



Behaviour, Discipline and Exclusions Policy

Introduction

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents/carers, governors, LA officers and inspectors.

The policy is fully reviewed, through a process of consultation with teachers, non-teaching staff, pupils, governors and parents/carers, at least every three years. It is monitored by the curriculum governors annually or earlier if changes are necessary.

Rationale

We believe that the ethos of the school is central to creating an environment, which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the utmost importance because it:

- enables teachers to teach effectively
- enables pupils to learn
- supports positive self-esteem for all
- provides a harmonious atmosphere where all can flourish
- is accepted and required in the wider society

Aims of the Behaviour and Discipline Policy

- To fulfil all legal requirement in the area of behaviour, discipline and exclusion
- To provide an orderly, fair, consistent and safe environment where effective teaching and learning can take place in a way that helps children understand their own emotional intelligence and that of others
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences through educating children in PSHE lessons and small group or individual discussion with pupils
- To develop a whole school approach to behaviour which recognises and promotes a parent and school partnership on consistent acceptable attitudes and behaviours.
- To link this policy to the safeguarding policy acknowledging the overlap in both. This policy is written with the understanding that the term 'behaviour' in this context, includes aspects of a person's behaviour such as child on child abuse, sexual violence and harassment. It includes low level behaviour challenges as well as more significant higher order behaviour challenges.

We have high expectations of our children and understand that they learn through making mistakes and having age appropriate and sympathetic guidance. However, once guidance is given we expect children to act upon that guidance and make appropriate adjustments to their attitudes and behaviours. Below are some of the basic needs we recognise as a school - for pupils, families and staff:

Pupils need the following:

- Regular attendance which matches the government guidance, so that our teachers can teach them well
- Access to a safe, stimulating environment
- To feel valued nurtured and respected

- To be offered an appropriate, well balanced curriculum which addresses how children learn about emotional intelligence with realistic and age appropriate expectations
- To have good role models provided by all adults in school
- To develop an understanding of right and wrong and to be informed that their attitude/behaviour might be hurtful or inappropriate to others
- To understand that the school and their family will work together to address unacceptable attitudes or behaviours.
- To be praised and encouraged when they behave very well.

Parents/Carers need the following:

- To understand that taking holidays and non-attendance for reasons which is not illness during term time results in their children not receiving their full educational entitlement and is highly likely to result in children falling behind their peers in their studies
- To know that their children are safe and are going to be treated fairly
- To be welcomed into school as partners in their child's education
- To be well informed and involved with their child's life in school
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school
- To support their child to follow the school's rules, never encouraging them to hit another child or call them names or say inappropriate things during face-to-face contact or online.
- To model appropriate behaviour to our school community especially when they are upset or angry
- To recognise that posting their negative personal feelings on social media is not acceptable and might result in the school taking legal action against them
- To know that teachers will contact parents about any significant behaviour and discipline issue
- To know that bullying incidents will be dealt with quickly with a zero-tolerance approach.
- To understand that if children misbehave in school, the staff and the Headteacher will decide upon suitable reprimands which might well include missing out on events such as parties, special events, visits and workshops, after school clubs or holiday clubs run on our site.
- To understand that if their child misbehaves whilst out on a school visit or a lesson at the swimming baths, they might be required to collect their child, at their own cost, and take them home safely.
- To know that if their child misbehaves in Outdoor Learning activities, they might be removed for a short or a lengthy period of time as children who cannot be trusted to use tools or the fire pit safely will not be allowed to take part for their own safety and the safety of others.

Staff need the following:

- To be able to teach without disruption and provide consistently good behaviour management in lessons, at break times, while moving around the school and when taking part in activities outside of the school premises
- To be supported by a clear and consistent implementation of the behaviour policy
- To be given opportunities to upskill their wider knowledge of developing emotional intelligence in children, learn about new behaviour strategies and approaches in other schools
- To set clear expectations to the pupils and give daily/regular reminders
- To have high standards within their class and around all parts of the school building
- To work in partnership with parents/carers and afford them the dignity of privately relating any incidents out of earshot and vision of other parents/carers
- To be supported by all other school staff, governors and other agencies
- To be valued, consulted and informed

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- To communicate behaviour issues adult to adult using a respectful tone
- When handling a child is necessary, to be able to justify to the Headteacher that strategies other than force have been attempted and proven ineffective or would have been impractical on every occasion where handling/force has had to be used. Furthermore, staff should recognise that restraint is only a small part of a wider spectrum of a positive framework that may include use of space, safe environments, diversions, calm stances and postures, non-threatening facial expressions, low tone, volume and pace in communication, careful use of words, and physical reassurance and prompts.

