



**Beverley High School**  
**Behaviour for Learning Policy**  
**November 2023**

## **Contents**

|  |    |
|--|----|
| Philosophy for Behaviour at Beverley High School   | 2  |
| Expectations                                       | 3  |
| Motivation and Recognition                         | 5  |
| Managing Behaviour                                 | 7  |
| Recording Behaviour                                | 12 |
| Key Information Table                              | 14 |
| Role of Head of Year and Head of Department        | 18 |
| Curriculum Support                                 | 19 |
| Loss of Social Time                                | 20 |
| Time Out Cards                                     | 21 |
| School Level Behaviour Monitoring and Intervention | 23 |
| The Role of the Senior Leadership Team             | 26 |

## **Appendices:**

|                                |    |
|--------------------------------|----|
| Motivation research            | 27 |
| Letters for Behaviour Concerns | 29 |
| Individual Behaviour Plan      | 41 |
| Personal Support Plan          | 47 |

## Philosophy for Behaviour at Beverley High School

Beverley High School aims to inspire a love of learning.

Our school is underpinned by the values of respect, compassion, integrity and resilience. We are an inclusive community where students are supported to become independent, confident, self-disciplined, well-educated, happy and successful.

We aim to:

- develop individuals to be responsible citizens committed to making a positive contribution to society
- equip students with the knowledge and skills to enable them to maximise their potential, achieve the best possible outcomes and be well prepared for the future
- value, encourage and support individuals and celebrate their successes

Our school should be a safe and supportive learning environment for all students. We all thrive in predictable spaces where expectations are clear, new skills are taught and positive behaviours are richly reinforced.

Expectations are high. Working relationships with students and their parents are positive. There should be high levels of consistency and timely and effective communication between all members of our community.

Young people are still learning, they make mistakes and schools, as places of learning, should take an educative approach to supporting students to self-regulate effectively and make the right choices. Every lesson is a fresh start.

The vast majority of our students experience few difficulties in self-regulating and consistently make the right choices with regard to their behaviour. Some students struggle occasionally or periodically and need adult support to get them back on track, and a few need intensive work over a longer period which has to be bespoke to each student, co-constructed with parents/carers and external agencies (where applicable) and impactful.

Some students struggle to self-regulate and make the right choices in school and this can be for a range of reasons, which include:

- Low literacy levels meaning that the curriculum is difficult to access
- Special Educational Need
- Disability e.g. Autism
- Emotional and mental health
- Challenging circumstances beyond school e.g. trauma, bereavement, difficult family circumstances, safeguarding, social worker involvement...
- Teenage boundary pushing

The goal is to prevent and, where not possible, address disruptive behaviour for the benefit of the individual student and the whole school community. Schools are a microcosm of society and positive behaviour at school supports families and impacts on our society as a whole.

## **Beverley High School Expectations**

*We have high expectations for all our students to ensure behaviour is conducive to a positive learning environment and a safe, polite and respectful community. This is to allow all students to achieve their academic, social and personal best.*

### **A Positive Learning Environment**

*We would like our students to be:*

*Intellectual – foster your curiosity, creativity and open-mindedness*

*Moral – have respect, courage, gratitude and compassion for others*

*Civic – be aware of others in the community and fight for social justice*

*Performers – be resilient, lead, be confident and team players*

*To achieve these, you can:*

Be polite to all peers and adults

Follow instructions

Arrive on time for school, tutor time and lessons

Have the right equipment for learning

Follow routines established by the class teacher and department

Sit in the allocated seat as part of the teacher's seating plan

Listen carefully to the teacher and each other

Raise hands to answer or to ask a question

Use the toilet outside of lesson time to avoid interruptions to learning

### **A Polite and Respectful Community**

We would like our students to be:

Respectful – to be respectful of others and the school environment

Community – understanding the needs of others / doing something for your local community

To achieve these, you can:

Walk around the around school sensibly and quietly – keep to the left on stairs and corridors

Respect the school environment

Act safely around the school site

Be well mannered

Dispose of litter in the bins provided and look after school equipment/furniture

Leave classrooms in a clean and orderly state

Vacate the school site in a safe and respectful manner

***Our school community is built on trust. We trust you to behave in lessons and around school.***

***It is essential that we respect all staff and each other.***

## Motivation and Recognition

Developing intrinsic motivation is key to creating confident, independent, self-disciplined and successful learners and is far more effective than external rewards/extrinsic motivation (see Appendix One)

At Beverley High School we promote

- 1) Intrinsic motivation
- 2) Recognition of student's work in order to help develop positive working relationships with students; however, this is not used to incentivise a student to work but in recognition of a student working towards their own learning goals.

### When do we acknowledge student achievement/positive behaviour and attitude?

#### **Class Teacher:**

- Verbal praise for a class that has worked hard and where all students have contributed to a positive climate for learning.
- An Achievement Point for recognition of an individual's hard work when they have gone 'above and beyond' what is expected of them.
- Weekly text/Edulink messages to praise a student who has gone above and beyond what is expected of them.
- Half termly: Staff will be asked to nominate classes who have worked hard for verbal praise/acknowledgement from HoY and/or SLT.

#### **Form Tutor:**

- Form Tutors identify students who have positively contributed to their form. Form Tutors will send a text message (via the office) to praise the student.
- Students with good attendance, behaviour and attitude are verbally praised by the form tutor.
- Termly: Form Tutors to update HoY on the above and HoY to email home to acknowledge the positive attitude and behaviour.

#### **Half Termly HoY and HoD**

Staff identify students who have worked hard over the half term and HoY and HoD recognise this hard work by an email, certificate or postcard.

Praise Week for each year group, letters home to parents and recognition celebrations in school for students with most nominations for praise.

#### **Yearly**

Headteacher recognition of student's hard work. Students with the highest number of Achievement Points will receive a praise letter from the Headteacher. Departments can also nominate students for a praise letter from the Headteacher.

#### **Values and Personal Development Programme**

At Beverley High School we aim to foster intellectual curiosity in our students through the academic enrichment strand of our Personal Development programme. As such, we recognise and reward the achievements of those students who routinely push themselves beyond the parameters of what they study in the classroom. We also recognise students who

practise and embody one or more of the school values through achievement points and staff nominations for praise.

## Managing Behaviour

Managing behaviour is a whole school approach which needs to be continually modelled and reviewed with students by all members of the school community. It is not the responsibility of one team or one person. There is no instant solution or short cut to dealing with and tackling poor behaviour and at times behaviour norms need to be explicitly taught. It is about consistency, positive reinforcement of behavioural norms and working together as a school community so that students fully understand what is expected of them and why these expectations are in their best interest.

Sustained behavioural change is only possible with the determination and hard work of every member of staff: building relationships with those who would rather not; reinforcing expectations; being relentlessly positive when confronted with challenging behaviour and visibly recognising good and poor behaviour in every part of school life.

This section of the policy contains information and guidance about how to establish and maintain positive behaviour and how to manage behaviour when students do not make the right choices.

### **How do we explicitly nurture student's positive behaviour in the classroom?**

A positive and supportive approach helps to foster good behaviour. We do not wait for misbehaviour to occur but teach students how to behave from the outset with proactive strategies and through positive and constructive modelling of expected behaviour. Positive behaviour needs to be reinforced by everyone in every aspect of school life and in every classroom, corridor and communal area.

