Behaviour for Employability: Employability Code

September 2025

PURPOSE AND SCOPE

This policy applies to students at South Devon UTC, which means all students in years 10 to 14 inclusive.

The purpose of this policy is to ensure that students at South Devon UTC are educated in a *Professional, Kind and Hard working* environment which is preparing them for employment. It has been created to guide and inform staff and students with regards to conduct/behaviour:

- Within the college
- Travelling to and from the college
- Taking part in any college-organised or college related activity
- Wearing college professional dress for the workplace
- In some way identifiable as a student of the college

The aim of this policy is to outline South Devon UTC's approach to setting standards for positive behaviour for future employability, by:

- Developing and embedding the code for employability
- Promoting professionalism, self discipline, respect and good behaviour
- Preventing bullying
- Ensuring students complete assigned work
- Regulating the conduct of students

The behaviour policy and its procedures are therefore designed to support our motto:

- Professional
- Kind
- Hard working

DEFINITION OF UNACCEPTABLE CONDUCT

Unacceptable conduct is defined as any academic or non-academic conduct that adversely interferes with teaching or learning or the professional atmosphere of the college. This may be behaviour that is disrespectful to staff or student members of South Devon UTC or visitors to the college. This may also be behaviour that breaches the South Devon UTC code of conduct.

DUTIES OF THE COLLEGE

This policy sets out South Devon UTC's position on acceptable conduct within the college community. It is to be adopted by all members – staff and students – of South Devon UTC, as well as other users of South Devon UTC's facilities.

South Devon UTC acknowledges that it has a moral and legal duty of care to its staff and students. As a result this policy should be read in conjunction with other South Devon UTC policies such as the Safeguarding Children Policy to ensure that staff and students are aware of their own and the college's duties.

STATUTORY GUIDANCE

This policy has been created in response to the guidance *Behaviour and Discipline in Colleges Advice for Head teachers and College Staff 2014.* It is also informed by *Exclusion from maintained colleges, Academies and Student Referral Units in England 2012; Screening, Searching and confiscation – Advice for Head teachers, staff and governing bodies 2014; Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies 2013.*

1 - LEARNING BASES EXPECTATIONS

1.1 Student Responsibilities:

Upon enrolment all students at South Devon UTC are required to read and sign the 'student code of conduct'. Students are to understand that breaching any element of the student code of conduct can lead to disciplinary action as outlined in the Rewards and Sanctions policy.

- Arrive on time, enter **quietly** when greeted by the member of staff, leave bags in a designated area of the room and begin the **'do it now'** activity immediately. Have **all** their equipment ready for the lesson.
- **Sit silently** whilst the register is taken whilst completing the initial activity.
- Listen in **silence** whilst the member of staff speaks
- Raise their hand to ask a question without calling out.
- Work **exceptionally hard** without disrupting any other students learning.
- Follow **all teacher instructions** quickly.

1.2 Staff Responsibilities:

- **Meet and greet** their students at the door of the learning base, keeping active supervision of the corridor at lesson change.
- Greet the students politely with a positive attitude, viewing **each lesson as a fresh start**.
- Ensure students **enter silently**, leave their **bags in designated area** and sit in **seating plan**.
- **Provide a "Do It Now" activity** so that students are immediately involved in purposeful activity.
- **Model positive behaviours** and build relationships with their students.
- Plan lessons that **engage, challenge and meet the needs** of all students.
- Use the **stepped behaviour system** to modify any unacceptable behaviour.
- Be **calm in their dealings with students and allow take up time**. Staff will always use a **de-escalation approach**.
- Staff **follow up every time**, recording the behaviour appropriately on Bromcom, engaging in **restorative dialogues** with students and **speaking to parents** as soon as possible (that evening if possible) and putting appropriate sanctions in place e.g. break of after college detention.
- **Students are given a simple choice to protect learning** Be in class working hard, learning and progressing OR work away from their peers in the re-set room or in Internal Exclusion at a partner school.

