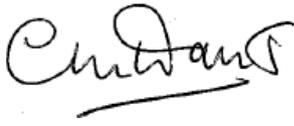




DEAN TRUST **Rose Bridge**

BEHAVIOUR POLICY

Dean Trust Rose Bridge

Version and Date		Action / Notes
1.0	February 2019	
2.0	July 2020	Includes Covid 19 Addendum to the Behaviour policy (Page 46).
3.0	March 2021	
4.0	July 2021	Covid 19 addendum section removed. How positive behaviour is taught and the 'Strive for Excellence model (Page 4&5) Update to the search and confiscate section (Page 6) A Graduated approach (Page 9) Rewards system (Page 8&9) Inclusion provision (Page 14) STAR meetings (Page 17)
	September 2021	Terminology FTE changed to Suspension in line with DFE guidance
Policy Reviewed :		July 2021
Policy Review Frequency :		Annual
Next Review :		July 2022
Signature of Headteacher : 		Signature of Chair of Local Governing Body : 

Behaviour Policy

Introduction

At Dean Trust Rose Bridge, we seek to create a positive learning climate that enables excellence to be achieved by all. We aim to foster positive relationships between pupils and staff that are built on mutual respect.

Principles of the behaviour policy:

This behaviour policy seeks to support the school aims by ensuring that:

- Every member of the school community feels valued and respected
- We promote an environment where everyone feels; valued, happy, safe and secure
- Every member of the school community will be treated fairly and in a consistent manner
- We consistently apply our school standards and expectations
- We consistently apply our school rules which are: 'Be Ready, Be Respectful and Be Safe'

These principles are not primarily concerned with the enforcement of rules but rather a means of promoting positive relationships, so that we can work together with the common purpose of enabling everyone to 'Believe, Achieve and Succeed'.

This policy is designed to promote good behaviour through an ethos of kindness, fairness, responsibility and co-operation.

Aim: The school has high expectations of its pupils, teachers and other members of the school community to ensure that excellence is achievable by all. The behaviour policy explains school expectations and protocols regarding managing behaviour.

Objectives

- To ensure that all members of the school community are aware of the aims and expectations of the school in terms of behaviour and consistency
- To promote a positive attitude to learning and provide a learning environment that enables pupils to realise their potential
- To encourage good, orderly behaviour and respect for others, equipment and the environment
- To provide consistent and effective support for staff and pupils
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions
- To support pupils in achieving success and encourage patterns of good behaviour through a range of rewards
- To deal with incidents of unacceptable behaviour with appropriate sanctions
- To ensure that all pupils are treated equally and fairly with regards to rewards and sanctions
- To ensure that pupils, parents and carers are aware of the rewards and disciplinary referral routes.

Responsibilities of the School, Pupils and Parents

School:

- To ensure the whole school community is consulted about the principles of the school behaviour policy.
- To establish and clearly communicate measures to ensure good order, respect and discipline.
- To ensure the school behaviour policy does not discriminate against any pupil on, for example, grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and, as appropriate reward pupils' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably- taking into account of the needs of SEND and the needs of vulnerable children and offering support as appropriate.
- To make alternative provision from day six for pupils suspended and to arrange reintegration interviews for parents at the end of a suspension.
- To take all reasonable measures to protect the safety and wellbeing of staff and pupils including preventing all forms of bullying and dealing effectively with reports of and complaints about bullying.
- To ensure staff model good behaviour and never denigrate pupils or colleagues.
- To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour- good as well as bad. Use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

Pupils

- To follow reasonable instructions by school staff, to apply school standards and accept sanctions in an appropriate way.
- To act as positive ambassadors for the school at all times including when off school premises.
- Not to bring inappropriate or unlawful items to the school.
- To show respect to school staff, fellow pupils, school property and the school environment.
- Never to denigrate, harm or bully other pupils or staff.
- To co-operate with and abide by any arrangements put in place to support their behaviour.

Parents/ Carers:

- To respect the school's Behaviour Policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their children to the school each day punctually, equipped and ready to learn.
- To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviour outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with school staff, if requested, to discuss their child's behaviour.
- If their child is suspended from the school, to ensure the child is not found in a public place during school hours in the first five days of suspension and, to attend a reintegration interview with the school at the end of a suspension.

- To provide the school with at least two telephone numbers / points of contact in line with the Safeguarding policy.
- If parents / carers change their telephone number, there is an expectation that they will inform the school.
- It is the parent's responsibility to ensure that their child behaves well in school and conforms to the expected and required standards of behaviour.

How expected behaviour is communicated

At Dean Trust Rose Bridge expectations of behaviour are expected to be applied consistently across all year groups and in every subject area. Prospective pupils and parents are informed of these standards in meetings prior to commencement of education at the school. Parents/ Carers, pupils and staff are encouraged to sign the 'home / school agreement' to show commitment to working in partnership and agreement with school rules. Current pupils, parents and staff are reminded of these expectations regularly via the school website, newsletters and are in the Pupil Planner. Pupils are also reminded in lessons, assemblies and during form time.

How positive behaviour is taught

In order for our pupils to make conscious decisions about the right way to behave in a variety of circumstances/ situations Form tutors deliver PDC sessions on a weekly basis. These lessons encompass a broad range of themes that influence behaviour such as British Values, prejudice, racism, homophobia, personal qualities and emotional health (for more information please see the SMSC pages on the school website).

Pupils are clear of the standards and expectation expected by DTRB pupils both in and out of lesson time and pupils are rewarded for their positive contributions in lessons and to school life.

Each pupil attends a weekly assembly led by a senior member of staff or by an external speaker. The assembly themes are planned to cover a wide range of spiritual, moral, social and emotional issues that are pertinent to our pupils and there is always an element of the assembly that requires pupils to reflect upon their own values and beliefs.

The assembly themes are intended to be interchangeable as we will deviate from the planned theme if we believe that world or local events require exploration and explanation. We also use assembly time to reinforce the standards and values that we expect to be shown by our pupils.

All curriculum areas have elements of Spiritual, Moral, Social and Cultural education which also help to promote positive behaviour. For more information on these please see the SMSC pages on the school website.

Staff model the behaviour that is expected of pupils and staff undertake regular training on how to address any poor behaviour that is displayed in school.

Pupils at DTRB are taught and expected to follow our 3 rules at all times:

- Be Ready
- Be Respectful
- Be Safe

In addition to this we also expect our pupils to strive for excellence within the classrooms, develop a passion for learning and to support each other. Pupils and staff can identify where they are along the Strive for Excellence journey, using the table below.

Strive for Excellence

<u>Reluctant</u>	<u>Compliant</u>	<u>Committed</u>	<u>Outstanding</u>
I avoid work.	I complete some work at a basic level.	I work hard in every lesson.	I am motivated and always work hard. I aim high and want to exceed my target grades.
I get distracted easily or distract others.	I sometimes ask or answer questions.	I always ask and answer questions, engaging fully in learning.	I display a love of learning and always engage in lessons.
I do not learn from my mistakes.	I have an apathetic attitude to my learning.	I take responsibility for my learning and progress.	I strive to learn to the best of my abilities at all times, frequently going 'over and above' to progress and achieve.
I do not ask for help and act upon it.	I sometimes ask for help and act upon it.	I learn from my mistakes and see this as a process of learning.	I can identify errors and independently learn from my mistakes.
I do not act upon the support I am given.	I sometimes act upon the support I am given.	I am developing as an independent learner.	I am a determined, resilient and proactive learner who always look to improve to be the best that I can be!

Committed behaviour in lessons is praised and pupils should be encouraged to strive for Outstanding excellence in every lesson! Pupils whose behaviour is committed should be acknowledged and pupils whose behaviour is outstanding, going 'Over and above', will be rewarded using the DTRB reward system and Class Charts.

