



Behaviour for Learning Statement

Date: November 2019

Review September 2020





OASIS ACADEMY DON VALLEY

BEHAVIOUR FOR LEARNING STATEMENT - SYSTEMS AND AGREED APPROACH

Oasis Community Learning (OCL) have a master behaviour policy. This Oasis Academy Don Valley localised policy should be read alongside the OCL master policy which is available on the Academy website.

The Oasis Behaviour Policy is underpinned by the 4 levers;

- Vision and Values
- Routines, Systems and Structures
- Pastoral Curriculum
- Pastoral Professional Development for Staff

At Oasis Academy Don Valley we incorporate the 4 levers in the following ways;

4 Levers	At Oasis Academy Don Valley;
Vision and Values	Our vision is that every child will receive an exceptional education at the heart of their community, which will equip them with the character and competence to have a positive impact on the world. Our values are at the heart of what we do and permeate all aspects of Academy life. Our achievement points are linked to our 5 values of Pride, Enthusiasm, Hope, Courage and Respect.
Pastoral Curriculum	Our Pastoral Curriculum is built up of the following; <ul style="list-style-type: none"> - PSHE and Safeguarding Curriculum - Jigsaw - Advisory Curriculum - Enrichment and extra-curricular activities - Further education and careers advice - OADV Entitlements
Academy Behaviour Systems, Structures and Routines	OADV Behaviour Statement and structured step system Rewards and Sanctions Routines Policy Attendance and Punctuality Inclusion Team Referral Pathway
Pastoral Professional Development for Staff	Pastoral and safeguarding briefs for all staff Dedicated PLM meetings Training from specialist agencies Contextual safeguarding training for staff



PURPOSE

The purpose of this document is to establish and maintain a behaviour for learning policy that promotes learning, self-discipline and respect for others and strong regard for authority. Oasis Academy Don Valley expects the emphasis to be on encouraging and rewarding good behaviour as set out in the agreed OCL Behaviour for Learning Policy.

This statement determines the measures to be taken specifically at Oasis Academy Don Valley through our Behaviour for Learning Statement we will:

- Outline the principles by which staff and children should create a calm and purposeful environment where children can learn and achieve and teachers can teach to the best of their ability
- Create clarity of approach through the identification of effective systems and practices linked to the overarching Oasis ethos.
- Clarify a whole Academy approach and secure staff adherence to those systems as the Academy.
- Clarify our expectations and the roles, rights and responsibilities of all members of the Academy community.

Academy culture, behaviour and discipline:

At Oasis Academy Don Valley, we believe that children will only achieve their potential within a calm, positive, focussed, happy learning environment. We also believe that the distinction between behaviour being 'good' and behaviour being 'outstanding' is when children are enforcing and encouraging the behaviour cultural norms themselves. The children have bought into the culture and the value system; they can see the worth of structure, calm and order and consequently ensure that they encourage children to conform and discourage children who don't.

These structured and cultural norms in a classroom ensure there is freedom for innovative and creative lessons free from time wasting low level misbehaviours. We believe every second of our day is a precious learning opportunity and to this end, we have a common and very detailed set of expectations and clear systems and structures so no time is wasted. Our academy is a secure and safe place which is predictable for all children; expectations are clear, routines are taught and everyone has a common and shared understanding of what behaviours we are trying to encourage and what our non-negotiables are.

We believe that **all** children can behave in a way that will, firstly support their learning and secondly ensure future success. We believe those behaviours need to be described, revisited, praised, practiced and encouraged daily. Similarly, if challenging behaviours are allowed to go unchallenged, they might become a bad habits, these habits can distract from our end goal for children. Tolerating poor or off-task behaviour is to give it your consent. If you walk past a child misbehaving and do not challenge it, you are conveying to that child that it is an acceptable way of behaving.



