



## Behaviour for Learning Statement – Secondary Phase

Date: September 2022

Review September 2023



### Link Policies

1. Oasis Community Learning – Behaviour for learning Policy
2. Oasis Community Learning – Exclusions Policy
3. Oasis Academy Don Valley Routines Policy



**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, and are underpinned by Character.
Pastoral Curriculum	Our Pastoral Curriculum is built up of the following; <ul style="list-style-type: none"> <li>- PSHE and Safeguarding Curriculum</li> <li>- Jigsaw</li> <li>- Advisory Curriculum</li> <li>- Enrichment and extra-curricular activities</li> <li>- Further education and careers advice</li> <li>- OADV Entitlements</li> </ul>
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 a 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 students should create a calm and purposeful environment where students 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 at 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 students will only achieve their potential within a calm, positive, focussed, safe learning environment. We also believe that the distinction between behaviour being 'good' and behaviour being 'outstanding' is when students are enforcing and encouraging the behaviour cultural norms themselves. The students 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 students to conform and discourage students who don't.

These structured and cultural norms in a classroom ensure there is freedom for innovative and creative lessons free from time wasting and 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 students; 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** students can behave in a way that will, firstly support their learning and secondly ensure future success. We believe those behaviours need to be taught, described, revisited, praised, practiced and encouraged daily. Similarly, if challenging behaviours are allowed to go unchallenged, they might become bad habits. These habits can distract from our end goal for all students. Tolerating poor or off-task behaviour is to give it your consent. If you walk past a pupil misbehaving and do not challenge it, you are conveying to that student that it is an acceptable way of behaving.

Guidance for staff is set out in the Academy 'Standards and Expectations – Guidance for Staff' document.

**'The standard you walk past is the standard that you accept'**

**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 students 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 students and each other respectfully
- That positive behaviour management is more effective than negative
- That for the vast majority of students, 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 students
- That staff will refer to the behaviour and not the student.
- That the most effective behaviour management is by the member of staff affected and as quickly as possible after the event
- That Staff and Students 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 students will develop lively, questioning minds, learn important skills and make good relationships with adults and students.
- Promote learning to ensure that each student develops his/her maximum potential.
- Help our students 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 student/students to be aware of his/her behaviour and to find recovery strategies
- Give the student strategies to avoid problems in the future – empower
- Give each student self-esteem, confidence and security.
- Give students a sense of responsibility towards the community.

**Strategies: Use positive rather than negative approaches – Our approach is drawn from the work of Tom Bennet – Running the Room and Doug Lemov – Teach Like a Champion, focused on a warm but strict discipline procedure centred around high behavioural expectations.**

**Methods and strategies which support the development of a positive culture for learning**

**Develop routines, which support positive behaviour**

- All students must be met and greeted on each classroom door before the start of a session
- Where possible have resources available in advance either on desks or ready to collect from the front
- Hand signals to represent behaviour required, e.g. hand in air: stop and be quiet – all raise hand, finger on lips: quiet
- 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 (Narrate the positive – TLAC)

**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 student
- Give a verbal reminder of expectations
- Showing the student you are waiting (for student to return to task)
- Saying the student's name
- Seeing if student needs help
- Thanking students for being on task prior to compliance as an expectation
- Acknowledge students who are on task
- Drawing the student's attention back to the task
- Checking the student is clear about the task and has the necessary resources
- Regularly contacting and checking
- Changing the activity or the student's place
- OADV Academy Values reminders. Ask what the OADV value is.
- Give take up time. After requesting an action, instead of hovering and demanding, move onto something else and check later
- Use empathy and tolerance

**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 student to change behaviour
- Outline exactly what it is they have done wrong – give a rule reminder
- Give the student choices
- Use empathy and tolerance

**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 student to cool down before the discussion takes place
- Get the pupil to sit down if they are upset
- Discussing with the student, asking the student 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 and tolerance
- 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 student will make a responsible decision
- Use language carefully – “How many times have I told you to concentrate” – becomes “thanks for looking this way” 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 students 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
- Try to avoid shouting when there is no imminent danger

### **Procedures for Implementing the Policy**

- Staff will teach students some expected behaviours explicitly. This includes teaching students to move calmly around the Academy building e.g. entering assembly, lining up etc.
- All staff will refer to the ‘Standards and Expectations – Guidance for Staff’ document when addressing behaviour – whether the behaviour is positive or negative

### **Rewards – At Oasis Academy Don Valley**

#### **Pride Assemblies**

Each week in **Pride assemblies** Student of the week will be celebrated from each Advisory group – Each week every member of the Academy staff will be asked to nominate their ‘student of the week’. Students may be nominated for good work, progress, achievement, behaviour or displaying a real commitment to the Academy’s values. Winners for each week will be awarded a certificate and have their name added to celebration screens around the Academy. The parents of those students being awarded student of the week will also be made aware of this achievement.

