Barming Primary School
Part of the Orchard Academy Trust



Expectation and Exclusion Policy

Previously known as the School Behaviour and Exclusion Policy

The Approach to supporting children

Headteacher: Mr C. Laker

Chair of Governing Body: Rev W. North

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Signature of Chair of Governors:	Rev. W. North
Signature of Headteacher:	Mr C. Laker
Policy Author: **Senior Leader Responsibility for** **Subject Leader Responsible for:**	Name: Mr C. Laker Responsible for: Teaching and Learning

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Expectation and Exclusion Policy: The Process

Step 1: Building 'Connection Cash' With ALL Children

1. Connections are key to building good relationships.

2. Connection cash comes from YOU, the adult!

3. You need to show a genuine interest in whatever matters to the child, even if it doesn't interest you much – you may not be interested in the topic, but you must be interested in strengthening the relationship.

4. Building 'connection cash' is likely to be more successful if you follow the simple principle – **Hands busy, eyes busy, brain free**. Do something together that is fun, but still leaves the brain space for connection – going for a walk, doing a jigsaw, baking etc.

5. Prioritise time to connect with the child. Making time for them and meeting them on their own terms will go a long way towards building that connection, and if you can find a shared activity or interest, then all the better.

6. Spend time finding out what they are interested in and encourage them to chat about what they enjoy.

7. You can get a few connection coins by just saying: 'How did it go…?' or 'What happened in…?'. It means a lot to people when we make the effort to just remember a bit about their life and interests.

8. The foundation of your connection will be listening to them with attention and empathy and acknowledging their opinions and thoughts, no matter how far they may be from your own: trying to correct their ideas is a sure way to destroy connection.

9. Watching movies or TV preoccupies the brain too much to allow for a high level of connection. However, if that is the only activity that they want to do with you, it is better than not doing anything at all.

Don't be tempted to start spending your 'connection cash' until you've got a healthy balance in the bank!

Step 2: Be Consistent

CONSISTENT, PERSISTENT and INSISTENT… with a bucket load of kindness!



1. Have clear and simple expectations and always uphold them.
2. Establish and always uphold routines and norms.
3. Prep for Best – tell the children what is going to happen, what they will need, what is expected from them etc. Ultimately… what do they need to be/do to be their best or to get the best out of an experience?
4. Children (and adults) make mistakes – this is OK tell them consistently – it is how we learn!
5. Show them they matter – listen to them, put your mobile down, stop marking, engage with them.
6. If things go wrong and they will… follow-up for progress and repair. Be consistent with follow-up, otherwise you' always be mopping up!

Step 3: Building Brains

1. Teach children about their brain – brains are built, not just born.
2. Repetition strengthens brain signals.

3. Early childhood is crucial time for brain development – it starts from birth, at home.
4. Children need to understand how their brain works and how other people's brains work – brains can be rewired, so change is possible.
5. Experiences shape brains – both positive and negative experiences.
6. Meeting needs – the 5Cs.
7. Daily D.O.S.E.
    a. Dopamine: the motivator - I feel capable. This flows when we succeed and keeps us coming back for more – It's the feeling 'Yes, I did it!' or 'I got it'.
    b. Oxytocin: the trust drug – I feel connected. Flows with a smile, hug or massage – when we feel loved, supported and connected to others. It's the calming drug.
    c. Serotonin: the happy hormone – I feel I count and matter. Flows when we feel important and of value – when we feel we matter, are needed and count.
    d. Endorphins: the pain reliever – I feel great in my body. Flows when we exercise hard or laugh uncontrollably. Meditation works too.

Step 4: Set High Expectation (Norms & Routines)

High Expectations that are 'Good for me, good for you and good for everyone'.

1. Where possible we agree expectations together to give a sense of control.

2. Same high expectations for everyone – but high support for those who need it.

3. Teach what 'great' looks and sounds like. Describe clearly what you expect and when.

4. Make it meaningful so that children can see the point. Children need to understand the reason behind whatever they are being asked to do.

5. Be honest. Being honest is about acknowledging that some children will find it harder than others to keep to the expectations that have been agreed. Acknowledging this openly builds understanding and empathy. It puts the focus on what needs to happen so that everyone can be their best. By not being honest, some children will think it is 'not fair'.

6. Keep it real. Put the focus on natural consequences of meeting expectations or not meeting them rather than imposing arbitrary rules and punishments. Helping children to understand the impact their actions have on others. When punishment is the default, children tend to focus inwards on themselves rather than outwards on others and can become filled with self-pity or resentment.

7. Rigorous and certain. Really consider the needs of all parties, not in a tokenistic way.

8. Make it impactful. Do our actions make a real difference?

'Challenging behaviours are due to a deficit in skill not will.' 'Students are doing the best they can with the skills they have'.

Children shouldn't be doing the right thing because they are being watched, but because they know it is the right thing!

Step 5: Recognition

Replacing rewards with recognition

- Recognise when a child has improved in a specific skill or gained new knowledge or understanding.
- Encourage the recognition and development of behaviours that are pro-social and helpful to the child and to those around them.
- Point out when a child is finding something easier or more difficult, rather than saying that they are having 'good' or 'bad' days: 'I notice that you're finding it more difficult to stay calm when things don't go the way you wanted. What could help you, do you think?' 'I can see that you're swimming a whole length much more quickly now. That must feel good'.
- In a school or group setting, involve children in noticing and tracking their progress against specific skills, knowledge or understanding.

When children are struggling with a certain situation, protective factors need to put in place to support that child – these are temporary factors until they can do something... I can see you are struggling with this... so we need to put in

some protective factors. E.g. Someone will be in that area, or you need to avoid that activity etc.

