The Valley School

For Exceptional Learners

Review Date
Sept 2027

Behaviour For Learning Policy

David Pearce
Headteacher
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1 .Key Principles

We believe that in order to enable effective learning and teaching to take place, positive behaviour in all aspects of school life is necessary. We seek to create a safe, respectful and positive environment in the school which reflects our values of Ready, Respectful and Safe.

This policy is based upon the therapeutic principles as delivered through the Hertfordshire Steps programme in which all staff are trained. Through this approach we strive to teach positive behaviours to support Students now and in preparation for later life.

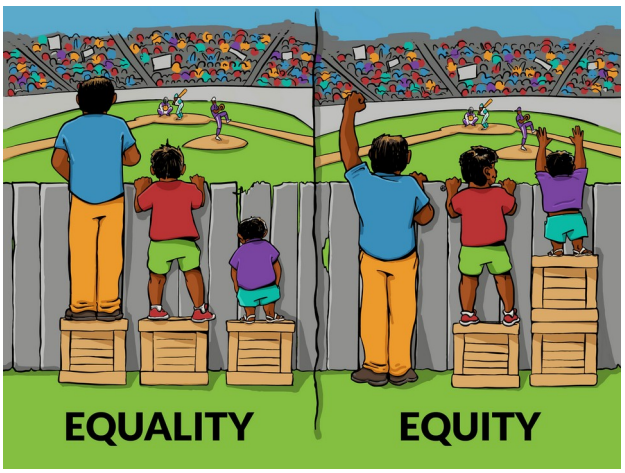
Outcomes

- The creation of a positive behaviour culture is expected and valued across the school.
- Students understand how they can become ready to learn.
- Positive behaviour is rewarded through an agreed whole school reward system which provided accessible short and long term rewards.
- Students are provided with clear expectations of behaviour.
- All staff understand the specific needs of each and every student and help them to take control over their behaviour and become responsible for the consequences of it.
- All staff are provided with a consistent approach towards the challenges of inappropriate behaviour.
- A positive relationship with parents and carers is encouraged through the development of a shared approach.
- Reflection, repair and restoration are essential parts of the process to bring about long term change.
- Pro-social behaviour is a minimum expectation for all.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions



4. The importance of consistency in effective behaviour management

Consistency lies in the behaviour of adults and not simply in the application of procedure.

At The Valley School all of our students have different needs and starting points, clearly identified in their

EHCPs. We cannot expect all of our students to respond effectively to an 'off the shelf' prescriptive behaviour system. We achieve consistency by all staff dealing with the same student in the same way (see ILP's, support plans and EHCPs) and by expecting nothing less than a consistent outcome. We strive for Equity not Equality.

5. Key Responsibilities

	Tutors will
1	**Sit** with their tutor group at tutor time and prepare for the oncoming day.
2	
3	Be the first contact for parents of their form group.
4	
5	Be a **mentor and advocate** for the students in their form.
6	Regularly **share good practice.**
7	
8	**Support staff** in returning members of their form to learning by sitting in on reparation meetings
9	and supporting staff in conversations where possible.
	Use behaviour data to assess their form group's behaviours across the school.
	Use **Positive Notes/Dojo and Positive Phone Calls** to support their form.
	Liaise with Middle Leaders over specific behavioural concerns.
	Record positive behaviours for rewards.

	All Staff Every Day
1 2 3 4 5 6 7 8 9	**Meet and greet** from taxis or at the gate. **Visibly recognise students behaving appropriately** throughout every lesson. **Plan** learning that will engage, challenge and meet the needs of all learners. Refer to '**Ready, Respectful, Safe'** when talking to students about their behaviours Analyse not moralise. Manage behaviour according to the steps listed in Fig 1, remain calm and give 'take up time' when going through the steps. **Follow up every time**, retain ownership and engage in reflective dialogue with learners.

	Middle Leaders will
1	Regularly **share good practice.**
2	**Support staff** in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
3	**Use behaviour data** In Head of Year meetings to **review provision for learners** who are struggling to be ready to learn.
4	Be a **daily visible presence** within the year group (where possible
5	Encourage use of **Positive Notes and Positive Phone Calls.**
6	Support other team members/school staff to resolve issues where appropriate**.**
7	Ensure **staff training needs** are identified and targeted through line management meetings.
8	Ensure the **wellbeing of staff** during and after behaviour incidents.
9	Liaise with SLT over specific behavioural concerns.
	Plan positive activities for rewards and meaningful activities for those not gaining rewards.

