

# Blaby Stokes CE Primary School



## Behaviour Policy 2022-23

This Behaviour Policy is reviewed annually. It was last reviewed and adopted by the Local Governing Body of Blaby Stokes CE Primary School on 9<sup>th</sup> November 2022

At Blaby Stokes CE Primary School, we have three core values:

- Respect – we are considerate to all people places and property
- Kindness – we are friendly and considerate towards each other
- Success – we strive for 'Everyday Excellence' in all that we are and all that we do

Everything we do is underpinned by our Christian values. The value of kindness is particularly evident in all of our work and we strive to ensure that all members of our school community treat each other with respect, patience and understanding. Our biblical verse that underpins all that we do is from Jeremiah 29:11: "For I know the plans I have for you", declares the Lord. "Plans to prosper you and not to harm you. Plans to give you hope and a future."

### **Aims and Purpose of the Blaby Stokes Behaviour Policy**

- To create an environment in which pupils are taught to be kind and respectful and work together with all members of the school community enabling everyone to achieve success
- To ensure all pupils develop good learning habits in order for them to become self-disciplined individuals who understand the importance of accepting responsibility for their own actions
- To have the highest expectations of pupils' behaviour to ensure the highest standards of learning can take place
- To form an active partnership with families to encourage good behaviour and to establish improved patterns of behaviour where there are difficulties

We believe that behaviour should be taught as part of the curriculum. We explicitly teach our children how we expect them to behave. We invest time during the academic year teaching children what we expect based around our 3 core values. For example:

- Respect is listening when someone is speaking
- Kindness is being friendly and considerate
- Being successful means striving for excellence both academically and personally

These are insisted on and enforced throughout the year. Teachers may 'reboot' behaviour expectations in their classrooms and around the school at any time that they feel children are not meeting our school expectations.

**We always look for positive behaviour first and praise it. We value kindness in our interactions – it influences what we say, how we say it and our expectations of the children. It is possible to be strict at the same time as being warm, kind and caring. We use a tone of voice and body language that are firm but warm. Our communications ensure that children are valued and respected.**



# PROMOTING GOOD BEHAVIOUR



**STICKERS**



**POSITIVE FEEDBACK**



**WORK SHARED  
IN CLASS**

**HOUSE POINTS**



**POSITIVE  
EMAIL HOME**



**POSTCARDS  
FOR SCHOOL  
VALUES**



**PRAISE**



**BADGES**




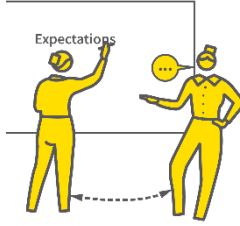
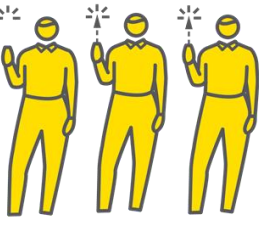


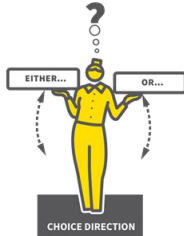
**GOLDEN  
ENVELOPE**

**WORK SHARED  
ON FACEBOOK**



## Behaviour and Relationships

At Blaby Stokes, we believe it is essential that we create an environment in which all children and staff feel they belong and feel safe. This requires establishing appropriate learning-focused relationships where expectations are high, and everyone knows the routines and boundaries. All teaching staff have been trained in these techniques:

<p><b>Positive relationships</b> – relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong. They create conditions where students and teachers can focus on learning, free from distractions or emotional threats. Positive relationships are key in communicating trustable feedback that children will act on.</p> 	<p><b>Establishing expectations</b> – ‘You establish what you establish’ Bill Rogers. At Blaby Stokes, staff have clear and consistent expectations and communicate them to pupils. They will reinforce their expectations and redirect, correct or challenge when necessary in order to promote and sustain high expectations.</p> 
<p><b>Signal, Pause, Insist</b> – We do not talk over children to gain their attention. We choose a signal and ensure that the children recognise it. We practise the signal, pause and affirm positive responses and insist through our use of body language, eye contact, scanning and where necessary a low-level reminder.</p> 	<p><b>Positive framing</b> – we affirm positive behaviour first. Where correction is needed, we frame it as a positive reinforcement ‘eyes looking, ears listening’. We also give the benefit of the doubt ‘maybe you weren’t talking but I need eyes looking and ears listening now, thank you’ and we assume confusion over defiance ‘I wonder if...’</p> 
<p><b>Rehearse routines</b> - time is invested at the beginning of each academic year, to establishing the teaching of rules and routines. Throughout the term, where necessary, time is invested in refreshing our clear and consistent routines. Boundaries are clear and allow learning to be the focus.</p> 	<p><b>Choices and consequences</b> – teachers use the behaviour system effectively to secure excellent behaviour and children know the consequences involved. Where behaviour falls below expectations, teachers assert choices for children and clearly narrate the consequences of the behaviour. Consistency of sanction is more effective than severity.</p> 

