Schools for Every Child

Shared Moral rooting- The driving force that gives ethical and moral validity to the organisation. A higher purpose that can be relied upon to drive the organisation. A rooting is long lasting and outlives the wishes of one individual or another.

- UNICEF rights of child

Shared Values- Actions and things we do day to day; we live our values to get to our vision:

- Altruistic- Doing good things whenever, however and to whoever you can
- Pioneering- striving to discover new things and exceed expectations
- Ethical- Making conscious decisions to be kind and fair

Shared Vision- an aspiration for the future. This holds the different parts of the organisation together. The shared vision is something each part works towards, in its own way. Specific enough that it stands you apart from others in the same field.

- Nurturing Brilliance, Guiding Exploration, Cultivating Respect- a committed journey to put every learner's individuality, curiosity, and dignity at the forefront of the world that awaits.

Behaviour Policy

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

UNICEF Article 28(right to an education)

- *Every child has a right to an education. Children's human dignity. Wealthy countries must help poorer countries achieve this. Article 29(goals of education)Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Date Policy Created:	Autumn 23
Reviewed:	Spring 24, Autumn 24, Summer 25, Autumn 26

Schools for Every Child Purpose Statement

Our behaviour policies promote mutual trust and respect, allowing students to engage constructively in their academic journey. By fostering a culture of respect and understanding, we enable students to explore their potential and achieve brilliance, in alignment with Article 29 of the Unicef Rights of a Child, which focuses on nurturing every child's personality and talents to the fullest. We follow a trauma informed approach at each of our schools. We believe in clear logical consequences for actions and that this teaches pupils how to manage in the real world in relation to boundaries and the rule of law.

Introduction

At Rayleigh Primary School our values are built on respect for courtesy and good manners towards each other.

Our behaviour policy is designed to:

- Develop positive attitudes to learning.
- Promote a positive ethos for good behaviour around the school and in lessons.
- Be applied in a fair and consistent way.
- Reward positive behaviour and encourage positive role models.
- Support children in assessing and managing risk appropriately and keeping themselves safe.
- Enable children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We work in partnership with parents to encourage all our pupils to grow and develop personally and socially as well as academically.

Equality and Inclusion

At Rayleigh Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

Our Mission Statement for Equality:

As a school,

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender(including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention- The Rights of the Child.

This policy explains:

➔ The benefits of good behaviour;

- What we mean by good behaviour;
- How we encourage good behaviour in our school;
- How we discourage inappropriate behaviour.

The Benefits of Good Behaviour:
At Rayleigh Primary School we value and encourage good social behaviour:
Children will:

- Learn what good behaviour means;
- Learn to care for one another;
- Learn the value of friendship;
- Develop self-confidence;
- Develop a positive attitude to learning;
- Reach their true potential in academic studies.

Teachers are able to:

- Teach effectively;
- Meet the needs of individual pupils;
- Work in partnership with parents for the benefit of the children.

Parents will:

- Feel confident that their children are growing personally, socially and academically;
- Know that their children receive support when they need it;
- Feel welcome in school to discuss their children's progress in a positive atmosphere.

What We Mean By Good Behaviour:
We expect all pupils, parents and staff to respect everyone and everything in our school.

Our School Motto

We respect ourselves, others and our future.

Our Trust Values

- Altruistic- Doing good things whenever, however and to whoever you can
- Pioneering- striving to discover new things and exceed expectations
- Ethical- Making conscious decisions to be kind and fair

To encourage 'good' behaviour:

- Teachers will organise their classrooms to provide the best possible learning environment for the children.
- Teachers will adapt work to meet the needs of every child, through Quality First Teaching.
- All staff will recognise and highlight good behaviour as it occurs.
- All staff will consistently reiterate and reinforce key messages and model positive behaviour in their interactions with each other, with parents and carers, and with children.
- Desirable attitudes and skills will be wrapped through all learning-Personal, Social and Health Education, and the ethos of UNICEF rights.
- Teachers will develop a 'Class Charter' written in positive terms: e.g. 'We keep our hands and feet to ourselves' rather than 'No kicking or hitting' to suit the age and needs of their individual classes.
- Good manners will be encouraged through assemblies -reinforced throughout the school by all adults.
- Children will be encouraged to take on responsibilities within the classroom and Year 6 children will be increasingly involved with responsibilities around the school, eg. setting up the hall for assembly, library or lunchtime duties etc.
- All staff follow the Trauma Perceptive Practice (TPP) approach to managing behaviour.
- Consistent management plans are created for those who need high levels of support to regulate.
- Staff are calm in response to both positive and negative behaviour- we are a non-shouting school.
- We use the Zones of Regulation in every classroom to support regulation for all children.