We spend a lot of time teaching children how to interact positively with each other from Nursery to Year 6. In lessons we use educational programmes and resources to help children to recognise poor/inappropriate relationships. We focus on emotional intelligence a great deal and encourage our children to make intelligent emotional responses to others. We teach our children the same rules throughout the school and they are applied and recorded in the same way by every member of staff. Students and volunteers are expected to help our staff to apply the same expectations in exactly the same way.

Our rules

- You are not allowed to wander in and out of or around classrooms or corridors wasting learning time.
- You must listen to and follow instructions.
- You must walk when you are in the school building and classrooms.
- You must use a respectful tone of voice when speaking to adults and children.
- Indoor voices must be used in the corridors, classrooms and hall. • You are not allowed to use any part of your body (hands, feet, etc) or words to hurt others.

Our school community is a very positive place to learn. We praise and reward our children continually for good attitudes and behaviour and we guide children into making intelligent and positive reactions to challenges and difficult situations. On most occasions children do this and they are rewarded in the following ways:

- Nonverbal (thumbs up, smile etc)
- Verbal praise (use of name, specific praise)
- Tangible rewards (stickers, stars etc)
- Certificates
- Public praise in Praise assemblies and in showing their work to other teachers or classes
- Contact with parents or a visit to the Headteacher
- House points.
- Golden tickets which is used as a currency by the children for purchasing items from an end of term shop, additional end of term playtime or a school visit.
- Additional activity or free choice time
- An invitation to the Headteacher's breakfast/picnic/buffet etc.

Sanctions

Children in our school are regularly reminded about our behaviour expectations. They know how we expect them to behave, they know how we record their mis demeaners and they know the Headteacher is informed of any significant misbehaviour. When pupils choose not to follow school expectations, sanctions are consistently applied in a fair and age appropriate manner, taking care to be considerate of children who have Special Educational Needs and might struggle to comprehend the implications of

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their choices. In some cases, the staff will need to be mindful of children with Special Educational Needs and will need to spend longer explaining and discussing any issues that arise in an appropriate manner.

The range of sanctions for inappropriate behaviour/swearing/name calling or physically hurting others include the following:

- Discussion and guidance for children in the Early Years.
- Losing playtimes. This might be only five minutes, one playtime or a series of playtimes.
- Spending part of a lesson or a series of lessons in another class to remove them from their audience.
- Spending time with a senior member of staff or the Headteacher for discussion and guidance or to do additional work-related activities.
- To have a meeting with their family and the Headteacher or Deputy Headteacher.
- To be directed to spend their playtimes with their friends but away from other particular children. This might be to play with equipment in one area of the field and not to join in with the game of football that is taking place, for instance.
- For an accumulation of unacceptable behaviour or a significant issue, children on an out of school activity might be sent home with their parent/carer.
- For an accumulation of unacceptable behaviour or a significant issue, children might miss part or all of any special events organised by the school such as parties or attending clubs/holiday provision.

Behaviour Management Strategies used in our Academy:

Break Time and Lunch Time

- A 3-tier system of reminders and sanctions is used during break times and lunch times and a parallel system will be used during lesson times for individual pupils.
 - 1) Pupils will be reminded of the school rules and asked if they understand the rules.
 - 2) Once pupils have been reminded, but they continue to break the rules, they will be supervised by an adult and taken away from activities for a period of time.
 - 3) A continuing to break the school rules will mean pupils will be taken to see the HT, DHT or member of SLT

This system means that behaviour and sanctions are dealt with immediately whilst enabling children to reflect on their behaviour.

Behaviour Management within the Classroom /Learning Environment

Staff have the authority to use their professional judgement in using behaviour management strategies e.g. pause in teaching, eye contact, clapping rhythms etc. to address low level undesirable behaviour. If this is unsuccessful staff will move on to the 3-tier system.

- A 3-tier system of reminders and sanctions is used during lesson times and a parallel system will be used during break times and lunchtimes for individual pupils.
 - 1) Individual pupils will be reminded of the school rules and asked if they understand the rules.

- 2) Once pupils have been reminded, and continue to break the rules, the teacher will be flexible and match sanctions to the needs and abilities of the pupils. The pupil could be supervised by an adult or taken away from activities for a period of time or sent to the phase leader
- 3) A continuation to break the school rules will mean pupils will be taken to see the HT, DHT or member of SLT

This system means that behaviour and sanctions are dealt with immediately whilst enabling children to reflect on their behaviour.

