



# CHAILEY SCHOOL

## Rewards and Behaviour Policy

Date of Governing Body's Approval:

December 2020

Chair of Governors:

A handwritten signature in black ink, appearing to read 'Judith Myles', is written over a horizontal line.

Head Teacher:

A handwritten signature in black ink, appearing to read 'Adele Key', is written over a horizontal line.

Date Due for Review:

December 2023 (3 yearly review)

*Updated May 2020 to include section 12 & 13 on alternative provision.*

*Updated Sept 2020 to include COVID-19 Return to School*

## Chailey School Behaviour Policy

(This should be read in conjunction with the Ant-Bullying Policy, Attendance Policy and Physical Restraint Policy)

### Purpose:

- to promote self-discipline and appropriate regard for authority
- to encourage good behaviour and respect for others
- to prevent bullying
- to engender a climate conducive to effective learning

### **1. Classroom Management Strategies and Sanction Process**

All students have the right to learn and teachers the right to teach.

Classroom teachers should

- ensure there is a seating plan which can be adapted when necessary
- establish a positive climate by greeting students as they enter, check uniform and insist that students have appropriate equipment placed on the desk as required
- encourage active participation from every student
- record as agreed any lack of punctuality
- reiterate the 5 rules as and when appropriate
- ensure students leave calmly and in correct uniform
- implement the school rewards and sanctions procedures consistently and in line with school policy

### **2. Rewards and Sanctions Procedures**

#### **Pro social behaviour**

At Chailey School we believe that the most effective way to manage behaviour is through prevention rather than cure. We endeavour to create and uphold a school culture that promotes and celebrates pro social behaviour, in order that we reinforce in our students the skills and moral compass required to be successful in school and their communities at large.

Personal development and the correct work ethic are considered to be key in achieving overall success at Chailey School. We aim to develop kind, caring, empathetic, inclusive and hardworking students who are accountable for their own choices and behaviours and who understand the impact that their choices have on themselves and importantly, others in their community.

Pro social behaviour is promoted and celebrated every day at Chailey School through the following means;

Staff modelling – all teaching and support staff have received training on the importance of modelling positive behaviour to create the desired culture.

Normative messaging – all teaching and support staff have received training on the importance of normative messaging. If you ignore it you condone it. Students are challenged regarding anti-social behaviour and encouraged to consider the alternative pro social actions. Consistent normative messaging assists in moulding student behaviour choices.

Rewards – Chailey School has a clear system from which achievement points can be awarded by all staff in school. Points can be awarded for a variety of reasons including displaying pro social behaviours such as active engagement in an inter-form activity, help or participation at a school event, a kind act around school or raising money for a charity. Full details of the rewards system can be seen in Appendix 2

Keys to Success – this is an awards scheme run by Mrs Key (Headteacher). Students can earn a key for achievement in any of the following 6 areas; Engaging with opportunities, Cooperating and collaborating, Being kind and respectful, working hard and being resilient, Caring for our communities and Participating responsibly. Students are challenged to achieve all 6 keys during their time at Chailey. Keys can be awarded for achievements both in and outside of school.

Assemblies – pre planned topics are timetabled throughout the academic year, with each year group receiving an assembly once a week. Many of these topics focus on the importance of community, culture and standards and as such reinforce the pro social behaviour message. Examples of such assembly topics are; Culture, climate and ethos, Identity/belonging to a year group, Building independence and resilience, Teamwork, Kindness, Re-enforcing year group identity, International Day Against Homophobia/Transphobia and Celebrating Success.

Tutor time programme – each year group has a weekly programme to follow which supports the pro social behaviour message through the following sessions; Peer mentoring, kindness, charity projects and discussion relating to the assembly topic (this is relevant when the assembly relates to the need for pro social behaviour).

Mentoring – all students receive a minimum of 2 mentoring sessions per academic year with their tutor. Mentoring focuses on all aspects of school and home life to ensure that the student is happy and healthy in both environments. Discussions will be had regarding progress in school both behaviourally and academically.

Communication home – Edulink notifications are automatically sent home for both rewards and sanctions. This allows positive reinforcement from parents/carers when students achieve in school as well as communicating identified undesirable behaviours and the strategies for affecting these moving forward.

Unfortunately, despite our best efforts to promote pro social behaviour and prevent undesirable behaviour choices, some students on some occasions are unable to meet expectations. As such it is necessary to have a clear policy and system for addressing these behaviours.

Verbal warnings will suffice to counter most disruption/interruption of a lesson but there is a small minority for whom more is needed. The rewards and sanctions protocols are attached as appendix 2.

## **Behaviour**

### **Classroom Management Strategies and Sanction Process**

All staff are expected to abide by key BFL principles which boil down to students having the right to learn and teachers the right to teach.

Classroom teachers should

- ensure there is a seating plan which can be adapted when necessary

- establish a positive climate by greeting students as they enter, check uniform and insist that students have appropriate equipment placed on the desk as required
- encourage active participation from every student
- record as agreed any lack of punctuality
- reiterate the 5 rules as and when appropriate
- ensure students leave calmly and in correct uniform

### Sanctions Process

Verbal warnings will suffice to counter most disruption or lack of engagement in a lesson, resulting in S1 or S2's being issued, but there is a small minority for whom more is needed. In these cases, staff will follow the school behaviour sanction system (attached) and issue an S3 or above as appropriate.

All details of misbehaviour and the actions taken by staff must be recorded on EduLink and for sanctions of S3 or above, a restorative meeting with the student(s) and home contact must be made within 36hrs, where reasonably possible.

If a student is guilty of repeated behaviours, a more serious sanction will be imposed as per the behaviour sanction system.

If no improvement in behaviour is evident, a parental meeting will be requested by FTL/KSD or SLT to discuss future conduct and any of the measures below may be introduced.

- Placed on FTL/KSD OR SLT virtual report
- Alternative provision considered (reduced timetable/work placement/The Study)
- Consult ESBAS
- Writing of an ANP

### Out of Class Protocols/Misdemeanours

All students are required to behave within the school's cultural expectations, including during unstructured time in-between lessons. This includes low-level misdemeanours such as incorrect uniform, lack of punctuality and anti-social behaviour. Staff are obliged to challenge students when these misdemeanours are committed and record them on EduLink as appropriate.

### Breaks and Lunchtimes:

All students are required to behave within the school's cultural expectations during break and lunchtimes. This includes low-level misdemeanours such as incorrect uniform, lack of punctuality and anti-social behaviour. Staff are obliged to challenge students when these misdemeanours are committed and record them on EduLink as appropriate.

Any student who wilfully, does not comply with instructions from staff will be issued an S3 after school detention for defiance. This must be recorded on Edulink and home contact made by the staff member within 36hrs where reasonably possible. A restorative meeting should also be organised.

More serious behaviours will be sanctioned according to the school behaviour sanction system.

#### Use of mobile phone:

All mobile phones should be turned off and put of sight before entering the school gates. They may only be removed and turned on in two instances (1) With permission from a staff member or (2) After the bell for the end of the school day.

- If a phone is being used without permission, it is to be impounded in the front office safe and a text will be sent to parents to inform them. The parent is then required to collect from school at their convenience.
- If the above becomes a persistent problem, parent/carer will be contacted and the phone is either to be handed in at start of day and collected at end of day or retained at home by parent.

