

Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

This policy was approved as follows:

| | | | |
|-------------------------|--------------------------------------|--------------------------|----------------|
| Approver: | Education Standards Committee | Date: | 27.3.19 |
| Adopted: | Advisory Board | Date: | 4.9.23 |
| DSAT owner: | Behaviour Lead | Version: | V2.0 |
| JCG review date: | n/a | Review frequency: | 3 years |
| Status: | Statutory | Next review date: | August 2026 |

| Version | Version Date | Author | Summary of Changes |
|-------------|--------------|----------------|---|
| V0.1 | 8.1.19 | Megan Williams | Policy draft created |
| V0.2 | 12.3.19 | Helen Stockill | Policy formatted for Education Standards Committee approval |
| V1.0 | 27.3.19 | Helen Stockill | Policy approved by Trustees |

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1. Introduction

At Greystoke we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behavior policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibilities. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.

- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention

6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

There are three main school rules which are shared and over communicated with all children and displayed in every classroom as follows:

1. You must have kind hands, kind feet and kind words at all times
2. You must listen and respect your adults, they are the experts in the room
3. You must show good behaviours for learning, by looking, listening and being silent when your adult is speaking

In addition, the following rules are standard expectations which will be shared with all children and over communicated at all times:

Around school

Children should:

- **Walk quietly**
- **Be courteous and polite**
- **Show respect for adults by letting them pass first**
- **Show respect for all conversations and not interrupt**

Before school

- **At the sound of the whistle children are expected to walk quietly to their line without their adults from home (KS1 & 2)**

- **Children are organised and tidy in the cloakrooms and hang coats and bags up neatly or place in lockers and securely close the locker doors. This time should not be used to have a chat resulting in loss of learning time.**
- **Adults should be in the classroom before the children.**

Assembly

- **Children should come into assembly with their class teacher and in silence**
- **Children should be collected from assembly by their class teacher and leave assembly in the same manner**
- **Staff sitting in assembly are responsible for maintaining discipline and praise**
- **At the end of each assembly a rota of staff will give out the good class behaviour shields**

Playground

A high standard of good social behaviour is expected in the playground at all times with teaching staff and lunch time supervisors applying the rules uniformly.

- **Staff should patrol all areas of the playground ensuring there is coverage of adults in all parts of the playground**
- **At the end of playtime children are expected to line up in silence after the second whistle and return to classes quickly and quietly**
- **During wet playtimes the children are supervised in classrooms by class teachers and other classroom staff.**

Lunch time

During lunch time the same standards of behaviour are expected as during the rest of the school day. We follow a 'Happy Lunchtimes' bespoke designed scheme which has its own policy setting out the expectations for all children and staff.

Some pupils find having unstructured periods of time, such as playtime or lunchtime, extremely challenging. We offer different lunchtime options for these children including helping adults in school to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

We offer a 'safe space' which is staffed by senior members of the school team and support staff and provides a safe space for all children identified by class teachers as struggling with social interactions/ friendship difficulties/ unstructured play. Any serious or persistent issues and incidents of poor behaviour at lunchtime will be brought to the attention of the midday manager who will record this on Cpoms. This will then be followed up as deemed appropriate by a member of SLT or class teacher and may result in a child having lunchtime play removed for a specific period of time. In this instance parents will be informed. The happy lunchtimes policy clearly states the behaviour system for children at lunchtime and will be followed at all times.

Our Happy Lunchtime System is as follows:

- **Children are motivated by praise.**
- **A child's behaviour is unwelcome, not the child.**
- **Catch them being good. To build a virtuous spiral.**
- **Incentives work. Benefit to themselves and the school. Peer pressure.**

- **Consistent boundaries. Clear expectations, fairly implemented.**
- **Provide constructive play opportunities. Boredom=trouble!**
- **A fresh start. Move on quickly. Forgive and forget.**

Goals – all pupils have been set a series of goals. These include:

- For pupils to show respect to staff, equipment and each other.
- For pupils to play with kindness and consideration
- For a quieter, pleasant dining hall.

The Zone – an area of playground will be known as ‘The Zone’. Each day a different activity will take place, drawn from a wide range of activities designed to appeal to differing ‘styles’ of play.

