



# Behaviour for Learning Policy

## Our Academies Approach to Behaviour

<b>Policy Owner</b>	<b>Deputy Headteachers (Behaviour &amp; Attitudes)</b>
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<b>Review date</b>	<b>Version No.</b>	<b>Approved by</b>	<b>Date approved</b>	<b>Effective from</b>
September 2022	2	ATB	29.09.2022	September 2022
January 2024	3.0	Standards	20.03.2024	March 2024

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

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## Rationale

We aim to make our Academies/Schools a place where:

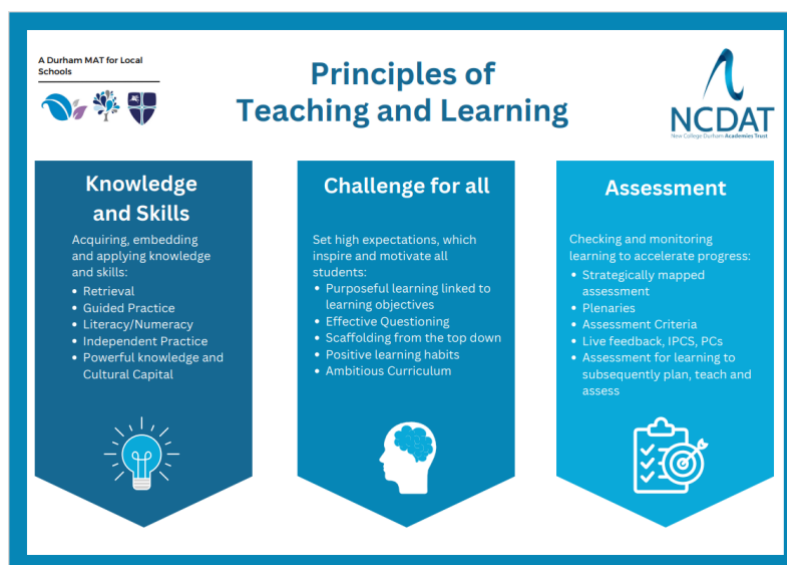
- Learning is paramount;
- Behaviour is outstanding;
- Praise outweighs criticism;
- Students feel happy, keen and fulfilled;
- We are all safe from aggression, racism and bullying including cyber bullying;
- We are all helpful and considerate;
- Students want to work hard, take responsibility and play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

## Purposes

### Praise Outweighs Criticism

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

To create the positive climate for learning we all desire, it is vital that we never forget that staff influence is crucial. To maximise this positive influence, we should always remember the governing principles of Teaching and Learning that work in conjunction with the BFL policy at our Academies/Schools i.e.



### Unacceptable Behaviour

When behaviour is unacceptable, Behaviour for Learning (BFL) provides a clear framework. Within the BFL system, the rules of our Academies /Schools and consequences for breaking them are clearly stated. They must be applied fairly and consistently across our Academies/Schools. Students need to see that the system is fair and consistently applied.

### BFL covers behaviour:

- in the classroom;

- around the Academy/School;
- students' conduct outside the Academy/School gates;
- towards the individual;
- towards equipment.

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

## Partnership with Parents and Carers

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

Our Academies/Schools use the ClassCharts service to monitor, manage and intervene to modify behaviour and attitudes. Parents/carers can access their own child's ClassCharts account so they can track live behaviours and keep fully informed of their child's progress. Similarly, students can access their own ClassCharts account so they can track their own behaviours and take more responsibility for managing it effectively.

## Guidelines Chart

<b><u>Praise</u></b>	
In all classrooms, there should be at least <b>five</b> times as much praise as there are consequences.	
Emphasis should be on students' achievements	

<b><u>PRAISE</u></b>		<b><u>CONSEQUENCES</u></b>	
<b>P1</b>	Verbal Praise	<b>C1</b>	Verbal Warning
<b>P2</b>	Positive Merit <b>(1 positive)</b>	<b>C2</b>	Negative Merit <b>(1 negative)</b>
<b>P3</b>	Good News Message <b>(3 positives)</b>	<b>C3</b>	On-Call intervention (appendix 5) <b>(3 negatives)</b>
<b>P4</b>	Good News Postcard/Phone Call <b>(5 positives)</b>	<b>C4</b>	On-Call/SIR - outcome recorded on ClassCharts <b>(5 negatives)</b>

<b>P5</b>	Academy/School Life Award/Silver moment <b>(10+ positives)</b>	<b>C5a</b>	Referral to Self-Regulation Room (SRR) <b>(10 negatives)</b>
		<b>C5b</b>	Referral to The Bridge/LSU <b>(10 negatives)</b>
<b>P6</b>	Golden Moment/Ticket <b>(25 positives)</b>	<b>C6</b>	Suspension <b>(25 negatives)</b>
<b>P7</b>	Reward Trips	<b>C7</b>	North or East Durham behaviour panel
<b>P8</b>	Headteacher Award	<b>C8</b>	Permanent Exclusion

## Praise and Rewarding Good Behaviour

We believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students.

Praise and rewards can be achieved in a variety of ways, which includes:

### Praise

#### **P1 Verbal Praise**

Teacher to give student positive praise to help reinforce good behaviour.

#### **P2 Positive Merit**

Positive Merits may be awarded when a member of staff feels a student has met the following Academy/School expectations for example:

- Ready to learn
- Answering in class
- Completing work to best of ability
- Homework
- Taking an active part in the lesson
- Attending an Enrichment activity (after-school)

When a Positive Merit is awarded, the teacher should log this on ClassCharts and the student will be automatically allocated a predetermined number of Merits. There is no limit to the number of Positive Merits that students can receive in one subject.

#### **P3 Good News Message**

Good News Messages can be awarded by staff who feel a student has for example:

- made outstanding progress in a lesson;
- produced a single piece of outstanding work;
- shown consistently high levels of effort over a series of lesson;
- made a great contribution in a lesson.

When a Good News Message is issued on ClassCharts the student will be automatically allocated a predetermined number of positive merits and the message will be sent home via the Communication platform.

#### **P4 Good News Postcards/Phone call home**

These handwritten postcards will be issued to all teachers and will be given out directly to the students.

*Examples of how students could gain Good News Postcards are:*

- Consistently making outstanding oral contributions in lessons;
- Consistently producing exceptional pieces of work of any kind;
- Consistently treating people with respect;
- Consistently caring for the Academy/School environment;
- Consistently demonstrating initiative/resilience;
- Consistently taking part in out of hours learning;
- Representing the Academy/School at a level beyond the ordinary.

When a Good News Postcard is issued on Class Charts, the student will be automatically allocated a predetermined number of positive merits.

#### **P5 Academy/School Life Awards**

These awards are determined by the Head of Year, Year Manager and Tutors and are given every week during assemblies to reward students who have made a positive impact to Academy/School life either within the Academy/School or in the wider Academy/School community. These weekly assembly rewards are:

- Head of Year Award for Outstanding Attitude to Learning;
- Tutor Award;
- Year Manager / PSO Award for Contribution to Academy/School Life;
- Attendance Award.

#### **P6 Golden Moment/Ticket**

Any teaching member of staff can issue a Golden Moment/Ticket via Class Charts for a student or a class who produce an **exceptional** piece of work. When a Golden Moment/Ticket is issued on ClassCharts the student will be automatically allocated a predetermined number of positive merits

#### **P7 Reward Trips**

Attendance on these trips will be dependent upon behaviour and attendance throughout the year. The decision will be made by the Behaviour and Year Teams.

#### **P8 Headteacher's Award**

This award will be issued to one student per year group in the end of year achievement assembly.

#### **P9 Rewards Schemes - Class Charts Reward Store**

The ClassCharts reward store reflects our Academies/Schools principles of Inclusion, Progression and Excellence. All positive merits awarded are converted into spendable points that can be used by our students to purchase items from the reward store.

## Consequences

### **C1 Verbal Warning**

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

### **C2 Negative Merit**

Teacher to give student a 2<sup>nd</sup> verbal warning and a negative merit.

