

CROESYCEILIOG SCHOOL

YSGOL CROESYCEILIOG

Relationships Policy



“Learning, Respect, Ambition”

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“At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.”


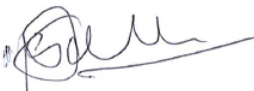
Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

CROESYCEILIOG SCHOOL

Relationships Policy

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|---|---|
| Author | Croesyceiliog School |
| Consultees | All staff, students and parents of Croesyceiliog School |
| Names of school staff responsible for maintaining the policy | Mrs H. Rawle-Jones, Mrs R .Edwards |
| To be read in conjunction with | Anti-bullying policy, Vulnerable Learners Policy, ALN policy, Safeguarding Policy, Strategic Equality Plan, Acceptable Use Agreement and Education Workforce Council Good Practice Guide Positive Working Relationships |
| Date policy formally approved by Governing Body | July 2025 |
| Review date | July 2026 |
| Signed by Headteacher |  |
| Signed by Chair of Governing Body |  |

Croesyceiliog School Vision and Values

Emotional Health, Wellbeing and Positive Relationships across Our Whole School Community

Our Learning Vision

At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning. Our school values are set out in our co-constructed Learning Manifesto underpinned by the three strands of **Learning, Respect, and Ambition**. Strong relationships between all members of our community are essential if every individual is to thrive and succeed.

Our approach to building high quality relationships is aligned to our vision for learning and the values set out in this. The policy carefully considers the United Nations Convention for the Rights of the Child, the Equality Act (2010), is congruent with the Professional Teaching and Leadership Standards, and those for Assisting Teaching and the Education Workforce Council's Code of Professional Conduct.

Our school places **Relationships** at the very core of all we do:

- ✓ between students;
- ✓ between staff and students;
- ✓ between staff – leaders, teachers and support staff;
- ✓ with parents and guardians;
- ✓ with other professionals working with the school;
- ✓ with the wider community that surrounds the school.

We place the value of relationships front and centre of our work in our school. We hold the firm belief that behaviour can be learnt as much as any curriculum content. We understand that we can teach students positive learning behaviours. We understand that every behaviour is communication, often, of an unmet need. We know that emotionally regulated, calm and curious adults who model what they teach and separate a child's negative emotional response from their own, fosters successful relationships. We know our students well.

Our school ethos of Learning, Respect and Ambition is reinforced through our Croesy Ready to Learn expectations for students at Croesyceiliog School

PART A – PROACTIVE METHODS FOR STAFF

| Ready to Learn |
|--|
| <ol style="list-style-type: none">1. Arrive on time to all lessons2. Be equipped, organised and ready to learn3. Follow classroom routines and expectations first time4. Complete the 'Do Now' activity independently5. Sit where your teacher has asked you to6. Follow the 'Rules for Talk'7. Be resilient - have a 'can do' and 'will do' attitude8. Show good manners - say please, thank you and sorry9. Care for the property of others and our school buildings10. Students are expected to use the toilet during break/lunch (to avoid loss of learning time) |

Knowing and understanding our students and their influences

We expect all staff to know their students well. Knowing our students, as learners and as people, is key to building positive relationships. This begins with the Form Tutor building a supportive and developmental relationship with their tutees. We expect all staff to ensure they read information and data on their students, taking time to understand important ALN information and details on our vulnerable learners; staff can access this information through our IDPs and the Know Your Students database. Our staff have a knowledge of neurodiversity, and understand how trauma can affect our relationships and behaviours, through our Adverse Childhood Experiences (ACE) professional learning. We have a lively and flexible formal, and informal curriculum that is accessible for all students, including those with learning and other difficulties.

As a staff, we have identified the following areas of good practice when it comes to building relationships.

| Building Relationships | |
|--|--|
| <ul style="list-style-type: none">✓ Say 'hello' in the corridor✓ Show interest in students – ask questions about things outside of school✓ Make yourself available✓ Build trust by delivering on what you say you will✓ Create good connections, a team ethos within any group and expect support of one another✓ Use ice-breakers to build relationships✓ Read the Confidential Student Update weekly | <ul style="list-style-type: none">✓ Start every lesson afresh – 'unconditional positive regard'✓ Welcome students to your classroom✓ Know students well; their data, interests, learn their names early etc., using this knowledge to build effective seating plans✓ Build on successes, however small✓ Make positive connections with parents / guardians |

