Relationship and Behaviour Support Policy and Practice

September 2024
H Bentley

Policy Type	Statutory/Non-Statutory School Policy
Author	Mrs H Bentley DHT Villiers Primary School
Approved By	Local Governing Board
Approved Date	September 2024
Date of next review	Policy will be reviewed in line with SHINE Academies and the schools' internal review schedule in adherence to DfE guidance on statutory policy review
Description of changes	i. Update to include the DFE guidance of searching, screening and confiscation within the policy

Policy Statement

It is our aim at SHINE Academies to create an inclusive, safe and calm environment which encourages reflection, mutual respect, self-regulation and positive behaviour. This is achieved by adopting a preventative relational approach that focuses on developing strong relationships, responding and calming and repairing and restoring. Research has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes linked to inclusion, engagement, attainment and achievement. It is acknowledged that society expects positive behaviour as an important outcome of what we learn in school.

In order to operate and function efficiently and safely, the Trust has a firm and fair approach to behaviour, taking into account the needs and backgrounds of all our pupils.

It is therefore essential to adopt a set of values and expectations and outcomes appropriate to all pupils.

This is linked to the Culture of Inclusion and Belonging projects in Wolverhampton. Their mission statement for these projects is as follows: *"Wolverhampton is a beacon for outstanding practice within inclusion and SEND. Children and young people who live within the city with special educational needs and disabilities achieve well in their early years, at school and in college, and lead happy and fulfilled lives."*

Aims

- To develop a whole-trust policy and practice based on a sense of community, partnership and shared values, supported and followed by the whole trust community.

- To ensure that there is a clear system of shared values, rewards and outcomes which are known by parents, teaching staff, pupils and governors.

- To develop positive relationships through using relational and restorative approaches, which promote self-esteem, self-regulation, and safe environments with clear and high expectations of all members of the school community.

- To help pupils to understand the need to make positive behaviour choices in order to create and promote a caring family atmosphere in which teaching and learning (see teaching and learning policy) can take place.

- To help pupils to make positive choices about their behaviour by teaching values and attitudes through a stimulating curriculum.

- To encourage and reward positive behaviour choices.

- To support pupils in a sensitive and appropriate manner, encouraging improved behaviour.

- To promote equality of opportunity, eliminate all discrimination and promote the need for positive behaviour choices, regardless of age, gender or racial background.

- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.
- To foster a culture of understanding and empathy that ensures all behaviour is viewed as a form of communication and signifies underlying needs.

<u>SHINE Values</u>

The SHINE Academies mission is to create a child-centred community, no matter the challenge, working collaboratively with courage and compassion.

Villiers Primary School Rules

All of our staff and children know our School ethos – Work Hard. Be Kind.

Our school rules are:

Choose to:

- Learn
- Listen
- Lead
- Look After

We also have four values that are demonstrated by our staff and children. These are:

- Tolerance
- Respect
- Ambition
- Resilience

Expectation of the Senior Leadership Team, Pupils and Staff

Pupils are expected to:

- adhere to the school expectations of behaviour; listen, learn, lead and look after.
- choose to discuss difficulties instead of retaliation.
- have a restorative conversation following an incident.

Staff are expected to:

- Have positive relationships with all their pupils.
- Demonstrate that they care for their pupils.
- Nurture pupils who are in need of more support.
- Adhere to the school behaviour policy.
- teach the expected behaviours
- model the expected behaviours.
- share their good practice with other members of staff.
- self-assess their behaviour management and develop their practice.

The Senior Leadership Team is expected to:

- provide whole school training for all staff on the behaviour policy and practice.
- provide individual training for staff who require support.

- share the behaviour policy and practice.
- Provide support with IBP paperwork and support with using the school Inclusion Tiers.

Restorative Practice

This involves reflection time between all those involved to share their story, thoughts and feelings, understand other peoples' stories, thoughts and feelings and come to a share understanding of what needs to happen to meet the needs of all people involved. Restorative conversations explore:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older pupils are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

Even with strong relationships, clear boundaries and good co-regulation there will be times when conflict occurs, or mistakes are made. Using a restorative framework following conflict or when incidents have taken place can be far more successful in promoting understanding and learning than punitive approaches. The restorative approach supports children to develop greater understanding, empathy and responsibility. Following an incident or conflict a restorative conversation will take place so that time is spent sharing understanding and arriving at an outcome that repairs relationships.

