



# Regency High School Behaviour Policy

Authorised by: Chair of Governors

Date: December 2017  
Review Date: December 2020

Signed by: ..... (Chair or Governors)

Date: .....

## **RATIONALE**

At Regency High School we take pride in providing the very best educational experiences for our students. We provide a caring, supportive and challenging environment that is designed to provide a broad and stimulating curriculum and to foster the independence of our students. We recognise and develop the academic, physical, social and emotional needs of our students through an integrated team approach that involves educational, medical and therapy staff. The contribution of all members of our community is valued and respected and we actively work to create an atmosphere in school where families feel welcomed and supported and where parents and carers are valued as an important part of the team. We recognise that every one of our students is unique and an individual in their own right and we celebrate the contribution that they make to our school community. At the heart of our community is an underlying ethos that both students and staff are happy and feel safe within their school environment.

### ***OUR STUDENTS' MISSION STATEMENT:***

*“Our school offers: a welcome to all, inclusion of everyone at all times, a safe place to be, opportunities to take responsibilities, recognition of our achievements, respect.*

*This means we can: find out what we can really do, be confident to speak out, be confident to show our feelings, grow up together as friends and cope with changes.”*

Staff aims are to support students in achieving their potential by believing that:

### ***REGENCY IS A SCHOOL WHERE...***

- Everyone feels safe and supported within a caring community
- Diversity and difference are recognised and valued
- Everyone feels valued for who they are and what they contribute
- Achievement in all its forms is rewarded and celebrated
- The curriculum is broad and rich and personalised to the needs of all our students
- Our students are encouraged to be independent and are prepared for change and life beyond school
- Confidence, self-esteem, self-respect and self-discipline are encouraged
- High expectations are set and all students are appropriately challenged
- Students are introduced to religious, moral and social values and develop a sense of responsibility to themselves, their peers and the wider community
- Professional development opportunities enable staff to fully support the needs of our students

## **OUR AIMS**

The following policy, supported by guidance from DfE policies and documentation provides a clear framework to ensure consistency of approach and a positive learning ethos within school.

The aim is to promote and sustain a caring, calm and secure climate, in which appropriate standards of behaviour are maintained, high expectations are the norm and where the school's aims for student progress may be successfully fulfilled.

### **ACHIEVING OUR AIMS:**

- Staff to be fair and to be seen to be fair.
- To teach and demonstrate how to behave, following rules in a purposeful atmosphere.
- To create a positive, consistent approach within all areas of school and by all members of staff, allowing for individual needs to be met.
- To encourage respect and understanding of people's wellbeing, feelings and wishes of others.
- To have clear expectations, identified in written plans where appropriate, noting strategies and procedures to support individuals.
- To provide a stimulating environment which encourages the development and achievements of individuals across the curriculum and social situations, allowing the students to become autonomous.
- To provide a structured environment with clear boundaries and consistent strategies of rewards and sanctions.
- To encourage students to take responsibility for, and learn to manage, their own behaviour.
- To engage with those who have parental responsibility of students to support them during their educational journey (*School attendance parental responsibility measure guidance January 2015*).
- To develop student skills in resolving conflicts peacefully.
- To provide a clear, structured referral system in school - a triage system. The Triage Team consists of Safeguarding Lead, Wellbeing Lead, Music Therapist and, where possible, the school nurse. The team meet weekly to discuss the 'best fit' support package for students.

In achieving our aims two things are crucial. Firstly, a clear set of school rules for good conduct which are known to all staff, pupils, parents / carers and governors. Secondly, a multiagency approach that is positive, effective and imaginative in providing options and plans that support individual students. A good, strong Leadership Team will be the foundation for maintaining high standards in an educational setting (*Behaviour and discipline in schools February 2014*).

## **WHAT ARE THE SCHOOL RULES?**

Regency High School has three simple and easy to understand rules. These rules apply anywhere, anytime. Students are taught the school rules when they join Regency High School, in a manner appropriate to their level of understanding.

- 1. Follow instructions**
- 2. Move around school with care**
- 3. Treat others with respect**

Each rule has underlying rules that will be taught to the students, highlighting the cause and effect of their behaviour choices; both positive and reactive.

### **1. Follow instructions.**

**Do** Listen and follow the instruction given. Failure to follow school rules will begin the process of the ***school warning system (see below for descriptive guidance)***.