#### Smoking:

Any student found smoking/with smokers/in possession of smoking paraphernalia will be issued an S3 after school detention via EduLink.

If there are repeat offences, S3 after school detentions will continue to be issued and a parental meeting requested. If a student receives 3 x S3 detentions in a term an S4 Isolation will be issued.

The staff member who witnesses the incidents is responsible for recording on EduLink.

#### Buses:

Chailey adopts a zero-tolerance approach. Any student reported for anti-social behaviour or for safety reasons on the buses will issued a one week ban. Should students be reported for a second time a ban for the remainder of the school year will be issued. Further sanction may also be issued in accordance with section 5.8 of this policy.

Bus Prefects are responsible for letting KSDs/SSMs and SLT know where there are problems.

#### Punctuality

To make the administration of this easy, subject staff will record student lateness directly onto EduLink. Student punctuality will be monitored across each term and action will be taken via detentions or punctuality reports for persistent offenders.

#### Tutor Time

All students have to be at tutor time as it is a legal requirement re second registration.

If a student refuses to attend then the student is placed in an S2 misdemeanour detention...

- Repeat offence – S3 after school detention.
- 3<sup>rd</sup> offence – isolation
- 4<sup>th</sup> offence – Internal exclusion

The sanctions will be carried out as per the behaviour sanction system.

#### The School Site

Students found beyond the school site in school hours will be issued an S3 and afterschool detention, this may however be dependent upon circumstance. In all cases, given the potential compromise of safety, parents will be informed.

Any damage considered wilfully done to the fabric of the school site will be judged on a case by case basis. Students will be punished in accordance with the school's behaviour system and the level of sanction will depend on the severity of the damage. Students will be asked to pay recompense.

### Fighting

Violence of any kind is not tolerated at Chailey School. The nature of the punishment is contingent on investigation but will be in keeping with the behaviour sanction system. Sanctions may be as serious as a fixed term exclusion or permanent exclusion, dependent on the severity of the incident. Parents will be involved and may be asked to collect if it is proved on the balance of probability at the least, that he or she instigated the violence or has been disproportionate in response.

The school may report any incident to the police. Parents/carers also have the right to do so if they so wish.

### Possession of Inappropriate Objects/offensive weapons

Any student found in possession of any inappropriate object (e.g. laser pens) will have it impounded and parents will be contacted to collect. In extreme circumstances, the police will be informed and asked to confiscate.

Possession of offensive weapons will not be tolerated in school. Students found in possession of an offensive weapon will have the weapon confiscated and impounded, be collected themselves by a parent/carer and the police will be informed. The sanction imposed will be dependent on an investigation into the facts of each individual case and will be in keeping with the school's behaviour policy, however a permanent exclusion from school is possible.

### Detentions

S3 after school detentions will run Monday, Wednesday, Thursday and Friday from 3.00pm – 3.30pm.

An additional S3 SLT detention will run from 3.00pm – 4.00pm every Tuesday for Anti social behaviour in the new school building.

Students will be afforded two opportunities to attend the detention issued before the sanction escalates.

## **3. Recording of Behavioural Incidents**

Staff should record any incident on Edulink to ensure there is a permanent record and that parents/carers are informed.

## **4. Use of On-Call Support**

On Call support is intended to support all colleagues as part of our behaviour management procedures. To operate effectively, it must be used appropriately. It should only be used when a real crisis arises, which is defined as when:

- A student poses a real threat to the safety of themselves or others

- A student's behaviour persistently and genuinely prevents teaching and learning from taking place
- After all other reasonable strategies to manage the behaviour within the lesson and the department have failed including faculty parking
- To help to ensure a student is faculty parked

How to access On Call Support:

- Email [oncall@chaileyschool.org](mailto:oncall@chaileyschool.org) with room and name of student
- In the event that email is not available send a responsible student to the front office with the information

Use of Student Mobile Phones, Smart Watches and other Smart Devices

Chailey School operates a 'Bring Your Own Device' scheme to support and enhance student learning. Smart devices may only be used for learning under the direct supervision of a member of staff. Once on school site all mobile devices must be switched off and not used until after the end of the formal school day. They should not be seen by a member of staff unless they are being used for learning, under the instruction of a member of staff. Any student found with a mobile phone or other smart device will have the phone confiscated. A telephone call will be made to parents/ carers who will be required to collect the phone or other device from reception. In the meantime, the phone will be stored securely in a school safe.

**5. Out of Class Protocols/Procedures**

**5.2 Breaks and Lunchtimes**

The school rewards and sanctions procedures cover break and lunchtimes.

Repetitious wilful refusal to co-operate over basic expectations (i.e. doing as asked) could result in isolation at the least or, at worst, exclusion.

**5.3 Smoking**

Any student found smoking/with smokers/in possession of smoking paraphernalia will serve two lunchtime detentions. Parents will be informed.

If there is a repeat offence - lunchtime detention for a week and parents invited in.

Whoever issues the detentions must record on Edulink.

In chronic cases, SMS/Smoking cessation advice to be sought and student to be in isolation.

**5.4 Illegal Drugs (see also Substance Misuse Policy)**

Chailey School will not condone drugs being brought into school, used in school or the dealing of legal or illegal drugs. Students found to be in possession of drugs, dealing drugs or condoning the use of drugs by being present with students using or dealing drugs will be appropriately sanctioned. The sanctions may be as serious as permanent or fixed term exclusions. The school may report the incident to the police.

**5.5 Buses**

Any student reported as being a threat to safety on the bus will be warned once and parents contacted that if there is a repetition then he/she will be removed for a week or more depending on the severity

Bus Prefects are responsible for letting KSDs/SSMs and SLT know where there are problems.

### **5.6 Tutor Time**

All students have to be at tutor time as it is a legal requirement for second registration.

The school rewards and sanctions procedures should be adhered to.

### **5.7 The School Site**

Students found beyond the school site in school hours will be dealt with as appropriate depending upon circumstance. However, given the potential compromise of safety, parents will be informed. Any damage considered wilfully done to the fabric of the school site will be judged on a case by case basis. Students will be punished according to the severity of the damage and be asked to pay recompense.

### **5.8 Outside of school hours**

If students are reported for anti-social behaviour of any kind in the local communities, this may be used by the school as grounds for appropriate sanction. Bringing the school into disrepute and subsequently damaging the reputation of the school will not be tolerated. This applies regardless of whether the student is wearing Chailey uniform or not.

In such cases, parents will be invited to meet with senior staff to discuss the incident and the sanction issued.

### **5.9 Sharing nudes and semi nudes**

If a student is reported to have been involved in the taking, receiving or sharing of nude or semi-nude images, Chailey School will refer to the following guidance for Schools from Gov.uk.

[https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people?utm\\_source=Thinkuknow&utm\\_campaign=c96a649dde-TUK\\_GLOBAL\\_12\\_11\\_20&utm\\_medium=email&utm\\_term=0\\_0b54505554-c96a649dde-64582305](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people?utm_source=Thinkuknow&utm_campaign=c96a649dde-TUK_GLOBAL_12_11_20&utm_medium=email&utm_term=0_0b54505554-c96a649dde-64582305)

## **6. Possession of Inappropriate Objects**

Any student found in possession of any inappropriate object, or objects which may be used as weapons, will have it confiscated and parents will be contacted to collect it. In extreme circumstances, the police will be informed and asked to confiscate.