Emotion Coaching

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.
Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient
(Gottman 1997)

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Response Pathway (All lists below are not exhaustive)

SHINE Academies will use a response pathway for any behaviour which may lead to a negative consequence. We use transferable language so that children can understand how consequences in school link to consequences in adult life.

Behaviour examples	Response level	Consequence	Response options
Low level disruption Low level disruption and talking in class Failure to complete classwork Rudeness Use of mobile phones in school Graffiti Swearing (indirectly or with little understanding of language used) Name-calling	R1	• Struggle at school (or at work) • Miss out on opportunities • Upset friends who want to focus • Peers will avoid working with you • Financial issues (it will cost money to repair or clean)	• Verbal reminder and the chance to self-correct • Change of seating within class
Continuous low level disruption	R2	• Fall behind in school (underperform at work) • If prolonged, you could lose your place in class (job) • Lose out on future opportunities • Lose friends because they do not want to miss out on opportunities	• Yellow card and a final chance to self-correct • Change of seating within year group • Break-time reflection • Stage one diary support (Inclusion Tiers)
Discrimination or Harassment – Racist/homophobic/sexist language	R3	• Lose job (and opportunity to work in certain fields) • Criminal charges	• Lunchtime reflection • Temporary removal to parallel class in year group to reset and refocus
Vexatious or Bullying behaviour including cyber-bullying	R4	• Loss of privileges • Being seriously hurt through retaliation • Being seriously hurt by ill-health	• Internal reflection away from year group • Isolation • External reflection/ Suspension

Possession of banned items or any illegal behaviour			• Referral to external provision
			• Permanent exclusion
Truancy, smoking, stealing or theft.			• Reduced School Timetable (SPLP)
Refusal to comply with disciplinary sanctions			
Violence towards an adult or peer			
Intended spitting or coughing			

** Please note that if a child needs repeated opportunities for reflection and it is deemed that further assessments or support may be needed, they may move to the Inclusion Tiers systems (see appendix).

Agreed Common Language

A key part in ensuring successful behaviour management is consistency including both the following of the policy and the language being used. The following is the terminology agreed for use when understanding and supporting behaviour.

- Reward
- Listen
- Learn
- Lead
- Look After
- Reflection
- House Points
- Continuous disruption
- Defiant
- Low disruption
- Time out
- Verbal Warning
- Calm time
- Restorative conversations
- Choose to's
- School Values: Tolerance, Respect, Ambition, Resilience
- Card (yellow / red)

Rewards

A major aim at SHINE Academies is to encourage pupils to practise good work and behaviour by operating a system of praise and reward for all pupils. Children and adults feel more comfortable and are able to excel in environments that recognise and celebrate their strengths. We take the time to notice and catch incidents when children are doing well. We display shared values and maintain positive attitudes reflected in behaviour. Both the system of rewards and reflections are grounded in the premise that pupils are responsible for their behaviour. Good behaviour necessitates the right choice being made by our pupils. If

the right choice is made, this choice will be rewarded. The following system of rewards are used to acknowledge and celebrate good work and behaviour both inside and outside school. We believe that rewards and praise, used appropriately, have a profound effect on a pupil's self-esteem and self-worth. Children are rewarded in many different ways taking into account the age, stage and individual needs of the child.

- Verbal praise
- Written praise via marking
- Visual behaviour charts (stage one diary)
- Stickers or certificates
- Display of work
- Selection for Achievement Assembly
- Choose to badges
- Referral to the Senior Leadership Team/ Head teacher
- Phone calls or informal meetings with parents

House Points

In order to motivate and encourage our pupils, we operate a House Point system. These are awarded for following our school ethos and values. When a pupil joins the school, they are put into one of four Houses. Any member of staff may award House Points for praise.

House totals are calculated termly and are shared in assemblies. At the end of every year, the House Point shield is awarded to the House Captains of the winning house.

Star of the Week and Work Hard Be Kind awards

Additional rewards given out by class teacher are a weekly star of the week certificate and a half termly work hard be kind certificate. These are chosen based on the school ethos, rules and values.

Achievement Assembly

Achievement Assemblies are held to celebrate and reward achievements, both inside and outside school. We feel that this is a crucial aspect to our school's celebrations. Children are awarded with a behaviour certificate and badge linked to the choose to rules.

Behaviour Management

Colour-coded behaviour cards and display charts are used to support behaviour management. Teacher's place an emphasis on using the card system to encourage and emphasise the behaviour that will lead to positive consequences.

