NEYLAND COMMUNITY SCHOOL

Positive Behaviour / Discipline Policy

We at Neyland Community School operate a Positive Behaviour/Discipline Policy which supports our

School Aims, which are:-

- To provide a caring, supportive learning environment which is forward looking and responsive to change;
- To enable all pupils to achieve their full potential in all areas of the curriculum;
- To encourage the highest standards of behaviour and values by developing self-respect, tolerance and consideration for others;
- The nurturing of moral values, and an awareness of the needs of others, underpinned by a clear Christian ethic;
- To care for the physical and emotional welfare of the pupils;
- To promote partnership with parents through a policy of openness and shared purpose;

Objectives Of This Policy

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what our Behaviour Policy involves, and follow it.
All pupils and parents should be informed about our behaviour policy.

Strategies

1. Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

2. Classroom Management

Classroom management and teaching methods have an important influence on children’s behaviour. The classroom environment gives clear messages to the children about the extent to which their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organized to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and the classroom provides a welcoming environment.
We choose teaching methods to encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work, and helps develop self esteem. We acknowledge that recognition for a positive contribution is an emotionally uplifting experience – we try to catch them being good. By this we mean being aware of the balance we achieve between noticing pupils getting it right and the amount of correction we do. It is also important to acknowledge, recognise and appreciate the things that the vast majority of pupils do on a regular basis - the kind of things they are expected to do. We start positive and attempt to stay positive. Criticism is a private matter between teacher and child to avoid resentment.

**Day To Day Organisation**

There are clearly defined class/school routines that are designed to encourage positive behaviour. All teachers and LSA’s must ensure that the agreed strategies for classroom organisation and management are implemented at all times. These include:

- Cut down unnecessary movement within class.
- Children should never be allowed to queue within the classroom situation.
- Children must be organised for work with all equipment they require.
- Care and consideration must be given to the way children are seated. This needs to be reviewed frequently.
- If children are kept in to complete work teachers must remain with them.
- Children must never be placed outside a class as punishment
- Children to move around the school in accordance with agreed school policy. All teachers should confront individual children who fail to move around the school in an orderly way.
- Children who are changing for games or swimming to be supervised at all times.
- Avoid games situations where large numbers of children are not involved in the game.
- Children who are not taking part in games or swimming should be meaningfully employed and not left unattended.
- It is important that children are supervised during transition times in and out of the building.

**3. Circle Time**

Circle Time takes place once a week in every class. This is a special time where we listen to what our pupils concerns, hopes and fears are. Its main aim is to develop pupil’s self esteem and to help us build a rapport with children in our care. We know that self esteem is connected with our ability to cope with change, resolve conflict, form and maintain relationships, learning etc. so it has key importance in all we do.

During the initial sessions of Circle Time the pupils decided upon our Golden Rules. Circle Time includes – games, rounds, brainstorming, nominations for success, drama, questions, discussions, open forum, reflection and calming rituals. Our agreed procedure is - Games, Warm up – round, Open Forum, Celebrating Success, Calming down.

**4. Golden Rules**

Golden rules are displayed in every classroom.

Do be kind and helpful, don’t hurt people’s feelings
Do work hard, don’t waste yours or other people’s time
Do look after property, don’t waste or damage things
Do listen to people, don’t interrupt  
Do be honest, don’t cover up the truth  
Do play cooperatively, don’t spoil people’s fun

Teachers actively promote these Golden Rules in their daily teaching and pupils are encouraged to learn and refer to them. We believe they are rules for everyone and life – not just for school!

5. School Council

We offer opportunities for pupils to be involved in their own learning. It is imperative that all of our pupils feel that they have an influence over their environment and the learning process and believe that what they say and do can actually make a difference. We have annual elections where each class votes for 1 representative to attend school council meetings. The school council meets once every half term.

6. Incentives/Consequences

Here at Neyland our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued; Incentives are used to promote and reinforce the Golden Rules.

All staff at Neyland Junior School is committed to give pupils regular praise and encouragement. This is because we recognise that it is only then pupils are able to work constructively on improving their weaknesses.