## **General Rewards**

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

- Achievement points awarded on ClassCharts
- Verbal or written comments to the student and parents including phone calls home and post cards sent
- Students can be sent to Principal/Deputy Principal and/or the Head of Primary and other teachers to share good work or behaviour
- Half termly Achievement points certificates and celebrations for students receiving 50,100, 250 and 500 achievement points
- A Perfect Experience for those getting it completely right

***Students' 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.***

## **S.T.A.R. – Learners**

- Sit up straight
- Track the speaker
- Ask and answer questions
- Respect others

***“Behaviour is a curriculum”, ‘Children must be taught how to behave. Make it easy for them to behave and hard not to.’ Tom Bennett***

## **The use of Achievement points as Rewards**

Achievement points will form the foundation of the Academy's reward system – All staff can give out achievement points when a student demonstrates one or more of the Academy's values – Each half term the students with a specific number of points will receive a certificate and a reward either within or outside of the Academy.

## **Out of Class Rewards**

Outside of the classroom positive behaviour should also be awarded. These will be given out to students who clearly demonstrate the Academy's values and/or good character. All staff should aim to regularly handout achievement points when on duty at either lunchtime or breaktime.

## **Sanctions**

### **Classroom Sanctions**

- In classrooms a **STEP** system will be in place to promote understanding of consequences to actions and clear visual signals when behaviour does not meet expectations

**If a student does not demonstrate the Academy Values:**

- A verbal warning is to be given and have the student to identify the inappropriate behaviour and explain how this goes against the Academy Values – The students name will then be added to the steps board displayed in the classroom
- If student persists in not following Academy values, they are moved to STEP 2 – If appropriate to the seating plan, the student can be moved to work independently / to a different learning space in class – This is marked on the STEP board

At this point it is particularly important that the student 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 student to continue with their learning.

**There is NO MOVING BACK DOWN the STEPS. At Oasis Academy Don Valley we believe a student can turn their behaviour around by not receiving any further sanctions**

- If a student on **STEP 2** and persists with inappropriate behaviour, staff should continue to follow OADV Sanctions flow chart: (for a more detailed picture please see Appendix 1)
- If a student continues with poor behaviour, they are moved to **STEP 3** – The student will automatically receive a break time correction to be held in the main school hall
- If student continues with poor behaviour they will be issued a **STEP 4** and moved to another classroom until the end of the session. Students will be collected by a member of the on-call team and buddied to a suitable room
- Once reaching a STEP 4 students will be issued with a same day after academy correction unless the correction is issued after period 4 when the correction will be moved to the day after
- If a student continues to be disruptive in the room that they are removed to they will be issue an **STEP 5** and removed to the Reflection Room where appropriate work, will be completed
- Pastoral Team / Senior Leader involvement where deemed appropriate.

If a student is involved in an incident of serious inappropriate behaviour in class or during social times then a member of the ALT should be called.

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

The academy will promote the mantra –

***Do the right thing – First Time – Every Time – No Excuses***

**Sanctions outside of the classrooms**

Students are expected to demonstrate outstanding routines outside of the classroom as they move around the Academy.

**Red Cards**

- These may be given out to students that do not demonstrate the OADV values, despite a warning and opportunity to correct behaviour.
- A student receiving 3 red cards **is placed in an after – Academy correction** students may be placed in after **Academy correction** if an incident is deemed to be serious enough (This will be decided by the Pastoral team).

## **Recording of Behaviour Incidents**

All behaviour incidents both positive and negative should be recorded on ClassCharts. If a member of staff believes that the incident is a safeguarding issue then a separate/ new incident should be completed in CPOMS

The Assistant Principal for behaviour will monitor students' accumulative behaviour scores within a linear process where students will reach different levels. A student who receives a level 5 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 class teacher should have a system of communicating good work/effort/behaviour to parents on a regular basis in line with the Academy policies.

Parents will be informed of any **behaviour incident that is issued at STEP 4 or above**, on a daily basis.

