

# Behaviour Policy



## Brambleside Academy Trust

Head Teacher Name & Signature:	Drew Brown	Date:
Chair of Governors Name & Signature	Bill Parker	Date:
Last reviewed on:	July 2023	
Next review due by:	July 2024	
Review Frequency	Annual	
Lead	Drew Brown	
Situation	L - 4 <b>Changes</b> / No Changes / New	

# **Behaviour Policy**

## **Behaviour Principles**

### **Three Pocket Principles**

At Brambleside we have three simple principles that underpin our behaviour policy.

These are –

#### **Everyone has the right to:**

Learn

Respect

Feel safe

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

### **The Fantastics**

We also follow the principles of Fantastic walking and Fantastic Listening.

#### **Fantastic walking** is:

Facing forwards,  
Walking at a steady pace,  
Walking in a straight line,  
Hands at your sides,  
Without talking.

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

#### **Fantastic Listening** is:

Face forwards, hands together  
Always sit up straight  
Never interrupt  
Track the speaker

**SHAPE** is a framework to develop children's speaking in class:

**Sentences** – children know that they must answer in full sentences when appropriate  
**Hand away from mouth** – Children know that they must keep their hands away from their mouths whilst speaking

**Articulate-** Children know that they must pronounce words clearly

**Project** - Children know that they must speak with a voice which is loud enough for everyone in class to hear

**Eye Contact** - Children know that it is polite to look at the person you are speaking to

Staff will model these behaviours. We recognise that a few children will require slight adaptations to these.

At Brambleside, our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive and strive to do their best.

We want to ensure that we have 100 percent of children, doing the right thing 100 percent of the time, 100 percent of the Brambleside way.

We will step in to address distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

Technique	Description
Narrate the positive	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Fantastic walk'
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.
Pastore's Perch	Stand in a position in the room where you can see all of the students easily.
Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
Step Away from the Speaker	Take a step back from the pupil who is speaking so that it is clear that what they are saying is for the whole class and not a private conversation.
Brighten Lines	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start 3,2,1... Go'
3:30:30	When pupils begin working, move to a position of vantage and scan the room for 3 minutes. Get that 'golden silence!' 30: Go to your first child for 30 seconds. 30: Go to your next child.
Ideas from Teach like a Champion by Doug Lemov	

## Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words
- with House points
- with stickers and stamps
- with VIP awards in assembly

The staff at Brambleside Primary School make the following commitments to their pupils:

- We will aim to give more positive comments to negative ones (on a ratio of at least 3:1)
- We will adopt a warm strict approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this).

At Brambleside, we have a set of **core routines**.

The **core routines** are:

Lining up in register order

Walking through corridors on the left-hand side

Silent stop signal used to gain attention

**Whistle routines** at lunch and play time:

**1st whistle** everyone stands still

**2nd whistle** move to lines calmly

## **Appendices**

**Appendix 1**  
**Aims and Behaviour Expectations**

**Appendix 2**  
**Behavioural Procedures**

**Appendix 3**  
**Preventing, Identifying and responding to bullying (including cyberbullying, prejudice-based and discriminatory bullying)**

**Appendix 4**  
**Incentives and Rewards**

**Appendix 5**  
**Home-school agreement**

**Appendix 6**  
**Procedures for Monitoring/Evaluating Policy**

**Appendix 7**  
**Procedures for Monitoring/Evaluating Policy**

## **Appendix 1**

### **Aims and Behaviour Expectations**

#### **At Brambleside Primary School we aim:**

- to provide a happy, welcoming, calm, caring, interesting and stimulating environment, which encourages learning
- to have clear expectations of behaviour
- to assist children to grow up with a clear and acceptable view of what is right and wrong
- to create an environment in which adults and children treat each other with mutual respect, honesty and fairness in an atmosphere of trust
- to encourage children to take responsibility for their own behaviour and the consequences this may involve
- to encourage children to show tolerance and compassion towards others in the school environment
- for staff to model the behaviour they expect of children
- to involve parents/carers in behaviour management at all stages.

#### **We expect:**

- the highest standards of politeness and courtesy from everyone
- respect for other people, views, race, culture, beliefs and property
- children to try their best at whatever they do
- children to get on well with each other by listening to what others have to say and helping each other and staff wherever possible
- respect for property of the school and others, the local community and also the wider environment, before and after school

#### **Classroom charters**

Each class will design their own classroom charter which establishes an agreement between everyone in the class on how they expect to conduct themselves in order to maintain the 3 core school rules:

- **Every child has a right to feel safe**
- **Every child has the right to respect**
- **Every child has the right to learn**

All children have the responsibility to ensure that this happens.