The Zone will be overseen by 1 member of midday staff who will determine each day’s activity. The activities will be rotated and the staff member on duty takes responsibility for the setup of the zone. They will ensure the rules are known and respected.

The Zone is designed to be inclusive – a place where everybody is welcome to come and play.

Midday teachers will take it in turns on a rota to plan the daily activity. **This will be put up on a board**, so pupils know what the activity is. . “The zone...Starring...Doing.”

Rules for the Zone

- Use the equipment in the zone – it can’t be taken out of the zone
- Everyone can join in (Children should reply ‘Of course you can’ when asked by another child if they can join in)

The Dining Hall

Staff and pupils want to ensure that the hall is a quiet and pleasant area to eat dinner. Staff will use an orange card to indicate that the volume is too loud/ turn it down and a red card if this doesn’t happen. Pupils will be set a challenge to have 5 consecutive days without a red card. If met this will be celebrated in assembly each week. Further challenges will be set e.g. 10 consecutive days will be rewarded with music in the hall. 20 consecutive days all children will receive a small prize. Pom poms are to be given out freely for children who behave well in the hall, walk nicely and for tables that are tidy.

Wet Playtimes

There will be a rota of lunchtime staff supervising classrooms during wet lunchtimes. This will be disseminated by the lunchtime manager. Classrooms will be left tidy with all resources put away neatly.

7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness.

The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept the consequences of their choices when mistakes are made and demonstrate they are learning from them

Rewards

At Greystoke Primary School we place huge emphasis on a positive behaviour system and stress the importance of positivity first. Positive behaviour will be rewarded with:

- Verbally praising children – being very specific what we are praising them for
- Smiles and visual encouragement
- Giving stickers
- Giving **house points** for especially good work or effort. These are then recorded by adding to the class tally chart. House Captains will count them every week and add them to the whole school

chart. The House Captains will announce the results in assembly and each term will organise a non-uniform day for the house that has won on the most occasions each term.

- A half termly head teacher commendation award for behavior which reflects any of our school values. Eg: kindness, determination, resilience, teamwork. Children will be presented with a certificate during achievement assembly. Each half term any child who has been awarded with this special accreditation will be rewarded with a hot chocolate with the headteacher on the last Friday of the term.
- At lunchtime children will be given **pom poms for good behaviour**, eating all their lunch, being kind and helpful or being good friends. These are added to House Towers in the hall and the winning house get additional house points which are announced in achievement assembly.
- Sharing good behavior and work with the deputy or headteacher

8. Consequences

There will be a new start every day.

The following sanctions will apply following the order stated for low level behavior issues in the classroom. Serious issues can escalate to any stage of the system at the discretion of the adult in charge:

- A verbal warning
- A recorded warning (recorded on a specific sheet)
- 5 minutes time out with work, in class
- 10 minutes time out with work out of class (usually in a partner classroom)
- sent to the Head Teacher/ SLT
- email home informing parents
- parents, staff and child to discuss
- loss of play and lunchtime privileges
- suspension from school
- exclusion from school

Informal communication with parents are an essential part of the sanctions process and class teachers are to decide the appropriate time to discuss behaviour with parents.

All incidents of poor behaviour where a red slip has been given will be recorded on CPOMS. When a red slip is issued, parents MUST be informed.

Children who don't complete the appropriate amount of work in lessons can be kept in for a short time during lunch or break time, to finish this work.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to their partner classroom or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class with play and lunchtime privileges removed until the work is completed.

On occasion, where a child has repeated and persistent poor behaviour which is disruptive to the learning of others or causing harm to property or people we may put that child on a tracker. This will involve more intensive involvement with the family of the child to ensure they are aware of the seriousness of the situation and will result in a weekly running record being emailed home to detail all incidents from the week that have been recorded on Cpoms. The aim of this is for the family to take

the time to discuss these choices with the child and the school and communicate difficulties, needs, suggestions, strategies and next steps in order to stop the unwanted behaviours continuing.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip is the last resort.

