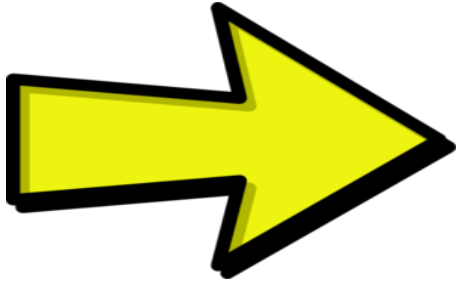


Grade 1	<p><u>Excellent behaviour which exceeds expectations.</u> May include:</p> <ul style="list-style-type: none"> Supporting other students (with permission). Contributing excellent ideas to discussion. Completing extension tasks. Working independently, with minimal staff guidance. Producing excellent work.
Grade 2	<p><u>Good behaviour (expected).</u> May include:</p> <ul style="list-style-type: none"> Working with others in a positive way. Responding appropriately to staff questions/instructions. Completing tasks set. Working with occasional input/guidance. Producing good work.
Grade 3	<p><u>Minor disruptions: not quite meeting expectations.</u> May include:</p> <ul style="list-style-type: none"> Distracting others occasionally during the lesson. Occasionally ignoring staff, or not following instructions upon first request. Completing some tasks set, but has not done as much as expected. Needs more regular input to complete task. Work is ok, but work is deliberately scruffy/incomplete. <i>May receive one warning.</i> Leaving seat occasionally without permission.
Grade 4	<p><u>Frequent disruptions: not meeting expectations.</u> May include:</p> <ul style="list-style-type: none"> Distracting others students throughout the lesson. Actively ignoring staff, or not following instructions despite regular requests. Completing very little work, or deliberately avoiding doing requested work (procrastination). Needs constant staff reminders to complete work. Persistently leaving seat without permission. <i>Has received formal warning, and has been asked to move seats/move classroom.</i>
Grade 5	<p><u>Removed from classroom: serious disruption.</u> May include:</p> <ul style="list-style-type: none"> Affecting the classroom environment so that other students are unable to learn. Refusing to follow instructions (may or may not include aggression). Refusal to complete any work, and any alternatives that may have been offered. <i>Disrupting second classroom environment and has been isolated from other students.</i>

Forward Step



Reintegration to KLA Parent Guide

The main purpose of Forward Step is to reintegrate our students back into the mainstream environment of KLA. Students must follow a strict plan before we consider moving them back, and this will take a minimum of six weeks - though it may take much longer. Each student must meet the criteria of one week before moving to the next (see the outline inside). All decisions about reintegration or the continuation of their education in Forward Step are made at the end of each half term, in consultation with data, staff, parents and the students themselves.

Once students have completed the programme - and the decision has been made to move the student back into KLA - they will then follow a subsequent programme in MAC (Made a Change), which will be again personalised to the individual and their needs.

FAQS

- **How are the students graded?**

Each student is graded by every member of staff that comes in contact with them during a session - one in the morning, and one in the afternoon. These scores are then averaged, producing a point score per session, per day and per week. The grade given for each week is the score that is used for the week's criteria (see right). The descriptors are on the back page.

- **What is a removal?**

Please see grade 5 criteria on the back page. If a student walks out of a lesson, or refuses to attend a lesson, this is also counted as a removal. This is effectively being sent to Reflection in the main school, and so we cannot move a student forward if they are behaving in this way.

- **What happens if their behaviour doesn't improve?**

If a student is regularly getting grade 4 or 5, we will consider moving them to a part-time timetable to allow them a shorter time period to get it right. We may also consider e-learning if we need to keep them on part-time for a longer period of time. Permanent exclusion is always a last resort, but will happen if necessary.

- **How do students go back to full timetable?**

Students need to demonstrate good behaviour for at least two weeks in a row before an increase in timetable is considered. Part-time timetable will have an impact on the six week progress as their attendance is automatically lowered, so it's in the best interest of the student to improve behaviour and move back to full time in order to progress.

With all progression decisions, parents, students and staff will be consulted, but ultimately the centre manager has the final say.

Week 1

To complete week 1, students need to get:

- ⇒ Behaviour average between 1.0-2.5 OR behaviour average that has been between 2.6-2.9, but most sessions have an average of 1.0-2.5.
- ⇒ No removals from the classroom.

Week 3

To complete week 3, students need to get:

- ⇒ A minimum of 50% attendance.
- ⇒ Behaviour average between 1.0-2.5 OR behaviour average that has been between 2.6-2.9, but most sessions have an average of 1.0-2.5.
- ⇒ No removals from the classroom.

Week 5

To complete week 5, students need to get:

- ⇒ A minimum of 90% attendance.
- ⇒ Behaviour average between 1.0-2.5 OR behaviour average that has been between 2.6-2.9, but most sessions have an average of 1.0-2.5.
- ⇒ No removals from the classroom.

Week 2

To complete week 2, students need to get:

- ⇒ A minimum of 30% attendance.
- ⇒ Behaviour average between 1.0-2.5 OR behaviour average that has been between 2.6-2.9, but most sessions have an average of 1.0-2.5.
- ⇒ No removals from the classroom.

Week 4

To complete week 4, students need to get:

- ⇒ A minimum of 70% attendance.
- ⇒ Behaviour average between 1.0-2.5 OR behaviour average that has been between 2.6-2.9, but most sessions have an average of 1.0-2.5.
- ⇒ No removals from the classroom.

Week 6

To complete week 6, students need to get:

- ⇒ A minimum of 90% attendance.
- ⇒ Behaviour average between 1.0-2.5 OR behaviour average that has been between 2.6-2.9, but most sessions have an average of 1.0-2.5.
- ⇒ Four weeks of continuous 'good' behaviour.
- ⇒ No removals from the classroom.