#### **Behaviour Expectations**

##### **In the Classroom**

- to listen respectfully to an adult when he or she is talking to the whole class
- always walk in the classroom and around the school
- show care and consideration towards others
- always listen carefully to an adult's instruction

##### **Behaviour on the way and during assembly**

- walk in a quiet, orderly manner
- enter hall quietly, sit down and wait quietly
- sit quietly and attentively, unless using talk partners
- listen to music

- leave the hall in a quiet orderly manner, when class is called. It is the responsibility of all adults in the hall to ensure this happens.

### **Behaviour in toilet areas**

#### **Children should:**

- queue sensibly and quietly
- one person at a time to use the toilet
- always wash, using the correct amount of soap, and dry hands properly after using the toilets. It is the responsibility of all adults in school to ensure this happens.

### **Behaviour at lunchtime**

- all uneaten food is to be taken home, not thrown away
- do not eat or touch any other child's food
- children will not speak in an inappropriate way to Lunchtime Supervisors
- children should go straight to their designated area as quickly as possible
- there will be no rough play, or verbal abuse of other children
- children will stay in the designated areas or zones
- when the first whistle blows all children will stand still and on the second whistle they will line up ready to enter the school. It is the responsibility of all adults to ensure this happens.

### **There are some forms of behaviour that are unacceptable. These are:**

- physical violence and aggression, fighting
- swearing, spitting and insulting behaviour
- dropping litter
- vandalism, including climbing on buildings, young trees and graffiti
- disturbing other people who are working
- verbal abuse
- retaliation
- peer on peer abuse
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

### **Pastoral/well-being support**

When needed, extra pastoral/well-being support will be provided for a child. Parents will be included in this process. This might include introducing a targeted intervention or further support for a child such as:

- Using resources such as 'The Zones of Regulation' to help a child to regulate their emotions
- Providing a safe, calm place for a child to go to when needed
- Ensuring that a child has a support network of adults in school that they can trust
- Providing a 'Circle of Friends' to help a child with their social interaction
- Using a feelings diary to help a child recognise and talk about their emotions and how they are feeling
- Small group/1:1 adult led play activities at break time to encourage/teach social skills/turn taking

## **Appendix 2**

### **Behavioural Procedures**

In some situations, the following behavioural procedures may need to be followed. When following these, teachers should use their discretion and consider any additional needs a child may have.

#### **STAGE 1**

##### **WARNING:**

Children should be reminded about appropriate behaviour.

If the behaviour is repeated, the child will miss the next break or lunch play.

If the offence is repeated again then the child is sent to another class until the end of the session.

**The warning expires at the end of each session; the next session provides an opportunity for a fresh start.**

At lunch and break time, the same system applies. A warning is given and if the behaviour is repeated, the child is sent in to miss the rest of break/lunch play.

When a child is sent in at break/lunch play, they should be sent to the school office, (in EYFS/KS1, an adult may bring them in) and the office staff will alert the Class Teacher (or the phase leader) and the child will then remain inside for the rest of the break in their classroom or shared area.

All behaviour incidents which involve missing a break time are to be shared with the Class Teacher (CT) and recorded on **Arbor**. The adult who has dealt with the incident will phone the parents/carers and record on **Arbor** in consultation with the Class Teacher.

#### **STAGE 2 (3 recorded behaviour incidents - meet CT)**

Class Teachers are responsible for alerting their Phase Leader when a child has 3 recorded behaviour incidents on **Arbor** in one term. The Class Teacher will telephone parents/carers and set up a meeting to discuss the behaviour.

The child's behaviour is monitored over an agreed period of time. More serious behaviour incidents may be dealt with immediately at Stage 2.

#### **STAGE 3 (4 recorded behaviour incidents - meet Phase Leader)**

If the child is referred again (after the 3 recorded incidents), parents/carers will be invited to attend a meeting with a Phase Leader. The child will have an additional school based consequence as appropriate. In consultation with the SENDCO and parents/carers, a Pastoral Support Plan (see Appendix 3) will be set up. The Head Teacher will be informed of the outcome of this meeting. In some cases the Head Teacher may, at this stage, telephone the parents/carers immediately in order to discuss the situation. Circumstances may necessitate the Head Teacher's involvement before all stages have been completed.

