

## CONSEQUENCES SYSTEM: BEHAVIOUR IN THE CLASSROOM

In all classrooms we aim for praise and rewards to outweigh consequence. There should be an 80/20 ratio. We need to give attention on the positives aspects of behaviour.

'When students behave inappropriately give them what they don't want- a cool, mechanical, emotionless response. Save your emotion and passion and enthusiasm for learning and when students behave appropriately'.

Setting the scene for positive behaviour is key.

### Start of the lesson

- Teachers must meet and greet students, smile, be enthusiastic about working with students and the content of the lesson.
- Seating plans must be adhered to.
- The planner should be open at the correct date in anticipation of receiving reward stamps.
- Home Learning should be shared and recorded
- The teacher will promptly instruct students about the first learning activity (Bell work/starter activity).
- The register must be taken. Any lateness recorded and the number of minutes late recorded in SIMS. Students should be seated and ready to learn by the second bell (P3 and P5)

### End of the lesson classroom routines

- Check Home learning is recorded in the student planner.
- Any remaining merits from the lesson to be issued.
- Students should pack away equipment and other resources quickly and in an orderly way.
- Rubbish on the desk and on the floor should be put in the bin.
- Uniform should be checked, this includes making sure their school jumper/cardigan is on and shirts are tucked in.
- Students should stand behind their chair in silence and wait to be dismissed by the teacher.
- Teacher should be at the door or on the corridor supervising an orderly exit

### Giving achievements and praise

Have your merit stamper to hand when you are teaching. Rewards should be given for student contribution and strong performance in classwork and home learning.

Apply achievement and praise with care – explain the reason why a student has received the achievement or praise so this valued.

### Start each day with a clean slate

Make sure incidents are dealt with from the prior lessons. Make sure students who have been put in the Dept Buddy Room or On-Called you have spoken to before the lesson either in detention or a follow up conversation at break or lunch time.

### **Be consistent**

## Ecclesfield Learning Expectations

Students will show GRIT qualities in their learning

**Great Attitude:** Be positive and have a can do attitude. Communicate well with others and accept advice. Be optimistic and lift your mood.

**Resilient:** Bounce back quickly after things have gone wrong. Try again, try a different approach. Plan to achieve your goal in small steps. Keep your emotions under control and stay calm.

**Intrepid:** Be brave. Develop yourself by stepping out of your comfort zone to try new thing. Take on challenges and learn to cope with any feelings of panic or fear.

**Tenacious:** Learning takes time. Be patient. Listening, thinking and concentration skills are essential. Accept that it's part of learning and life to make mistakes. Reflect on what's happened and why.

**Be Supportive:** We can all achieve and enjoy school because we are a caring and supportive community. Our students will be supported by their teachers, associate staff and fellow students. Students will support one another.

**Be Proud:** All students will be encouraged to wear their uniform with pride, represent their school and House with pride and be proud of their achievements.

As a staff we need to be predictable, reliable and consistent in how we deal with poor behaviour. This enables us to deal with disruptive behaviour consistently and effectively. We expect all staff to operate in the agreed framework every day. It is one of the non-negotiable expectations of all staff.

The consequence system is there to support all staff to create a positive climate for learning this does not mean that effective behaviour management systems are not used. Effective and efficient behaviour management, pace, challenge and positive reinforcement should sustain in most cases students' enthusiasm.

### Corridor behaviour

Students demonstrating low level behaviour on the corridor (pushing, running, inappropriate language) should have their planner taken and a minus recorded by the member of staff. A student who has accumulated four minuses over the week then the Pastoral Leader should be informed and a detention should be arranged with Sue Nicolson. Serious breaches of conduct on the corridor should be recorded on SIMs.

### Classroom Consequences System

Seeking the **expectation for behaviour through positive behaviour management** such as **"thank you for getting your planner out"**, **"Robert thanks for putting your coat out of the way"**, **"Well done John you're already on task"**, **"Two minutes to complete the starter"**.

