BEHAVIOUR POLICY

Secondary Phase Rossington All Saints Academy

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The implementation of the Behaviour Policy at each stage is to be agreed and signed off with the Principal and the DAT CEO.

Contents

1. Introduction

DAT Academies have at their heart a firm commitment to putting the needs of all students first. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs.

This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise: this is closely linked to the Academies' Assessment Policy, Mentoring/Tutor Groups, Student Council/Voice and the Inclusion Policy. The Education Advisory Body 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 Education Advisory Body 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.

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 an after Academy detention.

- Bring appropriate equipment such as: Planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the Academy day.

- Wear the Academy uniform 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 provides a secure and safe environment for students who are expected to remain on site throughout the Academy day and leave promptly at the end of the day unless engaged in enrichment activities.

Parents/ carers are asked to support their children to make positive choices by signing the Academy / Home agreement which includes agreeing to:

- Support and co-operate with the Academy and its policies

- Inform the Academy of problems and concerns and in partnership try to solve them

- Provide a suitable environment for homework and ensure that homework is completed

- Ensure full attendance and punctuality

- Not take holidays in term time as these will not be authorised in line with law and Government guidance as set out in the Education (Pupil Registration) (England) Regulations 2013 which came into force on 1st September 2013.

- Ensure a student is appropriately presented, dressed and equipped for the Academy in accordance with Academy policy, procedures and requirements in the Prospectus and Student Planner

- Attend parent/carer interviews and appropriate meetings

- Support the Academy rules about behaviour and discipline.

The Education Advisory Body 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.

Please note that the School Partnership Trust Academies (DAT) Behaviour Policy makes reference throughout to the following DfE documents:

- Exclusion from maintained schools, Academies and pupil referral units in England 2012;
- The School Discipline(Pupil Exclusions and Reviews) (England) Regulations 2012;
- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force;
- Behaviour and Discipline in Schools;
- Screening, Searching and Confiscation;
- Ensuring Good Behaviour in Schools; and
- Dealing with allegations of abuse against teachers and other staff.

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

2   Behaviour Management System

'Consequences of Behaviour' is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Consequences of behaviour system is based upon the following structure:

- Warning –Rule Reminder
A warning can be given to an individual and also a group/class. Blanket warnings can be given for:
    - Chewing
    - Swinging on furniture
    - Shouting out
    - General 'carrying on'

Where the behaviour is particular to one student a blanket warning cannot be given for example:
- Poor levels of work
- Talking to another student across the classroom
- Distracting others

- C1- First negative behaviour

- C2 –Second negative behaviour

- C3 - Third negative behaviour

- C4 - Fourth negative behaviour or immediate C4 for Health & Safety

- C5-Fifth negative behaviour or immediate C5 for:
  - Health and Safety
  - Violence or threatening behaviour towards others
  - Walking away from a member of staff
  - Refusing to hand over items which are not allowed in the Academy (could equally be a Fixed Term Exclusion);
  - Swearing
  - Smoking
  - Not attending a C4/C4 OTHER detention
  - Not attending Study Support sessions

- C6 referral

Full details of these stages along with behaviour management dialogue and strategies are provided at Appendix A.

'Consequences' works in conjunction with the Inclusion Tracker which is a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement wherever possible. The Inclusion Tracker is a preventative mechanism which enables academies to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing C5s, C6s and/or Fixed Term exclusions. Each of these is equivalent to a set tariff (C5 = 5, C6 = 10, Fixed Term Exclusion = 10). There are 3 Levels within the Inclusion Tracker and the accumulation of points for a student signifies the movement from one level to the next which increases the intensity of the monitoring and intervention.

When a student is first issued with a C5, C6 or Fixed Term exclusion they are immediately placed onto the Inclusion Tracker which is kept up to date by the Learning Managers and is monitored closely by the Inclusion Team. Any resulting impact of the intervention is also recorded on the Tracker giving a personalised profile of an individual student.

The Inclusion Co-ordinator will become involved in the intervention with students who are accruing points by receiving several C5s or C6s or Fixed Term exclusions or a combination of all three. Various strategies will be used depending on who the student is and what their needs are (see Appendix B).
The SLT Lead - Deep Support has an overview of the progress of these students with regular feedback from Learning Managers and the Inclusion Team at the weekly Inclusion Team

meetings. It is also their responsibility to keep the Senior Leadership Team informed of the progress of students on the Inclusion Tracker.

The Academy is keen to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

For this reason, the Academy has elected to use a maximum fixed term exclusion period under the Consequences system of 5 days for any single incident in the process, recognising that the Inclusion Tracker runs in conjunction with these.