Experienced teachers do the following in order to create a calm and orderly atmosphere outside of the classroom:

- 1) Take time to model positive behaviour by building positive working relationships
- 2) Deal with poor behaviour on the corridors –they don't ignore or walk past students who exhibit poor behaviour
- 3) Continually remind students of the school's expectations in terms of behaviour, uniform and use of mobile phone (see separate policies on uniform and use of mobile phones)

Experienced teachers use a toolkit of strategies before and during lessons to promote positive behaviour:

### **Proactive Strategies**

1. Well planned and engaging lessons based on knowledge of their students
2. High quality teaching adapted to meet the needs of students



3. Intentional practices to cultivate a positive relationship with each student: positive communications; affirmations; a willingness to listen and deliver constructive feedback
4. Careful consideration of seating plans
5. Strong procedures and clear routines for lessons
6. Creating a safe and welcoming environment for students where the teacher is clearly in charge
7. Exhibiting fairness, unconditional respect, compassion, praise, empathy, listening and encouragement. Members of staff model the types of behaviour that we want students to demonstrate throughout their lives.

#### **In-lesson Strategies:**

- 1) Moving students in the classroom/ changing the seating plan
- 2) Adapting work or providing more scaffolding to help support the student
- 3) Providing a specific target on their work for the student to work towards
- 4) Time outside of the classroom - students should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the student fails to improve their behaviour despite using a range of strategies the teacher should issue a clear and direct reminder to the student.

#### **Reminder:**

A reminder of the expectations required delivered quietly to the student, privately if possible. The teacher makes the student aware of how inappropriate their behaviour is and reminds them of the support that they have already been given to improve their attitude/focus. The teacher also reminds the student of when they did something positive in a previous lesson. The student has a choice to do the right thing.

For most students this simple reminder, supported by proactive classroom management strategies and take up time, will turn around the behaviour.

Should a teacher feel that a student's behaviours needs to be flagged to other members of staff and so that it can be considered in the data collection they should move to Stage One below.

Should a student not address their behaviour despite the use of classroom strategies and a clear and direct reminder the teacher should move to a Stage Two Intervention.

#### **Stage One: Recording Behaviour Information**

The class teacher should use Edulink to record behaviour concerns. This information will be collated to give a full picture of the student.

Students will receive a Loss of Social Time if they gain 5+ behaviour concerns (points) over a week.

Details of the behaviour types that attract Behaviour Points can be found in the grid on page 14-17.

### **Stage Two Intervention:**

If the poor behaviour continues despite the use of specific classroom strategies and a clear and direct reminder the teacher needs to use their knowledge of the student and the situation to decide which intervention to use:

|   |  |
|---|--|
| <p>OPTION ONE:</p> <p><b><u>Department intervention:</u></b> This allows departments to use other classrooms and/or time with the Head of Department to help students reflect on their behaviour.</p>   | <p>OPTION TWO:</p> <p><b><u>Walk and Talk:</u></b> This provides time for the student to regulate their behaviour or discuss something that is affecting their emotional wellbeing. It is an opportunity for the student to talk with another member of staff outside the classroom and then with the right frame of mind, return to their lesson.</p> |
| <p>OPTION THREE:</p> <p><b><u>Removal from lesson:</u></b> This option moves directly to Stage Three Intervention. Reasons for removal from lesson are:</p> <ol style="list-style-type: none"><li>1) The student has been rude to the teacher and/or another student</li><li>2) A health and safety concern</li><li>3) A repeated behaviour concern that despite communication home and department / HoY intervention the student is still choosing to act in a manner which is affecting the learning of others.</li></ol> |  |

### **Further information:**

#### **Option One: Department Intervention:**

This intervention is suitable for a student who has already been identified as someone who struggles occasionally or periodically with their behaviour and needs support over a longer period of time. In these cases, the Head of Department will have made contact home, and this is an agreed intervention to help to support the student in that subject. Alternatively, department intervention might be for a one-off incident by a student who is usually focused.

This intervention provides the following:

1. Time for the student to work quietly and to reflect on their actions
2. A conversation about what happened
3. HoD exploration of further issues in terms of SEND, safeguarding and / or behaviour concerns outside of that subject.

This needs to be recorded on Edulink as a callout with the following:

Department Intervention

Name of student

Department room / office that the student has been moved to

### **Option Two: Walk and Talk:**

Walk and Talk is an effective strategy as it provides an opportunity for a student to reflect on their behaviour and / or to discuss something that is affecting their mood, behaviour and attitude. It might also be used to help the class teacher reinforce an expectation that they have already discussed with the student.

Through reflection and conversation, it encourages the student to return to the lesson with a more positive and focused outlook on the learning whilst also providing an opportunity for the member of staff to identify any wider concerns about the context of the student.

The Walk and Talk member of staff will decide whether the student is able to return to the lesson based on the student's attitude. When possible, the student and member of staff will speak to the class teacher to review the walk and talk conversation and support a student apology.

This needs to be recorded on Edulink as a callout with the following:

SLT walk and talk

Name of student

Any additional information

### **Option Three: SLT Removal from Lesson:**

This is for a student who should not return to the lesson. This moves directly to SLT removal (please see below) as the student is removed from the lesson.

This needs to be recorded on Edulink callout with the following:

SLT removal

Name of student

Reason why the student needs to be removed

### **Recording Stage Two Interventions:**

All Stage Two Interventions need to be recorded on Edulink as a callout to provide an overview to SLT of which students have been removed from which lesson. This needs to be recorded during the lesson.

By the end of the day the HoD or SLT member must also record this callout on behaviours for Stage Two Intervention to trigger communication with parents/carers.

### **Stage Three Intervention:**

#### **SLT Removal:**

If the steps above are unsuccessful the student will move to the Return to Learn room to reflect on their behaviour with the Pastoral Manager. The Pastoral Manager will help the student develop a positive mindset for their next lesson. The student will lose their social

time as a consequence for this poor behaviour and unwillingness to change their behaviour and attitude. The member of SLT will record this on Edulink as SLT removal.

This needs to be recorded on Edulink callout with the following:

SLT removal

Name of student

Reason why the student needs to be removed

## **Recording Behaviour**

All behaviour concerns need to be logged on Edulink. This is not a consequence for poor behaviour but a record of the student's conduct. This information allows Heads of Department, the Pastoral Team and SLT to analyse the data and identify patterns. It enables students who need intervention to be identified.

### **What does the Form Tutor record?**

- 1) Uniform issues
- 2) Contact home

### **What does the class teacher record?**

A class teacher needs to record the following behaviours on Edulink as it is affecting the learning within the classroom and / or behaviours are not in line with the school's expectations for a polite and respectful community:

- 1) No exercise book
- 2) Lack of PE kit
- 3) Late to lesson
- 4) Toilet break
- 5) Low level disruption
- 6) Homework not attempted
- 7) Break or lunchtime incident that they have dealt with
- 8) Contact home

### **What does the Head of Department record?**

A Head of Department needs to record the following behaviours on Edulink so that there is a log of behaviour interventions within their area:

- 1) Department Intervention at Stage Two
- 2) Meeting with student(s)
- 3) Department Reports
- 4) Break or lunchtime incident that they have dealt with
- 5) Contact home

### **What does a Head of Year record?**

- 1) Meeting with student (s)
- 2) HoY Reports
- 3) Peer dispute / allegation of bullying
- 4) Break or lunchtime incident that they have dealt with
- 5) Contact home

### **What do members of SLT record?**

- 1) Stage Two Intervention – Walk and Talk
- 2) SLT removal from lesson
- 3) Defiance

- 4) Truancy
- 5) Break / Lunchtime incident that they have dealt with
- 6) Contact home
- 7) Other e.g. misuse of emails, prohibited item in school, bringing the school into disrepute

#### **What do the office staff record?**

- 1) Confiscation of mobile phone

Recording behaviour is not a consequence for poor behaviour but to provide a clear picture of a student's attitude and to help support communication with parents / carers and to design bespoke intervention to support the individual.