Flipping the Praise

Flip praise so that a good feeling builds within the child and they start to feel more capable within themselves. Remove reliance on adult's praise to feel good. E.g. When noting an achievement, we could say 'You must feel great that you can now…' rather than 'I'm so pleased that you…'

This does not mean that we do not sometimes need people to say they are proud of us!

Positions of responsibility

These positions are usually given to children who already have good self-esteem and feel capable in their daily lives: those who know they are cared for and who believe they count.

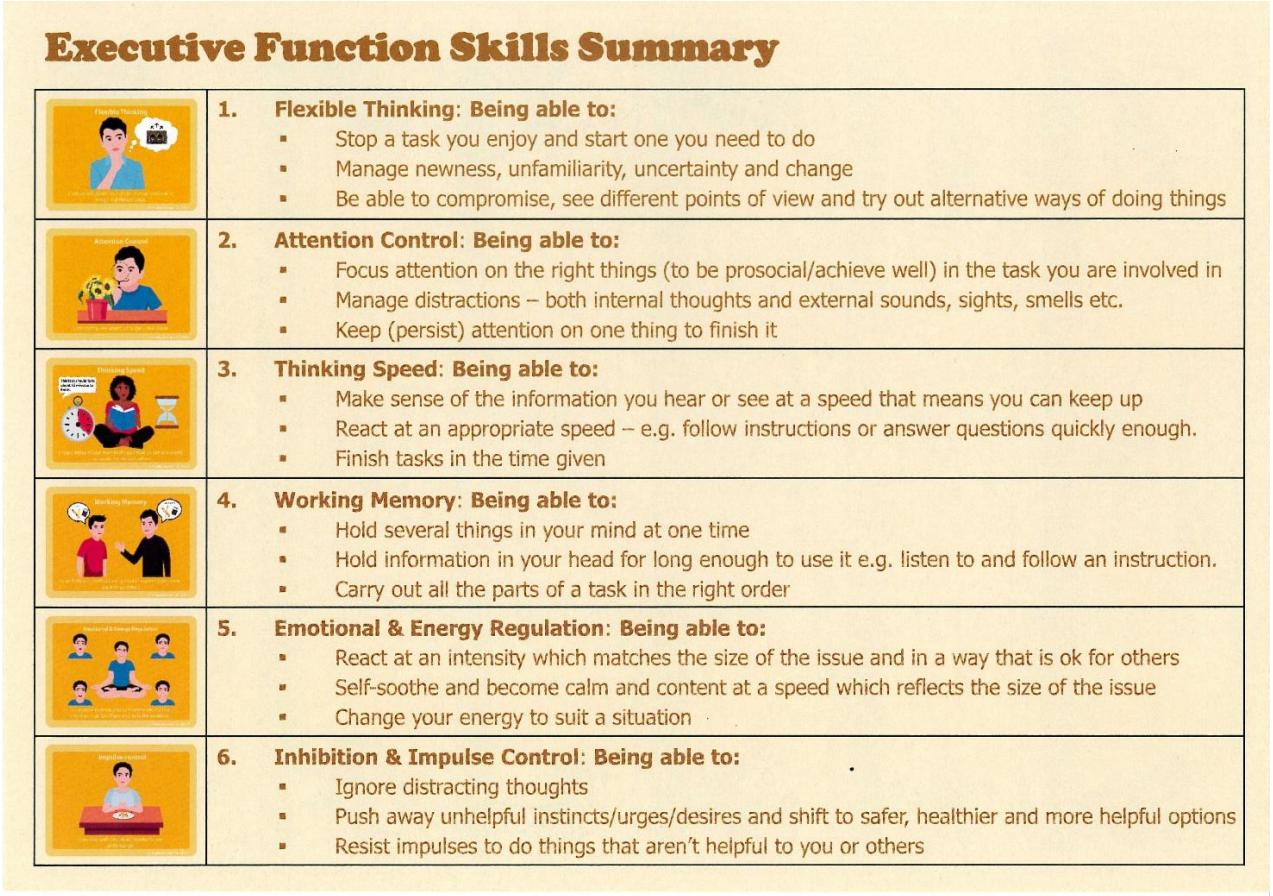
Therefore, choosing children who do not have these skills gives the adult an opportunity to develop the skills and to teach them how to be successful. It also means that the child's emotional needs are met, meaning they feel capable, important and valued.

Step 6: Executive Function Skills

Children will mess up from time to time and some will mess up a lot.

However, this is OK, because getting things wrong is all part of the learning process.

Executive Function Skills are skills – they can be learnt and developed, but this takes time and practice!



Struggling children will have at least one gap, but more likely more gaps in the skills. It is important to consider the behaviours we see in terms of learning needs and skills, rather than mistaking them for poor behaviour, laziness or lack of concentration.

When we feel better, we do better.

Remember… **good for me, good for you, good for everyone**!

UNMET NEEDS + LOW SKILLS = SIGNS OF STRESS

Be curious about their behaviour not furious about their behaviour. They are not being naughty – they are struggling to do well. Children find things easier or harder than others – use this language with the children.

Step 7: Prep For Best

Stage 1: Identify needs – help the child think of their needs – physical, sensory, feelings, emotional and any learning needs. What will help them to be at their best?

Stage 2: Predict to Prevent, also known as pre-mortem – can you predict the problem before it happens? If you can predict the problem, you may be able to stop it from ever happening. Majority of problems are likely to be predictable, because they've happened so often before.

Stage 3: Plan to Succeed – plan how to avoid the problem. Many children will need support and encouragement; however, it is a mistake to leave children dependent on adults for too long!

Pathways to Independence:

- Plan out the steps to independence with children.
- Work out with them the support and scaffolds needed at each stage. Try them out and adapt as you go.
- The children and adults around them are clear on the end goal, right from the start!
- Review and celebrate progress and then move onto the next step towards independence, with just a little bit less support in place at each step.