The following tables are to be used as GUIDANCE for Principals only. They present a model that increases, over time, the length of exclusions in order to reflect the continuing failure of a student to adhere to the academy's rules. A Principal retains full authority to vary the length of any exclusion, C6 or FT, at any time however no student will receive greater than 45 days exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that a principal also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days.
N.B. It may be that in challenging circumstances the fixed term exclusion remains at 1 day for the first year whilst dealing with residual poor behaviour.

N.B.

Very often the exclusions are repeated single one-day tariff in academies where behaviour has been a significant challenge over many years. This gives the student time to moderate their behaviour and the academy the maximum length of time to affect high quality interventions.

Number of FT Exclusion	Number of Days Exclusion
First	1
Second	1
Third	1
Fourth	1
Fifth	1
Sixth	1
Seventh	1
Eighth	2
Ninth	2
Tenth	2
Eleventh	2
Twelfth	3
Thirteenth	3
Fourteenth	3
Fifteenth	3
Sixteenth	4
Seventeenth	4
Eighteenth	5
Nineteenth	5
Total Days in One Academic Year	**45**

A C6 exclusion with either be 0.5 days or for XX days (see table below) depending on the time of the exclusion during the academy day. This does not apply to Fixed Exclusions (FT) which should be the length prescribed in the table above.

Number of C6 Exclusion	Number of Days Exclusion
First	0.5 or 1
Second	0.5 or 1
Third	0.5 or 1
Fourth	0.5 or 1
Fifth	0.5 or 1
Sixth	0.5 or 1
Seventh	0.5 or 1
Eighth	1.5 or 2
Ninth	1.5 or 2
Tenth	1.5 or 2
Eleventh	1.5 or 2
Twelfth	2.5 or 3
Thirteenth	2.5 or 3
Fourteenth	2.5 or 3
Fifteenth	2.5 or 3
Sixteenth	3.5 or 4
Seventeenth	3.5 or 4
Eighteenth	4.5 or 5
Nineteenth	4.5 or 5
Total Days in One Academic Year	**45 days or fewer**

Note, it is likely that a student who is failing to adhere to academy rules will have both C6 and FT exclusions and that some will be 0.5 days and some full-days. Principals should consider the number of exclusions that a student has received in order to determine the length of exclusion i.e.

Student C has a record which shows:

Number of FT/ C6 Exclusion	Number of Days Exclusion
First	FT = 1
Second	FT = 1
Third	FT = 1
Fourth	C6 = 1
Fifth	C6 = 1
Sixth	FT = 1
Seventh	FT = 1
Eighth	C6 = 1.5
Ninth	FT = 2
Tenth	C6 = 1.5
Eleventh	C6 = 2

In the example above you can see that Student C received: 3 full day FT exclusions, 2 full day C6 exclusions followed by 2 further full day FT exclusions. On their eighth offence they were excluded in the morning of their C5 for failing the Consequences Room and the length of their exclusion was 1.5 days (had it been for full days then it would have been 2 days in length). The ninth offence is a FT exclusion and is recorded as 2 full days. The tenth offence is again a C6 for failing their C5 in the morning and is again 1.5 days. Lastly, their

eleventh offence is another C6 but as this was in the afternoon they receive 2 full days exclusion.

In order to maintain good order and authority in the academy, a student who fails a C5 during the day, be it morning or afternoon, then they should, with their parent's/carer's permission be sent off site as soon as possible ensuring that the parent's/carer's permission is recorded within the MIS along with the time that the student left the site.

Note, a student may receive a Fixed Term (FT) exclusion after the morning registration but before the PM registration and be excluded for the afternoon (PM) and the following morning (AM) – the two half-days totalling one full day exclusion.

After 45 days of exclusion or the accruing a tariff of 300 on the Tracker (whichever comes first) in any one academic year, the Academy recognises that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point the Principal would be likely to look at a permanent exclusion.

The Principal retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

For further information please see:

- Consequences System Documentation
- Inclusion Tracker and examples of intervention strategies at Levels 1, 2 and 3 (these may vary in each Academy dependent on access to different outside agencies in the Local Authority where the Academy is located).

3   **C6 Exclusions and the length of exclusions**

A C6 exclusion is an exclusion from the Consequences Room (C5). All other exclusions are Fixed Term (FT) exclusions.

<u>A C6 during the morning</u>

If a student fails a C5 then they will be excluded (C6) for either 0.5 days or longer depending on the time of the day that the exclusion takes place and where on the exclusion tracker the student is cumulatively.
If a student attends a C5 and receives their AM roll call registration mark but then fails the C5 <u>before</u> the PM roll call registration mark is taken then the student will be excluded for the remainder of the day e.g.
Student A arrives at their C5, receives their AM registration mark but then fails the C5 at say 9:30am. Because this is after the AM registration mark they are marked as present (/) on the register for the morning (0.5 of a day). In order to exclude the student (C6) for failing the C5 but to ensure that they return, following a reintegration meeting, to do a full day back in the Consequences Room (C5 plus the C4), they should be excluded for the remainder of the day i.e. the afternoon. Thus their registration for the day will show present: AM (/) and PM (E) – a 0.5 C6 exclusion.
Should a student fail their C5 after the PM registration has been taken then they should be excluded for the following day, length to be determined by their position on the

cumulative tracker. Thus this student will be able to return, following their reintegration meeting, to a full day C5.