### **C3 On-Call intervention**

After-school detention for 45 minutes issued at the discretion of the Academy/School (Appendix 5).

Detention notices usually given via Communication platform message. No notice detentions can be set with prior agreement of no notice detention procedure with parent/carer. Where a no notice detention, parent/carer will be notified usually via Communication platform message. Different messages will be sent to indicate whether the detention is for behaviour or missed homework. The onus is on the parent to ensure contact details are up to date, and to check daily for no notice detention. Students who attempt to get out of completing their detention may be issued with a repeat detention or a 60/90 minute after-school detention, and both at the discretion of the Academy/School or escalated through the BFL system.

In some cases, detentions may be issued for break time and/or lunchtimes in lieu of other sanctions (e.g., After-school detention or Internal Exclusion). This is usually done to ensure that students remain in lessons or so they can attend after-school sessions. Students who accrue multiple repeat detentions may be placed on a detention from 3.00pm-4.30pm. Students who abscond detention or fail to meet the expectations in a detention may be given opportunity to repeat the detention on the first offence but following that will be placed in the SRR the next available day.

### **C4 On-Call summoned**

Teacher sends for On-Call. SLT to keep student in lesson, if possible. Student can be internally excluded in the SRR or Bridge/LSU whilst determining further action to be taken. Only year teams/SLT can relocate students.

### **C5 Referral to The Bridge/LSU (Appendix 3, 4)**

A referral will be made to The Bridge/LSU Manager as part of an investigation (appendix 2), and/or via other routes, e.g. internal exclusion, after a suspension, or for matters of pastoral support where deemed appropriate. The number of referrals triggering escalation such as The Bridge/LSU time is captured in Appendix 1. Some students (at the discretion of the Academy/School) may also be referred to SRR or The Bridge/LSU at break and/or lunch time in lieu of sanctions, if it is felt appropriate; this allows for greater continuity in learning as students can still attend lessons.

Students who are issued with Internal Exclusion are in The Bridge/LSU or SRR from 8.30am-3.00pm. This allows further time for them to reflect on their behaviour and take responsibility for it. Students in The Bridge/LSU lose all break and lunch privileges and have their break and lunches at a separate time to the main Academy/School.



Year 11 students who are given an internal exclusion may be allowed to attend certain lessons at the discretion of the Headteacher.

Following the sanctions above, students who do not show improvement in behaviour will be subject to permanent placement in The Bridge/LSU until they can be reintegrated into mainstream lessons.

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

## **C6 Suspension**

Designated senior staff to issue a suspension are: Headteacher and Deputy Headteacher for Behaviour. Students returning from a suspension will be counselled and may initially spend at least one day in The Bridge/LSU before re-integration to mainstream lessons at the discretion of the Academy/School. When this has been successful, they will return to mainstream lessons under the supervision of The Bridge/LSU Manager and be placed on Bridge/LSU Report (which incurs possible detention 5 nights per week). As specified in Appendix 1, failed Bridge/LSU Report leads to progression onto 'HOSS/Inclusion/Manager/Assistant Headteacher report' following a meeting with parents. Return to learning, following such escalated sanctions, may be on a part time basis, supported by The Bridge/LSU systems for restorative justice (Appendix 3, 4). As specified in Appendix 1, if a student's behaviour fails to improve despite all interventions, a Behaviour Improvement Plan (BIP) will be implemented for a period of 6 weeks.

## **C7 Behaviour Panel**

Students may be referred to the local authority Behaviour panel

**A Pastoral Support Plan (PSP) and Formal/Final Warning** will usually be needed at this stage if they are not already in place (Appendix 1). Possibilities at the end of this stage are return to learning via de-escalation (HOSS/Inclusion Manager/Assistant Headteacher report then HOY report), transfer to Alt. Ed., referral to the North or East Durham behaviour panel or C6 if all other measures fail.

## **C8 Permanent Exclusion**

Our trust is a member of the North and East Durham Behaviour Panels which seeks to support the most vulnerable students in Academy/School, who are most at risk of Permanent Exclusion. The panel are supported by the Local Authority, the Educational Psychologist Service, One Point, The Woodlands (formerly the PRU) and a range of Alternative Providers. The Panel meets every three weeks and considers referrals made, finding suitable provision to meet individual needs. Such provision may include turnaround places at the Woodlands, Education Plus, Managed Moves, part-time support at an alternative provider etc. The Panel seeks to support students before a student reaches C8 (Permanent Exclusion), but it should be noted that the Academy/School reserves the right to process a C8 and bypass the panel depending on the individual situation/need/incident.

# Behaviour for Learning Guidelines

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

**Consequences:** Students given a consequence should be told verbally and all consequences should be noted on ClassCharts.

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

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

## In the Classroom

<p><b>In the classroom Low level disruption</b>  <b>Examples includes:</b></p> <ul style="list-style-type: none"> <li>• Persistent shouting out.</li> <li>• Insufficient or Inadequate work.</li> <li>• Distracting other students.</li> <li>• Persistent talking.</li> <li>• Entering or leaving the room in a disorderly manner.</li> <li>• Not following teacher’s instructions.</li> <li>• Leaving seat without permission.</li> <li>• Inappropriate language towards Others.</li> <li>• Eating in the lesson.</li> <li>• Graffiti.</li> <li>• Accessing private areas of rooms.</li> <li>• Lateness to Lesson – <b>(3+ mins)</b></li> <li>• (Teachers should log the number of minutes late on ClassCharts).</li> <li>• Destruction of property (pens etc.)</li> <li>• Truancing from a lesson.</li> <li>• Bullying including cyber bullying.</li> </ul>	<p><b>Suggested action – minimum tariffs</b></p> <ol style="list-style-type: none"> <li>a) Normal classroom behaviour modification by the teacher.</li> <li>b) First Incident <b>C1</b> issued.</li> <li>c) Second Incident <b>C2</b> and negative merit recorded on ClassCharts.</li> <li>d) For persistent disruption a <b>C3</b> will be issued.</li> <li>e) Where a student persists in disrupting learning despite previous sanction, ‘ON-CALL’ will be informed (<b>C4</b>). Appendix 2.</li> </ol> <p>*** ‘ON-CALL’ staff should only be notified after a <b>C1, C2 &amp; C3</b> have been issued and all in lesson BfL avenues exhausted, or in the event of a serious incident ****</p> <p>Only students with a signed note from a member of staff will be exempt. (Year Managers to log the C3 at the end of each week.)</p> <p><b>C3</b></p> <p>Immediate – <b>C4</b> on call/possible <b>C5</b></p>
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	On-Call staff summoned – <b>C4</b> . If proved <b>C5 or higher</b>
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### **Lateness to Academy/School**

During Tutor (8.30am).	Students that arrive late immediate - <b>C3</b> . Logged by Attendance Officer
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### **Around the Academy/School**

<p><b>General misbehaviour – C2</b> Includes: Refusal or Failure to return trays in dining room</p> <p>Throwing and dropping food – <b>C4</b>.</p> <p>Verbal abuse towards staff – <b>C5</b>.</p> <p>Having cigarettes and vapes in Academy/School – <b>C5</b>.</p> <p>Incorrect uniform including nails, make-up and inappropriate hair styles – <b>C5</b>.</p> <p>Truancing off site – <b>C5</b></p> <p>Smoking – <b>C6</b></p> <p>Chewing Gum – <b>C2</b>.</p> <p>Banned items including energy drinks (e.g. fizzy pop, isotonic or caffeine drinks), and crisps (unless in packed lunch) will be confiscated. Failure to follow staff instructions to hand over banned items will result in - <b>C3</b>.</p> <p>Sweets should not be eaten in lessons. Failure to empty mouth or repeatedly eating such items in lessons – <b>C3</b>.</p>	<p>a) Immediate <b>C2</b> issued.</p> <p>b) Any serious incidents i.e. a <b>C3</b> or above, students should be escorted to the SRR and Duty SLT informed.</p> <p>Students associated with a smoking incident (by being in the same group of students) will be issued an immediate <b>C3</b>.</p> <p>Students caught chewing (or dropping litter) will be issued with <b>C2</b> and during this time may be asked to clear up gum or litter pick (using appropriate protective equipment to do so e.g. gloves, high visual jacket and litter picker).</p>
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### **Students' conduct outside the Academy/School gates**

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

Members of staff may discipline a student for:

- any misbehaviour when the child is:
  - taking part in any Academy/School-organised or Academy/School-related activity or
  - travelling to or from Academy/School or
  - wearing the Academy/School uniform or
  - in some other way identifiable as a pupil at the Academy/School.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the Academy/School or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the Academy/School.