Likewise, reluctant or Compliant 'Strive for Excellence' Behaviour will be challenged in line with DTRB policy and if there is a failure to improve despite teacher interventions. Lesson escalation, 6 C's of DTRB, can be used if teaching intervention strategies fail to improve a pupil's conduct. Low level disruption or other conduct issues will be managed using the lesson escalation system and behaviour points given on Class Charts.

<p align="center">Standards and expectations / code of conduct</p>  <p align="center">Pupils are expected to follow our 3 rules at all times:</p> <p align="right">1. Be ready 2. Be respectful 3. Be safe</p>					
<p>Key items to bring to school each day</p> <p>Essentials</p> <p>School bag </p> <p>100% book </p> <p>Planner </p> <p>Reading book </p> <p>Pencil case which includes the following:</p> <p>2 black pens </p> <p>Pencil </p> <p>Ruler </p> <p>Rubber </p> <p>Green pen </p> <p>Scientific calculator </p> <p>Highlighter pens </p> <p>A dictionary is desirable but not essential </p>	<p>Attendance and punctuality</p> <p>Pupils should aim for attendance of at least 97%.</p> <p>Holidays taken during term time will not be authorised and may incur a Fixed Penalty Notice / Fine.</p> <p>Pupils absent from school for 10% of the time are defined as 'Persistent absentees'.</p> <p>Pupils need to be in school before 8.38am ready for Form time.</p>  <p>Pupils must be on time for all lessons.</p> <p>PE kit</p> <p>School PE kit must be worn every PE lesson.</p>	<p>Uniform</p> <p>Footwear should be plain black shoes, business style with leather upper, black (knee) socks or tights.</p> <p>Boots, large logos or coloured accessories are not permitted.</p> <p>Be aware that some retailers call their training shoes, shoes.</p> <p>If it looks like a trainer or pump it is, and these are not permitted.</p> <p>Pupils must be smart at all times.</p> <p>Hoodies are not permitted.</p> <p>Outdoor coats should be removed inside the building. Blazers and school ties are to be worn at all times. Only badges awarded by the school may be worn upon the lapel of the blazer. Shirts must be tucked in.</p> <p>Trousers with the school logo, must be tailored with a crease (no jeans, skinny leg, leggings or chinos etc). Pinaf ores & skirts with the school logo, must be knee length.</p>	<p>Travel</p> <p>Pupils should travel to and from school in full school uniform and as pupils are therefore representing the school they should behave in a respectful and courteous way.</p> <p>Accessories, haircuts and facial hair</p> <p>No extreme hair cuts (full head shave, tram lines etc). Only natural colours/tones are acceptable. Accessories should be small in size and in the school colours.</p>  <p>Hair longer than shoulder length must be kept tied up at all times.</p> <p>Boys must be 'clean shaven'.</p> <p>Hair should be smart in appearance—No bare blade haircuts/styles permitted.</p>	<p>Jewellery and makeup</p> <p>For health and safety reasons pupils are not permitted to wear any jewellery other than a watch.</p> <p>NO earrings or piercings are allowed.</p> <p>Makeup, false tan, permanent or semi permanent make up, nail varnish or accessories are not allowed (false nails and false eye lashes).</p> <p>Healthy schools</p> <p>Only water can be consumed in the classroom (750ml or less). Milk or water may be purchased at break or lunch time.</p> <p>No family size/sharing bags or sweets, chocolates or crisps etc are allowed.</p> <p>Environment</p> <p>Keep our school tidy, do not drop litter. No chewing gum.</p>	<p>Mobile phones and electronic devices</p> <p>NO mobile phones or electronic devices should be brought into school (this includes smart watches).</p>  <p>However, pupils who need mobile phones for their journey to and from school should hand it in to the Attendance office upon their arrival at school.</p> <p>Banned items</p> <p>Banned items are any items which may cause damage to other pupils and/or the school environment e.g. aerosols, cigarettes, marker pens, chewing gum, E-cigarettes, lighters, weapons etc.</p> 

STATEMENT OF GENERAL EXPECTATIONS THAT APPLY TO ALL MEMBERS OF OUR COMMUNITY

Our school rules are 'Be Ready, Be Respectful and Be Safe'

- Be polite and respectful to everyone at all times.
- When moving in and around the building walk quietly- running, shouting is not acceptable.
- Walk on the left in corridors.
- Always be on time.
- Put litter in bins.
- Full school uniform must always be worn with pride. For uniform standards please refer to the school website.

Members of the school community are not expected to:

- Use obscene, racist, homophobic, sexist or transphobic language.
- Behave in a manner that may be perceived as threatening or aggressive.
- Truant or abscond from school.
- Vandalise property.
- Bully others.

The following are examples of items not allowed on the school premises, however this is not a definitive list:

- Controlled substances
- Children under the age of 18 are not allowed to bring cigarettes, electronic cigarettes or other smoking paraphernalia into the school.
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, lighters/matches or cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence
- Any item which may cause personal injury to, or damage to the property of, any person (including the pupil).
- Any item which can be deemed to be harmful or detrimental to 'good discipline' detrimental to keeping good discipline

See DfE Guidelines: 'Searching, screening and confiscation' 2018

Searching pupils and their possessions

Schools have '*The power to seize and confiscate items*' as directed by the Department for Education (DfE). The Head of School has authorised members of the Senior leadership team to search pupils and their belongings, including bags, both with or without their consent if necessary, in line with DfE policy (Searching, screening and confiscation 2018), if there is reasonable grounds for doing so. Reasonable grounds for a search can be deemed where there is reasonable suspicion that a pupil has weapons, alcohol, drugs or other banned or prohibited items. Dean Trust Rose Bridge acknowledge that is good practice to ensure that these searches are conducted with two adults present, ideally one of the same gender as the pupil being searched, however there may be times when this is not always possible.

Confiscation

The Education and Inspections Act 2006 provides authority for a member of staff to use confiscation as a disciplinary sanction **if it is lawful**. That includes seizure and, as appropriate, the retention and disposal of certain items. '*School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline*', as outlined in DfE guidance Searching, screening and confiscation 2018. All staff have the authority to confiscate mobile phones from pupils. When a mobile phone has been confiscated it will placed in a safe area where it will be retained until the end of the day.

Any cigarettes confiscated in school will be destroyed. There is no acceptable reason why a pupil should bring a cigarette lighter, E-Cigarette or liquid into school. Such items will be retained until a responsible family adult can retrieve them.

At Dean Trust Rose Bridge staff will confiscate items such as:

- an item posing a threat to good order for learning, such as a laser pen
- energy drinks.

- items posing a health or safety threat
- items which are illegal for children to have. For example – racist or pornographic material
- cigarettes or electronic cigarettes and other smoking paraphernalia.

Anti-Bullying

Bullying, peer on peer abuse, derogatory or demeaning behaviour will not be tolerated at DTRB. We ensure pupils are taught explicitly what constitutes bullying behaviour, how to tackle it, how to report it and ensure we foster a culture where any form of bullying, including cyberbullying, prejudice-based and discriminatory bullying is unacceptable. An Anti-bullying protocol has been developed by pupils and staff in order to support pupils, and works in conjunction with Dean Trust policy.

Rules, Rewards and Sanctions:

Dean Trust Rose Bridge Standards are the basic standards that every pupil is expected to maintain throughout their time at the school. The School Standards are made up of three rules:

‘Be Ready, Be Respectful and Be safe’

Rewards and Sanctions

At Dean Trust Rose Bridge, we implement a system of rewards and sanctions to promote good behaviour and to help pupils to learn from their mistakes when they have chosen to behave in a way that does not meet the school standards.

Rewards

In line with the principles of the DTRB behaviour policy, we foster a strong culture of encouragement, praise and reward, seeking to praise more often than sanction. This reward system has been created in consultation with staff and pupils to ensure that their systems motivate pupils at every age and stage, and give all pupils the opportunity to be recognised, praised and rewarded for hard work, effort and contribution to the school.

We have a variety of rewards to ensure that pupils of every level of ability are rewarded for their contributions to school life, effort, behaviour, attendance, progress and acknowledges pupils who are improving so that rewards are not limited just to the highest attaining pupils.

