



Okehampton College

Positive Relationships Behaviour Policy

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| Version | Date | Update information | |
| V1.0 | 01/04/2021 | First published version – this policy supersedes the Behaviour for Learning Policy | |
| V2.0 | 13/05/2021 | Second version – Re-written as a standalone policy for Okehampton College | |
| V3.0 | 13/07/2022 | Third version – Updated policy to reflect operational changes with the college context. | |
| V4.0 | 29/09/2022 | Fourth version – New Reset Centre system and procedures added | |

Policy Statement:

Support the learning and wellbeing of students and staff through a sense of community, in which everyone accepts responsibility for their own behaviour and where exemplary behaviour is at the heart of learning.

- To echo our values **Community Opportunity Respect Equity** and ensure students are **Ready Respectful Safe**.
- Acknowledge our legal duty under the Equality Act 2010 in respect of students with SEND and Safeguarding.

As part of our inclusive behaviour policy, reasonable adjustments are made for students who are on the SEND record of need.

Aims of the Policy

- To create a culture of exceptionally good behaviour for all: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences.
- To build a community which values kindness, caring, good humour, respect and empathy.
- To promote community cohesion through improved relationships and restorative practice.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Make everyone feel valued and safe
- Promote self-esteem and self-discipline.
- Prepare children for successful membership of society

- Protect the quality of learning for all children
- To help support effective learning and teaching
- To operate a clear and effective system of rewards and consequences
- To promote high standards of behaviour, self-discipline, and responsibility
- Recognise and positively reinforce behavioural norms.
- Teach appropriate behaviour through positive interventions.
- Instruct everyone about expected behaviour
- Set out what is acceptable behaviour
- To reinforce good behaviour by the appropriate use of praise and encouragement
- **To work in alignment with current legislation (link below)**

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Expectations

- We will treat everyone with respect and provide a positive role model for our young people.
- We will maintain high expectations of behaviour and provide encouragement and stimulation to all students.
- We will treat all children fairly, apply this policy in a consistent way with focus on our core values and rules.
- We will teach, through the college curriculum, 'Oke 8' values and attitudes as well as knowledge and skills.
- We will promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Agreed Consistencies - All Staff

- Refer to our **CORE** values and '**Ready, Respectful, Safe**' in all conversations about behaviour.
- Be a **calm, consistent** adult.
- Follow our **stepped sanctions** in the classroom, referring to our posters for **consistent use of language**.
- **Follow up** every time, retaining ownership through positive **Restorative Conversations**.
- **Create routines**, teach them and apply them relentlessly.
- **Meet and greet** at door, **Do Now** at start, **pack away in silence** and **stand behind desk** before dismissal.
- Use a **hand up** as a non-verbal sign to gain the silence of the learners.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- **Implement the Graduated Response Tool** in order to identify and meet needs of learners.
- **Model** positive behaviours and build relationships.
- Mechanisms for **positive recognition** is used in each classroom throughout the lesson.
- Use **PIP (praise in public) and RIP (remind in private)** to manage behaviour and praise students.
- Students to **walk on the left and calmly** when moving around college.
- Encourage students to **Respect social spaces** and **lead by example**.
- Model good conduct by picking up **litter and recycling** responsibly.
- We will always **meet our duty in challenging poor behaviour** assertively wherever encountered.
- Staff to **not delegate behaviour** but to take **ownership and feel empowered to deal with it themselves**.
- Permit all the behaviours we promote through **deliberate, relentless attention to good conduct**.

Middle leaders are **not** expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a **unified** consistency to the learners.

- Be a **visible presence** in the managing of behaviour, to encourage appropriate conduct.
- **Support staff** in returning learners to learning by sitting in on **restorative meetings/conversations**.
- Regularly **celebrate** staff and learners whose efforts go above and beyond expectations.
- Encourage use of **Positive** points, **Positive** Phone Calls and **Positive** Praise postcards.

Senior Leaders are **not** expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a **unified** consistency to the learners.

- **Meet and greet** learners at the beginning and end of the day.
- Be a **daily visible** presence around the corridors, site and especially at times of mass movement.
- **Celebrate** staff, leaders and learners whose efforts goes above and beyond expectations.
- **Support** middle leaders in managing learners with more complex or entrenched negative behaviours.
- Regularly **review** provision for learners who fall beyond the range of written policies.
- Be **role models** when dealing with poor behaviour.

Rewards

Okehampton College is passionate about supporting all students to reach their full potential. An intrinsic part of this is the way that students learn to equate hard work and effort with rewards that they value and which motivate them. Rewards are used in college to recognise the efforts of students and to encourage students to give their best in every aspect of their education.

We aim to recognise all students for their efforts, remembering that although each student has different strengths, all can try new things, take risks and seek to grow and learn.

We deliberately do not reward simple achievement because when students try their hardest any achievement is a huge success.

- Non-verbal and verbal recognition are essential in promoting outstanding learning through good behaviour.
- Positive interactions between staff and Students in a lesson should far outweigh any negative interactions in the form of formal reminders and staged consequences.

Positive feedback includes:

- Non-verbal, e.g. eye contact, smiles, friendly expressions, encouraging gestures such as 'thumbs up', and appreciative of student's effort and work.
- Single word/short phrase comments e.g. 'spot on', 'good', 'excellent', 'well done' etc
- Personalised (using student's name) positive comments, particularly those that praise learning and/or reinforce positive behaviours you wish to see repeated by others e.g. *"thank you Julie and Simon, you are listening really well"*, *"well done John and Susan, you have your equipment out, your uniform is perfect, you seem ready to learn, you may sit down first"* etc.

Any direct instruction to the whole class should be quickly followed by this type of praise to an individual or group of students following the direct instruction.

More formal staged rewards 'Positive Achievement Points' are available and recorded on Class Charts and pupils are rewarded College Achievement badges for attaining PAP's thresholds:

| Positive Achievement Points (cumulative) | College Achievement Badge |
|------------------------------------------|---------------------------|
| 250 | Bronze Award |
| 500 | Silver Award |
| 750 | Gold Award |
| 1000 | Platinum Award |

The Okehampton College Rewards system aims to provide:

A motivational and aspirational rewards system which recognises effort and achievement in and out of the classroom.

A clear and robust rewards system that is easy for staff to use and easy for all students and students to comprehend.

Opportunities for all students in the college to gain rewards.

Opportunities for students to work both individually and as team or tutor to gain rewards.

Both short and long-term competitions for which students can achieve success and receive rewards.

Tutor & Year Group identity through the use of competitions and rewards.

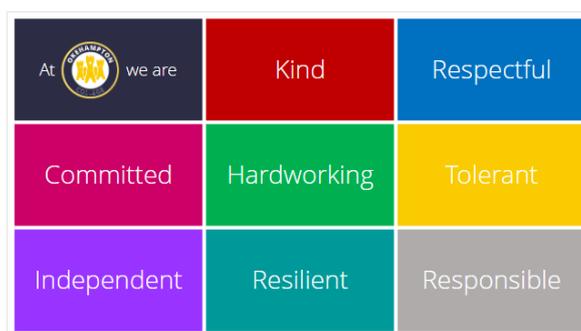
Positive Achievement Points

PAPs for giving significant effort will be awarded to students in each year group. When awarding a PAP staff should ensure that they do the following:

1. Inform the student verbally they have achieved a PAP and congratulate them for working hard and trying new things.
2. Record the PAPs in Class Charts

It is essential that the value of the PAPs system is maintained so that students see PAPs as valuable and fair. Staff should follow these guidelines in issuing PAPs:

- PAPs should only be given to students who have demonstrated exceptional or consistent effort, towards embodying the Oke 8 Character traits, shown exceptional performance and challenged themselves in new ways. PAPs given to a whole class should be an exception.



Tutors will track students PAPs weekly.

Termly Draw/Reward Assembly

At the end of each term, students will be entered into a draw and will have a number of entries equivalent to the number of PAPs during that term.

