



BANTOCK PRIMARY SCHOOL

Policy Document For: Health and Well-being

Headteacher	H Sarai
Chair of Governors	N Round
Approved Date	05.10.17

School Vision

SUCCEED HAPPY INSPIRE NURTURE EDUCATE

In order to **SHINE** in terms of health and well-being, pupils at Bantock are taught to manage their physical health; cope with any mental health problems and develop high-level social and emotional skills, so that they are able to **SUCCEED** now and in their futures. Throughout the curriculum - and in extra-curricular contexts - they develop their confidence and self-esteem and are therefore **HAPPY** learners, who make positive academic progress. By promoting and modelling a growth mind-set, staff **INSPIRE** pupils to be solution-focused and believe that they can overcome any challenge they may come across. Meanwhile, through the PSHE curriculum, they explore the knowledge and attitudes that are needed to understand their emotions, feelings and relationships and staff **NURTURE** and **EDUCATE** pupils in skills such as resilience, initiative and self-esteem.

Mission Statement

At Bantock, our school ethos means that we are committed to enhancing the health and well-being of the whole school community - pupils, parents and staff. We are taking a whole-school approach to Health and Well-being Education based on the findings of the World Health Organisation:

'Health is the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources, as well as physical capabilities.'

(WHO, 2000)

Introduction

At Bantock, pupils learn to understand, manage and enhance their health and well-being in 4 key areas.

Healthy Me: Pupils are encouraged to take a healthy approach to eating and enjoy a broad and colourful range of foods. They are taught to understand that they must balance their energy intake against their energy expenditure in order to lead a healthy lifestyle.

Thinking Me: Pupils explore the knowledge and attitudes that are needed to understand their emotions, feelings and relationships. They develop skills such as resilience, initiative and self-esteem and understand how they can have a positive effect on their well-being and learning.

Physical Me: Through high-quality PE lessons and a broad range of extra-curricular clubs and competition, pupils are encouraged to lead healthy, active lifestyles. They explore the knowledge, skills and attitudes that are needed to understand physical factors in relation to their health.

Social Me: Through the school ethos, pupils are taught mutual respect, empathy and tolerance; they learn the skills for positive interaction with their peers, the wider community and their environment.

Teaching and Learning

In accordance with advice from the Department for Education, our school aims to enable our children, staff and everyone working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical well-being now and in the future. In summary, these aims fall under 3 main sub-headings:

Prevention:

- Play a role in supporting all pupils to be resilient and mentally healthy;
- Provide a supportive and encouraging atmosphere for children, staff and the wider community;
- Draw on resources and guidance to help staff support good mental health and emotional well-being, including provision of school counselling services;
- Work closely with outside agencies to encourage a wide range of health related activities.

Early Identification and Intervention:

- Understand how to intervene early and strengthen resilience for all pupils; those with emerging problems and families exposed to several risk factors;
- Use the Strengths and Difficulties Questionnaire (SDQ) to flag possible diagnosable mental health problems for individual pupils causing concern.

Access to Specialist Support:

- Ensure pupils and families participate as fully as possible in decisions;
- Expect those with severe problems to get wider support as well;
- Influence commissioning of health services through local Health and Well-being Boards.

(DfE, 2016)

Early Morning Tasks

To engage and inspire our pupils from the moment they enter the classroom, we follow a whole-school timetable of Early Morning Tasks (EMT). Through EMT tasks, pupils practise mindfulness, develop their emotional literacy, improve problem-solving in meaningful scenarios and learn about the wider world around them.

Emoji Time - Through emojis, children explore feelings in order to develop their emotional literacy. Through guided questioning, they consider their reactions to different situations and scenarios, how to effectively manage their feelings and how to empathise with the emotions of their peers.

Yoga Time - Through the Yoga Pretzels scheme, children develop mindfulness and relaxation techniques. They learn how breathing, mindfulness and creating a calm atmosphere all help them to focus and get the best out of their learning.

