

Behaviour support and intervention offer 2026/27

National and local benchmarks for behaviour will be used i.e., Suspension data, local trends in the community etc.to review Tier support

Tier 1 Reset	Tier 2 Reset/FTE	Tier 3 RO / FTE	Tier 4 Student At risk (over 5 incidences of FTE)	Tier 5 At risk of PEX (10+ days of FTE)
• Tutor point of contact • Tutor report • Tutor mentoring • Tutor PRIDE report and regular contact home with updates. • Arbor profiling • Student Ambassadors • Student mentors and champions • Assemblies (SLT) • Safeguarding team • Contact from teachers regarding RESET • Restorative conversation in RESET • Breakfast Club • Enrichment activities • Academic interventions	• PM Behaviour report (PM) or Departmental report • Band/form changes (PM) • Climate for learning adjustments – ie seating plan change • Learning walks • Specified after school clubs and or support (PM) • Inclusion meeting AP • Focussed small group work (APM) • Mental Health First Aiders • Counselling referral (PM/ APM)	Case studies in place • One to one intervention (APM) • Casefile • Triad inclusion meeting (attendance, behaviour, SG, Academic) • Inclusion meeting (AP) • External agency intervention (CAMHS, Service 6, School nurse) – Cirv sessions, OPFCC and youth team referral • Increased Regularity of parent meetings. • Positive / behaviour report • In house therapy i.e. Art therapy or dog therapy. • Targeted interventions in house i.e. anger management or anxiety.	Case studies in place • One to one intervention (APM) • Casefile • Triad inclusion meeting (attendance, behaviour, SG, SEND,Academic) • Inclusion meeting (AP) • Counselling • EHA offer • Mash referral • Risk assessment inplace • External agency support (Youth worker etc) • Home visits (Attendance) • POD • Directed off site • Managed move. • Adapted timetable. • Governor’s review • Care Panel referral	Case studies in place • EHA escalated to targeted support. • Tier 3 MASH referral • Meeting around the child and family with the appropriate agencies • EHCP referral scoped out if appropriate • POD • 15 days governors warning. • Principal/VP meeting • Final warning • Care Panel

	• Positive behaviour management intervention (APM) • Know me help me • Assistant pastoral manager intervention • Time out cards/ Fidget items/stress ball (SEND) • Positive rewards card (PM) • Pride plan/Tier • Targeted (reflection) package of support. • SEND referral • Community duties	• Engage Programmes outdoor learning, managing anger, conflict resolution. • PRIDE plans and profile in place by Pastoral Manager. • Counselling.				
Rewards (P9)						
• Positive praise	• Positive phone call	• Celebration assemblies	• Incentive rewards such as cue jumps	• External trips	• Termly events	• End of year rewards
• Assemblies	• Community duties	• Weavers Pride	• End of year rewards	• Top 100	• Prize draw	• Lunch with Head
• Golden tickets	• PRIDE cards	• Principal certificates	• Principal letters	• Prizes	• Attendance rewards	• Additional rewards as of when

This is the data I will be asking staff to collect and analysis at least every half term or each week/day if appropriate and necessary to respond to local/national or individual need from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders will be analysing data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. As leaders we should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 201

Relevant websites:

[Working Together to Safeguard Children: Statutory framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Additional health needs guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Children and Families Act 2014 \(legislation.gov.uk\)](https://legislation.gov.uk)

[The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](https://legislation.gov.uk)

Suspension and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement -July 2026