



Leigh Church of England Academy

Aim ever higher



How will my child's **behaviour** needs be supported at Leigh?

All children will have access to the following forms of support

Be Ready, Be Responsible, Be Respectful – three school rules which are used consistently by all staff. All our language around behaviour refers to these.

Behaviour and Relationships policy – focus on recognition and rewards for effort as well as the importance of adult behaviour.

Consistent and Calm Adult Behaviour – Staff strive for calm and consistent conduct, they build positive relationships with children and model positive behaviours and language.

Predictable routines – we aim for consistent and predictable routines across the school to support the children's behaviour and expectations.

Green for Good, Pink for Think – Consistent behaviour procedures used in school. Focus on positives. Use pink to give pupils time to reflect on their behaviour and make improvements by the end of the lesson.

Rewards for effort that is above and beyond – certificates, stickers, notes home, marvellous me, house points, work copied to take home, class rewards, Aim Ever Higher certificates, sharing positives with parents, half termly and end of year awards.

Reflection sheets – Given to children if they need to miss some play time and reflect on their behaviour choices. Encourage children to reflect on their actions, how it made the other person feel and what they can do to improve their behaviour in the future.

Nurture - space available as a drop in at lunchtime and breaktimes with nurture trained adult available to provide support and discussion.

Boomerang – groups sessions to learn about emotions and strategies for managing emotions. Delivered to all children in Year 3.

PSHE – every child has a PSHE lesson once a week through our 'Jigsaw' programme.

Calm corners – calm spaces within academy for children to use if they feel angry, upset, anxious, sad or stressed to regulate, refocus and return to learning. Spaces are in every classroom and other key areas across the academy. All children are taught a range of calming strategies that they can use.

Good to Talk – post boxes in every classroom and other key areas across the academy where children can write a worry or concern. Inclusion checks these boxes twice a week and speaks to the child about their worry.

Some children will have a slightly greater need and may be offered the following forms of support (as appropriate)

SEMH interventions – support to manage emotional and mental health (see SEMH provision document)

Check ins – regular individual emotional check ins with a key member of staff.

Behaviour Monitoring Cards – Individual targets for improving behaviour in school and sharing successes and challenges with parents.

Nurture – Children may be directed to nurture at lunchtimes in order to support their calm behaviour and adult support.

Comic Strip conversations – completed with the child and school staff to help them to understand actions, consequence and choices.

Meeting with families – School staff meet with families to discuss issues around behaviour and create an action plan.

Support for families – Parents/carers may be offered specific courses and support through CWRise or Coventry Positive Parenting or other professional bodies.

Mental Health referral – academy and parents may decide to make a referral for additional support from the mental health in schools team.

A few children will have significant or specific social, emotional, mental health and wellbeing needs and will be offered the following forms of support

Individual Education Plans – A personalised plan stating what specific support is needed and any targets.

Target Sheets – Individual target sheets with clear rewards and consequences specific to each child, created with input from staff, pupil and parents.

Individualised timetable – Personalised timetable with clear expectations and rewards for their day.

Individualised monitoring card – Personalised monitoring card linked to targets to review progress and provide feedback to parents.

Nurture – Timetabled nurture support to work on calming strategies, social interaction, self-regulation, feeling positive and reflection.

Daily support – through check ins, discussion, time together with key member of staff who knows the child well.

SEMH interventions – support to manage emotional and mental health (see SEMH provision document)

Meetings with parents – regular meetings with parents to review progress towards targets and next steps.

Early Help referrals for families – academy and parents/carers may decide to make a referral for Early Help support aimed at supporting the family on a wide range of issues e.g. behaviour management, debt, budgeting, housing etc

Positive Parenting Referral – for families that are struggling with behaviours in the home and support can be provided with boundaries, strategies and routines etc

Reduced timetable – only used if it is in the best interests of the child and in agreement with parents and other professionals, in order to help the pupil to be successful and build up time in school.

Alternative Provision Referral and outreach support – Referral for specialist behaviour advice and/or short term placement at specialist alternative provision.

Referral to outside agencies – this may include: Social care, virtual schools team, Attendance and Inclusion Team at Coventry Local Authority, CAMHS, MHST.

SEND social, emotional, mental health needs – academy and parents/cares may decide to add a child to the Special Educational Needs and Disabilities register in order to manage and support their social, emotional and mental health needs.

Risk Assessment – completed if the pupil presents as a risk to themselves or others in order to mitigate these risks.

Positive Intervention Plan – completed with staff, parents, pupils and other professionals in order to identify appropriate de-escalation techniques and steps to be taken at crisis point.

As behaviour is often a form of communication about a child's needs, please also see our SEMH provision document and SEND provision document.

Please speak to ANY member of staff if you or your child need support with behaviour. We are here to help.



Mrs Tyrell
Inclusion Manager and
SENCo



Mrs Bickerton-White
Integrated Family
Support and
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Mrs Goddard
Learning Mentor



Miss Cadden
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