CARE, SUPPORT, GUIDANCE AND BEHAVIOUR POLICY

Secondary Phase

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

The Trust Care, Support, Guidance and Behaviour Policy makes reference throughout to the role of Academy Advisory Bodies (AABs).

In the event of an Interim Executive Board (IEB) being in place, the IEB will discharge the AAB role and responsibilities in respect of implementation of the Care, Support, Guidance and Behaviour Policy.

This Care, Support, Guidance and Behaviour Policy encompasses statutory guidance on the DfE Exclusions from maintained schools, academies and student referral units in England 2017, and references to managing behaviour can be read interchangeably with care, support, guidance and behaviour.

CONTENTS

DELTA ACADEMIES TRUST

CARE, SUPPORT, GUIDANCE AND BEHAVIOUR POLICY

1.   **INTRODUCTION**

1.1   It has long been recognised that educators have an important role to play in producing well-rounded, confident and successful young adults. Schools play an important role in communicating expectations and promoting social norms in terms of behaviours, which are accepted and expected by wider society and employers. In many academies this message is well established through routines and expectations communicated to children from their parents. The majority enter secondary education with appropriate levels of behaviour and a maturity borne from the experience gained both at home and their previous Academy.

1.2   In Academies and academies that serve disadvantaged communities, we recognise that some students do not always enjoy the strong support and guidance in their family lives that is necessary for them to achieve and be successful in life. Where students exhibit behaviours which have a deleterious effect on their own learning and that of their peers, it is incumbent upon professionals to address this. The aim of our care, support, guidance and behaviour programme is to ensure that in all areas behaviours are dealt with reasonably, proportionately and fairly with the ultimate goal of empowering young people to make positive choices about their behaviours and actions.

1.3   This Care, Support, Guidance and Behaviour Policy seeks to encourage young people to make positive choices. This is supported by an environment led by caring professionals who reinforce, recognise, reward and encourage positive behaviours through praise. Equally important is that professionals use verbal reprimands and make it clear in no uncertain terms where behaviours are unacceptable or may pose a risk to themselves or others. Since students spend only 17% of their time in our academies, it is essential that we encourage positive behaviours, build confidence and inculcate in young people a sense of self-worth. To achieve this, a whole Academy cultural approach across a range of curricular activities and leadership traits will be necessary. This means that we need a broader, more holistic approach to pastoral care and guidance, informed through the curriculum and wider Academy activities, which when properly structured, has the power to create reflective, caring and empathetic young people.

1.4   **Academy Culture** - The Bennett Report 'Creating a Culture: How school leaders can optimise behaviour', makes a clear link between good behaviour and achievement:

"The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school, the impact is:

- Students achieve more academically and socially;

- Time is reclaimed for better and more learning;

- Staff satisfaction improves, retention is higher, recruitment is less problematic."[1]

1.5   The report makes it clear that the culture within a school is created through a number of inter-related actions and leadership activities. In our academies, a range of actions and practices are used to create a positive culture. These include, but are not limited to: the curriculum, student assessment and feedback, tutor time, assemblies, student engagement/student voice, extra curricula enrichment, pastoral support and guidance, individualised adjustments and inclusion, parental engagement and appropriate multi-agency working for those students with

---

[1] Bennett, T, 2017, Independent Review of behaviour in Schools – Creating a Culture: how Academy leaders can optimise behaviour

the most challenging needs.

1.6   The Academy Advisory Body (AAB) recognises that even when encouraged to make the right choice, some students will occasionally make choices which hinder 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, re-engage with learning and allow others to learn. In some circumstances, the Academy 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. A range of sanctions are available which will include, but not be limited to; after school detentions, internal and external reflections time, restorative approaches, fixed term exclusion, behaviour and inclusion panels, local authority fair access panels, managed moves, alternative provision or permanent exclusion.

1.7   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 school 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.

- be polite, courteous and respectful to everyone in the Academy. They are also expected to comply with reasonable requests or instructions made by staff on the first time of asking. These expectations extend to their journey to and from the Academy.

- have regard for their own safety and that of others.

- leave promptly at the end of the day unless engaged in enrichment activities.

- not to be on site any earlier than 30 minutes before the start of the Academy day, unless attending a Breakfast club. These operate in some academies before the start of the Academy day.

