

Behaviour for Learning Policy

Behaviour for Learning Policy

A Whole School Approach to Behaviour

Last Review: September 2022

“The classroom teacher is the person who provides the motivation for the students and in the best lessons, praise plays a huge part and discipline is not a problem because the students are interested and engrossed in what they are doing.”

Appendix 1- Behaviour escalation table

Appendix 2- On call protocol

Appendix 3- LSU/BSU rationale and systems

Appendix 4- LSU Timetable

Appendix 5- Detention protocol

RATIONALE

At Wellfield, we aim to make Wellfield a place where:

- Learning is paramount;
- Behaviour is outstanding;
- Praise outweighs criticism;
- Students feel happy, keen and fulfilled;
- We are all safe from aggression, racism and bullying including cyber bullying;
- We are all helpful and considerate;
- Students want to work hard, take responsibility and play a full part in school life.

PURPOSES

PRAISE OUTWEIGHS CRITICISM

Behaviour for Learning (BFL) is a positive process in which praise outweighs criticism. It is intended to create a safe and happy environment for all of us. BFL is also designed to allow us the space to concentrate on teaching, and students to concentrate on learning.

To create the positive climate for learning we all desire, it is vital that we never forget that staff influence is crucial. To maximise this positive influence, we should always remember the governing principles of what works at Wellfield i.e.

- **House style** (putting teaching and learning first);
- **Certainty** (clear boundaries);
- **Stimulation** (interactive teaching, raising the challenge);
- **Recognition** (a culture of praise, rewards);
- **Assessment for learning** (constant feedback on where students are and how to improve).

UNACCEPTABLE BEHAVIOUR

When behaviour is unacceptable, BFL provides a clear framework. Within the BFL system the rules of the school and consequences for breaking them are clearly stated. They must be applied fairly and consistently across the whole school. *Students need to see that the system is fair and consistently applied.*

BFL covers behaviour:

- in the classroom;
- around the school;
- Students' conduct outside the school gates;
- towards the individual;
- towards equipment.

The effectiveness of BFL is dependent on the professional judgement of staff who should deal properly with what happens in their presence. Staff should also follow through the BFL consequences for their students to ensure that the emphasis remains on learning. For example, staff are advised to ensure that students on detentions are set meaningful work, even if this means briefly attending detention themselves.

PARTNERSHIP WITH PARENTS AND CARERS

BFL also emphasises partnership with parents/carers. For example, 'Good News Letters or postcards' are a very popular aspect of how we communicate with home. When behaviour is unacceptable, parents/carers are informed of detentions and are expected to play their full part in the report system. A very serious consequence is for parents/carers to be called before the Governors' BFL committee to explain their child's actions. In dealing with parents/carers, it is vital that we follow our Contact with Home procedures by informing home of significant matters related to individual students and avoiding situations where we know more than the parent/carer about a student's situation.

WELLFIELD SCHOOL

BEHAVIOUR FOR LEARNING

GUIDELINES CHART

Praise

In all classrooms, there should be at least three times as much praise as there are consequences.

Emphasis should be on students' achievements.

PRAISE

CONSEQUENCES

P1 Verbal Praise	C1 Verbal Warning
P2 Pegasus Points reward	C2 Lunch Detention (appendix 5)
P3 Learner of the Week nomination	C3 On Call Teacher- outcomes recorded by On-Call teacher
P4 Learner of the Term nomination	C4a Referral to Learning Support Unit inc. Internal Exclusion C4b Referral to Behaviour Support Unit
P5 Entry into the end of term raffle	C5 Suspension

P6 Reward trip	C6 Governors' Discipline Panel/East Durham Behaviour Panel
P7 Head Teacher's Award	C7 Permanent Exclusion



REWARD system



We GO THE EXTRA MILE

DISCIPLINE FOR LEARNING

PRAISE

Praise is very important and there should be three times as much Praise as Consequences.

In addition to the above some Departments run 'Star of the Week' where the work of individual students in each class is recognised by teachers. The emphasis here may be wider than learning which is used by "Learner of the Week" and is given at the discretion of the teacher.

REWARDS

DURING THE YEAR

Pegasus points

Examples of how students should gain Pegasus Points

- Students are awarded points in lessons for excellent work/ excellent effort
- Students are awarded points outside of lesson time for excellent behaviour

Learner of the Week

Postcards home for improvement in a subject, behaviour, attendance or a good deed.

Lunch time jump the queue pass

Senior leaders on the spot breakfast vouchers for pupils

Year 11 have different/ additional rewards at the discretion of the Head of Learning.

EVERY HALF TERM

Prize draw for every year group

100% attendance certificate and treat

EVERY TERM

Learner of the term

100% attendance certificate and treat

Prize draw for every year group.

END OF THE YEAR

Prize draw for each year group

100% attendance voucher and certificate

Improved attendance treat

REWARDS TRIPS AND ACTIVITIES

Attendance on these trips will be dependent upon behaviour and attendance throughout the year. Mr Hardie and Ms Dodd in consultation with the Heads of Learning will determine any exclusions.

Consequences

C1 Verbal Warning

Teacher to give student a chance to settle and follow instructions.

C2 BFL Detention

Lunchtime detention for 25 minutes (Appendix 5).

Detention notice usually via a text or phone call. No notice detentions can be set with prior agreement of no notice detention procedure with parent/carer. Where not a no notice detention, parent/carer will be notified usually via text or phone. Different texts will be sent to indicate whether the detention is for behaviour or missed homework. The onus is on the parent to ensure contact details are up to date, and to check daily for no notice detention. Students who attempt to get out of completing their detention will be issued with a repeat detention or an after school detention.

In some cases, detentions may be issued for break time and/or lunchtimes in lieu of other sanctions (e.g. after school detention or Internal Exclusion). This is usually done in upper school to ensure that students remain in lessons or so they can attend after school sessions. Students who accrue multiple repeat detentions may be placed on an after school detention from 3.15pm-4.10pm or on Friday 5pm detention. Students who abscond detention will be given opportunity to repeat the detention on the first offence, after school detention on the second offence or a Friday 5pm detention for multiple offences. Their names are also added to the on-call register to be collected for any further detentions.

C3 On-Call summoned

Teacher sends for On-Call. On-Call to keep student in lesson if possible. Student can be internally excluded in the Learning Support Unit or the Behaviour Support Unit whilst determining further action to be taken. Only On-Call can relocate students.

C4 Referral to the Learning Support Unit (LSU) (Appendix 3, 4)

Referral made to Mr Hardie or Mrs Cowley or as a result of On-Call investigation (appendix 2), and/or via other routes, e.g. internal exclusion, after Suspension, or for matters of pastoral support where deemed appropriate. The number of referrals triggering escalation such as LSU time is captured in Appendix 1. Some students (at the discretion of the school) may also be referred to the LSU at break and/or lunch time in lieu of sanctions if it is felt appropriate; this allows for greater continuity in learning as students can still attend lessons.

