



Support Systems for Students include:

All lessons will be well paced, with clear Learning Intentions; they will be appropriately delivered with suitable learning challenges and access for all students.

There is a system of regular meetings to identify students causing concern.

The following strategies may be used to support these students:

- early home/school contact
- daily report to Form Tutor, Pastoral Head, College Head or senior member of staff to track student behaviour
- appointment of a mentor to set appropriate targets in discussion with the student
- internal programmes such as anger management/conflict resolution/social skills

Support Systems for Parents includes

The support system for parents is accessible via liaison with:

- Form Tutor/Class teacher including parents' evenings and use of student planner
- Pastoral Head, College Head, Head of Department / Faculty, SENCo, SLT, Governors
- Outside agencies (for example CAMHS, AOT, Lichfield mentoring service, T3)
- Data available via Insight
- Monitoring and evaluation through Progress checks, Milestones, interim reports and consultation evenings

Support Systems for Staff includes

It is the responsibility of all staff to deal with minor and occasional misbehaviour and attendance issues. However, there will be occasions when staff will need a greater level of support. Staff who are having difficulty with an individual, class or group will receive support in the following ways:

- Form Tutor
- Head of Department/ Faculty (curriculum issues)
- Pastoral / College Head (social and emotional issues)
- SENCo/SLT depending on the issues.
- Outside agencies where appropriate.

When a student has been referred to a supporting member of staff the nature of the problem will be investigated by reference to behaviour records held on PARS. Follow up action will be taken, and parents informed. This may include a referral to local agencies. Pastoral / College Head, SENCo or SLT will decide when this is appropriate.



If interventions deployed by tutors, class teacher and the Pastoral Heads are not effective in modifying poor behaviour choices then the student may be moved to the Behaviour Support Plan stages (BSP) by the College Head or AHT Pastoral.

Behaviour Support Plan –

Formal Stages

4 weeks (approximate) review period for each stage

- *Formal Stage 1 - College Head*
- *Formal Stage 2 – Senior Assistant Head*
- *Formal Stage 3 – Deputy Head + Governor*
- *Formal Stage 4 – Headteacher + Governor*
- *Permanent Exclusion*

Behaviour Support Plan

A strategy for pupils who engage in continuous and serious disruptive behaviour. Students can go up and down the stages as behaviour changes.

The initial stage is **Cause for Concern**, instigated by the Pastoral Head. Parents will be required to attend a meeting at each stage of the Behaviour Support Plan to support their child in making positive changes.

Examples which may trigger this stage include:

- Persistent failure to meet learning expectations
- Multiple Class Teacher Detentions
- Failure to meet expectations of Form Tutor report
- Multiple Faculty Detentions (from lesson removals)
- Failure to attend detentions
- Persistent uniform issues
- Falling attendance
- Frequent lateness
- Inability to manage anger

Targets may include:

- Attend every day
- Arrive on time
- Wear correct uniform
- Bring equipment every day
- Follow class teacher's instructions
- Complete class work to expected standard
- Complete Homework to expected standard
- Daily report to Pastoral Head



First Written Warning (Stage 1 – reporting to College Head)

Examples which may trigger a Stage 1 include:

- Failure to meet previous Agreed Actions (Cause for Concern)
- Persistent failure or refusal to attend WSD
- Internal exclusions
- Failure or refusal to complete internal exclusion
- Second School Isolation (SSI)
- Fixed term Exclusion

Targets may include:

- Meet agreed actions from “Cause for Concern” meeting
- Attend detentions
- Complete internal exclusions
- Daily report to College Head

Second Written Warning (Stage 2 – reporting to Senior Assistant Head)

Examples which may trigger a Stage 2 include:

- Persistent failure to meet previous Agreed Actions
- Failure or refusal to complete internal exclusion
- Failure or refusal to complete detentions
- Failure or refusal to report to College Head
- Repeat SSI
- Extended FTE

Targets may include:

- Meet agreed actions from “Formal Stage 1” meeting
- Complete all sanctions as set
- Daily report to Senior Assistant Head (**loss of social time for poor report or failure to hand in daily**)

Third Written Warning (Stage 3 – reporting to Deputy Head)

At this stage, a meeting will be held with parents, student the Deputy Head and a Governor. A warning will be issued that continued failure to comply with the school’s Behaviour Policy could result in Permanent Exclusion

Examples which may trigger a Stage 3 include:

- Persistent failure to comply with the school’s Behaviour Policy
- Failure or refusal to report to Senior Assistant Head
- Increasing number of FTEs

Final Written Warning (Stage 4 – reporting to Headteacher)

At this stage, a meeting will be held with parents, student, the Headteacher and a Governor. A warning will be issued that the student is at significant risk of Permanent Exclusion

Examples which may trigger a Stage 4 include:



- Continued persistent failure to comply with the school's Behaviour Policy
- Failure or refusal to report to Deputy Head
- Increasing number of FTEs

Permanent exclusion

Stage 4 actions completed, with support strategies implemented, but no improvement has occurred.

The conditions to be met for permanent exclusion are:

- In response to a serious breach or persistent breaches of the school's Behaviour Policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Support strategies which may be offered as part of the BSP include:

- Time Out card
- RAG timetable – time spent in the LSU
- Pyramid timetable – extended time spent in the LSU
- Student Leader mentor
- Change of tutor group
- Change of teaching group
- Re-asses for SEND
- In-school counsellor
- Outreach work through Bridge Short Stay school
- Referral to CAMHS
- Referral to Education Psychologist
- Referral to Bridge
- Careers meeting
- Completion of EHA paperwork
- TAF meeting
- Raised at DIP
- Managed move