



Policy Title:	Behaviour for Learning Policy
Version:	1.5
Member of Staff Responsible:	Deputy Headteacher – Pastoral Lead
Approval Level:	Headteacher
Status:	Statutory
Date adopted by Governing Body:	July 2019
Cycle of Review:	Annual
Date for next review:	September 2025

### Change Record

Version	Date	Description of Changes
1.0	July 2019	New Policy
1.1	Sept 2019	New policy replacing "Rewards and Behaviour for Learning Policy"
1.2	Jan 2021	Updates; review frequency changed to annual
1.3	Sept 2022	Updates
1.4	Sept 2023	Updates
1.5	Sept 2024	Updates

**"Settle College promotes the safeguarding and welfare of children in its care; all policies support the "Child Protection Policy"**

# Behaviour for Learning Policy and the Behaviour Curriculum 2024-2025

## Contents

1. Purpose of policy and guiding principles .....	3
2. Links with other policies or legislation .....	3
3. The behaviour policy's main aims: .....	3
4. School rules and Codes of conduct: .....	4
5. Disciplining beyond the school gate: .....	4
6. Engagement with parents/carers: .....	4
7. Behaviour choice and consequence .....	5
8. Behaviour for Learning Support Journey .....	6
9. Intervention and support .....	7
10.a) Suspensions.....	8
10.b Permanent Exclusion .....	8
11. Quiet room .....	9
12. Confiscation .....	9
13. Allegations against School .....	10
14. Pastoral/Academic Support Plan .....	10

**\*Settle College are currently working on the behaviour curriculum with staff, parents and students**

## 1. Purpose of policy and guiding principles

The Governors and staff of Settle College are committed to providing a learning environment which will support the children and young people in our care. Settle College has high standards and expectations of our students. The College believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the College that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic potential and prepare for life.

The College's behaviour expectations are guided by our core principle, the best you can be. Staff are expected to model this principle and use it in discussions and interactions with students.

Settle College believes that students should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened. This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The College's rewards system is based on House Points which is promoted throughout College life. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing student behaviour.

For some students with special educational needs and disabilities, reasonable adjustments will be made to ensure they reach their potential. It is imperative to the operation of this policy that Behaviour for Learning remains the responsibility of all staff.

The Governors and Headteacher have the ultimate responsibility for the standard of behaviour in the college and therefore have the final verdict.

This policy applies both in school and outside school as required by law.

## 2. Links with other policies or legislation

This policy has a significant impact on the 'daily life' of the College, and as such is linked to several policies. Throughout this 'Behaviour for Learning Policy' there is reference to the following the Department for Education (DfE) documents, which should be read in conjunction with this policy:

- [Keeping Children Safe In Education 2024.](#)
- [Behaviour Curriculum 2024](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Preventing and Tackling Bullying: advice for Headteachers, staff and governing bodies 2017.](#)
- [DfE and ACPO Drug Advice for Schools 2012.](#)
- [Use of Reasonable Force in Schools 2013.](#)
- [Screening, Searching and Confiscation: advice for schools 2022.](#)
- [Sharing Nudes and Semi-nudes](#)

(above policies, linked to the most recent DfE guidelines)

In addition there are a number of policies linked to this policy, including:

SEN Policy, Teaching and Learning Policies, Anti-Bullying Policy, Child Protection and Safeguarding Policy, Attendance and Punctuality Policy for Students, Prevent Policy and Uniform Policy

## 3. The behaviour policy's main aims:

- Keep students safe.
- Promote good behaviour, self discipline and respect.
- Prevent bullying.
- Ensure that students complete assigned work.

#### **4. School rules and Codes of conduct:**

We all must follow the school rules and code of conduct at all times when in school, on the way to and from school and when representing the school on trips, visits and fixtures:

##### **School rules:**

1. Ready
2. Respect
3. Safe

##### **Codes of conduct:**

- We must show courtesy, respect and support to all staff, visitors and students.
- Move around the school site in a quiet, safe and sensible manner. Do not run. (removed – walk on the left)
- Be on time to all lessons, wear correct uniform and have the correct equipment at all times.
- Follow instructions – first time, every time.
- Always aim to produce work to the best of your ability.

#### **5. Disciplining beyond the school gate:**

This covers Settle College's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes:

- Taking part in any school-organised
- School-related activity
- Travelling to or from school or wearing school uniform
- In some other way identifiable as a pupil at the school

or, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, Settle College staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow its safeguarding policy.

#### **6. Engagement with parents/carers:**

Settle College values parents/carers as experts. We will provide feedback on your child's emotional wellbeing at Parents' Evenings, but will also contact you immediately if we have any concerns about your child's wellbeing. We also place great value on feedback from parents/carers about the wellbeing of your child. If you have any concerns, or would like to provide feedback on our behaviour policy, please do not hesitate to contact Settle College.

## 7. Behaviour choice and consequence

The purpose of this policy is to ensure that no student's education is disrupted by the poor behaviour of themselves or other and that safety is not compromised.

	First time (Level 1)	Second time (Level 2 = L2)	Third time (Level 3 = L3)	Repeated	Serious
Misconduct in the classroom	Teaching and Learning support.	Teaching and Learning support.  Behaviour point on Arbor (L2).	On call to be called. To be removed and a detention with the class teacher to be issued. Event to be logged on Arbor. (L3).  Student can also be removed if there is a risk to their and other students' health and safety.	2 within one day will result in the student working in the quiet room.	Suspension  Or  Permanent exclusion
Attitude to learning, not completing classroom work and activities to an appropriate standard.	Student to be supported by the teacher and/or TA	Teaching and Learning support.  Behaviour point on Arbor (L2).	L3 to the student if they are disrupting the learning of others, On call to be to be called.  Detention to be issued by the teacher.	After school detention with Learning Manager.	

Behaviour	First time	Repeated	Persistent	Serious
Mobile phone/device use in school *see mobile device policy	Confiscated and to be given to the HOY. Parent/guardian to collect.			
Lateness *staff to record lateness on Arbor.	Warning, added on Arbor.	Pastoral detention given.		
Refusal to follow instruction	Reminder and support to complete instruction.	Detention.	Quiet room.	Quiet room.  Permanent exclusion.  Suspension.
Going off-site	SLT after-school detention.	Suspension	Suspension  Permanent exclusion	
Truancy	Department detention.	After-school department detention.	SLT After-school detention	Suspension
Theft or vandalism *Any damage to school property will be charged to the student.	After-school detention or Quiet Room	Suspension or Quiet Room	Permanent exclusion, suspension or Quiet Room	Permanent exclusion
Possession of drugs and paraphernalia	Suspension	Permanent exclusion		Permanent exclusion
Vaping or having a vape.	Quiet Room	Suspension	Suspension or Permanent exclusion	Suspension or Permanent exclusion
Dealing or supply drugs (just to highlight that this word is within the policy from the governors meeting)	Permanent exclusion			
Child on Child abuse, bullying or abuse, including homophobic and racist.	Detention, after-school detention or quiet room	After School Detention / Quiet Room / Suspension	Quiet Room  Suspension  Permanent exclusion	Suspension  Permanent exclusion
Failure to comply with sanction	Quiet Room or  After-school detention	Quiet Room or After-school detention	Suspension  Permanent exclusion	Permanent exclusion
Swearing at and towards a staff member	Quiet Room	Quiet room  Suspension	Suspension	Suspension Permanent exclusion

Violent at and towards a staff member	Quiet Room or Suspension	Suspension Permanent exclusion	Suspension Permanent exclusion	Permanent exclusion
Refusal to be searched or screened	Quiet Room or Suspension			
Chewing gum	Pastoral detention			
Inappropriate use of ICT	Detention, Quiet Room, Suspension, Permanent exclusion.			

Definitions are a guidance:

- First time – for a behaviour choice that is not repeated during a lesson or school day
- Repeated – for a behaviour choice that is repeated during a lesson or school day or week
- Persistent – for a behaviour choice which is repeated for a period of time regardless of consequences being applied
- Serious – for a single incident of a behaviour choice that is deemed to be serious

## 8. Behaviour for Learning Support Journey

### **Support 1 – Subject Report**

Triggered by: persistent poor behaviour and /or poor attitude to learning in a specific subject (Three L3s). In addition to an after-school detention, a subject report will be issued by the class teacher or subject leader. Weekly notifications will be given to the parents/carers. This support will last approximately 6 weeks.

Additional support: Identify behaviours and strategies e.g. moving seat, differentiated work and differentiated assessment.

### **Support 2 – Form Tutor Report**

Triggered by: repeated poor behaviour and/or attitude to learning in two or more subjects or a progress review with 3 or more attitude to learning scores 3 or below in three separate subjects. A form tutor report will be issued. Weekly notifications will be given to the parents/carers by the form tutor. Depending on the situation, a form tutor report will normally last for 6 weeks. If it is due to an unsatisfactory progress review, this report will normally last for two weeks if appropriate.

Additional support: Identify behaviours and strategies and screening for SEND. Consider: Child Adolescent Mental Health Service (CAMHS), Education Psychiatrist and start of an Educational Health Care Plan (EHCP).

#### **Failing Support 2: Early Help:**

If behaviour does not improve, an Early Help meeting will be established by the Head of Year/pastoral officer or Learning Manager. This will establish if external support is needed for the student and family. This meeting can take place during any process in the support journey.

A pastoral support plan will be started by the Head of Year/pastoral officer or Learning Manager. ABC form to be created.

### **Support 3 –Poor Behaviour - Heads of Year AND Pastoral officers report**

Triggered by: failure to respond to a Form Tutors report or as a result of a serious incident. A Heads of Year report will be issued. Weekly notifications will be given to the parents/carers. Depending on the situation, a Head of year report will last for 8 weeks.

Additional support: Identify behaviours and strategies and screening for SEND. Consider: Child Adolescent Mental Health Service (CAMHS), Education Psychiatrist and start of an Educational Health Care Plan (EHCP).

### **Support 3 –Poor Attitude to Learning – Learning Manager report**

Triggered by: failure to respond to a Form Tutors report. A Learning Managers report will be issued. Weekly notifications will be given to the parents/carers. Depending on the situation, a Learning Manager report will last for 8 weeks.

Additional support: Identify behaviours and strategies and screening for SEND.), Education Psychiatrist and start of an Educational Health Care Plan (EHCP). Referral to the Local Authority behaviour unit, the Craven Collaborative. This could trigger a managed moved to a different school. Removed CAHMS

Referral to the Local Authority behaviour unit, the Craven Collaborative. This could trigger a managed move to a different school.	
--	--

#### **Support 4 - Senior Leadership Report**

Triggered by: Failure to respond to a Heads of Year or Learning Managers Report or a serious incident. Weekly notifications will be given to the parents/carers. Depending on the situation, a Senior Leadership report will last for 8 weeks.

Additional support: Identify behaviours and strategies and screening for SEND. Consider, CAMHS/Ed Psych/SEND. Referral to Craven Collaborative – managed move.

### **9. Intervention and support**

Interventions are aimed at supporting specific identified needs. Specialist support and interventions can also be supported by external professionals and Local Authority programmes.

Below highlights the main interventions at Settle College:

<b><u>Cognition and Learning</u></b>	<b><u>Social, Emotional and Mental Health</u></b>	<b><u>Physical and Sensory</u></b>	<b><u>Speech, Language and Communication</u></b>
<ul style="list-style-type: none"> <li>• Accelerated reader.</li> <li>• Nurture group.</li> <li>• Exam concessions.</li> <li>• Learning Managers support</li> <li>• Reader and Scribe in lessons</li> <li>• Reader Pen</li> <li>• Meta-cognition training</li> <li>• Assessment for exam concessions</li> <li>• Educational Psychologist</li> <li>• GP</li> <li>• School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lego and art Theory</li> <li>• Nurture Group</li> <li>• All about me</li> <li>• Control of anger</li> <li>• Personal well-being goals</li> <li>• Social Skills</li> <li>• Referral to Skipton Pupil Referral Unit.</li> <li>• Educational Psychologist</li> <li>• GP</li> <li>• School counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Local Authority provision.</li> <li>• Radio and visual aids</li> <li>• Laptops</li> <li>• Visual timetable</li> <li>• GP</li> <li>• Occupational therapy</li> <li>• Local Authority Medical Team</li> <li>• Adaptive equipment / furniture</li> <li>• Uniform change</li> <li>• Paediatrician</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture group</li> <li>• Speech therapy</li> <li>• Communication toolkits</li> <li>• Speech therapy</li> <li>• Local Authority provision</li> </ul>

### **10. Use of Exclusion**

Settle College recognises the potentially detrimental impact of exclusion and consequently avoids, as far as possible, using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- Identify and meet the need being communicated through behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management

On the rare occasions that Suspension is used, we will:

- Maintain contact with the pupil and their family throughout the process (e.g. conducting a pupil telephone welfare check)
- Use Restorative Practice to structure reintegration meetings and reduce blame
- Hold a restorative group for staff involved in supporting the child or young person
- Place the pupil's (and parent's/carer's) voice at the heart of each step of the process.

On the rare occasions that a permanent exclusion is used, we will:

- The exclusions process is applied fairly and consistently.
- The exclusions process is understood by governors, staff, parents and students.
- Students do not become NEET (not in education, employment or training).

### **Legislation and statutory guidance:**

These arrangements are based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and student referral units (PRUs) in England

It is based on the following legislation, which outline schools' power to exclude students:

- Section 52 of the Education Act 2002
- The school discipline Regulations 2012
- The school standards and Framework Act 1998
- Education and Inspection Act 2006, part 7, which looks at parental responsibility for excluded students
- Section 579 of the Education Act 1996 which defines 'school day'
- The Education (provision of Full-Time Education for Excluded students) England / Regulations 2014

### **10.a) Suspensions**

Settle College will use Exclusions when student behaviour seriously and negatively impacts on the learning and/or safety of students.

Exclusion is a very serious step to take and initially will be done for one or more fixed periods so that the pupil can return to Settle College and have the opportunity to complete their education with no further persistent bad behaviour.

Only the Headteacher (and the Deputy Headteacher when responsibility is delegated to them if the Headteacher is off site) may exclude for the following reasons:

- Serious misconduct in or outside the classroom
- Persistent refusal to follow instructions
- Repeated going off site
- Persistent truancy
- Refusal to engage with the quiet room.
- Repeated disruption whilst in the quiet room
- Not attending SLT detentions on a Friday afternoon (three strikes)
- Five occasions in inclusion.

The length of the Suspension will be at the discretion of the Headteacher.

Returning from a Suspension

Following a suspension, a reintegration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate. The following measures may be implemented when a student returns from a suspension:

- Agreeing a behaviour contract in agreement with parent/carer support
- If appropriate, putting a student 'on report' to their form tutor, Year Leader or member of the senior leadership team as appropriate.
- Internal isolation for a specified period of time.
- Regular meetings with their in school mentor

### **10.b Permanent Exclusion**

The Headteacher will permanently exclude a pupil for a serious breach or persistent breaches of the College behaviour policy if allowing the student to remain would seriously harm the education or welfare of pupils or others or a serious one off incident. This includes:

- Where a pupil is not responding to one or more fixed term exclusions or fixed term exclusions are approaching a limit of 45 days in the school year.
- Where there has been serious misconduct in or outside the classroom.
- Where there has been a serious refusal to follow instruction.
- Where there has been persistent going off-site
- Any other incident deemed by the Headteacher as sufficiently serious to warrant permanent exclusion.

Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher will:



- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Allow the student to give their version of events.
- Consider if the student has special educational needs (SEN) or is in a vulnerable group (Looked after or involvement with social care)

Statutory guidance for those with legal responsibility in relation to exclusion can be found at:

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)

### **11. Quiet room**

Settle College will use the quiet room when student behaviour negatively impacts on the learning and/or safety of students. The quiet room will also be used when it is appropriate if the good order of the College is threatened and/or student behaviour could potentially damage the reputation of the College.

Students may be placed in quiet room for the following reasons, but are not limited:

- 2 L3s in a day.
- A serious incident(s)

Note: Students may be placed into quiet room for any serious breach of College rules.

Whilst in the quiet room students must meet the College's expectations:

- Do hand over all electrical items
- Do place bags and coats at the front of room
- Do reflect on the reason you are in the quiet room
- Do put your hands up if you have a question
- Do complete all work to the best of your ability
- Do not talk or communicate with others
- Do not speak unless spoken to
- Do not graffiti
- Do not put your head on the desk

Students who fail to meet these expectations will be made to repeat their day in the quiet room on the next day. Should a student continue to display unacceptable behaviour whilst in the quiet room then a Fixed Period Exclusion will be given. The length of the exclusion will always be for one day in the first instance.

Any subsequent failures whilst in the quiet room or refusals to engage will result in an exclusion. The quiet room can be also students going into Sixth Form lessons.

The quiet room data is monitored and analysed by the Heads of Year/pastoral officer and Deputy Head Teacher and Student Services. Students who are repeatedly placed into the quiet room will be put onto a Pupil Support Plan.

### **12. Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

#### **Power to search without consent for prohibited items:**

Any cause of concern can lead to a search on the following items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco / cigarette papers / vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the student).

*Weapons and knives, drugs and extreme or child pornography will be handed to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.*

### **13. Allegations against School**

The Department for Education (2016) requires that school behaviour policies "set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff". Any accusations made against school staff would be interpreted on an individual basis, with staff, the student and parents/carers working together to understand the possible functions of this behaviour. In addition, a Restorative Practice based approach (e.g. a restorative meeting) would be used in order to repair relationships between the child or young person and the staff member, whilst aiming to avoid eliciting shame in the child or young person. The member of staff involved would also be provided with access to emotional support from staff on a more private basis, and/or counselling if required.

### **14. Pastoral/Academic Support Plan**

## **14. Pastoral/Academic Support Plan**

**“Be the best that you can be”**

Name:

Form:

Date:

**The purpose of a Pastoral/Academic Support Plan:**

This procedure and process is designed to support any student for whom the normal school based strategies have not been effective. It is a structured, coordinated, 16 week school based intervention designed to support students at risk of permanent exclusion. It is not intended to be a step in the process of permanent exclusion. This process will be carried out with parents/carers who agree.

**The P/ASP can be triggered by:**

- Have had a number of fixed period exclusions (2 or 3 in one term may be a trigger)
- Have a low attendance which is impacting on their behaviour or attitude to learning
- Are showing signs of rapid deterioration in their behaviour or attitude to learning
- Are at risk of failure at school through disaffection

The list is not exhaustive.

**What should be put in place before a P/ASP?**

Before a P/ ASP is started a graduated response to student's behaviour or attitude to learning should be used. This includes:

- Mentoring support (From Tutor or behaviour manager)
- Learning manager support
- Head of Year support
- Teaching Assistant Support
- Extra tuition/support around trigger subjects
- Mediation where particular subjects/teachers are an issue
- Referral to Education Psychology Services
- Initial Team around the Student meeting (TAC)
- Early Help Partnership
- Alternative Provision
- Youth Support Services

The list is not exhaustive

A P/ASP is never an early or first response to a pupil failing at school because of their behaviour or attitude to learning. It is most likely to succeed when is used as part of a measured response in supporting a student's emotional, social and behavioural need at school.

SEN pupils will have an Individual Education Plan or equivalent in place which sets out both their needs and the specific strategies to support them. In exceptional circumstance, a crisis may precipitate unexpected and challenge behaviour. In such cases a P/ASP may supersede other support.

Schools should assess whether presenting behavioural difficulties or attitudes are due to an unidentified special educational need:

*"Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment of any underlying causes such as undiagnosed learning or language difficulties.*

*If other circumstances such as housing, domestic circumstances or bullying may be contributing to disruptive behaviour or learning delay a multi-agency approach, may be appropriate. Such events will not always lead to children having SEN but it can have an impact on a child's well-being and progress." SEND Code practice*

**The P/ ASP process:**

It can be adapted to meet the needs of each individual and the circumstances. Either a SLT member, Head of Year or learning manager can run a P/ ASP. The Deputy Head teacher will continually review each case. At the first stage, the coordinator should ensure that the parents/carers and the pupil understand the nature of the process before the initial meeting.

## **P/ ASP information for parents and carers**

### *Appendix A: **Setting up the meeting***

The P/ ASP meeting should preferably be held at the school within the school day or just after, however, flexible meeting times should be offered where possible for parents/carers that are unable to attend in this time frame.

The following people should be invited to the P/ASP meeting by the school:

- The parents/carers of the student
- The student
- Any professional working with the student e.g. Early Help mentor
- Member of staff with whom the pupil has a good rapport (optional)

**Gathering the information** – before the P/ASP meeting the coordinator will need to collect information which will be used to inform the P/ASP. This will include:

#### **1. The staff questionnaire**

- It will not be possible or appropriate to have all staff involved with a student at school present at a P/ASP meeting. It will be used to have the views of most of those people included.

### *Appendix B: **P/ASP Prior to initial meeting***

#### **The pupil questionnaire**

- While it is expected that the student should attend some if not all of the P/ASP meeting and be encouraged to express views freely and honestly, it may be difficult to ascertain their views during the P/ASP meeting.
- An adult who has a good rapport with the student should find out what the student thinks about the current situation. It may be useful to have the parent or another adult not employed by the school to help the student to complete the questionnaire.

### *Appendix C: **Student's thoughts about school***

Evidence from previous interventions and assessments

For examples:

- Copies of support plans
- Behaviour and attitude logs and consequences
- Behaviour analysis
- Attitude analysis
- Evaluation of any strategies suggested by Early Help
- Attendance record and support
- Goals of behaviour checklist and Behaviour checklist summary

The P/ASP will only make a difference if it can add something more or new to the current provision. The detail request on the behaviour and attitude checklist along with the information collated from each relevant staff member about the students effort / attainment / attitude will provide those parents at the P/ASP meeting with a way of planning strategies to meet particular student needs.

### *Appendix D: **Goals of behaviour check list***

### *Appendix E: **Behaviour checklist summary***

Early Help means that some or many other agencies are already involved in supporting the family. The P/ASP coordinator will need to contact any agency to ask for a commitment to providing additional or new support for the family during the period of the P/ASP as appropriate. The specific support can be agreed either in advanced of or during the P/ASP meeting.

### **The initial P/ASP meeting**

The initial P/ASP meeting should address positive points as well as the main concerns. Everyone present will have to be given the opportunity to speak and will be expected to offer some contribution to the plan to resolve the difficulties.

While school staff will have previously used a range of interventions as part of the student support plan, school representatives at the meeting will need to be prepared to make additional comments as part of the P/ASPS.

Central to the P/ASP is support therefore it is important the student's behaviour targets are closely linked to the behaviours causing concern. The behaviours targets are agreed and set by adults at the initial meeting.

P/ASP targets for a student may be centred on: (the list is not exhaustive)

- Being punctual and being prepared for lessons;
- Collecting their report card and get it signed each day;
- Following the school behaviour policy;
- Allowing teachers to teach and other pupils to learn in lessons;
- Showing politeness and being respectful to all students;
- Not disturbing lessons;
- Participating in all lessons;
- Following adult instructions;
- Showing respect for others/property;
- Speaking politely to staff
- Responding positively to reminders or warnings about behaviour completing all work set.

The school will also make commitments to the P/ASP for example:

- Make changes to learning environment and unstructured times;
- Review the deployment of additional adults (1:1 or group work);
- Review the differentiation of the curriculum;
- Adapt teaching to suit learning style and need;
- Check the behaviour policy is consistently applied;
- Review the current behaviour management strategies;
- Consult with colleagues in relevant department, key stage, pastoral team and SENCO;
- Additional staff training;
- Liaison with outside agencies;
- Withdrawal from agreed lessons;
- A flexible curriculum / an individualised timetable;
- Adapted/increased use of ICT to support learning;
- Undertake a risk assessment which includes preventative, proactive as well as reactive measures;
- Temporary placement;
- Mentoring or Counselling;
- Additional careers advice

At the end of the meeting everyone will need to be clear about:

- a) What is to be done
- b) By whom
- c) By when

A date for a meeting to review the P/ASP will be set.

### **Advice on pupils attending the P/ASP meeting**

#### **As a guide:**

- A student should attend the whole meeting. If a student becomes upset, anxious or disengaged to agree any commitments. This is normal and should not prevent the P/ASP

going ahead parents/carers are central to the process and need to be present at meetings and willing to make a commitment to the P/ASP.

After the initial P/ASP meeting and each review meeting the P/ASP coordinator will need to make sure all relevant staff who did not attend the meeting, know about the commitments.

#### Appendix F: **P/ASP initial meeting**

A P/ASP normally runs for sixteen school weeks to ensure the pupil has the opportunity to demonstrate improvement. A formal review is held at around eight weeks. In exceptional circumstances, the plan can be extended for a further four to eight weeks. Such circumstances involving events beyond the control of the student that may reduce their chance of meeting the targets set for them for example a family bereavement or a major change in family or school circumstance.

#### Appendix G: **P/ASP meeting feedback**

A member of school staff should meet the student regularly to review their progress towards their P/ASP targets. This will give the pupil the chance to identify what has gone well and how to replicate success. The key people who attended the original P/ASP meeting will be invited to the 8 week review and to the 16 week review to determined progress.

#### **The 8 week review**

All of the commitments which were agreed at the initial meeting will be reviewed. School staff should share reports about the student's progress towards the targets. Any supporting agencies should report on the commitments they made.

#### Appendix H: **Prior to the review meeting**

Staff, parent/carers and other professionals may make adjustments to their commitments if necessary. The targets set for the student should stay the same for the entire 16 week period. If the pupil has already met the target consistently, then they will need to consolidate their success over the second eight week period.

Focusing on solutions remains paramount, if the current provision does not meet the student needs, further measures should be identified at the review to help them sustain their school place.

#### Appendix I - **P/ASP review**

#### **The 16 week review**

All the commitments agreed at the previous meeting should be reviewed.

School staff should share reports about the student's progress towards their targets. The P/ASP is evaluated and judged to have either been successful or unsuccessful.

#### **If the P/ASP is successful**

- If the P/ASP has been judged to have removed the risk of permanent exclusion or disaffection, the student should be given credit for responding positively to the support offered.
- School staff may continue to support and monitor the student's behaviour as they may continue to have challenging behaviour despite the progress they have made.

#### **If the P/ASP is not successful**

- If the P/ASP is at risk of not being successfully, alternatives should be discussed at the eight week review meeting;
- The P/ASP coordinator will need to contact parents/carers to discuss options if the school feels that the plan is failing between review periods;
- If, after 16 weeks, the P/ASP has not managed to remove the risk to disaffection or exclusion than the school may decide to end the additional support agreed at the initial meeting;

- Occasionally, students manage to make changes to their behaviour after the P/ASP has finished and has deemed to be unsuccessful.
- If the pupil does not manage to change their behaviour then the Headteacher may ask the County's Behaviour officer for advice on alternatives.



## Appendix A

**Pastoral Support Plan (P/ASP)****Information for parents and carers****What is a P/ASP?**

A Pastoral Support Plan (P/ASP) is a school based intervention to help individual children manage their behaviour in order to successfully complete their education at school.

**When should a P/ASP be set up?**

A P/ASP should be set up if your child:

- Has been identified as being at risk of permanent exclusion, linked to the behaviour matrix;
- Has been identified as being at risk of failure at school through disaffection;

The school may suggest a P/ASP for students who have had a number of fixed period of exclusions.

You can also request a P/ASP for your child. Talk to your school staff if you need further advice about P/ASPs

**Setting up a P/ASP**

- A member of the school's Heads of Year or Senior Leadership Team should invite you to a meeting to discuss and agree the plan.
- The school may invited other professionals from other agencies, who may be able to work with you and your child.
- Wherever possible the meeting should be held during the normal school day;
- Parents are crucial part of the P/ASP process and school staff will try to arrange a time when you can attend the meeting.

**Should my child come to the meetings?**

Yes.

**What will happen at the first meeting:**

- The initial PEP meeting will look at the positives and main concerns;
- Everyone presents will have the opportunity to have their say and will be expected to offer some contribution to the plan and resolve the difficulties;
- Central to the P/ASP is support. As a parent, you can suggest ways you think the school can support your child;
- This is your chance to talk about things that have been most helpful for your child in the past;
- For the P/ASP to be effective it is important that your child commits to meeting key behaviour targets;
- By the end of the meeting, everyone should be clear about what is to be done by whom and by when.

**How long will the P/ASP last?**

The P/ASP normally last 16 weeks to ensure your child has the opportunity to show improvement. A formal review is held at around eight weeks. In exceptional circumstances, the plan can be extended for a further 4 to 8 weeks.

**How will we know if the P/ASP is working?**

A member of school staff will normally meet your child regularly to review their progress towards the P/ASP targets. This gives your child time to identify what has gone well and how to repeat success.

The people who have attended the original P/ASP meeting will be invited to review meetings to examine progress.

**During the 8 week review**

- All commitments agreed at the initial meeting reviewed;
- School staff will report on your child's progress towards the P/ASP targets;
- The commitments made by staff, parents and other professionals may change if necessary. If the current support is not meeting your child's needs further measures can be put in place to help your child manage their place in school.

**At the 16 week review**

- All commitments agreed at the previous meeting are reviewed;
- School staff will share reports about your child's progress towards their targets;
- The P/ASP is evaluated and judged to have either been successful or unsuccessful.

**What if the plan is not successful?**

If it appears that the P/ASP is unlikely to be successful, alternatives will be discussed at the review meeting. The headteacher or a member of staff responsible for P/ASPs will contact you to discuss options if the school feels the plan is failing between reviews.

**Preparing for a P/ASP meeting**

- Think about what you can do at home to support your child in school;
- Talk to your child about what they think the school and others can reasonably do to help;
- Reassure your child that main purpose of the P/ASP is to keep them in school.

**Special Educational Needs**

A P/ASP does not replace IEP or SEND assessment plan.

- If your child has identified special educational needs, there will be support as part of the SEND Code of practice.
- If your child has a SEND statement/EHC Plan and they are at risk of permanent exclusion, the school should set up an early Annual Review and involve SEND Support Services and other professionals involved with your child. This is to avoid a permanent exclusion.

## Appendix B

**Pastoral Support Plan****Prior to Initial Meeting****Students Name:****Date of Birth:**

<i>Please tick in one box only for each category</i>	Overall poor	Overall satisfactory	Overall good
Attainment/progress			
Effort			
Attitude to staff			
Attitude to peers			
Homelearning			

What classroom management strategies have you found to be most effective for the students?
--

--

Additional comments:
----------------------

--

Name:

Role:

Date:

--	--	--

## Appendix C

**P/ASP – Student thoughts about school****Name:****Form:****Date:**

The things I like best at my school are:

The things I am good at or interest me are:

The people I like best at school are:  
Adults -

The people I like best at school are:  
Children-

The things about school I don't like are:

The finds about school I find difficult are:

I think school would be better for me it:

At school I would also like:

## Appendix D

**P/ASP - Goals of behaviour checklist**

Name of student:

Staff member:

Date Completed:

Please note below any known issues from this student that may be impacting on their behaviour in school			
Health – emotional and physical	Loss – Bereavement or separation	Safety- personal	Identification of SEND

For each of the following behaviours rate the frequency for the student

0=very rarely or never

1 = Occasionally

2= Regularly

3= Very often

Talks out of turn	Refuses to complete work	
Distracts other from learning	Refuses to comply with simple requests	
Fails to comply with class rules	Answers back/tries to have the last word	
Interferes with others learning	Swears at/around staff in front of groups	
Puts hand up to ask unnecessary questions	Refuses to speak to adults when reprimanded	
Request toilet break during lessons	Leaves the class/school without permission	
Pushes and or touches others in lessons	Climbs buildings	
Whistles/hums during lessons	Refuses to listen to reprimand / walk away	

Kicking others	Avoids starting learning tasks	
Refuses to make amends or apologies	Appears excessively tired	
Apparently unprovoked verbal attacks on other pupils	Complains about the difficulty of even simple tasks	
Tries to get even with someone for perceived or real wrong doing	Refuses to try new things	
	Underachieves in lessons	
Holds a grudge	Gives up easily	
Appears to lack remorse	Is overly self-critical 'I'm no good'	
Damages school property	Request support when quite capable of completing the task independently	
Appears to lack opinion	Reacts extremely to accidents against their person or belongings	
Say things that are personally harmful		

## Appendix E

**P/ASP - Goals of behaviour checklist****Name of student****Staff member****Date Completed**

Please note below any known issues from this student that may be impacting on their behaviour in school			
Health – emotional and physical	Loss – Bereavement or separation	Safety- personal	Identification of SEND

For each of the following behaviours rate the frequency for the student

0=very rarely or never

1 = Occasionally

2= Regularly

3= Very often

Talks out of turn	Refuses to complete work	
Distracts other from learning	Refuses to comply with simple requests	
Fails to comply with class rules	Answers back/tries to have the last word	
Interferes with others learning	Swears at/around staff in front of groups	
Puts hand up to ask unnecessary questions	Refuses to speak to adults when reprimanded	
Request toilet break during lessons	Leaves the class/school without permission	
Pushes and or touches others in lessons	Climbs buildings	
Whistles/hums during lessons	Refuses to listen to reprimand / walk away	

Kicking others	Avoids starting learning tasks	
Refuses to make amends or apologies	Appears excessively tired	
Apparently unprovoked verbal attacks on other pupils	Complains about the difficulty of even simple tasks	
Tries to get even with someone for perceived or real wrong doing	Refuses to try new things	
	Underachieves in lessons	
Holds a grudge	Gives up easily	
Appears to lack remorse	Is overly self-critical 'I'm no good'	
Damages school property	Request support when quite capable of completing the task independently	
Appears to lack opinion	Reacts extremely to accidents against their person or belongings	
Say things that are personally harmful		

Key subjects areas where behaviour differs significantly from most:

Appendix F

**P/ASP**

**Initial Meeting**

**Student:**

**Date of Birth:**

**Form:**

**Date of meeting:**

Attendees:

Reason for P/ASP:

Support facts for the P/ASP (what do we know about the student that gives schools staff confidence that a P/ASP might be successful?)

Previous school interventions details on support plan:

List of supporting documents/reports to be attached:

## Appendix G

**Pastoral Support Plan****Meeting Feedback****Student:****Date of Birth:****Date of meeting:**

Current Attendance	Number of Lates	Number of Fixed Term Exclusions	Governors panel Y/N	Early help record attached	Educational Health Care Plan	Under assessment	BOXALL Profile completed
.....%				Yes / No	Yes / No	Yes / No	Yes / No

Pupil commitment:

School commitment:

Parent/carer commitment:

Any other agencies' commitment:

What needs to happen to remove this risk of permanent exclusion/disaffection?

The student will:

The school will:

The student's parent/carer will:

Other agency involvement/commitment to the P/ASP:

Date of Interim review

Final review:



## Appendix H

**P/ASP****Prior to review meeting**

Student's name:	Date of birth:
-----------------	----------------

Target	Percentage of time the pupil met this target during the review period
1	%
2	%
3	%

Please tick in one box only for each category	Overall poor	Overall satisfactory	Overall good
Attainment/progress			
Effort			
Attitude to staff			
Attitude to peers			
Homelearning			

What classroom management strategies have you found to be most effective for the student?

Additional comments

Name:	Role:	Date:
-------	-------	-------