A Relational Behaviour Model

At Rayleigh school we adopt and use the relational behaviour model which is the approach from TPP. The key principles are as follows:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rules should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.

- ‘Inappropriate behaviour’ is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their need.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

Children will be rewarded for good behaviour:

- Praise from members of staff;
- Dojo’s from all staff members- house team points (Saxons, Normans, Romans and Danes);
- Children exhibiting especially good behaviour, kind deeds or producing good quality work may be sent to the Headteacher/ Assistant Headteacher for a ‘Good News’ note and sticker;
- Teachers will nominate pupils each week to receive an award in Celebration Assembly;
- Mid-days will give stickers for positive lunchtime behaviour;
- Teachers will inform parents when an improvement in a child’s behaviour has been observed;
- Teachers will encourage older children to become more self-motivating and less dependent on rewards.

Trust Wide Pro-social Reward

The rewarding of pro-social behaviour is a Trust-wide process. Each phase decides on two pro-social reward recipients or activities (eg. litter picking, writing to older people's home, adopting an animal, planting some plants, reading with younger children, writing to a pen pal or another school, hosting a bake sale to raise funds for charity etc). Two receptacles are placed alongside the Trust’s core values, and each receptacle is labelled with the two pro-social rewards.

When a child is seen to be doing something pro-social during the school day (i.e. therefore displaying a core value), they are rewarded with a token. The child chooses which pro-social reward jar will receive their token. When a jar is full, that particular charitable reward is earned and the whole class / phase takes part in it.

Equality, Inclusion, SEND and Individual Circumstances

Behaviour expectations apply to all pupils. When responding to behaviour, the school will consider whether a pupil's special educational needs and/or disability, or other individual circumstances, may have contributed to the behaviour.

Where appropriate and lawful, reasonable adjustments will be made to behaviour strategies, consequences and sanctions to meet individual needs. The school will seek to understand underlying causes of behaviour and provide additional support where required.
The school will ensure that behaviour expectations and consequences are applied fairly, consistently and proportionately. Individual circumstances, including SEND, disability,

safeguarding concerns and other relevant factors, will be considered when determining the most appropriate response.

This approach is consistent with our relational and trauma-informed practice and our commitment to inclusion and equality.

Our Behaviour Policy

Pupils

You are expected to *be responsible for your behaviour* and to *make the right choices*. We expect all Rayleigh Primary children to be well behaved and to demonstrate our school motto: **We respect ourselves, others and our future.**

We recognise that children make mistakes and that behaviour can be influenced by individual circumstances, relationships and the environment. We therefore combine clear expectations and boundaries with support, co-regulation, restoration and repair.

We have a yellow and red card system and this is how it works:

- If you are not behaving well you will be given a rule reminder and warning.
- If the poor behaviour continues after three warnings, you will normally be shown a yellow card. Some behaviours warrant a yellow card without warning.
- For serious offences, you may be shown a red card directly.
- Where a pupil receives three yellow cards within a week, this will normally result in consideration of a red card. A senior member of staff will review the circumstances of the incidents and make an individual decision about the appropriate response.

The school's response to behaviour will always take account of the circumstances of the incident and the individual needs of the pupil.

What happens if I am shown a Yellow Card?

- Your teacher will record your behaviour on the behaviour system in Arbor.
- You will have to show your card to the Headteacher/SLT and speak about your behaviour.
- Your teacher will write a short note to your parents via ClassDojo.
- Where appropriate, you will have a restorative conversation and consider what could be done differently next time.
- If you receive three yellow cards within a week, a senior member of staff will review the incidents and determine whether a red card is appropriate.

Remember ….EVERY WEEK is a FRESH START.

What happens if I am shown a Red Card?

A red card is issued following a senior member of staff's consideration of the circumstances and the individual needs of the pupil.

