



Hayle Academy

STUDENT BEHAVIOUR POLICY

School Name: Hayle Academy

Consultation: This Policy is written in accordance with the Department of Education's guidelines and research from the Education Endowment Foundation

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Person responsible for Implementation and Monitoring: Assistant Headteacher / Head of School

Links to other relevant policies: Safeguarding, Anti-Bullying, ICT Acceptable Use, Banned Substances

Introduction

Hayle Academy has clear and high expectations for student behaviour. It is the policy of Hayle Academy to enforce consistently and robustly the school's expectations for student conduct and behaviour.

This policy applies to all students in school, when students are travelling to and from school and on all educational visits and school activities.

The aims of the policy are:

- To support effective teaching and learning.
- To develop a moral framework within which initiative, responsibility, tolerance and respect can flourish.
- To enable students to develop a sense of self-worth and self-respect.
- To create an environment in which students are safe, secure and respected.

Our school community is committed to:

- Protecting our rights to learn, our rights to teach and our rights to feel safe and be safe.
- Promoting equality and celebrating diversity.
- Listening, communicating and operating fairly and consistently.
- Encouraging openness and honesty.
- A Zero tolerance approach towards violence and aggression.

We reward good behaviour through house points, certificates, postcards home, celebration assemblies and formal award evenings.

Hayle Academy acknowledges its legal duties under the Equality Act 2010, in particular in respect to safeguarding and in respect to students with Special Educational Needs.

Responsibilities:

All staff, students and parents are responsible for supporting and upholding the Behaviour Policy and the values that it is based on.

The partnership between home and school is critical in supporting students to make positive decisions about their behaviour. It is essential that parents actively support the school in applying our Behaviour Policy.

Hayle Academy takes a consistent approach to behaviour management, as outlined in the Rewards and Sanctions protocols (Appendix 3 and 4). Sanctions for inappropriate behaviour will be proportional to the level of severity and may include:

- Verbal reprimand
- Withdrawal of privileges e.g. loss of break-time or lunchtime. Where social time detentions are issued, students will have appropriate time to eat, drink and go to the toilet where necessary.
- Restorative Justice meetings.
- Detentions after school or during the day. (Although there is no legal requirement to do so, where possible we will notify parents/carers at least 24 hours in advance of the detention, usually by email).
- Internal Exclusion (time spent in the Inclusion Room) is used for repeated or serious issues of misbehaviour, failure to follow school policies and failure to meet behaviour expectations. Students will be set work to ensure they do not fall behind in their learning. There will be discussion to ensure a successful re-integration into lessons. The length of time the student will spend in the Inclusion Room will be proportionate to the level of misbehaviour. The Inclusion Room is also used to supervise students whilst an allegation of a serious incident is investigated.
- Fixed-Term and Permanent exclusions are used by the Headteacher for serious discipline concerns. Fixed-term exclusions are given for serious incidents of misbehaviour such as rudeness or aggression. Permanent exclusion is only used for the most serious incidents and wherever possible, the school will avoid the use of permanent exclusion by exploration of suitable alternatives.

We encourage students to come forward to report incidents of poor behaviour or to share any concerns. Hayle Academy will take disciplinary action against any student who is found to have made malicious accusations against school staff.

Students with Special Educational Needs

All staff are required to make appropriate adaptations to approaches to supporting positive behaviour and managing challenging behaviour in response to students' individual needs.

Examples of adaptations include

- Adapting approaches to rewards to incentivise positive behaviour and contribution
- Adapting approaches to managing low level disruption
- Consideration of students' needs when devising seating plans
- Providing 'fidget' resources and other physical adaptations to classroom environments
- Seeking advice from the SENDCo including decision making around possible exclusion from school
- Seeking support from trusted adults to de-escalate confrontational behaviour
- Avoiding triggers and meeting need through careful planning of lessons and additional interventions
- Adapting Inclusion Room or detention provision to meet individual needs

These are examples for illustrative purposes and each students' needs will be considered on an individual basis. The SENDCO will ensure staff understand students' needs, as appropriate to the members of staff's role within the school. The SENDCo will provide staff with relevant and appropriate information to be able to support students with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

Power to search

Hayle Academy has the right to search students for 'prohibited items' including: knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence e.g. aerosols, cause personal injury or damage to property and any item which has been banned by the school rules. (See Banned Substances). In such cases as there is reasonable evidence to search for any of the above, two members of staff will be present, including a member of the Pastoral Team or Leadership Team.

Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police.

If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police.

If a student fails to co-operate the student will be required to leave the school site. The school has not excluded the student and the student's absence will be treated as unauthorised.

A School's 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 student's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

Appendix 1

Removing Students from the School Site

There are four sets of circumstances in which individual students may be required to leave the school site, namely where:

- a) There is sufficient evidence that a student has committed a disciplinary offence. In these circumstances the student may be excluded from school for a fixed period or permanently.
- b) A student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Head of School may decide that it is in the interests of the individual concerned and of the school community as a whole for that student to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- c) For medical reasons, a student's presence on the school site represents a risk to themselves, the health or safety of other students or school staff. In these circumstances the Head of School may send the student home after consultation with the student's parents. This is not an exclusion and may only be done for medical reasons.
- d) The student is given permission by the Head of School or the delegated member of the Leadership Team, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school, the student's absence will be counted as unauthorised absence. In all such cases the parent will be notified and the absence will be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will be considered.

In addition, The Head of School can authorise leave of absence for a fixed period, with the parents' agreement, or, exercising powers delegated by the Governing Body under section 29(3) of the Education Act 2002, can arrange for the student to be educated elsewhere (without parental approval, although the parents should be notified). Education elsewhere must be arranged for the purposes of receiving any instruction or training included in the curriculum for the school and should not be continued for longer than is absolutely necessary. Whether the student has been granted leave of absence or is being educated elsewhere, the school must ensure that the student's full-time education continues while off site. Any such arrangements do not amount to an exclusion from school on disciplinary grounds and should be appropriately recorded and kept under periodic review involving the parents.

Staying Safe in School (Banned Substances)

Hayle Academy places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our staff and students very seriously and for that reason, students are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes or any other nicotine replacement product or equipment associated with smoking
- Knives (including penknives), razor blades, catapults or any other dangerous item
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately. Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's behaviour policy will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Hayle Academy Behaviour and Sanctions Protocol**Objectives:**

- To create a positive learning environment where there is no tolerance of disruption
- To provide a framework of 'actions equals consequences' to encourage self-reliance and self-management

Hayle Academy Student Behaviour Expectations:

- Be on time for lessons and ready to learn
- Value the ideas, beliefs, characteristics and contributions of others

- Show curiosity, enquiry and an enthusiasm to learn
- Have high aspirations for the future
- Show respect, through words and actions, for all members of our school community and our environment
- Cooperate fully with all requests and instructions from staff

The 'Consequences' system

All students have the right to learn in a safe, supportive learning environment free from disruption and distraction. All teachers have the right to teach. The behaviour policy reinforces positive behaviours and eliminates negative behaviour from our school community. The following system is used to address all instances of disruption to learning and ensure that classrooms are safe, welcoming, learning environments for all students and lessons are carefully planned to ensure all students can make excellent progress. At all stages the consequence will be linked to the behaviour and will not be a judgement about the student. At all stages, the incorrect behaviour will be labelled, the required behaviour explained and the consequence of further poor behaviour outlined. Wherever possible this will take place individually with the student. Behaviour is always addressed at individual student level; whole class sanctions are not appropriate.

Sanctions are at their most effective when they are immediate, enforced, meaningful and carefully delivered. A short sanction the same day, allowing the teacher to have a restorative conversation with the student, is likely to have a greater positive effect on behaviour than a 40-minute sanction at a later date with a different adult.

The system is a tool for the teacher to support positive classroom learning by signposting clearly expectations and the consequences of poor behaviour. Students do not have a right to expect that all tiers will be followed: depending on the severity of the behaviour, the teacher may use their professional judgement to proceed directly to a higher stage of the warn-move-remove-escalate system.