Global Time - During Global Time, children explore current affairs and world news. They gain insight into the world around them, develop empathy and have an opportunity to share their opinions during class discussion.

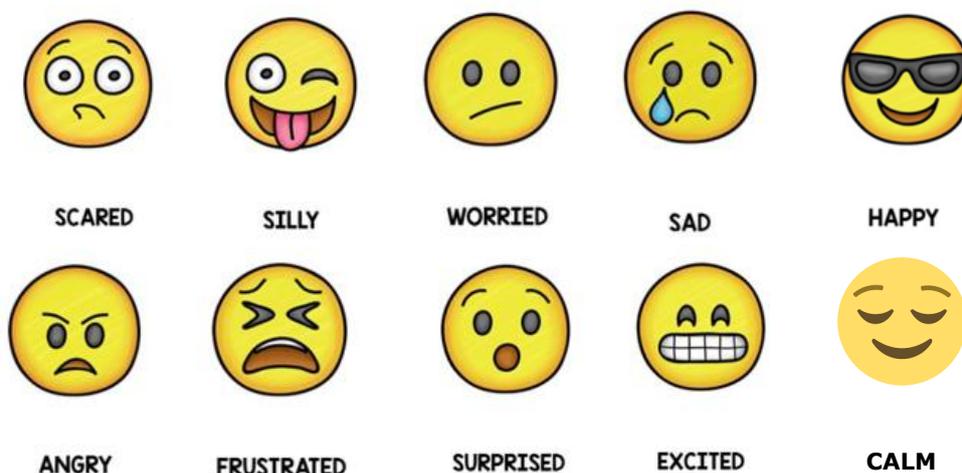
Box Time - During Box Time, children are presented with a real worry posted in the Worry Box on the school's website. Through guided questioning, children are encouraged to empathise with the pupil's worry and challenged to come up with solutions.

Me Time - Me Time is a more flexible EMT opportunity where children are supported to focus on themselves and their own personal development. It may be that they have work to complete, have prepared something to share with the class or perhaps have something they wish to discuss.

Emojis

As a scaffold to support pupils in discussing their feelings, and therefore to develop emotional literacy, Bantock uses the visual representation of emojis. Through emojis children are able to identify and communicate a feeling that they may otherwise not be able to put into words. Through questioning, children are then supported in identifying why they are feeling this way, how to resolve any negative emotions and consider strategies to prevent these negative emotions from reoccurring.

At Bantock, the following emojis relate to the listed emotions:



SUMO

'SUMO' - which stands for Stop Understand Move On - and translates to 'I choose' in Latin, is a programme utilised to help pupils develop skills for life: dealing with change, building better relationships, developing a resilient attitude to life, maintaining morale, improving motivation and coping with stress.

The programme is based around 6 SUMO principles:

1. **Change Your T-shirt** encourages children to take responsibility for their own life; it asks them to consider different aspects of their life and reflect on how their decisions shape the perspectives they have.
2. **Develop Fruity Thinking** explores how our way of thinking affects our potential to achieve. Negative thinking invariably leads to negative results while positive thinking will lead to positive outcomes.
3. **Hippo Time is OK** helps children understand how setbacks affect them and how to recover from them. It aims to provide strategies for encountering and overcoming problems and setbacks while recognising that we all need to wallow a little... we just need to be careful how long it lasts.

4. **Remember the Beachball** helps children explore why other people's perspectives may be valid even though they are different from our own. It encourages us to seek to understand other people's world view.

5. **Learn Latin** introduces the idea that change comes through action. Carpe Diem - seize the day - encourages children to act upon their beliefs and rise to the challenges that face them. Children are encouraged to consider factors which hinder action and explore strategies for moving forward.

6. **Dare to Dream** challenges children to set goals and seeks to equip children with tools to help with goal-setting and confidence building; the aim being to empower children with the self-belief to reach their full potential.