Some of the strategies we employ are:-

Nurturing Approaches

Many of the staff have completed the Nurture Accredited Training. Mrs Raymond is our key Nurture Leader. Staff are encouraged to use Nurturing Strategies in class and around the school.

All children are screened for Social, Emotional and Behavioural difficulties using the 8 point Nurturing scale – once a year. Identified children (Children Causing Concern) are screened using the Boxhall Profile. Using this, appropriate intervention is established e.g. Social Skills group, Cognitive Behaviour Therapy work, Anxiety Pack. The impact of this is assessed/monitored using the Profile.

P.A.S.S.

We administer the PASS computerised system twice a year to evaluate the Pupils, Attitudes to Self and School. The class teachers of Identified children are given a range of appropriate strategies to implement which will support their needs. The impact of this is assessed/monitored.

Restorative Practice

The whole staff have undergone/completed Restorative Practice Training in the Spring Term 2014. Children are encouraged to be actively involved in the process to resolve any disputes that they may have with their peers. (See handbook for more details). This is the first step of the behaviour and consequence systems that operate within the school.

A.L.N.

Social, Emotional and Behavioural information form a key part of all S.E.N./A.L.N. consultation. (See A.L.N. policy)
Golden Time

This is a regular weekly slot of ‘free’ time (25 minutes), during which pupils can choose a ‘special’ activity. This special time is a reward for all children who uphold the Golden Rules and receive no consequences.

Where appropriate pupils are given one verbal warning for breaking a Golden Rule and then can lose the associated time (5 minutes) if the rule is broken again.

We always separate the child from his/her behaviour thus ensuring his/her self esteem is maintained. Those who have lost time will sit quietly for that amount of time and reflect on the actions which have lead to their loss of ‘Golden Time’.

Behaviour and Consequence Structure.

For the Junior children The Golden Rules have been broken down further into specific categories (on display in each classroom). Failure to keep the Golden Rules result in the following consequences:

C1 = Lose 10 minutes of play
- Failure to hand in completed homework without parental note / no school diary or diary not signed
- Inappropriate movement or behaviour around the school / use of equipment
- Rough play
- Eating sweets/gum – as we are a Health Promoting School

C2 = Lose one play time session *Warning to be given first on the board
- Inappropriate attitude/body language to members of staff
- Hurting somebody’s feelings
- Being given a 4 on the daily report form
- *Distracting others
- *Shouting out
- *Talking during lessons
- *Wasting time

C3 = Lose two play time sessions
- Being disrespectful to adults (verbally)
- Threatening behaviour
- Damage to property
- Inappropriate language to other children/adult
- Inappropriate use of the computers/internet
- Refusal to carry out a task
- Telling a lie to a member of staff
- Being given a 5 on the daily report form

C4 = Lose all free time for one week
- Physical attack / Fighting
- Racial abuse
- Cyber bullying

- 3 c’s in one week – Mrs Raymond/Mrs Moir ‘Warning/Record kept’
- 5 c’s in one week – Mrs Raymond to contact parents and ‘Daily Report Form’ to be given
Daily Report Form

The report form is a short term intervention allowing staff members and parents to monitor the child’s progress during each period of the day.

The children will take the report form home at the end of the school day to share with parent/guardians; it will need to be signed before it’s returned the following morning. Once a significant improvement has been noted the report form will be withdrawn. (However, these are kept as a record in the Behaviour file as part of the monitoring process.)

Goods

‘Goods’ are written into the homework diaries of the children in Years 5 and 6 as a reward for good behaviour. All staff are to be involved in doing this as the children feel a great sense of pride when receiving goods and then being able to share them with their parents/carers.

Rationale

The two key features of Golden Time are, firstly, that all well behaved children are recognised and rewarded and, secondly, that children are deterred from inappropriate behaviour because they are highly motivated by the incentives. Our system of Golden Time has the underlying philosophy of trusting a child from the outset. Children are not required to earn privileges; they are given them by right each week. The implicit assumption is that they are trusted and expected to enjoy these privileges. They have a choice to behave well or to break the Golden Rules. If they choose the latter, they must accept the consequences of their actions.

