

HEATHFIELD COMMUNITY SCHOOL



Promoting Positive Behaviour Policy

(Draft Policy)

Reviewed Sept 2020

Ratified by Governors :

SLT: H.Nicholls

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PROMOTING POSITIVE BEHAVIOUR

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STATEMENT OF OUR BELIEFS

The Heathfield Behaviour Policy is built on five core values:

We believe

- 1.) That every member of the school community is equally valued and therefore equally deserving of consideration and respect. Therefore, any form of behaviour which undermines the security or self-esteem of any individual must never be tolerated and should be challenged.

We believe

- 2.) That the most positive behaviour occurs in classrooms where learning is challenging, varied, enjoyable and stimulating.

We believe

- 3.) That all students respond positively to praise and encouragement and that every opportunity should therefore be taken to recognise and reward individuals and groups of students for their good behaviour.

We believe

- 4.) That all necessary sanctions must be clearly explained and fully understood by the students and their parents/carers and must be applied fairly and consistently by all staff, whilst remaining flexible enough to allow for individual circumstances.

We believe

- 5.) That our role in school is to support our parents/carers in establishing positive patterns of student behaviour. We therefore will involve parents/carers (and, where appropriate, external agencies) as early as possible in any disciplinary process involving individual students.

The success of the school is based on positive relationships. Positive relationships is at the centre of everything we do and should be modelled by all members of the school community.

To follow through these beliefs, Heathfield Behaviour Policy centres around 3 key principles:

- (A) Students should be **Ready**
- (B) Students should show **Respect**
- (C) Students should be **Safe**

Heathfield Students should be Ready To Learn.

Students should be “Ready” is reflected in the Ready To Learn policy. This is where the classroom learning environment is established so students can experience high quality teaching and learning without disruption.

It outlines 7 key simple non-negotiable rules which every student must follow in the classroom.

Every classroom has these rules displayed and students are aware of these expectations.

PRAISE AND REWARDS

We recognise that all of us, not least the students, respond to praise and rewards. We therefore always seek to praise effort, reliability, commitment, good citizenship and achievement of every sort. Where appropriate, we celebrate the students' successes through publicity in our assemblies, via our social media and local press.

Our Digital Reward System – ePraise

All students and parents will receive a log in to our digital reward system ePraise. This is a clear comprehensive system that offers a digital up to date view on how, where and why our students have received merit points, accolades and achievements. Students will be given the opportunity to enter prize draws and change their merit points into money for charities. There is an opportunity for parents/carers to sign in and view their child's successes on E-Praise.

Students will be awarded ePraise 'points', in all subjects, within the following areas :

- Team Player
- Independent Learner
- Group Participator
- Reflective Learner
- Creative Thinking
- Individual Effort

Students are awarded digital 'accolade' badges for extra-curricular activities and special events they are involved with.

Celebration of Achievements

An annual year group assembly will celebrate the academic achievement and progress of individuals, as well as rewarding outstanding contributions made by students who have faced personal adversity.

An end of year ePraise individual report, detailing each student's successes from the current academic year, will be sent to parents/guardians.

We regularly ask subject departments to put forward student names for 'star of the week' which recognises excellent efforts shown by students in a subject area. These students will receive certificates, accolades and will be celebrated on social media (permissions allowing).

We will celebrate excellent work each half term with our broader community through an end of half term online showreel video. This will be shown on the school website and social media platforms.

READY

Non-Negotiable rules

These rules are displayed clearly in every classroom and explained clearly to students.

- Sit in allocated seat
- Be ready to learn quickly and quietly
- Focus on your own work and try your best.
- Do not distract others from their learning.
- Listen to the teacher without talking
- Follow the teacher's instructions at all times.
- Show respect to everyone in the room.

Failure to meet any of these expectations will result in a single "Ready to Learn" warning from the teacher. This is recorded on SIMS.



Repeated failure to meet these expectations will result in being sent to the Ready To Learn Room.



This will lead to exclusion from lessons for 2 sessions. When a student is then judged as being Ready to Learn they will return to their normal lessons.



Parents will be informed by a phone or text message that their child has been sent to Return to Learn.



Heathfield School is an inclusive environment. There may be a small number of students who through SEND / SEMH needs may at times find these expectations challenging. Whilst remaining consistent in our expectations, our response and support to some students may vary. The Learning Support Department and the Oak Centre may accommodate some students, whom the Ready To Learn system may not be suitable.