Supporting traumatised children

- Understand the child;
- Manage your own reactions;
- Provide structure and consistency;
- Apply understanding to pupil's actions;
- When applying the school Behaviour Policy, apply consequences with consideration to the pupil's unique needs

Health and Well-being Provision

4 Me's				
	Thinking Me	Physical Me	Social Me	Healthy Me
Pupils	Sports Ambassadors Primary Edge School Council Digital Ambassadors House Captains Pupil Assemblies Box Time Worry/Happy Box Global Time British and Global Values Opportunities Rewards	2 hours statutory PE per week Extended Learning Opportunities Sainsbury's School Games (Silver Status) Swimming Bikeability (Level 1 and 2) Wolves Sport Partnership Chance to Shine Yoga Time Extra-Curricular Activities	PSHE curriculum SEALS Assemblies Celebration Assemblies Counselling, Allotment (Nurture Group) HWB Coach Emoji Time Transition Activities	Change 4 Life, Heathy Café Fruit and Milk School lunches prepared on premises School Nurse SRE
Staff	Learning Development Meetings Planning Meetings Peer Trio-Coaching Performance Management Staff Inductions Learning Platform Communication Systems Productive Environment Team Planning Improving Quality Teaching Programme	Pilates Sports Activities	Coordinator Time Well-being Day Staff Social Events Well-being Board Staffroom HWB Coach Transition Activities Chocolate Friday	School lunches prepared on premises Lifestyle & Health Service Health Checks First Aid CPD Annual Well-being Questionnaire
Parents	Home Visits Induction Process School Website Signposting Learning Support		HT/DHT Open Door Policy Parent Workshops (E Safety, Phonics) Assemblies Translated Newsletters Language Support	Sampling School Lunch

Outcomes

Learning through health and well-being promotes confidence, independent thinking and positive attitudes and dispositions:

- Pupil attainment is maintained or improved;
- Pupils feel safe in school;
- Pupils report increased personal and social well-being in school;
- Staff report increased personal and social well-being in work;
- School staff feel competent and confident in promoting children's well-being;
- Schools are confident in responding to their pupils' needs;
- Pupil behaviour is improved and there is a reduction in 'risky' behaviour;
- Fewer pupils are excluded from school;
- Preventative mental health measures are in place and there is a reduction of concerns in addressing mental health issues;
- Children and families report productive engagement with the appropriate services.
- Accreditations - School of Sanctuary, Rights Respecting School Award, Sainsbury's School Games Mark, Healthy School, Lego Education Innovation Studio, Fairtrade School, Investors in People.

Planning and Resources

Subject planning and evaluation at Bantock Primary School is at class level in the short term, between classes and year groups in the medium term and at whole school level in the long term. Opportunities to develop pupils' health and well-being should be embedded across the whole curriculum, however they will be delivered most explicitly through during PE and PSHE lessons.

For PE, the medium term plan comes from Val Sabin's Physical Literacy scheme and is used to provide support in individual lesson plans with cross curricular links, links to statements, starting points and methods of teaching across a theme. Staff have access to a rich range of P.E resources, both in terms of indoor and outdoor space, as well as practical equipment. The practical equipment available has been selected to support the teaching of a variety of different sports and skills. In addition to the resources available within school, outside coaching agencies are employed for curricular and extra-curricular activities.

For PSHE, planning is informed by the Early Years Foundation Stage Guidance (Personal, Social and Emotional Development), the National Curriculum framework for PSHE, the PSHE Programmes of Study provided by the PSHE Association and Citizenship at KS1 and QCA guidance. Themes have been taken from the SEAL scheme of work alongside the ideology of the UN Convention of Rights and Responsibilities of a Child

For further guidance, see the PE and PSHE policy documents.

Assessment

The Health and Well-being Coach is responsible for implementing and monitoring assessment of Health and Well-being across the whole school. It is the role of the teacher to assess knowledge, understanding and skills on a regular basis, continually meeting the needs of the individual child. It is recognised that certain issues within the Health and Well-being curriculum will require to be approached with sensitivity, confidentiality and flexibility.