1.3 Promoting good discipline across the college – 'never remind, warn':

Maintaining good discipline is built on the principle that staff will teach students how to behave as part of the curriculum in order to address the disadvantaged gap.

Students are taught explicitly through assemblies, lessons and reminders around the college about what is acceptable and unacceptable behaviours.

Upholding the behaviour policy is predicated on the basis of **'never remind, warn'** in order for students to clearly understand the differences between acceptable behaviour and unacceptable behaviour.

1.4 Low Level Disruptive Behaviours that would result in a student being warned in the lesson:

- Lateness to the lesson
- Not lining up properly outside the classroom or entering the room talking
- Low-level disruption
- Calling out
- Off-task chatter
- Talking over a teacher (or after a countdown)
- Distracting others
- Bickering or unkindness
- Rudeness
- Physical contact
- Refusal to follow instructions
- Shouting
- Refusal to work
- Throwing an object
- Leaving seat without permission
- Eating in class (including chewing gum)
- Damaging equipment or property
- Swinging on chair
- Turning around on seat
- Failing to sit up straight and pay attention
- Head on the desk or in your arms
- Coughing unnecessarily
- Phone seen and not in bag
- **Anything that slows down learning**

Three warnings in a lesson means relocation to the Reset Room

1.5 Stages to the implementation of the behaviour policy in lessons:

Stepped behaviour sanctions in lessons	
Clear instruction from staff	**Student follows instructions. Student will receive a reward point at the end of each lesson for good effort and behaviour.**
W1 – first warning Students name on board	**A students is warned when displaying any of the behaviours listed above.** **Student changes behaviour and complies with teacher.** Script – You have had your first warning for ………………… You now need to change your behaviour to avoid a second warning.
W2- final warning Tick name on board. Move seat if required.	**A student will receive a 2nd warning if they continue to display negative behaviours.** **Student takes advice and follow instructions from staff immediately to stop removal. Student moves away from distraction if asked by teacher.** Script -You have had your second warning for ……………………. You now need to change your behaviour to avoid being removed from the class. Record on Bromcom later in the day
R - Removal to the Re-Set Room	**- The student is instructed to leave the room and go to the Re-Set room. The teacher radios to the member of staff in the Re-Set room to inform them of who is being sent.** - You now have a Removal for ………………………………., you need to take your work and walk quietly and quickly to the Re-Set room. - **Teachers** then record the behaviour on Bromcom, allocate a break 2 detention and contact home regarding the behaviour. For high level incidents the Lead for Inclusion / Head of College will decide whether the student needs a higher follow up, e.g., Internal Exclusion or Fixed term Exclusion

1.6 Immediate relocation to the reset room:

- Questioning why a warning has been given
- Walking out of a lesson without permission
- Walking away from a member of staff
- Highly disruptive behaviour
- Refusal to follow instructions
- Abusive or offensive language (swearing indirect or directly to any person)
- Spitting
- Mobile phone use during the lesson
- Use or sound of mobile phone/headphones during a lesson
- Throwing an object intent to hurt
- Fighting
- Damage to school property/Graffiti
- Refusal to follow instructions while in detention
- Anything that is dangerous or causes risk

1.7 : Immediate internal exclusion at Teign or Coombeshead or Fixed Term Exclusion

- Four relocations in a span of five school days
- Dangerous or violent behaviour
- Truanting on or off-site
- Refusal to attend after school detention
- Refusing to go to relocation when instructed
- Disruption in the Reset Room
- Persistent disruption caused by repeated refusal to go to relocation when instructed, with reasonable adjustments in place
- Failing to hand in mobile phone when in the Reset Room
- Smoking on site including being in the presence of someone when smoking

1.8 The following behaviours may result in an immediate Fixed Term Exclusion or if a serious breach a permanent exclusion (PEX):
- Failing to meet expectations in Internal Exclusion at partner school
- Swearing at a member of staff
- Racist, homophobic, transphobic, hate speech incident or sexual peer on peer abuse
- Physically attacking another student or staff
- Persistently continuing failure to follow instructions set by members of staff

1.9 Sanctions and follow up:

When considering appropriate sanctions in response to inappropriate conduct, staff should consider whether signs of misbehaviour might be linked to the child suffering, or likely to be suffering significant harm. In this case staff should refer to the Child Protection and Safeguarding Policy.

