



SEMH and Behaviour Support

1

School and/or parents notice behaviour changes/concerns

Monitoring to take place

Familiar adult to check in with child.
School to put provision in place for support.

Support offered in school

1:1 Nurture Provision
Group Nurture Provision
Lego Therapy
Art Therapy
Daily check in with familiar adult

2

Monitoring to continue

Staff to log any concerns on CPOMs.
Staff to monitor for triggers

Support offered in school

1:1 Nurture Provision
Group Nurture Provision
Lego Therapy
Art Therapy
Daily check in with familiar adult
Meetings with parents
Behaviour plans
Adaptions to behaviour policy where required
1:1 support from Behaviour Learning Mentor

3

Class teachers to liaise with SENCo or Inclusion Manager

Class teacher to complete an initial concern form

4

Support implemented from SENCo or Inclusion Manager

Appropriate intervention to be implemented.

Assess, plan, do, review cycle

5

Complete the following if necessary:
PIVATs assessment, Boxall Profile, SENDCo
observation



6

School Support Plan in place

Regular reviews to take place with school
capturing child and parental voice.

Support offered in school

1:1 Nurture Provision
Group Nurture Provision
Lego Therapy
Art Therapy
Daily check in with familiar adult
Meetings with parents
Behaviour plans
Adaptions to behaviour policy
where required
Adapted curriculum
Specialist teacher assessment
Educational Psychologist
Referral to external agency
Early Help Assessment (if consent
obtained)

7

Assess, plan, do, review cycle