Experience and Opportunities

As well as being embedded throughout the curriculum, there are a broad range of extra-curricular opportunities to develop the health and well-being of pupils and staff, some of which utilising the expertise of outside agencies.

Pupils

Extra-curricular provision is alternated on a half-termly basis, with many clubs targeting specific pupil groups (Change 4 Life, Cooking Club, Health and Fitness Club, Gifted and Talented Football, Gifted and Talented Athletics, Allotment Nurture Group and Cool Kids). Such clubs help foster a healthy lifestyle, increase resilience and encourage children to explore individual talents. Sports Ambassadors support Lunchtime Supervisors to deliver a broad range of lunchtime activity, with the aim of ensuring all pupils are engaged and active during the lunch hour. Through their role, Sports Ambassadors develop essential leadership skills, such as organisation, communication, initiative and resilience.

In terms of competition, pupils are encouraged to participate in inter-and intra-school events within a variety of different sports. As a result of the sporting provision available at Bantock, the school has achieved Silver Sainsbury's School Games Status, and is looking achieve Gold Status in 2017/18.

In both KS1 and KS2, pupils are encouraged to participate in both day and residential trips which provide safe and stimulating opportunities for them to develop the knowledge and

understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical well-being now and in the future. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment. Permission will be sought from parents/carers for each child to attend the visit.

Bantock also engages with further external agencies, such as Chance to Shine, the Wolves Sport Partnership, PiXL and Headstart. Chance to Shine and the Wolves Sport Partnership provide high-quality sports coaches, who work alongside staff to deliver PE lessons, deliver extra-curricular clubs and lead on staff professional development opportunities. Through PiXL, pupils in reception are taking part in the Primary Edge Programme, where they develop their leadership, organisation, resilience, initiative and communication skills and work towards an accredited award.

Staff

In order to help manage their workload, staff attend weekly Planning Meetings as part of their directed hours, here they can draw on the expertise of year group partners, subject coordinators and phase leaders. As part of the Planning Meeting, all staff also participate in a 30-minute Pilates class in order to promote mindfulness and well-being. Equally, half-termly sporting activities (such as basketball, hockey and netball) are available for staff to access, creating a strong sense of morale and community. The school year ends with a Staff Well-being Day, where all staff come together to celebrate their achievements and participate in team-building and problem-solving activities. All of the staff health and well-being provision at Bantock is advertised via the Health and Well-being board, which is located in the Staff Room

Roles and Responsibilities of Stakeholders

Health and Well-being Coach:

- Play a leading role in supporting all pupils and staff to be resilient and mentally healthy;
- Ensure creative and appropriate opportunities to develop positive health and well-being are embedded throughout the curriculum;
- Provide appropriate professional development opportunities for all staff;
- Promote and lead on creating a supportive and encouraging atmosphere for children, staff and the wider community;
- Draw on resources and guidance to help staff support good mental health and emotional well-being, including provision of school counselling services;
- Work closely with outside agencies to encourage a wide range of health related activities;
- Assist colleagues in the process of planning work;
- Prepare policy documents, curriculum plans and schemes of work alongside colleagues;
- Monitor and review the Health and Well-being policy;
- Monitor and review planning and work;
- Develop extra-curricular opportunities, in particular targeted opportunities, for enhancing the health and well-being of pupils and staff.

Headteacher:

- Overview the implementation of the Health and Well-being Policy and guidelines through observation and discussion.

Staff:

- Ensure creative and appropriate opportunities to develop positive health and well-being are embedded throughout classroom practice;

- Intervene early and strengthen resilience for all pupils; those with emerging problems and families exposed to several risk factors;
- Liaise with Health and Well-being Coach, SENCO and Designated Safeguarding Lead.

Governors:

- Overview the implementation of the Health and Well-being policy and guidelines through observation and discussion.