Staff are required to make a record of all significant positive and negative behaviour in Bromcom. Staff and students are also reminded that one of our underlying values is the consequence of our actions.

Teachers and Lead Teachers or the Inclusion Leader / Head of College will issue students with sanctions in the first instance. These can include but are not restricted to the following:

- Three warnings – students will be relocated to the **Reset Room for the remainder of the lesson** to continue with work.
- The teacher will record student behaviour, issue a detention for the next Break 2 available and contact home
- Two relocations in a day then students will stay have a same day 30 min employability intervention after college in the Reset room with RGU
- Four relocations in a span of five school days then students will stay in Reset for the rest of the day and be sent to Internal Exclusion the next day at Teign or Coombeshead or receives a Fixed Term Exclusion
- 2 missed employability interventions – we will not chase you. You will then be issued with an afterschool employability intervention for Friday after school (or based on other recent behaviour may be issued with an Internal Exclusion or a Fixed Term Exclusion).

Failure to attend the after school employability intervention you will be sent to Internal Exclusion at Teign or Coombeshead or a Fixed Term Exclusion on Monday of the next week.

Other sanctions may include:

- Contact with parents / meeting
- Change of seating plan
- Report/Monitoring card
- Withdrawn from lessons – short term

The Inclusion Leader and/or Head of College will support and implement strategies based on behaviour data to support students who are having repeated issues across a wide range of subjects. They will follow the processes via the Inclusion Protocol (Appendix 1)

1.10 Recording behaviour

Staff will record all positive and negative behavioural comments given out during the lesson, as recorded using the Hired and Fired system, by logging them on Bromcom. These need to be inline with the Employability skills used on Skills Builder and recorded using the Record Group Behaviour option, which will need to be set up by each staff member on Bromcom. All students who receive no negatives comments in a lesson **must** be given a positive comment for Employability, in addition to any other comments. At the end of each term these will be monitored by RGU and the year teams to give each students an Employability award as described below:

Percentage of possible employability comments earned	Award level	Reward
Highest in the year	You're hired	Prize presentation in end of term assembly
90+	Platinum	Certificate
80-89.9	Gold	Certificate
70-79.9	Silver	Certificate
60-69.9	Bronze	Certificate

Each of the eight Employability Skills will also be recorded on Bromcom and this data used by RGU and the year teams to assign the end of term awards and honourable mentions list for all KS4 and 5 awards.

2.0 EMPLOYABILITY INTERVENTIONS/DETENTIONS

2.1 **EMPLOYABILITY INTERVENTIONS/Detentions**

Detentions (called Employability Interventions) can be given by individual staff during **break times** or **after college on the same day of the incident, or for a future date. The event will be logged on Bromcom and a message sent home to guardians/carers as soon as possible** via Bromcom (email) to inform them of the date and time of the Employability Intervention.

Lateness to college:

Students who are late to college between the start and end of LCT time will be given an after school Employability Intervention on the same day for the number of minutes that they were late, to allow staff to address issues and give out the notices they may have missed.

If they are later than the end of the LCT time they will be in an Employability Intervention after college for one hour the next day to allow staff to facilitate the student catching up with the missed lesson content.

Employability Interventions will be held in the Reset room and staffed on a rota system. LCT and teaching staff for the lessons missed, will be required to attend to carry out any interventions needed for the student to be ready for the next day.