The Principles which underpin our Behaviour for Learning Policy are:

- That the quality of learning, teaching and behaviour in our Academy are inseparable issues and the responsibility of **all staff**
- That children behave best and therefore learn best when they are in a secure environment, the work is matched to their ability, and teachers have high expectations of them
- That **all staff** have a responsibility to manage behaviour *positively* and *consistently*
- That behaviour is learned and it is a major staff responsibility to model good behaviour and treat children and each other respectfully
- That positive behaviour management is more effective than negative
- That for the vast majority of children praise and rewards are better than sanctions
- That staff will ensure that they use every opportunity to promote and raise self-esteem, ensuring that they have a positive relationship with the children
- That staff will refer to the behaviour and not the child.
- That the most effective behaviour management is by the member of staff affected and as quickly as possible after the event
- That Staff and Children will follow the agreed **Oasis Academy Don Valley Values** both inside and outside of the classroom.
- That the support of parents is essential for the maintenance of good behaviour

The aims of the Oasis Academy Don Valley Statement are:

Aims are to:

- Provide a disciplined environment where children will develop lively, questioning minds, learn important skills and make good relationships with adults and children.
- Promote learning to ensure that each child develops his/her maximum potential.
- Help our children to develop personal, moral values and a tolerant understanding attitude towards people of other races, religions and ways of life.
- Minimise disruption and avoid confrontation
- Help the child/children to be aware of his/her behaviour and to find recovery strategies
- Give the child strategies to avoid problems in the future – empower
- Give each child self-esteem, confidence and security.
- Give children a sense of responsibility towards the community.

Strategies: Use positive rather than negative approaches – Our approach is drawn from the work of Doug Lemov around High Behavioural expectations published in Teach like a Champion

Methods and Strategies which support the development of a positive culture for Learning

Develop routines, which support positive behaviour

- Insist on calm and quiet entry to every lesson should be encouraged
- Put resources on desks in advance
- Hand signals to represent behaviour required, e.g. hand in air: stop and be quiet – all raise hand.
- Transitions are controlled by a 1,2,3 countdown.
- Use countdowns to aid pace of lessons
- Use music to set time limits to aid pace
- Prearrange Seating plans and admit them one by one pointing to their seat

- Share time limits in advance
- Give clear instructions and repeat them and get them to repeat them back
- Say “show me you are focused / star learners” and model what you want them to do
- Count down compliance and completion I’ve got 5 left, 4 left
- Make lessons and activities engaging and challenging
- Be explicit about expectations i.e. individual work in silence, paired or group talk for set time only with assigned people
- Acknowledge the behavior you want to see

When dealing with behaviour the following points are set out to support all adults at different levels of behaviour

Teacher actions to correct low-level behaviour

- Always demonstrate calm body language
- Make eye contact
 - Eye contact with facial expression?
 - Eye contact with shake of head?
- Use proximity to support behaviour
- Touch the shoulder or desk of the child
- Give a verbal reminder of expectations
- Showing the child you are waiting (for child to return to task)
- Saying the child's name
- Seeing if child needs help
- Acknowledge children who are on task
- Drawing the child's attention back to the task
- Checking the child is clear about the task and has the necessary resources
- Regularly contacting and checking
- Changing the activity or the child's place
- OADV Academy Values reminders. Ask what the OADV value is.
- Give time. After requesting an action, instead of hovering and demanding, move onto something else and check later
- Use empathy

Teacher actions when dealing with low level behavior

- Stay calm; remember you must be seen to be in control.
- Give clear warnings about forthcoming consequences drop your voice and slow down your speech if they refuse to follow instructions.
- Asking the child to change behaviour
- Outline exactly what it is they have done wrong – give a rule reminder
- Give the child choices
- Use empathy

Teacher Actions when dealing with more challenging behavior

- **Where possible discussions should take place in private**, This is much better than arguments and put downs in public. In some situations it is better to allow the child to cool down before the discussion takes place.
- Get the pupil to sit down if they are upset
- Discussing with the child, asking the child to think of a strategy, including the possibility of moving
- Be involved in sanction and reconciliations with the pupil, make them see that you follow through and don't just forget or pass it on to others.
- Use empathy
- Give two positive choices