Whole Class Strategies Include:

- Low key whole class verbal reminders of classroom expectations
- Celebration and reinforcement of positive behaviours

Specific Planned Strategies for Individual Pupils

- Planned ignoring as part of a planned strategy and recognition of positive behaviour.
- Sometimes a ‘cooling off’ period of time or safe space identified by the pupil is needed to support pupils in re-engagement in lessons.
- Involving senior staff members/involving parents/involving staff on hierarchical basis.
- Individual behaviour programme– adapted for an individual child or the use of a Pastoral Support Programme
- Removal of privileges e.g. playtime, trips, parties, extra curricular activities.
- Use of physical intervention and restraint (see appendix 1) see training notes from positive handling under Common Law and Section 3 of the Criminal Law Act 1967 • Fixed term exclusion/lunchtime exclusion/managed move to another school
- Permanent exclusion.

Exclusions

- Exclusions guidance is based upon current guidance and current legislation, which sets out responsibility of Headteacher, Governing Body and the Local Authority.
- Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)
- Only the Headteacher has the authority to exclude and will notify parents/carers within one school day by phone and confirm in writing by post
- Detailed records of incidents are kept and exclusions reviewed by the Governing Body.
- Exclusion will only be used for serious breaches of school policy. (As soon as the pupil is excluded, the school will provide appropriate work to be collected by parent/carer and returned for marking or arrange for support/provision from other schools). Remote learning might be provided if appropriate.
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.

Internal Exclusions

Internal exclusion is a discretionary measure. It will be used where a pupil’s behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for an external, fixed-term exclusion or permanent exclusion. In our school, this is likely to be spending time in the Headteacher’s or the Deputy Headteacher’s office completing their work.

Fixed Term Exclusions

Fixed term exclusions may be used for incidents or behaviour which is dealt with successfully by the behaviour policy but not serious enough to warrant a permanent exclusion. Incidents will be dealt with and discussed by relevant team members on a case by case basis to decide best course of action.

Fixed term exclusion may be used when behaviour is to the detriment of the safety of the child or other members of the school community.

Fixed term exclusion may be used if:

- Disruptive behaviour is to a level of it not being safe for a child to be in school
- it would benefit the emotional wellbeing of the child to be removed from the school situation on a temporary basis.

Permanent Exclusions

Permanent Exclusion is an extremely serious step, and an acknowledgement that the school is no longer the right provision to address the pupil's needs. At Riverside Primary Academy we aim to not exclude children if at all possible.

However, in exceptional circumstances, exclusions could be used. This could arise from an accumulation of fixed term exclusions or as a result of a very serious one-off offence.

Serious one-off offences might include

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Discrimination of any form

Exclusions will not be used for

- Minor incidents (failing to complete homework, forgetting reading books)
- Poor academic performance
- Non-attendance, lateness
- Pregnancy

The School's Right to Search Pupils

The Department for Education has published revised advice for schools on searching, screening and confiscation, which came into force on 1st September 2022. In line with this advice, the Headteacher has authorised all staff to use their statutory power to search a pupil or their bag (or similar item) or locker where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below):

- Knives or weapons
- Alcohol/drugs/cigarettes/tobacco/lighters/ matches.
- Stolen items
- Fireworks
- Mobile phones and/or recording devices including watches.

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Appendix 1

Use of Physical Intervention and Restraint

It is recognised that the vast majority of pupils in our school respond positively to our Academy's Vision and Values and our behaviour and conduct expectations. The well-being, welfare and safety of all pupils and staff at Riverside Primary Academy is of paramount importance.

It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Our academy acknowledges that physical techniques are only part of a whole setting approach to behaviour management and are not usually necessary for any child. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk or if the child is at serious risk of harming themselves or others. It might also be used if pupils persistently refuse to obey an instruction to leave the classroom.

Riverside Primary Academy does not support the routine use of physical interventions.

All staff at our school understand that force cannot be used as a punishment; it is unlawful to use force as a punishment and appropriate action will be taken if force is used in this manner.

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property or to maintain expected school order. The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) are provided with appropriate training to deal with these difficult situations.

2. Definitions

No legal definition of "reasonable force" exists however for the purpose of this policy and the implementation of it in Riverside Primary Academy, the clarification provided in the DfE guidance document ['use of reasonable force'](#), 2013 is used:

What is reasonable force?

*The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

*Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

*'Reasonable in the circumstances' means using no more force than is needed.

*As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

*Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

*School staff should always try to avoid acting in a way that might cause injury.

