



Provision for Behaviour and SEMH needs

Universal	Targeted in school support	Outside agency involvement
<ul style="list-style-type: none"> • Regular use of R time activities with the whole class. • Regular PSHE lessons to include SEAL based work. • Online safety and Healthy eating units of work written and delivered. • Individualised behaviour care plans. • Individualised rewards charts. • Helping them to feel they belong by always making a point of saying Hi and Bye each day to them personally. • Giving them a job or an area of responsibility in the class. • Having a safe space for them to go to within class (individualised work stations do have a place at times) • Establishing a signal to use together to show they are feeling overwhelmed. • Consistency in approach. • Providing visual cues. • Use of timers etc. • Ensuring the school rules, rewards and sanctions are visible in class. • Provide regular sensory breaks if needed. • P.L.A.C.E approach using contingent touch and safe touch when appropriate. • School ethos and Learning ethos The three R's • Personalised expectations that are achievable. • Experiential activities to broaden the children's minds in a fun and educational way. • The feeling of 'being safe'. • Staff trained to better understand and respond to the early signs of dysregulation. • Education and posters to empower children to take action or talk to someone about their worries and fears. 	<ul style="list-style-type: none"> • Mentoring vulnerable children – attachment based mentoring. • Pastoral work. • Social skills group work. • PAT dog. • Double rainbow club. • Mellow mornings support. • Free 2 be Me (children who have experienced DV) • Incredible ME • Pastoral, safeguarding and SEND team do home visits and collect children from home where necessary. • Lunch clubs for children whom struggle with busy times. • 1:1 support at playtimes and lunch times. • Breakfast Club • A safe, relaxing room for difficult conversations. • Stringent and effective safeguarding recording and rapid links with outside agencies when required. • Strong relationships with parents and effective communication that facilitates open and honest discussion – sometimes outreach work to do this. • Thrive work. • Social skills work. • Playground leaders. 	<ul style="list-style-type: none"> • Forest school. • Behaviour support team. • Educational psychologist support. • Children's centre support. • Swimming for a child 1:1 with his Mum. • Support from PCSO's and Police when required. • Good links within MASH and Social Services. • NSPCC workshops and assembly • Parent Support Advisor employed for three hours a week by school. • School nurse delivering anxiety based support on a 1/1 basis. • Food parcel deliveries • FIT team. • Portage work/ team • Good links with Early Help providers.