A number of winning entries will be randomly selected with a prize being awarded to each student.

Students may only win one prize per term.

At the end of each term the year group will gather and take part in an awards assembly. At this time awards will be given for Attitude to Learning, behaviour, attendance, progress made and PAPs received.

Reward Trips and Activities

Regular opportunities will be offered to students as a reward for making a positive contribution to the college. These may take the form of trips or special activities within the college.

Year 11 Rewards

- Passport to the Prom - In order to motivate Year 11 students to fully participate in the rewards system, particular rewards will be offered to them.

Participation in the Y11 intervention programme and an overall commitment to all aspects of the college community are taken into account, including; attendance, behaviour, attitude to learning and PAPs.

Consistent Expectations

Consistency is hard to achieve in any organisation but at Okehampton College we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain fairly constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and consequence systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions, they are committed to doing so in a calm, nonconfrontational and professional manner at all times.

RESET: A Stepped Consequences Approach



Sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative
Community Opportunity Respect Equity **Ready Respectful Safe**

behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The aim should be to keep all students accessing their learning within the lesson for the duration, however we are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal reminder by correcting their behaviour can be sent to the Reset room in order for the learning of the rest of their group to continue. We also employ the On-Call system so that a student can be collected (if deemed a serious incident) and removed from the classroom to the Reset room.

When issuing a verbal reminder to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour and that calling support through 'On Call' is something the teacher would have preferred to avoid and is having to resort to reluctantly. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student sent to the Reset room will be met by the member of staff responsible at the end of the day.

RESET

Aims

- To ensure all student have access to disruption free learning
- To ensure **staff and students** are 100% clear on what is acceptable behaviour at Okehampton College
- To encourage students to **take responsibility** for their own actions
- To enable teachers to **deliver engaging and creative lessons** all the time
-

Practice

- If a student does not adhere to the behaviour policy and expectations, a teacher will tell them that they have a "**reminder**" and issue C1 (Consequence 1) and record on Class Charts.
- If a student's poor conduct persists, the teacher will support the student with a "**review**" intervention and issue a C2 (Consequence 2) and record on Class Charts. The review will diagnose what the barriers are to learning and seek to remedy the cause by applying classroom management techniques.
- If the student's poor conduct persists, they will be sent '**Reset**' Room for a cycle of 5 learning periods.

Expectations

- Arrive on time, within 3 minutes prior to the start of the lesson or before the second bell after lunch
- Sit where you are asked
- Show you are ready to learn
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn
- Stay in your seat
- Don't eat or drink (only water is allowed in lessons)
- Treat others with respect, including when speaking with them

- Phones should be placed in your bag and silent throughout lessons unless given permission by staff to use them
- Headphones are not to be used in the college building at any time

Restoration

As part of the 'Reset' system Pastoral Support Officers (PSOs) alongside the AHOY and HOY will work with pupils to address the behaviour which has seen them enter the system. Any staff member who sends a student to reset will visit the student and complete a restorative conversation within 24 hours and before the next lesson.

Reset - Follow up and intervention

When a student is sent to Reset it is essential that we understand that it has a wider impact to their learning than in one particular subject. Poor behaviour in one subject can have a negative impact on the progress being made in other subject areas given the amount of teaching time away from timetabled classes. Therefore, it is important to ensure that attendance in Reset is addressed by subject teachers, Heads of Department and Heads of Year. **If pupils do not meet the expectations of the Reset room, a 1-day Fixed term exclusion will be issued with escalation on repeated instances triggering support mechanisms.**

Subject Teacher Follow up:

In the event of a pupil receiving 3 Reset consequences from the same subject in a half term, a meeting will be required to take place between the Teacher and the parent/carers of the pupil at the earliest convenience. As a result of this meeting all parties will agree an appropriate intervention and support process.

Tutor Follow up:

In the event of a pupil receiving 3 Reset consequences from multiple subjects a meeting will be required to take place between the tutor and the parent/carers of the pupil at the earliest convenience.

An email will be sent to the parent/carer notifying them that they will be contacted by the tutor to arrange a suitable time for this meeting. The purpose of the meeting will be to discuss the pupil behaviours and how they will be addressed and any interventions that may be put in place. If appropriate the Head of Department or Head of Year should attend. A summary of the discussion and any interventions to be put in place should be produced and a copy sent to the HoD and HoY with upscaling to SLT if unsuccessful.

Pastoral Detentions

The Pastoral detention is a 25-minute detention for anti-social behaviour in and around Okehampton College. At Okehampton College, we expect everyone to behave and treat each other with respect at all times. That means walking around the college calmly and quietly, respecting each other's space and looking out for each other. Our Pastoral detentions enable us to address any behaviour that does not meet our high expectations.

There are no warnings for these behaviours. Students will receive a social time detention for any of the following:

- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Eating and drinking in banned areas
- Not clearing away your litter in the canteen or dining hall
- Being out of bounds
- Misuse of college property, including graffiti and damage
- Incorrect uniform with no pass, including not wearing a blazer.

- Not following staff requests
- Use of chewing gum around the college

If a student does one of the things above, an adult will tell them that they have a “Pastoral detention”, and that they must serve a 25-minute second break detention (that day or the next day if the detention is issued after P5). A daily list to remind students will be available with tutors. When there is a clash with another detention, this will mean the detention will be rolled over to the next available day.

Pastoral detentions will take place in the allocated rooms pre-set on Class Charts and will be supervised by PSO's.

Community Service

We believe that students should be encouraged to be active contributors to the college community. When a student's behaviour damages the community or the environment, they may be asked to undertake community service to repay that damage. Community Service projects could include picking up litter, cleaning, or other administrative tasks during break time, lunch time or after college.

Suspensions & Permanent Exclusions

Using suspension and permanent exclusion as a sanction when warranted, is part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Suspensions (Internal/External)

The suspension of students from college is always a difficult and important decision. Okehampton College will only make the decision to suspend a student when there is sufficient evidence to do so and where all other sanctions have been discounted. Parents and carers will be kept fully informed of the decision to suspend throughout and will be informed of opportunities to appeal if they feel the college has acted unfairly.

Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend the college (unless the pupil is reinstated). The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Please refer to the colleges exclusion policy for further information which can be found [here](#).

Exclusion Prevention

Meeting the college's expectations for conduct, is for some students particularly challenging. Students who persistently fall outside of the college's expectations and who receive repeated exclusions will be placed on the Exclusion Pathway. The Exclusion Pathway sets out the consequences and support provided for students, whose behaviours are placing them at risk of permanent exclusion.

On Call Support

This is available to staff to help them resolve an emergency i.e. a particularly disruptive student, violence, etc. It should only be called for when the Head of Department or others within the Department are unable to provide support. It should be used sparingly - a teacher who overuses this form of support is likely to considerably weaken their position in the minds of the students.

Sequence of events

1. Teacher can alert on call staff via the corresponding Class Charts button (On call support), which will alert the relevant staff via a live feed which the PSOs will be monitoring. For critical incidents, radio communication is used with radios positioned in the faculty offices
2. As a back up to Class Charts, teachers can send a brief email to: reset@okehamptoncollege.devon.sch.uk. The email needs to contain the classroom where support is needed.
3. The student will be removed from the lesson and will enter the Reset Centre and remain there for 24 hours.

It is essential that On Call Support is only used for the above purpose.

Consequences and interventions (see Appendix 3)

Our reporting system has been designed to provide students with a clear pathway, which supports them in the classroom to self-regulate their conduct and focus on setting individual and specific targets to improve their behaviour for learning. Some students recognise that continuous monitoring can be beneficial and regularly self-refer.

GREEN ATL Report – Tutors to issue and monitor reports. Students can also self-refer

AMBER ATL Report – Head of Year to issue and monitor. Students whose conduct has not improved on completion of a Green ATL will be escalated to Amber.