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## **Leadership and Management of Behaviour**

We have a team of specialist staff who provide support to pupils, colleagues and families.

- Behaviour Mentor: implements and monitors systems, provides strategies for individual pupils, coach staff to deal with specific situations
- SENDCo: to assess, plan, deliver and then review the impact of support provided, engage with other agencies e.g. Local Authority Inclusion Panel, Educational Psychologist, provide training for staff to understand the impact of SEND on behaviour
- Pastoral Support Assistant: provides emotional support for pupils and families, works with pupils to help them to understand and regulate their emotions and develop strategies to improve this

All school staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. School staff receive regular training and development in managing behaviour effectively.

All staff are expected to communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff will also receive clear guidance about school expectations of their own conduct at school.

### **Working in partnership with parents/carers and pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. During the year a sample of pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

We see the role of parents/carers as crucial in helping develop and maintain good behaviour. To support the school, parents/carers are encouraged to get to know the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

We will maintain positive relationships with parents/carers by keeping parents/carers updated about their children's behaviour and encouraging them to celebrate pupils' successes. Where appropriate, parents/carers will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

The school and its staff will use their best endeavours to support children and work with families by following the school's agreed policies and procedures. These will be applied consistently, fairly and without prejudice. The school will seek to work in partnership with parents/carers and carers. Dealing with challenging behaviour can be emotive and it is recognised that parents/carers will not always agree with the decisions made. However, it is the school's role to ensure appropriate behaviour, conduct and safety of all children and the decisions made will reflect this. It is for the school to determine sanctions and consequences in accordance with this policy. These may include children being unable to attend events off-site, including residential trips if there are safety concerns.

### **Responding to Behaviour**

School staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil does not exemplify the school values or fails to follow a reasonable instruction, staff can apply a sanction to that pupil.

When responding to behaviour school staff will ensure that sanctions and consequences are proportionate in the circumstances of the case and consider any special circumstances including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them (Section 91 of the Education and Inspections Act 2006).

Behaviours have been categorised into four levels to make it easier to understand the response to the behaviour and the consequences. Level 1 behaviour is low level disruptive behaviour which mainly affects the pupil themselves; at the other end of the scale Level 4 behaviour requires a bespoke behaviour plan and is persistent behaviour which has a significant impact on the learning of others and the school environment.

These levels and examples of behaviours that do not meet school expectations is detailed on pages 11-14.

The expectation is that behaviour at Levels 1 and 2 will be dealt with as follows:

Firstly, adults should use positive reframing techniques. If these are not successful, the following sequence of sanctions should be followed:

1. Reflective conversation
2. Reflection sheet with reflective conversation at breaktime/lunchtime
3. Three reflection sheets will result in reflection time at lunchtime. This resets each half term.
4. Three reflection times will result in a half day withdrawal from class. This will include breaktime and lunchtime. This resets each half term.
5. Three withdrawals from class will lead to a suspension from school.

Points 1, 2 and 3 will be delivered by the Class Teacher who will also record these sanctions on Arbor (see Appendix 2.) Points 4, 5 and 6 will be delivered in conjunction with the Behaviour Mentor and/or Senior Leaders.

Where negative behaviour reaches level 3 or 4, the approach will be individualised to the child and delivered in collaboration with the Behaviour Mentor and/or Senior Leaders.

Reflection sheets (Appendix 1) are designed to give children the opportunity to reflect on their actions and consider reparation and future changes to behaviour. These sheets also require a reflective conversation to address the content. They are monitored by the teacher and the Behaviour Mentor.