Pupils will be issued Praise points in class to recognise pupils who go ‘over and above’ not issuing rewards for mediocrity but encouraging pupils to strive for excellence, to build resilience and to improve to be the best they can be!

Pupils and staff at DTRB have been consulted in order to ensure that our rewards are achievable for pupils as well as being aspirational working in line with our behaviour policy.

Rewards and recognition at DTRB vary with some been issued on a daily basis while other which will be on an annual basis.

Rewards occur in a variety of ways including:

- Verbal / written praise
- Positive points added to Class Charts/recognition board which can be spent in the school's reward shop
- Praise postcards
- Letters sent home
- Phone calls to parents/ carers
- Gift vouchers
- Internal activities, afternoons or evenings
- External activities and or trips
- Curriculum badges
- Subject award certificates – these are presented to pupils in celebration assemblies once every half term.
- 100% attendance badges and certificates – these are issued to pupils each term during assemblies.
- Attendance and punctuality letters – each term every pupil receives a letter about their attendance and punctuality to the school.
- We also reward Form groups for excellent punctuality and attendance with lunch time fast passes and hot chocolate and toast during form time for Form groups with 100% attendance during the previous week.
- Good behaviour/ attitude letters – each term Heads of Year nominate pupils in their year group who deserve to receive a formal letter from the Head of school recognising the contribution of their behaviour and attitude to learning.
- Rewards activities or trips – are held at the end of each term. Pupils are made aware of the criteria that they must achieve in order to receive an invitation to attend.

Sanctions

We employ a variety of sanctions at Dean Trust Rose Bridge that we consider to be fair and proportionate to the incident that has occurred and will be issued in line with the schools 'Graduated approach system'.

Examples of behaviour and possible sanctions include:

Behaviour	Possible Sanctions
Violence/ aggressive behaviour	'Pupil Meeting' INTEX Isolation Suspension
Obscene language	'Pupil Meeting' INTEX Isolation Suspension
Swearing at staff	INTEX Isolation Suspension

Defiance/ Disrespect	'Pupil Meeting' INTEX Isolation Suspension
Truancy	'Pupil Meeting' INTEX Isolation Saturday school
Smoking	Letter to parents 'Pupil Meeting' INTEX Isolation
Classroom disruption (C1 – C4)	ON Call Sent to Buddy – departmental isolation 'Pupil Meeting' INTEX Isolation Suspension
Lateness	'Pupil Meeting' Persistent offenders – 1hour each time they are late.
Mobile phone in class	Confiscated until the end of the day. Refusal to hand over phone – INTEX Isolation and parents come in to take phone.
Incorrect uniform	Pupils borrow uniform for the day or purchase new items if appropriate. Placed in INTEX Isolation if they refuse to borrow uniform.
Drinks other than water brought onto the school site i.e. Lucozade, Coke, fizzy or isotonic drinks	Drink is confiscated and disposed of. Water provided upon request. 'Pupil meeting'
Misbehaviour during unstructured/social time	Break / lunch 'Pupil Meeting'.
Failure to bring equipment as outlined in pupil standards and expectations ie. Pen, pencil, 100% book etc	Break / lunch 'Pupil Meeting'.
Breach of eSafety regulations	'Pupil Meeting' Suspension Temporary ban from Internet access Letter to parents/ carers

The above is a guide only – sanctions can vary for a number of reasons ie the pupils' previous behaviour record might indicate that a more serious sanction is required that is indicated above.

Restorative approach

At Dean Trust Rose Bridge, we believe in the use of restorative conversations after incidents of aggression, the use of obscene language and persistent classroom disruption. These conversations are usually facilitated by the pastoral team and members of the core leadership team.

Parents are contacted regarding poor behaviour at Dean Trust Rose Bridge. We value partnership with parents and work together to improve standards at school.

DTRB Graduated approach system

At Dean Trust Rose Bridge we work on Graduated approach to behaviour, support, SEND and Inclusion support starting off initially with support and behaviour management from classroom teachers. We work on a system of behaviour stages to initiate support, both internal and external, based on pupil's behaviour and number of C3's and or suspension issued. Pupils will be clear of the behaviour and standards that are expected of them and the possible consequences if these standards are not upheld. Outlined below is the system along with the interventions and support which may be implemented at each stage.



Graduated approach

Stage	Staff responsible	Interventions and actions	Overview
5	Assistant Headteacher (ABI) Mrs Vallender & Assistant Headteacher (SEND)	<input type="checkbox"/> Permanent exclusion <input type="checkbox"/> Alternative provision <input type="checkbox"/> Respite <input type="checkbox"/> Repeated suspension	Assistant Headteacher (ABI), Assistant Headteacher (KS3 and KS4) & Assistant Headteacher (SEND)
4	Assistant Headteacher KS3/4 & Assistant Headteacher (SEND)	<input type="checkbox"/> Governors panel <input type="checkbox"/> Alternative provision <input type="checkbox"/> Respite <input type="checkbox"/> Discussed at Inclusion meetings <input type="checkbox"/> Review of IBP <input type="checkbox"/> Isolation <input type="checkbox"/> Intex <input type="checkbox"/> Repeated suspensions <input type="checkbox"/> Specific interventions – 6 weeks	
3	Head of Year, SLT link & Assistant Headteacher (SEND)	<input type="checkbox"/> Turnaround (KS3) or Alternative provision (KS4) <input type="checkbox"/> Respite <input type="checkbox"/> 'Step out' <input type="checkbox"/> Smart targets report (HOY) <input type="checkbox"/> Review of IBP <input type="checkbox"/> Discussed at Inclusion meeting (assessments to take place; SEND or SEMH if appropriate) <input type="checkbox"/> External agency involvement (TESS, CAMHS, TYS, Early help, StartWell or other agency) <input type="checkbox"/> Assess, Plan, Do, Review – School level – SEND <input type="checkbox"/> Isolation <input type="checkbox"/> Intex <input type="checkbox"/> Suspensions (3, 4) <input type="checkbox"/> Specific interventions – 6 weeks	
2	Pupil Support Manager	<input type="checkbox"/> Individual Behaviour Plan (IBP) <input type="checkbox"/> 'Step out' <input type="checkbox"/> Smart targets report (PSM) <input type="checkbox"/> Assess, Plan, Do, Review – Classroom level – SEND <input type="checkbox"/> Discussed at Inclusion meeting (Internal interventions e.g. anger management, drawing and talking, talking mats, PSM 'mentoring'/support, DBT, MUFC mentoring etc) <input type="checkbox"/> Isolation <input type="checkbox"/> Intex <input type="checkbox"/> Suspensions (2) <input type="checkbox"/> Specific interventions – 6 weeks	
1	Form Tutors/ Class teachers/Head of Department	<input type="checkbox"/> Phone calls to parents/carers <input type="checkbox"/> Meeting with parents/carers <input type="checkbox"/> Smart targets report (FT or HOD) <input type="checkbox"/> Assess, Plan, Do, Review – Classroom level – SEND <input type="checkbox"/> Isolation <input type="checkbox"/> Intex <input type="checkbox"/> Suspension (1) <input type="checkbox"/> Staff concern form completed	

Interventions at DTRB:

- ✓ SEND provision or assessments
- ✓ Drawing and talking
- ✓ DBT
- ✓ Talking mats
- ✓ Anger management
- ✓ Self Harm
- ✓ Mental health and well-being
- ✓ Confidence building
- ✓ Anxiety support
- ✓ Eating disorders
- ✓ Online safety
- ✓ DV concerns
- ✓ Healthy relationships
- ✓ Attachment
- ✓ MUFC mentoring
- ✓ Relax to learn
- ✓ Mental toughness
- ✓ Careers advice and guidance
- ✓ LGBT support
- ✓ Turnaround
- ✓ Wellbeing centre
- ✓ Counselling

'Pupil Meeting's

At Dean Trust Rose Bridge staff can issue a 'Pupil Meeting' for breaches of school standards. 'Pupil meetings' can be at break, lunch time or at the end of the school day.