#### **How will the information on Edulink be used?**

Information on Edulink is used to help build a picture of student behaviour. It can be accessed by all staff and used for effective communication; to identify patterns; to raise concerns and identify students who need further intervention; and to reinforce boundaries and expectations. The behaviours logged on Edulink will not be seen by students or parents/carers.

If a student receives 5 or more behaviour points for the week they will be issued a lunch time centralised Loss of Social Time.

Data will be downloaded at the end of the day on Tuesday.

Wednesday – Loss of Social Time at lunchtime

Thursday – Loss of Social Time at lunchtime and after school detention for students who fail to attend the lunchtime session.

The following table outlines how the behaviour information will be used to improve communication with parents / carers and the following section explores how Heads of Department / SLT will use the information.

| Staff         | Behaviour                 | Status on Edulink | Actions  |
|---------------|---------------------------|-------------------|--|
| All staff:    | Contact home              | Report on file    | No action. This is for information that the parents / carers have been contacted.<br><br>Please use the comment section on Edulink to add information.   |
|               | Meeting with student (s)  | Report on file    | No action. This is for information that the student has been spoken with.<br><br>Please use the comment section on Edulink to add information.   |
|               | Break/Lunch time incident | Behaviour Point   | An email will be automatically triggered to alert Heads of Year and Assistant Headteacher for Behaviour that the student has been involved in a break / lunchtime incident.<br><br>Please use the comment section on Edulink to add more information so further action can be taken, if needed.  |
| Form Tutor:   | Uniform                   | Behaviour Point   | Form tutors will use this behaviour type. If a student arrives late to school and misses registration the period one teacher may log uniform issues.<br><br>An email to parents / carers will be sent automatically from the form tutor when this is logged on Edulink see appendix two.<br><br>Please use the comment section on Edulink to identify the uniform concern e.g. jewellery, nose piercing, trousers etc. |
| Class Teacher | No exercise book          | Behaviour Point   | Teaching staff will use this behaviour type.<br><br>An email to parents / carers will be sent automatically when this is logged on Edulink. See appendix three.  |

|            |  |                      |  |
|------------|--|----------------------|--|
|            | Inadequate work  | Report on file       | This is recorded for analysis.   |
|            | Lack of PE kit   | Behaviour Point      | PE staff will use this behaviour type.<br>An email to parents / carers will be sent automatically from the PE department when this is logged on Edulink, see appendix four.                              |
|            | Lack of PE kit and refused to wear spare PE Kit  | Two Behaviour Points | PE staff will use this behaviour type.<br>An email to parents / carers will be sent automatically from the PE department when this is logged on Edulink, see appendix four.                              |
|            | Late to lesson   | Behaviour Point      | Assistant Headteacher / Attendance Officer weekly attendance analysis will review punctuality. A concern will result in communication with parents / carers and if no improvement a loss of social time. |
|            | Toilet break   | Report on file       | This is recorded for analysis. Parents / carers will be contacted; student spoken to if/when needed.   |
|            | Low level disruption   | Behaviour Point      | Weekly data collection shared with Heads of Department. See below for further information.   |
|            | Homework not attempted – this can only be logged if the homework task has been recorded on Edulink | Behaviour Point      | An email to parents / carers will be sent automatically when this is logged on Edulink, see appendix five.   |
| <b>HoY</b> | Peer dispute / allegation of bullying  | Report on file       | HoY will briefly outline issues and concerns about students. More detailed information will be on CPOMS. This is to provide information for class teachers / HOD to inform seating plans and groupings.  |
| <b>HoD</b> | Department Intervention for Stage Two intervention   | Behaviour Point      | An email to parents / carers will be sent automatically when this is logged on Edulink, see appendix six.  |



|       |  |  |  |
|-------|--|--|--|
|       | Department Reports   | Report on file   | HoD / HoY need to contact parents/ carers to explain why a student is on report in their subject and what their targets are.                         |
|       | Failed to attend Curriculum Support  | Behaviour Point  | An email to parents / carers will be sent automatically to students who were booked into Curriculum Support but failed to attend see appendix seven. |
| SLT   | SLT Walk and Talk for Stage Two Intervention   | Behaviour Point  | An email to parents / carers will be sent automatically when this is logged on Edulink, see appendix eight.  |
|       | SLT removal from lesson  | Report on file as loss of social time automatically given. | An email to parents / carers will be sent automatically when this is logged on Edulink see appendix nine.<br>Loss of social time.                    |
|       | Defiance   | Behaviour Point  | SLT will contact home to speak to parents / carers.<br>Loss of social time.  |
|       | Truancy  | Behaviour Point  | SLT will contact home to speak to parents / carers.<br>Loss of social time.  |
|       | Other e.g. misuse of emails, prohibited item in school, bringing the school into disrepute | Behaviour Point  | SLT will contact home to explain the consequence which could range from loss of internet / emails in school to suspension.                           |
| Admin | Late to school   | Behaviour Point  | Automatic email to parents/ carers of students who arrive late to school with no acceptable reason.  |

|  |  |                 |  |
|--|--|-----------------|--|
|  | Use of mobile phone contrary to policy | Behaviour Point | Phone confiscated for the rest of the day.<br>Automatic email to parents / carers depending on whether it is first, second or third time the phone has been confiscated during the term. |
|--|--|-----------------|--|

### **The role of the Head of Year:**

Heads of Year will identify which students are presenting challenging behaviour across a range of subjects, (2+ subjects have reported a number of behaviour issues within a week.)

Heads of Department and class teachers will be notified that the Head of Year is working with the student.

Parents / Carers contacted and Head of Year/Pastoral Manager will meet with student (s)

Loss of social time for consequence of poor behaviour across a range of subjects but intervention from Pastoral Manager to support improvements in behaviour.

Improvement: Parents/ carers are notified.

No improvement the Head of Year and Pastoral Manager will work with the student directly on a Head of Year report.

### **The role of the Head of Department:**

Heads of Department will identify which students are presenting challenging behaviour in their subject. Students who have received 3+ behaviour points in 3 or fewer lessons is a good guide for when behaviour needs to be reviewed.

Head of Department speaks to class teacher about the student/ behaviour concerns and supports where needed.

If no improvement after proactive strategies by the class teacher the HoD will contact parents / carers and also notify the HoY that the department is working with the student to address poor behaviour. Breaktimes can be used for HoD to speak to the student and a dept report / praise card is issued.

Improvement: Parents/ carers are notified.

Head of Year and Head of Department discuss further support. The nature of this support will depend on the student. Assistant Headteacher will intervene when needed.