Teaching Learning Behaviours

We expect all staff to support our shared vision and core values of Learning, Respect and Ambition as outlined in our Learning Manifesto. The co-constructed summary of what our Learning Manifesto looks, sounds and feels like at Croesyceiliog can be found in Appendix A. As a school, we expect all staff to create the conditions for our students to be successful, we are visibly consistent through:

- ✓ Being at your classroom door during lesson changeovers to reduce queueing in corridors
- ✓ Having a 'Do Now' activity on the board ready for students to begin learning quickly
- ✓ Beginning and ending lessons in an orderly manner, with students dismissed calmly, a row at a time, in preparation for the next lesson

- ✓ Issuing Classchart Points regularly, celebrating individual student's success and acknowledging students who demonstrate behaviours that reflect our school ethos
- ✓ Consistent use of the whole school behaviour system, utilising the graduated response to set consequences for poor behaviour and issue behaviour points
- ✓ Addressing issues such as uniform, mobile phones etc., particularly when in corridors and communal areas; no staff should ignore the issues to avoid challenging behaviour. Staff will always be supported when addressing issues.

Staff are expected to create a welcoming and secure learning environment, in which everyone has chance to fulfil their potential. Learning behaviours are woven into subject content and staff effectively plan lessons that will secure positive behaviours and create a learning environment where all students can learn and succeed.

Using classroom management strategies to support excellent classroom behaviour and using simple approaches as part of our regular routine

| Maintaining relationships | |
|--|--|
| <ul style="list-style-type: none"> ✓ Be assertive ✓ Tailor activities to individuals, acknowledging we all have different aptitudes and interests ✓ Treat all fairly ✓ Be non-confrontational ✓ Differentiate approaches ✓ Model language, behaviours and manners ✓ Speak in an even tone, avoiding the temptation to shout ✓ Be emotionally predictable ✓ Have consistent expectations ✓ Use 5:1 ratio of positive-to-negative interactions | <ul style="list-style-type: none"> ✓ Give trust and responsibility in the classroom and through tasks set ✓ Create a shared set of expectations and boundaries and do not let these slip. Our visible consistency is key. ✓ Use restorative approaches ✓ Give praise and affirmation ✓ Plan for changes ✓ Use de-escalation techniques such as changing the subject or distracting ✓ Deliver empathy statements and communicate care ✓ Use verbal and non-verbal praise (especially specific behaviour-related praise) |

Walkthrus can be a highly effective tool for establishing classroom conditions essential for effective learning. Staff can access and use the Behaviour & Relationships section of the Walkthrus manual to develop strategies that will be effective for their classes.

Rewards

Consistently rewarding and acknowledging students who demonstrate conduct in line with the school values of Learning, Respect and Ambition is essential to foster positive relationships and behaviour. We use the following recognition and rewards.

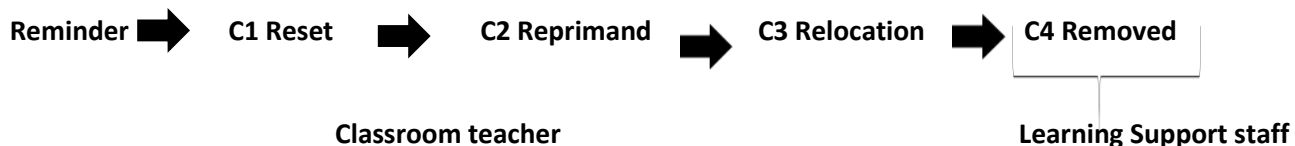
- Verbal praise
- Classchart achievement points
- Positive phonecalls home
- Positive postcards
- Student shout outs
- Student of the week/month
- End of term celebration assemblies
- Awards evening

PART B – REACTIVE INTERVENTIONS

Using targeted interventions to meet the needs of individuals in our school.

Mistakes are sometimes made and therefore relationships will need repairing. Some young people, due to needs and ACEs, will need more intensive support.

Although staff may employ all of the strategies outlined above, at times students will need to understand that unacceptable behaviours will lead to consequences. Our whole school Staged Response to addressing behaviour and rebuilding positive relationships can be seen below. Further detail can be found in **Appendix C**.



Detailed guidance on the graduated behaviour system can be found in Appendix C.

