

Mawnan CE VA Primary School



Policy to Promote Positive Behaviour

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
1 Year	October 2020	J Pridmore	October 2021

Ratification

Role	Name	Signature	Date

Details of Policy Updates

Date	Details

Our Statement of Behaviour Principles

Rationale and purpose

1. This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the school's Behaviour Policy.
2. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance [Behaviour and Discipline in Schools, January 2016](#).
3. The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
4. The school's Behaviour Policy is publicised to children, staff and families on the school website.

Principles

1. The Governing Body of Mawnan C of E VA Primary School has consistently high expectations of our pupil's behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of peace, respect, compassion, hope, perseverance and trust.
2. Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
3. Every pupil has the right to learn in a safe environment.

4. All pupils, staff and visitors are free from any form of discrimination.
5. Staff and volunteers set consistently high expectations of all pupils with no excuses.
6. School will work in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling at all times.
7. School's behaviour principles and Behaviour Policy is available to, and understood, by all pupils, staff and parents.
8. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and is known to all staff.
9. Rewards and sanctions are used consistently by staff, in line with the behaviour policy.
10. The exclusions appendix explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
11. Pupils are helped to take responsibility for their actions and where further support is needed this is structured using a pastoral support plan.
12. We work in partnership with parents to support our families to support their children.
13. Every day is a new day and new opportunity to get things rights.

Our Philosophy

Relationships and behaviour are integral to our happy, healthy and safe learning community and to our school vision "...learning and playing in faith together." It is a primary aim of our school that every member of the school community feels happy, safe, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to observe and praise good behaviour.** If we become complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Our school:

- Has a whole school approach to behaviour to ensure consistency.
- Sets good behaviours habits early with high expectations of cooperative behaviour from the very beginning.
- Involves all pupils in the creating and review of class charters/rules.
- Provides a purposeful learning environment.
- Involves parents / carers by communicating effectively to ensure their support.
- Makes positive recognition of pupil achievement.
- Supports behaviour management through R-Time, circle time, PSHE input, and school council and assemblies.
- Makes every effort to defuse potential problems before they arise through discussion and de-escalation.
- Ensures that if things go wrong, pupils are given the opportunity to put things right.
- Has zero tolerance towards certain behaviours such as bullying, racism, swearing, rudeness and fighting.

Rainbow Rules

It is the responsibility of pupils to **make positive choices** at all times and with all adults and pupils in school. The result of this will be behaving well and building up and maintaining positive relationships. Pupils are expected to follow our school rules to avoid bad choices.



Our Rainbow Rules underpin our aims are kept to a minimum and are presented in a positive way. Expectations are clearly explained and reinforced formally and informally so that children understand why they are important:-

Our rules will:

- ensure that everyone can learn, enjoy and achieve;
- help make everyone feel valued and safe;
- protect the learning environment;
- protect the possessions of others. help everyone to understand about expected behaviour;
- set the boundaries for acceptable behaviour, which if crossed mean there will be consequences.

We expect all children to follow our rainbow rules and demonstrate rainbow behaviour at all times. We also acknowledge that some children go above and beyond the rainbow and we describe this a sunshine behaviour. Cloudy and Stormy weather will be dealt with using the behaviour and consequence system.

Rainbow Behaviour

We would like to promote an ethos where children's learning and acquiring knowledge are a reward in itself and are not only driven by external praise.

All children start in an equal position and have responsibility for remaining on the rainbow. Exceptional behaviour and learning will be acknowledged with a move up the rainbow (or points on class dojo) which leads to a reward. There are times we would like to celebrate their success and therefore we have the following positive rewards in place:

- All teachers verbally praise children and give children various rewards including: a move up the rainbow, stickers, Classdojo (electronic reward system) or individual class rewards.

- Children who produced outstanding work visit the Headteacher for a sticker/award. This is for exceptional learning or personal achievement and at the discretion of the classteacher or teaching assistant.
- We have weekly celebration worship where children are nominated for good effort, good values and being a star of the week. The parents of the children, who are nominated, will be invited by Classdojo on the Thursday to join the Celebration Worship on the Friday.
- Golden Time: At the discretion of the teacher, a class could earn "golden time" where children have special time to enjoy and be creative, play board games etc on a Friday afternoon.

At Mawnan we use a behaviour rainbow in the infant classes and lower key stage 2 class and classdojo in upper KS2 to celebrate and support children with making positive choices. Through the systems we acknowledge children's positive behaviours, conduct and learning and acknowledge when things are not as good as they should be and provide a warning and guidance.

Any child who is struggling to follow expectations will receive a warning and a move down the rainbow. If they are unable to put their behaviour right, they will move further down the rainbow and may move into the behaviour and consequences system.