9. Whole school Behaviour system

Classroom management approach

Strong behaviours for learning are essential in order to ensure children are ready to listen and learn in a timely manner and that learning time is not lost waiting for children. At Greystoke we use an approach called 'Show me your best'. This is a simple but effective classroom management approach that allows the teacher to command the attention of the class immediately. The idea of this approach is when a teacher says to their class '3, 2, 1 - show me your best' the pupils then respond by doing the following in one go:

- They sit upright
- They fall silent
- They put their pens/ equipment down so they have nothing in their hands
- They fold their arms
- Their attention and focus is on the teacher with eyes looking to demonstrate they are ready to listen

Children will be trained in this approach from the very first day and teachers will explain the 'why' to them. Younger children will have picture cue cards on display to help support their understanding of what 'show me your best' means.

Sunshine & cloud chart

All classes follow the same system with some small adaptations for the nursery children to keep it simple.

A colourful graphic with children's names on pegs is in each classroom

All children start the day on the sunshine

Children are constantly being told to think about their choices and praise/ success is the first aim of the system. We follow the 'positivity first' approach in all aspects of this system and adults are encouraged to 'catch children being good'.

In the event of poor choices:

- A warning is given for poor behaviour and the child moves their peg down to a grey cloud – they are reminded that this is a warning but they can put this right by making the right choices and should aim to be back on the sunshine as quickly as possible
- If a child continues to break the school rules, a second warning is given and the child moves their name down again to the second grey cloud – they are once again reminded of the opportunity to turn this around but also warned that this is now serious
- A final warning given means the child moves down to the thunder cloud and is given a red slip. They are sent to their partner class for a set amount of time to consider their choices at the discretion of the adult and the severity of their choices. The partner teacher will take the time

to discuss the child's behaviour with them at a convenient time and the class teacher will ensure that parents are informed at the end of the school day

In the event of good choices:

- Children are asked to move their name up to the fluffy cloud and lots of positive praise is given
- If another good choice made children move up to the rainbow get a sticker and a note is sent home to advise parents

Any child ending the day on the rainbow – gets a rainbow slip to take home

Children can and should move up and down

Any red slips issued are logged on cpoms and parents MUST be informed the same day – this as a record of behaviour issues and will be collated every half term and shared with advisory board.

Any classes where no children have received a red slip for the whole term will receive a class gift.

Teachers will use this as a way to explain the children's responsibility to each other as well as themselves.

10. Lunchtime systems

REWARDS

1. **Pom Poms**. Midday teachers will award poms poms freely for positive behaviour during lunchtime. Children deposit the pom poms into a take-away container in their classroom in the correct house. These are then taken in the afternoon and deposited in four tubes (one per house). This will be located in the hall. The winning house will be announced in Friday's achievement assembly. There will be 50 house points for the winning house, 30 for 2nd, 20 for 3rd and 10 for 4th.
2. **Certificate** – each midday supervisor will nominate a pupil for a special mention in Friday's achievement assembly. These nominations will be completed on the sheet located in the staffroom and must be added to the sheet by Thursday. Certificates will include pupil name, staff name and reason for the award. Where relevant the reason will be linked to our school values.
3. **Table of awesomeness** – Once every term, midday teachers will nominate 6 pupils to sit at the 'top-table'. This will be a table of 'awesomeness'. The table will be decorated in a range of themes and have a lovely tablecloth and lights. Additional treats will be provided for the children such as cupcakes or chocolate bars. It will feel very special in acknowledgement of the child's efforts. A midday teacher will join the children for lunch and sit and chat with the children. This will be decided during a termly meeting with the mid-day supervisors and will happen in the last week of every term.

SANCTIONS

At lunchtime the Midday teacher will use the following stepped Sanctions:

Step one = **A QUIET WORD** – used when somebody 'gets carried away'. This involves telling pupils what is not acceptable without 'telling them off'.

Midday teacher should: 1. Listen if a child wants to explain. 2. Remain quiet and calm. 3. Be crystal clear about expectations 4. Leave pupil with a smile.

Step two = **2 MINUTE REFLECTION AND APOLOGY**. This is used when expectations / or school rules have been made clear but the pupil decides not to follow them. It is deliberate/ pre-meditated behaviour.

Midday teachers will explain what was unacceptable and the pupil will have a 2 minute time-out with the staff member quietly. The pupil will be asked to apologise and reflect on what they did, accept that they were wrong, show respect and take responsibility. At the end of the reflection period the midday supervisor will end the period positively with a thank you and a smile.