Outside Agencies - Headstart:

- Deliver a Big Lottery funded National programme, which will result in a national evidence base for early intervention and preventative work;
- Provide additional training, resources and support.
- Increase mental well-being and resilience in pupils;
- Reduce the onset of diagnosable mental health disorders;
- Improve engagement in school and academic attainment;
- Reduce engagement in 'risky' behaviour.

(Big Lottery Headstart Outcomes)

Equal Opportunities (Inclusion)

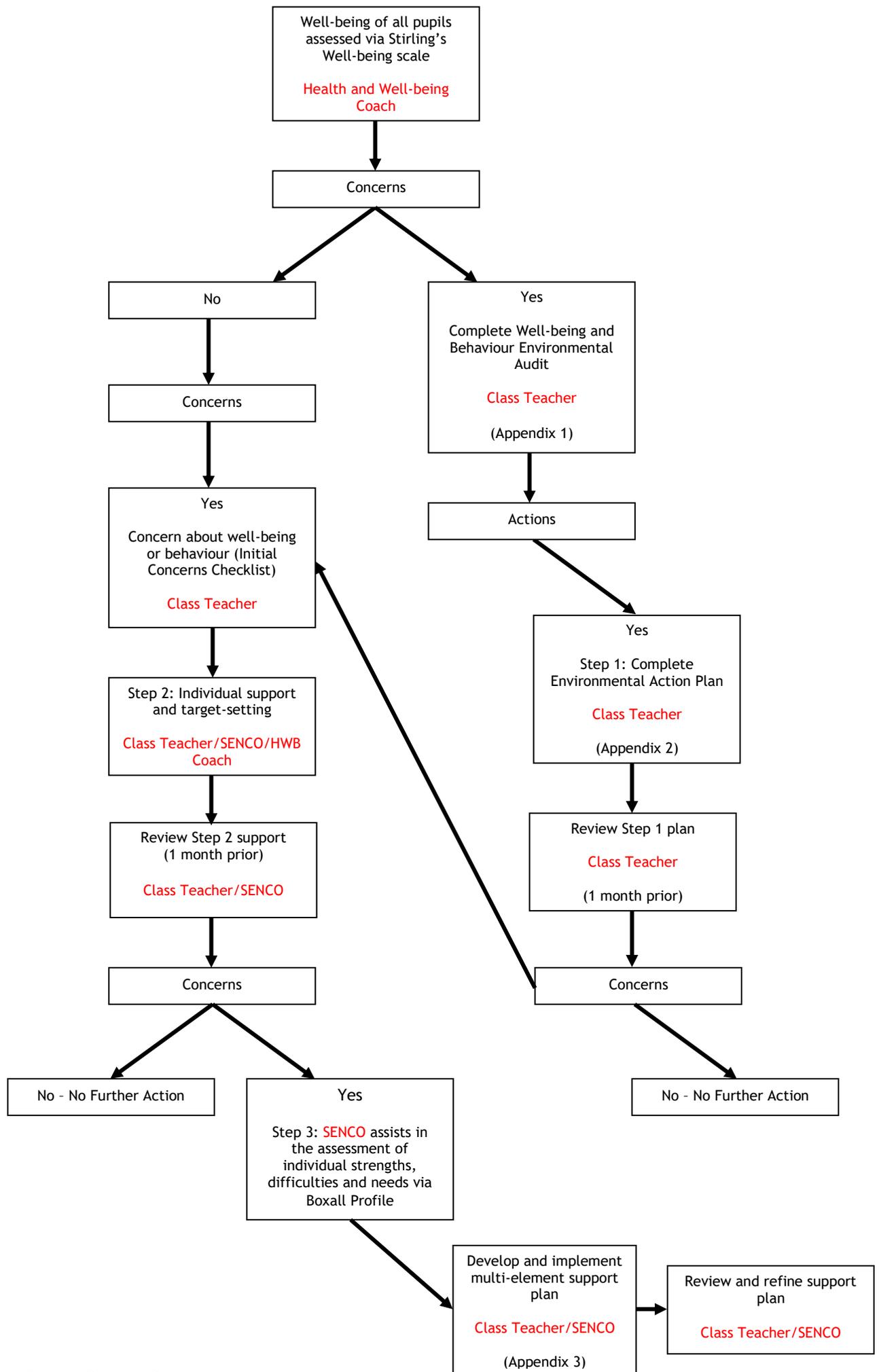
Development of positive health and well-being should be implemented in accordance with any Individual Education Plan and/or process of statement/EHC Plan a pupil has. As with all other curriculum areas, material may be selected from earlier or later parts of the key stage as appropriate, where this is necessary and suitable, to enable pupils to progress and demonstrate achievement. Such materials should be presented in a context appropriate for the age and maturity of the pupil. Included within this strand of planning must be provision for our most able pupils.