Staff should use the following script with students when they are on duty and requesting that the students attend an Employability Intervention:
Teacher: Are you aware that you have a Employability Intervention?
Teacher: Please go to F.08/Roebling for your Employability Intervention.
If student refuses
Teacher: Are you refusing to follow staff instructions to attend Employability Intervention as this will mean you are sent to reset for the rest of lunch and/or LZ5?
If Student refuses
Teacher to radio reset and instruct student: Please go straight to reset now.
If student refuses
Teacher: Are you refusing to follow staff instructions to attend reset as this will mean you are sent to IE for the next school day?
If student refuses

Inform SSO/Assisatnt SSO via email and log on Bromcom

The aim of the above is to help the students make a good decision and reduce the occurrences of misunderstandings between staff and students. Please give students time to process your requests as part of our reasonable adjustments for their needs but also ensure that we do not ignore disrespectful behaviour towards staff.

Parents will be given notice of an **after-college Employability Intervention, which can be the same day as the incident that triggered it**. Employability Interventions can be given for a range of reasons including:

- Persistent Lateness to college
- Poor **Code for Employment behaviour** in lessons.
- Rudeness or poor attitude to staff or other students.
- Refusal to follow instructions.
- Truanting.
- Persistent failure to bring equipment.
- Inappropriate behaviour during break times or between lessons.
- Failure to complete homework.
- Continual incorrect dress code.
- Two resets in the same day (or Internal Exclusion, SSO's assessment)

3.0 ROUTINES TO SUPPORT LEARNING

3.1 The following workplace routines are in place for every lesson and around the college in order to support learning:

Entry to the classroom	Exiting the classroom
• Students line up in single file and wait quietly (whispering level voices) while putting phone away in bag - notifications turned off • Students go straight to their seat (seating plan), get out equipment and put bag / coat in agreed area • Students immediately open their books and write the title and date and underline it with a ruler • Students answer the register in a workplace manner (politely and clearly) • Students then answer the DIN questions in your book in silence until the teacher goes through the answers	• The teacher will tell you when it is the end of the lesson • Students pack silently away • The books/work will be collected in an agreed manner. Designated students then collect textbooks and equipment. • Students do not put their coats on until they are on the ground floor • Students stand behind desks • The teacher will direct which student / row can leave • Students walk out in a quite (whispering level voices) and move straight to the next lesson

Movement around the college
• Coats are not worn inside the building except in the café or outside at breaktime • Students must take the quickest and most direct route to the next lesson • No shouting or making silly noises in the building • Students are on the ground floor at breaktime unless invited by Pastoral Support into the Oasis area or by a teacher into the faculty areas • Students cannot loiter in the stair wells at breaks • Students must not use the central stairwell until they are in the Sixth Form • Students must never shout down or drop anything over the balcony areas • Go to the toilet at break not during lessons – you will be refused

3.2 Sanctions for behaviour around the college are as follows:

- Formal warnings will be given between lessons and during breaktimes
- Formal warnings will be recorded on Bromcom by the member of staff (monitored by inclusion)
- Two warnings for poor behaviour between lessons or at breaktime will result in a day in isolation (at Teign or Coombeshead) or a fixed term exclusion (FTE)

4.0 MOBILE COMMUNICATION DEVICES

4.1 The use of all mobile communication devices including smart watches are NOT **permitted** at South Devon UTC as described below. Once students have passed the red line at reception, phone/smart watch must be:

- Switched off
- In their bag (if no bag, the phone/smart watch will be handed into reception for the duration of the day)
- Not used or visible

4.2 Students may not use their phone:

- Once passed the red line at reception
- During transitions between lessons
- At all breaktimes
- In assemblies
- To take any photos, videos or recordings

4.3 Should a student not follow these rules, the consequences are as follows:

➢ **First Offence** – You'll get a warning and your phone/smart watch will be taken until the end of that college day. It will be stored at reception for your collection.
➢ **Second Offence** – Your phone/smart watch will be taken and a parent/carer will have to come to college and collect it. It will not be given to students directly.
➢ **Ongoing issues** – You may lose the right to bring your phone/smart watch to college and face further consequences.