**"Are you ok there Annabelle, I will come over to you in two minutes to have look through your answers to question 1-9"**

All of these positive behavioural message are implicit and are seeking for **students to conform** and that you have **established your expectations** for the behaviour for learning in your classroom.

**From that point**, reminders are given to individuals where need be. **Strategies may include non-verbal (eye contact, pointing to the activity on the board) and or verbal reminders " Megan you need to settle to task now and avoid a C1"**

The following guidance is to **supplement our Ecclesfield School expectations for every lesson**. Students should work their way sequentially through the stages (unless immediate C4) and clearly understand **why they are on the consequence ladder and the next steps if their behaviour is not corrected**.

Consequences/ Behaviour	Behaviour Management / Dialogue strategies	Follow up Action	Responsibility
<p><b>C1</b> <b>First Formal Warning</b> Student(s) fails to improve their behaviour following the teachers informal verbal warning.</p> <p>To each stage of Consequence there is now follow up action</p>	<p><b>"Megan you have continued to talk despite the reminder. You are now on a C1. Let's get on with the task now please and avoid a C2. Thank you."</b></p> <p>The teacher should choose to do this quietly 1-1, rather than with an audience.</p> <p><b>Teacher may redirect behaviour</b> by praising those who are working well as soon as possible.</p> <p><b>This raises expectations</b> and diffuses situations.</p>	<p>The teacher must take the students planner at this point and put on the teachers' desk.</p> <p><b>C1 is recorded</b> on the students SIMS behaviour log.</p>	<p>Teacher Level Response:</p>
<p><b>C2</b> <b>Second Formal Warning</b></p>	<p><b>"Megan you have again continued to talk. You have now moved to a C2. Please continue your task at the seat next to John. You're going to work much better there and avoid a C3. Thank you."</b></p> <p><b>Teachers will offer 1:1 solutions</b> on how students can alter their behaviour e.g.</p>	<p><b>C2 is recorded</b> on the students behaviour log (this replaces the C1 record)</p> <p><b>The teacher should follow up</b> on what happens at this stage e.g.</p>	<p>Teacher Level Response</p>

	<ul style="list-style-type: none"> <li>• Set time markers for completing the work, “You are now here, when I come back in 10 minutes you need to be here.”</li> <li>• Moving seats</li> <li>• Different activity</li> <li>• Explanation of the task</li> <li>• Ask them to reflect on their behaviour – teacher give time for student to modify behaviour</li> </ul>	<p><b>Student to record C2</b> in planner (good practice for parents to see)</p> <p><b>Break/lunch detention</b> should be set to catch up with work.</p> <p><b>Conversation</b> to make expectations clear for next lesson.</p>	
<p><b>C3 Removal to Department Buddy Room</b></p> <p>This stage will be enforced by a C4/On Call, if the student is refuses to leave and do the C3.</p>	<p><b>“Megan you now need to leave the lesson and go to (state room number) because you have continued to talk and disrupt the learning of others. You are now on a C3. Please take your book and work. I will see you just before the end of the lesson to discuss my expectations.”</b></p> <p><b>At this point the student</b> must leave the room and go to the Department Buddy Room.</p> <p><b>Students must make their own way</b> to the Department Buddy Room.</p> <p><b>Teachers are not to get involved in any arguments</b> and remind the student you will discuss on their return.</p>	<p><b>Record in the students’ planner the time</b> they left the classroom and initial this.</p> <p>The <b>teacher in the Buddy Room</b> to check the <b>time the student</b> has arrived (should be no more than a couple of minutes).</p> <p><b>A reflection sheet</b> should be filled out by the student for use later on.</p> <p><b>At the end of the lesson</b> the student should return to classroom 2 minutes before the end of the lesson with their work for a <b>restorative conversation</b> (or arrange for another time) with the class teacher.</p> <p><b>The classroom teacher</b> should record the <b>C3 and a departmental detention should be set.</b></p>	<p><b>Curriculum Leader and teacher</b> to discuss follow up strategies if this is a repeated C3 in this subject.</p> <p><b>Administration</b> team to action the dept detention with a text and letter home.</p> <p><b>**Curriculum Leader</b> must have a <b>Buddy Room timetable organised</b>, agreed and sent to file in the On-Call folder.</p>
<p><b>C4 Removal Use of On-Call and Emergency Work Room (EWR)</b></p>	<p><b>A C4 should be issued where:</b></p> <p>The student repeatedly refuses to follow reasonable requests to go to the Buddy room or their behaviour/work rate continues to be poor when in the Buddy Room.</p> <p><b>Immediate C4 issued for:</b></p> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Violence or threatening behaviour to others</li> <li>• Walking away from members of staff</li> </ul>	<p><b>On-Call requested via the school MLE – Requests.</b></p> <p><b>On-Call enforces</b> the C3 by repeating the <b>teacher’s request to go to the Buddy room</b> and provides the choice of ‘buddy room’ or exclusion’ - do the right thing. <b>If the student refuses to do the right thing, they will be given a FT exclusion (internal/external as</b></p>	<p><b>Teacher &amp; Curriculum Leader</b> to discuss what prior intervention has been put in place and next steps (isolation from subsequent lessons, subject report, phone call home, appropriate work)</p> <p><b>On-Call</b></p> <p><b>EWR Supervisor</b></p>