1.8   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 the completion of 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 the law and Government guidance as set out in the Education (Student 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 care, support, guidance, behaviour and discipline;

- take appropriate actions or sanctions with their child to support staff at the Academy. (It should be noted, that typically only a small percentage of students present poor behaviour);

- where parents have a concern, they are asked to follow the complaints policy.

1.9 The Academy Advisory Body believes that students should be encouraged to adopt an attitude to learning which supports learning and promotes good relations. Poor attitudes to learning 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.

1.10 Please note that the Care, Support, Guidance and Behaviour Policy makes reference throughout to the following DfE documents:

- Exclusion from maintained schools, Academies and student referral units in England 2017;

- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;

- DfE and ACPO Drug Advice for academies;

- Use of Reasonable Force;

- Behaviour and Discipline in academies;

- Screening, Searching and Confiscation;

- Ensuring Good Behaviour in academies;

- Dealing with allegations of abuse against teachers and other staff; and

- Bennett, T, 2017, Independent Review of behaviour in schools – Creating a Culture: how School Leaders can optimise behaviour.

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

2. **CARE, SUPPORT, GUIDANCE AND BEHAVIOUR**

2.1 The care, support, guidance and behaviour system is designed to give students choices. Its principal role is to support learning by addressing and drawing to students' attention their disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour compromises lessons and undermines the authority of the teacher. The care, support, guidance and behavior system is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

2.2 The reflections process is designed to give students time to reflect and change their behaviours based upon the following structure:

- Warning – Rule Reminder; **conduct conducive to learning**

2.2.1 A reminder of expectations can be given to an individual and also a group/class. Blanket conduct reminders can be given for:

2.2.1.1 chewing;

2.2.1.2 swinging on furniture;

2.2.1.3 shouting out;

2.2.1.4 general 'carrying on'.

2.2.2 Where the conduct is particular to one student, a whole group reminder would not be appropriate, for example:

2.2.2.1 poor levels of work;

2.2.2.2 talking to another student across the classroom;

2.2.2.3 distracting others.

- Conduct C1 - First negative attitude to learning – name on board

- Conduct C2- Second negative attitude to learning – name on board

- Conduct C3 - Third negative attitude to learning – name on board

- Conduct C4 - Fourth negative attitude to learning or immediate C4 for Health & Safety (removal from lesson and detention issued)

- Conduct C5 - Fifth negative attitude to learning or immediate C5 (reflection time) for:

2.2.1 health and safety;

2.2.2 violence or threatening behaviour towards others;

2.2.3 walking away from a member of staff;

2.2.4 refusing to hand over items which are not allowed in the Academy (could equally be a fixed term Exclusion);

2.2.5 swearing;

2.2.6 smoking;

2.2.7 not attending a Conduct C4/C4 OTHER detention;

2.2.8 not attending Study Support sessions

- Conduct C6 referral (likely fixed term exclusion) for:

2.2.1 health and safety;

2.2.2 persistently disrupting reflection time;

2.2.3 failing to complete reflection time;

2.2.4 persistent defiance

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

2.4   The Care, support, guidance and behavior system works in conjunction with the Inclusion Tracker. This is a progressive system of structured intervention designed to address the underlying causes of poor attitudes to learning or poor behaviour and disengagement wherever possible. The Inclusion Tracker is a preventative mechanism, which enables academies to target intervention for identified students who are persistently disruptive or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing code of conduct sanctions/or fixed term exclusions. Each of these is equivalent to a set tariff (C5 = 5, C6 = 10, fixed term Exclusion = 10). There are three 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.

2.5   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.

2.6   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).

2.7   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.

2.8   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.

2.9   For this reason, the Academy has elected to use a maximum fixed term exclusion period under the care, support, guidance and behaviour system of 5 days for any single incident.

2.10   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. 'The DfE Guidance 2017 Exclusion from maintained schools, academies and student referral units in England' states that where a student has been fixed period excluded for 15 days or more in a term, the Governor disciplinary panel must meet. 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.

2.11   A C6/FTE exclusion will either be 0.5 days or for XX days. This will be linked to the Inclusion Tracker and will be informed by the range of interventions available. It may be necessary to use longer fixed term exclusions where students have failed to engage and more agencies or external services need to be liaised with in order to re-engage the student in education.