RED ATL Report – Head of Year to issue and monitor with a member of the SLT. Students whose conduct continues to cause concern will be placed on a RED ATL Report.

Any student returning from a Fixed Term Exclusion will automatically be placed on a RED ATL Report. Students whose conduct continues to fail to improve or who fail to complete RED ATL reports, will be monitored by a member of the Senior Leadership Team and will be subject to the Exclusion Pathway.

Uniform and Appearance

We ask all students to uphold the same standards of uniform and appearance. **Students who attend college without the correct uniform will be asked to report to the Reset Centre and will be provided time to correct it.** The college will support pupils with a supply of uniform or make contact with parents/ carers to bring the correct items to college, in which during the is time pupils will remain in Reset and will receive a log on Class Charts. Repeated failures to wear correct uniform will incur an upscaling in consequence. Any student who fails to comply with the college's Uniform Policy, will be subject to the colleges consequences, as set out in the Behaviour for Learning Policy. The college will work with parents/ carers and recognise that there could be extenuating circumstances affecting the uniform. In such situations, we ask for pupils to have a note, from which a uniform pass can be issued in the Reset Centre each morning to pupils can enter the college.

College Trips, Educational Visits and Events

Only students who follow the expectations of the college should be allowed to participate in educational visits, reward trips, sports teams and other college events. If a student refuses to follow the college code of conduct and uniform expectations, they may be removed from some or all events.

Mobile Phones

Students are asked not to bring mobile phones to college unless absolutely necessary. If they do, the phone should be switched off whilst in the building and kept in a bag. Students must not use phones in lesson time or in the building for any purpose unless directed by the teacher for a specific learning activity.

If a phone rings or is seen in the possession of a student, it should immediately be confiscated from the student with staff discretion used on occasions to warn students based on the circumstance. Mobile phones and other devices which have been confiscated from students should immediately be taken to **student services** where they will be placed in an envelope for safe keeping. The incident will be recorded on Class Charts and they will be returned on the following conditions:

1. Where this is the first occasion in an academic term, the student may collect their device at the end of that day.
2. On the second occasion in an academic term, they will be released to a parent/carer only at the end of the college day.
3. On third and subsequent occasions in an academic term, each device will be held securely in the college safe for one week and may then be collected by the parent/carer or student.

Communication between students and parents or carers during college time should only take place through the college office.

College Transport

Where misbehaviour occurs on college buses or taxis, drivers should report this misbehaviour to members of staff on duty. Students who do not behave appropriately and are reported will be sanctioned appropriately with County Transport. In each case letters will be sent home outlining the concerns raised. The college will work with Cornwall Council to removed students from college transport where misbehaviour continues to be a concern.

Tobacco and Other Banned Items

Tobacco and other items banned by the college must not be brought to college. If a student is suspected of bringing a banned item into college, they will be searched, and any banned items found will be destroyed. Items banned by the college include:

- Tobacco or cigarettes, including e-cigarettes
- Any form of drug unless that which prescribed by a doctor for that student (the college should be made aware of any medication being taken)
- Knives, including pocket or camping knives
- Lighters or cigarette paper
- Energy drinks
- Any substance which may be used by pupils with the specific aim of harming themselves or be provided to others for the purposes of self-harm.
- Any form of weapon, either real or 'pretend'

Students who bring substances which are classed as dangerous drugs, including cannabis, are very likely to face permanent exclusion regardless of the purpose for bringing them into college.

The college will always inform law enforcement agencies about illegal items brought into college.

The Deliberate Activation of the Colleges Emergency Systems

When a student deliberately acts to cause the college to evacuate the building or initiate any other emergency procedure, the first consideration the college will make will be to permanently exclude that student. These actions may include activating the college fire alarm or calling emergency services from the college without authorisation.

Dealing with Alleged Victims and Offenders

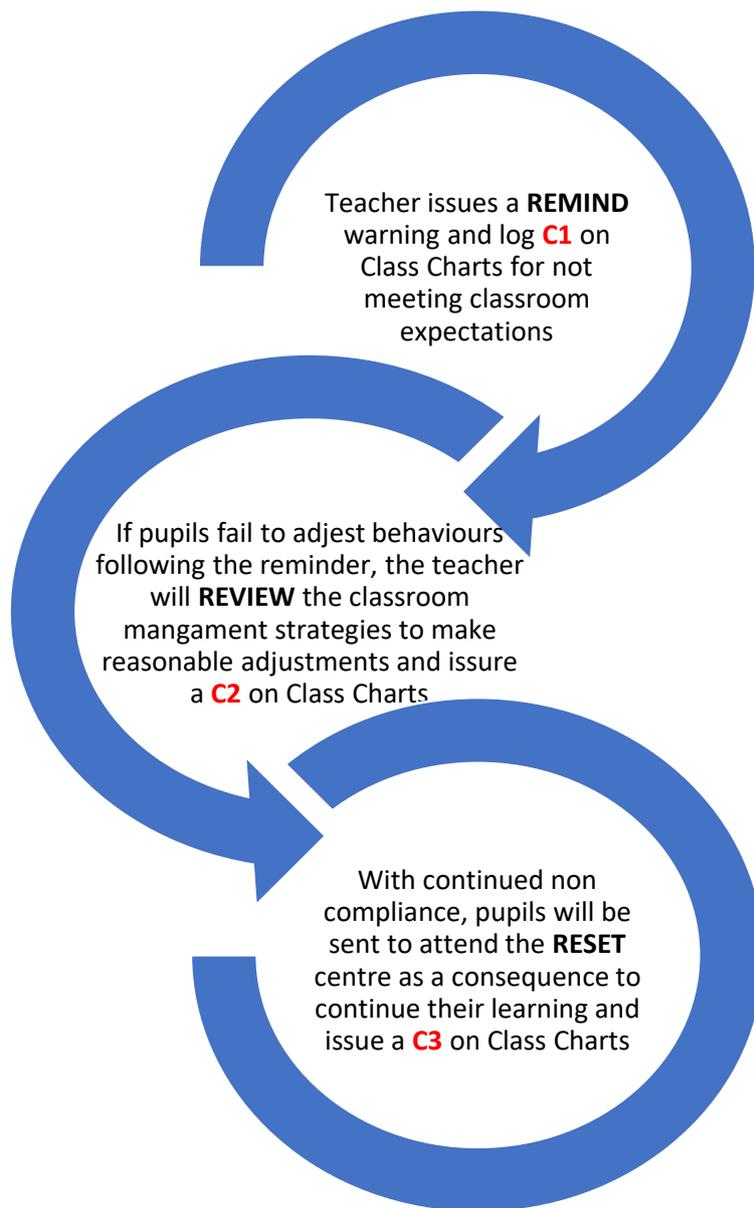
Whilst Under Investigation We will do all we can to ensure all students feel safe whilst at college. Where an allegation of an incident between two students has been reported, we will investigate as quickly and efficiently as possible. We may withdraw students temporarily from lessons while we do this. If an incident is being investigated outside of the college, we will work alongside other agencies, including the police, to

help with a fair and swift outcome.

Appendix List

- 1. Consequences flow Chart***
- 2. RESET staff booklet***

Appendix 1 –Consequences flow chart



RESET

STAFF BOOKLET 2022-23

Contents

- 1. Summary**
- 2. Expectations in the classroom**
- 3. Expectations around the school**
- 4. Expectations relating to serious incidents**
- 5. Guidance for giving reminders in lessons**

Annexe A: Expectations in the Reset Room

Annexe B: Managing fixed term exclusions

Annexe C: The Reset Centre team

1. Summary

Reset is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by Heads of Year and Senior Leadership Team.

The aims of Reset are:

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
- 3.
4. To encourage students to **take responsibility** for their own actions
5. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural interruptions as barriers

RESET is a whole school system which relies on all staff using it in a fair and consistent way. No other sanctions for behaviour can be used.

