



BEHAVIOUR STRATEGIES AND PRACTICES OVERVIEW

Key strategies used to support a calm and purposeful learning environment in school whilst supporting pupils who may find it difficult due to Social, Emotional and Mental Health needs.

- ✓ HLTA 1:1 support for complex pupils (& SLT support for pupils who have complex needs such as internal time-outs, internal short-term suspensions and SLT interventions to reduce disruption to the learning of others)
- ✓ Each class has at least one and usually 2 or 3 TAs in place across the day to support the complex needs in each class and ensure progress and a calm environment
- ✓ SLT have a high profile at lunchtimes and there are a high ratio of staff out at play/lunchtimes to support social skills and manage challenging behaviours where these occur (to help engage with play) – we have recently introduced a room where a member of SLT is based and any pupils finding lunchtime challenging can ‘reset’ with an intervention from the member of SLT (this is recorded on a tracker)
- ✓ Family Support manager communicates either face to face formally/informally or by phone with families of pupils who are struggling due to ACEs (trauma informed approach)
- ✓ SLT lead ‘solution circles’ in school where complex needs pupils are discussed with class staff and solutions/strategies are explored and then reviewed and there is a Behaviour Review Team meeting for some members of SLT to review Class Dojo behaviour monitoring reports and strategies for managing behaviour around school
- ✓ In-house play therapy delivered by HLTA (Learning Mentor) – including drawing and talking; lego and sand therapy and an additional Play Therapist who visits once a week
- ✓ School and class environments are designed to support pupils and they include resources, interventions and strategies such as:
 - regulation stations / emotion coaching
 - daily breathing after lunchtime (based on Anna Freud research)
 - green plants & colours inside to create a calm environment
 - red jumpers have been changed recently to green (this has had a calming impact)
 - simple displays to reduce cognitive overload and over-stimulation
 - beanbag ‘timeouts’ where necessary (with support)
 - sensory breaks & circuits
 - sensory resources e.g. fidget spinners
 - visual timetables
 - Makaton for communication
 - meet and greets at gates and doors
 - personalised timetables as appropriate.
- ✓ Curriculum focus to support mental health and emotional regulation: ‘My Happy Mind’ introduced Spring 1 2026 See [My Happy Mind](#)

- ✓ A number of agencies are used to support strategies for complex needs pupils including:
 - Reach (behaviour consultants) partially funded by the local Inclusion Hub
 - Cluster consultations sharing strategies and reviewing anonymised cases with local schools supported by behaviour consultants (funded by Inclusion Hub)
 - Play therapist comes into school one afternoon a week to support two pupils from Year 3
 - IEST team support for complex needs pupils
 - Specialist teachers, private EPs (Applied Psychology), Social Services, Speech and Language specialists and Early Help are all liaised with as appropriate to support a child-centred and trauma-informed approach to support pupils with high needs including SEMH

- ✓ Behaviour Review Team meetings take place fortnightly where behaviour data from Class Dojo, CPOMs and Lunchtime trackers are reviewed and behaviour across the school is discussed either specific pupils or general practices and processes

- ✓ Behaviour (including all suspensions) are reported to Governors

- ✓ This academic year (2025/26) there has been a 27% decrease in the number of suspensions in school as a result of many of the above measures