### **2. Move around school with care.**

**DO** walk or wheel your chair carefully around school, don't run or race (health & safety). Talk, don't shout. Don't damage displays or equipment etc.

### **3. Treat others with respect.**

**DO** treat everyone with respect. Be courteous, polite and kind to everyone. Don't use offensive language. Don't act with violence. Don't be a bully (see anti-bullying policy). Don't take other people's belongings. Don't damage other people's property. Don't drop litter etc.

*This rule has a lot of underlying "don'ts" but the rule itself is positive. The message is other people will treat you with respect, if you treat them with respect. It also encompasses self-respect.*

## **RIGHTS AND RESPONSIBILITIES**

We recognise the rights of students, staff and visitors to:

- feel safe
- be heard
- be treated fairly
- be treated with respect
- be able to learn/teach without unnecessary interruption

These rights can only be upheld if all members of the school community and visitors take responsibility for them.

## **EVERYBODY HAS A RESPONSIBILITY:**

Everybody has a duty of care to ensure the safety of all of the students and staff in school and on excursions, (see *Safeguarding Policy and Regency High School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and respect of students with Special Educational Needs*).

## **STUDENT RESPONSIBILITIES**

- Allow others to learn
- Know what the school means by appropriate behaviour.
- Know and understand all school rules, as appropriate
- Attend school regularly, be punctual and prepared to work to the best of their ability.
- Accept and respect rewards for good behaviour.
- Learn and understand appropriate behaviours, treat everyone with respect.
- Never ignore or encourage inappropriate behaviour by others, but involve a member of staff when such behaviour occurs.
- To follow any behaviour management support plans put in place.
- Where able to engage in the behaviour support packages/review(s).

## **STAFF RESPONSIBILITIES**

- Follow policies and frameworks laid out in the school policies.
- Publicly support the standards of the school.
- By their own behaviour, set an example to students.
- Consistently apply procedures for rewarding good behaviour.
- Consistently apply procedures for dealing with inappropriate or challenging behaviour by following behaviour management strategies and student support packages.
- To take part in the behaviour reviews, any class team or individual student behaviour support review and resulting actions.
- Actively engage with home-school agreements. (*School Standards and Framework Act 1998*).
- Actively engage in any training, support and development.

## **GOVERNORS' RESPONSIBILITIES**

- Fulfil the requirements of the law in relation to the Governors' responsibilities regarding discipline and behaviour in the school.
- Contribute to the formulation or review of the school's behaviour policy, including the setting out of expectations about student behaviour.

- Take positive steps to attempt to understand the complexities and challenges of student behaviour at Regency High School and the challenges presented to the school staff.
- Support the Headteacher and staff in the operation of all behaviour related procedures relating to the day to day running of the school.
- Receive any representations from staff and parents regarding the school's behavioural policy
- To take part in the behaviour annual review.
- Meet when required to review exclusions, requested to meet by parents or following statutory guidelines.
- Actively engage with home-school agreements. (*School Standards and Framework Act 1998*).

### **PARENTAL / CARERS RESPONSIBILITIES**

- Accept and support the school's student behaviour policy.
- Participate in the school's behaviour related procedures, i.e. attending meetings where behaviour management concerns are discussed, including re-integration/exclusion meetings.
- Inform the school of any personal circumstances which may be relevant to their child's in-school behaviour.
- Take an interest in their child's in-school behaviour, using home-based rewards and sanctions in support, where appropriate.
- Agree matters being referred to other agencies if recommended by school.
- Follow the appropriate procedures for contacting the school when it is necessary.
- To take part in the behaviour annual review.
- Actively engage with home-school agreements. (*Behaviour and discipline in schools February 2014*).

### **PROMOTING POSITIVE BEHAVIOURS**

As a school we believe in high aspirations for everyone with each student supported to achieve their maximum potential and use a range of rewards for positive outcomes, in a range of situations, for example:

- Praise (verbal) – name first, what they are being praised for, praise.
- Praise (non-verbal) – thumbs up, smile, bead in the pot.
- Marking feedback for students' work – marking will be in line with the school policy
- Display boards – present effort and achievement by students.
- Messages home in home/school diary, by email or by telephone
- Star of the day/week – Students then receive certificates in assembly for their Achievement folders.

- Merits – in line with the wishes of the School Council, all pupils may be awarded merit points for extra effort or achievement, above what might normally be expected. Merits are collected by the staff team and achievements regularly discussed in 1 to 1 meetings with individual pupils, as appropriate. The winner in each class at the end of each term will receive a prize, with a monetary value.