Students who are issued with Internal Exclusion are in school from 8.35am-4.10pm. This allows further time for them to reflect on their behaviour and take responsibility for it. Students in the LSU or BSU lose all break and lunch privileges and have their break and lunches at a separate time to the main school.

Year 11 students who are given an internal exclusion may be allowed to attend core lessons (English, Maths and Science) but attend the LSU or BSU for all other lessons. For some students in Year 11 the Art/Textiles department may request that they complete the last lesson 3.15pm -4.10pm in that department to keep up with work.

Following the sanctions above, students who do not show improvement in behaviour will be subject to permanent placement in the Behaviour Support Unit (BSU) until they can be reintegrated into mainstream lessons.

Students failing to improve behaviour may also be referred our BSU or to another local school for time in their behaviour unit as an alternative to internal exclusion (IE) or Suspension.

C5 Suspension

Designated senior staff to issue a Suspension are: Mrs Hammond, Mr Krishnan, Mr Hardie and Ms Dodd.

Students returning from a Suspension will be counselled and will initially spend at least one day BSU or LSU before re-integration to mainstream lessons. When this has been successful they will return to mainstream lessons under the supervision of Mrs Cowley or Mr Hardie and be placed on Red Report (which incurs possible detention 5 nights per week). As specified in Appendix 1, failed Red Report leads to progression onto 'Assistant Head Teacher report' following a meeting between parents and Mr Hardie. Return to learning following such escalated sanctions may be on a part time basis, supported by our LSU systems for restorative justice (Appendix 3,4). As specified in Appendix 1, if a student's behaviour fails to improve despite all interventions, a Behaviour Improvement Plan (BIP) will be implemented for a period of 6 weeks.

C6 Governors' Discipline Panel

Students may be referred to the Governors' Panel if a BIP has not been successful.

A Pastoral Support Plan (PSP) and Formal/Final Warning will usually be needed at this stage if they are not already in place (Appendix 1). Possibilities at the end of this stage

are return to learning via de-escalation (Red then Amber Reports), transfer to Alt. Ed., referral to the East Durham Behaviour Panel or C7 if all other measures fail.

C7 Permanent Exclusion

The school is a founding member of the East Durham Behaviour Panel which seeks to support the most vulnerable students in school, who are most at risk of Permanent Exclusion. The Panel is made up of Wellfield, Dene Academy, Seaham High School, St Bede's Catholic Comprehensive School and Sedgfield Community School. The panel are supported by the Local Authority, the Educational Psychologist Service, One Point, The Woodlands (formerly the PRU) and a range of Alternative Providers. The Panel meets every three weeks and considers referrals made, finding suitable provision to meet individual needs. Such provision may include turnaround places at the Woodlands, Education Plus, Managed Moves, part-time support at an alternative provider etc. The Panel seeks to support students before a student reaches C7 (Permanent Exclusion), but it should be noted that the school reserves the right to process a C7 and bypass the panel depending on the individual situation/need/incident.

DISCIPLINE FOR LEARNING GUIDELINES

Remember: Always give three times as much Praise as Consequences. Students given Praise should have their name/initials written on the Reward Chart, identifying the Praise given.

Classroom management: Staff should allow the student to modify their behaviour.

Consequences: Students given a consequence should have their name/initials written on the Consequence Chart, identifying the Consequence given.

The data for Behaviour Referrals will be analysed on both a weekly (by Mrs Cowley) and half-termly (by Mr Hardie) basis to identify students who persistently fail to meet expectations. Such students will be placed on report (at an appropriate level) and/or placed on a Behaviour Improvement Plan (BIP) to help them focus on, and modify, their behaviour. A copy of the BIP is provided at the end of this policy.

Examples of behaviour are listed below – this list is not exhaustive but covers typical behaviour in school. Other behaviours which may be displayed by students not listed here will receive sanctions in line with the school's Consequence principals as listed in this policy, using these examples to guide professional decisions made by the school. All tariffs given here are **MINIMUM**. *Students who repeat behaviour will enter an escalation system and receive greater sanctions for repeated offences. Please refer to Appendix 1*

<p style="text-align: center;">In the class room Low level disruption Examples Includes:</p> <p>Persistent shouting out.</p> <p>Insufficient or Inadequate work.</p> <p>Distracting other students.</p> <p>Persistent talking.</p> <p>Entering or Leaving the room in a disorderly manner. Not following teacher's instructions.</p> <p>Leaving seat without permission.</p> <p>Inappropriate language towards Others.</p> <p>Eating in the lesson.</p> <p>Graffiti.</p> <p>Accessing private areas of rooms.</p> <p>Lateness to Lesson – (3+ mins) Teachers should log the number of minutes later on SIMs)</p> <p>Destruction of property (pens etc.)</p> <p>Truanting from a lesson</p> <p>Bullying including cyber bullying.</p> <p>Students who fail to bring their book for reading time more than twice in a week.</p>	<p style="text-align: center;">Suggested action – minimum tariffs</p> <p>a) Normal classroom behaviour modification by the teacher</p> <p>b) First Incident C1 issued and recorded on the Consequence chart.</p> <p>c) For persistent disruption a C2 will be issued.</p> <p>d) Where a student persists in disrupting learning despite previous sanction 'On Call' will be informed (C3). Appendix 2.</p> <p>*** 'On Call' staff should only be notified after a C1 & C2 have been issued and all in lesson BfL avenues exhausted , or in the event of a serious incident ****</p> <p>3 logs of lateness in a single week – C2. Only students with a signed note from a member of staff will be exempt. (HoL to log the C2 at the end of each week.)</p> <p>C2</p> <p>Immediate – C3 oncall/possible C4</p> <p>On Call staff summoned – C3. If proved C4 or higher</p> <p>C2</p>

IN THE CLASSROOM

<p>Lateness to school</p> <p>During Tutor Time.</p> <p>After Tutor Time (8.55am).</p>	<p>Three times in one week – C2.</p> <p>Immediate - C2. Logged by Attendance Officer/PSO</p>
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AROUND THE SCHOOL

<p style="text-align: center;">General misbehaviour – C2</p> <p>Includes: Refusal or Failure to return trays in dining room</p> <p>Throwing food – C4.</p> <p>Bad language (at staff) - C4.</p> <p>Having cigarettes in school – C4.</p> <p>Inappropriate hair – C4.</p> <p>Refusal to remove excessive make-up - C4</p> <p>Truanting off site – C4</p> <p>Smoking – C5</p> <p>Chewing Gum – automatic C2.</p> <p>Banned items including energy drinks (e.g. fizzy pop, isotonic or caffeine drinks), and crisps will be confiscated. Failure to follow staff instructions to hand over banned items will result in C2.</p> <p>Sweets should not be eaten in lessons. Failure to empty mouth or repeatedly eating such items in lessons – C2.</p>	<p>a) Immediate C2 issued.</p> <p>b) Any serious incidents i.e. a C3 or above, students should be escorted to the Learning Support Unit and LSU Manager / Duty SLT informed.</p> <p>Students associated with a smoking incident (by being in the same group of students) will be issued an immediate C2.</p> <p>Students caught chewing (or dropping litter) will be issued with C2 and during this time may be asked to clear up gum or litterpick (using appropriate protective equipment to do so e.g. gloves, high visual jacket and litter picker).</p>
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STUDENTS' CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 and the Education Act 2011 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Members of staff may discipline a student for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing the school uniform or
 - in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Towards Equipment