### **Curriculum Support – A proactive strategy**

Our philosophy and approach is to prevent behaviour issues before they cause a problem in the classroom and provide opportunity for students to overcome barriers to their learning. Some students behave in a certain manner as they struggle to access the work, or they find it difficult to concentrate and engage with teacher explanations. Curriculum Support is designed to give academic learning outside of the classroom to help students access the work in lesson; it is an opportunity to boost student confidence which in turn helps them maintain their concentration in lessons and provides time to develop a positive rapport between teaching staff and student(s).

Curriculum Support helps to 'inspire a love of learning' and helps students to complete homework and/or improve their understanding of work covered in lesson. Students who do not complete their homework or their class work are encouraged to attend Curriculum Support. In some cases, parents / carers are contacted to help support the student's attendance to these sessions.

## **Loss of Social Time – Clear expectations and boundaries**

A loss of social time is issued when a student has received 5+ behaviour concerns in a week. This number provides the student with the opportunity to improve their organisation, attitude and / or behaviour.

The Loss of Social Time is a consequence for poor behaviour and should be used to remind students of boundaries and expectations. SLT supervise Loss of Social Time and after school detentions. The student will complete a reflection sheet so that they are aware of the reasons why they have been issued a Loss of Social Time and they are given time to reflect on their actions and how they will act differently in the future.

A Loss of Social Time can also be issued by SLT or the HoY for the following reasons:

Break / lunchtime incident

Stage Three Intervention – student removal from lesson

Truancy

Other e.g. bullying; bringing the school into disrepute; damage to school property

### **What makes a Loss of Social Time effective?**

- 1) Applied consistently in line with the behaviour policy
- 2) The student needs to understand what behaviours of theirs have caused a Loss of Social Time
- 3) Time for the student to reflect on their actions and complete the reflection activities
- 4) Keep conversations to the beginning and end, avoid 'small talk' during the session
- 5) Ends with a conversation that acknowledges the past and looks to the future

If a student fails to attend the Loss of Social Time they will need to attend the following day and they will be issued with an after-school detention with SLT.

## Time Out Cards

Time out cards are used for four different reasons:

- 1) Anxiety
- 2) Behaviour
- 3) Emotional / Challenging Circumstances
- 4) SEND/ Disability

### **Anxiety**

Adolescents with generalised anxiety often experience significant psychological symptoms and attention difficulties. Students can find these symptoms difficult to control and these feelings interfere with academic and social functioning. There are number of different types of anxiety that students can struggle with:

- Social anxiety: when students are excessively self-conscious making it difficult for them to participate in class
- Selective mutism: when students have a hard time speaking in some settings
- Obsessive-compulsive disorder: when students worry about a wide variety of everyday things and stressful thoughts.
- Specific phobias: when students have an excessive and irrational fear of something
- Generalised anxiety: when students worry about a wide variety of everyday things e.g. school performance, the need for perfectionism

These anxieties impact on school life in a variety of ways such as inattention and restlessness; attendance problems; disruptive behaviour; frequent trips to Wellbeing; trouble participating in class; learning in lessons and socialising with their peers. The Wellbeing Team help students to develop self-calming techniques that can be used in lessons; however, at times some students may need to use a time out card because of the level of their anxiety.

### **Behaviour**

Some students struggle to deal with their behaviour especially in terms of anger management; frustration linked to a peer dispute or a break / lunchtime incident or an inability for self-regulation. At times, Heads of Year might issue a Time Out card to a student who they are working with as an intervention to help the student learn how to self-regulate their emotions and behaviour. Students then have the opportunity to access the Time-Out area of the Return to Learn room and are given a 10 minute timer. Students are encouraged to develop self-calming techniques that in the future they can use in lessons to avoid Time Out.

### **Emotional**

Some students might need Time Out if they are experiencing challenging circumstances beyond school e.g. trauma, bereavement and/or difficult family circumstances.

### **SEND/Disabilities**

Some students have a time out strategy built into their EHCP or Termly Support Plan. The details behind this can be varied but commonly related to their difficulties around self-regulation or anxiety when changes are made to seating plans or lesson routines.

### **How will a Time Out card be issued and used?**

The Head of Year oversees which students have a Time Out card. The card includes the following information:

- 1) Name and photograph of the student – this allows the class teacher to check that the right student is using the card.
- 2) Reason for the Time Out – the card will state reason 1, 2, 3 or 4 (1 – anxiety, 2 – behaviour 3- Emotional /Challenging Circumstances 4- SEND/Disability)
- 3) Start and review date
- 4) Self-calming techniques the student is developing which gives opportunity for the teacher or Teaching Assistant to explore the self-calming techniques with the student before they might need Time Out
- 5) Reminders to the student – where they should go; how they should leave the lesson

Class teachers must inform the HoY if they feel a student is misusing/over using their time out card.

## **School Level Behaviour Monitoring and Intervention**

### **Form Tutor Monitoring and Praise:**

Form tutors establish and maintain a positive relationship with the students in their form by regularly reviewing behaviour and achievement points via Edulink. When needed, the Form Tutor will speak to a student about their behaviour or praise individuals for their Achievement Points. This is supported through communication with parents /carers. Form Tutor shares any concerns with Pastoral Manager/HoY.

Form Tutor ask the class to nominate one or more students who deserve praise for the week and why. The Form Tutor will use this nomination and information to send a praise message home.

### **Pastoral Manager Monitoring:**

Students will be monitored by the Pastoral Manager (Years 8-11) or Pastoral Leader (Year 7) if their behaviour and attitude is identified as a concern by the Head of Year. This support/intervention will be tailored to the student depending on the behaviour issues. Parents / carers will be notified.

### **Head of Year Monitoring:**

Heads of Year will identify students who are presenting challenging behaviour across 2 or more subjects. The support / intervention will be tailored to the student and in some cases the Pastoral Manager will work with the student. For more serious concerns the Head of Year will issue a report card for the student and identify intervention to support the student. The Head of Year will contact parents / carers to explain the reasons why the student is on report.

The Head of Year will meet with the student on a regular basis to review their behaviour and will share this information with parents / carers so rewards/ consequences can be put in place at home to support the process in school. The Head of Year will provide feedback to parents a minimum of once weekly via email, text or a phone call as arranged with the parents.

In some cases, it may be necessary to make a referral to external agencies such as EHASH, PET or YFS. At the end of the programme (the length of this will be tailored to the student and their success on the report), the Head of Year in conjunction with the Pastoral Manager / Assistant Headteacher for Behaviour and Attitudes, will decide to end or extend the report or to move to SLT IBP. The Year Leader will inform parents of this decision.

### **Assistant Headteacher monitoring of Individual Behaviour Plans (IBPs):**

Students who have failed to change their behaviours despite the monitoring identified above will be moved onto an Individual Behaviour Plan which will be monitored by an Assistant Headteacher.



Parents/Carers will be invited into school to meet with the Assistant Headteacher to discuss the student's current behaviours and interventions and why progress has not been made. The meeting will focus on context and aspirations; strategies to address poor behaviour; what good behaviour looks like and what the consequences are for behaviour choices. The Assistant Headteacher will highlight the seriousness of the situation to parents/carers. The Assistant Headteacher will regularly meet with the student on an IBP and provide an update to parents / carers several times a week and when needed.