- The Headteacher/Assistant Headteacher will speak to your parents and invite them to come into school to speak to your teacher about your behaviour. You will discuss how we can work together to improve it.

- A red card may result in the loss of specific privileges for an appropriate period, normally up to five school days. The nature and duration of any consequence will be determined on an individual basis and will take account of the circumstances of the incident, the needs of the pupil and the principle of proportionality.
- Consequences will be used alongside opportunities for restoration, repair and learning.

Remember ….EVERY TERM is a FRESH START.

For suspensions/exclusions- please see the Trust Exclusion Policy.

Bullying

We are a 'telling school' where individual pupils can share their concerns with an adult. We ask parents to help us by encouraging their child to tell an adult in school if they are unhappy or worried and not to take that worry home with them.

Through our 'open door' policy parents may contact the class teacher, in the first instance, if they have any concerns.

Bullying, discriminatory behaviour and harmful behaviour will be taken seriously and will be addressed in accordance with the school's Anti-Bullying Policy and, where appropriate, safeguarding procedures.

Further details of school procedures related to bullying can be found in the school's Anti-Bullying Policy.

Physical intervention (control and restraint) - the use of reasonable force

At Rayleigh Primary School we recognise our duties of care towards pupils and staff and follow the law and current Department for Education guidance relating to restrictive interventions, including the use of reasonable force.

The DfE guidance **'Restrictive interventions, including the use of reasonable force, in schools'** came into effect on 1 April 2026 and replaces the previous *Use of reasonable force in schools* guidance.

School staff may use reasonable force where necessary and lawful to prevent a pupil:

- committing an offence;
- injuring themselves or others;
- damaging property; or
- causing serious disruption where the use of force is necessary and proportionate.

The use of restrictive interventions is only one aspect of co-regulation and is normally a last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to develop the skills needed to

self-regulate during times of stress.

Where restrictive intervention or reasonable force is necessary, staff will aim to use the minimum amount of force necessary for the minimum amount of time necessary. Staff will prioritise prevention, de-escalation and co-regulation wherever possible. Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour – Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**, alongside current DfE guidance.

Where a restrictive intervention is necessary:

- the incident will be recorded accurately and as soon as practicable;
- the Headteacher or designated senior leader will be informed;
- parents/carers will be informed as soon as practicable;
- the incident will be reviewed to consider whether further support, risk assessment, reasonable adjustments or changes to provision are required;
- where appropriate, the school will analyse incidents to identify patterns and reduce the likelihood of future restrictive intervention.

Where required by local procedures, incidents will also be reported through the appropriate Essex County Council systems. Any use of seclusion will be managed, recorded and reported in accordance with current statutory requirements and DfE guidance. The school will ensure that staff receive appropriate guidance and training relevant to their role and the needs of pupils they support.

Confiscation of inappropriate items

The school's general power to discipline enables appropriate staff to confiscate a pupil's property where this is reasonable and proportionate. Items which are prohibited by law or which present a risk to the safety of pupils or staff will be dealt with in accordance with current legislation and school procedures. Weapons, knives and illegal substances or objects will be handed over to the police where appropriate. Other confiscated items, such as toys or other inappropriate items brought from home, will normally be returned to the pupil or their parent/carer as soon as reasonably practicable, depending on the circumstances.

Power to search without consent

The school will conduct searches in accordance with the current Department for Education guidance **'Searching, Screening and Confiscation'**. Appropriately authorised members of staff may search pupils where there are reasonable grounds to suspect that a pupil has a **prohibited item** in their possession.

Prohibited items include, but are not limited to:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarettes;
- vapes and vaping-related items;
- fireworks;
- pornographic images or material;
- any item which has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any other item identified within the school's behaviour policy or relevant statutory guidance as a prohibited item.

Searches will be carried out lawfully, reasonably and proportionately, with appropriate regard to the pupil's dignity, safety and individual circumstances. Where a pupil refuses to cooperate with a lawful search, the school may respond in accordance with the behaviour policy and relevant guidance. Parents/carers may be informed where appropriate.

Seizing and searching electronic devices

Pupils in Upper Key Stage 2 (Years 5 and 6) may bring a mobile phone to school where this is necessary, for example because of their journey to and from school. In accordance with the Department for Education's statutory **Mobile Phones in Schools** guidance, pupils will not have access to mobile phones or other personal interactive communication devices during the school day. The statutory guidance applies from 1 September 2026.