<p>Accessing the Internet without permission</p>	<p>a) First occasion – Verbal warning</p> <p>b) Second occasion – C2</p>
<p>Using a mobile phone, MP3 player or similar electronic device in school, including smart watches.</p> <p>Mobile phones on trips.</p>	<p>Mobile phones may be brought to school for use before or after school. They must not be switched on within the school grounds. They may only be used in lessons and after school activities under the direction of a teacher (when it is appropriate to do so).</p> <p>Mobile phones must not be used in school for Safeguarding reasons.</p> <p>The Headteacher will use their discretion regarding the use of mobile phone on school trips, residential etc. depending upon the risk assessed need to take them.</p> <p>There is a clear and consistent escalation procedure for students using a mobile phone in school:</p> <p>Staff request that the student hands over the device. The device is handed into the Main Office where it will be placed in the safe and parents/carers have to collect. Students failing to do this will be placed through the following escalation system:</p> <ul style="list-style-type: none"> ◦ 1st Offence – (If phone handed in) Phone goes to safe and student receives a C2 and letter to parents/carers to inform. ◦ 1st Offence (phone not handed over) immediate C4 and life ban of mobile phone in school – letter to parents/carers to confirm this. ◦ 2nd Offence (and any thereafter) Life ban, a further C4 and letter to parents to confirm this. <p>Repeat offenders may have other sanctions e.g. Prom ban in Y11.</p>
<p>Deliberate damage to school property</p>	<p>a) Immediate C5.</p> <p>b) Repeated behaviour referred immediately to governors.</p>
<p>Theft of equipment</p>	<p>a. Immediate C5.</p> <p>b. Repeated behaviour referred immediately to governors.</p>

Substantial or Repeated theft or damage to school property or equipment	Immediate C6 .
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Towards Others

Dealing in an illegal substance	Immediate C7 .
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Possession of an illegal substance	<ul style="list-style-type: none"> a) First offence immediate C5 b) Second offence: C7.
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Physical aggression towards staff	Immediate C5 - C7 depending on circumstances.
Physical aggression to students	C4 / C7 depending on circumstance.
Other inappropriate physical behaviour such as excessive self defence	C4 / C5 depending on circumstance.

Inappropriate language towards staff	<ul style="list-style-type: none"> a) Immediate C3 – at least (and usually C4 min.).
Verbal abuse to staff	<ul style="list-style-type: none"> b) Immediate C5.

<p>Bullying including cyber bullying (social media e.g Facebook, Snapchat, WhatsApp etc)</p> <p>Verbal Bullying</p> <p>*** Students will be entered onto the school's Bullying log ***</p>	<ul style="list-style-type: none"> a) Immediate C2 (C2 to C6 usually). b) If bullying persists students will move to C4. c) If extreme verbal bullying persists students will move to C5 (or higher in exceptional circumstances). d) Prejudice language, including (as per The Equality Act 2010) reference to disability, race, religion or belief, pregnancy or maternity, gender reassignment, sex and sexual orientation) will be dealt with (and recorded) according to County Guidance. Minimum C4; if directed at an individual in an attempt to demean or cause distress – C5.
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Carrying inappropriate objects or materials such as knives or fireworks	a) At least immediate C4 or C5 depending on circumstances. Final warning from Headteacher. b) C7 on second offence c) Referral to Police if required. d) Use of said items – C7 .
Interference with someone else's work	a) Immediate C2 .
Theft or deliberate damage to the property of others	a) Immediate C4 or C5 depending on circumstances. Police may be called.
Fighting	a) Immediate C4 or C5 depending on circumstances.
Malicious accusations against school staff.	a) At least immediate C4 or C5 depending on circumstances.

Searching Students:

School staff, as designated by the Headteacher, have the power to search students if there is reasonable suspicion of the possession of banned, illegal or offensive items. Suspicion of using a mobile phone inappropriately in school is also included. Anyone's belongings and person may be searched with consent but legislation allows designated staff to search students without, if the response is based on reasonable suspicion and is proportionate: Education Act 2011.

'Reasonable suspicion' would be:

- if an item has been seen by staff;
- if something, not necessarily identifiable, has been seen by staff;
- a student is seen by staff behaving suspiciously;
- a report has been made by reliable child/children;
- rumours in context are felt likely to be accurate.

Procedures for Search:

A search can be conducted only by a designated member of staff (i.e. any member of the Senior Leadership Team, Pastoral Support Officers or LSU/BSU Manager). The searcher must be of

the same gender as the student and in the presence of a person of the same gender. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately or where it is **not reasonably practicable** to summon another member of staff.

- These staff have the power to search when:
 - i) an offence is being committed;
 - ii) an injury may occur;
 - iii) there may be damage to property;
 - iv) it is prejudicial to the maintenance of good order and discipline.

(Education & Inspections Act 2006 / Education Act 2011)

- A search must be limited in extent to:
 - i) The removal of and search of outer clothing only i.e. any clothing worn otherwise than wholly next to the skin or immediately over underwear.
 - ii) A student's possessions i.e. goods over which he has or appears to have control including bags.
- A search may be conducted on the school site or elsewhere when the student is under the lawful control of the school.
- Safety must be paramount and if the degree of danger/threat posed by a search is unacceptable to a member of staff, then the police should be called.
- Staff have the legal right to seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and:
 - any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence,
 - to cause personal injury to, or damage to the property of, any person (including the pupil)
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the member of staff will report the student immediately and they will receive a minimum of **C5**.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

- 1) The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police, as must controlled drugs or anything which may be thought to be a controlled drug.
- 2) Pornographic images may be disposed of unless they constitute a specified offence (e.g. it is extreme or child pornography) in which case it should be delivered to the police. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them onto the police.
- 3) Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Statutory guidance for dealing with electronic devices

- 1) Where the person conducting the search finds **an electronic device** they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- 2) The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of **an electronic device**:
 - In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

3) If inappropriate material is found on the device it is up to the teacher to decide whether they should **delete** that material, **retain** it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

1 Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force. 2 Section 93, Education and Inspections Act 2006
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

2 When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

COMPLETION OF CONSEQUENCES

Once a consequence has been given it must be completed by the student. If a student fails to complete a consequence they will be placed on the next highest consequence. Consequences are not carried over from one lesson to another. However Mr Hardie may decide to place a student on a higher consequence level for persistent poor behaviour as part of our escalation procedures, e.g. If a student persistently fails to complete detentions or is being consistently given detentions Mr Hardie may need to consider putting the student on Amber / Red Report and/or remove to the LSU or BSU.

If a student is persistently brought to the attention of On-Call (e.g. 3 in one week) for poor behaviour, then Mr Hardie will need to consider placing the student on report or removing them from lessons to the LSU or BSU.