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

### Towards Equipment including electronic devices

<b>Deliberate damage to Academy/School property</b>	a) Immediate <b>C5 or C6</b> depending on the circumstances.
<b>Theft of equipment</b>	a) Immediate <b>C5 or C6</b> depending on the circumstances.
<b>Substantial or Repeated theft or damage to Academy/School property or equipment</b>	Immediate <b>C6</b> .
<b>Inappropriate use of computing (in class)</b>	a) First occasion – <b>C2</b> b) Second occasion – <b>C3</b>
<b>Using a mobile device, smart watches or similar electronic device.</b>  <b>Mobile phones on trips.</b>	Mobile devices may be brought to the Academy/School but remain switched off and can only be used in lesson with the teacher’s permission for teaching and learning purposes only. They must not be used during social times. Smart watches are not permitted.  Mobile phones must not be used in Academy/School for Safeguarding reasons.

	<p>The Headteacher will use their discretion regarding the use of mobile phone on Academy/School trips, residential etc. depending upon the risk assessed need to take them.</p> <p>There is a clear and consistent escalation procedure for students using a mobile device in school: Staff request that the student hands over the device. The device is handed into the student reception where it will be looked after until the end of the day.</p> <ul style="list-style-type: none"> <li>• 1st Offence – (If mobile device handed in) goes to student reception and is collected at the end of the day. After-school detention issued <b>C3</b>.</li> <li>• 1<sup>st</sup> Offence (phone not handed over) student receives a suspension <b>C6</b>.</li> <li>• 2nd Offence (and any thereafter) Life ban, a further <b>C6</b> and a letter to parents/carers confirming this.</li> </ul> <p>Any further breaches of the policy will require parents/carers to attend a meeting with a senior member of staff to discuss further sanctions.</p> <p>Repeat offenders may have other sanctions e.g. Prom ban in Y11, parent/carer collecting the phone</p>
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### Towards Others

<b>Dealing in an illegal substance</b>	Immediate <b>C8</b> .
<b>Possession of an illegal substance</b>	Immediate <b>C6 – C8</b> depending on circumstances at the discretion of the Headteacher
<b>Physical aggression towards staff</b> <b>Physical aggression to students</b> <b>Other inappropriate physical behaviour such as excessive self defence</b>	Immediate <b>C6 – C8</b> depending on circumstances. <b>C5 - C8</b> depending on circumstance. <b>C5 - C8</b> depending on circumstance.

<p><b>Inappropriate language towards staff</b></p> <p><b>Verbal abuse to staff</b></p>	<p>a) Immediate <b>C3</b> – at least (and usually <b>C4 min.</b>).</p> <p>b) Immediate <b>C5 /C6</b> depending on circumstance.</p>
<p><b>Bullying including cyber bullying</b> (Social media e.g. Facebook, Snapchat, WhatsApp etc)</p> <p><b>Verbal Bullying</b></p> <p><b>*** Students will be entered onto the Bullying log ***</b></p>	<p>a) Immediate <b>C3 (C3 to C7 usually)</b>.</p> <p>b) If bullying persists students will move to <b>C5</b>.</p> <p>c) If extreme verbal bullying persists students will move to <b>C6 (or higher in exceptional circumstances)</b>.</p> <p>d) Prejudice language, including (as per The Equality Act 2010) reference to disability, race, religion or belief, pregnancy or maternity, gender reassignment, sex and sexual orientation) will be dealt with (and recorded) according to DFE Guidance. <b>Minimum C5; if directed at an individual in an attempt to demean or cause distress – C6.</b></p>
<p><b>Carrying inappropriate objects or materials such as knives or fireworks</b></p>	<p>Headteachers discretion between a C6 and C8 if a student is carrying an inappropriate object or material. Police may be called.</p>
<p><b>Interference with someone else's work</b></p>	<p>Immediate <b>C3</b>.</p>
<p><b>Theft or deliberate damage to the property of others</b></p>	<p>Immediate <b>C5 or C6</b> depending on circumstances. Police may be called.</p>
<p><b>Fighting</b></p>	<p>Immediate <b>C5 or C6</b> depending on circumstances.</p>
<p><b>Malicious accusations against Academy/School staff.</b></p>	<p>Immediate <b>C6 – C8</b> depending on circumstances at the discretion of the Headteacher</p>

**Searching Students:**

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

**'Reasonable suspicion' would be:**

- if an item has been seen by staff;
- if something, not necessarily identifiable, has been seen by staff;

- a student is seen by staff behaving suspiciously;
- a report has been made by reliable child/children;
- rumours in context are felt likely to be accurate.

### **Procedures for Search:**

A search can be conducted only by a designated member of staff (i.e. any member of the Senior Leadership Team, Year Team or Behaviour Team). The searcher must be of the same gender as the student and in the presence of a person of the same gender. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite gender to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately or where it is **not reasonably practicable** to summon another member of staff.

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

(Education & Inspections Act 2006 / Education Act 2011)

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

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

### **What the law allows:**

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

Also note:

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

### **Statutory guidance for dealing with electronic devices**

- 1) Where the person conducting the search finds **an electronic device**, they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- 2) The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or



erasing the contents of **an electronic device**:

- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the Academy/School rules.
- 3) If inappropriate material is found on the device it is up to the DSL to decide whether they should **delete** that material, **retain** it as evidence (of a criminal offence or a breach of Academy/School discipline) or whether the material is of such seriousness that it requires the involvement of the police.

## **The use of Reasonable Force**

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

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

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

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

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

### **1 Who can use reasonable force?**

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

### **2 When can reasonable force be used?**

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

- In an Academy/School, force is used for two main purposes –to control students or to restrain them to keep themselves and others safe.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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

The Academy/School can use reasonable force to:

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

**The Academy/School cannot** use force as a punishment - **it is always unlawful to use force as a punishment.** When reasonable force has been used, staff must complete a RF form to keep a log of the incident and parents/carers informed.

## Completion of Consequences

Once a consequence has been given, it must be completed by the student. If a student fails to complete a consequence, they will be placed on the next highest consequence. Consequences are not carried over from one lesson to another. However, the Behaviour team may decide to place a student on a higher consequence level for persistent poor behaviour as part of our escalation procedures, e.g. If a student persistently fails to complete detentions or is being consistently given detentions the Behaviour team may need to consider putting the student on a Report or remove to the SRR or The Bridge/LSU. The Headteacher can make the final decision when it comes to the completion of consequences.

If a student is persistently brought to the attention of ON-CALL (e.g. 3 in one week) for poor behaviour, then the Behaviour team will need to consider placing the student on report or removing them from lessons to the SRR or The Bridge/LSU.

### Unacceptable Consequences

The following consequences must never be issued:

- Lines;
- Whole class punishments.

## Additional Support for Students

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

- a) Place the student on Year Team Report. Students who do not improve when placed on Year Manager Report will escalate to Head of Year Report and will be required to possibly attend detention every day until their performance improves, at which point they will return to Year Manager Report. Students improving on Year Manager Report may be stepped down to Tutor Report before exiting the system due to continued good behaviour. Students failing Head of Year Report will be placed on HOSS/INCLUSION/ASSISTANT HEADTEACHER Report then finally placed on a PSP monitored by the Assistant Headteacher for Behaviour.
- b) Prepare a **Behaviour Improvement Plan (BIP)**.
- c) Refer the student to the SRR **C5a**;
- d) Refer the student to The Bridge/LSU **C5b**;
- e) Refer the student directly to an external agency e.g. SALT, EP, CAMHS;
- f) Draw up a SEND Support Plan with the SENDCO. This will include the development of a Pupil Profile where specific information is made available to staff to support the student based on the notes from a meeting between parents and SENDCO Team, using advice from external agencies as appropriate. (See Inclusion Policy / Academy/School Information Report).
- g) Place the student on a **Pastoral Support Programme** (this includes a parental contract)
  - i. (usually only used when students have had a number of suspensions);
- h) Formal verbal or written warning issued;
- i) (**C7**) and a **Pastoral Support Programme (PSP)** will be established if not already in place.
- j) Students may be referred to the North or East Durham behaviour panel to consider what alternative packages may be available to support them;
- k) Permanent exclusion.