In order to maintain consistency in this policy (0.5 days or full-day C6s) a part-day exclusions will count for the same tariff on the Inclusion Tracker i.e. 10 Tariff.

It is IMPORTANT that a student is not allowed to persistently disrupt and defy the academy for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, a Principal retains full discretion to permanently exclude a student, even if they have not reached 45 days exclusion in one academic year for persistent disruption and defiance.

Further example:

Student B fails C5 before AM registration is taken – excluded for the reminder of the day and recorded as: AM (E), PM (E). Length of exclusion, 1 day or more, dependent on position within cumulative tracker. Please note, as failure to attend the Consequences Room at the start of the academy day is an automatic failure of the C5, and therefore a C6, the roll call is taken immediately at the start of Period 1. Even though the roll call does not close in the academies for 30 minutes after the start of the day it has no bearing on the above,

4   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 Academy uniform which has been provided (where possible) for a student who is in incorrect uniform 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.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of Academy rules.

5   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:

a. serious actual or threatened physical assault against another student or a member of staff;
b. sexual abuse or assault;
c. supplying an illegal drug;
d. possession of an illegal drug with intent to supply;
e. carrying an offensive weapon and / or weapon of offence;
f. making a malicious serious false allegation against a member of staff;
g. potentially placing 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.

In cases where a Principal has permanently excluded a student for:-

a. one of the above offences; or
b. 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.

The Education Advisory Body's Guidance on Offensive Weapons and / or Weapons of Offence - the Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and / or weapon of offence 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 and / or weapons of offence. Other types of offensive weapons or weapons of offence will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Education Advisory Body 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 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 Consequences© system.

6 Partial Timetable

As an alternative to exclusion a Principal may, in limited circumstances, make use of a partial timetable to support a student. Please see attached form – Partial Timetable Agreement between Academy, Student and Parent/Carer.

6b "Reasonable Steps" as directed by the SEN code of practice

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years, Jan 2015* states that:
> *"6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils"* and that a school or academy must ensure that *"Reasonable steps are taken to ensure that the inclusion of a child"*

Where a student has an Education Health Care Plan (EHCP), it is recognised that a student MAY need some reasonable steps to be put into place to further support the student with meeting the high expectations set out in the Behaviour Policy. It may also be necessary to put such reasonable steps into place during the interim period when an academy is currently supporting an application for an EHCP (up to 20 week timescale). "Reasonable steps" might include a number of the following adjustments where a student has received a C5 isolation day:

- Student given five minutes time-out per hour- administered and supervised by the Consequences Manager or Learning Manager.
- Student allowed to complete the C5 isolation over two days: one AM session plus lunch and one PM session until 3.30pm
- Student allocated a larger working space in the Consequences Room such as a separate desk- only applicable where there is no chance of disruption to other students.
- Other reasonable steps which should be checked at Regional Director level.

In this instance, it is imperative that the reasonable steps which are being taken are noted under the "provisions" section of the EHCP so that all professionals working with the student are aware of the steps being taken to support. Where there is no impact on improving behaviour over time, an Emergency Annual Review should be called by the Principal as advised in the above code of practice.

7 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.

8 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, DAT Academies 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.

- Staff should hand the confiscated item to the relevant member of support staff, 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. Students cannot collect any item themselves until the end of the half-term period i.e.: if a student has their mobile phone confiscated then their parent/carer can collect the phone that evening or a subsequent day. A student, however, cannot collect their phone for themselves until the end of the day on the last day of that half-term.

- 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 tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the Academy can dispose of tobacco or cigarette papers as they think 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.

9 CCTV

DAT 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.

10 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.

11 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. (See consequences/exclusions)

Where poor behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full Consequences system will apply.

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

For example:

- uniform – students will be issued a C4 detention if they remove their tie at the Academy gate;
- students are discouraged from smoking on their journey to and from the Academy. If they are found smoking at or near Academy premises the consequences system will be used;
- misbehaviour on the Academy bus will result in the Academy behaviour policy sanctions being applied (C4, fixed exclusion, permanent exclusion) and a ban from using the school bus service for either a fixed period of time, or permanently.

12 Behaviour Committee of the Education Advisory Body

A meeting of the Behaviour Committee will be convened by the Education Advisory Body Behaviour Committee Clerk when:
- a student has received over 15 days' exclusion in one term;
- a student receives 8 C5s in an academic year;
- recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the Consequences system.