	<ul style="list-style-type: none"> <li>• Extreme refusal to follow instructions</li> <li>• Refusing to hand over items such as mobile phones or any smart technology</li> <li>• Swearing at staff</li> <li>• Smoking</li> </ul>	<p><b>appropriate).</b> The student should be given work for the remaining part of the day and where the exclusion is internal, be isolated at break and lunch times. Students who fail in the Department Buddy Room will not be reintegrated but will be sent straight to EWR for the remaining part of day.</p> <p>Where a <b>student receives a C4, during P5</b> then further time should be booked into EWR until at least P4 the following day (PM)</p> <p><b>EWR supervisor</b> to log the student into the EWR.</p> <p>The <b>EWR supervisor will arrange with Admin a follow up detention</b> (communication by phone call / text) <b>until 4pm ideally on the same day.</b></p> <p><b>Class teacher must log the C4 on SIMS asap.</b></p>	<p><b>Admin</b> issuing detention and isolation day in EWR</p> <p><b>Pastoral Manager</b> (EWR students)</p> <p><b>C4 incidents will lead to the involvement of HoH and SLT</b></p>
<p><b>C4 Internal isolation/exclusion (Other issues)</b></p> <ul style="list-style-type: none"> <li>• <b>Continued violations of Uniform, Makeup, Jewellery</b> (refusal to remove or put on). Isolation for the day until 4pm.</li> <li>• <b>Poor/ dangerous behaviour at social times / on corridors</b> (at least Social time taken away)</li> <li>• <b>Persistently refusing reasonable requests.</b> (1 day in</li> </ul>		<p><b>Internal isolation/ exclusion</b> will be applied when a student behaves <b>wholly inappropriately</b> or there is <b>continued defiance of expectations and or disruption to learning.</b></p> <p>Planned isolation/ exclusion days <b>Pastoral Manager will make sure that students are in EWR</b> at the start of the day and settled to work.</p> <p>Students will <b>complete work from their timetabled curriculum</b> as timetabled in silence.</p>	<p><b>HH/PM or On-Call puts internal isolation /exclusion onto SIMS</b> and makes phone call home.</p> <p><b>Pastoral team must be made aware of the issue</b> if they are not taking the action themselves (by email)</p> <p><b>EWR supervisor</b> books student in EWR.</p> <p><b>Admin</b> set the detention and any follow up time in EWR</p>