#### **STAGE 4 (meet Phase Leader and HT)**



If the situation continues, the matter is again referred to a Phase Leader. Parents/carers will be requested to visit the school to discuss the situation with the Phase leader and Head Teacher. The Pastoral Support Plan will be reviewed and next steps identified. These could include a referral to an outside agency or completing an EHA (Early Help Assessment). An individual approach will be taken depending on the child and family's needs.

#### **STAGE 5 (letter home-meet HT)**

If after Stage 4 the situation continues the Head teacher will decide on the next stage of the procedure. A letter will be sent and a meeting will be set up to discuss the course of action. This could be:

- a) Fixed term exclusion
- b) Permanent exclusion

The Head teacher will inform the Chair of Governors and members of the Governing Board will be informed as appropriate. The school will follow exclusion procedures as identified in 'Exclusion of Pupils, Procedure and Practice', Northamptonshire LA Guidelines. Parents/carers will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. The Head teacher and the Governors retain the right to ask parents/carers to keep their child at home during the lunchtime period if difficult behaviour only occurs during that time. The Head teacher may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages, with parents/carers having the right of appeal to the Governing Board. Behaviour, discipline and exclusions are reported regularly to the Governing Board. A fixed term or permanent exclusion will be reported on the Arbor system and Capita One Exclusions Portal.

### **Appendix 3**

#### **Preventing, Identifying and responding to bullying (including cyberbullying, prejudice-based and discriminatory bullying)**

Brambleside Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing, identifying and responding to bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. To do this effectively, we will:

- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships to help prevent bullying
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening provide appropriate support, if required.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the school's anti-bullying policy.
- Require all members of the community to work with the school to uphold the anti-bullying policy.
- Work in partnership with parents/carers regarding all reported bullying, dealing promptly with complaints.

### **How do we try to prevent bullying?**

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively, safely and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
  - Celebrate success and achievements to promote and build a positive school ethos.

### **How do we respond to bullying?**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded on **Arbor** and 'My Concern'.
- The Head teacher and/or designated Safeguarding Leads will conduct follow up interviews and will keep the teachers informed.
- We may impose sanctions, proportionate and reasonable actions, as set out in this Behaviour Policy for any incident of bullying that is confirmed. If necessary and appropriate, the police or other local services will be consulted.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site, then the school will endeavour to investigate the concern, take appropriate action in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed

### **How do we support pupils?**

Children who have been a victim of bullying can expect the following:

- Opportunities to talk with trusted adults.
- Reassurance of our continuous support
- Opportunities to restore self-esteem and confidence
- Seek to find the pupil a trusted role-model within school
- Communicating with parents/carers
- Confidence that their issue can be dealt with effectively

### **Children who have bullied will be helped by:**

- Discussing the incident and establishing the concern and need for change
- Informing parents/carers
- Providing appropriate education to raise awareness
- Sanctioning in line with this Behaviour policy
- Potentially, speaking with police or local service

### **Peer on Peer abuse**

We are committed to supporting any children involved in peer on peer abuse by providing one to one adult support or mentoring with a dedicated adult. Children involved may also require access to outside agency counselling sessions or protective behaviours intervention.

At Brambleside Primary School, we recognise the significance of peer on peer abuse. However, we recognise that if one child causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive we consider;

- Whether there is a large difference in power (for example age, size, ability, development) between the children concerned, or;
- Whether the perpetrator has repeatedly tried to harm one or more other children, or;
- Whether there are concerns about the intention of the alleged perpetrator

We recognise that peer on peer abuse can manifest itself in many different ways and different gender issues can be prevalent. We recognise that severe harm may be caused to children by abusive and bullying behaviour of other children and that it can take many forms including:

- Language seen as derogatory or demeaning;
- Unwanted banter;
- Sexual harassment;
- Sexual Violence;
- Hate;
- Homophobia;
- Based on gender differences;
- Based on difference;

- Online abuse
- Upskirting
- Bullying (including cyberbullying)
- abuse within intimate partner relationships

All staff understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. All peer on peer abuse concerns will be reported on the 'My Concern' system.

At Brambleside Primary School we will support our children by encouraging pupil voice where our pupils can develop rules of acceptable behaviour to develop a positive ethos in school so that our children can understand the boundaries before behaviour becomes abusive.

We are committed to supporting any children involved in peer on peer abuse by providing one to one adult support or mentoring with a dedicated adult. Children involved may also require access to outside agency counselling sessions or protective behaviours intervention.