If the pupil refuses to co-operate and show the midday teacher respect then they will be given a warning. 'If you don't do it now it will be 5 minutes.'

If the child still refuses, then the reflection period becomes 5 minutes.

Step three = this is red line behaviour eg bullying, racism, violence, swearing, outright defiance (eg refusing 5 minutes reflection with midday teacher). In our sunshine behaviour system, they are the behaviour actions that would result in a child being moved directly to the thunder cloud.

In this instance, the member of SLT on duty is called for. The staff member deals with them according to the cloud system and sanctions. The Head Teacher/ Senior member of staff then takes the pupil back to the midday supervisor for the pupil to apologise and spend 2 minutes reflecting with the midday teacher who dealt with the original incident.

Step four = Where a serious breach of the school rules has occurred or a child is repeatedly failing to make the right choices, lunchtime privileges will be removed and the child will miss one or more lunchtimes and spend the time with a member of SLT. In this instance parents will be notified. Prior to being allowed back onto the playground they will be reminded of the school rules and why they have been given the sanction they have. Failure to learn from this may result in the child being served with a suspension for lunchtimes as per the behaviour policy.

End of lunchtime

A teacher on duty will blow the whistle and children will line up silently at the end of lunch time. Teaching staff will collect the children from the playground. The midday teachers will leave the playground promptly at 1.00 (KS1) 1:10 (KS2). The teacher on duty needs to remain outside until all the teachers are out and if necessary take in a class for any missing/late teachers. Children are not to be just sent into class without an adult.

11. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan or a Learning Engagement Strategy) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

Reasonable adjustments will be made to accommodate their needs (within reason) and to ensure that any barriers to learning are broken down. Help and advice will be sought from experts within the school and the trust as well as from outside agencies including the support of alternative provision staff where needed for key pupils. Holistic standards and school values will not be compromised and children will be expected to work within the enhanced provision offered. This may mean they do not follow the standard behaviour system and may work to an adapted version with their 1:1 or class teacher. Where all routes have been exhausted and poor choices or aggressive, disruptive behaviour

continue which have a detrimental impact on the learning or mental well being of themselves or others, alternative provision and /or suspension or exclusion will be a next step.

12. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

13. Exclusions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in a suspension or exclusion.

There are three types used:

1. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Fixed term suspension** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

14. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform

- In some other way identifiable as a pupil at the school

Or, behaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

15. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

16. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. This training also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

17. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member 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).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

18. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

19. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are Safety Intervention trained. However, behaviour management forms part of whole staff continuing professional development.

20. Review

This behaviour policy will be reviewed by the headteacher and the advisory board every year to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every three years.

Special Educational Needs and Disability Support Plan



| | | | |
|-------------------|--|--------------------|--|
| Start Date | | Review Date | |
|-------------------|--|--------------------|--|

This SEND Support Plan can be used to support referral for statutory assessment for an Education, Health and Care Plan (EHCP) or a request for top-up funding.

The SEND Support Plan should be reviewed at the end of the Key Stage if extension of top-up funding is requested.

| Child / Young Person's details | | | |
|--------------------------------|--------------------------|----------------------------------|-----------|
| Legal Surname | | First Name | |
| Preferred Surname | | Preferred First Name | |
| Date of Birth | | M/F | |
| Home Address | | NC Year | |
| | | UPN (Unique Pupil Number) | |
| School / Setting name | Greystoke Primary School | SENCo | A Simpson |

| Which services have been involved in the past two years? (Add additional as necessary.) | | | |
|---|--|--------------------------------|--|
| Service | | Supporting professional | |
| Service | | Supporting professional | |
| Service | | Supporting professional | |

| Parent / Carer details | | Additional Parent / Carer details | |
|------------------------|--|-----------------------------------|--|
| Title | | Title | |
| Surname | | Surname | |
| First Name | | First Name | |
| Home Address | | Home Address | |
| Telephone number(s) | | Telephone number(s) | |
| Email address | | Email address | |
| Relationship to CYP | | Relationship to CYP | |

Additional information

- Include here any relevant information on the child/young person's parents/carers or home situation, e.g. home language, armed forces family, etc.