The consequence system ensures consistency of approach by all staff. This information is clearly displayed in every classroom and children are familiar with it. For Years 5 & 6 only, parents are informed of any C’s through the homework diary to ensure a seamless transition into Secondary school (which also uses a similar system).

Participation in this system (Golden Time & Behaviour/Consequence structure) helps the children to learn that communities are prepared to put time and effort into upholding their moral values.

Golden Assembly

Golden Assembly takes place once a week on a Wednesday. During this time children share their good work and it is appreciated by all. ‘Golden Head teacher Award' stickers are given as a reward.

7. Staff

We try to :-

- Enjoy relating to children
- Accept them for who they are
- Appreciate them whenever we can; tell them when you appreciate them and why
- Respect them and expect to receive respect
- Greet them
- Start the dialogue when we meet them around or out of school
- Listen to them
- Be friendly
- Smile (when appropriate!)
- Use humour to build bridges and reduce tensions
- Speak to them individually about their concerns - don't trivialise them or treat issues as being 'taboo'; know them as individuals
- Set high standards
- Apply rules firmly but fairly
- Be a 'real' person - don't pretend we haven't feelings or need to hide them. Tell children when they have hurt or upset us and how. Encourage them to do the same with us.

When Inappropriate or Disruptive Behaviour Occurs:

- Be alert to any underlying factors that may be influencing behaviour.
- Listen - establish the facts.
- Judge only when certain.
- Criticise the behaviour, not the person.
- Punish fairly and consistently, yet with flexibility to take account of individual circumstances.
- Don't ignore bad behaviour from any child in any class, anywhere in the school.
- De-escalate rather than confront.
- Don't punish whole groups.
- Don't humiliate children.
- Make punishment 'calmly inevitable' for broken rules. This helps children to link behaviour with consequences and reduces anger.
- Don't go on and on and on and on. Punish once for one offence.
- Punish and forget. Children need to feel they have a fresh start after punishment has taken place.
- The Pastoral Support Officer or a member of the S.M.T. to support teachers if they need advice or assistance using accredited Team Teach Strategies.

**Team Teach**

'Team-teach' is the accredited L.E.A. approach to Positive Handling Strategies. The majority of school based staff have been trained - A training record is kept by the Admin Officer.

**8. Parents**

Positive communication between staff and parents is essential if understanding and co-operation are to be achieved. We encourage parents to recognise that they are part of the school community, and to see their role in terms of partnership with the school. Our home school agreement specifically serves this purpose. It is the responsibility of the head teacher and class teachers to ensure that parents are informed of their child’s progress, and, in particular, of behaviour or achievements which can be commended. It is also the school’s responsibility, where behaviour is causing concern, to share these concerns with parents. Pupils deserve a chance to amend their own behaviour first, following action by the school. If this has not been successful then parents will be involved. The involvement of parents should not be seen as a last resort. A pupil’s behaviour at home may be very different to a pupil’s behaviour in school and this should be taken into account in discussions with parents.
9. Behaviour at Lunchtime and Breaktime

Aim

We aim to ensure that all pupils have a safe and happy time during lunchtime and breaktime at Neyland Community School.

Rationale

A child’s view of, and attitude towards school is shaped by their experiences during the whole day. Unhappy playtimes can colour or stain this daily school experience and the subsequent unhappiness can prevent the child from fully realising their academic and social potential. If a child has no friends, they quickly learn that they are unlikeable. If a child gains negative attention (which is better than none) through fighting, they quickly learn to become a louder and more violent fighter. The playtime and lunchtime periods play a pivotal role in determining the child’s attitude to school. We ensure that regular LTS meetings take place to support, train and update staff on current developments.

Procedures for Lunchtime and Breaktime

The playground will be divided into zones for playing different activities. Four/five members of staff are always on duty outside at break times. Suitable equipment is also available at playtimes to occupy children in meaningful play. Playground buddies operate to support children who are lonely and have no-one to play with. They can also help children sort minor disputes. Playground friends are able to nominate children for good behaviour.