Use positive framing for all language – use firmness not aggression

- Instead of saying no it might be possible to say, “Yes you can, when you have finished...”
- Focus on the future. “What should we do next time?”
- When requesting an action, a quiet word / reprimand is more effective than public admonishment in terms of establishing long term respect
- Give choices and consequences, hoping the child will make a responsible decision
- Use language carefully – “How many times have I told you to concentrate” - becomes “look this way, please” and “stop being careless with the paint” becomes “Carefully with the paint pots, thank you” - Instead of “listen to me” say “Thank you for showing me you're listening”
- Instead of orders it is better to give solutions: e.g. instead of “sit down this minute” use “you should sit down and get your work finished”

Key Points

- If behaviour issues arise, consider why, were instructions clear and explicit? Was work set sufficiently challenging to avoid boredom? Was it accessible to avoid frustration?
- Have high, realistic expectations
- Remember, the children reflect back whatever you project, a calm and positive teacher will have more success in establishing a calm and positive classroom

Do unto others as you would be done by!

- Show respect in language and actions
- It is better to say you are angry than to show it
- We should set a good example
- We are modelling behaviour all the time

Procedures for Implementing the Policy

- Staff will teach children some expected behaviour explicitly. This includes teaching children how to move calmly around the school building e.g. entering assembly, lining up etc.
- All staff will refer to the **OADV Code of Conduct** when addressing behaviour - whether the behaviour is positive or negative.



Rewards – At Oasis Academy Don Valley

Pride Assemblies

Good work, progress, achievement or behaviour is reinforced through **Pride assemblies**, held weekly. Throughout the week children are able to collect Class Champion points, these are awarded at the discretion of the all staff for demonstrating actions in the classroom that supports our ethos and the values of the academy. Winners for each week will be awarded a certificate and be presented with a medal by the outgoing Class Champion. Parents are invited to watch.

General Rewards

In the classroom good work and behaviour is reinforced in the following ways:

- Verbal or written comments to the child and parents
- Class Championship points
- Stickers/stampers
- Children can be sent to Principal/Head of Primary and other teachers to share good work or behaviour
- Half termly Class Champion certificates for children receiving 50,100, 200 class champion points

Children's motivation in relation to class reward systems will be reflected by the value placed on them by individual teachers. The more value you attach, the more value the students will attach.

The use of Class Champion Points as Rewards

Class Champions will form the foundation of the Academy's rewards system – All staff can give out class champion points when a child demonstrates the Academy's values – Each half term the children with a specific number of class champion points will receive a certificate and a reward either within or outside of the Academy

On a weekly basis the number of class champion points each member of the class has will be recorded.

Reward threshold each half term

Each half term, the student in each class with the highest number of achievement points will be taken out of the Academy for a treat which is decided by students.

Out of Class Rewards

In the playground positive behaviour should be rewarded with a **Green Card** these will be given out to children who clearly demonstrate the Academy's values. All staff should aim regularly handout green cards when on duty at either lunchtime or playtime. These are to be taken to the office where they will be recorded.



There will be regular raffles in whole Academy assemblies where children who have been rewarded green cards will be celebrated. At the end of each half term in Pride Assembly children with the most green cards will be reward alongside the class with the most green cards.

Sanctions

Classroom Sanctions

- In classrooms a traffic light system will be in place to promote understanding of consequences to actions and clear visual signals when behaviour does not meet expectations. At the beginning of each session all names will be on the GREEN traffic light. Every session should begin with children's names on GREEN.

If a child does not demonstrate the Academy Values:

- A verbal warning is to be given and have the child to identify the inappropriate behaviour and explain how this goes against the Academy Values
- If a child fails to take this opportunity, the child's name/face will be moved onto AMBER.
- If the child persists in their behaviour their name will be moved to RED. and they will loose their playtime, with their class teacher

At this point it is particularly important that the child feels that staff are willing them to do the right thing. Effort should be made to praise any ceasing of poor behaviour and support given to help the child to continue with their learning.

