

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage](#), [Develop](#), [Innovate](#) and [Express](#). The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.



Behaviour Policy

Ownership	ABH
Created	February 2026
Approved by Governors	
Updated (if apt)	
To be reviewed	January 2027

Rationale

At Stower Provost Community School, we recognise the links between behaviour, feelings and experiences. Therefore, our approach to behaviour management is aligned with the Therapeutic Thinking Approach. Our school's central purpose is concerned with children's learning and their overall well-being. Hence, this policy outlines the purpose, nature and management of behaviour in our school. This policy has referenced or been informed by: [Behaviour in Schools: Advice for headteacher and school staff](#) (DfE, February 2024), [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, August 2024), [Searching, Screening and Confiscation: Advice for schools](#) (DfE, July 2022), [Keeping children safe in education 2025](#) (DfE, September 2025), [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015), [Equality Act 2010, Part 6: Education](#) (April 2010) and [Education and Inspections Act 2006, Section 89](#) (November 2006).

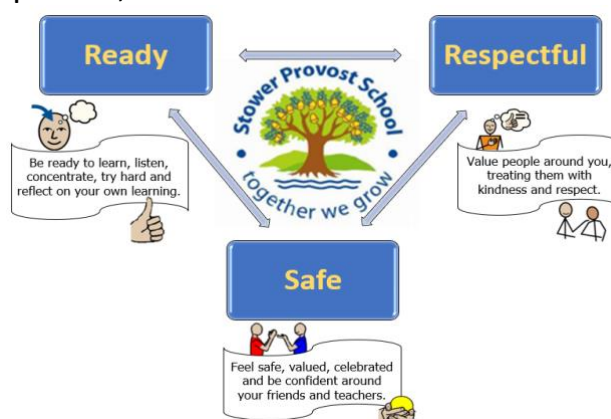
Behaviour Curriculum - Intent

Aims

At Stower Provost, we aim to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

Our key values are: Ready, Respectful, Safe.



READY

We want children to develop a love of learning, have optimism and confidence to enable them to progress. Pupils are supported and enabled to be ready to learn by:

- Attending school regularly and arriving on time.
- Being open to engage with learning and to work alongside others.
- Reflecting on their own strengths and needs and what helps them to learn.
- Gathering tools to support and progress personal learning.
- Attempting learning tasks and maintaining concentration on these.
- Striving to achieve their targets.
- Trying to help themselves when they are stuck or facing a challenge.
- Accepting that making mistakes is a way to learn and improve.

RESPECTFUL

We want children to feel valued, trusted, appreciated and develop a sense of belonging. Pupils are supported and enabled to be respectful by:

- Being treated with respect.
- Greeting adults and peers.
- Responding promptly to adults' instructions.
- Demonstrating good listening.
- Taking care of resources and equipment.
- Moving calmly around the school.
- Accepting and celebrating the thoughts, opinions, beliefs and differences of others.
- Speaking calmly and kindly to all adults and peers.
- Use non-verbal communication effectively (e.g. nodding, open body language)
- Taking part in two-way conversations, when appropriate, as well as being respectful in debates and discussions
- Giving thanks.

SAFE

We want children to feel safe, comfortable, be seen and heard. Pupils feel safe when they are supported and enabled to:

- Build trusted relationships with peers and adults alike.
- Be confident to be able to share their experiences.
- Feel valued and celebrated.
- Understand the need for boundaries and the reasons for the rules and routines within school.
- Ask for help when they need it.
- Express how they are feeling and encouraged to be themselves.
- Speaking confidently with adults and peers.
- Asking questions.

Behaviour Curriculum – Implementation

At Stower Provost, we ensure that all staff are trained in therapeutic thinking principles, equipping them to respond with empathy and consistency.

Roles and Responsibilities

At Stower Provost Community School we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

- All permanent Staff will be given thorough initial training and yearly refresher along with update training to ensure the core principles of the approach are being followed.
- Regular external Staff will be invited to regular training with permanent colleagues. Where attending is not possible, they will be asked to read and accept the summary document (See Appendix 1)
- External staff and Supply Staff will be asked to read and accept the summary document (See Appendix 1) Any questions or queries will be answered by the Headteacher or SLT before working with the children.