## **SUPPORTING STUDENT BEHAVIOURS**

We acknowledge that behaviour is a form of intentional communication. At Regency High School we try to figure out what is being communicated and provide a positive and proactive way of supporting this communication. We try to identify behaviour triggers and work with our students to find proactive management strategies. A positive and proactive approach is to communicate clear boundaries. Clear boundaries are crucial in providing safety and reassurance for all of our students. Staff have a range of supportive strategies that provide clear boundaries:

- Praise – praise students nearby those students who are exhibiting inappropriate behaviours, focusing on positive behaviours.
- Signalong – used to support spoken language.
- Verbal advice – staff describe behaviours that are inappropriate and give reminder of outcomes of choices.
- Removal – the student will follow the **warning system (see below)**, other students maybe removed from class to eliminate the audience. The warning system plays an active role in diverting and reacting to student behaviours.
- Pupil turned around/moved away – students have constant supervision but are given some space/distance to de-escalate inappropriate behaviours.
- Blue card (time out) – this is given to identified students who have the ability to make an informed choice and remove themselves appropriately from situations they feel will escalate for an agreed time to a identified location.
- Individual support – students may access re-focus sessions as part of a supportive plan. A re-focus session is a structured break from the main activity to allow a pupil to re-focus effectively on the task in hand. The activity given will provide support to their emotional wellbeing. Students may also access sensory breaks; this approach helps regulate sensory processing difficulties. Other professionals may input to student support plans, OT, S&LT, CAHMS etc.
- Wellbeing Area – used as a pastoral support for students. The support in Wellbeing is varied and a structured environment supports students accordingly. The Wellbeing Team have an important role in establishing positive relationships with students in order to de-escalate situations and in

working proactively with identified individuals or groups of pupils, using the 'Thrive' approach to support emotional development.

- Safe space areas in Wellbeing – these areas are used to help re-engage and support students in crisis. Students can choose to remove themselves into a safe and quiet environment. As a last resort staff may place a student in a safe space which provides a calm and non-stimulating environment. This will only be considered as a last resort if exhibited behaviours are extremely aggressive. The use of seclusion where a student is prevented from leaving a room will only ever be considered in **exceptional** circumstances (*Behaviour and discipline in schools – advice for Headteachers and staff February 2014*). The student will be observed at all times and re-engaged back into school life as soon as possible. The Wellbeing Department keep a record of what has happened. (see appendix A).
- Soft safe space – located in some classrooms. Some students need to have quiet time or time alone to recover their behaviour. All students are supervised/monitored by staff.
- Mentoring/THRIVE – students can access this support as part of their support package (*refer to Safe Holding Policy for further information*).
- Music therapy – students can be referred for music therapy, this service is commissioned externally.
- Team Teach – a positive physical intervention. Can be used as a guide or a sensory approach/support for students. Can be used as a de-escalation technique, if agreed in a THRIVE approach (*refer to Safe Holding Policy for further information*). Will be used to support students when in high levels of crisis, where there is a significant risk to themselves or others. Each student that has or may require the support of a Team Teach technique will have a Positive Handling Plan (PHP). These plans are reviewed and amended to meet individual student need (*refer Positive Physical Intervention policy for details of reasonable force (DfE Use of reasonable force July 2013)*). There are three Team Teach Tutors on the staff team. They offer training, support and advice when required.
- Absconding - staff will ring for support from the Wellbeing Team and Senior Leadership Team. Staff will then phone parents/carers. Dependent on student need, then a decision will be agreed with Wellbeing Manager and Senior Leadership Team which other professionals are contacted.
- Racial Incidents – will be recorded on School Pod. The information will then be forwarded to the Local Authority, using the appropriate paperwork.
- Internal exclusions – as a school we try not to externally exclude. Wherever possible we will opt to internally exclude with pupils working in Wellbeing for an agreed time. Staff monitor and record student behaviours and attitude to work.
- External exclusions from school is only to be used as a last resort, in response to a serious breach, or persistent breaches, of the school's



behaviour policy; for example, serious physical/verbal assault, significant damage to property, persistent failure to comply with school rules, bullying etc. where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school. When making that decision the Headteacher or Deputy Headteacher will take into account their statutory duties in relation to special educational needs (SEN) when administering the exclusion process (DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England). This includes having regard to the SEND Code of Practice (January 2015)

- Where the school has concerns about the behaviour of a pupil, the school will consider requesting an early annual review or interim/emergency review and consideration will be given as to what additional support or alternative placement may be required.
- School, where appropriate, will seek other professionals' support and advice to further complement individual student support packages.