ONE PAGE PROFILE

- Use this format or attach your own instead

My One-Page Profile

Insert
picture
here

What people appreciate about me?

I am very good at drawing.

I am very good at editing and making movies. I can make stop motion which means you take lots of pictures but every single time you move the object slightly.

I am a good friend because I am supportive in class.

I persevere. If someone bought me an unfinished Jenga tower, I would fix it.

What is important to me?

When I am at home, I usually like to play on my PlayStation. I really enjoy that. I like playing fortnight. That's a really good game.

How to support me

I struggle in Maths and English. I find most of it difficult. Having someone to sit with me helps me.

BACKGROUND

| Attendance over the past year (a copy of attendance data could be attached instead) | | | | | |
|---|--|--------|--|--------|--|
| Autumn | | Spring | | Summer | |

| List the dates of any fixed-term exclusions | | | | | |
|---|--|----|--|--------|--|
| From | | To | | Reason | |
| From | | To | | Reason | |
| From | | To | | Reason | |

| |
|---|
| Additional information <ul style="list-style-type: none"> Comment here to give relevant information on the child/young person's background, if needed |
| |

ATTAINMENT & PROGRESS

| | | | |
|--|--|-------------------|--|
| Early Years Foundation Stage levels <ul style="list-style-type: none"> This section should only be completed if the child/young person has not yet started school This should indicate whether the child is working at 1/2 or 1/3 of their chronological age. A copy of your own attainment information could be attached instead. | | | |
| | | EYFS Range | |
| Specific areas | | EYFS Range | |

| | | | | | | |
|---|---------|--|------------|--|-------------|--|
| Educational assessment levels or equivalent <ul style="list-style-type: none"> Please provide P levels, NC levels, GSCE grades, etc. as appropriate Copies of your own school reports could be attached as appendices instead. | | | | | | |
| Reading | Current | | 1 year ago | | 2 years ago | |
| Writing | Current | | 1 year ago | | 2 years ago | |

| | | | | | | |
|-----------------|---------|--|------------|--|-------------|--|
| Numeracy | Current | | 1 year ago | | 2 years ago | |
| Science | Current | | 1 year ago | | 2 years ago | |

Standardised test results

- This could include SATs, CATs, and any additional standardised testing undertaken

| Skill tested | Test used | Date tested | Age equivalent | Percentile | Standardised score |
|---------------------|------------------|--------------------|-----------------------|-------------------|---------------------------|
| | | | | | |
| | | | | | |
| | | | | | |

Additional information

- Comment here to give relevant information on attainment and progress, if needed

• has difficulties following instructions, and classroom routines • needs adult support to start and maintain attention on a task • has made little or no progress within the curriculum, except in specific areas of strength or interest • has difficulties recognising their own and others emotions, and regulating their emotions • may have high expectations of themselves leading to an inability to attempt some tasks

Access to additional adult support above 15 hours per week • Individualised support to implement recommendations from support services e.g. STT, SALT, OT, etc. • Programmes to develop social interaction and emotional wellbeing • Teaching focusing on both learning curriculum and social skills throughout the school day • Regular small group teaching of social skills with the ability of generalising these skills across the day are identified, with key personnel around the school aware of the child's programme • Individual workstation to develop independent learning skills if needed, but adaptations to the learning environment to encourage integration are evidenced with impact • Planned movement breaks to support sensory needs • Independent travel training to develop independence skills for the future as needed

Personalised timetable introduced in negotiation with pupil, parents/carers and staff. This may include temporary withdrawal from some activities..

Alternative curriculum opportunities at KS4, e.g. vocational/college/ supervised work placements. • Personalised literacy and numeracy programmes may be required to address gaps in learning associated with autism diagnosis • Individual support during breaks and lunch • Individual support around understanding diagnosis and what it means to the individual • Individual support around recognition and understanding of own emotions and those of others • Access to personalised visual resources to support with selfregulation • Access to alternative learning environment for those CYP who are unable to access learning in a mainstream school environment, to support return to mainstream school as soon as possible

SPECIAL EDUCATIONAL NEEDS

- Only sections which are relevant to the child/young person's needs should be filled in.
- If referring for statutory assessment or requesting top-up funding, please detail how the needs meet the criteria for an EHCP or top-up funding.