Scaffolds can take many forms depending on the child's skills and the context – recording devices, now and then boards etc.

Step 8: Responding When Things Go Wrong… and they will!

Responding to behaviours of concern is not an opportunity for retribution – they are not a means of getting your own back!

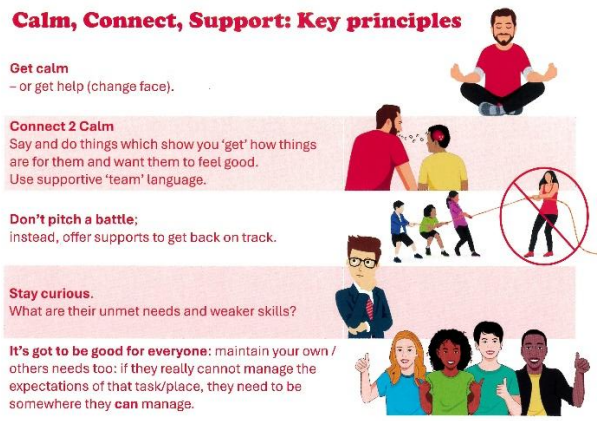
Ideally the adult who dealt with the situation should be the person who follows-up (they don't necessarily have to be the person dealing with the situation in the moment).

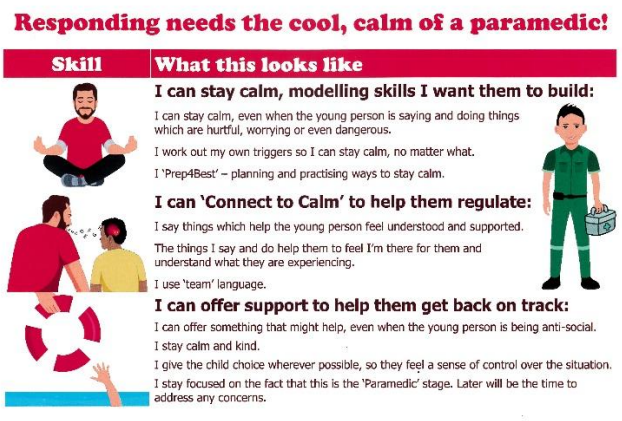
Adults need to remain calm when responding to situations and they need to listen really deeply to what the child is saying. Only then can the situation be de-escalated. By really listening it gives the child a chance to think clearly so that they can problem-solve. This approach builds their skills to manage better in the future.

It is very tempting for adults to want to sort out a problem when the child is still in a highly agitated state.

Ten Point Response Plan







Responding in the moment (like a paramedic – Keep them breathing, stop the bleeding).

1) **CALM** - How you respond is crucial. Remain calm and listen to what happened - really listen and try not to say anything, especially if you disagree. Help the child to understand where things went wrong. Remind them that you will be following up with them. Only when a child is calm and rational can the child start to problem solve – do not make the mistake of moving into problem solving too quickly. The adult must always consistently model good regulation – if you lose your temper, the key is to say sorry and to reflect on what pushed your buttons.

   Connecting to your calm:
   a. Be 'prickle' curious.
   b. Step into their mind, not just their shoes.
   c. Avoid the blamer position.
   d. Put the relationship first – remember your connection cash.
   e. And breathe!

2) **CONNECT** – can only happen after calm. Connect by showing the child you understand how things are for them and that you care about how they are feeling. Show them you are ready to truly listen to them. If you respond negatively, it can have a long-term detrimental impact. When connecting with the child: notice their emotions, feel their emotions, name their emotions and empathise with their emotions.

   Building connection
   a. Build connection daily – not just when things go wrong.
   b. Don't forget about connection cash.
   c. Practise consistency.

3) **Support** – Do not be a fixer! Your role is to resolve the deeper problem. During the support phase, your job is to assess the what's going on and make a judgement on questions like these: Is everyone safe? Is the child calm and back on track? Will they be able to function OK now if they return to the situation? Would they explode again if the same thing happened? If they are not calm enough go back to calm and connect in your head to see what else, you can do.

   Scoop, Divert, Substitute!
   This is a useful strategy to help someone calm and get back on track.

   - We scoop the person towards us and help them feel supported (rather than pushing them away by telling them to go and calm).
   - We divert them from the unhelpful behaviour.
   - We Substitute more helpful ways of getting what their body needs.

   Providing great support:
   a. The child must retain a sense of control.
   b. Throw a lifeline.
   c. Stay calm and kind, no matter what comes your way.
   d. Focus on getting them back on track.

Follow-up for Progress

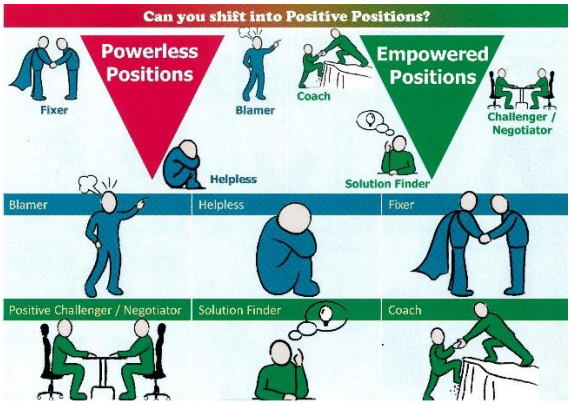
'Without follow-up, you'll always be mopping up'



If adults only ever do Calm – Connect – Support, the child will not develop their skills so that they can avoid getting into these difficulties in the first place.

During this phase you need a different set of skills – follow-up is where young people can learn about what is triggering their responses and practise strategies to enable them to react in more helpful ways when a similar issue next comes up.