UNACCEPTABLE CONSEQUENCES

The following consequences must never be issued:

- Lines.
- Whole class punishments.

ADDITIONAL SUPPORT FOR STUDENTS

Where students are experiencing difficulties with their behaviour, the school after discussion with the student and/or parents or carers may initiate one or more of the following:

- a) Place the student on Green, Amber or Red Behaviour Report. Students who do not improve when placed on Amber Report will escalate to Red Report and will be required to possibly attend detention every day until their performance improves, at which point they will return to Amber Report. Students improving on Amber Report may be

stepped down to Green Report before exiting the system due to continued good behaviour.

Heads of Learning may place students on Yellow Report for monitoring academic effort.

Students failing Red Report will be placed on AHT Report (to Mr Hardie) or SLT Report, which carries the sanction of same day, no notice detentions.

- b) Prepare a **Behaviour Improvement Plan (BIP)**
- c) Refer the student to the LSU **C4a**;
- d) Refer the student to the BSU **C4b**;
- e) Refer the student directly to an external agency e.g. SALT, EP, CAMHS;
- f) Draw up a SEND Support Plan with the SENDCO / Assistant SENDCO. This will include the development of a Pupil Profile where specific information is made available to staff to support the student based on the notes from a meeting between parents and SENDCO Team, using advice from external agencies as appropriate. (See Inclusion Policy / School Information Report).
- g) Place the student on a **Pastoral Support Programme** (this includes a parental contract) (usually only used when students have had a number of Suspensions);
- h) Formal verbal or written warning issued;
- i) Students that persistently misbehave will attend the Governors' Discipline Committee (**C6**) and a **Pastoral Support Programme (PSP)** will be established if not already in place;
- j) Final warning issued by Governors and/or Headteacher. At this stage, students may be referred to the East Durham Behaviour Panel to consider what alternative packages may be available to support them;
- k) Permanent exclusion.

DETENTIONS

Detentions are one of the sanctions schools can use in cases of serious misbehaviour. Section 5 of the Education Act 1997 and Education Act 2011 gives schools the authority to detain students after the end of a school session on discipline grounds.

Detentions may only be imposed by a Headteacher or another teacher specifically or generally authorised to do so.

They should take into account of:

- a) The child's age;
- b) Any special Educational Needs;
- c) Any religious requirements;

- d) Whether the parent can reasonably arrange for a child to get home after detention.

N.B. Staff need to consider the Special Educational Needs of a student before giving an after-school detention to ensure equality of opportunity.

The school will give students' parents 24 hours notice of a detention. This is done via text message in most instances, or via telephone, email or letter. The parent has responsibility for ensuring that they check their phones, mail, email etc. to see if their child has detention. Ignorance of such notice is not a reason for the child to be excused, if the school has made reasonable effort to ensure that parent has been informed. If a parent, for example, changes their mobile number then the onus is on them to inform the school of the change. If the school has used the most up-to-date information the family has made available, this is deemed "reasonable effort" on the part of the school.

For persistent offenders, the school will operate a no notice detention system. When identified, these students together with their parent/carer will attend a meeting with the appropriate member of staff. The parents will be informed that their child has been placed on the No Notice Detention List and parents will need to provide suitable contact details so that the school can contact them if their child is being detained after school on any given day. This contact may be via phone, email, text, voice-mail etc. The responsibility for checking if a student is being detained will remain with the parent/carer (i.e. they will need to check their email, text, voicemail etc. to see if the school has made contact). The school will not be held responsible if a parent/carer fails to check their agreed contact media (e.g. voice-mail). Students who refuse to attend detention will be referred for **C4** (Internal Exclusion) and will still need to complete the detention. If they persist in refusing to complete the detention they may receive a **C5** and they will still need to complete the detention.

THE SCHOOL SYSTEM

HOLs and SLT will be involved in taking after school detentions on a rota system. All QTS will support detentions on a rota system.

When giving a detention, staff must complete a Referral using Classcharts. Mr Potts processes referrals and will ensure parents are informed of the detention and the date the student will receive it (usually via a text). Mr Potts will produce detention lists & Mr Hardie will devise rotas.

Detentions will be held in a central location, for lunchtime detentions this will usually be W218 for Year 7, W215 for Year 8, W114 for Year 9, W115 for Year 10 and W116 for Year 11. All detentions will start at the beginning of lunch for 25 minutes (for students who are late their 25 minute detention starts from the time they arrive). After school detentions are usually held in W215, straight after the end of the school day and last for 55 minutes.

Note:

It is our policy that staff who set the detention attend the detention session briefly to make contact with the student concerned. That teacher should set relevant work so there is a connection made between behaviour and learning.

All SLT, QTS and Support Staff will be given a copy of the detention rota. It is the responsibility of all staff to make sure they attend. If for any reason they are unable to do their detention duty, the member of staff concerned will need to swap their duty.

Behaviour staff will need to check that everyone has turned up for detention and follow up on any absent students.

The duty staff should remind students that they are not allowed to talk. Anyone who persistently disrupts detention will be removed from the room by one of the duty staff and will complete an Internal Exclusion **C4** in addition to repeating the detention.

SUBJECT LEADERS

Subject leaders have responsibility for ensuring BFL is administered fairly within their department. They will need to oversee the number of referrals given by their staff and where appropriate plan interventions to support their teaching staff. They also need to ensure that more praise than consequences are given out in lessons and that achievement awards are regularly given to students.

SSLs/SLs will be able to discuss the number of referrals given out by staff at departmental meetings using information shared via Power BI and data provided by Mr Hardie.

BEHAVIOUR FOR LEARNING IN THE LIBRARY

Students can access the Library on most days before school, during breaks, lunches and after school. Students need to recognise that this is a work area and not a social area.

Students are only allowed to use the Library for reading, revision, choosing/returning library books, Accelerated Reader quizzing or homework (unless they are a Student Librarian). All other students will be asked to leave.

Students are expected to work quietly and responsibly.

Students are not allowed to eat or drink in the LRC at any time.

The consequence system will be used for students whose behaviour is not acceptable, they may also be asked to leave and may face a ban from the Library for a period of time.

Link to Prevent Policy

Schools have a vital role to play in protecting children and young people from the risks of extremism and radicalisation. This role is underpinned by the Counter Terrorism and Security Act (2015) to have due regard to the need to prevent people from being drawn into terrorism. The school has a clear Prevent Policy relating to this (please refer to this for more details). Students identified as possibly being a risk of radicalization will be referred as per agreed procedures and the school will work with other agencies to provide appropriate support. The school also seeks to reduce such risk through ensuring that a wide range of opportunities exist for the teaching (and learning) of Citizenship, Community Cohesion and British Values (e.g, through PSHCME programme). Students engaging in school in any activities related to the Prevent Agenda will be sanctioned in accordance with this policy, as well as probable involvement with the Police.