NB: There is NO MOVING BACK DOWN the traffic light. At Oasis Academy Don Valley we believe a child can turn their behaviour around by not receiving any further sanctions

If a child is on RED and persists with inappropriate behaviour, staff should follow the following procedures: (for a more detailed picture please see Appendix 1)

- In class 'short' sanctions e.g. sit on own, move away from the rest of the group
- Child sent to parallel class. Missed work will be made up at the discretion of the teacher. Children to complete 'What Did I Do Wrong?' sheet identifying what went wrong, how it could have been avoided and how to put it right. This time out period offers the child and teacher time to reflect.
- Pastoral Team / Senior Leader involvement where deemed appropriate.

If a child is involved in an incident of serious inappropriate behaviour in class then a member of the ALT should be called.

The child should always be given the opportunity to rejoin their class group and behave well after each sanction.

It is not part of the OADV behaviour statement to stand or sit children outside of their classroom – this for many children is not a sanction and is also a safeguarding risk as the child is not being monitored by a member of staff



Sanctions outside of the classrooms

Children are expected to demonstrate outstanding routines outside of the classroom as move around the Academy, lining up calmly, quietly and safely.

Red Cards

These may be given out to children that do not demonstrate the OADV values, despite a warning and opportunity to correct behaviour.

A child receiving a 3 red card loses **the following lunchtime** children may lose the following lunchtime if an incident is deemed to be serious enough (This will be decided by the Inclusion Team). Where behaviour does not improve, children should be referred to a member of the ALT. Children should be encouraged to recognise which of the **OADV Values** were not followed, where appropriate completing a reflection sheet.

Recording of Behaviour Incidents

Incidents occurring relating to behaviour which reaches a 'Step three on the behaviour flow chart or above **must** be logged on Class Charts under the correct level. This information will be monitored and used to inform areas to address on an Academy wide basis.

A student who receives a Step 6 on the behaviour chart will be placed on a behaviour tracker to monitor the nature and frequency of incidents moving forward. This will be overseen by a member of the Inclusion Team and shared with parents/carers. (See Appendix 2).

Parental Involvement

Parental support is essential to maintain good behaviour. Parents need to be made aware of good as well as poor behaviour. Each classroom should have a system of communicating good work/effort/behaviour to parents on a regular basis.

Parents must be informed of any **behaviour incident that occurs at level 3 or above**, on a daily basis.

Identifying Behaviour Needs

- 1 When a behaviour need is identified, the Class Teacher will seek advice from their Phase Leader and the Inclusion Team regarding appropriate strategies. There will be an initial meeting with Class Teacher and parents/carers re: strategies to use to get the behaviour back on track. These strategies will involve lots of positives around rewarding the appropriate behaviours.
- 2 If there is no improvement in behaviour, a meeting will be held between Class Teacher, Phase Leader and parents/carers where further strategies are explored and a behaviour report implemented. Phase Leaders will notify the Inclusion Team of any children reaching this level and record details of meetings via CPOMS/Class Charts.
- 3 If behaviour continues to deteriorate, the Phase Leader and Class Teacher will request direct involvement from the Inclusion Team. Here it will be discussed whether an Individual Behaviour Plan or Behaviour Tracking should be implemented. Additional,

more specialist provision will be discussed and any unmet needs explored. The SENDCo and Director of Inclusion will conduct an observation of the child. A My Plan may also be discussed at this stage.

Extreme behaviours

- Racism
- Violent behaviour
- Destroying property
- Extreme disruption – stopping a class learning
- Obscene language

Any of the above behaviours need thoroughly investigating and recorded on CPOMs by ALL staff involved.

Children displaying the above would most usually already be on a behaviour plan/choice card which should include warnings etc/time out of class/opportunities to make right choices but if this doesn't work the following may need applying

- Internal exclusion (1/2 a day/ 1 day)
- Fixed Term exclusion - (gradually increasing)

Fixed Term and Permanent Exclusions

At Oasis Academy Don Valley, we follow the guidance regarding exclusions as outlined in the Oasis Community Learning Exclusions Policy alongside guidance from Sheffield Local Authority.

Only the Principal has the power to exclude a student from a school. Any decision to exclude must be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties), rational, reasonable, fair and proportionate. In every instance where a pupil is sent home for disciplinary reasons, Principals must formally record and specify the length of the exclusion.

