

**KELSO HIGH SCHOOL**  
**BEHAVIOUR SUPPORT GROUP**  
**POLICY AND PROCEDURE**

**1. AIM**

The aims of the group are to:-

- Support pupils in school whose education is being affected by social, emotional or behavioural problems
- Act as an impartial group to which any teacher can refer a pupil who is causing concern
- Initiate an objective assessment of the problems experienced by the pupil referred to the group
- Prepare an action plan for each pupil referred
- Review at regular, pre-determined intervals, the progress of the pupils referred to the group
- Amend the action plan as appropriate.

**2. RATIONALE**

The role of the Pupil Support Group is to:-

- Support pupils whose education is suffering as a result of social, emotional or behavioural problems
- Devise strategies to help the pupils cope with these difficulties
- Help them to make the most of the educational opportunities offered by the school
- Liaise with external agencies
- Provide a referral point for pupils with significant learning difficulties which require referral to external agencies.

**3. AUDIENCE**

This policy will be issued to all members of the teaching staff.

**4. PRINCIPLES**

- all children can experience social, emotional and behavioural difficulties at some stage in their education
- a unified and systematic framework with clear procedures at all levels will best address all forms of behavioural problems
- effective school links with parents / guardians and with other agencies, such as Educational Psychologists and Social Workers, are also essential contributory factors in the above process.
- Early intervention, where a problem of behaviour or of attendance is perceived to be developing, is essential for success.
- Decisions regarding any individual child or young person should be made only after adequate evidence has been gathered, especially from the child and their parents, through observation, consultation, discussion, etc.
- Interventions should, whenever possible, be supportive and positive rather than immediately punitive; and firm, consistent discipline should be provided within a varied, appropriate and stimulating and often individualised educational programme

- In the majority of cases where children and young people experience social / emotional / behavioural difficulties (SEBD), the problems encountered can, with appropriate support, be addressed successfully

## 5. PRACTICE

### a) *Referral System*

Any teacher may refer a pupil to the Behaviour Support Group. However, in practice, it is much more likely that referrals will be made by Guidance Staff, Learning Support Staff and Senior Staff.

Referrals can be made by completing the appropriate form (Appendix A). Copies are available in staffrooms. Referrals should not, however, be seen as an alternative to the use of the school Discipline System. This should be used as before. Only when pupils do not respond to this system should a referral be made to the Behaviour Support Group.

### b) *Criteria for Referral*

- Pupils whose progress in school is disrupted because of their social, emotional or behavioural difficulties and who do not respond to normal school support systems (e.g. Discipline and Guidance.)
- Pupils who come to this school from Primary or another Secondary School with a history of difficulties in school
- Pupils who have returned to school after time spent out of school because of social, emotional or behavioural problems
- Pupils whose learning difficulties require referral to external agencies.

### c) *Assessment*

When a pupil has been referred to the BSG, an assessment will be carried out. This will normally be done by Guidance and Support Staff.

Assessment may focus on some or all of the following:-

- Information gathered from teachers
- Observation of classroom behaviour
- Analysis of learning difficulties
- Information from home
- Information from primary or previous school
- Reports from Social Work
- Medical reports
- A report from the Educational Psychologist.

### d) *BSG Options*

- Referral to the school Guidance System for additional counselling
- Information to teachers concerning the individual concerned
- Referral to an appropriate point in the school Discipline System
- Short term withdrawal from class(es)
- Amended curriculum and / or additional Learning Support
- Restricted curriculum
- Outreach Worker
- Counselling
- Observation
- Identification of a key person to support pupil

- Introduction of a pupil / parent / school contract
- Preparation of a positive behaviour plan
- Referral to external support agencies
- Referral to RLG.

***e) Review***

The pupils' progress on the action plan will be reviewed formally on a regular basis – at least once per term.

Reviews will involve some or all of the following:-

- ◆ The Pupil
- ◆ The Parents
- ◆ The Guidance Teacher
- ◆ The House Co-ordinator
- ◆ The Behaviour Support Teacher
- ◆ The nominated key person.

***f) Communication and Feedback to Staff***

Minutes of BSG meetings will be circulated only to Group Members, SMT, Guidance staff and the Regional Behaviour Support Worker. Details of the agreed Action Plan and any amendments devised for each pupil will be given to the appropriate Guidance Teacher or Learning Support Teacher and it will be their responsibility to pass on relevant information to the staff involved.

***g) Communication and Feedback to Pupil and Parents***

Children and parents will be informed when a child has been referred to the BSG and of the contents of the Action Plan. Where appropriate, both the pupil and parents will be involved in the preparation of the Plan. Each time the pupil's progress is reviewed, there will be a report to the pupil and to the parent.

***h) Composition of the BSG***

The group will consist of the Depute Rector, a Principal Teacher of Guidance, the Principal Teacher of Learning Support, Behaviour Support Teacher and a Class Teacher. The group may invite others with a special expertise or information to attend specific meetings.

***i) Administration***

It will be the responsibility of the Behaviour Support Teacher to prepare agendas and to write minutes. She will also receive all referrals and circulate relevant papers to group members. It will be her responsibility to invite others to attend the meetings of the group.

***j) Meetings***

The BSG will meet weekly in the Support for Learning Base. The exact time will be determined as soon as possible after the change of timetable.

## **6. IMPLEMENTATION**

This policy will operate in Final Draft form from February 2001.

## **7. MONITORING**

The operation of this policy will be monitored on an ongoing basis by the BSG as part of its work and by the SMT in discussions under Pupil Matters.

## **8. REVIEW**

This policy will be reviewed as part of HGIOS Key Area 4 Support for Pupils. This will take place in Session 2004/2005.

## **9. RESPONSIBILITY**

The Depute Rector will have overall responsibility for this policy.

## **10. DATE**

The final draft of this policy was completed in January 2001.

## KELSO HIGH SCHOOL

### REFERRAL TO THE BEHAVIOUR SUPPORT GROUP

<b>Name of Pupil:</b>	
<b>Year:</b>	
<b>Guidance Teacher:</b>	
<b>Criteria for Referral (see Criteria in School Policy):</b>	
<b>Reason for Referral (e.g. Examples of problems experienced by the pupil):</b>	
<b>Background (e.g Any other relevant information):</b>	
<b>Signed:</b> (Class Teacher)	<b>Date:</b>
<b>Signed:</b> (Principal Teacher)	
<b>When you have completed this stage, please send this form to:- Mrs H. Adams, Behaviour Support Teacher</b>	
<b>Guidance Teacher comment:</b>	
<b>Signed:</b>	<b>Date:</b>
<b>House Co-ordinator comment:</b>	
<b>Signed:</b>	<b>Date:</b>