4.4 Medical Exceptions.

4.1 While the UTC follows the Department for Education's guidance to keep the UTC day mobile-phone free, we recognise that some students need access to their device for essential medical reasons. For example, students with Type 1 Diabetes, a mobile phone may be required to monitor glucose levels or operate linked insulin-management technology. National guidance confirms that where a phone is needed to manage a medical condition, it is reasonable for the UTC to allow this.

4.2 Health - Mobile Phone Agreement

- The student's family and school agree that the phone must:
  o Stay on silent/vibrate except for medical alerts.
  o Be used only for medical related monitoring, not communication or social media.
- In class: The student is issued a Medical Phone Pass (Class Charts). This confirms:
  o The device is medically required
  o The phone must remain on and accessible at all times for medical management
  o Keep the phone on their desk or in a designated visible place, OR leave it on a teacher's desk where alerts can still be seen/heard.

5.0 STOP AND SEARCH

5.1 South Devon UTC reserve the right to stop and search a student should there be a concern about the safety of a member of staff or a student in the college, this includes if there is a concern that a student has bought into college any item deemed as illegal within the college. Searches may also be carried out if there is a reasonable suspicion that a student has removed without permission the property of either the school, a member of staff or a student. Two members of staff, including one of the senior team, should carry out any search.

6. SMOKING/VAPING

6.1 No student will smoke or vape on the South Devon UTC site or when dressed in the uniform of the UTC off site.

If a student smokes, or vapes, or chooses to associate with smokers, or vapers, the consequences will be as follows:

- Smoking/associating with smokers or vaping/associating with vapers on site is an immediate Internal Exclusion
- Smoking/associating with smokers or vaping/associating with vapers at the bus stop or on the college bus or directly outside the college will lead to an after-college detention.
- Refusal to hand over smoking, or vaping, paraphernalia when asked will lead to an immediate Internal Exclusion or fixed term exclusion
- All tobacco and smoking related paraphernalia will be destroyed.

7. ALCOHOL/DRUGS

7.1 Students are not allowed to bring alcohol or drugs onto college or come onto site under the influence.

7.2 If teachers think students may be under the influence or have drugs or alcohol on them they must:

- **Call for the SLT / Inclusion Lead support** who will carry out a bag search and then decide on the follow up.

8. OFFENSIVE WEAPONS

8.1 Students must NEVER bring any item that could be considered an offensive weapon onto site. This includes knives including penknives and kitchen knives, screwdrivers, bats/batons, any "tools", corkscrews, etc. (This is not an exhaustive list)

9. BEHAVIOUR ON COLLEGE BUSES:

9.1 Students are expected to behave in a calm and orderly manner on buses to and from college. Students should remain in their seats throughout the journey and behave in a way that does not upset other students OR cause a distraction to the driver. For repeated poor behaviour or a one-off serious incident **student can have their bus passes withdrawn for a period of time OR for good**.

10. BULLYING:

10.1 South Devon UTC takes a zero tolerance approach to bullying. Bullying is defined in the Anti-Bullying policy and guidance to dealing with complaints of bullying are to be found within that policy. Any proven cases of bullying will be dealt with in accordance with the anti-bullying policy.

11. ADDITIONAL EMPLOYABILITY EXPECTATIONS AROUND THE SITE AND AFTER COLLEGE

- No swearing or aggressive or discriminatory language.
- No running around the college site indoors
- No jumping on each other, play fighting, pushing or shoving
- Move quietly and sensibly away from the college site.
- Those cycling or on a scooter must wear a helmet and follow road safety guidelines. **Not wearing a helmet may result in a cycling/scooter ban.**

11.1 The following items are not allowed:

- Energy drinks.
- Alcohol and drugs including "legal highs".
- E-Cigarettes, Vapes, Cigarettes, matches, and lighters.
- Anything that could be considered a weapon.
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material.
- Speakers.
- Laser pointers/sights
- Chewing gum
- Electric scooters

If any of these items are found on students they will be confiscated and destroyed, with the exception of mobile phones and hooded tops, which students can collect in the first instance. If repeated parents have to collect.