### **REGENCY HIGH SCHOOL WARNING SYSTEM**

This is a school based support system that creates consistency and clear boundaries, promoting student's safety and wellbeing.

- **Warning 1** – a supportive verbal indication that a pupil's behaviour is unacceptable. There is no consequence.
- **Warning 2** – an indicator to the student that their behaviour is still unacceptable. Students sit within the class, away from the group, (parked), unless specified differently on a behaviour plan for 5 minutes. 5 minute payback.
- **Warning 3** – Wellbeing Team are involved. Students are escorted to Wellbeing. Students remain in Wellbeing until their behaviour is appropriate to support a return to class. Students have work to complete, unless specified differently on behaviour plan. 10 minute payback at break or lunch time.
- **Warning 4** – Wellbeing Team informed. Students are escorted to Wellbeing. Students remain in Wellbeing for the remainder of their lesson. Students have work to complete, unless specified differently on behaviour plan.
- **Warning 5** – a serious incident. Wellbeing Team informed. Students are escorted to Wellbeing. Consequence is discussed and agreed with staff involved, Wellbeing Team and Senior Leadership Team. A record of the warning is logged as a Serious Incident Report (*SIR* - see *appendix C*).

Warnings are communicated clearly and effectively to the student, with a clear reminder of choices and outcomes. Communication is appropriate to individual need. Staff remain calm, assertive and follow student support plans. Students are given building blocks and support to re-engage at the earliest time possible. .

## **WELLBEING AREA**

Wellbeing is a positive environment that supports the needs of a range of students. The area is a structured environment, which supports the recovery of students in crisis, and works proactively in maintaining their emotional wellbeing. The emphasis is to support independence and build individual's emotional resilience; providing a sound base for future learning and achievements.

Students and staff access Wellbeing for support and advice. Wellbeing is used to support learning by providing a safe environment that can manage crisis outbursts. Some behaviours that are exhibited can be extremely aggressive in nature. Wellbeing can be secured if there is a safety risk to others in school. If Wellbeing is secured staff will always be present to observe and support students. Wellbeing has four areas that can be accessed. There are two safe rooms. The safe rooms are empty. They have a viewing panel and CCTV. Students are observed closely and records are made. These rooms are only used in extreme cases of physical aggression or as a quiet space that students choose to de-escalate.

There is also a corridor that adjoins the safe rooms to the main working area Wellbeing room. This can be used as a space and/or a quiet area for individuals. Clear viewing and CCTV are located within this space. Records are made.

Finally, there is an L-shaped room (the main working room) that houses a round table and five individual workstations. The room is structured to create different learning zones. In addition to the zones, three chairs are arranged to support those that require positive physical intervention as a support. Records are kept in all circumstances. Full monitoring and CCTV are located in this space. A panic button has been installed for extra staff support if the need arises.

### **SUPPORT PLANS.**

At Regency High school we have a range of support plans. One or more of the following plans can be implemented.

#### **AGREED BEHAVIOUR SUPPORT PLAN?**

An Agreed Behaviour Support Plan (ABSP – see appendix B) is a document written by class staff and Wellbeing team (if required) detailing individualised behaviour support a student requires. This plan focuses on a positive description of the individual pupil and outlines positive actions and strategies that can be utilised to minimise, avoid or de-escalate inappropriate behaviours or behaviour triggers.

### ***POSITIVE HANDLING PLAN (PHP).***

A Positive Handling Plan (PHP – see appendix D), is a legal document required for any student that presents with aggressive behaviours when in crisis. Team Teach is the chosen positive handling model used at Regency High School, (Team Teach Approach, identified model of ‘best practice’ in Worcestershire, ‘Worcestershire Children’s Services Positive Handling Strategies for Pupils in Schools and Educational Settings Care and Control Guidelines’, June 2006). The Team Teach Model is based on 95% de-escalation and 5% physical intervention. The plan details support strategies that are positive, it also highlights those that can potentially ignite a situation. Staff will use Team Teach when it is, reasonable, proportionate and absolutely necessary, unless agreed as part of a THRIVE support approach. Any use of Team teach as a Positive Physical Intervention (PPI) is recorded in a bound book and is monitored by the Deputy Headteacher (Safeguarding) and the Safeguarding Governor. Please see PPI policy for further details. **If an allegation of inappropriate is made, then the Headteacher or Deputy Headteacher will be guided by the LA guidance, ‘Guidance for schools, Educational Establishments & Support Services Managers’ – Management of Allegations and Concerns Regarding the Professional Conduct of Staff in Relation to Safeguarding and Child Protection, September 2009.**