Link to E-Safety

Schools have a vital role to play in protecting children not only on the “real” world but also in the “virtual” world. This role is underpinned by the school’s approach to e-safety as outlined in the E-Safety Policy. Students are educated to keep safe online via a range of strategies including CEOPS assemblies, our annual Internet Safety Week, ICT lessons, newsletters etc. The school’s strategy for E-Safety is scrutinised and monitored by our E-Safety Group, made up of teachers, students and governors. Students found to be using the internet/ICT for undesirable reasons including cyber bullying will be escalated through the school’s consequence and sanction systems as detailed in the Behaviour for Learning Policy with possible involvement of the Police if this is deemed necessary (in serious cases). E-safety is covered by a range of school policies including the Behaviour for Learning Policy, Anti-Bullying Policy, E-Safety Policy, Prevent Policy, SMSC Policy and Child Protection Policy.

Homework Referrals

Students who fail to complete homework will receive detention which will be set for one week after the deadline. There is a clear escalation procedure within the Homework Policy for students who persist in failing to complete homework. If a student does complete the work before their detention date, then their detention will be cancelled.

Students in Y7 and 8 who do not submit IS on time or who submit a piece of work which is significantly below required standard and has NOT had 5 hours given to it:

- 24 hour warning for incomplete homework becomes 1 week warning - to reflect 5 hours needed for quality work.
- If not submitted 1 week later, referral entered on SIMs and 5 hours of detentions scheduled: There will be no further 24 hour warning after this.

- If then submitted before the 5 hours detentions are complete, and only if the piece of work is to the standard required, the remaining detentions are cancelled.
- If work is substandard, the detentions continue until the 5 hours are done and work is submitted to an appropriate standard.

In terms of numbers of referrals accrued for escalation purposes, it will still count as 1.

CODE OF CONDUCT

BE POLITE

- ❖ Speak quietly – do not shout.
- ❖ Use language which is not rude or likely to upset someone.
- ❖ Help others wherever you can – especially visitors.

LISTEN AND EXPECT OTHERS TO LISTEN TO YOU

- ❖ Listen to others and to their point of view.
- ❖ Be silent when necessary.
- ❖ Do not answer back.

IN THE CLASSROOM – MAKE IT EASY FOR EVERYONE TO LEARN

- ❖ Attend every lesson.
- ❖ Be on time.
- ❖ Listen carefully and follow instructions.
- ❖ Work as well as you can.
- ❖ Ask for help and answer a question by putting your hand up.

MOVE AROUND SCHOOL SAFELY

- ❖ Keep to one side when walking through corridors.
- ❖ Walk – do not run.
- ❖ Line up quietly outside classrooms.
- ❖ Hold the door open for the person behind you.

MAKE IT PLEASANT FOR EVERYONE TO EAT

- ❖ Use a tray and take coat off when eating.
- ❖ Eat only when sitting at a table.
- ❖ Do not misuse food.
- ❖ Clear your table and put the tray back.

KEEP THE SCHOOL CLEAN AND TIDY

- ❖ Do not spoil or damage equipment.
- ❖ Do not mark walls or furniture.
- ❖ Take care of displays.
- ❖ Put litter in bins.
- ❖ Use the toilets in an acceptable way.
- ❖ Chewing Gum is not allowed.

Appendix 1 Behaviour Escalation Table

The purpose of this guidance is to provide a rule of thumb that informs consistency in matters relating to escalation in sanctions and consequences. It is not intended to be limiting or to replace the need for professional judgment. Please read alongside the School Behaviour for Learning Policy.

Please note- referrals are only used to describe incidents recorded on SIMs (C2 or beyond)

Number of Referrals	Timescale	LSU Time	Report	Which staff to report to
3	In 1 day	1 day	NO	
3	In 1 day repeated in a half term	2 days	Yes- Amber	Mrs Cowley
5	In 1 week	1 day	Yes- Amber	Mrs Cowley
<u>Reports</u> All reports are 2 weeks in duration Trigger point for each phase to escalate is 6 or more 'X' marks in a week		<u>Targets for all students-</u> No C2 referrals Staff to record on the report ANY C1 given verbally		
Green- Tutor 2 week report Positive phone call to parent to be made by the PSO for that year group at the end of the 2 week period Report to the tutor each morning in registration	Amber - PSO 2 week report Phone call to parent to be made by the PSO for that year group at start of going on report Report to PSO at the end of each day in the dining hall	Red – LSU (Mrs Cowley) 2 week report Phone call to parent to be made by Mrs Cowley at start of going on report Detention possible 5 nights per week (if all targets met then pupils go home at 3.15pm) Report to Mrs Cowley at the end of the day in the dining hall	Failed Red Report: <ul style="list-style-type: none"> • Parental meeting with AHT • Behaviour Improvement Plan completed (6 weeks) with signatures • AHT report (detention each night plus possible 2 hours on Fridays). • Head Teacher’s Report to monitor Yr 11 only reviewed every 2 weeks. See policy. • PSP – Panel/Governors/formal/final if failed AHT report 	

Behaviour sanctions: At a glance guide

LSU – C4a	BSU – C4b	Suspension
Being removed from a lesson by On-Call. If a student is removed from 2 lessons in 1 day, they will remain in LSU for remainder of the day.	Being removed from 3 or more lessons by On-Call during the same week or 6 removals in a half-term.	Physical aggression towards staff.
Receiving 3 referrals in 1 day or 5 referrals in 1 week.	Physical aggression towards students including inappropriate physical behaviour. This includes fighting, depending on circumstances.	Physical assault of a student, including fighting, depending on circumstances.
Throwing food.	Returning from Suspension.	Theft of school property.
Any uniform infringement that cannot be easily rectified, or refusal to have rectified.	C3 from LSU.	C3 from BSU.
Hair or make-up infringement, including banned jewellery and piercings.	Use of prejudiced language, depending on context/terminology/intent.	Second offence for use of prejudiced language.
Truancy.	Defiance towards a senior member of staff.	Repeated defiance towards a senior member of staff.
Possession of cigarettes or other smoking paraphernalia.	Sexual harassment/bullying. Automatic placement whilst allegation is investigated.	Smoking on or near school site whilst in school uniform.
Disrespectful use of language towards staff.	Inappropriate language towards staff.	Verbal abuse towards staff including, but not only swearing.
Refusal to hand over mobile phone or 2 nd confiscation of mobile phone.	Removal from lesson by On-Call if on Red Report or above.	Possession of illegal substances including alcohol, illegal drugs and legal highs.
Bullying, including cyberbullying and verbal bullying, depending on circumstances and judged on case-by-case basis.	Second offence for bullying, regardless of type or victim.	Possession of inappropriate objects including weapons, pornography and fireworks.
	Theft of or deliberate damage to another student's property.	Second offence of theft of or deliberate damage to another student's property.
	Malicious allegation against a member of staff. Student to be placed in BSU whilst allegation is investigated. If proven to be untrue, then proceed to Suspension.	Vandalism/damage to school property.