At this stage a referral may be made to more intensive support agencies. If needed other interventions will be considered e.g. adapted curriculum and/or external agencies support as is suitable for the individual student. Off-site direction (managed move) off-site direction? may be considered at this point for early intervention.

The IBP will run for 6 weeks unless it crosses over two academic years when the duration will increase to 8. At the end of the IBP a decision will be made by the Assistant Headteacher and Headteacher about the next stage for the student. If the IBP is proving effective in changing behaviour the student may return to being monitored and supported by Head of Year / Pastoral Manager. If the IBP is not proving effective in changing behaviour the student will move to the following stage.

### **Pastoral Support Plan monitoring by the Deputy Headteacher/Headteacher**

A Pastoral Support Plan (PSP) is a school based intervention to help individual students manage their behaviour in school. A PSP is set up if the student has been identified at being at risk of permanent exclusion. Similar to the IBP parents /carers are a crucial part of the PSP process and are invited in to meet with the Deputy; Headteacher and a Governor (where possible). The PSP is designed to bring together views and solutions from a variety of perspectives. It is a multi-agency meeting with a focus on including the views of parents/carers, the pupil, the school and other services involved with the needs of the pupil. The PSP is an outcome driven plan with targets set for the pupil, the school, parents/carers and other agencies. The time frame for a PSP is agreed in the multi-agency meeting. All behaviours need to be recorded on Edulink and / or the PSP report. Parents/carers are updated daily. At this stage the school may look at a Commissioned Placement for the student.

### **Reports, IBPS and PSPs, Suspensions and Permanent Exclusion**

At each stage of the school level behaviour monitoring and recording a change in behaviour may lead to the time period of an intervention being extended or movement to lower levels of intervention. At this stage there will be significant evidence to warrant this additional level of support. In all cases due consideration for reasonable adjustment will be made. Students may enter the process at different levels appropriate to the behaviours or circumstances that are presented. The time at each level of the process would then be adjusted to allow the individual every opportunity and support to modify their behaviour in order to access a full and rewarding education.

These processes run in parallel with all other school behaviour sanctions and a student may still receive a fixed term or permanent exclusion at any time as behaviours or circumstances warrant. This may result in a move to the appropriate level of monitoring and intervention without following all of the stages sequentially.

### **The Role of the Senior Leadership Team**

The Senior Leadership Team is highly visible around school – at the beginning and ends of the day and during social and lesson times. Leaders routinely engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone can feel safe and supported.

SLT have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. This is not only addressed in staff meetings and CPD but by modelling expectations for students and staff and by being proactive with behaviour strategies.

SLT supervise Loss of Social Time and afterschool detentions. SLT also work directly with students who struggle periodically and need intensive work over a longer period. This intervention has to be bespoke to each student, co-constructed with parents/carers and external agencies (where applicable) and impactful.

SLT will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school.

SLT will also support staff by providing appropriate training, when required, for staff to meet their duties and functions within the behaviour policy. Further to this, Beverley High School will ensure staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health problems may at times affect a student's behaviour.

## Appendix One

### **Motivation research**

“That enjoyment-based intrinsic motivation, namely how creative a person feels when working on the project, is the strongest and most pervasive driver.”<sup>1</sup>

#### **What does the research argue?**

The traditional view that rewarding a behaviour will result in an improved focus and punishing a behaviour will lead to less problems, is largely seen as ineffective. In terms of praise and motivation, a number of studies have concluded that when we concentrate on the short term and reward certain behaviours or achievements we are actually doing ‘considerate long-term damage’<sup>2</sup>. Researchers put forward the argument that when rewards are offered, people are often less creative and imaginative and it can also reduce the ability to problem solve. Once the reward has been taken away, or even when the reward is increased, people are less productive.

Recognising and acknowledging positive student and class behaviour ‘would also appear to have obvious positive benefits for building relationships between students and teachers’ and in addition, it helps to ‘establish an environment of trust and respect in which students are less likely to misbehave in the first place’. The praise and acknowledgement of good work / behaviour helps a student feel included in the group and helps to balance ‘sanctions with positive reinforcement’<sup>3</sup>.

#### **What motivates us?**

Intrinsic motivation is key to creating a positive, motivational environment and is more effective than external rewards. To maximise this, we need to consider three specific areas:

- 1) Mastery and Growth Mindset – a person’s desire to get better at something and to work towards learning goals as well as achievement goals. This is supported with this the belief that one’s intelligence is not fixed.
- 2) Community – for students to understand that they are part of a community which is safe and one which values their opinion. For students to be self-directed in terms of work and behaviour / attitude.
- 3) Purpose – the importance of understanding the bigger picture. In terms of both learning and behaviour, students need to focus on what they are working towards and why this is important.

Therefore, in line with research our motivation policy focuses on the following areas:

- 4) Intrinsic motivation

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<sup>1</sup> Conclusions from a survey of 684 open-source developers in North America and Europe from Daniel H Pink, Drive - The Surprising Truth about what Motivates Us, New York 2009

<sup>2</sup> Richard M. Ryan, and Richard Koestner, “A Meta-Analytic Review of Experiments Examining the Effects of Extrinsic Rewards on Intrinsic Motivation,” Psychological Bulletin 125, no. 6 (1999): 659.

<sup>3</sup> Lewis, R. 2001. Classroom discipline and student responsibility: The students’ view. Teaching and Teacher Education 17, no. 3: 307–19.



- 5) Recognition of student's work in order to help develop positive working relationships with students; however, this is not used to incentivise a student to work but in recognition of a student working towards their own learning goals.

## Appendix Two

### Uniform Letter to parents / carers

Dear Parent / Carer,

This email is to notify you that **name** has been spoken to today about their uniform. Here is an overview of our uniform policy:

|  |  |   |
|--|--|---|
| <p><b><u>TOPS</u></b> White polo shirt and navy sweatshirt both bearing the school logo.</p>   |   | <p><b><u>SKIRT/TROUSERS</u></b> Regulation pleated navy school skirt which should be worn no more than 3 inches (7.7cm) above the knee or Regulation navy trousers. This is easily measured with our ID card on our lanyards as shown by the picture.</p>   |
| <p><b><u>SHOES</u></b> Flat black leather or PVC. No canvas, soft fabric or boots. <b>No logo or markings.</b></p>   |  | <p><b><u>COAT</u></b> Appropriate for school and weather conditions. <b>No hoodies.</b></p>   |
| <p><b><u>SOCKS/TIGHTS</u></b> Plain white, navy or black socks or navy / black tights.</p>   |  |   |
| <p><b><u>JEWELLERY etc.</u></b> 1 pair of stud earrings or small hoops, 1 ring and 1 watch. <b>No bracelets. No valuable jewellery. No facial or oral piercings</b> e.g. nose or tongue studs. <b>No sunglasses.</b></p> |  | <p><b><u>HAIR/MAKE-UP/NAILS</u></b> No flamboyant hair accessories, extreme styles or <b>unnatural hair colours.</b> Hair accessories need to be plain white or blue. Discreet make-up only e.g. subtle concealer. <b>NAILS SHOULD BE SHORT</b> for health and safety. <b>No coloured nail varnish.</b></p> |

We are fully aware of the different arguments towards wearing school uniform and that many students and parents ask the question “how do clothes affect my child’s learning?” At Beverley High School we believe that school uniform plays a key role in promoting pride, self-confidence and building a sense of community. Wearing a uniform sets a boundary by placing a pupil in a ‘working environment’ mind-set and helping them separate their home and school life. School uniform places children on a level playing field, reducing the pressure to wear the latest fashionable brands. We believe that students should look smart and ready to learn. Finally, once one student chooses not to abide by the policy it has an impact on others; therefore, it is important that every student follows the policy every day.