	Senior Leaders will
1	**Meet and greet** learners at the beginning of the day.
2	**Celebrate** staff, leaders and learners whose effort goes above and beyond expectations.
3	Regularly **share good practice.**
4	**Support staff** in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
5	**Use behaviour data** to target and assess school wide behaviour policy and practice. In Head of Year meetings **review provision for learners** who are struggling to be ready to learn.
6	Encourage use of **Positive Notes and Positive Phone Calls.**
7	Ensure **staff training needs** are identified and targeted.
8	Ensure the **wellbeing of staff** during and after behaviour incidents.

6a. Managing behaviour in the classroom (Fig 1)

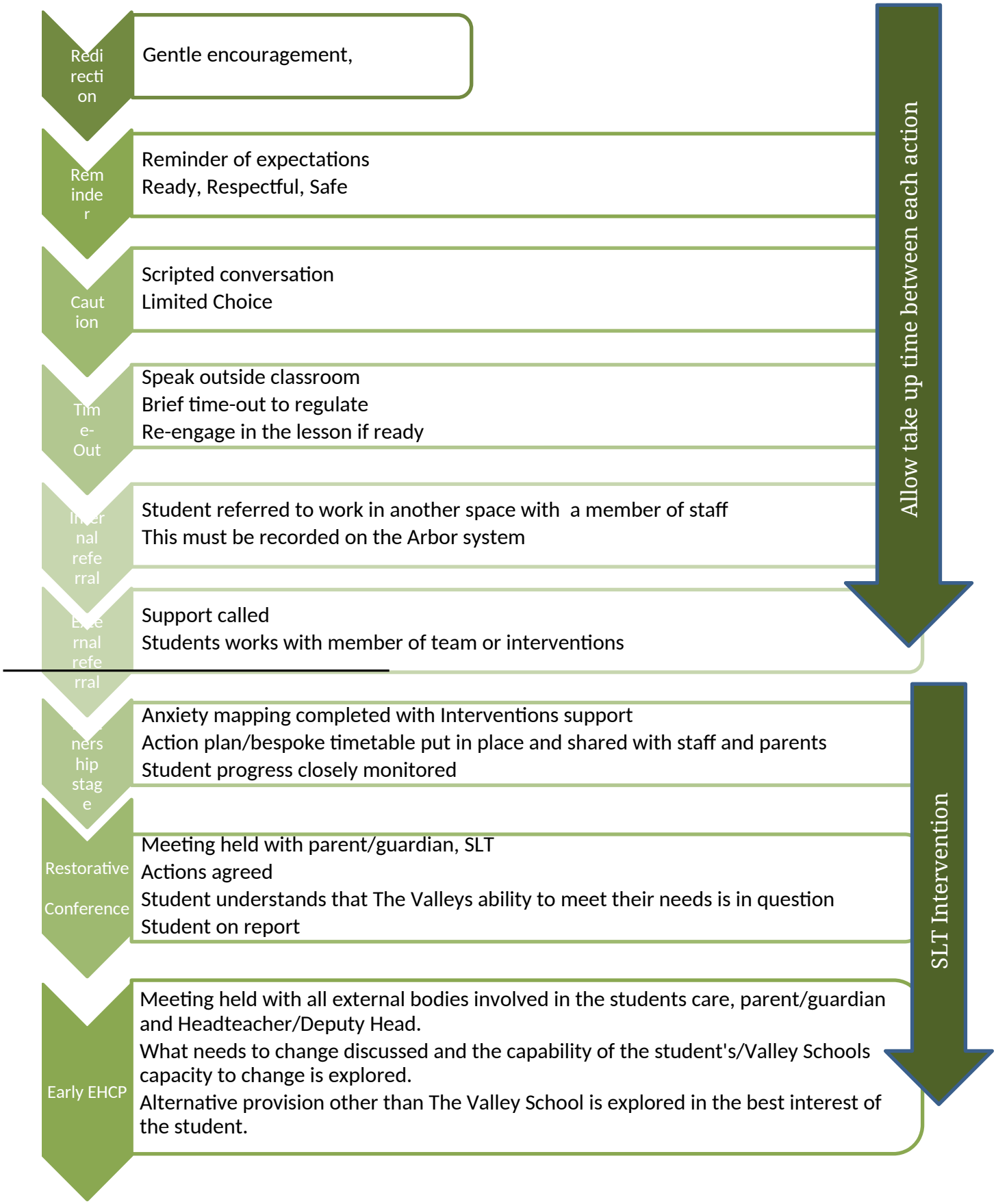
Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Below are the key steps all staff should use to manage behaviour in lessons and around the school.
Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