- **WARN** - Verbal warning – name recorded by teacher.
- **MOVE** - Moved to another seat in the classroom. Logged on SIMs by the classroom teacher, one behaviour point recorded.
- **REMOVE** - Removal from the class and referral to an alternative classroom. ELT involvement as appropriate. Two behaviour points and appropriate two-point sanction recorded. Student to take work and work without further poor behaviour in alternative classroom
- **ESCALATE** –Immediate removal to inclusion using 'on call' system, due to a major incident. Recorded on SIMs by inclusion manager. Three behaviour points and appropriate three-point sanction. Teaching staff who initiated 'on call' must contact parent/carer of student the same day to inform them of the sanction, in liaison with pastoral lead.

One point sanction:

Although an official detention is not issued, students can be held back at the end of the lesson for up to 10 minutes to discuss the student's behaviour and the teacher's expectations. Refusal to

stay will be result in a two-point sanction. Students taking the bus can still stay for up to 5 minutes at the end of the day.

Two-point sanction:

Wherever possible, the teacher will arrange for the student to attend their classroom for detention and restorative conversation the same day. This should be for 15 minutes either during the day or afterschool. Where this cannot be arranged (for example due to a meeting or afterschool club) a restorative phone call home involving parents/carers and the student is an acceptable alternative. Should the restorative conversation not be resolved within a 10-minute call, the teacher may professionally end the call and seek HOF support with next steps.

Where a student does not take the opportunity of the immediate sanction, they will be set a faculty detention in the next available slot. Faculty detentions take place from 3:10 to 3:40pm and are led by faculty staff. Students will complete a reflective sheet and are required to bring suitable work (non-ICT based). Parents are informed by text/email. Failure to attend without a legitimate reason (e.g. medical appointment) will result in a whole school detention outlined in under the three-point sanction section.

Students who fail to follow instructions during a detention will be removed from the detention and will be given a whole school detention.

Three-point sanction (on call):

At least one lesson and the subsequent break/social time in internal exclusion. 40 minute whole school detention (3:10 until 3:50pm). Where possible this will be agreed to be the same day by phone call, if not this will be the next available slot with parents/carers informed by text/email.

For the whole school detention, students will complete a reflective sheet and are required to bring suitable work (non-ICT based).

Failure to attend without a legitimate reason (e.g. medical appointment) will result in an appropriate time (generally one day) in internal exclusion, which will run to 3:40pm to include repetition of the detention. Parents will be contacted by telephone or text to inform them of the internal exclusion. Wherever possible teachers should attend and liaise with supervising staff to undertake restorative conversation.

Detention protocol

Detention time should be used for a meaningful activity in silence. Students should not eat or drink and should remain in full school uniform.

Students should have work ready and go to the toilet before the start of the detention. Detentions will be flagged on SIMs. Detentions are an individual sanction and are not issued to whole classes.

Although there is no legal requirement to do so, where possible we will notify parents/carers at least 24 hours in advance of the detention, usually by email alert.

Major incidents

Examples of a major incident include:

- not cooperating with parking protocols/misbehaviour in alternative classroom
- swearing that is directed at or in response to a member of staff
- walking away from a member of staff or leaving lesson without permission
- refusing to comply with basic instructions such as handing over a phone
- filming or recording students or staff without proper permission
- violent/ damaging behaviour
- behaviour that is strongly offensive: racist/homophobic/discriminatory language, personal abuse, etc

During lesson time, the teacher should do their best to ensure that the classroom situation is safe and the student will be asked to leave the room and wait outside in the corridor. The teacher will contact on call as soon as possible. At other times of the day, duty staff will support the incident, taking steps as needed to manage the situation. As a minimum, this would include maintaining visual contact with the student where possible. Radio contact should be used to seek support; where this is not possible, a trusted student should be sent to student reception, the inclusion room or other main staff office to ask for help.

The on call member of staff will take the student to the isolation room and lead staff will be contacted. Lead staff will liaise as needed with SLT about the consequence. As a minimum this will involve a three-point sanction.

All major incidents will be logged as at least a 3 point demerit.

