

Montpelier Primary School - Behaviour Support Strategy – Parent’s Summary

Stage	Actions	The Role of School Staff	The Role of Parents	Outside Agencies	Timescales
Maximum 4 weeks	Behaviour Passport (BP)	Class Teacher	Parents MUST engage: they agree the targets and rewards at the first meeting and MUST sign the passport every day.	Only school involvement at this stage.	<i>Behaviour Passports cannot be issued for more than 4 weeks</i> and, at the end of the fourth week, the child will be moved to Stage 2 if their behaviours have not improved.
	Aim: To improve general low-level poor behaviour and/or attitude. A Behaviour Passport is issued at the start of each week.	The teacher signs the passport every day.			
	People Involved	Year Group Leader			
	Child, parents, teacher, year leader, teaching assistant and possibly special educational needs co-ordinator (SENCo).	The year leader meets the parents, pupil and teacher when the passport is given out and will monitor it at the end of each week.			
Maximum 4 weeks	Level 1 Behaviour Plan (IBP)	Class Teacher	Parents MUST engage: they will read the Home-School Behaviour Diary each day and write a comment (and respond to any teacher comments if necessary). They must also attend any meetings which will be arranged at mutually convenient times.	Informal advice from outside agencies may be sought at this stage.	Everyone will meet to decide whether the child will exit the Behaviour Support altogether, return to Stage 1 or progress to Stage 3. <i>A child cannot be at Stage 2 for more than 4 weeks.</i>
	Aim: To target specific unacceptable behaviours and/or attitudes. A Home-School Behaviour Diary is issued for as long as it is needed.	The teacher writes in the Home-School Behaviour Diary every day.			
	People Involved	Year Group Leader			
	Child, parents, teacher, year leader, teaching assistant, SENCo.	The year leader also signs the diary at the end of each week.			
Maximum 6 weeks	Level 2 Behaviour Plan (IBP)	Class Teacher	Parents MUST engage: they will read the Home-School Behaviour Diary each day and write a comment (and respond to any teacher comments). They must also attend the fortnightly review meetings. Parents will be alerted to the seriousness of the move to Stage 3.	The SENCo will make a referral for additional support to appropriate outside agencies.	Everyone will meet to decide whether the child will return to either Stage 1 or 2, or progress to Stage 4. <i>A child cannot be at Stage 3 for more than 6 weeks</i> (but there may be certain exceptions to this).
	Aim: To create a specific reward and sanction system for the pupil. A Home-School Behaviour Diary is issued for as long as it is needed.	The teacher writes in the Home-School Behaviour Diary every day.			
	People Involved	Year Group Leader			
	Child, parents, teacher, year leader, teaching assistant, special educational needs co-ordinator (SENCo) and senior staff (Headteacher/Deputy Head).	The year leader also signs the diary at the end of each week.			
Maximum 6 weeks	Exclusion	SENCo	The level of parental involvement will be agreed at an initial Stage 4 meeting. The Headteacher or Deputy Head will contact parents to arrange a Final Review Meeting and to inform them of the school’s decision regarding exclusion.	The SENCo and Headteacher will contact the local authority and all other appropriate outside agencies.	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.
	Aim: To exclude the pupil (for either a fixed term or permanently).	The SENCo will monitor the child’s behaviour every day and provide daily feedback to parents.			
	People Involved	Senior Staff			
	All support provided at Stage 3 will remain in place whilst actions pertaining to exclusion are pursued.	Senior staff will raise any concerns with the parents regarding the potential for a permanent exclusion.			