Please discuss this issue with your child after school today. If you / your child needs any support with following the uniform policy then please speak with the Head of Year.

#### **Head of Years**

Year 7 – Ms Atkinson

Year 8 and 9 – Mr Young

Year 10 and 11 – Mrs Clark

Thank you for your support  
Beverley High School

## Appendix Three

### **Exercise Book letter to parents / carers**

Dear Parent / Carer,

This email is to notify you that **\_\_name\_\_** did not have their exercise book in {{incident.activity}}.

Students need to remember their exercise book for the following reasons:

1. It helps create a smooth and focused start to the lesson.
2. Prior learning can be referred to which helps to consolidate knowledge and develop understanding
3. It helps to produce a clear record of their learning which is useful for assessment purposes and revision

I would be grateful if you could discuss this with your child so they can improve their organisation for next lesson.

Thank you for your support

Class Teacher - Beverley High School

## Appendix Four

### **PE kits letters to parents /carers**

#### **Forgotten PE Kit**

Dear Parent / Carer,

name did not have their PE kit with them today. Please could you speak to them about this and make sure they have their kit for their next lesson. If you need further support with this please speak with the Head of Year or PP Support, Mrs K Mayfield.

#### **Head of Years**

Year 7 – Ms Atkinson

Year 8 and 9 – Mr Young

Year 10 and 11 – Mrs Clark

Thank you for your support

The PE Department

#### **Forgotten PE kit and refused to wear spare school kit**

Dear Parent / Carer,

name did not have their PE kit with them today. Further to this, name refused to wear the PE Department's spare kit; therefore, they were unable to take part in the lesson. Please could you speak with name about this and make sure they have their kit for their next lesson. If you need further support with this please contact the Head of Year or PP Support, Mrs K Mayfield.

#### **Head of Years**

Year 7 – Ms Atkinson

Year 8 and 9 – Mr Young

Year 10 and 11 – Mrs Clark

Thank you for your support

The PE Department



## Appendix Five

### **No homework letter to parents / carers**

Dear Parent / Carer,

name failed to hand in their homework today for {{incident.activity}}. Independent learning is really important as it encourages a student to use their time wisely; work independently and engage better with the subject matter covered in lessons. Homework also helps to improve memory and critical thinking. Please could you speak with name about why they have not completed the work.

Curriculum support sessions are available at lunchtime if name needs further support with their learning. Please ask your child to speak to the class teacher or form tutor about this.

Thank you

Class Teacher – Beverley High School

## Appendix Six

### **Department intervention for stage two intervention letter to parents / carers**

Dear Parent / Carer,

This is to notify you that name had to be removed from {{incident.activity}} because of their behaviour and attitude. They have worked in another classroom for the lesson and the Head of Department has spoken to them about the reasons why they failed to fully focus.

Please could you discuss this with name and consider how they will improve their behaviour and attitude.

Thank you for your support  
Class Teacher – Beverley High School

## Appendix Seven

### **Failure to attend curriculum support letter to parents / carers**

Dear Parent / Carer,

This is to notify you that name failed to attend Curriculum Support for {{incident.activity}}. Curriculum Support provides an opportunity for students to revisit learning and to access support on a 1:1 or in small groups. name was encouraged to attend; however, they have failed to do so.

Please could you discuss this with name and contact their {{incident.activity}} teacher if you have any concerns.

Thank you for your support  
Head of Department – Beverley High School

## Appendix Eight

### **SLT walk and talk for stage two intervention letter to parents / carers**

Dear Parent / Carer,

This is to notify you that \_\_name\_\_ was asked to leave their {{incident.activity}} lesson because of their behaviour and attitude.

During the 'Walk and Talk' with a member of SLT \_\_name\_\_ reflected on their actions and made the right decision to return to their lesson with the right mindset. Please talk to \_\_name\_\_ about this incident, their attitude in {{incident.activity}} and what they can learn from this situation so their behaviour is not a problem in other lessons.

There is a lot of support available in school to help \_\_name\_\_ improve their behaviour or talk about their emotional wellbeing. If you do think \_\_name\_\_ needs further advice and support please contact their Head of Year.

#### **Head of Years**

Year 7 – Ms Atkinson

Year 8 and 9 – Mr Young

Year 10 and 11 – Mrs Clark

Thank you for your support

SLT Team Beverley High School

## **Appendix Nine**

### **SLT removal from lesson**

Dear Parent / Carer,

This is to notify you that \_\_name\_\_ was removed from their {{incident.activity}} lesson by the Senior Leadership Team because of their behaviour and attitude. The consequence for this poor behaviour is a loss of social between 12.25 and 1.10pm and will take place at the earliest opportunity.

Please could you discuss this with **name** child and if you need further information, please contact the Head of Year or Head of Department.

#### **Head of Years**

Year 7 – Ms Atkinson

Year 8 and 9 – Mr Young

Year 10 and 11 – Mrs Clark

Thank you for your support  
SLT Team Beverley High School

## **Appendix Ten**

## **Late to school**

Dear Parent / Carer,

This is to notify you that name was late to school today and was unable to provide an acceptable reason why. This has been recorded as a behaviour concern.

The Attendance Officer and Head of Year will monitor name's attendance and punctuality. If there are specific reasons for name's poor punctuality please contact Ms C North and we will look at how we can support them further.

Thank you for your support

Attendance Team Beverley High School

## Mobile Phone – confiscated for the first time this term

Dear Parent / Carer,

This is to notify you that **name** has had their mobile phone confiscated as they were using it contrary to our mobile phone policy.

Students can use their phones during the following times:

- Mobile devices can only be used during lessons at the **explicit** instruction of classroom staff.
- Phones may be used before the school day **officially starts at 8.45am**. Students need to be seated in their form room. Students are not allowed to walk around with their phones. In addition, students are not permitted to walk through the school gates using their phone, their mobile device needs to be in their bag when they arrive to school.
- Phones may be used during the lunch break 12.35-1.10pm. Students need to be seated in one of the designated classrooms for their year group or alternatively on one of the benches in the corridor. Students are not allowed to walk around school using their phones.
- The use of the mobile phone is allowed when it is used for medical reasons, for example, diabetes monitoring.
- In the LRC during after 3.15pm to allow students to check their homework and to communicate with their parents/carers about collection.
- Mobile devices can be used in after school clubs at the **explicit** instruction of a member of staff, this is to allow students to organise transport home.

As this is their first confiscation this term **name** can collect their phone at the end of the day from reception. Please could you discuss this with your child and encourage them to follow the policy which has been designed to help students use their phones in a positive manner (more information can be found on the school website under policies).

Thank you for your support  
Beverley High School

## Mobile Phone – confiscated for the second time this term

Dear Parent / Carer,

This is to notify you that name has had their mobile phone confiscated as they were using it contrary to our mobile phone policy.