This table was created by our School Council

Sunshine behaviour	Supporting others to make the right choices Always being kind and respectful to everyone in school Being a positive role model Working extra hard to overcome something you have found difficult Noticing when other people need help and helping without being asked – children and staff	
Rainbow Behaviour	Show respects and good manners at all times	<ul style="list-style-type: none"> • Listening to and respecting adults and other children – taking turns in conversations • Using appropriate language • Wearing perfect school uniform

	Care for everyone and everything	<ul style="list-style-type: none"> • Being a good friend • Sharing equipment, resources and ideas • Looking after our learning and play equipment • Helping to tidy up • Looking after your belongings and organising yourself
	Follow instructions with thought and care	<ul style="list-style-type: none"> • Following the Rainbow Rules at all times • Being in the right place at the right time • Completing learning tasks to our best ability • Walking around the school calmly and quietly • Being ready to learn

Cloudy behaviour	Show respects and good manners at all times	<ul style="list-style-type: none"> • Not following the Rainbow Rules at all times • Unkind name calling • Talking during collective worship 	Response (action to be taken) and consequence <ol style="list-style-type: none"> 1. Provide a warning (talk to child using language of choice step 1- see appendix 3) 2. Move down the rainbow or lose clasdojo points 3. Miss free time if the warning has not been acted on (partner class if appropriate)
	Care for everyone and everything	<ul style="list-style-type: none"> • Distracting others • Play fighting • Deliberately leaving people out • Not sharing • Not looking after your belongings 	

	<p>Follow instructions with thought and care</p>	<ul style="list-style-type: none"> • Going out of bounds - messing around in the toilets, going on the field when it's not field time or going inside without permission • Running inside • Not stopping when the bell goes and/or not lining up when the bell goes • Being really noisy in the lunch hall • Not completing learning tasks to you best ability (includes home learning and daily reading) 	<p>4. Resolution, rebuild and rebuild</p> <p>5. <i>All of these incidents could become stormy incidents if they happen regularly.</i></p>
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Stormy behaviour

- Fighting
- Acts of violence (hitting other people)
- Disrespect towards adults
- Swearing (directed at another person)
- Passing rude messages or unhelpful/hurtful gossip
- Bullying behaviour
- Unkind remarks about someone or their family , race, religion
- Unkind name calling (repeated)
- Not completing learning tasks

Response (action to be taken) and consequence

1. Talk to child using language of choice (step 1-3 state what they are doing wrong)
2. Move down the rainbow or lose dojo points/ partner class/time out (if inside)
3. Time out/in (partner class or isolated learning)
4. Complete incident form – inform Headteacher
5. Input on to MyConcern
6. Class teacher to meet with parent as soon as possible
7. Consequence and/or intervention is put in place
8. Communicate outcomes to all staff for ongoing monitoring and support

9. Resolution, rebuild and rebuild

10. *Continuous stormy behaviour following interventions could result in hurricane responses and appropriate action*

Hurricane behaviour

- Repeated targeted aggression
- Repeated disrespect towards adults
- Repeated use of bad language
- Bullying –verbal, physical or online bullying
- Repeated racial, homophobic, disablist etc. incidents
- Repeated destroying of school property
- Causing danger to themselves and others
- Looking at inappropriate videos and pictures on the internet
- Stealing
- Leaving the school premises

Response (action to be taken) and consequence

1. Talk to child using language of choice
2. Refer to Head teacher
3. Complete incident form –
4. Input on My Concern
5. **Headteacher** to meet with parents and official letter home
6. Consequence/intervention/risk assessment is put in place (pastoral support plan to include Resolution, rebuild and rebuild)
7. Communicate outcomes to all staff for ongoing monitoring and support
8. Weekly meeting with parents to review pastoral support plan targets

Extreme hurricane behaviour could result in temporary or permanent exclusion.

Behaviour and Consequence System (for managing cloudy, stormy and hurricane (unacceptable) behaviour)

In our school, applying consistent and fair responses to unacceptable behaviour is informed by considering two factors, the level (or severity) of the negative behaviour and the frequency (or context) in which it occurs. The following tables was compiled by our school council who then consulted each class.

Recording and Monitoring

All occurrences of stormy or hurricane behaviours must be recorded My Concer (behaviour is communication) by the member of staff who has dealt with or witnessed the incident. The child will have the opportunity to complete the reverse of the form to express their views, reflect on what has happened and identify which rule they have broken.

My Concern is monitored by the Headteacher who follows up each serious incident to ensure that it has been resolved. Stormy and Hurricane behaviours

recorded on My Concern enable the Headteacher to monitor patterns over time and report to governors.

We inform our Chair of Governors and record on SIMs any fixed term exclusions.

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It is the responsibility of the governing body to monitor the number and cause of exclusions, and to ensure that the school policy is administered fairly and consistently.

Fixed-term and permanent exclusions

Only the Headteacher has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class in a partner class or alternative room. School staff would consult with parents but do not need to report this.

A reintegration interview will be arranged with the parent during or following the expiry of any exclusion. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. A Pastoral Support Plan (PSP -see appendix 4) will be drawn up which will outline expectations regarding pupil's behaviour and will also detail support to be provided by the school and or multi-agency partners. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

Restorative Approach

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process.

