



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

Sheldon School Inclusion Framework: Secondary

We have a clear framework for Inclusion, which provides clarity about the support, intervention and assessment that will be provided where children's behaviour is a cause for concern. Early intervention is central to supporting children with behaviour difficulties, with the long-term aim of reducing suspensions and possible direction to alternative provision.

Below is a list of our different stages and possible interventions that may take place.

Overview

	Tutor Phase	Initial monitoring	Rising demerits / detentions / internal suspension
Stage 1	HOY Phase	Behaviour contract and appropriate interventions	Two external suspensions
Stage 2	HOY / LT Phase	Short Term AP and / or Reduced TT and ESA - SEND interventions	Three external suspensions
Stage 3	HOY / LT Phase	Personalised provision / managed move	Unsuccessful reduced provision



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

TUTOR PHASE	
Expected actions	<p>Contacting the parent or carer to discuss concerns about behaviour record</p> <p>Discussion with student in 1:1 session</p> <p>Talking to teaching staff about the learner</p> <p>Monitoring behaviour and rewarding improvement through the school epraise system</p> <p>Liaison with the Year Head to review progress and any decision regarding phase reduction or increase</p>



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

STAGE ONE : HOY / DHOY / PSW		
Behaviour Interventions Following Two External Suspensions or a significantly high number of demerits, or one off significant poor behaviour		
LEARNER FOCUSED	PARENT FOCUSED	ASSESSMENT AND WHOLE SCHOOL
Behaviour Contract Student signs behaviour contract, which sets out their targets. Specific targets will be given and clarity about what consequences the school will use for each behaviour. This will also include any detail of support and will link to the overall student support plan.	Parents will sign the behaviour contract, which makes it clear what actions they should take to support improvement e.g. sign report every day, attend meetings, support school by home consequence and rewards approach	The school will sign the contract and will make it clear what the next steps will be if the learner does not achieve their targets e.g. managed move/ AP A copy will be kept on file and sent home.
Complete a behaviour for learning profile with the learner to assess engagement with the curriculum, relationships with key staff and peers and access to learning barriers.	What is working well at home? What concerns do the parents have? How are the parents using a consequence and reward system at home to support school?	Behaviour for learning profiling / ms forms behaviour profile
RAG rate their timetable as a guide to uncover issues with teachers, access and peers.		
Use a daily check-in/positive report card		Analyse epraise data to identify trends / times of day / lessons / peers.
Review seating plans for all classes	Parents should be checking this report themselves every day and	Update teachers on targets and use of reward system



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

Organise a round robin from all teachers to review what is working well for this student in class	adjusting their rewards and sanctions accordingly	
Analyse the behaviour data on epraise-consequence and rewards. Are there patterns emerging from certain subjects.	Feedback a summary of the information to the parent.	Use the round robin to share with all teachers where the learner is being successful and why this may be?
Consider ACEs (Adverse Childhood Experiences) what do you know about their history? Who is a trusted adult they would connect with?		Use this review to meet with those staff.
Are there identified SEN needs? Review CAT tests, reading age and assessment data – is progress being made?		
SEND Referral		SEND Assessment
Peer Mentor		Raise profile of learner with teaching staff and rewards-based approaches as appropriate Review consequences and rewards data.
Daily Check in		
Tutor Report Card		
Time out card		



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

Stage 2: HOY / LT

Behaviour Interventions Following Three External Suspensions or a significantly high number of demerits or one off significant poor behaviour

LEARNER FOCUSED	PARENT FOCUSED	ASSESSMENT AND WHOLE SCHOOL
Short-term AP. Reduced timetable to reduce risk of suspension on return after positive engagement with AP (REP)	Fortnightly feedback meeting with HOY/ LT member Parents must sign to agree to the reduced day.	REP Paperwork Completed CPOMS Log Attendance officer made aware
ESA Opened	ESA Meeting with parents / Reduced TT discussed and agreed Other professional working with family included in ESA reviews.	Would the parent benefit from parenting support work through Wiltshire LA
Classroom observations using observation form to be clear about triggers for behaviour and engagement.	Feedback to parents	Feedback to teaching staff from observations. Academic assessment review Analysis of behaviour types and lessons
Outcome of SEND Referral indicates SEND	SENCO meeting and HOY / LT with parents	Does this learner meet the criteria to be placed on the SEND Register Review the learner and evidence with the SENCo and agree on any further assessments across speech and language, cognition and learning or social emotional and mental health. IPP shared with staff
Tutor group / class changes for a fresh start with relationships to be considered		



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

Stage 3: School move / AP

Following unsuccessful period on AP and REP

LEARNER FOCUSED	PARENT FOCUSED	ASSESSMENT AND WHOLE SCHOOL
Managed move	Options presented to Parent	PDL discussion with local HT's
Alternative provision <ul style="list-style-type: none">Academy 21	Inclusion lead meets with parents to explain AP process	
Managed Move review after 6 weeks with partner school - Off role after 12 weeks	Initial meeting at partner school with parent Sheldon to organise uniform and transport for trial period Partner school to inform parent of successful MM	
AP review to take place every 4 – 6 weeks	Meeting with Parent and AHT	CPOMS Log – AP Review Form



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

Student Behaviour Check list

Name	
Tutor Group	

<i>School Action</i>	<i>Completed / Notes</i>
STAGE 1	
<i>Behaviour Contract</i>	
<i>Behaviour for learning profile</i>	
<i>RAG Rate timetable</i>	
<i>Positive Report Card</i>	
<i>Daily Check in with trusted adult</i>	
<i>Communication with all teaching staff</i>	
<i>Identification of ACE's</i>	
<i>SEND assessment and interventions if appropriate</i>	
Stage 2	
<i>Short term AP – Online Learning</i>	
<i>Phased return to school</i>	
Stage 3	
<i>Managed Move</i>	
<i>Alternative Provision</i>	



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

Note – not all elements are compulsory and are used at the school's discretion.