### ***INDIVIDUAL BEHAVIOUR ACTION PLAN (IBAP).***

Individual Behaviour Action Plan (IBAP – see appendix E) is a written document that is a more specific and individualised behaviour support plan. This is a document for pupils who have the capacity in making informed choices in relation to their behaviour. An IBAP supersedes an ABSP and pupils have specific targets and strategies to help them with their behaviour. The plan is set up with class staff in conjunction with SLT and the Wellbeing Team. A meeting with parents will be arranged and the plan clearly explained.

### ***PASTORAL SUPPORT PLAN (PSP).***

Pastoral Support Plan (PSP – see appendix F) is a part time placement that is put into practice if the strategies and support of an IBAP has not been successful. Parents, school and other professionals work with the pupil to try to re-engage back into education and school life of the young person. Specific targets, rewards and sanctions are outlined in the plan.

## **ALTERNATIVE TIMETABLE**

Whilst Regency High School offers a bespoke curriculum for each individual pupil, sometimes changes and adaptations are needed to support pupils with specific behavioural needs. Alternative curriculums are an additional support for pupils who have an identified specific behavioural need.

## **RISK ASSESSMENTS**

Risk assessments are carried out when a pupil displays aggressive behaviours which have the potential to cause risk to themselves and others around them.

**SCREENING, SEARCHING AND CONFISCATION** (*guidance from Screening, searching and confiscation – advice for Headteachers, staff and governing bodies February 2014*)

Staff will be able to search any pupil if the pupil agrees.

Headteachers and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil 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 pupil).

Confiscation - School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## **ASSESSMENT & RECORDING**

The above plans (ABSP etc) are working documents that are updated and reviewed regularly in September/October, December and July or as pupil need's change and develop. Staff are required to record incidents. School uses an electronic software system to record, monitor and use as a reviewing tool. If staff use Team Teach as an approach to de-escalate and support a student in crisis then they will also log the information in the Team Teach

bound book. In Behaviour Recovery the Wellbeing Team will make additional logs of behaviours whilst in their supervision.

School will work endlessly with the student, parents and other professionals involved. Unfortunately there may be occasion where the support packages put into practice are exhausted and unsuccessful. This would then result in school looking to find an alternative placement or permanent exclusion. The Headteacher will then follow procedures and guidelines from the DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England.

***Regency High School prides itself on having a positive ethos from all of its community and has a good success rate of supporting the pupils and those with parental responsibility in managing challenging behaviours.***

## Appendix A

Record of usage in safespace

PUPIL	STAFF INVOLVED	DATE & TIME	TRANSITION TO ROOM	TIME IN BR (MINS)	ANTECEDANT BEHAVIOURS	BEHAVIOURS IN ROOM	OUTCOME

**Appendix B**

**Agreed Behaviour Support Plan (ABSP)**

**Name:**

Description of inappropriate behaviour and associated risks	Behaviour triggers	Strategies to minimise occurrence of inappropriate behaviours	Strategies to deal with adverse outcomes of behaviour

<b>Implemented/Reviewed by:</b>							
<b>Date:</b>							

## Appendix C

### Behaviour Management: Serious Incident Report (SIR)

<b>Name:</b>	<b>Date:</b>	<b>Time:</b>
--------------	--------------	--------------

**Antecedent:**

**Incident (observational descriptors):**

INCIDENT CODE (PLEASE TICK)					
Drugs		Inappropriate language		Bullying	
Incident on transport		Verbal abuse (pupils)		Refusal to comply	
Alcohol abuse		Verbal abuse (staff)		Sexual misconduct	
Smoking		Physical assault(pupils)		Damage to property	
Persistent disruption		Physical assault( staff)		Theft	

**Action taken:**



Appendix D



# Positive Handling Plan

Pupil name:

Positives- What is the pupil good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Successful approaches- What proactive interventions have been effective in preventing pupil's anxiety rising?