When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

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 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 children are encouraged to think about the wider implications of who has been affected e.g. 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? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if

pupils reach their own agreement as to how to move forward after a conflict, they are more likely to follow it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



Behaviour is communication

Behaviour is often how children communicate hidden difficulties or distress. It is therefore essential that we understand what a child is attempting to tell you through their behaviour. Severe and persistent behavioural problems (usually known as conduct disorders) is the most common childhood mental health issue. When managing and monitoring disruptive behaviour we need to be aware of what lay beneath the behaviour. A child with early, persistent and severe behavioural problems may:

- be argumentative, angry, uncooperative or irritable
- have frequent tantrums and angry outbursts
- be aggressive, provoke or bully others
- be constantly defiant

- blame others for things that go wrong
- tell lies regularly
- appear cruel and lack empathy for other children
- seek out risky experiences without thinking about the consequences

For more information <https://www.mentallyhealthyschools.org.uk/mental-health-needs/challenging-behaviours/>

Parents / Carers

The school works in partnership with parents to ensure that children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents / carers to:

- be aware that we have school rules and to support them to co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

Staff

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships –praising pupils behaving well is vital, exclaiming about how well a pupil has behaved .

We expect all staff to:

- adhere to the procedures of the behaviour policy and reinforce Rainbow Rules
- observe and praise good behaviour
- always use the language of choice
- follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- be a positive role model by demonstrating positive relationships with everyone in school
- use strategies agreed in whole school behaviour management training
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We recognise that all children have individual needs and that some children require additional support. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Appendix 1: Anti-Bullying

Bullying can happen in any school. We have these principles and roles in place to ensure that bullying is quickly stopped and that the children and the adults around them are supported.

Definition

Bullying is deliberate and planned actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). The definition is that shared with the children is from the Anti-bullying alliance “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”. We remind ourselves by using the **STOP** acronym **S**everal **T**imes **O**n **P**urpose.

Aims and objectives

We want our school to be a safe and secure environment where everyone can learn without anxiety or fear. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

The role of children

- All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know.
- Pupils can communicate worries through the ‘worry box’ or through ‘I wish my teacher knew...box’.
- Pupils should tell us their honest views about school in regular feedback eg weekly Circle Time(R-Time) or Jigsaw (PSHE) sessions, School Council meetings and informal conversations. These views can be specifically about bullying but may also be about how safe they feel at school.

The role of teachers and other staff in school

- All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at Mawnan Primary School. Teachers and teaching assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.
- If staff witness an act of bullying or suspect that bullying is happening, they should investigate it themselves (and ensure the Headteacher is informed) or refer it to the Headteacher or Assistant Headteachers directly.
- Adults fully support the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health – this will usually be by the Class Teacher, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- We aim to stop the problem: for the child who has bullied, the behaviour and consequences system is put in place (including informing parents / carers); there is also the possibility of some form of exclusion. Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - as above, this will usually be by the Headteacher but other adults will be vigilant about monitoring the child's choices and well-being.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews. All teachers and teaching assistants should follow Jigsaw (PSHE) and Circle Time activities on a weekly basis; sessions should centre on bullying and how people can stop bullying if there are any signs of someone being bullied in school. On an annual basis, they should participate with their class in national Anti-Bullying Week.

The role of the Headteacher and Assistant Headteachers

- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at Mawnan Primary. This is on a regular basis and may also stem from any signs of bullying. Assemblies are used to communicate this to the whole school.
- The Headteacher keeps a record of bullying, including any homophobic bullying; she is able to report incidents on request.

- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

The role of parents / carers

- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- **Parents / carers concerned about bullying should contact their child's class teacher or the Headteacher straight away.** They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should our complaints procedure by putting a formal complaint to the Governing Body.

Advice for parents <https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

The role of governors

- The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.
- They monitor incidents of bullying and review the effectiveness of this policy. They require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- They will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Appendix 2: Cyberbullying

Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone"
DCSF 2007

At Mawnan Primary School, we take this type of bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. Through computing and PSHE curriculum lessons children are taught about being internet smart and what to do if they experience bullying online.

There are many types of cyberbullying. Although there may be some of which we are

unaware, here are the more common:

1. **Text messages** that are threatening or cause discomfort
2. **Picture / video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls**: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. **Emails**: threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. **Chatroom bullying**: menacing or upsetting responses to children or young people when they are in a web-based chatroom
6. **Instant messaging** (IM): unpleasant messages sent while children conduct real-time conversations online.
7. **Bullying via websites**: use of defamatory blogs, personal websites and social networking sites eg Music.ly, Facebook, Twitter, whatsapp etc

How is cyberbullying different?

Bullying is bullying, wherever and however it takes place. Cyberbullying is a method of bullying that uses technology to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident

Appendix 3: The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Ricky, you're climbing over the fence.

Never ask a child **why** they are doing what they are doing.

You don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say eg 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Appendix 4 Pastoral Support Plan (PSP)

The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion.

The PSP procedure and process is designed to support those pupils for whom the normal school based strategies have not been effective. A PSP is a structured intervention for pupils at risk of permanent exclusion.

The aim of the PSP is to involve the pupil, parent and family in the shared challenge of improving behaviour and social skills and ensuring social and educational inclusion. Staff should consider whether a PSP, Early help assessment or TAC Meeting is the best way forward. A PSP is essentially a school based and owned process. Schools and Parents will for the most part, be providing the additional support, interventions, adaptations and communication that are agreed.