Members of staff may still set detentions but whole school sanctions always take priority. Examples of detentions that teachers may set include:

- failure to complete homework,
- failure to complete classwork,
- failure to complete homework or classwork to the required standard.

Expectations

Expectations are broken down into 3 areas:

- In the classroom
- Around school
- Serious incidents

2. Expectations in the classroom

Always in lessons:

- Arrive on time (within 3 minutes of the bell)
- Sit where you are asked
- Show you are ready to learn
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn
- Stay in your seat

- Don't eat or drink (only water is allowed in lessons)
- Treat others with respect, including when speaking with them
- Phones should be placed in your bag and silent throughout lessons unless given permission by staff to use them
- Headphones are not to be used in the school building at any time

If pupils do not adhere to these expectations, an adult will tell them that they have an informal reminder – C1 and their name will be logged on Class Charts. If you they this for a second time, they will be sent to the Reset Room for one cycle of 5 lessons including social times

3.Expectations around school

At Okehampton College, we expect each other to be respectful at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

Defiance

If a member of staff asks a pupil to do something, they must respond appropriately. If they do not immediately do what has been asked, the member of staff may say 'This is a reasonable request. Are you choosing not to follow it?'

If pupils refuse, or if they walk away, a member of the SLT will be called, via the on-call system.

Anti-social behaviour- Warning

There are no reminders for these misbehaviors. Pupils will receive a social time detention for any of the following:

- | | |
|--------------------------------------|-------------------------------------------------------------------|
| • Running indoors | • Eating and drinking in banned areas |
| • Shouting indoors | • Not clearing away your tray in the canteen or dining hall |
| • Pushing/shoving | • Being out of bounds |
| • Inappropriate language or attitude | • Hitting or kicking lockers or any other school property |
| • Dropping litter/throwing food | • Incorrect uniform with no pass, including not wearing a blazer. |
| • Not following staff requests | • Use of chewing gum around the school |

If pupils behave in any of the ways listed above, an adult will tell them that you have a "warning", and that they must serve a 25-minute social time detention at the start of the next break (either that day or the next day) in the Reset Centre.

If pupils fail to serve this detention, they will be sent to the Reset Room for one cycle of 5 lessons the following day.

Mobile phones and inappropriate jewellery

Pupils must hand over to a member of staff any phone that is seen or heard during tutor/lessons without permission, any nose rings, large earrings or other jewellery that is not permitted. This will be confiscated

until the end of the school day and pupils may collect it from Student Services at the end of the day. If pupils refuse to hand it over, they will be sent to the Reset Room for one cycle of 5 lessons including social time.

Uniform

All students must be in the correct uniform, unless carrying a pass issued by staff with passes only issued for medical reasons or if pupils have lost or broken the article in the previous 24 hours. If pupils arrive in school without the correct uniform, you will be sent to the Reset Centre until a parent or carer either brings in the missing article or you are loaned an item from the uniform exchange store

If pupils are out of uniform and do not have a pass within lesson time, then they will be sent to the Reset Centre for triaging.

4.Expectations relating to serious incidents

These are incidents which warrant a parental meeting, time in the Reset Room, warning of fixed-term exclusion, fixed term exclusion, a Behaviour Planning meeting with the Head, or permanent exclusion. Students may also face further sanctions depending on the severity and frequency of their actions.

| | |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.) | Students should be asked explicitly, "I have asked you to ... this is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a student does not immediately comply with your request, a member of the SLT will be called, via the on-call system. |
| 2. Verbal or Physical abuse of staff. | This may include: <ul style="list-style-type: none"> • Pushing past/physical contact with staff • Swearing at staff • Rudeness and name calling |
| 3. Exam misconduct | Students will be sent to Reset |
| 4. Truancy or wandering for 10 minutes or more during a lesson. | Students may only be out of lessons with a pass from a member of staff. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the Reset for 5 lessons |
| 5. Violent or dangerous behaviour | This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour |
| 6. Possession or use of alcohol or drugs | This is against the law, and may result in permanent exclusion, if it is deemed that the safety or wellbeing of students or staff will be affected. Students may also be subject to random bag searches. Students cannot refuse to be searched if an adult has reason to believe that they may be in possession of banned substances. |
| 7. Possession or bringing a weapon or dangerous item on to the school site | This is against the law, is extremely dangerous, and may result in a permanent exclusion. |
| 8. Malicious setting off of the fire alarm | This is against the law, causes significant disruption to the whole school, and will result in a serious sanction (and possible financial penalty). |
| 9. Deliberate damage to or theft of property | This may include: <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets |

| | |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. Smoking (including all types of e-cigarette) | Smoking is not permitted anywhere on the school site. If a student is seen smoking or is suspected of smoking on the school site, in the vicinity of the school, or in school uniform, this will result in 24 hours in isolation. Students may also be subject to random bag searches. |
| 11. Bullying or prejudicial language directed at another person | This may include: <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites. If bullying is persistent and it is deemed that the safety or wellbeing of students or staff is adversely affected, pupils can be placed on the Bullying pathway and a permanent exclusion may be considered. |
| 12 Peer on Peer Abuse/Harm | This may include <ul style="list-style-type: none"> • Physical abuse • Sexually harmful behaviour/sexual abuse • Online bullying/Cyber bullying (See Peer on Peer Policy) • Sexting • Initiation/Hazing • Prejudiced behaviour • Teenage relationship abuse |

The list above is extensive but not exhaustive and should act as guidance to staff.

5. Guidelines for giving reminders in lessons

1. A common language

It is essential that warnings are given in a consistent way across the school, by all teachers and support staff, including cover supervisors, cover teachers and guest teachers. Staff should always try to use language to de-escalate situations: **'Language to engage not to enrage'**.

It is also important that all staff use a common language when giving warnings. For example:

"John, I'm giving you a reminder as you are talking and not RTL. You need to be RTL for the rest of the lesson"

"John, you are talking over me. You are not RTL; that's a reminder."

"John, you are having an off-task conversation. You are not RTL; that's a reminder."

"John, you need to go to the Reset Room. You had a reminder and now you are talking over me. Please make your way to the Reset Room.'

2. Making expectations clear

Starting lessons

It is normal that students may walk into a lesson and still be finishing a conversation that they started on the way there. It is essential, therefore, that all students know that the adult taking the lesson is ready to start and that the students must therefore be ready to learn.

To make this crystal clear for students, staff may wish to indicate this starting point by saying:

"I'm expecting you now to be RTL in 5... 4... 3... 2... 1." Thank you with your hand raised

Establishing silent work

If you want students to work in silence, this should be communicated very clearly to students. For example:

“We’ll now be working in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a reminder”.

Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff get to ‘1’, reminders must immediately be given to any student still talking.

Forewarning

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should **forewarn** students that they need to get ready for that. For example:

“[Over student discussion] 30 seconds left... 20 seconds... 10 seconds...5...4...3...2...1”

3. Immediate warnings

Once expectations are clear, if students show that they are not ready to learn, they should be given an immediate reminder. For example, if you are talking, and a student talks over you, they must immediately be given a reminder, with their name written on the board. It will lead to significant inconsistency if some staff choose to ‘remind’ students that, for example, ‘next time you will get a reminder’.

Examples

1. Student arrives 3+ minutes late (or after the second bell at lunchtime)
2. Student talks over someone else
3. Student talks during silent work
4. Student puts their head on the desk
5. Student actively refuses to work
6. Student talks off-task
7. Student’s phone is seen or heard (must also be confiscated)
8. Student eating or drinking (other than water)
9. Inappropriate language or attitude
10. Phones and Headphones should be placed in your bag and silent throughout lessons unless given permission by staff to use them

Immediate
reminder
written on
the board

If a number of students have got something wrong, because you think you didn’t make your initial expectations clear enough, then you should issue a whole-class **collective reminder**.

4. Collective reminders

Sometimes, an adult may wish to draw attention to the “Ready to learn” Expectations, without giving a reminder to a particular student. In such situations, a collective reminder to the whole class would be more appropriate.