Behaviour is the responsibility of the whole school community: staff, governors, parents, the wider community and the children. All have a vital role to play and should aim to build positive and trusted relationships with each other. (See Appendix 2)

Core Five Teaching Practices

Classroom practices emphasise proactive strategies, including clear expectations, restorative conversations, and collaborative problem-solving. We use the Core Five Teaching Practices to support our teaching and learning of all pupils.

Positive Relationships 	Active Learning 	High Expectations 	Explicit Instruction 	Inclusive 
Welcoming Being respectful Clear communication Engaging with children Consistent language & routines Dojo Points Supportive Thinking of others	Full engagement Retrieval practice Think, pair, share Cold Calling Mini whiteboards Live marking Collaboration	Valued Behaviour Good presentation Feedback Signal, Pause, Insist Agree, Build, Challenge Questioning Constructive feedback Fostering independence	Live modelling Appropriately pitched activities Demonstrate & narrate I do, we do, you do Progressive planning Purposeful mistakes Misconceptions addressed WAGOLLS	Accepting differences Scaffolding Thinking Time Small steps Flexible Grouping Use of visuals Use of Technology

School Routines

The routines across the school are important so that:

- Everyone knows what is expected through clear and consistent routines that are reinforced regularly.
- Visual timetables are present, either pictorial or worded, in every classroom
- High expectations are expected and modelled.
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time is used in a planned and productive manner
- Transitions are smoother
- It is an inclusive approach for all pupils and staff

Valued, inconvenient, disruptive and dangerous behaviours

Recognizing and rewarding positive behaviour at Stower Provost creates a supportive and encouraging environment where children feel appreciated, motivated and secure. Acknowledging good conduct, through consistent praise, certificates, cups and special responsibilities, ensures the children are motivated to continue this behaviour, building self-esteem, belonging and a respectful culture, laying the foundations for responsible and resilient individuals. When challenging behaviours occur, staff seek to understand the child's perspective and support them in finding constructive solutions. Our curriculum incorporates social and emotional learning, and the school uses designated spaces for reflection and regulation. Parents and carers are engaged through regular communication and partnership, reinforcing positive behaviours at home and school. Below is our positive relationships and behaviour overview.

Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Stower Provost Community School we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at Stower Provost Community School are likely to include some of the following:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Specific responsibilities.
- Contact with home: shared conversations at the start and end of the day, invitation to attend specific assemblies and/or events

- Celebration awards: Dojo points, house points, learning character certificates, positive potato certificate, communication cup and conduct cup.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others. Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings. Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

Valued behaviour		
1	Demonstration of school rules	Non-verbal recognition e.g smile, thumbs up, high 5. Verbal praise
2	Individual recognition of valued behaviour	Verbal praise Dojo points awarded Break times: Class teacher informed at transition of Dojo points
3	Consistent demonstration of above and beyond valued behaviour	Weekly Praise and Celebration awards Conduct/Oracy cup nomination Weekly House Points with termly rewards. Individual Class Dojo Certificate weekly per year group.

Responding to inconvenient behaviours

Inconvenient behaviour is defined as anything that hinders an individual, the community or the environment. We would aim to eliminate inconvenient behaviours through non-verbal cues, visual cues and quiet reminders in the first instance. If repeated, specific support would be given. However, if these inconvenient behaviours continue, this would lead to behaviour being deemed detrimental. Examples may include (but are not limited to): tapping, not attempting to start their work, talking over others, interrupting, not following instructions in the first instance.

For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy. Responses to these individuals will reflect their needs as per their pupil passport.

Adults should respond to inconvenient behaviour with the aim of eliminating it. Adults' responses should be consistent, logical and happen as soon as the behaviour occurs.

Inconvenient behaviour impacting own learning (per lesson)		
1	First incident	Non-verbal cue e.g. a look, head shake, hand out, silence, hand up. Quiet reminder of expectations Visual cue if needed
2	Repeated behaviour	'What can I do to help?', specific questioning Reminder of expectations
3	Continued behaviour	New location for learning within classroom offered Break times: Alternate location to play.
4	Not meeting learning due to behaviour	Time with adult to complete learning outside of lesson time during break/lunch/home.