Time Spent in Ready to Learn

The School Day

8.50: Staff Briefing
 9.00: Assembly/Tutor Time/Registration
 9.20: Period 1
 10.30: Break Time
 11.00: Period 2
 12.10: Circulation time
 12.20: Period 3
 1.30: Lunch Time
 2.15: Period 4
 3.30: Finish / Period 5 start – extended finish.
 4.30: Extended Finish

Lesson sent out to RTL	Time spent in RTL	Back to Lessons
Period 1	Period 1, break and Period 2	Circulation Time
Period 2	Period 2, period 3 and 15 minutes of lunch	Lunch time (1.45 release)
Period 3	Period 3, lunch time and period 4.	Period 1- Next day
Period 4	Period 4 and P5 (Extended Finish)	Period 1 - Next day

See Guidance for after School detentions – Period 5 – Extended finish.

[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/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

All of the above is based on a student behaving well & working in RTL. If a Student fails a lesson they will then stay for the next lesson. If a student continues to fail RTL, they will be removed by a member of SLT and more serious sanctions will take place eg: – internal suspension/ FTE – Exclusion off site. If this happens a meeting with Parent/ Carer will take place to discuss the next steps.

Safe

We believe that our whole school community should engender a culture of respect. This applies to all members of our community including both staff and students.

Uniform- Students should show respect to the school. This should include following the school uniform policy. Uniform is worn as a sign of commitment to Heathfield Community School and its ethos. We have high expectations of appearance and, therefore, we expect parents and students to co-operate with us to promote the highest standards of appearance, manners and behaviour.

Heathfield expects all students to adhere to our school uniform policy. We expect parents to support this policy by ensuring that their children leave home in the morning correctly dressed for working in school.

Any students who are not wearing the correct uniform will be asked to change into the correct school uniform which will be provided by school at the 'uniform hub'. Students who are not in the correct uniform or who are not of acceptable appearance will lose their break and lunch times.

The school site- Students should always show respect for the school site and environment.

Vandalism will not be tolerated (see list of sanctions). Any students caught vandalising will be sanctioned. Parents will be asked at the readmission meeting to sign an agreement to pay for the damage that their child has caused.

Students should not drop litter; we are a community and we expect everyone to respect the school site. Students who do drop litter will be asked politely to pick it up and if this continues students will be sanctioned.

Respect to staff- Students should be polite and respectful to staff at all times. If a student is rude to a member of staff, they will face a sanction depending upon the severity of the incident. (see list of sanctions)

Respect to each other- Heathfield has high expectations of students in how they treat each other. We have a zero tolerance of bullying which is outlined in the separate bullying policy.

Some conflicts between students are not necessarily bullying. Any physical violence will result in a serious sanction (see list of sanctions) Where there has been conflict between student's school staff will act accordingly to resolve the problems. This may involve parents, restorative justice as well as fair sanctions if appropriate.

Staff should also build positive and respectful relationships with students. Staff expectations include welcoming students at the door to every lesson and tutor time. See later section about the various levels of support given to students.

All members of the school community have the right to feel safe. The school will take action to deal with any poor behaviour which endangers the safety of others.

Please see the Safeguarding Policy for information and also the staff code of conduct policy.

SANCTIONS - (Years 7-11)

In order to reinforce our expectations of behaviour below is a list of sanctions which may be applied.

On Report - a report card taken to every lesson, issued by the tutor, Year Head or SLT with specific targets to improve behaviour and effort in lessons.

Subject Detentions - usually held at lunchtimes, without notice having to be given to parents/guardians, supervised by the class teacher or Head of Department. These detentions are usually given for either non-completion of homework, class work or minor behaviour issues.

Lunchtime Detention for poor behaviour in Social time – This is for poor behaviour at break or lunch where a student is detained and not allowed their social time. The rules for lunchtime which have been explained to students are:

- Be polite and respectful to staff at all times.
- Follow the instructions of staff at all times
- Be kind and respectful towards each other.
- Do not run or push in the corridors.
- Respect the school site and environment, including no litter!

Period 5 detentions (After School) – These will be given for the following:

- Failure to attend a department detention
- Failure to attend a lates detention
- Failure to attend a uniform detention
- The Year Head or SLT will issue and After School Detention for poor behaviour.
- Truancy – if a student truancies 1 lesson/ tutor time this will equate to 1 after school detention. 2 truancies will equate to 2 After School Detentions and so on.

Parents will be given notice by phone, text or email to inform them of their child's After School Detention.