## **Appendix 4**

### **Incentives and Rewards**

#### **House Point System**

On entry into school, the children will be given a House Point Card. This card enables children to earn House points for demonstrating positive aspects of our school motto '**Learning and growing together**'. House points will not be given out specifically for 'good behaviour' as this should be seen as a normal expectation, rather they will be given out for demonstrating high standards in their learning, demonstrating strong resilience, working outside their 'comfort zone' - growing, or doing something which promotes 'togetherness' within the school. Once they have received 50 house points they will gain the 'Bronze award', 100 house points 'Silver award', 150 house points 'Gold award' and for 200 house points they will gain the 'Platinum award'.

#### **Pupil of the day and VIP awards**

In EYFS, class teachers choose a 'Pupil of the day' and will select an appropriate reward/privilege within their class and will inform parents. Each fortnight, Class teachers will select a Very Important Pupil (VIP) who will be recognised in the VIP assembly each week.

### **Incentives**

- positive comments and praise
- stickers as appropriate
- displays of good work
- showing and telling each other about good behaviour and good work - this can be in groups, class or during assembly; children can also take good work and stories to share with another adult or special friend in a different part of the school
- certificates - awarded for praiseworthy events at teachers' discretion and appropriate to individual attainment
- house points - awarded at adults' discretion to commend a variety of efforts
- good news from school (congratulatory stationery) - a note/letter/text message sent home with any child who has made a positive effort; this can also thank parents/carers for their support
- visits to Head teacher
- texts home

### **Strategies**

Through assemblies, circle time and PSHE/Citizenship lessons preferred behaviour is discussed in relation to each other and within the community. The House Point System, VIP awards and the Home School Agreement are explained, discussed and referred to throughout the year. Appropriate behaviour is praised in assemblies and in class activities. Any incidents of unacceptable behaviour are discussed immediately with the particular child or children. All parties involved will have the opportunity to give their opinion of events. Restorative justice techniques will be used as appropriate. Children will be asked to apologise if they have broken the rules. If necessary 'time out' is used; for example in the case of extreme behaviour, in the playground the child may be asked to stay with the adult on duty for a while.

The strategies for not following Brambleside Rules and Home School Agreement will usually be to follow the steps 1 to 5 as outlined earlier; however with extreme inappropriate behaviour, the following procedures may be followed:

- the Head teacher will telephone to explain the incident and any sanctions, this may be followed up in writing
- a record is logged on **Arbor**
- parents/carers will be asked to come in to school and discuss behaviour and meeting will be recorded on **Arbor**
- a home/school book could be put into place
- the SENDCo may become involved to help to devise a programme to meet the pupils needs or a PSP can be put in place
- involvement of outside agencies as appropriate (Child Services, Police etc.)
- fixed term exclusion
- permanent exclusion

## **Appendix 5**

### **Home-school agreement**

#### **Partnership between school and parents/carers**

On entry into school all parents/carers and children are asked to sign a home/school agreement (see Appendix 1).

It is vital that the school and parents/carers work together to achieve the best possible behaviour of the children, being aware that academic achievement is linked to good classroom behaviour. This can be fostered by:

- parental involvement in school life and decision making
- parents'/carers' willingness to exchange knowledge and information about their child with school staff
- being aware of their child's inappropriate behaviour and supporting the school in constructive action.

#### **The role of the school in this relationship should be:**

- to encourage parents/carers to be involved as members of the school community
- to give ample opportunities for parents/carers to discuss the needs of their children
- to provide an ethos that is welcoming and supportive of parents/carers as well as children
- to inform parents/carers at an early stage of any behaviour concerns.

#### **The role of the school must be to retain the interest of all children by:**

- delivering a relevant curriculum
- planning work so that all children are continually challenged and motivated
- monitoring behaviour and taking action as necessary

#### **Brambleside Primary School will:**

- Help your child reach his/her own potential and encourage them to do their best at all times.
- Encourage children to work together within an atmosphere of respect and friendship.
- Let you know how your child is doing at school, at work and at play.
- Let parents know if there are any problems which may affect their child's work or behaviour.
- Arrange parents' evenings, send newsletters, e-mails and notes to keep you up to date with school life.
- Set, mark and monitor homework which will support your child's learning.
- Provide families with a half termly forecast of the work to be covered.
- Contact parents if there is a problem with attendance or punctuality.
- Encourage children to take care of their surroundings and of other people around them.