All teaching and non-teaching staff at Bantock Primary School are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. In school we provide a broad and balanced curriculum for all pupils.

The following 3 principles ensure an inclusive curriculum:

- Setting suitable learning challenges;
- Responding to pupils diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Whole-School and Individualised Steps to Support Emotional Well-being and Behaviour



Health and Safety

Due to the physical element of pupil health, this policy should be read in conjunction with the Health and Safety Policy and Behaviour Policy to ensure that the delivery of lessons is always mindful of pupil safety.

At all times staff must ensure that children know how to use resources, equipment and materials safely. Steps must take every effort to manage the learning environment to ensure the health and safety of themselves and others.

Appendices

Appendix 1: Well-being and Behaviour Environmental Audit

What the ratings mean:

Rating	Descriptor
1	Disagree – very significant need for action
2	Moderately agree – some need for action
3	Strongly agree – no need for action
Don't Know	Further information gathering may be needed
Not Applicable	Not applicable to that school context

The classroom environment

My classroom looks and feels like a good work environment.	1	2	3	D/K	N/A
Furniture and equipment are arranged to the best effect for teaching and learning.	1	2	3	D/K	N/A
There is appropriate heat, ventilation and light.	1	2	3	D/K	N/A
Students are seated according to a seating plan.	1	2	3	D/K	N/A
The whiteboard is easily seen by all.	1	2	3	D/K	N/A
External noise levels do not interfere with learning.	1	2	3	D/K	N/A
There is sufficient space and ease of movement for all.	1	2	3	D/K	N/A
Students and teachers have adequate personal work space.	1	2	3	D/K	N/A

Managing teaching and learning

I arrive at my classroom before the students and greet them on arrival	1	2	3	D/K	N/A
My instructions to students are clear.	1	2	3	D/K	N/A
I notice and acknowledge good behaviour.	1	2	3	D/K	N/A
I prepare materials and equipment before class.	1	2	3	D/K	N/A
Students bring the correct materials/equipment to class.	1	2	3	D/K	N/A
My delivery of the curriculum is differentiated so that all students can succeed at learning.	1	2	3	D/K	N/A
I am aware of the SEN/other needs/issues of the students in my class.	1	2	3	D/K	N/A
Lessons are interesting and have a variety of different activities.	1	2	3	D/K	N/A
Students are involved in the setting of their own goals and targets.	1	2	3	D/K	N/A
Students work together in a way that supports learning.	1	2	3	D/K	N/A
There are clear expectations and roles for additional adult support.	1	2	3	D/K	N/A
Students needing additional support to follow routines/ instructions (e.g. visual support, cuing-in, extra time) receive this consistently	1	2	3	D/K	N/A

Promoting wellbeing in class

I help teach students to understand their own emotions.	1	2	3	D/K	N/A
I help students to communicate their feelings and seek help.	1	2	3	D/K	N/A
Students are taught/supported with self-management skills.	1	2	3	D/K	N/A
Staff can recognise signs of their own emotional need and are aware of how their emotions may affect their behaviours towards their pupils.	1	2	3	D/K	N/A
Staff can recognise signs of pupils' emotional need and are aware of how the pupils' emotions may affect their behaviours.	1	2	3	D/K	N/A