When staff issue a 'Pupil Meeting' lasting longer than 30 minutes contact with Parents/ Carers will be made via text or a phone call. If the parent informs staff that the pupil has a valid reason why the 'Pupil Meeting' should be rearranged school staff may agree. **The parent cannot over-rule the decision to place a child on 'Pupil Meeting'.**

'Pupil Meeting's will always be supervised and if the 'Pupil Meeting' forms part of the break or lunchtime then opportunities for the pupil to use the toilet and to consume food and drink will be given.

During 'Pupil Meeting's pupils may be given work to complete and Repair and Rebuilds may take place to ensure pupils reflect on their behaviour and they have a 'Fresh start' to their next lesson.

INTEX ISOLATION room

The name INTEX Isolation room is used as it is an abbreviation of the words Internal Exclusion. If a pupil is placed into INTEX this should be viewed as a serious sanction in line with a suspension off site. At DTRB we understand the importance of safeguarding pupils and ensuring that while receiving a consequence for their actions that they do not fall behind with their work academically. INTEX is used to reflect this by providing pupils with a place in school, secluded from other pupils, where they will complete work via Google Classroom and will receive bespoke interventions to address the incident and provide support for the pupil. During interventions pupils will identify where they have made a mistake or the wrong choice and to give them the opportunity to 'build bridges' back into main stream lessons to enable them to make the correct choices in order to continue with their learning journey.

INTEX Isolation is used if an incident that has occurred that day or can be planned in advance. Where INTEX Isolation is planned in advance parents / carers are contacted and the pupil is placed in INTEX Isolation the following day from 11.10 until 4.00pm.

Work is provided on Google Classroom so pupils do not miss out on lessons whilst the pupil is in INTEX. Pupils will complete work from the following subjects; English, Maths, Science, Humanities or MFL and an opportunity to reflect and amend their behaviour with a trained member of staff.

The Assistant Headteacher in charge of Attendance, Behaviour and Inclusion, Assistant Headteacher for KS3 or 4 as well as the Lead Pupils Support Manager can place pupils into INTEX Isolation. They monitor its' use in terms of the number of times a pupil is placed in INTEX Isolation and the reasons behind the need for the pupil to be placed into INTEX Isolation.

Suspension FROM SCHOOL

A suspension would always be the last resort for the Head of School to issue a pupil but in certain instances this may be necessary.

A suspension from school, either fixed or permanent, is an extremely serious sanction and should be regarded as such by pupils, parents and teachers. The Head of School (or designated Deputy Headteacher if Head of School is absent) is the only person who can affect a suspension. Work will be set for pupils via Google Classroom to ensure pupils can

complete work in line with their age and ability, parents/carers have a responsibility to ensure pupils are completing this work.

It is not the case that suspension is automatically triggered by specific events. However, certain actions increase the probability that a suspension could take place depending on circumstances, context and the individual involved.

Actions that merit the consideration of a suspension or permanent exclusion:

1. Bullying, violence, racial abuse, sexual harassment and threatening behaviour.
2. Unprovoked assaults.
3. Health and safety situations endangering self and/or others.
4. Fighting – persistent or a violent incident.
5. Repeated offences against the good order of the school. This may include repeated use of foul language to a member of staff; repeatedly refusing reasonable request from a member of staff; repeatedly walking defiantly away from members of staff; violence and/or threat to a member of staff.
6. Actions which, if they were to happen outside of school, would be against the law.
7. Drug related issues.
8. Serious disruptive behaviour prejudicial to the safety, welfare and teaching of children and others in the school.

Permanent Exclusion:

1. As a result of a very serious single act.
2. As a result of repeated suspensions, and only then after alternative avenues of support and guidance have been exhausted, but with no positive effect.
3. When the school felt they have exhausted strategies to support and improve the behaviour and have not achieved the desired effect.

A Suspension is used:

1. To highlight the seriousness of an action for the individual and to put down a 'marker' that as a school we find the action unacceptable.
2. For a period of reflection by the school with parents.
3. For a period of reflection by the individual with parents.
4. As an opportunity for investigation and consultation with outside agencies.
5. To allow a period of reflection whilst investigations and meetings with parents take place.

Period of Suspension:

One day is normal in the first instance, but the severity of the incident needs to be considered. Further incidents may incur 2 days. 3 days etc. School will be responsible for making provisions for a pupil suspended for more than 5 days.

Parental Involvement:

All parents have a right to appeal against suspension. Details of these procedures are included in every exclusion letter.

Parental Support:

Parents of suspended pupils are expected to visit school to meet with a named senior member of staff prior to the return of the child to school. This allows discussion and clarification with the parent and agreement on how the parent can support the future good behaviour of their child.

Records:

Records of all suspension are kept and reported to the Governing Body at their meetings.

Reintegration process following a Suspension

Following a pupils suspension from school, a meeting must be held with parents/carers to discuss the incident and to ensure that no further suspensions take place. It is imperative that parents/carers attend this meeting, before pupils can return to mainstream classes, in order to ensure that any potential barriers are identified and support implemented if appropriate. Information is gathered prior to the meeting such as; academic report, attendance, Class charts (behaviour and rewards analysis) to inform the meeting and to set clear and SMART targets for pupils which will be agreed and monitored by all stakeholders.

Suspension meetings: Tiered system

Exclusion meetings will follow the following meeting format increasing in seriousness as the number of exclusions increase;

- Suspension meeting 1
To be held with the HOY and year group/behaviour support PSM.
- Suspension meeting 2
To be held with the SLT link and year group/behaviour support PSM.
- Suspension meeting 3
To be held with Assistant Headteacher for KS3/4 and year group/behaviour support PSM.
- Suspension meeting 4
To be held with Assistant Headteacher ABI and year group/behaviour support PSM.
- Suspension meeting 5
To be held with a Governor and Assistant Headteacher (ABI) /Deputy Headteacher/Head of School/Executive Headteacher and year group/behaviour support PSM.

Governors panel meetings

DTRB may request for a Governors panel meeting to be held to discuss pupils who have had repeated suspensions or whose behaviour and conduct is a cause for concern. Parents/carers along with pupils would be invited to attend to discuss the concerns the school has, regarding the pupil's behaviour, conduct and choices, alongside interventions and support that is in place.

Behaviour management in the classroom 'The 6C's of DTRB – Certainty system'.

At Dean Trust Rose Bridge, we apply a consistent approach to managing and monitoring behaviour in the classroom, outlined below.

We use a 'Choice (C1), Chance (C2), Consequence (C3) and On Call (C4), Concern (C5)' with the final C being Consistency of all staff. This system of behaviour management is used across the school. (6C's of DTRB).

The 'Certainty' system

6C's of DTRB - Language for learning

**Ensuring
Consistency**

**when
applying
and dealing
with
behaviour.**

C1 – Choice

C2 – Chance

C3 – Consequence

.....

C4 – Call (On Call requested)

C5 – Concern (INTEX or Suspension issued)

Class teacher or departmental consequence to be issued e.g. moving seats, class teacher or departmental detention or sent to 'Buddy' with a 'Pupil meeting'.

Class teachers must still issue a 'Pupil meeting' for 'On Call' pupils.

This system ensures that disruption to lessons is minimal. When pupils choose not to adhere to classroom expectations the teacher will remind them that they are making the wrong CHOICE and will explain what the pupil needs to change with regards to their behaviour and pupils will be issued with a C1. If the pupil fails to make the correct choice the teacher will issue a C2. This will be the pupils final CHANCE to correct their behaviour. If the pupils' behaviour continues to disrupt then a teacher will issue a C3. This will result in the pupil receiving a 'Pupil Meeting' with that member of staff. C4, 'On Call' will be requested if a pupil refuses to be removed from the lesson and be placed with a 'Buddy' within the same subject department for the remainder of that lesson.