2.12   In order to maintain good order and authority in the Academy, a student who disrupts C5 reflection time during the day, should, with their parent/carer's permission, be sent off site following a C6 exclusion 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.

        N.B: 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 totaling one full day exclusion.

2.13   Where the Principal is concerned that a student is subject to a large number of fixed term exclusions and therefore days lost to learning, or has accumulated a large number of points on the Inclusion Tracker (whichever comes first), in any one academic year, it is recognised 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 this student. 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.

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

2.15   For further information please see:

- Care, support, guidance and behaviour 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

3.1   A C6 exclusion is an exclusion from the Reflections Room (C5). All other exclusions are fixed term (FT) exclusions.

A C6 during the morning

3.2   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.

3.3   If a student attends a C5 and receives their AM roll call registration mark but then fails the C5 before 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 complete their reflections time (C5), 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.

3.4   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 the Principal. Thus, this student will be able to return, following their reintegration meeting, and complete the remainder of the day in the reflections room.

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

3.6   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.

4.   **FIXED TERM EXCLUSION**

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

(DfE 'Exclusion from Maintained Schools, Academies and student referral units in England 2017.)

4.2   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 the 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 'Care, support, guidance and behaviour system,' see section 2 above

- Willful 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

4.3   Whilst an exclusion may still be an appropriate sanction, the Principal should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, mental health issues or has been subject to bullying or provocation.

5.   **PERMANENT EXCLUSION**

5.1   A decision to exclude a student permanently should only be taken:

- in response to serious or persistent breaches of the Academy's Care, Support, Guidance and Behaviour Policy; and

- where allowing the student to remain in Academy would seriously harm the education or welfare of the students or others in the Academy.

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

- serious actual or threatened physical assault against another student or a member of staff;

- sexual abuse or assault;

- supplying an illegal drug;

- possession of an illegal drug with intent to supply;

- carrying an offensive weapon and / or weapon of offence;

- making a malicious serious false allegation against a member of staff;

- potentially placing members of the public in significant danger or at risk of significant harm.

5.3   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.

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

- one of the above offences; or

- persistent disruption and defiance including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on Academy premises.

The decision on whether to exclude is for the Principal to take. Where practical, the Principal should give the student the opportunity to present their case before making the decision to exclude.

5.5   **The Academy 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 Academy Advisory Body to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc. This list is not exhaustive.

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

- Deliberate activation of the fire alarm without good intent.

- Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.

- Repeated verbal abuse of staff.

- Persistent disruption and defiance that may or may not be directly linked to the care, support, guidance and behaviour system.

6.   **PARTIAL TIMETABLE**

6.1   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 Academies 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 students" and that a Academy or Academy must ensure that "Reasonable steps are taken to ensure that the inclusion of a child."*

6.2   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 Care, Support, Guidance and Behaviour Policy. It may also be necessary to put such reasonable steps in 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 C5 reflections time:

- Student given five minutes time-out per hour, administered and supervised by the Reflections Manager or Learning Manager.

- Student allowed to complete the C5 reflections time over two days: one AM session plus lunch and one PM session.

- Student allocated a larger working space in the Reflections 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 Executive level.

6.3   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 them. 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 FIVE 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**

8.1   Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Head Teachers, staff and governing bodies'.

8.2   In addition to the practice identified in the DfE guidance, Trust 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.

8.3 **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 Academy 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**

Trust 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**

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

10.2 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**

11.1 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.

11.2 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 must be informed. In the vast majority of cases, they will involve the Academy's Police Liaison Officer/PSO or Local Police, 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.

11.3 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.

11.4 Where poor behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a sanction, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

11.5 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 may be issued a C4 conduct detention if they remove their tie at the Academy gate;

- students are discouraged from smoking/vaping on their journey to and from the Academy. If they are found smoking at or near Academy premises the care, support, guidance and behaviour system will be used;

- misbehaviour on the Academy bus will result in the Academy Care, Support, Guidance and Behaviour Policy sanctions being applied (C4, fixed exclusion, permanent exclusion) and a ban from using the Academy bus service for either a fixed period of time, or permanently.