## Detentions

Detentions are one of the sanctions that academies can use in cases of misbehaviour. Section 5 of the Education Act 1997 and Education Act 2011 gives academies the authority to detain students after the end of an Academy/School session on discipline grounds.

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

They should take into account of:

- a) The child's age;
- b) Any special Educational Needs;
- c) Any religious requirements;
- d) Whether the parent can reasonably arrange for a child to get home after detention.

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

The Academy/School will give students' parents 24 hours' notice of a detention. This is done via Communication platform in most instances, or via ClassCharts, text message or phone call. The parent has responsibility for ensuring that they check their phones, Communication platform, ClassCharts etc. to see if their child has detention. Ignoring such notice is not a

reason for the child to be excused, if the Academy/School has made reasonable effort to ensure that parent has been informed. If a parent, for example, changes their mobile number then the onus is on them to inform the Academy/School of the change. If the Academy/School has used the most up-to-date information the family has made available, this is deemed “reasonable effort” on the part of the Academy/School.

For persistent offenders, the Academy/School will operate a no notice detention system. When identified, these students together with their parent/carer will attend a meeting with the appropriate member of staff. The parents will be informed that their child has been placed on the No Notice Detention List and parents will need to provide suitable contact details so that the Academy/School can contact them if their child is being detained after-school on any given day. This contact may be via phone, email, text, voicemail etc. The responsibility for checking if a student is being detained will remain with the parent/carer (i.e. they will need to check their email, text, voicemail etc. to see if the Academy/School has made contact). The Academy/School will not be held responsible if a parent/carer fails to check their agreed contact media (e.g. voice-mail). Students who refuse to attend detention will be referred for **C5** (Internal Exclusion) and will still need to complete the detention. If they persist in refusing to complete the detention, they may receive a **C6** and they will still need to complete the detention.

### **The Academy/School Detention System**

Year Teams and SLT and TLR holders will be involved in taking after-school detentions on a rota system. In some of our Academies/Schools, QTS will support detentions on a rota system.

When giving a detention, staff must complete a referral using ClassCharts. The Behaviour Team processes referrals and will ensure parents are informed of the detention and the date the student will receive it (usually via Communication platform message). The Behaviour Team will produce detention lists and devise rotas.

Detentions will be held in a central location; afterschool detentions last for 45 minutes.

#### **Note:**

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

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

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

The duty staff should remind students that they are not allowed to talk. Anyone who persistently disrupts detention will be removed from the room by one of the duty staff and will complete an Internal Exclusion **C5** in addition to repeating the detention. Year Teams and SLT will be involved in taking after-school detentions on a rota system.

## **Heads of Department (HOD)**

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

HOS will be able to discuss the number of referrals given out by staff at departmental meetings using information shared via ClassCharts and data provided by the Behaviour Team.

## **Behaviour for Learning in the Library**

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

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

Students are expected to work quietly and responsibly.

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

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

## **Link to Prevent Policy**

Our Academies/Schools have a vital role to play in protecting children and young people from the risks of extremism and radicalisation. This role is underpinned by the Prevent duty guidance (2024) to have due regard to the need to prevent people from being drawn into terrorism. The Academy/School has a clear Prevent Policy relating to this (please refer to this for more details). Students identified as possibly being a risk of radicalization will be referred as per agreed procedures and the Academy/School will work with other agencies to provide appropriate support. The Academy/School also seeks to reduce such risk through ensuring that a wide range of opportunities exist for the teaching (and learning) of Citizenship, Community Cohesion and British Values (e.g., Tutor/Life programme). Students engaging in any activities related to the Prevent Agenda will be sanctioned in accordance with this policy, as well as probable involvement with the Police.

## **Link to E-Safety**

Our Academies/Schools have a vital role to play in protecting children not only on the “real” world but also in the “virtual” world. This role is underpinned by the Academy/School’s approach to e-safety as outlined in the E-Safety Policy. Students are educated to keep safe online via a range of strategies including CEOPS assemblies, our annual Internet Safety

Week, ICT lessons, newsletters etc. The Academy/School's strategy for E-Safety is scrutinised and monitored by our E-Safety Group, made up of teachers, students and governors. Students found to be using the internet/ICT/ social media for undesirable reasons including cyber bullying of any member of our community or bringing the academy/school into disrepute will be escalated through the Academy/School's consequence and sanction systems as detailed in the Behaviour for Learning Policy with possible involvement of the Police if this is deemed necessary (in serious cases). E-safety is covered by a range of Academy/School policies including the Behaviour for Learning Policy, Anti-Bullying Policy, E-Safety Policy, Prevent Policy, SMSC Policy and Child Protection Policy.

## **Homework Referrals**

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

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

## **Code of Conduct**

### **Be Polite**

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

### **Listen and Expect Others to Listen to you**

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

### **In the Classroom – Make it Easy for Everyone to Learn**

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

### **Move Around Academy/School Safely**

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

### **Make it Pleasant for Everyone to Eat**

- ❖ Use a tray and take coat off when eating.

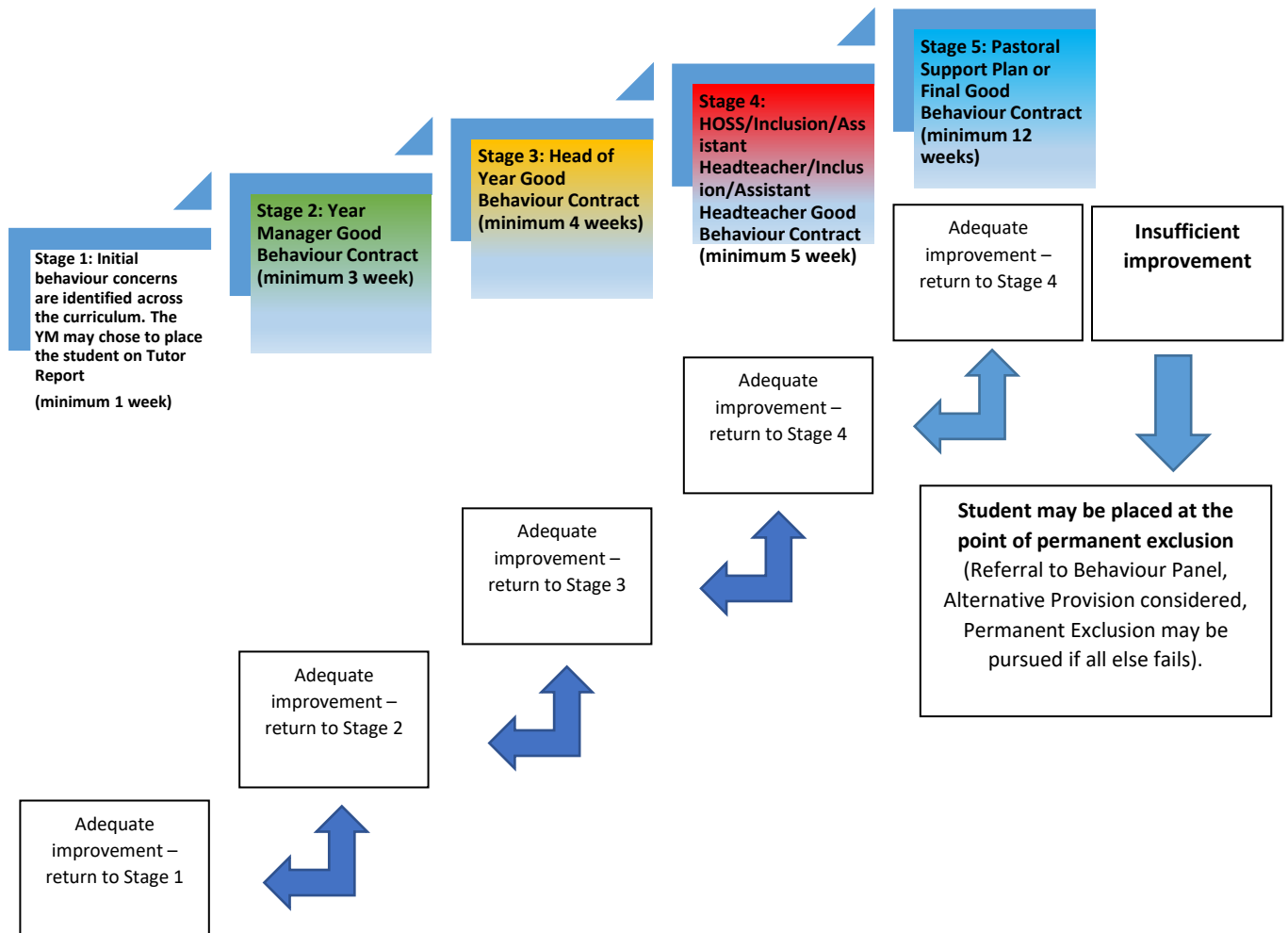
- ❖ Eat only when sitting at a table.
- ❖ Do not misuse food.
- ❖ Clear your table and put the tray back.