Appendix 3 details the text of behaviour communications to parents/carers.

### **Target Card and Daily Overview**

Where a pupil is finding it difficult to manage a specific behaviour a target card (Appendix 4) will be introduced to support them to manage this. This will be completed by the Behaviour Mentor in conjunction with the class teacher. Parents will be kept up to date with their child's progress. Where this is not successful, a daily overview will be introduced (Appendix 5). This will be completed by the Behaviour Mentor in conjunction with the class teacher. It will be sent to parents each day.

#### **Daily overview**

If pupil is not responding to the target card, a daily overview will be sent to parents / carers.

### **Individual Behaviour Plan**

Where children's behaviour choices cannot be managed within the whole school system, we will implement an Individual Behaviour Plan (see Appendix 6.) This is created to recognise the difficulties that a child has and provide both the child, and the staff that work with them, with support and strategies to be successful. The class teacher, behaviour mentor, support staff and SENDCo will be involved in designing the plan.

### **Pastoral Support Plan**

When an Individual Behaviour Plan has not been successful in supporting a child's behaviour, we will move them to a Pastoral Support Plan (see Appendix 7.) This is a school based intervention and is co-ordinated with the family to provide further support. It has precise and realistic outcomes and acts as a preventative measure for children at risk of exclusion. The class teacher, behaviour mentor, support staff and SENDCo will be involved in designing the plan.

### **Children with identified Special Educational Needs and Disabilities**

School staff will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. Staff will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. Staff will seek to identify and understand the underlying causes of behaviour and how these can be

managed. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

An individual behaviour plan or pastoral plan does not replace SEND provision. We will ensure that behavioural targets are incorporated into individual support plans and reflect appropriate approaches and strategies to support the additional needs. Where behavioural needs become a barrier to learning, an individual behaviour plan or pastoral support plan will be developed alongside their individual support plan.

### **Outside agencies**

We will refer children who have an individual behaviour plan to the Inclusion Forum. A range of specialists such as the Educational Psychology Service, Autism Outreach Trust, Oakfield Specialist Provision and Children's Health Services attend these forums to give advice to support schools managing challenging behaviour.

### **Boxall Profile**

The Boxall Profile is an assessment designed to track the progress of cognitive development and behavioural traits. It is completed by the class teacher and we also ask parents/carers to complete it. The results are analysed and used to inform intervention strategies.

### **Goodman's Strengths and Difficulties Questionnaire**

This screen is used to assess children's mental health and is completed by the class teacher and the child's parents/carers. It asks questions related to emotional symptoms, conduct problems, hyperactivity/inattentiveness, peer relationship problems and prosocial behaviour. The results are analysed and used to inform intervention strategies.

### **Teamteach**

All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Where a child is putting themselves or another person at risk, Teamteach restraint may be used. Teamteach is nationally recognised approach and we have trained members of staff in each department as well as senior leaders. All incidents using restraint are recorded in the Bound and Numbered book.

### **Behaviour outside of school (including online)**

The school has the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. This can be when the pupil is identifiable as a member of the school or when their misbehaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the school's reputation.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, if an incident occurs that affects the school culture these will be dealt with in line with this policy.



## Protected Characteristics

It is unacceptable to discriminate against anyone because of age, gender, family circumstances, disability, race, religion and sexual orientation. Any incidents involving these characteristics will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. Each incident will be considered on a case-by-case basis.

## Child-on-child abuse (including sexual violence and sexual harassment)

Following any report of child-on-child abuse offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff will challenge all inappropriate language and behaviour between pupils.

## Suspension and Permanent Exclusion

At Blaby Stokes CE Primary School, we follow statutory guidance on suspension and permanent exclusion.

The following is taken from the Department for Education's document [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England](#) (September 2022)

*Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.*

*Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.*

Appendix 8 is a model letter for suspending a child for a fixed period (previously referred to as fixed-term exclusion.)

## In Summary

This policy sets out our processes and procedures for promoting positive behaviour and managing challenging behaviour. No policy can cover every eventuality; if a situation is not covered by this policy, the head of school or executive headteacher will use their discretion and their decision is final.