For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say,

"I'd like to remind everyone that off-task conversations are for social times. I don't wish to have to give anyone a reminder about this."

5. No 'machine-gunning'

Once you have given a reminder, you should not give a second reminder **within 2 minutes of the first**. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to the Reset Room. For example:

"It wasn't me, it was him. It's not fair..."

"Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to send you to the Reset Room."

This approach turns it back on the student to make the choice. It would also help if you then turn your attention back to the lesson to give the student time to consider their response. Silence usually means agreement.

6. Calling out

If a student calls out (and is genuinely engaging with learning) they should not be given a reminder. However, if a student **repeatedly** calls out in a way that is unhelpful for learning, you should say to them:

"I know you're only trying to answer the question, but you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a reminder."

7. Immediate removals

If pupils are involved in any of the behaviours listed below, they will be sent to the Reset Room for one cycle of 5 lessons including social times

These include:

- Swearing at or about a member of staff
- Violence, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment
-

8.

Q&A

Q: I have sent a student to the Reset Room and emailed Student Services, but the student has refused to leave. What should I do?

A: If the student refuses to leave your room (and go to the Reset Room of their own accord) then contact on-call, they will pick up the student.

On-call should only be used for students who refuse to leave or indicate they will refuse to go to the Reset room.

Q: I have sent a student to the Reset Room. Do I have to ring home?

A: No. However, you may want to ring home to explain the situation. In some cases, parents or students might query why they were sent to the Reset Room, and Student Services might ask you to phone home to explain.

Q: I have sent a student to the Reset Room. Do I have to meet the student later in the Reset Room?

A: Yes, this is a pre-requisite. The student will complete a restorative form, and this will need to be signed by yourself and the student. The signing of this form and reflection required to complete will not change the length of time the student will spend in the Reset Room.

Q: A student is drinking / eating in my lesson (other than water). Should they get a reminder? A: Yes, they should get a reminder and their food or drink should be taken away from them. If they refuse to hand over the food, give them 30 seconds take up time. If they still refuse, they must be sent to the Reset Room. (Energy drinks are banned in school and should be confiscated and handed to Student Services).

Q: I am a PE teacher. How will I notify the Behaviour Management Team if I am sending someone to the Reset Room?

A: You will need to contact on-call. The relevant staff member will then meet the student at the entrance to the changing rooms if appropriate

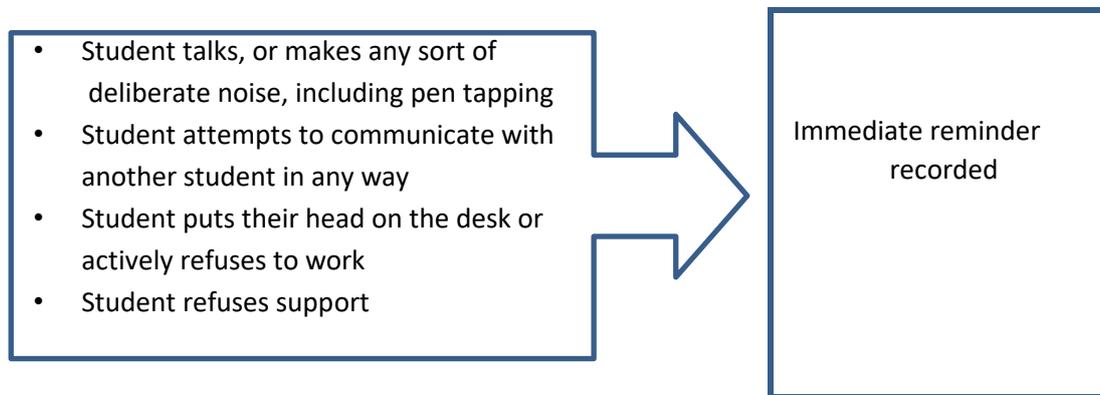
Annex A: Expectations in the Reset Room

Students must work in silence at all times, in 'exam conditions'. If a student shows they are not 'Ready to Learn' in the Reset Room, then they must immediately receive a reminder by the staff member in the Reset room. If they show this again, after more than 2 minutes, they must receive a second by the PSO in the triage. At this point, the Triage Services will allow the student up to 15 minutes. If the student is not then 'Reset', they will receive their last reminder by the on-call member of SLT and will be sent home if they disrupt again.

As such, the Reset Room will have the same expectations as an examination, with two important exceptions:

1. Students are allowed to ask for help
2. Students must continue working

Examples



Arriving in the Reset Room

Students must arrive at the Reset centre **TRIAGE** within 5 minutes of being sent. If they do not, on call support will be used to collect them with refusal to attend leading to a suspension and a pupil serving the following day in the Reset Room.

Break and lunch times in the Reset Room

Break and lunches for pupils in the Reset room will be taken earlier (10.50am and 1.20pm) than the rest of the student body. While collecting food at break or lunch time students will be able to talk with each other, albeit quietly and sensibly in the café with food consumed in the reset room.

Exceptions to staying in the Reset Room

A student must never be allowed out of the Reset Room to attend a normal lesson, including a lesson to complete coursework. A student may only leave the Reset Room if they have:

1. A public examination
2. A literacy, numeracy or behaviour intervention
3. A pre-arranged appointment out of school

Annex B: Managing fixed term exclusions

All return from exclusion meetings will take place on the day the student returns to school. SLT, HoY or Student Services will make the phone call to arrange this meeting. These staff will conduct all meetings resulting from Reset Room incidents.

The Head of Year or a member of the Senior Leadership Team will conduct meetings for incidents, other than Reset Room behaviour.

The student and parent/carer will be expected to attend the meeting and an agreement will be sought as to how the student and parent can prevent future exclusions and how the school can support them in doing so.

In exceptional circumstances, and with the agreement of the Deputy SLT, a discussion may take place by phone with the parent or care

Annex C: The Reset Centre team

The Reset Centre team on a rota are:

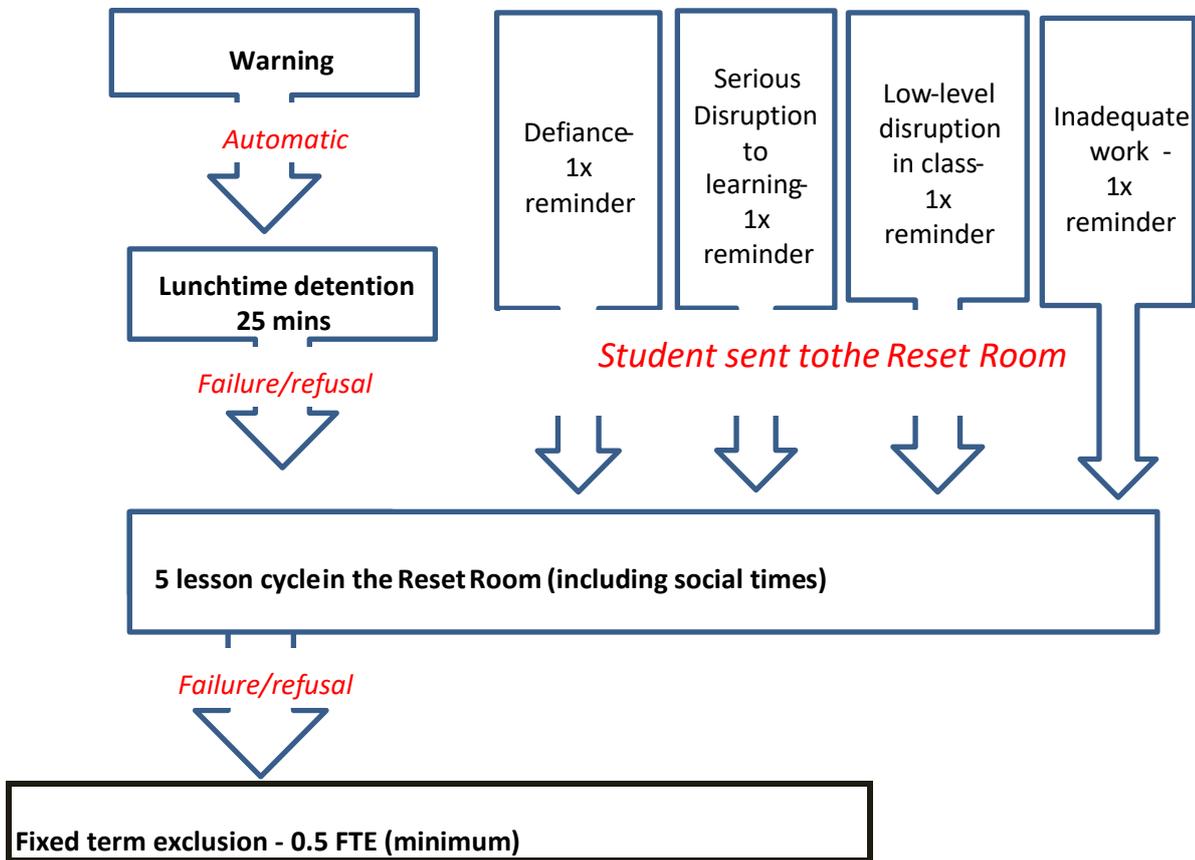
- HoYs
- aHOYs
- PSO's

They have the following responsibilities:

- Supervision of the Reset room, including social times and until 3.20pm
- Ensuring communication home to report a child's behaviour via telephone, text and email.
- Picking up non-arrivals
- Initiating and maintaining good communication with parents/ carers, heads of year and support services within the school
- Providing re-integration support for students, as required
- Managing meetings with parents relating to Reset Room incidents and exclusions
- Keeping accurate records of all incidents and referrals
- Ensuring appropriate work is provided for all students, by maintaining stocks of work for KS3 students, and liaising with the teachers of KS4 students
- Analysing the data around behaviour incidents and passing on issues arising.

The team works in close collaboration with:

- Senior Leadership Team



Behaviour Policy Amendment in response to Covid-19

Please be aware that, in response to Covid-19, the following reasonable adjustments have been made to our Behaviour Policy and will take effect from September 2020 until further notice. This amendment should be read in conjunction with the individual school behaviour policy.

In creating this document, we have been mindful of the DfE “Checklist for school leaders to support full opening: behaviour and attendance”. In particular, we have considered the following key actions:

1. Plan (this document)
2. Communicate (to staff, parents and pupils)
3. Be consistent (apply the sanctions fairly and consistently)
4. Support (identify pupils who are at risk and provide specific support)
5. Monitor and Improve (track behaviour data and review policies and processes regularly)
6. In the current climate, the following behaviours will result in the listed actions.

| Behaviour | Action |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deliberately not following school instructions and guidance around social distancing. | Parents informed and sanction applied in line with existing behaviour policy. If behaviour is repeated, sanction with graduated response as per behaviour policy. |
| Deliberately accessing out of bounds areas, including those areas of school that will be temporarily prohibited in light of the current circumstances. | Parents informed and sanction applied in line with existing behaviour policy. If behaviour is repeated, sanction with graduated response as per behaviour policy. |
| Deliberately accessing the ‘bubbles’ or classrooms of pupils outside of their own working groups. | Parents informed and sanction applied in line with existing behaviour policy. If behaviour is repeated, sanction with graduated response as per behaviour policy. |
| Deliberately not following designated routes around school | Parents informed and sanction applied in line with existing behaviour policy. If behaviour is repeated, sanction with graduated response as per behaviour policy. |
| Not following any rules or guidelines outlined by the school regarding hygiene practises, sharing of equipment and social interactions. | Parents informed and sanction applied in line with existing behaviour policy. If behaviour is repeated, sanction with graduated response as per behaviour policy. |
| Refusal to follow County and School guidelines around the safe and appropriate use of school transport. | Parents Informed. County Transport informed and ‘Warning Letter’ requested. If repeated a sanction is applied in line with behaviour policy. County Transport informed and a ban put in place. |
| Deliberately making any inappropriate and insensitive comments or displaying insensitive behaviours linked to the Covid-19 pandemic. | Work with the child as to why their actions are inappropriate. Contact parents. Speak to the child who has been affected. Contact their parents. If behaviour is repeated, sanction with graduated response as per behaviour policy. |

Children who are repeatedly not meeting our expectations will have an individual risk assessment to map out how they can safely attend school at this time. An individual risk assessment will be made for a student based on the following:

- If they have an individual behaviour plan is currently in place
- If the school deems it to be necessary due to behaviour of the student prior to lockdown

Any risk assessment will be discussed and agreed with parents and may include additional interventions and support.

As some of the strategies we use for de-escalation and behaviour management) cannot be used in the current circumstances, pupils must be able to safely remain within their classroom or designated working area.

Exclusions are used as a very last resort where a child has made a choice which has resulted in themselves or someone else being unsafe. We expect children to follow the instructions of staff and where children are repeatedly non-compliant, this may also result in an exclusion. We follow the statutory DFE guidance on

Exclusions, which can be found here <https://www.gov.uk/government/publications/school-exclusion>

July 2020

CELT Working Group

The head teacher or designated teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating and use the stepped consequences in order to help young people understand the impact on others and to develop empathy.

Remind privately of **CORE** and **Rules**, of their **mistake** and given an **opportunity to make the right choice**. **Review students' attitude to learning** privately, outlining the consequences if they continue and make reasonable adjustments to support.

Reset and reflect, return to lessons after 5 periods; a restorative conversation to happen between learner and staff member.

Staff will deliver consequences calmly and with care and not confront unwanted behaviour with anger. **Negative Behaviour Points** given on class charts if expectations not met. If points accumulate, support is given:

- Conversation with the student by tutor/HoY/Subject teacher/HoF - phone call home to register concern
with parent/carer - Behaviour Care Plan implemented - Referral for 1-1 mentoring with Connect/Space/Tor/college nurse/Emotional Logic - Lesson Observations - Graduated Response used - Targeted support/Targeted interventions/Inclusion Hub Re/Community Service/Learning conversations

Targeted Support and Inclusion Support Programmes (see flow chart, page 34)

Behaviour/Relational/Pastoral Care Plans are implemented to support learners. This is done discreetly by not using coloured reports, by advertising poor behaviour or by giving fame to those not meeting expectations. Individual programmes are implemented for further support or by a referral to Holditch or other alternative provisions.

For more serious behaviour incidents, the Devon County Behaviour guidelines and sanctions are followed.

**Written in line with EEF Guidance Report, DCC Guidance for Developing Relational Practice & Policy and Pivotal.*

Behaviour Warning Hearing: Referral Form

Behaviour Warning Meeting

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------|------------------------------------|--------------|--|
| Student's Name: | | Tutor Group: | | Referral by: | |
| Agreed at IAM: | | Agreed at SLT: | | | |
| Meeting date and time: | | Parent Invitation Issued on: | | | |
| Number of Achievement Points this year: | | Number of Behaviour Points this year: | | | |
| Attendance: | | Lates: | | | |
| Average ATL from latest data collection: | | | | | |
| No. of exclusions & total of days: | | | Position on the Exclusion Pathway: | | |
| Any additional needs including SEND, SEMH etc: | | | | | |
| Behaviour in lessons: (Feedback from Teachers) | | | | | |
| Behaviour out of lessons: (Feedback from SLT & lunchtime duty staff) | | | | | |
| Behaviour outside of school, including on the bus: (Complaints from students and parents, including informing the police and VISTs) | | | | | |
| Support and interventions already in place: | | | | | |

<Parent name>, you have been invited to this Behaviour Warning Hearing because of significant concerns raised by school leaders over the conduct and behaviour of <child>. This behaviour is causing disruption to the learning of your child and to the learning of others and/or is detrimental to the safety

and wellbeing of students and staff at the school.

School pastoral leaders feel that this conduct and behaviour is significant enough that, we are obligated to inform you of the gravity of the situation and the potential consequences of this continuing include the real possibility and risk of a permanent exclusion may be the result, if your child does not alter their behaviour. Sanctions and strategies put in place so far have not had sufficient impact to convince us that things will improve.

The purpose of this meeting is to discuss those concerns and formulate a plan of action that will result in significant improvements in attitude and behaviour and avoid further sanctions. Additionally, improved attitude and behaviour will result in your child being more successful at school and beyond.

It is important that while we impress the seriousness of this situation, you and your child are given an opportunity to share your views and tell us what you believe are the challenges they face, as well as giving you an opportunity to recognise and reflect on why this hearing has been called.

Ultimately, the responsibility for the behaviour of your child is yours as his/her parents. Our role as a school is to support any additional needs within the frameworks given to us. Repeated disruption and poor behaviour place a child beyond the care and the control of the school and, as a result, is a concern for the parents/carers.

There may be several outcomes to this meeting which we will decide at the end of the hearing and when the governors and Principal have reflected on the information presented. They may include one or a combination of the following:

Level 1 (the interventions in this list may have already been put in place, not always applicable to individual cases)

- Behaviour contract, report and monitoring
- Attendance and punctuality report
- Consideration of referral for an EHCP or additional SEND diagnoses
- Consideration of applying for specialist provision
- Consideration of a referral to the Early Help Hub or MARU
- Consideration of sharing our concerns with other outside agencies as the police

Level 2 (the interventions in this list may not always be appropriate to individual cases, and will be dependent of external agencies be able to provide further support)

- Consideration of a placement at an Alternative Provision Academy
- Consideration of a managed move

Level 3

- Consideration of whether to issue a final warning that your child is at risk of a permanent exclusion.

We will also review the provision in place for your child at school. I would like to remind you that while we are obligated to put in place support for children with additional needs, including mental health support, we are not expected to provide more than is reasonable for the identified needs. Evidence repeatedly suggests that most behaviour are as a result of positive relationships and expectations at home.

We will first hear a report from the pastoral team and then you may share your thoughts. We will then discuss the next steps. Each person should be allowed to speak uninterrupted unless by myself as the Chair.

This meeting is being minuted and a letter informing you of the outcome will be sent with the minutes within 5 working days of this meeting.

Agenda:

- 1. Introductions**
- 2. Scripted BWM rational**
- 3. Report from parents/carers**
- 4. Report from pastoral team**
- 5. Report from student (if present)**
- 6. Discussion about next steps and decision.**

<Parent Salutation>

<Parent address>

<Date>

Behaviour Warning Meeting <Student Name> <Year Group> <Tutor Group>(DOB: <nn/nn/nnnn>

Dear <Parent Salutation>

<PUPIL NAME>'s behaviour in school remains a cause for serious concern. I am sufficiently concerned that I will asking you to attend a governors' warning hearing, at which the college will set out its concerns and you and <PUPIL NAME. will have the opportunity to discuss and mitigating factors which you think might be contributing to <PUIL NAME>'s behaviour.

Governors will consider your comments and the school's concerns and then write to you with their reflections and a summary of the hearing.

At this stage, governors do not make a decision about exclusion; the hearing is designed to warn <PUPIL NAME> that <his/her> behaviour cannot continue and to support <PUPIL NAME> in improving <his/her> behaviour and how the college can better help manage and support your child.

The governor hearing will take place on <DAY/DATE/TIME>. You and <PUPIL NAME> will be expected to attend.

Please contact the college as soon as possible to confirm your attendance.

I appreciate your cooperation in this matter.

Regards

Principal
Okehampton College

Behaviour and Inclusion Meetings: Governor Checklist

The purpose of the meeting is to discuss with pupil and parents the serious stage that a situation has reached, and to impress upon all parties that unless changes are made, a permanent exclusion is now being faced.

It is **not** an arena for reviewing the interventions that have already taken place; a summary of behaviours and interventions will be provided by the school, but this is for background information only and not material to be used for discussion at the meeting.

After a meeting, governors may choose to provide the school with feedback on what they have observed. This may range from how the school communicates with parents, pupils or external agencies, gaps in process or commendation of good practice.

Governors should focus on:

| | |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| The views of the pupil, and how they view the situation they are in | |
| The views of the parents, and how far they are supportive of the actions available to the school | |
| Whether all parties understand what options are now left | |
| Whether there is anything else that pupil or parents think could be tried | <i>Be clear this cannot raise expectation or place the school in a position they cannot resource or deliver</i> |
| That all parties understand what happens next | |

Governors should write to the family after the meeting, to highlight the issues at stake, any action that has been undertaken by the pupil / parents and to underline the inevitability of a permanent exclusion, if the agreed actions fail.

Class Charts – Logging of incidents

C1 – remind (pupil if expectations)

C2 – revisit (Barriers to learning)

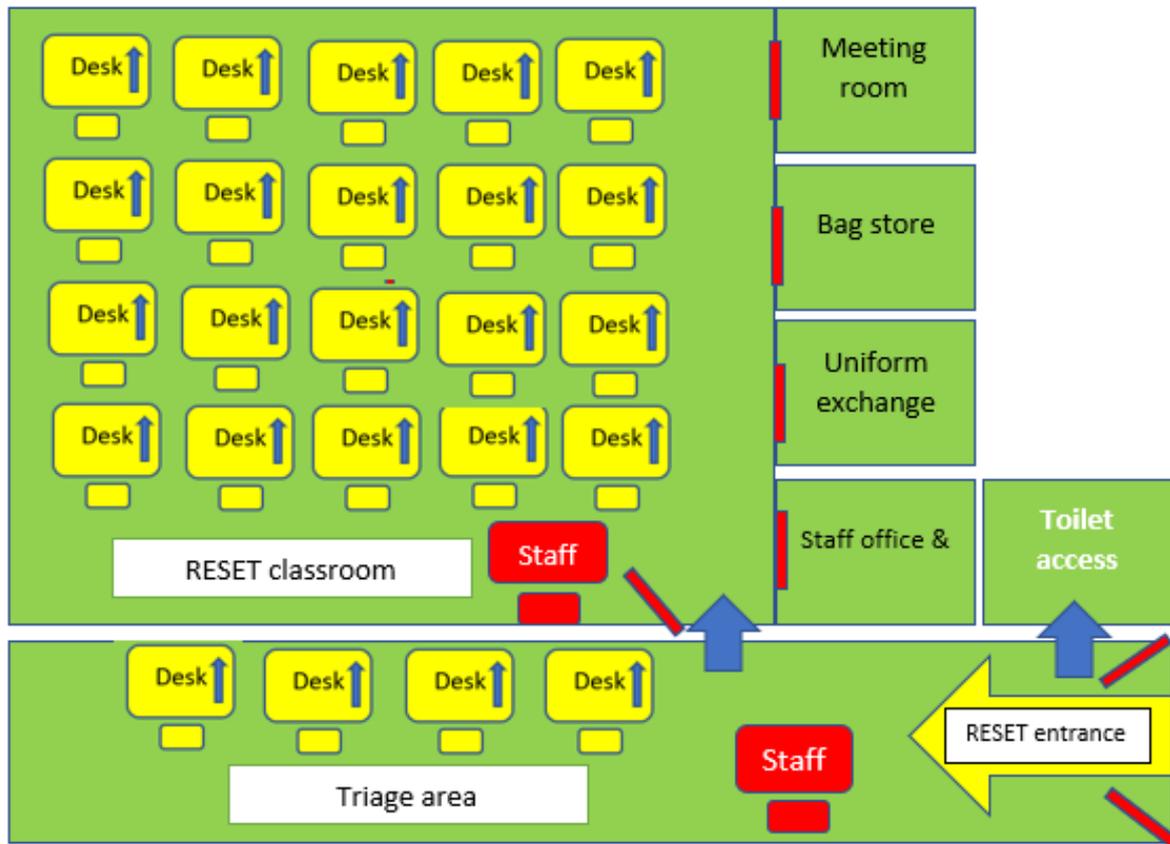
C3 – RESET (send and inform)

