

Appendix A

What happens when a child is repeatedly struggling to meet the school's expectations?

- **How is this identified?**
- **What actions will be taken to support the child?**

Behaviour Policy:

All Reflect and Repairs will be recorded on CPOMS.

Procedures for monitoring behaviour:

Friday afternoon the Learning Mentor will collate the Reflect and Repair sessions for the week and report this to the headteacher and SENCO. This will be reviewed at SLT on Monday evening and any actions to be taken will be planned in for the week.

Supporting a child

What will happen if a child has 5 or more Repair and Reflect sessions in a 2 week period.

- Class teacher to unpick the behaviour through Repair and Reflect sheets with SENCO (KS2) or DHT (KS1 and EYFS). Repair and Reflect to be categorised. See Appendix B. The class teacher will then develop a plan to support the child.
- Invite parent in for a meeting with class teacher and SENCO/DHT if deemed necessary a PCR. The use of a PCR structure will give a balance and also focus on the positives. During the meeting the following items must be addressed:
 - Explain that all behaviours have been dealt with in school. Clarify that this meeting is to make the parent aware that their child is struggling at the minute and that we want to work with them to find the reason for the current behaviour to enable their child to succeed.
 - Make them aware of the behaviours and wherever possible ensure before talking about impact that we have ruled out whether this is an SEN or behavioural and choice driven.
 - Explain what has been found during Reflect and Repair.
 - Dig Deep- Is this behaviour seen at home? Has there been a change in circumstances?
 - Is there a need for Early Help? If needed and they will engage, a separate meeting needs to be booked with the Learning Mentor to complete the assessment.
 - Put a plan together about what is going to happen based on findings. (Class teacher and SENCO will already have an idea of what to do)
 - Invite child into the meeting and explain what has been discussed. Tell them you have taken into account what had been said during reflect and repair. Is there anything they want to say?
- Following the initial meeting the behaviour will be monitored in line of what was agreed.
- During the 2 weeks monitoring period, all or some of the following may be appropriate to further understand the inclusion difficulties.
 - Observations of child by SENCO/SLT
 - Speech and Language Assessment (Wellcomm)
 - Reading Age Assessment, Phonic
 - Emotional Well-being Assessment
 - SEND Checklists completed by both teacher and parents.
- Meeting with parents following 2 week monitoring to feedback on findings and behaviour.

- Discussion of findings from monitoring, plan of action. Do any further referrals need to be made?
 - If behaviour has not improved, teacher to carry out Functional Behavioural Analysis.
 - Following this meeting with SENCO to unpick and put in place strategies to support.
- Further monitoring: 2 weekly meetings with parents
- Should behaviour not improve within 6-8 weeks, SEMHs team, QEST, or SALT will be contacted for further advice.