Reflection Time

Structured reflection time will be allocated on an individual case by case basis. The age, specific needs and the seriousness of the incident will be all taken into account when considering the best supportive path. Other factors that will be taken into account when allocating Reflection Time include whether there have been previous incidents of a similar nature, EHCPs, IEPs and IBPs. This time will allow restorative

conversations to take place and therefore ensure there is time to repair and restore relationships. It will also enable the child and adult to use restorative practice to identify emotions and measure the emotional impact for all involved.

Internal Reflection Days

If it is deemed that a child would benefit from a longer period of time out of class rather than simple Reflection Time, an Internal Reflection Day may be used. As above, the need for this will be assessed on a case by case basis and all needs and support required taken into account. This time will allow restorative conversations to take place and therefore ensure there is time to repair and restore relationships whilst working with trained adults. It will also enable the child and adult to use restorative practice to identify emotions and measure the emotional impact for all involved.

During this time, children will still complete the work that has been set for them in class. It is the responsibility of the class teacher to ensure children are receiving sufficient work to be completed throughout the day. It is also important for the Class Teacher or Teaching Assistant to complete wellbeing check-ins with the child completing internal reflection twice a day, as this will support positive re-integration back into the classroom as well as clarifying academic work. It is the responsibility of the Family Liaison or Behaviour Officer to deliver restorative intervention work during any gaps.

Individual Behaviour Plan

The class teacher has the responsibility to note any reoccurring behaviour which may lead to a child needing a Individual Behaviour Plan. Communication with parents or carers will be sought at the earliest opportunity and all parties will be involved in creating the plan. At the initial meeting, a discussion will take place around triggers that have been identified, successful/unsuccessful strategies for supporting the pupil's behaviour, rewards and consequences.

Meeting	Staff Involved	Intent
1 Initial Meeting	Beh Lead, CT, TA, Family Liaison, SENCo (if SEN)	To establish the needs and areas of concerns and discuss behaviours in need of support. To discuss strategies used previously and any work completed with the child and family by FLO. To look at IEP and behaviour targets included in this if this is the first IBP. To complete basics on IBP
2 Parent Meeting	Beh Lead, CT, TA, Family Liaison, SENCo (if SEN)Parent/Guardian.	To discuss how we can best support the child in school with behaviours that are causing concern with both the child and parents. To establish expectations that are relevant and achievable for the child in class and playground. To discuss what the child is interested in and what we can do to help them earn rewards that are meaningful to them.
3 Review half termly (Before if Required)	Beh Lead, CT, TA, Family Liaison, SENCo (if SEN)	To discuss how the IBP is working for all involved and to establish if there needs to be any changes make to ensure success for the child. Any changes will then be reported to parents/ guardians by CT/FLO.

- Children will be discussed in weekly SEMH meetings and any issues with family/home/school discussed.

- Review date checked weekly depending on incidents etc.

- CT will send a weekly report to Beh Lead/FLO each Friday to ensure all involved are up to date with progress and any changes/incidents that have occurred.

The Recording of Reflections Forms

R3/4 forms to be initially completed by the adult who reported the incident then completed by SLT/FLO and pupil together then logged on CPOMs and data sheet by FLO. Parents will have been contacted and their response will also be recorded. Depending on whether there is a SEND need this will be used where applicable.

Early Intervention Monitoring

The child's class teacher will identify any behaviour issues as early as possible. If required, the Family Liaison team will work alongside other staff and appropriate support will be offered. This may include:

- Parent meetings
- Home visits
- Identifying any additional support required
- Early Help
- Possible referral to external agencies
- Use of the Inclusion system (see appendix below).

Communication with Parents

Where the behaviour of a pupil is giving cause for concern, it is imperative that all those working with the pupil in school are aware of those concerns, and of steps which are being taken in response.

Positive partnerships with parents are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given the opportunity to discuss the situation. Communication with parents is essential for all discipline related issues. Parents will be involved in the writing, target setting and implementation of any Multi-element Support Plans.

Conduct Outside of the School Grounds

The school's behaviour policy will also apply when the pupil is:

- Taking part in any school organised or school related activity

- Travelling to or from school

- Wearing school uniform

The behaviour policy will also apply, even if the conditions above do not apply when:

- The pupils actions could have repercussions for the orderly running of the school

- The pupil poses a threat to another pupil or member of the public

- The pupils actions adversely affect the reputation of the school

- School staff will only discipline pupils when they are on the school premises or under the lawful control of the pupil.

