

SHENK Primary Behaviour Partnership

WHEN CONCERNED ABOUT A PUPIL'S BEHAVIOUR.

1. SCHOOL SUPPORT

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for lack of good quality teaching." SEN code of Practice 2014

Class teacher:

1. Refer to school behaviour policy in regards to consistency in managing behaviours
2. Refer to Behaviour for Learning Guidance
3. Carry out the Classroom Environment Audit and make adjustments as necessary
4. Ensure an incident log and analysis of triggers (ABC sheet) is undertaken
5. Structured conversation with parents and EHAF (Early Help Assessment Form) consent to be gained "as people may become involved" <http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/pathway-to-provision-documents/>
6. Evaluates including 'Assess, Plan, Do & Review'

Behaviour lead:

7. quality assures the above responses and decides whether the following are needed:

Behaviour lead / class teacher:

8. Boxall Profile
9. Behaviour plan
10. Ensure all staff (mid days / TA) are aware

2. NEXT STEP

The panel head teacher (see below) from that family needs to be informed by the head teacher of the school so that they can access the PSED specialist teacher. The head teacher and behaviour lead initiates a structured conversation with the class teacher, PSED teacher and Family SENCo are to be involved as a support mechanism. Review what has taken place with suggestions made if required. Meeting determines next steps (school adjustments / local offers / partnership offers) If this is to go further then a completion of EHAF (Early Help Assessment Form) to take place at that meeting and an initial review to be set with parents.

SHENK Panel to discuss case at next meeting to warrant strategic use of partnership offers resources and act as a further problem solving exercise.

LOCAL OFFERS

- Springboard
- SFSS
- EP
- School Nurse
- Family Service
- children's centres
- Supporting Families
- EHWB team
- complex Case Resolution
- SALT
- CAMHS
- MASH
- voluntary organisations.

PARTNERSHIP OFFERS

- Mid-day Supervisor training
- Support for establishing, providing and running Nurture Groups
- Training and support for the use of Boxall Profile
- NQT support
- Group work
- Breakwell training for groups of staff
- Advice and support for crisis situations
- Case work repeatedly fixed term excluded.
- Observation, feedback, supporting assessments, recommendations, sign-posting, advice and review.
- Support and planning for Managed Moves and reintegration.
- Support and planning for Transition
- Support with writing behaviour plans/behaviour policies
- Support carrying out behaviour audits
- Support in creating individualised timetables
- Support in following the Graduated Response
- Supporting schools in organising multi-agency meetings.
- Attendance at individual pupil reviews
- Creating individual reward systems
- Anger management
- Promoting parental engagement
- Signposting to parenting courses/support
- Provide mediation between school and parents
- 1:1 support/training for teachers, SENCo's, NQT's and T.A.'s
- Tracking pupils who are at risk of exclusion
- Attend Local Management Groups
- Liaise with Family Support Workers/Children's Centre
- Collaborative working with Family SENCo's
- Promote a Graduated Response/Partnership structure with all Primary schools

EMERGENCY RESPONSES

(unexpected exclusions / can't wait until next SHENK PBAP panel meeting)

Contact the **panel representative** from the family.

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