Pupils who bring a mobile phone to school must:

- turn the phone off before handing it in;
- hand the phone to the school office on arrival;
- have the phone stored securely during the school day; and
- collect the phone at the end of the school day.

No pupil may carry or access a mobile phone or other personal interactive communication device during the school day unless an exception has been agreed by the school. The school will consider appropriate exceptions where required to meet a pupil's individual needs, including where this is necessary because of a pupil's special educational needs, disability or medical condition.

Where an allegation has been made against a pupil relating to their online conduct, Senior Leaders will be informed. Usually, such instances can be successfully dealt with in collaboration with parents/carers.

In more serious cases, where Senior Leaders have reasonable grounds to suspect that a device contains evidence relating to an offence, the device may be seized and handed to the police as soon as reasonably practicable. Material on the device that is suspected to contain evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to handing the device to the police. Where material is not suspected to contain evidence relating to an offence, the school may decide whether it is appropriate to retain or delete material as evidence of a breach of school discipline, in accordance with current guidance.

Offsite Behaviour
We expect children to display the same high standard of behaviour offsite as they would in school.

The behaviour policy applies to all children taking part in school-organised or school-related activity offsite and, where appropriate, to behaviour travelling to and from school.

The school may apply sanctions for behaviour outside the school premises where it is reasonable and proportionate to do so. This may include behaviour which:

- brings the school or school community into disrepute;
- involves bullying or harmful behaviour;
- involves discriminatory behaviour;
- threatens the safety or wellbeing of others; or
- has a clear impact on the orderly running of the school or the welfare of pupils or staff.

The same principles of fairness, proportionality and consideration of individual circumstances will apply.

Parental Behaviour

The school is committed to ensuring that all staff are treated with respect and are able to work in a safe and supportive environment.

We recognise that parents and carers may sometimes be upset or concerned about an issue involving their child. We encourage families to raise concerns with the school so that they can be addressed constructively.

All staff are instructed to refer anyone to the Senior Leadership Team if an adult becomes angry, intimidating, abusive or otherwise behaves in a way that may compromise the safety or wellbeing of staff or pupils. In such circumstances, the member of staff should not continue the conversation and should seek support from the SLT.

The school will not tolerate threatening, abusive, intimidating or violent behaviour towards staff, pupils or other members of the school community.

In cases of physical violence or behaviour which may constitute a criminal offence, the school may involve the police.

Where necessary and proportionate, the school may restrict or withdraw a person's permission to enter the school premises in accordance with the school's procedures.

The school will seek to maintain constructive relationships with parents and carers while ensuring that staff are protected from bullying, harassment, intimidation and unacceptable behaviour.

The Headteacher retains authority to depart from this policy where the circumstances of an individual case make this reasonable and proportionate, provided that any such decision is lawful, takes account of relevant statutory duties and guidance, and is consistent with the school's equality and safeguarding responsibilities.

Related Guidance and Legislation

This policy should be read alongside the following Department for Education guidance and statutory documents:

- Behaviour in Schools: Advice for Headteachers and School Staff – Department for Education (2024). DfE Behaviour in Schools guidance
- Restrictive Interventions, Including the Use of Reasonable Force, in Schools – Department for Education (2026). DfE Restrictive Interventions guidance
- Searching, Screening and Confiscation – Department for Education. DfE Searching, Screening and Confiscation guidance
- Mobile Phones in Schools – Department for Education (2026). DfE Mobile Phones in Schools guidance
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement – Department for Education (2026). DfE Suspension and Permanent Exclusion guidance
- Keeping Children Safe in Education 2026 – Department for Education. Keeping Children Safe in Education 2026
- Preventing and Tackling the Bullying and Harassment of School Staff – Department for Education (2026). DfE guidance on bullying and harassment of school staff

The school will have regard to relevant statutory guidance and will review this policy periodically to ensure that it remains consistent with current legislation, Department for Education guidance and Trust policies.

Appendix 1

Level 1 behaviours do not need to be logged on Arbor. Level 2 and 3 behaviours will be logged on Arbor (and CPOMS, where appropriate).

