </ul>	Class teacher TA/LSA if applicable Problem solve with colleagues
<b>3 Targeted Support</b>	Children requiring more sustained support	<ul style="list-style-type: none"> <li>School-based interventions outside of the classroom e.g. ELSA and Nurture</li> <li>Anxiety Mapping, Risk Reduction Plan (this is different to the behaviour plan in Stage 2)</li> <li>Parents signposted to external support</li> <li>Aspects referral</li> </ul>	<ul style="list-style-type: none"> <li>Therapeutically thinking forms</li> <li>Reasonable Adjustments</li> <li>Risk Reduction plan</li> <li>DSPL3 Support</li> <li>Lego play (therapeutic support)</li> <li>Protective Behaviours</li> </ul>	Class teacher SENDCo ELSA Aspects Family Support

		<ul style="list-style-type: none"> <li>Amwell View outreach / Therapeutic Thinking / Relational Approach advice</li> </ul>	<ul style="list-style-type: none"> <li>Green Room</li> <li>Request for Pupil at risk of exclusion strategy meeting if at risk of moving to Stage 4.</li> </ul>	Outreach Services
<b>4 Highly Focused Support</b>	Children at risk of not accessing mainstream learning	<ul style="list-style-type: none"> <li>External agencies involved through DSPL3 / Inclusion Team</li> <li>Increased adult ratio</li> <li>Consideration of internal alternative provision</li> <li>Adapted timetables and/or curriculum</li> <li>EHCP referral through SENDCO</li> <li>Playground supervision/restrictions where appropriate</li> <li>Pupil at Risk of Exclusion Strategy Meeting (if not already held) – multi-agency support request</li> <li>Families First / Early Help</li> </ul>	<ul style="list-style-type: none"> <li>Reasonable adjustments</li> <li>Team around the Family / Child</li> <li>Pupil centred planning meeting</li> <li>LA Inclusion Team</li> </ul>	Headteacher SENDCO External Agencies Class teacher (as appropriate)
<b>5 Intense Support</b>	Children unable to access mainstream learning	<ul style="list-style-type: none"> <li>High risk group – consult with Local Authority</li> <li>Off-site alternative provision determined by LA</li> <li>High adult ratios (e.g. 2:1)</li> <li>EHCP</li> <li>No mainstream expectations in terms of timetable and curriculum</li> <li>Safety of pupils and of others is the priority – separate room / playground timetables if on school site</li> </ul>	<ul style="list-style-type: none"> <li>Serious incident resources required</li> <li>Supporting evidence and documents</li> <li>Involvement of external agency support, plans and guidance</li> <li>LA Inclusion Team</li> </ul>	Headteacher SENDCO External Agencies (LA)