

Montpelier Primary School - Behaviour Support Strategy

	Stage	Action	Monitor - School Staff	Parents	Outside Agencies	Exit Criteria with Timescales	
Maximum 4 week period	1	Behaviour Passport (BP)	Class Teacher	<ul style="list-style-type: none">• Parent/carer signs daily• Expectation that parents MUST engage• UL meets with parents, pupil and teacher when Passport is given• Targets/rewards agreed at meeting• Our expectations of parents clearly communicated	<ul style="list-style-type: none">• No outside agency involvement at this stage• Towards the end of the four week Stage 1 period, staff to consider what OA support may be beneficial if pupil moves to Stage 2	<ul style="list-style-type: none">• New Passport provided weekly• If pupil meets target, UL decides whether to continue or exit Stage 1• Passports cannot be issued for more than 4 consecutive weeks• At end of fourth week pupil moves to stage 2 if behaviours not improved and SENCo becomes involved	
		Aim: To generally improve low-level poor behaviour/attitude. BP will indicate specific behaviours.	<ul style="list-style-type: none">• CT signs daily• CT adds comments to ‘notes’ section of Passport to explain key behaviours in school				
		<ul style="list-style-type: none">• Class Teacher (CT) and Unit Leader (UL) give pupil BP• Agreed number of positive sessions to achieve per week• Positive reward agreed to motivate (if necessary)• TA used daily (on entry to school) to remind pupil of expectations• Begin Behaviour Log (SLT-I Drive)	Unit Leader				<ul style="list-style-type: none">• UL meets parents, pupil and CT when Passport is given• UL monitors and signs completed Passport at end of each week• UL to keep copy for records
			SENCo/Learning Mentor				<ul style="list-style-type: none">• Involved if SEN issues are identified
Maximum 4 week period	2	Level 1 Behaviour Plan (IBP)	Class Teacher	<ul style="list-style-type: none">• HSBD seen daily• Expectation that parents MUST engage• Parents MUST respond to any teacher comments• Parents to write in home behaviours• Review meeting set up between SENCo/teacher and parents for end of agreed timescale	<ul style="list-style-type: none">• SENCo Contacts appropriate OAs for informal advice (e.g. CIT/EP, etc.)• SENCo considers others services to support pupil (e.g. therapist, mentor, etc.)	<ul style="list-style-type: none">• At Review Meeting (including pupil, parents, CT, SENCo, UL), decision is made to either: 1) Exit Behaviour Support altogether 2) Return to Stage 1 3) Progress to Stage 3 (dependent on the outcomes of IBP)• A pupil should not be at Stage 2 for more than 4 consecutive weeks	
		Aim: To target specific unacceptable behaviours with support of main behaviour policy	<ul style="list-style-type: none">• CT monitors success in achieving specific targets• CT writes in HSBD daily				
		<ul style="list-style-type: none">• SENCo & CT produce Level 1 IBP• Identify clear, specific targets for improvement with realistic timescales and provision• Home/School Behaviour Diary (HSBD) is established with IBP targets inside front cover• TA used daily (on entry to school)• SENCo considers placing pupil on SEN register	Unit Leader				<ul style="list-style-type: none">• UL signs HSBD weekly• UL to update SENCo of any concerns
			SENCo/Learning Mentor				<ul style="list-style-type: none">• SENCo to refer to SLT for further advice if necessary• SENCo keeps copies of completed HSBDs as evidence of meeting IBP targets• LM involved if required/necessary
Maximum 6 week period	3	Level 2 Behaviour Plan (IBP)	Class Teacher	<ul style="list-style-type: none">• HSBD seen daily• Expectation that parents MUST engage• Parents MUST respond to any teacher comments• Parents to write in home behaviours• Fortnightly review meetings• If parents do not attend, AHT to send a written summary of discussions and make clear next steps/sanctions• Parents are clearly alerted to the seriousness of the move to Stage 3	<ul style="list-style-type: none">• SENCo to make immediate referral for additional support to appropriate agencies• SENCo to inform all OAs involved that the pupil has been moved to Stage 3 of the Behaviour Support Strategy	<ul style="list-style-type: none">• A pupil should not remain at this stage for longer than 6 weeks although this may be dependent on the support given by Outside Agencies, the duration specified for that support, and the nature of the behaviour displayed by the pupil• At final Review Meeting (including SLT member, pupil, parents, CT, SENCo, UL), decision is made to either: 1) Return to either Stage 1 or Stage 2 2) Progress to Stage 4 (dependent on the outcomes of IBP)	