Follow-up needs to be Consistent, Persistent and Insistent; it must always happen – no matter what.



Follow-up comes in two phases – coaching for progress and then repair.

- Coaching for progress is where the young person starts to understand more about their stressors and develops the strategies, they need for future success.

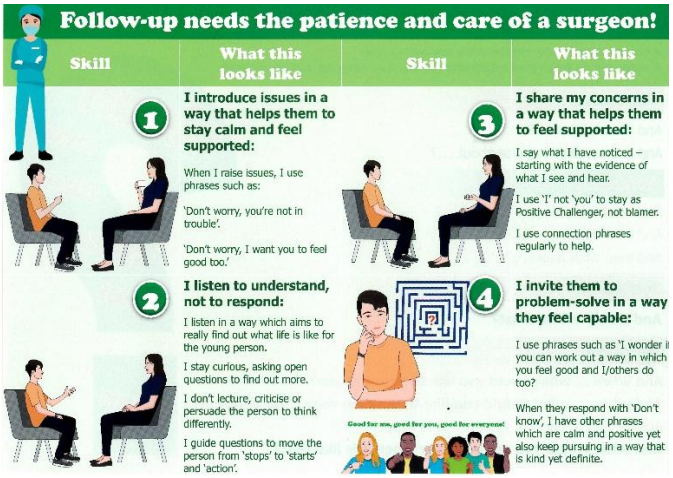
- Repair is where they can work out what needs to be put right because of their actions.

When done well, coaching can:

- Probe, to help young people work out their needs, stressors and missing skills.
- Plan for progress by building missing skills and putting scaffolds in place so that they can manage better when a similar problem next crops up.
- Protect: ensuring that everyone is kept safe from harm whilst skills are built.
- Repair: by taking responsibility and putting right anything that has been impacted by their words or actions.

Coaching with the precision skills of the Surgeon



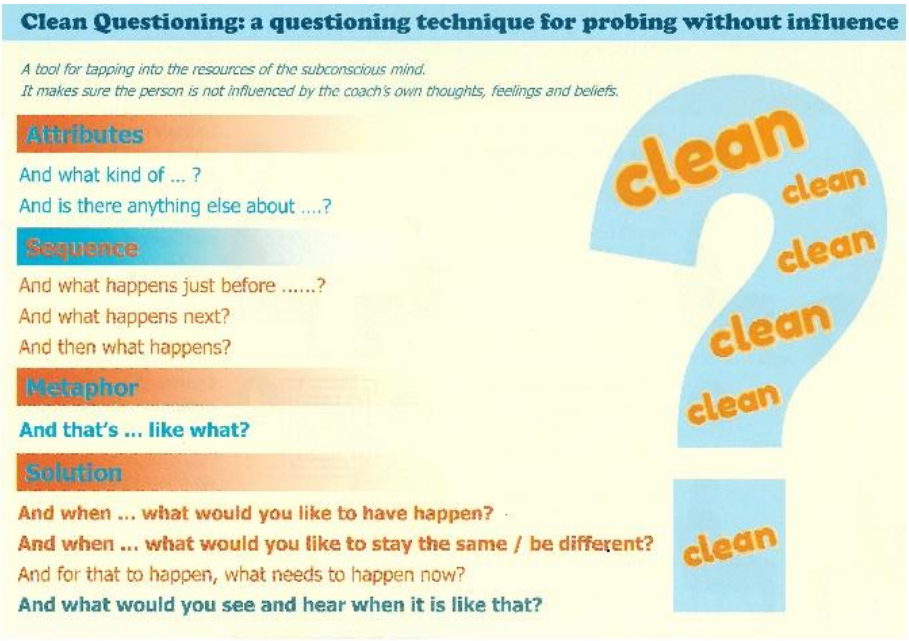


4) **Introduce:**

a. Firstly think about where you will have your follow-up: Both of you need to feel relaxed and comfortable. A calm, quiet space, with no negative connotations.
b. Keep stress levels low allowing the child to think well and solve problems effectively.
c. 'Hands and eyes busy, brain free' – some children think better when they are doing something. Both of you could do the activity – drawing/colouring/walking around the school field etc.
d. Think about how you sit - ask them where they would like to sit and where they would like you to sit – next to is better than in front.
e. When dealing with the Calm – Connect – Support process remember to tell the child that there will be a follow-up and agree it.
f. Choose language with care, because words have power… 'I've noticed that…' or 'I wonder what happened when…'. Notice and wonder are great words as they are neutral and non-blaming.
g. Stick to the evidence – do not interpret what you think happened.
h. Make sure you don't lecture or focus on your own opinions and judgements. You're aiming to help the young person explore and understand themselves.

5) **Listen to Understand, not to respond to:**

a. A great coaching conversation includes lots of silence to allow the young person plenty of space to think without feeling rushed.
b. If you are someone who finds silence uncomfortable, see what happens when you leave longer silences before coming in with your own thoughts and ideas – in time you will come to enjoy what happens in these silences and you will both learn so much from them.
c. When listening, try to peel back the layers of the onion to get to the core issue.
d. Repeat back a few words so that the child knows that you have heard and are listening to them.
e. It is important not to simply accept the first response that a child gives to your question – children, who struggle, have had a lot of practice in saying what they think adults want to hear… 'I didn't follow the class rules' or 'I won't do it again'.
f. Use clean questions in coaching – clean questions are designed to help people to understand their own thoughts and explore their ideas, with minimal influence from the questioner. There are only four questions:
    i. The first is: 'And what would you like to have happened? It's important to keep the focus on what they do want (rather than don't want) and make sure that you don't get caught up in talking about the negatives.
    ii. The second is to dig a little deeper: 'And is there anything else about wanting to…' Here they learn more about the situation for themselves.
    iii. The third is around a feeling, an emotion or something that they want: 'And what kind of happiness or excitement or calm is that?'
    iv. The final question is: 'And whereabouts in your body is that feeling or relaxation or joy?' This is a great question to use if the child mentions a feeling/emotion that they want more of and identifying it in the future for themselves.



g. When coaching 80% of the speaking time should be that of the children.