During the 'Pupil Meeting' the member of staff will discuss the reasons why the C3/C4 was awarded. They will ensure that the pupil understands why that behaviour is not acceptable and what they need to do to ensure that the behaviour is not repeated.

A C5 are only issued for the most sever incidents and behaviour i.e. fighting and may result in a suspension.

Individual Needs

We are aware that some of our pupils are not able to conform to the behaviour policy at all times. For this reason, we differentiate the policy to better suit their needs. This usually happens for pupils with an Education Health and Care Plan or who have other identified social, emotional and mental health needs.

Examples include pupils being given a 'Time out' card, this mean that when a pupil feels that they need a break in order to calm down or to allow themselves time to rectify the problem that they have caused in the lesson they will show a card to the teacher and then step outside the classroom to take a few minutes to calm and reflect before returning to the classroom. These passes are issued by members of the pastoral team following strategy meetings to discuss possible solutions to behavioural issues. The use of the pass is monitored weekly.

Dean Trust Rose Bridge Inclusion provision

Turnaround Centre

The Dean Trust Rose Bridge Engagement Centre has been created to offer a 6 week/Half Term block of intensive supportive intervention for some of our pupils with behavioural, social,

emotional and mental health needs. The Turnaround Centre functions as an educational support to permanent reintegration back into the main school. The centre runs on the model of; Assess, Plan, Do and Review to provide a bespoke plan of intervention for the pupils accessing this provision. Pupils who enter the Turnaround Centre will have a bespoke IBP, Individual Behaviour Plan, which will be reviewed and added to as pupils then exit the centre.

The Turnaround Centre standards and expectations mirror the school's expectations with regards to uniform and predictable daily routines. There is a strong focus on pupils personal, social and behaviour development as well as supporting pupils academically. Alternative activities which pupils also engage with include emotional literacy sessions, Health Education (PSHE), including subject matter focussing on current national and international events as well as providing pupils with a range of group activities in addition to curriculum tasks, with the overall aim to prepare pupils to return to the main school. Additionally, pupils have access to careers advice and support which is vital as pupils engage and lay the 'stepping stones' to their future.

Inclusion centre

For a small minority of pupils, the Inclusion centre will be their provision at Dean Trust Rose Bridge. For these pupils they may have already accessed numerous layers of support and or Respite/Turnaround provision without the desired impact and improvement. Similar to the provision offered in the Turnaround centre this is a positive proactive provision that works with pupils to support and develop pupils encouraging them to reflect and make better choices, however pupils who attend the Inclusion centre would do so for a more prolonged period of time.

Tracking and monitoring behaviour

At Dean Trust Rose Bridge, we monitor the behaviour of our pupils on a regular basis. We look for trends and patterns to behaviour so that we can intervene when there are areas for improvement.

Each time there is an incident of poor behaviour in a lesson the member of staff should record the nature of the incident on our recording system, which subsequently alerts the Subject Leader, Head of Year, Form Tutor and members of the Senior Leadership Team.

Subject Leaders are responsible for monitoring and tracking behaviour in their subject areas. They investigate incidents of poor behaviour and seek to find solutions. Class teachers and subject leaders can issue departmental 'Pupil Meeting's where necessary.

The Heads of Year are responsible for monitoring behaviour in the year groups that they manage. They should regularly check for patterns of poor behaviour and investigate the possible reasons why it is occurring. HOY can issue 'Pupil Meeting's, refer pupils for additional support and place pupils on report where appropriate. Heads of year offer assessments and interventions to help to overcome barriers to improving behaviour such as anger management. They also work closely with parents and involve external agencies when the need arises.

Staff use the schools Graduated approach as well as their knowledge of the pupil to make informed decisions regarding sanctions and support required.

Monitoring Behaviour for Progress (Effort and Behaviour in lessons)

Effort and Behaviour grades are recorded for every pupil when we collect information on their progress in each of the different subjects that they study in school. These Effort and Behaviour grades are recorded as follows; 'O' Outstanding, 'G' Good, 'RI' Requires improvement and 'I' Inadequate.

Pupils behaviour and rewards are tracked by the school. A variety of methods may then be used by staff to monitor specific pupils or groups of pupils and to then provide rewards or bespoke support.

Support for pupils who persistently fail to meet the standards of behaviour that is expected at Dean Trust Rose Bridge

Most problems with behaviour can be resolved using the systems, rewards and sanctions listed above. When the systems don't improve behaviour, we have a number of strategies and support at school to try to improve the situation as outlined in the schools Behaviour Stages and Tiers. These include:

Parental contact

Prior to meeting parents, we usually send out 'Round Robin' requests to staff who teach the pupil concerned. These 'Round Robins' provide detailed information about the pupil's attitude to learning and their behaviour. Importantly they also reflect the progress that the pupil is making in the subject. These insights are shared with the parents/ carers and an action plan is formed collaboratively to try to improve the situation. These meeting with parents can also lead to referrals to external agencies being made.

Pupil Support Managers/Pupil Engagement Team / Head of Year Interventions

Our Pupil Support Managers (PSM's) have been trained to complete assessments such as SDQ questionnaires to help determine potential underlying causes of poor behaviour. They can also offer interventions to support and overcome these problems.

PSM's and Heads of Year (HoY) work closely with external agencies that can support young people and their families. After working with a pupil and their family the HOY may feel that additional help is needed and will then, after discussion with the Assistant Headteacher and Inclusion Manager, refer to one of the external agencies available. These include StartWell, CAMHS, Educational Psychologist, Barnardo's, Brook and Children's Social Care. The HOYs are committed to supporting our pupils and contribute to a variety of meetings that are held about the child. They can open an Early Help (formerly known as CAFs), they convene and chair TAC (team around the child) meetings where necessary and have a vital role to play in the support we can offer our pupils.

Individual Behaviour Plans (IBPs)

The purpose of an individual behaviour plan is to systematically modify a pupil's environment with the goal of changing a pupil's behaviour. Individual behaviour plans are tailored to individual pupils and their specific behavioural difficulties. This will involve internal support from staff, parents/carers and may also involve external agencies.

Pupil Support Managers

Each of the Pupil Support Managers along with other key staff are 'Pastoral Champions' in a different area of pastoral care. They have undergone training to enable them to work with pupils to help them to overcome problems that they may be facing which can affect them at the school.

The Champions have expertise in the following areas:

- Healthy relationships (including domestic violence)
- Child sexual exploitation
- LGBTQ (lesbian, gay, bisexual, transgender, questioning)
- Bullying
- Mental health
- Alcohol and substance misuse
- Attendance
- Child protection
- Eating disorders
- Anxiety
- SEND (Special Educational Needs Disabilities)

TESS teacher (Targeted Education Support Services)

At Dean Trust Rose Bridge we use assessments by TESS to suggest strategies that might be successful with that pupil and liaise with parents/ carers so that they feel supported too.

Mentoring

We have pupils who, at times, need someone to talk to who can relate to what they are experiencing. For example, some of our male pupils don't have any positive male role models in their lives. We can provide them with one who will make time for them each week.

Counselling

As a school we link with CAMHS Direct who provides the school with a counsellor to work with our pupils where necessary. The pastoral team refer any pupil they feel may benefit from this service. The counsellor then assesses their needs and whether their service is appropriate. The counsellor works with the pupils in the strictest confidence.

Wellbeing centre

Within Dean Trust Rose Bridge we have a bespoke area where pupils can be referred to, staffed by two of our highly skilled members of staff if they require additional emotional support while in school.

Manchester United foundation

Within school we have the benefit of working with the Manchester United Foundation with a member of their staff placed full time in our school. The member of staff can offer 1-1 or group support for all pupils in the school, both male and female for a variety of different reasons; social issues, behavioural issues, motivational support, academic support etc. Pupils who are being supported will follow the 'Aim higher' mentoring programme which focuses on engagement with pupils who need some direction and focus around the school and can be tailored to each individual pupil to suit their needs.