<p>EWR and follow up detention until 4pm)</p> <ul style="list-style-type: none"> <li>• <b>Persistent disruption to learning</b> (Multiple On-Calls, x4 C3 incidents in a week)</li> <li>• <b>Missed after school SLT detention.</b> (1 day in EWR and follow up detention until 4pm)</li> </ul>		<p><b>Students who fail their internal exclusion/ isolation will be sent home (FTEX) and will need to re-do the internal isolation/ exclusion on their return.</b> This may be at in the <b>EWR, at Aspects or another Minerva Academy.</b></p>	
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**C5 Truancy:** For students who you know are in school or for students who have left your lesson without permission. Please make sure you check your registers carefully so these are allocated correctly. On-Call should be requested via MLE.

#### Reasonable adjustments for students identified with SEN

In line with the 2010 Equality Act, with regards to a student with an identified SEN, **all staff should make reasonable adjustments to this system to ensure it does not act as a barrier to learning or inclusion.** Please be mindful of students' strategies as detailed on MINT, together with your own knowledge and understanding of a student and adapt your approach to managing their behaviour accordingly. This will be especially relevant to students with identified needs such as ADHD and Tourette's for example.

#### On Call:

This should be an active duty for the members of staff On-Call including the back-up member of staff. Making sure students are settled to learning, de-escalating incidents, speaking to students in the classroom who have received a C1 or C2 (student planner on the teachers' desk will indicate this).

'On Call' should not engage in debate around behaviour or arguments about incidents. **Students should be given a clear choice and expected to do this within seconds or it is defiance.** Our focus is on learning and conversations should be moved to this swiftly.

Students at C3 or C4 should not be reintegrated into lessons their timetabled lesson.

#### Fixed Term Exclusion:

**Senior Leaders have the authority Fixed Term Exclude** a student once the facts are established and the investigation has happened – this may include witness statements & CCTV. Students who fail in the EWR should be FTEX.

**Senior leader may seek some consultation** from another Senior Leader or the Head of House re the FTEX. Length of the FTEX should be determined by a student's previous record – see SIMS.

**It is expected that students will increase the number of days** out as the number of exclusion increase (e.g. first and second exclusion 1 day, 3 exclusions 2 days). **Legally we can exclude for a total of 45 days** in an academic year.

**The Blue form should be completed by the member of staff On- Call.** In most circumstances this should then be sent to the Head of House/ Pastoral Managers to fill in the details of the reintegration meeting including date and time.

**If the exclusion warrants a Senior Leader conducting the reintegration meeting they should complete all details on the form and email the HH and PM to invite them to the meeting.** A phone call must be made before the student is excluded, this may be done by you or the Pastoral team. Admin have copies of the Blue form.

**A full detailed record should be logged on SIMS.** It is the responsibility of the 'On-Call' member of staff to make sure this is done quickly. This is very important to make sure clear details are recorded in SIMS to make the reintegration meeting purposeful and any subsequent decision **to refer to the B&A governors' panel or permanently exclude.**

**The pastoral team should put together a pack of work and email, post or arrange for this to be picked up by parent or carer.** Reintegration meetings **require that parents/carers bring completed work back into school.**

## Buddy Room Procedure

**Has the student arrived within 5 minutes of the time indicated in their planner must be initialled by the teacher?**

**Yes:** Direct the student to where they need to sit. Settle them down to the work.

Student to be sent back to their class teacher within 5 minutes of the end of the lesson.