6) **Share:**

a. During this part the adult shares their own concerns. This can encourage the young person to see the issue from another perspective. It also means that when they problem-solve, they will be thinking about what will work for other people, not just themselves.
b. Remember to keep a kind and matter of fact tone.
c. Don't go into the share process too quickly – make sure the child has been fully heard and had their chance to explain what's going on for them, otherwise they may feel misunderstood and believe that they are to blame for what has gone wrong.
d. During the sharing stage, remember 'I for the issues, you for the praise'.
e. Raise the issue without using the blame language of 'you'. E.g. 'When there's lots of laughing and joking in the lesson, it's difficult for me to hear what everyone has to say.' Rather than: 'When you laugh and joke around like that in the lesson, I can't hear what everyone is saying.'
f. When praising, make sure that the praise is owned by the child, not by you! E.g. 'I've noticed how hard you're trying to finish your homework before dinner. That must feel great to have the rest of the evening free to do what you want.' Rather than: 'I'm so proud of you for finishing your homework before dinner every night.'

A great tool to use during the sharing part of coaching is: **Speak up 4 Better**.

This has five stages and remains in the 'I' person rather than the 'you' person.

1. **Evidence**: what you saw or heard, NOT what you thought or believed: keep it factual at this stage.
2. **Interpretation**: what this made you think or how you interpreted this evidence: remember that your interpretation may not be correct.
3. **Impact (practical)**: The impact of this in practical terms. 'The impact was…'
4. **Impact (on feelings)**: the impact of this on your thoughts and feelings. 'When I saw or heard this, I felt upset/anxious/annoyed…'
5. **What would be better**: 'It would be better for me/others if…'

We need to get to the core of what is stopping a child from feeling good and doing well! Knowing the why helps us to plan the right support!

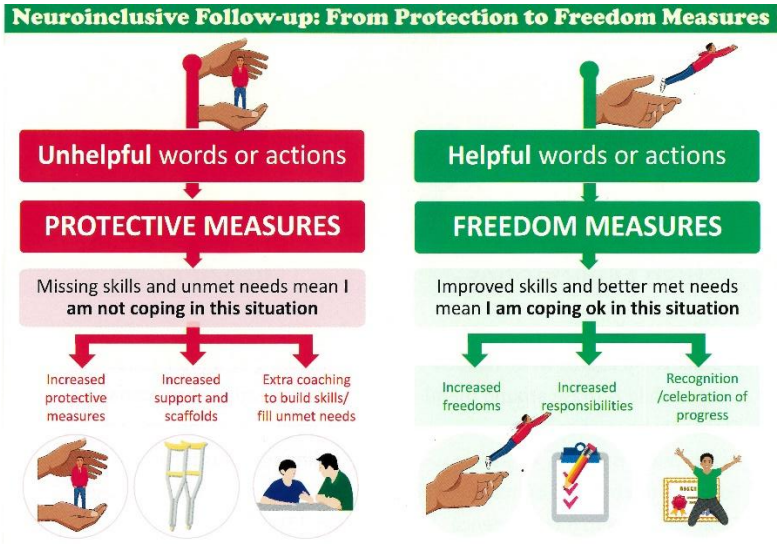
7) **Problem-solving**

a. This is not the time to take the role as 'fixer'.
b. Give the child plenty of time to find and express their own ideas. It's important that the child does the thinking NOT the adult.
c. A stop is what you want to change – what is it they want to stop?
d. The key to problem-solving is to enable the child to find a solution that's 'good for me, good for you, good for everyone'.

e. Working together to find solutions that meet their own needs and needs of people around them builds empathy in a way that punishment could never do.
f. The more children solve problems, the more capable they feel.
g. To show the process is important – you must make a record. We want to make you feel better. Below is the template we will use to record our conversations

Coaching Conversation with _____ and _____ on _____

			
What is going on for me	What other people need	My ideas to solve it for everyone	How well has it worked?



8) **Time for Repair** – Don't force an apology! This is the final stage of the follow-up for progress.

a. Opportunity for the young person to make good any harm caused by their actions and learn crucial skills in the process.
b. Repair is an essential stage if we want to keep expectations high and to make real change.
c. Repair must always take place as part of the follow-up.
d. Repair builds emotional intelligence, empathy and social cognition. This in turn develops the young person's internal motivation to want to do the right thing by others.
e. Repair is about putting things right not for tackling future problems.
f. 'If you don't follow-up, you'll always be mopping up'.
g. If a young person refuses to engage in repair, don't worry – it simply means that they don't yet have the empathic skills the ability to imagine how someone else feels.
h. Emotionally intelligent people are people who can recognise their own emotions and manage them well, who can communicate effectively, empathise with others, overcome challenges and defuse conflict.
i. Young people with strong skills in Social Cognition can gather and store social information based on observations of others – they use this to guide how they behave around other people.

j. Empathy is the ability to understand and share other people's feelings. Empathy is a skill and like all skills it needs to be learned. Empathy cannot be forced.

Empathy Lvl 1: knowing how other people maybe feeling or seeing the world through someone else's eyes.
Empathy Lvl 2: the ability to feel what another person is feeling.
Empathy Lvl 3: wanting another person to feel ok, caring about them and wanting to help if they are experiencing difficulties. This forms the basis for compassion.

There are three stages of repair:

1. Exploring the situation from different perspectives.
2. Think about what repair may be needed.
3. Planning how and when the repair will take place.