Responding to detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. This can be repeated inconvenient behaviours. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings. At Stower Provost Community School we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires

further consideration. (See appendix 4) For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

Detrimental Behaviour impacting other pupils' learning or play (per lesson / session)		
1	First incident	Non-verbal cue e.g. Quiet reminder of expectations Reference to visual reminder of behaviour expectations (See below for other strategies)
2	Repeated behaviour	Verbally instruct the child to move to a new learning area in the classroom Break times: Verbally instruct the child to move to a new activity/area of the playground Proximal Praise
3	Continued behaviour in a new location in class	Work completed in another classroom (class teacher communicates this to parents at the end of the day) If they refuse to move, go to 4. Break times: On call teacher/HT radioed to go to the child. Restorative conversation to occur
4	Continued behaviour in another classroom or in hall	HT to be called Restorative education e.g. 10:10:10 breaktime, comic-strip conversation Conversation with parents Analysis Support

Some detrimental behaviours may not be unusual at Stower Provost Community School and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions.

Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour. For some children, referencing their personal 5 point scale.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you.*

- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. *E.g. Adam, shall we talk here or in the corridor?*
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil’s attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

- ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour, e.g. dismissive/offensive language, significant or repeated disruption to others’ learning, invading others’ personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those above. In addition, adults may need to:

- Intervene – gain the pupil’s attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm.

Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:

- reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
- restorative conversations e.g. comic-strip conversations, visual reflection core boards,
- scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
- recognising detrimental behaviours through re-enacted visuals
- increasing adult input / supervision for a defined period of time (10:10:10)
- use of limited choice; (e.g. ‘we are all sitting quietly now; will you sit quietly on your chair or mine?’)
- increasing / adapting praise and celebration of valued behaviour when it is displayed

Dangerous Behaviour (causing physical harm to another pupil/staff) (per day)		
1	Accidental harm	• Restorative conversation between pupils directed by an adult • First aid form to be completed and parent informed
2	Deliberate harm in provoked situation	• Defusal of the situation using scripts.

	<i>Pupils being harmed tracked on CPoms, to ensure incremental response if same pupils involved.</i>	• Class teacher to have time in with all pupils involved – each pupil given time to share the incident, no interruptions. • Restorative conversation to occur. • Class teacher and pupil to discuss consequences which should include a reflective action and a meaningful apology • Parents of all involved pupils to be informed by the end of the day with an invitation to speak to the class teacher at an arranged time. • Conversations to be recorded
3	Deliberate harm in unprovoked situation	• Defusal of the situation using scripts. • SLT to be called with child leaving the classroom. • Child who caused harm to be internally excluded for the rest of the day alongside restorative conversations and conversation with parents. • Child harmed to spend time with first aider and time to talk. • Parents of all involved informed by the end of the day.
4	Patterns of provocation or harm noted over a period of a week	• Analysis of reports • Behaviour Support Plan • Support the child harmed (See Bullying Policy) • Restorative education • Future support including parental conversation
6	Serious incident involving physical or mental harm to themselves, resulting in the person being unsafe	• Analysis of reports • Behaviour Support Plan • Professional support gained • Parents consulted

Some detrimental behaviours may lead to dangerous behaviours which are defined as causing physical harm to another pupil or member of staff.

The response to a dangerous behaviour is:

- Intervening – use their name, then give clear non-threatening instructions using consistent agreed language E.g. Scripts (see appendix ?) The aim being to defuse and protect all involved as quickly as possible.
- Apply consequences - protective consequence would be put in place and an educational consequence designed to enable behaviour change would be agreed upon. This will require the pupil to be removed temporarily so that the teacher or other adult can deliver the consequence. The educational consequence is likely to focus on the impact of dangerous behaviour as well as the significance and impact of the valued behaviour and its links to the school values.
- Future protective consequence - any pupil displaying dangerous behaviours may be subject to future protective consequences designed to mitigate harm.

Educational consequences will always be implemented following incidents or patterns of dangerous behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:

- reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
- restorative conversations e.g. comic-strip conversations, visual reflection core boards,
- scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling

- recognising dangerous behaviours through re-enacted visuals
- increasing adult input / supervision for a defined period of time (10:10:10)
- use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
- increasing / adapting praise and celebration of valued behaviour when it is displayed

Behaviour Curriculum - Impact

At Stower Provost, through our teaching of the Positive Relationships and Behaviour Curriculum, we will continuously analyse and review the progress pupils make in relation to valued behaviour. This progress may be measured through:

- an increased attendance
- a greater engagement in learning activities in lessons
- a deeper understanding of emotions and feelings
- an increased ability to co-regulate or self-regulate
- an ability to set themselves goals and having confidence in their abilities
- a reduction of the frequency and/or severity of detrimental behaviours
- a greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using CPoms
- Regular discussion in staff meetings and TA meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times, TEP surveys, etc.
- Fortnightly meetings of the DSL and DDSL to discuss any patterns in behaviour concerns
- Staff awareness of celebrations and recognitions highlighted termly
- Parent voice through the The Engagement Platform surveys.