Conflict Avoidance

To minimise opportunities for bad behaviour we have a common approach from all staff which is consistently implemented. The following strategies are used to avoid conflict: (See also Day To Day Organisation)

- On a wet lunchtime, class work should stop 5 minutes before the lunch bell so the class teacher can set the room up with ‘wet play activities’.
- All duty staff to be at post promptly.
- Duty staff to be vigilant and to intervene when necessary so as to avoid conflict situations developing – Mrs Raymond available for advice/support.
- All complaints or concerns made by children to duty staff to be listened to, evaluated and appropriate action taken. On no account should children’s concerns be ignored.
- Information regarding children who have experienced difficulties to be shared with all staff.
- Children with a Behaviour, Care and Support Plan (high risk ‘9’ assessment) will have 1 – 1 supervision during play

Lunchtimes

The lunchtime Supervisors also implement the Behaviour / Consequence Structure.

Daily incidents are reported to the Pastoral Officer or Class teacher if Mrs Raymond is not available.
10. Bullying

**Definition:** Bullying is deliberately hurtful actions, repeated over a period of time, which may include aggression and which is difficult for the person being bullied to defend themselves against. It usually involves an imbalance and abuse of power and is not age dependent.

*Bullying isn’t one-off fights, falling out with friends; disliking someone, accidental rough and tumble, and this policy is not designed to deal with such actions or emotions which are a normal part of growing up / getting on with others in a social world. Any such incidents will always be treated seriously and dealt with in line with our Pupil Behaviour Policy.*

**Aims:** This is a working framework to support our whole school approach which is designed to prevent bullying behaviour wherever possible, to respond consistently in line with agreed procedures should it occur and to provide support to those involved as appropriate. It incorporates issues relating to sexual/racial harassment, SEN and disability.

Bullying can take many forms, but the main types are:
- Physical – eg. hitting; kicking; taking belongings; dirty looks; sexual harassment;
- Verbal – eg. name calling; teasing; insulting; making offensive remarks; sexual/racial.
- Indirect – eg. spreading stories/malicious rumours; exclusion from social groups; malicious e-mails or text messages on mobile phones; distressing comments about family members.
- It may be directed against those with Special Needs or disabilities.

*Bullying of any kind is unacceptable at our school.*

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

**Responding To Bullying**

Preventing and dealing with bullying is an issue for the whole school community. A cornerstone of any action plan to prevent and counter bullying behaviour is the opportunity for children to learn to build positive relationships with others around them.

Learning to improve relations involves developing an understanding of your own and others experiences, building a sense of your own and other peoples worth and learning the skills to express your own feelings and to respond to the feelings and actions of others. Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying. Unfortunately conflict is an inevitable part of everyday life. When it is handled creatively conflict can contribute to children’s positive growth and change. When conflict gives rise to destructive, difficult to handle and abusive behaviour, it can only be damaging to children and adults alike. Bullying is one aspect of the damage that can arise when young people are in conflict.
Helping pupils deal with conflict

We encourage self-discipline within our children so that they are able to manage conflict situations without continually resorting to aggression and retaliation. This will have to be an ongoing process. The staff's role is vital in developing positive relationships (mentioned earlier).

We believe teaching positive behaviour is the key. We teach assertiveness skills (this will not solve a bullying problem but enables a child to learn emotional and verbal self-defence), whilst the bully is taught how to deal with their aggression and how to interact in a socially responsible manner with other children.

We believe physical punishment is inappropriate, for it reinforces the bullying child's view that violence is an appropriate solution to any problem - if you don't like what someone else is doing, it's OK to hit them.

Strategies and preventative measures to reduce the likelihood of bullying in this school

- A whole-school approach involving everyone (staff, students, parents & governors) in developing and implementing this policy;
- Awareness raising of the issues, procedures, sanctions and method of monitoring bullying, e.g. through collective worship, pastoral work, parents meetings, school newsletter, Antibullying Week (once a year);
- An ethos of personal responsibility where students are encouraged to tell if they experience bullying themselves or see others being bullied – not taking action condones the behaviour;
- Having a system in place for students to inform staff in confidence when bullying occurs;
- Developing our understanding of collective responsibility through Support Groups, weekly Circle Time, School Council, Peer Mentoring/ Support, appropriate curricular work (eg PSE);
- Having a clearly understood and implemented Playground/Safe Environment Policy;
- Providing clear information and guidance on dealing with bullying and the help which is available for students, parents and staff.