Notes:

- **These tariffs are to provide guidance and consistency.**
- **Sanctions may need to be adjusted depending on circumstances and previous behaviour record of student involved.**
- **SLT decision regarding appropriate actions is final.**

Escalation routes

On-Call Escalation

Number of On-Calls	Actions
1 On-Call in a day	<ul style="list-style-type: none"> • Placed in the LSU for at least the remainder of the lesson. • Student to complete On-Call statement sheet. • Decision made by LSU manager when it is suitable for student to return to lesson. • Automatic same day after-school detention.
2 On-Calls in a day	<ul style="list-style-type: none"> • Student to remain in the LSU for the remainder of the day. • Automatically receives Friday after-school detention.
3 or more On-Calls in the same week	<ul style="list-style-type: none"> • Automatic Friday after-school detention. • Student to be placed on behaviour report.
6 or more On-Calls in the same half-term OR 10 or more On-Calls in the same term	<ul style="list-style-type: none"> • Letter to parents regarding conduct and conduct. • Student to be placed on behaviour report if required.
10 or more On-Calls in the same half-term OR 15 or more On-Calls in the academic year	<ul style="list-style-type: none"> • Parents and student to attend meeting with AHT for Behaviour for Learning. • Automatic escalation to BIP if required.
12 or more On-Calls in the same half-term OR 20 or more On-Calls in the academic year	<ul style="list-style-type: none"> • Automatic Internal Exclusion. • Letter to parents outlining danger of Suspension.
15 or more On-Calls in the same term OR 25 or more On-Calls in the academic year	<ul style="list-style-type: none"> • Automatic Suspension. • Parents and student to attend readmission meeting. • Escalation to PSP if required. •
20 or more On-Calls in the same term OR 30 or more On-Calls in the academic year	<ul style="list-style-type: none"> • Automatic Suspension. • Parents and student to attend readmission meeting. • Referral to Governors' Behaviour Panel.

Number of referrals Escalation

Number of referrals	Action
10	Phone call to parents from PSO to outline concerns.
15	Letter from PSO to outline concerns.
20	Parents to be invited to attend meeting with PSO
25	Letter from AHT to outline concerns.
30	Parents to be invited to attend meeting with AHT.
35	Parents to be invited to attend meeting with DHT.
40	Parents to be invited to attend meeting with HT.
50	Parents to be invited to next available Governors' Behaviour Panel.

Suspension Escalation

Number of Suspensions	Actions
1	<ul style="list-style-type: none"> • Minimum 1 day Suspension • Minimum 1 day in LSU/BSU on return from Suspension • Student and parents to attend readmission meeting with AHT, where targets will be agreed • Student to go on behaviour report if required • Parents to receive letter outlining discussion and agreed targets
2	<ul style="list-style-type: none"> • Minimum 2 days Suspension • Minimum 1 day in LSU/BSU on return from Suspension • Student and parents to attend readmission meeting with AHT, where targets will be agreed • Student to go on behaviour report or move up to next stage if required • Student to go on BIP if required • Parents to receive letter outlining discussion and agreed targets
3	<ul style="list-style-type: none"> • Minimum 3 days Suspension • Minimum 1 day in BSU on return from Suspension • Student and parents to attend readmission meeting with AHT, where targets will be agreed • Student to go on behaviour report or move up to next stage if required • BIP to be reviewed at meeting if still ongoing • Student to go on PSP if required • Parents to receive letter outlining discussion and agreed targets • Referral to be made to East Durham Behaviour Panel if required
4	<ul style="list-style-type: none"> • Minimum 4 days Suspension • Minimum 1 day in BSU on return from Suspension • Student and parents to attend readmission meeting with AHT, where targets will be agreed • Student to go on behaviour report or move up to next stage if required • PSP to be reviewed if still ongoing • Parents to receive letter outlining discussion and agreed targets • Student and parents to be invited to next Governors' Behaviour Panel meeting to receive formal warning • Referral to be made to East Durham Behaviour Panel if required

5	<ul style="list-style-type: none"> • Minimum 5 days Suspension • Minimum 1 day in BSU on return from Suspension • Student and parents to attend readmission meeting with AHT, where targets will be agreed • Student to go on behaviour report or move up to next stage if required • PSP to be reviewed if still ongoing • Parents to receive letter outlining discussion and agreed targets • Referral to be made to East Durham Behaviour Panel if required
6	<ul style="list-style-type: none"> • Minimum 5 days Suspension • Minimum 1 day in BSU on return from Suspension • Student and parents to attend readmission meeting with AHT, where targets will be agreed • Student to go on behaviour report or move up to next stage if required • PSP to be reviewed if still ongoing • Parents to receive letter outlining discussion and agreed targets • Student and parents to be invited to next Governors' Behaviour Panel meeting to receive final warning

Appendix 2 – On-call Procedure

- One member of staff is timetabled to be on-call for all lesson times except tutorial when the SLT duty person of the day will cover. The SLT duty person oversees the site and on call emergencies in tutorial must be referred to them. The SLT duty person is named on the duty rota and daily sheet.
- On-call is intended to provide emergency backup for major incidents of disobedience, verbal or physical violence or risks to health and safety.
- The on-call teacher might also be required to deal with unexpected occurrences such as un-notified visits by parents or urgent phone calls if no one from the leadership team is available.
- For the most part, if colleagues require support in dealing with disruption to lessons, they should follow the BFL referral process (C1 and C2) and not use on call unless it is clear that it is appropriate.
- Analysis of data generated from on-call records is an intrinsic part of the school's ongoing behaviour intervention system, generating dynamic and responsive management of expectations.

HOW TO USE ON-CALL

- You can use on-call to deal with serious breaches of discipline in your lesson or around the site.
- On call is a **major BFL consequence (C3)**, so please don't use it lightly. For example, it should not be used for a student just to be given a "talking to".
- An automatic consequence of a student being on-called is a C2 detention.
- Please do not use on-call as a whole class punishment. This is unfair on the good students and makes it hard for the on-call teacher to be effective. Be clear about who the trouble makers are.
- You should also notify on-call for emergencies such as a student having an accident or being taken very ill or if you become aware of students absconding from lessons or intruders coming on site.
- Notify on call by using email or sending a message to the main office. One of the office staff will then contact the on-call teacher by walkie talkie. Please state if it is an emergency and **name the student in full**, the issue you are having and the room that you are in
- Do not leave your class unattended to contact or go looking for on-call
- After the incident please refer the incident using a SIMs referral. This is not the responsibility of the on-call teacher. If you do not do this the incident might not be followed up effectively.