If the student misbehaves they need to be sent to the EWR. 'On-Call' requested

**No:** Student need to be referred using the 'On-Call' system and sent to EWR.

Behaviour Type	Points	Suggested Action at each stage
C1 Lack of equipment (stationery, PE kit)	1	<ul style="list-style-type: none"> <li>• Student apology</li> <li>• Item confiscated</li> <li>• Item removed</li> <li>• Verbal warning given</li> <li>• Mediation with students</li> <li>• Break detention</li> <li>• Lunch detention</li> <li>• Phone call home</li> <li>• Uniform replaced</li> <li>• Extended deadline</li> <li>• After School Catch up</li> <li>• Temporary planner issued</li> <li>• Basics report card</li> <li>• Mentor report</li> <li>• Late Gate detention (P107b)</li> </ul>
C1 Graffiti in book / poor presentation	1	
C1 No book	1	
C1 No planner – 1 <sup>st</sup> offence	1	
C1 Talking out of turn	1	
C1 Low level disruption to learning	1	
C1 Incorrect uniform/ jewellery/ Makeup	1	
C1 Insufficient work	1	
C1 Ignoring first instructions	1	
C1 Late to lesson (first offence in a week)	1	
C1 Inappropriate conduct outside the classroom (corridor behaviour pushing, shouting and loudness on corridors, slow timing to lessons)	1	
C1 Home Learning issues	1	
C1 Out of bounds	1	
C1 Inappropriate language	1	
C1 Name calling	1	
C1 Late to school	1	
C2 Lack of equipment – 2 <sup>nd</sup> offence	2	In addition to the above..... <ul style="list-style-type: none"> <li>• Moved seats</li> <li>• Different activity set</li> <li>• Student reflection time</li> <li>• Letter home</li> <li>• Request to meet parents</li> <li>• Break / lunch detention with classroom teacher</li> <li>• Pastoral Report (pattern) /dept report</li> <li>• Department isolation</li> <li>• Punctuality report</li> <li>• Punctuality detention (late to lessons over a week) (P107a)</li> <li>• Mentor report</li> <li>• Subject report</li> <li>• Pastoral manager report</li> </ul>
C2 Late to lesson (second occasion in a week)	2	
C2 Graffiti in book/ poor presentation – 2 <sup>nd</sup> offence	2	
C2 No planner – 2 <sup>nd</sup> offence	2	
C2 No book – 2 <sup>nd</sup> offence	2	
C2 Test/ Exam misdemeanour	2	
C2 Continued low level disruption to learning	2	
C2 Continued talking out of turn	2	
C2 Insufficient work	2	
C2 Ignoring instructions following a verbal warning	2	
C2 ICT violation	2	
C2 Confrontation with students	2	
C2 Refusal to participate following a verbal warning	2	
C2 Inappropriate language	2	
C2 Continued inappropriate conduct outside the classroom (corridor behaviour pushing, shouting and loudness on corridors, slow timing to lessons)	2	
C2 Homophobic Language	2	
C2 Mobile phone/Smart Technology violation (3 violations C4 – EWR)	2	
C2 Racist Incident	2	
C3 Failure to comply with classroom rules/ expectations	3	<ul style="list-style-type: none"> <li>• Dept detention (after school) for Curriculum issues (compulsory)</li> <li>• Pastoral/Senior leadership detention</li> <li>• Subject Report</li> <li>• Curriculum leader report</li> <li>• Head of House report</li> <li>• Pastoral Intervention programme (patterns)</li> <li>• Separation from class/ other students</li> <li>• HH/ PM intervention</li> </ul>
C3 Failed to attend late to lesson detention	3	
C3 Failed to attend late gate detention	3	
C3 4x minuses in a week	3	
C3 Selling contraband	3	
C3 Being with a smoker	3	
C3 Misuse of school property /equipment	3	
C3 Persistent disruption to learning (following two formal warnings)	3	
C3 Defiance	3	
C3 Exam conduct	3	
C3 Littering	3	
C3 Alleged Bullying	3	



C3 Insufficient work in Buddy Room	3	• Head of House/ CL Observation
C3 Repeated home learning issues	3	
C3 Failure to attend P6 study support	3	
C3 Failure to attend after C2 detention with class teacher	3	
C3 Mobile phone/Smart Technology repeat violation	3	