## **Identifying Behaviour Needs**

- 1 When a behaviour need is identified in a specific subject, the Class Teacher will seek advice from their Head of Faculty and the Inclusion Team regarding appropriate strategies. The child's advisory teacher will also be made aware. There will be an initial meeting with Class Teacher and parents/carers re: strategies to use to get the behaviour back on track. For students where challenging or disruptive behaviour is displayed across a variety of subjects or at number of times throughout the Academy Day, their Advisory Teacher will be responsible for discussions with the Inclusion Team and parents/carers. The responsible teacher will record details of any meetings via ClassCharts.
- 2 If there is no improvement in behaviour, a meeting will be held between Class/Advisory Teacher, Head of Faculty or Inclusion Team and parents/carers where further strategies are explored and a behaviour report implemented.
- 3 If behaviour continues to deteriorate, the Advisory Teacher/Head of Faculty will request direct involvement from the Inclusion Team. Here it will be discussed whether an Individual Behaviour Plan or Behaviour Tracking should be implemented. Additionally, more specialist provision will be discussed and any unmet needs explored. The SENDCo and Inclusion team will conduct an observation of the child. A 'My Plan' may also be discussed at this stage. At this stage students may also receive a SNAP assessment for SEND or behaviour.

## **Extreme behaviours**

- Racism
- Violent behaviour or the threat of
- Carrying a weapon
- Destroying property
- Extreme disruption – stopping a class learning
- Obscene language



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

Students displaying the above would most usually already be on a behaviour plan/report 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 Reflection (1/2 a day/ 1 day)
- Suspensions

### **Suspension and Permanent Exclusion**

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

Only the Principal has the power to suspend/exclude a student from the Academy. Any decision to suspend/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 student is sent home for disciplinary reasons, Principals must formally record and specify the length of the exclusion.

A student should never be suspended/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 ALT 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).

### **Suspensions**

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends. Suspensions should be for the shortest time necessary. Ofsted inspection evidence suggests 1-3 days are often long enough. A longer period of suspension 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 student and the parent/carer when a student returns from a suspension. At this meeting the student'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
- Where allowing the student to remain in school would seriously harm the education or welfare of the student 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 and correction procedure – Secondary

#### STEP 1



**Student given verbal warning of inappropriate behaviour including what they need to do to comply with the Academy's values – Student name to be written on STEP board in classroom**

#### *Behaviour Management Dialogue/Strategies*

“John you are talking, you are currently not showing respect that is Step 1 your name is being written on the STEP board. Thank you for refocusing on the speaker”

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

#### STEP 2



**If student persists in not following Academy Values they are moved to STEP 2 – If appropriate to the seating plan the student can be moved to work independently / to a different learning space in class – This is marked on the STEP board**

#### *Behaviour Management Dialogue/Strategies*

“John you have again continued to talk you have now moved to a Step 2, I need your attention here at the moment, thank you

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.

### STEP 3



**If a student continues with poor behaviour they are moved to STEP 3 – The student will automatically receive a break time correction to be held in faculty**

#### *Behaviour Management Dialogue/Strategies*

“John you are now moving to STEP 3, you are on the verge of leaving the lesson because you are not behaving reasonably.”

Remind the student that it is their choice to 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 4



**If student continues with poor behaviour moved to another classroom until the end of the session  
Same day after Academy correction.**

#### *Behaviour Management Dialogue/Strategies*

“John you have now moved to Step 4 because ..... which means you can no longer stay in the room.” “You will be collected by on call shortly .....

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.

### STEP 5



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

**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 5 because .....

**If a student is placed on step 3 three times in one day they will automatically be placed in after Academy correction**

**If behaviour is deemed to be a significant breach of safety, the Academy values or a student refuses to follow the instructions given to them by an adult they may move straight to step 5 or to a fixed term exclusion**

## **Corrections**

If students do not meet our high standards and expectations, they will be allocated an academy correction. Break time corrections will take place in the Dance Studio and after school corrections in the Main Hall. The expectation for all corrections is that students show good character and take themselves. If a student fails to attend a break time correction it will escalate to a C1.

**There is a clear stepped and escalatory process for corrections.**

- **C1** – 45-minute same day correction (Student brings themselves to correction)  
**Failure to attend or failure in the room leads to...**
- **C2** – 45-minute next day correction (Student brings themselves to correction)  
**Failure to attend or failure in the room leads to...**
- Extended Correction = **90 Minute, Friday evening correction in the academy**  
**Failure to attend or failure in the room will lead to follow up by PM / ALT with a call home and further sanctions**

**3 C1 corrections in a week = Extended Correction**

- Late correction to remain 30-minute same day correction after school.  
**Failure to attend = escalation to C2**

## **Parental Involvement**

For behaviour incidents at step 4 and above parents are to be informed of behaviours by Inclusion Team via telephone call home to inform of after Academy correction.