Explore different perspectives

a. Seeing a problem through someone else's eyes or viewing from their perspective can shine a light on what repair might be helpful.
b. Builds flexible thinking.
c. Chair swap tool is great for exploring different perspectives. Physical chairs can be used if a child struggles to use their imagination. **Chair one** – ask the child to describe the event from their perspective – vividly recreate the situation – describe what you see, hear, feels or thinks. ACCEPT whatever the account is – repeat back the key details, trying to use their own words as far as you can. **Chair two** – choose another chair to represent the other person in the argument/incident. In this chair you are seeing it from the other persons perspective – what happened first, what happened next? What did ____ see, hear, feel or think? The aim is for them to recognise how the other person felt. Again repeat back the key details from _____ point of view. **Chair three** – this chair represents someone who is outside of the action – this could be a fly on the wall or someone looking through the window. They can see and hear everything that went on and they know what all parties were thinking as well. When on this chair – the child is in third person. Again repeat back the key details from the third person perspective. To end the session, ask, 'What do you know now about the situation?'

Decide who or what needs repair

a. Repair can take many forms – mending relationships, soothing hurt feelings, repairing damage to property or the physical environment or completing a task.
b. Repair conversations have two equally important purposes – It is just as much as the child building their own skills of empathy, emotional intelligence and social cognition as it is about resolution for those who were affected by the original incident.
c. The repair does not need to follow the coaching conversation – some children need more time; however, you must come back to the repair process to resolve the issue – it must be done!
d. For everyone to feel OK, what needs to happen next?
e. Repair is so much more than just saying sorry. Never force an apology.

Plan when and how repair will happen

a. Once you have a list of repair ideas, plan out the practicalities. For the repair to happen you must agree the where and when it will happen and who needs to be involved and what form it will take.

Coaching for Change

For most children they will only need the first sections of the Ten Point Response Plan. However, for those with missing needs and needs that are not met – have weaker executive function skills there are two final stages called Coaching for Change:

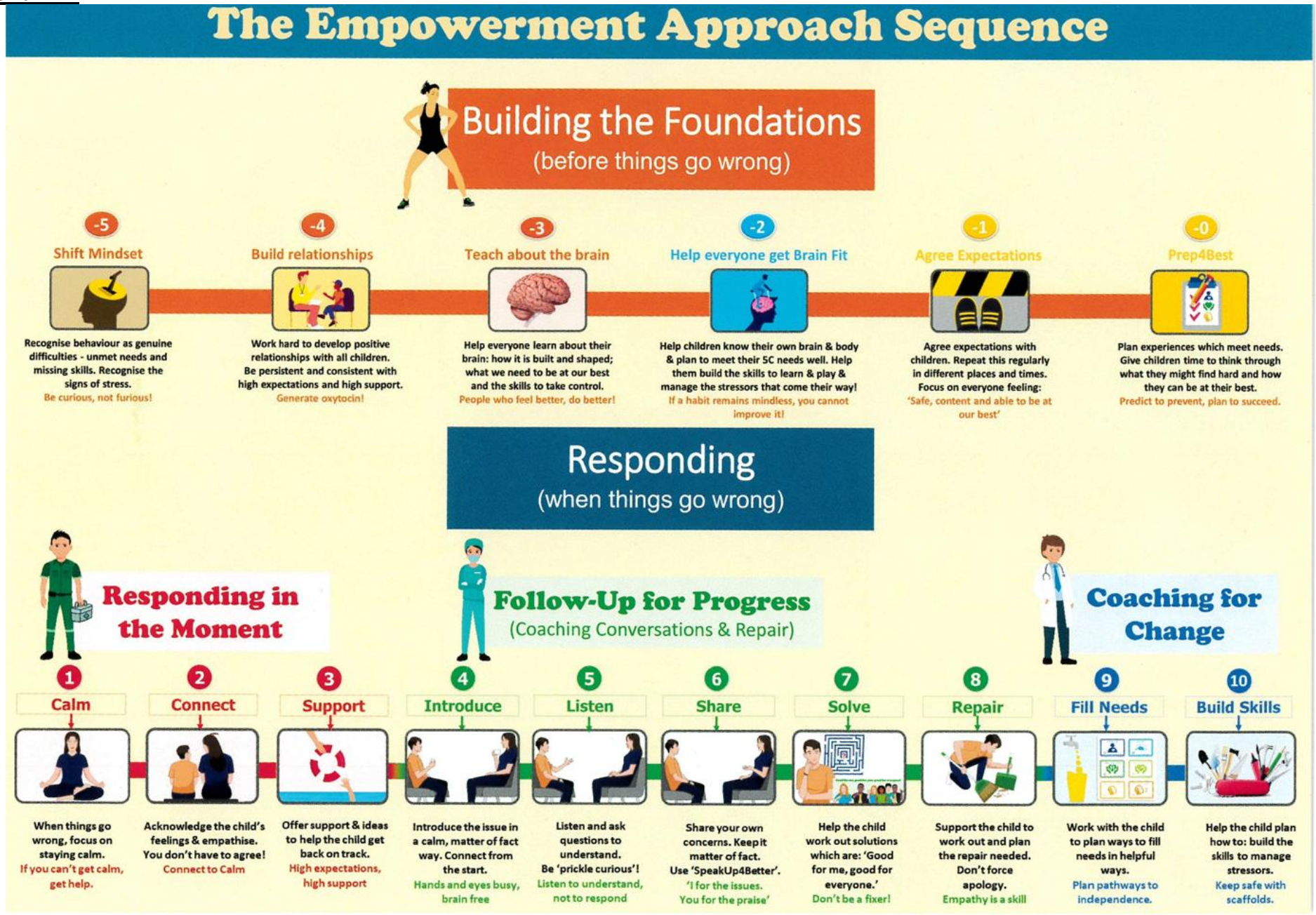
9) **Fill needs**
10) **Build skills**

These sections demand much more intensive one-to-one work with a young person to help them to really understand and fill their needs and to build their skills one step at a time. This final stage requires specialist training!