12. Interventions

12.1 Inclusion Team:

- Analyse weekly and half termly behaviour data for their curriculum areas and identify any repeating behaviour patterns.
- Discuss these with individual teachers and offer support and strategies, especially restorative justice conversations.
- Ensure all staff are following correct procedures and recording incidents correctly.
- Support staff in terms of putting suitable strategies in place and contacting home. Ensure these strategies are recorded on Bromcom.

12.2 Inclusion Leader:

- Analyse daily and weekly behaviour data for their year groups and identify any repeating behaviour patterns.
- Work with/highlight any students who may have **undiagnosed SEND** needs that are impacting on their behaviour. Carry out the SEN quick checker and/or liaise directly with the SEND department to discuss individual student needs. The gradual response tool is then used to support these identified students.
- **Follow the Inclusion Protocol (supports the graduated response tool)** to support students who have repeated episodes of poor behaviour. This may include referrals to Early Help and a range of other outside agencies such as CAMHs, SPACE, YSART, SEMH etc. This may also involve supporting the student with the use of a Pastoral Support Plan (PSP), Behaviour Care Plan (BCP) and/or Relational Plan (RP) and ensuring there is regular contact/meetings with parents including TAF meeting as appropriate and ensuring the strategies and plans are regularly reviewed and updated.
- Ensure students who are "at risk of permanent exclusion" are on the Devon Inclusion "Cause for Concern" list which is regularly updated.

12.3 Senior Leadership / Head of College:

Under some circumstances the Head of College of South Devon UTC may deem it necessary to inform the Local Authority or Police of a student's behaviour should he/she decide their intervention will benefit either the student concerned or victim.

If a students' behaviour is criminal, or poses a threat to the public then the Head of College or the person holding their delegated authority will inform the Police.

13. MONITORING AND REVIEW OF POLICY

This policy will be monitored and reviewed on an annual basis by the South Devon UTC Board of Governors.

The South Devon UTC Board of Governors will approve this policy; the head of College will make subsequent amendments.

South Devon UTC. College Offer/ Provision Map 2021-22					
Universal Provision		**Targeted Provision**		**Specialist Provision**	
Level 1		**Level 2**		**Level 3**	
Quality First Teaching and tutoring methods are inclusive and meet the needs of the majority of learners. Follows the cycle of assess-plan-do-review.		*Some students may require additional interventions. Follow the cycle of assess-plan-do-review*		*A few students may require more personalised interventions, e.g. specialist teacher input. Follow the cycle of assess-plaN-REVIEW*	
Employability Characters	Learning Characteristics	Employability Characters	Learning Characteristics	Employability Characters	Learning Characteristics
Occasional behaviour issues, missed deadlines, low level disruption such as: -Calling out Lack of work Lack of engagement	Quality First teaching and tutoring Inclusive methods Meet the needs of the majority of learners Students operate broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace thank that of other students.	Code of employability, significant cause for concern Repeated removal from classroom High level behaviours emerging High level disruption FTE's	Universal provision is not working Students progress with learning and is at a very slow rate and additional support is needed to achieve this. Students may be attaining at a level significantly below age-related expectations and there may be a gap compared with their peers.	At risk of permanent exclusion Repeated high level behaviours Serious risk of PX	Alternative or specialist provision needed to meet learning needs Student EHCP or on EHCP pathway
UTC stuff on universal provision offer **Universal Provision (Class)**		**UTC stuff on Targeted provision offer** **Targeted Provision (Group)**		**UTC specialist provision offer** **Specialist Provision (Individual)**	
Employability ● Consistent use of whole Code for Employability policy ● Consistent and progressive reward system and positive behaviour strategies: house points, sticker charts, celebration assemblies ● Consistent sanction system including take 5 and a time out room ● Behaviour	**Communication and Interaction** ● Flexible teaching arrangements ● Structured school and classroom routines ● Warning of change ●Consistent rules and routines ● Differentiated curriculum delivery e.g. simplified language ● Increased visual aids/modelling ● Visual timetables ● Use of timers ● ICT programmes to support language ● Repetition/clarification of instructions ● Peer discussions	**Employability** ● Anxiety support group ● Mindfulness ● 1:1 mentoring	**Communication and Interaction** Social communication (ASD) group ● 1:1 mentoring ● LSM in practical environments **Cognition and Learning** Maths intervention ● Literacy intervention: IDL ● Differentiated resources ● 1:1 mentoring **Sensory and/or physical** Fine & Gross	**Employability** ● Student profiles (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Pastoral support from the pastoral team ● Individual risk assessments ● Individual reward/sanction systems ● Feedback to parents ● Take 5 system and safe space ● CAMHS involvement and referral ● Early Help	**Communication and Interaction** ● Student profiles (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Speech and Language referrals ● Individual visual timetables/ prompts ● Outreach speech and language support ● Outreach ASD support ● Individual risk assessments ● LSM support ● Outside agency advice and support

