

## Tiered response to managing behaviour and support student to grow and navigate their internal world.

### Tier 3 (5% of the school):

**Intensive intervention** and programme required, SLT input more frequent and direct

- Interim Review scheduled
- Direct links made with LA (EHC team) and wider stakeholders including social care
- Executive Team notified with request of support from Trust partners
- Radical adaptations made to curriculum and timetable, including the exploration of temporary part-time provision
- If behaviours persist and we are unable to make progress in school or risk posed is too high, then off-site direction may be used

Intensive support and SLT intervention required. 21+ behavioural points have been recorded or there have been at least 3 X Physical Interventions, or a significant event has occurred during a weeklong period.

### Tier 2 (10 – 15% of the school):

**Secondary intervention**, Pastoral Team provide targeted support to individuals or small groups.

- Tailored interventions used to support pupil (1:1 or small group)
- Beehive is used to support and provide additional space to carry out interventions
- External agencies and support might be sought from outside (SALT, play therapy etc)
- We look beyond school, social care and family support services may be called upon
- Wider school community brought together to problem solve and offer dedicated TAC team (team around child)

As a result, pupil's needs are being met, positive attachments have been forged, we see our children develop their ability to connect, communicate, demonstrate resilience, reflection and become independent young people. 1-10 incidents have been reported with no more than a single physical intervention during a weeklong period.

Student exhibits behaviour that requires closer attention and a more nuanced approach. 11-20 incident points have been recorded or there have been at least 2 X Physical Interventions during a weeklong period.

### Tier 1 (80% of the school):

**Universal**, culturally responsive systems of support grounded in Attachment aware, Trauma responsive theory

- Adaptive curriculum, embedding EHCP outcomes alongside National Curriculum
- Relational approach that helps create a detailed Behaviour Support Plan (BSP)
- Effective deployment of support staff, including members of the pastoral Team
- Social and emotional curriculum, with positive behaviour interventions (reward systems etc)
- 3 R's (Regulate, Relate, Reason)
- Anticipate and Preventative Strategies
- Differentiated Discipline
- Attachment Aware & Trauma Responsive approaches embedded within our Relationship & Behaviour policy
- Strong links with parents & stakeholders
- A Relational approach that helps create a detailed Behaviour Support Plan (BSP)
- Thoughtful and deliberate means of communication, tailored to the individual
- A curriculum designed to engage pupils, fostering a love of learning
- Pastoral Team that can support teaching & learning
- Emotional literacy a core feature of staff training and the curriculum
- All staff at KMS are committed to a nurturing approach, grounded in non-judgement and empathetic responses.

## Q. What is our response to a student who is maintaining behaviour's which are at a **tier 3 level**?

In reference to our Relationship & Behaviour Policy, we maintain the position that all behaviour is a way of communicating. If we are to facilitate lasting, positive change in the way that a child can function, both now and in the future, our professional focus needs to be on what lies behind the outward behaviour displayed by our pupils.

Our student's behaviour can be challenging, but they are also not fixed. Given the right kind of support within a nurturing, positive and predictable environment, our children can and do make significant and lasting progress both emotionally and academically. It is our mission as a school to help our children to become effective communicators and to rely much less on their behaviours to express their fears, needs and wants.

However, what do we do when the approaches, systems and relationships outlined in policy breakdown? The aim of this document is to provide clarity and a clear pathway regarding actions and next steps.

Combining our Relationships & Behaviour Policy, alongside the National Standards List of reasons for exclusions, we seek to maintain and uphold the following boundaries. All of which may be reasons for suspension, exclusion or substantial alterations to provision (including direction to educate offsite).

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Use or threat of use of an offensive weapon or prohibited item
- Incidents of sexual violence/child on child abuse
- Incidents of significant deliberate damage to property
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Physical assault against pupil
- Physical assault against adult
- Verbal abuse / threatening behaviour against pupil
- Racist abuse
- Bullying
- Sexual misconduct
- Persistent or general disruptive behaviour

There may also be a prolonged and sustained period in which a student at Kings Meadow remains in 'Tier 3' presentation.

Kings Meadow strives to be as attachment aware and trauma informed as possible, it is therefore only in severe and extreme circumstances that we reserve the right to exclude (suspend) for a fixed period. We will always consider the fact that a suspension may be viewed by the child as a form of rejection, so much can be communicated with such an act. However, we must uphold certain boundaries when they are crossed and maintain the safety and wellbeing of all at Kings Meadow. We know that exclusions may not be the most effective way to support pupils with SEND, and we will always strive to adapt and personalise provision for all our pupils to ensure they can access education.

<b>Tier 3</b>
<b>21+</b> <b>Incident Points</b> Or <b>3+ Physical Interventions</b> Or <b>Significant Incident</b>
<b>SLT Intervene</b> Discussions to be held with all stakeholders, both in school and at home. Dedicated SIPs may be drafted, with greater adaptations to provision. LA and Trust may also become involved. Child included in weekly DSL discussion.

Student has exhibited prolonged and sustained period within **Tier 3**.  
(Behaviours outlined in the Relationship & Behaviour Policy or National Standards List)

- Meetings held with child/Stakeholders
- BSP continues to be adapted
- Curriculum continues to be adapted
- Approaches and communication modified to the best of our ability

Child's needs have been met, stressors reduced, and we are seeing an improvement in engagement and wellbeing.

Continuation of behaviour which warrants Tier 3 response and or incidents outlined.

- Detailed Risk Assessments drafted
- Referrals made to external agencies
- LA/EHCP Team notified, and support requested
- Interim Review scheduled
- Executive Head notified
- Trust executive board notified, including Governors
- Continue to meet with child/stakeholders to find a way to meet need.

Child's needs have been met, stressors reduced, and we are seeing an improvement in engagement and wellbeing.

Continuation of behaviour which warrants Tier 3 response and or incidents outlined.

- More substantive alterations to curriculum, including introduction of 'Coping Curriculum'.
- Possible direction off-site. Risks unable to be mitigated.
- Time has been given to allow for outcomes of review of EHCP
- Possibility of reduced timetable (with the explicit aim of improving outcomes and reintegrating back onto a full timetable.

Child's needs have been met, stressors reduced, and we are seeing an improvement in engagement and wellbeing.

Continuation of behaviour which warrants Tier 3 response and or incidents outlined.

Head Teacher, along with Executive Head may make the decision to permanently exclude. Consulting with relevant stakeholders, following all necessary protocols. The needs and wellbeing of the child will remain at the forefront of any decision to do so.