The Behaviour Committee will comprise of 3 members of the Education Advisory Body 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 between the 6th and 15th school day after the date of receipt of notice to consider the exclusion. Where convening this meeting is difficult because of availability of EAB members, other EAB members from neighbouring academies may substitute.

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, 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 Appeal Panel convened by the Local Authority. 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.

Independent Appeal Panel

Each DAT Academy will have in place an Independent Appeal 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 Education Advisory Body. DAT will, at their own expense, arrange for this independent review panel hearing to review the decision of the Education Advisory Body 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.

13 Police - *SSPO Posts currently exist in some academies*

DAT Academies will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, DAT 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.

14 Safer Schools Partnership Officer

DAT will employ, where possible, a Safer Schools Partnership (Police) Officer (SSPO) 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.

DAT 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.

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

15. Maintenance and review

This Policy will be reviewed three years or when there are changes to relevant legislation.

16. Complaints

Any complaints will be dealt with in accordance with the DAT complaints policy. This can be found on the DAT website.

CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

'When students behave inappropriately give them what they don't want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately'.

Setting the scene for positive behaviour is key.

Positive role model – be at the door, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think outside the box.

Giving Achievements and Praise - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate – making sure that incidents have been dealt with from prior lessons. (Please clean your consequences boards at the end of the day). Students should be spoken to in the consequences detention.

Be consistent - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, C1". Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.

The Consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences system is not used because pace, challenge and positive reinforcement should sustain students and enthuse them.   This doesn't just apply to KS3/4, it is important to challenge behaviour in Sixth Form. The same behaviour management strategies can still apply; however, a different system is in place.

Key questions to ask yourself
- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

Consequences/Behaviour	Behaviour Management Dialogue/Strategies
Warning – Rule Reminder A warning can be given to an individual and also a group/class. Blanket warnings can be given for: • Chewing • Swinging on furniture • Shouting out • General 'carrying on' Where the behaviour is particular to one student a blanket warning cannot be given for example: • Poor levels of work • Talking to another student across the classroom • Distracting others	"Michael you are talking, what is the rule about talking? If you choose to keep talking that is a C1" State what is happening and give rule reminders. Try and identify behaviour that is proactive/positive. You do not have to write the student's name on the board at this point.
C1- **First negative behaviour** The student's name **must** be written on the board at this point.	"Michael you have continued to talk across the classroom" "Michael you are now on a C1" Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.
C2 – **Second negative behaviour**	"Michael you have again continued to talk you have now moved to a C2" When you have given the verbal comment try speaking privately to the student. Getting down to the student's eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.
C3 - **Third negative behaviour** ****If a student receives a C3 in an assessment cycle the highest effort grade they can receive is an E3. If it is persistent low level disruption then it should move to an E4.**	"Michael you are on the verge of leaving the lesson because you a not behaving reasonably." Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour: • Set time markers for completing work, "You are here now and when I come back you should be here", mark with the time. • Moving seats – if this is possible • Offer different activities • Ask them to take a minute to think about their behaviour.
C4 - **Fourth negative behaviour or immediate C4 for Health & Safety**	"Michael you have now moved to a C4 because ... which means you can no longer stay in the room." "You need to go to the Matrix room this is ..." At this point the student must leave the room to the matrix room. The student needs to leave with the consequences sheet filled

** If a student receives a C4 in a PS© cycle the highest effort grade they can receive is an E4. **Parent/carers need to be invited to Parents' Evening.**	in. If they become argumentative then defer and ask for them to discuss this when they return. When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate. If a student does not attend a detention because they are ill the student must rearrange the detention when they return.

C5- **Fifth negative behaviour or immediate C5 for**: Health and Safety Violence or threatening behaviour towards others Walking away from a member of staff Refusing to hand over items which are not allowed in the Academy (could equally be a Fixed Term Exclusion); Swearing Smoking Not attending a C4/C4 OTHER detention Not attending Study Support sessions (Could equally be a Fixed Term Exclusion if this involves a senior member of staff); **** If a student receives a C5 in an assessment cycle the highest effort grade they can receive is an E5.** **Parent/carers need to be invited to Parents' Evening.**	Fifth misbehaviour (in Matrix) means that the student is sent to the Consequences room for the rest of the lesson. (If this is a double lesson then students stay there for both parts – if there is a break in between i.e. P2 to P3, the student should return for P3. Again if lunch is in-between then students will return after the break.) Again Section A needs to be completed, with the time etc. The student needs to return to the initial classroom at the end of the session in the Consequences room. The Gatekeeper/Consequences Manager will arrange a full day in the Consequences room and a one-hour detention when a C5 has been issued.
C6 referral	A C6 can only be given when a student has worked their way through Consequences. If there is a situation that warrants exclusion then a Fixed Term referral needs to be made. If you make either a C6 or a fixed referral then the Admin team needs to be informed immediately so SLT and the Intervention team can act swiftly.
The Consequences Room	Staff can access the list for the Consequences room from the desktop. Please check that you can see the correct date by using the tab at the bottom. The rule when in detention and in the Consequences room is occupy and ignore. Students cannot sleep or put their heads on the desk. They must sit up. If you wish to set work please send this to the Consequences room.