		Aim: To create a bespoke rewards/sanctions system for the pupil	<ul style="list-style-type: none">• CT monitors success in achieving specific targets• CT writes in HSBD daily				
		<ul style="list-style-type: none">• Level 2 IBP produced by SENCo and class teacher• Additional elements added to the school behaviour policy (e.g. at a certain stage, move out of classroom to work, etc.)• Specific strategies identified for us with the pupil (e.g. time-out, calming area, etc.)• Very specific improvement targets set linked to individual rewards/sanctions agreed• TA used daily (on entry to school) to remind pupil of specific targets, rewards, sanctions• HSBD maintained to log this• SENCo to consider temporary adult support for pupil for all or part of day	Unit Leader				<ul style="list-style-type: none">• UL signs HSBD weekly• UL to update SENCo of any concerns
			SENCo				<ul style="list-style-type: none">• SENCo to refer to SLT for further advice if necessary• SENCo keeps copies of completed HSBDs as evidence of meeting IBP targets
			SLT				<ul style="list-style-type: none">• SLT Member/SENCo/CT/parents/pupil have fortnightly Review Meeting to consider progress towards targets and effectiveness of additional strategies being used• At each review, the High Level next step sanctions will be agreed if specific IBP targets ate not achieved
	At STAGE 3 the pupil can be involved in High Level sanctions (such as Internal Seclusion or Fixed Term Exclusion (1, 3 or 5 day). This is at the discretion of the HT or AHT dependent on the age of the pupil and the nature of their behavioural issues. The appropriate next stage sanction will be agreed at the fortnightly review meeting. NOTE: A direct return to Stage 3 having moved back to Stage 2 will result in a move to Stage 4.						
Fixed Term Exclusions continue for 6 wks. maximum	4	Exclusion	SENCo	<ul style="list-style-type: none">• HT/AHT contacts parents to arrange Final Review Meeting and to inform them of decision regarding exclusion• HT/AHT makes arrangements for governors to review exclusion• HT/AHT to inform parents about right to make representation about exclusion to the Board of Governors	<ul style="list-style-type: none">• HT/AHT contacts the following: 1) LA EP Service 2) Primary ACE Provision 3) Placement Panel 4) Excellence Cluster/MAST 5) Board of Governors• SENCo makes emergency contact with OAs involved to inform of HT’s decision	<ul style="list-style-type: none">• Permanent exclusion will only be used as a last resort in response to a serious breach, or persistent breaches, of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school• Fixed term exclusions will be imposed for a maximum 6 week period	
		Aim: To exclude the pupil for either a fixed term or permanently	<ul style="list-style-type: none">• SENCo to closely monitor behaviour of pupil each day, potentially receiving feedback from CT or 1:1 Support Worker (SW) following each session• SENCo/1:1 SW provides daily verbal feedback to parents				
		<ul style="list-style-type: none">• This action will only take place if there is very limited or no improvement in a pupil’s behaviour and/or there is little or no support/action from outside agencies• HT/AHT makes decision to: 1) Impose a Fixed Term exclusion for an initial 1 day period , extending to 3 days and then 5 days dependent on incidents (no more than 15 days exclusion in one term) 2) Impose a Permanent Exclusion	SLT				<ul style="list-style-type: none">• HT/DHT closely monitors behaviour either directly or receiving daily updates from SENCo/1:1 SW• HT/DHT to raise any concerns with parents regarding potential for permanent exclusion