

Name of pupil:	Tutor group:	
<p>What are the presenting behaviours which have led to this need for support?</p> <ul style="list-style-type: none"> • Work not up to date • Poor attendance (74%) • Fighting • Rudeness to staff • Sanctions failing to lead to improvement • Disruptive in lessons • 3 fixed-term exclusions for damage to property • Not attending lessons • Violent outbursts 		
<p>From your knowledge of the pupil and information gathered, what are the underlying issues which have contributed to these behaviours?</p> <ul style="list-style-type: none"> • Poor relationship with Mrs C • Poor relationship with 4 key teachers • Unable to take in information by reading • Cannot follow interdependent instructions • Expects school to be negative • Does not understand links between actions and consequences • Poor relationships with peers, only has one close friend who has left the school • Attendance pattern shows that returning to school after weekend with Dad is a key time 		
<p>What are the adults in this school (and within the family if possible) going to do now to address the underlying issues and presenting behaviours?</p> <p>PLAN</p> <ul style="list-style-type: none"> • Appoint key mentor and spend time building positive relationship, target Monday as positive day. Discuss attendance issues with both parents and agree reward for progress • "Key Skills" one-to-one to improve reading and processing • "What works" to be identified and shared with teachers using Learning Portrait model • Restoration meetings to be set up when ready • "Whose fault is it anyway?" programme in small group • Identify key learning steps and plan programme with teachers • Supported re-integration to begin after one week as agreed in mentor progress meetings 	<p>Who:</p> <ul style="list-style-type: none"> • 	
<p>IMPACT AND REVIEW:</p> <ul style="list-style-type: none"> • Attendance • Learning 	<ul style="list-style-type: none"> • 97% since intervention, 83% overall • Learning Portrait agreed and shared • Re-integrated into all lessons except art and history • Processing skills increased by 4 points. 	

<ul style="list-style-type: none"> • Relationships with staff • Relationships with peers • Relationships with self 	<ul style="list-style-type: none"> • Teachers supporting instructions with checklists and traffic lights. • Working at target level in core subjects • Restoration meetings successful with 2 teachers • Behaviour log shows improvement in all lessons attended • No call-outs recorded • Has attended 2 detentions and shown subsequent improvement • Has maintained friendship with another member of small group • Has resolved an issue with older pupil without fighting • Now likes coming to school • Enjoying supporting younger pupils
<p>Next steps:</p> <ul style="list-style-type: none"> • 	<p>Who:</p> <ul style="list-style-type: none"> •