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It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

Different types of physical contact with pupils:

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupil. Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercise or techniques during PE lessons or sports coaching; and -To give first aid.

2. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

3. Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property or lack of orderly behaviour. It is important to note that the use of “reasonable force” should be seen as a last resort. All such incidents must be recorded and be stored in an accessible way. If at all possible, more than one member of staff should be present if physical restraint is necessitated. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

3. Strategies for Dealing with Challenging Behaviour and Escalating Situations

Staff consistently use positive strategies to encourage acceptable behaviour and good order, in line with the Riverside Primary Academy Behaviour Policy. Every effort will be made to resolve conflicts positively.

Staff should be able to demonstrate that strategies other than force have been attempted and proved ineffective or would have been impractical. Furthermore, staff should recognise that restraint is only a small part of a wider spectrum of positive framework that may include use of space, safe environments, diversions, calm stances and postures, non-threatening facial expressions, low tone, volume and pace in communication, careful use of words, and physical reassurance and prompts. Consideration of these strategies should be maintained during and after the need for physical contact. As soon as it is safe, any hold or restraint should be gradually relaxed to allow the pupil to regain selfcontrol. The pupil should be informed about what will happen next and be offered reassurance and encouragement to remain calm. In this way the pupil will be more likely to see the restraint as an act of care.

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).

The 1996 Education Act (Section 550 A) stipulates that:

A member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil him / herself), or

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(c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

This applies where a member of staff is on the school premises and elsewhere at a time when, as a member of school staff, that adult has lawful control of the children concerned, for example, on a school trip.

The decision on whether to physically intervene is down to the professional judgement of the adult concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. (DfE guidance document 'use of reasonable force', 2013)

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty. (DfE guidance document 'use of reasonable force', 2013) A panel of experts (Physical Control in care Medical Panel 2008) identified that **certain restraint techniques presented an unacceptable risk when used on children and young people**. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest;
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

4. Authorised staff

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of children to use reasonable force to control or restrain them. These include:

- teachers
- family support workers
- teaching assistants
- SMSAs
- representatives from outside agencies
- other adults who may be working with children either on school premises or accompanying them on out of school activities, eg during field trips or on school journeys.

Wherever possible Physical Restraint should only be used by those with appropriate training. However, it is acknowledged this may not always be possible and physical restraint may be used as an emergency measure by someone without appropriate training to ensure the safety of children in their care. Any Physical intervention should be conducted making reasonable adjustment for students with SEN or disabilities. In this instance, someone with appropriate training should be called for immediately.

5. Recording

School keeps a record of serious incidents where physical intervention involving the use of force against resistance from a child has been necessary. The record will be on CPOMS and should be completed by the end of the working day or as soon as possible afterwards on which the Incident took place. A member of the Leadership Team will be told at the earliest possible time after an incident. The adult involved may seek guidance from a senior colleague before filling in their report.

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A member of the Leadership Team will discuss the incident with any children or staff who were present where appropriate, collect a written account from them. In line with our commitment to working with parents, we aim to maintain an open discussion during any relevant procedure which may follow an incident.

A review of the outcome of any physical restraint or block will be carried out. Both verbal and/or written reviews are acceptable.

School will regularly review the number and type of incidents in which physical intervention and/or restraint has been necessary. This will be used to ensure that there is adherence to this policy and to identify improvement needed in other policies and procedures of the school.

Risk assessment

When it is likely that a child's behaviour may necessitate the use of physical intervention and/or restraint as one of the reactive strategies, a risk assessment must be carried out.

Positive Handling aspects of Pupil Learning Plans

When the Pupil Learning Plan and risk assessment indicate the likely need for school staff to hold or restrain a child to prevent an injury, the school should record this as Positive Handling on the pupil Learning Plan or Action Plan. The information in the risk assessments will help to inform the Positive Handling aspect of the Pupil Learning Plan which will outline:

- Who has been consulted about the plan.
- The type of physical intervention to be used.
- Which adults are authorised to use this intervention.
- Parental consent for the plan.
- Head teacher authorisation
- Positive Handling strategies will be included in Pupil Learning Plans or Action Plan.

Sharing of information

All members of the school community should know of the existence of this policy. In principle, as few people as possible should know of any specific incident and staff should maintain confidentiality to the greatest possible extent. This is to enable governors and staff involved in any consequence or complaint to do so without having acquired hearsay knowledge.