What happens when there is no improvement in a pupils' behaviour?

STAR meetings

If a pupil's behaviour is deemed to place them 'At Risk' their behaviour, needs and support received so far will be discussed at a 'Student At Risk' meeting. These meetings take place on a weekly basis with the Assistant Headteacher for ABI, KS3, KS4, SENDCo and the Lead Pastoral Manager where a decision will be made regarding their placement at school and additional support and interventions which may be required.

Step-out

If a pupil has received a number of sessions in Intex or the behaviour warrants a more serious sanction then pupils will be directed to attend 'Step-out', isolation at another school.

Turnaround and Inclusion centre provision

Pupils whose behaviour is more persistent or require more intensive support will be placed in our onsite provision and intervention centre, more information see page 14.

Respite

When we have tried everything possible with a pupil and still see no improvement we may 'direct' pupils to work off site. At this point we may work within the Wigan Council 'Supported Transfer Protocol' which places the pupil on a programme to try and improve the situation. The pupil is sent to another school on a 'Respite' placement for a period of 6 weeks. The pupil spends this time experiencing life at another school in the hope that they will decide either to stay at that school if they prefer or decide to return to Dean Trust Rose Bridge and follow our rules.

The school endorses and works within the guidance contained within the Wigan Secondary Headteacher's Supported Transfer Protocol. (See Appendix A). This protocol may be used as an alternative to Fixed-term and permanent exclusion from school for those pupils who seriously breach this behaviour policy. (See Appendix A).

Governors panel meetings

Pupils whose behaviour is a cause for concern, placing the pupil At Risk, the school may request the pupils and their parents/carers to attend a Governors panel meeting. This may precede suspensions or a permanent exclusion from school if pupils do not amend their behaviour.

Suspension/Permanent exclusion

The Head of School reserves the right to exclude or permanently pupil from school.

OTHER SPECIFIC RESPONSES TO BEHAVIOUR

Regulating Pupils' Conduct and disciplining them for Misbehaviour Outside of the School Premises.

- Sanctions may apply to pupils who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Sanctions may apply if misbehaviour takes place on Work Placements or whilst the pupil was taking part in a further education course as part of a school programme.

- The school may apply sanctions if a pupil misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other pupils in the future.
- The school may act if a pupil harassed a member of staff or pupil off school premises, including through the Internet.

Use of Force to control or restrain pupils.

- Staff that are likely to restrain pupils will have received appropriate Team Teach training.
- All staff are regularly updated with regard to the regulations regarding the use of positive handling, physical intervention and duty of care as set out in the school discipline chapter of *Education and Inspection Act 2006* and the *Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008)*. Staff will be updated of any changes made by the government relating to the *Use of Force*.
- Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder. Teachers will physically separate pupils found fighting. If a pupil refuses to leave a room when instructed to do so they may be physically removed.
- The actions of staff will always be in the best interest of the child and are in line with the government guidelines on the *Use of Force*. Under no circumstances will physical force or restraint be used as a form of punishment.
- While every effort will be made to ensure that pupils who must be removed or restrained are done so without leaving a 'mark', in some cases this may be unavoidable.
- Each occasion where force or a restraint has had to be carried out will be logged and reviewed by a member of the Senior leadership team and by the Head of School.

Drugs and Alcohol Abuse

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the medical room for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/guardians of any child involved will always be notified. Any child who deliberately brings substances into school for misuse will be punished by means of a Fixed Term or Permanent Exclusion.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be sanctioned initially by a suspension, however, it is likely that a Supported Transfer to another school will be sought or Permanent Exclusion.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be Permanently Excluded from the school. Wigan CYPS, the police and social services will also be informed.

INTER-RELATIONSHIP WITH OTHER SCHOOL POLICIES

For the behaviour policy to be effective, a relationship with other school policies should be established. Reference should be made to the; Safeguarding and Child Protection policy, suspension policy, Teaching & Learning policies, Anti-Bullying, Equality and SEND policies.

MONITORING AND REVIEW

The Head of School monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations or further improvements. The policy will be reviewed annually, and the views of other stakeholders particularly parents and pupils are welcomed.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDIX A

**Protocol
for
Supported Transfers
In Wigan Secondary Schools
Amended July 2017**

Contents

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Introduction

Vision

Where possible, we will educate pupils within mainstream settings making adjustments as far as is possible to facilitate inclusion.

Purpose of this protocol

The Local Authority proactively supports all schools in working together to avoid permanent exclusions. In some cases, a supported transfer may be deemed appropriate for a pupil for whom there are continuing issues with their behaviour that could put them at risk of permanent exclusion. It is hoped the outcome of a supported transfer would result in the pupil successfully transferring to a new school. If a supported transfer is not an option, then alternative provision will be considered.

This process applies to all secondary schools and refers to those supported transfers that have been agreed between schools, the Local Authority and parents.

Background

The success of the supported transfer protocol in Wigan means there have only been a small number of permanent exclusions in the secondary sector in Wigan since the 2009-10 academic year. This revision seeks to improve existing practice and recognises that early intervention and support can bring the longer-term benefits of maintaining school placements or act as an early indicator for more specialist provision.

Rationale

Availability of resources in Wigan to support pupils with SEMH in the secondary sector is finite. This revised protocol seeks to provide short-term support in order to maintain appropriate mainstream placements and ensure that those children who need SEMH provision can access SEMH provision.

Principles

Supported transfers should only be carried out with the full knowledge and co-operation of all parties, including the parents, the LA and any other relevant professionals and when all available strategies have been explored. The threat of permanent exclusion must never be used to influence parents to remove their child from the school.

A supported transfer may be considered if the pupil has a history of challenging behaviour and other support strategies have not been successful; or if there has been a 'one off' incident which means

the pupil would benefit from a fresh start but which would otherwise have been a permanent exclusion. There must be clear and detailed evidence provided to the LA in order for agreement to be reached.

In all supported transfers, a clear rationale must be established for an improvement in the behaviour of the pupil at the receiving school.

Receiving schools will ensure that they are able to offer the appropriate support to the pupil to make the placement as successful as possible - 'Make a commitment to make it work'

It is acknowledged that schools will be approached outside of this protocol to accept pupils via the SEND process, through the FAP protocol and mid year admissions.

Headteachers will all agree to take their 'fair share' of children through the monthly FAP panel in relation to those pupils coming from Three Towers. These children will go on roll at the receiving school after a 6 week transition period.

In the event that a mid year application is made for a pupil who is on a failing Pastoral Support Plan, then the donor school must contact the inclusion team for advice on how to proceed.

Schools should NOT encourage parents to home educate their child as a strategy to remove them from school.

Schools should NOT encourage a mid year admission to avoid following this protocol.

Children who are Looked After

This protocol is appropriate for CLAs, but only through agreement at a CLA or PEP review where all parties present agree that a supported transfer or alternative provision is in the child's best interests. Schools should invite Three Towers or a representative from the new school (if known) to the PEP review so that discussion can take place at a much earlier stage regarding the future education offer.

Pupils with a Statement/Education Health Care Plan

As with CLA, the supported transfer protocol is appropriate but **only as part of an emergency or annual review**. All parties to the EHC Plan should agree that a move is appropriate and in the child's best interests. Support should be in place before the child moves.

Children entering from out of borough

Most children will apply for a school place in the usual way and schools should admit within the normal time constraints. Where it is clear that a child is in need of additional support, the Pupil Inclusion Team will liaise with school to agree.

Applications in KS4 will not automatically mean an offer of alternative provision. Schools should adhere to their statutory obligations, hold a timely admission meeting and put the child on roll. If appropriate, the Pupil Inclusion Team can look at alternative provision to support the school placement.