**Keep the Academy/School Clean and Tidy**

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

# Appendix 1 - Behaviour Escalation and Support Table

Whilst the Academy/School expects students to behave in way that supports their own learning and does not disrupt the learning of others, it is important that students are supported and given sufficient opportunities to modify their behaviours where necessary. The diagram below presents the 5 levels of the Academy/School's behaviour support system:



**Additional Information**

This behaviour support procedure is intended to illustrate the general levels of this process. There will be a series of additional actions implemented at each level in line with the rewards, sanctions and interventions outlined within this Policy into Practice. The Academy/School reserves the right to operate outside of this procedure where it is deemed appropriate to do so.

N.B – When a student moves down the behaviour support system, it is at the discretion of the HOSS/Inclusion Manager/Assistant Headteacher the time students spend at the assigned level.



## **Behaviour for Learning Contracts**

### **Stage 1: Tutor monitoring**

- Monitoring via a paper/electronic report
- Tutor contacts home to inform

### **Stage 2: Year Team BFL Contract**

- Year team contacts home and discusses concerns over the phone and ensures parent/carer can access ClassCharts to monitor
- Clear warning about improving behaviour but offer support
- Signpost Behaviour & Rewards Policy on website
- Offer to send CC Behaviour Report home each week if can't access CC
- Send/email copy of the Contract to parent and electronic copy stored

### **Stage 3: Head of Year BFL Contract**

- HOY Contract in Provision Maps
- HOY contacts home to invite parents/carer in for a meeting
- Clear warning about improving behaviour and offer any additional support
- Signpost Behaviour & Rewards Policy on website
- Ensure parent/carer can access Class Charts to monitor
- Offer to send CC Behaviour Report home each week if can't access CC
- Signed copy of the Contract taken home by parent/carer and electronic copy placed in the appropriate filing system

### **Stage 4: HOSS/Inclusion Manager/Assistant Headteacher BFL Contract**

- HOSS/INCLUSION MANAGER/ASSISTANT HEADTEACHER Contract
- HOSS/INCLUSION MANAGER/ASSISTANT HEADTEACHER contacts home to invite parent/carer in for a meeting
- Clear warning that if there is no significant sustained improvement in behaviour and/or attitudes then the student is at serious risk of Permanent Exclusion and offer additional support through the North or East Durham Behaviour Panel.
- Explain what happens at the point of Permanent Exclusion (Managed Move, Woodlands etc)
- Signpost to information on the website
- Ensure parent/carer can access Class Charts to monitor
- Offer to send CC Behaviour Report home each week if can't access CC
- Signed copy of the contract taken home by parent/carer and electronic copy stored

### **Stage 5: Pastoral Support Plan (sustained pattern of negative behaviour) Final Good Behaviour Contract (one off serious breach of the Behaviour & Rewards Policy)**

- AP contract
- AP contacts home to invite parent/carer in for a meeting
- Clear warning that if there is no significant sustained improvement in behaviour and/or attitudes then the student is at serious risk of Permanent Exclusion and offer additional support through the North or East Durham Behaviour Panel.
- Remind what happens at the point of Permanent Exclusion (Managed Move, Woodlands etc)
- Signpost to information on the website
- Ensure parent/carer can access Class Charts to monitor
- Offer to send CC Behaviour Report home each week if can't access CC

- Signed copy of the Contract taken home by parent/carer and electronic copy stored

### Interventions to support students and modify negative behaviours

STRATEGY/INTERVENTION
<p><b>Head of Subject:</b></p> <ul style="list-style-type: none"> <li>• Trigger: persistent low-level disruptive behaviour in subject</li> <li>• Period: minimum 1 week</li> <li>• Discuss with Year Team if no improvement</li> </ul>
<p><b>SEND/Expectations Report:</b></p> <ul style="list-style-type: none"> <li>• Trigger: repeated failure to meet basic expectations OR as part of assessment for SEND needs</li> </ul>
<p><b>Stage 1: Tutor Report:</b></p> <ul style="list-style-type: none"> <li>• Trigger: early indications of concerns about behaviour, equipment, punctuality to lessons</li> <li>• Period: minimum 1 week</li> <li>• Discuss with Year Team if no improvement</li> </ul>
<p><b>Stage 2: Year Team BLF Contract:</b></p> <ul style="list-style-type: none"> <li>• Trigger: 6 after-school detentions in a week</li> <li>• Period: minimum 3 week</li> <li>• Discuss with HOY if need to progress to Stage 3 (HOY)</li> </ul>
<p><b>Stage 3: Head of Year BFL Contract:</b></p> <ul style="list-style-type: none"> <li>• Trigger: Failed Year Team Good Behaviour Contract &amp; support</li> <li>• Period: minimum 4 week</li> <li>• Discuss with HOY if need to progress to Stage 4 (HOSS/INCLUSION MANAGER/ASSISTANT HEADTEACHER)</li> <li>• Consistent improvement back down to Stage 2</li> </ul>
<p><b>Stage 4: HOSS/Inclusion/Assistant Headteacher BFL Contract:</b></p> <ul style="list-style-type: none"> <li>• Trigger: failed Stage 2 and Stage 3</li> <li>• Serious breach of behaviour policy</li> <li>• Period: minimum 5 weeks</li> <li>• Referral to North or East Durham Behaviour Panel</li> <li>• Discuss with Assistant Headteacher, if needed to progress to PSP</li> <li>• Consistent improvement back down to Stage 3</li> </ul>
<p><b>PASTORAL SUPPORT PLAN (PSP):</b></p> <ul style="list-style-type: none"> <li>• Trigger: failed Stage 2, Stage 3 and Stage 4</li> <li>• Serious persistent disruptive/defiant/dangerous behaviour</li> <li>• Received at least 3 suspensions</li> <li>• Referral to North or East Durham Behaviour Panel</li> <li>• At serious risk of permanent exclusion</li> <li>• Period: minimum 12 weeks, maximum 16 weeks</li> <li>• Consistent improvement back down to Stage 4 (HOSS/INCLUSION MANAGER/ASSISTANT HEADTEACHER)</li> </ul>
Interventions and Support
Rewards/praise
Discussions/warnings
Detentions – break, lunch, after-school
On-Call
Head of Department contact with home (phone, meetings)
Temporary isolation in another class
Academic catch-up session