12. **BEHAVIOUR COMMITTEE OF THE ACADEMY ADVISORY BODY**

12.1 A meeting of the Behaviour Committee will be convened by the Academy 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 care, support, guidance and behaviour system.

12.2 The Behaviour Committee will comprise of three members of the Academy 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.

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

12.4 The meeting must be convened between the 6th and 15th Academy day after the date of receipt of notice to consider the exclusion. Where convening this meeting is difficult because of availability of AAB members, other AAB members from neighbouring academies may substitute.

12.5 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.

12.6 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.

12.7   The Principal, a member of the Senior Leadership Team and 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.

12.8   Within one Academy 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 or other independent panel. The parent/carer has 15 Academy 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.

12.9   **Independent Review Panel**

- Each Academy will have in place an Independent Review Panel and a parent/carers right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Academy Advisory Body. The Trust will, at their own expense, arrange for this independent review panel hearing to review the decision of the Academy 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.   **SAFER SCHOOLS PARTNERSHIP OFFICER**

Where Academies employ an SSPO, please see Appendix C.

14.   **MAINTENANCE AND REVIEW**

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

15.   **COMPLAINTS**

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

APPENDIX A – STUDENT CONDUCT IN THE CLASSROOM

In all classrooms we aim for praise to outweigh conduct reminders. There should be an emphasis on praise and encouragement which is supportive of students. Staff should focus on **positive aspects of behaviour** ensuring that conduct conducive to learning is essential for students to achieve.

> *'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

1. **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' connects learning to the real world.

2. **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. (See section 12 of the Delta Academies Trust Code of Conduct for Safer Working with Children Policy.)

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

4. **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.

5. The care, support, guidance and behaviour system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the care, support, guidance and behaviour 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 equally important to challenge attitudes to learning in Sixth Form. The same classroom management strategies can still apply; however, a different system is in place.

6. **Key questions to ask yourself**

6.1   Have I planned my lesson appropriately and shared my learning outcomes with students?

6.2   Am I praising and rewarding those who behave?

6.3   Is the work challenging and exciting enough to engage students in learning?

6.4   Are the resources appropriate and readily available so that pace is maintained?

6.5   Have I greeted them at the door and made my high expectations clear at the beginning?

6.6   Is my seating plan right and have I made my 'reasonable requests' clear?

6.7   Have I taken control of the class on entry, during the lesson and at dismissal?

Conduct/Attitude to Learning	Behaviour Management Dialogue/Strategies
Warning – **Conduct Reminder** A reminder of expectations can be given to an individual and also a group/class. Blanket conduct reminders can be given for • Chewing • Swinging on furniture • Shouting out • General 'carrying on' Where the conduct is particular to one student, a whole group reminder would not be appropriate, 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 conduct 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 conduct concern** 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 conduct concern**	"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 conduct concern**	"Michael you are on the verge of leaving the lesson because you are 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

Conduct/Attitude to Learning	Behaviour Management Dialogue/Strategies
	• Ask them to take a minute to think about their behaviour
C4 - **Fourth conduct concern or immediate C4 for Health & Safety** **** If a student receives a C4 in a half-term assessment cycle the highest effort grade they can receive is an E4.** **Parent/carers need to be invited to Parents' Evening**	"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 reflections sheet filled 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 conduct concern 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 E4.**	Fifth misbehaviour (in Matrix) means that the student is sent to the Reflections 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 reflections room. The Gatekeeper will arrange time in the reflections room.

Conduct/Attitude to Learning	Behaviour Management Dialogue/Strategies
Parent/carers need to be invited to Parents' Evening	
C6 referral	A C6 can only be given when a student has worked their way through the conduct board. 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 exclusion then the Admin team needs to be informed immediately so SLT and the Intervention team can act swiftly
The Reflections Room	Staff can access the list for the Reflections 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 Reflections Room is occupy and ignore. Students are provided with appropriate work. Students are expected to use their reflections time constructively and cannot sleep or put their heads on the desk. If staff wish to set work, this is sent to the Reflections Room. If a student is sent to the Reflections Room then they are expected to 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 four 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 Executive **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 Being out of bounds Inappropriate behaviour in the restaurant No planner Being late to the lesson Littering 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 exclusion	A fixed term exclusion 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 **work should be set for the student**. This can either be given to or 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 (where available) 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 Reintegration Plan ("IRP") 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 IRPs if poor behaviour continues. Parents are responsible for their child's behaviour and it is important that they explain how they intend to address their child's behaviour
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 detention, the Deep 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 or by SIMS alert.