If bullying is suspected or occurs, this school will implement the following procedures:

- We will take all incidents seriously and record their occurrence
- Investigate the incident / establish facts e.g. independently talking to each person involved; this may include asking the pupils to record, on paper, what happened, and the use of witness statements.
- Use appropriate intervention techniques to manage difficulties between bullies & victims
- Implement agreed sanctions consistently and fairly as necessary to prevent incidents In some situations the drawing up of a behaviour contract, where the children concerned agree a course of action is particularly effective. This contract is reviewed regularly by all parties to ensure its effectiveness.
- Involve parents as early as possible where incidents merit it;
- Keep accurate, factual records of all reported incidents and the school’s response to them (Bullying Log – Pastoral Officer)
- Always follow-up incidents after dealt with to ensure bullying behaviour has ceased;
Our Aim

To stop bullying happening again by encouraging both the victim and the bully: to think about their behaviour and the causes and effects of the bullying and to help pupils find the solutions to the problems themselves (Restorative Conference)

Support the Victim By

- Making sure the pupil feels they are being listened to.
- Assuring the pupil that all incidents of bullying are taken seriously.
- Reassuring the pupil by explaining how they will be supported and the incident will be dealt with.

Ensure the Bully Is Dealt with Fairly by

- Describing the reasons for your meeting with the pupil.
- Staying calm and non judgemental to make sure that the pupil feels that they are being listened to.
- Assuring the pupil that all incidents of bullying are taken seriously and that you disapprove of all acts of bullying regardless of the reason.
- Explain how the incident will be dealt with.

Bullying Outside School

Schools are not directly responsible for bullying off their premises. A Court judgement ruled that the Headteacher’s duty to care to prevent bullying generally only applied within the precincts of a school, although exceptionally, failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school’s common law duty of care (Leah Bradford-Smart v West Sussex County Council).

At Neyland we are committed to taking incidents that occur outside school seriously. The following actions should be considered
- Talking to the pupils concerned to see if the matter can be resolved.
- Raising the issue in class Circle Time.
- Taking steps to ensure the children leave school in an orderly way ie
  - Teachers escorting classes off the premises,
  - Senior Staff at strategic points outside school.
- Make arrangements for children involved in conflict to leave at different times or different entrances to reduce the chances of them meeting on the way home.
- If bullying on the way home persists, then parents will need to consider involving the police.

(For further information, please refer to the school’s Anti-Bullying Policy)

11. Restraint and Searching for Weapons

Please refer to guidance…

‘Safe and effective intervention – use of reasonable force and searching for weapons’.

Document no: 097/2013 / Date of issue: March 2013 / Welsh Assembly Government
12. Misbehaviour At School (Tiered Provision Plan)

Class Action (Child Causing Concern)
If there is a child with a behaviour concern, in the first instance, this will be reported to our Pastoral Officer. She will work closely/support the class teacher, suggesting strategies for improvement, for example, individual reward charts.

If the child’s behaviour continues to cause concern, a member of the senior management team (Headteacher, Deputy, TLR’s) will carry out careful evaluations of the curriculum on offer, classroom organisation and management, and whole school procedures to eliminate these as contributory factors.

School Action
- If the above prove to be appropriate, our Pastoral Officer will work closely with the class teacher, parents and the child to produce a Behaviour, Care and Support plan (B.C.S.P) which will detail strategies that are to be used during the school day and targets for the child to work towards. This plan will be reviewed termly.

