

Trinity School

Behaviour Support Structure

Stage	Class Teacher & Class Team Actions	Phase Team Actions	AHT/ Recovery Team Actions
1	<ul style="list-style-type: none"> -Inform Phase team of issues involving student -Quality first teaching -Complete Sensory regulation & modulation activities tick list -Update parents and carers via diary/ dojo/ over the phone daily -Observe behaviour and note any information that could be used to formulate a behaviour plan and risk assessment 	<ul style="list-style-type: none"> -Support class team as necessary in order to achieve class team actions -Begin to support class teams to consider the development of a behaviour plan as necessary 	<ul style="list-style-type: none"> - Monitor whole school behaviour structures half termly with evidence provided by each phase
2	<ul style="list-style-type: none"> -Ensure than an accurate and up to date behaviour plan and risk assessment is written and understood by the class team and any subject specialist teachers -Tracking and recording of behaviour begins on set pro forma using whole school colour coding: <ul style="list-style-type: none"> Baseline behaviour Moderate behaviour Pre Crisis behaviour Crisis behaviour Including the initials of any individuals any behaviour was direct towards, to support analysis of incidents by managers -Hand behaviour tracking to Phase Managers to analyse and store - Attend TAC meetings -Work in collaboration with Excellent Practitioners within the phase to improve outcomes for the student 	<ul style="list-style-type: none"> Ensure that behaviour tracking that is being completed relates to written behaviour plans, with correct annotations and initials as necessary -Head of School/TLR share students who are at stage two in the weekly Recovery Team meeting -Store behaviour tracking in an accessible location - Analyse weekly tracking along with any physical interventions and incident/ accident forms in order to pinpoint any potential triggers to behaviour - Identify in house support who are most appropriately placed to form a Team Around the Child (TAC), to facilitate a short-term recovery plan (including: home intervention, SALT, nursing team, team teach trainers, ESD team as necessary) - Phase Managers to identify Excellent Practitioners within phase who are best placed to support the following: <ul style="list-style-type: none"> o Observations of pupils to determine triggers, issues, what is currently working well, etc. o Advice on new behaviour strategies, routines and regulation activities that can be trialled in class o Advice on use of or change in structure in the classroom - support for restructure when necessary o Support to complete the sensory checklist created by EON and advice on low level sensory issues and routines 	<ul style="list-style-type: none"> - Log and monitor students at stage two and take next steps as necessary - Record the interventions and actions of in school expertise from the TAC and Excellent Practitioners through weekly meeting notes -Discuss at weekly Recovery Team meetings progress for students reaching the upper end of stage 2 moving into stage 3 which will involve the use of a calm room

		<ul style="list-style-type: none"> o Drafting of strategies on new or updated behaviour plans o Modelling of best practise in their own rooms for TAs and teachers, or linking class teams to other classes where good practise is being used. <p>- HOS to meet with AHT to review evidence of work completed at stage 2 in order to move to stage 3 if necessary</p>	<p>-Assess actions and evidence completed for students at stage 2 prior to agreeing a progression to stage 3 of the behaviour support structure</p>
3	<ul style="list-style-type: none"> -Work with phase managers to set up and organise an alternative room or location within the phase for the student to access -Provide a personalised programme of learning and curriculum activities -Involve student in external lessons with specialist teachers as appropriate - Attend students Annual Review and complete all school-based tracking and assessment for student 	<ul style="list-style-type: none"> -Identify an additional space for student to use as an alternative to the classroom if necessary - Support class teams to develop and personalise calming rooms with appropriate structures and work spaces - Oversee and check in on students and staff based in any calming rooms on a daily basis - Ensure that the support allocated to students in calming room is balanced to ensure safety levels are maintained in both classrooms and calming rooms -Continue TAC meetings and support of Excellent Practitioners as necessary - Liaise with AHT to request further Sensory Integration support or Keyworker modelling an LLC approach -Update progress of level 3 students in weekly recovery team meetings as necessary 	<ul style="list-style-type: none"> -Brief EON on the request from HOS for specific advice and support that is required for individual students - Update HT and DHT regarding students at stage 3 whom are heading towards stage 4 - Allocate any additional resources available from HSBT to support phases if able to
4		<ul style="list-style-type: none"> -Meet with EP and discuss interventions already in place and work completed to support student to date 	<ul style="list-style-type: none"> -Organise for EP to meet with HOS/TLR1, class team and if necessary parents to advise -Alert Local Authority EHC plan - Organise an interim review of the EHC plan - Local Authority to review the placement in LLC or alternative provision