



Hayle Academy

STUDENT BEHAVIOUR POLICY

Dissemination: Website and staff share

Date policy approved by Governors: February 2024

Date policy becomes effective: Immediately

Review date: December 2025

Person responsible for Implementation and Monitoring: Senior Assistant Headteacher

Links to other relevant policies: Safeguarding, Anti-Bullying, Peer on Peer Abuse, Sexual Harassment, ICT Acceptable Use, Banned Substances, TPAT Exclusions policy.

Our school acknowledges its legal duties under the Equality Act 2010, in particular in respect to safeguarding, disability and Special Educational Needs.

1. The aims of this policy are:

- To support effective teaching and learning so that every student can achieve their full potential in a safe environment, conducive to learning and personal growth.
- To develop a moral framework within which initiative, responsibility, tolerance and respect can flourish and where effort, positive contribution and kindness are valued and rewarded.
- To support students to develop a sense of self-worth, self-respect and personal responsibility for their actions.

2. 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 bullying, harassment, discrimination, prejudice, violence and aggression.

3. Introduction

Our school has clear standards for student behaviour. These standards are aligned with the school's values and ensure that all members of the school community are respected and can learn and work in a positive and safe environment.

Our School Values are:

We have the highest of expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity.

We set the bar high and expect students to rise to the challenge. We believe that everyone can achieve their full potential and are passionate in supporting them to do so.

We provide a school culture which is stimulating, engaging and covers a wide learning experience. We ensure that everyone feels safe, secure and challenged to progress.

We believe everyone should aspire, be resilient in the face of adversity and embrace independence. We are passionate about Hayle and work in partnership to ensure pride in the community. In preparation for a competitive world, we ensure the best academic progress for our students.

4. Our Behaviour Standards are:

- That students arrive on time to school and lessons, ready to learn.
- That students consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform, and follow the school's expectations for appearance.
- That students move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, students act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That students follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That students always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy
- That students behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That students engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others
- That students always act in a way which keeps themselves and others safe
- That students report concerns or conduct which breaches these actions to a trusted adult in the school.

These standards apply to all students in school, when students are travelling to and from school and on all educational visits and school activities.

Specifically, students must not:

- Bring banned substances into school.
- Act in any way which puts at risk the safety of themselves or others in the school.
- Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non- violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

5. Recognising and Rewarding Positive Contribution:

Staff regularly and frequently notice and acknowledge positive contribution through verbal praise. This is a fundamental part of our work to create a positive and motivational environment in which our students can achieve their full potential.

We also reward positive behaviour and contribution, effort and kindness through house points, certificates, postcards home, celebration assemblies and formal award evenings.

For further details, see Appendix 4.

6. Educating Students about Behaviour

All staff, students and parents are responsible for supporting and upholding the Behaviour Standards and our school values that these are 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.

The school places a strong emphasis on educating children to prevent poor behaviour which does meet our Standards. This includes learning through tutorials, assemblies, PSHE/RE and in lessons where it is linked to the planned curriculum.

All staff (and parents) are expected to act as good role models for students, demonstrating and reinforcing the school's standards for behaviour through their words and actions.

7. Managing Behaviour which does not meet our Standards

Our school takes a fair, proportionate and consistent approach to managing behaviour which does meet our standards.

Sanctions for inappropriate behaviour will be proportional to the level of seriousness of the incident and may include:

- Verbal Warning.
- Withdrawal of social time e.g. loss of break-time or lunchtime. Where social time detentions are issued, students will be given time to eat, drink and go to the toilet where necessary.
- Detentions after school. The detention is 50 minutes (3.10 – 4.00pm). (Although there is no legal requirement to do so, we will notify parents/carers at least 24 hours in advance of the detention, usually via text message).
- Reset Room. This is typically used to provide time for an investigation to be conducted, or for repeated or serious issues of poor behaviour, or where behaviour is disruptive to the learning of others. 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. Students will spend 2, 3 or 4 lessons in the Reset Room (proportionate to the level of misbehaviour). See Appendix 5.
- Trust Suspension: A student may be directed to an alternative school or education setting for their education for a period of time.
- Modified Timetable and Alternative Provision: a student may be directed to alternative provision, including remote/online education or have modifications made to their timetable for a period of time.
- Off Site Direction: This option may be used to provide a student with a 'fresh start' in an alternative school for a fixed period.