The Senior Leadership Team, Extended Leadership Team and Heads of Year follow a Learning Support rota where the main focus is to observe the learning culture across the school. They also respond to C4 requests from staff to remove a student who is demonstrating persistent disruption, defiance or unsafe behaviours in the classroom. (Please see **Appendix E** for further information on what behaviours would constitute a need for this).

There are times when behaviours occur out of the classroom that are detrimental to the school community. These behaviours are also recorded in line with the whole school behaviour system and addressed by the pastoral teams or senior leaders. (See **Appendix C**)

Faculty report

Student behaviour is tracked weekly by Heads of Department. Students who demonstrate persistent poor behaviour in a subject are placed on faculty report and closely monitored.

Ready to Learn

If a student makes poor behaviour choices or demonstrates behaviours that are not in line with our Ready to Learn expectations then they will be placed in our Ready to Learn room and supervised by two members of the behaviour team. When in Ready to Learn, students are expected to follow expectations and complete work in accordance with their timetable. Students will also be encouraged to reflect on their behaviour and make positive changes that will enable them to re-engage positively in school.

Internal Exclusions

Internal exclusions are imposed for serious and/or persistent breaches of our school rules. Internal exclusion serves as a serious sanction directly below a Fixed Term External Exclusion, but above other sanctions such as our Ready to Learn Room or detentions. An internal exclusion does not allow students to engage with the school community, but does enable students to carry on with their learning in a school based environment. Students who are issued an internal exclusion are placed in our Internal Exclusion provision in the Behaviour Unit and supervised either by a member of the Senior Leadership or Extended Leadership Team. Students are expected to complete work and engage in restorative sessions, enabling them to reflect on behaviours and change their mindset in order to ensure a positive reintegration into school when the period of internal exclusion is over.

Fixed-Term Exclusion and Permanent Exclusion (Appendix F). For serious and / or persistent serious issues, the school may have no option but to exclude a learner. All decisions on both fixed-term or permanent exclusions must be made by the Headteacher, in line with Welsh Government *Exclusion from schools and pupil referral units (2019)*

Interventions (Appendix H)

At Croesyceiliog, all consequences are closely linked to interventions, to enable us to support students in facilitating long-term behaviour change. An intervention may be as simple as a restorative conversation, monitoring or as complex as an Individual Behaviour Plan (IBP), Individual Development Plan (IDP), bespoke provisions and support from outside agencies. Pupil behaviour and attitude to learning is effectively tracked and monitored daily by the pastoral team. Students who present as a concern and who are therefore vulnerable due to persistent behaviour issues are placed on our Staged Intervention Process. (See **Appendix H**). In all cases, the student is placed at the centre of any intervention and their effectiveness is reviewed and evaluated regularly.

Appendices

Appendix A - Croesyceiliog Learning vision and manifesto

Our learning vision is:

At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.

At Croesyceiliog School.....

| | |
|----------------------------|--|
| We seek Learning | <p>We understand learning happens everywhere and is preparation for the future.</p> <p>Our curriculum develops the four core purposes and actively encourages, motivates and develops the talents of everyone in school.</p> <p>We expect our learners to be collaborative, curious and questioning.</p> <p>We value literacy, numeracy and digital competency and understand how they underpin our subject knowledge and skills.</p> <p>We plan experiences that delight, foster curiosity, awe and wonder.</p> <p>We understand that failure is part of the learning journey.</p> <p>We develop resilience and independence in our learning.</p> |
| We expect Respect | <p>Relationships are based on mutual respect, empathy and warmth.</p> <p>We value our place within our community, as Welsh citizens and as global citizens.</p> <p>Our community has a sense of belonging and pride.</p> <p>We enjoy working with others, problem solving and questioning.</p> <p>We model respectful and safe behaviours.</p> |
| We applaud Ambition | <p>We recognise hard work and sustained effort and understand that this leads to achievement.</p> <p>We believe in the potential of all our learners.</p> <p>We enjoy challenge and are ambitious of others and ourselves.</p> <p>We expect everyone in our community to have consistent high expectations.</p> <p>We inspire each other with our actions and words.</p> <p>We will have a distinctive and shared ethos of achievement.</p> |

Appendix B – Rewards

Praise and Affirmation

Studies have found that that simply commenting on and recognising positive behaviour resulted in an average 80% increase in attitude to learning.