Cumulative Behaviour Point Sanctions

All students are expected to follow the Academy's code of conduct to create a positive learning environment where all students can achieve their potential. The vast majority of students receive minimal numbers of demerits across a school year (less than 10) and many students receive none. The schools uses a staged approach to respond to repeated disruption and unacceptable behaviour.

All demerits may 'count' as unacceptable behaviour including those issued for persistent incorrect uniform and persistent failure to complete homework. At the fortnightly pastoral ELT meeting, students who are at these thresholds will be identified and discussed.

The following response will be initiated by students reaching 'threshold' levels of behaviour points. Points totals are indicative and the individual points profile and needs of the student will be taken into account:

Stage 1: From 10 points

- Student placed on Tutor Report for a period of 2 weeks.
- The Tutor will contact parent at the start and end of report.
- Student will sit an afterschool detention where needed.
- Possible referral to SENDCo.
- Should the student receive more than 4 behaviour points during the Tutor Report period, or 'miss' report days the student will fail their Tutor Report.
- At the end of the Tutor Report period, the tutor will review progress resulting in one of 3 options: off report ('clean' report), extended report for 1 further week (minor issues), referral to Stage 2 (more than 4 behaviour points or other significant concerns).
- A student can have a maximum of two Stage 1 report periods in any academic year. Repeat referrals to Stage 1 will be escalated to Stage 2.

Stage 2: From 25 points or failed Stage 1

- Student placed on report to pastoral lead for 2 weeks.
- Pastoral lead will contact parents at start and end of report. A warning letter/ email will be sent. Should the student receive more than 4 behaviour points during the Tutor Report period, or 'miss' report days the student will fail their Head of Year Report.
- Student will sit an afterschool detention for failure at Stage 1.
- Possible referral to SENDCo.
- At the end of the Stage 2 period, the Pastoral lead will review progress resulting in one of 3 options: off report ('clean' report), extended report for 1 further week (minor issues), referral to Stage 3 (more than 4 behaviour points or other significant concerns).
- A student can have a maximum of one Stage 2 report period in any academic year. Repeat referrals to Stage 2 will be escalated to Stage 3.

Stage 3: From 40 points or failed Stage 2

- Student placed on report to SLT for 2 weeks.
- Assistant Headteacher will contact parents at the start and end of the Stage 3 Report, a meeting with the Assistant Headteacher and Pastoral Lead will be offered. Parents will be sent a warning letter/ email from the Assistant Headteacher.
- A failed Stage 2 Report will result in a two period plus social time referral to inclusion.
- Possible ongoing support from SENDCo.
- A student can have a maximum of 1 Stage 3 report in any academic year.
- At end of the Stage 3 report period, the Assistant Headteacher will review progress. The student can come off report (onto behaviour support plan) or the report can be extended by 1 week (minor issues), or, if there are significant concerns, the student will fail the Stage 3 Report.

Stage 4: From 55 points or failed Stage 3

- Student placed on Stage 4 Report for 2 weeks to Head of School/Deputy Headteacher. The Head of School/Deputy Headteacher will contact parents and a warning letter will be issued.
- A failed Stage 3 report will result in one day Inclusion Room referral, 8.50 – 3:45pm, and consideration of Fixed Term Exclusion.

- The student will be placed on Stage 4 Report for 2 weeks to the Head of School and a behaviour contract will be put in place to clarify expectations and support.
- A referral for mentoring and/or early help and/or other agencies will be made as appropriate.
- Possible ongoing support from SENDCo.
- Alternative education options will be discussed and the risk of exclusion will be clarified with student and parents/ carers by the Head of School/SLT.
- A student can have a maximum of one Stage 4 referral during an academic year.
- At the end of the Stage 4 report period, the Head of School will review progress. The student can come off the report (onto a behaviour support plan) or the report can be extended by 1 week (minor issues), or, if there are significant concerns, the students will fail the Stage 4 report.