Adults – Please listen… 'You won't always get things right, but you will always be learning and it will become easier'.

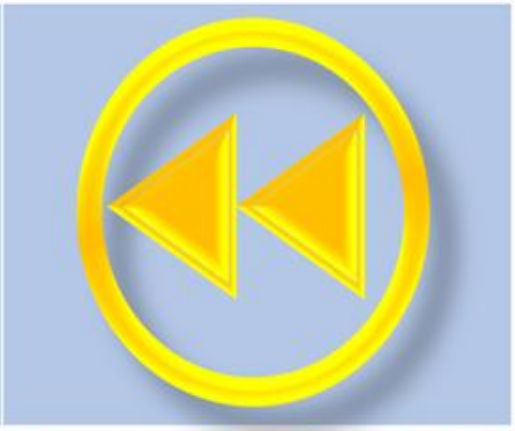
To change it takes time and patience!

Appendix 1:

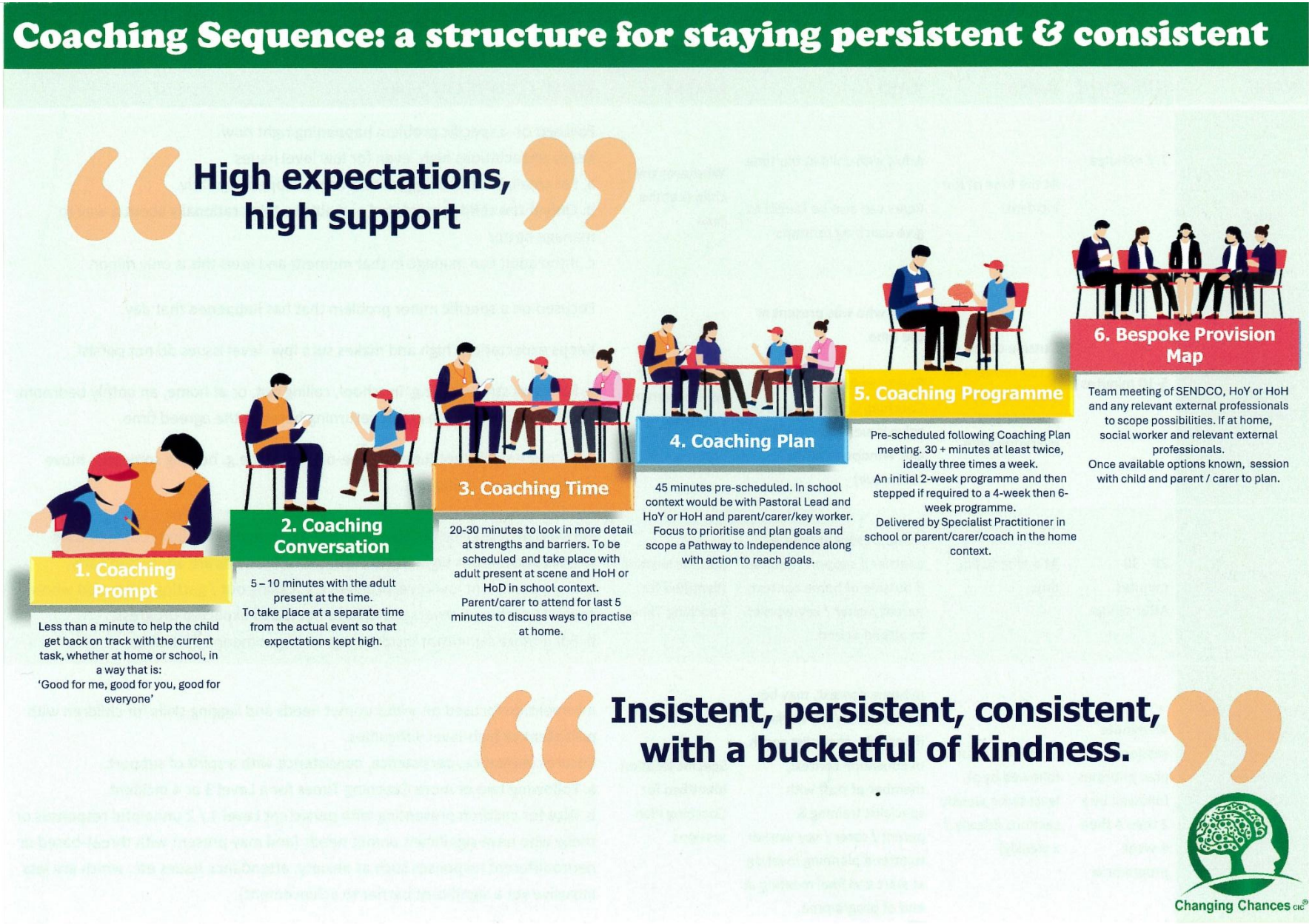

The Empowerment Approach Sequence
Building the Foundations
(before things go wrong)
-5
Shift Mindset
Recognise behaviour as genuine difficulties - unmet needs and missing skills. Recognise the signs of stress.
Be curious, not furious!
-4
Build relationships
Work hard to develop positive relationships with all children. Be persistent and consistent with high expectations and high support.
Generate oxytocin!
-3
Teach about the brain
Help everyone learn about their brain: how it is built and shaped; what we need to be at our best and the skills to take control.
People who feel better, do better!
-2
Help everyone get Brain Fit
Help children know their own brain & body & plan to meet their 5C needs well. Help them build the skills to learn & play & manage the stressors that come their way!
If a habit remains mindless, you cannot improve it!
-1
Agree Expectations
Agree expectations with children. Repeat this regularly in different places and times. Focus on everyone feeling:
'Safe, content and able to be at our best'
-0
Prep4Best
Plan experiences which meet needs. Give children time to think through what they might find hard and how they can be at their best.
Predict to prevent, plan to succeed.
Responding
(when things go wrong)
Responding in the Moment
Follow-Up for Progress
(Coaching Conversations & Repair)
Coaching for Change
1
Calm
When things go wrong, focus on staying calm.
If you can't get calm, get help.
2
Connect
Acknowledge the child's feelings & empathise. You don't have to agree!
Connect to Calm
3
Support
Offer support & ideas to help the child get back on track.
High expectations, high support
4
Introduce
Introduce the issue in a calm, matter of fact way. Connect from the start.
Hands and eyes busy, brain free
5
Listen
Listen and ask questions to understand.
Be 'prickle curious'!
Listen to understand, not to respond
6
Share
Share your own concerns. Keep it matter of fact.
Use 'SpeakUp4Better'.
'I for the issues. You for the praise'
7
Solve
Help the child work out solutions which are: 'Good for me, good for everyone.'
Don't be a fixer!
8
Repair
Support the child to work out and plan the repair needed. Don't force apology.
Empathy is a skill
9
Fill Needs
Work with the child to plan ways to fill needs in helpful ways.
Plan pathways to independence.
10
Build Skills
Help the child plan how to: build the skills to manage stressors.
Keep safe with scaffolds.

Appendix 2:

Coaching Conversation with _____and _____ on _____

			
What is going on for me	What other people need	My ideas to solve it for everyone	How well has it worked?

Appendix 3:


Coaching Sequence: a structure for staying persistent & consistent
High expectations, high support
1. Coaching Prompt
Less than a minute to help the child get back on track with the current task, whether at home or school, in a way that is:
'Good for me, good for you, good for everyone'
2. Coaching Conversation
5 – 10 minutes with the adult present at the time.
To take place at a separate time from the actual event so that expectations kept high.
3. Coaching Time
20-30 minutes to look in more detail at strengths and barriers. To be scheduled and take place with adult present at scene and HoH or HoD in school context.
Parent/carer to attend for last 5 minutes to discuss ways to practise at home.
4. Coaching Plan
45 minutes pre-scheduled. In school context would be with Pastoral Lead and HoY or HoH and parent/carer/key worker.
Focus to prioritise and plan goals and scope a Pathway to Independence along with action to reach goals.