“Ready to Learn” Referral – This sanction is given when a student has failed to follow the non-negotiable rules within lessons, despite being given a very clear warning to amend their behaviour. They will remain in the Ready to Learn for at least 2 lessons/ Sessions, until they are “Ready to Learn” and return to their normal lessons. This time may include break or lunchtime.

Internal exclusion- This is for more serious behaviour issues and is given by either the Year head or SLT. Parents are informed that this sanction is taking place by either phone or letter/ email. This detention will either be in the Ready To Learn Room or with a member of staff all day. The student will be given work and will not be allowed out at break or lunchtime.

Behaviour Contracts- Where a students' behaviour has repeatedly caused concern a meeting may be called with parents, a Senior member of staff and a Governor. The student will sign a behaviour contract which outlines the expectations of students at Heathfield School. This contract will also be signed by the parent / guardian, the Governor and the member of staff.

Student is sent to another school- Where a student for example has been sent to Ready to Learn a number of times and / or their behaviour in the Ready To Learn has continued to be a serious cause for concern, they may be sent to another school to work for a small number of days. There is a cooperation agreement between local schools in Taunton to work together.

External Exclusion (FTE) - (for a fixed term of up to 45 days per year) is a serious sanction used only for a particularly serious act of misbehaviour or where all other sanctions have been exhausted. Government guidance (10/02/15) allows the justification of an external exclusion as:

- A serious breach or persistent breaches of the behaviour policy;
- Where a student's behaviour means allowing the student to remain in school would seriously harm to the education or welfare of the student or others in the school.

This means that teaching and learning will not be affected by poor behaviour.

Only the Head can exclude a student. Parents/carers are always invited into school following an exclusion in the presence of a Governor (whenever possible) to discuss structures for supporting the student following readmission. In the case of a student who is over 18 a parent need not attend. This exclusion is recorded on SIMS.

All exclusions of 5 days or more are discussed in advance (whenever possible) with the Chair of Governors. In this case the school has a duty to provide education provision from the 6th day. All exclusions are reviewed by the Governors Discipline Committee at its regular meetings.

Managed Transfer - Some students at risk of exclusion may benefit from a Managed Transfer to another local school. This is a six week placement brokered with the other school or through the Local Authority. If the placement is successful then the student will go on roll at that school.

Permanent Exclusion - The school is absolutely committed to avoiding this ultimate sanction except where the security of other students, staff and school property is seriously threatened.

NB - All these sanctions apply equally to the conduct of students on the way to and from school and on all school visits, both local and overseas.

To summarise which member of staff can give which sanctions please see the table below:

Classroom Teachers and tutors	<ul style="list-style-type: none"> • Own classroom detention • Refer to Department detention • Phoning home is encouraged as good practice and more effective in dealing with minor issues. <p>(The policy of individual and department detentions will vary within departments)</p>
All teaching staff	<ul style="list-style-type: none"> • A lunchtime Detention for poor behaviour at lunchtime.
Heads of Departments This will be for Department issues in supporting members of their department.	<ul style="list-style-type: none"> • Department Detentions • Phone home if failure to attend and send for students in school. • Repeated failure to attend Department Detentions will result in an after school detention- It is the HODs responsibility to ring or write home.
Heads of Year- This will be for more serious incidents of behaviour or other concerns that a Year Head may want to follow up.	Depending on the severity of the behaviour a HOY can implement the following sanctions: <ul style="list-style-type: none"> • Lunchtime detention. • After school detention. • RTL internal suspension. • Refer to SLT. • Report cards and other interventions.

SLT	<p>Depending on the severity of the behaviour SLT can implement the following sanctions:</p> <ul style="list-style-type: none">• Lunchtime detention.• After school detention.• RTL internal suspension.• Fixed term exclusion. (Head Teacher and Deputy Heads on behalf of the Head)• Permanent exclusion- Headteacher only.
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DISCIPLINARY SANCTIONS – (11-16)

What sanctions may appropriately given – CODE OF PRACTICE FOR STAFF

BROAD TARIFF

Responses to anti-social behaviour must always remain flexible enough to cater for individual circumstances. However, the following **broad** tariff range applies to the variety of offences listed below, the level of punishment depending on the severity of the offence, past record, etc. As a staff body, we recognise how vital it is that we deal **fairly and consistently** with all disciplinary offences and that we never ignore breaches of the school's code of practice

Offence

Disciplinary Sanction - Years 7-11

Persistent disregard of school uniform

Students are checked daily for wearing the correct uniform. Tutors will record any uniform issues On SIMS. Students who are not in the correct uniform will be sent to the Uniform Hub to change in To the correct uniform. Students will be asked to change into the correct uniform and will collect their belongings at the end of the day.