Appendix 2

HT, DHT, SLT Consistent Sanctions for Poor Behaviour in School

1. HT, DHT or SLT Categorise the Behaviour	2. Make a Decision	3. Choose the Appropriate Sanction Route Below		4. Sanctions														
<u>Undesirable / unacceptable behaviours</u>		<u>Non-Intentional Behaviours</u>	<u>Intentional Behaviours will lead to Sanctions and CPOMS Report</u>	Sanctions take place on the day after the offence. (To ensure full break / lunchtimes are missed.) Pupils must reflect on their own behaviours by accurately filling in the blue form. Pupils will be allowed to read a book if they wish to do so. Note: if pupils have 1:1 adult support the adult support will continue to support during the sanctions.														
Homophobic Language / Actions Racist Language / Actions Any Swearing with aggression / anger and intent	Establish if the Incident was Intentional and if this is a repeat of previous behaviours	HT, DHT, SLT listen to explanation,	Remove from audience / peers immediately															
		Give a final warning and monitor with the classteacher,	First offence will mean 1 day of missing all break time privileges. (break and lunchtime play)															
		parents to be told at the door / hometime	Second offence will mean pupils miss 3 days of break time privileges (break and lunchtime play)															
		Consider Stage not age (SEND, EAL)	On the third offence pupils will miss at least 3 days of break time privileges and parents will be contacted either telephone call or face to face meeting.															
		<u>Parents / Carers Meeting</u>																
		Organise time, date and location of meeting with parents / carers.																
		Invite Julie, Lianne and Jane and other relevant staff.																
		During the meeting establish if the behaviour stems from medical needs, SEND or is purely behaviour. Choose the appropriate route below.																
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;"><u>Medical</u></th> <th style="width:33%;"><u>SEND</u></th> <th style="width:33%;"><u>Behaviour</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="475 1137 869 1223">Which medical needs are impacting upon inappropriate behaviours?</td> <td data-bbox="869 1137 1224 1223">Identify the SEND concern, issue and how this potentially leads to inappropriate behaviours</td> <td data-bbox="1224 1137 1538 1223">Identify the inappropriate behaviour.</td> </tr> <tr> <td data-bbox="475 1223 869 1290">Allergies, vision, hearing, mobility, medication or other</td> <td data-bbox="869 1223 1224 1290">How can the SEND be addressed to improve behaviour?</td> <td data-bbox="1224 1223 1538 1290">Identify the causes of inappropriate behaviour.</td> </tr> <tr> <td data-bbox="475 1290 869 1375">We can't ignore inappropriate behaviour we must address it in school.</td> <td data-bbox="869 1290 1224 1375">We can't ignore inappropriate behaviour we must address it in school.</td> <td data-bbox="1224 1290 1538 1375">We can't ignore inappropriate behaviour we must address it in school.</td> </tr> <tr> <td data-bbox="475 1375 869 1442">What can the school provide in terms of support?</td> <td data-bbox="869 1375 1224 1442">What can the school provide in terms of support?</td> <td data-bbox="1224 1375 1538 1442">What can the school provide in terms of support?</td> </tr> </tbody> </table>			<u>Medical</u>	<u>SEND</u>	<u>Behaviour</u>	Which medical needs are impacting upon inappropriate behaviours?	Identify the SEND concern, issue and how this potentially leads to inappropriate behaviours	Identify the inappropriate behaviour.	Allergies, vision, hearing, mobility, medication or other	How can the SEND be addressed to improve behaviour?	Identify the causes of inappropriate behaviour.	We can't ignore inappropriate behaviour we must address it in school.	We can't ignore inappropriate behaviour we must address it in school.	We can't ignore inappropriate behaviour we must address it in school.	What can the school provide in terms of support?	What can the school provide in terms of support?
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What can the school provide in terms of support?	What can the school provide in terms of support?	What can the school provide in terms of support?																
Support Plan for - SEND, Medical, Behaviour																		
Targets to be addressed and met within a reasonable and agreed time frame																		
Monitoring to continue with key staff members																		
Working with the family to resolve the issue. Review Meeting to be planned within two weeks - times and dates to be set.	Working with the family to resolve the issue. Review Meeting to be planned within two weeks - times and dates to be set.	Working with the family to resolve the issue. Review Meeting to be planned within two weeks - times and dates to be set.																
<u>When issues cannot be resolved with HT, DHT and SLT</u>																		
Finally, consider is mainstream school the right provision?	Finally, consider is mainstream school the right provision?	If inappropriate behaviours cannot be resolved then outside agencies will be called in.																
		Clenel Education Solutions for behaviour, parenting																
		Police - for any illegal activities																

			Social Services - for any parenting, child protection and safeguarding concerns
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