A child should never be excluded as a result of an unmet need. If staff are concerned about a child's needs impacting upon their behaviour within the Academy, they will discuss this with the SENDCo and Director of Inclusion who will explore strategies which could be used to support the child. A plan will be shared with all staff who work with the child within the Academy as well as parents and carers. (See appendix 3 for details regarding waves of provision).

Fixed Term Exclusions

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period. Fixed period exclusions should be for the shortest time necessary. Ofsted inspection evidence suggests 1-3 days are often long enough. A longer period of exclusion may have adverse educational consequences.

During the first 5 days of an exclusion, Academy staff will be expected to set and mark work for students.



Reintegration Meetings

Reintegration meetings are held between a member of ALT, a member of the Inclusion Team, the child and the parent/carer when a child returns from an exclusion. At this meeting the child's behaviour will be discussed and an Individual Behaviour Support Plan will be created or, if already in place, updated. Targets from the plan will be e-mailed to staff and included on the student report. Staff will be requested to complete the circulars to complete further IBPs if poor behaviour continues

Permanent Exclusions

Following Oasis Community Learning Policy, a decision to permanently exclude a student will be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Following the decision to permanently exclude a child, the case will be heard by The Academy Council and an Exclusions Panel (see OCL Exclusions Policy).

Appendix 1

Behaviour Flow Chart

STEP 1



Child given verbal warning of inappropriate behaviour including what they need to do to comply with the Academy's value and if they make the wrong decision they will be moved to amber

Behaviour Management Dialogue/Strategies

“John you are talking, you are currently not showing respect. If you choose to keep talking that is Step 1 and you will move to Amber”

State what is happening and give Values reminders.
Try and identify behaviour that is proactive/positive.

STEP 2



If child does continue to misbehave – Photo / Name moved to amber

Behaviour Management Dialogue/Strategies

“John you have continued to talk across the classroom”
“John you are now on a Step 2 and moving to Amber”

Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.

STEP 3



If child persists to not to follow Academy Values the are moved to red – The child will automatically lose their next playtime or 15 minutes of their Lunchtime depending on when time is lost – with classroom teacher

Behaviour Management Dialogue/Strategies

“John you have again continued to talk you have now moved to a Step 3 and moving to Red”

When you have given the verbal comment try speaking privately to the student. Getting down to the student's eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.

At this stage a record of behaviour must be made on Class Chart's and the class teacher must make the child's parent aware.

STEP 4



**If on red and continues with poor behaviour – Child moved to work independently/to a different learning space in class
Class Charts updated**

Behaviour Management Dialogue/Strategies

“John you are on the verge of leaving the lesson because you are not behaving reasonably.”

Remind the student that it is their choice not behave in line with values. Offer them solutions on how they can alter their behaviour:

- Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time.
- Offer different activities
- Ask them to take a minute to think about their behaviour.

STEP 5



If child continues with poor behaviour moved to another classroom until the end of the session – CPOMS updated

Lunch time lost – Child to spend lunchtime in detention.

Behaviour Management Dialogue/Strategies

“John you have now moved to Step 5 because which means you can no longer stay in the room.” “You need to go to” (A classroom needs to be identified)

At this point the student must leave the room to the support classroom. When they return discuss with them their behaviour and the strategies that will be put in place to support them (it could be some of the strategies above). This needs to be explained so they can start with a clean slate.

STEP 6



If child continues with poor behaviour or refuses to follow instructions when in support classroom, Member of Inclusion Team or member of ALT called for

CPOMS updated

An appropriate sanction will be applied – as decided by inclusion team/Member of ALT

Behaviour Management Dialogue/Strategies

“John you have now moved to Step 6 because”



If behaviour is deemed to be a significant breach of safety, the Academy values or a child refuses to follow the instructions given to them by an adult they may move straight to step 6 or to a fixed term exclusion

It is not part of the OADV behaviour statement to stand or sit children outside of their classroom – this for many children is not a sanction and is also a safeguarding risk as the child is not being monitored by a member of staff

Parental Involvement

For step 3-5 parents are to be informed of behaviours by class teacher or phase leader as appropriate

For Step 6 a phone call will be made by the Inclusion team

All children who are placed on red three times in one week or twice for 3 weeks consecutively will have their parents invited in to the Academy to discuss their behaviour with – Class Teacher & Phase Leader.