## **7. Power to Search**

Staff can search students with their consent for any item

School does not require written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets, or to look in the student's bag or locker and for the student to agree.

If a student refuses to comply where the teacher suspects the student is in possession of a banned item, appropriate disciplinary action should be taken.

It is good practice for a second member of staff to be present.

## **8. Searching without Consent**

**What can be searched for? The law says:**



- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the school rules

#### **Who can search?**

- The Head Teacher or any member of staff authorised by the Head Teacher
- Two members of staff should be present at a search wherever possible
- The search must be undertaken by a staff member who is the same sex as the student; and
- Where possible, the search should take place out of public view

#### **Establishing grounds for a search**

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting a student may have in his or her possession a prohibited item. It is good practice for two members of staff to be present

**If a search is conducted without consent a written report should be completed outlining details including date, reason, which staff were present and how the search was conducted. The report will be given to the Head Teacher.**

### **9. Investigation of Serious Incidents**

The leadership of investigating serious incidents will be conducted by a Key Stage Director or member of the Senior Leadership Team. Statements should be collated from victims, witnesses and the student being investigated. The following guidelines should be closely adhered to:

- Where possible the student will be separated from peers
- Avoid pre-judging the outcome
- Any comments/questions should be focused on what has been reported
- Serious incidents include violence, bullying, theft, smoking, drugs and vandalism and racism and hate incidents should be investigated and dealt with by ELT/SLT. Incidents of racism should be dealt with
- A written report must be completed by the student, or where assistance is needed, colleagues may write the report, which should then be read back to the student and written confirmation of the accuracy of the content signed and dated by the student.
- Where possible signed and dated witness statements should be completed.
- Serious accusations against colleagues should be reported immediately to the Head Teacher, a member of the SLT or the Designated Safeguarding Lead (DSL)
- Any Child Protection issues should be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL
- It must be a priority to conclude questioning and have written reports on the day of the incident prior to the student(s) being sent home
- As appropriate, parents should be contacted
- By the end of the following day, the final outcome and action must be agreed and carried out. However, if additional information and evidence is required, then interim measures may be set in place e.g. Isolation or a fixed period of exclusion, while further investigation occurs

### **10. Fixed Term Exclusions**

- A fixed term exclusion can be given for up to 45 days in one academic year. Only the Head Teacher, or a Deputy acting on her authority, may exclude a student
- Work must be set for the period of exclusion and the Student Support Manager will ensure this is collected from subject staff and communicated home to the student and their parent
- Parents will be requested to attend an interview on the student's return from a fixed term exclusion with a member of SLT
- An Additional Needs Plan may be established during the review meeting

### **11. Permanent Exclusion**

- Only the Head Teacher, or a Deputy acting on her authority, may permanently exclude a student.

The following list, which is not exhaustive, outlines the behaviours which could result in permanent exclusion:

- Racial harassment
- Sexual harassment
- Bullying and intimidation
- Possession of illegal substances
- Selling illegal substances
- Possession of articles which could be used as offensive weapons
- Theft of student or school property
- Malicious damage to school property
- Conduct which brings the good name of the school into disrepute when travelling to and from school in uniform, or whilst representing the school in sporting events or as a member of a school party
- Persistent misbehaviour which over a period of time is disruptive to good order in the school and has a detrimental effect on the learning of other students
- Violent behaviour towards any member of the school

### **12. Alternative Educational Provision**

- Alternative provision can be sought and used by the school when additional support is required to affect change in a students' behaviour.
- Referral for support through an alternative provision provider is a proactive measure used in an attempt to avoid a permanent exclusion or to divert a student from a pathway to permanent exclusion.
- Referral to an alternative provision provider is not the same as an exclusion, it is a supportive measure used to try and avoid exclusions.
- The Headteacher or, any member of the senior leadership team in discussion with the Headteacher can make the decision to refer for support through an alternative provision.
- Parental consent is not required for a referral to be made. However, any such referral will always be communicated with parents/carers prior to submission.
- Should a parent/carer refuse to consent to their child attending an alternative provision, the Headteacher or any member of the senior leadership team has the power to redirect the students' education to the selected provision. Any such direction will be communicated to the parents/carers formally via letter.

The Education Act 2002 states the following in relation to the use of Alternative Provision.

### **29A - Power of governing body in England: educational provision for improving behaviour**

(1) The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.

(2) In subsection (1) “maintained school” does not include a maintained nursery school.

(3) Regulations must make provision—

(a) requiring prescribed persons to be given prescribed information relating to the imposition of any requirement under subsection (1), and

(b) requiring the governing body of the school to keep under review the imposition of any such requirement.

- In relation to the above, it is accepted that while the schools governing body has the power to refer a student for alternative provision, the power to do so in all cases is delegated to the headteacher and the senior leadership team.

### **13. Communication about Exclusions/Alternative Provision**

In the event of a student being excluded from school for a fixed term period or permanently, or where a referral for alternative provision has been made, communication will be through a member of the Senior Leadership or Extended Leadership Team.

#### **Appendices:**

- 1. Rewards and behaviour system overview**
- 2. Additional behaviour expectations during Covid-19 pandemic (for Year 10 return to school)**
- 3. (a&b) Student & staff behaviour expectations powerpoint (for Year 10 return to school)**
- 4. Additional behaviour expectations during Covid-19 (Return for all year groups Sep 20)**
- 5. Changes to Reward & behaviour/sanction system during Covid-19 (Return for all year groups Sep 20)**
- 6. ANP document**

## Appendix 1

## Behaviour and Rewards Summary

**Please refer to Appendix 2 of the Full Staff Handbook saved in the staff shared drive for a comprehensive summary of the new behaviour protocols**

### Rewards system overview

<p><b>R1</b></p>	<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>• Motivated &amp; engaged in lessons</li> <li>• Good contribution in class (classwork, effort and attitude, engagement and participation)</li> <li>• Good presentation</li> <li>• Homework completed on time</li> </ul> <p><b>Out of lessons</b></p> <ul style="list-style-type: none"> <li>• Kind act around school</li> <li>• Pro Social behaviour</li> <li>• Resilience</li> </ul>
<p><b>R2</b></p>	<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>• Motivated &amp; engaged in lessons</li> <li>• Outstanding contribution in class (classwork, effort and attitude, engagement and participation)</li> <li>• Consistently good presentation</li> <li>• Good homework</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• 100% attendance in one week</li> <li>• Attending intervention</li> <li>• Attending PE club</li> </ul> <p><b>Active Participation</b></p> <ul style="list-style-type: none"> <li>• Active engagement in an inter-form activity</li> <li>• Help or participation at a school event</li> <li>• Engaging with opportunities</li> </ul>
<p><b>R3</b></p>	<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>• Motivated &amp; engaged in lessons</li> <li>• Consistent outstanding contribution to own learning over time</li> <li>• Outstanding level of homework</li> <li>• Extra independent home learning</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• 96% + attendance in one half term</li> <li>• Attendance at a PE fixture</li> </ul> <p><b>Active Participation</b></p> <ul style="list-style-type: none"> <li>• Taking active role in assembly</li> <li>• Help or participation at a school event</li> <li>• Hegarty Hero</li> <li>• Exam performance</li> <li>• Yr7&amp;8 WISPA nomination</li> </ul>
<p><b>R4</b></p>	<p><b>Active Participation</b></p> <ul style="list-style-type: none"> <li>• Raising money for charity</li> <li>• Service to the school over time</li> </ul>