Students who have any uniform issues will have a lunch time detention that day. If students do not turn up to their lunch time detention, an after-school detention will be issued.

A phone call home/ text to parents to explain to parents that their child is in the incorrect uniform. If students refuse to change their uniform, parents will be asked to collect them and bring them back in correct uniform.

If the issue is not resolved within a reasonable timeframe, SLT reserve the right to internally suspend students and the head reserves the right to externally suspend students.

Any student who has been given a Fixed Term Exclusion, must be readmitted in the correct school uniform. If students are not in the correct uniform at readmission, they will be sent home to change. The school does use some of the pupil premium budget to support any disadvantaged student whose parents or guardians are unable to provide correct uniform because for example of financial reasons. The school can also support families with applying for uniform grants.

See separate Uniform policy for details on school uniform.

Rudeness and/or offensive conduct

Towards a member of staff.

A "Ready To Learn" exclusion → Permanent exclusion.

Bullying:

Detention → External exclusion (see anti-bullying policy) Any bullying incidents are recorded on the central bullying log.

Racist & Homophobic behaviour:

An internal or external exclusion. The incident is recorded as racist and forwarded to SLT Pastoral Lead. Racist incidents are categorised, logged and sent to County.

Disrupting the learning of others:

If students do not follow any of the non-negotiable rules of the "Ready To Learn Policy" they will be given a formal warning by a member of staff. This is then recorded on SIMS. If the student continues to not follow these rules they will be given a '**Ready To Learn**' Referral. This will mean that they will be out of formal lesson time for two sessions and then until they are judged to be "Ready To Learn."

Litter/graffiti: After-school → Detention Fixed Term Exclusion. Students/ parents will be asked to pay for any damage at the readmittance.

Vandalism of student/school property: After School Detention / Fixed Term Exclusion/ Permanent exclusion. Students/ parents will be asked to pay for any damage at the readmittance.

Fighting: Internal Exclusion/ Fixed Term Exclusion/ Permanent exclusion

Punctuality: If a student is late to school, they will be issued with a lunch time detention that day. If a student misses this detention they will be issued with an After School Detention and internal exclusions if thee issues continues.

Truancy / refusing to go to a lesson / Walking out of a lesson (without a valid Reason) After school Detention for each period missed

Persistent truancy Internal suspension → External exclusion

Smoking / Vaping After school Detention → Internal suspension or External exclusion.

Setting off fire alarm External exclusion

**Drugs offence - possession
- supplying** External exclusion → Permanent exclusion
Permanent exclusion (other than in exceptional circumstances)

Weapons – bringing into school External exclusion → Permanent exclusion

Weapons – offence in school Permanent exclusion (other than in exceptional circumstances)

FOR ALL ISSUES RELATING TO STUDENT UNDER-PERFORMANCE IN CLASSWORK-HOMEWORK

- Class teacher → Head of Department → Subject detention/letter home/phone call home and after school detention.
- Year Heads to be involved only where under-performance is identified across several subject areas (via biannual assessment points 1 and 2)

FOR INCIDENTS OF DISRUPTIVE BEHAVIOUR- IN THE READY TO LEARN ROOM

- Students may remain in the Ready To Learn Room after 2 sessions if their behaviour is disruptive and they are not Ready To Learn by going back into normal lessons. Other sanctions including after school detentions may be applied. For continual poor behaviour, an external suspension may be given.

FOR VERY SEVERE DISRUPTIVE BEHAVIOUR INCLUDING ALL CASES OF RUDENESS TO STAFF

- Student sent to Duty Member of SLT with written details if possible. If the student refuses to report to the SLT duty member then this is reported to them, and the Behaviour Support Team will also be involved to deal with the student. Internal or External Exclusion (depending on the severity of the offence) - copy of suspension letter to Head of Year and other staff involved. Recorded on SIMS. Parents will be informed.

FOR INCIDENTS OF POOR BEHAVIOUR AT LUNCHTIME

- Students will be given a Lunch Time Detention and sent to a detention room, either for the rest of lunchtime or for lunchtime the following day.

FOR MORE SERIOUS INCIDENTS OF ANTI-SOCIAL BEHAVIOUR AT BREAKS/ LUNCHTIME/BETWEEN LESSONS

- Student brought to Duty Member of SLT → sanction appropriate to level of offence
→ Head of Year informed.