Respite Placements

Respite placements have proved to be a successful early intervention strategy to support a pupil in dealing with their behaviour. With this in mind, Headteachers have the option to consider a respite placement for any length of time i.e. 2 weeks, 6 weeks and longer as agreed between the two schools and with the best interests of the pupil in mind. A pupil may be given the option to stay at their new school if the placement has been successful. Parents may be required to complete a mid-year transfer form. This is **not** a supported transfer as the pupil would not have been permanently excluded.

Schools also have the option to consider a supported transfer to a school that a pupil has previously attended on a successful respite placement (but not immediately after the respite).

Supported Transfers / Alternative Provision

The burden of proof for a supported transfer needs to be the equivalent to a permanent exclusion as effectively removing the pupil from the school through this method is a permanent exclusion. . The **Headteacher** (or designated person in school in their absence) **must** contact the Pupil Inclusion Team for discussion as soon as they are at the point of permanent exclusion. All the evidence regarding the pupil needs to be presented at the initial stage for consideration on whether a supported transfer is appropriate.

(The burden of proof should also apply at the receiving school when ending a placement and the **Headteacher** of the receiving school should also contact the Pupil Inclusion Team at this point.)

If it is felt that the pupil would not benefit from a supported transfer as their needs are too great, then, on receipt of the evidence from school, the Pupil Inclusion Team would consider referring to Three Towers Alternative Provision Academy. Parents must be informed that a referral to alternative provision is being considered and are required to sign that they agree. Schools will be charged a one off fee of the AWPU (pro rata) for any KS3/KS4 place at Three Towers Alternative Provision Academy.

At this point, schools have the option to convene a discipline committee meeting in order to allow the parent and school to discuss any concerns raised and allow for closure.

If a parent refuses to accept the offer of alternative provision then the governors of the school have the power to direct the pupil off site for education in order to improve their behaviour (as per DfE document Alternative Provision – Statutory guidance for Local Authorities January 2013). This direction can only be done to alternative provision, Governing bodies cannot direct a pupil to attend a supported transfer at another school. This should be considered if Three Towers Alternative Provision Academy have been unsuccessful at engaging with parents after two school weeks.

In the event where a pupil is not ready to return to mainstream after the agreed intervention from Three Towers then discussions will take place as to what the appropriate course of action will be.

Communication

There needs to be regular communication at all stages between both schools for any pupils on placements or transfers. This will enable additional support strategies to be included at any stage in an attempt to make the move successful.

Schools should be discussing pupil's progress weekly to enable additional / change of strategies if the pupil is struggling.

The LA will continue to challenge schools as and when appropriate and will offer advice and share good practice.

Paperwork

It is essential that the donor school send the Pupil Inclusion Team copies of the appropriate paperwork to ensure that there is an accurate record of pupils that move within the protocol.

The Three Towers Alternative Provision Academy will refuse to accept any pupil where there is important information missing from the referral. This will delay the pupil's transition. Schools must make every effort to ensure that this is complete.

Registration and the law

Schools must comply with statutory requirements with regard to registration. If the pupil is not permitted back into the original school, appropriate suspensions must be issued until the start date with the receiving school or Three Towers Alternative Provision Academy. With this is

mind, schools should cooperate fully to ensure admission arrangements are timely to minimise number of days suspended for the pupil, the donor school and the local authority.

The donor school record as main single registration. Following the daily phone call, the donor school should mark the pupil as a B if the pupil is attending; or use the appropriate absence mark if they are not in school. The receiving school would record the pupil as a guest. Schools should ensure that they have timely arrangements in place to follow up unexplained and unexpected absence (as per DfE document School attendance November 2016).

Any pupil that moves between Wigan schools after Easter of Y10 on a supported transfers is to remain on roll at the donor school until the end of Y11.

In cases of supported transfers for a serious one off offence then the donor school is responsible for agreeing the on roll / off roll arrangement with the receiving school. You should obtain this agreement in writing. If this does not happen then the LA will require the donor school to keep / put the pupil back on their roll. This will be discussed with Pupil Inclusion Team in the initial telephone conversation.

Current resources consist of one Alternative Provision Academy – Three Towers

Access to the places will depend on the capacity available within the key stage at the time of the request and the level of evidence provided by the school.

Please note – Schools will have a **notional** TWO places in KS3* and a **notional** FOUR places in KS4 alternative provision

This is **not** an allocation because numbers are finite

Any school exceeding the notional allowance will be subject to a charge of £4000 plus the AWPU (pro rata).

This amount is in line with the money to follow pupil's regulations.

For all pupils referred to the alternative provision academy, the academy will also claim any Pupil Premium (pro-rata) for the child.

*Please note that there are only 24 suspension places available at Three Towers in KS3.

Criteria for a supported transfer / referral to alternative provision

Please note, schools must be able to evidence what support they have put in place for the pupil once they start to display low level persistent disruptive behaviour. We expect that schools would implement their own behaviour management strategies and de-escalation techniques to prevent a pupil's behaviour declining. If the evidence is not available then Pupil Inclusion may not agree with your request and insist that schools carry out the actions before the case will be considered any further.

All boxes must be completed, if not relevant please enter N/A

General Information

Name of Pupil		DOB	Year Group
Current School including DfE number			
Is the child looked after? If so, to which Local Authority Name and Contact Details of Social Worker			Yes/No
Date of CLA Review / PEP to agree the change of placement Name of social worker			
Is the Pupil on the Child Protection register or a CIN?			Yes/No
1	Pupil has had a previous school move as a result of challenging behaviour (respite or supported transfer)	Yes/No	
2	Number of suspension days in the current academic year	days	
3	Pupil has a current Pastoral Support Programme or one that was active within the previous 6 months (please attach)	Yes/No	
4	Is there an Early Help in place (please attach) If so, please state the lead professional	Yes/No	
5	Pupil is in receipt of active one to one direct work that has been ongoing for at least 6 weeks from the Targeted Education Support Service (please attach any reports etc)	Yes/No	

6	Pupil has had provision in a Pupil Referral Unit / Alternative Provision Academy or as part of a custodial arrangement in the previous 9 months	Yes/No
7	Pupil is on SEN Code of Practice or have a statement or Education Health and Care Plan a) If yes, please state current stage and code, i.e. MLD, SEMH, etc. and date of last review (annual or emergency) and outcome: b) If no, please advise if the process has been started and where this is up to	Yes/No
8	Pupil has seen an Educational Psychologist or has an consultation / appointment to see an EP a) If yes, please include the name of the EP and the date here b) If not, has the pupil been raised in the planning meeting	Yes/No
9	Pupil's attendance is a concern - All - Please include the percentage attendance this year	Yes/No %
10	Pupil has had 3 or more high school changes in the last 3 academic years (not counting phase change). Please list schools attended and start/end dates	Yes/No
11	If the pupil is in KS4, the school should commission appropriate alternative provision to maintain their school place for part of the week. Has this been done? If so, please provide the details.	
12	Professional involvement – please list which services are involved ie Start Well, CAMHS, YOT, Restorative Solutions, DIVERT, MST, YIDAT, Barnados etc	

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Request

Agreement for supported transfer	
Agreement for withdrawal into alternative provision	
Completed by:	
Date	

Pupil Inclusion ONLY:

Decision

Request agreed as appropriate	
Further information/action required from school	
	Date school notified:

Form 1
Parental Agreement to a Respite Placement

Name of Pupil: **Year Group:**.....

School have agreed a Respite Plan and have engaged support from other services such as Targeted Education Support Services, Start Well, Restorative Solutions, etc to work with you (if appropriate) and your child to try to improve that behaviour. As part of that plan, agreement has been reached with another school for your child to have a respite placement with them.

A respite placement is an agreed move for a temporary period, usually for a maximum of six weeks. At the end of the placement, the pupil will return to the donor school.

I understand that my child's behaviour is a cause for concern and agree to my child accessing a respite placement at another mainstream school

Signature of Parent / Carer:

Please print Name.....

Contact Telephone Number.....

Date:

Donor school..... **DfE No**.....

Receiving school..... **DfE No**.....

Start date **Start Time**.....

Parents Named Contact in receiving School.....