At Stower Provost Community School we follow the Therapeutic Thinking approach to behaviour. Please see below for our behaviour principles summary.

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Stower Provost Community School we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

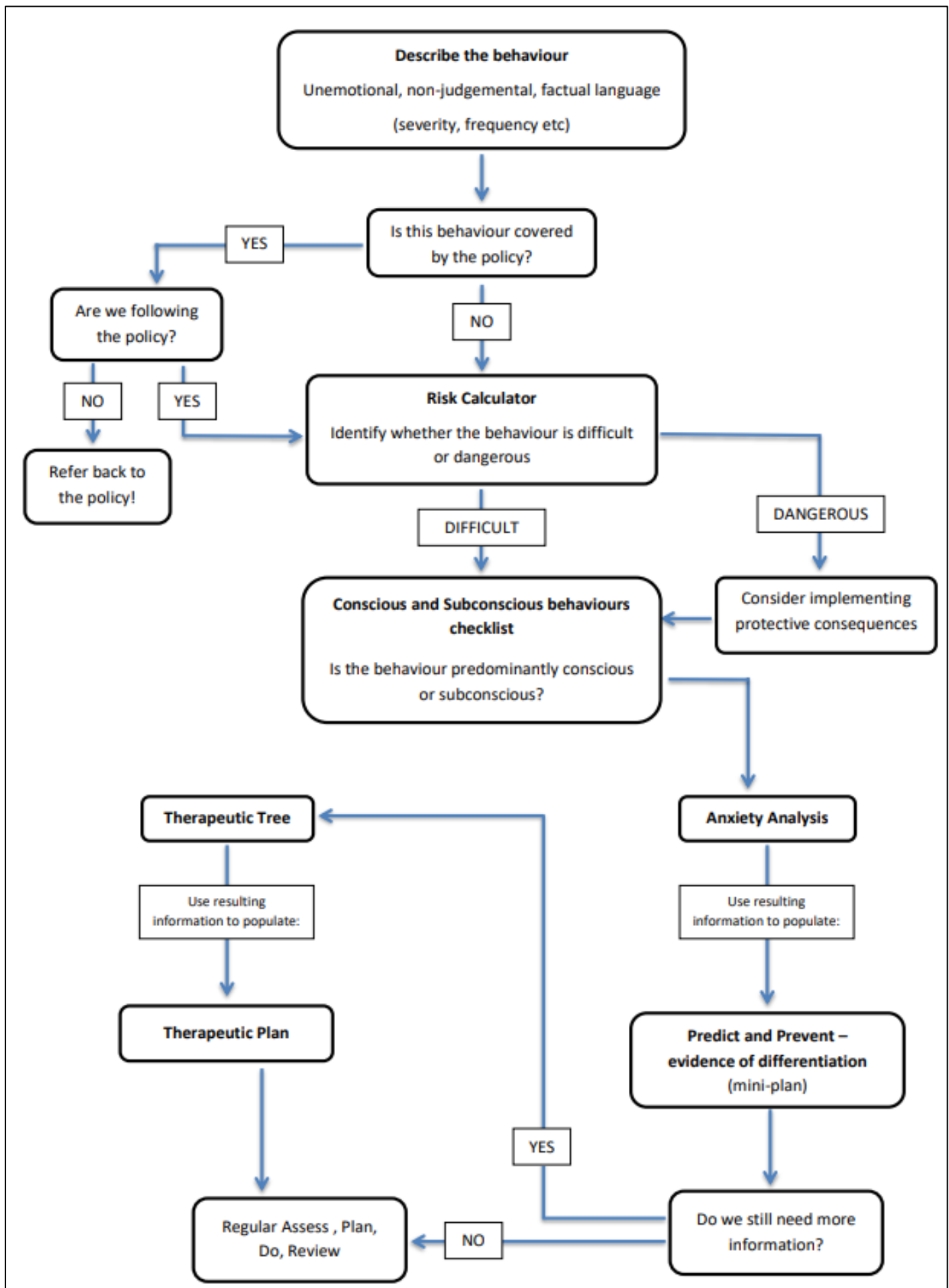
- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
 - Physical
 - Emotional
 - Mental
 - reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

APPENDIX 2: Roles and Responsibilities.