Any student who receives three after Academy corrections will be contacted by a member of the Inclusion Team and invited to a meeting in the Academy with the students Advisory Teacher and appropriate member of the Inclusion Team.

## Appendix 2

Name/AN/Other		Year		Inclusion Tracker		
Total number of exclusion days		3		3		
Level	SS/FT	Tariff	Exclusion on days	Date	Used Tariff	Information/Impact/Further Interventions
Level 1	SS	5				Meeting with Parenting discuss changes to behaviour
	CS	10	1			Introduction of Individual Behaviour Plan and Re-referred to MAST
	CS	15				
	CS	20	1			Extra Inclusion Support provided to work on a 1:2:1 hour
	SS	30				TAF Meeting to be arranged following referral to MAST - AN Other unmarked outside Principal's office as part of reintegration.
	SS	35				
	SS	40				
	CS	45	1			MAST Meeting held to agree the support that is to be put in place
	SS	50				
	SS	55				Followed up with MAST waiting for reply, introduced regular Friday nurture sessions with ABC as support
Level 2	SS	60				AN has now set a fully personalized timetable in place with extra support around his behaviour including nurture and extra PSHE to help him understand his behaviour
	SS	65				MAST have now confirmed that they have visited AN at home and want to set up a TAF to identify what support will be required.
	SS	70				
	SS	75				
	SS	80				
	SS	85				
	SS	90				
	SS	95				
	SS	100				
	SS	105				
	SS	110				
	SS	115				
	SS	120				
	SS	125				
	SS	130				
	SS	135				
	SS	140				
	SS	145				
	SS	150				
	SS	155				
SS	160					
SS	165					
SS	170					
SS	175					
SS	180					
SS	185					
SS	190					
SS	195					
SS	200					
SS	205					
SS	210					
SS	215					
SS	220					
SS	225					
SS	230					
SS	235					
SS	240					
SS	245					
SS	250					
SS	255					
SS	260					
SS	265					
SS	270					
SS	275					
SS	280					
SS	285					
SS	290					
SS	295					
SS	300					

## Appendix 3

Record of Provision			
	Level 1	Level 2	Level 3
<b>Mandatory:</b>	<p>Meeting with member of Inclusion Team</p> <p>Individual Behaviour Plan Initiate FCAF</p>	<p>Meeting with SENDCo &amp; Director of Inclusion and ALT</p> <p>Re-integration Meeting My Plan Completed Referral to Specialist Services FCAF/MAST Referral</p>	<p>Meeting with Principal Academy Council Behaviour Committee meeting Primary Inclusion Panel Referral Managed Move</p>
<b>SEND</b>	<p>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</p>	<p>Consideration of 1:1 Support Booster session for core subjects Reading Intervention Dyslexia Intervention Additional Adult Support Speech Therapy Referral</p> <p>Literacy programme Numeracy Programme Differentiated tasks Differentiated resources Differentiated homework Planned observations during structured and unstructured times by SENDCo</p> <p>My Plan Fusion/Ryegate/EPS/CAMHS Referral</p>	<p>Consideration of 1:1 Support Booster session for core subjects Reading Intervention Dyslexia Intervention Additional Adult Support Speech Therapy Referral</p> <p>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</p>
<b>Pastoral:</b>	<p>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 the Academy</p>	<p>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</p> <p>Specialist Outreach Support Behaviour for Learning Programme Enrichment Programme</p>	<p>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</p> <p>Support from Inclusion Centre Behaviour for Learning Programme Enrichment Programme Increased Pastoral Manager tracking Consider flexible timetable which includes alternative provision placement</p>
<b>Parental Involvement</b>	<p>Positive Report Card Meeting with Parent MAST Referral Theraplay</p>	<p>Target card to SLT TAF Meeting</p> <p>Theraplay</p>	<p>Target card to SLT TAF Meeting</p> <p>Theraplay</p>
<b>Other Professional Involvement</b>	<p>MAST referral Specialist Referral Considered</p>	<p>MAST referral Peer Mentor Specialist Agency Referral TAF Meeting Referral to social care</p>	<p>MAST referral Peer Mentor CAMHS referral TAF Meeting Targeted work with Social Worker</p>