Each case is reviewed on an individual basis. Consistent management plans are followed for those who need high levels of support to regulate. A senior staff member will make an individual decision about whether a red card is appropriate, taking account of the circumstances of the incident and the individual needs of the pupil.

Consequences will not be communicated with the wider school community.

Level 1 - relatively low impact	Consequences
Examples: ● Calling out ● Distracting others ● Refusal to complete assigned activity ● Disrespectful comments ● Fidgeting ● Telling tales ● Dropping litter ● Pushing in line ● Running in corridors ● Unkind remark *Not completing home learning	Warning and reminder Check-ins using the Zones of Regulation Reminder of expectations Support to make a positive choice Appropriate restorative or relational response Children will be reminded of Homework Club (lunchtimes). Where home learning has not been completed for two consecutive weeks, the school may consider a yellow card, taking account of the individual circumstances and any barriers affecting completion.
Level 2 - relatively moderate impact (Yellow Card)	Possible consequences
Examples: ● Repeatedly using unkind remarks ● Constantly calling out ● Persistently distracting others or ignoring adults instructions ● Persistently telling lies ● Leaving the classroom without permission ● Pushing/shoving in a game ● Swearing	Yellow card issued Restorative conversation with Headteacher/SLT/teacher Check-ins using the Zones of Regulation Stop, Opt, Go reminder Appropriate support or consequence based on the circumstances Three yellow cards within a week will normally result in consideration of a red card. A senior member of staff will review the circumstances and make an individual decision about the appropriate response.
Level 3 - relatively higher impact (Red card- given by SLT)	Possible consequences
Examples: ● Bullying ● Harmful behaviour ● Any discriminatory behaviour ● Causing significant, deliberate damage to school property	Red card issued following individual consideration by SLT Restorative conversation Parent/carer contact Appropriate loss of privileges for a proportionate period Additional support or intervention Review of individual needs and provision where appropriate

• Use of or in possession of inappropriate objects • Leaving school without permission • Stealing • Refusal to cooperate with adults • Persistent bad language • Threatening / aggressive behaviour	For more severe behaviours, please see the Trust Suspension and Permanent Exclusion Policy and the current Department for Education statutory guidance. The school will consider SEND, disability, safeguarding concerns, individual circumstances and reasonable adjustments when determining the appropriate response.

Appendix 2

LUNCHTIME BEHAVIOUR GUIDELINES

To enable all our pupils to enjoy safe, happy lunchtimes, our children have devised a lunchtime charter which is displayed in our lunch hall.

Rewards for Good Behaviour

- Praise/ stickers/ class rewards;
- Special responsibilities;
- Being nominated for a Lunchtime Award presented in our Celebration Assembly.

Sanctions for Poor Behaviour

- Rule reminders, e.g. State the inappropriate behaviour, then the expected. Thank you.
- Warnings and choices, e.g. 'I've asked you not to do that. 3 times and a lunchtime yellow will be given.
- Yellow cards are recorded in the lunchtime behaviour book and shared with class teachers/relevant staff who will input to Arbor.
- If 3 yellows are received within a week, this constitutes a red card. A letter will invite the parents and child to discuss ways to move forward.
- A red card means a child will spend lunchtime away from their peers. This means that the child will eat and sit outside away from all his/ her classmates- up to a week based on individual circumstances.
- The school may seek guidance for behaviour support.

When determining lunchtime consequences, staff will consider the individual circumstances and needs of the pupil, including SEND or disability, and will make reasonable adjustments where appropriate.

Midday Assistants will liaise on a daily basis with class teachers to keep them informed of positive and negative aspects of pupil behaviour.

EVERY TERM is a FRESH START

Positive Lunchtimes

In order to promote positive lunchtimes, we have employed the following strategy which, along with our values, lunchtime charter, rewards and sanctions, should help to encourage 'good' behaviour:

- A high level of supervision
- Training for our Midday Assistants in behaviour management.
- Children taking on leadership roles at lunchtimes -Play Leaders to support other children in the playground/ Blue Hats to support running of lunchtime activities
- The Senior Leadership team visits classrooms, the lunchtime hall and the playground regularly.
- A variety of small equipment for the children to use is provided, e.g. hoops, skipping ropes, bean bags etc.
- The Gym Trail is open at lunchtimes- weather dependent
- Organised games and activities aimed at specific groups of children.
- Sheltered seating and quiet areas for children.