Stage 5: From 70 points or failed Stage 4

- A failed Stage 4 report will result in one-day Inclusion Room referral, 8.50 – 3:45pm, and an appropriate Fixed Term Exclusion or alternative provision period.
- A meeting with parents/carer, the Head of School and/or SLT lead will take place, during which the risk of exclusion and alternative education options will be discussed.
- The behaviour contract will be reviewed.
- Parents will receive a warning letter from the Head of School, outlining the risk of exclusion and alternative options for education should behaviour not improve.

Stage 6: From 85 points or failed Stage 5

- A failed Stage 5 report will result in a one-day Inclusion Room referral, 8.50 – 3:45pm, and an appropriate Fixed Term Exclusion or alternative provision period.
- Parents will receive a phone call and final warning letter from the Head of School.
- Students and parents will be invited to a meeting with the Head of School and where appropriate a school governor.
- The behaviour contract will be reviewed.
- The risk of Permanent Exclusion will be discussed along with alternative education options.

Should inappropriate behaviour continued, the student will be permanently excluded from the school.

In the rare circumstance of serious misconduct, a student may be moved to a higher level of the behaviour process (Stage 4, 5 or 6) by the head of School without completing all the steps within this framework.

Punctuality

All students are expected to be on time every day and to every lesson. Lateness will only be excused in exceptional circumstances e.g. the school bus is late, family car breaks down. Where lateness is caused by unforeseen family circumstances, parents must phone school to provide a reason or provide a written explanation. Persistent lateness will not be authorised.

If a student is late to school and arrives during registration, this will be recorded by the member of staff on student reception. A late detention is given to the student if they are late without a good reason or notification from a parent/carer. Students who are late with good reason and the parent has contacted school are therefore signed into school late.

- Students who arrive late and are given a detention and will also receive 1 demerit and an email is sent home to parents to notify them of their lateness.
- Students are expected to attend their late detention at break time on the same day as their lateness. If they do not attend they will be given a lunch time detention that day for 20 minutes.
- Students who do not attend either their break time or lunch time detention will receive an after school detention.
- Lateness is monitored by the tutor and pastoral lead and attendance officer, parents will be contacted if students are persistently late to school
- Students arriving after a registration period has closed must sign in at Reception. Lateness sanctions will be applied as detailed above.

Uniform

- Students in school without the correct uniform/appearance will be issued with a red uniform slip by their tutor and given 1 demerit unless there is contact from the parent/carer to explain. The tutor will log this incident.
- On the third occasion a student arrives in incorrect uniform the tutor will liaise with the pastoral lead; there will be contact parents to inform them of this, and agree any timescale for correction. Any further incident of incorrect uniform will result in a detention. Refusal to cooperate with correction of appearance will result in time in inclusion until the correction is made, and contact with parents. Being unable to remove an item of jewellery or make-up is not an acceptable excuse.
- The system will operate over a half term period. All students will have a clean slate at the start of each half term.

Conduct at social times

Hayle Academy expects students to conduct themselves with dignity and show respect for others at all times. Behaviour that does not meet this expectation will result in sanctions.

- **WARN** – A student not acting in an appropriate way will be warned by the member of staff and asked to move from the area.
- **REMOVE** – Student removed from the area (to detention room or inclusion) and issued with the appropriate behaviour point(s) (logged on SIMs). Student will remain for the remainder of that social time or longer, depending on the incident.

Hayle Academy School Rewards Protocols

Objectives – why we are doing this:

- To create a positive learning environment where behaviour is managed consistently and fairly.
- To enable student achievements to be recognised, recorded and tracked by staff, students and parents.

The House Point system:

- House Points are awarded to individual students NOT the whole class.
- Between 5 and 10 House Points per lesson will be awarded.
- Students will be told what they need to do to gain a House Point.
- House Points will be recorded on students' files.
- House Points will be used with all year groups.
- There will be opportunities for all students to achieve House Points.