All learners must be given **'take up time'** in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Step	Action
Redirection	Gentle encouragement, a 'nudge' in the right direction. If possible a small act of kindness.
Reminder	A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
The Caution	A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Provide the student with limited choices. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. **See Scripted Conversation Fig 3***
The Time-out (You may need to call for Mr Gammons / Oncall)	The learner is asked to speak to the teacher outside the classroom i. Boundaries are reset with limited choices ii. Learner is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning. iii. Learner is given a final opportunity to re-engage with the learning/follow instructions iv. Learners should only continue to stand outside classrooms if they need to regulate. In general, a few minutes should be enough.
Internal referral (Where possible let the next teacher know this has happened)	At this point the learner will be referred internally to another room with a member of staff for the remainder of the lesson. **All internal referrals must be recorded on Arbor** **If the student is exhibiting dangerous behaviours move the class rather than attempt to move the student.**
External referral (Call for support)	The student continues to be uncooperative so support is called and the student moves on to the next stage. SLT will decide what the next stages will be.
NOTE **Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**	

FIG 1

6b. Managing behaviour in the classroom (Fig 2)



7. Scripted conversation

Consistency of approach and message is a key component of effectively supporting students when they are struggling to behave pro-socially. The application of an agreed approach and script will support all staff to provide a consistent message.

Scripted Conversation Fig 3
30 second intervention • Gentle approach, personal, non-threatening, side on, eye level or lower. • State the behaviour that was observed and which rule/expectation/routine it contravenes. • Warn the student of the consequences if the behaviour continues. Refer to previous good behaviour/learning as a model for the desired behaviour. • Provide limited choices of desired behaviours • Walk away from the learner; allow them time to decide what to do next. • If there are comments, as you walk away ignore them initially - follow up later. *Resist being drawn into discussions or arguments about behaviour.*

8. Reparation

Reparation	
Reparation meetings at The Valley School are a core part of repairing damage to trust between staff and learners. Our reparation meetings are structured in 6 steps:	
1	What's happened?
2	What was the trigger?
3	How can this be avoided in the future?
4	What are the positive choices I could have made?
5	How I feel now?
6	How can we put this right?
Important If a student is approaching you to make things right, be gracious and accept their apology. DO NOT start rehashing the incident all over again	
NOTE Staff at The Valley School will take responsibility for leading reparation meetings, Senior Leaders will support when requested.	

9. Rewards and recognition of good behaviour

Rewards - the principles:
Good behaviour makes effective teaching and learning possible; unacceptable behaviour disrupts.

The Valley School aims to use rewards for good behaviour and positive attitudes as positive reinforcement strategies. It is important that praise and rewards should have considerable emphasis within our school, i.e. they are a prominent feature, so that:

- Students will achieve recognition for a positive contribution to school life.
- Other students will see what is recognised as exemplary behaviour.
- Students are encouraged to repeat positive behaviours.

Students attain the maximum of eight points during lessons and registration time. To ensure consistency of approach by staff and clear understanding by students, points are awarded as follows:

- Being in the right place at the right time (2 points)
- Being properly equipped for the lesson (2 points)
- Application in the lesson (2 points)
- Contributing to the lesson above usual expectation (2 points)

All points are worth one pence and students are provided with a variety of options each term offering options as to how they want to spend the money they have earned.

10. Key Responsibilities

Key Responsibilities	
Class Teachers	• Allocate rewards fairly and appropriately in line with policy. • Remove barriers in lessons to support students to achieve rewards. • Liaise with Form Tutor to remove barriers. • Keep records accurately to ensure students receive rewards.
Form Tutors	• Keep a track of students' points/money. • Identify anomalies and correct them quickly with teaching staff. • Share this with students at least weekly. • Work with students to determine how they could do better. • Discuss with students how they could spend money and set targets. • Plan with HoY rewards. • Liaise with parents and carers to keep them informed of students' successes and achievements. • Work collaboratively with parents and carers regarding reward purchases, seeking agreement where appropriate if a student wishes to purchase an item that may not be suitable or supported by their family (for example, Nerf guns, make-up or video games). • Parents and carers should be reminded that rewards are earned by the student and are intended for the student to spend on their desires. Whilst parental views will be considered, parents and carers should not direct how reward money is spent; particularly with regards to routine items such as school uniform, school bags or other essential

	equipment.
Heads Of Year	• Support Form Tutors in all the above. • Attend HoY meetings and work with colleagues to plan interventions. • Celebrate successes with students and parents.