We promote a positive ethos for behaviour around the school at playtimes and lunchtimes. We have high expectations within our school community that children and adults should show respect, courtesy and good manners towards each other.

Appendix 3

Rayleigh Primary School
STAR Analysis

Day:	Date:	Time:	Location:
Pupil Involved:		Completed by:	

What happened at the time?	**What could we do differently to promote positive behaviour in the future?**
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (what happened?)	
Result (what happens next?)	
Was the incident reported to the parents?	

Appendix 4

Name:	
Date & Time:	
Why was contact necessary?	
What did contact look like?	
By whom:	
How long did the episode last?	
Action Taken:	
Details of any damage/ injury.	
Signed:	

Appendix 5
Environmental Checklists for children/young people with additional Social Emotional and Mental Health (SEMH) needs

Consider the needs of a specific child/young person before exploring the school environment with them in mind.

The questions are designed to be prompts to inform One Planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the child/young person?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks?		
Have parents/carers been involved in the assessment and planning to support the safety of their child/young person in school?		
Have parents/carers been informed of any incidents where safety of their child/young person has been of concern?		
Is the child/young person feeling secure in their relationships with adults and peers? **(see Social Interaction section)**		

The SEND Environment	Y/N n/a	What needs to be done
Has a One Page Profile been completed for this child/young person?		
Are procedures in place to share the One Page Profile with familiar adults and those unfamiliar with the child/young person eg. supply teachers?		
Is One Planning in place for this child/young person?		
Is there a current Adult Response Plan in place for the child/young person?		
Are major/repetitive incidents or communicating behaviours which cause concern analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school/setting communicated appropriately and effectively with the child/young person's parents/carers?		
Does the child/young person separate appropriately from parents/carers at the start of the day and return happily to them at the end of the day?		

Are parents/carers requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved in the support for the child/young person?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	**Y/N** **n/a**	**What needs to be done**
Have the child/young person's views about their learning been sought?		
Is the child/young person able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the child/young person?		
Does the Learning Support Assistant have a good understanding of the child/young person's needs?		

In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor the use of personalised provision if necessary?		
Is there safe place that the child/young person can access within the classroom when necessary?		
Is the child/young person seated in a place that supports their needs eg. away from distractions or close to the exit?		
Is the child/young person able to attend to and engage with whole class learning?		
Is the child/young person seated with good role models and away from others who may prove distracting?		
Is the child/young person able to work effectively with peers in a group?		
Is the child/young person able to focus and complete independent work for an appropriate period of time?		
Are adults using positive language around and to the child/young person?		

Are adults using the language of Growth Mindset to support the child/young person?		
Are the child/young person's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		
Is the child/young person given access to sensory, movement or brain breaks when necessary?		
Have the child/young person's sensory needs been explored? If so, has provision been made for them?		
Does the child/young person have good relationships with the adults in the classroom?		
Does the child/young person enjoy being given responsibility?		
Are there times when the child/young person can focus on work for longer periods of time?		
Are there specific subjects that the child/young person finds more difficult to engage with, such as Literacy or PE?		

Is the child/young person able to work outside of the classroom when appropriate?		
Is the child/young person supervised adequately when out of the classroom?		
Do all staff know how to react to the child/young person and his/her communicating behaviour when encountering them in the school?		
Is the child/young person able to follow normal school rules and routines without additional supervision e.g. using the toilets appropriately, sitting with peers in assembly?		
Is the child/young person able to line up with their peers?		
Does the child/young person have any other significant relationships with staff or children around the school?		

Social interaction (less structured environments)	Y/N n/a	What needs to be done
Have the child/young person's views about friendships and relationships with adults and peers been sought?		
Does the child/young person have friends they can play with?		
Is the child/young person able to interact appropriately with other children beyond their friendship group?		
Is the child/young person able to play safely and independently?		
Are there systems in place that allow the child/young person to access play opportunities eg. play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child/young person eg. lunch clubs?		
Does the child/young person know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child/young person's needs?		

Do staff react consistently to communicating behaviours?		
Are rewards and consequences given fairly and consistently?		