- Fixed-Term Suspensions and Permanent Exclusions are used for serious breaches to the school's standards of behaviour.
- Permanent exclusion is only used for the most serious incidents and where possible, the school will avoid the use of permanent exclusion by exploration of suitable alternatives. For further information, see Exclusion Policy.

For further details on sanctions, see Appendix 3.

8. 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' special educational needs. Examples of adaptations include

- Adapting rewards to incentivise positive behaviour and contribution
- Adapting how low level disruption is managed within a lesson
- Consideration of students' special educational needs when devising seating plans
- Providing 'fidget' resources and other physical adaptations to classroom environments
- Seeking advice from the SENDCo including decision making by the Head teacher around suspension from school
- Seeking support from trusted adults to de-escalate confrontational behaviour
- Avoiding known triggers and meeting need through careful planning of lessons and additional interventions
- Making reasonable adjustments to the expectations of the Reset Room provision to meet special educational needs

These are examples for illustrative purposes and special educational needs and their impact on behaviour 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

Our School 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) or cause personal injury or damage to property and any other 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 teacher 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 a suspension.
- 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 teacher may send the student home after consultation with the student's parents. This is not a suspension and may only be done for medical reasons.
- d) The student is given permission by the Head teacher, 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 a suspension 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 teacher 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 a suspension from school on disciplinary grounds and should be appropriately recorded and kept under periodic review involving the parents.

Appendix 2

Staying Safe in School (Banned Substances)

Our School 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 and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Possession of an illegal item will result in consideration of a Permanent Exclusion.

Behaviour and Sanctions Protocol

Vision Providing a safe, calm and orderly environment where all students are ready to learn and no individual impacts on the learning of others.

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

Aim

- • To create an environment conducive to learning
- • To ensure behaviour is managed consistently and fairly
- • To provide a framework of 'actions equals consequences'
- • To enable behaviour to be monitored and tracked by staff, students and parents

Student Behaviour:

- Be on time for lessons and ready to learn
- Value the ideas, beliefs 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