and take 5 recorded on SIMS ● Structured school and classroom routines ● Student voice ● Involvement in after school clubs ● Mental health ambassadors ● Visual timetables ● Use of timers ● Pastoral team to support teachers and students ● Differentiated lesson plans ● Student profile	● Student profile ● Differentiated lesson plans **Cognition and Learning** Differentiated tasks and delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ● Repetition/ clarification of instructions ● Differentiated outcomes ● Increased visual aids/ modelling etc. ● Visual timetables/ prompts ● Key word displays, mats, banks etc. ● Use of writing frames ● Appropriate reading material available ● Student profile ● Differentiated lesson plans **Sensory and/or physical** ● Whole school handwriting policy ● Lunch and after school sports clubs ● Disabled facilities including toilet, lift and handrails ● Flexible seating arrangements ● Provision of left handed equipment ● Trained first aiders ● Student profile ● Differentiated lesson plans ● Specialist resources – pencil grips, triangular pencils, variety of types of scissors		Motor skills group ● Differentiated PE curriculum ● Handwriting intervention ● 1:1 mentoring ● LSM in practical environments	intervention ● Daily 'check-ins' ● School nurse referral/ support ● Weekly inclusion meetings ● Referral to attendance officer ● Outside agency advice and support (Educational Psychologist) ● Additional transition arrangements ● Exam concession referrals	(Educational Psychologist, Early Help) ● Ear defenders/ stress toys ● Concentrators: tangle toys, fiddle pencils ● Feedback to parents ● Weekly inclusion meetings ● Take 5 system and safe space ● Exam concession referrals **Cognition and Learning** ● Student profiles (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Use of individual ICT programmes targeting learning (Read & Write) ● Additional planning and arrangements for transition ● Outside agency advice and support (Educational Psychologist, Early Help) ● Dyslexia Assessments ● Feedback to parents ● Weekly inclusion meetings ● Take 5 system and safe space ● Exam concession referrals **Sensory and/or physical** ● Student profiles (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Health Care Plans ● Support from LSM ● Further Gross and fine motor skills intervention

					● Support and advice from the school nurse ● Individual risk assessment ● Word Processors for extended writing ● Classroom access and adjustment to classroom/school environment. ● Ear defenders/ stress toys ● Concentrators: tangle toys, fiddle pencils ● Additional transition arrangements ● Feedback to parents ● Weekly inclusion meetings ● Take 5 system and safe space ● Exam concession referrals

Appendix B

This Behaviour for Employability policy is to be used in conjunction with:
- The Exclusion policy
- The SEND policy
- Acceptable Mobile Phone policy for the workplace

Appendix C

Posters for use in classrooms