*Our policy has been informed by:  
Teaching Walkthrus – Tom Sherrington and Oliver Caviglioli  
Running the Room – Tom Bennett*

*When the adults change, everything changes – Paul Dix*

*Behaviour in Schools: Advice for headteachers and school staff, July 2022 – Department for Education*

*Keeping children safe in education 2022: Statutory guidance for schools and colleges, Department for Education*

*It should be read in conjunction with the staff handbook – Everyday Excellence – where there is additional information about expectations and routines.*

## Behaviour that does meet school expectations – Level 1 – Whole School Approach

### Behaviour impacts mostly on the child's own learning

Examples of Behaviour	Possible Action/Consequence/Support
Not sitting on your chair when expected to	<i>These actions are to be followed by the class teacher and/or the adult working with the child</i>
Not looking at the person speaking	Positive framing
Not listening and able to respond	Verbal reminder
Talking when someone else is speaking	Re-establish expectations
Not completing work to the best of your ability	Signal, pause, insist
Unkind behaviour or words towards others	Give choices
Rough play	Reflect on Quality First Teaching provision – are the child's needs being met in the classroom
Not using equipment respectfully	Where appropriate, breaktime/lunchtime should be used to complete unfinished work, reiterate expectations or restore relationships via a reflective conversation.
	A reflective conversation is a discussion about the pupils' behaviour and why it conflicts with the values, expectation, and rules. Pupils should be reminded of expectations and consequences. Adults should be clear about further consequences if this behaviour continues.
	<b>This is behaviour that should be eliminated by the explicit teaching of good behaviour and by consistently enforcing high expectations</b>

## Behaviour that does meet school expectations – Level 2 – Whole School Approach

### Behaviour begins to impact on the learning of others

Examples of Behaviour	Possible Action/Consequence/Support
Persistent low-level disruption (level 1 behaviours) and higher level behaviour such as:	<i>These actions are to be followed by the class teacher and/or the adult working with the child</i>
Leaving chair and moving around the classroom without permission/agreement	Positive framing Verbal reminder Re-establish expectations
Needing several reminders to follow instructions (but does comply eventually)	Signal, pause, insist Give choices
Shouting out	Reflect on Quality First Teaching provision – are the child's needs being met in the classroom
Refusal to complete work	Where appropriate, breaktime/lunchtime should be used to complete unfinished work, reiterate expectations or restore relationships via a reflective conversation.
Name calling / unpleasant attitude towards others	The child should complete a <i>reflection sheet</i> . This will be part of the conversation detailed above.
Causing physical harm to another person	The behaviour should be logged on Arbor (see Appendix 1)
Deliberate damage of property	Parents/carers informed by email from Class Teacher (see Appendix 2)

## Behaviour that does meet school expectations – Level 3 – bespoke to the child

### Behaviour has a significant impact on the learning of others and the school environment

Examples of Behaviour	Possible Action/Consequence/Support
<p>Persistent disruption (level 2 behaviours) and higher level behaviour such as:</p> <p>Leaving the classroom without prior agreement</p> <p>Refusal to engage with learning</p> <p>Refusal to follow instructions</p> <p>Causing significant disruption within the classroom, shared space or on the playground</p> <p>Walking away from the adult dealing with the behaviour</p> <p>Aggressive and/or offensive language which may contain inappropriate language, homophobic or racist comments</p> <p>Bullying (including cyberbullying)</p>	<p><u>For individual incidents:</u></p> <p>Consequences are applied according to the severity of the incident/congruent with the level of disruption</p> <ul style="list-style-type: none"> <li>• Loss of privileges – e.g. breaktime and lunchtime – class teacher to facilitate this</li> </ul> <p>Where possible, child is removed from the environment for the remainder of the day (internal exclusion) This might be extended to the following day. Behaviour Mentor or Senior Leader to facilitate this.</p> <ul style="list-style-type: none"> <li>• Team Teach strategies may be employed to keep the child safe</li> </ul> <p>Reflect on Quality First Teaching provision – are the child's needs being met in the classroom</p> <p>Formal conversation between child and class teacher</p> <p>Log on Arbor</p> <p><u>For persistent behaviour:</u></p> <p>Discussion between class teacher, behaviour mentor, SENDCo, ELSA to determine future strategies.</p> <p>Following this discussion, decide whether to:</p> <ul style="list-style-type: none"> <li>• Initiate an individual target card which is shared daily with parents/carers electronically by class teacher (Appendix 4)</li> <li>• Complete Individual Behaviour Plan and meet with parents/carers/carers to share and discuss (see Appendix 5)</li> </ul> <p>Boxall profile Strengths and difficulties questionnaire Engage ELSA support Referral to Inclusion panel</p>