<b>R5</b>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• 100% attendance in one half term</li> </ul> <p><b>Effort and Attitude</b></p> <ul style="list-style-type: none"> <li>• Break with the Head invite</li> <li>• Head Teacher student of the week</li> <li>• Artist of the week</li> </ul>
<b>R6</b>	<p><b>Lessons</b></p> <ul style="list-style-type: none"> <li>• Sustained positive effort over a unit of work</li> </ul> <p><b>Effort and Attitude</b></p> <ul style="list-style-type: none"> <li>• Progress Report with all ATL's of 1 and 2</li> </ul> <p><b>Active Participation</b></p> <ul style="list-style-type: none"> <li>• Chailey Award received at any level</li> </ul> <p><b>Effort and Attitude</b></p> <ul style="list-style-type: none"> <li>• Annual award</li> <li>• Head Teacher Key to Success Award</li> </ul>

Staff will reward students with Achievement points for meeting any of the criteria below. Achievement points are recorded on Edulink under the Achievement tab on the owner's homepage.

The students in the top 10% of the year for rewards in each large term (3 times per year) will be placed into a raffle for 3x 10 vouchers.

The top 30 students in terms of rewards at the end of each academic year will be invited on a special school trip.

## Behaviour System overview

### Layers

**S1** – Classroom warning.

**S2** - Final Classroom warning.

**S3** – 5 minute reflection outside classroom & 30min after school detention.

**S4** – Removal to Faculty Parking, next lesson Supported Study with SLT & 1hr after school detention

**S5** – Internal exclusion in exclusion room (1, 2 or 3 day)

**S6** – Fixed term exclusion and/or alternative provision unit (agreed mid – long term stay)

Code	Behaviour type	Action Taken	Next steps
S1	Covid Breach Disruption/lack of engagement Lateness Uniform Poor presentation of work Failure to complete classwork Late homework Lack of equipment Less than 2 bedrock completed	First verbal warning	Record on EduLink
S2	Continued disruption/lack of engagement Lack of uniform Anti-social behaviour Repeated poor presentation of work Repeated lateness Failure to attend intervention	Final verbal warning	Record on EduLink
S3	<b><i>Persistent disruption/lack of engagement</i></b>  Covid Breach Use of mobile in school Inappropriate language Inappropriate behaviour 3xS2 in a week Smoking/vaping Defiance Off site	<b><i>5 min reflection outside classroom &amp; S3 detention (after school)</i></b>  <b>or</b>  S3 detention (after school)	Teacher records incident on Edulink and informs student of S3 detention  Home contact to be made by teacher within 36 hrs  Restorative meeting set before next lesson (or within 36hrs).

<p><b>S3 (SLT)</b></p>	<p>Failed 1<sup>st</sup> attempt to attend S3 detention Rolled skirt Unkind behaviour Persistent untucked shirt Hate comments Persistent poor punctuality Persistent late HW Persistent failure to complete HW Failed Yr11 Intervention</p> <p><b>Anti-social behaviour inc. Chewing gum/vandalism Failed 2xS3 detention Disrupted S3 detention Truantiing</b></p>	<p><b>SLT S3 detention</b></p>	
<p>S4</p>	<p>Inappropriate behaviour in class Walked out of lesson</p> <p><b>Refusal or disruption of faculty parking</b></p>	<p>On call removes to Faculty Parking room, S4 1 lesson Supported Study and 30 min after school detention</p> <p><b>On call removal from Faculty Parking, S4 1 lesson Supported Study and 1hr SLT after school detention</b></p>	<p>Teacher records incident on Edulink</p> <p>Teacher informs KSD/SSM of details</p> <p>KSD/SSM informs student of sanctions</p> <p>Home contact made by KSD/SLT before sanctions commence</p> <p>Restorative meeting set with student within 36hrs.</p>
<p>S5</p>	<p>Filming misconduct in school Inappropriate language towards staff Aggressive behaviour (verbal or physical) Fighting Bullying Racism/hate crime Serious vandalism Serious behaviour Disruption in SLT 1 lesson supported study</p>	<p>1 - 3 Day internal exclusion with alternative provision mentoring/support</p>	<p>Teacher informs KSD/SSM of details</p> <p>SLT/KSD records incident on Edulink</p> <p>SLT/KSD informs student of sanction</p> <p>Home contact made by SLT/KSD before sanctions commence</p> <p>Restorative meeting set with student within 36hrs.</p>

S6	Disruption in S5 internal exclusion 3 x S5 internal exclusion in one term. Serious behaviour	Fixed term exclusion (1-5 days) and/or Fixed term period in ALTERNATIVE PROVISION and/or Adapted/personalised timetable	SLT records incident on Edulink  Home contact made by SLT before FTE commences <b>or</b> to arrange meeting to discuss alternative provision support  Restorative meeting set with student within 36hrs.
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**Note:** Use of mobile phones in school remains prohibited. If seen please confiscate and deliver to main office staff member who will place in the school safe and contact parents to request collection.

## **Appendix 2 Additional behaviour expectations during Covid-19 pandemic (for Year 10 return)**

*The following information has been added as an appendix to the behaviour policy in response to the Covid-19 pandemic and the imminent return of **Year 10 students into school from 15 June 2020.***

*The contents of this appendix will only apply while social distancing in schools is being advised.*

All students returning to Chailey School will be expected to adhere to the following additional expectations while on site.

- Maintain 2 metres distance from other students and adults at all times
- Work within their designated Pod and at their designated work station only
- Do not touch other students or staff's belongings
- Wash hands for 20 seconds or sanitise hands when requested
- When coughing or sneezing, do so into the crease of the elbow or a tissue.
- Place any used tissues into the grey bins provided immediately.

These expectations are non-negotiable and will be enforced at all times. If a student fails to behave within these expectations, the following procedure will be followed;

- The student will be isolated away from other students and staff.
- A member of staff will engage the student in a social narrative to ensure they understand the reason behind their removal and the necessity of the expectations that in place.
- A parent/carer will be contacted.
- If a student wilfully continues to ignore expectations, collection from school will be requested.

The expectations are in place to ensure the safety of all students and staff in school by eliminating/reducing the spread of the virus.

We appreciate your support and cooperation at this difficult time.



**Appendix 3a**      Student Behaviour Expectations (for return to school)

## Behaviour expectations - Reboot

Message from Head Teacher

### Welcome back!!

- It is great to be here with you all, BUT it is important that we all recognise and understand that the pandemic is not over
- Things are likely to be different for some time yet and we have to make some adjustments accordingly
- We are all responsible

### Behaviour is the foundation of everything!

- You cannot have a good school without good behaviour
- You cannot have a safe school without safe behaviour
- This has always been important, but it has never been more important than it is right now

### Be considerate, be kind.

- This has been a difficult time for everyone, for you & your families but also for staff & theirs.
- There is likely to be a lot of anxiety still, be mindful of this. What can you do to reduce this for others?
- We are not assuming that anyone is returning to us traumatised, but equally we are not assuming that they are fine. Nor should you.