Praise while offered with good intentions is a judgement handed down in the hope that it will stoke the fires of motivation. It can easily be overused and it can create a dependence in children – we can create ‘praise junkies’!

Affirmation is less of a judgment more of an appreciation of positive qualities and behaviours that you notice. It is more likely to lift motivation and inspire further achievement. Affirmation can be used even when things are not going well.

Praise: Well done I'm impressed with your work today. Keep it up!

Affirmation: You have been really determined to do the work today, and I know that you have found those equations challenging. That is a really great quality to have.

| Additional rewards | Reason | When | By whom |
|--|---|---------|--|
| Classcharts positive points | <ul style="list-style-type: none"> ✓ Positive learning behaviours aligned to those outlined in the learning manifesto. ✓ A particular focus should be on those students who demonstrate behaviours in line with our school values. | Daily | All staff |
| Classcharts form tutor/ Wellbeing Team points | <ul style="list-style-type: none"> ✓ As above ✓ A particular focus on those students who are always respectful, polite and demonstrate excellent relationships with other students and staff. ✓ Behaviours seen that align to our school ethos | Daily | Form tutors Pastoral Team |
| Student Shout Outs | <ul style="list-style-type: none"> ✓ Individual student recognition of success in attendance, punctuality and positive behaviours | Weekly | All staff |
| Communication home – positive phonecalls/postcards | As above | Daily | All staff |
| Students of the week ✓ Recognition in assembly | <ul style="list-style-type: none"> ✓ Top five students (positive points) per year group | Weekly | Pastoral Team FTs Coordinated by Wellbeing admin |
| Student of the month ✓ Recognition from pastoral team ✓ Presentation with Headteacher | <ul style="list-style-type: none"> ✓ Students who achieve the most positive points on Classcharts ✓ Students who are nominated by the pastoral team | Monthly | Pastoral Team Coordinated by Wellbeing admin |
| Celebration assemblies ✓ Certificates ✓ Prizes | <ul style="list-style-type: none"> ✓ Students who achieve the most positive points on Classcharts for the term. ✓ Students who demonstrate excellent progress/achievement ✓ Students with 100% attendance ✓ Students who consistently demonstrate our school values | Termly | All staff Coordinated by the Wellbeing Team |

Appendix C

Teachers plan highly effective lessons that meet the needs of their learners

Teachers use variety of strategies within the classroom and consistently follow the whole school behaviour system in order to secure a positive culture for learning.

Staff version

| Who? | What? | How? |
|-------------------------------|---|--|
| Whole school community | Endeavour to establish highly effective | <ul style="list-style-type: none"> ✓ We show respect to all in our class through empathy and warmth |

| Who? | What? | How? |
|-----------------------|---|---|
| | relationships with other members of our school community. | <ul style="list-style-type: none"> ✓ We value views of others ✓ We work well with others ✓ We enjoy challenge and are ambitious for others and ourselves. ✓ We inspire each other with our actions and words. |
| Class teacher | Re-set and re-engage | <ul style="list-style-type: none"> ✓ Strategies to reset and change behaviours ✓ Model desired behaviours ✓ Discreet “back to task” gestures ✓ Eye contact/signals- non-verbal cues ✓ Focused praise ✓ Transfer focus from behaviour to learning ✓ Quiet conversation ✓ Calm and controlled reinforcement of specific expectation ✓ Check understanding ✓ Change of seat ✓ Short, varied activities ✓ Distraction ✓ Acknowledge/appreciate cooperation ✓ Acknowledge appropriate behaviour ✓ Consistent use of whole school Behaviour System |
| Walkabout team | Focus on the Learning Relocate C4 requests to relocation room | <ul style="list-style-type: none"> ✓ Walkabout member of staff calmly remove student from classroom to relocation room ✓ Work provided by class teacher ✓ Faculty detentions for students with repeated relocations within a specific subject area ✓ Further sanction/intervention for students with repeated relocations across a range of subject areas |