A phase report will be put in place and if behaviour does not improved in 3 weeks. This will be escalated to a meeting with parents and ALT link – where the child will be place on behaviour report to the appropriate member of ALT

Fixed Term Exclusion

A fixed term exclusion is given when a student behaves in a wholly inappropriate fashion. This needs to be logged in a much detail as possible. For Fixed Term you need to set work. This is to be given to reception to post out. It is important that work is set and logged on the behaviour tracker otherwise a permanent exclusion could be over-turned.

Re-integration Meeting

Reintegration meetings are held between a member of ALT, the child and the parent/carer when a child returns from an exclusion. At this meeting the child's behaviour will be discussed and an Individual Behaviour Support Plan will be created. Targets from the plan will be e-mailed to staff and included on the student report. Staff will be requested to complete the circulars to complete further IBPs if poor behaviour continues

Appendix 2

Head/IN Other		Year 3		Teacher Abs	
Total number of exclusions days	Exclusions no. days	Date	Head Teacher	Teacher	Abs
55	5				
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Appendix 3

Record of Provision			
	Level 1	Level 2	Level 3
Mandatory:	Meeting with member of Inclusion Team Individual Behaviour Plan Initiate FCAF	Meeting with SENDCo & Director of Inclusion and ALT Re-integration Meeting My Plan Completed Referral to Specialist Services FCAF/MAST Referral	Meeting with Principal Academy Council Behaviour Committee meeting Primary Inclusion Panel Referral Managed Move
SEND	Observation of child by SENDCo Booster session for core subjects Reading Intervention Dyslexia Intervention Consider Additional Adult Support Specialist Resources/Equipment Fusion/Ryegate/EPS/CAMHS Referral Consider implementing MyPlan	Consideration of 1:1 Support Booster session for core subjects Reading Intervention Dyslexia Intervention Additional Adult Support Speech Therapy Referral Literacy programme Numeracy Programme Differentiated tasks Differentiated resources Differentiated homework Planned observations during structured and unstructured times by SENDCo My Plan Fusion/Ryegate/EPS/CAMHS Referral	Consideration of 1:1 Support Booster session for core subjects Reading Intervention Dyslexia Intervention Additional Adult Support Speech Therapy Referral Literacy programme Numeracy Programme Differentiated tasks Differentiated resources Differentiated homework Planned observations during structured and unstructured times by SENDCo Highly Specialist Intervention My Plan/Referral for EHCP Fusion/Ryegate/EPS/CAMHS Referral
Pastoral:	Consideration of; Self-esteem group work Social Skills Group Work Anger Management Group Work Theraplay Nurture Group Time Out Cards Breakfast club/lunch/break Identified Key Worker in School	Self-esteem 1:1 work Social Skills Group Work Anger Management Group/1:1 work Theraplay Nurture Group Time Out Cards Breakfast club/lunch/break Inclusion Team Mentor Specialist Outreach Support Behaviour for Learning Programme Enrichment Programme	Self-esteem 1:1 work Social Skills Group Work Anger Management Group/1:1 work Theraplay Nurture Group Time Out Cards Breakfast club/lunch/break SLT Mentor Support from Inclusion Centre Behaviour for Learning Programme Enrichment Programme Increased Pastoral Manager tracking Consider flexible timetable which includes alternative provision placement.
Parental Involvement	Positive Report Card Meeting with Parent MAST Referral Theraplay	Target card to SLT TAF Meeting Theraplay	Target card to SLT TAF Meeting Theraplay
Other Professional Involvement	MAST referral Specialist Referral Considered	MAST referral Peer Mentor Specialist Agency Referral	MAST referral Peer Mentor CAMHS referral



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| TAF Meeting
Referral to social care

| TAF Meeting
Targeted work with Social Worker

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