

## Sheldon School Inclusion Framework

**AP = Alternative Provision – off site**

Stage	Things which could initiate the stage	Possible Actions
Tutor Stage	<ul style="list-style-type: none"> <li>• Rising demerits</li> <li>• Rising detentions</li> <li>• Rising internal suspensions</li> <li>• first FTS</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor contacts parents to discuss concerns</li> <li>• Tutor has a 1 2 1 with student to discuss concerns and agree targets</li> <li>• Tutor communicates to teachers to share strategies on how to best support the student to achieve</li> </ul>
Stage 1	<ul style="list-style-type: none"> <li>• 2 FTS in a six week rolling period</li> <li>• a significantly high number of demerits</li> <li>• one off significant poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• HOY meets with student and parents to discuss concerns and put in place support for the student to achieve. Support may include one or more of the following:               <ul style="list-style-type: none"> <li>○ RAG TT/REP</li> <li>○ Report Card</li> <li>○ Lesson Observations</li> <li>○ Check-Ins/ 1 2 1s</li> <li>○ SEMH/SEND referral</li> <li>○ ESA</li> </ul> </li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>• 3 FTS in a six week rolling period</li> <li>• no improvement in behaviour following stage 1 interventions</li> <li>• a significantly high number of demerits</li> <li>• one off significant poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• HOY and LT meet with student and parent to discuss on-going concerns and plan/agree <b>the 2 week AP.</b></li> <li>• Any previous support to be reviewed and amended as needed.</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>• a further FTS following return from 2 weeks AP</li> <li>• no improvement in behaviour following stage 2 interventions</li> <li>• a significantly high number of demerits</li> <li>• one off significant poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• HOY and LT meet with student and parent to discuss on-going concerns and plan/agree <b>the 4 week AP.</b></li> <li>• Any previous support to be reviewed and amended as needed.</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>• a further FTS following return from 4 weeks AP within</li> <li>• no improvement in behaviour following stage 3 interventions</li> <li>• a significantly high number of demerits</li> <li>• one off significant poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• HOY and LT meet with student and parent to discuss on-going concerns and plan/agree <b>the 6 week AP.</b></li> <li>• Any previous support to be reviewed and amended as needed.</li> </ul>
Stage 5	<ul style="list-style-type: none"> <li>• a further FTS following return from 6 weeks AP within</li> <li>• no improvement in behaviour following stage 4 interventions</li> <li>• a significantly high number of demerits</li> <li>• one off significant poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• HOY and LT meet with student and parent to discuss on-going concerns and plan/agree a <b>extended AP or managed move.</b></li> <li>• Any previous support to be reviewed and amended as needed.</li> </ul>