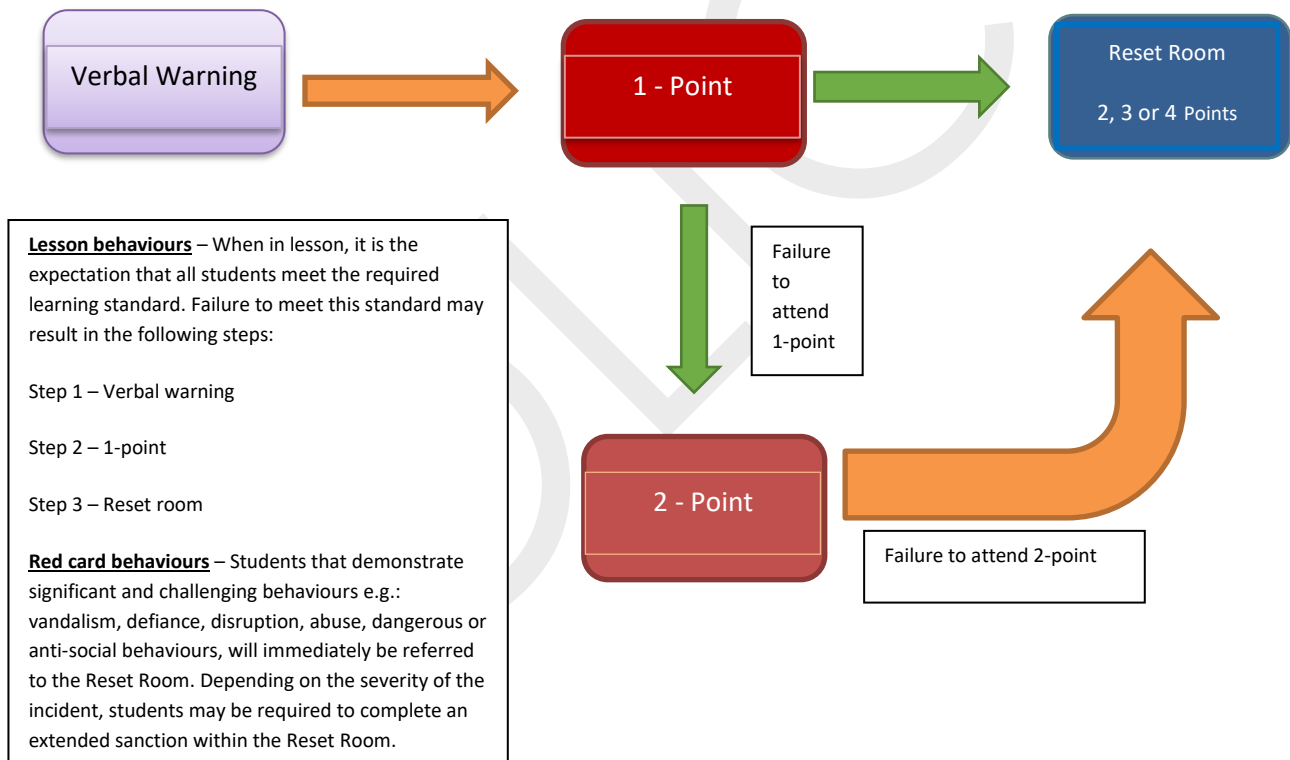
The 'Consequences' system

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.

Verbal Warning	Student does not meet the expected learning standard	
1-point	Optional 5-minute detention held with the subject teacher at the next appropriate break. <i>(1 point logged on the system)</i>	<ul style="list-style-type: none"> ▪ Inappropriate behaviour in class e.g. language, off task, shouting out, chewing, inappropriate use of ICT, answering back ▪ PE kit 1st offence ▪ Minor classwork concerns ▪ Minor homework concerns ▪ Confiscation of mobile phone or device 1st offence
2-point	50-minute centralised after school detention <i>(2 points logged on the system)</i>	<ul style="list-style-type: none"> ▪ Late to tutor time and/or lesson (punctuality) ▪ Non- attendance at optional 1-point teacher detention ▪ Repeated failure to have report signed/see teacher ▪ Insufficient improvements over a period of time- Classwork ▪ Insufficient improvements over a period of time- Homework ▪ PE kit 2nd offence ▪ Confiscation of mobile phone or device 2nd offence ▪ Other

<p>2.3 or 4-point.</p> <p>When a student is in the Reset Room, they will have access to food and drink. Parents/carers will receive prior notice if students are required to attend afterschool detentions.</p>	<p>Student to spend either 2,3 or 4 lessons in the Reset Room. This will be decided by the Classroom Teacher in consultation with a member of the SLT.</p>	<ul style="list-style-type: none"> • Persistent disruptive behaviour • Refusal to follow reasonable requests • Persistent lateness • Truanting- Left lesson/school site without permission • Swearing, aggressive behaviour or intimidation directed towards staff • Swearing, aggressive or intimidation directed towards student • Anti-social behaviour and unsafe behaviour • Failure to comply with school uniform policy • Failure to attend 2-point (after school detention) • PE kit 3rd offence • Confiscation of mobile phone or device 3rd offence • Other
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- Sanctions are given to individual students for their conduct **not** whole classes.
- Wherever possible, sanctions are applied 'privately' to respect the student's dignity and self-esteem.
- Wherever possible, teachers will endeavour to de-escalate confrontational behaviour.
- The behaviour policy is used consistently, fairly and proportionately for all students.



Class Charts- This is the platform in which all behaviours are recorded at Hayle Academy. An APP is downloadable on all smart phones for parents/carers and students. We highly recommend you routinely monitor to identify rewards issued, homework set and any concerns raised by staff. Log in details are sent out annually, if you do not already have log in details, please contact your child's tutor.

2-Point detentions- This sanction will be recorded, and students will be expected to attend on the next available day. Parents/Carers will receive a notification from the school via a text message.

Reset Room (2, 3 or 4-points)- This sanction will be recorded. The member of staff issuing the sanction will contact Parents/Carers within 24 hours. During this time, the member of staff will make every effort to have a restorative conversation with the student.

Suspensions- For serious and repeated unacceptable behaviour, Off-Site Direction, Trust Direction, Suspension or Permanent Exclusion may be considered. Following any suspension, Parents/ Carers will be required to attend an in-school reintegration meeting with a senior leader and their child. Suspensions will be issued at the discretion of the Head teacher

Student uniform- It is expected that students, at all times, adhere to the school uniform policy (see *Uniform policy document*.) Failure to adhere to the policy will result in a student being sent to the Reset Room. A student will remain in the Reset Room until the uniform issue is rectified.