11. SEND

All students at the Valley School have SEND and this policy acknowledges the legal duty to make reasonable adjustments for them.

12. Supervision

Students are always supervised. The staff team will decide upon the appropriate level of supervision by taking account of the type of activity, the age of the students and their location. On occasions, if students need to take some time away from the class / situation or they are becoming increasingly agitated by the presence of the adult or a peer, they may be supervised by the class team in the corridors outside or in a safe allocated area.

13. Exclusions

As always, this is the last resort and other avenues are explored before this type of sanction is used. The Valley School has allocated areas that are used for the purpose of internal supervision and is devised in such a way that students can work their way out of this environment when appropriate. The impact is positive, and students complete the same work as they would in class.

Use of exclusion is always in line with current county guidelines and legal requirements. Students may be excluded for fixed term temporary periods or permanently at the discretion of the Headteacher. Individual circumstances will always be taken into consideration.

Students may be permanently excluded for the following reasons:

- Violent and/or aggressive or unsafe behaviour toward self or others. This can be a serious one-off incident.
- Climbing on the school roof or similar; putting themselves at risk of death or serious injury.
- Prolonged period of inappropriate behaviour that is affecting the learning and well-being of others at school.
- Persistent and prolonged refusal to follow school rules.
- A gradual deterioration in behaviour, which has become unacceptable either because of the location of the incident or the frequency.
- Drug and solvent abuse or arson.
- A sudden and unexpected one-off incident which is out of character for the student, but which the school is unable to accept for example:
    - Bringing a weapon to school.
    - Dealing or selling drugs.
    - Physically attacking somebody and causing serious injury.
    - Sexual harassment and/or assault.

Students may receive a fixed term exclusion for the following reasons:

- Controlled and deliberate violence or throwing missiles with intent to injure.
- Leaving the school site or agreed supervised areas.
- Persistent sexually harmful behaviours.
- Bringing dangerous or illegal objects to school.
- Significant damage to property.
- Potentially dangerous activities.
    - Interference with fire alarms, equipment, or phones.
    - Consuming alcohol during school hours.
    - Arriving intoxicated.

Exclusion Procedures

- Work is sent home to be completed by students who have been excluded. Parents often take other action to ensure being at home is not enjoyable.
- Parents are expected to bring students back to school after a period of exclusion for a reintegration meeting
- Students are given the opportunity to explain their conduct and can be involved in deciding consequences when appropriate. A decision will be made by a member of SLT to decide if the student is ready for reintegration.
- Deliberate damage of equipment or the school building will result in the student being asked to consider how repair or replacement might be arranged and, if safe to do so, assisting with repair. Contribution from "pocket money" may be sought. Ultimately, the responsibility will remain with the student's parents or guardians.

14. Bullying and racist/homophobic incidents

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where students are able to learn and fulfil their potential. Bullying or racist incidents must be logged on the individual child's record log as an incident. Bullying and racism is taken extremely seriously and will be dealt with in a firm manner.

15. Searching, Screening and Confiscating

In line with DFE advice (2014) students can be searched with or without consent.

Searching

School staff can search a student for any item if the student agrees. Headteachers and staff authorised by them have a statutory power to search Students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
Prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- 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).

Headteachers and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Searching with consent. Schools' Common Law Powers to Search:

School staff can search students with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his/her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and Students what items are banned.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his/her pockets or bag and if the student refuses, the teacher can apply an appropriate consequence as set out in the school's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate consequence.

The Extent of The Search (What the law says):

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
  'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Confiscating

School staff can seize any prohibited item found because of a search.

They can also seize any item; they consider harmful or detrimental to school discipline. In serious cases the police may be involved.

How The Valley School Interprets The Law

If we are concerned that a student has a prohibited item we will ask them to consent to a search in the presence of another adult. If the student refuses we will call in a parent and ask them to supervise the search. The student will be kept away from the rest of the student population until a search has been conducted.