Tutor monitoring and support
Year Team Behaviour Counselling
Year Team contact with home (text, phone, meetings)
Time out card/place of refuge + reflective log
Individual behaviour strategies - agreed in partnership with student and shared with key staff
Bridge/LSU Placements
Bridge/LSU Manager Counselling
Bridge/LSU Manager Monitoring
Modified Timetable i.e. changing tutor/teaching groups
Referral to Academy/School Counsellor
Referral to Academy/School Nurse
Referral to One Point Service/Early Help Assessment
Referral to Learning Support for 1:1/small group intervention – state intervention
Head of Year counselling and support
Head of Year contact with home (text, phone, meetings)
Year Team Around the Child/Class meeting to share good practice and consistent approach
Learning Passport – done in partnership with student and shared with key staff
Referral to Educational Psychologist – discussed with SENCO and parent/carer
Referral to CAMHS – discussed with SENCO and parent/carer
Consideration for EHCP for SEMH or other need
Referral to EWEL Team – discussed with SENCO and parent/carer
Referral to other external agency – state agency
SEND Support
Looked After Support (if applicable)
Disadvantaged support (if applicable)
Placement in off-site Inclusion Units
Suspensions
Presented for discussion with Assistant Headteacher/Inclusion Support
SLT mentoring and support
ON-CALL call outs
Bespoke Timetable (unique to student) discussed with parent/carer
Referral to The Bridge/LSU (Woodlands PRU) in school support discussed with parent/carer
Referral to Education Plus
Consideration given to providing external Alternative Curriculum i.e. DELTA – discussion with parent/carer
Referral to North or East Durham Inclusion Panel for a Managed Move/long-term placement for end of Y10/Y11 students
<b>Referral for PERMANENT EXCLUSION</b>
Other (please state)

### Behaviour sanctions: At a glance guide

SRR – C5a	The Bridge/LSU – C5b	Suspension
Being removed from a lesson by ON-CALL. If a student is removed from 2 lessons in 1 day, they will remain in SRR for remainder of the day.	Bridge/LSU referral from the Year Team.	Physical aggression towards staff.
Throwing food.	Physical aggression towards students including inappropriate physical behaviour. This includes fighting, depending on circumstances.	Physical assault of a student, including fighting, depending on circumstances.
Any uniform infringement that cannot be easily rectified, or refusal to have rectified.	Returning from a suspension.	Theft of Academy/School property.
Hair or make-up infringement, including banned jewellery and piercings.	C4 from SRR.	C4 from The Bridge/LSU.
Truancy.	Use of prejudiced language, depending on context/terminology/intent.	Second offence for use of prejudiced language.
Possession of cigarettes or other smoking paraphernalia.	Defiance towards a senior member of staff.	Repeated defiance towards a senior member of staff.
Disrespectful use of language towards staff.	Sexual harassment/bullying. Automatic placement whilst allegation is investigated.	Smoking on or near Academy/School site whilst in Academy/School uniform.
Refusal to hand over mobile phone or 2 <sup>nd</sup> confiscation of mobile phone.	Inappropriate language towards staff.	Verbal abuse towards staff including, but not only swearing.
Bullying, including cyberbullying and verbal bullying, depending on circumstances and judged on case-by-case basis.	Removal from lesson by ON-CALL if on HOSS/INCLUSION MANAGER/ASSISTANT HEADTEACHER report or above.	Possession of illegal substances including alcohol, illegal drugs and legal highs.
	Second offence for bullying, regardless of type or victim.	Possession of inappropriate objects including weapons, pornography and fireworks.

	Theft of or deliberate damage to another student's property.	Second offence of theft of or deliberate damage to another student's property.
	Malicious allegation against a member of staff. Student to be placed in The Bridge/LSU whilst allegation is investigated. If proven to be untrue, then proceed to a C6-C8	Vandalism/damage to the Academy/School property.

**Notes:**

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

## Escalation routes

### ON-CALL Escalation

Number of ON-CALL	Actions
1 ON-CALL in a day	<ul style="list-style-type: none"> <li>• Placed in SRR for at least the remainder of the lesson.</li> <li>• Students given opportunity to complete academic work matched to the curriculum</li> <li>• Decision made by SRR manager when it is suitable for student to return to lesson.</li> <li>• Automatic next day after-school detention issued by the teacher.</li> </ul>
2 ON-CALLs in a day	<ul style="list-style-type: none"> <li>• Student to remain in SRR for the remainder of the day.</li> <li>• Automatically receives after-school detention.</li> </ul>
3 or more ON-CALLs in the same week	<ul style="list-style-type: none"> <li>• Automatic after-school detention.</li> <li>• Student to be placed on behaviour report.</li> </ul>
6 or more ON-CALLs in the same half-term  <p style="text-align: center;">OR</p> 10 or more ON-CALLs in the same term	<ul style="list-style-type: none"> <li>• Letter to parents regarding conduct and conduct.</li> <li>• Student to be placed on behaviour report if required.</li> </ul>
10 or more ON-CALLs in the same half-term  <p style="text-align: center;">OR</p> 15 or more ON-CALLs in the academic year	<ul style="list-style-type: none"> <li>• Parents and student to attend meeting with lead for Behaviour for Learning/Inclusion Manager.</li> <li>• Automatic escalation to BIP if required.</li> </ul>
12 or more ON-CALLs in the same half-term  <p style="text-align: center;">OR</p> 20 or more ON-CALLs in the academic year	<ul style="list-style-type: none"> <li>• Automatic Internal Exclusion.</li> <li>• Letter to parents outlining danger of a suspension.</li> </ul>
15 or more ON-CALLs in the same term  <p style="text-align: center;">OR</p> 25 or more ON-CALLs in the academic year	<ul style="list-style-type: none"> <li>• Automatic suspension.</li> <li>• Parents and student to attend readmission meeting.</li> <li>• Escalation to PSP if required.</li> <li>•</li> </ul>
20 or more ON-CALLs in the same term  <p style="text-align: center;">OR</p>	<ul style="list-style-type: none"> <li>• Automatic suspension.</li> <li>• Parents and student to attend readmission meeting.</li> </ul>

30 or more ON-CALLs in the academic year	<ul style="list-style-type: none"> <li>Referral to Behaviour Panel.</li> </ul>
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### Number of C3 referrals Escalation

Number of referrals	Action
25	Phone call to parents from Year Team to outline concerns.
40	Letter from Year Team to outline concerns.
60	Parents to be invited to attend meeting with the Year Team.
80	Letter from HOSS/Inclusion Manager/Assistant Headteacher to outline concerns.
100	Parents to be invited to attend meeting with HOSS/Inclusion Manager/Assistant Headteacher.
125	Parents to be invited to attend meeting with Deputy Headteacher.
150	Parents to be invited to attend meeting with Headteacher.

### Suspension Escalation

Number of suspensions	Actions
1	<ul style="list-style-type: none"> <li>Number of days at the discretion of the Headteacher</li> <li>May initially spend at least one day in The Bridge/LSU or SRR before re-integration to mainstream lessons at the discretion of the Academy/School</li> <li>Student and parents to attend reintegration meeting with YM/HOSS/INCLUSION MANAGER/ASSISTANT HEADTEACHER, where targets will be agreed</li> <li>Student to go on behaviour report if required</li> <li>Parents to receive letter outlining discussion and agreed targets</li> </ul>
2	<ul style="list-style-type: none"> <li>Number of days at the discretion of the Headteacher</li> <li>Minimum 1 day in The Bridge/LSU or SRR on return from a suspension</li> <li>Student and parents to attend reintegration meeting with YM/HOSS/INCLUSION MANAGER/ASSISTANT HEADTEACHER, where targets will be agreed</li> <li>Student to go on behaviour report or move up to next stage if required</li> <li>Student to go on BIP if required</li> <li>Parents to receive letter outlining discussion and agreed targets</li> </ul>
3	<ul style="list-style-type: none"> <li>Number of days at the discretion of the Headteacher</li> <li>Minimum 1 day in The Bridge/LSU or SRR on return from a suspension</li> <li>Student and parents to attend reintegration meeting with HOSS/INCLUSION MANAGER/ASSISTANT HEADTEACHER/AP, where targets will be agreed</li> <li>Student to go on behaviour report or move up to next stage if required</li> <li>BIP to be reviewed at meeting if still ongoing</li> <li>Student to go on PSP if required</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents to receive letter outlining discussion and agreed targets</li> <li>• Referral to be made to North or East Durham behaviour panel if required</li> </ul>
4	<ul style="list-style-type: none"> <li>• Number of days at the discretion of the Headteacher</li> <li>• Minimum 1 day in The Bridge/LSU or SRR on return from a suspension</li> <li>• Student and parents to attend reintegration meeting with HOSS/INCLUSION MANAGER/ASSISTANT HEADTEACHER/AP, where targets will be agreed</li> <li>• Student to go on behaviour report or move up to next stage if required</li> <li>• PSP to be reviewed if still ongoing</li> <li>• Parents to receive letter outlining discussion and agreed targets</li> <li>• Referral to be made to North or East Durham behaviour panel if required</li> </ul>
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## Appendix 2 - ON-CALL Protocol

- At least one member of staff is timetabled to be ON-CALL for all lesson times except tutorial when the year teams will be ON-CALL. The SLT duty person oversees the site and on call emergencies in tutorial must be referred to them. The SLT duty person is named on the duty rota and daily bulletin
- ON-CALL is intended to provide emergency backup for major incidents of disobedience, verbal or physical violence or risks to health and safety.



- The ON-CALL teacher might also be required to deal with unexpected occurrences such as un-notified visits by parents or urgent phone calls if no one from the leadership team is available.
- For the most part, if colleagues require support in dealing with disruption to lessons, they should follow the BFL referral process (C1, C2 and C3) and not use ON-CALL unless it is clear that it is appropriate.
- Analysis of data generated from ON-CALL records is an intrinsic part of the Academy/School's ongoing behaviour intervention system, generating dynamic and responsive management of expectations.

## How to Use ON-CALL

- You can use ON-CALL to deal with serious breaches of discipline in your lesson or around the site.
- ON-CALL is a **major BFL consequence** (C4), so please don't use it lightly. For example, it should not be used for a student just to be given a "talking to".
- An automatic consequence of a student being removed from a lesson is a C3 detention.
- Please do not ON-CALL as a whole class punishment. This is unfair on the good students and makes it hard for the ON-CALL teacher to be effective.
- You should also notify ON-CALL for emergencies such as a student having an accident or being taken very ill or intruders coming on site.
- Notify ON-CALL by using ClassCharts. One of the office staff will then contact the ON-CALL teacher by walkie talkie. Please state if it is an emergency and **name the student in full**, the issue you are having and the room that you are in.
- Do not leave your class unattended to contact or go looking for ON-CALL.
- After the incident, please refer the incident using ClassCharts referral and set an after-school detention if required. This is not the responsibility of the ON-CALL teacher. If you do not do this the incident might not be followed up effectively.

## What to Do If You Are On ON-CALL

- At the start of your ON-CALL lesson check into the SRR and The Bridge/LSU for priority areas, students or year groups identified from previous data analysis.
- Make sure that the walkie talkie is switched on, the volume is turned up and it is tuned into the correct channel (channel 1)
- ON-CALL notifications will come to you via ClassCharts and the walkie talkie. A member of staff (usually Admin staff) will notify you of the location and the teacher requiring support.
- Please then make a sweep of the Academy/School to ensure that all is well. Please check the toilets
- Please make a point of visiting core subject areas, ECTs, supply teachers and cover supervisors
- If you are called to a lesson, your main task is to support the authority of the class teacher so that teaching and learning can happen without interruption. You might have to remove a student from the lesson, but this is not the only strategy to employ. You might take the class briefly while the teacher resolves the matter with the student or remain with the class/work with that student to ensure an orderly atmosphere. Removal of a student is a last resort after all of these options have been considered.

- If you do remove a student, remember to take their work with you. You might choose to isolate the student so that they can work uninterrupted, counsel the student yourself or, if they can be accommodated, take them to SRR. In the interests of maintaining a calm and productive working environment, it is vital that students are not 'dropped off' at SRR without context or management of the situation.
- If you are called to an accident or a student being taken ill, check that the office has also contacted the first aid personnel. Do not attempt to administer first aid yourself;
- If you are called because of intruders, do not confront them on your own. If you cannot find a member of staff (preferably a member of the leadership team) to accompany you, instruct the office to contact the police (ensure you are familiar with the Intruder Protocol)
- On occasions, you might have to deal with unexpected visits or phone calls. Often you will be able to do no more than a holding operation but try to remain as calm and reassuring as possible.
- Data from the 'ON-CALL button' is analysed regularly by SLT and HOY for patterns and summarised weekly by the Behaviour Team to inform ongoing intervention.

## **Appendix 3 - Self-regulation room (SRR) and The Bridge/LSU**

### **Self- Regulation Room (SRR)**

Where departments have exhausted all behavioural support strategies and have followed the classroom management system during a particular lesson for a student or a ON-CALL has occurred, use of the SRR will be possible. The aim of this room is to allow the students to be removed from the situation, receive immediate support in addressing the issue and provide strategies, time, and support to allow them to be able to return to their following lesson and continue engaging in their learning.

Repeated referral to this room may lead to accessing further support through The Bridge/LSU or alternative sanctions.

### **The Bridge/LSU**

Students may be referred to The Bridge/LSU if they require further support in meeting our behaviour expectations. Heads of Subject may make a recommendation to the Head of Year to utilise The Bridge/LSU to support students in a particular subject over a period of time.

The default placement in The Bridge/LSU is a minimum of three days. Each placement must be completed to a satisfactory standard, i.e. work rate and focus of the student remains high and remorse is shown for their actions. If they 'fail' their placement they may be asked to re-do it.

### **Purpose of The Bridge/LSU**

To support students:

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

The Bridge/LSU is not:

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

## **Critical Success Factors**

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

## **Referral**

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

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

The Bridge/LSU Manager will provide details of who is placed in The Bridge/LSU on a daily basis, and curriculum teachers for that day will need to provide appropriate work for the student to complete.

## **Provision**

### **a. Full-time provision – The Bridge/LSU**

There are two bands of Bridge/LSU placement:

1. **Internal exclusions**
2. **Year 11** – Bespoke timetable put in place at the discretion of the Headteacher.

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

The goal for students placed in The Bridge/LSU on a full-time basis must be to reintegrate them back into lessons with support, this process is known as '**guided choices**'. This will involve a modified timetable with students going into lessons where they cause the least problems. This process will be regularly reviewed by the Behaviour Team.

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

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

#### **On entry students will:**

- Have their Arbor updated and completed
- Have reinforcement of the Academy/School rules and the rewards and sanctions policy whilst in The Bridge/LSU
- Have targets set on a Bridge/LSU report and this will be reviewed by The Bridge/LSU Manager.

### **b. Part-time provision – The Bridge/LSU/SRR**

Some students may only come to The Bridge/LSU/SRR for 'hotspots'. These students will have reached C4 or C5 and their progress will be monitored across the Academy/School by a member of the pastoral team.

Other students may only attend lessons and The Bridge/LSU/SRR on a part-time basis; a method often used for Academy/School refusers to try to reintegrate them back into Academy/School gradually.

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

### **Number of Students Accommodated**

Usual practice will be for a maximum of 15 students at any one time in The Bridge/LSU/SRR. Obviously more students may be involved with this facility on a part-time basis.

### **Curriculum**

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

### **Resources**

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

### **Behaviour in other provisions**

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

### **Rewards and sanctions**

Rewards and sanctions will be issued in line with the BFL policy.

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

### **Monitoring of student progress can be achieved by:**

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

### **Working with other agencies**

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

### **Exit Criteria**

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

## Appendix 4 - The Bridge/LSU Timetable

### The Bridge/LSU - Daily Routine

The following is a guide to the structure of your day in internal exclusion within The Bridge/LSU. This may vary depending on all Bridge/LSU staff.