## Behaviour that does meet school expectations – Level 4 – bespoke to the child

### Persistent behaviour has a significant impact on the learning of others and the school environment

Examples of Behaviour	Possible Action/Consequence/Support
Persistent significant disruption (level 3 behaviours) and higher level behaviour such as:	<u>For individual incidents:</u> Child is removed from the environment for the remainder of the day (internal exclusion)
Creating an incident which puts themselves or others in danger	Team Teach strategies may be employed to keep the child safe
Repeatedly leaving the classroom without prior agreement	Parent/carer contacted by a Senior Leader or by the Behaviour Mentor. This may be via email, telephone or text message. The result of this communication may be a face-to-face meeting for further discussion
Causing deliberate physical harm to another person – child or adult	Formal conversation between child and senior leader
Causing significant deliberate damage to the school building or resources	<u>For persistent behaviour:</u> Discussion between class teacher, behaviour mentor, SENDCo, Pastoral Assistant to determine future strategies – review behaviour plan, create pastoral support plan (parental involvement)
Leaving the school site	Consider reduced timetable
Verbal abuse towards a staff member	Boxall profile Strengths and difficulties questionnaire
Bringing a dangerous object to school	Engage ELSA support Referral to Inclusion panel
Illegal behaviour	Incident logged on Arbor
	Immediate Proportionate Fixed Term Exclusion for serious incident
	Permanent Exclusion



**REFLECTION SHEET**

Student's name \_\_\_\_\_ Class \_\_\_\_\_

Session \_\_\_\_\_ Date \_\_\_\_\_

WHAT HAPPENED?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHICH RULES WERE BROKEN?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHAT COULD YOU HAVE DONE DIFFERENTLY?

\_\_\_\_\_  
\_\_\_\_\_

WHAT I THINK I SHOULD DO TO MAKE THINGS RIGHT

\_\_\_\_\_  
\_\_\_\_\_

ANYTHING ELSE YOU WANT TO SHARE?