De-escalation- Describe any strategies that have worked in the past or should be avoided?

Strategy	Description of Impact	Try	Avoid
Verbal advice and support			
Firm clear directions			
Negotiation			
Limited Choices			
Distraction			
Diversion			
Reassurance			
Planned ignoring			
Contingent touch			
C.A.L.M. talking/stance			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Reminders of consequences			
Humour			
Success reminders			
Others			

Type of Incident	Towards other Pupil	Towards Staff
Verbal abuse		
Severe disruption of lesson/school environment		
Slapping		
Pinching		
Biting		
Punching		
Spitting		
Hair Grabbing		
Neck Grabbing		
Clothing Grabbing		
Arm Grabbing		
Body holds		
Weapons/Missiles being thrown/used		

Preferred strategy for dealing with the above incidents

Type of Incident	Approach													
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
Verbal abuse														
Severe disruption of lesson														
Slapping														
Pinching														
Biting														
Punching														
Spitting														
Hair Grabbing														
Neck Grabbing														
Clothing Grabbing														
Arm Grabbing														
Body holds														
Weapons/Missiles being thrown														
Self Harm														

All of the below techniques are only to be used after following individual ABSP, IBAP & de escalation/diversion techniques.

1= Ignoring, 2= Summoning assistance, 3= Guide, 4= Cradle Hold, 5= Wrap, 6= Single Elbow, 7= Double Elbow, 8= Figure 4, 9. Separate fights, 10= Shield, 11=External assistance, 12= Eye Bulge 13=Hair/clothes/neck release 14=half shield 15= advanced techniques

Debrief following the incident (dependent on individual)

Where	Staff member with whom child has a good relationship

Notification of PPI

Parent/ Guardian	Social Worker	Local Authority	GP/ CAHMS	Psychologist	ISL	Child Protection	Other

Date implemented /Review date			
Complied by			

**Appendix E**  
**INDIVIDUAL BEHAVIOUR ACTION PLAN (IBAP)**

This IBAP should only be used following a period of support. The purpose of this plan is to promote the pupil's ability to recover their Behaviour via a systematic and structured approach.

DATE:	PUPIL:	YEAR GROUP:
-------	--------	-------------

FORM TUTOR:	SENIOR MANAGER:
-------------	-----------------

NUMBER OF FIXED EXCLUSIONS, CURRENT ACADEMIC YEAR:
--

NOTING ANY AREAS OF SCHOOL WHERE THERE IS PARTICULAR CONCERN:
---

TARGETS
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

STRATEGIES (TO BE USED BY ALL STAFF)
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

SPECIAL ARRANGEMENTS (AS AGREED BY HEAD TEACHER/SENIOR STAFF /BEHAVIOUR RECOVERY)

PUPIL'S COMMITMENT

REWARDS REINFORCING 'WANTED' BEHAVIOUR

SANCTIONS REINFORCING 'UNWANTED' BEHAVIOUR

MONITORING ARRANGEMENTS:

**Appendix F**  
**PASTORAL SUPPORT PLAN**

This Pastoral Support Plan should only be used following a period of support using the school's Behaviour Action Plans. The purpose of this is to plan to promote appropriate behaviour which will prevent a permanent exclusion.

DATE:	PUPIL:	YR GP:
-------	--------	--------

FORM TUTOR:	SENIOR MANAGER:
-------------	-----------------

NUMBER OF FIXED EXCLUSIONS, CURRENT ACADEMIC YEAR:
--

INDENTIFICATION OF BEHAVIOUR(S) WHICH PLACE THIS STUDENT AT RISK OF PERMANENT EXCLUSION: <ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li></ul>
---

AIMS and TARGETS	% of the week
<ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li> <li>•</li></ul>	

STRATEGIES TO BE USED BY SUBJECT TEACHERS <ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li></ul>
--

SPECIAL ARRANGEMENTS (WITHIN SCHOOL AND OUTSIDE AGENCIES)

SUPPORT PROVIDED BY THE STUDENT, PARENTS & OTHER AGENCIES

- 

REWARDS REINFORCING 'WANTED' BEHAVIOUR

- 

SANCTIONS REDUCING 'UNWANTED' BEHAVIOUR

- 

MONITORING, INTERM REVIEWS & FEEDBACK:

LOCATION OF REVIEW: REGENCY

DESIGNATED TEACHER WITH RESPONSIBILITY FOR IMPLEMENTING ROP: