



# **POST 16 BEHAVIOUR POLICY**

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<b>Author (name &amp; job title):</b>		Sabiha Laher, Associate Executive Principal Jeanette Shae, Director of Post 16 (Post 16 Centre, Worksop) Clare Schulze, Director of Post 16 (Outwood Academy Newbold) Melissa Brant-Smith, Director of Post 16 (Outwood Academy Ripon)	
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## I Introduction

Outwood Academies have at their heart a firm commitment to putting the needs of 'Students First'. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. Students are asked to:

- Arrive in the Academy and at lessons punctually and be prepared to learn. Any student who arrives late to the Academy or lessons may be required to undertake after Academy detention.
- Bring appropriate equipment such as: diaries, pen, pencil, ruler and any other necessary equipment, a suitable bag to carry books and any equipment needed during the Academy day.
- Wear the Academy Business Dress correctly.
- All students are expected to be polite, courteous, respectful to everyone on the Academy site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Students are expected to have regard for their own safety and that of others.

The Academy Council believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise and rewards: this is closely linked to the Academies' Feedback and Assessment Policy via 'Praising Stars©'. The Academy Council recognises that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others.

A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the Academy rules and re-engage with learning. In some circumstances, the Academy Council and Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the Academy, or its community: this may result in exclusion.

It should be noted that the term 'Principal' used in this policy may also include (in addition to the Academy Principal) Associate Principal, Acting Principal, Executive Principal or Chief Executive Officer. Please note that the Outwood Grange Academies Trust (OGAT) Post 16 Behaviour Policy makes reference throughout to the following DfE documents:

1. Exclusion from maintained schools, Academies and pupil referral units in England 2012;
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
4. DfE and ACPO Drug Advice for Schools;

5. Use of Reasonable Force;
6. Behaviour and Discipline in Schools;
7. Screening, Searching and Confiscation;
8. Ensuring Good Behaviour in Schools; and
9. DfE dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. OGAT reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

## **2 Rewards**

Outwood Post 16 Centre's recognise the importance of the use of rewards to motivate students and as recognition of students whose effort meets our expectations. There are many ways students are praised and rewarded, for example:

- The use of Praising Stars© - all students receive a Praising Stars© report every half term which includes recognition of effort. This is sent home to parents/carers and students whose effort is particularly high, are invited to celebrate at an event hosted by the Principal of the academy.
- Students that go above and beyond our normal expectations are given a P\* Form by members of staff.
- Prom – students reaching the end of year 13 whose effort has met our expectations will be invited to attend the prom.

## **3 Fixed Term Exclusion**

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples;

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear Business Dress which has been provided (where possible) for a student who is in incorrect Business Dress is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.

- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the Academy
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of Academy rules.

A fixed term exclusion would lead to a student moving onto Stage 3 of the Cause for Concern procedure. It is at the Principal's discretion whether a student moves to a further stage of the Cause for Concern procedure, which could be invoked at any point.

#### 4 Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.  
(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon;
- making a malicious serious false allegation against a member of staff;
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

A Principal may also permanently exclude a student for:-

- one of the above offences; or
- persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises; or
- an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the Academy community.

The Academy Council's Guidance on Offensive Weapons - the Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments,

or items judged by the Principal or the Academy Council to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Academy Council also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- a. Deliberate activation of the fire alarm without good intent.
- b. Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.
- c. Repeated verbal abuse of staff.
- d. Persistent disruption and defiance that may or may not be directly linked to the Cause for Concern procedure.

## **5 Partial Timetable**

As an alternative to exclusion a Principal may, in limited circumstances, make use of a partial timetable to support a student.

## **6 Provision of Education for Students Excluded for a Period Exceeding 5 days**

The Academy recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term.

## **7 Screening, Searching and Confiscation**

Please refer to the DfE guidance ‘Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies’.

In addition to the practice identified in the DfE guidance, Outwood Post 16 Centres also ban the following items and as a result are able to search students for them:

- Any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Principal’s opinion will cause disruption to the Academy or be detrimental to Academy practice.

### **Confiscation**

- Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Mobile phones should never be seen or heard outside of Post 16 areas and will be confiscated if they are. Students can collect these themselves from reception at the end of the academy day.
- Staff should hand the confiscated item to the relevant member of support staff (SiD, reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff’s name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the Academy can be collected by parent/carers except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters.
- The Academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the Academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy the item.
- Where alcohol has been confiscated the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where the Academy finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds alcohol they may retain or dispose of it. This means that the Academy can dispose of alcohol as they think it appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the Academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

## **8 CCTV**

Outwood Academies may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

## **9 Use of Reasonable Force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

## **10 Discipline beyond the Academy gate**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, Academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an Academy member of staff the Principal or Vice Principal Deep Support must be informed. In the vast majority of cases they will involve the Academy's Police Liaison Officer, who will then follow agreed police and Academy procedures. (See Police/SSP section). In addition if the Principal/Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Academy's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site.

Where bad behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to follow the disciplinary procedure e.g. a physical assault or bullying incidents. The full Disciplinary Procedure system will apply.

Students are encouraged to wear their Business Dress correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

## **11 Behaviour Committee of the Academy Council**

### **DfE Guidance**

Under DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England', a meeting of the Academy Council Behaviour Committee must be convened by the Academy Council Behaviour Committee Clerk when:

- a student has received over 15 days' exclusion in one term;
- recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the Disciplinary Procedure.

The Behaviour Committee will comprise of 3 members of the Academy Council who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened before the 15<sup>th</sup> school day after the date of receipt of notice to consider the exclusion.

The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Principal, a member of the Senior Leadership Team and/or the student's Learning Manager may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Review Panel. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

### **OGAT Policy**

If a student is at risk of permanent exclusion, an Internal Behaviour Committee meeting **may** be convened. The panel may consist of Academy Council Behaviour Committee members, or members of staff.

### **Independent Review Panel**

Each Outwood Academy will have in place an Independent Review Panel and a parent/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Academy Council. Outwood Grange Academies Trust will, at their own expense, arrange for this independent review panel hearing to review the decision of the Academy Council not to reinstate a permanently excluded student.

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

## **12 Police**

Outwood Academies will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Outwood Academies will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

## **13 Safer Schools Partnership Officer**

This section is applicable only if a Safer Schools Partnership (Police) Officer (SSPO) is employed to work at the Academy.

A SSP is a formal agreement between the Academy and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities.

All SSPOs aim to ensure:

- the safety of students, staff and the Academy site and surrounding areas;
- help for students to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;
- focussed enforcement to demonstrate that those who do offend cannot do so without facing the consequences of their actions;
- early identification, support and where necessary challenge of students involved in or at risk of offending;
- improved standards of student behaviour and attendance, and less need for exclusions;
- more positive relations between students and the police and between students and the wider community; and
- effective approaches to issues beyond the Academy site that negatively impact on student safety and behaviour.

### **Students will:**

- feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour;
- learn more effectively as they grow more confident that they can attend school in safety;
- find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community;
- receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from the Academy; and
- benefit from a positive role model through contact with the SSPO.

### **Outwood Academies will:**

- see improved student behaviour and attendance, and potentially fewer exclusions and better academic achievement;

- be helped to identify, challenge and support students most at risk of causing harm and offending through benefiting from the professional expertise a police officer can bring;
- receive support to identify and help students most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area;
- benefit from the specialist support the police can offer in dealing with screening students for weapons; searching students for certain items; dealing with intruders to the school, including any violent or abusive adults; and dealing with incidents where physical force is needed to control or restrain a student;
- experience a calmer Academy environment which is more conducive to learning and achieving and where all members of the Academy community will feel safer;
- integrate better within multi-agency teams, helping to support more effective interventions with students and families; and
- build better relations with the local community.

#### **The police will:**

- see reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in the Academy;
- see improved public confidence in local policing as a result of the relationships built through SSPOs;
- achieve improved efficiency and better use of police time in terms of prevention and early intervention;
- be able to better support and monitor prolific and other priority young offenders through working with the Academy and multi-agency teams;
- be able to identify and support children and young people who feel threatened by crime and anti-social behaviour;
- have the opportunity to talk to young people about local crime issues – including if there are problems around gang culture or group offending, weapon carrying or risks from violent extremism; and
- build better relationships with young people and their parents/carers, which will have significant benefits in the wider community.

#### **Parents/carers will:**

- be more confident about their children's safety in a SSP Academy and on journeys to and from the Academy;
- be reassured that any particular tensions in the local community such as racism, gang culture or weapons issues will not be allowed to intrude on the Academy;
- if their child is at risk of involvement in anti-social behaviour or crime, know that the police presence in school will help deal with this in an appropriate way;
- be reassured that staff have the support of police in ensuring good student behaviour and attendance, and in tackling bullying; and
- know that their child is being encouraged to trust the police and to take a responsible attitude towards issues around crime.

#### **Outside agencies and others will:**

- benefit from the impact that SSPOs can have on helping them reach a number of local and national targets, including measures on public perceptions of safety;
- benefit from effective exchange of information. Academies and children's services working more closely with the police leads to more effective safeguarding arrangements; and

- receive support for effective multi-agency working, including early intervention and prevention strategies with students and families and (as appropriate) local Prevent and Deter arrangements.

A SSPO is a positive way for the academies to demonstrate their commitment to promoting a safe climate of learning and to preventing crime. One of the key aims of the SSP programme is to build more positive relationships between students and police. Giving students a chance to meet police officers in the Academy, away from some of the influences of the street, can help to foster these relationships. This can then have benefits for the police when encountering them in the wider local community.

SSPOs can help local communities meet their objectives measured by the National Indicator Set (NI). Key indicators for which SSPs can make a positive impact include:

- NI 17 – perceptions of anti-social behaviour
- NI22 – perceptions of parents/carers taking responsibility for the behaviour of their own children in the community
- NI69 – students who have experienced bullying
- NI 86 – Outwood Academies judged as having good or outstanding standards of behaviour
- NI 87 – Academy persistent absence rate
- NI 111 – first-time entrants to the youth justice system aged 10-17
- NI 114 – rate of permanent exclusions from the Academy
- NI 115 - substance misuse by students
- Attainment indicators – NI 72-78 and 93-101

The Principal and staff retain their responsibility for Academy discipline and behaviour; though look to their SSPO for support and advice as necessary. The SSPO remains an operational police officer and will make his or her own decisions on when and how to intervene where the law is threatened.

Further information on the role of Safer Schools Partnerships can be found in the Safer Schools Partnership Guidance document available on the internet:

[https://www.education.gov.uk/publications/eOrderingDownload/Safer\\_Schools\\_Guidance.pdf](https://www.education.gov.uk/publications/eOrderingDownload/Safer_Schools_Guidance.pdf)

## **14 Communication with parents/carers**

Outwood Academies recognise the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. For example:

- Academies will, where they see appropriate, telephone or write to parents/carers to praise students for effort;
- If a student has been excluded, the academy will inform parents/carers, by the end of the afternoon session on the day that the exclusion is issued, that they are legally required to ensure that their child is not present in a public place during school hours and could be given a fixed penalty notice if they fail to do so. This may be by email, SMS text or telephone call. A log that this has been communicated to parents/carers will be kept by the academy.

## **15 Reasonable Adjustments**

A reasonable adjustment never means that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations that we have for all of our students.

Outwood Academies will, in line with the requirements of Equality Act 2010, make reasonable adjustments for students with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate. In order to ensure that the duties under the Act are met, Outwood Academies will:

- Consider the SEND Code of Practice and the OGAT Policy for SEND;
- Monitor the causes for concern forms and exclusions for SEND students with EHCP, EHCP pending or other disability, at inclusion team meetings;
- Call an emergency/annual review for SEND students with EHCP, EHCP pending or other disability in cases where the Director of Post 16/Inclusion Coordinator/Head of Deep Support has identified that these students may have difficulties meeting the Academy's high expectations;
- the decision as to whether to make any adjustment will be made only at an emergency/annual review meeting and convening such meeting does not automatically mean that an adjustment will be made;
- the Academy Principal will attend this review;
- the final decision to make adjustments and whether they are considered reasonable rests with the Academy Principal, who will take advice at the emergency/annual review meeting.

### **Cause for Concern – Guidance notes**

#### **Stage 1 Cause for Concern**

- Issues to do with student behaviour or students not meeting expectations are dealt with at subject teacher/department level.
- When relevant staff consider that the student is not responding adequately to their support and intervention, the initiating member of staff completes the Cause for Concern (appendix 2 - green) document
- Relevant staff approach the Learning Manager (LM) for advice and support.
- The outcome is either that the issue remains at departmental level for further intervention or Stage 2 is initiated.

#### **Stage 2 Review Meeting**

- The LM contacts the student's other subject teachers, to gather information in a broader sense via email. This should be returned to the LM within 2 working days.
- A formal meeting occurs between the LM and the student – recorded on the stage 2 review meeting document (appendix 3 - green).
- Communication is made with home.
- A copy of the document detailing the outcome/targets is circulated to relevant staff.

- An on-going formal log/record is kept by the Learning Manager during this 1 to 4 week process.
- Information via an email will be requested from staff prior to the next review meeting.
- The Learning Manager to make the decision as to whether escalation to stage 3 is required or whether the student remains on stage 2.

### **Stage 3 Learning Contract**

- A meeting is set up with the student, their parents/carers and appropriate staff.
- A review of the intervention and support occurs and a learning contract is drawn up and signed (appendix 4 - white).
- Failure to meet the targets listed will result in the student moving to stage 4.
- Copies of the contract are issued to relevant staff and the student. Parents/carers will also be sent a copy with an accompanying letter.
- An on-going formal log/record is kept by the Learning Manager during this 2 to 3 week process.
- Information via email will be requested from staff prior to the student review meeting.
- The Learning Manager will then make the decision as to whether escalation to stage 4 is required or whether the student remains on stage 3. Parents/carers will be notified of the review outcome.

### **Stage 4 Final Learning Contract**

- A meeting is set up with the student, their parents/carers and appropriate staff.
- A review of the intervention and support occurs and a Stage 4, Final Learning Contract (appendix 5 - Red) is drawn up and signed.
- Copies of the contract are issued to relevant staff, the student and parents/carers and a formal letter (appendix 6) is sent home.
- A weekly monitoring report (appendix 7 - Red) is issued to the student each Monday and teacher comments on the report are reviewed at the end of every Friday/following Monday morning.
- Loss of report, failure to have the report completed or failure to meet the agreed targets may mean the student is asked to leave the subject.

## APPENDIX I

Post 16 Intervention used in conjunction with the behaviour policy.

Stage 1	Stage 2	Stage 3
Meeting with Learning Manager	Meeting with SLT member	Meeting with Principal
Positive comments book	Re-integration meeting	Re-integration meeting
Target card to Learning Manager	Internal Behaviour Committee meeting	
After Academy enrichment	Breakfast/Break/Lunch club	Internal Behaviour Committee meeting
Classroom observation	Peer Mentor	SLT mentor
Learning Manager group work	SENDco involvement	Learning Support withdrawal
Change of Guidance group	SENDco meeting with parent/carer	Social Skills Work Group
Change of teaching group	SSPO involvement	Targeted work with SSPO
I:I support	Restorative Justice	I:I support
Course change	Booster session for core subjects	Bridge RED
Green on Vulnerable Register	I:I support	Red on Vulnerable Register
Dyslexia intervention	Course change	Further SEND intervention
Additional adult support	Self-esteem group work	Additional adult support
Structured seating plan	Refer to Bridge	Anger management
Specialist equipment	Amber on Vulnerable Register	CAF meeting
Smoking Cessation Group	Dyslexia intervention	EPS referral
Peer Mentoring	Additional adult support	CAMHS referral
	Refer to Inclusion Team Meeting (JCM)	Personal interview with Connexions
	Signs of Safety with student and parent/carer	Individual Support Package
	EPS referral	Working with other professionals
	CAMHS referral	Enrichment programme
	Outreach support from Learning Centre	Differentiated tasks
	SLT mentor	Differentiated homework
	iSpace	Targeted work with Social Worker

	Cross Project	
	Individual Support Package	
	Increased Learning Manager tracking	
	Enrichment programme	
	Differentiated tasks	
	Differentiated resources	
	Praise and Progress booklet	
	Time out card	
	Anger management	
	Initiate CAF	
	Target card to SLT	
	Social worker involvement	
	EWO involvement	
	Social Skills programme	

**Provision MAP Wave I in addition to Stage 1/2**

	Provision	
	Dyslexia Intervention/classroom	
	Break Club – Bridge	
	Break Club – SEND	
	Lunch Club – Bridge	
	Mentoring	
	Specialist Equipment – overlay etc.	
	SENDco advice	
	Connexions advice	
	Lift access to classrooms	
	Differentiated resources	
	Enrichments	
	Additional adult support	

	Attendance letter
	Structured seating plan
	Medical card
	Differentiated classwork & homework
	OTHER

### Provision MAP Wave 2 in addition to Stage 2/3

	Provision
	LM intervention target card
	Access arrangements
	Anger management input
	Personalised learning
	CAF support
	Small group work
	Advice from EAL service
	Use of ICT – laptop /netbook
	Tests and exams taken out of the normal setting
	Outside agency consulted
	Learning Manager Pass
	Bridge management
	Risk assessment
	Specific staff briefing and deployment
	Speech and language group
	Speed up programme
	Special arrangements exams and controlled assessment:
	<ul style="list-style-type: none"> <li>● Scribe</li> <li>● Reader</li> <li>● Extra time</li> <li>● Access to ICT</li> </ul>

	<ul style="list-style-type: none"> <li>Alternative location</li> </ul>
	Bereavement support
	Attendance intervention
	Restorative justice
	Increased Connexions advice
	SWITT
	BEAM
	Youth Offending Team
	CGL
	Physio
	Occupational therapist
	School health
	STAR
	Young Carers
	Reach
	Parenting contract
	OTHER

**Provision MAP Wave 3 in addition to Stage 3/4**

	<b>Provision</b>
	IEP linked to EHCP/Annual Review
	CAF
	Risk assessment
	Assessment for specialist staff
	Close relationship established and maintained with parents/carers
	1:1 support at lunchtime
	TA support 1:1
	Teacher input 1:1
	TA group support
	Additional differentiation

	CiN/CP meetings
	LAC team involvement
	Access arrangements of I:I
	Use of specific resources (laptop, specialist seating, etc.)
	Outside agencies
	Part time personalised timetable
	SLT intervention
	Bridge – RED
	Social services
	Small group precisions teaching for speech and language difficulties
	Regular Educational Psychologist support
	Advisory teacher LSS
	Advisory teacher HI
	Advisory teacher VI
	Advisory teacher CIS
	Advisory teacher SLCN
	School exclusion team
	OTHER

# CAUSE FOR CONCERN FORM

**Subject (AS/A-level/GCSE):** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Student:** \_\_\_\_\_ **VMG:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Please give details of the reason for your concern, for example, attendance and punctuality, effort, progress to date, attitude, motivation, completion of homework/coursework:**

**Action already taken by subject teacher (with dates):**

Resolved

Returned

Escalated

**Please return this form to the relevant Learning Manager**

## STAGE 2 – REVIEW MEETING

**Student:** \_\_\_\_\_

**VMG:** \_\_\_\_\_

**Summary of discussion with student:**

**Plan of action / targets agreed:**

**1.**

**2.**

**3.**

**Parental Contact: YES / NO**

**Tutor Intervention: YES / NO**

**Learning Manager's Signature:**

**Review Date:**

**STAGE 3 LEARNING CONTRACT**



Name of Student: \_\_\_\_\_

VMG: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Notes &amp; review of support given during stage 1 &amp; 2:</b></p>          	<p><b>Agreed Targets:</b></p>          
---	---

In attendance: Student / Parent / Subject Teacher / HoD / LM

Student Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Print Name \_\_\_\_\_

**Intervention Strategies (Please highlight those discussed)**

<b>STRUCTURED TIMETABLE (STT)</b>	<b>ENRICHMENTS</b>	<b>AFTER SCHOOL</b>	<b>(one-to-one or group)</b>	<b>EXTRA LESSONS</b>	<b>SUBJECT MENTOR</b>
<b>OTHER INTERVENTION STRATEGIES:</b>					
Next Review (2-3wks from date of meeting):					
<b>IMPACT</b>			<b>ADDITIONAL CONCERNS</b>		

--	--

In attendance: Student / Parent / Subject Teacher / HoD / LM

**Conditions of Final Warning**

<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>

**Final Warning Impact Review Date:** \_\_\_\_\_ Failure to comply with **ALL** conditions within the agreed timescale could result in the removal of the student from the subject in question or permanent exclusion.

<b>Notes (from Review meeting):</b>
-------------------------------------

<b>Next Step</b>	<b>Resolved</b>	<b>Extend Final Warning to</b> _____	<b>Failed</b>	<b>Authorisation from SLT</b>	<b>Removal from Academy</b>
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Student Signature \_\_\_\_\_ Print Name \_\_\_\_\_

Parent Signature \_\_\_\_\_ Print Name \_\_\_\_\_

## Appendix 6 – letter for stage 2/3

### **Post 16 Behaviour Policy. Notification of Stage X Escalation.**

Dear XXXX

I am writing to inform you that XXX has not met the agreed targets in order to be removed from stage X of the Cause for Concern procedure, and consequently this has escalated to stage X of the support plan.

As you are aware the targets that XXX needed to meet in the X week monitoring period were:  
(insert previous targets)

Due to the escalation to stage X, new targets have been set for XXX, to meet. These are: (insert new targets).

We expect XXX to act responsibly and take full ownership with regards to his/her attitude to learning, behaviour and conduct; and to prepare him/herself in a mature manner for the professional and learning environments of higher education and employment.

**I would like to remind you that the Post 16 Behaviour Policy is a four stage process and that a student who fails to meet their targets on stage 4 could be permanently excluded.**

I hope that XXX will be able to meet the targets for stage X and can either be removed from the support plan completely or be de-escalated to a lower stage. At the end of the X week stage X period I will contact you initially by telephone to inform you of the outcome.

I would like to thank you for your continued support. If you have any questions or concerns then please do not hesitate to contact me at the Academy.

Yours sincerely,

XXXX

Director of Post 16

### STAGE 4 WEEKLY MONITORING REPORT

<b>Student Name</b>	<b>Week Commencing</b>	<b>Week number</b>
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Subject	Effort (E1-4)	Comment on conduct and behaviour	Comment on progress towards meeting agreed Stage 4 targets	Attendance this week
<b>Guidance</b>				

**Stage 4 Targets**

<b>1</b>	I agree to adhere to the expectations set out in the <b>Post 16 Learner Agreement</b>
<b>2</b>	
<b>3</b>	
<b>4</b>	

**Comment from Director of Post 16 / LM**

**Student Declaration**

**I understand that if I do not meet the requirements of the Stage 4 monitoring period or if I lose this monitoring report, then I could be permanently excluded.**

Signed by students at start of week	Date	Signed by Director of Post 16, at end of week
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## APPENDIX 8

TO BE PRINTED ON **WHITE** PAPER



### Exclusion Authorisation Form

<b>Student Name</b>	
<b>Year</b>	
<b>VMG</b>	
<b>Number of days exclusion this year</b>	
<b>Number of days exclusion this term</b>	
<b>Tariff</b>	
<b>SEND/EHCP</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending If yes or pending, is emergency/interim review required (where reasonable adjustments may be considered) <input type="checkbox"/> Yes <input type="checkbox"/> No

<b>Date exclusion processed</b>		<b>Number of days</b>	
<b>Start date of exclusion</b>		<b>End date of exclusion</b>	

<b>Description/Reason</b>	
<b>Give brief overview:</b>	
<b>Physical assault against a pupil</b>	
<b>Physical assault against an adult</b>	
<b>Verbal abuse/threatening behaviour against a pupil</b>	
<b>Verbal abuse/threatening behaviour against an adult</b>	
<b>Bullying</b>	
<b>Racist abuse</b>	
<b>Sexual misconduct</b>	
<b>Drug/Alcohol related (please state)</b>	
<b>Damage</b>	
<b>Theft</b>	
<b>Persistent disruptive behaviour</b>	
<b>Behaviour prejudicial to the good order of the academy</b>	
<b>Bringing the academy into disrepute</b>	
<b>Other (please state)</b>	

<b>Authorised by (Name/Sign):</b>	
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Parental contact made by:			
Date		Time	
Time student left site		Confirmation student is home	
Parents should be given the following message: <u>You are legally required to ensure that your child is not present in a public place during school hours and you could be given a fixed penalty notice if you fail to do so.</u> This message was given by: <input type="checkbox"/> Telephone <input type="checkbox"/> SMS/Text <input type="checkbox"/> Email			

Details of work set:	
How was the work sent:	<input type="checkbox"/> Given to student/parent in person (Sign _____) <input type="checkbox"/> Recorded delivery <input type="checkbox"/> Post <input type="checkbox"/> Email <input type="checkbox"/> Other _____
	<input type="checkbox"/> Parents informed that work should be returned for marking at the reintegration meeting

**Individual Academies may, should they wish, use the reverse of this sheet for procedural guides/purposes as appropriate to their administration of exclusions.**

## APPENDIX 9



### Exclusion Reintegration Form

Date: \_\_\_\_\_

Student Name	
Year	
VMG	
Number of days exclusion this year	
Number of days exclusion this term	
Tariff	
SEND/EHCP	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending If yes or pending, is emergency/interim review required (where reasonable adjustments may be considered) <input type="checkbox"/> Yes <input type="checkbox"/> No

#### Agenda/Discussion Points:

<input type="checkbox"/> The reason for exclusion	
<input type="checkbox"/> Attainment and progress/Praising Stars©	(Include copy)
<input type="checkbox"/> Attendance	_____ %
<input type="checkbox"/> Conditions of reintegration/academy expectations	
<input type="checkbox"/> Sanction by the parent to support the academy <input type="checkbox"/> How parents/carers will ensure that this will not happen again	
<input type="checkbox"/> Plan for managing future learning	
<input type="checkbox"/> Referral needed (give details of person/report)	
<input type="checkbox"/> Work returned:	<input type="checkbox"/> Yes Plan for work to be marked:
	<input type="checkbox"/> No. Please state reason given:
	<input type="checkbox"/> Plan for work to be returned:

	<input type="checkbox"/> Parent refused/unable to return work
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<b>Name of person leading reintegration meeting</b>	
<b>Signed</b>	

**Individual Academies may, should they wish, use the reverse of this sheet for procedural guides/purposes as appropriate to their administration of exclusions.**