Roles and Responsibilities.					
1	2	3	4	5	6
Governors	Headteacher	Subject Leaders/Teacher	All members of staff	Parents and carers	Pupils
The governing body/trustees is/are responsible for: • Reviewing and approving the written statement of behaviour principles • Reviewing this behaviour policy in conjunction with the headteacher • Monitoring the policy's effectiveness through conversations, feedback and data. • Holding the headteacher to account for its implementation.	In addition to all elements of Section 1 and 4, the Headteacher is responsible for: • Reviewing and approving (with governors/trustees) this policy • Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy • Ensuring that all stakeholders (staff, pupils, parents/carers, governors/trustees, wider community) are involved in reviewing and updating this policy • Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour • Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation. • Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher • Contributing to the induction of new staff (see Section Roles and Responsibilities) • Creation and review of a behaviour curriculum • Ensuring staff have access to training or support to develop skills and understanding • Analysing patterns of pupils' behaviour in their class using this information to support the stated aims and the principles of this policy	In addition to all elements of Section 1 and 4, subject leaders/teachers are responsible for the following: • Supporting colleagues to reflect on and develop their practice, for example through informal conversations and observations with co-reflection. • addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent	All members of staff are responsible for: • Teaching valued behaviour • Modelling valued behaviour • Analysing and interpreting pupils' behaviour as a form of communication • Applying the principle that all behaviour is linked to feelings, which result from experiences • Creating positive experiences for pupils • Supporting pupils to reduce detrimental behaviour • Maintaining their own physical and emotional welfare • Supporting colleagues to maintain physical and emotional welfare • Working in partnership with pupils' parents / carers • Implementing this policy consistently.	Parents and carers, where possible, should: • Collaborating with the school around the support provided for their child • Get to know the school's behaviour policy and reinforce it at home where appropriate • Support their child in understanding and following the school's behaviour policy • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns promptly with [the relevant member of staff] • Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly • Engage in the life of the school and its culture • Commit to working in partnership with the school to secure the best possible outcomes for their child. The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.	Pupils will be made aware of the following during their induction to the school: • They will be taught about valued behaviour at STOWER PROVOST COMMUNITY SCHOOL, and that by attending the school they understand these ambitions • They will be recognised and celebrated for valued behaviour • This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school • They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy • Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour • All adults are expected to implement this policy consistently • How to raise concerns or ask for support.



APPENDIX 4: Therapeutic Graduated Response.

Universal Behaviour Curriculum	☐ Check existing knowledge, skills and understanding. ☐ Complete pupil induction (routines and valued behaviours). ☐ Establish a realistic starting point. ☐ Establish realistic next steps. ☐ Identify opportunities for teaching and learning linked to real-world experiences. ☐ Provide guided and supported practice of skills. ☐ Review progress. ☐ Refer to Behaviour Policy.
Universal Plus Behaviour Policy	☐ Check if the identified behaviour is covered in policy. ☐ Support the pupil in line with policy. ☐ Monitor and record the impact of policy on progress. ☐ Review progress. ☐ Implement further analysis and planning.
Targeted Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from parents/carers and staff. ☐ Gather information from multi-agency colleagues. ☐ Ensure collated information informs planning. ☐ Set a review date. ☐ Review progress. ☐ Implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	☐ Update and review all information within Targeted. ☐ Consider involvement of multi-agency colleagues. ☐ Complete Risk Calculator. ☐ Identify protective consequences. ☐ Identify educational consequences. ☐ Analyse dysregulation and values and beliefs (subconscious and conscious). ☐ Complete Anxiety Analysis for relevant variables. ☐ Create a Predict, Prevent & Progress plan. ☐ Set a review date. ☐ Review progress. ☐ Implement further analysis and planning.
Specialist Therapeutic Plan	☐ Update and review all information within Targeted and Targeted Plus. ☐ Consider involvement of multi-agency colleagues. ☐ Complete the Therapeutic Tree for the individual pupil ☐ Complete a detailed Therapeutic Plan. ☐ Set a review date. ☐ Consider group dynamic options. ☐ Review progress. ☐ Involve multi-agency colleagues in review and identifying next steps.