### What things may have changed?

- Loss of good habits – either fully or partially. Habits form as a result of the routines in school and these have been absent
- Increased anxiety
- Both of the above may also apply to staff. They have been dealing with the same issues you have
- Hygiene – we are all required to observe far higher standards of respiratory and tactile hygiene than before

### Behaviour expectations

**As before – nothing has been removed!**

- Be kind
- Be polite & respectful
- Be punctual
- Engage academically & socially
- Work hard – genuine effort.
- Take responsibility for your actions

### Additional expectations

- Maintain 2 metres distance from other students and adults at all times
- Work at your designated work station only
- Do not touch other students or staff's belongings
- Wash hands for 20 seconds or sanitise hands when requested
- When coughing or sneezing, do so into the crease of the elbow or a tissue.

### Additional expectations

- Do not use Coronavirus as a threat or to spread fear
- Abide by the temporary one way system for movement around school
- If you feel unwell at any time, report this to a member of staff immediately

**Potential sanctions**

- Staff will follow the school sanction system for all behaviours.
- The only exception will be for any students who *wilfully fail* to comply with any of the additional behaviour expectations specific to Covid-19. In this case students will be sent home.
- We simply cannot have any student endangering the health & well being of others.

**WE ARE NOT  
A TEAM  
BECAUSE WE  
WORK TOGETHER.  
WE ARE  
*a team because*  
WE RESPECT,  
*trust, and care*  
*for each other.*  
...**

## Appendix 3b Staff Behaviour Expectations (for return to school)



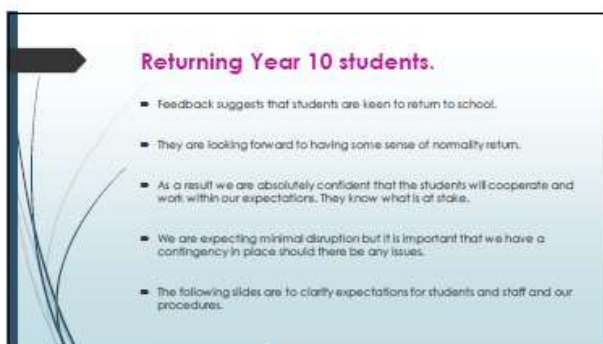
**Behaviour expectations - Reboot**

Staff responsibilities



**Welcome back!!**

- It's great to be here with you all, but it is important that we all recognise and understand that the pandemic is not over.
- We are all responsible for our own and our students' safety, so we absolutely need to be on top of behaviour
- It is important that we do not just tell the students how to behave, we must teach them how to behave
- We do this through modelling behaviour and our normative messaging



**Returning Year 10 students.**

- Feedback suggests that students are keen to return to school.
- They are looking forward to having some sense of normality return.
- As a result we are absolutely confident that the students will cooperate and work within our expectations. They know what is at stake.
- We are expecting minimal disruption but it is important that we have a contingency in place should there be any issues.
- The following slides are to clarify expectations for students and staff and our procedures.



**Behaviour is the foundation of everything!**

- We cannot have a good school without good behaviour
- We cannot have a safe school without safe behaviour
- This has always been important, but it has never been more important than it is right now

### What things may have changed?

- **Loss of good habits** – either fully or partially. Habits form as a result of the routines in school and these have been absent.  
*This applies to both staff and students*
- **Hygiene** – we are all required to observe far higher standards of respiratory and tactile hygiene than before.

### What can we do?

- **Lead by example** - Model the behaviour we wish to see. Be punctual, maintain social distancing and report breaches of expectations or poor behaviour.
- **Be proactive** – don't wait for poor behaviour to happen.
- **Be vigilant** - in demonstrating good hygiene practices.

### What things may have changed?

- We cannot assume that anyone is returning to us traumatised, but equally we cannot assume that they are fine either.
- There is likely to be a lot of anxiety still

### What can we do?

- **Be calm and be positive!** - Students need to see adults being positive, hopeful and in control of themselves – whether we feel it or not!!
- **Be supportive** - of the students but also of one another.

### Behaviour expectations for students

*As before – nothing has been removed!*

- Be kind
- Be polite & respectful
- Be punctual
- Engage academically & socially
- Work hard – genuine effort.
- Take responsibility for your actions
  
- Be mindful that their first day may have an understandable social element.

### Additional expectations for students

- Maintain 2 metres distance from other students and adults at all times
- Work at your designated work station only
- Do not touch other students' or staff's belongings
- Wash hands for 20 seconds or sanitise hands when requested
- When coughing or sneezing, do so into the crease of the elbow or a tissue and dispose of any used tissues in new grey lidded pedal bins provided.

**Lead by example – the same applies for us as staff**

### Additional expectations

- Do not use Coronavirus as a threat or to spread fear
- Abide by the temporary one way system for movement around school
- If you feel unwell at any time, report this to a member of staff immediately

### Staff – issuing potential sanctions

- Follow the school sanction system for all behaviours.
- The only exception will be for any students who **wilfully fail** to comply with any of the additional behaviour expectations specific to Covid-19.
- In these cases contact SLT immediately via email and students will be isolated and if required, sent home.

### Guidance for Pod routines

- Complete register and food orders.
- Allow them a set amount of time for questions, issues and general discussion if they wish.
- Go through the Student behaviour expectations powerpoint (Day 1 only)
- Complete the online mentoring form. Use each question as a discussion point before asking them to complete their answer (Day 1 only)
- Quiet work (30-40 minutes a session) - ask students to attempt all tasks independently in the first instance. This will prevent a steady stream of questions throughout the session.
- Allow 5-10 minutes at the end of the session for questions about the work.
- Encourage them to email their subject teacher if they need to and it is a subject-based issue.
- Be vigilant that laptops are being used appropriately – no youtube, web browsing, games playing etc

### Summary

- Routines, habits and behaviour are key to keeping everyone happy and safe. Consistency across the board from all staff.
- Correct behaviour must be taught not told. Lead by example and model behaviour.
- Be vigilant and pro-active. Don't wait for poor behaviour to happen.
- Demonstrate correct hygiene practices.
- Be calm, positive and understanding.
- Zero tolerance with regard safety expectations. SLT are here to support you so please use us if required.





## **Appendix 4 Additional behaviour expectations during Covid-19 (Return for all year groups Sep 20)**

*The following information has been added as an appendix to the behaviour policy in response to the Covid-19 pandemic and the imminent return of ALL students across ALL year groups into school following Lockdown 1, effective from 7<sup>th</sup> September 2020 and following Lockdown 3, effective from 8<sup>th</sup> March 2021 .*

*The contents of this appendix are in accordance with Government guidelines and will only apply while social distancing measures are being advised in schools.*

All students returning to Chailey School will be expected to adhere to the following additional expectations while on site.