16. Reasonable force and positive physical contact

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Positive Physical Contact – Herts Steps:

To be read in conjunction with Hertfordshire Model Policy for Physical Intervention. Across the school we recognise the importance of positive physical contact for some of our students. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/students and ensure that they are never in a situation where they are alone with a student. However, contact between children and adults might be appropriate for a variety of reasons, including:

- To comfort or reward a student
- To direct or steer a student
- For activity reasons (for example in performing arts or physical games.)

Any physical contact must be managed in order to make sure that it is appropriate and leaves neither party vulnerable. Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – Where? When? Why?
- Relationship between staff member and child
- Gender

Planned physical intervention can be viewed as positive, because it is committed to keeping children and adults safe in a variety of settings. On some occasions, there may be a need to physically intervene/support students to keep them safe or where there is a clear risk of:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
- Causing personal injury to, or damage to the property of, any person (including the student him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

All school teaching staff and Learning Partners are trained in therapeutic behaviours.

Staff have have introductory training on therapeutic behaviour management and then regular refreshers.

All trained staff are required to attend an annual refresher.

Key points:

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

SLT should support their staff when they use this power.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. Force is usually used to either control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be physically restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to those staff trained in therapeutic behaviours at the school. It can also apply to people whom the Head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so, or prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
    - Restrain a student at risk of harming themselves through physical outbursts.

We **DO NOT** use force as a punishment as it is unlawful.

What happens if a student complains that force has been used against them?

All complaints about the use of force should be thoroughly, speedily, and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension must not be an automatic response when a

member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support. The Governing Body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident

17. RPI (Restrictive Physical Intervention)

If the child's behaviour begins to escalate to the point where the supervising adult/s need to use a physically restrictive intervention then you must inform a member of SLT, as soon as practical. If assistance is required in the RPI, you can do one of the following things:

- Send another child to get a supportive adult.
- Use the radio if one is available.

If assistance is required the person in attendance will evaluate the situation and establish what steps have been taken so far, at this point the adult supervising the student will need to explain what strategies have been utilised and the nature of the initial incident. An incident form will need to be completed as well as the Use of Physical Restraint book. The attending adult will not routinely take over the restraint but will decide the next steps to be taken. A risk assessment will need to completed/updated within 24hrs.

Please note: If you are in an isolated area, do not carry out a physical restraint unless you have no other option, feel confident that you can manage the situation safely and it is the last resort.

Telling Parents:

It is compulsory within our school to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. Parents/carers are to be informed on the day if their child was involved in a physical restraint.

In deciding what a serious incident is, teachers should use their professional judgement and consider the following:

- The student’s behaviour and level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the student or member of staff.
- The child’s age.

18. Complaints Procedure for Parents

Parents/carers chain of communication:

As a school we are committed to ensuring that our students feel safe and happy at school. If you are concerned about an incident involving your child or another child please contact the school as outlined below:

- Class Teacher/ Form Tutor: All class staff are trained in the first instance to give priority to student/parent concerns and to record and pass on appropriate information, if needed to senior staff/parents.
- If you wish to take matters further then you may wish to contact a designated member of the Senior Leadership Team: Ms T Howarth, Mr J Hugo, or Ms Wharton
- If the matter is still not dealt with to your satisfaction, then the Headteacher: Mr D Pearce or the Chair of the Board of Governors, Liz Ellis, can be contacted through the school office.

The school's complaint procedures are available as a hard copy or via the school's website. If the situation remains unresolved, having gone through the school's normal procedures, parents/carers may wish to contact the Hertfordshire school complaints team or a relevant independent agency such as Hertfordshire's Mediation or Advocacy Services.

Public Displays of Affection (PDA)

The Valley recognises that genuine feelings of affection can exist between two students. We believe that students should be supported to express themselves and their feelings of affection appropriately, in a safe and supportive environment. This allows students to develop their understanding of healthy and appropriate affection and relationships.
However, students shall refrain from excessive Public Displays of Affection (PDA) while in school or while attending and/or participating in a school-related activity. The Valley recognises that students who attend the Valley may have difficulties with understanding the concepts of public and private behaviours. Students are taught about appropriate public and private behaviours and healthy relationships through discreet PSHE lessons.

Intimate or romantic displays of affection are personal between the individuals involved and should be kept that way.
Inappropriate displays of public affection between students includes, but is not limited to kissing, intimate touching, fondling, cuddling, laying on each other, sitting on each other's lap and prolonged hugging.