Student version

| Who? | What? | How? |
|-------------------------------|--|--|
| Whole school community | Endeavour to establish highly effective relationships with other members of our school community | <ul style="list-style-type: none"> ✓ We show respect to all in our class through empathy and warmth ✓ We value views of others ✓ We work well with others ✓ We enjoy challenge and are ambitious for others and ourselves. ✓ We inspire each other with our actions and words. |
| Class teacher | Re-set and re-engage | <ul style="list-style-type: none"> ✓ Your teacher will acknowledge/appreciate your cooperation, effort and positive behaviours. They will use Classcharts to reward a positive attitude to learning ✓ Where learning behaviours do not meet our expectations, your teacher will give you opportunities to re-engage, to settle and to change your attitude to learning. ✓ Your teacher will follow the graduated steps on the behaviour system and you will be given opportunity in class to change your behaviours. Parents/carers will be notified of your behaviours via Classcharts |

| Who? | What? | How? |
|-----------------------|------------------------|--|
| | | <ul style="list-style-type: none"> ✓ If your learning behaviours do not improve, your classroom teacher will relocate you to another room within the faculty |
| Walkabout team | Removal from classroom | <ul style="list-style-type: none"> ✓ If you refuse a relocation the Walkabout Team staff will escort you to the relocation room. ✓ If you demonstrate aggressive, abusive or dangerous behaviours you will be removed from the classroom and escorted to the relocation room |

Whole school detentions

The school detention system correlates with our whole school behaviour system. Detentions are issued when a student receives negative points in accordance with our graduated response. Detentions run every break time and after school on a Tuesday, Thursday from 3:10 p.m. – 3:40 p.m.



Croesyceiliog Behaviour System



At Croesyceiliog School we strive to provide enriching and engaging learning opportunities in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect each other and make positive choices. Our ambition is to ignite a passion for lifelong learning.

| Ready to Learn |
|---|
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Achievement Points

Achievement points will be consistently rewarded to recognise students who demonstrate positive behaviours in line with the school values of **Learning, Respect and Ambition** and who help create a supportive culture where all can thrive.

| | | |
|-----------|--|---------------------|
| R1 | For demonstrating... <ul style="list-style-type: none"> ✓ good attitude to learning ✓ good respect for others and the school community ✓ ambition ✓ good representation of the school | 1 Classchart point |
| R2 | For demonstrating... <ul style="list-style-type: none"> ✓ excellent attitude to learning ✓ excellent respect for others and the school community ✓ excellent ambition ✓ excellent representation of the school | 3 Classchart points |
| R3 | For demonstrating... <ul style="list-style-type: none"> ✓ outstanding attitude to learning ✓ outstanding respect for others and the school community ✓ outstanding ambition ✓ outstanding representation of the school ✓ services to the school/community | 5 Classchart points |

Behaviour Points

Creating a Culture for Learning

| | | |
|--|-------------------|---|
| Learning Respect Ambition | Reminder | Reinforcement of expectations |
| C1 | Reset | <ul style="list-style-type: none"> ○ 1 negative point ○ Notification home ○ Restorative |
| C2 | Reprimand | <ul style="list-style-type: none"> ○ 1 negative point ○ Notification home ○ Restorative |
| C3 | Relocation | <ul style="list-style-type: none"> ○ 1 negative point ○ Notification home ○ Teacher Detention |
| C4 | Removed | <ul style="list-style-type: none"> ○ 1 negative point ○ Notification home ○ R2L |

Students will also be monitored for the following:

No Equipment (-1) ~ No homework (-1) ~ Use of toilets ~ Uniform ~ Misuse of mobile phone (-1)

Creating a Culture for All

| | | |
|--|--|---|
| B1 | For demonstrating... <ul style="list-style-type: none"> • Disrespect • Defiance • Disregard for rules | 1 negative point Notification home Restorative |
| B2 | For demonstrating continued... <ul style="list-style-type: none"> • Continued disrespect • Continued defiance • Continued disregard for school rules | 1 negative point Notification home Break time detention Restorative |
| B3 | For demonstrating... <ul style="list-style-type: none"> • Dangerous/antisocial behaviours in our school community | 1 negative point Relocation room/FTE Meeting with parents/carers Further intervention |
| These will be assigned by either Senior Staff, Leaders of Phase or the Pastoral Team | | |

Appendix E- Abusive, dangerous and aggressive behaviours

Abusive, dangerous and aggressive behaviours occur rarely however it is important systems are in place to deal with these swiftly thus protecting the whole school community. Such behaviours include:

- ✓ **Verbally aggressive or abusive language towards any member of the school community** this would include the use of swear words and / or aggressive, intimidating language or body language.