Telephone Number of receiving School.....

Donor School - To ensure this placement is formally acknowledged as a respite placement, please email a copy to pupilinclusion@wigan.gov.uk. Please include a copy of the Respite Plan.

For the duration of the placement, the pupil should remain on the roll at the donor school and register as a guest with the receiving school. The donor school can mark the pupil as a B (Off-site educational activity) if they are present at the receiving school and use the appropriate absence mark if they are not attending. It is the responsibility of the donor school to ensure that they check attendance on a daily basis. Schools should ensure that they have timely arrangements in place to follow up unexplained and unexpected absence (as per DfE document School attendance November 2016).

Form 2

Parental Agreement to Supported Transfer to Another School or Alternative Provision

Name of Pupil: **Year Group**.....

Wigan Head Teachers and Wigan Council believe that a successful mainstream placement offers the best opportunities for the future life chances of our young people. We have agreed a protocol to avoid permanent exclusion (wherever possible) and to facilitate the smooth transition from one mainstream placement to another or to alternative provision.

If your child's behaviour continues to be a cause for concern and a disruption for other pupils, school will negotiate a move to another school.

I am aware that my child is at risk of permanent exclusion from his/her current school.

School, please tick the appropriate box

This is because of your child's persistent disruptive behaviour

or

This is because of a serious one-off offence

If the Supported Transfer is the result of a serious one-off offence, your child may go on roll with the receiving school from the start date.

I agree to my child accessing a supported transfer to another mainstream school under the Supported Transfer Protocol.

I understand that, regardless of the outcome of the placement, my child will not return to their current school.

My child's current school has devised a supported transfer plan that includes a move to another school and, if appropriate, some support from Three Towers Alternative Provision Academy if appropriate. This will be reviewed.

If the supported transfer is because of your child's persistent disruptive behaviour, school will negotiate a place at Three Towers Alternative Provision Academy. If after a period of time, your child is ready to go back to mainstream school then you will be required to complete an application form and state your preferred schools. This will be processed by the Local Authority and a decision made on where a place can be offered.

If the supported transfer is not successful, it may be necessary to withdraw your child into Three Towers Alternative Provision Academy on a full-time basis to assess them for future provision.

Signature of Parent / Carer:

Please print Name.....

Contact Telephone Number.....

Form 2a

School Agreement to Supported Transfer / Referral to Three Towers Alternative Provision Academy

Name of Pupil: Year Group:

Please indicate whether this is the first or second supported transfer **First** / **Second**

Is this supported transfer is the result of a serious one-off incident? **Yes** / **No**

Are there any criminal proceedings resulting from the incident **Yes** / **No**

Donor School:DfE No

Receiving School:DfE No

Start Date:

Reason for Supported Transfer:

Reason	Brief Detail
Bullying	
Drug and Alcohol Related	
Persistent Disruptive Behaviour	
Damage	
Physical Assault against Adult	
Physical Assault against Pupil	

Sexual Misconduct	
Theft	
Verbal Abuse / Threat Adult	
Verbal Abuse / Threat Pupil	
Other, please specify a reason:	

Did the incident involve a weapon?

Yes / No

If so, please provide details of the weapon and the incident.

Referrals to other agencies/services?

Yes / No

Name and Contact:

Has Restorative Justice taken place?

Yes / No

Registration Status Donor School:

Off roll date.....

Registration Status Receiving School:.....

On roll date.....

Form 2b

**Pupil information to be provided by the Donor School
and shared with the Receiving School**

Name of Pupil	DOB	Year Group
Current School including DfE number	Receiving School including DfE number	

Please include the supported transfer criteria information

Pastoral Matters

	Name	Relationship	Living at Home?	Siblings' School
Family				
Please include details of any relevant family circumstances				

Professional Involvement

	i.e. CAMHS, YOT, EP, Social Care, Gateway, Family Support, VST	Named Contact	Date of Referral/Involvement	Please Tick if ongoing
Servic es				
Please include any relevant information				

Learning

NC Levels, Set or Grouping	
Strengths and Weaknesses	
Latest Assessed Grades, SATs, Fisher Family, Value Added etc.	
Any Learning Difficulties	
Strategies attempted to meet needs	
Strategies that have been successful	

Please include any relevant information

Practical Matters

Uniform	
Transport	
Start time, lunchtime, end time	
Any special arrangements for first day	
Any particular concerns for parent	
Any particular concerns for pupil	

Behaviour

Current stage of PSP – please supply a copy	
Interaction with:	
Staff	
Peers	

Any known risks Please supply a copy of any risk assessments	To Self
	To Staff
	To Others
Strategies that have been attempted	
Strategies that have been successful	
Please include any relevant information	

Date of Review Meeting.....

Data Protection Act	<i>This information falls within the Data Protection Act. The information supplied will be held on computer for the purposes of Education and training administration and will be used solely for this purpose and disclosed when necessary to the Local Authority, other schools, panels, school inspectors etc. The information provided on this form and any other information provided subsequently whether by meeting, phone, fax or mail might also be used for this purpose.</i>
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Form Completed by
.....**Print**
t

Designation.....

Signature.....**Date**.....

Information and documents received

by.....

Print.....

Designation.....

Signature.....

Form 2c

The Transfer Bundle

Pupil documentation to be supplied by the Donor School

The following should be printed off from the school SIMS system (**please tick**) when printed and included in the **bundle of documents** for the receiving school and Three Towers Alternative Provision Academy.

Please

Tick

	Donor School	Receiving School
Supported Transfer Plan		
Pastoral Support Plan		
Individual Education Plan		
Special Educational Needs / High Needs Pupils – documents x 3		
Statement/Education Health Care Plan		
Latest Review		
EP Report		
Key Stage 4		
Options information i.e. GCSE, NVQ, VGCE, modular, assessed grades, coursework		
Looked After		
Latest Review and PEP		

Please also provide the following to include with the Transfer bundle

	Donor School	Receiving School
Pupil Details Sheet – (including address and contact numbers for both parents /guardians)		
Curriculum Base Data		
Assessment Base Data/ Academic information, including KS2 SATs results		
Current Timetable		
Fischer Family Trust Chances chart		
Attendance Summary Sheet – with details of any warning notices or action taken and Gateway contact		
Suspension Data		
Conduct Log/Record		

Transfer Bundle

Prepared by.....

Print Name.....

Received by.....

Print Name.....

You must obtain a signature from the receiving school for paper documentation to maintain the integrity and confidentiality of the pupil’s information and comply with the Data Protection Act.

Form 2d

Registration of a Pupil on a Respite or a Supported Transfer

Pupil Name:
Year.....

Please closely monitor attendance while a Respite Placement or a Supported Transfer is underway. This will safeguard the young person's provision and ensure their health and safety whilst at school.

All staff teaching the young person should be aware of their presence in school.

The Person responsible for Supported Transfer in donor school is

.....

The Person responsible for Supported Transfer in receiving school is

.....

Arrangements for registration to be as follows:

The donor school record as main single registration. Following the daily phone call, the donor school should mark the pupil as a B if the pupil is attending; or use the appropriate absence mark if they are not in school. The receiving school would record the pupil as a guest. Please update the pupil's attendance on a daily basis. If a child is absent, the donor school is responsible for investigating the absence as soon as possible and, if necessary, Gateway involvement sought at an early stage.

NB - Schools would need to have appropriate systems in place to identify those registered as guest pupils (as they will not appear on registers).

Form 3

Confirmation of Successful Supported Transfer

Receiving School: Please complete and return when pupil is on roll to allow transfer of remaining AWPU

Pupil Name

Current Address.....

..... Post Code.....

DOB

YearGroup.....

Donor School.....DFE No.....

Receiving SchoolDFE No.....

Placement Dates

.....to.....

Date registered as main single registration at receiving school

.....

Please return the completed form to the Pupil Inclusion Team at Wigan Council, PO Box 100,

WN1 3DS or email to pupilinclusion@wigan.gov.uk