\_\_\_\_\_  
\_\_\_\_\_

ADULT COMMENT

\_\_\_\_\_  
\_\_\_\_\_

FOLLOW UP ACTION REQUIRED

I have recorded the incident on Arbor

I will/ email / phone parent/carers

Adult Name and Signature: \_\_\_\_\_

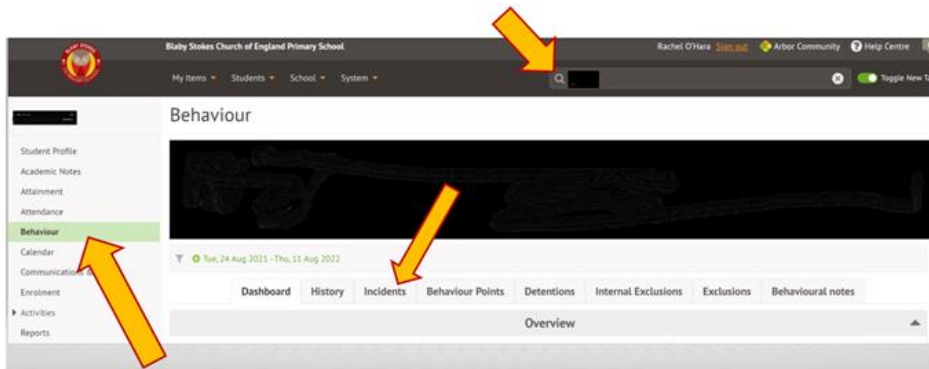
**RETURN TO CLASS TEACHER OR BEHAVIOUR MENTOR ONCE COMPLETED**

## Appendix 2

### Recording Incidents on Arbor

When recording behaviour please follow these steps

- Log into Arbor and type the pupil's name into the search bar

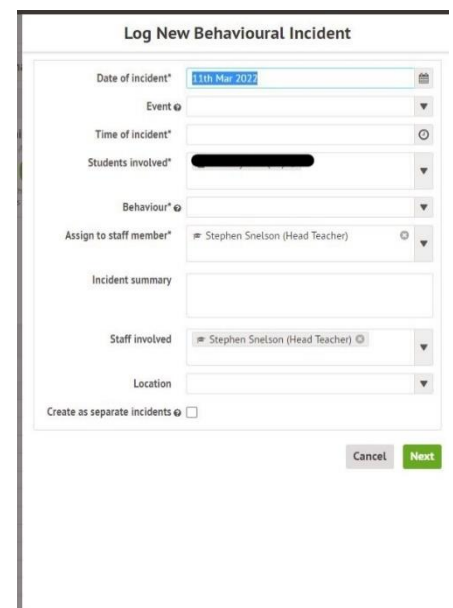


- Click on the **Behaviour** tab on the left-hand side
- From the horizontal list of options click on **Incidents**
- Click on the **+Add** button (bottom right-hand side)

A new screen will appear on the right-hand side

Complete all sections

- Include other students where appropriate
- Choose behaviour description/category from the drop-down menu
- Assign to Class Teacher, Behaviour Mentor or Senior Leader
- Summarise incident
- Click next





## **Appendix 3: Model Behaviour Letters**

### **Text for email notifying parent/carer of behaviour**

#### **(Class teachers should send this email if a child moves to level 2)**

Dear \_\_\_\_\_,

In line with our school behaviour policy, I am writing to inform you that your child's behaviour has fallen below the high expectations we have at Blaby Stokes CE Primary School.

[insert brief description of behaviour here]

[insert the consequences given to the child]

Any future behaviour incidents will be noted and monitored. We will review the provision made in school and continue to work in partnership with you and your child to support them to make the right choices.

Thank you for your continued support.

### **Text for email notifying parent/carer of behaviour**

#### **(Behaviour Mentor should send this email if a child moves to level 3)**

Dear \_\_\_\_\_,

In line with our school behaviour policy, I am writing to notify you that \_\_\_\_\_ behaviour today has fallen below our expectations.

As a result of this incident, I have had a conversation with \_\_\_\_\_ to discuss their behaviour.

[insert brief description of behaviour here]

[insert the consequences given to the child]

This level of behaviour cannot be managed within our whole school system; \_\_\_\_\_ will be issued with an Individual Behaviour Plan which will be shared with you in due course to support them in future at school.

The school will complete a strengths and difficulties questionnaire and a Boxall profile assessment to identify areas of their behaviour that require further support. We will also be making a referral to the Local Authority Inclusion Panel for specialist support.

Any future behaviour incidents will be noted and monitored. We will review the provision made in school and continue to work in partnership with you and your child to support them to make the right choices.

Thank you for your continued support.

## Appendix 4 Target Card (example)

Blaby Stokes SE Primary School		Target Card			
<p>For I know the plans I have for you”, declares the Lord.            “Plans to prosper you and not to harm you. Plans to give            you hope and a future</p>					
Date:					
Targets:	M	T	W	T	F
<p>1) <b>Waiting to enter the school building</b> - standing            patiently for the doors to open.</p>					
<p>2) <b>Instead of spitting, I will:</b> use a tissue, put it in the bin            or toilet and wash my hands.</p>					
<p>3) <b>I will use my timer</b> so that I put my equipment away            when told/asked to.</p>					
Assembly					
Session 1					
Break					
Session 2					
Lunchtime					
Session 3					
Session 4					

## Appendix 5 Daily Overview (example)

Name:

Date:



### Comments

<b>Lesson 1</b>	
Comply with instructions	
Complete learning tasks	
Accept help or work independently	
Use appropriate language	
<b>Break</b>	
Comply with instructions	
Use appropriate language	
<b>Lesson 2</b>	
Comply with instructions	
Complete learning tasks	
Accept help or work independently	
Use appropriate language	
<b>Lunch</b>	
Comply with instructions	
Use appropriate language	
<b>Lesson 3</b>	
Comply with instructions	
Complete learning tasks	
Accept help or work independently	
Use appropriate language	
<b>Break</b>	
Comply with instructions	
Use appropriate language	
<b>Lesson 4</b>	
Comply with instructions	
Complete learning tasks	
Accept help or work independently	
Use appropriate language	