SEND- For students with identified Special Education Needs, appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and SEND code of practice.

Behaviour out of school

Hayle Academy aims to develop all students to enable them to become responsible citizens and will sanction appropriately for misbehaviour out of school or in cyberspace when a student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school, including online.

Hayle Academy will use the full range of consequences and sanctions, including exclusion, where a student's misbehaviour at any time, irrespective if the conditions above apply:

- have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

Tracking and report cards

Tutors are given a fortnightly report detailing the number of behaviour points and merits and the reasons issued or awarded. Tutors will talk through any issues with students and discuss what is going wrong and how to improve. Where a tutor is concerned about a pattern of behaviour, parents/carers may be telephoned by the tutor and/ or member of the behaviour and pastoral team.

The behaviour team and Curriculum Leaders will monitor the number of points issued and work collectively with parents/carers to improve the behaviour of students in their year group or subject.

Student reports are based on a behaviour points system. Intervention may be used if there is a pattern of poor behaviour. However, a report card may also be issued as a result of a serious incident or if requested by a parent/carer. The report card is centred on a student's attitude to learning. Students are given clear targets for their behaviour and teachers are asked to sign the report card at the end of each lesson. Parents/carers are also asked to monitor the report card. The purpose is to monitor a student's performance in the school over a period of time (usually two weeks) and when the student's behaviour improves, the report will be withdrawn.

Tutor report - Green.	30 Behaviour points	<ul style="list-style-type: none"> ○ Call home (tutor) ○ Report 2 weeks duration minimum
HOY report - Orange.	60 Behaviour points.	<ul style="list-style-type: none"> ○ Meeting with parents (HOY) ○ One day in reset room ○ Report 2 weeks duration minimum
SLT report - Red	90 Behaviour points.	<ul style="list-style-type: none"> ○ Meeting with parents (SLT) ○ Two days in reset room ○ Report 2 weeks duration minimum

* Thresholds are subject to change on a termly basis

Clean Slate- At the end of each academic term, students are given a 'clean slate'. Points are not 'carried over'. If a student fails to attend a detention at the end of a term, the detention is re-scheduled for the following term.

Cumulative Tariff (runs over a year)- Although a 'clean slate' is issued each academic term, students cumulative total will be recorded. If termly behaviour continues to be of concern, then further action may be taken.

Use of reasonable force

On rare occasions, it may be required that a member of staff must physically intervene or use reasonable force. This will be used as a last resort and in accordance with the Use of Reasonable Force Act 2013.

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.

In the case of missed detentions, the resulting escalation in detention will take place the following day and the student will spend one school day in the Reset Room.

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 Attendance Officer on late duty at the student reception via Arbor, our whole-school system.
- Lateness to lessons will also be recorded and monitored via Arbor and Class Charts.
- Lateness is monitored by the Attendance Officer; parents will be contacted if students are persistently late to school.

Uniform

- All socks must be **plain black with no logos**.
- Footwear must be **plain black with no logos**.
- All hair must be of a natural colour
- Students will wear a Hayle Academy black v necked sweatshirt, a white shirt and a school tie. Black trousers or a skirt (these should hold at least one crease (no lycra, pencil skirts,

skater styles, canvas or denim). Length to be no shorter than hands by side at full extension, standing tall, tip of middle finger.)

Students who do not have correct uniform or hair colour will be directed to the Reset Room. Any student missing an item of uniform will be supported and an option to borrow or buy items from the school will be made available. Any student missing/or refusing to borrow an item of uniform will be removed from general circulation until the issue is resolved.

Conduct at social times

Our School 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.

- Verbal Warning – A student not acting in an appropriate way will be warned by the member of staff and asked to move from the area.
- Yellow Card- 1 Behaviour point issued
- Red Card – 2, 3 or 4 Behaviour points issued. Student taken to the Reset Room and issued with the appropriate behaviour point(s) (logged on SIMs). Student will remain in Reset Room for the remainder of that social time or longer, depending on the incident.

Rewards Protocols

Aims:

- To create a positive learning environment where effort, kindness, respect and positive contribution are valued.
- To enable student achievements to be recognised and rewarded staff, students and parents.