#### **The family will:**

- Ensure that our child goes to school regularly and on time each day.
- Ensure that our child wears the school uniform and is equipped for work.
- Let the school know if and why our child is not at school on any day and confirm this in writing.
- Let the school know about any worries, concerns and problems that may affect our child's work.
- Support the school policies for behaviour, discipline and the safety of the whole school community.

- Attend parents' evenings and discussions about our child's progress.
- Help our child with homework and other opportunities for home learning.

### **Our Code of Conduct**

#### **I will:**

- Always try to understand other people's point of view.
- Make it as easy as possible for everyone to learn and work together and for my teacher to teach.
- This means that I will be on time; listen carefully; follow instructions; help other people; look after my equipment and do my homework on time
- Move quietly and gently around the school.
- This means I will never run or shout; I will always be ready to open doors, standing back to let people pass; help to carry things
- Always speak politely to everyone and use a low voice.
- Even if we feel bad tempered, we know that shouting is bad manners and we never use bad language
- Always be silent when I am told.
- Keep my school clean and tidy so that it is a welcoming place that we can all be proud of.
- This means putting all litter in bins; keeping walls and furniture clean; taking care of displays and of other people's work
- Remain in school during the day unless I have been given permission to leave the premises.
- Behave well both in school and on any visit.
- This means that if I am out of school on a visit I will remember that the school's reputation depends on the way that I behave
- I know that my parents and my teachers expect me to enjoy school and to learn as much as I can

#### **We will work together to:**

- Support your child's learning to help them achieve their best.
- Encourage your child to keep the school's code of conduct.
- Recognise and support any special educational needs.

## **Appendix 7**

### **Procedures for Monitoring/Evaluating Policy**

NOTE: - School staff must be suitably trained and regularly updated on the consistent implementation of the behaviour and discipline policy, the completion of behaviour records and SIMs, and of lunchtime monitoring records.

#### **Monitoring:**

The Phase Leaders review the behaviour incidents and ensure that repeat incidents are followed in line with the Policy and they ensure that repeat incidents are followed in line with the policy. In addition, incidents reported on the 'Behaviour, hate and incident' summary on **Arbor** will be monitored closely and reported as necessary.

## Evaluation

- The SLT must appraise the incidents of poor behaviour regularly and report to the Board of Governors their view on behaviour in school
  - The Board of Governors will monitor that the policy is being implemented consistently on a regular basis
- **Record Keeping**
- It is essential that behaviour records are kept; for they are the evidence on which judgements must be made on whether further action must be taken. Therefore:
  - If the need arises and under the designation of the Phase Leaders, each class teacher must keep a behaviour log for named children or class if needed. This is a daily record of inappropriate behaviour. It should be kept up to date and include information on the concerns and the action taken
  - If the record indicates signs of continued inappropriate behaviour, the concerns are to be discussed with the SENDCo. This may result in a Behaviour Plan being set and closely monitored. Continuing problems to be reported to a Phase Leader for appropriate action
  - It may be necessary at times for detailed child observations to be carried out. A record of these will be kept in the child's file and shared with parents/carers as appropriate.

## PROCEDURE FOR REVISION

This Behaviour Policy will be reviewed annually, to examine the effects of any revisions amendments, and decide if it is just a matter of straight forward revision and issue, whether it is necessary to go out for consultation

## Appendix 8

**PASTORAL SUPPORT PROGRAMME  
CONFIDENTIAL**

	Date of Birth:	
Date of Meeting:	Statement: Yes/No	School Action /Plus
Year Group:	Disciplinary Stage:	

[illegible]



Summary of Barriers to Learning (review of last plan/programme)

Strengths/What is going well? (review of last plan/programme-success in meeting

What will help? (What has helped since last meeting-any new ideas?)
Pupil's views (to be gathered at appropriate time):
Parent's/carer's views: (include any changes in circumstances since last
School's views:

Page 12 of 16 Behaviour Jan 22

Other agencies' views:

Agreed support (Exit Card, Target Card, Seating Plan,	Who will do this?

General/Long Term Goals (e.g. Participate in /Contribute to / achieve )	

Pupil Targets - (clear, positive (Small steps - attend tutor time, be polite to teachers etc.)	Success Criteria	Agreed rewards

Action Points (e.g. Arrange mtg with Connexions/E.P./ Who Responsible/By when?	
Date of next meeting & Location:	Room Booking

Signed  
Pupil:

Parent:

School:

Parent/s	SEND Co	SocW	Teacher	Head Teacher		File