	If you are allocated to the Consequences room then can you please follow the guidelines on the desk.

Guidance for following a reasonable request – refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C4, but they are asked 4 times to comply:
"Michael can you please ..."
"Michael I have asked you to ... can you please do so."
"Michael are you refusing to follow a reasonable request to ..."
"Michael you have refused to follow a reasonable request, this has resulted in a C4."

C4 OTHER C4 OTHER detentions are to be given in your own subject area only by agreement with Principal and Regional Director. **Students do not leave the lesson if they are given a C4 OTHER, they also fall outside of the assessment protocol, unless repetitive.	Reasons for a C4 OTHER: Smoking by association Refusing a reasonable request Using a mobile phone, or any smart technology Out of bounds Inappropriate behaviour in the restaurant No planner Being late to the lesson Uniform issues Make-up/Nail Polish Jewellery Failure to bring correct equipment – (Maths, PE, Dance, DT) Behaviour in the restaurants and between lessons Eating in a lesson Using ICT inappropriately – games etc.
C5 Truancy	This is given for a student not attending your lesson even though they are in the Academy. Please check your registers carefully so that these are allocated correctly. They can also be issued if a student leaves your lesson without permission, or you see a student around the Academy anywhere they should not be. If you see students walking around the Academy please check their planners.
Fixed Term referral	A fixed term referral is given when a student behaves in a wholly inappropriate fashion. This needs to be logged in a much detail as possible. For both C6 and Fixed Term you need to set work. This can either be e-mailed directly to the student or parent/carer or given to the Learning Manager. It is important that work is set and logged on e-portal otherwise a permanent exclusion could be over-turned.
Re-integration meeting	Reintegration meetings are held between a member of SLT, the Learning Manager/equivalent, the student and the parent/carer when a student returns from an exclusion. At this meeting the student's behaviour will be discussed and an Individual Behaviour Support Plan will be created. Targets from the plan will be e-mailed to staff and included on the student report. Staff will be requested to complete the circulars to complete further IBPs if poor behaviour continues.
HWK/CWK This is not a C4 or C4 OTHER	The HWK/CWK system runs between the Assessment cycles. A student is given one opportunity within an Assessment cycle to have a deadline extended. If a student misses the second deadline a detention is given. This information is logged on the system as HWK. Please log the information relating to the task so

	we can discuss this with students and parent/carers. If the student does not attend a FTA needs to be logged, the Deep Learning team will pick it up from there.

When do I call for further assistance? If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through the Admin office/reception.

Double lessons – if lessons are joined together then the consequence lasts the length of the session. If it is broken by break, lunch or a different teacher then the process starts again. However, if the issue relates to health and safety the consequence carries forward even if there is a break. In the case of a split lunch the consequence carriers forward however, the student must leave isolation to obtain lunch.

During VMG/Tutor Group is a prime opportunity to help students reflect on their behaviour. You should help students in your group to look at their behaviour and give comments both positive and negative given to students in your charge. These need to be reviewed weekly. If you have any concerns with low level disruption VMG/TG mentors can place students on report to them with targets. If you are using this intervention Learning Managers need to be made aware and there needs to be a discussion with parents/carers.

Smoking off site/general behaviour off site – If students are in uniform and on their way to and from the Academy they are our responsibility. Consequences can be issued and students should be tackled. If you see them smoking on the drive or anywhere after the drive-line please report this to SLT.

C4/C4 Other

Issue C4, student then sent to Matrix with Section A form. If a student is issued with a C4-Other they do not leave the classroom.

Students must arrive at the Matrix room/Consequences room within 5 minutes of being sent. They must also return from the Matrix room with 5 minutes to spare. The Section A must be complete and returned to the member of staff.

If the student does not return from Matrix then they should be issued with a C5.

The student then must be issued with a detention.

Enter the details into E-portal or record in Dept File.

If a student has another detention on the same night it is their responsibility to reschedule one of their detentions.

If you issue a detention you need to meet with the student on the afternoon of the detention.

If the student does not attend a C5 needs to be issued on E-portal or dept log.

Please check student attendance on the day of the detention.

If the student is absent on the day of the detention enter them for the next available detention when they return to the Academy.

Matrix Room Procedure

Has the student arrived within 5 minutes of the time indicated on Section A?

If the student has not arrived within 5 minutes then they need to be referred to the Consequences room (C5).

The Matrix room teacher has to complete the Section A form indicating the time the student arrived.

Place student into your class and Occupy and Ignore (OI). Student to fill in their part of Section A. They need to return from the inital room within 5 minutes of the end of the lesson.

If the student misbehaves they need to be sent to the Consequences room. Again the Section A needs to be completed with the time they left Matrix.

Consequences Procedure

C6 Issued

The student arrives at the Consequences room within 5 minutes of the start of the day.

The student behaves in the Consequences room and attends the one hour detention at 2.30pm.

The student is monitered by the Learning Manager or equivalent.

The student does not arrive at the Consequences room within 5 minutes of the start of the day or the student misbehaves in the Consequences room.

A C6 referral is logged on e-portal by the Consequences room invigilator. The Admin team is contacted by phone to register the C6.

C6 referral is assessed by the Principal. If the C6 referral is approved then the Admin team will e-mail teachers for work for the student. The work is then handed to the Learning Manager.

Consequences of Behaviour – Code of Conduct

THIS MUST BE COPIED OUT BY <u>ALL</u> STUDENTS AT THE BEGINNING OF A DETENTION

The **Consequences of Behaviour** programme is central to the way the Academy operates. It helps all members of the Academy community feel secure because we are really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

- **Consequences of Behaviour** exists at all DAT schools that have adopted the system to allow teachers to teach and all students to learn.
- <u>**Consequences of Behaviour** is a consistent, fair and positive system which is applied in all</u> lessons across all subjects.
- **Consequences of Behaviour** means that positive behaviour is praised. However, everyone is clear about the consequences for negative behaviour.
- Praise is the most important aspect of **Consequences of Behaviour**. Students should try hard to gain praise in all lessons and staff will always aim to award more praises than **consequences**.
- Students will always receive a warning about their behaviour before any **consequences** are issued to them.
- During lessons, students who receive **consequences** will have their names displayed on the **consequences** board.
- Students must change their behaviour in any lesson where a C1 has been issued otherwise a C2 will be given. If students choose not to change their behaviour it will result in a C3, the final warning.   By continuing their negative behaviour, the student is given a C4. This means a removal from the lesson to the department's Matrix Room and a one-hour detention.
- Failure to arrive promptly or to behave appropriately in the department Matrix Room will result in a C5 being issued.
- Failure to complete or to behave appropriately in a C4 detention results in a C5 which is a day in the Consequences room at a later date.
- Failure to report to the **Consequences room** before the start of the Academy day on the date given will result in a C6 which is an exclusion from the Academy.
- The **Consequences room** is a place for students to reflect on the serious consequences of their behaviour.
- **REMEMBER – ONCE A CONSEQUENCE HAS BEEN ISSUED IT WILL NEVER BE CANCELLED.**
- **Consequences of Behaviour** will be used alongside the Assessment cycle to monitor and track all students.
- Any student receiving a high number of praises will be given an E1 or E2 in that particular subject.
- Any student who receives a C4 in a subject must be given an E4 on the next Assessment cycle report.
- Any student who receives a C5 in a subject must be given an E5 on the next Assessment cycle report.

Consequences of Behaviour sticker

To be printed on yellow stickers

C4		Issued	
Subject		Detention Date	
Teacher		Room	
It is your responsibility to ensure that you attend the detention. Failure to do will result in a C5. If you are absent YOU must re-arrange the detention on your return.			

C4 Other		Initials	
Lateness		Out of Bounds	
Defacing/No Planner		Smoking by Association	
Uniform		Make-Up/Nail polish	
Jewellery		Other	
Issued on		Detention date	Room

To be printed on red stickers

C5 Event Notification

Date of Issue		Staff	
Refusing a reasonable request		Misbehaviour in Matrix	
Not attending Matrix		OOB – running away	
Smoking		Verbal abuse	
Missed detention		Behaviour	
Other			

It is your responsibility to report to Isolation by 8:25am in the morning to be registered. Failure to report without a valid reason will result in a C6 exclusion. Your C5 event will be complete at 3:30pm.

This is your acknowledgement of the C5, it is your responsibility to show this to your parent/carer. The Academy does not need to give 24 hours' notice for detentions or internal exclusions.

Appendix A

Inclusion Tracker

Name	A N Other			YEAR	11
Total number of exclusion days		14		VMG	Brazil

Tariff
C5	[orange]	5
C6	[yellow]	10
FT	[blue]	10

C6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Days	1	1	1	1	1	1	1	2	2	2	2	3	3	3	3	4	4	5	5

Level	FT/C6/C5	Tariff	Exclusion days	Date	Fixed Term	Key intervention	Learning intervention	Information/Impact/Further intervention
Level 1	C5	5	0	10-Sep-11				
	C6	10	1	11-Sep-12				
		15						
	C5	20		15-Jan-12		Positive comments book		
	C5	25		17-Jan-12		Positive comments book		Phone parents for support with book and rewards
	FT	30	5	18-Jan-12	Assault/student		Peer Mentoring	
		35						
	C5	40		27-Jan-12				
Level 2	C6	45	1	28-Jan-12		Increased LM tracking	Peer Mentoring	
		50						
	FT	55	1	04-Feb-12	Verb/adult	Increased LM tracking	Peer Mentoring	Increase Peer Mentor time to every VMG time
		60						
	C5	65		11-Feb-12				
	C5	70		20-Feb-12		Peer Mentor	Differentiated tasks	Struggling in Maths - needs extra help. Enrichment attendance needed.
	C5	75		17-Mar-12				
	C6	80	1	18-Mar-12		Break & lunch monitoring	Inclusion Co-ordinator involvement	Retest on Lucid for reading comprehension. Peer Mentor forming good relationship.
		85						
	FT	90	3	13-Apr-12	Bullying	Anger/behaviour management		Parents supportive with Anger Management. Problems at home.
		95						
	C5	100		15-Apr-12				
	C6	105	2	16-Apr-12		Self esteem group work	Inclusion Co-ordinator involvement	Refer to Inclusion Team Meeting
		110						
		115						
		120						
		125						
		130						
		135						
		140						
		145						
		150						
Level 3		155						
		160						
		165						
		170						
		175						
		180						
		185						
		190						
		195						
		255						
		260						
		265						
		270						
		275						
		280						
		285						
		290						
		295						
		300						

Appendix B

Examples of Intervention used in conjunction with the Inclusion Tracker.
These may vary in each Academy depending on the context of the Academy. The ones highlighted in yellow are mandatory at that particular level of intervention.

Level 1	Level 2	Level 3
Meeting with Learning Manager	Meeting with SLT member	Meeting with Principal
Positive comments book	Re-integration meeting	Education Advisory Body Behaviour Committee meeting
Target card to Learning Managers	Education Advisory Body Behaviour Committee meeting	Re-integration meeting
After Academy Enrichment	Breakfast/Break/Lunch club	Managed move
Peer Mentor	Detentions with Deep Support Team	Work placement off-site
Classroom observation	Peer Mentor	SLT mentor
Learning Manager Group work	Inclusion Co-ordinator involvement	Inclusion Co-ordinator withdrawal
IBP	Inclusion Co-ordinator meeting with parent/carer	Social Skills Work Group
Change of VMG	SSPO involvement	Targeted work with SSPO
Change of teaching group	Restorative Justice	Bentley Training Programme
Booster session for core subjects	Booster session for core subjects	Booster session for core subjects
1:1 support	1:1 support	1:1 support
Course change	Course change	YMCA
LUCID testing	Self-esteem group work	YIP
Reading intervention	Refer to Bridge	On red in Bridge
Green on Vulnerable Register	Amber on Vulnerable Register	Red on Vulnerable Register
Dyslexia intervention	Dyslexia intervention	Further SEND intervention
Additional Adult support	Additional Adult support	Additional Adult support
Structured seating plan	Refer to Inclusion Team Meeting	Anger management
Specialist equipment	PSP with student and parent/carer	TAC meeting
Smoking Cessation Group	Discuss at PAG meeting	Return to PAG meeting
	EPS referral	EPS referral
	CAMHS referral	CAMHS referral
	Outreach support from Learning Centre	Learning Centre placement
	SLT mentor	SLT mentor
	Tackling Temper	Action2Change programme
	Learning Revolution	Personal interview with Connexions
	Individual Support Package	Individual Support Package
	Increased Learning Manager tracking	Working with other professionals
	Literacy programme	Literacy programme
	Numeracy programme	Numeracy programme
	Reading Intervention	Reading Intervention
	Enrichment programme	Enrichment programme
	Differentiated tasks	Differentiated tasks
	Differentiated resources	Differentiated homework

		Time out card	Targeted work with Social Worker
		Anger management	
		Initiate CAF	
		Target card to SLT	
		Social worker involvement	
		EWO involvement	
		Targeted work in PLC	
		Social Skills programme	
		Behaviour for Learning Programme	

Provision MAP Wave 1

	Provision
1	Yr 6 Transition
2	Reading Intervention/classroom
3	Dyslexia Intervention/classroom
4	Breakfast Club – Bridge
5	Breakfast Club – SEND
6	Break Club – Bridge
7	Break Club – SEND
8	Lunch Club – Bridge
9	Mentoring
10	Specialist Equipment
11	SENDco advice
12	College Placements
13	Work Experience
14	Connexions advice
15	Lift access to classrooms
16	Differentiated resources
17	4 X I
18	Study Support
19	Enrichments
20	C5 reasonable adjustment
21	Additional adult support
22	Attendance letter
23	Personal Safety club
24	Structured Seating Plan
25	Medical Card
26	Differentiated Classwork & Homework
	OTHER

Provision MAP Wave 2

	Provision
2:1	Additional visit Y6 transition
2:2	LM Intervention Target Card
2:3	LSA support in class
2:4	Access Arrangements
2:5	Anger Management input
2:6	Personalised Learning
2:7	SENDCO withdrawal/monitoring