The House Point system:

- House Points are awarded to individual students NOT the whole class.
- No more than 6 House points to be awarded per lesson.
- Students will be told what they need to do to gain a House Point.
- House Points will be recorded on Class Charts.
- 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:

Kindness
Respect
Resilience
Positivity
Achievement
Effort

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

House Points and Rewards Protocol

At the end of each term, the top 30 students with the most House points and the best attendance will be rewarded with a celebratory event. (Cinema trip, breakfast or Movie afternoon). The behaviour and attendance teams will compile the lists and inform the children.

Bronze, Silver and Gold badges will be awarded to those top 30 students on Class Charts.

Bronze- 1st time as a top 30 student

Silver- 2nd time as a top 30 student

Gold- 3rd time as a top 30 student.

Appendix 5: Referrals to the Reset Room

The school is committed to ensuring that all lessons are free of disruption: that teachers can teach and that student 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 the Reset Room.

For a student to be referred to the Reset Room, 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 the Reset Room directly, without the use of the staged approach. Referrals to the Reset Room are recorded via the on- call team of school and pastoral leaders.

The Reset Room has a variety of purposes:

- As a venue for a student who is temporarily unable to manage the classroom expectations to 'calm' and re-regulate with the support of a member of staff. A variety of approaches will be used 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 the Reset Room.
- 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 suspension.
- As a learning venue to facilitate a student's successful and supported return to school following a fixed term suspension
- 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 suspension 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 suspension where this is appropriate, or where a fixed term suspension is unlikely to be a suitable sanction in consideration of a student's circumstances.

Whilst a student is in the Reset Room, 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 Reset Room 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 student's 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 the Reset Room. The senior leader will minimise the time spent out of lessons and take into account that extended periods of time in the Reset Room may make positive re-integration into lessons and/or social time more difficult. Only in rare instances will the length of time in the Reset Room exceed 3 days and typically students will spend up to 1 day.

Supervision of students referred to the Reset Room 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 the Reset Room are:

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

Following a referral to the Reset Room, the following actions are taken

- The student gives their phone to the Reset Room supervisor. The phone is returned when they complete their period of time in the Reset Room.
- 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 the Reset Room. 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 Reset Room supervisor identifies, with the students' help, appropriate material for them to study whilst they are in the Reset Room.

- 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 the Reset Room 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 the Reset Room
 - 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 the Reset Room, 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 the Reset Room 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

Trust Direction

For serious or repeated breaches to the school's Behaviour Policy, the school will consider the use of the Trust Direction. As with Fixed Term Suspensions (suspension) Parents/ Carers will be required to attend a meeting with a Senior School Leader following the Trust Direction, to support the students' return to school. The decision to use a Trust Direction is made by the Head of School.

When a Trust Direction is issued, the Head of School will direct a student's education to another school within the Trust, for a period of time. The majority of Trust Directions will be for up to 5 days. In exceptional circumstances, the Head of School may decide to use a Trust Direction for an extended period of time.

The aims of Trust Directions are

- To supervise and support a student's education during their Trust Direction, reducing disruption to their education which may result from a fixed term suspension (suspension).
- To allow time and to support a student to reflect on the consequences of their actions, reducing future behaviour issues and enabling them to make a 'fresh start' when they return to school following the Trust Direction.
- To provide a safe environment for a student during the period of Direction, reducing the safeguarding risks which may be associated with fixed term suspension (suspension).
- Support the successful reintegration of a student to their Base School following, or in addition to, a period of Fixed Term Suspension.

Trust Direction Protocol

The student's usual school is the 'Base' School. The school accepting the student under the Trust Direction Protocol is the Placement School.

1. The Head of School decides that a serious or repeated breach of the school's Behaviour Policy has taken place. The Base School contacts the Placement School to agree that a Trust Direction can be supported by the Placement School.
2. The Base School confirms the length of the placement and provides the Placement School with appropriate information about the student to enable them to offer a safe educational setting for the child for the duration of the Trust Direction.
3. The Base School confirms details of the Trust Direction with parents including the period of time that the child will be directed to attend the Placement School, start and finish times for their school day (which may differ from those in their Base School), arrangements for lunch (including where the child has free school meals) and contact details for a lead member of

staff in the Placement and Base School for the duration of the Trust Direction. Typically, Parents will receive a phone call from the Base School and details of the Trust Direction will be confirmed in writing within 24 hours.

4. Under Section 7 of the Education Act, parents are required to provide transport to the Placement School. In exceptional circumstances, the Base School and/or Placement School will facilitate the Trust Direction by providing transport.
5. Parents will receive confirmation of the Trust Direction as soon as possible within 24 hours (model letter attached). This includes information about the dates of the Trust Direction, reasons for the Trust Direction, and arrangements for a reintegration meeting to support the student on their return to their Base School.
6. On arrival at the Placement School, the student will be met by a designated member of the school staff and will work in the school's Reset Room. The student's attendance will be recorded by the Placement School and the Base School will be informed immediately of any absence, in line with the school's attendance management procedures. Where the student is absent, the Trust Direction may be extended for the appropriate number of days, so that the Trust Direction is completed.
7. Students who receive free school meals will be provided with a lunch by the Placement School and funded by the Base School.
8. The Base School will provide appropriate work for the student to complete during the Trust Direction, in line with their timetable and planned curriculum. Work will be supervised and facilitated by the Placement School, including, where appropriate and available, the provision of access to IT (managed under the AUP).
9. The student is required to wear their full school uniform for the duration of the Trust Direction, and to abide by the school's rules on appearance, including and particularly those which apply to wearing makeup, hair style and colour, jewellery and piercings. Students not in the correct uniform will be offered alternative clothing, asked to remove non-uniform items and/or sent home to change. The Trust Direction may be extended to account for any time/days missed due to incorrect uniform or appearance.
10. The designated Senior Leader with responsibility for managing Trust Directions, under the agreed protocols is: Mr N Croker, Senior Assistant Headteacher, Hayle Academy.

Appendix 6b: Trust Suspension Template Letter

Date

Parental Address

Student Name:	DOB:
Trust Direction Period (Start Date – End Date)	
Date of Return to School:	No of Days of Trust Suspension:

Dear Parents/ Carers

I am writing to inform you of my decision to issue a Trust Direction for(name) for a fixed period of days. This means that will not be allowed to attend (insert School Name) site for this period, and their education will be directed to our Trust partner school (insert School Name) for this period. The Trust Direction begins on (insert date) and continues until (date). Please note that will be required to attend School for a period of school days. Should they be absent for any reason, the Trust Direction will be extended for the appropriate period of time so that they are able to complete their Trust Direction in full before returning to School.

I realise this Trust Direction may be upsetting for you and your family. The decision to issue a Trust Direction has not been taken lightly. (name) has been issued this placement for their period due to ... (insert reason).

Please note that under Section 7 of the Education Act 1996 you have a duty to ensure your child attends school and their attendance during the Trust Direction is covered under this Act. Failure to attend at Trust Direction may count as unauthorised absence and I must advise you that you may receive a penalty notice from the Local Authority if you child fails to attend.

Either: Please note that parents are responsible for arranging transport to and from (placement School Name) for each day of the Trust Direction. Your child should arrive at Reception in full (school name) uniform by ... (time), and should be collected at pm.

Or: As agreed, and in light of your family circumstances, transport to will be provided each day from Your child should arrive at in full School uniform and will return at pm.

We will set work for to complete during the Trust Direction. Completion of this work is a condition of the Trust Direction and will be required to fully cooperate with all instructions given to them by members of staff at School. Failure to complete the work set, or behaviour

which breaches the expected standards may result in further sanctions and will be considered to be a very serious breach of our Behaviour Policy.

During the Trust Direction, your child's attendance and safety will be supervised by School. Should you have any concerns about your child's welfare during the Trust Direction, please contact either (DSL, Base School) or (DSL, Placement School). Your Child's Trust Direction will be managed by, Assistant Headteacher (Base School) and you can contact them on (phone number) (Email address).

You have the right to make representations about this decision to the school via our Complaint Policy, which is available on our website. If you require a paper copy, please contact Reception.

A re-integration meeting has been arranged for you to meet with (staff name) on ... (date) at (time). The purpose of this meeting is to discuss and agree how best your child's return to school can be supported and managed and to ensure that their behaviour improves significantly in the future. Failure to attend a reintegration meeting will be recorded on school file and referred to Governors during any future review of your child's behaviour.

..... Trust Direction expires on ... (date) at ... (time) and we expect them to return to school on (date).

Yours sincerely

Headteacher