POST 16- THE SPACE (non-compulsory education)

The Behaviour Policy (Post 16) is found in THE SPACE HANDBOOK. As students have chosen to attend and passed a rigorous entry procedure it is not envisaged that there will be serious breaches of behaviour. As with the overall school Behaviour Policy the emphasis is on the “positive.”

Key points relating to → 16 - 19 year olds

- ‘Parent’ includes anyone who has parental responsibility for, or care of, a child. In cases of exclusion where the student is 18 or over, ‘student’ should be read for parent.
- Procedures for exclusions apply to sixth forms of maintained schools.
- Circumstances where individual students may be required to leave the school/SPACE site :
 - (a) There is sufficient evidence that the student has committed a disciplinary offence and allowing the student to remain on site would seriously harm the education or welfare of the student or others in the school/site.
 - (b) The student is accused of a serious criminal offence but the offence took place outside the school’s jurisdiction.
- Students should have the opportunity to participate in exclusion procedures. In the case of students aged 18 or over the legislation allows them to appeal on their own behalf.

NOTES

Procedures following a fixed period exclusion where a student is given a fixed period exclusion of a duration of six school days or longer, the school has a duty to arrange suitable full-time educational provision. DOES NOT APPLY to students of a non-compulsory school age (Post 16).

HOW WE SUPPORT STUDENTS

As a school we are committed to help and support all of our students to enable them to become responsible young adults. This section explains all of the possible levels of support that may be given to a student to support them in their behavior if there are concerns. Some are key people that are there for all students, other strategies may only apply to certain students when it is suitable.

- We are supported by a Children & Young People's Directorate multi-agency approach, ranging from Team 4 (Adolescent Support Workers), Targeted Youth Support, CAMHS, Social Services, Educational Psychologist and Somerset Support Services for Education. Our intention is always to involve parents and external agencies as early as possible to prevent problems with individual students escalating.
- While we do not condone poor behaviour, we recognize that there are sometimes underlying causes of bad behaviour beyond the control of the student - problems at home, frustrations with under-achievement, etc. Our support strategies include: tutorial support, anger management, counselling, homework club, Pastoral Support Plans, Early Help Assessments, INSET and courses for staff on specific particular special needs conditions *e.g. ADHD and specific behaviour / communication difficulties*.

Key person - ROLE OF TUTORS

The tutor is the first 'port of call' for any student. They meet once a day for 20 minutes and will deal with minor issues to support the student. Tutors will endeavour to develop positive relationships with their tutees and have a key role in their pastoral welfare.

Each tutor monitors lateness and uniform. This is monitored and followed up by Year Heads and an SLT link, and the appropriate sanctions are given.

Key person - ROLE OF YEAR HEADS

Year Heads have an overall responsibility for their Year Group. This will involve celebrating success, but also having a key role with behaviour and under-achievement. They also have a key role in dealing and communicating with parents.

Year Heads will monitor behaviour in their Year Groups and implement sanctions and strategies accordingly with the support of the behaviour team link. Year Heads will become involved in under-achievement when there is a pattern across a number of subjects.

Year Heads also have a role in promoting positive behaviour and relationships through the assembly programme.

The Safeguarding Team also support students when there is a safeguarding need.

STRATEGIES AND EXPECTATIONS

SEATING PLANS

These should be put in place by **every** subject teacher and **every** form tutor. This helps to avoid distraction/being distracted.

GREEN BOOKS/SHEETS

At key times in Year 7, Year 8 and Year 9 there is a "Green Book" system. Over a 4 week period incidents of low-level disruption can be recorded by subject teachers. This is to re-inforce the Ready To Learn system and will highlight any concerns eg. Students who may often be given warnings but not necessarily referrals. Any student who receives 6 or more negative mentions then carries a personal "Green Book" for the teacher to record their behaviour and give a grade (A - D). Continuing disruption results in automatic internal suspension /external exclusion. Suggested dates: Year 8 – first half of Spring term / Year 9 – second half of Spring term / Year 7 – first half of Summer term (dates are flexible).

OPTIONS ROUTES - KEY STAGE 4

The Option Routes at Key Stage 4 include a work related learning course - "The Prince's Trust." This is often successful with students who at the end of Key Stage 3 show signs of potential disaffection.

THE STUDY SUPPORT CENTRE (Log Cabin)

The Study Support Centre is a supervised classroom where students who need support in English & Maths or other subjects can boost their learning. Students are also able to work on personalised timetables here which can include the growing and selling of vegetables.