The Bridge/LSU day starts at 8.30am until 3pm.

**AM** - Students will arrive and read while registration takes place.

On your first day in The Bridge/LSU you will be expected to have

a 1:1 discussion with Bridge/LSU staff regarding your referral, you will set targets based on your referral and begin to work through your set behaviour pack.

It is at this point you will be advised as to when your behaviour review and restorative meeting (if needed) takes place.

Once your behaviour work is complete you will begin to work through your normal day timetable – your teachers are contacted prior to this and your work will be sent to The Bridge/LSU.

**Lunch** – during lunch you may read or catch up on any homework/ missed class work.

**PM** - You will continue with your timetabled lessons, however during the afternoon you will be given a research task based upon social, emotional behavioural or health topics.

### The Bridge/LSU Expectations

**when you arrive:**

- Remove all outdoor wear/ jewellery;
- Place your mobile phone in the basket at the front of the room;
- Wait to be given your seat for the day;
- Place coat on the back of your seat and bags under the desk;
- Have all equipment on the desk ready for learning;
- Select a book or continue reading your book from previous day.

### **Basic Expectations**

- You will be dressed in full school uniform and have your own equipment;
- You will sit in silence and work to a high standard;
- You will complete all work set – you cannot leave The Bridge/LSU with behaviour/restorative tasks outstanding;
- You will raise your hand for attention or politely ask the member of staff;
- You will be polite and courteous at all time – no foul, threatening or abusive language;
- You will follow all of the Academy/School rules and expectations.



## Appendix 5 - Detention Protocol

- Staff enter referrals via ClassCharts. A member of the Behaviour Team processes and sets detention dates as required.
- The Behaviour Team produces the detention list by 4pm the working day before the detention is due to take place.
- All staff should inform students of who is on detention during tutor time (highlighted on ClassCharts) and students can check this by using their own ClassCharts login. Students will be expected to turn up at the correct room for their detention at 3.00pm. Class charts informs class teachers period 5 if a student has a detention.
- Staff prepare work for students who they have entered referrals for, if the referral was the result of behaviour during a lesson. All work must be provided by the classroom teacher. Generic work will be provided for detentions arising from issues not in lessons. Staff must consult the detention list daily and send relevant work to the staff room (the night before) or place this on TEAMS for any students that they have issued a referral for.
- Detentions are held in a centralised location. In this circumstance, other classrooms should be used instead of the computer rooms. There will be at least two members of staff on Detention Duty. The rota is drawn up by the Behaviour Team.
- Prior to the start of detention, the YM/PSO on detention duty ensures that the work packs from the staff room and paper are placed on desks ready for the detention.
- Staff with students on detention should take work to the staff room or place this on TEAMS the day before and also attend detention where possible to have a conversation with the students about why they were placed on detention.
- Students work in silence. Failure to do so should be challenged. Students who persistently fail to work quietly should be logged on ClassCharts as a “Failed Detention” and students will need to repeat it.
- Any student who completes their work should either move onto the generic booklet or read silently from their reading book on request. Students who do not have a book, or who have finished it, should not be allowed to leave to change it. They should work as directed by staff.
- Students should not be allowed to leave the detention room, unless there are exceptional circumstances. As a rule, students should not be allowed to go to the toilet as per lesson rules.
- At the beginning of the detention, students should write their name and their teacher’s name on their work.
- The room should be left tidy and cleared before the end of detention.
- Duty Staff/Year Teams should collect all work in (and any equipment borrowed) at the end of the detention and The Bridge/LSU staff place the work for staff in the staff room.
- For after-school detentions, one member of staff should escort students offsite at the end of the detention and the other should place the work for staff in the staff room and ensure all equipment is returned tidily to the cupboard.

### Notes for Detention duty staff:

- At least one member of staff should ensure that they have a walkie talkie with them in detention. There should only be ONE walkie talkie on in the detention room to ensure a calm, quiet atmosphere.
- Marking should not be done in detention – you are there to support the students and ensure they complete a good amount of work.

- No student should leave detention for any reason (including doing jobs for staff)
- The consequences system should be followed in detention as in any lesson and then walkie talkie used if needed.
- Students must complete the work set first and not any homework etc.

<b>BFL Policy - Key School Contact Details</b>			
<b>Consett Academy</b>		<b>North Durham Academy</b>	<b>Wellfield School</b>
<b>Headteacher</b>	Mr T Urwin <a href="mailto:T.Urwin@ncdat.org.uk">T.Urwin@ncdat.org.uk</a>	Mr M Gray <a href="mailto:M.Gray@ncdat.org.uk">M.Gray@ncdat.org.uk</a>	Ms L Colquhoun <a href="mailto:l.colquhoun@wellfieldschool.net">l.colquhoun@wellfieldschool.net</a>
<b>Behaviour Team</b>	<b>Deputy Headteacher</b> Mr I Middleton <a href="mailto:i.middleton@ncdat.org.uk">i.middleton@ncdat.org.uk</a>	<b>Deputy Headteacher</b> Miss H Bownes h.bownes@ncdat.org.uk	<b>Deputy Headteacher</b> Mr D Krishnan <a href="mailto:d.krishnan@wellfieldschool.net">d.krishnan@wellfieldschool.net</a>
	<b>HOSS</b> Mr A Stevenson <a href="mailto:astevenson@consettacademy.org.uk">astevenson@consettacademy.org.uk</a>	<b>HOSS</b> Mrs D Menear <a href="mailto:D.Menear@ndAcademy/School.co.uk">D.Menear@ndAcademy/School.co.uk</a>	<b>LSU Manager</b> Mrs Hayley Cowley <a href="mailto:h.cowley@wellfieldschool.net">h.cowley@wellfieldschool.net</a>
	<b>Assistant Headteacher (Behaviour)</b> Mr D Hall <a href="mailto:DHall@ConsettAcademy/School.org.uk">DHall@ConsettAcademy/School.org.uk</a>		<b>Pastoral Support Officers (PSO)</b> Jane Driver <a href="mailto:j.driver@wellfieldschool.net">j.driver@wellfieldschool.net</a> Jess Facchini <a href="mailto:j.facchini@wellfieldschool.net">j.facchini@wellfieldschool.net</a> Helen O'Brien <a href="mailto:h.obrien@wellfieldschool.net">h.obrien@wellfieldschool.net</a> Andrew Mitchell <a href="mailto:A.mitchell@wellfieldschool.net">A.mitchell@wellfieldschool.net</a>
	<b>Bridge/LSU Manager</b> Mrs G Irwin <a href="mailto:GIrwin@consettAcademy/School.org.uk">GIrwin@consettAcademy/School.org.uk</a>	<b>Inclusion Manager</b> Beth Gibbon <a href="mailto:B.Gibbon@ndAcademy/School.co.uk">B.Gibbon@ndAcademy/School.co.uk</a>	
	<b>Self- regulation Manager</b> Miss T Lightfoot <a href="mailto:t.lightfoot@ncdat.org.uk">t.lightfoot@ncdat.org.uk</a>		

## Procedure Review

- I. The effectiveness of this procedure will be monitored annually by Trustees. This mechanism recognises that changes to legislation/statutory guidance may prompt a review of the procedure before this annual review, but if this is needed such a review will be considered by Trustees.
- II. In considering the effectiveness of this procedure consultation will be undertaken with staff, school leaders and other key stakeholder to assist in the review and monitoring of this procedure.

## Glossary

AHT	Assistant Headteacher
BFL	Behaviour for learning
BIP	Behaviour intervention plan
CAMHS	Child and Adolescent Mental Health Services
DHT	Deputy Headteacher
ECT	Early Career Teacher
EP	Education Psychologist
HOSS	Head of student support
HOY	Head of year
LRC)	Learning resource centre (Library
LSU	Learning Support unit
ECT	Newly qualified teacher
PSO	Pastoral Support Officer
PSP	Pastoral support plan
SALT	Speech & Language Therapy Service
SIR	Serious incident response
SLT	Senior leadership team
SRR	Self-regulation room
TAF	Team around the family
YM	Year manager