Behaviour Type	Points	Suggested Action at each stage
C4 Refusal to follow instructions following C3	4	<ul style="list-style-type: none"> <li>• FTEX 1 day – 5 days</li> <li>• Head of House Observation</li> <li>• SLT report</li> <li>• EWR</li> <li>• Internal Isolation</li> <li>• Internal Exclusion</li> <li>• Referral to Aspects</li> <li>• IBP (inc IEP, PSP)</li> <li>• Parent meeting with SLT</li> <li>• Parent meeting with HH</li> <li>• Requested to B&amp;A Governors Panel</li> <li>• Police involvement</li> <li>• Personalised timetable</li> <li>• Final Formal Warning</li> <li>• Behaviour Contract</li> <li>• Referral to external agencies</li> <li>• Truancy Report</li> <li>• Restorative justice</li> <li>• Permanent Exclusion</li> </ul>
C4 Insufficient work in the Buddy Room	4	
C4 Refusal to go to Buddy Room	4	
C4 Walking away from staff	4	
C4 Refusing to hand over Mobile phone / Smart technology	4	
C4 Serious H&S issues	4	
C4 Uniform violation (refusal to remove or replace)	4	
C4 Homophobic bullying with malicious intent	4	
C4 Bullying (persistent and sustained)	4	
C4 Swearing	4	
C4 Extreme poor/ dangerous behaviour in social areas	4	
C4 Incitement of anti-social behaviour	4	
C4 Intolerance of British Values	4	
C4 Physical assault	4	
C4 Verbal aggression	4	
C4 Racist Incident	4	
C4 Smoking/Substance abuse	4	
C4 Theft	4	
C4 Damage to property		
C4 Anti-social behaviour outside of school gates	4	
C4 Social media/ ICT violation	4	
C4 Missed after school SLT detention	4	
C4 Refusal to follow reasonable requests	4	
C4 4 C3 incidents in one week – persistent disruption	4	
C4 Failed isolation period in EWR	4	
C4 Failure to attend after school Department detention	4	
C5 Truancy (walking out without permission, failed to attend)	4	

**Consequence Tariff:** The tariff we operate may change to meet the needs of the school. All changes will be shared with staff and then students. The consequence tariff will reflect the behaviour for learning we expect at Ecclesfield School.

**Linked Documents:**

- Rewards Policy
- Behaviour Policy
- SEN in a Nutshell
- Teaching and Learning Policy

**Note:**

**Detention system will be reviewed to look at how we can gain a more immediate and responsive system**

**Pastoral Interventions are being developed and refined so there is a shared understanding of response and follow up actions.**

# EWR

A day in EWR begins at **9:00am** and finishes at **4:00pm**.

**Mobile Phones must be switched off** and handed over to the EWR teacher **before going into the EWR room**. Mobiles will be returned when you leave at 4:00pm.

**Bags are put on the floor and outside coats removed.**

**There is no eating or chewing in the EWR. Only water is permitted.** Your booth will be checked for graffiti, gum and vandalism after each period. Graffiti, gum or vandalism will mean another day in EWR and a bill for the repairs.

**A Reflection Sheet** must be completed.

**You must work in silence.** If you require assistance raise your hand and wait.

**Work will be provided for you. You are not permitted to leave under any circumstances.**

**Breaktime and Lunchtime will be spent in EWR**

**Your behaviour, attitude and work rate will be assessed by the EWR teacher during each period.**

If your behaviour, attitude and work rate is unacceptable at any point during the day you will **receive a formal verbal warning from the member of staff on duty**. This will be logged. If you receive a **second warning which will be written** you will spend another day in EWR.

I agree to these rules..... Student signature.....