Students can use their phones during the following times:

- Mobile devices can only be used during lessons at the explicit instruction of classroom staff.
- Phones may be used before the school day officially starts at 8.45am. Students need to be seated in their form room. Students are not allowed to walk around with their phones. In addition, students are not permitted to walk through the school gates using their phone, their mobile device needs to be in their bag when they arrive to school.
- Phones may be used during the lunch break 12.35-1.10pm. Students need to be seated in one of the designated classrooms for their year group or alternatively on one of the benches in the corridor. Students are not allowed to walk around school using their phones.
- The use of the mobile phone is allowed when it is used for medical reasons, for example, diabetes monitoring.
- In the LRC during after 3.15pm to allow students to check their homework and to communicate with their parents/carers about collection.
- Mobile devices can be used in after school clubs at the **explicit** instruction of a member of staff, this is to allow students to organise transport home.

As this is their second confiscation this term the phone will need to be collected by a parent / carer at the end of the day from reception. Please could you discuss this with your child and encourage them to follow the policy which has been designed to help students use their phones in a positive manner (more information can be found on the school website under policies).

Thank you for your support  
Beverley High School



## Mobile Phone – confiscated for the third time this term

Dear Parent / Carer,

This is to notify you that name has had their mobile phone confiscated as they were using it contrary to our mobile phone policy.

Students can use their phones during the following times:

- Mobile devices can only be used during lessons at the **explicit** instruction of classroom staff.
- Phones may be used before the school day **officially starts at 8.45am**. Students need to be seated in their form room. Students are not allowed to walk around with their phones. In addition, students are not permitted to walk through the school gates using their phone, their mobile device needs to be in their bag when they arrive to school.
- Phones may be used during the lunch break 12.35-1.10pm. Students need to be seated in one of the designated classrooms for their year group or alternatively on one of the benches in the corridor. Students are not allowed to walk around school using their phones.
- The use of the mobile phone is allowed when it is used for medical reasons, for example, diabetes monitoring.
- In the LRC during after 3.15pm to allow students to check their homework and to communicate with their parents/carers about collection.
- Mobile devices can be used in after school clubs at the **explicit** instruction of a member of staff, this is to allow students to organise transport home.

As this is their third confiscation this term the phone can be collected by the student at the end of the day but they will need to hand their phone in to reception at the beginning of the day for the next 5 school days. They will not be allowed to use their phone in school.

Please could you discuss this with your child and encourage them to follow the policy which has been designed to help students use their phones in a positive manner (more information can be found on the school website under policies).

Thank you for your support  
Beverley High School

**Appendix Twelve**  
**Individual Behaviour Plan**

*Meeting notes*

**Student:**

**Date of meeting:**

**Attendees:**

**1. Context and Aspirations**

**What are the behaviour concerns?**

*What does this behaviour look like? When does it happen? How does it escalate? How does it affect other students? How does it affect staff? What are the triggers?*

**Aspirations – What would \_\_\_\_\_ like to achieve in the future?**

**2. Strategies to address poor behaviour:**

**What strategies help support \_\_\_\_\_ to avoid behaviour concerns in lessons and during social times?**

*Consider RAG timetable when answering this question.*

**What strategies help de-escalate a situation in lesson and during social times?**

*What does \_\_\_\_\_ need to do to avoid the situation escalating and what can staff do to help her?*

**If behaviour escalates how should staff respond to help calm the situation and who should respond?**

**3. Behaviour and consequences:**

**What does good behaviour look like in the lessons and during social times?**

**How should positive behaviour be recognised and praised by staff and how can this be supported at home?**

**What consequences should be in place when behaviour does not meet the above description in school and at home?**

**Review and next steps**

First review date of IBP:

Second review date of IBP:

Final review date:

What happens next?





|  |  |  |
|--|--|--|
| <p>Effectiveness of strategies to support Target 1</p> <p>Scaling:</p> <p><b>1 2 3 4 5 6 7 8 9</b><br/><b>10</b></p> <p>(the worst it can be) (the best it can be)</p> |  |  |
| <p>Effectiveness of strategies to support Target 2</p> <p>Scaling:</p> <p><b>1 2 3 4 5 6 7 8 9</b><br/><b>10</b></p> <p>(the worst it can be) (the best it can be)</p> |  |  |
|  |  |  |

**Pupil Review**

Since my last meeting I have made progress in these ways:

---

---

---

I have managed to do this because:

---

---

---

I am still having problems with:

---

---

---

I think that I would be able to deal with these problems if:

---

---

## Appendix Thirteen

### Beverley High School Personal Support Plan (PSP)

#### Preparation for the meeting:

Name:

Form:

PSP Coordinator:

Head of Year:

IBP Coordinator:

PSP Meeting date:

Attendees:

|  | ✓ | Name |
|--|---|------|
| Behaviour Support Team                             |   |      |
| Educational Psychologist                           |   |      |
| Education Welfare Office                           |   |      |
| Speech & Language Service                          |   |      |
| CAMHS  |   |      |
| School Nurse                                       |   |      |
| Other Health professional<br>(Eg Paediatrician)    |   |      |
| Social Care  |   |      |
| Parent Support Advisor                             |   |      |
| Housing  |   |      |
| Police- school Liaison Officer                     |   |      |
| Local Authority Special Education Needs<br>Officer |   |      |
| Young Carers                                       |   |      |
| Others:  |   |      |
|  |   |      |
|  |   |      |

Agencies that may provide further support for the student and family if appropriate:

PSP start date:

PSP Review Date:

PSP End Date:



**Pastoral Support Programme**  
**Assistant Headteacher's Review of Behaviour**

NAME

TUTOR GROUP

Head of Year

DATE

Please rate his/her behaviour this term

|                  |          |          |          |          |  |                  |
|------------------|----------|----------|----------|----------|--|------------------|
| <b>Very good</b> |          |          |          |          |  | <b>Very poor</b> |
| <b>5</b>         | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |  | <b>0</b>         |

Please rate the behaviour of the class

|                  |          |          |          |          |  |                  |
|------------------|----------|----------|----------|----------|--|------------------|
| <b>Very good</b> |          |          |          |          |  | <b>Very poor</b> |
| <b>5</b>         | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |  | <b>0</b>         |

Review of IBP:

**PLEASE RATE STUDENT'S BEHAVIOUR .....**

|                                |  |                                     |
|--------------------------------|--|-------------------------------------|
| Positive to teacher            |  | Negative to teacher                 |
| On task                        |  | Off task                            |
| Self-contained                 |  | Attention seeking                   |
| Appropriate behaviour          |  | Inappropriate behaviour             |
| Positive to peers              |  | Negative to peers                   |
| In place                       |  | Out of place                        |
| Appropriately equipped         |  | Inappropriately equipped            |
| Work up to date                |  | Work behind deadlines               |
| Ability to follow instructions |  | Ignores instructions                |
| Putting up hand                |  | Calling out                         |
| Answering appropriately        |  | Answering back                      |
| Homework always done           |  | No homework                         |
| Calm when others behave badly  |  | Reacts badly to behaviour of others |

Things this student does well:

What specific behaviours shown by this student regularly cause concern?

Other comments you may wish to make (including test results/NC levels):

## Pastoral Support Programme

### Parent / Carer Questionnaire – *to complete before the meeting*

NAME

TUTOR GROUP

What do you think are your child's best qualities?