- ✓ **Physical altercation**
- ✓ **Racial harassment** targeted and conscious use of racially motivated language
- ✓ **Sexual harassment** both verbal, such as sexual comments, jokes or unwanted, intentional touching without consent
- ✓ **Threatening or dangerous behaviour** this may be verbal or physical
- ✓ **Serious damage to property** deliberate damage, for example to fixtures, fittings and furniture in the classroom/corridor/toilets
- ✓ **Serious defiance** for example, refusal to relocate for the classroom teacher, or refusal to hand over a mobile phone

Appendix F- Exclusions

Fixed-Term Exclusions

For serious issues such as:

- ✓ verbal abuse of a member of staff, assault, sexual/racial harassment, substance use (including alcohol), possession of an offensive item
- ✓ persistent poor behaviour, refusal to attend the Ready to Learn room, defiance

The decision to exclude a student for a fixed-term lies with the Headteacher in line with Welsh Government *Exclusion from schools and pupil referral units (2019)*.

Permanent Exclusion

For extremely serious and / or persistent serious issues, the school may have no option but to permanently exclude a learner. This decision would only be made as a last resort.

All decisions on both fixed-term and permanent exclusions must be made by the Headteacher, in line with Welsh Government *Exclusion from schools and pupil referral units (2019)*.

Appendix G – Reasonable Force

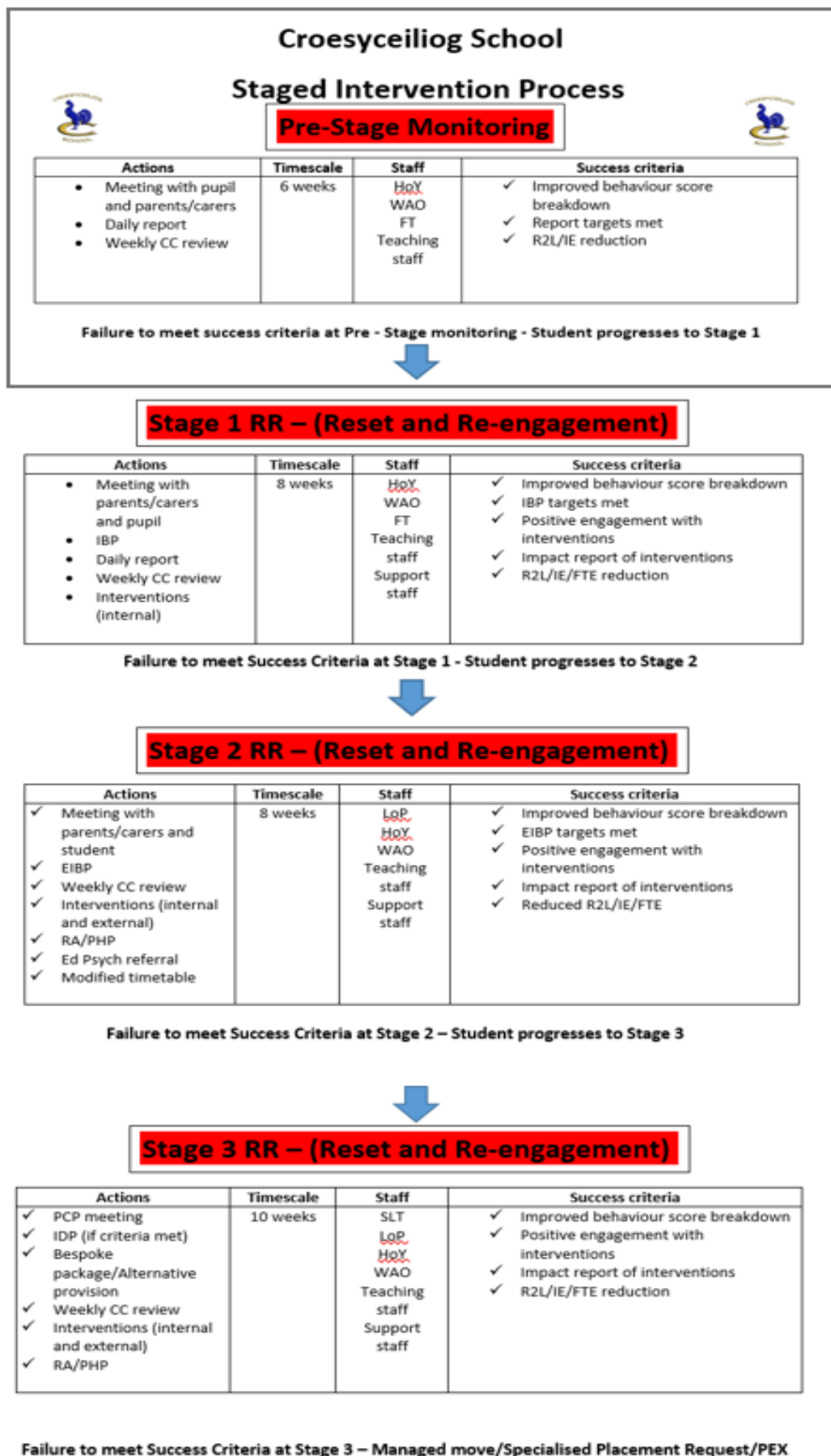
Use of reasonable force - Teachers and other persons authorised by the Headteacher to have charge of students may use reasonable force to prevent students:

- a) causing injury to themselves or others;
- b) committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
- c) causing serious damage to property
- d) causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.

We recognise that most of the time the use of force/positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.

At Croesyceiliog only staff Team Teach trained should undertake use of reasonable force. Wherever possible early support from colleagues must be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a witness/critical friend.

Appendix H – Croesyceiliog School Staged Intervention Process



| | Universal provision | Targeted provision | Targeted provision | Specialist provision |
|--|---|---|---|--|
| Support based on ongoing analysis of need | <ul style="list-style-type: none"> ✓ Differentiation ✓ Student voice/PCP ✓ Transition ✓ Voice 21 ✓ Accelerated reader ✓ Speed readers ✓ Numeracy Ninjas ✓ Extra-curricular clubs inc study club ✓ Master class and revision sessions ✓ Form tutor mentoring ✓ Access to wellbeing support and guidance ✓ Reflection & quiet spaces ✓ Restorative & relational approaches ✓ Parents evenings ✓ Careers Guidance | <ul style="list-style-type: none"> ✓ Literacy intervention ✓ Lexonik ✓ SpLD ✓ Buddy Reading ✓ Numeracy intervention ✓ Behaviour intervention ✓ Nurture group and social skills intervention ✓ WASPs ✓ Young carers group ✓ Inspire to achieve ✓ Bespoke timetables ✓ The Baxter project ✓ Empire fighting chance ✓ Access to LSA support ✓ Health Care Plan ✓ TIS intervention ✓ Exam Access Arrangements ✓ Enhanced 6/7 Transition ✓ Enhanced POST 16 support | <ul style="list-style-type: none"> ✓ On-going support from external agencies: <ul style="list-style-type: none"> • Educational psychologist • GEMS • Speech and Language • ASD Service • SENCOM • SpLD • OUTREACH • PRU tuition ✓ HIT ✓ SCC support | <ul style="list-style-type: none"> ✓ LSA one to one support ✓ The Den ✓ Direct support during unstructured times ✓ Bespoke mental health, literacy or numeracy – significant long term targeted intervention ✓ PRS bespoke programme of support ✓ Specialist CAMHS or SPACEwelbeing/ISCAN support ✓ EOTAS ✓ Usually more than one agency involved for a prolonged period of time ✓ Agencies feed into Individual Development Plans & attendance at Annual Review Meetings ✓ Students placed on the agenda of multi-agency meetings ✓ Modified Day |
| Monitoring & review | <p>Monitoring report</p> <ul style="list-style-type: none"> Attendance tracking Classchart & relocation tracking Student target setting Robust progress tracking (All staff) | <p>One page profiles – review with students</p> <p>Inclusion and wellbeing team (DoI (ALNCO), DoWB, LsoWB & AHT WB&E)</p> | <p>Possible IDP</p> <p>Annual review – meetings with agencies, parents and students. Inclusion and wellbeing team (DoI (ALNCO), DoWB, LsoWB & AHT WB&E)</p> | <p>IDP</p> <p>Annual Review meetings with agencies, parents and students. Multi-agency meetings (DoI, AHT WB&E)</p> |

Reasonable adjustments made to support the development of literacy, numeracy and digital competence. Adjustments made for a student with physical impairment