School Action Plus
- No positive progress once the B.C.S.P. is in place for two terms will lead to a formal meeting with parents and all professionals concerned (Headteacher, Teacher, L.S.A., Pastoral Officer, Behaviour Support Advisor, Pupil Support Officer, School Nurse). The purpose of this meeting would be to establish a way forward; this may include referrals to outside agencies or a referral to the Inclusion Panel to consider alternative provision. This meeting could lead to an internal/external exclusion for the child, depending on the severity of the incident that has occurred. (Following the LEA Exclusion Procedures).

More details of the above ‘Tiered Provision Plan’.

School Based Provision

- Positive Behaviour Policy
- Anti-bullying Policy
- ‘Day to day organisation’ points to be followed by all staff
- Golden Rules & Golden Time / Restorative Practice / Behaviour & Consequence structure used effectively throughout the school
- Positive home/school links eg. home/school book
- Class/playground observations
- Peer mentor to support the pupil
- ‘Children Causing Concern’ to be reported to Pastoral Officer
- Above pupils to be assessed using the Boxall Profile (class based staff)
- Pastoral Officer to input above data and give strategies linked to ‘Beyond The Boxall’ – with the intention of raising Developmental and decreasing Diagnostic strands
- All ‘Children Causing Concern’ will be reviewed termly
- If limited or no progress in the ‘second term’ of being monitored, a SNAP assessment will be carried out to identify any educational issues that may be impacting on behaviour and the pupil will become School Action
- Class/playground observations (Pastoral Officer)
- Early intervention programme

Behavoural, Social and Emotional Difficulties

(Class Action)

Inclusion Provision

- Provision of a range of professional development opportunities:
  - Nurturing classroom
  - Restorative Practice
  - Team-teach
  - ELSA
  - Whole –school behavioural, social and emotional difficulties training

Outside Agency

*Referral (if appropriate) to:
- Team Around the Family
## Behavioural, Social and Emotional Difficulties

### School Action

#### School Based Provision
- Tier 1 in place
- Access to Social Skills Group (step 1)
- Documentation of incidents of unacceptable behaviour - behaviour log
- Significant Incident/Restraint Records kept
  - Bullying Incident Log
- Pupil to have a Behaviour, Care and Support Plan incorporating specific recommendations made by outside agencies
- Termly review meetings (of the above) class based staff / Parents and Pastoral Officer
- Access to Emotional Literacy Sessions (step 2)
- Access to Cognitive Behaviour Therapy (step 3)
- If anxious:
  - See Scale Assessment – Junior Anxiety Pack
  - Cognitive Behaviour Therapy

#### Inclusion Provision
- TAPPAS drop in
- Class/playground observations of a pupil in order to inform recommendations
- Specific advice for school based staff working with the identified pupil which aims to meet their individual needs
- Consultation and involvement of parent/carer

#### Outside Agency
- *Referrals (if appropriate to:
  - Tier 1 in place
  - Behaviour Outreach Team

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**Behavioural, Social and Emotional Difficulties**

### School Based Provision
- Tier 1 and 2 in place
- Pupil identified/discussed in CPRG
- Behaviour, Care and Support Plan targets will continue to be SMART and reflect the identified areas of concern for the child, incorporating specific recommendations made by outside agencies
- Implementation of advice/strategies contained in specialist reports, ensuring ‘all’ staff supporting the child are fully involved
- Documentation of any discussions / interventions / recommendations made by the Inclusion Service or Outside Agencies and their impact on the pupil
- Work in partnership with parents as appropriate
- Provision of appropriate learning space for the child when receiving direct outside agency support

### School Action Plus

#### Inclusion Provision
- TAPPAS drop in
- Partnership working with school SENCO/individual class teachers/HLTA at all key stages to ensure full access to all areas of the curriculum
- Provision of targeted ‘outreach’ support for groups or individual pupils
- Provision of continued support to build the school’s capacity to meet the needs of pupils with BESD
- Direct advice/support /action from the Advisory Behaviour Outreach Team

#### Outside Agency
*Referrals (if appropriate) to:
- Teirs 1 and 2 provision in place
- EPS
- CAMHS
- Yisp/Yops
- Youth Counselling Services
- SNAP (CYMRU)
- Children's services
- TAF
- Flying Start*