Staff can support pupils who are upset or anxious.	1	2	3	D/K	N/A
Staff are aware of strategies to promote emotional wellbeing.	1	2	3	D/K	N/A
Feedback from staff consistently promotes positive beliefs (e.g. self-esteem, autonomy, responsibility)	1	2	3	D/K	N/A

Routines, expectations and consequences

I have clear and established routines for gaining students' attention.	1	2	3	D/K	N/A
I have established a clear routine for students entering and exiting the room.	1	2	3	D/K	N/A
I have established effective clear routines for: gaining quiet/ silence; distributing and collecting materials; changing activities; clearing up.	1	2	3	D/K	N/A
Classroom expectations are discussed with and understood by the students	1	2	3	D/K	N/A
Classroom expectations are positively framed, referred to and reinforced.	1	2	3	D/K	N/A
Classroom expectations are clearly displayed in the classroom.	1	2	3	D/K	N/A
I explicitly teach the expectations and routines of positive behaviour.	1	2	3	D/K	N/A
Rewards are small and readily achievable.	1	2	3	D/K	N/A
My classroom rewards are linked to the school's reward system.	1	2	3	D/K	N/A
Rewards are awarded fairly and consistently.	1	2	3	D/K	N/A
In my class consequences are clear to students and appropriate to the unacceptable behaviour.	1	2	3	D/K	N/A
I apply consequences in a consistent and fair manner.	1	2	3	D/K	N/A
Consequences are understood by parents/guardians.	1	2	3	D/K	N/A

Around school

Rules and routines for movement around this school are clear.	1	2	3	D/K	N/A
Break time and/or lunchtime rules are understood by students.	1	2	3	D/K	N/A
The rules are communicated to and adopted by all staff.	1	2	3	D/K	N/A
Corridors and social areas are well supervised/monitored.	1	2	3	D/K	N/A
Problem areas are identified and adequately monitored.	1	2	3	D/K	N/A
Systems are in place for the effective resolution of students' conflict.	1	2	3	D/K	N/A
There is adequate supervision at break and lunch.	1	2	3	D/K	N/A
There are safe spaces available for students to engage in suitable and interesting activities.	1	2	3	D/K	N/A
Staff engage positively with students across the school.	1	2	3	D/K	N/A
The students' environment is pleasant, orderly and safe.	1	2	3	D/K	N/A

Support for students

Students feel cared for and valued.	1	2	3	D/K	N/A
All students are encouraged and supported to achieve their full potential.	1	2	3	D/K	N/A
Students are encouraged to take responsibility for their learning and behaviour.	1	2	3	D/K	N/A
There are effective student welfare policies in this school (e.g. anti-bullying policies).	1	2	3	D/K	N/A
There is an effective, relevant and inclusive SEN policy in the school.	1	2	3	D/K	N/A
Behaviour issues are addressed in accordance with equal opportunities legislation.	1	2	3	D/K	N/A
Students have opportunities to make their views known and have these	1	2	3	D/K	N/A

considered/acted on.

Students have someone they can talk to and listen to.	1	2	3	D/K	N/A
Students have a safe space (e.g. for calm/quiet time).	1	2	3	D/K	N/A
Whole school promotion of positive relationships and diversity.	1	2	3	D/K	N/A
Peer support and mentoring services are available to students.	1	2	3	D/K	N/A
Safeguarding concerns are taken seriously.	1	2	3	D/K	N/A

Whole school behaviour systems

An effective policy exists to promote positive behaviour.	1	2	3	D/K	N/A
I have a clear understanding of the school's code of behaviour.	1	2	3	D/K	N/A
Rules are communicated frequently and effectively to students.	1	2	3	D/K	N/A
Staff (including non-teaching staff) are fully aware of, and adopt, the school rules.	1	2	3	D/K	N/A
Rules are communicated effectively to parents and guardians.	1	2	3	D/K	N/A
I have a clear idea of rewards that can be used for acceptable behaviours.	1	2	3	D/K	N/A
I have a clear idea of the range of sanctions that can be used for unacceptable behaviours.	1	2	3	D/K	N/A
A system is in place to monitor and review the code of behaviour regularly.	1	2	3	D/K	N/A