## Notification of Fixed Term Exclusion

<b>Notification of Fixed Term Exclusion</b>									
<b>Name of Student</b>									
<b>Form Group</b>									
<b>House</b>									
<b>Reason</b>	Physical assault against a pupil		Physical assault against an adult		Verbal abuse / threatening behaviour against a pupil				
	Verbal abuse / threatening behaviour against an adult		Bullying		Racist Abuse				
	Sexual Misconduct		Drug and Alcohol /related		Damage				
	Theft		Persistent disruptive behaviour		Other				
<b>Date from</b>			<b>Date to</b>			<b>No. of days</b>			
<b>Reintegration Date</b>				<b>Reintegration Time</b>					
<b>Level 1 Pastoral Manager</b>	JBN		KSY		BF		ACR		LTS
<b>Level 2 Head of House</b>	RM		EJM		DT		ADN		SM
<b>Level 3 SLT</b>	RSE		CF		RWK		KDY		
<b>Work sent home with student</b>				<b>Work posted home</b>					
<b>Signature</b>									

## Appendix C Protocol

### Reintegration meetings Following a Fixed-Term Exclusion

**Purpose:** Is to create a plan for students to take responsibility for his or her learning. The reintegration meeting should include covering a student's academic progress, as well as their behaviour.

#### The meeting should determine:

- What the student wants to achieve
- Where the student is in relation to their goals
- What the student will need to do to achieve these goals

#### Who should hold the Reintegration meeting?

Lead Professional	Descriptor
Pastoral Manager	First exclusion, which is possibly a one off isolated incident.
Head of House	Multiple FT exclusions (4) and increasing concerns re academic performance and conduct in school.
Senior Leadership	Railed reintegration. Subsequent exclusion following Head of House reintegration meeting. Pastoral Manager to attend (share information prior to meeting).
Headteacher	Students who are at risk of permanent exclusion and a behaviour contract issued


#### Prior to the meeting – basic checks

Data Report	SEN (register and MINT strategies) external agencies	Attendance and punctuality
Behaviour log	Involvement of external agencies (MAST, CYT, EP)	Summary of provision so far

#### During the meeting

1. Students may be present for all or some of the meeting. The goal is to get parents on side.
2. Can they produce the work from the reintegration meeting – building accountability.
3. Steep the conversation in learning and achievement as quickly as possible.
4. Agree the process to move forward – parent support is crucial and the continuum with home.
5. Agree the actions we will take as a school...
6. Record the actions on the reintegration document. Scanned by Admin into SIMS.
7. Feedback and follow up mechanism agreed

Parental Involvement	Pastoral
Area for study at home	Monitoring – report and to who? Rewards built in
Planner check – signed	Careers interview
Setting up for the day: school bag, breakfast, alarm set	Attendance at extra-curricular
Study guides expectation to complete work	Referral to other depts. in school (SEN, PLC, Aspects)
Rewards at home when things go well	Behaviour interventions – group work, anger management
Engagement with other professionals	Liaison with CLs if subject related (class, restorative work, isolated in dept)
Email for teachers and contact details	Referrals to outside agencies (MAST and parental commitment here)
Parental signature to the Home/ School agreement	Academic mentoring based on learning
Agreed Review date and meeting	In class support/ observation

		Student File		
		<b>Parent/Student Meeting Following Fixed Term Exclusion</b>		
<b>Student Name:</b>				
<b>Mentor Group:</b>		<b>Year Group:</b>		
<b>Lead Professional</b> (initials)	<b>Pastoral Manager</b>	<b>Head of House</b>	<b>Senior Leader</b>	
<b>Information, Intervention and Interaction:</b>				
<b>Meeting Record Completed/Scanned and added to SIMS</b> (tick when completed)				
<b>Date of Meeting:</b>		<b>Reason for FTEX:</b>		
<b>Discussion</b>				
<b>Details of Support/ Intervention Required</b>				
	What?	When By?		
School actions				
Parent actions				
<b>Parent signature:</b>		<b>Staff signature:</b>		
<b>Additional Information</b>				
<b>Feedback:</b> Please indicate date of contact, by who and when? Phone call Report sent home Letter Email				