WHAT TO DO IF YOU ARE ON CALL

- At the start of your on-call lesson report to the Behaviour Admin office to collect a walkie talkie if you do not have one and the On Call Clipboard and check in to the LSU for priority areas, students or year groups identified from previous data analysis

- Make sure that the walkie talkie is switched on, the volume is turned up and it is tuned into the correct channel (channel 1)
- On-call notifications will come to you via the walkie talkie. A member of staff (usually B.Potts) will notify you of the location and the teacher requiring support. This will be logged by the On Call member of staff on the 'On-Call Record Sheet' and it is vital that you complete the on-call sheet online with the outcome of the situation (e.g. counselled and warned, in-class support provided, removed as last resort etc.) The behaviour group on One-Drive has the on-call sheet as well which you can complete yourself if needed.
- Please then make a sweep of the school to ensure that all is well. Please check the toilets
- Please make a point of visiting core subject areas, ECTs, supply teachers and cover supervisors
- If all is quiet, feel free to use any remaining time for your own work etc. but you must ensure that you can hear your walkie talkie
- If you are called to a lesson your main task is to support the authority of the class teacher so that teaching and learning can happen without interruption. You might have to remove a student from the lesson, but this is not the only strategy to employ. You might take the class briefly while the teacher resolves the matter with the student or remain with the class/work with that student to ensure an orderly atmosphere. Removal of a student is a last resort after all of these options have been considered.
- If you do remove a student, remember to take their work with you. You might choose to isolate the student so that they can work uninterrupted, counsel the student yourself or, if they can be accommodated, take them to the LSU but only placed within after consultation with the LSU manager out of earshot of the student. In the interests of maintaining a calm and productive working environment, it is vital that students are not 'dropped off' at the LSU without context or management of the situation
- If you are called to an accident or a student being taken ill, check that the office has also contacted the first aid personnel. Do not attempt to administer first aid yourself;
- If you are called because of intruders, do not confront them on your own. If you cannot find a member of staff (preferably a member of the leadership team) to accompany you, instruct the office to contact the police (ensure you are familiar with the Intruder Protocol)
- On occasions, you might have to deal with unexpected visits or phone calls. Often you will be able to do no more than a holding operation, but try to remain as calm and reassuring as possible
- At the end of your on-call lesson, return the walkie talkie and the On Call Clipboard to the Behaviour Admin office and sign the rota on the on-call computer. Please confirm the outcomes of any incidents so that the record can be updated by the Behaviour Admin.
- Data from the 'On-Call Record Sheet' is analysed regularly by SLT and HOLs for patterns and summarised weekly by the LSU manager to inform ongoing intervention.

Appendix 3- Learning Support Unit and Behaviour Support Unit

LSU Manager – Mrs Cowley
(Line managed by Mr Hardie)

Internal Exclusion Rooms: There are two internal exclusion rooms, namely the Learning Support Unit or LSU (which is a room for Internal Exclusions, students who have been removed by On Call or who are part of an investigation as well as being a place where students will receive counselling in order to help them reintegrate into school life successfully) and the Behaviour Support Unit or BSU (which is a room for students on long term placement, returning from Suspension or sometimes as an alternative to Suspension).

Referrals to the Internal Exclusion Room should be made via the LSU Manager who monitors the mix of students to prevent possible conflicts or overloading. The purpose of this room is short term use and whenever possible, the limit of students within the LSU room is 10 and the BSU room is 6.

GUIDELINES

PURPOSE

To support students:

- With emotional and behavioural problems who may be on the verge of Suspension;
- Who have difficulties in specific lessons and may be disrupting the education of others;
- Who are returning to school after an absence due to Suspension or school refusal;
- Who are internally excluded.

The Learning Support Unit is not:

- Long term respite care;
- A 'sin bin' or dumping ground;
- A facility for challenging students who should be in a specialised environment;
- A quick route to Suspension.

CRITICAL SUCCESS FACTORS

- The area's procedures must be in harmony with the school's overall ethos for inclusion;

- The SLT endorses, supports and regularly reviews the initiative;
- Clear and effective line management, within the social inclusion framework;
- Coherent whole school approaches to referrals, recording, action planning, communication and target setting;
- Suitably qualified and experienced staff;
- Time set aside for planning so that the areas can build on existing good practice;
- Whole school understanding of the role and function of the areas;
- Clear entry and exit criteria and procedures with an emphasis on re-integration;
- Re-integration policy and staffing to support its successful implementation;
- Flexibility of curriculum approach and a wide range of resources, including ICT for students in these areas;
- Effective systems to develop good family and multi-disciplinary working;
- Monitoring and evaluation systems with agreed measures of success.

REFERRAL

Referrals to the Learning Support Unit for behaviour issues will be made by On-Call or LSU Manager only following the classroom escalation system described previously. When the On-Call staff brings a student to the LSU, they should discuss the placement of the student with the LSU Manager (preferably away from other students in the LSU). Subject staff should write up the incident in SIMs and the student may write up a statement sheet outlining their perspective. A decision will be made regarding sanction and subject staff emailed to explain outcome (BfL Policy Appendix 2). This could be short term Internal Exclusion or longer-term Internal Exclusion. On-Call should try and ensure that the classroom teacher supplies appropriate work for the student to complete when they are removed from a lesson. On-Call will inform the staff in the Learning Support Unit how long the student should be detained (e.g. if an investigation is required the student may remain in the unit until the investigation is completed). The LSU Manager in agreement with SLT will decide the length of time to be completed. SLT may refer to the Learning Support Unit for other issues (e.g. behaviour at break times, in corridors, repeated referrals etc.). Staff in the Learning Support Unit will keep a log of who is placed in the room, how long they stay, what their behaviour is like, work completed (etc.). When a student is removed from lesson relevant work should accompany them.

Some students (at the discretion of the school) may also be referred to the LSU at break and/or lunch time in lieu of sanctions if it is felt appropriate; this allows for greater continuity in learning as students can still attend lessons.

Staff will provide details of who is placed in the Learning Support Unit on a daily basis, and curriculum teachers for that day will need to provide appropriate work for the student to complete.

PROVISION

A. FULL-TIME PROVISION - BSU

There are two bands of BSU placement:

1. **Core Release** - (Year 11 students only) these students will attend Core lessons (English, Maths & Science) but attend the BSU for all other lessons.
2. **Lockdown** - These students will not attend any lessons until they show signs of improvement.

Both Core Release and Lockdown students will lose all break and lunch times as they will be on different break and lunch times to the rest of the school.

Students failing to improve their behaviour may also be referred to another local school for time in their behaviour unit as an alternative to IE or Suspension.

The goal for students placed in the Behaviour Support Unit on a full-time basis must be to reintegrate them back into lessons with support, this process is known as '**guided choices**'. This will involve a modified timetable with students going into lessons where they cause the least problems. This process will be regularly reviewed by Mr Hardie. Students will return to lessons on Amber/Red Report and with behaviour support assistants/PSOs, as required.

Students may also be placed in the BSU as an alternative to Suspension or for a fixed period of up to five days upon their return from a Suspension and as part of their reintegration package.

Some students may only access the BSU on a part-time basis as part of a package while they attend an alternative provision such as Education Plus for the rest of the time or while they are on a slow reintegration to mainstream school as part of a part-time timetable.

On entry students will:

- Have their SIMs updated and completed
- Have reinforcement of school rules and the rewards and sanctions policy whilst in the Behaviour Support Unit
- Have targets set on a report if they are not already on one

B. PART-TIME PROVISION - LSU

Some students may only come to the Learning Support Unit for 'hotspots'. These students will have reached C3 or C4 and their progress will be monitored across the school by Amber / Red report.

