

## Appendix A

### Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale** Ralph Sadleir School is fully inclusive and recognises that additional needs, in some cases, are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practices may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the ‘Asses, Plan, Do, Review’ cycle.

#### Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the student, phase leader and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Headteacher may also be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and phase leader will create a specific behaviour approach for the student. Any formalised adjustments or strategies to support a pupil’s behaviour should be in line with the behaviour policy, but designed to support pupils in a proactive way. Any documentation relating to these formalised adjustments must also be made readily available to staff. If deemed necessary, the SENDCo and phase leader may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a student’s need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist; Speech and Language Therapist; Autism outreach worker; Behaviour specialist. This may occur if the student is not already involved with these professionals.

**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student’s Learning Plan and shared with key staff.

<b>Examples of specific supportive learning strategies</b>	<b>Examples of adjustments to the Behaviour Policy</b>
Exit Card	Pre-warning given
Attendance to homework club	Access to a key member of staff for support.
Seating Plan adjustment	Use of a fidget toy/anxiety bracelets/rings.

Short and repeated instructions	Supervised Behaviour report
Use of a visual checklist on student expectations	Chunked tasks
	Zones of Regulation support
	Private notification of warnings, including post it notes on desks
	Behaviour Action Plan

**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need and is non-exhaustive.**

**If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**