Awarding House Points:

Any member of staff can award a House Point for any of the following reasons:

Excellent classwork
Excellent effort
Excellent homework
Helping others
Being an excellent team member
Excellent contribution to a lesson
Good citizen (British Values)
Excellent organisation

Where there is occasion to award multiple House Points, the student will be referred to a Subject or Pastoral Leads who can award two House Points or a member of the Leadership Team who can award three as follows:

2 House Points

Regular attendance at Extra-curricular activity
Representing the school/house
Participating in assembly
Taking a lead role in a lesson
Supporting others
Excellent citizen
Attendance

3 House Points

Outstanding contribution
Producing outstanding work well above target grade
Maintaining A* level grade
Supporting whole school events
Representing the school
Outstanding citizen
Ambassador

In addition to House Points, the following rewards are used to recognise positive contribution, effort and achievement:

- Attendance Awards – Certificates, badges, form tutor prize, raffle, postcards.
- Celebration Assembly Awards – Progress and Effort.
- Tutor awards – One student specially nominated each term.
- Year Leader award – One student nominated each term.
- Leadership Team Award – One student nominated each term.
- House point awards – Top collectors, prizes, raffle.
- Subject ‘stars’.
- Praise postcards.
- Termly reward trips and prizes.

We use a staged approach to recognise and celebrate students who achieve a high number of House points and excellent attendance each term. House points are totalled using a net figure balanced against behaviour points.

Reward	What students can claim
Tutee of the week	5 house point award and certificate
100% Half termly Attendance	Each half term students with 100% attendance for that half term will be entered into a raffle. They can claim one raffle ticket for each half term to win the big attendance prize drawn at Easter. Regular ‘Pop up’ Weeks for attendance where students can be entered into a prize draw.
Highest net positive House Points totals	Each week students with highest net positive House Points total for that week will be entered into a raffle. They can claim one of the following: <ul style="list-style-type: none"> • A ‘jump the queue’ ticket for a week for you and a friend • A £1 to spend in the canteen • A £1 voucher • A £1 donation to be made to charity
House Point prizes	Prizes will be rewarded to students who reach 25, 50, 75 and 100 House Point thresholds. A praise postcard will also be sent home.
100% attendance for a full term	Each term students with 100% attendance for that term will be given a prize.
End of Year reward	At the end of the Year, the tutor groups with the highest House Points and/or best attendance will receive a reward.

End of term prize draw	At the end of term, students who have been part of the attendance and House Point raffles will be entered into a prize draw.
End of term certificates	At the end of each term students will receive 'Gold', 'Silver' or 'Bronze' certificates/badges for high positive House Point totals and/or high attendance.

Appendix 5:

Referrals to Internal Exclusion

The school is committed to ensuring that all lessons are free of disruption: that teachers can teach and that students can learn without interruption and that classrooms are safe and nurturing environments. Wherever possible, teachers will use a variety of strategies to manage low level disruption and to ensure that positive student conduct and engagement fully supports learning. De-escalation strategies are used to manage poor behaviour and to minimise the impact this has on the learning of students. The aim is that inappropriate behaviour is managed early and successfully so that this does not escalate, interrupt learning or lead to further sanctions being required.

Where student conduct is not aligned with the school's expectations, the teacher will provide a clear warning. In the event that the student is unable to adapt their behaviour following this warning and the school's staged approach to supporting positive behaviour will be implemented. This includes, when appropriate, referral of students to Internal Exclusion (time spent in Room 1).

For a student to be referred to Inclusion, the teacher will use the 'On Call' system. In the event of a serious incident of disruption to learning, a student may be referred to inclusion directly, without the use of the staged approach. Referrals to inclusion are 'gate kept' via the On call team of school and pastoral leaders. Where appropriate, a student may be taken to an alternative classroom instead of Inclusion, a decision which will be taken by the on-call member of staff, taking in account the information provided by the teacher regarding the incident.

Internal exclusion has a variety of purposes:

- As a venue for a student who is temporarily unable to manage the classroom expectations to 'calm' with the support of a member of staff. A variety of approaches will be used

within inclusion to support students to emotionally regulate: this may be a 'break', an adult to listen to their perspective and provide advice or referral to a member of the pastoral team for mentoring. Reflection activities and resources to support students to regulate are available in Inclusion.