Appropriate displays of public affection between students includes hand holding (not in class/lessons), greeting other students with a short hug, a pat on the back or shoulder, a quick side-hug, and sitting next to each other.

If students are seen to be showing inappropriate displays of public affection, staff will first verbally remind students of the expected or appropriate behaviours.
If students continue to show inappropriate displays of public affection during social times, students will be cautioned, staff will remind them that the next step will be that they are separated.

If students continue to show inappropriate displays of public affection, staff will ask the students involved to separate and to spend time in separate spaces. They will also be shown the rules and expectations for appropriate public displays of affection.

If students persistently show inappropriate displays of public affection during social times, they will be asked to spend their social times separately from each other until they have met with their form tutor or head of year to review their understanding.

During lessons, students should not be engaging in public displays of affection.
If staff are unsure of how to approach the students or need further clarity around appropriate and inappropriate displays of public affection, they should speak with Sally Oldfield (SENCO) or Linsey Flynn (Interventions Lead).

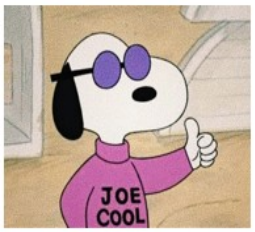
Mobile Phones
To support students' learning, wellbeing and engagement throughout the school day, all mobile phones must be handed in at the beginning of the school day and collected at the end of the day. Students who fail to hand in a mobile phone, or who are found to be using a mobile phone during the school day, will be subject to a graduated sanction process. This will begin with a warning and reminder of expectations, with repeated breaches resulting in parental contact and more serious consequences. Persistent or significant breaches may result in the mobile phone being confiscated and retained by the school until it is collected by a parent or carer. The school will apply this approach consistently, fairly and proportionately, taking account of individual circumstances where appropriate.

Useful links

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239943/Ensuring_Good_Behaviour_in_Schools-summary.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers_and_School_Staff.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Appendix 1: Student ILP (Individual Learning Plan)

ILP for Joseph Bloggs (Joe)



Key information:

- Joe lives with mum and sees dad at the weekends.
- He struggles at school after the weekends he spends at dads.
- Joe is brilliant at maths and really enjoys subjects that are hands on, like DT and PE.
- Joe works best sat with Moe in the class – do not sit him with Poe as they will distract the class.

Medical information

- Nut allergy
- Blue inhaler

Triggers and strategies

- Sitting with Poe
- Does not like bees/butterflies and can run out of class.
- Struggles with losing games – needs positive reinforcement throughout.
- Struggles attending lessons in the afternoons.

EHCP targets

1.
2.
3.
4.
5.

Strengths

- Really enjoys maths
- Brilliant at talking and leading discussions
- Loves sport – especially basketball.
- Enjoys having a job in the class.

Struggles

- Reading
- Writing
- Speaking
- Performing Arts
- Making friends

Support plan/MHT

- Support plan in place to support afternoons – working in the Hub each afternoon for 30 minutes if they attend lesson 1-5 and complete work.
- Referral to Megan has been made.

Appendix2: Student support plan

Name of Student:	**Tutor group:**
What are the presenting behaviours which have led to this need for support?	
From your knowledge of the Student and information gathered, what are the underlying issues which have contributed to these behaviours?	
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? **PLAN** •	**Who:** •
IMPACT AND REVIEW:	•

Next steps: •		**Who:** •

Appendix 3: Support plan completed

Name of Student:	**Tutor group:**
What are the presenting behaviours which have led to this need for support? • 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	
From your knowledge of the Student and information gathered, what are the underlying issues which have contributed to these behaviours? • 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	
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? **PLAN** • 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	**Who:** •

	mentor progress meetings	
IMPACT AND REVIEW: • Attendance • Learning • Relationships with staff • Relationships with peers • Relationships with self	• 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. • 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 Student without fighting • Now likes coming to school • Enjoying supporting younger Students	
Next steps: •		**Who:** •

Appendix 4: Rewards

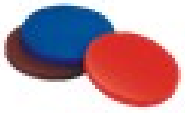
The Valley School
For Exceptional Learners

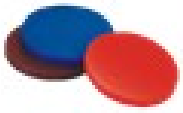
Ready
Respectful
Safe

Valley Rewards

Ready to Learn = 2 Point

Being Safe = 2 Point





Properly equipped and in uniform = 2 Point

Over and Above = 2 Point

You can also earn additional points for random acts of kindness by collecting tokens