Behaviour for Learning Policy

Behaviour for Learning Policy

CONTENTS

- Aims and Objectives

- Principles

- Practice

- Praise and Reward

- Roles and Responsibilities

- Acceptable Discipline

- Confiscation of inappropriate items

- The Use of Reasonable Force and the Right to Search

- Internal, Fixed Term and Permanent Exclusions

Appendices

1. Managing Negative Behaviour

2. Staff Incident Report

3. Pupil Code of Conduct

4. Intervention/Internal Exclusion Room

5. Stages of Suspension

Aims

The Behaviour for Learning Policy aims to:

- Enable effective teaching and learning.
- Promote positive behaviour.
- Embed our traditional values of hard work and effort, coupled with Respect, Honesty and Kindness

Objectives

- To emphasise the importance of good behaviour and its relationship to learning.
- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, pupils and ARA in the achievement of high standards of behaviour within the whole school community.
- To encourage every member of ARA to show care, courtesy and consideration to other members of the school and to the wider community.

Principles

ARA recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and pupils from learning are not acceptable.

The following principles should be recognised if a whole-school approach to behaviour management is to be successful.

1. An understanding and acceptance of the policy by every member of ARA is important if our aims are to be achieved.

2. The Behaviour for Learning Policy is a partnership between all members of the ARA community.

3. A whole-school approach is intended to be preventative wherever possible. Pro-action is more effective than re-action.

4. Self-discipline should be the fundamental aim for all members of the Academy.

5. Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently.

6. Sanctions must be administered fairly and be appropriate and proportionate to the breach of conduct.

7. Effective behaviour management seeks to avoid aggressive confrontation.

8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.

Several other school policies should be referred to in conjunction with the Behaviour for Learning Policy, for example:-

- Anti-Bullying Policy
- Attendance Policy

- Equal Opportunities Policy
- Safeguarding
- Special Educational Needs and Disability Policy
- Social Media Agreement
- ICT Policy

Practice

Good behaviour will be promoted through the establishment of good relationships within the Academy community built upon mutual respect.

Assemblies play an important role in promoting the ethos of ARA where courtesy, respect and good behaviour are the expected norm.

The school curriculum also provides opportunities for consideration of behavioural issues, in particular through the PSHCE programme, where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed.

ARA will seek to provide a relevant curriculum for all pupils. The provision of high quality Teaching and Learning is central to achieving good behaviour.

The Pupil Code of Conduct (Appendix C) is printed in the planners and emphasised in assemblies.

Pupils who are experiencing behavioural and emotional difficulties will be supported through the Year Team, Behaviour Support Team, counselling, Access and Inclusion Centre and multi-agency work.

Pupil Behaviours, both positive and negative, are recorded on the ARA SIMs system. These records are monitored, managed and analysed by the Behaviour team staff on a daily basis.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the ARA site.

Praise and Reward

We believe that praise and reward is fundamental in encouraging all of our pupils to achieve their social, personal and academic potential. We believe that all pupils benefit from feeling a sense of importance and belonging and knowing that their school community values their efforts and achievements. We also know that sharing praise and reward with parents and carers strengthens a pupil's self-esteem and sends out a positive message beyond the immediate school community. As a result of this philosophy our praise and reward policy comprises of a series of systems and events that promote these core values for singular achievements as well as sustained long term ones. These include:

Singular Achievements

- Positive Notes
- Hot Choc Fridays
- SIMs Achievement
- Blue Bands

Sustained Long Term Achievements

- Awards Evening
- Praise Assemblies

- House: Points, Assemblies, Competitions, Events and Rewards
- The Jack Petchey Award
- Green Bands

Roles and Responsibilities

Class Teacher will –

- Plan and deliver engaging lessons of an appropriate level of challenge
- Maintain a positive, well managed classroom environment.
- Use rewards and hierarchy of sanctions as outlined in the ARA Behaviour for Learning Policy
- Record behavioural incidents, both positive and negative, on SIMs.
- Refer pupils whose behaviour gives cause for concern to their Curriculum Leader and other key staff.

CLASS Workers and Support Staff will –

- Assist in maintaining a positive and well managed environment.
- Refer pupils whose behaviour gives cause for concern to the Curriculum Leader, Pupil Progress Leader or SaFE Worker.

Curriculum Leaders will –

- Ensure that members of their Curriculum Team follows the Behaviour for Learning Policy with regard to both rewards and sanctions and role and responsibilities
- Support members of their Curriculum Team with behavioural issues with individual pupils or classes.
- Place pupils on a target card for their curriculum area.
- Contact, or meet with, parents when necessary.
- Support the Curriculum Leader detention system.

SaFE Workers will –

- Manage and support the year group outside of lessons
- Model good behaviour management techniques
- Provide individual support to pupils where needed and help pupils to learn appropriate behaviour
- Establish and maintain positive home/school relations
- Monitor the personal development of each pupil
- Support with Pastoral Support Plans/Programmes for pupils in the year group
- Support with pupils on Stages of Suspension in the year group

Pupil Progress Leaders will -

- Liaise with Year group SaFE Worker, staff and Curriculum Leaders with regard to concerns about the behaviour of individual pupils or groups of pupils.
- Monitor the Behaviour for Learning, attitude, effort and quality of work of individual pupils across the curriculum and through the detentions log.
- Place pupils on Pupil Progress Leader target cards.
- Contact parents by letter or telephone.
- Arrange meetings with parents/pupils.
- Use the Behaviour and detentions section of SIMs to monitor, analyse and manage pupils' behaviour.

- Inform Assistant Principal and our Lead Behaviour Practitioner with regard to behaviour data and trends.
- Place pupils in the Internal Exclusion room when there has been a serious breach of the ARA Code of Conduct.

Lead Behaviour Practitioner will -

- Work directly with all of the pupils approaching and on the Stages of Suspension
- Refer pupils to the Stages of Suspension
- Manage Pastoral Support Programmes
- Lead intervention and group work that is referred to the Access and Inclusion Centre
- Analyse the daily behaviour reports and refer pupils on
- Oversee the Stages of Suspension Target Cards

Assistant Principal Pupil Progress will –

- Embed the Behaviour for Learning policy through the praise system
- Co-ordinate the teaching of the 'ARA Behaviour Skills Curriculum'
- Lead and manage the ARA Detention system and analyse trends
- Fixed Interval Sampling: Observe pupils in lessons
- Feedback trends to the leadership Team half termly

Leadership Team will –

- Ensure departments they line manage fulfil their roles and responsibilities and follow Behaviour for Learning Policy.
- "Walk the school" calling into lessons particularly those lessons which staff have identified as a behaviour "hot spot" where LT support has been requested including visiting lessons being covered.
- Place pupils in the Internal Exclusion room when there has been a serious breach of the ARA Code of Conduct.
- Discuss with the Principal and/or Associate Principal a Fixed Term Exclusion for the more serious breaches of school conduct.
- The Principal or in their absence the Associate Principal will consider Permanent Exclusion for the most serious breaches of school conduct.

Responsibility for the school's behavioural policies and practice is that of the Assistant Principal, Pupil Progress.

Acceptable Discipline

All academy staff with responsibility for pupils, have the statutory authority to discipline pupils, including on academy visits, when behaviour is deemed unacceptable, academy rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a pupil's misbehaviour occurs outside of the academy (section 90 and 91 of the Education and Inspections Act 2006).

Anti-social behaviour within the community will not be tolerated and the academy has the right to exercise discipline procedures when:

- They are taking part in any ARA - organised or ARA related activity
- They are travelling to or from ARA
- They are wearing ARA uniform
- They are in some way identifiable as a pupil at ARA

- Their behaviour could have repercussions on the orderly running of ARA
- Their behaviour poses a threat to another pupil or member of the public
- Their behaviour could adversely affect the reputation of the academy

Detentions

At ARA detentions can be set by any member of staff as a consequence for poor behaviour/s. Depending on the level of the behaviour incident (see Appendix A) detentions range in length from 20 to 60 minutes and provide pupils with the opportunity for discussion, reflection and/or to catch up on classwork/homework missed. Level 2 and 3 detentions are run through a centralised system, take place after school and are run by a team comprising of Subject/Curriculum Leaders and the Academy Leadership Team. Where a lower level detention is missed by a pupil, a higher level detention or sanction can be set with the expectation that both the initial detention and the higher level detention or sanction are completed.

Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (section 94 of the Education and Inspections Act 2006). Items confiscated by academy staff will be passed to the Principal or their representative for "safe keeping". The Principal will then communicate with the child's parents/carers to arrange their return. Weapons and knives and pornography must always be handed over to the police. Staff have the power to search for the below "prohibited items" without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search.

Prohibited Items

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by ARA
- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)

The following items are **banned** by the Academy and are therefore identified as items that may be searched for:

- Aerosols
- Any propellants
- BB Guns
- Chewing Gum
- Water Bombs and balloons
- Multi packs of food or drink
- High sugar fizzy drinks and energy drinks
- Stink Bombs
- Jewellery (other than that stipulated in the Uniform Policy)
- Solvents

- Mopeds and Crash Helmets
- Baseball Caps and Non-religious headwear
- Bandanas
- Hoodies
- Laser Pens and Laser Pointers
- Water Propelling Devices
- Crackers (which explode when thrown to the ground)

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

If any of the above items are found in the possession of a pupil – a serious sanction will be set. Any cigarettes confiscated in school will be destroyed.

The Use of Reasonable Force and the Right to Search

The law allows for teachers and other persons authorised by the Principal to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:-
- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

"Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Principal has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force", however, the term 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 pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

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.

(Use of reasonable force: Advice for Head teachers, staff and governing bodies; DfE July 2013).

Members of the academy's leadership team may also use such force as is reasonable given the circumstances when conducting a search without consent for:
- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the academy

- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)

Restorative Justice

There is an expectation that, following a level 3 incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect.

Bullying

ARA takes bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.

Child Protection and Safeguarding

ARA takes the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature (see Safeguarding Policy) the Academy has separate procedures in place for managing allegations of abuse against children (see the ARA Safeguarding Policy and Procedure).

Monitoring and evaluation

The academy will keep a record of incidents of misbehaviour (please see appendix A) and positive behaviour; this will be evaluated regularly and may inform any policy changes.

The academy will keep a record of incidents of rewards and sanctions and will monitor to provide regular information on how effectively the behaviour policy is working. The academy will also ensure that rewards and sanctions are distributed fairly.

Internal, Fixed Term and Permanent Exclusions

For serious breaches of the ARA code of conduct, pupils will be placed in the Internal Exclusion room for a maximum of three days.

For extreme breaches of the ARA code of conduct the Principal or in their absence the Associate Principal may choose to issue the pupil with a Fixed Term Exclusion, these range in length from one to fifteen days depending upon the severity of the incident. The Principal or in their absence the Associate Principal may also choose to permanently exclude a pupil if it is felt appropriate.

Permanent exclusion

Permanent exclusion is an extremely serious sanction, and a step taken by ARA only as an absolute last resort. In most cases, permanent exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful. There are, however, some situations in which permanent exclusion on the first offence is the only option. These include:

- serious, actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson

It may be necessary for ARA to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The Principal can withdraw a permanent exclusion that has not yet been reviewed by the governing body.

Fixed-term exclusion

The length of a fixed-term exclusion will be set out by the Academy at the start of the exclusion period. If a pupil is excluded for more than 45 days in one school year, they will be permanently excluded.

A fixed-term exclusion may result from a serious breach of ARA's behaviour policy. It may be a first offence or persistent disruptive behaviour that requires a tougher sanction than detention, but does not warrant permanent exclusion.

A fixed-term exclusion can be changed into a permanent exclusion by the Principal if the circumstances warrant it. In this case, parents or carers will be notified in writing with an explanation of why the change has occurred. During fixed-term exclusions and permanent exclusions, daytime supervision of the child is the responsibility of their parent or guardian.

An excluded pupil has no automatic right to take a public examination or National Curriculum tests on the Academy's premises. The governing body can decide whether or not to allow the pupil to sit the tests, and this will depend on the seriousness of the reason for exclusion.

Making the decision to exclude

Exclusion of any sort, for any period of time, is taken very seriously by ARA, and the decision to exclude is not taken lightly. Various alternative strategies to manage behaviour will be tried before exclusion, as this sanction is only used as a last resort unless there is an immediate threat to safety within the school.

If it is decided that exclusion is necessary, the parents or carers of the pupil will be notified, and the circumstances surrounding the exclusion with be formally recorded.

Appendix A

Managing Negative Behaviour			
Behaviour Level	**Behaviours**	**Staff Level**	**Sanction**
Level 1	• Poor attitude towards others (an umbrella description that can encapsulate a wide variety of behaviours – which can be specified in the comments box on SIMS). • No equipment (planners, etc.)	Form Tutor	L1 Detention – 20 minutes – same day Logged on SIMS: behaviour, detention, attendance.
	• Poor attitude towards learning (any off task behaviour, low-level disruption, etc. – can be specified in comments box on SIMS). • Poor attitude towards others (in lessons). • Failure to complete homework.	Class Teacher	L1 Detention – 20 minutes – same day Logged on SIMS: behaviour, detention, attendance.
	• Uniform referral. • Poor attitude towards others (out of lessons).	SAFE Worker	L1 Detention – 20 minutes – same day Logged on SIMS: behaviour, detention, attendance.
Level 2	• Poor attitude towards expectations (uniform, equipment expectations). • 2 or more behaviour points logged during one week.	SAFE Worker and Pupil Progress Leaders	L2 Detentions – 20 minutes – same day Logged on SIMS: behaviour, detention, attendance.
	• Persistent homework concerns (referral from persistent L1 by classroom teachers).	Curriculum Leaders	CL Detention – 40 minutes Logged on SIMS: behaviour, detention, attendance.
	• Disrupting the learning of others (sent to Shadow). • Poor attitude towards sanctions (missed L1 detention).	Curriculum Leaders and Pupil Progress Leaders informed	CL Detention – 40 minutes Logged on SIMS: behaviour, detention, attendance.
Level 3: Managing Extreme Behaviour	• Succession of CL detentions • Bullying behaviour • Health and Safety/damage • Defiance (unwilling to comply) • Aggressive behaviour • Inappropriate behaviour around the academy site. • Incidents of physical aggression/incidents of verbal abuse/threatening against an adult. • Other serious incidents pending Fixed Term exclusion, eg bullying.	A referral is made to the PPL/SAFE Workers /LT link and TPU using the official referral form. Logged on SIMS. Overseen by Trudy Puddle (Lead Behaviour Practitioner) / LT in charge of behaviour - investigated	Internal Exclusion or External Exclusion (based on findings of investigation).
Level 4: Pupils on PSPs, Stages of Suspension	• Immediate referrals for pupils who fail targets set out by support programme. • Incidents of physical aggression/incidents of verbal abuse/threatening against an adult. • Other serious incidents pending Fixed Term exclusion, eg bullying.	Any member of staff. Logged on SIMS. Pupil sent immediately to internal or allocated to member of LT by TPU where learning can continue. Email sent to Sec- Internal. Internal will request an incident form to continue dialogue of pupil's engagement with their PSP/Stages of Suspension programme.	Sent to internal or allocated to member of LT by TPU If appropriate (in the case of extreme behaviour) FT exclusion.

Appendix B

ALEC REED ACADEMY

Staff Incident Report

<table>
<tr><td colspan="5" align="center">ARA INCIDENT REPORT</td></tr>
<tr>
<td rowspan="3">Referred to:</td>
<td></td>
<td>Year 7 Link/SaFE Worker:</td>
<td></td>
<td>Year 8 Link/SaFE Worker:</td>
</tr>
<tr>
<td></td>
<td>Year 9 LinkSaFE Worker:</td>
<td></td>
<td>Year 10 Link/SaFE Worker:</td>
</tr>
<tr>
<td></td>
<td>Year 11 Link/SaFE Worker:</td>
<td></td>
<td></td>
</tr>
</table>

Date of incident:	dd	mm	yyyy	Pupil/s names:	Tutor Group/s:

Reporting Teacher/member of staff:	
Exact location of incident:	
Exact time of incident:	
Time the behaviour point was logged on SIMS:	
Other Teachers/members of staff present:	
Other Pupils present:	

<u>Detailed</u> account of events *please include full details of any intervention by staff / pupils: actual words used etc)*				
Action taken since referral	**Referral received**	dd	mm	yyyy

12

Appendix C

ALEC REED ACADEMY
PROUD TO LEARN

Secondary Phase Pupil Code of Conduct

I understand that being a member of the Academy means showing courtesy, consideration and respect to everyone in the Academy community and for my surroundings. This means that I will:

In the Academy
- Be punctual each morning and endeavour to attend school each day during term time
- Look smart by wearing the correct school uniform. I will also make sure that I do not wear make-up or jewellery to school (unless it is a watch or one flat pair of ear studs)
- Make sure that all games and devices are left safely at home
- Ensure that I only eat food in the Academy restaurant and packed lunch areas
- Make sure that the Academy is a chewing gum free zone
- Hand in any valuables that I bring into school so they can be locked in the year base safe
- Co-operate with my year team by keeping my pod area clean and tidy and by looking after my locker and locker key.

In the Classroom
- Arrive to my lesson on time
- Always bring the correct equipment to my lesson
- Follow any staff instructions first time they are given
- Do all my classwork and homework to the best of my ability and hand it in on time
- Look after my books/files and make sure that they do not have graffiti on them
- Keep my network password secure to guard against misuse
- Keep my planner up to date and signed regularly by my parent/carer
- Only leave the classroom with the teachers permission and with an 'out of class permission card'

In the Corridors
- Walk on the left hand side of the corridors
- Move without delay to my next lesson
- Respect the safety of others by not pushing, running or fighting.

In the Restaurant
- Line up quietly at the correct time and in the correct year group order
- Clear up after myself, including trays, plates and left over food.

On Academy trips
- Apply the same rules outside the Academy as inside the Academy
- Listen carefully to all instructions
- Be punctual for trips
- Stay with the group leader, not wander off and be aware of the other people around me.

In the Playground
- Behave safely at all times by avoiding games that may endanger others or damage the building
- Respect others and not hang around in a large groups
- Take care of the environment and place all my litter in the bins
- Respect the staff and pupil leaders on duty
- Respond immediately the bell goes for the end of break and lunchtime.

I am aware that bullying, unkind teasing, swearing, fighting, stealing and vandalism will not be tolerated in the Academy under any circumstances. If I see any incidents then I will report them to a member of staff.

I understand that this Pupil Code of Conduct applies whilst on the Academy premises, during ARA hours, on ARA outings, to and from ARA and in the local community.

Appendix D

Intervention/Internal Exclusion Room

Prior
- Pupils are placed on a Stages of Suspension or PSP target card by a member of the LT/Lead Behaviour Practitioner. Parameters for why a pupil is placed on this target card should be agreed at the start of the year. At its core, it is because the pupil is not effectively engaging with learning (under which may almost automatically come the sub-category of disrupting the learning of peers). Targets may be: (1) I have to follow instructions the first time asked. (2) I have to complete all tasks set. (3) I must be respectful at all times.
- When a pupil is placed on a Stages of Suspension or PSP target card, this is done during a meeting with the parents. This meeting is minuted. The purpose of the meeting are:
  - to agree targets
  - to ensure that all stakeholders understand that the purpose of the targets (and the target card) is to support the pupil in achieving success in their studies
  - to ensure that the sequence of actions and reactions are understood by all parties
  - to ensure that the pupil understands their responsibility in complying with the procedures of referrals and the consequences if they do not comply.

Referrals to the Intervention/Internal Exclusion Room
- If a pupil fails to comply with their agreed targets, they are immediately instructed by their teacher to go to the Intervention/Internal Exclusion Room.
- An email is sent to the member of staff responsible for the Intervention/Internal Exclusion Room to inform them that a pupil is on their way.
- If the pupil fails to leave the classroom (defiance) the teacher may request that the CL (or equivalent) escorts the pupil to the room.
- The teacher has to log the referral (Level 4 on SIMS for easy reference) at their earliest opportunity.

Communication from the Intervention/Internal Exclusion Room Leader
- The Intervention/Internal Exclusion Room Leader will send an electronic ARA Incident Report Form to the teacher (same form as for L3 incidents currently use).
- The teacher must complete the incident report form and return it to the Intervention/Internal Exclusion Room Leader.

Intervention Room Tasks

Activity 1 – Investigation
- The pupil must write a statement with support from the Intervention/Internal Exclusion Room Leader.
- The Intervention/Internal Exclusion Room Leader may ask for support from the Link / Safe Worker if witness statements are required for further investigation.

Once the initial investigation is complete, the Incident Report Form, pupil and witness statements are uploaded to SIMS. The LT and Behaviour Leader will decide the final action.

Activity 2 – Intervention/Internal Exclusion Reflection
- Pupils will complete reflective work using resources agreed by the LT, Behaviour Leader and Intervention/Internal Exclusion Room Leader.
- Pupils will be expected to complete reflective written work.

Activity – Subject Specific Work
- Once the Intervention/Internal Exclusion Room Leader has evidence that the investigation and reflective work has made a positive impact, pupils will complete their regular school work.

- The Intervention/Internal Exclusion Room Leader will liaise with CLs to ensure that they have schemes of work and a bank of resources for each unit of work for each year group for each half term. This will be organised on the academy's shared drive by the Intervention/Internal Exclusion Room Leader. The Intervention Room Leader will also liaise with CLs to have a copy of current reading books, textbooks and workbooks to ensure that there is no disruption to pupils' regular school work. Teachers may also email activities to the Inclusion Room Leader.

Resources:
- Computers with CD Rom with maths CDs and Internet access
- Reading books
- KS3 schemes of work, workbooks, textbooks
- KS4 schemes of work, workbooks, textbooks, revision material

Non-compliance whilst in the Intervention Room
If a pupil fails to comply with the Intervention/Internal Exclusion Room Leader, it may be necessary for the teacher to send the pupil to a member of the LT. Pupils who cause further disruption once isolated may be referred for a further Internal Exclusion or Fixed Term Exclusion.

Communication with Parents / Carers
Where an incident requires further investigation or more serious sanctions or exclusion, the Behaviour Team Leader will contact parents by telephone in the first instance before a decision is made.

Incidents from the previous day
Pupils who were referred to the Intervention/Internal Exclusion Room on the previous school day must report to the Intervention/Internal Exclusion Room Leader at 8.35am on the following day. When a decision has been made to return the pupil to class, the Intervention/Internal Exclusion Room Leader will direct the pupils to their regular P1 lesson at 8.40am. However, if an incident is not resolved, the pupil may need to remain in the Intervention/Internal Exclusion Room.

End of day arrangements
Pupils will be dismissed from the Intervention/Internal Exclusion Room at the following times:
- Pre PSP: 3.30pm or 4.30pm
- Formal PSP: 3.40pm or 4.40pm

Monitoring and Evaluation
The LT responsible for behaviour will (in conjunction with the Behaviour Leader) will monitor the use of the Intervention/Internal Exclusion Room. The Intervention/Internal Exclusion Room Leader will produce regular reports as part of the review process.

There is a level of accountability for home communication with parents.

The LT will evaluate the impact of the use of the Intervention Room as part of the half termly review for the Principal/CEO. The LT will monitor and ensure that referrals to the Intervention Room are consistent and fair.

The Governing Body receives information about the use of the Intervention/Internal Exclusion Room as part of the CEO / Principal's report to governors.

ALEC REED ACADEMY: STAGES OF SUSPENSION

STAGE 1

Rationale
A pupil will move to Stage 1 if the SaFE Worker/Pupil Progress Leader/Leadership Team member attached to the year group recommends that a pupil enters Stage 1 if unsuccessful on the SaFE Worker/Pupil Progress Leader/Leadership Team Group report card.

AND/OR
The pupil has had a fixed term exclusion.

Interventions
Set targets
Target card
Parent letter
Parents meeting ½ termly
In class monitoring and coaching

STAGE 2

Rationale
A pupil will move from Stage 1 to Stage 2 if they have not shown adequate improvement in progress against their targets.

AND/OR

The pupil has had a further fixed term exclusion/s.

Interventions
Review of targets
Target card
Parent letter
Parent meeting ½ termly
In class monitoring and coaching Specific skills based workshops
Behaviour contract

STAGE 3

Rationale
A pupil will move from Stage 2 to Stage 3 if they have not shown adequate improvement in progress against their targets.

AND/OR

The pupil has shown a serious reason for the escalation.

Interventions
Review of targets
Target card
Parent letter
Parent meeting
In class monitoring and coaching
Pastoral Support Plan
Specific skills based workshops.
Managed move discussed with parent

STAGE 4

A Managed Move to another school is to be considered.

STAGE 5

Permanent Exclusion

Reviewed half termly

Appendix E