### **Around the school site**

- Wherever and whenever possible, maintain at least **1 metre** of distance from other students at all times
- Maintain **2 metres** distance from all adults during the school day. This may require you to afford staff the right of way in tight spaces such as entrances/exits and corridors
- All students must wear a face covering at all times except when in their designated brunch area
- Obey the one-way system at all times and walk in a single file
- Where there is a two-way system, ensure you walk single file, on the left at all times
- Do not touch other students or staff's belongings
- When coughing or sneezing, do so into the crease of the elbow or a tissue
- Place any used tissues into the nearest bin immediately
- Wash hands for 20 seconds or sanitise hands regularly and when requested
- During break/lunchtimes ensure you go directly to and remain in your year group's designated social space. Under no circumstances should you enter another year group's space
- Move directly from one lesson to the next. Do not congregate or socialise in the corridors. All lateness to lessons will be recorded and any student with 3 or more late marks in a given week will be issued an S3 after school detention.

### **In the classroom**

- Sanitise your hands when entering and exiting every classroom.
- Wipe down any equipment or furniture using the products provided, if requested
- When in the classroom, work at your own desk only and keep your belongings in your working space
- Do not touch other student or staff's belongings
- When in the classroom do not enter the 2-metre zone marked out for the class teacher
- Wash hands for 20 seconds or sanitise your hands at any other time when requested.
- When coughing or sneezing, do so into the crease of the elbow or a tissue.
- Place any used tissues into the grey bins provided immediately.

**These expectations are non-negotiable and will be enforced at all times. If a student fails to behave within these expectations, the following procedure will be followed;**

- The student will be isolated away from other students and staff.

- A member of staff will engage the student in a social narrative to ensure they understand the reason behind their removal and the necessity of the expectations that in place.
- A parent/carer will be contacted.
- If a student wilfully continues to ignore expectations, collection from school will be requested.
- The headteacher reserves the right to determine what is considered a serious breach of these expectations and subsequently the level of sanction applied. A serious breach could be either a one-off incident or repeated incidents.

### **Procedure for reporting unsafe behaviour**

Any individual in school, behaving outside of the Covid related expectations or in an unsafe manner, will be reported immediately. The single most important goal is to keep every person in our school community safe at this time.

*Students* will locate the nearest staff member and inform them of what they witnessed. The staff member will then email [covid@chaileyschool.org](mailto:covid@chaileyschool.org) and SLT will deal with it from here.

*Staff* will email any Covid related behaviour concerns to [covid@chaileyschool.org](mailto:covid@chaileyschool.org) and SLT will deal with it from here.

*SLT procedure for dealing with Covid emails* – all emails will be received by an email group attached to Miss Scott's inbox. The on-call pad will be based in Miss Scott's office and must be collected from and returned here each lesson. This will allow for Miss Scott to wipe the on-call tablet down before handover.

When collecting the tablet at the start of an on-call lesson, Miss Scott will inform the SLT member of any Covid reports to be dealt with and the SLT member will speak with the student and parents before issuing appropriate sanctions. At the end of the school day any reports that are yet to be dealt with can be addressed, with students being spoken to the following morning.

The expectations are in place to ensure the safety of all students and staff in school by eliminating/reducing the spread of the virus.

We appreciate your support and cooperation at this difficult time.

## **Appendix 5 Changes to Reward & behaviour/sanction system during Covid-19 (Return for all year groups Sep 20 and again in March 2021)**

The following amendments to the rewards & sanction systems have been made in response to the government guidelines issued for schools during the Covid-19 pandemic. These amendments relate to the way in which we reward achievement and report and sanction behaviour.

Please note that these amendments are a temporary measure to ensure social distancing requirements are met and any potential spread of the virus is minimised so that all members of the Chailey School community are kept as safe as possible.

In all cases, behaviour should continue to be recorded on Edulink regardless of any changes to the attached sanction.

The amendments will only be applicable during the Covid-19 pandemic.

### **Sanction system amendments**

**HW detentions** – Are suspended from 7<sup>th</sup> September 2020 until further notice. This will be kept under constant review.

*Replacement* – Teachers will log unsubmitted homework and communicate with home for repeat offenders.

**S2 Breaktime misdemeanour detentions** – Are suspended from 7<sup>th</sup> September 2020 until further notice. This will be kept under constant review.

**\*UPDATE:** As of 8<sup>th</sup> March 2021, breaktime misdemeanour detentions have been permanently removed. Please follow replacement procedure below.

*Replacement* - Tutors & Student Support Managers to communicate with home for equipment and uniform repeat offenders. Any student who fails to bring correct equipment 3 days out of 5 in any given week will be issued an after-school detention.

**S3 After school detention** – Will still run but as of 7<sup>th</sup> September 2020 and 8<sup>th</sup> March and until further notice, detentions are reduced to 30 minutes in length. They will also be timetabled as below to eliminate year group mixing. This will be kept under constant review.

Mondays & Wednesdays - Year 8 & 9 only. 2 rooms, 1 year group per room

Thursday & Friday - Year 10 & 11 only. 2 rooms, 1 year group per room.

Monday, Wednesday, Thursday & Friday - Year 7 only – in a third room. Mentoring/intervention session run by pastoral staff as per original rota.

**\*UPDATE:** As of 8<sup>th</sup> March 2021, an SLT detention has been added specifically for anti-social behaviour in the new school building. This detention will be for 1hr from 3pm to 4pm on a Tuesday.

**S3 Faculty parking** – Is suspended from 7<sup>th</sup> September 2020 until further notice. This will be kept under constant review.

*Replacement* – teacher removes student to stand outside of the classroom for a 5-minute time out. A further 5 minutes may be issued if required. Following this and a restorative conversation, the student is invited back into the classroom if appropriate. If the issue is not resolved then on-call should be used.

**S4 Supported study** – Is suspended from 7<sup>th</sup> September 2020 until further notice. This will be kept under constant review.

*Replacement* – After school detention issued. Senior Leader or Key Stage Director to engage the student in a social narrative to ensure they understand the inappropriateness of the behaviour. SLT/KSD will then contact home to discuss the incident. No further sanction applied but potential for an accumulative sanction is in play (see 'Alternative sanctions' below)

**Internal exclusion** – Will still run but as of 7<sup>th</sup> September 2020 and 8<sup>th</sup> March 2021 and until further notice, internal exclusions will be organised on a case by case basis. In all cases these will be managed by SLT. This will be kept under constant review.

**Alternative sanctions** – S4 behaviours. If a student is issued their 3rd S4, an Internal Exclusion will be issued. Key Stage Director or SLT will inform the student and the parent(s)/carer(s) of the Internal Exclusion.

**On-call support** – On-call will run as normal. However, as of 7<sup>th</sup> September 2020 and 8<sup>th</sup> March 2021 and until further notice, Miss Abbott and Miss Bradley will support on call. Teachers will email on-call as normal but Miss Abbott or Miss Bradley will collect the student from their lesson if the student has provision from The Study.

**\*UPDATE:** As of 8<sup>th</sup> March 2021, Dan Hillier and Miss Bradley will support on call for those students who are supported through The Study.

**Reporting unsafe Covid related behaviour** - Any individual in school, behaving outside of the Covid related expectations or in an unsafe manner, will be reported immediately. The single most important goal is to keep every person in our school community safe at this time.

*Students* will locate the nearest staff member and inform them of what they witnessed. The staff member will then email [covid@chaileyschool.org](mailto:covid@chaileyschool.org) and SLT will deal with it from here.