Other students may only attend school and the Learning Support Unit on a part-time basis; a method often used for school refusers to try to reintegrate them back into school gradually.

Students requiring emotional support will be referred via Heads of Learning (depending upon need). The type and length of referral will depend on the student's individual need and will be reviewed regularly by HOLs at the weekly meetings.

CURRICULUM ISSUES

Students placed in the Unit will receive additional literacy and numeracy support as required. This may include the use of resources such as 'My Maths' or Accelerated Reader. The Core will be a focus during morning sessions with foundation subjects being offered in the afternoon. Where possible, the school will also seek to engage students using other school resources e.g. via the Cove.

Number of Students Accommodated

Usual practice will be for a maximum of 15 students at any one time in the Learning Support Unit and a maximum of 9 students in the Behaviour Support Unit. Obviously more students may be involved with this facility on a part-time basis.

Curriculum

Work needs to be provided from curriculum areas. Students who attend the LSU or BSU must have work provided by the curriculum area. The LSU will send out a list of students each day who are booked into the LSU for the following day. Staff from each subject should ensure that work is provided to the LSU by the end of the day ready for the following day when the student is booked in.

Resources

Curriculum resources need to be provided from curriculum areas and SEN material from Learning Support.

Behaviour in the Areas

All school rules apply in all areas. Students will be expected to behave in an appropriate manner and high expectations in terms of work, behaviour, uniform, attendance and punctuality will be sought.

Rewards and sanctions

Rewards will be offered via Pegasus Points, Good News Letters, and certificates sent home.

Persistent refusal to follow targets will result at least internal exclusion in the first instance, with escalation following this.

Monitoring of student progress can be achieved by:

- BFL report system – two weekly report
- Work set by staff to be returned to them and marked in order to track the student's academic progress

Working with other agencies

Effective links with other agencies is essential as they often provide more specialised expertise. Students who are experiencing difficulties may be referred to an outside agency and/or a TAF initiated. Staff from other agencies may come into the school to observe or counsel students.

Exit Criteria

Although students are assigned a number of days to work in the LSU, this is only an indicative value and they must demonstrate that they are prepared meet the criteria set out in their report. This allows them to reflect on their time in the LSU and make focussed targets to allow them to demonstrate their progress. After successful completion of placement pupils have an interview with Mrs Cowley in readiness for reintegration to lessons.



Appendix 4 Learning Support Unit (LSU) - Daily Routine

The following is a guide to the structure of your day in Internal Exclusion within the LSU. Staff running the LSU may make some changes to this structure if they decided to do so. **Students are expected to follow instructions from staff within the LSU, even if it means changes to the timetable below.**

8:35-8:50	Silent Reading
8:50-9:50	Work from English
9:50-10:20	Work from Maths
10:20-10:30	Collective break in diner/toilet
10:30-11:05	Work from Maths
11:05-12:05	Work from Science
12.05-12.40	Work from Subject
12:40-1:05	Lunch – supervised in diner
13:05-13:45	Work from subject
13:45-14:15	Reading time
14:15-15:15	Work from subject



15:15-16:10 LSU detention/reflection

Learning Support Unit Expectations

As you arrive:

- Hang up your coat/bag
- Get out accelerated reading book or ask to choose a book from the shelf
- Ensure you have your pen and pencil on your desk
- Sit in directed seat and read silently
- Raise your hand if you want anything

Basic Expectations:

- Be dressed in full and correct uniform
- Follow all instructions from staff (without comment or argument)
- Work in silence and to a good standard
- No computer access without permission
- No vandalism or damage to anything in the LSU
- No foul or abusive language
- Treat everyone in the unit with respect – be polite
- Do not leave your seat, or the LSU, unless you have permission from staff

DETENTION PROTOCOL

- Staff enter referrals via SIMs. AP processes and sets detention dates as required.
- AP produces the detention list by 3pm the working day before the detention is due to take place.
- All staff should inform students of who is on the list when they take the register (students on detention are highlighted in red) and students can check the list as it is displayed by PSO's and LSU Manager's offices as well as outside the detention room and in the dining hall by the tills. Students will be expected to turn up at the correct room for their detention at start of lunch or 3.15pm. Staff are positioned by the Student Exit at the end of the school day to remind students they have detention (although the responsibility to attend remains with the student).
- Staff prepare work for students who they have entered referrals for, if the referral was the result of behaviour during a lesson. All work must be paper based, as no PCs are available for detentions. Generic work will be provided for detentions arising from issues not in lessons or for chewing. Staff must consult the detention list daily and send relevant work to the LSU (the night before) for any students that they have issued a referral for.
- Detentions are held in E110 (lunch) and the PD room (after school) unless they are unavailable. In this circumstance, the hall should be used instead of PD room. There will be at least two members of staff on Detention Duty. The rota is drawn up by the Assistant Head for Behaviour (Mr Hardie).
- Prior to the start of detention, the PSO on detention duty ensures that the work packs and paper are placed on desks ready for the detention. Site Staff will ensure tables and chairs are set out ready for detention.
- Staff with students on detention should take work to the LSU the day before and also attend detention where possible to have a conversation with the students about why they were placed on detention.
- Students work in silence. Failure to do so should be challenged. Students who persistently fail to work quietly should be logged on SIMs as a "Failed Detention" and students will need to repeat it.
- Any student who completes their work should either move onto the generic booklet or read silently from their reading book on request. Students who do not have a book, or who have finished it, should not be allowed to leave to change it. They should work as directed by staff.
- Students should not be allowed to leave the detention room, unless there are exceptional circumstances. As a rule, students should not be allowed to go to the toilet as per lesson rules.
- At the beginning of the detention, students should write their name and their teacher's name on their work.
- The room should be left tidy and cleared before the end of detention.
- Duty Staff/PSO should collect all work in (and any equipment borrowed) at the end of the detention and LSU staff place the work for staff in the relevant pigeon holes.

Chair of Governors – Mrs N Wood

Acting Headteacher – Mr G Potts

Updated - 25/08/22

Review Date - 25/08/23

- For after school detention one member of staff should escort students to the buses when the after school bell sounds at 4.10pm and the other should place the work for staff in the relevant pigeon holes and ensure all equipment is returned tidily to the cupboard.

Notes for Detention duty staff:

- At least one member of staff should ensure that they have a walkie talkie with them in detention (collect from reception). There should only be ONE walkie talkie on in the detention room to ensure a calm, quiet atmosphere.
- Marking should not be done in detention – you are there to support the students and ensure they complete a good amount of work.
- No student should leave detention for any reason (including doing jobs for staff)
- HoLs will take register for their year group at the start of detention and should be there at the start of each evening unless they have GER themselves.
- HoLs should be communicating with AP on buses at the start of detention regarding who is missing.
- The consequences system should be followed in detention as in any lesson and then walkie talkie used if needed.
- The students should be sitting in year group columns in after school detention with Year 7 nearest the inner courtyard
- Students must complete the work set first and not any homework etc.

MAIN HEADING

SUB HEADING

SUBHEADING

Main body text