C4 – RESET – internal suspension issued by aHOY, PSO, HOY

C5 – RESET – internal suspension issued by SLT



RESET Centre layout

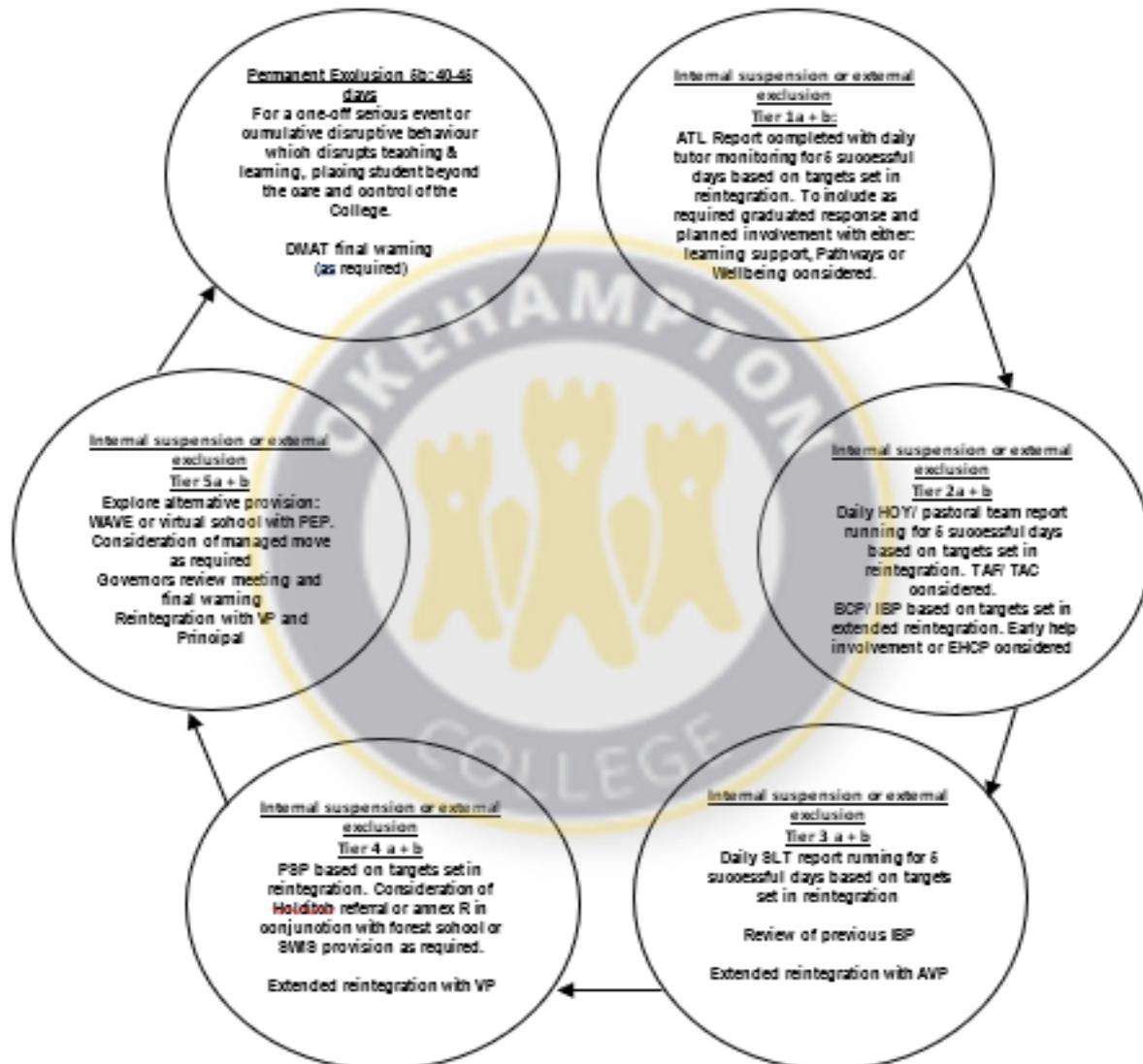


Okehampton College

Protocol for Exclusions

Exclusion procedure to be followed by all members of SLT, HOYs and PSOs.

- Remember to familiarise yourself with the stage reached before sanctioning an exclusion -



All exclusion readmission meetings involve parent/carer and the student. At each stage the full implication of the exclusion pathway and the need to change behaviour and/or attitudes are discussed and made clear.
For **ALL** exclusions a report will be issued which will be monitored by Tutor/PSO/HoY for a period of at least 5 days.

Appendices 3: Suspensions: Response and interventions

| STAGE | Number of incidents resulting in RESET | Total No. of days resulting in suspension (internal or external) | No. of days suspension (internal or external) in a term | Response | Intervention |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a | 1-2 | 1-5 | Days 1-2 | -Internal or external suspension -Reintegration with tutor and HOY | Daily tutor report running for 5 successful days based on targets set in reintegration |
| 1b | 3-4 | | Days 3-4 | -External suspension -Reintegration with tutor, HOY and SLT | ATL completed with daily tutor report running for 5 successful days based on targets set in reintegration. To include as required graduated response and planned involvement with either: learning support, Pathways or Wellbeing considered. |
| Allow 2 weeks for intervention to be planned, used, and reviewed with an extension of support considered for up to another 2 weeks | | | | | |
| 2a | 5-6 | 6-10 | Days 5-6 | -External suspension -Reintegration with HOY and SLT | Daily HOY/ pastoral team report running for 5 successful days based on targets set in reintegration. TAF/ TAC considered. |
| 2b | 7-8 | | Days 7-8 | -External suspension -Extended reintegration with HOY and SLT | BCP/ IBP based on targets set in extended reintegration. Early help involvement or EHCP considered as required. |
| Allow 2 weeks for intervention to be planned, used, and reviewed with an extension of support considered for up to another 2 weeks | | | | | |
| 3 | 9-10 | 11-19 | Days 9-10 | -External suspension -Reintegration with AVP and VP | Daily SLT report running for 5 successful days based on targets set in reintegration |
| 4 | 11-12 | 20-29 | Days 11-12 | -External suspension -Extended reintegration with VP | PSP based on targets set in reintegration. Consideration of Holditch referral or annex R in conjunction with forest school or SWIS provision as required. |
| Allow 2 weeks for intervention to be planned, used, and reviewed with an extension of support considered for up to another 2 weeks | | | | | |
| 5a | 13-19 | 30-39 | Days 13-19 | -Governor's review -Reintegration with VP and Principal - College final warning | Explore alternative provision: WAVE or virtual school with PEP. Consideration of managed move as required. |
| 5b | 20+ | 40-45+ | Days 20+ | -Final warnings and DMAT BP review -Reintegration with Principal | Review of previous strategies and interventions. |

List of interventions: Academic and pastoral

- ALT reports (Green, amber, red)
- Faculty reports
- SWISS
- Virtual school
- WAVE
- Annex R – reduced timetable
- RAG(ed) timetable and lesson checks
- Managed move
- Behaviour warning meetings
- Behaviour care plan (BCP)
- Personal support plan (PSP)
- Relational support plan (RSP)
- Individual; behaviour plan (IBP)
- Personal education plan (PEP)
- Teachers around the child meeting (TAC)
- Teachers around the family meeting (TAF)
- Attached based mentoring
- Graduated response
- SEND intervention
- SEMH intervention
- Youth mental health ambassadors mentoring (YMHA)
- CHAMHs referrals
- Tor support referral
- Forest school
- Faculty interventions
- Catch up lessons within faculty