*Staff* will email any Covid related behaviour concerns to [covid@chaileyschool.org](mailto:covid@chaileyschool.org) and SLT will deal with it from here.

*SLT procedure for dealing with Covid emails* – all emails will be received by an email group attached to Miss Scott's inbox. The on-call pad will be based in Miss Scott's office and must be collected from and returned here each lesson. This will allow for Miss Scott to wipe the on-call tablet down before handover.

When collecting the tablet at the start of an on-call lesson, Miss Scott will inform the SLT member of any Covid reports to be dealt with and the SLT member will speak with the student and parents before issuing appropriate sanctions. At the end of the school day any reports that are yet to be dealt with can be addressed, with students being spoken to the following morning.

The expectations are in place to ensure the safety of all students and staff in school by eliminating/reducing the spread of the virus.

We appreciate your support and cooperation at this difficult time.

### **Achievement system**

During periods of enforced home learning due to lockdown, the following achievement points will be available to staff to award to students;

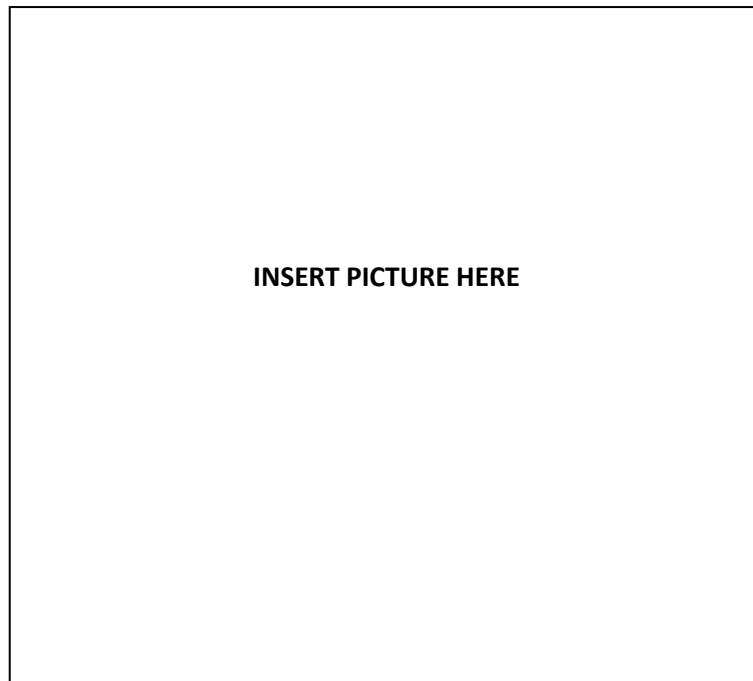
R1 – Home learning complete

R2 – Engaging in a live lesson

R2 – Excellent Home Learning

Appendix 6

# Additional Needs Plan /SEN Plan



**Name:**

**Year Group:**

**Setting/School/College:**

**Plan completed by:**

Action	Date
Plan Started	15 <sup>th</sup> June 2018
Review 1	
Review 2	
Review 3	
<i>The SEND Code of Practice recommends 3 x per year.</i>	

***For LAC children it is statutory for it to be reviewed a minimum 3 x per academic year***

## SECTION 1 – ALL ABOUT ME

### A: CHILD/YOUNG PERSON'S DETAILS

Family Name		Given Names	
DOB		Gender	
Ethnicity		Primary Language	
Primary carer with parental responsibility		Telephone	
		Mobile	
		UPN	
Placement Start date:			

*You will notice the above details are kept to a minimum as it is acknowledged you have more detailed information available elsewhere e.g. SIMS, EYFS requirements*

Additional Information:

### B: AGENCY CONTACT DETAILS (currently involved)

Agency	name and role	Contact details

### C: MY PROFILE

*For children and young people with more complex needs you may need to use specialist tools here e.g. Pupil Voice, Talking with Pictures etc – details of useful resources are included in the SEND Matrix and Early Years SEND Matrix documents*

What people like and admire about me	
What makes a good day and a bad day	
My hopes for the next 3 months...	
My hopes for when I am older...	
How I would like to be supported	
Other things I would like to share ....	

### D: IMPORTANT PEOPLE IN MY LIFE

Name	Relationship to me	How often I see them	What we like to do together




*In addition to the above you can complete the Circle of Support at the end of this plan.*

**E: MY PARENT/ CARER**

*\*.....put in child/young person's name*

<b>What do you like and admire about .....?</b>	
<b>What do you think makes a good and bad day for .....?</b>	
<b>What are your hopes for ..... in the next 3 months?</b>	
<b>What are your hopes for ..... in the longer term?</b>	
<b>How would you like ..... to be supported?</b>	
<b>Is there anything else you would like to share about .....?</b>	

**F: MY PRE-SCHOOL SETTING/SCHOOL**

<b>What do you like and admire about .....?</b>	
<b>What do you think makes a good and bad day for .....</b>	
<b>What are your hopes for ..... in the next 3 months?</b>	
<b>What are your hopes for ..... in the longer term?</b>	
<b>How would you like ..... to be supported?</b>	
<b>Is there anything else you would like to share about .....?</b>	

**G: OTHER PROFESSIONALS IN MY LIFE**

**Role: ..... (e.g. specialist teacher, speech and language therapist)**

What do you like and admire about .....	
What do you think makes a good and bad day for .....	
What are your hopes for ..... in the next 3 months?	
What are your hopes for ..... in the longer term?	
How would you like ..... to be supported?	
Is there anything else you would like to share about .....	

*The above section can be repeated for additional people involved with the child/young person*

**SECTION 2 - BACKGROUND/CONTEXTUAL INFORMATION**

<b><i>To include, for example: medication and administration, relevant family history, specific relevant home circumstances, number of educational settings where relevant</i></b>

### SECTION 3 – WHAT IS THE PRESENTING NEED? (ASSESS)

#### **Available information to evidence area of need:**

It is essential that the SEND Matrix (school aged and Early Years) is used as a reference tool for completion of this section.

#### ***Communication and interaction***

#### ***Cognition and learning***

***Social, emotional and mental health difficulties e.g. Boxall & Thrive Assessment details; Strengths & Difficulties questionnaire***

#### ***Sensory and physical***

*Independence and community involvement: There is no need to repeat any information here that has been included in the above sections but could cover situations such as need for travel training; budgeting; self-help/self-care skills; organisation; attendance at clubs: membership of sports teams etc.*

#### **Data – current levels/ target levels, progress, attendance and assessments\***

*You do not need to complete this box if you have put the relevant information in the above evidence boxes.*

*\*interim standards for pupils working below statutory age related expectations for Years 2 and 6 requirements (Link to Rochford review)*

*\*Attendance*

*\* Exclusions*

*\*Key Stage 3/4 GCSE requirements*

*\*Development Matters*

*\*Developmental Journal*

*\*Summative assessment*

*Useful links to resources can be found in the SEN Matrix.*

**SECTION 4 – PLAN**

<b>Outcomes –(ensure they are SMART)</b>	
<b>Short Term</b> <i>Indicate timescale e.g.</i> <ul style="list-style-type: none"><li><i>within 12 months</i></li><li><i>within 12 weeks</i></li></ul> <i>– timescales will depend on each child's individual circumstances</i>	<b>Long Term</b> <i>Indicate timescale e.g. end of KS1/KS2</i>