Support for staff

There is collective responsibility for behaviour management in this school.	1	2	3	D/K	N/A
Staff feel able to acknowledge difficulties with behavioural issues.	1	2	3	D/K	N/A
Staff can access help to deal with student conflict.	1	2	3	D/K	N/A
Behavioural issues are recorded fairly and efficiently.	1	2	3	D/K	N/A
Staff roles are clearly defined.	1	2	3	D/K	N/A
Staff and parents work collaboratively to address concerns about wellbeing and /or behaviour.	1	2	3	D/K	N/A
Staff peer support is valued and easily accessible.	1	2	3	D/K	N/A
Support services are used systematically and effectively.	1	2	3	D/K	N/A
Staff can access training in de-escalation, support strategies, behaviour management etc.	1	2	3	D/K	N/A

Communication and joint working

Parents/guardians are routinely told of students' positive behaviours and successes (notes home, phone calls, meetings)	1	2	3	D/K	N/A
Parents/guardians are routinely informed about concerns about students wellbeing and/or behaviour.	1	2	3	D/K	N/A
Young people are informed of any decision that may impact on their learning.	1	2	3	D/K	N/A
Praise and concerns regarding pupils are shared between staff.	1	2	3	D/K	N/A
Staff actively ensure there is an appropriate power balance between staff, pupils and parents.	1	2	3	D/K	N/A
Staff adopt a multi-agency approach where appropriate (e.g. using early help assessment, team around child).	1	2	3	D/K	N/A
There are effective means for parents to share important information with staff, including in support planning.	1	2	3	D/K	N/A

There is effective dispute resolution with relationship repair for pupils/staff/parents.	1	2	3	D/K	N/A
Where external agencies are involved, their advice is shared effectively with teaching and other key staff	1	2	3	D/K	N/A

Appendix 2: Environmental Action Plan

Checklist completed by:		Date:	
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What were the concerns that led to you completing the checklist?

What key areas for development or improvement have been highlighted?

Action plan

What are you going to do/ change?	When?	Who else is involved?

Date for review:

Signed:

Appendix 3: Multi-Element Support Plan

Getting it Right: Multi Element Support Plan

Plan number: _____

Pupil Name:

Date:

Contributors to the plan:

What are the incidents/behaviours that are causing concern?

What happens before and during incidents?

What happens before and during more successful times

What happens after incidents and more successful times

What are the child/ young person's strengths, interests and successes?

Briefly summarise any difficulties and additional needs:

Child's views:

What would you like to achieve?

What would you like help with?

Is there anything you are worried about?

Parent(s) views:

What would you like to achieve?

What would you like help with?

Is there anything you are worried about?

Agreed goals/ targets (should be SMART):	
<p>Environmental strategies</p> <p><i>This is where we try to create an environment that best matches the child's needs, e.g. access to activities, use of language at the right level, routines within the setting.</i></p>	
<p>Skills Development</p> <p><i>This is where we think about new skills we need to teach the child to replace the behaviour causing concern, e.g. how to ask for help, how to take turns, how to manage anxiety.</i></p>	
<p>Reward Strategies</p> <p><i>If we want a child to change his/her behaviour, we need to provide a something to encourage the child to make the change.</i></p>	
<p>Responding to difficulties.</p> <p><i>We need to have a plan for:</i></p> <ul style="list-style-type: none"> • <i>When things are starting to go wrong, so we can intervene early to stop the situation getting worse. (Diversion, redirection, de-escalation)</i> • <i>When things have gone wrong, to resolve the situation as quickly and safely as possible. (Keeping safe, recovery, repairing harm)</i> 	
<p>Next Review date: (*At least termly)</p>	

Child signature: _____
 Teacher signature: _____

Parent Signature: _____