Completed by

## Appendix 6 – Individual Behaviour Plan proforma

Situations I may find difficult	Behaviour I might display
<p>Entering the classroom:</p> <ul style="list-style-type: none"> <li>• At the beginning of the school day</li> <li>• After break time or lunch time</li> </ul> <p>Sitting in the classroom:</p> <ul style="list-style-type: none"> <li>• Listening for long periods of time</li> <li>• Staying seated on my chair</li> </ul> <p>Following adult instructions:</p> <ul style="list-style-type: none"> <li>• To follow school rules</li> <li>• To start/stop doing something</li> </ul> <p>Engaging in learning</p> <p>People saying unkind things to me</p>	<p>Refusal to enter</p> <ul style="list-style-type: none"> <li>• Taking myself away to another area</li> <li>• Hiding</li> <li>• Not making verbal responses</li> <li>• Shouting at staff</li> </ul> <p>Leaving the room</p> <ul style="list-style-type: none"> <li>• Walking around the indoor environment at will</li> <li>• Walking around the outdoor environment at will</li> </ul> <p>Running away from adults</p> <p>Attempting to leave the school site</p> <p>Becoming fixated on other children who I feel violated by</p>
Strategies to help me avoid difficult situations	How you can help me manage my behaviour
<p>Let me come in earlier/later</p> <p>Let me work in a different area</p> <p>Give me a countdown/timer so that I can prepare</p> <p>Break tasks down for me – now and next</p> <p>Give me choices</p> <p>Help me build relationships with people – different break time with a small group</p>	<p>Use a calm voice</p> <p>Reassure me that I am safe</p> <p>Use the language of emotional coaching</p> <p>Give me clear boundaries – tell me what I need to do</p> <p>Limit the number of words you use</p> <p>Keep me in sight so I know you are there</p> <p>Use Team teach strategies if I am not safe</p> <p>Call my parents/carers</p> <p>Arrange for me to go home for lunch</p>

Appendix 7 – Pastoral Support Plan

PASTORAL SUPPORT PLAN

WEEK COMMENCING:

Name of pupil		Date of Birth	
Class		Year Group	
Date of meeting			
ATTENDING:			

Areas of concern
•

Support already in place
•

TARGET 1	
•	
TARGET 2	
•	
TARGET 3	
•	

ADDITIONAL ACTIONS TO BE TAKEN	When	By whom?

Future Meetings:	
AGREED BY	Signature
Parent –	
Blaby Stokes -	

\*Please attach current Individual Behaviour Plan

## Appendix 8 – Model Suspension Letter

Dear (Name of Parent/Guardian)

### Re: (Name of Pupil Fixed Term Exclusion)

I am writing to inform you of my decision to suspend <pupil name> for a fixed period of <specify period>, beginning on <date> and ending on <date>. This means that <pupil name> will not be allowed in school for this period.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend has not been taken lightly. <pupil name> has been suspended for this fixed period because of <reason for exclusion>.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension unless there is reasonable justification for this. Failure to comply with this duty without reasonable justification may result in a penalty notice from the local authority.

We will set work for <pupil name> to be completed during the suspension period. <Detail arrangements for this>. Please ensure that this work is completed and returned.

You have the right to make representations about this decision to the Pupil Discipline Committee. If you wish to make representations please contact Jane Peberdy, Chair of Governors via the school office, as soon as possible. Whilst the Committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

If you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal, Special Educational Needs and Disability Tribunal (SENDIST). Please visit <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> for further details.

You and your child are requested to attend a reintegration meeting with <member of staff name> on <date> at <time>. The purpose of the reintegration meeting is to discuss how best your child's return to school can be managed.

There are several organisations that provide free information, support and advice to parents on matters of suspension and exclusion including:

Coram Children's Legal Centre can be contacted on 0345 345 4345 or through [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

ACE Education advice line can be contacted on 0300 0115 142 or through [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

Leicestershire County Council - contact: Steph Carter Information and Support Co-ordinator Children Missing Education (CME) Inclusion Service Leicestershire County Council Tel no: 0116 3052071 Email: [inclusionpupilsupport@leics.gov.uk](mailto:inclusionpupilsupport@leics.gov.uk) Website:

<https://www.leicestershire.gov.uk/education-and-children/schoolscolleges-and-academies/inclusion-service>

Yours sincerely

Headteacher

cc Clerk to the LGB