### **Available resources/ services (within school delegated funding)**

Must include use of the below possible funding sources where the child/young person is eligible – this list not a definitive list of funding that may be available:

*Delegated SEN funding up to £6000 - found in Schedule 1 of the Delegated School Budget*

*Mainstream FE Colleges – Place Funding (Element 1)*

*AWPU up to £4000*

*Pupil premium and early years pupil premium*

*Pupil Premium + ( Adopted from care/SGO)*

*Pupil Premium+ ( LAC, via Virtual School)Virtual School Funding*

*16-19 Bursary*

*Early Years funding*

*ISEND Core/Traded Services*

*Early help*

*Social Care*

*Health services including CAMHS, CITS, Continuing Health Team*

*Youth Employability Services*

*Specialist equipment*

**SECTION 5 – DO (Planning)**

What	Who	By when	Resources (specify)
See exemplar plans			
<i>MUST LINK DIRECTLY TO ACHIEVING THE OUTCOMES LISTED IN SECTION 4</i>			

<b>Next planned review meeting</b>	
------------------------------------	--

**SECTION 5 - REVIEW**

*The reviewing of the plan must relate to the outcomes identified.*

	<b>REVIEW 1</b>
<b>Date</b>	
<b>Present</b>	
<b>Progress</b>	
<b>Further actions</b>	

	<b>REVIEW 2</b>
<b>Date</b>	
<b>Present</b>	
<b>Progress</b>	
<b>Further actions</b>	

	<b>REVIEW 3</b>
<b>Date</b>	
<b>Present</b>	
<b>Progress</b>	
<b>Further actions</b>	

**PARENT/ CARER PERMISSION DECLARATION**

I give permission for this plan to be shared with:

Name	Job Title	Contact information

**YOUNG PERSON PERMISSION DECLARATION (AGED 16 YEARS OR OVER)**

I give permission for this plan to be shared with:

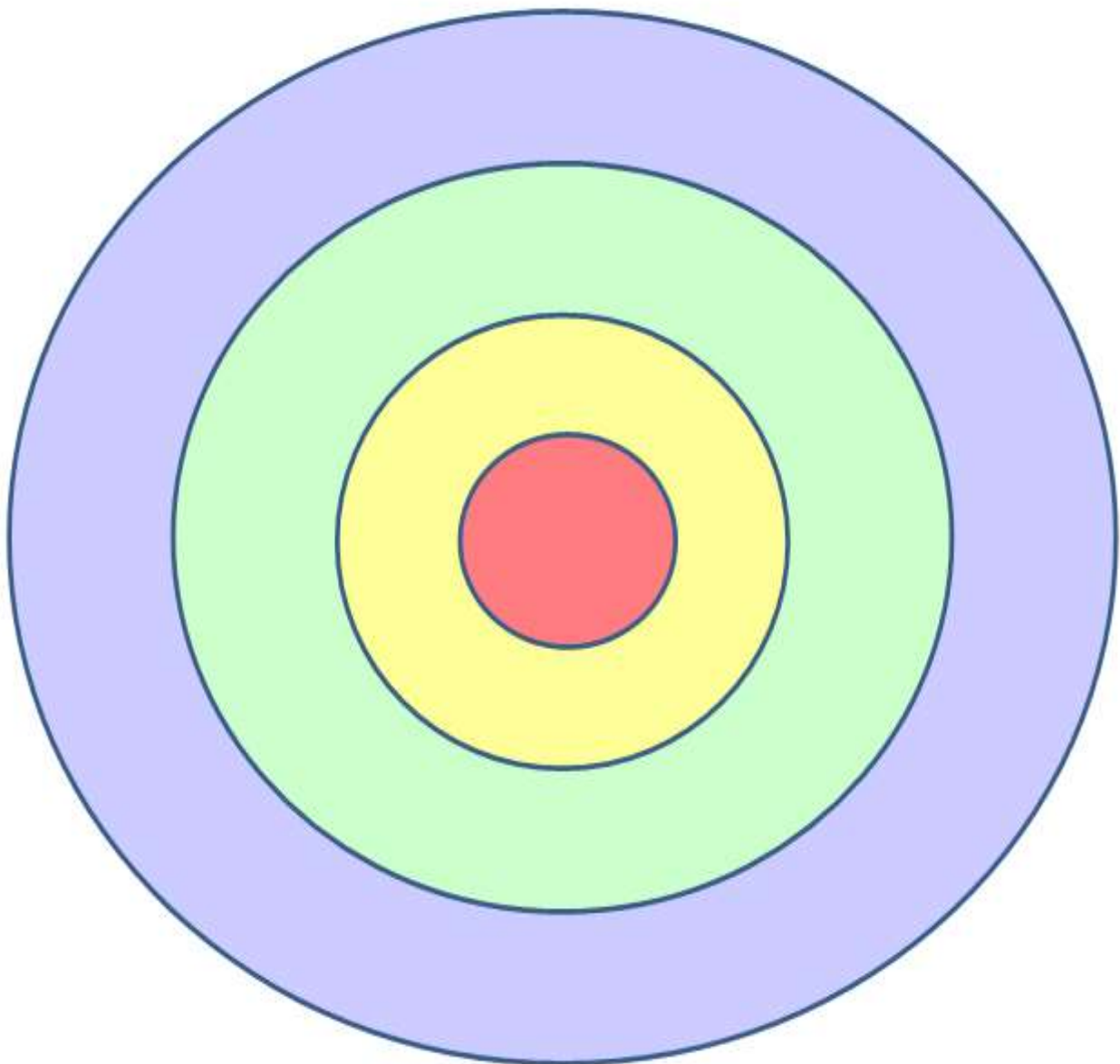
Name	Job Title	Contact information



## Circle of Support

*Please complete if you wish to show current multi-agency/integrated services involvement, as well as family members/friends etc.*

*You can copy and paste this box into the circle of support to type in the people's names*



DATE:

Name of student :

Year Group:

Adults present (incl. staff) at meeting:

### PLAN

#### Assess

*What is the current situation?*

#### Outcomes

*What do you want to achieve?*

*Current Situation – include relevant baseline:*

1.

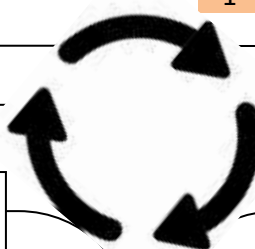
1 2 3 4 5 6 7 8 9 10

2.

1 2 3 4 5 6 7 8 9 10

3.

1 2 3 4 5 6 7 8 9 10



### REVIEW

*Review outcomes*

1.

1 2 3 4 5 6 7 8 9 10

2.

1 2 3 4 5 6 7 8 9 10

3.

1 2 3 4 5 6 7 8 9 10

### DO

*Identify actions/ next steps*

1.

2.

3.

Target Monitoring and Evaluation ('TME'): TME is a means of tracking pupil progress in relation to a series of short-term, measurable outcomes. At the initial planning phase, for each target two scores from 1 to 10 are applied (where 10 is the maximum) relating to: **Baseline** – where the child is now; and **Expected** – the level of attainment expected by the review date. All targets are then reviewed and an "Outcome" rating applied on the same scale (1-10).

