



Green

Universal
It is good to be green!

Blue

Class Teacher
Blue A - Initial cause for concern - 2 week review
Blue B - No response - Further 2 week review

↑
move to
GREEN

Yellow

Key Stage Lead
Yellow A - Continued cause for concern - 3 week review
Yellow B - No response - 3 week review

↑
move to
Blue

Orange

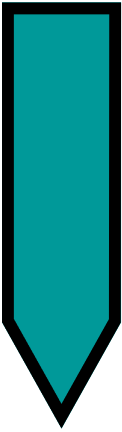
Student Support Panel
Orange A - School action - 3 Week review
Orange B - School action - No Response - 3 week review

↑
move to
Yellow

Red

Behaviour Lead and SLT link
Red A - School action plus - 3 week review
Red B - School action Plus - 3 week reviews

↑
move to
Orange

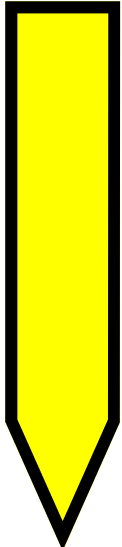


Blue A - Initial cause for concern - 2 week review

- Arrange a private meeting with student
- Begin chronology using Blue A paperwork
- Arrange discrete support based upon student's perception of difficulties
- Use incentives that are part of normal classroom procedure.

Blue B - 2 week review

- Begin Daily Record Sheet to identify times /triggers – use this as part of reflection process with pupil at the end of each day
- Use incentives that are part of normal classroom procedure.

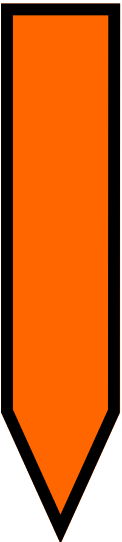
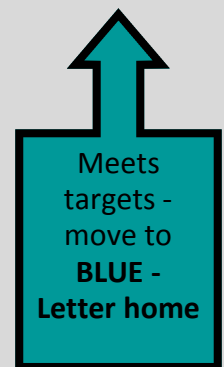


Yellow A - School Action - 3 week review

- Arrange meeting with parents/carers and key stage lead
- Begin highlighting evidence of action on Yellow A paperwork
- Include Behaviour Target/s

Yellow B - 3 week review

- Use Daily Record as behaviour tracking system and discussion document.
- Complete Yellow B paperwork with input from student, parent, and key stage lead
- Agree nature of school/home contact and also set review date
- Share Daily Record & Target/s with TA, clarifying role re. completion of Daily Records, facilitating appropriate differentiation of tasks etc.
- Send paperwork to student support panel



Orange A - School Action + - Caseworker/ Behaviour Manger

- Complete Behaviour Checklist
- Refer to student support panel
- Consider initiating CAF

Orange B -School Action + - 3 week Monitoring

- Lead review meeting with parents/carers.
- Share Blue, Yellow and Orange paperwork
- Clarify consequences if behaviour improves / does not improve.
- Increase level of contact with parents
- Review to be at student support panel
- Share Daily Record & Target/s with TA, clarifying role re. completion of Daily Records, facilitating appropriate differentiation of tasks etc.



Red A - Behaviour Lead - 3 week monitoring

- Collate paperwork and write evaluation
- Copy report to SENCO and discuss the need to broaden support
- Discuss planning/provision options with Key Stage Lead and SENCO

Red B - SLT link - 3 week monitoring

- Maintain daily contact with parents/carers
- Adjust Daily Targets in keeping with agreed changes following review meeting and student support panel feedback
- Clarify agreed strategies with student and support staff