5. Coaching Programme
Pre-scheduled following Coaching Plan meeting. 30 + minutes at least twice, ideally three times a week.
An initial 2-week programme and then stepped if required to a 4-week then 6-week programme.
Delivered by Specialist Practitioner in school or parent/carer/coach in the home context.
6. Bespoke Provision Map
Team meeting of SENDCO, HoY or HoH and any relevant external professionals to scope possibilities. If at home, social worker and relevant external professionals.
Once available options known, session with child and parent / carer to plan.
Insistent, persistent, consistent, with a bucketful of kindness.
Changing Chances CIC

Appendix 4:

Coaching Sequence: a structure for staying persistent & consistent

NAME	DURATION	WHEN	WHO	WHERE	WHAT / CONTEXT TO USE
Level 1 support: Coaching Prompt	1-2 minutes	At the time of the incident	Adult with child at the time Peers can also be taught to give coaching prompts	Wherever the child is at the time	Focused on a specific problem happening right now. Keeps expectations high, even for low level issues. a. For small, Level 1 struggles that don't happen regularly. b. **Only if the child is regulated** and able to think rationally about a way to manage better c. If the adult can manage in that moment and feels this is only minor.
Level 2 support: Coaching Conversation	5-10 minutes	Outside of the actual incident – later that day if possible and everyone calm	Adult who was present at the time. Peers can be taught to use Coaching Conversations to solve issues (see Working Out Windows (WOW) technique)	A quiet space where everyone can focus	Focused on a specific minor problem that has happened that day. Keeps expectations high and makes sure low -level issues do not persist. a. For small struggles (e.g. in school, calling out, or at home, an untidy bedroom, bedtime being an issue or not returning home at the agreed time. For a more significant (Level 2) one-off incident e.g. hurting someone, move straight to Level 3 Support.
Level 3 support: Coaching Time	20 - 30 minutes After school	At a scheduled time.	Adult present at time & another if support required. If outside of home context, parent / carer / key worker to attend at end.	Specific location identified for Coaching Time	Focused on a specific problem that has happened in the last couple of days Keeps expectations high and ensures skill difficulties are addressed early. a. For a persistent low-level problem e.g. calling out / getting distracted where several Coaching Conversations have not led to expected progress. b. For a more significant incident e.g. hitting someone / stealing.
Level 4 support: Coaching Plan prior to Coaching Programme (Level 5 support is a bespoke provision)	45-minute session to plan priorities followed by a 2 then 4 then 6-week programme	Scheduled session followed by at least twice weekly sessions (ideally 3 x weekly)	In home context, may be parent/carer/key worker or, if possible, specialist coach. In education context, member of staff with specialist training & parent / carer / key worker to attend planning meeting at start and final meeting at end of programme.	Specific location identified for Coaching Plan sessions	Intervention focused on wider unmet needs and lagging skills for children with persistent or high-level difficulties. Ensures insistence, persistence, consistence with a spirit of support. a. Following two or more Coaching Times for a Level 3 or 4 incident. b. Also for children presenting with persistent Level 1 / 2 unhelpful responses or those who have significant unmet needs (and may present with threat-based or neurodifferent responses such as anxiety, attendance issues etc. which are less intrusive yet a significant barrier to achievement).