Double lessons – if lessons are joined together then the reflections time 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 reflections time carries forward even if there is a break. In the case of a split lunch, the reflections time carries forward, however, the student must leave the Reflections Room 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 appropriate comments 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. Students should have their planners open on desks.

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 and the Care, Support, Guidance and Behaviour Policy still applies. If you see them smoking on the drive or anywhere after the blue 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/reflections 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 SIMs 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.

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 reflections 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 reflections room. Again the Section A needs to be completed with the time they left Matrix.

Reflections Procedure

C6 Issued

The student is expected to arrive at the reflections room within 5 minutes of the start of the reflections time day.

On arrival in the reflections room a student completes a restorative approach task.

The student is provided with appropriate work for their time in the reflections room.

If a student does not complete their reflections time in line with the Academy expectations, a C6 is issued.

A C6 is assessed by the Principal.

On completion of a C6, a student will repeat their reflections time.

CODE OF CONDUCT

The care, support, guidance and behaviour programme is central to the way the Academy operates. It helps all members of the Academy community feel safe and secure because we are really clear about what is unacceptable behaviour. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

•	Care, Support, Guidance and Behaviour exists at all Trust secondary mainstream academies that have adopted the system to allow teachers to teach and all students to learn.

•	Care, Support, Guidance and Behaviour is a consistent, fair and positive system, which is applied in all lessons across all subjects.

•	Care, Support, Guidance and Behaviour means that positive behaviour is praised. However, everyone is clear about the implications of negative behaviour.

•	Praise is the most important aspect of Care, Support, Guidance and Behaviour. Students should try hard to gain praise in all lessons and staff will always aim to award more praises than conduct reminders.

•	Students will always receive a warning about their attitude to learning before any conduct reminders are issued to them.

•	During lessons, students who receive conduct reminders will have their names displayed on the conduct board.

•	Students must change their attitude to learning in any lesson where a C1 has been issued otherwise a C2 will be given. If students choose not to change their attitude to learning it will result in a C3, the final conduct reminder. By continuing their poor attitude to learning, the student is given a C4. This means a removal from the lesson to the Matrix Room and a detention.

•	Students who receive a C3 conduct reminder will have their names displayed on the conduct board and may receive a verbal reprimand from senior staff who are visiting lessons.

•	Failure to arrive promptly or to behave appropriately in the 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 time in the Reflections Room at a later date.

•	Failure to report to the Reflections Room before the start of the reflections time on the date given will result in a detention, which will be issued at another time. Exclusion from the Academy for a C6 will require reflections time repeating – this is to prevent students intentionally getting excluded to avoid completing reflections time.

•	The Reflections Room is a place for students to reflect on the serious implications of their behaviour and where restorative approaches are introduced.

•	**REMEMBER – ONCE A CONDUCT REMINDER (C1-C6) HAS BEEN ISSUED IT WILL NEVER BE CANCELLED.**

•	Care, Support, Guidance and 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 E4 on the next Assessment cycle report.

CONDUCT 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 the Reflections Room by 11 a.m. or the start of your reflection time to be registered. Failure to report without a valid reason will result in a detention or exclusion if intent is suspected. Your C5 event will be complete at the end of the Academy day + one hour detention.

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 reflections time.

Inclusion Tracker

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

Tariff
C5		5
C6		10
FT		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 2 2 2 2 2 3 3 3 3 3 3 3 3

	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						
		155						
		160						
		165						
		170						
		175						
		180						
		185						
		190						
		195						
Level 3		255						
		260						
		265						
		270						
		275						
		280						
		285						
		290						
		295						
		300						