Diagnosis

- Record here any conditions with which the child / young person has been diagnosed, if any

EP has made a referral to a Paediatrician.

Cognition and Learning

Areas of
strength

Areas of
need

Communication and Interaction

Areas of
strength

Areas of
need

Social, Emotional and Mental Health (SEMH)

Areas of
strength

Areas of
need

Physical and/or Sensory

Areas of
strength

Areas of
need

HEALTH NEEDS

| | | | |
|---|--|--------------------------------|--|
| Record here any known health needs as advised by health services <ul style="list-style-type: none">• Please attach health report (if available)• Add additional rows as necessary | | | |
| Area of need | | Supporting professional | |
| Area of need | | Supporting professional | |
| Area of need | | Supporting professional | |

SOCIAL CARE NEEDS

| | | | |
|---|--|--------------------------------|--|
| Record here any known social care needs as advised by social services <ul style="list-style-type: none">• Please attach social care report (if available)• Add additional rows as necessary | | | |
| Area of need | | Supporting professional | |
| Area of need | | Supporting professional | |
| Area of need | | Supporting professional | |

OUTCOMES

Long term outcomes

- These should be agreed with the child / young person and their family

[illegible]

Include here any identified outcomes related to an educational, health or care need

- These should be specific, measurable, achievable, realistic, and time-based
- Not every row needs to be filled in if fewer outcomes have been identified. If needed, additional rows should be added.
- A copy of your own targeted plan could be attached if relevant

[illegible]

EDUCATIONAL PROVISION

Current provision

- Detail here provision the school/setting has put in place, over time and presently
- This should show evidence of the assess → plan → do → review process
- Please give evidence of how the £6,000 delegated funding is already being used (e.g. 15 hours TA support per week, specific therapeutic interventions, etc.) to meet needs

| Reception | |
|-----------|--|
| Assess | |
| Plan | |
| Do | |
| Review | |

| Year 1 | |
|--------|--|
| Assess | |
| Plan | |
| Do | |
| Review | |

Recommended provision

- Detail here provision recommended by the educational psychologist, specialist teacher, or other supporting professional
- Please indicate here how top-up funding or an EHCP will enable the school/setting to implement provision over and above the £6,000 delegated funding

HEALTH PROVISION

| Detail here input health services have provided to meet health needs |
|--|
| N/A |

SOCIAL CARE PROVISION

Detail here input social care services have provided to meet care needs

N/A

ATTACHED REPORTS & ADDITIONAL DOCUMENTS

Reports should not be more than 18 months old, unless especially relevant. (Examples)

| List here reports from services or additional documents relevant to this SEND Support Plan | | | | | |
|--|---------------------------------|-------------|--|--------------------------------|------------------------------|
| Name of document | Educational psychologist report | Date | | Supporting professional | Dr Claire Page |
| Name of document | Letter to Paediatrician | Date | | Supporting professional | Dr Claire Page |
| Name of document | MAPA forms | Date | | Supporting professional | MAPA trained staff at school |
| Name of document | LES Plan | Date | | Supporting professional | A Simpson |
| Name of document | Behaviour plan | Date | | Supporting professional | A Simpson |
| Name of document | Positive handling plan | Date | | Supporting professional | A Simpson |
| Name of document | PPPs | Date | | Supporting professional | A Simpson |
| Name of document | | Date | | Supporting professional | |

CONSENT TO SHARE INFORMATION

We may work with internal and external agencies in order to support your plan. These agencies are primarily health, education (schools) and our own social care teams. Working with these agencies may involve our sharing information you have provided in this plan, or gathering further information to support the details you have already provided. If you are happy to provide your consent to share this information in this way, please sign below.

| Signatures | | | |
|----------------------------|--|------|------------|
| Child / Young Person | | Date | |
| Parent / Carer | | Date | |
| Supporting professional | | Date | 13/11/2019 |

If you would **not** like to share this information please select which agencies we should refrain from sharing with by ticking the appropriate box.

Education ☐

Health ☐

Social Care ☐

If you have any questions regarding this sharing, please contact the Leicestershire Special Educational Needs Assessment (SENA) Service:

Email senaservice@leics.gov.uk

Phone 0116 305 6600