- As a safe space for supported learning whilst the school investigates a serious incident
- As a safe space for supported learning whilst the student is waiting to be collected by parents in the event that their behaviour has led to a fixed term exclusion
- As a learning venue to facilitate a student's successful and supported return to school following a fixed term exclusion
- As a short term learning venue where the student's behaviour has led to a decision that they should be internally excluded for a limited period of time, as an alternative to a fixed term exclusion and in response to a serious incident, or due to repeated disruption to lessons. In these circumstances, a member of the leadership team will decide on the appropriate period of time that the student will receive their education in Inclusion and the criteria for their return to lessons, which will include successful completion of the set work and appropriate conduct within inclusion. These expectations will be clearly communicated to the student.
- As an alternative to a fixed term exclusion where this is appropriate, or where a fixed term exclusion is unlikely to be a suitable sanction in consideration of a students' circumstances

Whilst a student is in Inclusion, they will be provided with appropriate learning and wellbeing support to ensure that the disruption to their education is minimised. The length of time a student spends in Inclusion will be determined by a senior leader and will take into account the incident and the need to return the student to lessons as soon as they are ready to do so. This decision will take into account the seriousness of the incident, previous incidents and behaviour, the students' level of emotional dysregulation and the need for any investigation to be completed. In addition, this decision will be dynamically reviewed in response to the student's engagement in learning and cooperation with staff whilst in Inclusion. The senior leader will minimise the time spent out of lessons and take into account that extended periods of time in Inclusion may make positive re-integration into lessons and/or social time more difficult. Only in rare instances will the length of time in Inclusion exceed 3 days and typically students will spend less than 1 day in inclusion.

Supervision of students referred to inclusion is therefore a complex role which requires the member of staff to support and maintain appropriate student behaviour whilst a student may be upset and emotionally deregulated. To facilitate its use as an alternative learning venue, the expectations for student conduct within inclusion are:

- That students complete the work set to the best of their ability, with appropriate support from the inclusion supervisor
- That students follow instructions from the inclusion supervisor
- That students are respectful towards staff and other students working in inclusion. Verbal abuse, rudeness, shouting and swearing are not acceptable in inclusion

Following a referral to inclusion, the following actions are taken

- The student gives their phone to the Inclusion supervisor whilst they are in Inclusion. The phone is returned when they complete their period of time in Inclusion.
- The student is given an opportunity, and is supported, to re-regulate.
- The student will be asked to reflect on their actions and the incident and to consider ways in which their own actions could be changed in future to de-escalate incidents.
- The student is provided with appropriate learning resources to continue their learning whilst in Inclusion. The student is expected to complete the work set to the best of their ability. Work provided will be aligned to the curriculum being studied in their lessons either because their teacher has provided specific activities, because they are able to access online resources including the school's remote learning provision, or because the Inclusion supervisor identifies, with the students' help, appropriate material for them to study whilst they are in inclusion.
- The student is supported to take restorative action with their teacher, any other staff impacted by the incident, and any students involved in the incident. This may include, where appropriate, a written apology
- The student cooperates fully with staff instructions
- The student remains in Inclusion for an appropriate period of time, determined by a senior leader, and will be supported to return to lessons when appropriate and when the following expectations have been met:
 - The investigation is complete and the student has been cleared of any wrong doing
 - The student is calm and well regulated

- The student has reflected on the incident, their own actions and their responsibility including steps to be taken in the future to avoid a repeat
- The student has made appropriate steps to take restorative action with others
- The student has completed the appropriate learning activities to the best of their ability
- The student has demonstrated appropriate behaviour, engagement and cooperation with staff and students whilst in Inclusion
- Appropriate support has been put in place so that the student can positively re-engage in lessons and/or social time
- Other sanctions, where appropriate, are in place
- Parents have been informed of the incident, the actions taken and any future sanctions
- There is a log of the student's time in Inclusion, reason for referral and level of engagement that can be analysed by school leaders to support adaptation to provision as appropriate.
- If the student has been referred to Inclusion more than twice in one term, more than 3 times in an academic year, or for a period of more than 3 days in response to a single incident then parents will attend a meeting with a school leader to identify any additional support that needs to be provided including
 - A referral for Early Help
 - A referral to the SENDCo
 - Routine and regular mentoring by a trusted adult within the school