All out of school incidents are dealt with on a case-by-case basis at the discretion of the Head Teacher. Pupils identified as having significant social, emotional or mental health needs may require alternative approaches. These approaches will be discussed and decided upon by the team around the child (TAC) on an individual basis.

Physical Intervention

Trained staff will only physically intervene in a situation, and will use reasonable force, to prevent a pupil: committing an offence, injuring themselves or others or damaging property. It is rare that physical intervention is used but if it needed then relevant documentation will be filled out and parents/ carers informed. Children will have a physical intervention plan written for them.

Please refer to the Physical Intervention Policy.

Confiscation of Inappropriate Items and Searches

If it is deemed that a pupil has brought an inappropriate item in to school, it will be confiscated by a member of staff. If a pupil brings an inappropriate item into school, the school cannot take any liability for damage or loss of the confiscated items. Inappropriate items include, but not exclusively: jewellery, mobile phones, electrical items and toys/games/cards.

If a pupil is believed to have prohibited items with them, we reserve the right to search the pupils/belongings without consent. As per the DFE guidance document Searching, Screening and Confiscation. Searches are permitted for the following prohibited items (list not exhaustive):

- Knives and weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any item which has been used to commit an offence

- Any item which is likely to cause personal injury or damage to property

Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Please refer to the Anti-bullying Policy. (All events to be accounted for on CPOMS).

Homophobia

Homophobic, biphobic and transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT) (Anti-bullying Alliance).

Homophobia in any form will not be tolerated. All incidents will be classed as R3/R4 (depending on the context) and recorded. All events to be accounted for on CPOMS.

Race Equality Policy

The inability or refusal to recognize the rights, needs, dignity, or value of people of particular races or geographical origins.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with the School Behaviour Policy. All events to be accounted for on CPOMS.

Monitoring Racist Incidents

Racism will not be tolerated in any form and will be treated as level R3/4 (depending on the context). As such incidents will be recorded on CPOMS.

Exclusion

In rare and exceptional circumstances when everything else has proved ineffective the Head Teacher retains the power to issue a suspension or permanent exclusion. Alternative avenues will be thoroughly explored in the first instance and exclusion will only be considered as a last resort. The Head Teacher will carefully consider the purpose of the exclusion and the impact on the child. Long standing national trends show the disproportionate exclusion of children from disadvantaged and vulnerable groups. Research has demonstrated the negative impact of exclusion both in terms of short and long term effects linked to wellbeing, attainment and later offending behaviour.

The decision to exclude a pupil (fixed term or permanent) is taken when the pupil:

1. is in serious breach of the School Relational and Behaviour Policy

2. is likely to seriously harm the education or welfare of others in the school

3. after a range of alternative strategies have been tried.

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence

2. allow the pupil to give their version of events/ allow the pupil to share their views

3. check whether an incident appeared to be provoked by racial or sexual harassment

4. consult others if necessary including seeking the views of parents/carers

5. keep detailed notes at all stages.

Exclusion can be:

- Suspension – Arrangements for setting and marking of work must be made.
- Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for pupils on Free School Meals.
- Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

Procedures for Excluding a Pupil

For all exclusions

1. Parents must be telephoned on the same day

2. The relevant letter must be sent to the parents within 1 day

3. The relevant form from the LA will be completed.

Reintegration

A process of planned support and progress reviews is in place for all pupils following suspension.

A special personalised learning plan is implemented for a short period of time to enable successful reintegration into full time learning. This will be reviewed weekly with behaviour lead and FLO.

The Governing Body Discipline Committee

1. exclusions of less than 15 days – a meeting will be convened if parents request it

2. exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15

3. permanent exclusion- the Clerk must organise a meeting to be convened within 15 days

Please also refer to the child protection and safeguarding policy when using this information.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on: · Behaviour and discipline in schools · Searching, screening and confiscation at school · The Equality Act 2010 · Use of reasonable force in schools · Supporting pupils with medical conditions at school. It is also based on the special educational needs and disability (SEND) code of practice. Sexual violence and sexual harassment between children in schools and colleges. Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads

In addition, this policy is based on:

Maintained schools, pupil referral units and non-maintained special schools insert: · Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils · Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

Academies, including free schools, and independent schools. Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

<u>The Governing Board</u>

The governing board is responsible for reviewing and approving the written statement of behaviour policy.