2:8	School resources medical worker
2:9	Targeted Youth Support
2:10	CAF support
2:11	Educational Psychologist report
2:12	Individual Behaviour Plan
2:13	Pastoral Support Plan
2:14	Small group work
2:15	Advice from EAL service
2:16	Use of ICT – Laptop /Netbook
2:17	Catch Up Reading Programme
2:18	100% Maths
2:19	Option Maths
2:20	Optional English
2:21	Additional Maths
2:22	Additional English
2:23	Literacy and Numeracy
2:24	Low Level Literacy group intervention
2:25	Numeracy group intervention
2:26	Shared Reading Programme
2:27	Tests and Exams taken out of the normal setting
2:28	Outside Agency consulted
2:29	Learning to Learn
2:30	Behaviour for Learning
2:31	Non-Graduate Plan
2:32	SLT Mentor Behaviour
2:33	SLT Mentor Maths and English
2:34	Alternative provision
2:35	Learning Manager Pass
2:36	Bridge Management
2:37	Bridge
2:38	Bridge Pass
2:39	Risk Assessment
2:40	Making the Effort Programme
2:41	Specific staff briefing and deployment
2:42	Speech and Language group
2:43	Handwriting Programme
2:44	Speed Up Programme
2:45	Special arrangements exams and controlled assessment:
2:46A	• Scribe
2:46B	• Reader
2:46C	• Extra time
2:46D	• Access to ICT
2:46E	• Alternative location
2:47	Social skills group training
2:48	Small group revision
2:49	Alternative provision DT
2:50	Bereavement Support
2:51	Attendance intervention
2:52	Restorative Justice
2:53	Increased Connexions advice
2:54	SWITT
2:55	Councillor
2:56	CAMHS Liaison Worker
2:57	BEAM

2:58	Youth Offending Team
2:59	Youth Inclusion Support Panels
2:60	Police Liaison Office
2:61	School Exclusion Team
2:66	Rebound
2:67	Child Pregnancy Agency
2:68	Stop-smoking group
2:69	Physio
2:70	Occupational Therapist
2:71	School Health
2:72	STAR
2:73	Childline
2:74	Barnados – for Young Carers
2:75	Reach
2:76	Special Needs Advisory Service
2:77	Advisory Centre for Education
2:78	Family Action
2:79	Young Families
2:80	National Parent Partnership Network
2:81	Student Mentoring
2:82	Parenting contract
	OTHER

Provision MAP Wave 3

	Provision
	Provision
3:1	Individual Y6 transition arrangement
3:2	IEP linked to Statements/Annual Review
3:3	CAF
3:4	IBP
3:5	Risk Assessment
3:6	Assessment for specialist staff
3:7	Close relationship established and maintained with parents
3:8	1:1 support at lunchtime
3:9	LSA support 1:1
3:10	Teacher input 1:1
3:11	LSA group support
3:12	Intensive PSP
3:13	Liaison/planning with key staff
3:14	Additional differentiation
3:15	Annual review liaison with parents CiN/CP meetings
3:16	LAC team involvement
3:17	Collaborative involvement
3:18	Access Arrangements
3:19	1:1 support with LSA in relation to Statement of Educational Need
3:20	Use of specific resources (laptop, specialist seating, etc)
3:21	SENco involvement/planning with specialist services
3:22	Fast Track
3:23	Outside Agencies
3:24	Outreach support from Priory/Spring field/Hospital School
3:25	Strategies for assistance on the SSR
3:26	Connexions transition
3:27	Part time Personalised Timetable
3:28	SLT intervention
3:29	Bridge – RED
3:30	Social Services
3:31	New course development
3:32	Small group precisions teaching for Speech and Language Difficulties
3:33	Regular Educational Psychologist support
3:34	Advisory teacher LSS
3:35	Advisory teacher HI
3:36	Advisory teacher VI
3:37	Advisory teacher CIS
3:38	Advisory teacher SLCN
3:39	JCM
3:40	Health care plan
3:41	SWITT
3:42	Councillor
3:43	CAMHS Liaison Worker
3:44	BEAM
3:45	Youth Offending Team
3:46	Youth Inclusion Support Panels
3:47	Police Liaison Office
3:48	School Exclusion Team
3:49	Rebound
3:50	Child Pregnancy Agency

3:51	Stop-smoking group
3:52	Physio
3:53	Occupational Therapist
3:54	School Health
3:55	STAR
3:56	Childline
3:57	Barnados – for Young Carers
3:58	Reach
3:59	Special Needs Advisory Service
3:60	Advisory Centre for Education
3:61	Family Action
3:62	Young Families
3:63	National Parent Partnership Network
3:64	Student Mentoring
3:65	Parenting contract
	OTHER