APPENDIX B – INTERVENTION

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	Report to Learning Manager	Re-integration meeting
After Academy Enrichment	Managed move	Managed move
Peer Mentor	Detentions with Deep Support Team	AP provision
Classroom observation/report	Report to SLT	SLT mentor meetings
Learning Manager Group work	Inclusion Co-ordinator involvement	Inclusion Co-ordinator withdrawal
Meetings with parents/ tel call home.	Inclusion Co-ordinator meeting with parent/carer	SLT meetings with parent/carer
Change of VMG	SSPO involvement	Targeted work with SSPO
Booster session for core subject	Booster small group support	1:1 tuition
RAG timetable	Course change / reduce options	Referral to vocational/ AP
Round Robin to staff	Restorative meetings with staff	Bespoke reintegration plan
Reading assessment	Reading programme	Bespoke intervention
Referral to Inclusion meeting	Review at Inclusion meeting	Review at Inclusion meeting
Dyslexia screen / intervention	Dyslexia intervention	Further SEND intervention
Additional Adult support	Additional Adult support	Additional Adult support
Review of seating plans	RAG rate timetable – LM to visit identified lessons.	Bespoke Bridge /PLC interventions.
Supervised social times.	Social times in Bridge/PLC	Social times in Bridge/PLC
Pen Portrait	Support plan with parent/carer	Request for Statutory assessment
Differentiated resources	Differentiated tasks	Bespoke timetable / Bridge/PLC
Early Help Assessment	TAC meetings	TAC meetings
Ed Psych discussion/ referral	EPS referral	EPS referral
CAMHS clinic/ discussion	CAMHS referral	CAMHS referral
CSE assessment	CSE assessment/ referral	CSE assessment/referral
Outreach support / LA/ Specialist teams	Outreach support / LA/ Specialist teams	Outreach support / LA/ Specialist teams
AAB disciplinary panel	AAB disciplinary panel	AAB disciplinary panel

Level 1	Level 2	Level 3
Anger management programme	Anger management programme/ group /1:1	Personal interview CIAG
Individual Support Package	Individual Support Package	Individual Support Package
Increased Learning Manager tracking / Report	Increased Learning Manager tracking/ referral to external agencies.	Working with other professionals
FAP referral	FAP referral	FAP /LA Panel

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	CIAG (KS4)
15	Reasonable adjustments
16	Differentiated resources
17	RAG timetable
18	Study Support
19	Enrichment activities
20	C5 reasonable adjustment
21	Additional adult support
22	Differentiated Classwork & Homework
23	Personal Safety club
24	Structured Seating Plan
25	Medical Card
26	
	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	Early Help referral / TAF support
2:11	Educational Psychologist referral
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 / Access arrangements
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 CIAG appointments.
2:54	External agency referral
2:55	Councillor
2:56	CAMHS Liaison Worker
2:57	CSE referral /assessment
2:58	Youth Offending Team
2:59	Youth Inclusion Support Panels
2:60	Police Liaison Office
2:61	School Exclusion Team
2:66	LA outreach
2:67	Child Pregnancy Agency
2:68	Stop-smoking group
2:69	Physio
2:70	Occupational Therapist
2:71	School Health
2:72	Young carers
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
3:1	Individual Y6 transition arrangement
3:2	IEP linked to Statements/Annual Review
3:3	Early Help assessment
3:4	IBP
3:5	Risk Assessment
3:6	Assessment for specialist staff / High needs block application
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	Sends involvement/planning with specialist services
3:22	Request for statutory assessment
3:23	Outside Agency support
3:24	Outreach support from LA/ PRU/ NHS
3:25	Strategies for assistance on the SSR
3:26	Post 16 transition plan
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	Care plan
3:40	Health care plan
3:41	SWITT
3:42	Councillor
3:43	CAMHS Liaison Worker

	Provision
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	Young carers
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

APPENDIX C – SAFER SCHOOLS PARTNERSHIP OFFICER

1. **POLICE – SSPO POSTS CURRENTLY EXIST IN SOME ACADEMIES**

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

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

2. **SAFER SCHOOLS PARTNERSHIP OFFICER**

2.1 The Academy may employ, a Safer Schools Partnership (Police) Officer (SSPO) to work at the Academy.

2.2 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.

2.3 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;

- focused 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.

2.4 **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 Academy 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.

2.5   **Trust 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 Academy, 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.

2.6   **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.

2.7 **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 Academy 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.

2.8 **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.

2.9 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.

2.10 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.

2.11 Further information on the role of Safer Schools Partnerships can be found in the Safer Schools Partnership Guidance document available via the following link:

https://www.education.gov.uk/publications/eOrderingDownload/Safer_Academys_Guidance.pdf