The governing board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

Academies, including free schools, and independent schools insert:

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

This policy will be reviewed by governors annually unless there are changes within the Trust

Response Form

Adult:	Place:
Child:	Class:
Time and Date:	

What happened?

Where were you?

Who were you with?

What led up to this?

Reporting member of staff signature:

SLT (R3 / R4) signature and Response level:

Reflection Form

Name:
I was not: 1: Listening   2: Learning   3: Leading   4:Looking after

What was I thinking when this happened? Story Telling:

How did I feel when this happened?

Who else has been affected by this? Impact:

What needs to happen now? Solution:

Completed independently   Completed with support
Supported by (if relevant):

Villiers Primary School

Behaviour Support Plan

You may only need to select one target for the child, depending on their needs and behaviours

Name:

Date:

Review Date:

	Behaviours in need of support	Known warning signs of impending behaviour	Preventative strategies
1			
2			
3			

These should mirror what you have identified above.

Proactive strategies					
Where/ When?	Target behaviours	Strategies	Who is responsible?	Start date	End date
In class					
Before school					
Lunchtime					
At home					

Inclusion Tiers

Universal Support

• Parents updated on escalating concerns	• Zones of Regulation
• Social story/reflection around unwanted behaviour	• Sensory resources in classrooms
• Visible child-friendly behaviour policy	• Whole class sensory circuit
• Action feedback from SLT drop-in guidance	• Quality First Teaching – Explicit Instruction
• Visual timetable in classroom	• Adaptive teaching
• Calm Corner in classroom	• Flexible grouping
• Communication in Print	• Emotion coaching
• Classroom Buddies	• Positive meet and greet
• Reward system followed	• Metacognitive Strategies
• Parent Communication – Marvellous ME/Tapestry	

Tier One

Teacher	Family Liaison officer	Behaviour/SENCO	Behaviour officer	External
• Stage 1 diary – visual reward chart – sent home weekly. • Social story around unwanted behaviour • Personal child-friendly behaviour policy • My life in school checklist • Action feedback from SLT drop-in guidance • IEP	• Home contact made • Home visit • Early Help Offer (If deemed appropriate/parental request)	• Review Stage one diary • Monitor at case sharing – triangulate concerns • Social story around unwanted behaviour • Review academic access – book trawl, adaptive teaching/use of technology/ resources/ sensory offer	• Review stage one diary • Classroom Observation - SLT drop-in sheet • Invite to breakfast snug if appropriate • Daily check-in • Social story around unwanted behaviour • Outcome Star	

Tier Two

Teacher	Family Liaison officer	Behaviour/SENCO	Behaviour officer	External Support **as appropriate**
• Stage 1 diary cont. • Short stop reward plan – daily or end of lesson reward • ABCC assessments • LA Environment checklist • Take to school Solution Circle • Action feedback from SLT drop-in guidance • Action feedback from external services • IBP in place	• Liaise with teacher • Home visit made to discuss behaviour support. • EHA offer • Prioritise for interventions	• Review short stop reward plan • Review ABCC assessments • Classroom Observation – SLT drop-in sheet • Advice given to class teacher and TAC meeting held where necessary. • Raise at case sharing and consider appropriate interventions. • LA Environment checklist action plan	• Daily check-in • Interventions • Boxall profile	• Catch-22 • Base 25 • BCWA • Outreach • Specialist Teacher • SALT • Strengthening Family Worker • CAMHS • School Nurse • GP consultation • Trust ISAPP • PCSO

Tier Three

Teacher	Family Liaison officer	Behaviour/SENCO	Behaviour officer	External Support **as appropriate**
• Stage 1 diary cont. • Short stop reward plan • EHCP (as appropriate) • ABCC assessments • Individual Risk Assessment • Physical Restraint Plan	• Liaise with teacher • Suspension prevention meeting	• EHCP (as appropriate) • Review ABCC assessments • LA solution circle • Suspension prevention meeting • Review all paperwork in place. • Work through a chronology of events. • Continue to liaise with parents. • Consider reduced timetable (SPLP)	• Daily check-in • Interventions • Recreation time plan • Review IBP paperwork • Interventions	• EP • Youth offending Team/ PCSO • Inclusion support Worker • Consider any further appropriate external interventions/support • LA ISAPP