THE READY TO LEARN ROOM

This room is a silent room, staffed by the behaviour team. It contains learning resources for students to work through. Students will work here when sent to Ready To Learn, or on an Internal suspension.

IN SERVICE TRAINING

- New staff, NQTs, PGCE students, experienced teachers and cover supervisors attend classroom management/behaviour management training.
- Whole school INSET on behaviour management/strategies for all staff is organised regularly - utilising outside speakers/facilitators.

All parents/students receive the Home-School Agreement via the Student Planner. This is reviewed annually. The Acceptable Use Policy outlining Roles and Responsibilities of Internet use is also included.

DAMAGE OR LOSS OF STUDENT POSSESSIONS IN SCHOOL

Any loss or damage of student possessions should be reported to school staff as soon as possible and we will do what we can to try and resolve the situation. However, the school cannot take financial (or other) responsibility for any loss or damage to personal items whilst at school. This includes mobile phones. Valuables or expensive items should not be brought into school.

MOBILE PHONE GUIDANCE

Heathfield School is a mobile phone free zone between the times of 8.50am and 3.30pm. Students may have a mobile phone in their possession, but it must be silent and not seen during the school day. This includes break and lunchtimes.

If a mobile phone is seen by a member of staff, it is to be confiscated and must be collected by a parent/guardian at the end of the school day from the school office.

Refusal to hand over a mobile phone which is seen by a member of staff could result in a further sanction, examples would include the loss of free time at lunchtimes or an internal suspension.

Staff are also requested to not have mobile phones visible to students around the school site during the school day.

PUNCTUALITY

Heathfield recognises the importance of punctuality as a life skill and responsibility for all. Students who arrive late to school will sign in at the student reception. Students who are late to school will be placed in a lunch time detention that day for 30minutes. If students do not attend their lunch time detention, they will be placed in an afterschool detention that day. School will contact home to inform them that their child will stay until 4.30.

BEHAVIOUR CONTRACTS

Some students who have been sent to Ready To Learn a number of times may have a meeting with their parents, a member of SLT and a Governor to discuss their behaviour and sign a contract which clearly outlines the schools expectations of students, eg. The Ready To Learn rules.

One possible consequence of a student not meeting the expectations of the behaviour contract is that they may be sent to work at another school for a short period of time.

CHARACTER EDUCATION

As a school we believe that the success of students is based upon positive behaviour and relationships. This is promoted within the character education curriculum in both form times, collapsed timetable days and an explicit year 7 lesson. This curriculum forms an essential part of the ethos at Heathfield where we seek to develop the whole child rather than just the academic curriculum.

PASTORAL SUPPORT PLANS (PSP's)

Students causing concern will be on a **PSP (Pastoral Support Plan)**. This can be triggered by multiple suspension and exclusions or concern from Year Head, SENCO, Student Support or SLT. Students on a PSP will be reviewed every term. A meeting will be called between a member of the Pastoral Team and the student. Parents will be informed. Targets will be agreed and shared with teaching staff.

The aim of the PSP is to identify the needs of the student and put in process the levels of support that will amend the behavior of the student, to hopefully minimize the risk of Fixed Term Exclusions and ultimately the risk of a permanent exclusion.

The PSP at Heathfield is designed to follow a 5 tiered graduated response depending upon both the needs of the student and also to identify strategies of what has been done and not been done. This is also useful evidence when taking a student to be discussed at the PEVP Panel. The tiers are as follows:

- Stage One: Where a student has been given a number of warnings and possible referrals and concerns have been identified. The may be an SEND input. Parents are informed.
- Stage Two: This may be where a student has had some internal suspensions. The tutor and Year head are involved and there will be meetings with parents.
- Stage Three: This maybe where a student has had a number of Fixed term exclusions. Formal meetings with parents. Behaviour contract may be signed.
- Stage Four: Governor involvement at readmission meetings. PFSA referral.
- Stage Five: Governor involvement and final plans decided upon. External support agencies involved and other provision outside of school may be provided.

For each stage there are many possible strategies both inside and outside of school which are recorded to ensure that the school is using as many appropriate strategies as possible to support that student in improving their behavior.

Students causing concern will often also be helped by an Early Help Assessment, this can be carried out by the PFSA, SENCO, Head of Year, SLT Link or SLT Pastoral Lead. This may lead to external interventions for example including GETSET and Team 4.

This policy is reviewed by :

Staff (SLT, Year Heads, SENCo)

Governors

Students

The policy is disseminated to all staff who work within the school.