What sorts of things worry you about your child? When did you first notice difficulties with your child's behaviour?

How is your child behaving at home?

What do you think we can do to help your child at school?

Is there anything else you think we should know about?

I/We will come to the meeting

Signed.....Date.....

## Pastoral Support Plan

### Student Questionnaire – *to complete before the meeting*

NAME

TUTOR GROUP

**Circle appropriate number on each continuum and underline or add relevant words**

**Unless otherwise indicated: 5 = Very Good 0 = Very Poor**

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <p><b>What do you THINK about your behaviour in:</b></p>   |  |  |  |  |  |  |
| <p>1. Classrooms    5   4   3   2   1   0</p>  | <p>2. Corridors            5   4   3   2   1   0</p> |  |  |  |  |  |
| <p>3. Assembly        5   4   3   2   1   0</p>  | <p>4. Toilets            5   4   3   2   1   0</p>   |  |  |  |  |  |
| <p>5. Social Times    5   4   3   2   1   0</p>  | <p>6. Outside school    5   4   3   2   1   0</p>    |  |  |  |  |  |
| <p>7. How do you generally behave?            5            4            3            2            1            0</p> <p style="text-align: center; font-size: small;">Interfering   Helpful   Unhelpful   Rude   Polite   Violent   Friendly   Talkative   Loud   Quiet   Hardworking   Lazy</p>   |  |  |  |  |  |  |
| <p>8. What do you THINK about changing your behaviour?</p> <p style="text-align: center; font-size: x-large;">5                    4                    3                    2                    1                    0</p> <p style="text-align: center; font-size: small;">Able to change                    May be able to change                    Unable to change</p> <p style="text-align: center; font-size: small;">I don't have the power            I do have the power            I don't want to            I want to</p> <p style="text-align: center; font-size: small;">Teachers stop me                    Teachers will help me                    Pupils stop me                    Other pupils will help me</p> |  |  |  |  |  |  |
| <p>9. What do you think of yourself?            5            4            3            2            1            0</p> <p style="text-align: center; font-size: small;">Confident   Lacking in confidence   Attractive   Unattractive   Clever   Stupid   Interested   Disinterested</p>   |  |  |  |  |  |  |
| <p>10. In general, do you THINK teachers' behaviour towards you is:</p> <p style="text-align: center; font-size: x-large;">5                    4                    3                    2                    1                    0</p> <p style="text-align: center; font-size: small;">Helpful   Unhelpful   Unfriendly   Polite   Rude   Friendly   Caring   Aggressive   Interested   Not interested</p> <p><b>In particular:</b></p>  |  |  |  |  |  |  |
| <p>11. What do you THINK about the behaviour of other pupils towards:</p> <p style="text-align: center; font-size: small;">YOURSELF:                    EACH OTHER:                    TEACHERS:</p> <p style="text-align: center; font-size: x-large;">5   4   3   2   1   0                    5   4   3   2   1   0                    5   4   3   2   1   0</p>  |  |  |  |  |  |  |

|  |                     |          |                  |                      |             |          |
|--|---------------------|----------|------------------|----------------------|-------------|----------|
| <b>12. What do you think of your school?</b> | <b>5</b>            | <b>4</b> | <b>3</b>         | <b>2</b>             | <b>1</b>    | <b>0</b> |
| Too small                                    | Just the right size | Too big  | Poorly decorated | Pleasantly decorated |             |          |
| Badly designed                               | Too hot             | Too cold | Badly lit        | Too noisy            | Too crowded |          |

Any other comments?

|  |  |                              |  |
|--|--|------------------------------|--|
| <b>Name of pupil:</b>                                  |  | <b>Year group:</b>           |  |
| <b>PSP Co-ordinator:</b>                               |  | <b>Date:</b>                 |  |
| <b>Factors which have led to the PSP</b>               |  | <b>Aims of PSP</b>           |  |
|  |  |                              |  |
| <b>Pupil Strengths and Interests</b>                   |  |                              |  |
|  |  |                              |  |
| <b>Curriculum areas where pupil is more successful</b> |  |                              |  |
| <b>SEN factors impacting on pupil</b>                  |  |                              |  |
| <b>Current reading age:</b>                            |  | <b>Current Spelling age:</b> |  |
| <b>When does positive behaviour occur and why?</b>     |  |                              |  |

|  |  |
|--|--|
| <p><b>What triggers poor behaviour and why?</b></p>                        |  |
| <p><b>Do specific parts of the day help to trigger poor behaviour?</b></p> |  |
| <p><b>Other information if needed:</b></p>                                 |  |

**Pastoral Support Plan**

| <p><b>Targets:</b></p>  |   |  |  |
|---|---|--|--|
| <p>Target 1</p>   | <p>Target 2</p>   |  |  |
| <p><b>Strategies/Arrangements (include Who, Where, When and How)</b></p>            |   |  |  |
| <p>What we are going to do to support the pupil in meeting this target:</p>         | <p>What we are going to do to support the pupil in meeting this target:</p> |  |  |
| <p><b>SUCCESS CRITERIA (include measurable description of expected outcome)</b></p> |   |  |  |
| <p>Target 1</p>   | <p>Target 2</p>   |  |  |

|  |  |
|--|--|
|  |  |
| <b>Other strategies that may support this student:</b>   |  |
| <b>Agreed recognition of improvements, rewards etc (negotiated with the pupil and agreed with parents)</b> |  |
| <b>Home:</b>   |  |
| <b>School:</b>   |  |



## PASTORAL SUPPORT PROGRAMME

### Review

|                      |                         |
|----------------------|-------------------------|
| <b>NAME OF PUPIL</b> | <b>DATE OF MEETING:</b> |
| <b>ATTENDEES:</b>    |                         |

**Progress report:**

|   |
|---|
| <ul style="list-style-type: none"> <li>• What's gone well?</li> <br/> <li>• What are the current concerns?</li> <br/> <li>• What else needs to happen to enable .....to be successful in school (next steps)</li> </ul> |
|---|

| Targets from previous meeting and review scaling   | Comments | Further Action |
|--|----------|----------------|
| Target:<br><br>Scaling from start to present<br><br><b>1   2   3   4   5   6   7   8   9   10</b><br><br>(the worst it can be) <span style="margin-left: 200px;">(the best it can be)</span> |          |                |
| Target:<br><br>Scaling from start to present<br><br><b>1   2   3   4   5   6   7   8   9   10</b><br><br>(the worst it can be) <span style="margin-left: 200px;">(the best it can be)</span> |          |                |

|   |  |  |
|---|--|--|
| <p>Effectiveness of strategies to support Target 1</p> <p>Scaling:</p> <p><b>1 2 3 4 5 6 7 8 9 10</b></p> <p>(the worst it can be) (the best it can be)</p> |  |  |
| <p>Effectiveness of strategies to support Target 2</p> <p>Scaling:</p> <p><b>1 2 3 4 5 6 7 8 9 10</b></p> <p>(the worst it can be) (the best it can be)</p> |  |  |
|   |  |  |

# Pastoral Support Programme

## Pupil Review

Since my last meeting I have made progress in these ways:

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I have managed to do this because:

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I am still having problems with:

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I think that I would be able to deal with these problems if:

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